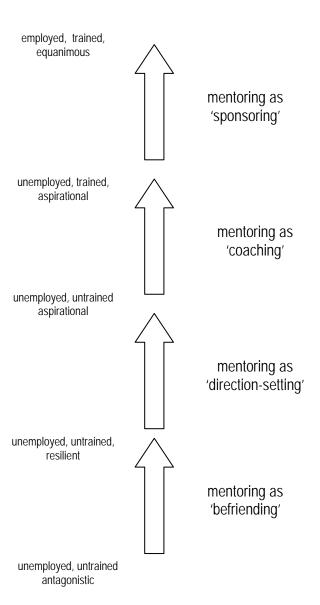
Figure 6.1: Initial model of 'engagement mentoring'

## Mentee Attributes Mentoring Mode Initial hypothesis



- Success at each stage will only follow if the partnership is able to deliver the corresponding mechanism.
- Unsuccessful outcomes follow from the application of inappropriate mechanisms.
- Successful engagement mentoring requires each step to be traversed and there are no giant leaps or short cuts.
- The entire sequence represents a major 'life transformation' and there will be many instances of curtailment at the intermediate stages.
- The mentor's personal resources may be limited in respect of the ability to trigger all of the appropriate mechanisms, with many partnerships only operating over part of the sequence.
- To foregather the resources to trigger the whole process, the mentor will have to call on additional means supplied elsewhere in an intervention.

**Table 6.1: Correlations between predictor measures reported outcomes** 

Predictor measure	Perceived benefit	Relationship	
	Youth report	continuation	
Quality of training	10	06	
Mentor efficacy	.31*	.11	
Programme staff support	.09	.21	
Relationship obstacles	.04	19	
Mentor/youth contact	.38**/.42**	.24/.18	
Relationship closeness	.29*/.60***	.50***/.29*	
Discussion – youth behaviour	.24/.19	.04/.15	
Discussion – youth relationships	.16/.17	.17/.22	
Discussion – casual conversation	.27/.14	.19/.27	
Discussion – social issues	.18/.07	06/.23	
Activities – sports/athletic	.13/.38**	.26/.31*	
Activities – recreation/non-athletic	.29*/.32*	.27/.26	
Activities – educational/cultural	.30*/.44**	.13/.26	

The cells with dual scores refer to predictor variables that are rated separately by mentors/mentees. Significance levels indicated by \*/\*\*/\*\*\*

Table 6.2: Main activity at beginning and end of programme

	Beginning %	End %	% Change
Participants			
Attending school	38	21	-17
Attending further/higher education	6	25	+19
Training scheme or employment	6	17	+11
Regular truanting	10	5	-5
Excluded from school	11	5	-6
Not in education, employment or training	30	28	-2
Non participants			
Attending school	47	38	-9
Attending further/higher education	15	18	+3
Training scheme or employment	7	12	+5
Regular truanting	7	1	-6
Excluded from school	4	0	-4
Not in education, employment or training	20	32	+12

Figure 6.2: Path model of direct and indirect effects of mentoring

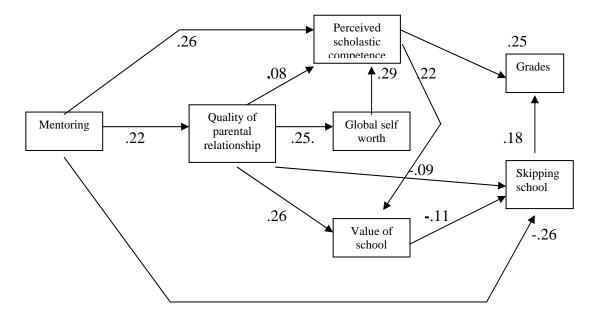


Figure 6.3: Pathways of youth mentoring

