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The Impact of the Men Accepting Neophytes-Uplifting Pupils Community-Based Mentoring Program

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Walden University
2017

Abstract

The Impact of the Men Accepting Neophytes-Uplifting Pupils Community-Based

Mentoring Program

by

Aisha Stephen

MA, Brooklyn College, City University of New York, 2003

BS, New York City Technical College, 2001

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2017

Abstract

Effective mentoring programs are essential for African American youth to feel

satisfaction and contribute to society, particularly in large urban communities. A need

exists to study the impact of community-based mentoring programs in central Georgia,

particularly those focused on male African Americans. Despite various mentoring

programs, stakeholders know little about the elements of program impact for at-risk

youths. Community mentoring programs frequently serve as a tool to minimize high

dropout rates that often result from youth incarceration, expulsion, and suspension. The

purpose of this study was to gain insight into the perceptions of mentors and

administrative staff on the impact of programs designed to support at-risk youths'

successful return to school. Attachment theory; Alderfer's existence, relatedness, and

growth theory; and social-development theory served as the framework for this study.

This qualitative case study examined the perceptions of mentors and administrators on

the impact of the Men Accepting Neophytes and Uplifting Pupils (MAN-UP) mentoring

program. Data accrued from document review, interviews, and observations of 15

mentors and 3 administrators. Data analytic procedures included the use of codes and

themes. Results showed that the MAN-UP program is effective in combating some of the

challenges that at-risk youth face. Positive social change may result from the creation of

professional development for mentors and program administrators, which is specifically

designed to improve the negative behaviors of African American male at-risk youth. This

could have implications for mentors, educators, and communities seeking to reduce

school suspension and expulsion rates and crimes that lead to incarceration. Proper

mentor training would help to reduce recidivism.

The Impact of the MAN-UP Community-Based Mentoring Program

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Dedication

I dedicate this project study to my one and only son, my heartbeat, Anthony, and my rock. My parents—my mother, Angela, and my angel and father, Ronald—thank you for always stressing the importance and instilling the value of education, and for encouraging me to set goals and work toward accomplishing them. To my entire family, for the unlimited love, support, and encouragement when this journey seemed impossible. My study is also dedicated to all the men who have stepped up and given their time and self to mentor our youths, and all the young men who were told that their goals are unattainable; this study is for you, as you were my inspiration.

Acknowledgments

First and foremost, I must acknowledge my Lord and Savior, Jesus Christ, who has sustained me during this process and provided me with health, strength, and perseverance to pursue my doctorate degree. My son, Anthony, for rubbing my back and staying up with me many nights as I cried out of frustration. I was able to push through as I wanted to set a great example for you to follow. To my sister friends, Rhonda and Angelique, who called, messaged, visited, and ensured that I never gave up. To my rock across the miles, BD, thank you, thank you, thank you for everything; this is as much yours as it is mine. I also thank my friends who started on this educational journey with me, Kimberly and Shatara "Mo," for being my go-to girls when needed, and for your support.

I also need to acknowledge my chair and committee members, Dr. Andrea Thompson and Dr. MaryJane Kirby, for their patience, support, and guidance. A very big thank you to Dr. Outten, Dr. Rogers, and Dr. Ellis for their support in proofreading, editing, encouraging, and pushing me.

Last, but certainly not least, I thank the Hearts of Men Foundation, all the mentors, and the Director, Travis Hunter, for allowing me to be a part of your work and allowing me to use your organization to achieve my goal.

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Section 1: The Problem

School dropout rates have been declining, but a disparity exists between Black students and their White counterparts (U.S. Department of Education, National Center for Education Statistics [NCES], 2014). From 1990 to 2012, dropout rates for White students declined from 9% to 4%, while the rate for Black students declined from 13% to 8%. In 2012, the dropout rate among had risen slightly White students, to 4.3%, and diminished slightly, to 7.5%, among Black students (NCES, 2014). When considered by gender, the disparity is startling: In 2012, the dropout rate for White male students was 4.8%, whereas that of Black male students was 8.1% (NCES, 2014).

Educational reforms such as Race to the Top and the No Child Left Behind Act of 2001 (NCLB) were designed to revamp and build the educational futures of all children, but educational access for African American students remained in jeopardy (Harper & Davis, 2012; Harper & Griffin, 2011). The authors of NCLB sought to address the needs of adolescents, particularly African American male students who were at risk of giving up on school and dropping out. However, design flaws, such as state assessments that were not appropriately aligned to the common standards, yielded inadequate measures of student growth, revealing the unrealistic goals of NCLB. The Obama administration worked to reauthorize the Elementary and Secondary Education Act, the legislation on which NCLB was built (U.S. Department of Education, 2010). In March 2010, the reauthorization, known as The Blueprint Reform, called for all high school graduates to be ready for either college or a career that would afford them not only multiple opportunities, but also a choice of opportunities (U.S. Department of Education, 2010).

Many African American male students from lower income families are exposed to clusters of risk factors that may have a negative impact on their school success (Harper & Griffin, 2011). According to data collected by the Georgia Department of Education (GADOE, 2010) for the 2008–2009 school year, 2.8% of students in Grades 7–12 in Georgia dropped out of school; of that population, 74% were African American male students. In Georgia, these dropout rates surpass graduation rates, ultimately translating into a financial strain on the state and federal government, as well as individuals, families, and society at large. Dropouts tend to collect government subsidies for assistance with housing and food, including welfare checks and food stamps. Adding to social concerns, dropouts have a higher chance of being incarcerated, poorer quality of health, and lower life expectancies than do high school graduates (GADOE, 2010).

Researchers have identified a correlation between African American male students and unfavorable results of delinquency, grade retention, dropout, academic failure, social alienation, and suspensions/expulsions (Fall & Roberts, 2012; Finn & Servoss, 2015; Martin et al., 2011). Stereotypes of African American boys as "bad" may impact motivational levels, which may compromise opportunities for academic success (Evans, Copping, Rowley, & Kurtz-Costes, 2011). Factors that affect African American male students' overall motivation to achieve scholastically include school engagement, school support, teacher involvement, ethics issues, socioeconomic conditions, and peer concerns (Osborne & Jones, 2011; Sherman et al., 2013). Family and neighborhood adults influence these boys' behavior at home and in school (Hopson & Lee, 2011; Patton, Woolley, & Hong, 2012).

Mentoring can have a momentous and long-lasting effect on a child's life as a result of personal, one-on-one interaction (DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011). What makes some mentoring programs effective and others less so is not well understood, particularly from the perspective of mentors and program administrators. This qualitative case study examined the impact of a community-based mentoring program, according to the perceptions of mentors and administrators of the Men Accepting Neophytes and Uplifting Pupils (MAN-UP, 2014) program in central Georgia, which supports African American male juveniles.

To address this knowledge gap, the study examined the perceptions of mentoring-program mentors and administrators regarding the impact of the MAN-UP mentoring program. The MAN-UP mentoring program provides support for the academic and social needs of inner-city male youth who have been incarcerated for various reasons and are thus at greater risk for dropping out of school. Of greatest interest in this study were the mentors' and mentoring-program administrators' perceptions of impact leading to academic success.

Definition of the Problem

The concept of mentoring is quite complicated, and, as with all other concepts, mentoring can be defined broadly or narrowly. When it is defined narrowly, one can assume that mentors have certain characteristics and that mentoring occurs in certain situations. If it is defined very broadly, such as in the definition of mentoring as good pedagogy, the characteristics of the situation and mentors are also much broader. The possibility exists that various situations and several mentor types can be included in the definition, thereby varying the amount of mentoring that takes place. The more

parameters a definition uses, the less mentoring will take place (DuBois et al., 2011). "A mentor is defined as one who provides mentees with an experienced, wise, and trusted teacher, guide, or friend who is there to help in any situation" (Herrera, DuBois, & Grossman, 2013, p. 2). The subject of this qualitative case study was what makes some programs effective and why, from the perspective of mentors and program administrators. This study captured the perceptions of mentors and administrators of the MAN-UP community-based mentoring program in Atlanta, Georgia.

Mentoring of school-age youth, at-risk students, and troubled juveniles is not new. For years, at-risk students have benefited from the intense, concentrated support of caring adults. Teachers have found multiple ways to elicit support from school partners and parents to mentor children with academic, behavioral, and self-esteem problems (Dubois et al., 2011). The overall impact of mentoring to motivate children in need of academic and social growth is not an issue; the question here is, what makes these programs effective? Well-established mentoring relationships improve the behavior and scholastic performance of African American youth (DuBois et al., 2011; Herrera et al., 2013), so much so that "mentoring has been deemed crucial for African American . … students who attend White institutions" (Dahlvig, 2010, p. 40). Communities have developed mentorship programs in high-risk areas and targeted at-risk youth (Noguera, 2012; Zambrana et al., 2015), but little is known from the mentors' and administrators' perspectives about how and why these programs are effective. Stakeholders know little about mentors' and mentoring-program administrators' perspectives of why and how mentoring programs are effective in supporting the academic success of at-risk African American male juveniles in Atlanta, Georgia.

This study addressed a need to study mentors' and administrators' perspectives on the impact of community-based mentoring programs in central Georgia, particularly those focused on African American males. The reason for this need is that, according to the NCES (2015), Black students make up 15% of the U.S. college population, whereas White students constitute 60%. In 2009, 55.3% of undergraduate African American male students were football and basketball players at public National Collegiate Athletic Association Division I universities, but only 3.6% were general-undergraduate students (Harper, 2012). Mentoring primarily aided in the success of women of color who attended a predominantly White institution by providing academic and social support (K. A. Griffin & Reddick, 2011). African American male students in central Georgia need additional mentoring to support their academic and social adjustment. Thus, this study sought to capture the perceptions of mentors and program administrators regarding the impact of the MAN-UP mentoring program run by The Hearts of Men Foundation (THOMF).

Rationale

Beset with an ominous array of social and economic hardships, the discouraging experiences of Black male students lead many such students to display feelings of trouble and distress in their poor academic performance (Cokley, McClain, Jones, & Johnson, 2012; Patton et al., 2012). In many school districts throughout the United States, Black male students are more likely than students of any other ethnic group to be suspended and expelled from school (Finn & Servoss, 2015). Black male students often adopt behaviors that make them complicit in their own failure. They are not only more likely to be punished or placed in remedial classes, but also more likely to act poorly in the

classroom, get suspended or expelled, and ultimately drop out of school (Fall & Roberts, 2012; Skiba et al., 2011). For example, the current suspension rate for Black students stands at 24.3%, which represents a 12.5% increase since the 1970s (Losen & Martinez, 2013). This increase is more than 11 times the increase of 1.1% for Whites, reaching 7.1% (Losen & Martinez, 2013).

MAN-UP is a mentoring program targeted to assist urban African American male students at risk of dropping out or who have been incarcerated. The program was established based on the work of Deutsch and Spencer (2009). The program is based on the individual needs of the child. The program focuses on the following goals:

- enduring relationships between mentor and mentee;

- consistent, reliable contact between mentor and mentee;

- strong emotional connections and feelings of closeness between mentor and mentee;

- a developmental, or youth-driven, approach to mentoring; and

- mentors who are genuine, understanding, affectionate, supportive, and who challenge their mentees. (Deutsch & Spencer, 2009, p. 47)

The mission of the MAN-UP mentoring program is "to empower, inspire and motivate minority youth to remold their minds to become leaders locally, nationally, and globally" (T. Hunter, personal communication, June 20, 2016). The population addressed by the MAN-UP mentoring program is at-risk and troubled African American male juveniles in a community in Atlanta, Georgia. The study population was mentors and administrators of the MAN-UP mentoring program.

MAN-UP has been in operation since 2004. No previous studies have provided insight into the nature or extent of its success, particularly from the perspective of the mentors and administrators of the program. This study answered a need to understand how, the extent to which, and if this program is effective. MAN-UP mentors provide students with individualized academic support through afterschool and weekend initiatives, thereby fostering the social and academic development of at-risk African American male juvenile students. These students may have exhibited challenges academically, behaviorally, and socially; these behaviors can adversely impact students' scholastic promotion and on-time graduation rates (American Psychological Association Presidential Task Force, 2012). Mentorship and participation in the MAN-UP program are voluntary; students who wish to participate must provide a signed parental consent form and demonstrate student commitment. MAN-UP mentors are recruited from the community. All mentors complete a volunteer application with general identifying questions, reasons for interest in volunteering, employment information, and references. Prospective mentors also undergo a criminal background check. Once cleared, mentors participate in a mandatory 4-hour training session and workshops led by Hunter, founder of THOM.

THOM serves at-risk and troubled youth through the Trouble to Triumph (Triumph) program. Triumph works to address the needs of troubled and at-risk youth who have dropped out of school, have been expelled, have previously been incarcerated, and are vulnerable. Triumph includes three separate programs: the General Education Development diploma program, Pen-to-Pencil, and MAN-UP (see Figure 1).
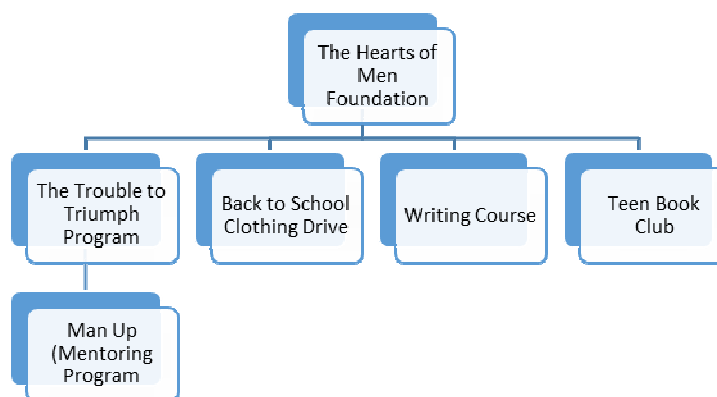
Figure 1. The Hearts of Men (THOM) program chart.
From *The Trouble to Triumph Program,* by The Hearts of Men Foundation, n.d.
(http://www.theheartsofmen.org). Permission granted to reproduce (see Appendix A).

The General Education Development diploma program aims to help students who, for various reasons, no longer attend high school, to earn a diploma or certificate of completion. Although high school dropouts are allowed to enter the program, three juvenile courts in central Georgia assign the majority of participants who enter THOM for assistance. The second project, Pen-to-Pencil, is designed to redirect previously incarcerated youth to college campuses. Pen-to-Pencil focuses on providing an outlet for juveniles to write about their experiences. Mentors believe that writing will provide an outlet that enables at-risk and troubled youth to choose a more constructive path; writing channels youths' negative energy in a positive direction and allows them to tell their stories through multiple genres (American Psychological Association Presidential Task Force, 2012).

MAN-UP is a mentoring program designed to serve at-risk male teens who have been incarcerated, expelled, or suspended from traditional schools. The THOM organization recruits and assigns mentors based on their abilities to meet the elements of the program: (a) conflict resolution, (b) communication and organizational skills,

(d) relationship building, (e) time management, and (f) planning for success. MAN-UP enrolled its first group of youth in 2004. Between 2004 and 2014, the program served more than 1,200 youth in weekly mentoring programs. Youth are encouraged to complete all three components of Triumph to prepare to move into apprenticeship job-shadowing opportunities for graduates (American Psychological Association Presidential Task Force, 2012).

Evidence of the Problem at the Local Level

The laws in Georgia mandate children to attend school until the age of 16. Approximately 50% of students in school in Georgia self-report as African American, 31.40% self-report as Caucasian, and the remainder self-report as Hispanic, mixed ethnicity, or other (GADOE, 2010). Among African American students in Georgia, dropouts have been found to represent 4.4% of the total school population; this rate exceeded the rate of dropouts among White students, which was approximately 3% of all Georgia students (GADOE, 2010). Finally, male students who dropped out in Georgia represented 4.3% of the total school population, exceeding the dropout rate for female students, which was approximately 3% of all Georgia students (GADOE, 2010). Based on these statistics, it may be concluded that African American male students in Georgia are experiencing the problem of not completing their secondary education. Mentoring programs have been successful in remedying this problem (American Psychological Association Presidential Task Force, 2012).

A need exists to study the impact of community-based mentoring programs in central Georgia, particularly those focused on at-risk male juvenile students (DuBois et al., 2011; Tolan, Henry, Schoeny, Lovegrove, & Nichols, 2014). From 1972 to 2009,

high school dropout rates of African Americans, Hispanics, and low-income students were consistently higher than those for their White counterparts (NCES, 2011). Nationwide, on average, 3.4% of students who attended public and private high schools in October 2008 left before October 2009 without completing high school. The dropout rate among African Americans was 4.8%, compared to a dropout rate of 2.4% for Caucasians (NCES, 2011). The dropout rate of students living in low-income families was almost 5 times greater than the rate of their peers from high-income families—7.4% versus 1.4% (NCES, 2011).

Many in Georgia have long called for mentoring programs to support, empower, and enable youth to achieve in school and lead successful lives (Communities in Schools, 2016). Faith-based organizations, fraternities, community organizations, school-district officials, and individuals in Georgia have called for mentoring programs to support and encourage students with behavioral and academic challenges (Bakhtiari, 2012). For example, Gwinnett County Public Schools Superintendent Woodbanks was "appalled at the dropout rate for African-American males in the area's schools, so he and the board decided to round up mentors in the area" (as cited in Bakhtiari, 2012, para. 6). At-risk American male students in central Georgia need additional mentoring to support their academic and social adjustment. This study captured the perceptions of mentors and administrative staff about the MAN-UP mentoring program's areas of success and failure in working with at-risk and troubled African American male juveniles living in a community in Atlanta, Georgia.

Administrators of MAN-UP recognized the importance of recruiting, training, and maintaining a group of mentors who are motivated and understand the needs of students

targeted for their mentoring program (MAN-UP, 2014). These students face academic challenges, have frequent discipline infractions, and have poor attendance in traditional schools. The MAN-UP program provides a variety of services, including one-on-one mentoring, small-group and large-group mentoring, character and relationship building, self-evaluation, goal setting, self-esteem building, and initiatives to build self-worth. The goal of the program is to help participating students improve their decision-making and goal-setting skills, which will help them to stay in school and achieve their goals, particularly their scholastic goals.

In several of Georgia's school systems and communities, educators and leaders are scrambling to identify mentoring programs focused on dropout prevention, behavior, and academics (DeKalb County School District, 2016; Gwinnett County Public School District, 2016; Mentor Walk, 2016). Communities in Schools (2016) started in Georgia in the 1980s as a result of the high dropout rate in schools. The mission was to provide community support for empowering youth to stay in school. Additionally, the mission of Mentor Walk (2016) was created at the turn of the century with a focus on the high dropout rate by providing opportunities encouraging students to graduate and attend college. Addressing the dropout rate is also a priority for the Georgia Department of Juvenile Justice (2016). The Georgia Department of Juvenile Justice's school-based supervision is designed to decrease dropout, truancy, and suspension rates. There are assigned mentors or mentoring programs for youth who are released from the system and returning to school or homeschool. To further recognize the need for mentors in Georgia, the Georgia Mentoring Partnership (GMP; Communities in Schools, 2016) composed of

public, private, and faith-based community organizations provides resources to enhance and support mentoring projects throughout the state.

For African American male students to achieve academic success, their needs must be addressed and the causative factors of those needs understood. African American male students, compared to students of other ethnicities, rank lowest in academic achievement, are suspended or expelled the most (Cokley et al., 2012; Losen & Martinez, 2013), and are among the racial groups with the highest chronic absence rates (Coelho, Fischer, McKnight, Matteson, & Schwartz, 2015). Low academic achievement aligns with lack of motivation (Cokley et al., 2012; Mega, Ronconi, & De Beni, 2014). Whether afterschool or community-based, mentoring programs share common goals of reducing academic failure rates among participating students by providing them with lifelong tools to become productive members of society (DuBois et al., 2011). Such programs afford youth a sense of guidance, protection, and opportunities to initiate and engage in meaningful activities. School-based mentoring improves self-esteem, attitudes toward school, and peer/parental relationships (DuBois et al., 2011).

The purpose of this qualitative case study was to understand the perceptions of mentors and administrative staff in the MAN-UP mentoring program as to the impact of the program. Of particular interest were how leaders developed program mentors, how mentors provided service to at-risk male students, and how mentors and administrators perceived their work with these students to be effective. Educators must offer African American male students academic and moral support while they are enrolled in elementary school; students must develop academically, socially, and personally (Noguera, 2009). It is important that interventions are employed early, before at-risk or

negative behaviors become deeply rooted and potentially harmful to students' positive development. I focused on administrators and mentors of the MAN-UP program to understand, from their perspectives, how and why MAN-UP has been effective in helping at-risk African American male students in a community in Atlanta, Georgia. This project may yield significant social benefit and social change by identifying the processes that have enabled the success of the program.

Evidence of the Problem From the Professional Literature

Mentors often intend to enhance a child's commitment to school and other resourceful activities (Leidenfrost, Strassnig, Schütz, Carbon, & Schabmann, 2014). Mentors engage mentees in motivating activities and conversations with a view toward enhancing their motivation (Leidenfrost et al., 2014). One of the most important goals of mentoring is to "help mentees discover and use their most personally meaningful life purpose" by igniting "intrinsic motivation that will lead to necessary action" (Seldin, 2011, p. 37). For instance, mentoring may be used to cause timely and successful academic actions among academically inactive mentees (Seldin, 2011).

Retention failure does not accrue especially in any specific ethnic group. In general, researchers have indicated that African American male students generally have higher dropout rates than most other groups (NCES, 2015). In 2013, Black males had a dropout rate of 8.2% compared to 5.5% for White males (NCES, 2015). Even without the high dropout rates, African American male high school students have been labeled "at risk" by educators, practitioners, and the media and communities at large (Bakhtiari, 2012; DuBois et al., 2011).

Interest and commitment to learn are at their peak when students' interest is sparked from within, through intrinsic motivation (Anderman & Anderman, 2010; Bowman, 2007; Brophy, 1998; Kaplan, 2010; Lepper & Hodell; 2009). Yet classroom instruction typically follows the reward or punishment model (Sullo, 2007). Motivating factors that are internal rather than external may be more appropriate and can be achieved through a shift in pedagogy. To this end, how one motivates children to succeed needs to be approached from children's personal viewpoint; this approach requires considering who or what serves as motivation. This approach might be counterproductive because it is unfair to assume that what motivates one individual will motivate an entire group (Lewes, 2007). Motivation may be a process that drives various types of behaviors; when individuals are motivated (intrinsically or extrinsically), they have a tendency to be more involved, cognitively and behaviorally (Wentzel & Wigfield, 2007).

Motivation is an internal process that contributes toward achieving any goal. Motivation is not always directly observable but can be inferred on the basis of behavior and attitude toward academics. *Intrinsic motivation* refers to engagement in an activity solely for the purpose of enjoyment and self-satisfaction of the engagement itself (Deci & Ryan, 2008). *Extrinsic motivation* refers to engaging in activities that provide a means to an end, which usually goes beyond the actual engagement. Extrinsic motivation aligns with the gain of recognizable incentives (e.g., money, prizes, or other benefits), whereas internal incentives are associated with social approval, self-worth, or a heightened sense of conscientiousness (Kaplan, 2010). Data from the public education system have indicated that the system is challenged to provide or facilitate motivational dynamics that support and inspire African American male students (Toshalis & Nakkula, 2012).

Definition of Terms

The definitions of the following key terms supported the study concepts. To the greatest extent possible, I used definitions from the relevant literature.

At-risk student: An at-risk student is one for whom there is an "increased likelihood over base rates in the population that a particular outcome will occur" (Kazdin, 1993, p. 129).

Expectancy-value theory: Expectancy-value theory encompasses numerous variations that have been lengthened by countless viewpoints. Wigfield and Eccles (2000) postulated that expectancy-value theory applies to student motivation because students who assign positive values to education are driven to succeed and influenced by their belief in their ability to complete an activity or be successful.

Extrinsic motivation: One can establish extrinsic motivation in multiple ways, as demonstrated in a range of motivation encompassing persons who are less motivated independently as well as persons who are highly motivated (Ryan & Deci, 2000).

Mentee: A mentee is a person who is advised, trained, or counseled by a mentor (Shea, 2001).

Mentor: A mentor is a person who offers knowledge, insight, perspective, or wisdom that is especially useful to another person. The mentor serves as an effective tutor, counselor, friend, and foil who enables the mentee to sharpen and hone thinking skills (Shea, 2001).

Mentoring: Mentoring is a process whereby mentor and mentee work together to discover and develop the mentee's latent abilities and encourage the mentee to acquire knowledge and skills as opportunities and needs arise (Shea, 2001).

Motivation to learn: The motivation to learn is "the tendency to find academic activities meaningful and worthwhile and to try to get the intended learning benefits from them" (Brophy, 1998, p. 5).

Self-determination theory: Self-determination theory is a theory of motivation that emphasizes and supports natural or intrinsic tendencies to behave in effective and healthy ways (Ryan & Deci, 2000).

Self-efficacy: "Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1994, p. 74).

Student achievement: Student achievement is reflected through grade-point average, retention, and the potential for graduation status (Kim & Conrad, 2006).

Troubled youth: Troubled youth refers to an adolescent who exhibits emotional or behavioral problems and/or the existence of a diagnosable mental or emotional disorder (Crosswinds, 2016).

Significance of the Study

This study is significant because administrators can use study findings to effect positive change in the lives of other at-risk students by identifying how a particular successful mentoring program has been effective, from the perspective of the mentors and administrators involved in that mentoring program. Researchers have suggested that establishing working relationships between African American boys and suitable mentors can positively influence the lives of at-risk African American male students (Hickman & Wright, 2011; Hurd, Sánchez, Zimmerman, & Caldwell, 2012). Data from this study

support the decision making of school leaders and all stakeholders to encourage adequate support for this population.

More research is needed to better understand how to assist African American students in achieving greater academic success. Exploring the perceptions of those who work successfully with at-risk youths provided additional knowledge and support to address behaviors that impede learning. This research was valid because African American male students are generally at the lower end of the academic-achievement scale, despite many interventions (Coelho et al., 2015; Cokley et al., 2012; Losen & Martinez, 2013). Gaining a better understanding of the factors that support and impede academic achievement and social relevance can help researchers and other mentors move closer to deciphering what initiates and how to maintain the interest of African American at-risk male students. Research support is a central component of achievement and social interactions (American Psychological Association Presidential Task Force, 2012).

Guiding Research Questions

In this study, I aimed to evaluate the perceptions of impact of mentors and administrators in the MAN-UP community-based mentoring program at THOMF. The research questions that guided the study follow:

RQ 1: What are mentors' and administrators' perceptions regarding the impact of the MAN-UP mentoring program?

RQ 2: What elements of the MAN-UP mentoring program do mentors and administrators believe contribute to the success of the program?

RQ 3: What are mentors' and administrators' perceptions of the participants' improvement while in the MAN-UP program?

Review of the Literature

The approach to this review of the literature was to examine the recent academic research on the topic, to search for relevant gaps in the literature, and to assess the current challenges presented by researchers with respect to mentors' viewpoints regarding the motivation of at-risk African American male students in a community. I reviewed the available literature by searching several databases in a systematic way, using online and traditional library services. I searched the following databases: EBSCO*host,* Elsevier, ProQuest, PsycINFO, Academic Search Complete, JSTOR, Sage Journals Online, and the database of dissertation abstracts. The review process for this study provided additional appropriate titles for the bibliographic and reference listings. I made use of Google Scholar, an online database, to obtain current, relevant literature. Among the keywords used in these searches, either individually or in combination, were *motivation*, *African American*, *boys*, *male students*, *education*, *retention*, *expectancy-value theory*, *academic*, *achievement*, and *student success*. From this collection of research information, I reviewed 212 scholarly books, seminal journal articles, and research documents for the purposes of this study. Criteria for including and rejecting articles were based on the depth of information available, relevant to the primary factors of this study: motivation, high school education and retention rates, and the experiences of African American male students.

Theoretical Framework

The theoretical framework for this study included existence-relatedness-growth (ERG) theory, attachment theory, and social-development theory. Educators often apply these theories to show that human functioning comprises a number of variables based on

the three reciprocal causation factors of environmental, behavioral, and personal influences (Joyce, O'Neil, Stormshak, McWhirter, & Dishion, 2013; Wang & Huguley, 2012). This study represents these types of learning theories, which include integrated principles from social, developmental, and cognitive theories. Researchers have claimed that social interaction enables individuals to reach their full potential (Evans et al., 2012; Joyce et al., 2013; Wang & Huguley, 2012). Each variation on the overarching theories points to the importance of mentors, addressed in this section.

Attachment theory, as cited in Shlafer, Poelmann, Coffino, and Hanneman (2009), served as a model to understand how mentors can positively influence children with a history of disruption in their lives (Shlafer et al., 2009). Research on attachment theory rests on the notion that, similar to the motivational structure that gives rise to the emotive attachment between parents and children, it is possible for mentors and mentees to form emotional bonds in their intimate relationships. Collaboration between mentors and mentees of the same gender positively motivates mentees and increases trust, security, and belongingness (Allen, Porter, McFarland, Marsh, & McElhaney, 2005; Scandura & Williams, 2001; Young, Cady, & Foxon, 2006).

Alderfer's ERG theory addresses three core requirements: existence, relatedness, and growth. This categorization reduction is the result of previous research based on Maslow's hierarchy of needs, which indicated some overlap in the middle levels (Alderfer, 2016; see Figure 2).

Alderfer's (2016) ERG theory regrouped and reduced Maslow's five areas into three areas. Alderfer's existence paradigm aligns with Maslow's safety and physiological needs theory. Relatedness speaks to interpersonal relationships and compares to

Maslow's social needs. Growth is the attainment of one's potential and speaks to

Maslow's self-actualization and self-esteem. The two theories are similar, but Alderfer's

differs from Maslow's in two ways: According to ERG, lower needs must be satisfied

before upper needs become motivational, and if upper needs are not satisfied, an

individual will regress, and lower needs then become major motivational determinants

(Alderfer, 2016).
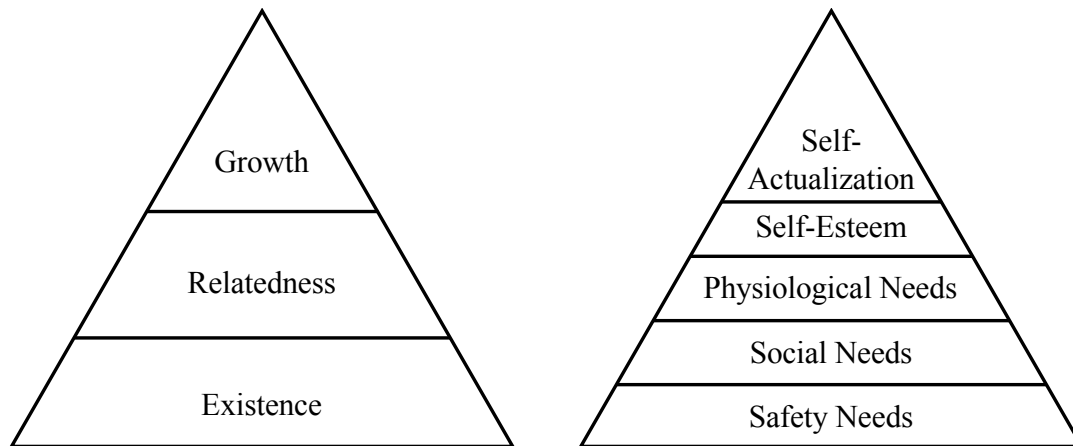
Figure 2. Alderfer's existence-relatedness-growth theory model (left) and Maslow's
hierarchy of needs theory model (right).
Adapted from *ERG Theory: Existence, Relatedness, and Growth,* by C. Alderfer, 2016
(http://www.leadership-central.com/erg-theory.html#axzz3wsviEk8s).

Vygotsky (1978) initiated the social-development theory of learning, which

suggests that social interaction, along with similar culture, does significantly impact

cognitive development. Cognitive processes (e.g., language, thought, and reasoning)

develop through social interaction (McLeod, 2007; Vygotsky, 1978). Vygotsky believed

that learning is guided by social interaction among students, teachers, parents, mentors,

peers, and experts. This belief incorporated the concept of the more knowledgeable other.

When students interact with others, they learn how to communicate and behave appropriately.

The concept of the more knowledgeable other relates to the second important principle of Vygotsky's (1978) work: the zone of proximal development (ZPD, McLeod, 2007). The ZPD involves the difference between what a child can achieve independently and what the child can achieve with guidance and encouragement from a skilled partner. Vygotsky believed that the most sensitive instruction or guidance should be targeted toward the ZPD. In the ZPD, the mechanism for a child to develop skills to use to develop higher mental capabilities can be most readily accessed. Vygotsky further believed that a person's social environment is important to learning and the development of thought. According to Vygotsky, an individual's community plays a major role in making meaning in an individual's life. The MAN-UP mentoring program studied here provides a way for the community to influence children's social and cognitive development.

The Mentoring Relationship

No singular definition exists of a mentor or mentoring programs. Rather, to arrive at a definition, one must determine whether mentoring should be broadly or narrowly defined. If it is defined narrowly, one can assume that mentors have conventional characteristics and that mentoring occurs in certain situations. These traditional characteristics include one-on-one interactions that occur in a specified time period. If one defines mentoring quite broadly, however, the possibility exists that the definition will include various situations and several mentor types, and that more organic types of mentoring can take place (Rhodes & DuBois, 2006). A broad definition of a mentor is

one who provides mentees with an experienced, wise, and trusted teacher, guide, or friend who helps in any situation (Herrera et al., 2013). The mentoring relationship provides the mentee with the assurance that someone cares and that the mentee is not alone when facing life's many challenges.

The mentoring relationship can benefit youth of varying backgrounds and characteristics (DuBois et al., 2011; Herrera et al., 2013; Keating, Tomishima, Foster, & Alessandri, 2002; Larose et al., 2012; Radcliffe & Bos, 2011). In their study, Herrera et al. (2013) examined three research variables: mentoring relationships, experiences, and benefits for at-risk youth. The researchers found that mentoring was associated with a reduction in depressive symptoms, gains in social acceptance, better academic attitudes, and improved grades (Herrera et al., 2013). Consistent with these findings, Radcliffe and Bos (2011) found that mentoring of at-risk youth aligned with better college perceptions, better scores on state tests, and high school perseverance.

Mentoring relationships might also support other areas of an at-risk student's education, including school attendance and perceptions of teacher and parental involvement (Herrera et al., 2013; Larose et al., 2012). Herrera and colleagues (2013) found that students who met regularly with their mentors were 52% less likely than their peers to skip a day of school and 37% less likely to skip a class. Mentees' self-esteem also improved, as they were 46% less likely than their peers to start using illegal drugs and 27% less likely to start drinking alcoholic beverages. Larose et al. (2012) found that students who participate in mentoring programs with parental and teacher support improve academically. However, students who also had secure relationships with their parents gained higher perceptions of parental involvement (Larose et al., 2012). Keating

et al. (2002) found that mentoring benefitted at-risk youth with problem behaviors. Problem behaviors among mentored at-risk youth diminished to levels that almost made it impossible to notice the clinical manifestations of the problem behavior (Keating et al., 2002).

One goal of the National Dropout Prevention Center (NDPC, 2009) is to raise the high school graduation rate to 90% by the year 2020. Researchers have shown that at-risk-youths who have strong relationships with their mentors are less likely to be among high school dropouts, display high levels of absenteeism, and have recurring behavior problems (Herrera et al., 2013). At-risk-youths who become high school graduates are better equipped to enter the workforce, which is imperative in today's global economy.

Importance of Positive Role Models

For this study, defined broadly, mentoring is the standard one-to-one relationship or the one-to-group relationship between a mentor and a mentee that is based on trust (DuBois et al., 2011). According to the NDPC (2009), mentoring is effective with many different youth groups and very effective with youths in at-risk situations. Big Brothers Big Sisters of America is the oldest and largest mentoring program in the nation, using the one-to-one and the one-to-group relationship approach. Its two-pronged relationship approach is a prevailing force, inspiring children to behave positively and achieve beyond the expected norms (NDPC, 2009).

Mentoring relationships align with positive and significant impacts on the lives of mentees (DuBois et al., 2011; Keating et al., 2002; Larose et al., 2012; Radcliffe & Bos, 2011). Particularly, mentoring may lead to improved school attendance, chances of advancing to higher education, and attitudes toward school (Herrera et al., 2013). In

addition, the national research organization Public/Private Ventures found that after 18 months of mentorship, mentees accomplished the following:

- 46% less likely to begin using illegal drugs

- 27% less likely to begin using alcohol

- 52% less likely to skip school

- 37% less likely to skip a class

- More confident of their performance in schoolwork

- One-third less likely to hit someone

- Getting along better with family members. (NDPC, 2008)

According to NDPC (2009), at least 8 million "latchkey" children are alone and unsupervised during the afterschool hours. These students, of which at-risk-youth comprise a significant percentage, are at greater risk of becoming victims of crime, or participating in antisocial behaviors without structured, supervised activities in the afterschool hours. Afterschool mentoring programs, operating between the hours of 2:00 p.m. and 7:00 p.m., take place at a critical time for youth, offering an opportunity for academic achievement through quality initiatives. Therefore, afterschool opportunities may be the only option for at-risk students to engage in scholastic support, cultural enrichment, sports, or mentoring activities. In addition, children who participated in structured afterschool activities were better adjusted emotionally and had better peer relationships (NDPC, 2009). A recent analysis found that California's afterschool programs had several positive impacts, such as increased academic achievement, regular

attendance, and good behavior, along with a reduction in grade retention (U.S. Department of Education, 2002).

To achieve similar results, Peterson and Fox (2004) recommended that afterschool programs offer the following:

- Academic programs—homework assistance, tutoring, hands-on learning, reading and writing enrichment;

- Enrichment and accelerated offering—exposure to visual and performing arts, field trips, self-esteem and character education, critical thinking skills, foreign languages and technology;

- Structured recreation—organized sports and sports education; and

- Community service—connecting students to the community through service.

The Benefits of Mentoring

Mentoring has a long history of developing and maintaining positive and helpful human relationships, and the number of mentoring programs has grown dramatically in recent years. This tradition continues as a result of compelling testimonials by people— youth and adults alike—who have benefited from an effective mentoring relationship (Harder, 2010). For at-risk African American children, mentors or role models can provide necessary assistance for adolescents struggling to shed negative labels and establish positive self-esteem. When at-risk children have positive experiences with important people in their lives, such as mentors, positive or high self-esteem develops. They become secure in knowing that their basic needs will be met and that they are loved, deserving of being taken care of, and appreciated (Harder, 2010). Conversely,

when at-risk children have negative experiences involving the people who are important

to them, a poor self-image develops, usually accompanied by low or negative self-esteem

(Harder, 2010). These children are unsure of themselves and their capabilities. They are

insecure about their ability to have their basic needs met and usually do not feel loved

and appreciated for who they are (Harder, 2010).

At-risk children with negative self-esteem may question whether they are worthy

of being cared for and doubt their ability to achieve academic, social, or personal goals.

In a project funded by MetLife Foundation (MENTOR, 2009), researchers found that

responsible mentoring in a structured one-to-one relationship that focused on the needs of

those being mentored resulted in the mentees feeling cared for and supported. This

relationship encouraged these mentees to develop to their fullest potential. Responsible

mentors helped their mentees develop a vision for the future. These mentees experienced

positive outcomes and avoided harm because of mentoring relationships that were close,

consistent, and enduring (MENTOR, 2009).

Self-Esteem

The National Association for Self-Esteem defined *self-esteem* as the experience of

being capable of meeting life's challenges and being worthy of happiness (Reasoner,

2010). Self-esteem reflects the degree to which a person is satisfied with the self, or the

degree to which one holds oneself in high regard (Elion, Wang, Slaney, & French, 2012).

Educators, parents, and community leaders acknowledge that students need to develop

high levels of self-esteem that allow them to be tolerant and respectful of themselves and

others (Elion et al., 2012). Students need to be taught that they are accountable for their

actions and that they must have integrity, be proud of the goals they have accomplished,

be self-motivated, be willing to take risks, be able to accept constructive criticism, and be able to take control of their lives (Reasoner, 2010). At-risk youth with low self-esteem do not possess these qualities and are more likely to experience problems with violence, alcoholism, drug abuse, school dropout, suicide, teenage pregnancy, and low academic achievement (Elion et al., 2012).

Researchers have reported a positive relationship between individual self-esteem and ethnic identity among African Americans (Elion et al., 2012; Hughes, Kiecolt, Keith, & Demo, 2015). It is important, however, to note that positive ethnic identity among African American at-risk youth is not the same as general self-esteem. *General self-esteem* references those aspects evaluated by self-descriptions about the degree of personal satisfaction with the self. General self-esteem is the function of an individual's personal values and perceived opinions of influential significant others in the environment. When at-risk youths develop positive ethnic identity through their mentoring relationships, they achieve self-esteem. They are then able to live their lives, true to their most important values, with a deep feeling of self-worth manifesting as fundamental self-confidence that is indicative of high self-esteem. These at-risk youth are then able to cope with life's trials and tribulations functionally and effectively (Elion et al., 2012).

Self-Efficacy Beliefs and Academic Achievement

Two essential components of high self-esteem are self-respect and efficacy. These two components develop over time and through multiple positive experiences and relationships. *Self-respect* reflects a sense of personal worth or being worthy of respect and typically stems from being loved or valued by others, most often by parents in the

home. People with self-respect believe that they have inherent value and will have friendship, love, and happiness. *Self-efficacy* (Bandura, 1994) refers to individuals' belief in their capacity to execute behaviors necessary to produce performance attainments. Often, at-risk youth miss the opportunity to develop self-respect and self-efficacy due to a lack of positive relationships and experiences. They may feel that their behavior and status do not matter to others, which may provoke actions from them that do not contribute to feelings of self-worth (Cokley et al., 2012; Hughes et al., 2015).

Self-Esteem and Behavior

Self-esteem also has a strong impact on behavior. Self-control and being guided by internal principles, rather than external forces, is indicative of self-esteem. Although positive self-esteem links to positive academic and personal adjustment, low self-esteem may be a contributing factor in adolescent behavioral, psychological, and academic afflictions, including

- academic failure,

- alcohol and drug abuse,

- crime and violence (delinquency),

- depression,

- early parenthood, and

- suicide (Bureau of Education and Research, 2000).

Further research on the relationship between behavior and self-esteem suggested that the disproportionately high rate of delinquency among African American youth is likely associated with low self-esteem. In a sample of African American school-age

children from low-income families, researchers found a significantly positive relationship
between self-esteem and overall adaptive functioning (Bureau of Education and
Research, 2000). Adaptive functioning relates to one's communication, socialization, and
daily-living skills, defined as one's ability to competently meet the demands of the
environment. The Hughes et al. (2015) study also revealed a significant negative
correlation between self-esteem and problematic behaviors such as fighting and temper
tantrums. Thus, lack of self-esteem interferes with one's performance of adaptive
behaviors and, thus, inhibits success. These results validate the widely accepted assertion
of social scientists that identifies low self-esteem as a cause of personality disorders,
emotional illnesses, and behavioral problems (Hughes et al., 2015).

Mentoring At-Risk and Troubled Youth

Mentoring provides a positive and helpful relationship built on trust, where the
mentor provides encouragement, support, and friendship to mentees to empower them to
become and remain successful (DuBois et al., 2011; Herrera et al., 2013; Larose et al.,
2012). Often, mentors desire to serve as a guide to their mentees because they had been in
similar situations to those of the mentee. This familiarity with at-risk factors helps
provide an empathetic, genuine relationship between the mentor and mentee. When
mentoring children, the mentor aids them to believe in themselves, thereby encouraging
self-confidence, which remains a vital factor for students to achieve. Students with self-
confidence will take responsibility for their own lives (Women's Engineering Society,
2016).

Mentoring at-risk and troubled youth can be particularly difficult because most of
these students have low self-esteem and behavioral issues. Mentors who are motivated to

help this group do so because they have had similar experiences as students and were likely to have turned their situation around because someone helped them. Leaders of Bridges to Life, a mentoring system for at-risk youth in Houston, Texas, explained,

Troubled adolescents—at-risk youth—who eventually become successful adults often have something in common: somewhere during their adolescence an adult cared about them and showed them the right direction. This often is seen as a critical factor for their making it through tough times. They had a mentor. (Bridges to Life, n.d., para. 1)

A mentor for at-risk students should be able to relate to this population because the mentor understands, through personal experience, the general environmental challenges these students face. They can identify with the students and, more importantly, the students can identify with the mentors. Some environmental factors encountered by at-risk students include chronic poverty, single-parent homes, young mothers, drugs, negative peers, and strong violence (Bridges to Life, n.d.).

Academic Motivation for African American Male Students

African American male students' perceptions of their academic abilities has been studied over time, and evidence has shown that negative attitudes toward academic achievement are likely to persist and to have an adverse impact on their academic performance or motivation (T. M. Griffin, Chavous, Cogburn, Branch, & Sellers, 2012; Swinton, Kurtz-Costes, Rowley, & Okeke-Adeyanju, 2011). A wide range of variables can affect negative self-perceptions of academic performance among African American male students including cultural, educational, and motivational factors (Caldwell & Obasi, 2010). Additional factors such as parental involvement, parenting style, racial pride, and religious commitment may also affect the decision of an African American

male student to complete high school and pursue postsecondary education (Butler-Barnes, Williams, & Chavous, 2012; Fall & Roberts, 2012; Hurd et al., 2012; W. A. Smith, Hung, & Franklin, 2011; Wang & Huguley, 2012).

African American male students, compared to students of gender and other ethnicities, are most likely to demonstrate academic-avoidance strategies, or strategies that enable them to leave school or to avoid completing school-related tasks, accompanying a decline in overall academic performance (Cokley et al., 2012; Fall & Roberts, 2012; Skiba et al., 2011). Gillen-O'Neel, Ruble, and Fuligni (2011) assessed the relationship between ethnic stigma, academic anxiety, and intrinsic motivation among children of different ethnicities. The researchers observed that minority children demonstrated stronger feelings of academic anxiety and were more likely to begin early academic-avoidance strategies than were White children.

Self-directed motivation to pursue and attain postsecondary education forms a subset of the literature on academic motivation for African American male students. Nichols, Kotchick, Barry, and Haskins (2010) conducted a quantitative multivariate nonexperimental analysis of African American adolescents who were economically disadvantaged, yet chose to pursue postsecondary education. The researchers tested self-motivating factors, as well as family and community factors that might have played a role in participants' willingness to attain a college degree. Nichols et al. observed that self-motivation was the single largest motivational factor, followed by family support. Participants acknowledged community support as a factor, but the support gained from this source was typically financial rather than emotional or psychological.

Results of quantitative studies revealed a relationship between African American young adults and mentoring to support the success of African Americans in academics. A dearth of studies qualitatively analyzed how mentoring programs help at-risk students. Understanding, from the mentors' and administrators' perspective about MAN-UP-program impact contributes to knowledge of the processes and elements in a program that are valuable and effective.

T. M. Griffin et al. (2011) and Byrd and Chavous (2011) sought to identify how the school racial climate might affect feelings of self-concept and self-efficacy in relation to academic performance. Byrd and Chavous conducted a mixed-methods correlative analysis of the three racial-identity variables of "centrality, private regard, and public regard" to test how these variables affected performance and academic outcome among participants (2011, p. 849). Students who felt they belonged at school and were expected to succeed in their academic pursuits were more likely to become engaged in their education. Based on these findings, Byrd and Chavous recognized a link between higher engagement and improved academic success. The researchers concluded that African American students must feel they can succeed in school if they are to become invested in their own academic success.

Sociocultural Effects on Motivation

Members of society should not make assumptions about children's abilities based on ethnicity or culture; rather, people should assess children's underlying personalities and the challenges these children have faced in achieving their goals. Young people should work hard and behave with pride, yet Black male students receive mixed messages that do not acknowledge or reveal respect for them, due to an unchanging

social view of what it means to be Black (Hurd et al., 2012). African American male students need self-efficacy to support their ability to make appropriate judgments when confronting societal prejudices.

For African American male students to succeed, society must address endemic inequity (Chae et al., 2014). These students not only face the normal school concerns, but also must overcome adverse societal norms. These young people are often forced to deal with social challenges that limit their ability to succeed and in which their inherent strengths and skills are negated (Marable, 2015; W. A. Smith et al., 2011). Many African American male students are not motivated to succeed in elementary school, and later see little change as they advance throughout their academic careers, if they do indeed advance. Besides their perception of how others perceive them, they also contend with an element of cultural mistrust that they must address. Cultural mistrust and a lack of understanding of the sociocultural influences on African American male students can negatively influence achievement motivation (Cokley et al., 2012; Hurd et al., 2012; Fall & Roberts, 2012).

The challenge is that, by the time African American male students enter high school, ideas of racial identity are foundational factors in their self-identity (Ispa-Landa, & Conwell, 2015; W. A. Smith et al., 2011; Wang & Huguley, 2012). For these students to succeed, educators must provide positive elements for them to succeed. Negative self-perceptions strongly connect to negative stereotypes, in that those people who are stereotyped are likely to believe these views about themselves (Pershey, 2011).

Freshman year is a crucial time for African American male students to connect positively to their school environment because of the implications this year has on their

overall high school years (Pershey, 2011). The implications for a year of negative connection can be devastating; consequences of this challenge can lead to academic difficulty, failure, and even high dropout rates (Fall & Roberts, 2012). During this time when success is uncertain, African American male students need positive support systems to help them avoid the negative influences of stereotypes (Cokley et al., 2012; Fall & Roberts, 2012; Hurd et al., 2012). Children must learn about themselves rather than what society thinks children want and need (Eccles & Roeser, 2011; Ispa-Landa & Conwell, 2015; W. A. Smith et al., 2011; Wang & Huguley, 2012). These students should be considered to be individuals who should be celebrated as an integral part of the collective whole.

During this time of uncertainty in their lives, African American male students simultaneously face the reality of addressing the negative social and cultural pressures that continue to present them with alternate means of becoming men. Regardless of their surroundings, peer and cultural pressures can cause young men to question their self-concepts and identities, perhaps more than do members of other demographic groups (Chae et al., 2014; Cokley et al., 2012; Hickman & Wright, 2011). Research is replete with statistics and anecdotes that African American male students enter school at a stark disadvantage to their other-ethnicity counterparts (Chae et al., 2014; Skiba et al., 2011). These factors affect school outcomes for these students, impacting how these students feel about school and who they are (Cokley et al., 2012; Fall & Roberts, 2012; Hurd et al., 2012; W. A. Smith et al., 2011). How African American male students feel about school and themselves is an important factor in their success because students' self-

concept links to their personal history of achievement or failure (Hurd et al., 2012; W. A. Smith et al., 2011).

When African American male students make academic strides or seek academic support on their own, they face ridicule from their own group (Jencks & Phillips, 2011; Stinson, 2011; Tyson, 2011). For example, Black and Latino male students use the phrase "acting White" to create social controls that place increased pressure to comply with expected norms regarding academic behavior (Jencks & Philips, 2011; Stinson, 2011; Tyson, 2011). When a student engages in behavior normally associated with acting White, negative implications accrue, especially when the student is academically successful (Jencks & Phillips, 2011). Thus, some African American male students accept the viewpoint that academic achievement is not characteristic of Blacks, and therefore high achievement is a negative rather than a positive trait, from a sociocultural perspective (Jencks & Phillips, 2011; Tyson, 2011). This negative self-portrait also factors into who these students are and adds to the growing concern of who they can become.

Implications of the Study

African American male students face many challenges that prevent them from achieving academic success (Chae et al., 2014; Coelho et al., 2015; Fall & Roberts, 2012; Hickman & Wright, 2011; Losen & Martinez, 2013; Skiba et al., 2011). Young African American male students experience negative impacts on their academic performance and self-esteem. Educators can help these students if they put processes in place designed to address the unique needs of Black male students and empower them to make continuous

strides toward academic success, as they enter their high school careers (Hurd et al., 2012; Keating et al., 2002; Larose et al., 2012; W. A. Smith et al., 2011).

The aim of this project study was to explore mentors' and administrative teams' views and perceptions concerning the MAN-UP mentoring program, in light of its service to at-risk males released from incarceration. The information collected during this project study provided insight from mentors' and program administrators' perspectives about the positive effects of African American students receiving mentoring in middle school. Also included in this study is information concerning the impact of the programs available to help African American male students, to support their personal motivation for academic success. Findings from this study will be shared with administrators of the mentoring program and the school-district superintendent. Study findings may guide schools to create one-to-one or one-to-group relationships to support the success of African American male students in the school system.

Summary

Many African American male students from lower income families are exposed to clusters of risk factors that may have a negative impact on their school success; these risk factors may decrease their motivation to learn. In this project study, I examined the perceptions of mentors and administrators of a community-based mentoring program on the impact of the program to motivate African American male students. Despite teachers' and administrators' best efforts, a substantial gap persists in addressing the needs of African American male students and their lack of motivation to complete high school on time. To effect positive change at the middle school level, through the mentoring of

African American boys, it is necessary to understand, from the perspective of mentors and administrators of the mentoring program, how and what makes the mentors effective.

In Section 2, I explain the methodology I used to examine the research questions. Section 3 includes a discussion of the project research process (see Appendix B). Section 4 presents reflections and the conclusions that can be drawn from this research process.

Section 2: The Methodology

Introduction

The method for conducting this study was a qualitative case-study design, chosen to explore mentors' and administrators' perceptions of the impact of the MAN-UP mentoring program. The following section outlines the planned procedures for this project study.

Research Questions

In this study, I evaluated the perceptions of mentors and administrators regarding the impact of the MAN-UP community-based mentoring program at THOMF. Three research questions guided this study.

RQ 1: What are mentors' and administrators' perceptions regarding the impact of the MAN-UP mentoring program?

RQ 2: What elements of the MAN-UP mentoring program do mentors and administrators believe contribute to the success of the program?

RQ 2: What are mentors' and administrators' perceptions of the participants' improvement while in the MAN-UP program?

Research Design

I conducted this study using a qualitative single case-study design. As noted by Lodico, Spaulding, and Voegtle (2010), any good qualitative study allows participants to have a voice. The qualitative single case-study design provides a process and a product to focus on culture and human society (Saunders, Lewis, & Thornhill, 2009). For this study, the process included identifying the research questions, assessing knowledge on the subject, and meeting with MAN-UP-program gatekeepers to secure access to participants

and the setting. Interviewing served as the vehicle for MAN-UP mentors and administrators to express their perceptions of the impact of the mentoring program. For data analysis, I performed a thematic analysis of recurrent themes and issues that are important to mentors and administrators as those themes emerged from data collected in the interviews.

Thematic analysis is a search for themes that emerge as important to a description of the phenomenon (Daly, Kellehear, & Gliksman, 1997). The process involved the identification of themes through "careful reading and re-reading of the data" (Rice & Ezzy, 1999, p. 258). Thematic analysis is a form of pattern recognition in data, where emerging themes become the categories for analysis.

A qualitative case-study design was appropriate for this study because the study focused on experiences from the perspectives of the participants (Fetterman, 2010). The case-study design allows for open-ended questions and allows researchers the opportunity to probe participants' initial responses through the use of *why* and *how* questions for clarification, as well as to practice the inductive process (Fontana & Frey, 2000). The inductive process requires researchers to move from raw data to that which is abstract (Merriam, 2009). In other words, this process ensures that participants give complete responses during interviews. In addition, seeking the whole picture of any given situation, comparing the responses of two groups' perceptions—those of mentors and those of administrators—and understanding judgments and decisions provided a comprehensive set of data for analysis. I also considered the multiple-case study approach but rejected it because I would not be studying similar phenomena in multiple settings. Additionally,

when multiple cases are studied, the process focuses on the differences in and between cases assessed—options that were outside the scope of this study.

In the initial stages of developing an approach to the study, I considered and rejected a quantitative correlational perception study, as well as a mixed-method design. A quantitative study would not have been appropriate because studies using this methodology measure variables and relationships and require the measurement of the influence of variables on an outcome. In contrast, qualitative analysis explains relationships (Creswell, 2007). I rejected the quantitative approach because this approach requires the researcher to make an assumption concerning the potential outcome from the research findings; also, the quantitative approach involves attempting to explain observations but is void of contextual detail (Neill, 2007). Assessing the outcome of successful performance of mentor training or of the application of mentoring would have required that I identify factors that could influence the outcome.

I also considered a mixed-method approach but ruled it out because this approach would have been overly complex and less practical for achieving the desired objective. The quantitative aspect of a mixed study has to do with the quantity of a person or group, and that focus was not the intent of this study. In mixing qualitative and quantitative methods, researchers are charged with determining which method will be the primary method; thus, the process becomes complex, time intensive, and expensive (Lodico et al., 2010). An abundance of quantitative research exists, accompanied by a lack of qualitative research on this subject to identify the factors of concern; hence, qualitative investigation should be performed to identify them. A Google search generated 872 studies on mentoring programs for at-risk youth, of which 187 (21%) were qualitative and 685

(79%) were quantitative. Fewer than 10% of the studies were conducted in the State of Georgia. Thus, I selected a case-study research design to better understand and delve into the complexities of mentoring programs for African American male students from the perspective of the mentors and mentoring-program administrators.

Participants

The target population for this qualitative single case-study design consisted of the current mentors and the administrators of the community mentoring program, MAN-UP, at THOM. The director allowed the study to be opened to 100% of the mentors, and 100% of the mentors expressed interest in the study. Rather than interview all 22 mentors, I used convenience sampling to select participants. Convenience sampling is used when, for the sake of convenience, researchers select study units that happen to be available at the time of data collection as participants. The MAN-UP program had 22 mentors at the time of this study who gave 5 to 10 volunteer hours per month to THOM. All mentors were African American men with some college experience. Educationally, all mentors had high school diplomas, 12 had bachelor's degrees, four had earned master's degrees, and two had doctorates. All mentors were gainfully employed and used mentoring as an opportunity to give back to the community.

For this study, I recruited mentors who would be easy to reach. Some mentors travel with their mentees. If mentors happened to be traveling, I made no effort to reach them and include them in the study. However, I approached mentors who were within my reach and asked them to volunteer for the study. My intent was to interview mentors until I reached saturation and participants seemed to offer no new information, or until I had interviewed all available mentors, whichever came first.

Five administrators worked with MAN-UP at the time of this study. Founder and CEO Hunter was an active participant at THOM center daily. Hunter was completing a master's degree at Georgia State University. Other administrators included a coordinator, the MAN-UP director, a recruiter/trainer, and a mentee counselor. Of these five administrators, three were African American men, one was an African American woman, and one was a White woman. All staff members had some college education. The identified number of participants in this study was sufficient because, in conducting a case study, no specific number must be interviewed or observed. Rather, it was important to have ample participants to be effective in learning from people what they believed, how they thought, and the effects of the program on their lives (Orcher, 2005).

Data-Collection Method

Case-study research includes three modes of data collection: interviewing, observations, and archival research (Angrosino, 2007). In the present study, I collected data using semistructured interviews lasting a maximum of 60 minutes with each participant. The interview data reflected what the mentors and administrative staff thought of the program overall; what value they placed on the program; and how the mentoring program mode of operation affected their views of mentoring. Use of the semistructured interview was advantageous because the questions were open ended and allowed for probing, which facilitated the yielding of deeper and richer data (Bogdan & Biklen, 2007).

The interview questions for administrators (see Appendix C) and mentors (see Appendices D and E) were developed through a review of literature and consultations. I reviewed literature to glean how the interviews should sound and the general direction

they should take. After the formulation of the initial interview questions, I showed the questions to two colleagues and asked them to give their opinion on the ability of the questions to elicit pertinent answers. I used their feedback to refine the questions.

Semistructured interviews were the most appropriate data-collection mechanism for this study because the questions were pre-established, thereby allowing me to probe for clarification through the use of *why* and *how* questions, based on participants' responses (Fontana & Frey, 2000). Additionally, gaining an in-depth account of mentors' and administrators' experiences supported the semistructured interview process as I posed open-ended questions and participants provided unfettered responses. The interview protocol stipulated that I ask each participant the same questions, in the same order. Using this strategy enhanced the completeness of the data from each participant, strengthened the comparability of the responses, and facilitated the analysis and organization of the data (Hancock & Algozzine, 2006). I rejected the use of structured and unstructured interviews as possible data-collection mechanisms because structured interviews would have prevented further probing, due to the use of closed-ended questions. Unstructured interviews could have led to chaos because questions would have been unfocused and could have caused interviews to wander off topic.

To ensure that participants were relaxed, I conducted the interviews at a location chosen by participants. I scheduled each interview for 30 to 45 minutes; if participants required additional time to address interview questions in depth, the time was extended to a maximum of 60 minutes. I recorded all interviews, with each participant's permission, using a digital voice recorder. As soon as practicable after the interviews, I transcribed the recorded interviews into Microsoft Word documents. The digital recorder and all

transcribed interviews have been secured in a locked file cabinet in an office for safekeeping.

Data-Collection Procedures

The data-collection and analysis- procedures took a total of 3 weeks for the interviews, observations, and review of documents. The data-collection process extended over a 2-week period with some overlapping of tools. The interviews occurred at the most opportune times, with all interviews completed within a week. Observations took place the week after the interviews and during the interview process to provide participants an opportunity to be observed during the mentoring process, if that was the participant's desire. The analysis of the data took an additional 2 weeks. One week was spent transcribing the interviews, identifying emerging themes, checking for relationships, and determining common characteristics. The second week, the process focused on reviewing the data for accuracy of the information and member checking.

First, I provided participants a step-by-step explanation of the data-collection process and reassured participants of the confidentiality of the process. The initial meeting occurred at the semiannual mentor training, in which 32 mentors took part. I invited all participants with the exception of the two new mentors and the one board member, who were observing. I read the consent form aloud and then discussed and signed it with all who expressed a desire to participate. Of the mentors, 17 signed consent forms, but only 15 participated in the study. Five staff directly connected to the MAN-UP program signed consent forms, but only three participated. Participants had the opportunity to sign-up for interviews over the next 2 weeks. Interviews took place mainly at the center, at a public library, and in a local restaurant, to accommodate participants.

Interviews. I interviewed 18 participants to gather perceptive information from mentors and administrative staff in the MAN-UP mentoring program as to the impact of the program. I conducted semistructured interviews with open-ended questions, aiming to understand mentors' and staff members' perceptions of the program as it was currently implemented. The data-gathering process was designed to capture emergent themes that identified relationships, patterns, and characteristics. Further, I compared the responses from the interviews to determine whether mentors and staff members offered contrasting responses.

Through the interview questions, personal views were generated specifically about the MAN-UP mentoring program. Although I scheduled the interviews to last 30 to 45 minutes, some participants had additional time to address the interview questions in depth, thereby exceeding the allotted time. Further, participants had an opportunity to share additional information about the mentoring program based on their perceptions. I encouraged the use of additional time when participants wanted to make a point or asked to continue to share their story. With participants' permission, I used a digital voice recorder to record all interviews and used notes and audio recordings to transcribe responses within 24 hours of each interview.

Observations. I also made observations in order to witness the operations of the center to further triangulate the data and corroborate or disavow responses from interviews and document analysis. The observations focused on the operations of the mentoring project, which often ventured outside the center. I reviewed the observation protocol with each participant prior to going to the center to begin the process. I observed participants to gain a clear understanding of the operations of the center, the procedures

of mentors, and the behaviors and habits of the staff, as well as to ensure that the anonymity of the mentees was observed. The observations of the mentors included the time during which they entered the center, signed in, gathered materials, and had verbal exchanges with staff. When mentors worked directly with mentees, the observation was focused on the questioning techniques of the mentor. Further, I observed the mentor from a distance, to respect the privacy and rights of mentees. Observations also included how mentors concluded the mentoring process and prepared to leave the center.

I also observed the administrative participants from the time that they opened the center until they closed the center, focusing on individual staff participants and the general operations of the center. Observation of staff participants ranged from 45 minutes to 1.5 hours and was conducted in segments due to the nature of their work. I used the observation form as a checklist for reliability of the data collection, reflections, replications, recording notes, and accuracy of the information.

Data-Analysis Procedures

Document analysis. I collected and analyzed multiple documents for this study. I collected documents from the center's website, including testimonials, pictures, calendars, announcements, training flyers, and minutes. Documents onsite included the sign-in notebook, training materials, articles, board minutes, agenda, meeting minutes, and mentoring materials. I reviewed program components and mentoring documentation. The CEO of the foundation provided directions as to where documents were located and the type of documents available prior to the data-collection process so that I could determine what was on the website and which documents would be used in the study. Analysis of the documents validated the information from interviews and observations.

Data were collected and then analyzed to present the findings. Data collection was conducted using three approaches to triangulate the data in this case study. I interviewed and member checked information from mentors and administrative staff to ensure accuracy of the data. Next, I observed the operations of the program for 5 days to discern behaviors of mentors and staff regarding the functions of the MAN-UP program. The data-collection process concluded with the examination of documents on the website and at the center. Finally, I organized and analyzed the three forms of data and extracted themes.

Reliability and Validity

Researchers should use a combination of strategies, such as triangulation, member checking, and clarification of bias or reflexivity in qualitative studies to ensure reliability and validity (Creswell, 2003). *External validity* refers to the extent to which the research findings can be replicated or the findings are transferable. *Transferability* applies to a researcher's research in the introduction, statement of purpose, and methods sections. The information provided in these sections allows another researcher the ability to replicate the study. Results need to be reproducible under identical testing conditions, whether or not these conditions lead to the same results (Bondas & Hall, 2007). The study should be able to be confirmed or corroborated by others while considering the ever-changing context in which research occurs (Trochim, 2006).

Another strategy that can enhance internal validity is member checking (Merriam, 2009). In member checking, the researcher shares the results of the data with each individual participant and seeks participants' views about their individual contributions to the study, which ensures the credibility of the accounts and the accuracy of the data that

will be subjected to interpretation. Providing rich, thick descriptions enables readers of the completed study to make more vivid connections with the experiences of study participants.

Another strategy to enhance validity and reliability is triangulation. Triangulation involves using multiple sources of data or data-collection methods to confirm emerging themes. In qualitative studies, validity is not a measure of whether the research framework is repeatable, but whether it measures what the researcher wants it to measure (Willis, 2004). In this study, the use of semistructured interviews to collect data from MAN-UP mentors and the administrators supported triangulation. Using the data from these two sources confirmed the thoroughness of the findings. The emerging themes identified from the analyzed data provided detailed data to confirm what was truly being measured. Triangulation broadened understanding of the data when I viewed the data from multiple angles. Finally, triangulating the data collected from mentors and administrators focused the interpretation of findings.

The final strategy to ensure reliability and validity was reflexivity. Reflexivity is the process of reflecting critically on the self as researcher and the "human as instrument" (Lincoln & Guba, 2000, p. 183). Reflexivity requires an awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgment of the impossibility of remaining outside of one's subject matter while conducting research. This approach goes hand in hand with the researcher's voice, which is the bias imposed on the study by the researcher through personal experiences and sentiments (Watt, 2007). One way I tried to minimize these effects was by taking a holistic approach to the data-collection and -analysis process. Another method to reduce

these influences was to attempt to recode several times, seeking the optimal classification system. Recoding also provided different angles or perspectives from which to view the information. Like finding the pieces to a puzzle, I needed persistence and patience. In addition to advising the sample size of the research, the reviewed literature also provided some trustworthiness to the study. I used previous studies to justify why I took certain steps.

Researcher Bias and Role

I am a 13-year veteran school counselor in the State of Georgia, with no prior affiliation with THOM or the MAN-UP mentoring program. To address and remove any possible biases, I engaged in bracketing to ensure objectivity during the interview process. Bracketing is a method used by qualitative researchers to avoid the possibility of data collection and data analysis reflecting the researcher's preconceived ideas and values (Merriam, 2009). Multiple techniques can be used to eliminate biases and ensure bracketing. Such techniques include the use of reflexivity, member checking, and journaling thoughts, perceptions, and feelings during the research process.

I employed reflexivity because it allowed for reflection, as well as documenting thoughts and feelings throughout the research process. In addition, I used member checking, also known as respondent validation, by taking transcribed and interpreted data back to participants. This process allowed participants to verify that what I captured accurately reflected their views, rather than my views.

Data Analysis

For this study, I employed a two-step data-analysis process. Using thematic analysis, I first conducted open and axial coding to identify emerging themes and

subthemes. Then, I conducted a second phase of analysis to compare and contrast emerging themes, and used thematic analysis to interpret the data. Thematic analysis consists of the following six steps: reading the data, identifying units of repeated meaning, organizing the information, analyzing the data, describing the data, and identifying themes (Braun & Clarke, 2006). Merriam (2009) affirmed Braun and Clarke's (2006) thematic-analysis procedures in the following three steps: consolidating (reading and identifying), interpreting (organizing and analyzing), and reducing (identifying themes). During the transcription process, I placed marks beside quotations or remarks deemed relevant to the research question. This process is known as coding (Braun & Clarke, 2006; Merriam, 2009).

Coding consists of two components: open coding and axial coding, also referenced as analytical coding. Open coding entails identifying and describing phenomena discovered during data collection. I conducted open coding to identify repetitive information. Eventually, I sorted into groups a number of codes of emerging themes. This sorting is called axial coding (Yin, 2009). I made dependable interpretations due to my ability to consolidate, interpret, and reduce the data.

Discrepant Data or Disconfirming Evidence

During the analysis of data, I confirmed data categories, patterns, and themes to ensure the data support them. In the analysis process, I discarded any data that did not fit in any category or theme.

Ethical Considerations

I kept the identity of each participant in the study confidential by using pseudonyms and removing personal identifying details. Also, I explained to participants

their rights, as mandated by the National Institutes of Health. I protected the rights of participants by adhering to the requirements of the Walden University Institutional Review Board (see Appendix F). In adhering to the specific criteria of the research process, ethical practice included informed consent and maintaining the anonymity of participants. I secured all participants' information, including completed informed-consent forms, interview transcripts, audio recordings, written notes, and electronic files, along with the signed written statement that informed participants about the study and their right to discontinue participation at any time during the study (Silverman, 2000). I will protect all data in a locked file in my office for a period of 3 years, after which all paper-based data will be shredded, all electronic data will be erased, and the data-storage medium destroyed.

Risks and Benefits

I kept collected data confidential during the data-collection period and throughout the analysis phase, when not in use for member checking or data analysis. I did not make the data available to other participants or individuals outside this study. I included no personal identifiers in reports of the data. I collected and codified the data, and will store the data for 3 years after completion of the study, after which time I will destroy them. Thus, study participants felt confident they could share personal information with me with minimal risks of disclosure. Benefits were significant, however, to all mentors and administrators. I anticipate that the results of this project study will provide a means by which African American male students may be better supported as they transition to high school, thereby minimizing retention issues. The information collected during this project study provides insight from mentors' and administrators' perspectives concerning the

impact of the programs available to help African American male juvenile offenders achieve academic and social success. The feedback collected will aid those working with at-risk and troubled youth by highlighting a perspective of what is working, what is not, and what can be done to support African American male students over time.

I conducted the proposed study as single-case study (Yin, 2009), obtaining participants for the study from among the mentors and administrators of MAN-UP mentoring agency. I recruited mentors through convenience sampling, interviewing those who were reachable. I collected data through the use of semistructured interviews. The interviewing process was terminated when I realized that saturation had been achieved. I analyzed data following the steps for thematic data analysis described by Braun and Clarke (2006) and Merriam (2009).

Data-Analysis Results

In this study, I evaluated the perceptions of mentors and administrators regarding the impact of the MAN-UP community-based mentoring program at THOMF (see Appendix G). I collected and analyzed the data for this project evaluation using a case-study-design approach. The data were produced and gathered through one-on-one interviews, observations, and document analysis. The information was recorded using transcriptions, then aligned to the appropriate research question. During the transcription process, marks were placed beside quotations and remarks relative to the research question. This process is known as coding. The recorded data were then formatted using a two-step data-analysis process. The first step of the process entailed conducting a thematic analysis using open and axial coding to identify emerging themes and subthemes. The second step of the analysis comprised comparing and contrasting

emerging themes. Next, I used a thematic analysis to interpret the data. I used Braun and Clarke's (2006) six steps of thematic analysis to conduct the analysis: reading the data, identifying units of repeated meaning, organizing the information, analyzing the data, describing the data, and identifying themes.

Focused on the impact of a mentoring center in southwestern Georgia, the research was driven by three research questions:

RQ 1: What are mentors' and administrators' perceptions regarding the impact of the MAN-UP mentoring program?

RQ 2: What elements of the MAN-UP mentoring program do mentors and administrators believe contribute to the success of the program?

RQ 3: What are mentors' and administrators' perceptions of the participants' improvement while in the MAN-UP program?

Participants' Demographics

Two groups of participants took part in this study. Data accrued from 15 mentors and three staff members. The largest group came from the MAN-UP mentoring program through THOMF. The second group comprised staff who worked for THOMF with specific connections to the MAN-UP program. Three participants in the second group volunteered for the MAN-UP mentoring program. A total of 17 men and one woman participated in the study. Rather than interview all 22 mentors, I used convenience sampling to select participants. Of the 22 mentors, 15 were available and expressed a desire to participate in the study.

The 15 male mentors participated in a public mentoring program designed to provide support to minority men. Table 1 below shows the mentor participants' number,

mentoring experience, level of education, and employment. Years of mentoring experience ranged from 1 to 10 years. Education level of mentors spanned from high school diploma to doctorate. Each participant held a full-time job. Table 1 shows the pseudonyms, mentor experience, level of education, and employment.

Table 1

Years of Experience, Education Level, and Employment of Mentor Participants

Pseudonyms	Total years mentor experience	Education level	Employment
Participant 1	2	Doctorate	Teacher
Participant 2	5	Diploma	Welder
Participant 3	4	Diploma	Welder
Participant 4	1	Master's	Teacher
Participant 5	8.5	Master's	Preacher
Participant 6	2	Bachelor's	Painter
Participant 7	10	Master's	Scientist
Participant 8	5	Associate	Salesman
Participant 9	8	Bachelor's	Realtor
Participant 10	1	Bachelor's	Coach
Participant 11	3	Master's	Teacher
Participant 12	4	Juris Doctorate	Lawyer
Participant 13	6	Juris Doctorate	Lawyer
Participant 14	6	Bachelor's	Paralegal
Participant 15	10	Master's	Principal

Table 2 shows staff participants' pseudonyms, experience at the foundation, level of education, and employment. Three members of the staff participated in the study. The CEO and founder of THOMF was also the director of the MAN-UP mentor program. The dentist and coordinator also served on the Board. The years of working at the center ranged from 4 to 15 years. The staff was well educated. Two had bachelor's degrees and

one had a master's degree. Each staff member had another job in addition to his work at the center. Table 2 shows the pseudonyms, mentor experience, level of education, and employment.

Table 2

Years of Experience, Education Level, and Employment of Staff

Pseudonyms	Total years mentor experience	Education level	MAN-UP/professional employment
Admin 1	15	Master's	Director & writer
Admin 2	10	Bachelor's	Coordinator & dentist
Admin 3	4	Bachelor's	Trainer & supervisor

It was important to understand the training levels of mentors. Initially, I assumed any training received by mentors would be conducted at this mentoring center. However, during the interviews, I discovered that some mentors had additional mentor training. THOMF provides two formal trainings each year for mentors. Mentors are able to view the training video if they are not able to attend the training in person. However, mentors are not allowed to count a training video as an official training. Therefore, video training does not appear in Table 3. Mentors also participate in role-play and mentor success. Mentor success is attributed to the mentor who has a mentee with some form of celebration. Table 3 represents training, role play, and success.

Table 3

Mentor Participants' Training, Role Play, and Success

Pseudonyms	# THOMF training	# of other mentor training	THOMF mentor role play	Mentor success
Participant 1	4	0	Yes	No
Participant 2	7	1	Yes	Yes
Participant 3	4	2	Yes	Yes
Participant 4	2	0	No	Yes
Participant 5	14	2	Yes	Yes
Participant 6	4	0	Yes	No
Participant 7	15	1	Yes	Yes
Participant 8	10	0	Yes	No
Participant 9	12	2	Yes	Yes
Participant 10	2	0	Yes	No
Participant 11	5	0	Yes	No
Participant 12	5	1	Yes	Yes
Participant 13	7	2	Yes	Yes
Participant 14	10	1	Yes	Yes
Participant 15	13	4	Yes	Yes

Note. THOMF = The Hearts of Men Foundation.

Presentation of the Findings

I clearly and consistently present study findings using a step-by-step process. I collected and analyzed data following a consistent and clearly defined process to ensure the accuracy of the findings. Further, clarity of the data-collection process helped maintain the confidentiality and rights of the participants. Additionally, it was important to triangulate the data in a case-study design. Using the case-study research process, triangulation entailed three modes of data collection (Angrosino, 2007)—interviewing, observations, and document analysis—to examine the MAN-UP mentoring program.

Research Question 1

The emergence of themes supported responses in this case study. Four themes emerged to answer Research Question 1: (a) motivation, (b) celebration, and (c) organization and (d) communication. The themes characterized the perceptions of mentors and staff of the MAN-UP program on the impact of the mentoring program. Tables 4 and 5 represents the themes and subthemes for Research Question 1.

Table 4 shows that all four themes were present in each source of data: interview, observation, and document analysis. The remaining themes appeared in only two out of three data sources. This shows the diversity of the study's data.

Many important aspects formed participants' perceptions of the MAN-UP mentoring program. Participants' perceptions varied in number of mentoring years, the background of the mentor, and positions among staff. Further, the way staff perceived mentors and vice versa differed slightly in responses. Perceptions are often seen as realities; therefore, it was important to accurately present this information based on the actualities of participants and how the celebration, communication, and organization emerged as themes for Research Question 1 in Table 5

Table 4

Raw Data Triangulation Matrix for Themes and Sources

		Source of data		
Themes	Theme focus	I	O	D
Beneficial	Participants stressed belief that program may have saved life of young men. A judge visiting center observed praising CEO.	X	X	
Caring/love	Participants consistently used words that showed their thoughtfulness of the process and feelings when working at the center.	X	X	
Celebrations	Participants showed evidence of attending events geared toward supporting the mentees and achieving goals. Pictures were also displayed throughout the center.	X	X	X
Communication	Participants shared the multiple way information is shared. Participants are available to celebrations outside the center.	X	X	X
Motivation	Participants shared stories and examples of what motivated them to continue to work with the program or why they stayed.	X	X	
Organized	Participants shared materials used in the program to keep everyone on point and orderly, i.e., sign-in sheets, readiness of materials, training, and mentoring space.	X	X	X
Professional development	Participants embraced training and encouraged more opportunities for development. Ongoing training was pivotal to success of program.	X	X	X
Relationships/ support	Participants were observed and spoke about working together with staff, mentors and mentees and how they do things together outside of the center. Participants spoke about endless hours of working with mentees to achieve goals, resolve and determination.	X	X	
Resilient	Participants believed that the mentees show most growth and success in the program when then are strong and spirited.	X		X
Role model	Participants stress the importance of mentors with good character and integrity.	X	X	
Self-esteem	Participants shared importance of building self-esteem of African American males.	X		X
Service	Participants shared about the most important aspect of the mentoring program as service to the community that is a vital.	X		X

Note. Key: I = interview; O = observation; D = document analysis.

Table 5

Themes and Subthemes for Research Question 1

Research question	Themes	Subthemes
What are mentors' and administrators' perceptions regarding the impact of the MAN-UP mentoring program?	Motivation	Need to mentor. Supporting the children.
	Celebration	Completing projects; graduations or certification' Awards program; celebration dinners/luncheons; military; completion of training; and joining church.
	Communication	Substitute mentor; Attend events
	Organization	Information ready and available for mentors; immediate access to information; and sign-in sheets ready.

Motivation. Repeatedly, the staff and the mentors spoke of the need to be a part of this project and how the students motivated them to come back. Participant 15 shared a story that touched his heart 10 years ago and why he is still with the mentoring program.

I came to the Hearts of Men 10 years ago because I was recruited by the founder when he came to my school to talk to my students. I stayed with the program because I was motivated by Jamal. Jamal was not a student at my school. He was a 6th grader in one of the most crime infested schools in the city. Jamal was totally out of control. He would show up at school only to cause havoc. He had been cussing the teacher, hitting other children, running the halls and displaying other inappropriate behaviors since kindergarten. He found his way to this center when he was jailed for kicking and punching the teacher. Jamal was a 4th grader when he entered the criminal system. Jamal had been asking for help in the only way he knew how for years, but no one recognized his call for help. Yet, it was

not his folder, or the pleading from the mentoring placement that won my heart. It

was the words of Jamal. He asked me, "Will you be here for me or will you leave

me like the others. Will you care for me like you care for your children?" I knew

then that I had to stay with these children for the long haul and that I had to care

as if they were my very own. I wish I could say that Jamal was immediately

successful in school and in the community, but I can't. What I can say is that

Jamal eventually got it together and Mr. Hunter and I were there when he crossed

2 stages. He got his high school diploma and his associate degree. Jamal is my

reason for being and my reason for caring.

Others shared similar stories.

The participants also spoke about the value they get from being a part of the

program. Participant 1 explained it this way:

While I cannot speak for everyone, I can explain why I spend several hours a

month working with these *knuckle heads*. I like the good feeling inside when I

help others. I am motivated to do just a little bit more when I see success or I see a

positive change. I just feels good.

Participant 3 said, "Mentoring is satisfying. So I am motivated to keep coming back

because of the personal satisfaction." Participant 5 and 6 spoke about motivation in that

they both thought the brought purpose to the program and therefore they are motivated to

continue with the project. The program coordinator spoke about the change in the

mentors as a result of the training and therefore she was motivated by their individual

successes. Throughout the interviews, every mentor spoke of how they were motivated or

cited examples that showed motivation.

Celebration. Celebrations happened at the MAN-Up program formally and informally. Formally, an annual mentor celebration focused on honoring accomplishments and milestones in the program. Informally, events happened that were not necessarily planned. Participants showed evidence of attending events geared toward supporting mentees. The walls of the center displayed pictures and participants spoke about meeting goals.

Formally, THOMF hosts an annual meeting with a major focus on the MAN-UP Mentoring Program Celebration. This Black-tie affair recognizes mentors for their successes with the youth, their time and support, and most importantly, their gift of caring and love. Through document analysis, 8 years of agendas, pictures, news releases, newsletters, and e-mail correspondence provided evidence of this event. Participants 3, 5, and 11 mentioned how important it was to have some recognition for their volunteer efforts. Participant 3 said, "I do this work because I love it, and do not do it for recognition, but feel so appreciated when others acknowledge the work that you do." Participant 11 said, "My favorite part is when the mentee each recognize their mentors in their own special way." Admin 1 said, "I especially enjoy the annual awards because it provides me with a means to publicly speak not only to donors, but to the mentors who are the reason we are able to reach so many young men." Admin 2 said, regarding the mentoring work and honoring mentors at the annual awards ceremony, "I know I speak for the entire Board when I openly acknowledge the mentor contributions." A review of a newsletter revealed this quotation from a mentor: "Mentoring is the most rewarding work that is humanly possible." Awards and acknowledgement were given to all mentors for

personal accomplishments such as exceeding mentor hours, training, celebrations, going above and beyond, and acts of kindness.

Informally, MAN-UP conducted celebrations of events in an informal manner. I observed one event when a mentor shared that a mentee had met his goal. This accomplishment was cause for a major celebration. The director pulled out a bull horn. The mentor shared this accomplishment publicly and loudly for all to hear. The mentee was given an opportunity to speak and a cupcake appeared with a candle. The people in the center sang, "For He's a Jolly Good Fellow." Before the mentee left the center, staff called his mother and shared his accomplishment. Staff also placed a star on the mentor's star on the wall. When a goal is met, staff sends out an e-mail to further celebrate. The e-mail states, "Join us for a gathering of mentors and mentees to celebrate the meeting of a goal for [Mentee Name]." Staff sends another e-mail when a mentor was moving to another state and had to leave the program. The e-mail read, "MAN-UP for a chance to gather and say thank you to [Mentor] as he continues on life's journey." One of the biggest informal celebrations happens at the end of a service project. Participant 7 said,

> When we finish cleaning a yard for an elderly person, or picking up litter in the streets, our mentees always tell us it's time to party because the hard work has been done [huge laughter]. These kids are too much. They will find a way to party and celebrate.

Celebrations can be a bit formal and informal at the same time. Although the program does not plan these celebrations, they are a very important component of the program. Mentees often earned their GED, graduated from trade school, technical school, or college, or joined and completed a program in the military. Participant 13 said, "We

put a lot of emphasis on adding value to your life. Our boys strive to get their degrees of some sort. About two or three years ago, we even had one to get a masters." Ten mentors mentioned attending GED completion programs of those they have mentored over the years. Participant 13 shared he was hopeful that he would have many want to follow in his footsteps as an attorney. Participant 13 said,

> I know I should not try to push my dreams on the young men who I mentor, but like any father, you would like for your children to follow in your footsteps. That is how I feel about my mentees.

> Small acts of celebrations were observed with two mentors talking and enjoying the camaraderie of their mentees as they waited for their cubical to become available. They were congratulating him on getting a job.

> Participant 1 spoke about how he enjoys attending events with his mentee in the presence of other mentees. He stated that he took his mentee to Youth Day at a local church.

> The pastor of the church was also a mentor here at the center. He acknowledged the great work of the center and asked the mentors to stand up. I looked around and was surprised to see about 20 people from the center. Many of them were mentors with their mentees. We are all over the place.

> Participant 7 also spoke about that event, "We went to Youth Day and did not know that we were even going to be recognized. We just went because some of our young men have not attend church."

> Celebrations also took place for family members and friends. Participants 12 and 13 talked about how they went to a wedding of a family member. Participant 13 said,

One year my law partner and I mentored brothers. Their sister was getting married

and we got a wedding invitation. We went to the wedding because it was

important to our mentees. But what was funny was … I went by to pick up my

homeboy. When we were getting in the car to head that way, I got a call from my

mentee asking what time was I picking them up. I laugh because I had no idea

that I was supposed to pick him up (more laughter).

Celebrations of many kinds occurred during the observations. One of the favorite

games played at the center is Monopoly. You would think Park Ave. was for real. That in

and of itself was a reason for all to celebrate at the center. Admin 1 and 3 played

Monopoly with any mentees who came their way and both were fierce. Admin 1 yelled to

Admin 3 and anyone else who would listen, "I just whipped the Monopoly Champion!!!!!

I am the Greatest (imitating Mohammad Ali). You hear, I am the Greatest." The kid

yelled, "He cheated again. I want a rematch." Laughter could be heard throughout the

center.

Communication. Communication became a recurring theme during the

interviews, observations, and document analysis. During the interviews, participants

discussed how e-mail greetings when they signed on made them feel welcome. Admin 1

spoke about how important it was to have a well-trained team of mentors working with

the youth in the program. He said, "Mentoring is important to the success of the young

men we serve, but not just any kind of mentoring." He then quoted Steven Spielberg:

"The delicate balance of mentoring someone is not creating them in your own image, but

giving them the opportunity to create themselves." Admin 3 spoke about how the founder

of the foundation constantly hammers into all around, "We are not here to create clone or

to judge. We are in this space at this time to support, nurture and guide these young

people so that they can live their purpose."

The welcoming e-mail was addressed on numerous occasions in the interviews.

Ten of the 15 mentor participants mentioned the welcome e-mail as a positive way to

start volunteering in a program. A few mentioned the welcome phone call. Participant 1

spoke about being given an opportunity to ask additional questions during the follow-up

call. Participants 1, 4, and 10 still had the welcome e-mail that was sent after their initial

training session. Participant 4 said, "I don't save a lot of emails, but the welcome one

from MAN-UP is still in my save." Participants 1, 3, 5, and 15 spoke about enjoying

reading the mentoring tips that are sent monthly. Participant 1 said, "After meeting the

staff at the foundation, I had a good feeling about how they wanted to change the lives of

Black males. … This was something I wanted to be a part of."

Monthly meetings are sacred and not taken lightly at the foundation. Participant 7

said,

> It was made clear from the beginning that monthly meetings were not optional,
>
> but required. If you want to be removed from the program, then just miss a
>
> training [laughter]. Mr. Hunter does not play when it comes to knowing how to
>
> mentor properly.

Several participants discussed the interactions during the monthly meetings and

how they learn from each other. Some shared hand-outs and spoke about various

speakers. The administrator participants discussed getting together to create these

monthly opportunities. From an interview with Admin 3, I learned that professional-

development opportunities are held monthly, but mentors are only required to attend four

per year to remain certified to serve as a mentor at MAN-UP. Admin 3 said, "The

mentors have to attend one training per quarter, but most of them attend more." Admin 2

discussed the training as the most effective tool for effective communication. Further,

Admin 2 mentioned,

> Have you ever heard of Steven Covey? Well we kind of operate in that vein, "You
>
> inspect what you expect." If, we expect to have a solid program with excellent
>
> mentors, then we need to provide them with the best training in the world, in
>
> order to have the best program in the world.

Admin 1 spoke about the importance of knowing and hearing the voices of the

mentors. He said,

> We spend a lot of time with training so that we can know what our mentors are
>
> thinking. This gives us an opportunity to monitor their thoughts and action, so that
>
> we are not placing any of our children in harm's way. People can change
>
> overnight, so we need to keep our eyes and ears open to know if it is time to make
>
> changes in our program.

MAN-UP often used e-mail alerts to broadcast events, give updates, find available

mentors, provide mentoring tips, make general announcements, and celebrate. Events

sometimes happened at the center or in the area. Participants 3, 5, 7, and 10 said they

look forward to getting the e-mails because they provide places to take their mentees

without having to search for events. Participant 3 said,

> Mr. Hunter usually works to find free events or has negotiated a ridiculously low
>
> price for us prior to sending out the link. I think he believes we will do more with
>
> the young men if we do not have to plan the events.

Participants 2 and 7 talked about the baseball game they took their mentees to see last summer. Participant 2 said, "My mentee wanted to take his brother, and I said the more the merry. Mr. Hunter was able to get another ticket for us." Several participants mentioned the group chat, used when major event are happening. Participant 8 said, "I always feel like I know what is going on and that I have the same information as everyone else." Participant 3 mentioned,

> We also get information about our quarterly community service that we now have to be a part of. In the beginning, the mentors were not required to participant in community service. That was just for the mentees. However, that has changed and I like it.

Interviews and document analysis revealed that mentees must attend community service quarterly, and mentors, staff, and board members must participate biannually.

I observed communication during the site visit among staff and mentors. As mentors entered the center, staff greeted them in a personal and professional manner. Personal aspects included friendly hugs, slapping five, and greetings. I heard Admin 3 asking questions specific to family, work, and traffic. Admin 3 said, "How is your mother? Is she still in the hospital? She was sleep when I stopped in to see her." Admin 2 mentioned, "Did you get stuck in traffic? I just got here a few minutes before you and was on 85 for an hour." Comments also addressed events. Participant 2 commented, "That was one heck of a game this weekend. Your little guy [referencing his mentee] can play some ball." In a not-so-pleasant encounter, one mentor asked to speak directly with Mr. Hunter. He was going to be transferred and needed to let them know that this would be his last day mentoring. Mr. Hunter wished him well, met with the mentee and mentor,

then made an announcement at the center and shared it through e-mail. Evidence of communication continued with all participants.

Organization. Based on interviews, observations, and document analysis, organization was a recurring theme. Participants shared materials used in the program to keep everyone on point and orderly through sign-in sheets, readiness of materials, training, and mentoring space. During the interviews, several participants shared the procedure for signing in when entering in the center. Mentors used the sign-in sheet when visiting or mentoring. The use of the sign-in sheet was confirmed during observations, and available during the review of documents. Participant 9 said,

> In the beginning we did not have to use the sign-in sheet when we just dropped by the center. But times have changed and you never know what type information you may need, so the Big Man has us signing in. I don't mind.

Several participants mentioned how organized the center is. Participant 8 said, "We don't have to do a thing but show up. They have everything we need waiting and ready for us. If we find something we think will work for us, they will get it." Participant 15 said,

> I think I have been here the longest. I have seen how hard they work for these boys. They want them to be successful. They keep everything in order do we do not have to do any of the research. I think they are doing it all to make sure we stay. I'm not going anywhere.

Participant 7 further confirmed comments from other participants, "The work of the mentors is so valuable and important that asking them to plan and retrieve

information may deter them from coming. I think they are doing it the right way. Preparation is akin to organization."

The document analysis clearly revealed how orderly and organized the materials were for training, daily use, and archival data. When I asked for additional information, it was retrieved and presented within a reasonable amount of time; often within 30 minutes. The MAN-UP center was clearly organized in a manner that allowed others to replicate it. Admin 1 said, "This place is organized so that the work continues even if I leave this earth today." Admin 2 said, "Mr. Hunter is meticulous when it comes to documenting events in this program. His dream is to work us out of this business. So he keeps everything in order." Admin 2 laughed, "Mr. Hunter's favorite saying is, 'Memorialize it.' So we do, and we try to leave nothing to chance."

Research Question 2

Four themes emerged based on Research Question 2. The themes identified were (a) caring/love, (b) professional development, (c) relationship/support, and (d) service. Themes characterized the elements that contributed to the success of the MAN-UP mentoring program. Table 6 represents the themes and subthemes for Research Question 2.

Table 6

Themes and Subthemes for Research Question 2

Research question	Themes	Subthemes
What elements of the MAN-UP mentoring program do mentors and administrators believe contribute to the success of the program?	Caring/love	Someone to depend on; person to talk too; caring smile; listens and not judge.
	Professional development	Knowledge; procedures; role playing; development.
	Relationship/Support	Lasting friendships; helping others; signs of caring.
	Service	Helping others; giving back; remembering those who helped you; community work.

The majority of participants had a general love for working with at-risk African American male adolescents. Numerous events in their lives contributed to the positive perception of mentoring among participants. Some attitudes included events at church during their adolescent days, and working with coaches while participating in football, basketball, and soccer. Teachers also made a difference in the lives of 16 participants. Overall, all participants mentioned improving the lives and establishing a relationship with their mentees.

Several participants mentioned the limited amount of time they had, but they embraced spending time with these young African American adolescents and the opportunity to serve them. Some provided claims about the nature of mentoring at the MAN-UP program compared to what they had heard about mentoring at other sites. Participants addressed the mentor schedule that could be as short as 30 minutes or as long as an hour at the center. However, mentoring happened at events such as professional football and basketball games. Additionally, bonding occurred at community events when mentees, mentors, and the staff join together to make a difference in the lives of others.

Mentor participants spoke about the preparation they received prior to meeting their mentees. Mentor participants also shared their feelings about the monitoring by the staff while they worked with the students. Interestingly, mentor participants did not see the frequent monitoring as imposing a lack of privacy; instead, they saw this as a safety precaution for all, as well as a means to identify mentoring strategies that may be ineffective. Mentors and staff participants described the mentoring process as an exhilarating, fun, engaging, proud, heartbreaking, and caring environment. All participants saw their work as a labor of love and necessary work. The majority of mentor participants mentioned the spark in the eyes of their mentees that made them keep coming back. One mentor participant was an outlier, mentioning that although he loved working at the center, his heart was often conflicted because of some of the ways the young people behaved.

Participants shared general beliefs that mentoring was complex and sometimes not as rewarding as they would like. They described the complexity of mentoring as discouraging when they did not get the success they expected or felt discouraged when the young people continued to not follow through on projects and goals. In this vein, four themes emerged during the data-collection process for Research Question 2. The themes were caring/love, persistence, professional development, relationship/support, and service.

Caring/Love. Participants consistently used words that showed their thoughtfulness of the process and feelings when working at the MAN-UP center. Posted at the center is a quotation from Nodding (2005):

Ethical caring, the relation in which we do meet the other morally out of natural caring; that relation in which we respond as one-caring out of love or natural inclination. The relation of natural caring is the human condition that we, consciously or unconsciously, perceive as good. It is that condition toward which we long and strive, and it is our longing for caring to be in that special relationship that provides the motivation for us to be moral. We want to be moral in order to remain in the caring relation and to enhance the ideal of ourselves as one-caring.

As part of the observations, I walked with Admin 1. After reading the sign out loud, he shared,

I do not want anyone operating in this center who does not first love and care for self, and secondly, who does not love and care for young African American males. Nodding speaks to the relationship that is necessary to support our young people. This is the direction we aspire to operate at this center.

The examination of documents produced 12 training packets specific to the element of caring. In most training materials, mentors and staff were provided multiple ways to show they care. The program generated one theme consistently. One tenet of the program was that all who worked with MAN-UP had to learn all they could about program participants and the lives they live. Cultural understanding was a major component of the program because it provides a deep awareness of the challenges the mentees faced and an avenue to better serve the students.

In an observation of a participant and a new mentee, I listened as the mentor participant introduced himself and asked the mentee to share some things about himself.

Participant 2 said, "The first meeting can make or break a relationship. I try to follow the script to ensure what I say and do does not destroy our relationship from the beginning." Participant 9 said, "In my line of work, caring is seldom stressed because the relationship is usually quick. And while I may never see this young person after the mentoring relationship ends, I care that I make a difference in his life."

All mentors shared some aspect of caring and the importance of caring. Participant 3 said he recommended several people who were not accepted as mentors because "the review committee did not believe they would be a good fit." Several participants visited the homes of their mentees to get to know them better. Participant 14 said, "I have visited the homes of every mentee I have worked with. When I recognize a bit about their background I can better appreciate who they are and the supports that will help them to make better choices." Participants 1, 5, 6, and 14 mentioned other ways they show they care such as attending mentee family events, inviting them to share in mentor family events, and bringing little gifts to sessions such as a pendant from a ball game or a college shirt. Acts of caring were further emphasized during the annual MAN-UP Celebration when the staff presents the Acts of Kindness Award. Participant 7 said, "All mentors strive to receive the Acts of Kindness Award. This is like earning the Heisman Award [smile]."

Second, it was important for mentors to actively listen to their mentees. During the observation, I could hear most of the talking coming from the mentees. The mentors guided the conversation but the talking came predominately from the mentees. Posted in the mentoring area was the following sign: "Active listening has a major impact on the

quality of mentor/mentee relationships. Do you hear me now?" Another poster was entitled Four Steps for Listening:

- Listen to obtain information.

- Listen to understand.

- Listen for enjoyment.

- Listen to learn.

Participant 6 mentioned that the four steps poster was from one of the training sessions. He said, "Someone from the Admin team is always pointing to a poster when a mentor's action is not aligned to the goals of the program." Participants 1, 3, 4, and 14 shared why listening helped them be better mentors.

Participant 1 said,

When I started mentoring, I thought I had all the answers because of my 8 to 5 job. Boy was a wrong! I found out so much more when I truly learned to close my mouth and open my ears.

Participant 3 said,

I have always been a quiet person, so listening was not hard for me. What was hard was learning what to listen for. I grew up in an environment where everyone talked loud and about pretty much nothing. So, this was hard. The four steps process has really helped me a lot.

In two instances, I observed that Participants 6 and 10 were leading most of the conversation. This information was observed from the notes of Admin 3.

Finally, it was important to have moments of reflection. Taking the time to think about one's work is a major element of caring. Simple acts of reflection was how Participants 1, 5, 11, 13, and 15 described how they cared. Participant 11 said,

I know we probably think our upbringing has little to do with our action, but I can oftentimes hear my mother when I am responding to my mentee, or thinking about how I could have handled the situation a little differently. My mother always said, "Now I could have taken a different road in that situation." Now, I know exactly what she was talking about.

Participant 5 mentioned how he processed each mentoring session: "I often ask myself, what is it about my behavior that prohibited that young man from saying more." Participant 15 spoke specifically to what he considered the ultimate act of caring. He said,

I think when I take the time to self-reflect on a session, it provides me with the chance to I need to care a bit more about my mentee. As a parent, I often think about how I am raising my sons. I think back on decisions I've made and what I should or could have done differently. I think this process provides me an inside look at what happened and a way to prepare for what will happen.

Participant 1 believed his mother's profession requires that she care about the lives of others. He responded, "My mother was very nurturing and loving so I tend to act accordingly. I really try hard to think about my actions." A sign on the door read, "Enter to Care." Participant 13 summed it up by saying, "I would not be doing this job of mentoring if I didn't care about the lives of people who look just like me. This is hard work, but I care enough to do it."

Professional development. MAN-UP mentoring has ongoing training embedded throughout the program. In a program guide for setting up mentoring programs, the program had the following belief statement: The MAN-UP team believed nothing happens by happenstance, therefore plans and careful preparations are always made for the inevitable quest for purpose. Professional development was designed with a three-step prong: initial, monthly/quarterly, and frequent. Mentors, employees, and board members receive initial development when they first start working for the foundation. The quarterly/monthly professional development was designed based on quarterly themes with different levels and types of training held monthly. The training for 2016 was based on four subthemes with the overarching theme of Acts of Caring, shown in Table 7.

Although participants agreed professional development for mentoring was frequent and sufficient, about half of the participants felt the type of training was necessary for the program to continue to operate efficiently and effectively. Several participants shared that the training was repetitive and could be decreased. Several spoke of the need to continue to have relevant training, based on trends and culture-specific topics.

The initial training was a requirement for the members of THOMF board, the MAN-UP board, staff members, and mentors of the mentoring program. A review of documents outlined the delivery method for the initial training through a series of modules designed to be flexible, hands-on, and based on real-life experiences. Simulations and role-play were integral parts of the training. The Mass Mentoring Partnership created and tested the modules to ensure the flexibility to modify, based on specific program needs. The Mass Mentoring Partnership offered training, technical

assistance, and knowledge sharing to develop and build the capacity of high-quality

youth-mentoring programs. The four modules vary in length from 30 to 45 minutes,

allowing for reflection and real-time learning specific to troubled youth:

Table 7

2016 Quarterly/Monthly Training

Quarters	Quarterly themes	Month	Subthemes
Quarter 1	For the Love of Mentoring: An Act of Caring	January	Why do you mentor?
Quarter 2	Building Relationships: An Act of Caring	April	Lasting Relationship
Quarter 3	Purpose Driven Communication: An Act of Caring	July	Know When to Talk
Quarter 4	Reflections: An Act of Caring	October	My Time at Listen

Module 1: Creating Quality Mentors

Module 2: Collaboration & Communication

Module 3: Reflection

Module 4: Listening and Speaking to Learn

During the interviews, mentor participants stressed the need for professional

development specific to at-risk youth and youth who have been incarcerated. Participants

1, 4, 11, and 15 were educators; ironically, each mentioned training in schools specific to

gangs and incarceration. Participant 1 said, "I am fortunate to have had training specific

to working with students after incarceration. No longer are we calling it 'at-risk.' Our

training is specific to who we are working with in our schools." Participants 4 and 11 also

discussed training on how to communicate effectively with Black males and gang

members. Participant 15 shared, "I would like for MAN-UP to add a training module on

working with youth after incarceration and how to turn gang members into leaders. I

would even like to teach the course." The administrative team takes recommendation

seriously. Admin 3 stated, "We are working with the Mass Mentoring Partnership to

design a training module. We will have two of our mentors work with the company to

create the module." Admin 2 shared how receptive the board and other staff members are

to receiving professional development in mentoring, even though many are not official

mentors. "Mr. Hunter feels like it's important for everyone who may come in contact

with one of the mentees to have the requisite training necessary to address them. We care,

so we do it."

I observed a monthly professional-development training during the last module.

The training topic was "Listening to Learn." Admin 3 exclaimed, "The 'Listening to

Learn' is one of my favorite trainings. I particularly like it because we have veteran

mentors leading components of the training and sharing actual situational role play."

Participants 5 and 7 led this session. Participant 4 spoke of the training for mentoring. He

said,

> As a mentor, after my first training, I was able to go to my first mentoring session
>
> feeling prepared and ready to work with my mentee. Although I was a bit
>
> nervous, I felt like I had improved significantly with my abilities and skills.

The professional-development opportunities were not all positive. Ten mentor participants spoke of the need to have training specific to working with at risk youth, particularly, youth who have been incarcerated. Mentor Participant 10 said, "More and more, we are mentoring young men who have been to jail. I have learned a lot of their behaviors, but it would be great if we had preparation prior to having to work with them." Participant 2 said, "I think we have on the ground training. You would not go to war and then learn about the enemy. That is how I feel. I grew up middle class and had very little experience with troubled youth." Participant 8 further confirmed, "These young men do not deserve someone guessing what works and what does not work. We need to know expectations and behaviors of youth who have been trouble deeply enough for them to go behind bars."

Participant 1 stated,

My work as a mentor is important to me. I want to do my best to make these youngsters successful. I think the training we get is phenomenal. However, I think it would be beneficial if they would add a component specific to trouble at risk you.

The professional development program is designed based on four modules. Participants 1, 3, 4, 5, 7, 9, 11, 12, and 15 suggested adding a fifth module specific to understanding trouble youth. Participant 7 said, the current training is very good. However, I think working with at risk youth in some form should be added.

Relationships/Support. Observed participants spoke about working together with staff, mentors, and mentees and described that they do things together outside of the center. Every mentor formed relationships with other mentors. The majority of the

mentor participants spoke of having strong relationships with their mentees and all mentors and staff spoke of some level of relationship with mentors, mentees, or staff. Admin 1 described the importance of forming lasting relationships with program participants. "We are here to serve the young people. I think it is important for us to model how we work together as a team, but the most important for me is seeing strong mentor-mentee relationships form and last."

Evidence of strong mentor/mentee relationships was clear during the observed greetings, when the mentor met with the mentee at the beginning of the session and at the end of the session. Participant 13 said, "It is important for relationships to be built on trust before any effective mentoring can or will happen." Participant 8 described that "mentoring requires you to create a level of mutual trust and respect for the other person. That is how relationships are started and last." Participant 6 is an artist and related relationships to the arts. "Mentoring is like creating a work of art. It takes time and patience to create a masterpiece. I look at the relationships I have formed overtime with my mentees. They did not happen overnight."

Service. For Research Question 2, service was another theme that emerged. Participants spoke about and I also observed participants helping others, giving back, remembering others, and community work. During the interviews, mentor participants shared why they did mentoring work and about the importance of the service project component. The responses were specific to mentoring as a service and service projects.

All participants had sentiments about mentoring as a service. Mentoring is an essential service to others. Mentors are usually unpaid and willing to give of their time and energy to provide support and direction to others, particularly those who help others

overcome difficulties in their life. Participants 10, 11, and 14 mentioned serving so others

will thrive. Participant 10 said,

> I look at mentoring as a way of giving back. Early on in my life there was a
>
> teacher who helped me to see the errors of my ways, and I vowed that I would do
>
> the same for others if I ever got the chance.
>
> Participant 11 spoke of "My desire to give back keeps me grounded in the work

that I do. Serving others allows me to remain humble in my life's work and in creating

purpose in my life." Participant 14 said,

> I did not see mentoring as a service to others until one of my mentees told me,
>
> "You don't have to keep serving these knuckle headed kids." I remember
>
> laughing and thinking … I guess I am, and I like it.
>
> Most participants described a service-project component. The service-project

component is an important part of the MAN-UP program. All mentors have served in at

least one mentoring project. The document analysis revealed a total of 22 service projects

with 16 in the last 5 years. In the beginning of the program, a minimum of one and a

maximum of two service projects were conducted by mentees and some mentors and

participation was not a requirement in the beginning. However, since that time, mentors

engage in three to four service projects per year. Participant 15 shared,

> I have participated in 21 out of the 22 service project sponsored by the center. I
>
> missed one last year when my mom was hospitalized. I think this is one of the
>
> most effective ways of modeling what we as human beings should be all about.
>
> Participant 10 mentioned,

I have not participant in a service project yet. However, I am looking forward to

being a part of this work. Other mentors speak about the service project as it is

something I will not be able to live without.

Research Question 3

Three themes emerged to answer Research Question 3: (a) beneficial,

(b) resilience, and (c) self-esteem. The themes characterized the perceptions of mentors

and staff regarding improvements of participants in the MAN-UP mentoring program.

Table 8 shows the themes and subthemes for Research Question 3.

Table 8

Themes and Subthemes for Research Question 3

Research question	Themes	Subthemes
What are mentors' and administrators' perceptions of the participants' improvement while in the MAN-UP program?	Beneficial	Saving lives; Praises; Mentee success rate; comments from mentees and mentors. Success stories.
	Resilience	Returning student complete a program; homeless mentee returning daily; strong attitude.
	Self-esteem	Mentees with sense of pride; Mentees speaking up; Helping others; Making recommendations; follow through.

The majority of participants saw program participants as resilient and having

strong self-esteem. They also saw the program as beneficial to the success of mentees.

The subthemes that emerged were beneficial, resilient, and self-esteem. Although other

themes emerged with negative connotations, they were not listed because they were

mentioned by only one participant.

Beneficial. Participants perceived the MAN-UP mentoring program as beneficial

to the success of program participants. Perceptions were that the program enhances

program participants' improvement. The mentoring program provides a way out of the

streets and into a productive life for many program participants. Participants 4, 5, 8, and 12 commented on why they think the program has helped the young men they serve.

Participant 4 said, "This program has done a lot of good for the African American males who have completed the program. I have seen children enter angry and exit feeling good about themselves, attending college, and even going to the military." Participant 5 shared,

> MAN-UP is named correctly. Program participants enter the program sad and often alone. However, I have seen some leave with goals set and a new direction in life. But that is not always the case for all. I have seen some enter the door and as soon as the judge signs off on them they leave without giving the program a chance.

Participant 8 saw the program as a necessary support. "Young people always think they know more than others. But I have seen this program humble so many of them. I have also seen entire families change as a result of the services for mentees and their family." Participant 12 addressed the glue that keeps the program together. "You need to give God the glory and Mr. Hunter some praise for all he does to keep this program together and the young people safe."

Several participants described perceptions that some mentees missed the program's benefits. Participants 6 said, "I cannot believe how some of these young men come into the program and fail to take advantage of all that is available to them." Participant 10 opined, "The mentoring program is only as good as the participants. If the program participants fail to show up for mentoring sessions and service projects, they will not get the full benefit of the program." Participant 11 continued,

I have witnessed some young men come in to the program, work hard and graduate from the program with jobs and GEDs. AT the same time, I have seen them come into the program and refuse to speak for months. We had one escorted out by the police because he simply failed to report to his probation's officer.

Resilience. Another component that emerged during the interview process and observations was resilience. Mentor participants saw many program participants as resilient. Mentees appeared to be resilient when they were cooperating and even when they were angry. Participants in this study saw the mentees as strong and tough, having a strong attitude, and being cooperative. Admin 1 shared that mentors are prepared to help build and support resiliency in mentees. Admin 1 commented,

It is important for us to work with mentees until we can sense and witness evidence of a sense of belonging, potency, and usefulness. We will not be able to reach every student to that level; however, if they can leave with just one new positive skill that will help them in the world, then our work still has been done.

Participant 7 has seen tremendously positive results in his mentees. However, he spoke of one who did not complete the program, but in whom he saw the greatest results. Participant 7 shared,

I had a young man who I had mentored to for 7 or 8 months. I could see the progress he was making. He was able to shift his speech when he was with his peers, then move into a professional realm when he was with adults or high officials. Then one day he did not show up at the center. Mr. Hunter tried to find him but it was as if he disappeared without a forwarding address. About 3 months later, we got a call at the center. The boy had moved with his aunt in upstate New

York. He had gone home and no one was there. He does not know where his mother or brother had gone, but he was sure he did not want to return to the system. He called his aunt, got on a Mega bus, and vowed never to work the streets again. I am certain he had learned all that we taught him. He was a sponge.

Mentor participants spoke about the change in behavior and attitude they observed over time. Participant 2 stated that "Young people who participated in the program and starting sensing and understanding what it feels like to belong are entering a very important part of their journey." Participant 8 stated that "The key experiences mentees value are those that give them a sense of community and potency." Further, many mentors see mentees as having a sense of excellence and a high sense of efficacy. Efficacy speaks to a high sense of support for logical consequences.

During an interview with the administrative team, Admin 3 said, "Our goal is to build resiliency for all our mentees. Therefore, we are deliberate in our efforts to train mentors to achieve results" Admin 1 stated, "We are constantly assessing the skills of mentors. Assessing all aspects of the program is critical to our success and our success only comes if we produce resilient young men." Admin 3 added, "One of the reasons we are so passionate about our service project is because we see how it builds confidence and a sense of belonging and service for our mentees."

Analyzed documents showed mentees giving to others. Usefulness is a major form of resilient behavior. Documents included letters written by the young men to elderly women and couples thanking them for trusting them to enter their homes to provide a service. One letter stated,

Mam, you did not have to let me into your home even though you needed help. You knew that I was in jail one time but you did not treat me like a criminal. I'm going to remember that. Thank you. You were nice.

This letter also represented a sense of belonging. There were several copies of letter dated from 2012 to 2016.

Several mentee participants used a variety of characteristics when discussing resilient behaviors they have seen or wanted to see in their mentees. Participants 5, 7, 9, 13, and 14 used words such as ability, skillful, powerful, strength, repetitive, and strong. Participant 7 said,

I have learned over the years that the most effective preparation for the young men I mentor is to provide them with resiliency skills that will support their growth. I try to help them get smarter. I model reading so they will read to get smarter. I buy books for gifts. I discuss books. I also try to make sure they have a sense of belonging. I tell them they can call me any time, day or night, but I give them more than that. I talk to them about God if they are receptive to believing. Participant 5 stated,

I truly think building resiliency in these young men is crucial to their success. Regardless to how much we want to remove them from the streets, many of them will return. But if they return knowing that they have a place to return, they will think more about our support. They will also find the strength to stay out of harm's way. I also believe in the power of prayer and I have seen changes in our mentees.

Participants 9, 13, and 14 mentioned mentees who have remained strong and focused after leaving the program.

Self-esteem. Through interviews and document analysis, I gained information on mentees self-esteem. Participants in the study talked about and showed pictures that demonstrated mentees going from a withdrawn behavior to beaming with a sense of pride. Other behaviors discussed were those of mentees who did not trust and were now speaking up and voicing their opinion. Further, participants discussed how mentees were unwilling to helping others without expecting payment and following through on decisions.

Interviews with mentor participants revealed multiple examples of how mentees have gained confidence, thereby enhancing their self-esteem. Participant 1 mentioned, "I have seen our young men actually learn to love themselves. I know when you love yourself, you can love others. When you do that your self-worth improved. You tend to have a better self-esteem." Participant 7 said, "I have had mentees come in as gang bangers and leave as productive citizens. I know that they were able to see the greatness from within, therefore, they could do more to help self. They were happier." Participant 15 mentioned,

> Our MAN-UP young men who stick with us learned to care about themselves and others. I want to share just a short story. One of my mentees said, "I thought everyone in the world stole. I had no idea that that was not the way of the world. All of my life, I can only remember taking and never giving. This honest thing is alright." This would be funny if it was true. Well fast forward to today. That young man is now a mentor in this room.

Interviews with administrative participants showed mentors helping mentees improve their self-esteem. Admin participants 1, 2, and 3 showed a distressful look when they discussed cases in which they had not been successful in reaching a young person before they left the program. In contrast, they beamed with pride when discussing their numerous successes. Admin 1 sat in his office waiting for the interview to begin. In front of him was a photo album with 1 to 8 pictures per page. The album contained hundreds of pictures with conflicting looks. Admin 1 shared,

> This is my demonstration of why we do this work and how we change lives. Each mentee who enters the program takes a picture the first day. Most of them have just left court or have been expelled from school, so you can imagine that they are not very happy. The second picture is our second-milestone picture. We take them every 2 months to show progress through body language. You can tell a lot about a person from their expressions.

A review of the photo album revealed young men smiling as they received diplomas, completed programs, hugged family and friends, shook the hand of corporate leaders, smiled, cried, danced, etc. Admin 2 stated,

> The mentors have spent hours trying to help young men move out of their own way, and I can truthfully say they have done a great job. I have seen young men walk in these doors with their head hanging low and walk out with a sense of pride.

Admin 3 said,

> I would like to think that it was due to my training that the mentors are so successful in working with these young men. But I have to give credit to the

mentors for believing in their mentees and never ever giving up. It is because of them that our young men believe in themselves.

Summary of the Findings

The participants for this case study came from two programs, the MAN-UP program and THOMF program. There was significant diversity in mentor training ranging as well as in mentor experience. Mentor experience ranged from 1 year to over 10 years. Mentor training also varied significantly both in content and in frequency of training. Almost all mentors participated in some role-play training. There were no significant challenges in recruiting participants for the study nor were there significant scheduling conflicts although several mentors agreed to participate but did not take part in the study. All participants were aware of how the data would be handled, what the aim of the research was, and how they were contributing to it.

In response to the first research question, four salient themes emerged: motivation, celebration, availability, and organization. Celebration was seen as an integral part of the MAN-UP program both for mentors, and also for mentees. They occurred both formally and informally and contributed to mentees seeing themselves in a positive light and as part of a community. Celebrations were also seen as a confirmation of successes and important steps in the progress the mentees were making. The celebrations were either in connection with important milestones for those involved (i.e., awards, celebration dinners or lunches, joining a church), or they were more informal and took place as spontaneous expression. A recurring element in the depiction of celebrations was that mentors did their jobs because they loved them. Celebrations were thus an extension of the satisfaction of the mentoring job. Communication, the second

element in responses to research question one, was seen as important for the program's

impact for two reasons: one, the obvious reason, was that communication made the

organization more efficient and made everyone's job easier; the other reason was that

communication was seen as an expression of caring and inclusion. Communication

entailed not only the transmission of information, but also greetings and casual

communication that made mentors feel at home. Finally, organization played a key role

in that it enabled the administrators of the program to run it efficiently and structure it in

a way that took much of the administrative load from the mentors and made their work

easier. Mentors expressed that they were happy with how the organization cared for them

through well thought-out procedures and protocols.

In response to Research Question 2, the elements of the MAN-UP program that

mentors and administrators believe contributes to the success of the program, participants

responded broadly in the following themes: caring/love, professional development,

relationship/support, and service. The first of these themes, caring and love, refers to

what mentors and administrators saw as an attitude integral to the success of the program.

This attitude is the basis for the MAN-UP philosophy where care for the participants of

the program is central. Study participants used familial terms (e.g., felt as a "father") for

their mentees and reported that this attitude allows them to volunteer their time even

when they are otherwise very busy. Professional development, the second theme, refers

to the training and development all staff, administrators, and mentors, receive. Again, this

stems from the MAN-UP philosophy which states that nothing happens by chance and

preparation is absolutely necessary. The mentors said the adequate training and support

made them more comfortable in their roles. Relationship/support was the third theme in

responses to Research Question 2. This most often described that the roles of mentors and participants went beyond the work at the MAN-UP center. Participants and mentors created firm bonds that motivated them to take part in activities outside the center. Program participants became somewhat integrated in their mentor's lives. Finally, service was another theme mentioned. This referred not only to the service of mentors to mentees, but also to the notion many mentees went on to contribute to the communities in which they lived. Study participants reported that service extended beyond the work of the center and became a part of the lives of program participants even after they were no longer part of the program.

In response to the third research question, about mentors' and administrators' perceptions of participants' improvement in the program, the responses can be grouped into three thematic categories: the concrete benefits provided by the program, resilience, and an improvement in self-esteem. On a practical level, the MAN-UP program gave a place for young people to go after school and provided positive activities in which to engage. It was seen as giving a healthier perspective on life that translated into goal-setting and into accomplishments such as graduating from school or gaining acceptance to college. However, these results were tempered with some voices that expressed frustration that not all participants had taken advantage of the benefits offered by the program. MAN-UP mentees built resilience to addressing problems. This resilience strongly tied to having built a sense of belonging and identity. Study participants reported their mentees were better able to integrate into society in a number of different situations and were able to cope with problems in ways they had not before. Finally, self-esteem was a recurring theme. Many examples emerged of mentees who exhibited dysfunctional

behavior in society before they came into the program (e.g., they were members of a gang) but left the program being capable of holding a job or otherwise contributing to the community around them. Again, this result must be tempered with some cases in which mentees were unable to take advantage of the program and left it without having satisfactorily resolved pressing issues and threats.

The feedback and perceptions of the mentors, data analysis, and interpretations of the Man-Up mentoring program have convinced me that there is a need for professional development training. The next chapter discusses the implications for practice and further research needed.

Section 3: The Project

Introduction

Mentor Embedded Training in Professional Development is a new and desired component of the MAN-Up Mentoring Program that has been designed in a series of five modules to improve mentor knowledge, skills, and dispositions focused on short-term training with long-term desired results aimed at improving the lives of at-risk and troubled youth. Mentor Embedded Training in Professional Development is committed to extending and broadening the scope of professional capabilities of mentors through training embedded in professional development to allow them to achieve expertise in mentoring roles and provide opportunity for greater program success.

Rationale

The choice of an interactive module-based professional development training for mentors builds on the specific strategies that are effective when working with troubled youth. The focus on mentoring programs at the local, state, and national levels presents an opportunity for researchers and educators to advance knowledge in this field. Reports suggest that at least 4,500 agencies are providing mentoring (DuBois & Karcher, 2005), including

> 500 Big Brothers/Big Sisters of America agencies. Popular national initiatives, such as America's Promise, and federal legislation promoting mentoring, including the No Child Left Behind Act of 2001 and Title IV-B of the Social Security Act, which provides funding for the Mentoring Children of Prisoners Program, reflect the widespread belief that the presence of a mentor in the life of a young person not only supports healthy growth and development, but also serves

as a protective factor against many of the risks facing today's youth. (Karcher,

Kuperminc, Portwood, Sipe, & Taylor, 2006, p. 710)

Thus, mentoring is an effective intervention strategy that provides the ultimate

rationale to create trainings that examine mentoring critically, based on the needs of the

mentee. Specifically, given the prevailing assumption that mentoring is valuable, it may

be difficult to ensure that communities allocate adequate resources to research and

evaluation. Despite the current level of interest and the number of mentoring initiatives,

the need for definitional and conceptual clarity persists to develop a rigorous research

base. The question of program impact depends, in part, on specifying the type of

program, the context, and the nature of activities and goals around which communities

organize programs. In this section, I attempt to put forth definitions regarding the

structure, context, content, and outcomes of mentoring to guide future research on the

impact of specific mentoring programs.

Many inner-city youth live in conditions few know exist. Yet they attend school

every day, some living in the shadows of the unknown, and others exhibiting behaviors

that bring attention to their need for help. In this study, many mentors shared stories of

why they mentor at-risk youth. The word that resonated throughout this study was *care.*

Thus, this program evaluation for mentoring programs is necessary because, in working

with at-risk students, one must care about program impact to support children who care

about themselves and others.

In recent years, mentoring programs have been instituted across the United States

in an effort to improve the behavior of youth. These programs form for a number of

reasons, and often the focus of these programs changes without a clear evaluation of their

impact or success. Mentored opportunities differ from educational to behavioral programs, yet elements of impact should exist in all mentoring programs. Dr. Paula E. Papanek, Director of the Program in Exercise Science in Milwaukee, WI, contended this project supports that a

> Youth empowerment program should provide resources to those who need them most, minority youth who live in some of the most high-risk areas in the country. At its heart, the program should be designed to help them make better lifestyle choices that result in healthier, happier lives. (personal communication, July 3, 2016)

Developing a training/professional-development program for the ultimate purpose of supporting mentors' knowledge, skills, and dispositions for effective mentoring will help program developers focus on the goal of the program and ensure that it is met. It is important to know the questions to ask that support impact. The rationale for this project was based on the thought of Dr. Papanek and the research of Noddings on the element of care (M. K. Smith & Noddings, 2004). This program evaluation is designed to ensure that mentors are armed with the skill sets needed to support the growth of healthy, happier children in a caring and loving environment.

Review of the Literature

When one interprets the findings from this case study to create development for mentors, revisiting the literature becomes critical to support the findings. However, it should be noted that at no time during the study was the importance of mentoring ever in doubt. There have been numerous research studies highlighting the benefits of mentoring by comparing students who were mentored with those who were not (Rothwell & Chee,

2013). Several overarching themes emerged from the analysis of the data: beneficial, caring/love, celebrations, communication, motivation, organization, professional development, relationships/support, resilient, role model, self-esteem, and service. Although each theme did not emerge in the initial review of literature for this study, the search of the literature for the compatibility of these themes in creating an effective program evaluation found seven of the 12 themes. Several themes were present in the literature and supported even more effective professional development. However, what stood out most from the study was mentor participants' desire to learn more about the mentees they served.

One central aim of this study was to determine whether the MAN-UP and THOMSF programs were effective in reaching their goals. For the most part, administrators and mentors reported that they were satisfied with the results as well as with the role that they played in the program. This does not mean that the programs were 100% successful. Some mentors and administrators spoke of cases where mentees did not benefit, at least not to the extent that they benefitted in successful cases. Mentors believed that they did not know enough about their mentees and requested specialized training on the at-risk youth.

In the review of literature, the search for effective types of professional development led me to one of the most effective training programs in the nation. The U.S. Army and U.S. Navy use an embedded training approach to ensure that the skills and capabilities of soldiers added to their operational systems. Because of my desire to create a program that provides long-term and lasting results, I decided to examine the literature to learn more about embedded training. Much like the findings in this study, an

increased focus continues on formal and informal mentoring relationships (DuBois & Karcher, 2005).

Embedded Training

Embedded training means training provided by capabilities built into or added onto operational systems, subsystems, or equipment, to enhance and maintain the skill proficiency of personnel (U.S. Army Combined Arms Center, 2016). In embedded training, soldiers connect and communicate within and external to the system. Further, courses in embedded training are available to people who wish to make a career in embedded systems while ensuring complete practical exposure during their learning process (Wong, 2014). The term *job-embedded learning* is often used to encompass high-quality professional development elements identified in the research and highlighted in adult learning (Croft, Coggshall, Dolan, & Powers, 2010). Zepeda (2012a) defined job-embedded learning as "learning that is embedded in the workday and tailored to individual needs" (p. 363). Job-embedded professional development, by definition, values adult experience, involves educators in decisions about their learning, is applied in work settings to real issues, occurs over time, engages educators in dialogue and reflection, and provides educators with the practice and feedback necessary to implement knowledge and skills. Thus, whether it occurs through embedded training or professional development, professional learning is ongoing, job embedded, and relevant to current classroom needs; results in changes in teacher practice; and leads to improvements in student achievement (Easton, 2011; Moir, 2013).

Professional Development

Professional development is crucial to the success of any program. The mission of professional-development services is to offer valuable learning experiences that empower participants to maximize performance and achieve their full potential (National Staff Development Council, 2001). Practitioners, policymakers, and researchers have touted the importance of improving educator quality as fundamental to enhancing school and student outcomes (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Developing high-quality learning experiences for educators that increase student learning, however, means understanding how adults learn in conjunction with intentionally developed professional supports that create positive changes in educator practice in an environment that supports formal, informal, and incidental learning (Drago-Severson, 2012; Zepeda, 2012b). Professional development for mentors and others working with mentees is critical to the mission of helping youth transform lives. To equip those involved with supporting and training mentors to best merge their skill sets and knowledge into helping at-risk youth, program leaders must know how to create and offer high-quality programs to challenge, inform, inspire, and motivate participants (Darling-Hammond et al., 2009). Further, professional development must be ongoing, with built-in assessment to ensure that the goal is still the focal point of the work and that quality is the ultimate desire (Hattie, 2009). Despite elements that must be a part of all effective mentoring programs, unique aspects must point to the mission, vision, and outcomes of a program (Center for Comprehensive School Reform and Improvement, 2006). Development of mentors depends greatly on the outcomes of mentees. "The mentor provides the 'light' for the mentee to follow. Sharing wisdom and past experiences is

what the mentee looks for from the mentor" (Leadership Development Program, 2015, p.

10). The models examined for this project addressed effective mentoring training and

professional-development needs for mentors. Youth mentoring is one area that has been

extensively examined in relation to a range of other issues, such as raising achievement

levels, social adjustment, and reducing behavioral conduct problems (for a

comprehensive review, see DuBois et al., 2011).

Models of Mentor Training

The review of literature revealed several mentoring models deemed effective in

training mentors. The Institute for Clinical Research Education recommended five types

of mentoring models: (a) one-on-one mentoring, (b) team mentoring, (c) multiple

mentors, (d) peer mentoring, and (e) distance mentoring. Each model provides means for

engagement during training. However, additional search led to models that address

mentoring and coaching, engagement, and building skill sets.

Mentoring and coaching. The Center for the Use of Research and Evidence in

Education compared mentoring and coaching (see Figure 3). This model provides

commonalities with particular interests in specialist training, because the goal of the

mentoring training project is specialized training for at-risk youth. Figure 3 shows the

model's comparison of mentors to coaches. Further, Figure 3 indicates the model's

usefulness in reflecting on existing practices and deciding on a direction for further

development. The co-coaching generated from mentoring and specialized coaching

supports understanding of learning goals and creates an opportunity to plan further

training from questions generated in discussions.

Figure 3. Mentoring and coaching: A comparison.
From *Mentoring and Coaching—A Central Role in CPD,* by Centre for the Use of Research and Evidence in Education, 2016 (http://www.curee.co.uk/mentoring-and-coaching).

Another mentoring and coaching model is the three-date-process model created by Alred and Garvey (2006), shown in Figure 4. The three-step process focuses on exploration, new understanding, and action planning. The model was designed to support initial mentor training in effective strategies for mentoring. The major focus of this model is on maintaining relationships through the different stages of the process. This model was of particular interest due to its simplicity and deliberate emphasis on new understanding. There are multiple ways to approach mentoring, particularly when it comes to understanding the backgrounds of mentees (Starr, 2014). Most mentors do not live the lives of the mentees they serve. Thus, it is important for mentors to develop new knowledge and a greater appreciation of the lives of these at-risk and often-troubled youth. Although the Alred and Garvey model addresses coaching as a means to train mentors, it is not useful for an ongoing working relationship. The authors looked at coaching as a relationship that would exist for a short time, whereas mentoring is an

ongoing relationship that, when approached correctly, lasts a long time. Further, coaching

is specific to developing and meeting an immediate need, whereas mentoring is more

about personal development and providing support in preparation for the role of mentor.

With that understanding, coaching is embedded in the mentor-training project but is not a

substitution for mentoring. Generally, a mentor who is well trained, satisfied, confident,

and supported is more likely to continue the mentoring relationship (Faith, Fiala, Cavell,

& Hughes, 2011). This further complements the mentee, who also seeks relational

approval. Lerner, Learner, and Benson (2011) conducted a longitudinal study on the 4-H

Study of Positive Youth Development (PYD) and found that individuals change when

they have a strong positive relationship during the developmental stages of life.

Mentoring & Coaching Models

- ► 3 Stage Process Model
  (Mentoring Pocketbook, Alred & Garvey, 2006)

- ► 1. Exploration

- ► 2. New understanding

- ► 3. Action Planning

Figure 4. Mentoring and coaching models.
From *The Mentoring Pocketbook,* by G. Alred, B. Garvey, & R. Smith, 2006, Alresford,
England: Management Pocketbooks. Permission granted to reproduce.

Mentoring-skills models. The purpose of examining mentoring-skills models

was to address findings from the study regarding additional training specific to at-risk

and troubled youth. The community mentoring programs in urban and suburban areas

tend to attract adolescent young men, and specifically Black young men. Mentoring

programs may have exceptional importance in affecting coping and therefore school

engagement, achievement, and completion for youth in low-income urban neighborhoods as there are fewer adults to meet the needs of youth in these communities (U.S. Census Bureau, 2011;Hart, Atkins, Markey, & Youniss, 2004).

As at-risk inner-city male students advance from kindergarten to 12th grade, their levels of intrinsic and extrinsic motivation tend to decrease, with intrinsic motivation— the type of motivation correlated positively with grades—deteriorating more significantly (Unrau & Schlackman, 2006). Mentoring programs aim to provide additional support to these students, thereby motivating and promoting their learning. Recent meta-analyses (DuBois, Holloway, Valentine, & Cooper, 2002; DuBois et al., 2011) revealed that mentoring programs can produce positive outcomes for youth across behavioral, social, emotional, and academic domains of development when implemented effectively. Furthermore, the adults present in low-income urban neighborhoods face many of the same stressors youth do and, therefore, may have limited capacity to extend nurturance and support to youth (Grant et al., 2005; Gutman, McLoyd, & Tokoyawa, 2005; Sánchez, Colón, Feuer, Roundfield, & Berardi, 2014). Liang, Spencer, West, and Rappaport (2013) also recommended the integration of strength-based approaches to mentoring in which adults engage in more effective partnerships with youth that result in outcomes such as mutual learning, collaborative decision making, and effective activism or social change. Webb and Collins's (2012) COACH Model for Christian Leaders is designed much like the mentor-skills model in that it provides a clear, concise and effective model with practical instruction. The COACH model embeds a strong Christian-based motivation component.

Motivation is a key factor in the success of the MAN-UP program and would be critical to the success of other programs, particularly programs aiming to improve the lives of at-risk youth. Hurd et al. (2012) identified that young Black people often grow up with mixed messages about self-efficacy and need support to face social prejudices. Support comes when others adopt teaching strategies that use uplifting behaviors such as motivation and encouragement (Rothwell & Chee, 2013). Motivation can come from others as well as from within. Nichols et al. (2010) showed that self-motivation, followed closely by family support, was the strongest motivational factor. In the results of this study, several elements built self-motivation, as well as motivation from other support groups. The themes of resilience and self-esteem show mentees had strong motivation to make positive changes and the resilience to face their problems.

However, the notion that mentoring programs simply have intrinsic strategies that provide opportunities for mentors to support resilience, building self-esteem, motivation and the like is not always the case. Interventions that included an advocacy role and a teaching= information provision role for mentors, and interventions that matched youth based on similarity of interests but not demographics were more effective (DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011). Two models addressed mentor-specific skills as well as mentee specific skills with some aspects of reflective practice, listening, and questioning. The mentoring-skills model is used by the Southeastern Mentor Management project (see Figure 5). The focus is on skills specific to mentees and mentors. The shared core skills were akin to the findings of this study: listening, building trust, encouraging, and identifying future goals and current reality. Current reality speaks to the need for mentors to have an understanding of the mentees they serve.
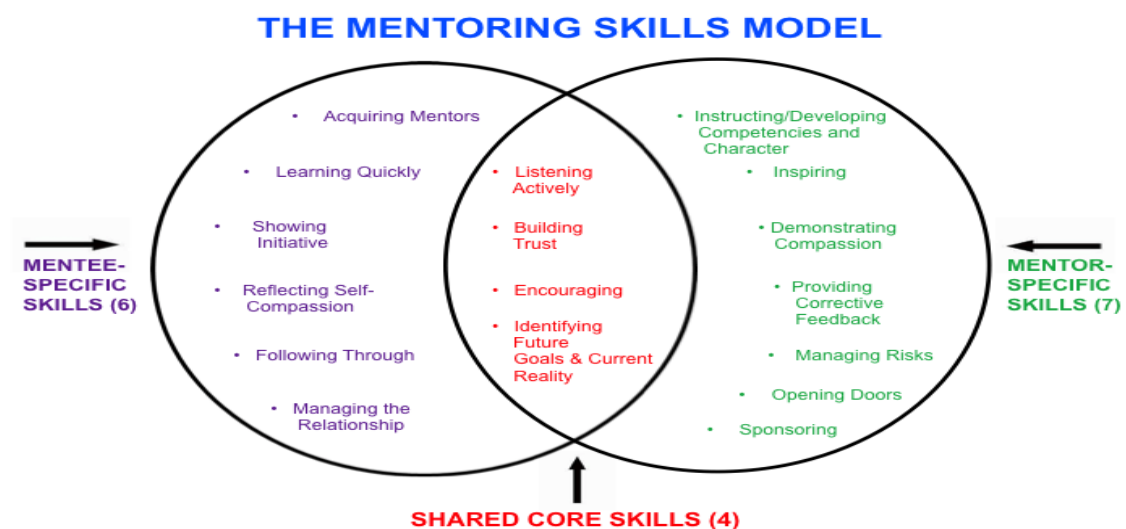
Figure 5. The mentoring skills model.
From *Corporate Profile,* by Coalition of Counseling Centers, The Mentoring Group,
2016 (http://mentoringgroup.com /index.html).

Another mentor model specific to skills building was the Coaching versus

Mentoring model shown in Figure 6. The model addressed coaching for mentors to obtain

skills, knowledge, behaviors, and competencies to perform the duties of a mentor.

Coaching addresses the short term but is necessary to produce long-term results that

support the mentor group in having more comprehensive perspectives on the issues and a

broader horizon for mentoring. There are many models that focus on coaching. Gribben

(2016) has created coaching models designed for leadership tools that increase others'

performance. Specific to an effective mentoring model would be results-driven coaching

based on commitment and solutions through resilience.
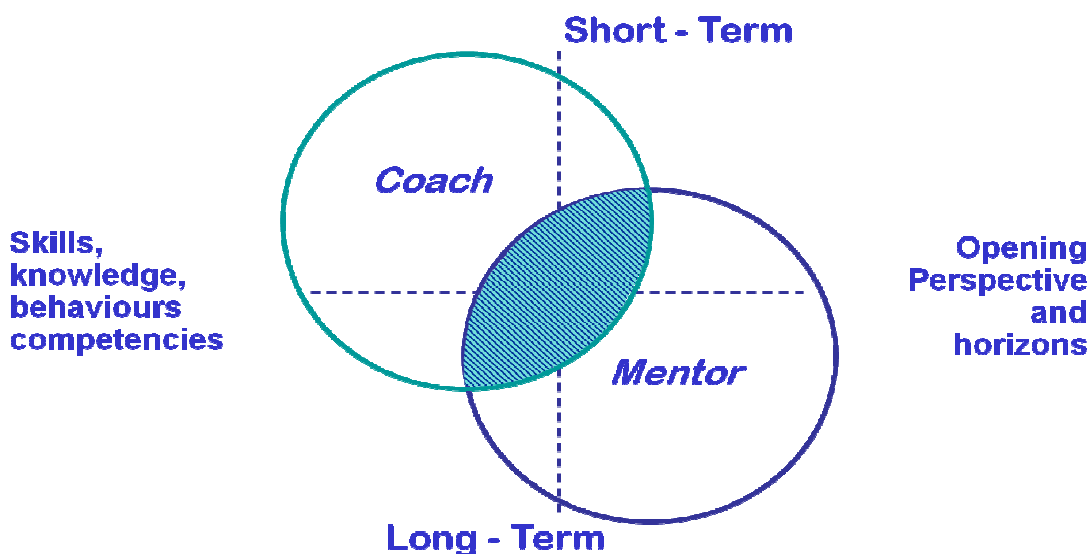
Figure 6. Coaching versus mentoring model.
From *What Is Coaching and Mentoring?* by Muto 2010 Limited, n.d.
(http://www.muto.org.uk/page3.php). Permission granted to reproduce.

Training versus professional development. While examining the literature

around training and professional development, a clear distinct difference emerged

between the two models. Training for some appeared to be a temporary approach that

provided a mechanism or a start for immediate and necessary knowledge, but the focus

was not on lasting or long-term goals (Guskey, 2014). Even if training and professional

development seemed to be interchangeable in many cases, clear evidence emerged that a

line exists between training and professional-development programs. These differences

can be observed when comparing factors such as time, purpose, and the number of people

involved in each of them. Training and development aim at developing competencies

such as technical, human, conceptual, and managerial skills for the furtherance of

individual and organization growth (Little, 2011; Oribabor, 2000). Little (2011) reported

that effective training models happen with the implementation step. Little maintained that training mentors how to make decisions, accept responsibility, and pay attention to details is critical. However, teachers judged professional-development experiences that focus on generic teaching issues such as classroom management, collaborative learning, or lesson planning, without emphasizing direct links to the subject matter, less effective (Garet, Porter, Desimone, Birman, & Yoon, 2001).

Conversely, training can mean the action of teaching a person a particular skill or type of behavior. Generally, training is for a short-term period. The purpose of a training program is to improve the work performance or capabilities of an employee. It commonly involves one or more individuals. Training programs are usually geared toward specific or role-related needs and are developed, facilitated, or conducted by a trainer. Training and development-program materials should include resources, reference materials, programs, and contacts with people willing to help trainees learn. The employer should evaluate trainers and information to create a positive learning experience by surveying participants after program completion and evaluating the results (Dunlap, 2015). Training programs are designed such that all participants receive the same information or are exposed to learning the same set of skills. Training objectives tell the trainee what is expected at the end of the training program. Training objectives are of great significance from a number of stakeholder perspectives: trainer, trainee, designer, and evaluator (Karthik, 2012). Training should be conducted in a systematic order to yield expected benefits. The training system involves four stages: (a) assessment of training and development-program needs, (b) designing the training and development programs,

(c) implementation of the training program, and (d) evaluation of the training program (Subba Rao, 2009).

In contrast, professional development is designed to provide the opportunity for an individual to improve their general knowledge and abilities for their overall growth. Professional development is the process of improving staff skills and competencies needed to produce outstanding educational results for students (Hassel, 1999). As Guskey (2000) stated, "One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development" (p. 4). Professional development consists of all natural learning experiences and those conscious and planned activities that are of direct or indirect benefit to the individual, group, or school, which constitute, through these, the quality of education in the classroom (Day, 1999). Professional development is generally a relatively long-term process that explores the entire career and possibilities of individuals. Professional development is a self-centered process aiming to prepare individuals for future challenges. In other words, the purpose of professional development is to improve leadership impact through planned and structured learning.

A planned approach to developing managers and leaders will enable the growth of managers. It will also provide for the future needs of the business or organization. Professional development is a personalized program that addresses conceptual and general knowledge. Professional-development programs do not only seeks to improve performance in a role, but also seek to bring out some form of mature growth, increasing an individual's potential and equipping them to be "better" individuals. Effective professional development enables educators to develop the knowledge and skills they

need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs (Zepeda, 2011).

In every model examined, some degree of overlap emerged in training and professional development. Although training tends to be more job specific and skill focused, it was evident that the intent was relevant for a broader issues. By the same token, professional development that seeks to provide long-term growth depend on participants gaining some level of knowledge from training. Thus, the project focused on embedded training in professional development that can actually improve performance for mentors of at risk youth. In this information age, it is vital that technology play a useful role in providing easy access to rich resources, and in offering tools to investigate, analyze, and reflect on those resources (Roth et al., 2011).

Planning Mentor-Embedded Training in Professional Development

Creating the appropriate model for mentors to learn new skills while delving into areas not previously explored was important for them to operate in unfamiliar territory and maintain success in supporting at risk and troubled youth. Conducting the study provided insights into what was deemed important and successful in mentoring programs. Attributes such as celebrations, caring, loving attitudes, and self-efficacy were a few of the recurring themes that emerged from the study. Without a doubt, mentoring quality has an impact on student achievement, especially in the lowest performing schools (Firestone, 2014); it is therefore imperative to hold mentors to the highest standards of performance. Although pressure is mounting on educators through the current reform movement to ensure success for all students, the mandates placed on them are more

restrictive than ever and are often antithetical to effective teaching and learning

(Cochran-Smith & Lytle, 2006; Foley, 2013; Kinsey, 2006; J. M. Smith & Kovacs,

2011), further explaining why mentoring is important. Throughout the collection of data,

and further confirmed in the analysis of data, it was not certain how these skill sets were

acquired with any degree of reliability. Therefore, comparing training to professional

development led to the decision to consciously include training, to ensure understanding

of what at risk means with a focus on troubled youth (Guskey, 2014; Karcher et al.,

2006). Finally developing a program to help students cope with ecologically based

stressors by developing individual, interpersonal, and organizational resources;

subsequently establishing the program's efficacy and impact; and, ultimately,

disseminating it on a broader scale, our long-term goal is to increase the proportion of

students who engage and achieve academically during middle school and high school and

beyond (Grant et al., 2014).

Project Description

Mentors and administrative staff in the MAN-UP mentoring program

overwhelmingly spoke of the impact of the program. This case study offered the voices

of people instrumental in the program impact. The mentors and administrators'

perceptions of the MAN-Up mentoring program and the elements of impact influenced

the impact of the program. Findings from the analysis of data collected from participants

led to a format for implementing an effective mentoring program that focuses on training

and professional development. Applying principles that support ongoing learning for

environmental, behavioral, and personal influences, this project focused on an embedded

training model in professional development that ensures that the goals and mission of the

program will meet the needs of mentors who support at-risk youth. The Mentor Embedded Training for Professional Development Project uses elements from three models to create a five-module program. The three modules build on attachment theory, which aids in understanding how mentors can positively influence children with a history of disruption in their lives (Shlafer et al., 2009). This is of greatest importance for the fifth module, which speaks to understanding troubled children. Research on attachment theory, similar to the motivational structure, gives rise to the emotive attachment between parents/children and mentors/mentees. Additionally, collaboration between mentors and mentees of the same gender was the focus, providing mentors with strategies to positively motivate mentees and increase trust, security, and belongingness (Allen et al., 2005; Young et al., 2006).

The Mentor Embedded Training in Professional Development Project was developed in its entirety with background information that included (a) resources, (b) supports, (c) barriers, and (d) solutions. The project was developed using five modules, supported by research on entries, roleplaying, current events, and reflections for each of the five domains (Bakhtiari, 2012; Communities In Schools, 2016; Deutsch & Spencer, 2009; DuBois & Karcher, 2005). The outline of the training modules is described in detail.

Resources

The Mentor Embedded Training in Professional Development Project required a variety of resources including include human, technical, facility, and finance (materials). Human resources cannot be ignored or unplanned when creating any level of professional development. Embedded training must have skilled staff or skilled consultants, armed

with the knowledge and expertise necessary to train mentors on the ethical and cultural

aspects of the group-mentoring population. Ensuring funding and resources at the level

necessary for implementation is often overlooked; this is vital for quality training (Fullan,

Hord, & von Frank, 2014). When determining human resources, the following must be

considered:

- Needs of the staff coordinator

- Trainers or consultants recruited or hired with cultural awareness and the

    ability to use engagement, role-play, and simulations in training components.

Today's youth live in a technological society. Therefore, it is necessary to create

training that connects mentors to their world. Meltzer (2011) suggested specific

guidelines and recommendations to meet those current demands and provide

technological support for the specific learning community. It is necessary to have

computers for PowerPoint presentations, simulations, and web-based activities.

Additionally, recommended websites, books, and videos must be available and easily

accessed on prepared computer slides.

The training space is important to the success of the training. It is important to

create opportunity in the spaces of the mentors and away from the actual sight. Mentoring

facilities are not often large enough for ongoing interactive roleplaying. Creating

opportunities for simultaneous roleplaying and simulation activities saves time and

allows participants to engage in discussion upon completion.

Professional development and training of any type requires financial resources to

be implemented and ongoing (Connor & Pokora, 2007). Presentations to the Board of

Directors are necessary to guarantee the need for training remains a line item in the

budget and to ensure that training is not disorganized, but planned and expected.

Existing Supports

Professional development requires the financial support and leadership that

understands the need for ongoing training. Additionally, program leaders must

understand the importance of effective implementation of successful training (Connor &

Pokora, 2007). Financial support is needed to cover the cost of relevant activities for the

mentoring project and to ensure ongoing professional development with embedded

training. Equally important is verbal support for mentors, program leaders, and others

actively engaged in mentoring programs by providing services, training, and technical

assistance, which promote high-quality programs.

Potential Barriers

To improve the mentoring practices of mentors, it is important to analyze the

potential barriers that stop mentors from taking part in development opportunities.

Customarily, program leaders address two major barriers in implementing effective

professional development: time and money. Effective professional development tends to

be labor intensive and expensive. Costs can range from using in-house trainers to hiring

outside consultant/trainers, travel for offsite training, facilities, and expenses associated

with employing consultants and materials, particularly for ongoing training.

Also, barriers are often not considered. Motivation is a fundamental part of nearly

all activities and can serve as a barrier to those failing to participate in training (Connor &

Pokora, 2007). A review of the literature showed that external factors drive motivation

and change behavior (Dembkowski, Eldridge, & Hunter, 2006; Green, 2007). The failure

to examine or identify those external motivations may reveal why mentors fail to participate in training, particularly if it is not required training. Another barrier could be mentors' failure to accept the requisite change in behavior when working with a cultural or ethical belief that requires a change in thinking (Dembkowski et al., 2006). This potential barrier may yield insufficient numbers of trained mentors who understand and believe in the mentees they serve.

Potential Solutions

Professional development for mentors is an organized effort to change mentor behaviors with the expected result of improving the behaviors of mentees (INSALA, 2016). Potential solutions to mentoring training, successful implementation, and ongoing training rest with resources, leadership, and mentor participation. Working with the leadership of the mentoring project is important to ensure financial and human resources remain a line item in the budget for training/professional development. Designers must ensure an approved plan containing a process that outlines how to proceed, and a methodology that confirms not only what, but why the program is formatted in a particular way (Cranwell-Ward, Bossons, & Gover, 2004). Embedding training in professional development adds an additional financial burden to the budget. Therefore, program leaders may need to

- Identify exactly what organizational objectives they can tie to mentoring
- Tie the objectives to the strategy
- Indicate success metrics to prove mentor training as something that should be taken seriously (INSALA, 2016)

The Mentor Embedded Training in Professional Development

Background

The Mentor Embedded Training in Professional Development grew from research conducted to determine the impact of the MAN-Up Mentoring Program. Findings showed that mentors participated in the provided professional development to varying degrees. The majority of participants felt they would be better prepared if they understood the background of the mentees they served. They deemed the professional-development program effective; therefore the proposed program maintains the integrity of the previous professional development, with greater focus given to the themes and cultural training embedded quarterly into the professional development. The program is to be evaluated at the conclusion of each training module. Information generated from the analysis of the evaluations will be used to make any needed modifications.

Program Components

The training component of each session focuses on the act of caring. Although each section focuses on an element specific to themes identified from the study and confirmed in the literature, the monthly professional development provides an approach from a common theme with multiple aspects. Quarterly, Modules 1–4 use a professional development approach. The fifth module represents the training component of this embedded model. Training specific to understanding the cultural and behavioral aspects of troubled youth is embedded in the professional development presented quarterly with the theme focused on Noddings' (2005) act of caring.

Table 9

Mentor Embedded Training in Professional Development Modules

Module 1	For the Love of Mentoring: An Act of Caring	January	Why do you mentor?
		February	Mentoring with Excellence
		March	Mentoring for Success
Module 2	Building Relationships: An Act of Caring	April	Lasting Relationship
		May	Relationships that Work
		June	Relating Effectively
Module 3	Purpose Driven Communication: An Act of Caring	July	Know When to Talk
		August	Listening to Learn
		September	Learning to Listen
Module 4	Reflections: An Act of Caring	October	My Time at Listen
		November	Listen and Talk
		December	What About ME
Module 5	Do you Recognize: The At-Risk Youth	January	Meeting the Black Youth
		April	Traits of the At-Risk Youth
		July	The Troubled Youth
		October	Do You Really Know Me?

Project Evaluation Plan

Covey (2004) believed one inspects what they expect. Frequent assessment allows that opportunity for inspections and necessary adjustment prior to the problem getting out of control. The goal in gathering the data from the evaluations is to know what worked and to determine if the embedded training changed beliefs and behaviors of mentors.

The Mentor Embedded Training in Professional Development project is to be evaluated using summative and formative program evaluations. Summative evaluations determine training and professional-development results and impact. Summative evaluations (Appendix B5: Summative Module Training Evaluation Form) are to be

administered at the conclusion of each module. The summative evaluation will ensure the training remained on track for mentors to be prepared to meet and understand the needs of the mentees they serve.

At the end of each quarterly training, mentors will complete an evaluation form to determine the impact of the training. The goal is for this training to improve the skill sets of mentors and increase their level of understanding of the at-risk youth they serve. Evaluations will encourage mentoring-program organizers and trainers to review the research, findings from evaluations, and reflect on necessary changes to improve existing practice for those who participate in The Mentor Embedded Training in Professional Development.

The quarterly evaluations will gather formative and summative information to enhance program planning and improvement (see Appendix D: Mentor Training Quarterly Evaluation). Both types of information are necessary for effective evaluations of the program as a whole and the professional development as a necessary component of the program. Summative- and formative-evaluation methods can rely on many different methods for collecting and analyzing data. However, for this evaluation, a mixed-approach design uses the strengths of qualitative and quantitative methodologies to provide a broader perspective on the overall issues or successes of the program.

Project Implications for Social Change

Can programs such as the MAN-UP program effect social change? First, the endemic nature of problems facing Black youths (Chae et al., 2014) refers to inequity in society. The ultimate goal for social change should thus be addressing this inequity. Programs such as MAN-UP approach this problem, albeit on a small scale, from an

internal perspective; that is, they address inequity in self-perception and in so doing challenge a number of societal forces that create negative perceptions of identity in this population. They do so by situating at-risk youths in functional environments and teach them habits of self-esteem and resilience. Mentors for MAN-UP also challenge these perceptions of negative identity simply by showing that they themselves are successful and lead productive and fulfilling lives in the existing societal framework. On an abstract level, MAN-UP and THOMSF illustrate the possibility of building resilience, self-esteem, and good life habits and self-perception through a mentoring program. This study confirmed that mentoring is an effective tool (DuBois et al., 2011; Herrera et al., 2013; Larose et al., 2012) and illustrates some of the conditions in which mentoring thrives: the personal engagement and investment of mentoring and administrative staff.

Another social implication of this study is that the MAN-UP program does not exist in a vacuum. Mentors and mentees make use of existing social structures and organizations (e.g., churches). Thus, the existence of healthy, wholesome social structures can be an important part of addressing social problems and even social inequity.

One potential problem on a social level is that these mentoring programs are addressed to at-risk youths, and often those who face the most significant challenges; yet, problems of self-perception and self-efficacy exist in a wider context as well. Thus, mentoring programs address only part of the solution to negative perceptions of identity and socialization. Mentees who finish the program and finish school go into a world where inequity continues to exist and continues to be a challenge. Mentees must continue

to adapt to these challenges and hope that the resilience built in the mentee program

allows them to address the challenges, even beyond their academic years.

Section 4: Reflections and Conclusions

In Section 4, I reflect on the process of conducting this study and draw conclusions specific to the study and the creation of the project. Reflections address the project's strengths and limitations, as well as recommendations for alternative approaches. Further, this section presents personal learning about the process through scholarship, project development, and leadership and change. Overall, the importance of this work in the field of education relates to its potential to promote positive social change for families and organizations. This section concludes with the importance of this study and its focus.

Project Strengths and Limitations

The importance of The Mentor Embedded Training in Professional Development Project addresses training based on identified needs of the mentors. Specifically, the mentor training in this project differs from that seen elsewhere, in that it targets at-risk students as well as students who were previously incarcerated. Mentors thought the training was sufficient but requested additional training specific to at-risk students and troubled youth. Therefore, embedded in the quarterly training is an opportunity for mentors to learn about the behaviors of at-risk and troubled youth who have been successful. Thus, the Mentor Training Project has a variety of strengths as well as limitations.

The first strength of this project is that it was research based. The three core requirements posited within Alderfer's ERG (2016) theory—existence, relatedness, and growth—were the foundational principles of the project. This research-based project provided adequate information about at-risk adolescents so that mentors can be well

prepared to effectively impact their mentees. The mentor training program is designed to equip mentors with the skills and information they need to be successful in their job. Many adults thought they knew much about life or had experience and did not need training. However, they realized that without the training, they would not be successful in monitoring at-risk students.

Another strength is the prior knowledge that mentors have about at-risk adolescents. Differences exist between mentoring students in general and mentoring at-risk students. The training program teaches mentors what they need to know about at-risk students. The behavior of an at-risk child is far different from that of regular students. Many researchers have listed best practices that mentors can use to effectively overcome some problems of at-risk students. These skills are taught in the training program, and mentors gain deep understanding and list strategies they can apply in different situations when working with these students.

The inclusion of an evaluation process makes this project stronger. The evaluation program helps in defining the level of success of the mentor/mentee relationship, evaluating relatedness, and measuring growth, as suggested by Alderfer's ERG (2016) theory. Formative and summative evaluations provide adequate feedback to mentors and administrators so that adjustments can be made to address the issues measured. Mentoring programs sometimes overlook the importance of training. When stepping into a new role, mentors are more likely to succeed if they participate in useful training sessions that prepare them for what lies ahead. This project provided information to mentors about the information, skills, and nature of the training they needed before developing a relationship with a mentee.

The strength of the Mentor Training Project is the five modules to be presented monthly. Modules 1 through 4 will be presented three times per year. Mentors will be required to attend a minimum of one training per quarter from the first four modules. Module 5 is critical to the success of all mentors. Thus, all sessions require attendance because of the personalized one-on-one training and the interactive opportunities between mentors. The five modules build on attachment theory, which serves as a model for understanding how mentors can positively influence children with a history of disruption in their lives (Shlafer et al., 2009). This is of greatest importance for the fifth module, which speaks to understanding troubled children. Research on attachment theory, similar to the motivational structure, gives rise to emotive attachment between parents/children and mentors/mentees.

Strength also accrues from providing mentors with focused and specific training about the mentees served in this project, to ensure that program objectives will be met. Further, the Mentor Training Project provides the opportunity for immediate feedback on enactment through role-playing and simulations. Additionally, mentors will gain immediate feedback and increased skills, allowing participants to hone in on specific interests. Mentors claimed that the current training is good and addresses its intended purpose. However, mentors addressed the need to know specifically about the mentees they served. Therefore, the Mentor Training Project includes simulation and role-play opportunities to increase the knowledge and build the skill sets of mentors in relation to at-risk youth, particularly those who had been incarcerated.

Time is one of the limitations of this project. Other studies have concluded that a properly mentored student will, over a short and continuous period of time, outperform

an unmentored student (Woodlief, 1997). This means that a mentor who lacks deep understanding of expectations may not effectively impact mentees. Some mentors will need more time to assimilate training material.

Another limitation is that this project's findings cannot be generalized, given that this was a qualitative research-based project. Therefore, this mentoring training program is most appropriate to the targeted population. The project needs to be replicated in other districts before it can be used. Qualitative research generally reduces to the targeted population and cannot be generalized. Further, if a researcher decides to conduct a similar mentoring training program in another district, it will be necessary to conduct assessments to customize the training based on the nature of the mentees.

Another limitation is that the mentoring training program focuses on at-risk adolescents. Addressing the needs of at-risk children necessitates a specific approach. To apply this process to other youths, the training materials must be redefined and the strategies modified. One must learn specific strategies to address the needs of at-risk students. Students can be considered at risk of not achieving academic success in higher education for a variety of reasons. This group of students' skills, knowledge, motivation, and academic ability are significantly below those of the typical student (Maxwell, 1997).

Recommendations for Alternative Approaches

An ongoing series of professional development sessions for mentor training is an alternative approach to impact at-risk children. Professional development is the process of improving staff skills and competences needed to produce outstanding results. The advantage of this approach is that a successful professional-development program will shape professionals with updated skills, as the research behind it will consistently lead to

new discoveries and trends are always changing. This ongoing professional-development series may include conferences, seminars, online courses, or workshops.

Another alternative for the program-evaluation piece of the project is an outcome evaluation. The impact of a program can be measured by the result the program generates. The result of a good or strong mentoring project is measured by the number of at-risk students who are succeeding in life. Therefore, rather than using the formative and summative evaluation approach, one may opt for a result analysis to measure the impact of the program. The analysis and results of this study have prompted the following additional recommendations:

1. A positive relationship should exist between a mentor and a mentee before one can expect a valuable result. To support this recommendation, it is crucial that the assignment of mentee to mentor be prescreened by the mentor. Despite situations in which a mentor may not have any idea about a mentee's past, it is important that the mentor make a choice based on the mentor's perception of a relationship with mentee. In other words, some mentor– mentee relationships can be easily built if there is a preexisting positive attraction between the two individuals.

2. Ongoing training should be required for all mentors. Researchers have shown that a good training program equips mentors with adequate skills to help at- risk students. Knowing that adjustments can be made quarterly, based on formative evaluations, it is important and recommended that mentors strengthen their skills in areas that need improvement.

3. Monthly mentor meetings should be held. Sharing best practices is a proven strategy to gain success. It is clear that not all mentor–mentee relationships work. As a consequence, mentors should develop a setting where they share best practices and concerns, so that they can learn from each other and overcome challenges.

4. Working with school leaders to develop a motivational structure would enhance the retention results. Collaboratively, the community mentoring program and the school system can develop content to ensure that mentors not only will be motivated, but also will be devoted to helping all mentees succeed. This will be beneficial for schools and the community.

5. The addition of a mentor celebration would encourage mentor success for sharing of best practices. The hope is that this program would encourage mentors to collaborate more among themselves and have personal goals for program success. This would be a way to recognize mentors who devote their time to helping youth become better people.

Personal Scholarship, Project Development and Evaluation, and

Leadership and Change

In performing research and development processes for this project, I learned a great deal that has supported my personal growth and improvement. First, conducting this qualitative case study allowed me to better understand processes and approaches to conducting research in a scholarly manner. Second, I learned how to analyze data and reflect on findings to develop and evaluate a project to address one of the areas found to

be weak in the mentoring program. One of the greatest gains came as a result of my leadership skills and how I had changed throughout the process.

Scholarship

This project has provided me an opportunity to increase my knowledge of the importance and the impact of a mentoring program. Developing a training program requires good skills and experience. Through this experience, I learned much about adult training skills and various theories. Developing a program or project for adults requires a different approach than developing one for children does. One may consider specific approaches when addressing adults rather than children.

In addition, I have learned how to develop a good evaluation project and training program. My understanding of the role of a mentor has been very much enhanced through research on the development of the training program. I had the opportunity to gain exposure to various theories and frameworks. I also noted the importance of training mentors to gain better results. It is incorrect to assume that any older individual possesses the skills needed to mentor a younger one. Training must always be provided with clear expectations before great results can be expected.

As a practitioner, I learned how to develop a research-based program, how to evaluate programs using structured evaluation materials, and how crucial it is to have feedback to adjust for better performance. I also learned, through research, that people may have different views about the same thing, and that the way in which leadership perceives the mentor/mentee relationship can be slightly different from the way in which teachers view it. I also revisited various theories to consider them in the context of

training adults. The delivery technique used when teaching adults should differ from that used when teaching children.

Project Development and Evaluation

Developing a research-based training program is painstaking but rewarding. The success of a training program rests on the achievement of the objectives of the program and the design selected. The development of the mentoring training program provided me with an opportunity to learn how to create a successful training program. It also provided the opportunity to review major adult-learning theories, such as sensory stimulation, reinforcement, and facilitation.

Developing a research-based evaluation-plan project has also been a great experiment in enhancing understanding of many concepts of evaluation. The difference between formative evaluation and summative evaluation was clear at the end of this project. Most often, teachers, administrators, and mentors undergo evaluations. Generally, the process is quite stressful because those who are evaluated do not have a clear understanding or mastery of the evaluation details. This project has helped in clarifying the steps for a good evaluation project:

1. Properly identify the purpose of the evaluation

2. Revisit program goals and metrics

3. Determine evaluation data-collection methods

4. Create a planning worksheet

This project has increased research knowledge in mentoring of at-risk students because it has clarified the expectations of mentors and those tasked with training and providing professional development.

Leadership and Change

The success of a program demands the involvement of all stakeholders, most importantly leadership. It is clear that program staff and mentors are the stakeholders with the most direct contact with mentees. However, the success of program staff and mentors can also be catalyzed by great leadership. Program leaders must understand the vital role they play, directly or indirectly, in the lives of their mentors and mentees (Hale, 2004; Korngold, 2005). Thus, leadership should be also trained. Everyone directly or indirectly impacting the lives of the children should have the necessary training to be effective.

Leaders need training to understand the needs of mentors and to monitor the implementation of strategies used by mentors (Hale, 2004). Leaders also need training in how to review evaluation programs and plans in order to have a deep understanding of the concerns of those they are leading (Hale, 2004; Korngold, 2005). This project has significant potential to impact the way in which leaders perceive the objectives and the expected outcome of the project. Caring seems to be gaining as the focus of the rhetoric concerning at-risk students. The adage is that children do not care about how much adults know; rather, they care about how adults care. Leaders must understand that to be successful, one must show caring toward mentees so that the influence of mentorship can produce positive results (Noddings, 2005; M. K. Smith & Noddings, 2004).

Many at-risk students are being expelled from schools and placed in the criminal-justice system for various reasons. Others struggle due to the environment in which they live. Others are simply trying to exist in impoverished conditions. Whatever the reason, they are often referred to mentoring facilities to help them find a way out of the system. It

is difficult to ignore the impact of failed citizens when supporting these youth. Fortunately, mentoring facilities are opening across the nation in efforts to eradicate this growing problem.

Each day, adolescents are incarcerated for abuse of drugs, stealing, or involvement in other illegal actions. Most often, these adolescents have failed in school systems and do not believe that they have a future. In the United States, considerable numbers of single parents, usually mothers, are raising children, and many of these children lack a male role model in their lives. Developing a very strong and working mentoring program to overcome these challenges was the essence of this study (Cranwell-Ward et al., 2004; Megginson & Clutterbuck, 2005). If society fails to provide assistance to at-risk children, the security of all citizens also will be at risk. Therefore, this study aligns well with the aspiration to develop a robust mentorship program that can assist at-risk youth in becoming successful citizens.

Implications, Applications, and Directions for Future Research

The study and project have implications for the field of mentoring, in that they have applications for ongoing work and directions for future research. It is apparent that the United States needs mentoring programs that work. A mentor-training program can have positive impacts on mentees, mentors, and organizations.

Implications

Several implications result from the study and the project. Regarding the study, the importance of the work and the possibilities for changing the lives of troubled youth was evident. Without effective mentoring programs, troubled youth may leave incarceration or be expelled from school and released into society without support.

Participation in a mentoring program allows greater opportunities for mentees to be successful. One component of the MAN-UP program to which mentees cling consists of the acts of celebration embedded in the program. Celebrations have formed an important part of the MAN-UP program. These celebrations have affirmed the successes of the mentees (and of mentors as well) and have confirmed to them that they are able to confront issues in their lives and in society in general. MAN-UP mentees have also seen a caring, loving attitude from their mentors, often modeled on family characteristics. Mentees have been included in the lives of their mentors and in the community. Mentoring programs present strong implications for societal change in the immediate community and in the greater community.

Implications resulting from the project have the potential to advance development of mentors. The primary objectives of the initial mentor training were to confirm the commitment of the mentor, establish the basic parameters of the program, and begin to prepare mentors for the realities of the mentoring experience. Without fulfilling this objective, mentors could use strategies that negatively impact the lives of troubled youth, requiring organizational change. Therefore, the implications for not designing, implementing, and evaluating the mentoring program for impact could damage the ongoing success of the mentees in the program.

Implications for ineffective training of mentors was the reason for creating a project that addressed the needs of the mentor. The mentor is the heart and soul of an effective mentoring program. Implications for not understanding their importance and not using summative and formative evaluations can be negative. It is critical that mentors take properly evaluated ongoing training sessions designed primarily to enhance their

mentoring skills. Ineffective evaluation has many negative implications for social justice and equity.

Applications

Several means exist to apply an embedded component to current professional-development programs and for those in the planning or development stages of mentoring programs. The Mentor Embedded Training in Professional Development project can apply to current mentor professional development by simply embedding the cultural aspects of the life of the mentees being served. It is important to be specific and understand the program clientele. In this case, mentees in the mentoring program for MAN-Up were youth who had been incarcerated or expelled from school and appointed by the courts or the school district to participate in the program for an agreed period of time. Thus, they were placed in a program that was deemed successful. However, by applying an embedded component to this program, assurance would emerge that mentors had insight into mentees' lives.

Additionally, applying an evaluation to the training component allows leaders to ensure the ultimate goal is being met, informing mentors of strengths and risks of working with certain groups. Evaluating a mentoring program can inform stakeholders about how to make necessary adjustments and, ultimately, determine its impact. In this project, modules were designed with evaluations included and some example worksheets to assist in the evaluation process. Further, by applying evaluation processes in the mentoring program, unnecessary components can be eliminated from the training and greater focus be given to ensure the mission and goals of the program are met.

Future Research

The need to address formal and informal mentoring programs can become a subject of discussion for future research. Formal mentoring relationships usually develop through the assignment of members to the relationship by a third party (Ragins, Cotton, & Miller, 2000). Mentees can be assigned to mentors following a well-structured procedure. At the same time, the relationship between mentor and mentee ensue naturally. When programs have no structured rules about how to couple mentor and mentee, mentorship is informal. Future research may seek to discern if formal mentoring programs are more successful than information mentoring programs. Future researchers can provide details on the type of mentoring programs needed when addressing the needs of at-risk students.

Significant potential exists for future studies related to the present case. One area that demands further attention is whether the success factors in the current study can be replicated in similar programs. Do factors such as caring and community play as large a role in other mentoring programs? What are the perceived successes of other mentoring programs? This comparison would show whether MAN-UP's success factors are unique to this program and this geographic area, or if they are more universal in nature.

Specific to the project, action research is needed on embedded training for professional-development model. Mentoring projects should identify their target audience, then embed that group as a training component in professional development. Another recommendation for future study is embedding literature into professional development. A book study would support understanding cultural conditions, ethnicity, race, gender, and social and economic conditions of mentees.

Further research is also called for in examining community involvement. Researchers could examine to what extent communities and organizations are willing to be involved in mentoring programs and the factors necessary for recruitment of interest. It would be important to determine if community involvement varies according to demographic make-up and geographic location.

Another area that can be addressed is that of survivorship bias. This entails studying mentees in the program who are in generational conditions who have been able to increase self-efficacy and integrate better into society, as well as those who have not. Researchers could try to identify whether mentoring has had a role in the lives of these youth through a structured mentoring program or informally.

A need exists to identify how potential candidates are recruited as volunteer mentors and as mentees. This is important, as the motivational factors for mentors can serve as an important enticement for future volunteers. Further, it is important to make every effort to attract mentors who will serve as positive role models and who are interested in learning and understanding more about the life of mentees in the program. On the mentee side, it is of significance to discern whether the process of allocation into the program targets the correct individuals. Oftentimes, participants in the program join as a result of referrals from schools or programs. Investigating options for youth who are outside the system, but who could benefit from the program, would be significant.

Finally, it would be beneficial to have a longitudinal study of mentees to see how mentorship has helped them further in their lives. The present study touched on this in the experience of mentors; however, little research describes how mentees fare later in life and also whether successful mentees contribute to their communities when they are older.

Future Action

Recommendations for future actions are generated specific to mentors in mentoring programs. The findings from this study showed that the success of the MAN-UP program mentoring framework can be an effective way to combat the challenges facing Black young people. The MAN-UP program can serve as a model for other jurisdictions as well, providing poignant lessons for other programs. For example, other mentoring programs (whether existing or to be implemented) can benefit from a focus on individual interaction and building relationships. This study has shown caring relationships to be integral to the success of the program and it is likely that will be the case in other jurisdictions as well.

Some challenges also emerged in the findings. In the population studied, the program had a sufficient number of volunteers to staff the organization. Mentors were also successful in the community and were willing to guide mentees to engage in the community. It is conceivable, however, that communities exist where engagement is more difficult and where it is more difficult to find volunteers, perhaps because volunteers are unwilling or because few qualified individuals live in the community.

Another challenge is that for mentors and mentees to engage in a healthy community, such a community must exist in the first place. The present study took place in a jurisdiction that had such support networks available and mentors were involved in these networks. In the absence of such community networks, it would be more difficult to promote mentees' engagement. In a way, the work of mentors and mentees, of programs such as MAN-UP, goes beyond the mentees and their school and life; the work extends into the community around them as well.

Finally, a challenge to future implementation of similar programs rests in the attitudes that make MAN-UP successful: the qualities of caring and relationship-building. Although it is possible to simply dedicate resources to building similar programs, such resources (primarily financial) are no guarantee that other programs will be as committed to the core philosophies that, as this study has shown, seem to be integral to MAN-UP's success. Many mentors in the program are involved in churches and their commitment to the program is grounded in moral beliefs. Although personal beliefs are not a requirement for the success of the program, it can be argued that the personal engagement of at least some mentors and administrators comes from altruistic motivation, which would need to be replicated.

Reflections on the Importance of the Work

This study revealed some important elements in how people help one another. It is clear from this study that a personal connection is an extremely important factor in the success of a program such as MAN-UP. Although other resources played an important role, the personal care and attention to mentees and their inclusion in the community and in the lives of the mentors was a very important part of the program, showing that the question of inequity is not detached from the personal experiences of those who suffer from it. Inasmuch as negative self-perceptions exist in people, this study has shown that personal connections do much to mitigate these self-perceptions and have a significant impact on people's lives. Coupling the research with the project allowed greater understanding of the importance of sustained and ongoing training.

The Mentor Embedded Training for Professional Development project provided enlightenment on the importance of training that aligns to the cultural and ethical aspects

of mentees. During the data-collection process mentors were getting meaningful

professional development that allowed them to experience success with their mentees.

However, the analysis of the data showed a lack in understanding the population that was

served in the program. The importance emerged of having a strong foundation,

background, and understanding of the people served; then using that knowledge to

permeate professional development, personalizing professional development in a most

meaningful manner. Focused and embedded training allows mentors to show greater

empathy for mentees.

Conclusion

Mentoring is more than simply transferring knowledge and experience from those

who have accumulated it to those who have not and need it. Mentoring is grounded on

building a relationship between mentor and mentee. This study explored themes arising

from interviews with mentors and administrators in the MAN-UP program and showed

that it is attitudes of underlying, caring relationships that are instrumental in its success.

Although the success of MAN-UP, in this case, was measured only as reported by its

administrators and mentors, it provides convincing evidence that such a program is a

viable way of addressing inequity and negative behaviors in troubled youths. However,

mentoring programs cannot operate and remain successful without properly training

mentors to know and understand the mentees they serve.

Mentoring programs must embed training opportunities in the professional-

development process that combat negative self-perceptions in the cultural environments

of mentees, and replace those perceptions with a greater understanding of the lives and

backgrounds that lead these youth into a life of trouble. Enhancing the personal lives of

troubled youth can occur through effective mentoring programs that work to support

resiliency, strong and lasting relationships, and celebrating successes in a functional

societal framework. MAN-UP convincingly addresses some of the challenges facing

these youths, yet there is more work to be done. These attitudes and qualities of mentors

may be more ephemeral without professional development for the long term and

understanding those served through proper training. Based on findings from this study,

developing mentors' abilities to help at-risk and troubled youth has to be more

intentional.

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Appendix A: Hearts of Men Program Chart Permission

The Hearts of Men Foundation

May 16, 2016

Aisha Stephen
Walden University

Dear Ms. Stephen,

This letter gives permission to Aisha Stephen, to reproduce the program chart for The Hearts of Men Foundation for her doctoral study.

Should you need any additional information, please reach out to Dr. Rogers at 803-240-7525. She is extremely supportive of your research.

Respectfully,

T. Hunter

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Appendix B: The Project

MANUAL

Mentor Embedded Training for the At-Risk African American Male Youth

This Manual was compiled as part of a training program for mentoring at-risk youth in urban communities. It is intended as a guide only, based on the best practices in mentoring juvenile offenders, expelled students, and chronically misbehaved students with the goal of successful transitions into the community.

The Mentor Embedded Training in Professional Development is a new and desired component of the MAN-Up Mentoring Program, designed in a series of three modules to improve mentor knowledge, skills, and dispositions, focused on short-term training with long-term desired results aimed at improving the lives of at-risk and troubled youth. The Mentor Embedded Training in Professional Development is committed to extending and broadening the scope of professional capabilities of mentors through training embedded in professional development, to achieve expertise in mentoring roles and provide opportunity for greater program successes.

Mentoring at-risk youth is difficult work. No one case is identical to another and no one strategy can be appropriate for all. It is therefore the responsibility of individual mentoring programs to set up and manage their mentoring programs effectively to meet the immediate and long-term needs of mentees.

The Mentor Embedded Training in Professional Development

Background

The Mentor Embedded Training in Professional Development emerged from research conducted to determine the impact of the MAN-Up Mentoring Program.

Findings showed that mentors participated in the provided professional development to varying degrees. The majority of participants believed they would be better prepared if they understood the background of the mentees they served. They deemed the professional-development program effective; therefore the proposed program maintains the integrity of the previous professional development, with greater focus given to the themes and cultural training embedded quarterly into the professional development. The program includes an evaluation to take place at the conclusion of each training module. Information generated from the analysis of the evaluations will be used to make any needed modifications.

Program Components

The training component of each session focuses on mentoring misunderstood youth. The training is divided into three modules (see Table A1). Although each section focuses on an element specific to themes identified from the study and confirmed in the literature, the monthly professional development provides an approach from a common theme with multiple aspects. Quarterly, Modules 1–3 use a professional-development approach. The focus of Module 1 is titled, "Mentoring the Misunderstood: Working With African American Male Youth." Module 2 training is specific to the most troubled group statistically identified in the United States, that is, African American adolescents. For African American male students to achieve academic success, their needs must be addressed and the causative factors of those needs understood. Module 3 focuses on "Effective Strategies for Working with At-risk Young in Urban Communities." This embedded training includes a series of activities and effective strategies designed at each level for mentors to understand and use when working with at-risk youth. Training

specific to understanding the cultural and behavioral aspects of troubled youth is

embedded in the professional development presented quarterly with the theme focused on

Noddings' (2005) act of caring.

Table B1

Mentor Embedded Training in Professional Development Modules

Module 1	Mentoring the Misunderstood: Do You Really Know Me?	Session 1	African Americans as a Culture and the At-Risk African American Male Today: Do You Really Know Me?
		Session 2	Cultural Sensitivity in Getting to Know the At-Risk African American Male Youth.
		Session 3	Transforming the Experience for African American Male Youth.
Module 2	Mentoring the Misunderstood: African American Male Incarceration & Dropouts – It's REAL	Session 1	Statistics of the African American Male Youth: Understanding the Cause.
		Session 2	Too Important to Fail.
		Session 3	No Matter What it Takes: Removing the Baggage from African American Male Youth.
Module 3	Mentoring the Misunderstood: Effective Strategies for working with the At-Risk African American Male Youth	Session 1	African American Male Youth: Are They Educated?
		Session 2	Mentor Needs: Effective Mentoring Strategies for African American Male Youth (Part 1)
		Session 3	Mentor Needs: Effective Mentoring Strategies for African American Male Youth (Part 2)

Module 1: Mentoring the Misunderstood: Do You Really Know Me?

Introduction

This professional development is the first in a series of three modules developed

to train and empower mentors to better understand the mentees they serve. The training is

based on Nodding's (2004) belief that if a person loves and cares for the people they

serve, they will be more than willing to understand how to support them. This three-

module training was born as a result of a study conducted at The Hearts of Men

Foundation MAN-Up mentoring program. Participants had some level of success with

mentoring, yet expressed a need to know more about the youth they serve, simply because they cared enough to know more. The modules build on mentoring the misunderstood African American male youth. The presentation uses several mediums to capture the attention of participants. The focus of Module 1 is entitled, "Mentoring the Misunderstood: Working With African American Male Youth."

Objective

- To get to know the at-risk African American male youth

- To help participants develop effective mentoring skills specific to African American youth

- To be able to differentiate strategies in mentoring at-risk youth

Length

7 hours

Materials Needed

Projector

Laptop

PowerPoints

Internet

Poster Boards, markers, posttest

Tablets and Pencils

Clothes for roleplaying (hats, classes, jackets, t-shirts, etc.)

Mentor Training Agenda

Introduction & Icebreaker—Introductions (15 minutes)

Session 1: African Americans as a Culture and the At-Risk African American

Male Today: Do You Really Know Me? (120 minutes)

Break (10 minutes)

Session 2: Cultural Sensitivity in Getting to Know the At-Risk African American

Male Youth (120 minutes)

LUNCH (45 minutes)

Session 3: Transforming the Experience for African American Male Youth (120

minutes)

Personal Reflection (10 minutes)

Wrap-Up (10 minutes)

Evaluation

Activity 1: Icebreaker: Who am I?

The objective of this first activity is for participants to know each other and create

a good learning environment in the room so learning can take place. It will consist of

answering questions listed on Handout 1: Who am I (see Appendix 1). The facilitator will

prompt each participant, in addition to their name and profession, to offer what he or she

perceives mentees will gain from a mentoring program.

Session 1: African Americans as a Culture and the At-Risk African American male

Today: Do You Really Know Me?

> **Step 1.** Session 1 begins with a video clip of President Obama speaking at the
>
> opening of the African-American museum opening
>
> http://uk.reuters.com/video/2016/09/24/obama-hails-african-american-
>
> museum-open?videoId=369941872. The intent of this video is to share how

impactful contributions to the United States have been made by African Americans. A brief discussion with the full group will help address the following items:

1. What do you know about the opening of the African American museum?

2. Share contributions of African Americans in the United States of whom you are aware.

3. Share contributions to the United States of African American men.

Step 2. Next, the facilitators will share a video clip entitled, "African American Male" https://www.youtube.com/watch?v=RE1fA1l68m4. The video provides a candid look into the life of the African American male. The facilitator will ask participants to pay close attention to this video because the only sound they will hear is the soft music in the background. The following questions beg to be asked at the end of the video:

1. Do you really know the African American male?

2. Were there any real revelations that you gathered from this video?

3. Is this the perception of African American males that you usually see portrayed on television?

Step 3. The facilitators will share a video clip Modern Slavery More Black Males in Prison Today Than ... . The intent of this video is to share how African Americans are targeted for incarceration. A brief discussion with the full group will help to address the following questions:

1. What contributions, if any, from the African American museum video do you think support mentoring experiences for African American males?

2. Based on the contributions African Americans have made to this country, what you think accounts for the high percentage of at-risk African American male incarceration?

Session 2: Cultural Sensitivity in Getting to Know the At-Risk African American Male Youth

Step 1. For this activity, the facilitator will ask participants to sit in groups of 3 or 4. Each group will reflect on the 3 videos from Session 1 to

1. Create a list of strategies or activities they think would support at-risk African American male youth.

2. Identify one positive relationship and one negative relationship they experience in mentoring.

3. Use the list to identify one or more strategies they learned from the videos and discussion how they will support their mentees.

Step 2. Using the information from Step 1, each group will create a minipresentation that addresses the following questions:

1. Describe and define the nature of a mentor–mentee relationship that depicts cultural awareness and how it was created.

2. Reflect on factors that contributed to its success.

3. Describe and define the nature of a mentor–mentee relationship that was finally broken.

4. Reflect on the lack of cultural knowledge that contributed to the damage of the relationship.

(The presentation can be in the form of a PowerPoint, presentation, flyer, role

play, skit, or other)

After 40 minutes of small-group discussion, the facilitator will move the group

back to the larger group for group presentations. Participants will be asked to report on

the board on a T-table factors that strengthen relationships (on the left) and factors that

destroy relationships on the right.

Session 3. Transforming the Experience for African American Male Youth

Session 3 focuses on positive changes in the school environment specifically for

African American male youth.

Step 1. Participants will view the video entitled, *Transforming School Experience*

for African-American Boys

https://www.youtube.com/watch?v=95fuYlK2Kow and respond to the

following questions:

1. As mentor, what is your goal for school aged youth who have been

    expelled, suspended, truant, or released from incarceration? (Continue this

    line of questioning until similar responses emerge for students to return to

    school and have a successful experience)

2. After watching the video, what changes can you make to support your

    mentee in how he thinks about school?

3. What changes can you make regarding your thoughts about school?

Step 2. You have viewed four videos or video clips today on the life of African

    American males. The facilitator will set the timer for 15 minutes. During that

    time, participants will do the following:

1. Reflect on the new knowledge and enhanced knowledge you have gained from the videos as well as the discussions and presentations.

2. Create a list of the strategies and new knowledge you have gained from this experience (Your time starts now).

4. Write one or two paragraphs on how this new information will change your mentoring practices.

5. Each participant will share one or two strategies with the entire group.

6. A scribe will record those strategies and the facilitator e-mail the list to each participant.

Personal Reflection

This activity consists of summarizing the entire professional-development plan and identifying skills learned. Each participant will receive a reflection form on which they will be asked to list items learned throughout the sessions that can help in becoming an effective mentor, and things they are eager to learn in the future (see Appendix 2). This activity will also help the facilitator gain information for future professional-development training modules.

WRAP-UP/ Evaluation

The objective of this final activity is to help participants reflect on their learning.

- Distribute handouts entitled "Summarizing This Session."

- Review the directions and ask participants to write down two or three things they learned during the session that they will be able to put to use as they begin/continue their mentoring relationship. (These could be skills, attitudes,

or anything else.) The facilitator will ask volunteers to share one of their items.

Evaluation: The facilitator will distribute the evaluation forms and ask everyone to complete one and return it before leaving. The facilitator will also provide contact information and announce the next training date.

Module 2: Mentoring the Misunderstood: African American Male Incarceration & Dropouts—It's REAL

Introduction (10 minutes)

This professional development is the second in a series of three modules developed to train and empower mentors get to know the mentees they serve. Nodding (2004) believed that if a person loves and cares for the people they serve, they will be more than willing to understand how to support them. This three-module training was born as a result of mentors having some level of success with mentoring, yet expressing a need to know more about the youth they serve, simply because they cared enough to know more. The modules are based on mentoring the misunderstood. The focus of Module 1 was on "Working with the At-Risk Youth." Module 2 is entitled African American Male Incarceration & Dropouts—It's REAL. For African American male students to achieve academic success, their needs must be addressed and the causative factors of those needs understood. African American male students, compared to students of other ethnicities, rank lowest in academic achievement, are suspended or expelled the most (Cokley et al., 2012; Losen & Martinez, 2013), and are among the racial groups with the highest chronic-absence rates (Coelho, Fischer, McKnight, Matteson, & Schwartz, 2015). Embedded in this professional development is training for mentors

specific to working with African American male youth in urban communities. This

embedded training includes a series of activities designed at each level for mentors to

understand their role when working with at-risk African American male youth.

Objectives

- To understand causes of troubled African American male youth

- To identify strategies about African American male youth

- To help participants turn judgment into strengths

Length

7 hours

Materials Needed

Projector

Laptop

PowerPoints

Internet

Poster Boards, markers, posttest

Tablets and Pencils

Mentor Training Agenda

Introduction & Icebreaker—Introductions (15 minutes)

Session 1: Statistics of the African American Male Youth: Understanding the

Cause (120 minutes)

Break (10 minutes)

Session 2: Too Important to Fail (120 minutes)

LUNCH (45 minutes)

Session 3: No Matter What it Takes: Removing the Baggage from African American Male Youth (120 minutes)

Wrap-Up (10 minutes)

Survey

Activity 1: Icebreaker: "Sharing & Reflecting" (15 minutes).

The objective of this activity is for mentors to meet other mentors and share what they learned from Module 1. The facilitator will ask participants to share reflections with a mentor he or she does not know. The facilitator will remind participants not to judge, but simply to share. At the end, participant volunteers will share a reflection.

Session 1: Statistics of the African American Male Youth: Understanding the Cause (120 minutes)

> **Step 1. (30 minutes)** This session will begin with participants ***watching*** the first 40 seconds of video: *The National African American Male Mentor Initiative 2013.* The trainer will then formally begin this training module by saying, Mentoring the Misunderstood: African American Male Youth Incarceration & Dropouts—It's REAL. Next a PowerPoint specific to the training session will be shared, entitled Mentoring the Misunderstood African American Male (see Appendix 5). Each slide shows the disparities of race or ethnicity related to incarcerations and school dropout. The intent for this PowerPoint is to show the corridors of the school-to-incarceration pipeline. The facilitator will ask participants to ***share*** what they think is the cause for this pipeline.

Step 2. (45 minutes) The trainer will engage the group in a ***discussion*** of the

statistics and move to actions based on revelations. (The goal is to get

participants to ***gain insight*** and ***understand*** how mentoring is part of the

change that is needed to support these youth). The facilitator will ask,

1. How many of you were aware of these statistics?

2. What do you see happening nationally to address the problem?

3. What are some actions in your local community that address this growing

    problem?

4. How can participants in this training help?

Step 3. (45 minutes) Participants will break into teams of 3 to 4 people. Each

team will have access to a poster board, white sheets, and markers. Each team

will select a scribe and a reporter. The reporter will share with all participants.

The goal is for participants to ***reflect*** on the information shared and

knowledge gained. Each team will (a) list three to four causes of the problem,

with corresponding affects, and (b) list one to two possible solutions.

Session 2: Too Important to Fail (120 minutes)

The session will begin with a video by Tavis Smiley entitled *Too Important to*

Fail: http://www.pbs.org/wnet/tavissmiley/tsr/too-important-to-fail/. The facilitator will

ask participants to listen and take notes of possible reasons for the problem as well as

possible solutions. After the video, participants will work in small groups to discuss the

video. Following the small-group sessions, participants will come together to share any

new knowledge acquired from the video and the small-group session. A scribe will be

selected from the group to record comments.

Session 3: No Matter What it Takes: Removing the Baggage From African American Male Youth (120 minutes)

The objective of this activity is to first redefine African American male youth who are identified as or considered at-risk students; the second goal is to uncover the barriers that keep these youth from being successful; and finally, the group will role play possible solutions schools and community can take if they put a face on the problem.

> **Step 1**: Participants will work in teams of 3 to 4 people. Each team will have a white poster board, markers, and a posttest. The facilitator will ask the group to draw a full body picture of an African American male high school child. Then each team member will write as many issues they can identify that prohibit the child from graduating from high school. Next, the team will use the second chart to record those issues (barriers) and write solutions for mentors to help eradicate those problems. The team is to be reminded that there are not right or wrong answers, and to not make judgments.

> **Step 2**: The team will create a role play that will be shared with the group. The role-play will be based on the issues the group has identified that prevented the African American male child from graduating from high school.

> **Step 3**. Each team will share their role play with the group. At the end of this session, the large group will ***discuss*** why African American male youth are too important to fail.

WRAP-UP

The objective of this final activity is to help participants reflect on the session and identify the gain. On the "reflection" handout (see Appendix 2) , participants will write

down three new things they learned during the session about developing African American male youth who are considered at-risk due to drop-out, incarceration, or other troubled experiences. Volunteers will share their reflections.

Evaluation: The facilitator will distribute the evaluation forms (see Appendix 4) and ask participants to complete and return it before leaving. The facilitator will also provide contact information and announce the next training date.

Module 3: Mentoring the Misunderstood: Working With the At-Risk African American Male Youth

Introduction

This professional development is the last in a series of three modules developed to train and empower mentors get to know the mentees they serve. Nodding (2004) believed if a person loves and cares for the people they serve, they will be quite willing to understand how to support them. Therefore, this three-module training was born as a result of mentors with some level of success with mentoring expressing a need to know more about the youth they serve, simply because they cared enough to know more. The modules are based on mentoring the misunderstood. The focus of Module 3 is on "Mentoring the Misunderstood: Working With the At-Risk African American Male Youth." Embedded in the professional development is training for mentors specific to working with at-risk youth in urban communities. This embedded training includes a series of activities designed at each level for mentors to understand their role when working with at-risk youth.

"Helping young people achieve their full potential is the best way to prevent them from becoming involved in risky behavior."

Objectives

- To help participants gain a perspective on the culture of at-risk African American male youth in urban areas

- To help participants learn strategies specific to working with at-risk African American male youth

- To explore effective approaches to build relationship with at-risk African American male students

Length

6 hours

Materials Needed

Handouts

PowerPoint

Laptop

Projector

Mentor Training Agenda

Introduction & Icebreaker—Introductions (15 minutes)

Session 1: African American Male Youth: Are they educated? Can they be educated? (120 minutes)

Break (10 minutes)

Session 2: Mentor Needs: Effective Mentoring Strategies for African American

Male Youth—Part 1 (120 minutes)

LUNCH (45 minutes)

Session 3: Mentor Needs: Effective Mentoring Strategies for African American

Male Youth—Part 2 (120 minutes)

Wrap-Up (10 minutes)

Survey

Icebreaker—Introductions "Who am I?"

The objective of this first activity is to know each other and create a positive and relaxed environment so that learning can take place. The goal is to better understand self, so that it will become easier to understand the African American male youth in an urban environment. It will consist of answering questions listed on Handout 1: Who am I? Participants will provide their name and profession round-robin style. After introductions, each participant will be prompted to anticipate what he or she perceives a mentee will gain from a mentoring program.

Session 1: African American Male Youth: Are they educated? Can They Be Educated?

Session 1 of this three-part module training on will introduce articulate men and the problems that exist for African American males in education. The intent for this session is to gain a positive perception of African American males initially, then move to identifying the problem and possible solutions.

Step 1. Participants will be asked to view a video depicting African American

male youth. The video shows African American male youth at the 50th

anniversary of the March on Washington:

http://www.nbcnews.com/video/the-grio/52840975. At the conclusion of this

video the participants will share their thoughts/perceptions on the speakers

(level of intelligence, family life, education, etc.).

Step 2. Participants will view a video depicting African American male youth.

The video highlights one African American male youth in a barbershop

speaking on police brutality:

http://www.onenewspage.com/video/20160711/4974919/Young-Black-Men-

Reflect-on-Police-Relationship.htm. At the conclusion of this video, the

facilitator will ask participants to share their thoughts/perceptions on the

speaker (level of intelligence, family life, education, etc.).

Step 3. The facilitator will ask participants to watch a video and take notes based

on comments they think are relevant for supporting African American male

youth. The video, Let's Talk Education: Educating African American Males

https://www.youtube.com/watch?v=qfFpSrk2fY8 presents a panel discussion

on creating opportunities for learning. At the conclusion of the video, the

room will be divided in half. Participants on the right will identify where they

think the problem begins for youth, based on the video. Participants on the

right will identify what could have happened and what are some strategies that

were identified for youth. Each group will identify a scribe who lists the

comments on a poster board.

Session 2: Mentor Needs: Effective Mentoring Strategies for African American

Male Youth (Part 1)

Session 2 focuses on strategies necessary to change the lives of African American males.

Step 1: This session begins with a video of a former African American male who had some struggles in life. He identifies problems, shares how mentors can work to change youth, and redirects them in a positive manner. The facilitator will ask participants to watch this 4-minute video: [Changed Men Changing Men: Dialogue](). At the conclusion of the video, participants will comment on the video. The facilitator will ask a scribe to use the poster to summarize comments in a list. The comments will provide a springboard throughout the session.

Step 2: This step requires participants to read an article on effective mentoring strategies. The handout, Effective Strategies for Mentoring African American Boys, targets strategies specific to this racial and gender group.

http://www.air.org/sites/default/files/downloads/report/Effective%20Strategies%20for%20Mentoring%20African%20American%20Boys.pdf

The facilitator will divide the group in half. Group 1 will *read, discuss* and *list* strategies gained from Principles 1, 3, 5, and 7.

Principle 1: Start with a big vision for the ultimate outcome: productively engage adult citizens

Principle 3: Trauma experiences and exposure to violence complicate adolescent development and must be addressed

Principle 5: A hallmark of effective mentoring programs for African American boys is advocacy

Principle 7: When one is inclined to look for role models among relatives, youth in the child welfare system are at a particular disadvantage.

Group 2 will *read, discuss* and *list* strategies gained from Principles 2, 4, 6, and 8.

Principle 2: Effective mentoring is about relationships, but context is also important.

Principle 4: Model mentoring programs for African American boys tend not to be traditional one-on-one mentoring programs

Principle 6: Access to model programs is complicated

Principle 8: To have hope for the future, it helps to see how it will turn out. At the end of this activity, participants will *share* with the entire group their thoughts and implementation of each principle.

Session 3: Mentor Needs: Effective Mentoring Strategies for African American Male Youth (Part 2)

Session 3 focuses on presentations by 2-person teams using demonstrations summarizing best practices in mentoring African American youth. Each team will use information from the handout, "Effective Strategies for Mentoring African American Boys," to identify one principle they think will support at-risk African American males and identify why they think this principle is necessary for this population. The presentation will highlight their identified strategies to support African American male youth to become strong productive citizens.

Activity 6: WRAP-UP/ Evaluation

The objective of this final activity is to help participants reflect on their learning from the previous activities.

- Distribute handout entitled "Summarizing This Session."

- Review the directions and ask participants to write down two or three things they learned during the session that they will be able to put to use as they begin/continue their mentoring relationship. (These could be skills, attitudes, or anything else.) Volunteers will share one of their items.

Evaluation: The facilitator will distribute the evaluation forms and ask everyone to complete one and return it before leaving. The facilitator will also provide contact information and announce the next training date.

Appendix 1: Module Training Form—Who Am I

"Who Am I?"

1. Name	
2. Two things you like	
3. What is the meaning of profession for you?	
4. One thing about me that is important for people to know	
5. How do you define mentoring?	
6. List one thing you want to learn about mentoring?	
7. What impact do you want to have on your mentee?	

Appendix 2: Module Training Form – Reflections

Reflections

List two or three things you learned during this series of professional development session that will help you when you begin your new role as a mentor. Then explain how each will help.

1.
2.
3.

What other skills are you interested in learning in the future?

_____

_____

_____

_____

_____

Appendix 3: Module Training Form – Personal Reflection Plan

Personal reflection plan steps	Approaches
Initiate the mentoring	
Maintain positive mentoring relationship	
Ending Strong	

Appendix 4: Summative Module Training Evaluation Form

Summative Module Training Evaluation Form

Date: _____

1.   What did you find to be most appealing in this workshop?

_____

_____

_____

2.   What did you find to be least useful?

_____

_____

_____

_____

3.   What would have liked to know more about?

_____

_____

_____

_____

4.   What do you suggest we do to improve this session?

_____

_____

_____

5.   Rate your training experience today.

	Poor			Excellent	
		Average			
Impact of trainer	1	2	3	4	5
Training room	1	2	3	4	5
Training content	1	2	3	4	5
Training activities	1	2	3	4	5
Training materials	1	2	3	4	5
Overall rating	1	2	3	4	5

Appendix 5: Mentor Training Quarterly Evaluation

Mentoring Program 2017 Evaluations
Quarterly Evaluation

Name _____   Check One _____ Mentor _____ Staff

Program Training Elements

1. The mission and vision are clearly stated.	Yes	No	Sometimes
2. The objective of the program are clearly defined	Yes	No	Sometimes
3. The training is structured to allow mentors to build relationships with mentees.	Yes	No	Sometimes
4. The program serves a dual purpose in that it is beneficial for both the mentor and the mentee.	Yes	No	Sometimes
5. The program missions encourages mentors to care about the success of mentees	Yes	No	Sometimes
6. The program is designed to celebrate successes of all type.	Yes	No	Sometimes
7. Communication is encouraged during the training.	Yes	No	Sometimes
8. The art of communication is role-played in order for the mentor to learn strategies.	Yes	No	Sometimes
9. Motivations and encouragements are embedded in the training to support mentors.	Yes	No	Sometimes
10. The mentoring program is well organized and processes are in placed to ensure smooth transitions.	Yes	No	Sometimes
11. Professional development is frequent and ongoing.	Yes	No	Sometimes
12. Are processes in place to build resiliency in the mentees?	Yes	No	Sometimes
13. Is support provided to mentor when needed?	Yes	No	Sometimes
14. Does program staff arrange a time to talk on a regular bases?	Yes	No	Sometimes
15. Do you see yourself as a good role model for the mentees in the program?	Yes	No	Sometimes
16. Do you see other mentors as good role model for this program?	Yes	No	Sometimes
17. Is building the self-esteem of mentees one of the most important components of the program?	Yes	No	Sometimes
18. Was the trainer knowledgeable?	Yes	No	Sometimes
19. Are funds provided to support your mentoring work?	Yes	No	Sometimes
20. The training was well organized.	Yes	No	Sometimes

Mentoring Program Components:

1.   How to you define "mentoring"?

_____

_____

2.   What skills have you learn that affects how your ability to mentor? Explain.

_____

_____

3.   What do you see as the most important element/characteristic from this training

for ensuring the success of your mentee?

_____

_____

4.   Components from studies and literature reviews have been added to this list.

Check all that you think apply to an effective mentoring program:

_____   Commitment

_____   Communication

_____   Reflection

_____   Projects for mentee to complete with assistance from mentor

_____   Availability - Mentors who have time to be available

_____   Mentees who are comfortable asking for and receiving guidance

_____   Frequent meetings (mentors-mentees)

_____   Continued vigilance by mentors

_____   Mentor needs to see the worth in each individual

_____   Mentor needs insight into others strengths and weaknesses

_____   Ground rules

_____   Communication and feedback

_____   Background information about mentee's experiences and skills

_____   Mentor has knowledge of the educational programs

_____   Mentee should be encouraged to read.

_____   Networking opportunities with other mentees, mentors and staff

_____   Appropriate matching of mentors and mentees

_____   Structure - Regularly scheduled meetings and activities

_____   Flexibility - to re-match if necessary

_____   Mentor pool includes professionals with a variety of work/life

experiences

_____   Examples and role models

_____   Mentors are encourage to listen

_____   Mentors have been trained to listen

_____   Trained to help the mentee to find their own solutions

_____   Compassion

_____   Patience

_____   Trust

_____   Acceptance - being non-judgmental

_____   Helps mentee identify where they are going and how to get there

_____   Advice on how to reach goals and objectives

5.   What do you see as the most important element/characteristic to ensuring the

success of your mentee?

_____

_____

6.   Mentor Embedded Training in Professional development is designed to strengthen

the knowledge, skills and dispositions of the mentor as it relates to troubled and at-risk

mentees. How often do you participant in trainings?

_____ monthly   _____ quarterly   _____ annually   _____ other

7.   Describe the training/professional development that you think best supports your

role as a mentor. Share other development opportunities that you think will support your

growth as a mentor.

_____

_____

8.   Other Thoughts: Your opinion is encouraged. Please share your thoughts that will

help us to maintain the quality of the program and improve areas as needed.

_____

_____

Thank You for Your SUPPORT!

Appendix 6: PowerPoint Presentation

Are Our Children Being Pushed into Prison?

The 5s of the School to Prison Pipeline

It's Not to Late to *Stop THIS*

Incarceration & Criminalization
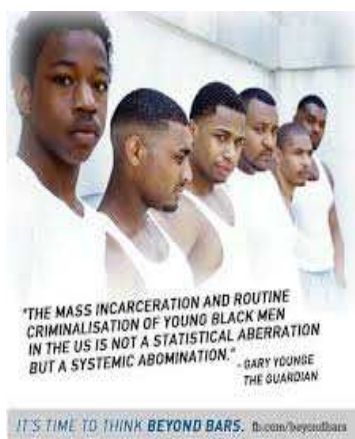
School-to-Prison Pipeline
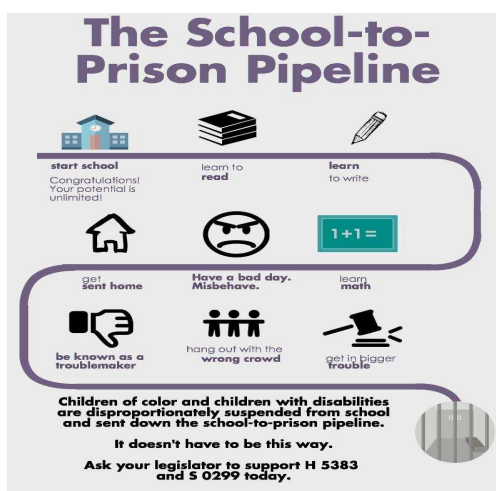
Graduate or Dropout?

Minor Infractions – *Get OUT!*
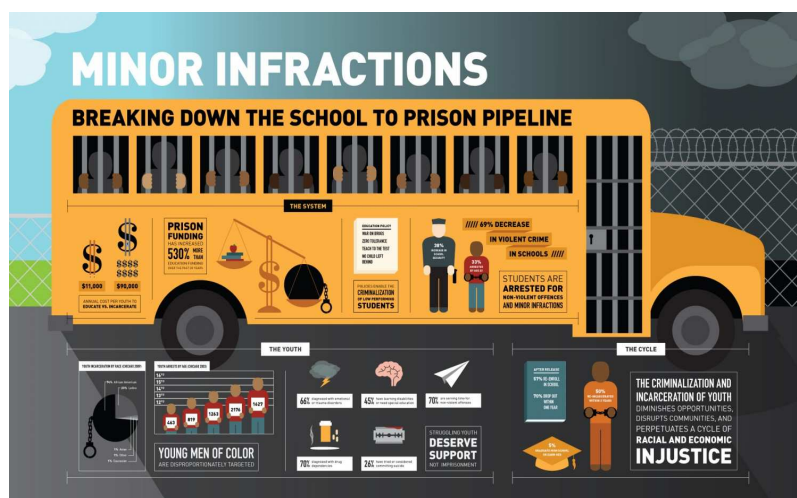
School-to-Prison Pipeline

In School – Not Suspension
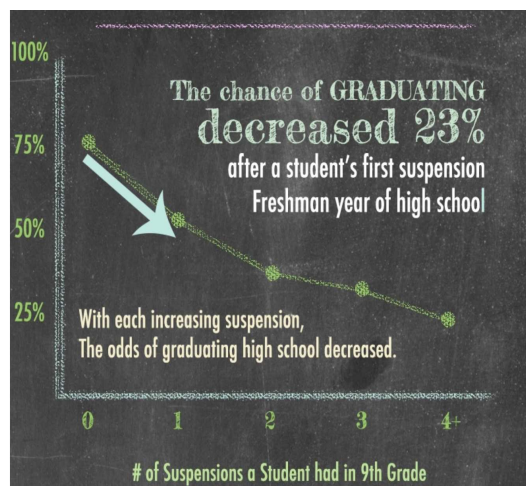
Who is Dropping Out?

Education not Incarceration
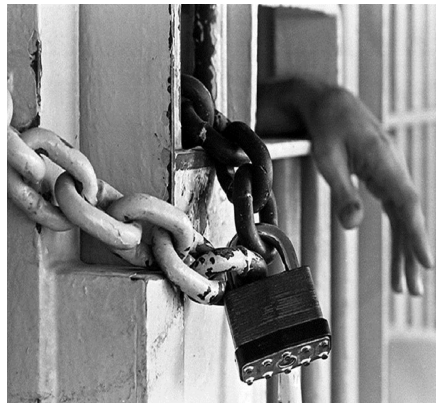
Appendix C: Program Administrator Mentor Program Evaluation

for Program Coordinators

1. Did the mentor program run as you planned? Why or why not?

2. What are the strengths of your program?

3. What areas of your program do you feel need improvement?

4. What aspects of your mentor program would you like to improve based on the
    mentors' feedback?

5. How could your school/business/community partner further assist you in
    coordinating the mentor program?

6. Did you feel overwhelmed or burdened by coordinating the mentor program?

If yes, explain why.

Note. Adapted from "Program Coordinator, Mentor, and Mentee Program Evaluations,"
by Mass Mentoring Partnership, *Mentoring A-Z Training Manual*. Reprinted with
permission.

Appendix D: Mentor's Program Evaluation

We would like to have your opinion of the mentor program so that we may evaluate and strengthen our program for the future. Please complete the questions below and return the survey to the program coordinator.

1.   What areas of the MAN-UP mentoring program would you identify as being most satisfying and why?

2.   What areas of the MAN-UP mentoring program would you identify as being least satisfying and why?

3.   How would you describe the quality of your experience as a participant in the program?

4. What aspects of your experience as a mentor would influence you to volunteer again in the future?

5.   Was mentoring training adequate preparation for your mentoring role? If no, give reasons why.

6.   What additional training do you think mentors need or would benefit from?

7.   How were your mentor responsibilities defined?

8.   Describe how accessible and easy to talk to and seek advice from program coordinators were when necessary?

9.   How would you describe your relationship with your mentee?

10.   Do you think the time spent with your mentee was sufficient? Why?

11.   What aspects of the time spent together do you think were helpful for your mentee? Why?

12.   Were there any personal or professional gains from your mentoring relationship?

13.   What is your suggested frequency for meeting with your mentee? Why?

14.   What was most satisfying about the mentor program?

15.   What was least satisfying about the mentor program?

16.   What would you suggest to improve the mentor program?

Note. Adapted from "Program Coordinator, Mentor, and Mentee Program Evaluations," by Mass Mentoring Partnership, *Mentoring A-Z Training Manual*. Reprinted with permission.

Appendix E: Permission to Use Mass Mentoring Interview Questions

Revised Interview Questions 🗂 Inbox x

Aisha Stephen   Jun 22 (5 days ago) ☆
-Good Day Nate, - I inadvertently forgot to attach the revised interview ques...

Nathaniel Baum <nbaum@massmentors.org>   Jun 24 (3 days ago) ☆
to me

Good morning,

On behalf of Mass Mentoring Partnership. This document may be edited and used as needed to meet the needs of a type of program or service.

Best,
Nate

Nate Baum | Manager of Training and Technical Assistance
Mass Mentoring Partnership | 75 Kneeland Street, 11th Floor | Boston, MA 02111
Direct 617.695.2473 | Main 617.695.1200 | Fax 617.695.2435
Check out our latest trainings and events!

Bid now on tons of items at our Champions of Mentoring online auction!

Appendix F: IRB Approval

Dear Ms. Stephen,

This email is to notify you that the Institutional Review Board (IRB) has approved your application for the study entitled, "The Impact of the MAN-UP Community Based Mentoring Program: A Qualitative Study."

Your approval # is 07-08-16-0175789. You will need to reference this number in your dissertation and in any future funding or publication submissions. Also attached to this e-mail is the IRB approved consent form. Please note, if this is already in an on-line format, you will need to update that consent document to include the IRB approval number and expiration date.

Your IRB approval expires on July 7, 2017. One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.

Your IRB approval is contingent upon your adherence to the exact procedures described in the final version of the IRB application document that has been submitted as of this date. This includes maintaining your current status with the university. Your IRB approval is only valid while you are an actively enrolled student at Walden University. If you need to take a leave of absence or are otherwise unable to remain actively enrolled, your IRB approval is suspended. Absolutely NO participant recruitment or data collection may occur while a student is not actively enrolled.

If you need to make any changes to your research staff or procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive confirmation with a status update of the request within 1 week of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for research activities conducted without the IRB's approval, and the University will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research.

When you submitted your IRB application, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections otherwise available to the researcher.

Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained at the IRB section of the Walden website:

██████████████████████████████████

Researchers are expected to keep detailed records of their research activities (i.e., participant log sheets, completed consent forms, etc.) for the same period of time they retain the original data. If, in the future, you require copies of the originally submitted IRB materials, you may request them from Institutional Review Board.

Both students and faculty are invited to provide feedback on this IRB experience at the link below:

██

Sincerely,

Appendix G: Letter of Cooperation

The Hearts of Men Foundation

February 16, 2016

Aisha Stephen
Walden University

Dear Ms. Stephen,

This letter serves as approval to conduct research at The Hearts of Men Foundation, a 501c3 non-profit organization. We are excited about the opportunity to work with you. Throughout the process, you will have contact with our mentors, staff and archival data. You will work with Dr. Carolyn B. H. Rogers, Community Chair, to gain access to all that you need.

While we are very proud of the programs and work that is happening at the Foundation, I encourage to examine all of our programs in hopes that your research will allow us every possible opportunity to continue to support the youth that we serve.

If you need any additional information, please reach out to Dr. Rogers at 803-240-7525. She is extremely supportive of your research.

Respectfully,

T. Hunter

Travis Hunter
Executive Director
4898 LaVista Road
Suite 17
Tucker, Ga. 30084
678-937-8929 Phone
678-937-8928 Fax
www.theheartsofmen.org

CC: Dr. Carolyn B. H. Rogers

P.O. Box 458 Pine Lake, GA 30072, www.theheartsofmen.org, Thunter@theheartsofmen.org, PH. 678-937-8929