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The Hong Kong Polytechnic University

Department of Applied Social Sciences

Enhancing the Effectiveness of a Youth Mentorship

Program: The Role of Mentor's Prosociality

LIN Wenjun

A thesis submitted in partial fulfillment of the requirements for

The degree of Doctor of Philosophy

June, 2013

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ABSTRACT

This study is aimed to investigate the role of mentor's prosocial personality in mentor-mentee relations and the key factors in developing and supporting a mentorship program. Three aspects were investigated. First of all, this study reframes youth mentorship program from the perspective of ecological systems theory and constructs a profile of quality mentoring relationship in terms of the process and role of relationship building. Secondly, it focuses on the cordial mentor mentee relationship, based on which mentor, with his or her prosocial personality, can contribute positively to mentee's creative and productive development. More specifically, this study provides empirical evidence that the level of mentor other-oriented empathy and helpfulness help predict the level of cordial mentor-mentee relations. This also demonstrates that on a social level, satisfaction in a mentoring relationship makes a relationship sustainable and brings benefit to both parties concerned. Finally, this study suggests that personality plays an important role in the program design, such as recruiting and selecting volunteers, and bringing into play mentor's prosocial personality in the training and supervision as well.

Data were collected from the participants and mentors from the Beijing Intensive Community Mentorship Program (BICM) on supporting the development of migrant workers' children in Beijing. Mixed methods approach was used for the

purpose of gaining a better understanding of the research questions. The

relationship between mentor's prosocial personality and mentee's positive

development was analyzed by Structural Equation Modeling (SEM). The overall

direct-effect model and the cordial model were compared and analyzed at

different time points. Mentor self-reports and mentee interviews were conducted

to triangulate the questionnaire data in the model building efforts. This study also

discusses the future directions of research and its implications for youth

mentorship programs as well as mentorship programs in cross-disciplinary

contexts.

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CHAPTER 1 - INTRODUCTION

We have witnessed in recent years the increasing popularity globally of mentorship programs as a health preventive intervention strategy for youth. For instance, both the World Health Organization (WHO) and the Center for Disease Control (CDC) have underscored mentorship programs as one of a few effective practices for youth violence prevention (WHO, 2002, 2004; CDC, 2002). Proponents of this type of intergenerational programs have suggested that benefits are found in the positive relational and functional outcomes, such as adolescents who participate in mentorship programs are more likely to gain developmental benefits, including better academic achievement, higher self-esteem, enacting more prosocial behaviors, and improved peer and parental relationships (e.g., Bowen & Chapman, 1996; DuBois & Neville, 1997; Grossman & Tierney; 1998; LoSciuto, Rajala, Townsend & Taylor, 1996; McPartland & Nettles, 1991; Rhodes, Haight, & Briggs, 1999; Scales & Gibbons, 1996; Werner, 1995). On a balanced note, however, a few discrepant program outcomes of youth mentoring have also been identified (Johnson & Sullivan, 1995; Keating, Tomishima, & Foster, 2002).

Youth mentoring can be defined as the interpersonal relationship established between a young person and a caring, competent individual who offers companionship, support, and guidance (Vella, 2011). It is encouraging that the concept of positive interpersonal relationships with extra-familial adults as a protective influence in the lives of youth has received increasing attention and

empirical support in recent years. However, few studies have focused

specifically on issues pertaining to the characteristics of mentoring relationships

and their implications for mentoring effectiveness (Grossman & Rhodes, 2002).

This missing link is not justifiable as Grossman & Rhodes (2002) have rightly

pinpointed that the formation of intensive one-to-one relationships is the "central

component" of mentorship programs.

To dress this concern, researchers raised some general propositions about

the associations between the relationship quality and effective mentoring. For

instance, they suggested mentoring relationships should have more intense and

regular mentor-mentee contacts (e.g., Tierney & Grossman, 1995; Grossman &

Rhodes, 2002). The better length of the relationship should be a period of 12-18

months (e.g., Grossman & Rhodes, 2002; Herrera, Sipe, & McClanahan. 2000).

There is a problem that the present researches are still mainly limited to a

variable-oriented approach (where the variables are studied separately). Youth

mentoring is practiced in multiple settings and for multiple goals (Eby, Rhodes

& Allen, 2007). Often when the focus is on studying relationship variables, the

youth mentee and the volunteer mentor dyad, as an organized, integrated and

functional whole, is easily lost. Therefore we do not know what relational and

situational factors may also be at work in shaping each mentee during this

time-limited relationship.

For mentoring to fully realize its promise as a safe and effective

intervention for young persons, continued expansion of effective mentoring

requires a better alignment of research and practice (DuBois & Karcher, 2005).

Rhodes (2005) has developed a model that delineates several processes and

conditions presumed to be important for understanding the effects of mentoring

relationships on youth (Figure 1.1). As shown in Figure 1.1, well-established

mentoring relationships may contribute to positive youth outcomes through three

interacting developmental processes: social-emotional, cognitive, and

identity-related.
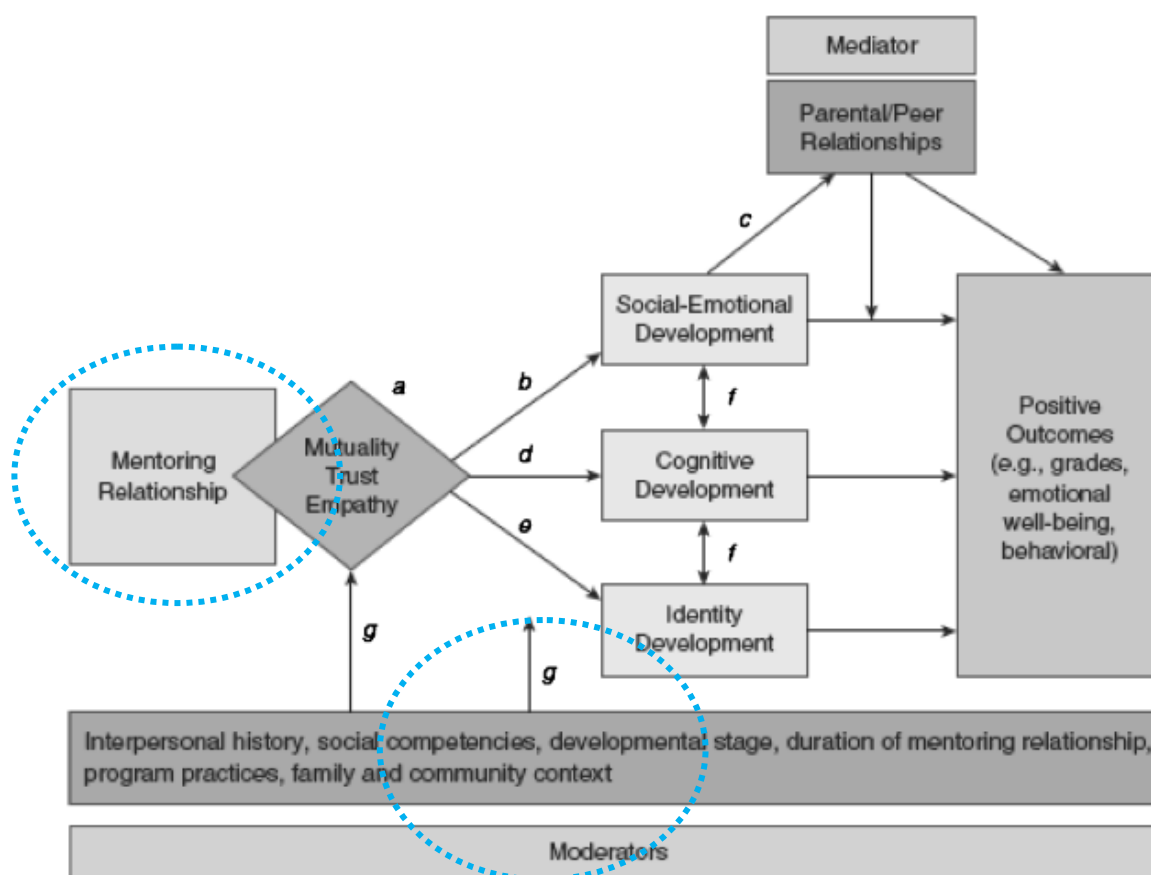
Figure 1.1. Model of youth mentoring

Although conceptual models proposing how individuals might benefit from

mentoring necessarily begin with the assumption that some types of relationship

exist between the young person and the mentor, the focus has been primarily on

the positive outcomes and psychosocial benefits to the mentees. However,

mentors, as a key component in any youth mentoring effort (Ragins, Cotton, &

Miller, 2000), have often been neglected in the literature inadvertently. Besides,

despite the prevalence of youth mentorship programs in organizations and

concern about their value, relatively little empirical research has been conducted

on how the personal qualities mentors brought to the relationship, for example,

mentor personality, may have impacted the relationship building process and

whether consequentially affected the effectiveness of the mentorship program in

general. To enhance the effectiveness, youth mentorship programs need to be

informed by a deeper understanding of the processes involved by mentor, mentee,

and mentor-mentee relationship.

Framing Youth Mentoring under Ecological Systems Theory

Youth mentoring is, by its very nature, a developmental phenomenon, and

ecological systems theory explains quite well such individual developments.

Ecological systems theory (Bronfenbrenner & Morris, 1998) proposes a model of

human development characterized by (a) an emphasis on an active person who

influences and interprets; (b) a focus on understanding the process underlying

development; and (c) attention to the interrelationships among multiple contexts

in which the developing person interacts with. As youth move from early to late

adolescence, they experience a normative expansion in their social networks;

more actively shape their social environments, and develop self-concepts that

include awareness of both their current and potential adult selves. Programmatic

mentoring is in fact promoting youth development through altering the

environment. In a mentoring process, mentee is introduced to a mentor and

builds a mentor-mentee relationship with the mentor, which constitutes an

important environmental factor exerting positive outcomes on the mentee's

cognition and identity as well as the social environment.

Bronfenbrenner (1979) has suggested that these person-environment

interactions take place at four different levels of systems: the microsystem,

mesosystem, exosystem, and macrosystem (Figure 1.2). A *microsystem* contains

the structures with which people have direct contact, and encompasses the

relationships and interactions people have with their immediate surroundings.

The *mesosystem* consists of relationships between two or more microsystems.

The *exosystem* (Bronfenbrenner, 1993) comprise the linkages and process taking

place between two or more settings, at least one of which does not contain the

developing person, but in which events occur that indirectly influence processes

within the immediate setting in which the developing person lives. Finally, the

macrosystem encompasses a person's micro-, meso-, and exosystems and

consists of the belief systems or ideology underlying a particular culture or

subculture (Bronfenbrenner, 1979). Thus, youth mentoring can be framed under

the ecological systems theory. (Figure 1.2)
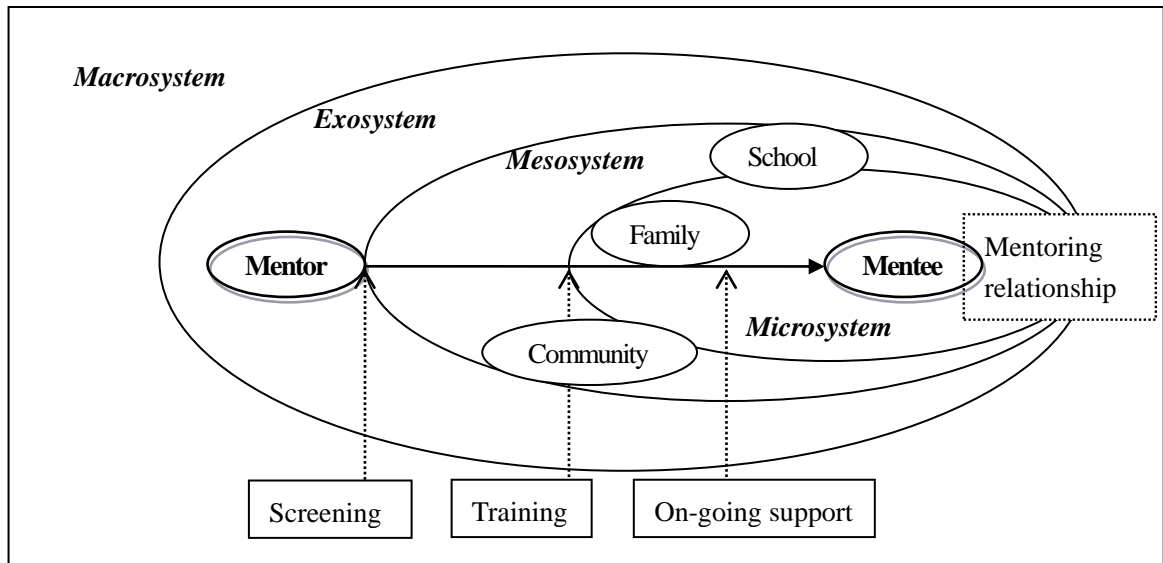
Figure 1.2. Youth mentoring framed in the ecological systems theory

Mentorship program can be considered as a *microsystem* itself such that it provides the youths with a range of settings – school, mentee's home, restaurant, camp site, sports ground and so on – in which participants are engaged in newly formed, time-limited intergenerational relationships; both mentees and mentors are to play new roles and confronted with a new set of norms. With the relationships being fostered through a series of activities, the mentees are guided to develop positive ends (Chan & Ho, 2005). Microsystem is defined as a pattern of *activities*, *roles*, and *interpersonal relations* experienced by the developing person in a given [face-to-face] setting with particular physical and material characteristics (Bronfenbrenner, 1979). We shall review the literature in detail later on to substantiate those three components.

Exosystem could be very useful for the formal mentorship program. Considering the difficulty of changing the mentee's existing environment, it is an effective strategy to bring appropriate mentor from the exosystem into the

multiple microsystems where mentees grow. As a result, to ensure positive

outcomes from the mentorship program, mentor screening and training is

necessary before the mentor-mentee relationship is established, so is on-going

support to this new relationship during the process.

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┌─────────────────────┐     ┌─────────────────────────┐     ┌─────────────────────┐
│  Mentor personality │ ──▶ │ Mentor-mentee relationship │ ──▶ │  Mentee development │
└─────────────────────┘     └─────────────────────────┘     └─────────────────────┘
                                         ▲
                            ╭─────────────────────────╮
                            │     Program settings     │
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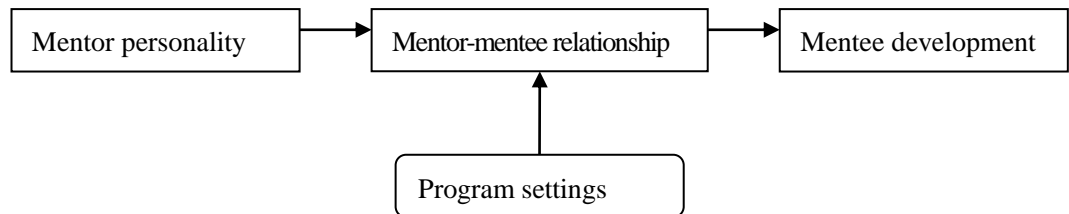
Figure 1.3. The role of mentor personality for mentee development

Volunteer Mentors in Formal Mentorship Program

In mentoring research, adolescence seemed to be taken as the primary target

for the age range of the mentees. In this critical age period, youth mentees

experience new or strengthened motives (Larson & Ham, 1993), such as sexual

desire and desire to fit into a peer group, sometimes to the extent of distracting

them from the course of development. Also in the adolescence stage, the

development of new levels of cognitive competence can strengthen youths'

capacity for agency and help them navigate through this period of rapid

development (Keating, 2004). Different to other types of mentoring, youth

mentoring as an intergenerational relationship-based intervention has suggested

that adolescents who participate in mentorship programs are more likely to gain

developmental benefits, including better academic achievement, higher

self-esteem, enacting more prosocial behaviors, and improved peer and parental relationships (e.g., DuBois & Neville, 1997; Grossman & Tierney, 1998).

Around the world, volunteers spend their time and effort to serve as mentors in formal mentorship program for youth. Youth mentoring serves as a social movement because some individuals voluntarily commit themselves to improving the well-being of youth outside their families. Although the effects of youth mentoring on positive development of the youths are promising, organizations that run mentorship program often have trouble in practice process. In fact, organizations that match volunteer mentors with youth in need often have trouble recruiting sufficient numbers of mentors and sustaining their involvement over time (Roaf, P. A., Tierney, J. P., & Hunte, D. E. I., 1994). In addition, different from many other forms of volunteerism in youth mentoring, there are strict exclusion criteria that must be applied to potential volunteers through a rigorous screening process (e.g., Roaf et al., 1994), making the process of recruiting volunteer mentors even more difficult. All of the above highlight the values of research efforts from the mentors' perspective.

Mentors are vital for the success of mentorship programs (Allen, Eby, & Lentz, 2006). A shared understanding of what "mentor" means is suggested by researchers: first, a mentor is someone with greater experience or wisdom than the mentee; second, a mentor offers guidance or instruction that is intended to facilitate the growth and development of the mentee; third, there is an emotional bond between mentor and mentee (Freedman, 1992). That is to say, mentors

have two tasks in a youth mentorship program, one is sharing with mentees experiences or skills, and the other is developing close relationship with the young person.

As Grossman and Furano (2002) pointed out, not every volunteer is right for every task. Mentor screening requires an adequate understanding of how and why some volunteers may be more committed, and more appropriate for, some approaches of building trust and responsibilities than others. Penner (1995) and his colleagues have found evidence for a "prosocial personality", a constellation of traits and attitudes that may lead some individuals to be more likely to help in general than others. Thus, prosocial personality can be the most important personality characteristics to look for in a person aspire to become a mentor. The purpose of this study is to investigate the role of mentor's prosocial personality in mentor-mentee relationship and the key factors in the development of a mentorship program.

Beijing Intensive Community Mentorship Program (BICM)

Youth mentorship program under different social context have different goals. Along with the further performance of reform and opening-up policy as well as the acceleration of urbanization, migrant workers have become a significant social group that cannot be ignored in modern Chinese cities. Therefore, the health and development of migrant worker children are attracting more and more public attention recently. Led by the Hong Kong Polytechnic University with the involvement of Peking University, Griffith University of

Australia, China Youth University for Political Sciences (CYU) and Beijing

CDC, and sponsored by Hong Kong Youth Foundation, the "School-Based

mobile children health and development intervention research" with its steering

committee was officially launched in July, 2008 in Beijing. This program is

devoted to improving the growth capacity and professional training opportunities

for mobile children, establishing a practicable community intervention model,

and preventing intergenerational poverty.

The Beijing mentorship program is an important part of the "School-Based

mobile children health and development intervention research". This program,

which is co-hosted by the Hong Kong Polytechnic University, Youth Foundation,

and Youth Life Education Center of CYU, sets up the platform for one-to-one

service of university volunteers for the mobile children with the collaboration of

CYU, Capital Normal University, Capital University of Economics and Business,

China Institute of Industrial Relations, and China Women's University.

The first cohort of participants of mentorship program was officially

launched in September, 2008 and came to a successful conclusion in May, 2010.

It served 162 mobile children, among whom 142 were junior middle school

students and 20 were from professional high schools. The second cohort of

participants was officially launched in September, 2010 and ended in June, 2011.

It served 184 children, among whom 11 were sixth grade students of primary

school and all the other children were first year students in junior high school.

During the almost one year service, 350 mentors from the above five universities went into the communities, schools and family dwellings of the mobile children and spent time each month with the children so that they could become good friends. By giving after-school tutorials, doing some recreational and sports activities or touring around the Beijing city with the mobile children, the mentors also helped them improve their ability to adapt to the urban life, to find their own potential and to make plans for the future. While helping the mobile children, the mentors also achieved personal growth.

Research Questions

The purpose of this study is to investigate the role of mentor Character in influencing the positive development outcomes of mentees in the context of a mentorship program in Beijing for migrant workers' children. All the research findings could inform the practice and training of mentors in order to enhance the quality of mentors, mentorship programs as well as mentoring relationships. The study includes two main research questions.

Research question # 1: What is a mentor-mentee relationship by types?

This research question aims to develop a typology of quality mentoring relationship. Since formal mentorship programs often target "at-risk" young people involving volunteer adults as mentors, there is a big challenge in mentoring relationship establishment (Parra et al., 2002). Through building up a profile of quality mentoring relationship and linking with qualitative textual analysis by situation, results of the analysis that inform this research question are

expected to help construct a structure of the model for the other research question.

Research question # 2: What is the relationship between mentor's prosocial personality, mentee's growth, and mentoring relationship?

This research aims to investigate the role of mentor's prosocial personality in mentee's positive development under different relationship types. Youth mentoring is defined as the personal relationship established between a young person and a caring, competent individual who offers companionship, support, and guidance. In order to enhance the program effectiveness, this study also explains the role of mentor's prosocial personality in mentoring relationship by qualitative analysis. The results can be used to discuss how the mentoring relationship is influenced by mentor's prosocial personality in terms of process and role.

Research question # 3: What is the transactional process of mentoring relationship?

The mentors as adults in environment can play a very important role in youth positive development process. What we are concerned with is how to choose volunteers with prosocial personality for mentoring, and giving the right attention to prosocial personality of mentors play in the training and mentoring process it deserves. Following research question 1 and research question 2, we aim to investigate the key factors in the development and support of a youth mentorship program as well as the perceived benefits and costs of mentors

participating in that program. Three aspects of youth mentorship programs are examined: efforts invested in the mentor screening, the perceived effectiveness of the training mentors receive, and the perceived level of on-going support for the mentoring. Examination of these key factors is important in order to enhance the attractiveness of youth mentorship programs to prospective mentors. Designing and supporting mentorship programs to increase perceived benefits (e.g., social recognition, improved academic attainment) and reduce perceived costs (e.g., mentoring is too time-consuming) to mentors should be helpful in both recruiting and retaining the volunteer mentors (Herrera, Sipe, & McClanahan, 2000).

CHAPTER 2 - LITERITURE REVIEW

This chapter serves to frame the youth mentorship program under

ecological systems theory – PPCT model. This framework is used to define the

key terms and organize the findings to understand the role of mentor's prosocial

personality in the transactional process of mentoring relationship. After the

descriptions of the PPCT model and the theoretical framework, an overview of

how this model is understood in the Beijing program is presented. Lastly,

mixed-methods approach is provided to integrate the qualitative and quantitative

findings in a multi-level intervention context.

Theoretical and Operational Model (PPCT)

Bronfenbrenner (1979) – a pioneer in developmental psychology –

developed a theoretical and operational model for investigating the role of the

environment in shaping human development through the life course. That was

referred to as a *process-person-context-time* (PPCT) model. In this model, the

characteristics of the person were both a producer and a product of development.

Processes were not limited to interpersonal interaction; they also involved

interaction with objects and symbols. Under these circumstances, for reciprocal

interaction to occur, the objects and symbols in the immediate environment must

be of a kind that invites attention, exploration, manipulation, elaboration, and

imagination (Friedman & Wachs, 1999). The power of the *process* (in this study,

mentoring relationship building) varies systematically as a function of the

characteristics of the *person* (in this study, mentee's positive development) and

of the environmental *context* (in this study, mentor's prosocial personality). The processes must occur over extended periods of *time*. There are several key time points in establishing and developing mentoring relationship, so we will use another stage theory of change (Keller, 2005) to introduce time and process components (Figure 2.1).

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┌─────────────────────────┐      ┌─────────────────────────┐      ┌─────────────────────────┐
│ Mentor's prosocial      │ ───> │ Mentor-mentee           │ ───> │ Mentee Development      │
│ Personality             │      │ Relationship            │      │                         │
└─────────────────────────┘      └─────────────────────────┘      └─────────────────────────┘
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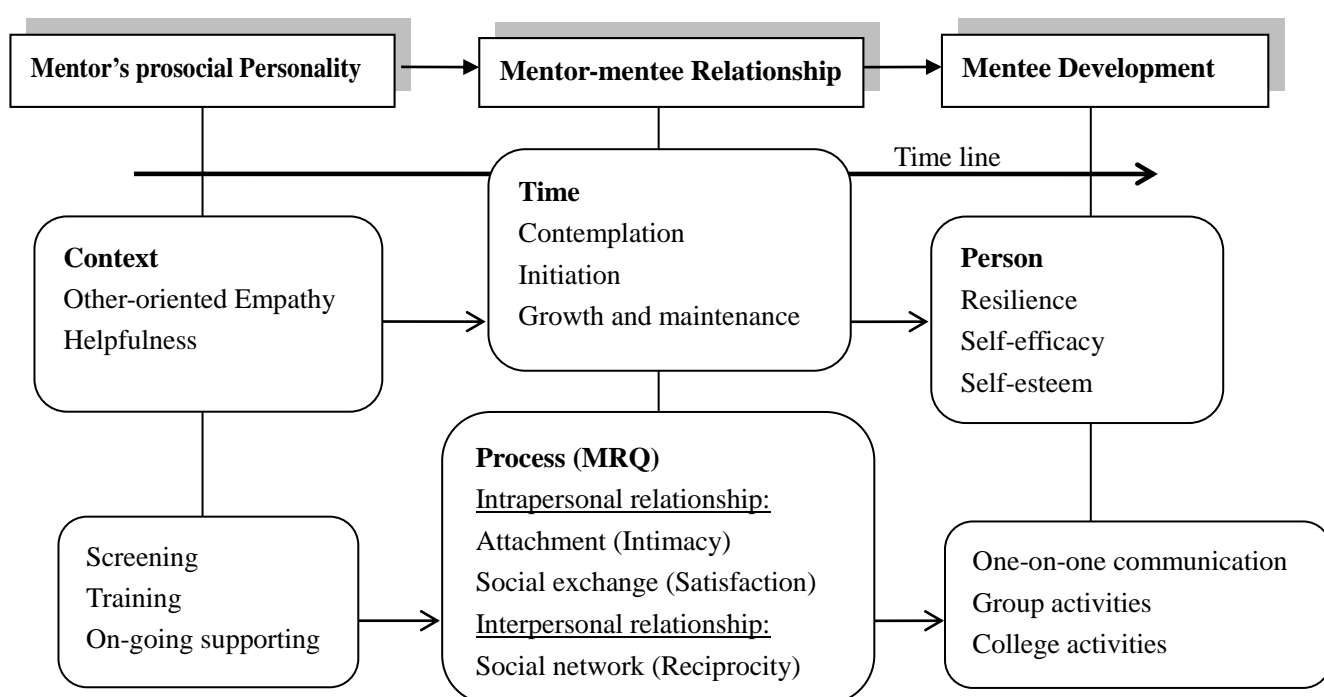
Figure 2.1. Theoretical framework

A youth mentorship program seems to open up to its participants an ecological system in which participants' behaviors are in constant interactions with and interdependent to their immediate environments with the potential that the behaviors of the participants could be changed more positively in specific settings. In formal youth mentoring, mentor personality plays an important role in mentor-mentee relationship, while mentors themselves grow during the

training and ongoing support process. In this study, PPCT model was used to connect the mentor's prosocial personality, quality mentoring relationship, and mentee's positive development. The mentor's prosocial personality was regarded as a new construction of quality mentoring relationship to enhancing the program effectiveness.

Ecological systems theory offers three important insights into the study and practice of youth mentoring. First, it focuses on the roles of both mentor and mentee in shaping the interaction and developmental processes that drive mentoring. Second, it focuses on the process of mentor-mentee relationship development. Third, it focuses on how mentor-mentee relationships fit into the broader context of social networks mentee and mentor are in. The latter point is key to the understanding of the mentoring relationship from the micro and macro perspectives. These focuses were discussed to cover the theoretical framework.

Person: Mentoring Migrant Worker Children

To address the many unanswered questions with regard to youth mentoring relationships from an ecological framework, the Beijing project was launched in September, 2008, with Dr. Charles Chan as the principal investigator. In Beijing mentorship program, migrant worker children were considered as having low motivation in learning and lacking resources in development to face life in the city. The program requires these young participants (mentees) to pair up with college student volunteers (mentors) on a one-to-one basis. As mentioned, a mentorship program can be considered a *microsystem* where participants are

engaged in newly formed, time-limited intergenerational relationships. With the relationships being fostered through a series of activities agreeable to both mentees and mentors, the migrant workers' children are guided to develop positive ends. Successful follow-up mentee interviews and mentor self-reports have been collected to yield the important finding in identifying PPCT model that mediated *Relationship Asymmetry*.

Migrant Worker Children

It is estimated that the migrants from rural to urban areas account for about 10% of China's population and 12% of these migrants are children of school age. As is well known, the changes in home environment, education environment and interpersonal relationships inevitably influence the personal growth of mobile children. According to many empirical researches, due to various environmental and social factors, mobile children are obviously weaker than the native children in terms of personal psychological health status (Xiong & Ye, 2011), family and interpersonal communication (Gan & Chen, 2012), education (Feng, 2011) and social integration and identity (Wang & Wang, 2011), etc. For the ever increasing migratory group and the urban society as well, these social service programs and social policies that help mobile children adapt to urban environment and improve their own conditions seem more urgent and significant. (Table 2.1)

Table 2.1

Mechanism of social and environmental factors on development of migrant worker children

Factors	Key points
Personal psychology and interpersonal communication	Based on the ideas of management and interaction, study the management model and social supporting system about the education of mobile children From the point of view of the practical problems of the mobile children, explore practical management models and social supporting system including policies and laws with the brand new educational management ideas as the theoretical basis Main problems: Social anxiety, loneliness, self-abasement, problem behaviors, lower levels of self-consciousness, lower levels of self-esteem, and more negative character qualities
Family	The parents' expectations of the children influence the parent-child communication and thus influence the academic achievements of the children. Loneliness of the children is mainly due to whether the parents care about their children and guide their thoughts, and whether the children get the love from both father and mother.
Education	To enjoy the treatment under fair fees (education opportunities, environment) To improve poor academic adaptability and insufficient study efficiency
Social integration and social identity	Discrimination consciousness, relative deprivation, and identity crisis (Household registration system)

Mobile children share the characteristics of lower sense of self identity (Zheng, 2009), depression (Liu, 2010), unstable emotion (Yuan, 2009) and serious self-abasement (Zeng & Li, 2007). In addition, mobile children have difficulties and problems in terms of getting used to city life, especially getting used to the school environment (Hu & Guo, 2007). Among the mobile children,

those who are bad at academic studies account for 20% while among the children

of similar age the percentage was only 3.3% (Zeng & Li, 2007). The adaptability

of mobile children in public schools will become worse in family, school and

society as they grow up (Zeng & Li, 2007).

The effects of mentorship program have been recognized by the

international community (especially in America). The randomized control trials

have shown that youth mentoring could enhance the children's confidence,

reduce their misconducts in schools and help them establish relationships with

adults (PPV, 2002). By reviewing over 70 academic articles on mentoring

programs, the comprehensive analysis and research also come to the conclusion

that the program is beneficial for personal psychological health, social

communication ability and academic behaviors, which serves as an effective

prevention method (DuBois et al., 2011). Beijing program aims to prevent the

development of poverty and intergenerational poverty of the children from

migrant worker families through youth mentoring.

Adolescents in lower income households tend to have a relatively smaller

social support network than their middle or upper class counterparts and seek

support from peers rather than adults in their social networks (Furstenberg &

Hughes, 1995). Nonetheless, presence of a strong personal support network in

the adolescence of economically-disadvantaged youth is associated with the

likelihood of tertiary education attainment and economic stability (Evans, 2004).

Beijing mentorship program may be seen as a public transmission of positive

assets to adolescents in poverty, with a direct financial assistance and a

mentorship program for building both financial and non-financial assets

respectively. The rationale is to create education and vocational opportunities for

them and to break the intergenerational poverty transmissions cycle.

The Beijing Mentorship Program

A mentoring relationship may evolve naturally between a youth and an

older, more experienced member of his or her existing social network.

Alternatively, a mentor may be introduced into the youth's life through a formal

intervention program. The Beijing mentorship program is a community-based

formal mentorship program. It was an important part of the "School-based

mobile children health and development intervention research". An interpersonal

network that shows concern for mobile children was established through

multilateral collaboration. The various community resources were integrated

systematically into disposable assets available to the youths, which could

improve their starting point when they step into the various working and learning

environments in the society. The mentorship program has been remarkably

successful, and it is similar to the model taken by the "Child Development Fund"

in Hong Kong. In April, 2008, the Hong Kong Special Administrative Region

(HKSAR) government launched a HK$300 million "Child Development Fund

(CDF)" to encourage 13,600 youths from disadvantaged families to participate in

an Intensive Community Mentorship program (ICM), a targeted saving program

and the execution of a personal development program.

The Beijing mentorship program has been held for three consecutive cohorts since it was launched at the beginning of 2009. It aims to "improve the growth ability and professional training opportunities of the migrant farmers' children, establish a feasible community intervention model, and prevent intergenerational poverty" (Shi, 2012). In addition, the program can build a platform on which the university students in Beijing are able to develop a healthy and meaningful intergenerational relationship with the migrant worker children with the support of the elites in communities. Thus it can help the mentees develop good personal psychological and social qualities and interpersonal relationships which can serve as the "deployable" assets for the growth and development of these teenagers.

Participants in the Beijing mentorship program and their respective goals include:

1. Children of migrant workers: to gain a broader vision and social capital with the help of adult mentors; to set clear self-development goals and paths. Their participation method is to receive mentoring service and to support this research.

2. Adult volunteers (colleege students and community elites): to know, participate in and benefit the society; to achieve self-improvement. Their participation is to provide mentoring service and support this research.

3. Teachers and researchers in universities: to gain knowledge and statistics of mobile children and migrant population. Their participation is to launch

mentorship programs in various universities and participate in the study of beneficiaries such as mobile children.

4. Other community-based organizations: some government authorized organizations, including Chinese Academy of Social Sciences, Chinese Academy of Medical Sciences, Beijing CDC, New Path Foundation, etc.

5. Schools for mobile children: to enhance their capacity to run the school and to gain social resources; to enhance the school-running quality. Their participation is to support mentorship program.

6. Hong Kong Youth Foundation: to supervise the operation of the whole program; to establish for Beijing a   mentoring program model that will be regarded as replicable in multi-cites and universities.

7. Hong Kong Polytechnic University: to design and supervise the research; to research and develop a technology transfer model of the said mentoring program together with the Hong Kong Youth Foundation.

The existance of different participating groups provides a wide range of mentoring relationship that may be differentiated by context (e.g., school, workplace, community), special population (e.g., gifted, disabled, at-risk youth), and developmental period (e.g., children, adolescents) (DuBois & Karcher, 2005). This diversity is further multiplied because mentors may adopt a variety of potential mentoring roles (e.g., tutor, coach, counselor), emphasize particular aspects of youth development and functioning (e.g., academics, physical health, emotional well-being), and maintain differing levels of contact and length of

involvement in their relationships (Sipe, 2005). It should be emphasized that, mentoring relationship quality was predictive of future mentorship program effectiveness. Under ecological systems theory, this study redefined the mentoring relationship quality utilizing a number of basic interpersonal relations to construct the operationalized model of mentoring relationship process.

PPCT-model highlights two pathways of intervention for participants: one-to-one meeting and program activity as micro and meso, person and process. Mentoring relationship can be understood as the micro level process, with what Person (youth mentees), within an interpersional relationship building Process, at specific Context (college student mentors in university-community context) and a time-limited period (relationship stages) components. Mentorship program, on the other hand, can be understood as a meso level progress, with what person (mobile children), context (migration and disadvantage environment) and time (youth, transition in schooling and life) components.

In this theoretical framework, the part within the dotted lines refers to the mentor-mentee relationship, the quantitative and qualitative findings of which apply to other youth mentorship programs. And the part beyond the dotted lines is oriented towards youth mentorship program, for which we will take into account various objectives and social contexts and discuss through qualitative methods. (Figure 2.2)
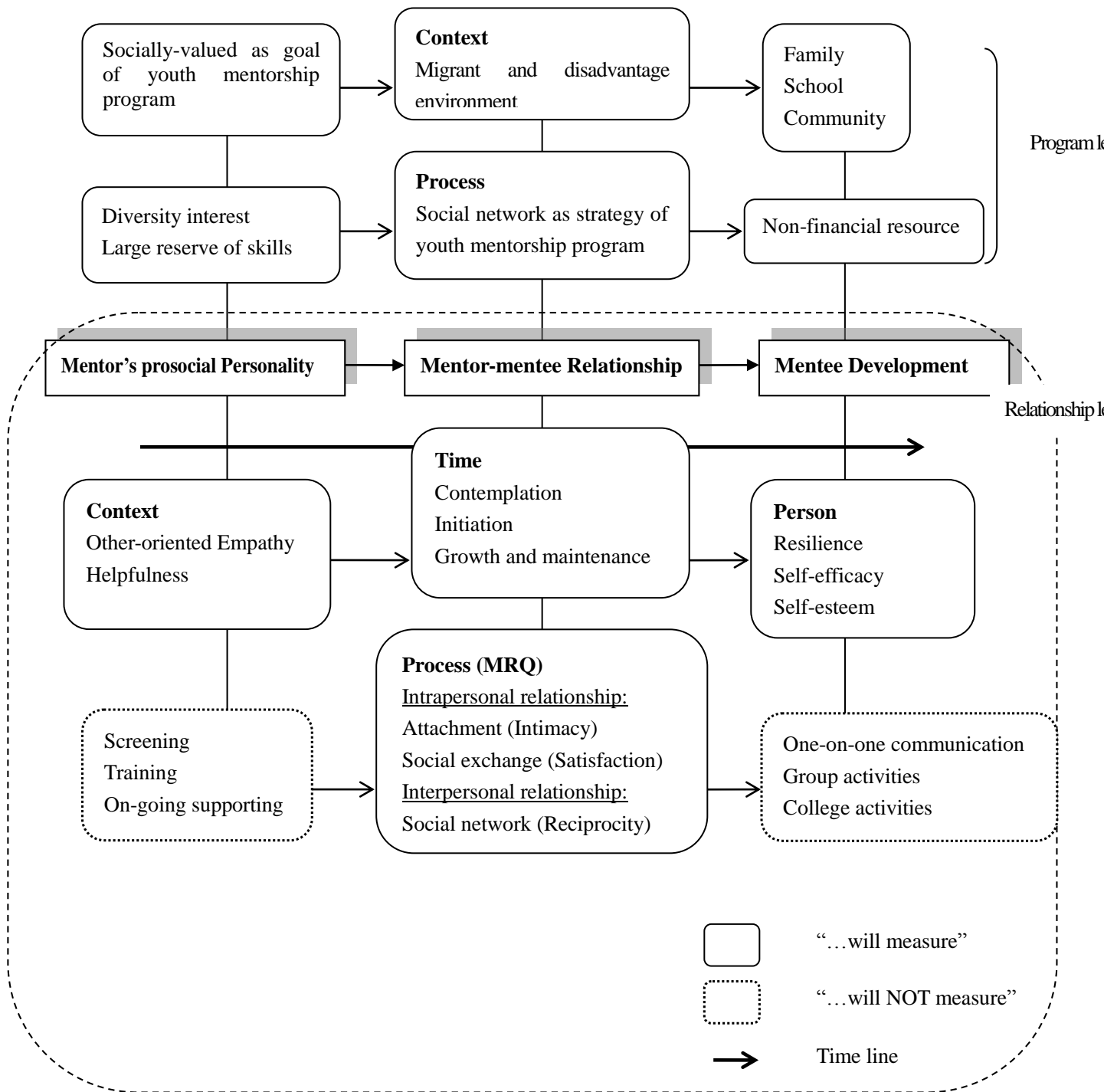
Figure 2.2. Theoretical framework

Process: Mentoring Relationship Quality (MRQ)

Researchers highlighted the core position of developing mentoring

relationship between mentor and mentee as the key factor of mentorship program

sustainability (MENTOR, 2005) and positive mentoring outcomes (Herrera et al.,

2007; Tierney, Grossman, & Besch, 1995). The conception and assessment of

Mentor Relationship Quality (MRQ) varies according to theoretical orientation

and practice purposes. This essential relationship, including satisfaction,

closeness or belonging, is very important for sustaining the commitment made

by volunteer mentors (e.g., DuBois & Neville, 1997). Three theories about

interpersonal relationship, i.e., Social exchange theory, Attachment theory, and

Social network theory (Eby et al., 2008; Allen et al., 2010; Bozionelos & Wang,

2006) are helpful to explain the interpersonal relationship between mentors and

mentees, and the corresponding three types of relationship conceptualized in the

MRQ framework in this study. These three types of mentoring relationship may

occur at the same time or separately at different stages of mentoring process.

(Table 2.2)

Table 2.2

Theories about interpersonal relationships that influence youth mentoring

	Attachment theory	Social exchange theory	Social network theory
Key concept	Secure	Reward	Trust
Relationship Factors	**Intimacy**	**Satisfaction**	**Reciprocity**
Measurement	Anxiety and avoidance	Need and interest	Diversity and tie strength
Role of mentor	Strange adult	The one who brings benefits	Network member
Control of mentor	High	Medium	Low

Attachment Theory

Attachment theory is especially relevant for studying youth mentoring

relationships because mentoring relationships can be considered to be close

relationships between mentors and the young people. Mentors have often been

referred to as attachment figures such as father, mother, sister, or brother by their

mentees (Ainsworth, 1991). The formal and informal positive developmental

functions mentors provide to mentees are similar to the safe haven and secure

base provided by attachment figures. Attachment theory can help us gain insight

into how the significant interpersonal relationships mentors and mentees have

experienced in their lives help shape their reactions and how they approach

mentoring relationships in an organizational context (Bravo & Yuan, 2006;

Wang, Greenberger, & Noe, 2003).

Attachment theory is in essence a *spatial* theory: when I am close to my

loved one I feel good; when I am far away I am anxious, sad or lonely (Bowlby,

1969). This secure base is then thought to enable the child to put attachment concerns aside and focus on exploring the physical and social world, which, in turn, promotes development. Attachment theory offers a promising model with which to examine individual differences in mentors and mentees and the effects these differences may have on mentoring processes. Attachment styles are developed early in life and shape individuals' perceptions and behaviors in interpersonal experiences (Collins & Read, 1994). Recent attachment research uses a four-category model of attachment based on the underlying dimensions of anxiety and avoidance (Bartholomew, 1990; Brennan, Clark, & Shaver, 1998; Fraley & Waller, 1998). Anxiety assesses the extent to which individuals worry about being rejected by others and believe they are unworthy of others' care, value, and support. Avoidance assesses the extent to which individuals are uncomfortable with closeness, therefore limiting their interdependence with others. The two dimensional model results in four prototypic attachment styles: secure (low anxiety–low avoidance), preoccupied (high anxiety–low avoidance), dismissing (low anxiety–high avoidance), and fearful (high anxiety–high avoidance).

Most mentors feel comfortable communicating with their mentees and devote considerable time and effort to supporting and developing the relationship (Ortiz-Walters & Gilson, 2005; Ragins, Cotton, & Miller, 2000). Mentors high in anxiety but low in avoidance usually tend to develop closeness with others. While helping the mentee, this group of people may be over enthusiastic, in

which case other-oriented empathy is helpful for understanding what the mentee thinks. Mentors high in avoidance usually value independence, self-reliance and tend to limit closeness and interdependence with others (Bartholomew & Horowitz, 1991; Hazan & Shaver, 1987). Thus, we expect highly avoidant individuals who are predisposed to distance themselves from close relationships to be less willing to serve as a mentor in the future.

What merits particular attention is although attachment model is able to explain the natural mentoring relationship, it becomes insufficient and inappropriate when we only regard the mentoring relationship in the mentorship program as an affectionate bond. According to attachment theory, positive outcomes of mentoring relationship depend on mentee attachment style. The establishment of intimacy relationship is something valuable which can only be gained by chance for volunteer mentors. Meanwhile, professional intervention is needed when mentor interacting with youth with insecure attachment. This study does not directly measure the attachment style of the mentor, but includes intimacy as a key indicator of mentoring relationship.

Hypothesis 1 (a): Relationship intimacy relates positively to mentee's positive development.

Social Exchange Theory

Social exchange theory proposes a model of human behavior that views an interaction between two people as an exchange where the cost of participation in the relationship is compared to the perceived benefits (Homans, 1958; Thibaut &

Kelley, 1959). The basic premise of social exchange theory is that when an individual perceives that a relationship will provide greater rewards than costs, he or she will be more inclined to develop the relationship (Blau, 1964). Social exchange theory applied to youth mentoring suggests that young people will favor a mentor believed to bring desirable attributes and competencies to the mentoring relationship that will result in a mutually satisfying relationship.

Mentoring appears to be a win-win intervention with positive benefits accruing to not only individual mentors or mentees but to work groups and the organization itself as well (Dreher & Cox, 1996; Ragins & Scandura, 1999). There are potential contributions of social exchange theory for understanding youth mentoring relationships. First, social exchange theory clarifies mentors' behavior from the perspective of functionalism. It points out what support and assistance a mentor can apply to the mentee instead of being confused. Second, social exchange theory holds that mentors and the youth get involved in the mentoring relationship due to the driving of interest. The relationship sustains and develops under the condition that they benefit constantly from the social network set up by the two sides. The sustainable mentoring relationship is the guarantee of the psychological and social development of youth. That function might motivate adults to become mentors and sustain their long-term commitment to their mentees (Wayne, Shore, & Linden, 1997). Additionally, observing the mentoring relationship from the individual level, we might wonder whether support from mentors can compensate for the absence of certain types of

relationships, such as parents or peers. In this process, mentor's prosocial

personality sets the basis that mentor is willing to mobilize resources to provide

support to the mentee. These personalities, such as empathy and responsibility,

to some extent help form, maintain or terminate the relationships.

Beyond the metaphorical level, social exchange theory may also provide

tools for understanding the complex relations among social structure, interaction

and support. The tangible and intangible currencies that are exchanged between

two people in a relationship are typically classified into six broad categories of:

love/emotional support, status, information, money, goods, and services (Foa &

Foa, 1974). These social exchange categories can be related to the three types of

support mentors offer their mentees (Scandura, 1992), that is, **psychosocial**

support (Kram & Isabella, 1985), **emotional support**, and **support of skills**.

Other-oriented empathy ensures what mentor provides is attractive and useful;

and helpfulness sets the basis that mentor is willing to mobilize resources to

provide support to the mentee. These personalities to some extent help form,

maintain or terminate the relationships. From the organizational perspective, the

intangible and tangible currencies that are exchanged between mentors and

mentees can provide a unique and operable basis for program design and

management, and accordingly promote the program effectiveness.

Hypothesis 1 (b): Relationship satisfaction relates positively to mentee's

positive development.

Social Network Theory

Mentoring relationships are among the most significant relationships that youth develop with non-parental figures (Cavell & Smith, 2005; Klaw and Rhodes, 1995). In natural mentoring the relationship is embedded in the young person's social network and seems to fulfill a special empowering role between parents and friends. Since natural mentors are not always part of the social network of youth, especially those from underprivileged or risk populations (Rhodes, 2002), organized mentorship programs have been suggested and implemented to fill this gap. From the social network perspective, mentorship program practice is to support the youth to set up their social networks through social support approach, accumulate social capital and transfer it to their personal asset.

Social network, which is characterized by norms of trust and reciprocity (Putnam, 1995), is emphasized by its benefits in helping youth gain access to the individuals, activities, and resources they need to constructively move forward in their development (Zippay, 1995). By sharing their own networks of friends and colleagues, exposing youth to new ideas, and helping them set goals, mentors can help mentees discover a wider world. There are two core concepts from social networks theory – network diversity and tie strength. Network diversity represents the degree to which network members differ in their group affiliations and status. In other words, the range of one's relationships implies network diversity: a high-range mentoring network includes a mentor with different

network members from different social systems, such as other mentors, project staffs, school teachers or mentee's parents. Higgins and Kram (2001) referred to Granovetter's seminal work in defining relationship (tie) strength as the level of "emotional affect, reciprocity, and frequency of communication" with those in the developmental network. They also pointed out that strong ties involve bonds with one's network characterized by considerable interdependence and reciprocity, and a high level of motivation in network members to help each other.

Social network appears twice in the theoretical framework. The one within the dotted lines refers to mentor-mentee relationship built upon social network. The one beyond the dotted lines is oriented towards youth mentorship program, which means that mentorship program breaks the intergenerational poverty transmissions through building social network. The Beijing mentorship program aims to prevent the development of poverty and intergenerational poverty transmission in migrant worker families. These youths tend to have a relatively smaller social support network than ordinary urban children. The mentorship program may be seen as a public transmission of positive assets to adolescents in poverty, with a direct support from mentoring relationship and the indirect support from the mentorship program and program activities. The rationale is to create a positive relational environment for the development of youth, and to increase the opportunities for them to break the intergenerational poverty transmission cycle.

Hypothesis 1 (c): Relationship reciprocity relates positively to mentee's positive development.

Context: Mentor's prosocial Personality

What motivates volunteer mentors' ongoing assistance to their mentees? In the following part, we will discuss mentor's prosocial behavior as well as related individual characteristics in the Beijing mentorship program contextually, in order to understand the role of mentor's prosocial personality in effective mentoring.

Mentor's prosocial Behavior

A mentor is an older more experienced person who seeks to further the development of character and competence in a younger person by guiding the latter in acquiring mastery of progressively more complex skills and tasks in which the mentor is already proficient (Bronfenbrenner, 1998). By acting as a mentor, one is performing prosocial behaviors (Mullen, 1994). It seems reasonable to view mentoring others as a specific form of prosocial behavior.

Prosocial behavior represents a broad category of acts that are defined by some significant segment of society and/or one's social group as generally beneficial to other people (Penner et al., 2005). In mentoring context, the terms of 'helping behavior', 'prosocial behavior', and 'volunteerism' are frequently used interchangeably. However, they may be distinguished the two for analytic purposes, especially for the study of prosocial personality.

● "Helping" is the broadest term, including all forms of interpersonal support.

- The meaning of "prosocial behavior" is narrower; in that the action is intend to improve the situation of the help-recipient. The actor is not motivated by the fulfillment of professional obligations, and the recipient is a person and not an organization.

- "Altruistic behavior" can survive and spread in a population as long as this behavior favors reproduction and survival of the organism that bears the gene (Hamilton, 1964).

- The term "volunteerism" arises within the organizational context and refers to the planned prosocial behavior.
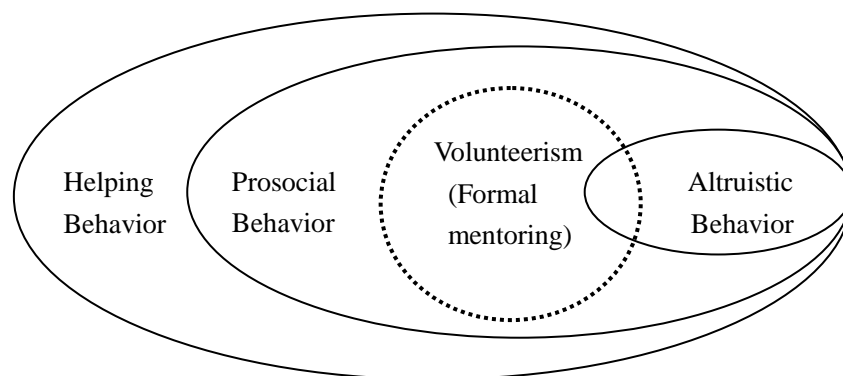
Figure 2.3. Understanding volunteerism (see Bierhoff, 2001)

From an ecological perspective, Penner (2005) made an explanation of prosocial behavior from micro, meso, and macro levels: The origins of prosocial tendencies in humans (e.g., neural or evolutionary bases) and the etiology of individual differences in these tendencies are the primary concerns of research at the micro level of analysis. The meso level of analysis focuses on the behaviors of helper-recipient dyads within the context of a specific situation. The macro

level of analysis concerns with prosocial actions that occur within the context of groups and large organizations (e.g., volunteering, cooperation). We aim to understand volunteer mentor's prosocial behavior from these three levels so as to explore the role of mentor's prosocial personality in mentee's positive development. (Figure 2.4)
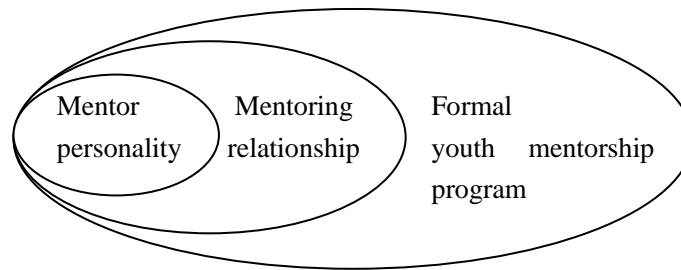
Figure 2.4. Understanding mentor's prosociality from environmental perspective

As a significant component of the micro level of analysis of prosocial behaviors, developmental psychology is interested in the origins and the causes of individual differences in prosocial responses to others. Among the micro-level analyses of prosocial behaviors, the developmental one is the first to explicitly address (a) the interplay of "nature" and "nurture" in the development of these behaviors, and (b) the development of individual differences in prosocial tendencies (Penner, 2005). Given these emphases, many researchers have attempted to identify the relationship between stable personal characteristics and the differences in prosocial thoughts, feelings, and actions. The influence of personality is regarded as the last major area in the micro level of discussions of prosocial behaviors.

Helping at the interpersonal level: one person helping another is the main concern of research at the meso level of analysis. Helping at this level has been the traditional focus of psychological work on prosocial behavior (Dovidio & Penner, 2001). As a kind social animal, it is difficult for a single person to finish one task totally on his own and separated from any social relationship. What we rely on is the interdependence between person and person. How we influence people around us and how we are influenced by them is the key point of social psychological research. The notion of meso-level helps us analyze the mutual influences between mentor and mentor, mentor and mentee, and between mentee and mentee, as well as the interaction between these individuals and the team in youth mentoring context.

Volunteering involves prosocial action in an organizational context, which is planned and that continues for an extended period (Penner, 2002). Youth mentorship program is associated with interpersonal relationships between mentors and mentees as well as mentee's development. There is a positive correlation between program effectiveness and mentee's positive development, including empathy and resilience. The formal mentorship programs can be conditioned to achieve a variety of objectives (e.g., reducing risk for delinquency and substance abuse, improving self-esteem, or increasing academic achievement). This is one of their primary benefits. Also, promoting the sustained development of positive relationships is a primary goal because longer-lasting relationships tend to yield greater benefits to youth, while

short-term relationships may have unintended negative consequences (Grossman & Rhodes, 2002). Mentor support groups may reinforce the role through the creation of a new social network with shared expectations. In this way, organizations that facilitate mentors' relationships with youth might do well to encourage the development of a role identity in mentors.

The Nature of Prosocial Personality

Prosocial personality is an enduring tendency to think about the welfare and rights of other people, to feel concern, and empathy, and to act in a way that benefits them (Penner & Finkelstein, 1998). Prosocial personality is composed of two factors (Penner et.al., 1995): *other-oriented empathy* (the tendency to experience empathy and to feel responsibility for, and concern about, the well-being of others) and *helpfulness* (a self-reported history of engaging in helpful or prosocial behaviors). In short, the first factor primarily measures the cognitive and affective components of the prosocial personality, while the latter measures behavior. It is also found that other-oriented empathy was strongly related to warmth and nurturance, while helpfulness was not. Instead it was associated with dominance, self-efficacy, and feelings of confidence and competence.

Other-oriented empathy and helpfulness have been found to correlate with the amount of time spent volunteering (Penner, 2002) and with length of volunteer service in a variety of organizations (Penner & Finkelstein, 1998). Both factors have been shown to have small but significant relationships as a

"buddy" to a person with AIDS, which may involve a "relationship-building" goal similar to that of youth mentoring. These two correlated factors can be the most important personality characteristics to look for in a person aspire to become a mentor.

Mentors with other-oriented empathy may take the feeling and opinions of mentees into consideration and have a close eye on their emotional and affectional changes. The activities they design are based on mentees' interests, hobbies and needs. Mentor's approach of *youth-centeredness* is directly related to other-oriented empathy in youth mentoring context. This kind of mentor approaches stands in contrast to more adult-centered or agenda-centered approaches that can leave the mentee feeling as if he or she has little control over the relationship's direction (Morrow & Styles, 1995). Mentors with youth-centeredness approach estimate the cost of helping others as lower, report more sympathy and concern for youth, and are more likely to help them with a personal problem (Carlo et al., 1991).

Helpfulness is originally assessed by individual's helping experiences. In the youth mentoring context, helpfulness means *performance* related to prosocial actions, such as introducing knowledge, information, or skills to the mentees. People who are high on helpfulness are inclined to perform prosocial actions, but they do not necessarily experience prosocial thoughts or feelings. Scores on performance have been found to correlate with willingness to serve as a mentor in a large organization (Allen, 2003). In this study, we choose to use mentor's

approaches, *youth-centeredness* and *performance standard* related to prosocial personality, to explain mentor's *other-oriented empathy* and *helpfulness.*

Hypothesis 2 (a): Mentor's prosocial personality relates positively to mentee's positive development mediated by relationship intimacy.

Hypothesis 2 (b): Mentor's prosocial personality relates positively to mentee's positive development mediated by relationship satisfaction.

Hypothesis 2 (c): Mentor's prosocial personality relates positively to mentee's positive development mediated by relationship reciprocity.

Other Mentor Characteristics Related to Prosocial Behavior

Apart from personality, other characteristics such as demographic characteristics may be important to volunteer mentors in mentoring process. Wilson (2000) and other sociologists focus attention on the social institutions and demographic factors that are associated with volunteering. With regard to social institutions, the family and religious organizations play important roles in the initial decision to volunteer. Volunteering is also strongly associated with the level of education and income (Independent Sector, 2002). One possible explanation of these findings is that better educated, wealthier people have more free time to donate because they are less constrained by their jobs [e.g., salaried, rather than hourly, employees (Wilson & Musick, 1997)]. This is especially true for youth mentorship program, in which volunteers establish and maintain good relationship with youth. In other words, not everyone with prosocial personality

is qualified for mentoring, and only those volunteers with diverse interest and large reserve of skills are capable of bringing more benefits to the mentee.

Given these findings, mentorship program organizers should note that, very often, these demographic characteristics cannot be controlled or changed easily in the actual program implementation. More amendable to program planning and mentor's training and supervision, however, is the mentor's prosocial orientation which consists of the relationship and program factors. Of course, prosocial personality plays a fundamental role in the mentoring process, without which even a very capable mentor will find it hard to qualify. As a result, this study was focus on the role of mentor's prosociality in quality mentoring relationships to enhance positive youth development through mentorship program settings. Considering different demographic characteristics required for various programs and social contexts, program settings should differ accordingly. We thus collected and analyzed qualitative data, to facilitate in-depth discussions of the demographic characteristics of mentors such as their interest, skills, and social network.

Time: Stages of Mentoring Relationship Development

As close relationship, youth mentoring relationship involves a pattern of social interaction over an extended time in which each mentor influences the subsequent behavior of the youth (Reis, Collins, & Berscheid, 2000). Although the development of relationships is clearly complex and highly variable, they do progress through a temporal sequence that generally includes a beginning,

middle, and end. In formal youth mentorship program, we need to regard the relationship building as a developmental process by *stages*. For different tasks at various stages, *program practices* will be different, too.

Stages

Mentoring relationships have self-stabilizing, homeostatic features that compensate for changing conditions in the environment (Keller, 2005). Over an extended time, these changes define the life course of a relationship, with adjustments to changing circumstances and significant events altering its developmental pathway. Because mentoring responds to the individual needs and circumstances of youth, every relationship follows a distinctive trajectory marked by turning points, transitions, and transformations.

As mentioned above, ecological systems theory emphasizes the significance of *process* in individual development, so *time* becomes an important dimension in understanding the influence of mentor's personality on mentor-mentee relationship. Examining what changes over the course of the relationship development is necessary and pre-conditioned for such intensive intervention. That is to say, we will use a stage model of change to introduce the *time* and *process* components of youth mentoring. The heuristic model that drives mentoring relationships into chronological stages thus may aid in the understanding of both normative processes and individual differences in their development.

The stage model suggested here is one part of Keller's model (Keller, 2005), which is based on Hinde's (1997) discussion of the periods of change in the course of a relationship and Fehr's (2000) overview of the life cycle of friendship. The model covers five potential periods in the developmental course of mentoring relationships: contemplation, initiation, growth and maintenance, decline and dissolution, and redefinition. From mentor's tasks' perspective, a better understanding of the mentoring processes involved in the *contemplation*, *initiation*, *growth and maintenance*, and conclusion of mentoring relationships holds promise for more effective intervention. With knowledge of the typical course in mentoring relationships, programs could anticipate challenges and provide supportive services at the crucial transition period in the mentoring process. Promoting the sustained development of positive relationship is a primary goal because longer-lasting relationships tend to yield greater benefits for youth, while short-term relationships may have unintended negative consequences (Grossman & Rhodes, 2002).

Although the development of relationships is clearly complex and highly variable, they do progress through a temporal sequence that generally includes a beginning, middle, and end stage. In formal youth mentorship program, we need to regard the relationship building as a developmental process by stages.

Hypothesis 3 (a): Mentor's prosocial personality relates positively to mentee's positive development mediated by relationship intimacy in the initiation stage.

Hypothesis 3 (b): Mentor's prosocial personality relates positively to mentee's positive development mediated by relationship satisfaction in the initiation stage.

Hypothesis 3 (c): Mentor's prosocial personality relates positively to mentee's positive development mediated by relationship reciprocity in the initiation stage.

Hypothesis 4 (a): Mentor's prosocial personality relates positively to mentee's positive development mediated by relationship intimacy in the growth and maintenance stage.

Hypothesis 4 (b): Mentor's prosocial personality relates positively to mentee's positive development mediated by relationship satisfaction in the growth and maintenance stage.

Hypothesis 4 (c): Mentor's prosocial personality relates positively to mentee's positive development mediated by relationship reciprocity in the growth and maintenance stage.

Program Practices

As mentioned before, supportive older adults—teachers, neighbors, extended family members, or volunteers—can lead to positive outcomes among youth living in high-risk circumstances (Rhodes, 2002). Mentorship programs are being increasingly advocated as a means of redressing the decreased availability of adult support and guidance in the lives of youth (Grossman & Tierney, 1998; Rhodes, 2002). Program practices directly related to volunteer

mentors should include screening, orientation and training, and support and supervision.

The screening process provides programs with an opportunity to select those adults who are most likely to be successful as mentors by looking for individuals who already understand that a mentor's primary role is to develop a quality mentoring relationship with at-risk youth. The process of developing a long-term, high quality relationship begins with the selection of mentors from among the adults who present themselves as potential volunteers. Volunteer screening determines the adult's suitability, ensures the safety of the youth, and protects the reputation of the program (Roaf et al., 1994).

Having selected the suitable volunteers, programs need to ensure that these adults are prepared for their new roles as mentors by providing good orientation and training. Orientation provides important opportunities to ensure that youth and mentors share a common understanding of their respective roles and to help mentors develop realistic expectations of what they can accomplish (Sipe, 1996). Effective orientations not only focus on explaining program procedures and requirements, but also invest in improving motivation of mentors. Findings from several studies are consistent with the view that mentor expectations and motivations play a role in the development of relationships in formal programs. In a path model using prospective data from Big Brothers Big Sisters (BBBS) matches, Parra and her colleagues (Parra et al., 2002) found that mentor-perceived self-efficacy at the beginning of the match was associated with

greater mentor-youth contact, greater involvement in program-relevant activities, and fewer mentor-reported obstacles to the relationship development. These factors were associated, in turn, with higher ratings of relationship closeness and with relationships of longer duration.

MacCallun (1999) suggested that one of the most important factors in the mentor retention is ongoing supervision and support, as it can renew enthusiasm for mentoring, give the mentors a sense of belonging and importance within the mentorship program "team", and prevent mentors' frustrations or concerns from escalating to where they decide to leave the mentorship program. Supporting may take various forms, such as regularly convened peer support groups, irregular consulting, and distributing a newsletter.

Methodology

Since the Beijing mentorship program is a service project with practicing goals, qualitative research is important for a better understanding of mentoring processes and relationships in certain context and situation. In addition, there are limitations in research conditions, such as sample size and research staff number. There are also different stakeholders such as school, college, family, organizer, and so on. Therefore, we selected a mixed methods approach of using mentee interview and mentor's self-report to compensate for the limitation of questionnaire survey to the research questions.

Mixed Methods Research

Mixed methods research can be regarded as a research methodology focusing on research questions that call for real-life contextual understanding, multi-level perspectives, and cultural influence (OBSSR, 2011). By definition, mixed methods research is a procedure for collecting, analyzing, and integrating both quantitative and qualitative data at some stage of the research process within single study for the purpose of gaining a better understanding of the research question (Teddlie & Tashakkori, 2003; Creswell, 2005). The approach of mixing both quantitative and qualitative data in one study is useful to capture the situation in context. The practice of youth mentorship program will encounter kinds of complex issues, such as the coordination between stakeholders, the participation of different large-scale groups, the project cycle and the sustainability of the project, etc. Meanwhile, youth mentoring is not only a project targeting youth, but also a multi-level issue concerning personal development. Quality mentoring practice aims at setting up a positive relationship between the mentor and the mentee during 12 to 18 months so as to provide proper support to mentees in their critical transitional stage between adult society and school. Consequently, we would adopt a mixed methods approach organically combing quantitative research and qualitative research and put the result into practice so as to assess and enhance the effectiveness of youth mentorship program.

After selecting a mixed methods approach for the study, we need to make a decision on the specific design that best addresses for the research question and condition. There are four major mixed methods designs, which are the Triangulation Design, the Embedded Design, the Explanation Design, and the Exploratory Design (Creswell, 2003). As mentioned in the review, researchers have raised some general propositions about the associations between the relationship quality (i.e., positive relationship outcomes) and effective mentoring (i.e., positive program (functional) outcomes). However, few studies have focused specifically on issues pertaining to the characteristics of mentoring relationships and their implications for mentoring effectiveness (notable exceptions are DuBois & Neville, 1997; Furano et al., 1993; and Grossman & Rhodes, 2002). To address this concern, we chose the mixed-methods sequential explanatory design for the research because qualitative data (mentor's self-reports) would help explain and strengthen quantitative results (modeling). In this study, the quantitative data and their subsequent analysis provided a general understanding of the role of mentor's prosocial personality in the quality of youth mentoring relationship. The qualitative data and their analysis refined and explained those statistical results by exploring mentors' views in depth. The outcome of the integration of the quantitative and qualitative results could be used to guide best practice of youth mentorship program (Figure 2.5).
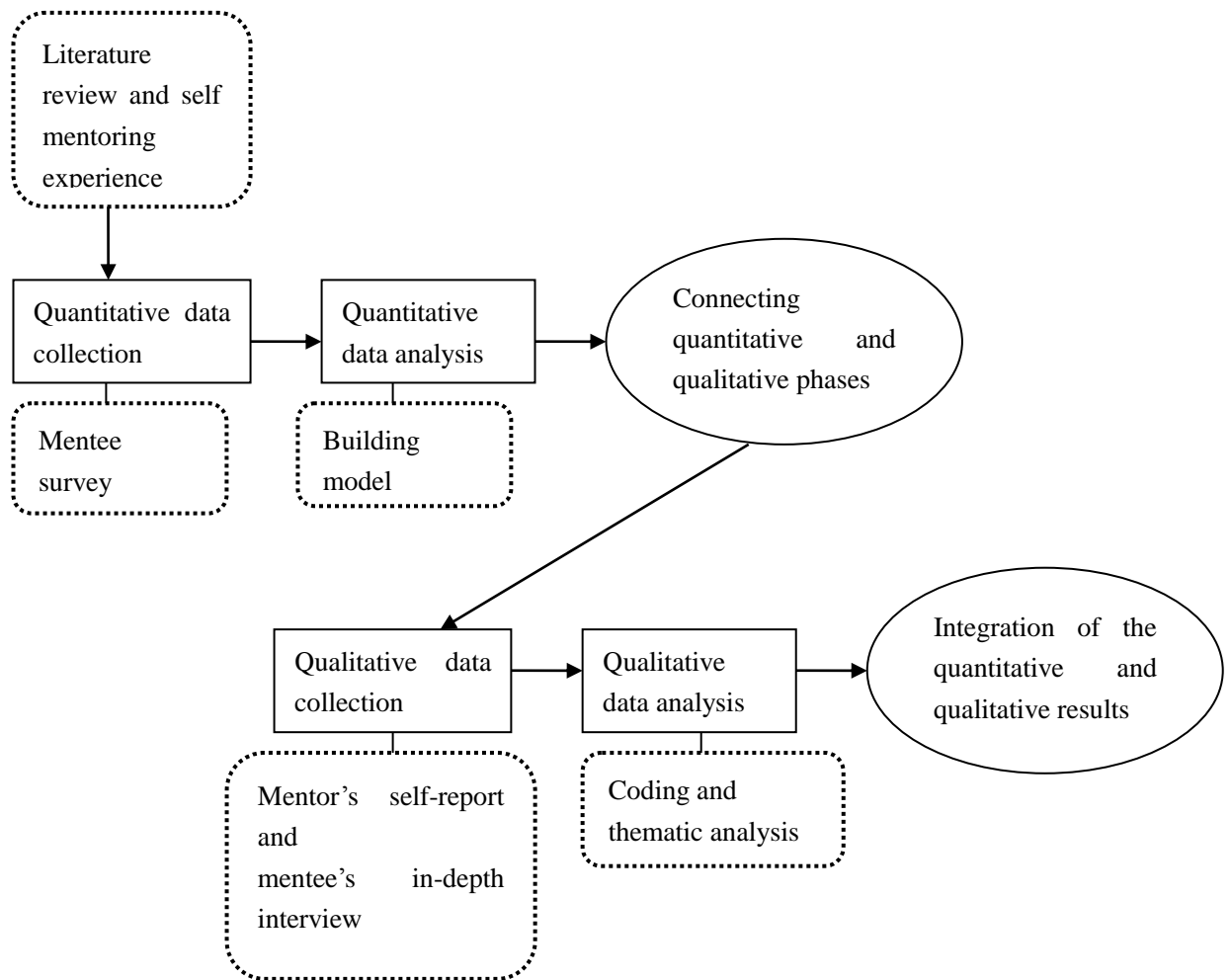
Figure 2.5. Mixed-methods sequential explanatory design

Qualitative Data Collection and Interpretation

Mixed-methods enable the researcher to gain access to different types of

knowledge from qualitative and quantitative data. These materials should be

integrated for the richness of understanding and interpretation of mentoring

actions or practices. By using a mixed-methods approach the research question

can be examined at different levels. In the preliminary stage of this study,

literature review and qualitative data analysis were used to construct and concept

quality mentoring relationship by types from mentor's perspective. It is also

increasingly used to illustrate and interpret the research topic in the principle

stage, e.g., case study. More important, qualitative data analysis used to combine

the results between methods for discussion and validation.

Under ecological framework in this study, the micro and meso system

change of different types of mentoring relationship will be examined by

quantitative data. The macro system change as the migrant schools, university

and students, mentorship program office and the society, can be as the findings

on the program factors, mentors' benefits and social changes by the qualitative

data. Firstly, qualitative approach is used to describe the characteristic of the

different types of mentoring relationship. Then quantitative data analysis is

conducted to illucidate the relationship between mentor's prosocial personality,

quality mentoring relationship and mentee's positive development by

relationship types. Lastly, transaction process of the mentoring relationship will

be illustrated through qualitative data analysis.

Mentoring relationship is the central component of a youth mentoring

program. This study tried to understand mentoring relationship transaction and

stages from the attachment theory, social exchange theory and social network

theory, which should be used to discuss the findings from Chapter 4 on the types

of mentoring relationship transaction and lastly. The youth mentorship program

comes into rescue by recruiting appropriate mentor and integrating them into the

environment of youth growth. This study investigated prosocial personality in

mentors and its importance in the transaction process, which were supported

from the SEM (structural equation modeling) models in Chapter 5. The findings

related to program settings by relationship development stages were

conceptualized with different role of mentor in Chapter 6.

CHAPTER 3 - METHOD

This chapter details the participants, instrumentation, designs and procedures, and data analysis. Data for the study came from the evaluation study of the Beijing Intensive Community Mentorship program, which was supervised by the research team at Hong Kong Polytechnic University and carried out by China Youth University for Political Sciences at Beijing. The participants were from mobile children schools in Beijing in a project on intergenerational poverty prevention among migrant workers' children in Beijing. A wide range of data from migrant youths and parents as well as mentors were collected in the project but only details of the participants, procedures, and measures relevant to the present study are discussed in this chapter.

Participants

Beijing is one of the richest and most important cities in China. Beijing has experienced vast growth in both economy and huge influx of migrant population over the years. In Beijing, there are migrants from all provinces in the country. More and more migrant workers choose to bring along their children to urban areas. The surveys of the evaluation study of the first batch of the Beijing mentorship programs showed that 85.3% of the mentees came from provinces and cities outside Beijing. Of those mentees who were not born in Beijing, 98.4% reported living in Beijing for over one year at least. The average number of years these children have lived in the city is around 7 to 8 years. Researchers also noted the increasing proportion of mobile children born in Beijing (e.g., Han,

2007). Details of the breakdown of various demographic characteristics in this study including participants' gender, age, grade and place of birth are illustrated in Table 3.1 below.

Table 3.1

Demographic characteristics of participants in this study (N=167)

		Pre program survey		Post program survey	
		N	Percent	N	Percent
Questionnaire copies		167			
Response rate		129	(77.2%)	152	(95.0%)
Gender	Male	56	(43.4%)	82	(53.9%)
	Female	70	(54.3%)	68	(44.7%)
Age	Mean/SD	14.3	(1.7)	14.8	(1.1)
Grade	Primary school	12	(9.3%)	15	(9.9%)
	Junior high school	110	(85.3%)	133	(87.5%)
Place of birth	Beijing	18	(14.0%)	24	(15.8%)
	Other places	110	(85.3%)	107	(70.4%)

Family and Parental Condition

From the result of the survey, the parents of these mobile children have only received basic education, and many of them have primary schools or junior high schools standards. Therefore, they worked mainly in low-skill jobs in industries such as retailing, service, construction and manufacturing. Almost half of these parents did hourly jobs or part-time jobs, and over 80% of the mentees' families got a monthly income lower than 3000 yuan (Table 3.2).

Table 3.2

Parental occupation, family income, and parental education

Parental Occupation		Monthly Household Income		Parental Education	
Occupation	%	Income level(RMB)	%	Education level	%
Factory worker	8.7	0-500	3.7	No education	10.5
Construction	21.2	501-1000	24.8	Primary school	19.8
Clearing	27.9	1001-1500	26.6	Middle school	46.5
Catering	1.0	1501-2000	16.5	High school	12.8
Business	27.9	2001-3000	13.8	Junior college	9.3
Recycling	2.9	3001-4000	8.3	Bachelor or above	1.2
Farming	5.8	4001-8000	4.6		
Do not know	1.0	8000 and above	1.8		
Others	3.8				
Total	100.0	Total	100.0	Total	100.0

In the aspect of family background, in most of these migrant worker families, the parents migrated to Beijing with children to make a living while leaving the aged grandparents in the home town. Therefore, most of the mentees' families were composed of three or four members, and then were the families composed of two members including a parent and the child. This nuclear family structure meant that these families were short of supports from their kins. The mentors not only played the role of supporters for the youth, but also supporters for parents of the mentees in instructing/supporting their children.

The above idea was supported by the results of the two surveys (Beijing mentorship program, round one data) aiming at the mentees and their parents.

According to the survey results, the difference between mentees and their parents about their development targets decreased significantly. Besides, more parents were able to know their children's plans after graduation. Under the influence of the mentors, the mentees not only learned to spend more time on meaningful activities; they could also spend more time communicating with parents, or helping parents with their work, which indicated the improvement of parent-child relationship. At the same time, the surveys also found that, after receiving mentoring service, the youths not only reduced their negative behaviors, but also got access to more community resources and thus expanded their life circles.

Generally influenced by the idea that to be a scholar is to be at the top of society, the Chinese people attach much importance to the children's education, and extensively expect their children to get higher education such as college education or even master's or doctor's degrees. However, the follow-up survey showed that, compared with the baseline survey, the mentees adjusted their emphasis on their education and other professional trainings after having a more specific understanding of their objective environment and education conditions. Besides, the mentees' parents also adjusted their expectations of the children's education to be more consistent with the youths' capability and aptitude. As a result, the proportion of the mentees that could meet the parents' expectations increased.

School and Education Condition

Before 1996, public education in urban areas was mostly inaccessible to mobile children accompanying their parents. In 1996, the Ministry of Education drafted the "Provisional Act regarding the Education of School-Age Children of the Floating Population", stating that public schools have the obligation to enroll children with local residence permits. Unfortunately, most migrant workers find it next to impossible to obtain such permits because some of the required documents have to been obtained from their home town with various costs (Chen & Liang, 2007). In addition to discrimination in terms of access to public schools, migrant workers' children are not allowed to participate in public examinations outside of their *hukou* residence. Even in cases where mobile students are willing to relocate back to their *hukou* origin to take the public examinations, they face the additional hurdle of overcoming syllabi differences across regions.

Expensive private schools are not a realistic option for the low-skilled, blue collar migrant working parents. For these parents, the "private system alternative" for their children's education only refers to one type of schools – "migrant workers' children schools (*mingong zidi xuexiao*)", or migrant schools in short. Local government sets its education budget according to the number of students with local *hukou* only. Migrant schools are founded and owned by non-locals, and they often hire staff and teachers who themselves do not have local *hukou*. It is common for the schools to be housed in converted warehouses or factory sites. Most of the mobile children's schools are unlicensed, and hence

not regulated by the government. Licensing does not operate under a fully-transparent process and often requires the satisfaction of many conditions regarding the quality of teachers, facilities, and even the amount of liquid assets possessed by schools. The schools that operate without a license can be forced to relocate or to close by government authorities at any time.

Instrumentation

In the study, we mainly try to explain what kinds of relationship are developed between mentor and youth (different types of mentoring relationship), under what conditions (mentor's approach from mentor's prosocial personality perspective), and toward the attainment of what outcomes (mentee's positive development). Appendix A contains a variable map for the measures used in the present study. Appendix B contains the mentee survey and mentor survey used in the present study.

Mentoring Relationship Quality (MRQ)

How mentees might benefit from mentoring necessarily begins with the assumption that some type of relationship exists between the young person and the mentor (Rhodes, 2002). The concept of *mentoring relationship quality* (MRQ) is one of key factors of mentorship program sustainability (MENTOR/National Mentoring Partnership 2005) and positive mentoring outcomes (Herrera et al., 2007; Tierney, Grossman, & Besch, 1995). The conception and assessment of MRQ varies according to theoretical orientation and practical purposes. Rhodes (2005) suggested that youth mentoring relationships can vary in closeness and

duration, in terms of implications for their effectiveness. Nakkula (2005)

suggested that relationship *closeness* and *perceived support* is the core of most

definitions. Zand (2009) suggested that *trust*, *acceptance*, and *caring* can

characterize the relationship. In this study, we constructed *satisfaction*, *intimacy*,

and *reciprocity* as the character of MRQ from mentor perspective.

According to the conceptual meaning, all three types of mentoring

relationship could be operationalized by the existing scales. The Mentoring Scale

(Darling et al., 2002) examines (a) the extent to which adolescents' relationships

with significant others in different social roles are characterized by mentoring

and (b) the extent to which mentoring and other relationship functions covered.

The YS was used in an evaluation of mentees who were matched with mentors

through BBBS agencies (PPV, 2002). The RHI was developed using the

Relational Model (Jordan et al., 1991), a theory of women's psychological

development. The RHI has potential for enriching our understanding of

important, subtle qualities and complex dynamics of both dyadic and group

relationships. Detailed information about the scales is presented in Table 3.3.

Table 3.3

List of MRQ instruments used in the study

Name of scales	Name of factors and number of items	Sample studied	Feature
Mentoring Scale (Darling et al., 2002)	Factors: • **Performance standards** (7) • Positive emotions (4) • **Instrumental and role modeling** (6) • Autonomy in the relationship (4) • Negative aspects of the relationship (4)	College students in Japan and the United States	Adolescents' relationships with important others in different social roles are characterized by mentoring
Youth Survey (YS) (PPV, 2002)	Factors: • **Youth-centered relationship** (5) • **Emotional engagement** (7) • Dissatisfaction (6)	Mentees of BBBS on youth (aged 10-14) in the US	The quality of individual mentor-youth relationships
Relational Health Indices (RHI) (Liang et al., 2002)	Factors: • Engagement (3) • Empowerment/Zest (4) • **Authenticity** (4)	Students (first- and senior-year) at a women's liberal arts college in the US	Social support and relationships (especially in women's lives)

Relationship *satisfaction* comes from whether or not mentor is able to provide social support to the mentee, especially in terms of personal interest and skills. Relationship satisfaction will be measured by six items of the "Instrumental and role modeling" factor of Mentoring Scale (e.g., "This person pushed me to do a good job.").

Relationship *intimacy* is about the boundary between people, reflecting emotional and behavioral performance. In consideration of the overlaps, we combine the two questionnaires as YMRQ/YS, 25 questions in total. Relationship intimacy was measured by seven items of the "Emotional engagement" factor of YMRQ/YS (e.g., "When I'm with my mentor, I feel special.").

Relationship *reciprocity* concerns resources from social network. For example, if the mentor has rich social network resources, the mentee will benefit more. Relationship reciprocity was measured by four items of the "Authenticity" factor of RHI (e.g., "I can be genuinely myself with my mentor.").

Mentor's Prosocial Personality

The present study aimed to explain the role of mentor's prosociality in quality mentoring relationship. Penner and Finkelstein (1998) suggested that Other-oriented empathy and Helpfulness could define prosocial personality. For mentoring adolescent, youth mentoring is a very special type of volunteerism. The measurement of mentor's prosocial personality should be different from other volunteer's prosocial personality. In youth mentoring context, mentee perceptions of the mentors' approach may be important to the building and maintenance of a quality relationship. As mentioned in review chapter, mentors' *youth-centeredness* supports reported by mentees represent *Other-oriented empathy* in youth mentoring context. Mentors' *Performance standards* represent *Helpfulness* during the mentoring process.

Although the *youth-centered relationship* and *performance* are both constructs from the MRQ measures, they could reflect the mentor's prosocial personality by showing similar features as mentor other-oriented empathy and helpfulness. Mentor *Other-oriented empathy* was measured by five items of the "youth-centered relationship" factor of YMRQ/YS reported by mentee (e.g., "My mentor almost always asks me what I want to do."). Mentor *Helpfulness*

was measured by seven items of the "performance standards" factor of Mentoring Scale reported by mentee.

Mentee's Positive Development

The current study aimed to examine whether the quality of mobile children's relationship with mentors could make unique contributions in predicting their self systems (resilience, self-esteem, and self-efficacy) development. Resilience was measured by fourteen items adopted from previous studies (Wagnild & Young, 1993), each rated along 7-point, Likert-type scales ranging from 1 (strongly disagree) to 7 (strongly agree). A sample item was "I can get through difficult times because I've experienced difficulty before". Self-esteem was measured by ten items adopted from previous studies (Rosenberg, 1965), each rated along 4-point, Likert-type scales ranging from 1 (strongly disagree) to 4 (strongly disagree). A sample item was "I feel that I'm a person of worth, at least on an equal plane with others". Self-efficacy was measured by ten items adopted from previous studies (Zhang & Schwarzer, 1995), each rated along a 4-point Likert-type scale ranging from 1 (strongly disagree) to 4 (strongly agree). A sample item was "If I try my best, I will resolve problems in my life".

<center>*Designs and Procedures*</center>

One of the the goals of this research was to inform the practice and training of mentors in order to enhance the quality of mentorship programs and mentoring relationships. It would be achieved through three studies utilizing a

mix of research designs and methods. During the process of the Beijing

mentorship program, this study collected both qualitative and quantitative data to

conceptualize the research question so as to explore the mechanism.

Study 1 #

*S*tudy 1# aimed to creat a typology of mentoring relationship by different

roles of mentor. As reviewed, there are three types of mentoring relationship:

relationship satisfaction, relationship intimacy, and relationship reciprocity.

Given that there has been relatively little empirical research of the mentoring

relationship from mentor perspective, a qualitative approach was taken in this

study. Qualitative data were collected by way of mentor's self-report and

mentee's in-depth interviews.

At the end of the two phases of mentorship program, the PhD candidates

and the researchers at Hong Kong Polytechnic University did some in-depth

interview with the mentees. The program office also required the supervisors and

mentors to write reflections and summaries (Table 3.4). These measures could

provide meaningful qualitative data for the whole study, and help the

performance team and researchers to have a better understanding of the positive

effects of the program on mobile children's development and how the program

benefits the youths and their communities.

Table 3.4

Qualitative data collection

The first phase	The number of copies	University(copies)
In-depth interviews with the mentees (IE)	40	
Mid-term report of mentors (MM)	122	1(20),2(29),3(24),4(26),5(23)
Mid-term report of supervisors (MS)	23	1(5),2(6),3(5),4(4),5(3)
Final-term report of mentors (FM)	96	1(18),2(21),3(20),4(20),5(17)
Final-term report of supervisors (FS)	7	1(1),2(2),3(2),4(1),5(1)
Total	288	

China Women's University: 1
Capital Normal University: 2
China Youth University for Political Sciences: 3
Capital University of Economics and Business: 4
China Institute of Industrial Relations: 5

The in-depth interviews and self-reports were adopted to capture the mentees' perceived benefits of the program. It should be noted that this method was justified due to the concern of ecological psychology on the experience and the interpretation, of the person-in-the-environment (Reed, 1996). Bronfenbrenner (1979) also highlighted the experiential dimension of the *microsystem*, in this study, mentoring relationship. He wrote that any environment consists of not only the scientifically relevant features – its objective properties, but also "the way[s] in which these properties are perceived by the persons in that environment." Therefore, it was necessary to using mentees' interview and mentors' self-report to compensate for the limitation of questionnaire survey to answer the research questions.

The individual in-depth interviews conducted by the supervisors. These interviews lasted at least half an hour. The mentees, individually, were asked to tell a story of the mentoring process. The story should cover the content about the first meeting with the college student, expectations of the program, typical activities during the mentoring, memorable times, and the perceived benefits of the program (functional outcomes). These interviews were audio-taped and transcribed. The interview data constituted a 40-case dataset for analyzing the relation between the relationship quality (as well as other factors) and the functional outcomes.

For the goal of this study was to indentify the role of mentor's prosociality in mentoring process, mentors' self-report dataset should be the most important qualitative data resources. Most of the mentors handed in their self-report. The outline was as follows:

1. How do you execute your service? Please state the most memorable event during this process in detail. (Process)

2. The milestones of the relationship development between you and the mentee (Time)

3. The milestones of the relationship development between you and the mentee's parents (Parental relationship)

4. The characteristics and direction of the mentee's growth (Person)

5. The characteristics and direction of your growth (Person)

6. Your feeling and suggestions to the project (Context)

Because of the following reasons, the self-report of mentor was adopted to collect data and information. First of all, mentors experienced the whole process of relationship building and maintaining. Secondly, certain time and room was needed for mentors to reflect upon the interaction between them and mentees. Mentors were capable of making an objective reflection on the issues in the outline and had a clear statement of their opinion. The design of the outline was based on the ecosystem theory (PPCT model). Process was the main concern of the first three issues. The 4th and 5th issues were about the role while the last one focused on the feeling and suggestions to the program settings.

Study 2 #

Study 2# aimed to construct a mediation of mentoring relationship for exploring the role of mentor's prosocial personality in mentee's positive development. The reasons why we chose structural equation model were discussed from the conceptual and strategic levels. From the conceptual level, mentoring relationship should be a mediator. As a relationship-based prevention intervention, mentorship programs have demonstrated considerable promise in promoting positive development across multiple domains among youth who are considered to be at high risk for poor developmental outcomes. That is to say, youth positive development comes from a certain relationship between mentor and mentee. The objective of this study is not to prove the MRQ is a mediation/moderation factor, but to explore the effects of mentor's prosocial orientation by different types of mentoring relationship. From the strategic level,

compared with the relationships between variables, we were more concerned

about the differences, similarities and connections between relationship models.

The purpose of setting up a flexible model was to explain and master the practice

according to the theoretical framework, and the result of research will be mainly

applied to the design of program settings (Figure 3.1).
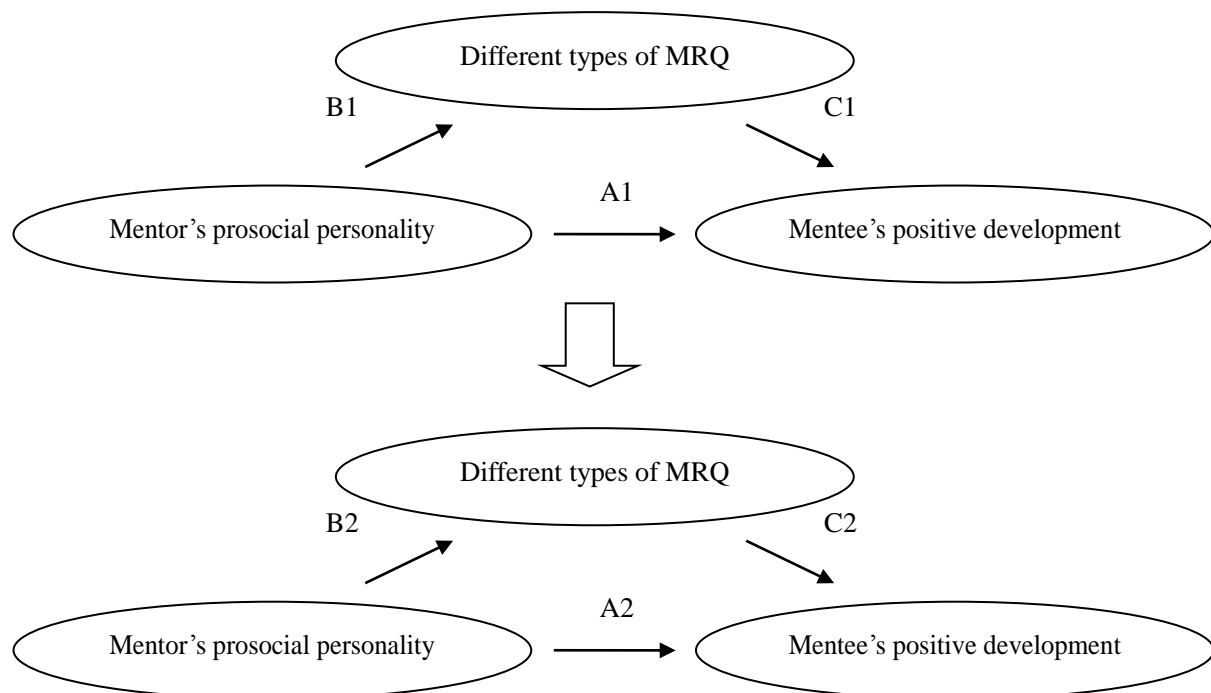
Figure 3.1. Flexible model

From the end of 2008 to 2010, Hong Kong Polytechnic University

conducted two questionnaire surveys for "mobile children health and

development research: the first phase of Mentorship program". The first survey

was carried out before the start of the service in December, 2008, and it was

called the "baseline survey"; the second survey was conducted after the service in June, 2010, and it was called the "follow-up survey".

The questionnaire included three parts: relevant information about the participants, scales of mentee's positive development, and scales of mentoring relationship. Part Ⅰ of the survey was used to collect relevant information about the participants including their demographic data, the parents' expectations of their children, after school activities, negative behaviors, and their plans for learning, further education and career. Part Ⅱ of the survey was related to mentee psycho-social development included Resilience scale, Rosenberg Self-Esteem Scale, the General Self-Efficacy Scale, Career self-efficacy scale, Multidimensional Scale of Perceived Social Support and Relatedness Questionnaire. Scale details were shown in Table 3.5. Part Ⅲ was related to mentoring relationship included Mentoring Scale, Youth Survey, and Relational Health Indices. Scale details of Part Ⅲ were shown in the mentioned part about measures.

Table 3.5

Factors and resources of Part Ⅱ of the survey

Factors	Scales	Item	Resources
Resilience	Resilience Scale	14	Wagnild & Young, 1993
Self-esteem	Rosenberg Self-Esteem Scale	10	Rosenberg, 1965
Self-efficacy	The General Self-Efficacy Scale (GSE)	10	Zhang, 1995
Mental Health	General Health	12	Goldberg & Williams,

Factors	Scales	Item	Resources
Setting career goals	Career self-efficacy	4	Yuen et al., 2005
Family Support	Multidimensional Scale of Perceived Social Support	4	Chou, 2000
Peer Support		8	
Emotional quality	Relatedness Questionnaire	12	Lynch & Cicchetti, 1997
Psychological proximity		6	

From the reliability tests conducted, it was shown that Resilience Scale,

Rosenberg Self-Esteem Scale, The General Self-Efficacy Scale, Career

self-efficacy scale, Multidimensional Scale of Perceived Social Support and

Relatedness Questionnaire had acceptable reliability (Table 3.6).

Table 3.6

Description of properties of each scale (Cronbach's α)

	Pre program survey	Post program
Resilience: Personal Competence	0.83	0.86
Resilience: Acceptance of self and life	0.68	0.81
Self-esteem	0.72	0.76
Self-efficacy	0.85	0.87
Mental Health	0.79	0.81
Career self-efficacy	0.82	0.88
Family Support	0.90	0.90
Peer Support	0.91	0.95
Relatedness: Emotional quality	0.89	0.80
Relatedness: Psychological proximity	0.91	0.92

All data of mentees were collected by mentors themselves. The reasons are as follows. First of all, it is the economic concern. There are about 300 participants in the project, including college students from five universities and children from migrant worker families from seven schools. The manpower, material resource and time that can be used for collecting data are not enough to finish two questionnaire surveys within ten months. Secondly, in terms of youth mentorship program, it will be highly appreciated if the growth of teenagers can be promoted by the involvement of unfamiliar adults. However, it will cast negative impact on realizing the program objective if too many adults work as researchers. The third concern is about the mentoring relationship building. The questionnaire contains questions about the content of the communication between mentors and mentees as well as mentees' feeling and gain. The process of finishing questionnaire together with mentees contributes a lot to the self-reflection and self-identity of mentors. The last concern is about the quality of the survey. The mentees are all students under 16 years old. They are suggested to finish the questionnaire under the guidance of adults because a higher faculty of comprehension and patience (at least 40 minutes) are needed. As their parents are too busy, the mentors can help the teenagers finish the questionnaire. In the mentoring process, trained mentors bought the questionnaire to mentees and helped them finish it. For mentors, the questionnaire survey is not to supervise and evaluate but to promote the construction and development of mentoring relationship.

Study 3 #

Study 3 aimed to illustrate the transaction process of the mentoring

relationship. Case study method was conducted to the in-depth investigations of

the volunteer college student mentors, mobile children mentees and the Beijing

mentorship program management. Typically data are gathered from a variety of

sources collected by participant observation, mentors' self-reports, mentees'

interviews, program reports, etc.

The case study is not a research method itself, but researchers select

methods of data collection and analysis that will generate material suitable for

case studies (McLeod, 2008). The case study procedure means that the

researcher provides a description of the mentoring process of the Beijing

mentorship program. In this study, qualitative data from a variety of sources and

using several qualitative techniques were used to analysis the developmental

process of mentoring relationship transaction in chapter 6. The interpretation of

the information was decided by the research team members themselves.

Analysis Plan

Details of the analysis plan were shown as followed. Firstly, an evaluation

study including mentee's background information, mentee's psycho-social

development and mentoring relationship would be conducted by questionnaire

survey. Secondly, identification of types of quality mentoring relationship would

be completed through systematic review of literature on mentoring relationship

quality (MRQ) as well as analysis on qualitative data from mentee interviews

and mentor self-reports. Thirdly, the effect of mentoring relationship by types on

positive youth development was examined by analysis of variance (ANOVA)

and structural equation modeling (SEM). Lastly, we constructed the best

program practice through analyzing qualitative data from the mentee interviews

and the mentor self-repots as well as structural information from the mentorship

program using mentor's prosocial personality perspective. Table 3.7 present a

map of analysis conduct to answer the research questions of the study.

Table 3.7

Research design

		Analysis	Anticipated Result
Study 1	Step→1	Pre-post control experimental approach	Identification of the effectiveness of mentorship program for mobile children
	Step→2	Systematic review and qualitative data analysis	Building up of a data base of the quality mentoring relationship by types
Study 2	Step→1	ANOVA	Identification of different impact of mentoring relationship quality (MRQ) on youth positive development
	Step→2	Structural equation modeling (SEM)	Identification of the role of mentor's prosocial personality for youth positive development in different relationship types
Study 3	Step→1	Qualitative data analysis	Identification of developmental mentoring relationship process by stages
	Step→2	Qualitative data analysis	Identification of mentor's prosocial personality from a program perspective
	Step→3	Qualitative and quatitative data analysis	Construction of a idealized model of quality youth mentoring relationship

Relationship intimacy, one of the three types of mentoring relationship, is

about meaningful bond between mentors and mentees. Under attachment theory,

case analysis of two special cases was conducted to illustrate the specific

compensatory function of mentoring in adolescence without positive relationship

with adults. Relationship satisfactory is about spiritual and material flow

between college student and mobile children. The qualitative textual analyses

were conducted for understanding the exchange theory components as social

support provided by volunteer mentors. These social supports were indentified

and grouped in three categories as mentioned in literature review chapter:

emotional support, psycho-social support and academic/career support.

Relationship intimacy is about accessing the resources in the social network. The

qualitative textual analyses were conducted to explore the process of social

network building. It is difficult to define the time periods for each individual

since process itself involves change and development. Relationship transaction

processes were mainly discussed through one part of the mentor self-report,

which is "The milestones of the relationship development between you and the

mentee."

The goal of this study is to explore the relationship between mentor's

prosocial personality, mentoring relationship and mentee's positive development.

Through theoretical analysis, it was hypothesized that mentor's prosocial

behavior might affect mentee's positive development mediated by quality

mentoring relationship. In order to answer the research question, this study tried

to investigate the relationships between latent variables and the changing of the

mentoring relationship. Structural equation modeling (SEM) has become a

standard tool and popular methodology to construct theory-derived model that might explain the complex relationships among a set of variables. A structural equation model represents a series of hypotheses about how the variables in the analysis are generated and related (Hu & Bentler, 1997). That was the reason why we did SEM to study mediation with LISREL 8.7.

The investigation on the role of mentor's prosocial personality in mentor-mentee relationship confirmed that program setting could influence the MRQ in the mentoring process. The relationship between mentor's prosocial personality and mentee's positive development in mentor-mentee relationship was analyzed by structural equation modeling (SEM). With the findings from study1# and study 2#, the present study indentified the important role played by mentor's prosocial personality.

CHAPTER 4 - QUALITY MENTORING RELATIONSHIP

This chapter serves to present and discuss the findings of three types of mentoring relationship transaction process. The first type of transaction process is relationship satisfaction from the social exchange perspective. The second type is relationship intimacy from the attachment perspective, and the third type is relationship reciprocity from the social network perspective (Figure 4.1).

Typology of Quality Mentoring Relationship

Quality mentoring relationship can be typologized into intimacy, satisfaction, and reciprocity. In brief, the three different types of mentorship are expressed in the interaction between volunteer mentors and mobile children, and they play a positive and significant role in the growth of the youths. Typically, mentoring has been thought mainly as an intrapersonal relationship between mentor and mentee. From this perspective, attachment theory and social exchange theory are very useful to describe the relationship building process during the one to one communication and daily group activities. In large scale formal mentoring, mentoring takes place at several levels inside and outside the organization (Eby, 1997). From this perspective, relationship reciprocity from social network theory is more suitable to explain the interpersonal relationship between mentor and mentee. The findings of the study also are used to support the model building of a mentoring process conbimed by three different relationships (Figure 4.1).
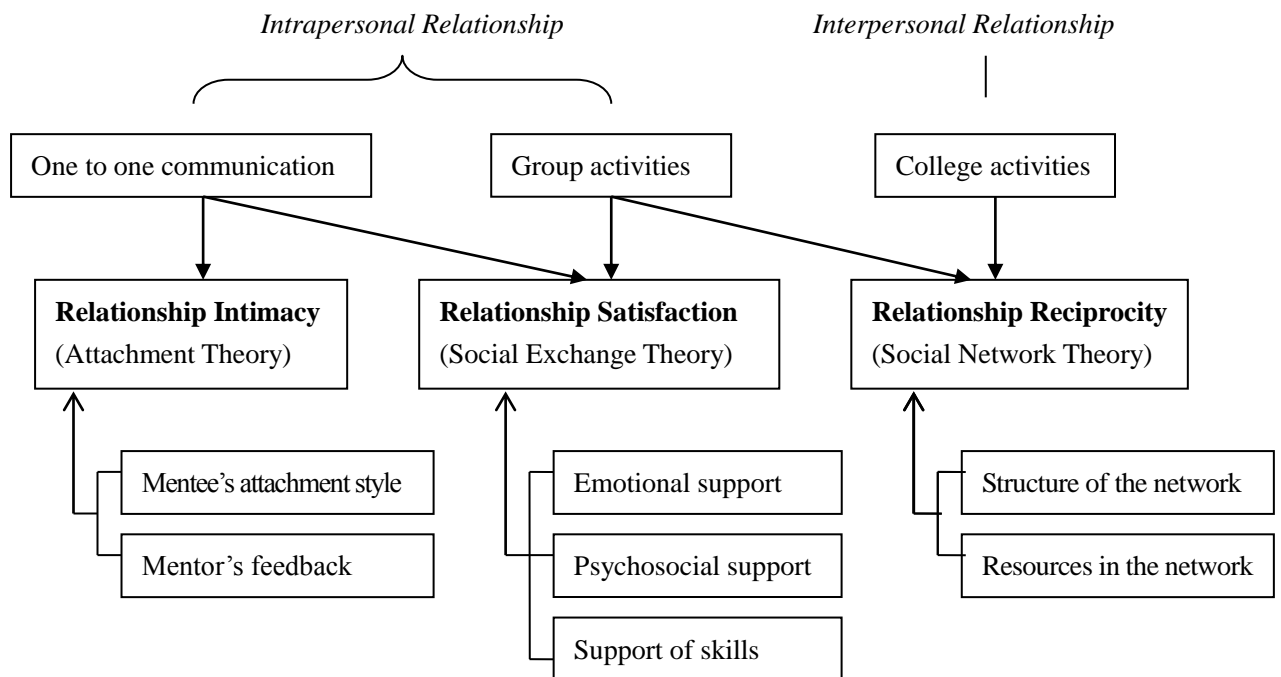
Figure 4.1. Three types of mentoring relationship transaction process

Relationship intimacy emphasizes the internal mechanism of relationship

establishment between individuals and other people. Relatively speaking, the

youths with secure attachment style are more likely to establish a relationship

with mentors and then gain growth. Although the attachment theory must be

discussed in the establishment and development of mentorship and it has a strong

explanatory power, its tendency of being overly focused on individuals' internal

psychological mechanism has a weaker guiding significance in practical

operation. Therefore, the organizers of the mentoring program should pay

attention to the following two aspects: 1) by designing and adjusting the

frequency and duration of the meeting between mentors and youths, to create

opportunities for the establishment of mentorship, and to supervise and avoid the

mentorship that is too intimate; 2) by designing and adjusting the themes for the meetings between mentors and youths, to guide the asset-oriented growth of youths, such as employment resource, behavioral habits and social responsibilities.

Relationship satisfactory mainly concerns whether the two sides can benefit from the relationship. According to the study, children of the migrant workers benefit more in terms of emotional support, entertainment, employment/academic guidance, etc. As the analytical unit of social exchange theory is mainly between individuals and individuals, the relationship satisfaction might be more proper for the discussion of the reciprocal effects between individuals and social environment, which will be discussed in the next chapter. However, due to the fact that the relationship satisfaction pays close attention to benefits, the mentors might ignore the psychological feelings and personalities of the youths. Besides, practice indicates that the abilities and resources of a single university student mentor are not enough to support the growth and development of the migrant farmers' children. Therefore, the organizers of the mentoring program should pay attention to the two aspects: 1) by training, to guide the mentors to invest more emotional interaction and elements in the mentorship such as care, understanding, happiness and inspiration; 2) by setting organizational structure, to share the personal resources of mentors such as group activities.

Relationship reciprocity means that the individuals can get resources from the relationship network, and this resource acquisition is based on individuals' recognition of the organization and the growth of the organization resource. That is to say, when the migrant children approve the mentoring program, they are more likely to establish and develop a good mentorship with the voluntary university students, and develop their personal and organizational social network in the mean time. As the idea of mentoring is to develop a one-to-one relationship, therefore, in the previous research, relationship reciprocity has not been given enough discussion, and the measuring tool is yet to be developed. Besides, the mentoring program links the resources that originally do not belong to the networks of the youths, so more efforts should be made in operation, such as get-to-know-each-other activities, fixed meetings and large-scale activities. The first session of the Beijing mentorship program mainly relied on the strength of the university students mentors, but the investment in the network building in the middle and later phases is insufficient.

In brief, according to the study, the three different types of mentorship are expressed in the interaction between volunteer mentors and mobile children, and they play a positive and significant role in the growth of the youths. This will be verified in the next chapter, and a further discussion will be held about the role that the mentors' prosocial personality plays in the development and transitional process of mentorship.

Relationship Intimacy

Relationship intimacy is regarded as a strong emotional bond formed between adolescent mentees and adult mentors. The attachment model can be used to guide the discussion of youth mentoring process in how mentees interact with mentors as significant others. Rhodes (2005) argued that the attachment orientation of both the mentor and the mentee is a crucial factor in the success or failure of mentoring relationships. This part discusses *adolescent attachment* and *adult attachment* in mentoring separately with analyses on the qualitative data from the Beijing mentorship programs.

Adolescent Attachment: An Adult Figure

Drawing from the secure-base attachment model (Bowlby, 1988), Rhodes, Contreras and Mangelsdorf (1994) hypothesize that infants and children who develop a *secure* attachment pattern with their caregivers are more likely to engage in mentoring relationships in adolescence, because their secure attachment will allow them to trust non-familial adults and seek to form relationships in general. Collins and Feeney (2000) found that adolescents with *preoccupied* attachment (high anxiety–low avoidance) tend to cling to their partners in times of stress, are not effective help-seekers, and become frustrated when help is offered by their romantic partner. A similar process may also be observed among preoccupied adolescents in a mentoring relationship (Rhodes, 2005). Moreover, adolescents with a *dismissing* attachment (low anxiety–high avoidance) pattern are more likely to reject help offered by a mentor, or even feel

that mentoring relationships are threatening, especially when they become intimate. In such a case, as Hamilton and Hamilton (1990) found, the mentors are likely to feel discouraged and terminate the relationship. Furthermore, adolescents with *fearful* attachment (high anxiety–high avoidance) may become too demanding and hard to please. In such a case, mentors find it difficult to accommodate the adolescents' emotional and social desires and again are likely to end the relationship prematurely. Evidence for this hypothesis was demonstrated by extracting some of Aqiang's statements (IE-15) as follows.

①*I was disappointed that my mentor was Hu. But do I really want a 20-year-old woman mentor? I don't know. I usually can't get what I want.*

②*I could finally get away. In my life, there was no adult like Hu except my parents who I rarely meet.*

③*Hu wasn't like my parents or teachers. He would call me and ask me to play balls with him.*

④*I didn't reply to his messages, but I didn't delete them either because I thought they were worth keeping.*

⑤*I was kind of envious when I saw my classmates get along well with their mentors. But I had no idea how to achieve such harmony.*

⑥*Actually I do understand his will and I'm appreciative of his care. Now the program has come to the end, but I don't know whether I will keep contact with him. I'll let nature take its courses.*

Some interpretation and explanations of the data were proposed:

From statement ③, in Aqiang's life, image and impression of adults came from his teachers and parents who rarely cared about him actively. Therefore he felt too alienated from his mentor, Hu to accept him. However, he started to get to know adults all over again.

As suggested in statement ②, Aqiang always tried to avoid Hu. His personality was formed in his growing process. Unlikely to open his heart when communicating with others, he would draw a line between him and others which made him feel secure.

Statement ⑤ would be a transition point in their relationship. Even though Aqiang did not know how to deal with Hu, he started to expect some change thanks to the authentic existence of somebody like Hu who cared about him.

Judging from statement ④, the lack of security from past experience had made him unable and unwilling to communicate with others. However, Aqiang was not completely shut off from others, and he tried to get warmth in the ways he felt safe.

Going back to statement ①, Aqiang's needs were not always met, because he had not established a secure attachment relationship. Having suffered from fails and rejections despite repeated tries, he gradually turned in on himself. According to the above analysis, he was not completely shut off from others, thus an attachment figure might help him re-establish his relationship with others.

It is worth noticing that the attachment figure Aqiang, a middle school student, preferred was a 20-year-old female mentor who represented a "woman" image, a "motherly woman" image.

Statement ⑥ suggests that, Aqiang had opened his heart, and the hypothesis has been examined and demonstrated our research.

According to the above analysis, some suggestions can be proposed to the mentoring relationship. Hu can continue to care about Aqiang, especially through letters and telephone messages, and invite Aqiang to join group mentoring which may last for a long time and will produce positive outcomes. When Aqiang can attain a higher sense of security, other mentors in the same group are also able to form a similar relationship with him so that he will feel natural, comfortable and close among the various adults.

Adult Attachment: Feedback within Mentoring Relationships

Effective mentors feel comfortable working with their mentees and devote considerable time and effort to supporting and developing the relationship (e.g., Ortiz-Walters & Gilson, 2005; Ragins et al., 2000). Attachment theory suggests that individuals high in avoidance usually view others as unreliable, unresponsive, and feel uncomfortable getting close to them (Bartholomew & Horowitz, 1991; Hazan & Shaver, 1987). Avoidant caregivers tend to be less proximity seeking and less likely to offer support (Feeney & Collins, 1998; Fraley & Shaver, 1998). Thus, we expect highly avoidant individuals who are predisposed to distance themselves from close relationships to be less willing to

serve as mentors in the future. Individuals who are high in anxiety and do not like proximity would have a relatively negative view of self (Bartholomew & Horowitz, 1991). They tend to depend on others' acceptance for their sense of well-being (Hazan & Shaver, 1987). Anxiety has been shown to be associated with low social self-confidence and self-esteem and less responsiveness to others (Bartholomew & Horowitz, 1991; Collins & Feeney, 2000; Collins & Read, 1990). Because mentors are expected to provide support to mentees (Noe, 1988), anxious individuals who often worry about being rejected, not accepted, or devalued by others are likely unwilling to serve as mentors.

Attachment theory is appropriate for the understanding of relationship intimacy transaction process in mentorship programs. Suggestions based on some aspects of the attachment theory for the mentor training were made for the following reasons. (1) Close relationship. Attachment theory is mainly about the bonds between children and their caregivers and the impact that the bonds exert on the children's future interpersonal communication. (2) Development. Mentorship program is after all a question about "human development", and attachment plays a constant significant role in an individual's whole life from cradle to grave. (3) Environment. Mentoring is introduced as an environmental factor during youth's growing up, and the attachment theory is in accordance with mentorship program in terms of emphasis on the growing environment of youth. The mentor training therefore should include: basic tenets of attachment theory, characteristics of various attachment types and their impact on youth's

growth, and the relationship between mentoring and youth from the perspective of attachment.

The method of case analysis is more suitable for understanding and practicing of attachment theory, and supervisors can also help mentors learn how to respond to mentees. Feedback between mentors and mentees is a critical component of mentoring relationship transactions. The importance of feedback to the individual learning and development process has long been emphasized (McCauley & Hezlett, 2002). Mentees expect feedback from their mentors and use that feedback to help improve personal performance (Mullen, 1994). Mentors would hope mentees to be open and receptive to the feedback provided by them (Allen, Poteet, & Burroughs, 1997). Attachment style is a key individual difference implicated in the feedback process. Therefore, from the perspective of attachment theory, it is of great significance in practice to help mentors learn how to respond to mentees appropriately. An illustrative example was identified from the analysis of a mentor's report (MM-1-07) and is presented as follows.

① *"I waited for him at the bus stop for an hour, and he was so moved that he was never late again."*

② *"When we met for the second time, I told him he had a good haircut even though he had made only a small change with his sideburns."*

③ "...for a long time, I didn't know how to communicate with him and we hardly had any talk. Later I chose to keep silent and play with him even though I had no idea how to play. However, he became my teacher and we gradually communicate more while he was teaching me."

④"I was the leader all the time, but finally I gave him an opportunity to treat me cool noodles. He was very excited because he felt being equal to me."

⑤ "I asked him to take me to the Bird's Nest Olympic Stadium where we talked about his ideal career."

⑥ "I haven't figured out how to talk with him about the problem that he didn't want to study, and he didn't know how to face me, so he kept avoiding me."

Going back to statement ① about their first meeting, the mentor waited for a long time until the mentee came. For the child from a migrant worker family who is lacking care, the mentor's behavior is shocking and toucheding. We also learned from statement ② that, the volunteer mentor should express his/her care and concern at the beginning of the relationship building. Besides, it is better for the mentor to wait the opportunity for icebreaking as suggested in the statements ③ and ④. Meanwhile, relationship building process is the bonding process formed between mentor and mentee. The mentor needs to learn how to

deal with the conflict situation during the relationship fixing and worsening

process like statement ⑤ and ⑥.

The attachment relationship provides to youth positive emotional support

and sense of intimacy which are important to the individual development in the

critical phase of change, and will influence the development of future

relationships into love relationship, family relationship and companion

relationship in adulthood. Adolescents often attribute their success to an adult

who came into their lives and paid attention to them (Anderson, 1991; Higgins,

1988; Levine & Nidiffer, 1996). Theory and empirical work suggested that

support and guidance from adults who act as mentors are critical to the process

that transforms adolescents into responsible adults (Haensley & Parsons, 1993;

Tietjen, 1989).

<p style="text-align:center">Relationship Satisfaction</p>

Social exchange theory is well-suited for understanding mentoring

relationship quality since it can be applied to both mentee and mentor. Mentoring

relationship as an interpersonal relationship can be regarded as exchanges of

resources between intimate partners (Levinger, 1999: 42). From the mentee's

perspective, the youth gains positive development as assets building through

mentoring process. From the mentor's perspective, while helping the mobile

children, the mentor also achieves personal growth.

Assets that Mentees Gained

Mentoring can be regarded as one kind of supportive relationship between a youth and a non-familial unknown adult. Rhodes (2002, 2005) proposed that mentoring affects youth through three interrelated processes: (1) by enhancing youth's social relationships and emotional well-being, (2) by improving their cognitive skills through instruction and conversation, and (3) by promoting positive identity development through serving as role models and advocates. In the Beijing mentorship programs, the positive effects of mentoring were derived from the support from volunteer college students and role modeling these relationships offered. The emotional support, psychosocial support, and vocational support in the mentoring relationship were likely to act in interplay with one another over time. Furthermore, the effectiveness of each of the support was influenced by the quality and longevity of the relationships established between young people and their mentors.

> *"This program can provide youth with more spiritual things. When one has got a strong mind, he will have a more powerful potential, and his whole life will also benefit from it. Compared with ephemeral material things, how significant it is to enrich one's spirit and mind." (MM-1-03)*

For most of the mobile children, their parents have less communication with them due to the busy work. These children may have models of relationships

with anxiety, uncertainty, or mistrust, so that they need stronger emotional support and care. In studying the developmental influence of significant others, researchers have placed stronger emphasis on affective relationship qualities than on shared activities (Silereisen & Eyfern, 1986). Volunteer mentors who are sensitive and consistent in their relationships with these youth may help them feel worthy of care and effective in attaining it. In turn, these youth may become more open to, and likely to, solicit emotional support to cope with stressful events or chronic adversity, thereby buffering the effects of a negative environment (Rutter, 1990). Qualitative analyses of the reports and interviews verbatim from the Beijing mentorship programs showed that emotional supports from mentors include (1) playing together and releasing pressures of life and study (2) getting others' company when feeling upset or unhappy, and (3) giving encouragement when progress is made. These emotional supports were mentioned and shared in the qualitative data:

"During the one to one activities, I would choose some quiet and meaningful places where I could play with Xiaofu to whom I conveyed significance of life and joys of learning. I would also listen to him attentively when he told me stories in school that had happened in the past week and his own troubles as well so that I could give him help or suggestion in due time." (MM-3-04)

"She (mentee) was really in a bad mood and wanted somebody to confide her secrets to. I was happy that I was her listener, and I felt a sense of accomplishment because I knew I have earned her trust. Whenever she felt blue, I was the first person she could think of. " (MM-3-06)

"During 'blind walking', my partner made me feel secure. Going downstairs, I felt like dancing (it is kind of weird, isn't it?), which was a wonderful feeling. When we shared our feelings, I told him, you have done a fantastic job today, and you were so brave that I felt secure during blind walking." (MM-3-01)

Volunteer mentors may contribute to youth's positive identity development through role modeling and advocating. Cooley (1902) has described this as the *looking glass self*—wherein significant people in youth's lives become social mirrors into which the young people look to form opinions about themselves. That is to say, when the mentors' positive appraisal becomes mentee's sense of self, it may modify the way the youth thinks that parents, peers, teachers, and others see him or her (Harter, 1988). In the Beijing mentorship programs, college students' psychosocial support included broadening mentees' horizons and interests, leading them to plan for future, and enhancing their interpersonal and cognitive development, as well as their competence to adapt to urban life. College students as significant others in mentees' life helped mobile children

shift value and identity for socialization. These psychosocial supports from

mentors were mentioned and shared in the qualitative data:

"From the adventure activities such as ladder climbing at the

beginning to the fun games at present, she kept saying 'I can't do it', but I

encouraged her to have a try. Now she has started to realize consciously that

after trying by herself she was able to do things which used to seem

impossible to achieve. Therefore, her confidence was also boosted."

(MM-1-03)

"...whenever we (mentees) spit in public areas, they (mentors) would

blame us and remind us never to do this again... In future we should pay

attention to our behaviors in the public." (IE-09)

"...I also understand the real meaning of environmental protection.

This elder sister with her action told me that to take care of the flowers and

trees and our Mother Earth is to protect ourselves." (IE-05)

Volunteer mentors may provide youth with vocational (academic) support

through several mechanisms, including exposure to new opportunities for

learning, provision of intellectual challenge and guidance, and promotion of

academic success (Rhodes, 2002). According to the experience of the Beijing

mentorship program, mentors could provide support of skills and interests

including academic skills (such as Mathematics and English), athletic skills

(such as playing basketball), professional skills (such as computer) and other skills to mentees. The college student mentors also provide opportunity to broad youth mentees' social experiences and knowledge horizons. By giving after-school tutorials, doing some recreational and sports activities or touring around with the mobile children, the mentors also helped them find their own potential and make plans for the future. These benefits for mentees were mentioned and shared in the qualitative data:

> *"He (mentee) is afraid of learning English, so I encouraged him, taught him some learning methods and gave him some materials for his study."* *(MM-4-07)*

> *"Jingjing said she was considering senior vocational school. After coming back from summer vacation, she told me the result of her thinking during the vacation, i.e., she wanted to go back to senior middle school at her hometown in order to go on to college, and she has got a new aim of becoming a lawyer."* *(FM-1-01)*

> *"Xinxin needs to improve her independence…through later communication, Xinxin gradually learned to take buses by reading bus stop signboards herself."* *(FM-3-17)*

Benefits that Mentors Gained

What are the expected costs and benefits associated with becoming a mentor? Mentorship theorists predicted that there are a number of specific costs and benefits associated with being a mentor, and suggested that the decision to mentor may be influenced by the expectations associated with the relationship (Erikson, 1963; Kram, 1985; Levinson, Darrow, Klein, Levinson and McKee, 1978) and prior experience in mentoring relationships (Hunt and Michael, 1983; Ragins and Cotton, 1993). In the Beijing mentorship programs, these experiences included the sense of self-esteem (enhancement), the understanding of the world, and the exploring of career options.

Mentorship researchers proposed a number of potential benefits associated with becoming a mentor. The primary benefit is the sense of satisfaction and fulfillment received from fostering the development of a younger adult. Levinson et al. (1978) observed that mentors, who are often plateaued in their middle-life transition, obtain internal satisfaction from making a productive use of their accumulated skills and wisdom. The enhancement for mentors was mentioned and shared in the qualitative data among the college students:

"During the one year service, I feel that I am not only helping Xiaojie; what's more important is that I've learned a lot of things such as mutual trust and teamwork. Besides, when you come across some difficulties in life, you should try to ignore them because these difficulties, even though inevitable in our long life, will be solved by humans who seem to be a miracle of the world. I've changed a lot in this year. While helping others, I helped myself and got repaid. I will never forget this precious and beautiful memory in my long future. I will also remember the aims that I have strived for, and achieve a splendid and marvelous life through perseverance and practice." (FM-4-03)

"This program can provide youth with more spiritual things. When one has got a strong mind, he will have a more promising potential, and his whole life will also benefit from it. Compared with material things that are short-lived, it is more significant to enrich one's spirit and mind. " (MM-1-03)

"Even though we spent only a short time together, we have left a deep impression in each other's life. Recalling the past one day in the future, we will remember the year when my life was accompanied by another, which perhaps is the significance of mentoring. " (MM-1-15)

The Beijing mentorship program is also a good opportunity for volunteer social workers from universities to combine theoretical knowledge and social

practice. They were able to gain practical experience and get a better understanding of their service target—the youth. This program also provided ideas and experience for universities to carry out other similar programs. By applying the professional knowledge in the volunteer service, the mentors could get to know the real situation and service requirements in the community and enhance their sense of social responsibility. Meanwhile, in the mentoring process, they exercised their ability of independent thinking and enhanced their communication skills. They learned how to overcome the stress they came across when the mentees refused to cooperate or even ran away, and they also exercised their will power to cope with these difficulties. These benefits for mentors were mentioned and shared in the qualitative data among the college students:

"I was shocked when I came to my mentee's home…Though the family was poor, it was full of warmth and happiness…Sometimes I'm not working hard…With the thought of my parents back in my hometown, I found I did far less than what I should do for them. Perhaps one can only rethink and make progress by making comparison." (MM-5-03)

"…but all these are not as realistic as what I saw: the shabby bungalows scattered among the tall building are the shelters of migrant workers…where such a group are enjoying gathering that is hard to get…The social workers in the socialist society should help those who cannot enjoy their rights to seek more happiness." (MM-4-07)

"'人', a Chinese character meaning 'people', looks like two people supporting each other and growing up and developing together." (FM-3-12)

In fast developing cities, the ideals and missions of university students are often submerged in life or even forgotten. Through the mentorship program, these future social workers were able to reflect and recognize the value of the job and their personal ideals and missions. From their sharing and reflections, understanding the mentees and the program can promote them to re-embrace challenges and therefore contribute to the future of the society. These benefits for mentors were mentioned and shared in the qualitative data among the college students:

"Quite by accident, I knew the 'Mentorship Program', and since then I have been closely tied with public service." (MM-4-01)

"In fact, the children are our mentors. They taught us how to accept, to empathize, to find strength perspective and to be more loving…What I wrote down is 'to become a social worker that is more welcomed by children'." (FM-3-15)

"Having been a mentor for over half a year, I have benefited a lot from this program. While helping mentee solve problems, I was also growing up and became more mature and stable. I have learned to consider every aspect of a question instead of making arbitrary decisions like I did in the past. My English proficiency has been improved when we were studying English together." (FM-1-05)

We hold that social exchange theory is a theoretical frame that mostly merits the attention of large-scale mentoring intervention. First of all, it is a sociological theory which can be used to analyze the one-to-one interactive relationship between a youth and a mentor. Secondly, it supposes that the two sides of the relationship are equal and are mutually controlled, and the understanding of the relationship may benefit the cognition and behavior of the mentor. It is instructive to the mentoring practice. Meanwhile, it could connect with the meso and macro sociological theories. As mentioned in the first point, social exchange perspective is meso level analysis about personal interaction. In mentoring context, when mentors invest themselves in social support behaviors to meet mentees' expectations, the mentees will form higher perceptions of trust relationship. Trust is the character of the formation of social network. Therefore, the social support under the perspective of social exchange contributes to our understanding of how the youth get their personal assets increased constantly in the process of social network establishment.

Relationship Reciprocity

Mentoring relationship building process is a network forming process. Both mentees and mentors can be described in terms of their links with other people in the mentoring network. This part integrated the researches on social network with those on youth mentoring and program effectiveness. In this part, we explored the simultaneous impact of multiple networked relationships, thereby the way in which the organizational location of these networked relationships affects their contribution to youth positive development.

Structure of the Social Network

The Beijing mentorship program aims to prevent the development of poverty and intergenerational poverty of the children from migrant worker families. These youth tend to have a relatively smaller social support network than ordinary urban children. The strategy of altering the environment needs broad social support. During the one year service period, the mentorship program exerts a positive influence on the children's personal growth through various group activities and one-to-one mentoring between mentors and the youth. University students are recruited to provide one-to-one mentoring service to mobile children from migrant schools of close geographical distance. After one year of the mentorship program, the Hong Kong Youth Foundation will give the youth a series of training about life development in order to enhance their resilience, life planning skills, self-confidence and resources. The broader basis

of support to the Beijing mentorship program is trying to alter the support environment of the mobile children.

Besides one-to-one mentoring service, the program also provided group activities and college activities for mentees. In group activities, the mentees were able to broaden their horizons and strengthen communication skills and cooperation capacities. The relationship between mentors and mentees can become closer and the initially established relationship enabled mentors to get more supports from supervisors and partners while these supports strengthened the motivation and confidence of both mentors and mentees. Furthermore, group activities also played a significant role in planning college activities, resuming the services interrupted by vacations, and dealing with negative emotion when the children parted from each other.

Group activities usually have a specific theme such as establishing relationships, sharing learning experience, cultivating good health and learning habits, exploring career development, bidding farewell to group members, and volunteer services. The activities take the forms of parties, dinners, group visiting, group games, interactive activities, and lectures. They can be easily carried out in the schools of mentors or mentees, or in nearby parks and restaurants. Besides, some scenic parks are the most popular places for activities, such as botanical garden, zoo, Beihai Park, Xiangshan Park, Badachu Park, 798 Art Factory and the various university campuses in Beijing. Meanwhile, the various museums, science and technology museums, planetariums and art

galleries are often chosen by mentors and mentees for their one-to-one meeting activities. In addition to the above-mentioned service, mentors also make good use of all kinds of resources to organize other group activities, such as the talent shows that bring out the best in the children, and serving the aged in nursing homes, or participating in TV shows at TV stations. These supports were mentioned and shared in the qualitative data:

> *"Xiaodan and I usually met once a week and took part in various activities together. Because of our busy study, we meet once a month this semester. We communicate through letters, telephone and QQ at other time. When she received my letter for the first time she wrote back to me immediately and happily and called me to ask for my postcode." (MM-1-03)*

> *"I introduced my classmate to Juan. My classmate is an extroverted and simple girl who likes talking. With a new friend like her, Juan plays and chats with us more happily and openly. As elder sisters and friends in their life, at least we would like to tell them that we are the same, we will encounter challenges and we all have pleasure and sorrow in our life…" (MM-1-02)*

"For most of the time, we organize group activities, five mentors and five mentees taking part in the activities every weekend together with the supervisor. The activity plan is designed by mentors after discussion in advance. The mentees will be informed of the details by the mentors before the activity. Generally speaking, the activities are successful, from which we benefit something and the youth harvest pleasure." (MM-1-17)

The sharing activities range in scope from one-to-one meeting to single-focus programs like sports and visiting. In view of the development features of mentor-mentee relationship, the biannual college activities were designed with various activity themes. They can arouse the enthusiasm of all parties of the mentorship program. Both mentors and mentees develop sense of belonging and are motivated to continue their participation on this platform of communication. The service statistics of the first batch of the Beijing mentorship program is shown in Table 4.1.

Table4.1

Service statistics of the first batch of the Beijing mentorship program

Service recipients	
Universities	6
Mentors	164
Schools for mobile children	7
Mentees	162

Continued	
Mentor training	
Initial training	6 times (Central)
Hours	18
Continuous training	6 times (College)
Hours	18
Activities and service	
Large-scale activities	2
Person-times	800
Service recipients	
Person-times	660
Number of groups formed	31
Number of group activities	150
One-to-one mentoring service times	2480
Average one-to-one mentoring service times per mentor	15.1

Mentors as an Ecological Asset

Many factors of multiple contexts contribute to adolescent development, including individual characteristics, resources, family factors, school factors, and community factors. The applied developmental science perspective is rooted in developmental system theories that stress the relationship between the developing individual and the environment as well as the plasticity, or capacity for change, inherent in human development (Lerner et al., 2005a). Positive development is optimal when there is a good fit between the individual and the ecological assets found in the context in which he or she is embedded (Benson et

al., 2006). The Beijing mentorship program that promotes youth positive development has provided migrant workers' children with internal assets and external assets through processes that occur at the individual, family, and community levels.

External assets of youth development include support, empowerment, limits, expectation as well as the constructive use of time. In the Beijing mentorship program, the external assets building for mobile children mainly focuses on promoting "support" at the family and community levels. In the process of mentoring relationship development, college-student mentors communicate actively with the parents of mobile children in the forms like home visit and telephone/short message contact. On one hand, they promote the care and understanding of parents to children. On the other hand, they lead children to communicate with their parents positively and seek for suggestions and support from parents. In group and mass activities, mobile children not only can set up a non-parental relationship with mentors but also can grow through the communication with other adolescents, mentors and community elites. In addition, mentors contact with teachers of mobile children and set up a positive environment jointly with parents and teachers which is full of care for the youth. These assets were mentioned and shared in the qualitative data:

> *"A mentee's mother said, 'My child doesn't like talking. After school, I*
>
> *talk to him and get no answer from him. What should I do?' After that, at the*

end of every activity, I remind my mentee to talk about the activity with his

parents. And I call his mother at intervals to confirm his communication. His

mother said that the child did talk with her and became more talkative. "

(MM-2-20)

"Juan's mother invited me to have a meal at her home. We cooked

together, and it was harmonious. During the meal, Juan's father talked about

his life, work and other things about his family. I felt like a member of their

family. Juan lacked communication with her family and she expected to get

care and acceptance from her parents. And her parents have realized the

significance of this issue." (MM-1-02)

Internal assets of youth development include the undertaking of study, the

establishment of positive values, the promotion of social competitive strengths,

positive identity, etc. In the Beijing mentorship program, internal asset building

mainly focuses on the establishment of positive values and the plan of

study/career. In the process of mentoring relationship establishment, many

college-student mentors lead the mentees to form positive values and habits such

as punctuality, keeping promise, perseverance, mutual assistance, personal and

public hygiene, etc. We found that lots of mentees were not punctual and some

were even late for two hours. This had brought negative influences to the

progress of the group in group activities. Mentors strictly kept punctual and

served as role model for mentees to follow and had helped to improve the

situation. Other instructive methods were used, such as making an agreement and clarifying the punitive measures: the late comer should apologize to others. Some mentees lied to mentors, and what they said were illogical. Mentors were encouraged to find out their reasons of lying and help mentees realize the significance of trust and sincerity. These assets were mentioned and shared in the qualitative data:

"Again, he did not come on time, leaving me waiting in the cold wind for more than one hour. Time passed slowly, and I couldn't manage to contact him. I thought a lot during that period. I do not know whether it is because he was moved by me. He is never late after that." (MM-2-24)

"We introduced dining manner and knowledge to the youth through dinner party, and instructed them to protect the environment through our own behaviors when we traveled in the Fragrant Hill." (MM-1-07)

Meanwhile, college-student mentors invest much time to discuss the "Future Development Plan" with mentees so as to help the youth think about and settle down future plans and promote their social competitive strengths. However, due to the limits of college-student mentors' personal experience and the policy for the education and employment of mobile children, mentors are suggested to provide more practical support, such as study tutoring and information support as mentioned above.

Social network theory contributed to youth mentoring research by providing conceptual clarity and operational methods to help us understand youth mentoring as a multiple developmental relationship. Firstly, social network perspective is reflected in the importance of the development trend of mentoring. Mentoring has transformed from a single, long-term, hierarchical relationship to multiple, shorter-term relationships that comprise a developmental network (Chandler, 2005). Individual youth in mentorship program can be supported by various groups of people during the mentoring process. Secondly, social network theory can be used to explain how the social capitals in interpersonal relations transferred into individual asset. The goal of formal mentoring is to increase the resources of youth development environment through improving social network structure by mentoring. As members of the social network, both volunteer mentors and mobile children tried to develop reciprocity relationship and access network resources.

CHAPTER 5 –ROLE OF MENTOR'S PROSOCIALITY

The results of quantitative data are reported in this chapter to describe the role of mentor prosocial personality in MRQ and mentee outcomes. First, analyses on mentoring relationship are reported to evaluate The Beijing mentorship program. Second, results of SEM by relationship types are reported to investigate the relationship between mentor's prosocial personality, mentoring relationship and mentee's positive development. Lastly, observation and discussion from the model building effort are presented. The analyses were conducted with SPSS 16.0. SEM was conducted with LISREL 8.7.

Analysis on Mentoring Relationship

In the surveys, the various scales in the reports about the quality of mentoring relationship showed that most mentees had a good relationship with their mentors. The qualitative data from in-depth interviews with mentees and the reports given by mentors also demonstrated the effects of the mentorship program on the mentees.

"Since then, I was accompanied by mentors each weekend. I didn't feel lonely and empty each weekend any longer." (IE-05)

"I felt it was so nice to have a friend older than me. Our chats were not just for fun, and I could also learn many useful things... I am so happy and grateful that such a person appeared in my journey who would like to communicate and share happiness and sorrows with me." (IE-09)

"After these two events, I have already considered this girl as my sister… From this program, I've learned a lot, and with her help my school record got a steady improvement… This program helped me learn that without an intimate friend, or a friend who can give you courage or help when you're in trouble, you would not achieve your goals easily or even worse you would be further away from your dreams. And I believe my mentor is my best friend and family." (MM-1-15)

The results also showed that the psychological health, family relationships and personal growth qualities (resilience, self-efficiency, career development and family support, etc) of the mobile children were significantly correlated with the mentoring relationship between mentees and their mentors (Table 5.1). By sharing worries and giving advices, the mentors helped the mentees enhance their self-confidence, self-esteem and self-efficiency. They were able to remind the mentees to develop good habits and improve the relationship with their parents. The correlation between family supports mentees got and mentoring relationship is in the post program survey but not in the pre program survey. Besides, the correlation is also improved in terms of self-efficacy and career development (Table 5.1).

Table 5.1

Correlation between mentees' various conditions and the factors in mentoring

relationship in the two surveys in the first phase of Beijing program

		Scales in mentoring relationship								
		Youth-centered relationship	Emotional engagement	Engagement	Empowerment	Authenticity	Performance standards	Positive emotions	Instrumental and role modeling	Autonomy in the relationship
Resilience	R1	.276*	.253*	.276*	.223*	.378**	.273*	.222*	.295**	.374**
	R2	.219*	n.s.	n.s.	.304**	.284*	n.s.	n.s.	.307**	.243*
Self-esteem	R1	.291**	.355**	.324**	.343**	.294**	.291**	.335**	.329**	.323**
	R2	n.s.	.426**	.275*	.238*	.309**	.288**	n.s.	.277*	.240*
Self-efficacy	R1	.314**	n.s.	.248*	.329**	.373**	.344**	.322**	.297**	.392**
	R2	.251*	.245*	.226*	.386**	.303**	.412**	.445**	.365**	.220*
Mental Health	R1	.311**	.268*	.354**	.344**	.376**	.227*	.343**	.394**	.284**
	R2	.221*	.280*	n.s.	n.s.	n.s.	.300**	.244*	n.s.	.256*
Career self-efficacy	R1	.293**	n.s.	.396**	.228*	.471**	.378**	.331**	.495**	.314**
	R2	.366**	.406**	.256*	.258*	.302**	.330**	.506**	.347**	.223*
Social support	R1	.231*	n.s.	n.s.	n.s.	.220*	n.s.	.225*	n.s.	n.s.
	R2	.297**	.319**	.350**	.288**	.331**	.369**	.244*	.265*	.257*

Note: R1-Pre program survey   R2-Post program survey

To verify that each of the factors of mentoring relationship can predict

mentees' assets promoting, this study further conducted statistics using

prospective regression analyses. After controlling the influence of gender and

age, this study examined the influence of the mentoring relationship factors

before the program as the dependent variable on mentee development and as the

independent variable after the program. The results are shown in Table 5.2. For

example, each increase of one standard unit in mentoring relationship

"Engagement" will lead to an increase of 0.611 standard unit in resilience. As for

the specific impacts, besides *Authenticity* and *Instrumental and role modeling* in

the mentoring relationship scales, all the other factors correlated significantly

with the different aspects in mentees' growth.

Table 5.2

Impacts of mentoring relationship on mentees' psychological health, family

relationship and personal growth qualities

		Resilience	Self-esteem	Self-efficacy	Mental Health	Future planning	Career self-efficacy	Family support	Peer support
	R2								
Youth-centered relationship	R1								
	R2								0.427
Emotional engagement	R1								
	R2		0.369						
Engagement	R1	0.611							
	R2								
Empowerment/Zest	R1	0.314							
	R2								
Authenticity	R1								
	R2								
Performance standards	R1								
	R2				0.262			0.308	
Positive emotions	R1			0.425					
	R2						0.454		

Instrumental and role modeling	R1							
	R2							
Autonomy in the relationship	R1				-0.329			
	R2	0.232		0.227				

Note: Statistics from prospective regression analyses, with age, sex adjusted for R1 pre survey and additionally baseline outcome scores adjusted for R2 post survey.

Model Building

The youth can benefit from mentorship programs in terms of the quality relationship developing between mentees and mentors. This study analyzed mentoring relationship from the perspective of ecological systems and focused on the mediation role of quality mentoring relationship in terms of the role of mentors and the relationship building process. Therefore, we believed that two scenarios are tenable under theoretical reasons. In Model 1 (Figure 5.1 (a)), it is hypothesized that the effects of mentor's other-oriented empathy and mentor's helpfulness on mentee's positive development are both completely mediated by mentoring relationship quality. In Model 2 (Figure 5.1 (b)), mentor's other-oriented empathy and mentor's helpfulness are thought to affect mentee's positive development indirectly via mentoring relationship quality as well. To illustrate the testing of the tenability of these two competing models, multivariate normal data for each of the four constructs were simulated for a sample of $n=162$ mobile children. Table 5.3 described the details of the 9 indicator variables, while Table 5.4 contained relevant summary statistics.
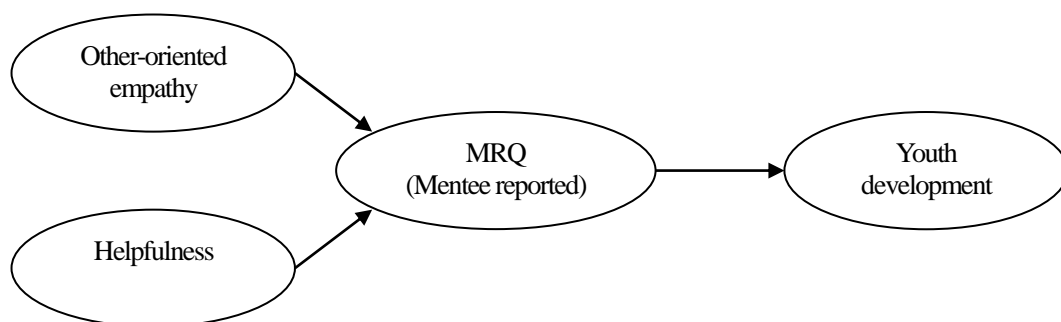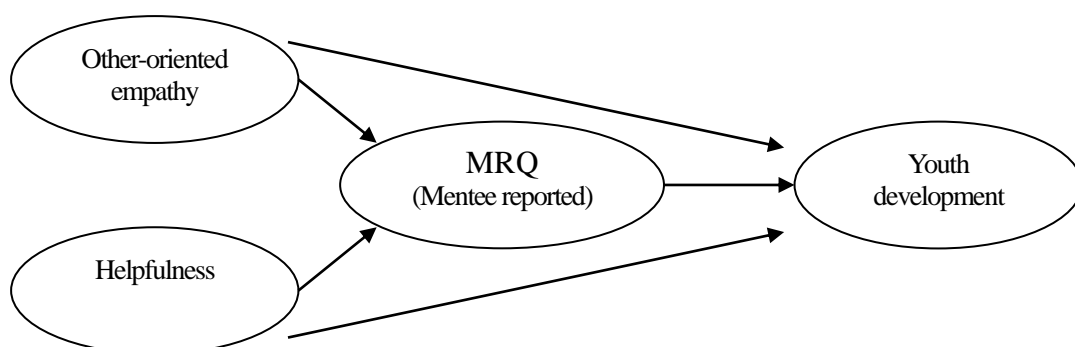
Figure 5.1. The theoretical models

Table 5.3

Indicator Variable/Item Description

Construct	Label	Item	Scores
OR	OR1	"My mentor almost always asks me what I want to do."	1 (disagree) to 5 (agree)
	OR2	"My mentor is always interested in what I want to do."	
HE	HE1	"This person protected me from getting hurt emotionally."	1 (disagree) to 5 (agree)
	HE2	"This person pushed me to do a good job."	

Construct	Label	Item	Scores
DE	RES	"I am friends with myself."	1 (disagree) to 5 (agree)
	SES	"I feel that I have a number of good qualities."	
	GSE	"I can always manage to solve difficult problems if I try hard enough."	
MRQ	MRQ1	"I acquired knowledge, information, or skills from this person."	1 (disagree) to 5 (agree)
	MRQ2	"When I'm with my mentor, I feel special."	

OR: Mentor's Other-oriented empathy (reflected by *Youth-centered relationship*)
HE: Mentor's Helpfulness (reflected by *Performance standards*)
DE: Mentee's positive development
MRQ: Mentoring Relationship Quality
RES: *resilience*
SES: *self-esteem*
GSE: *self-efficacy*

Table 5.4

Correlations of Simulated Data

	MRQ1	MRQ2	OR1	OR2	HE1	HE2	RES	SES	GSE
MRQ1	1.000								
MRQ2	.333	1.000							
OR1	.368	.230	1.000						
OR2	.360	.362	.444	1.000					
HE1	.482	.594	.406	.508	1.000				
HE2	.476	.662	.409	.521	.850	1.000			
RES	.246	.298	.205	.272	.254	.286	1.000		

| SES | .270 | .269 | .160 | .251 | .226 | .231 | .333 | 1.000 | |
| GSE | .144 | .348 | .263 | .241 | .277 | .336 | .372 | .468 | 1.000 |

The two alternative structural models shown in Figure 5.1 are at the theoretical construct level. We followed common practice and enclosed the four factors of YC, PERF, MRQ, and DE in ellipses/circles. The operationalized model (shown in Figure 5.2) also included measured variables (YC1, YC2, PERF1, PERF2, MRQ-S, MRQ-I, MRQ-R, RES, SES, GSE), which are enclosed in rectangles/squares.
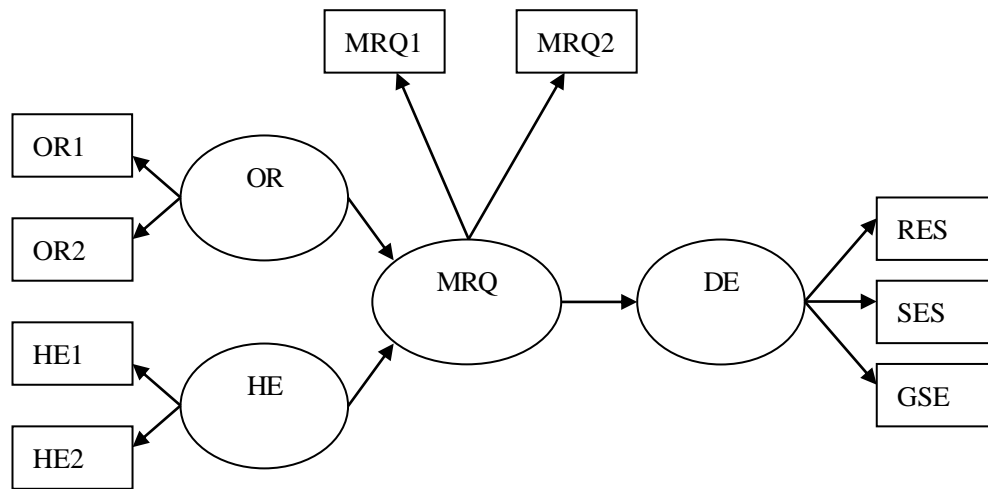
Figure 5.2. Initially operationalized Model 1

After running the software LISREL 8.7, we found the following data-model fit results for the data in Table 5.4 and the Model 1 in Figure 5.2 (Figure 5.3): Chi-square=39.65, df=23, P-value=0.0168, RMSEA=0.089. We also found the results from Model 2 (Figure 5.3): Chi-square=36.08, df=21, P-value=0.0214,

RMSEA=0.088. In Model 2, there are both negative correlations and problems in t-value of the dotted line parts. In Model 1, the results are all positive, though not very well fit. Therefore, we decided to choose the completely mediating model (Model 1) to illustrate the relationship between the three factors. That is to say, mentor's prosocial personality appeared to have affected the mentoring relationship quality, which in turn affected the positive development of the youth.

(a) Model 1
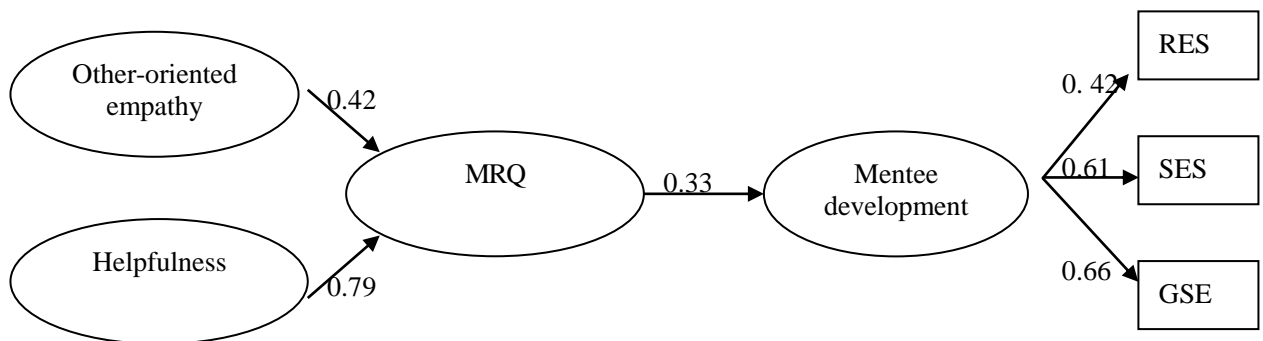
(b) Model 2
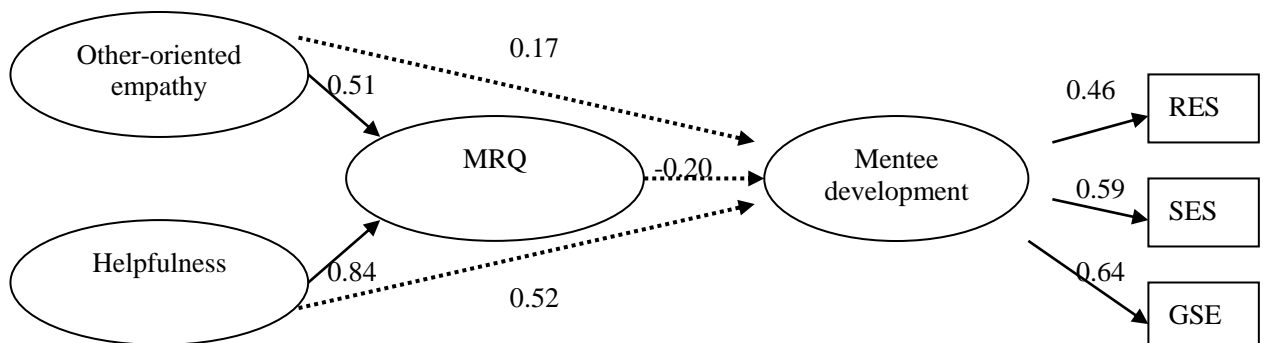
Figure 5.3. Results of Model 1 and Model 2

Note:

Other-oriented empathy: reflected by *youth-centered relationship*

Helpfulness: reflected by *performance standards*

RES: *Resilience*

SES: *Self-esteem*

GSE: *Self-efficacy*

Model Comparison by Relationship Types

The goal of the study 2# was to examine the role of mentor's prosocial

personality (latent variables: other-oriented empathy and helpfulness) in

mentee's positive development under different relationship types (Table 5.5). In

the following study, completely mediating model by structural equation

modeling (SEM) was used to illustrate the relationship between mentor's

prosocial personality, mentoring relationship, and mentee's positive development.

Models were built for each of the outcomes separately, namely relationship

satisfaction, relationship intimacy, and relationship reciprocity. Tables 5.6 and

5.7 contained relevant summary statistics by Time1 data and Time 2 data.

Table 5.5

Indicator Variable/Item Description

Construct	Label	Item	Scores
MRQ-S	MOD1	"I acquired knowledge, information, or skills from this person."	1 (disagree) to 5 (agree)
	MOD2	"This person introduced me to new ideas, interests, and experiences."	
MRQ-I	EMOT1	"When I'm with my mentor, I feel special."	1 (disagree) to 5 (agree)
	EMOT2	"When I'm with my mentor, I feel excited."	

Construct	Label	Item	Scores
MRQ-R	AUTH1	"My mentor shares stories about his/her own experiences with me in a way that enhances my life."	1 (disagree) to 5 (agree)
	AUTH2	"I can be genuinely myself with my mentor."	

MRQ-S: Relationship Satisfaction (*Instrumental and role modeling*)
MRQ-I: Relationship Intimacy (*Emotional engagement*)
MRQ-R: Relationship Reciprocity (*Authenticity*)

Table 5.6

Correlations of Simulated Data by Types–Time1 data

	OR1	OR2	HE1	HE2	RES	SES	GSE
OR1							
OR2							
HE1							
HE2							
RES							
SES							
GSE							
EMOT1	.502	.395	.382	.419	.291	.196	.288
EMOT2	.126	.440	.167	.225	.123	.014	.242
MOD1	.176	.260	.483	.575	.303	.259	.327
MOD2	.240	.394	.598	.636	.253	.241	.323
AUTH1	.321	.436	.662	.650	.257	.103	.333
AUTH2	.311	.414	.594	.572	.209	.257	.285

	EMOT1	EMOT2	MOD1	MOD2	AUTH1	AUTH2
OR1						
OR2						
HE1						
HE2						
RES						
SES						
GSE						
EMOT1	1.000					
EMOT2	.268	1.000				
MOD1	.298	.228	1.000			
MOD2	.265	.199	.699	1.000		
AUTH1	.292	.241	.395	.509	1.000	
AUTH2	.307	.235	.465	.537	.646	1.000

Table 5.7

Correlations of Simulated Data by Types–Time2 data

	OR1	OR2	HE1	HE2	RES	SES	GSE
OR1	1.000						
OR2	.567	1.000					
HE1	.422	.554	1.000				
HE2	.261	.494	.814	1.000			
RES	.197	.307	.270	.154	1.000		
SES	.209	.277	.312	.201	.397	1.000	

GSE	.241	.330	.358	.347	.402	.477	1.000
EMOT1	.512	.549	.421	.415	.288	.236	.172
EMOT2	.179	.380	.203	.212	.038	-.044	.107
MOD1	.290	.507	.650	.643	.311	.221	.346
MOD2	.374	.602	.673	.673	.199	.274	.336
AUTH1	.463	.674	.728	.639	.216	.356	.328
AUTH2	.456	.662	.594	.592	.315	.215	.244

	EMOT1	EMOT2	MOD1	MOD2	AUTH1	AUTH2
OR1						
OR2						
HE1						
HE2						
RES						
SES						
GSE						
EMOT1	1.000					
EMOT2	.168	1.000				
MOD1	.297	.274	1.000			
MOD2	.408	.134	.771	1.000		
AUTH1	.432	.371	.520	.597	1.000	
AUTH2	.570	.449	.563	.642	.704	1.000

Model of Relationship Intimacy

Mentoring relationships can be considered close relationships between mentors and the youth. Attachment theory offers a promising model to examine individual differences in mentors and mentees and the effects these differences may have on mentoring processes. The attachment model describes individual differences in representations of the availability and quality of support, beliefs about the extent to which the self is worthy of love and support, and perceptions regarding appropriate responses to the distress of others (Collins & Read, 1994). The relationship intimacy model was explored and illustrated in Figure 5.4 as follows.
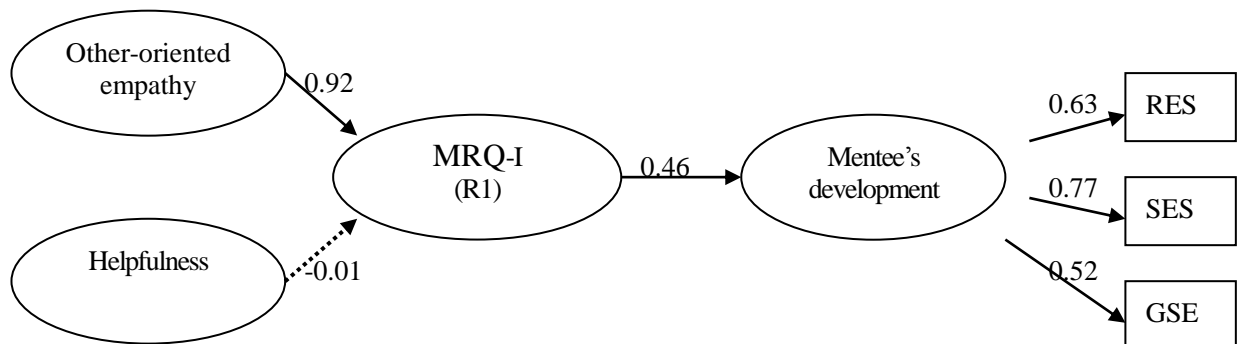
(a) Time1

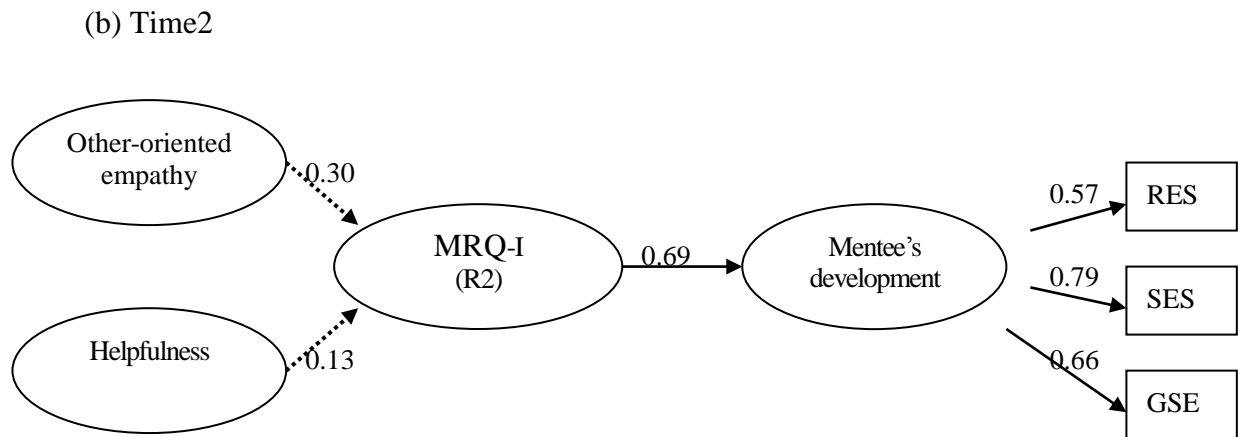*Figure 5.4 (a).* Model of relationship intimacy

(b) Time2

Figure 5.5 (b). Model of relationship intimacy

Note:
Other-oriented empathy: reflected by *youth-centered relationship*
Helpfulness: reflected by *performance standards*
MRQ-I (Relationship intimacy) (Attachment theory): *Emotional engagement*
RES: *Resilience*
SES: *Self-esteem*
GSE: *Self-efficacy*

This model proposed that relationship intimacy mediated the relationship
between mentor's prosocial personality and mentee's positive development. In
other words, it was assumed that the effect of mentor's prosocial personality on
mentee's positive development was mediated through relationship intimacy
between mentor and mentee. With R1 data, mentor's other-oriented empathy and
relationship intimacy were correlated with path coefficient equal to 0.92. The
correlation between mentor helpfulness and relationship intimacy was rather low
with path coefficient equal to -0.01. The relationship intimacy and mentee's
positive development were correlated and the path coefficient equaled to 0.46.
Mentee's resilience, self-esteem and self-efficacy were all reliable indicators of

the latent variable "mentee's positive development". The model fit results were as follows: Chi-square=76.30, df=31, P-value=0.00003, RMSEA=0.126. Since there were path problems in t-values with R2 data, we regarded it as invalid. Therefore, according to this model relationship intimacy was a mediating factor between mentor's other-oriented empathy and mentee's positive development. This result indicated that mentor's prosocial personality affected mentee's positive development mainly from the factor of other-oriented empathy in relationship intimacy.

From the model of relationship intimacy, mentors who exhibited youth-centered behavior with higher level other-oriented empathy might develop quality mentoring relationship in the early stage of relationship building. This interpretation is consistent with that of Grossman et al. (2006), who suggest that youth mentees' commitment and encouragement comes from the one-to-one communication, which delivered very individualized content with a 1:1 ratio of adults to youth. Youth might interpret this directive approach as care and closeness relationship, which in turn impacts their positive development.

Model of Relationship Satisfaction

Mentoring relationship can be regarded as a form of social exchange between mentees and mentors. As mentioned earlier, the youth favored mentors who were believed to bring desirable attributes and competencies to the mentoring relationship that resulted in a mutually satisfying relationship. The

relationship satisfaction model was explored and illustrated in Figure 5.5 as
follows:

(a) Time 1

(b) Time 2
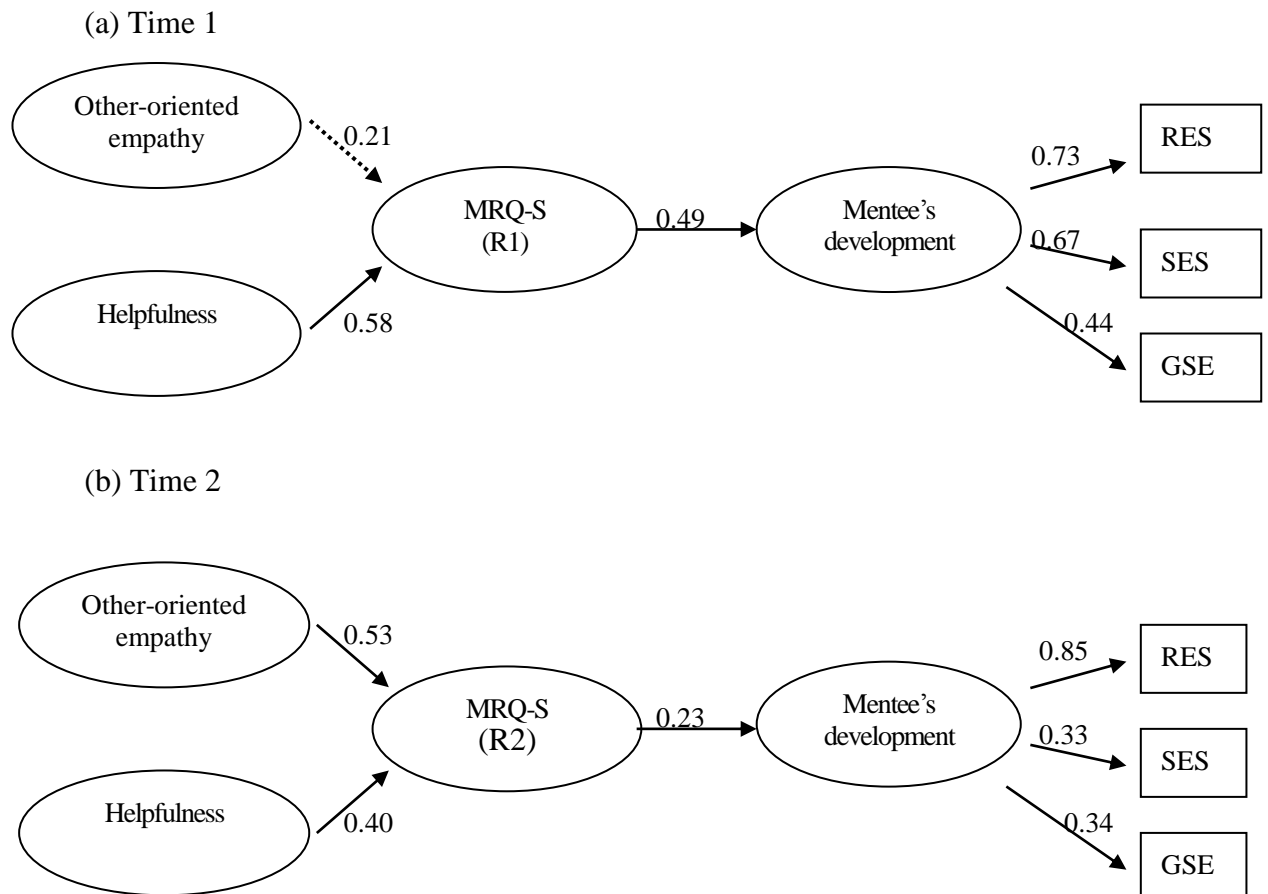
Figure 5.6. Model of relationship satisfaction

Notes:
Other-oriented empathy: reflected by *youth-centered relationship*
Helpfulness: reflected by *performance standards*
MRQ-S (Relationship satisfaction) (Social exchange theory): *Instrumental and role modeling*
RES: *Resilience*
SES: *Self-esteem*
GSE: *Self-efficacy*

In this model, it was proposed that the effects of mentor other-oriented

empathy and mentor's helpfulness on mentee's positive development are both

completely mediated by mentoring relationship quality. With R1 data, mentor's

other-oriented empathy and relationship satisfaction were correlated with path

coefficient equal to 0.21. Mentor's helpfulness and relationship satisfaction were

correlated with path coefficient equal to 0.58. The correlation between

relationship satisfaction and mentee's positive development was significant and

the path coefficient was 0.49. Mentee's resilience, self-esteem and self-efficacy

were all reliable indicators of the latent variable "mentee's positive

development". The model fit results were as follows: Chi-square=71.49, df=31,

P-value=0.00005, RMSEA=0.119. With R2 data, mentor's other-oriented

empathy and relationship satisfaction were correlated with path coefficient equal

to 0.53. Mentor's helpfulness and relationship satisfaction were correlated with

path coefficient equal to 0.40. The correlation between relationship satisfaction

and mentee's positive development was significant and the path coefficient was

0.23. The model fit results were as follows: Chi-square=73.14, df=31,

P-value=0.00003, RMSEA=0.122. Therefore, according to this model,

relationship satisfaction could be a mediating factor between both other-oriented

empathy and helpfulness of mentor and mentee's positive development.

Mentor's helpfulness comparatively better reflected relationship satisfaction than

mentor's other-oriented empathy in satisfaction relationship as social exchange

perspective.

The model of relationship satisfaction showed the cordial role of mentor's

relationship with mentee, based on which mentor, with his or her prosocial

personality, helped mentee's creative and productive development. This observation suggested that relationship satisfaction from the perspective of social exchange theory could be the main form of the quality mentoring relationship in formal mentorship program. As supported by the work of Larson (1993), who declared that more positive outcomes for youth emerge when mentors become positive role models outside the family. Here are some advices in terms of the program. On the one hand, youth mentoring program, especially some large-scale ones in the community, should enlist and select more qualified volunteer mentors who are able to provide mentee with all of the three kinds of support (emotional support, psychosocial support, and vocational / academic support). Enlisting means more people are enlisted as volunteers by organizations or units; selecting means to choose proper mentor according to the personality, work style and values of the volunteers. On the other hand, youth mentoring program should add large-scale activities and group mentoring in the program design, to create communication between members (mentor and mentor, mentor and supervisor, supervisor and supervisor), or to reinforce supporting and supervising of mentor.

Model of Relationship Reciprocity

Social network is characterized by norms of trust and reciprocity (Putnam, 1995). Reciprocity in mentor-mentee relationship benefits in helping the youth gain access to the individuals, activities, and resources they need to constructively move forward in their development (Zippay, 1995). The

relationship reciprocity model was explored and illustrated in Figure 5.6 as
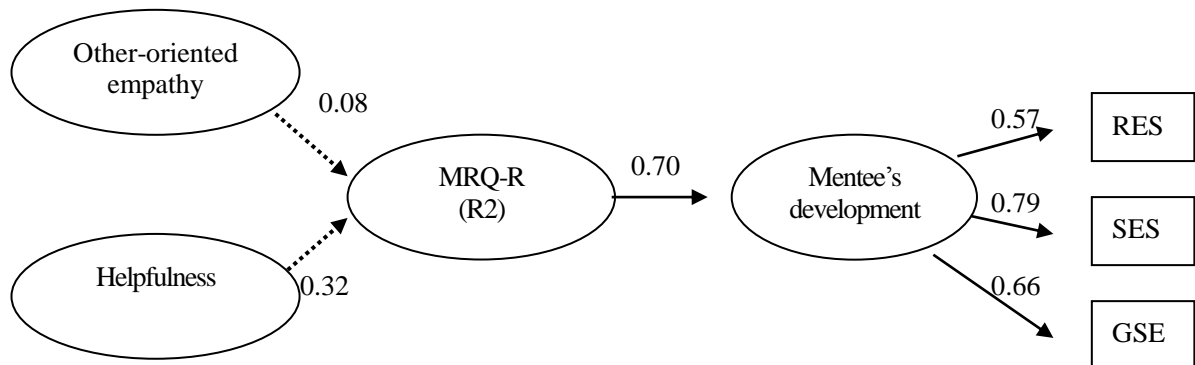
follows.

(a) Time 1
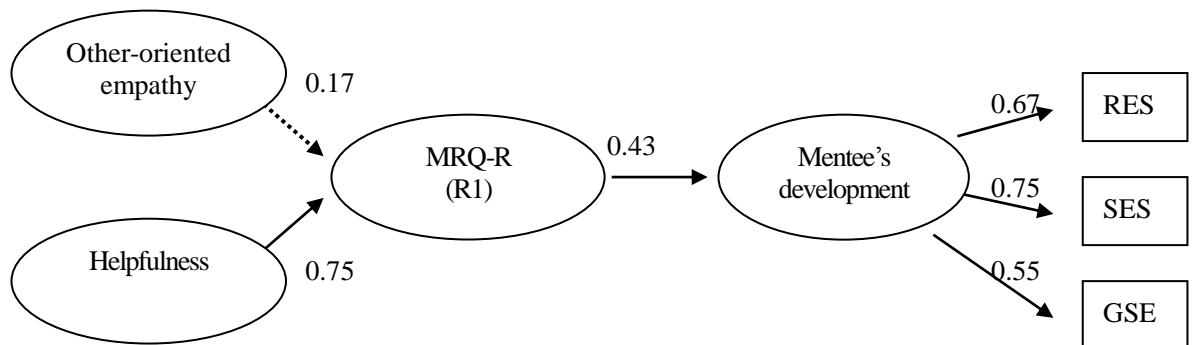
(b) Time 2

Figure 5.7. Model of relationship reciprocity

Notes: (continued)
Other-oriented empathy: reflected by *youth-centered relationship*
Helpfulness: reflected by *performance standards*
MRQ-R (Relationship reciprocity) (Social network theory): *Authenticity*
RES: *Resilience*
SES: *Self-esteem*
GSE: *Self-efficacy*

In this model, it was proposed that relationship reciprocity (MRQ-R) mediated the relationship between mentor's prosocial personality and mentee's positive development. In other words, it was assumed that the effect of mentor's prosocial personality on mentee's positive development was mediated through relationship reciprocity between mentor and mentee. With R1 data, the correlation between mentor's other-oriented empathy and relationship reciprocity was rather low, with path coefficient equal to 0.17. Mentor's helpfulness and relationship reciprocity were correlated with path coefficient equal to 0.75. Relationship reciprocity and mentee's positive development were correlated and the path coefficient was 0.43. All indicator variables of mentee's resilience, self-esteem and self-efficacy were reliable in measuring the latent variable "mentee's positive development". The model fit results were as follows: Chi-square=71.38, df=31, P-value=0.00005, RMSEA=0.119. We regarded R2 model as invalid since there were path problems in t-values. Therefore, according to this model relationship reciprocity was a mediating factor between mentor's helpfulness and mentee's positive development. This result indicated that mentor's prosocial personality affected mentee's positive development mainly from the factor of helpfulness in relationship reciprocity.

As observed, mentors who present supporting behaviors with higher level helpfulness might develop reciprocal type of mentoring relationship. There is a necessary stage in which the mentoring social network could be built by all participants. It could be mentors who input more sharing activities, are reporting

that their mentees develop a quality mentoring relationship with them. There are

a variety of social network such as friendship networks and advice networks. As

developmental networks, mentoring relationship is a subset of one's entire

network. Higgins and Kram (2001) suggest that the developmental network

consists of those relationships the mentee names at a particular point in time as

being important to his or her career development. We suggest that relationship

reciprocity is an important factor relevant to the formation and maintaining of

networks.

Observation and Discussion

Through observing the models of three types of mentoring relationships, we

come to three conclusions for discussion.

Firstly, Mentorship plays an important role in the positive development of

the youth. The statistics results on the one hand made a positive evaluation of the

Beijing mentorship program, and on the other hand emphasized again that

different types of mentorship would exert different impacts on mentees.

Therefore, it is of vital importance to study mentorship, especially to establish

mentorship typology from the perspective of mentors.

Secondly, the two factors of mentor prosocial personality, i.e.,

other-oriented empathy and helpfulness have demonstrated different impacts on

types of mentorship. According to the statistics, in the relationship intimacy type

of mentorship, other-oriented empathy of mentors stays on a high level; in the

relationship satisfaction type of mentorship, other-oriented empathy and

helpfulness both stay on a high level; while the relationship reciprocity type of

mentorship is related to a relatively high level of helpfulness.

Thirdly, it is important to discuss the process. The statistics indicate that

there is a change between the model data at two time points. Relationship

intimacy and relationship reciprocity played a significant role at time point 1, i.e.

in the early stage of the relationship; while the relationship satisfaction was more

evident at time point 2, i.e. in the stage of stable development. Therefore, we will

have a further discussion on the development process of mentorship and related

program settings.

CHAPTER 6 – PROGRAM SETTINGS BY RELATIONSHIP DEVELOPMENT SATGES

We have proposed that quality mentoring relationship was characterized by transaction process of satisfaction, intimacy, and reciprocity. We also investigated the role of mentor's prosocial personality in quality mentoring relationship. The last research question would be about the design, management, and operation of an effective mentorship program which would match the stages of mentoring relationship development. In this chapter, we will use the Beijing program as a case to discuss mentoring relationship and the role of mentors by stages to illustrate an optimal program model of quality mentoring transaction process. Suggestions on how to promote mentoring relationship quality would be made.

Program Practices by Stages

Mentorship program can be regarded as a setting for finding the right mentor candidates with prosocial personality, train them, monitor and support their work in building and developing the all-important mentor-mentee relationship. Different to natural mentoring, developing a formal mentorship program requires thoughtful planning and preparation. Research employing in-depth qualitative interviews to learn the experiences of mentors and youth provides further insights about the significance of the stages of the mentoring relationship. Styles and Morrow (1992) classified satisfied and dissatisfied pairs according to feelings of liking and attachment, indications of appreciation and

support, and commitment to continuing the relationship, which are

contemplation, initiation, and growth and maintenance (Table 6.1). With

knowledge of the typical courses of mentoring relationships, programs could

anticipate challenges and provide supportive services at crucial junctures in the

relationship.

Table 6.1

Process of mentoring relationship development

Stages	Conceptual features	Factors addressed in research	Applicable theoretical perspective	Program practices
Contemplation	Anticipating and preparing for relationship	Mentor motivation and attachment style	Attachment theory	Recruiting, Screening, Orientation
Initiation	Beginning relationship and becoming acquainted	Mentor's interests and skills	Social exchange theory, Attachment theory	Training
Grow and maintenance	Meeting regularly and establishing patterns of interaction	network resources, frequency and nature of activities	Social network theory	On-going supporting

Contemplation

The contemplation stage of a mentorship program is when individuals

choose to participate in a new relationship and have preconceived ideas about

what this relationship will entail. Salient processes in the contemplation stage of

mentorship program would include obtaining information about mentoring,

planning for future activities, and forming expectations about the mentoring

relationship. These preparations may be influenced by the motivations, attitudes,

values, goals, and needs that lead each person to enter a mentoring relationship.

The corresponding program practices include mentor recruitment, screening, and orientation.

In the Beijing program, the recruitment and screening in the contemplation stage of voluntary mentors were completed by each university separately. To ensure these adults are prepared for their new roles as mentors, programs need to provide good orientation after selecting the suitable volunteers. Orientation provides important opportunities to ensure that youth and mentors share a common understanding of their respective roles and to help mentors develop realistic expectations of what they can accomplish (Sipe, 1996). In the Beijing program, mentors who passed the interview attended the orientation co-organized by the universities, in which community elites shared their experiences and feelings of their devotion to youth development. The orientations not only focussed on explaining program procedures and requirements, but also targeted at improving motivation of mentors. College-student volunteers were encouraged by the community elites and were expected to devote themselves to the mentoring service. They also gained supports from these community elites when they encountered difficulties and troubles during the service process. Matching process was also in this stage. Because the conditions of mentors were similar in the Beijing program and each university provided service to its correspondent school of mobile children, the only requirement to be considered during matching is the gender.

The first meeting of mentors and mentees is the milestone of the preparation phase. Quantity relationship should have a good beginning, so we call the preparation phase of relationship the acquaintance phase. Mentors who understand the importance of building trust and being a friend to the youth with whom they are matched are most likely to experience success in the relationship. Formal mentorship program usually adopt the form of group meeting to begin the relationship due to the consideration of the convenience of organization and the promotion of identity. A large-scale adventure activity is designed as the first meeting of mentees and mentors for Beijing program, which includes walking in blind and rock climbing etc. Mentors and mentees are much impressed by the activity. It is the beginning of their mutual observation, mutual understanding and mutual acceptation, and they have completed the first step of their mentoring relationship. What should be noticed is that a good beginning does not ensure a smooth process and a consummated ending. Some well-cooperated "partner" relationship built up in the adventure activity ended in a sense of inter-personal distance due to various reasons. Therefore, even in a well-designed and well-organized formal program, the establishment of one-to-one mentoring relationship still requires a natural process of development. The aim of group meeting and adventure activity is to help adults and youth form mutual experience but may come short of promoting the mentoring relationship.

"While sharing my experience I told him (mentee), "You perform well today and you are brave. You made me feel safe when walking in blind." I think the first impression of me must be bad. He is so brave while I am timid although I am much elder than him. What out of my expectation is that he thinks my performance is good. He saw me quivering when climbing the rock and I was still persisting." (MM-4-01)

Initiation

The initiation stage involves the process of becoming acquainted. In Beijing program, formal mentorship program, the first important factor was dealing with the frustration early in a match process. From not familiar to knowing each other, both mentees and mentors experienced conflicts in mind. In a new relationship, mentors and youth are likely to be motivated to learn about each other. They may assess what their partners bring to the relationship, monitor how their behaviors affect the others, make comparisons against their expectations for the relationship, and evaluate their potentials together (Hinde, 1997). Working to the advantage of a new mentoring relationship is the basic for individuals to have an initial positive response and engage in reciprocal sharing when they perceive that the other person is inclined to have the relationship with them and when they expect ongoing contact with the other person (Fehr, 2000).

"After constant contact, I feel that our relationship has become different from the beginning. But I do not know exactly which activity makes the change. I think the change is ongoing through each activity. Although we have not become intimate friends, my mentee has begun to share his unhappiness and puzzle with me and to consider about and reflect on my suggestions after constant contact. I think I can be called an "elder friend" of my mentee now." (MM-2-17)

Another factor in this stage was the management of conflicts. To some extent, the initiation stage is most important during the whole program, determining whether or not the relationship could be established and maintained. In this stage, interpersonal exchanges may be a source of change and development in relationships. The management of conflicts may influence the course of the relationship, such as maintained, strengthened, or damaged (Collins & Laursen, 1992). In addition, mentoring relationships may change and develop in response to events and circumstances in the lives of the participants. For example, the ease of maintaining contact may increase or decrease as a result of residential moves or changes in schools. Likewise, the relationship may be altered if either partner experiences an accident, illness, or other significant life event. Therefore, it is necessary to set well-planned training procedure timely in this stage.

Training can equip volunteers with the information and strategies they need to maximize their chances of developing mutually satisfying relationships with

youth (Sipe, 2002). In my opinion, the topics should include at least program

values and rules, theories of adolescent development, active listening and sharing

skills. In Beijing program, the training is held once a month and the topics

include growth mentoring idea, youth psychological development and juvenile

asset etc. These training courses provided strong guidance to the mentors to face

the problem ahead. The main form adopted by the six universities is centralized

training. Due to the reason that too many people join the training, many mentors

reflect the training is not exactly on target and cannot solve their own problem in

service. The form of training was suggested to be diversified based on the needs

of mentors, such as group discussion and role playing.

Growth and maintenance

Growth and maintenance is the stage of relationship development, which is

relatively peaceful with equal contribution between mentor and mentee. The

growth and maintenance stage endures through the mentoring relationship. In the

relationship development over time, the mentor and youth may establish patterns

of communication, conventions for turn-taking, and routines of behavior. The

relationship may be maintained both implicitly through the activities that make

up the relationship (e.g., conversation, dining together) and explicitly through

behaviors expressing the importance of the relationship (e.g., affection,

discussing the relationship itself, cards, and gifts) (Duck, 1994). This is a very

important and special function of effective mentors as the different life circles

surrounding the youth would be integrated and a positive environment for

growth in youth is created. Therefore the kinds of support and supervision should

be different from other stages.

Each four mentors have a supervisor in The Beijing mentorship program.

The support supervisors provide to mentors include administrative issues

mentoring, plan designing and executing, mentors' self-awareness promoting,

mentoring relationship supporting and emotional supporting to mentors, etc.

Administrative issues include urging mentors to hand in plans for next month on

time, preliminary review of the plan, providing suggestions to activities, e.g., do

not hold activities in public places when swine flu is prevailing; collecting

monthly summaries at the end of each month and supervise mentees' work in

group according to the summary; be in charge of some organizing and

coordinating work in college activities. Supervisors should oversee the reliability

and safety of mentors' service plans and their execution. They should guide

mentors to collect mentees' opinions and make design of the weekly meetings

and group activities based on the needs of mentees, combining the resources of

their own and the program organizer, so as to promote the mentoring relationship

effectively as the service plan unfold. The promotion of mentors' self-awareness

means that supervisor should explore the experience of individual growth

together with mentors consciously and help them cognize themselves. The

mentorship program hopes that mentors could share their growth experience with

mentees and help them finish the one-year program as well as set up friendship

with mentees and become their elder friends in life. Only by reviewing their own

growth experience can the mentors really understand their motive to take part in this program and understand what influence they should bring to mentees during the service.

In my opinion, mentoring relationship support means providing suggestions to mentors when they encounter problems during the process of relationship establishment. Meanwhile, because of the long process of program and the limit of their social resources and personal experience, mentors may become powerless or tired from time to time. More importantly, supervisors should also provide emotional support and encouragement to mentors according to practical situation, so as to enhance their confidence.

Mentoring Relationship as a Developmental Relationship

Mentoring relationship, as a developmental relationship, constitutes social support serving at-risk children across program settings (Li & Julian, in press). Different with natural mentoring, developing a formal mentorship program requires thoughtful planning and preparation. In this part, we described idealized models of mentoring relationship by different roles of mentor to explore the concept of developmental and prescriptive approach to mentoring suggested by Marrow and Styles (1995).

Idealized Model of Mentoring Relationship

As contexts for development, relationships foster youth's psychosocial growth and teach important lessons about social interaction (Hartup & Laursen, 1999: p.85). In turn, relationships evolve as youth expand their capabilities as

interactive partners and exhibit advances in their understanding of the world,

their complex reasoning, their social skills, their level of responsibility, and their

competencies in other domains (Collins & Repinski, 1994). As mentioned, the

stages can be defined according to feelings of liking and attachment, indications

of appreciation and support, and commitment to continuing the relationship,

which are the stages of contemplation, initiation, and growth and maintenance.

Promoting the sustained development of positive relationship is a primary goal

because longer-lasting relationships tend to yield greater benefits for youth,

while short-term relationships may have unintended negative consequences

(Grossman & Rhodes, 2002), as illustrate in Figure 6.1 revised by Li & Julian's
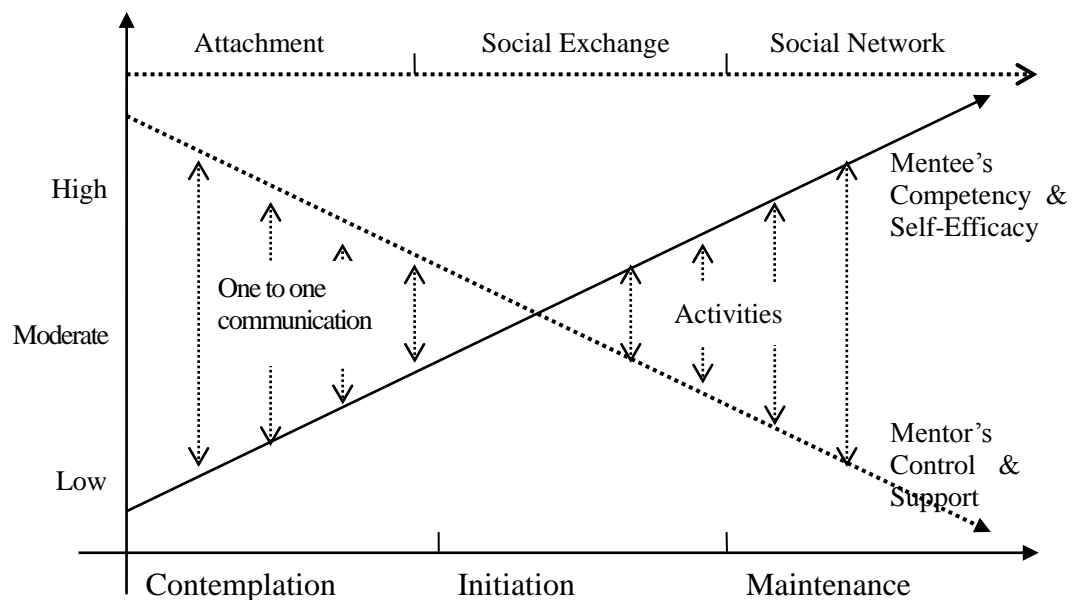
developmental relationship model (in press).

Figure 6.1. An illustration of the idealized model of mentoring relationship

Adult Strangers

In the beginning of the mentoring relationship, mentors will be formally introduced to mentees as adult strangers. Building a trust and close relationship requires time and this experience in each mentoring relationship is unique. As attachment theory suggested, individuals build their inner working models of the world and of the self from their experience. The inner working models are believed to have a profound influence on individuals' attitudes, emotions, behaviors, and responses to social interactions (Bowlby, 1973). The key point for the growth of a mentoring service to produce good effect is that the service should meet the needs of mentees. Only in this case, the service can be readily accepted by mentees and form a kind of interaction and consequently have a good result.

In the acquaintance stage, mentors and mentees are both observing and exploring. At this time, the positions of mentors and mentees in communication are not equal. Mentees are relatively passive; they treat mentors as adults and teachers. They keep observing or try to adjust themselves towards the orientation of obedience. Many mentors are relatively active; they try to break the barrier between mentors and mentees and try to build up a close relationship with mentees. Some may adopt a prescriptive approach and demand mentees to communicate and keep questioning and hope to get response. It can produce negative effect on the relationship. Therefore, mentors should not be impatient to get the response from youth, but focus on the emotion and experience of the

youth, especially the emotional changes of sensitive mentees. Mentors should

arrange activities with development contents to get mentees involved, so as to

form a closer mentoring relationship. Adopting a youth-centered approach

therefore would be more effective to develop relationship with mentees. With

mentors who are sensitive and consistent in the relationships, youth may become

more open, and are more likely to participate in the activities. After a period of

adjustment, positive "changes" are expected to occur in their interaction,

suggesting the establishment of their affection towards each other. Some

descriptions of relationship changes made by the mentors in the Beijing

mentorship program are as follows.

"In the first activity, I said that I had already got familiar with my mentee

when doing the group sharing. However, it was repudiated. It seems that only I

myself endeavored to communicate and the mentee did not enjoy the process.

After consistent contacting, I feel our relationship has changed to be positive

from the beginning." (MM-2-19)

"My mentee and I meet for the first time. Fortunately, our personality and

interests are similar, which lay a good foundation for the establishment of

relationship. It could be called a good match. After several meetings, I become

more familiar with her life, study and family. And so does she. I also look for the

common topics between her and me, such as music, TV program and etc."

(MM-4-01)

According to attachment theory, positive outcomes of mentoring

relationship depend on mentee attachment style. Therefore, we suggested doing

attachment type test on youth before the start of mentorship program. If the

mentee is of the avoidance type, attention should be given to the selection of

mentor during matching, and meanwhile supervision of mentors should be

reinforced. If the mentee is of the anxiety type, professional methods instead of

mentoring should be provided to help the youth and the family.
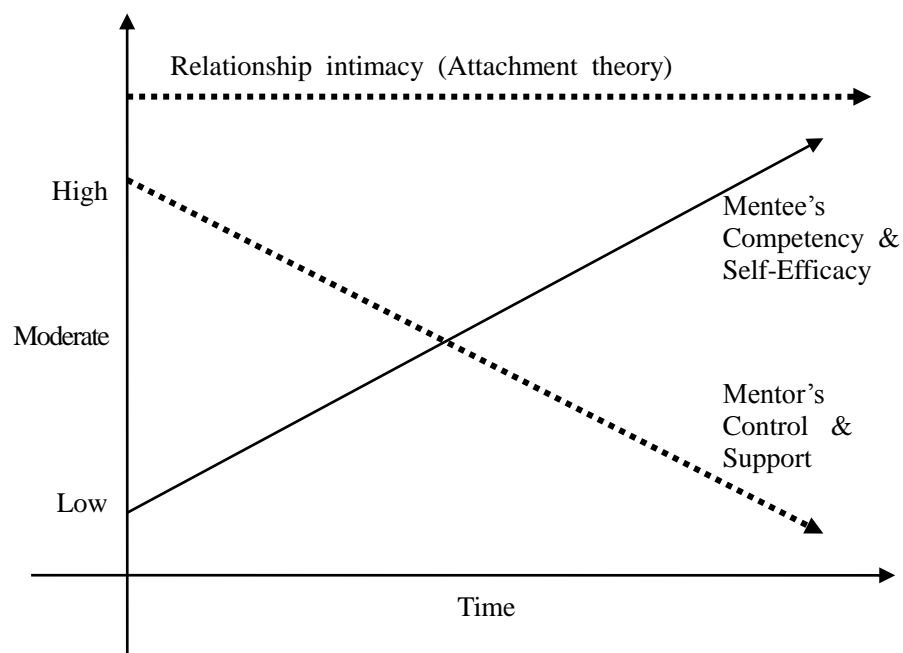

Figure 6.2. The role of mentor in relationship intimacy

One Who Brings Benefits

In the middle phase of the mentoring process, mentors and mentees have

participated in a variety of activities that often include recreation and discussions

about the mundane as well as emotionally charged topics. College student mentors exchange information, express emotions, negotiate goals, and regulate their own behavior and that of the migrant workers' children. They also teach skills or serve as companions for attending movies and exhibitions. Taking into consideration from Rhodes' (2002) definition, the social support concept provided a useful framework for describing what occurs in mentoring and how it might affect youth development. It also is true that mentorship programs are interventions for creating meaningful changes in the social support that youth receive (Barrera & Prelow, 2000; Eckenrode & Hamilton, 2000: p. 133).

Youth mentorship program, especially large-scale ones, should recruit and screen more qualified volunteer mentors who are able to provide mentees with all of the three kinds of support (emotional support, psychosocial support, and vocational/academic support). Mentorship programs recruit more people and enlist them as volunteers by organizations or units. In order to choose proper mentors, the screening process should also consider mentors' personality, work style and personal values. In addition, youth mentorship program also should provide support mentoring relationship, for example, add factors such as large-scale activities and group mentoring in the program design, create communication between members (mentor and mentor, mentor and supervisor, supervisor and supervisor), and reinforce supporting and supervising of mentors.

Expected support does not always come through in times of crisis; provision of support is "costly" to those who give (Kadushin 1983; Pagel, Erdly, and

Becker, 1987); people who receive intangible and tangible assistance do not always feel "supported". Mentoring process is often characterized now as "social exchange" rather than as a one way provision of care and assistance (Uehara, 1990). Under social exchange perspective, volunteer mentor needs to be sensitive to the needs and preferences of the mentee, and initiate the communication as the mentee desires. Through these considerations, mentors with prosocial personality would be more capable in providing in-time and natural support in order to bring out social exchange transaction in the mentoring relationship. Positive changes in mentees can be expected as illustrated by the following examples from the Beijing program.

"I am much gratified that he has changed without being noticed, which is what I am willing to see but dare not to expect. I felt wronged and unfair more or less last semester because he was always late for the activity. But now, he could think of my feeling, which is thoughtful and makes me feel gratified. Perhaps, changes happen without being noticed, and we do not need to purposefully observe. Each contact, no matter what kind of activity it is, will function positively and make us closer." (MM-2-14)

"After constant contacts, I feel that our relationship has become different from the beginning. But I do not know exactly which activity makes the change. I think the change is ongoing through each activity. Although we have not become intimate friends, my mentee has begun to share his unhappiness and puzzle with

me and to consider and reflect on my suggestions after constant contacts. I think

I can be called an 'elder friend' of my mentee now." (MM-2-17)

The prosocial personality of the mentor brings youth closer and makes it easier to establish positive relationship. Conceptual differences between adult-oriented relationship building and youth-oriented/other-oriented relationship building need to be clarified. In an adult-oriented relationship centering around the mentor, adult volunteer would decide on what and in what ways the mentor and mentee communicate, in which case the initiative of mentee may be suppressed and the relationship may be distanced. In contrast, youth-oriented relationship pays more attention to the mentee's active participation in the relationship building and maintenance. Mentees would make it easier and more acceptable to build a positive relationship in this way.

Relationship satisfaction (Social exchange theory)

Mentee's
Competency &
Self-Efficacy

High

Moderate

Mentor's
Control &
Support

Low

Time
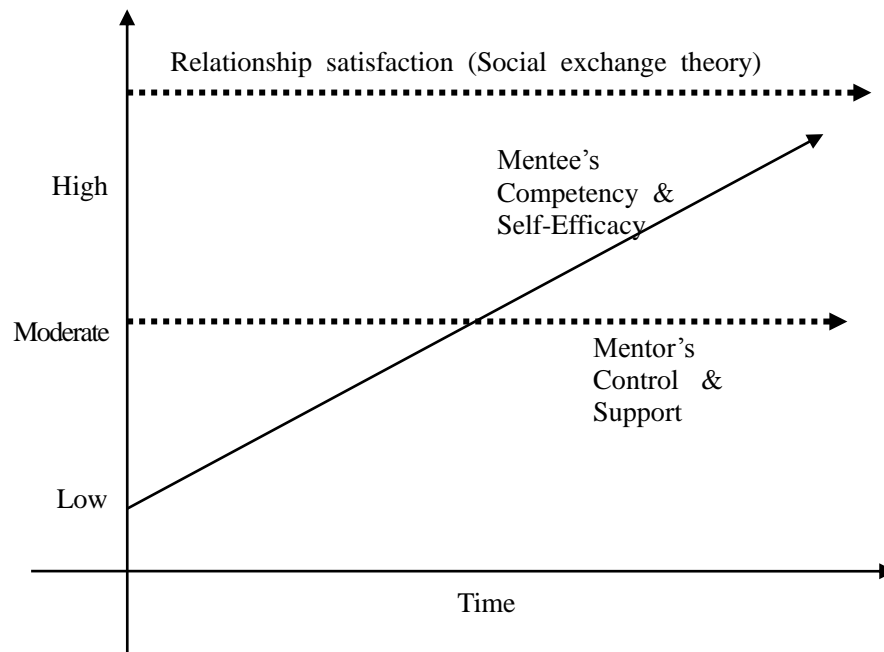
Figure 6.3. The role of mentor in relationship satisfaction

Network Member

Relationship growth and maintenance is a period when mentor needs to employ more network resources to help mentee, possibly bringing other mentors, program staffs, school teachers, parents and family members into the network. What's more, mentor may need more support and sharing for the network building activity, which would be followed by having the shortest information integration and information transfer pathways among multiple social system interfacing in the ecology of the youth.

As mentioned in Chapter 2, mentoring relationship is a kind of social asset youth generated in the process of social network establishment. The behaviors like acceptance of mentors and participation into the program depend on the cognitive process of youth, namely the establishment of formal and informal

"trust". According to Perkins' (2002) statement of social asset at personal level (Figure 6.4), two points of cognition are: (1) trust one's mentor (sense of belonging), and (2) trust the function of mentoring actions (empowerment); two points of action are: (1) the participation into informal growth mentoring activities (interaction), and (2) the participation into formal growth mentoring activities (citizen-participation). As for the Beijing mentorship program, if mobile children trust their mentors and are willing to share their opinions, they will devote themselves to interacting with college-student mentors. Meanwhile, if mobile children accept this mentorship program and believe that this program could bring them happiness and growth, they will actively take part in the activities of this program.

	Cognition（Trust）	Social Behavior
Informal	Sense of belonging	Interaction
Formal	Empowerment	Citizen-participation

Figure 6.4. Define social capital at personal level

The education issue of mobile children cannot be regarded as a problem of their own. The focus of the Beijing mentorship program is not only collecting research information for the improvement of the governmental policies related to floating population and educational system, but also providing support to mobile children and their families with superior resources from an ecological

perspective, so as to provide assistance to their development and growth. In Bronfrenbenner's terminology, mentors in the service should consider about mentees and their growth problems systematically as well as be familiar with the micro services and macro policies. In this regard, mentors should avoid isolating mentees from the living environment when designing and implementing the plan.

Trusting relationship characterized by reciprocity is a fundamental component of quality mentoring relationship, and the establishment of which is a driving force of the transition of mentoring service from form to practice. The milestone of mentoring relationship reported in the mid-term summary by mentors actually is an establishment of trust in mentoring relationship. Of course, the establishment of trust needs a process to which mentors should attach importance. Mentors should notice that trusting relationship cannot be achieved within a short moment. Faithfulness and understanding are the foundation of trusting relationship. From the service perspective, mentors should treat mentees faithfully in the service and understand their living situation, their response and performance in the process of service.

Another key point of trusting relationship establishment is being equivalent, namely being equal. Only based on equal communication, can a true trusting relationship exist between mentors and mentees. Mentors and mentees should be encouraged to have a mutual understanding in terms of family, living environment, interests and hobbies during supervising, but not only support from mentors to mentees. It should be clarified that although mentors guide mentees,

they are still equal. Mentors should also be encouraged to take full consideration of mentees' opinions and suggestions. Mentoring activities are not only dominated by the mentor side, but completed by the two sides together.
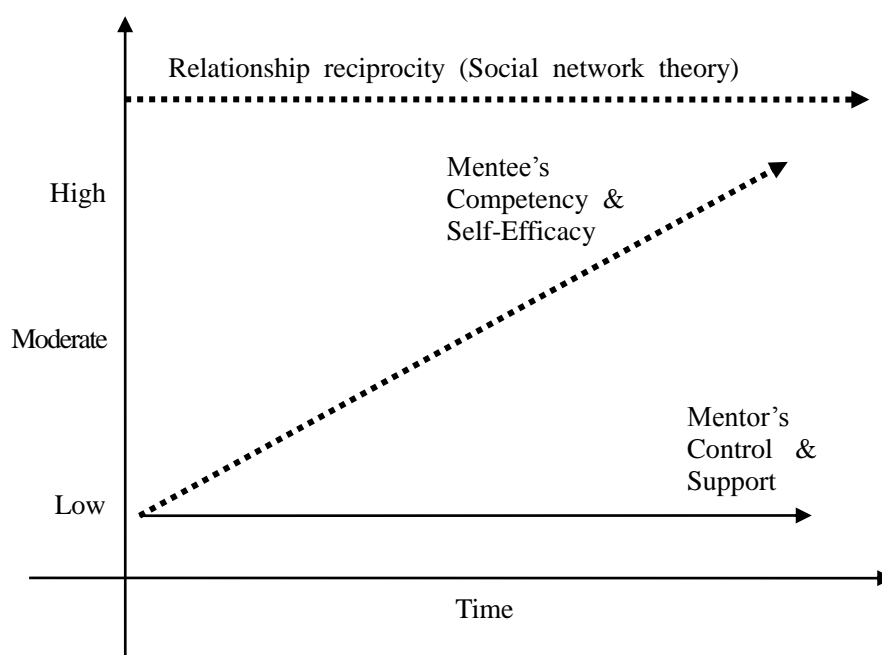
Figure 6.5. The role of mentor in relationship reciprocity

Promoting Quality Mentoring Relationship

The role of mentors in quality mentoring relationship could be discussed from social exchange, attachment, and social network perspectives. What could and should mentorship programs do to facilitate the development of successful and effective relationships? The growth of youth mentoring in this context has been accomplished by a highlighted question of effective program practices. As suggested, youth mentorship program should be operated clearly with the

effective program practices in mentor *screening*, *training* and *supporting* from the beginning of the mentoring relationship to the end.

Screening

The screening process also can be useful in knowing whether a potential mentor is adopting a prescriptive or developmental approach to the match. Those who indicate they are interested in being a mentor to help transform a youth should probably be screened out of mentorship programs and steered toward programs with less emphasis on one-to-one relationships (e.g., tutoring programs). The match may be influenced by prosocial personality that leads mentors to enter a mentoring relationship. The prosocial personality dimension, mentor's other-oriented empathy helps them identify the right direction among different motivations, goals, values and needs, in preparation for a positive relationship with mentees. The other prosocial personality dimension, helpfulness enables mentors to devote more time and effort to training. Mentors with helpfulness trait are usually highly enthusiastic about work and show remarkable affinity with mentees, all of which spread to other mentors and help build interpersonal social support network among mentors.

Training

With more and more meetings, mentoring relationship develops from the contemplation stage to the initiation stage. At this stage, mentor's other-oriented empathy is indispensable for the relationship development. Mentor needs to be sensitive to the needs and preferences of the mentee, and initiate the

communication as the mentee desires. Mentor's helpfulness determines whether

or not he/she is willing to try to satisfy the needs and desires of the mentee,

which is essential to relationship building. Meanwhile, there would be many

unexpected difficulties during the relationship development, such as emotional

problems, emergencies, etc. Other-oriented empathy enables the mentor to

interpret the problems and provide suggestions from the perspective of the

mentee, helping the mentee overcome problems and achieve growth. Helpfulness

is a fountain of passion supporting the mentor to mobilize his/her social

resources and to design customized activities for the mentee. Therefore the

contents of training should be directed to highlight the importance and

approaches to acquire a higher level of mentor's other-oriented empathy and

helpfulness. For example, looking back upon childhood experiences may help

mentors reflect on the meaning and significance of other-oriented empathy. Case

study and role play would be appropriate training activities for mentors to master

this approach and skills in mentoring. In the Beijing mentorship program, the

training is usually lectures presented by experts in the area of youth development

from Hong Kong. Case study can help mentor to understand the problem under

the economic and cultural background of mainland China. Case study also can

provide skillful guidance to the college students on how to support the growth of

mobile children successfully.

Supporting

Supporting (Supportive Supervision) can be regarded as a part of the

organizational structure, managing and regulating the growth and development

of mentors in a mentoring relationship. Program staff can create opportunities to

allow a consolidation of other-oriented empathy through simulated exercise and

helpfulness embedded in actual activities. During the initial stage of

mentor-mentee relationship building, top-down and peer supervision contents

could be structured in training the form of giving feedback. In the growth and

maintenance stage, bottom-up supervision is more appropriate considering

individual differences and time input, while peer supervision forms naturally in

emerging social network. Meanwhile, mentor support groups are helpful because

volunteers can discuss their frustrations and problems with others who have

faced similar challenges. However, it should be noticed that programs should not

rely exclusively on this means of support because there is a danger of reinforcing

unproductive strategies for coping with difficulties in the mentoring relationship.

Professionals can be instrumental in helping volunteers forge appropriate roles in

their matches, fostering the development of positive and lasting relationships.

Some experienced and professional insights are helpful and usually needed.

The Beijing Mentorship Program Design

The service for youth has changed from problem correction to problem

prevention and the development of youth. The key point of DICM is not to solve

social problems but lies in the construction of capacity, the building of

competence and the development and accumulation of social assets of youth.

The uniqueness of growth mentorship program is that it sets up a

multi-dimensional relationship network, connecting the major environment

systems (family, school and community) of youth and integrating the loose and

independent stakeholders, such as family, school, community and volunteer, into

a cooperative force, improving the growth environment of youth and promoting

their healthy growth. The practical mode of growth mentorship program is a

construction process of multi-dimensional network with characteristics of

cooperation and integration.

Cooperation

Growth mentorship program is a service program based on community,

making full use of the superior resources of community, school and family and

investing in youth development. Home, school and community are the main

activity places of youth. Relationships in these settings are usually related to the

growth of kids and youth in their whole lives. In traditional youth service

programs, family, school and community are separated clearly with their own

functions. Communication and cooperation among them are rare (please refer to

Figure 6.5). Recently, parents and teachers have recognized the importance of

cooperation among family, school and community as the number of youth with

problems is growing. The relationship between the nodes in the

multi-dimensional network is neither the looser the better nor the tighter the

better. If it is too loose, it will enhance the uncertainty of the multi-dimensional

network. Family, school and community cannot have prompt and reliable

communication and coordination. However, if it is too tight and the way of

cooperation is too rigid, it will constrain the youth and make it difficult for them

to respond to the dynamic social environment. Under the same target of positive

development of youth, growth mentors integrate these superior resources of

family, community and school and look for an optimal type of relationship to

reach the harmony between stability and flexibility and set up a "multi-win"

network.

The participation and cooperation of multi-stakeholders is a feature and an

advantage of growth mentorship program: (1) The multi-angles of problem

analysis – Growth mentorship program looks for the best result of the

stimulation of youth's positive growth from the perspective of the whole network.

(2) The extension of service scope – Growth mentorship program covers the

three systems, school, family and community, and it influences the whole

process of the individual development of youth. (3) Emphasis on general

coordination – Growth mentorship program emphasizes on the optimization of

the cooperation among family, school and community because the development

of youth needs the coordination and cooperation of multi-parties and the

stimulation from them. (4) The expansion of operating thoughts and methods –

No matter from the vertical perspective within the organization or horizontal

perspective across different organizations, more thoughts and methods are

needed to design this program because the stakeholders of this growth

mentorship program are many. Generally speaking, the basic idea of this growth

mentorship program is based on the belief of cooperation. It can make youth

have a healthier and more positive growth by sharing information and common

plans related to youth development and growth.

Figure 6.5 (a):
Traditional linear relationship
diagram

Family → School → Community
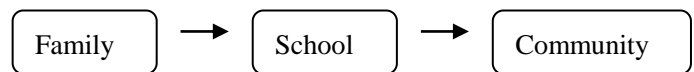
Figure 6.5 (b):
Three-dimensional
relationship network diagram

Family

School ↔ Community
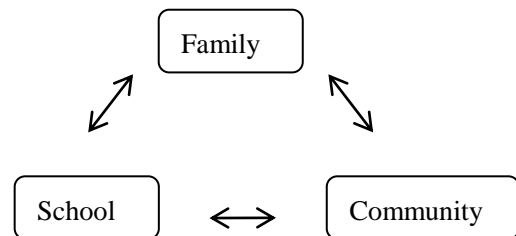
Figure 6.5 (c):
Multi-dimensional
relationship network diagram

School

Family ↔ Youth ↔ Community

Volunteer
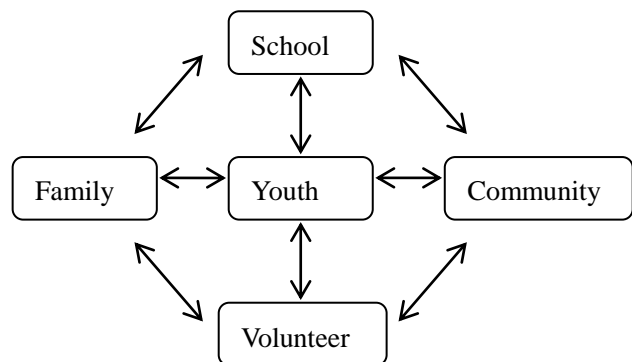
Figure 6.6. Multi-dimensional intervention of youth mentoring

Integration

We must recognize that the establishment of the multi-dimensional network

is a complex process before the youth could benefit from a youth mentorship

program. Network building is not only a structural change but also a change in

mindset. Consequently, we must make analysis carefully to ensure the common

interest of all the parties, which is the positive development of youth. The

cultural docking and integration is called "running in", which is throughout the

whole process and is the issue the program booster should constantly examine.

Cultural integration covers four aspects, namely concept, system, action and

function. Conceptual integration means that all the participants of youth

mentorship program reach a consensus in terms of the idea, target, policy and

value of BICM; systematic integration means all the participants of BICM reach

a consensus and cooperate with each other in terms of management mechanism,

coordination mechanism and regulation compliance; actional integration means

the participants of BICM take part actively in the activities and keep in step with

each other; functional integration meanst the influences casted by the organizers,

volunteers, parents and teachers have on youth in BICM should be interacted

with the same direction and should achieve the same effect.

Targeting at mobile children and based on the poverty issue of migrant

workers, The Beijing mentorship program looks for a plan of sustainable

development to motivate the community resources to invest in the growth and

development of mobile children. Specifically, the main focus is the

psychological quality and employment opportunity of mobile children. The

design of a "Growth Mentoring Plan" for Beijing mobile children also shares the

characteristic of multi-network development. However, some foundations and

premises are needed for the successful operation of this youth mentorship program.

1. Basic conditions of community

Because BICM takes community as the foundation, its operation and sustainable development rely on the basic conditions of community. Good basic conditions provide the needed resources like facilities, places and staff to the program. Therefore, basic conditions of community should be taken into consideration when designing and executing the program.

2. Multi-parties participation and educational training

Growth mentorship program is operating in a complementing mode with different stakeholders. The stakeholders of the Beijing mentorship program include universities, schools for mobile children, communities, social organizations, families (mentees' parents), etc. Therefore, the smooth operation of this service mode needs the active participation of all the above parties as well as the necessary training for college-student volunteers, mobile children, staff of this program, community elites, parents and teachers to increase their understanding of theories and practices of BICM.

3. Information sharing

In order to promote the positive growth of youth, family, school and

community must keep the communication channels for youth efficient and unobstructed. It needs the close and regular communication and contact among the three parties. Only when the family, school and community have good sharing of the information about youth, can their cognition and understanding of youth be enhanced, and the multi-parties, efficient and coordinated management and promotion of BICM be achieved.

4. Service chain developing

In order to implement the BICM smoothly, we should make the operation programmatic and standardized and especially keep the authority of the processes, such as mentor recruitment, selection, training and supervising. The three parties, family, school and community, have formed a chain in the Beijing mentorship program. Therefore, the interests of all the parties have been closely linked to the program. This not only enhances their sense of risk prevention, responsibility and decision-making, but also leads multi-party participation to a new phase of development.

5. Effective evaluation

One of the difficulties to implement mentorship program is to set up an effective system of performance evaluation. A successful performance evaluation system may make parents, teachers and social personnel affirm the achievement of mentorship program and stimulate them to enhance their support

to the program as well as motivate the organizers and volunteers to take part in the program more actively.

6. Building up good partnership relationship

The successful implementation of one work needs the coordination and cooperation of all parties. So does the youth mentorship program. Therefore, we should enhance the internal and external coordination in the early stage of the program to prevent the confusion of parents, teachers and program personnel as best as we can. In the past, family, school and community were only in charge of certain aspects of youth growth respectively. Many conflicts and disagreements occurred as each party only paid attention to their own interest. Especially when problems appeared on youth, family, school and community passed the buck. Therefore, the implementation and promotion of mentorship program needs a long-term partnership relationship of cooperation and mutual support. This is one attempt to optimize the environment of youth development.

CHAPTER 7 –DISCUSSIONS AND CONCLUSIONS

This final chapter serves to discuss some major research findings of the present study. First, results are provided briefly to summarize what this study have done and found. Then implications are presented to stay what this study want others to do after knowing the findings. Limitations about this study are noted from both research and program perspective. Lastly, a discussion about future plan of the Beijing mentorship program is provided.

Summary of Results

The purpose of the study was to define quality mentoring relationship by relationship types through qualitative analysis (first research question) and explore the role of mentor's prosocial personality in quality mentoring relationship through quantitative analysis (second research question). Then this study indentified the findings of pro-social personality, MRQ, and developmental outcomes being understood as the micro- and meso- process and with which person (mobile children), context (migration and disadvantage environment) and time (youth, transition in schooling and life) components. The macro-system changes appeared in the migrant schools, participating university and mentorship program office and even the wider community. Given the support by the SEM models, a discussion on pro-social personality in mentors and its importance in the transaction process will be essential part of the results.

Developmental Outcomes

The Beijing mentorship program has been held for three cohorts (data from the first phase) since it was launched at the beginning of 2009. Its aim is to build a platform on which the university students in Beijing are able to develop a healthy and meaningful intergenerational relationship with the migrant workers' children with the support of the elites in communities. Thus it can help the mentees develop good personal psychological and social qualities and interpersonal relationships which can serve as the movable assets for the growth of these teenagers. Around the implementation of the first phase, the research team conducted two surveys including baseline and follow-up surveys among the mentees. Core components of these surveys include mentees' demographic data, psycho-social development and mentoring relationship. Quantitative data were collected by surveys of 162 mobile children. For the limitation of the quantitative data to answer the research question, this study also analyzed the qualitative data collected by mentee interviews and mentor self-reports.

From the evaluation study by survey data, most mentees said that they had a good mentoring relationship with volunteer college student mentors. There was a positive and obvious correlation between mentorship and personal psycho-social development of mentees and their interpersonal relationships. The comparison of mentees before and after the program in the first cohort showed that the mentees had a stronger sense of self-esteem, and they were more willing to finish high school or professional high school. They also believed that their parents had

similar wishes. The analysis in the first phase also demonstrated that mentorship could enhance the self-esteem, self-efficiency and mental health of mobile children mentees.

According to the result of this study, Beijing mentorship program had positive effects on the psychosocial quality, social communication and learning ability of mentees. Generally speaking, the mentees also had a good relationship with their mentors. The participation in the program improved their self-esteem, enhanced their willingness to learn, and adjusted their learning expectation to be more suitable for real life. Meanwhile the expectation of their parents could also be adjusted to match the mentees. A good mentorship is positively related with the individual psychosocial quality and social communication. The dimension of "youth centered relationship" in the mentorship could enhance self-esteem and mental health of the mentees. The dimension of "help to cope with" could improve the self-efficacy of the mentees. The overall result of the study is similar to the international mentoring programs.

Under the influence of a series of social trends such as urbanization, the migrant children are already suffering from more growth challenges than the local children when facing unfamiliar living environment, language and cultures. However, the growth assets and help provided by society nowadays are quite deficient no matter where they are from: individuals, families, friends, communities or society. This not only puts the children in a "double disadvantaged" position, i.e. "big challenges, few supports" (Ci & Li, 2002), but

also brings "double burdens" to these migrant children in their growth: on the one hand, they have to make more efforts than the local children to gain the basic growth assets and resources, and on the other hand, it is difficult for them to accumulate and use these assets and resources.

There are not many intervention studies on the social adjustment of migrant children. We should provide emotional outlets and psychological and social supports for the migrant children according to different areas and with the technique of psychological counseling (Zeng, 2007). The individuals: write weekly reports about their inner thoughts; groups: make use of discussions, stories, performances, operation, etc, with the themes of appearance, family and interpersonal relationship; the non-intelligence factors of study: self-confidence, methods, motivation and habits (Zeng, 2007). The mentorship program is actually to meet these requirements with the support of ecosystem. The mentors directly participate in the development of mentees and offer them the supports, rather than the mentees have to understand by themselves and then operate in their life after having learned them in the class. The program is quite effective and has achieved positive results in enhancing the resilience and integration.

According to the State Council and Ministry of Education, the migrant worker children should gradually return to the public schools, while Chan et al. (2012) also found that the children in the junior middle schools for migrant workers' children behave worse than those in public school in many aspects. With the growth of the migrant children and the increase of educational

replacement and social restriction, the mentoring programs should develop the models of public schools. By recruiting mentors and supervisors, the mentoring programs promote the migrant children to develop a positive relationship with university students and community elites, and help the migrant children and their parents and friends to establish a good relationship and then get the supports of society, which makes them more involved in the social environment and then gradually get rid of their sense of loneliness (Wang et al.,   2011; Liu et al., 2010) and build their self-worth and a good self-image. Therefore, the program can accelerate the growth and development of migrant children in strange cities.

The result of the study indicates that the mentorship program is indeed effective enough to enhance the psychological quality of migrant children, broaden their good interpersonal network and adjust the distance between their development and the parents' expectation, thus it creates conditions and pave the ways for the personal growth of migrant children. Accordingly, the mentorship program would be an effective intervention project in terms of relieving the burdens of migrant children, improving their disadvantaged situation, and helping them learn how to get involved in relationship with others.

Quality Mentoring Relationship

In the micro and meso level, three types of quality mentoring relationship based on classical interpersonal relationship theories, which are attachment theory, social exchange theory and social network theory, were indentified as *intimacy*, *satisfaction* and *reciprocity*. The three types might co-exist as

transaction processes between volunteer mentors and youth in formal mentorship program. Of course, there was one of them in the dominant position in the different stages of the relationship development. Relationship intimacy was defined as strong emotional bond between mentor and mentee; relationship satisfaction as well-meaningful social support from volunteer mentor; and relationship reciprocity as mentee accessing resources from mentoring network.

In the study, we tried to connect mentor's prosocial personality with quality mentoring relationship. Personality has been conceptualized as "the complex organization of cognitions, affects, and behaviors that gives direction and pattern (coherence) to the person's life" (Pervin, 1996: p. 414). The following discussion focused on the role of personality in mentoring relationships, which will be discussed by *meaningful bond*, *youth-centered approach*, and *social network building*.

The basis for expecting that positive mentoring relationships can modify youth perceptions of other relationships is derived largely as *meaningful bond* from attachment theory. According to the attachment theory (Bowlby, 1969), human beings are born with an innate psychobiological system (the attachment behavioral system) that motivates them to seek proximity, comfort, and support from protective others in times of need. Bowlby (1973) also proposed that the parameters of the attachment behavioral system are gradually shaped and altered by social experiences with protective others, resulting eventually in fairly stable individual differences in attachment style — a systematic pattern of relational

expectations, emotions, and behaviors that results from a particular attachment history (Fraley & Shaver, 2000). By serving as a sounding board and providing a model of effective adult communication, mentors also may help youth to become better able to understand, express, and regulate their emotions (Pianta, 1999). Mentors who openly display positive emotions, particularly under difficult circumstances, actively model the process of using positive emotions constructively (Denham & Kochanoff, 2002). In doing so, mentors may facilitate youth coping and help them to approach even negative experiences as opportunities for intimacy, growth, and learning (DuBois & Karcher, 2005: p.172).

Relationships that are *youth-centered* (sometimes also referred to as developmental) in their orientation, as opposed to being driven primarily by the interests or experiences of the mentor, have been found to predict greater relationship quality and duration (Herrera et al., 2000; Morrow & Styles, 1995) as well as improvements in how youth experience their relationships with other adults. A youth-driven approach, however, needs to be balanced with structure and goals. For example, Rhodes (2004) found that outcomes were most favorable when youth reported experiencing both structure and support from their mentors. By contrast, no benefits were evident for an unconditional support relationship type, thus suggesting a need for mentors to be more than simply "good friends". Helping youth to set and work toward goals that are important to their development appears to be beneficial, especially if the mentor and youth agree

upon goals in accordance with the youth-centered approach described above (Balcazar, Davies, Viggers, & Tranter, 2006). Acceptance and attunement to the needs and interests of the youth and the ability to adapt his or her approach accordingly are thus important indicators of relationship effectiveness (Spencer, 2006). These personalities to some extent help form, maintain or terminate the relationships.

Mentoring relationship develops in the same way as *social network building*. Both formal and informal mentoring have highlighted the importance of relationship intensity, indicated by how often mentors and youth spend time together (DuBois & Silverthorn, 2005; Herrera, Sipe, & McClanahan, 2000). Regular contact can lead to the engagement in beneficial activities, and a deeper involvement of the adult in youth's social network (DuBois et al., 2000). Relationship duration represents another key determinant of effectiveness. For mentors first are volunteers, we propose that prosocial personalities are potentially valuable for understanding why mentors and mentees develop particular types of social networks. As an important member in mentee's social network, mentor's individual characteristics influence the structure and feature of the whole network significantly, which can produce an impact on youth development. Mentors with high-range network have rich network resources. However, these resources are not all necessarily positive for youth development. Mentors with other-oriented empathy on the one hand will help mentees acquire resources in a reasonable way. On the other hand, they will bring diversity into

youth network, such as introducing new friends to mentees, taking mentees to trips which may broaden their horizons and so on. Mentors with helpfulness are of use in building and maintaining strong relationships between mentor and mentee, from which mentee would find it easier to access resources.

For formal mentorship program, not all mentors could gain relationship intimacy based on mentee attachment style with their mentees. Building close relationship with youth requires certain skills of feedback in one to one communication. Relationship satisfaction characterized by benefits was the main form of mentoring relationship in the Beijing mentorship program. Volunteer college student mentors provided emotional support, psycho-social support and support of skills for the mobile children to improve their growth ability and professional training opportunities. When regarded as network building process, mentoring relationship was defined as reciprocity. Mentees assessed resources so as to build individual assets in the service cycle and future.

From the perspective of relationship development stages, relationship intimacy based attachment theory might be the main type of quality mentoring relationship at the beginning of relationship building. After a certain interaction pattern is formed between mentors and mentees, relationship satisfaction should be very useful for the youth assets building. Network building might actually be a continuous process in youth mentorship program so that mentee youth could gain positive development through accessing network resources.

From the program practice perspective, volunteer mentor management should include effective mentor screening, well-meaning mentor orientation and training and timely supervision during the relationship transaction process. Although one to one communication is the core component of the mentor-mentee interaction, group activities and organized large-scale activities are necessary especially in The Beijing mentorship program with mentors who are college students.

Prosocial Personality

We have chosen to use ecological systems theory to frame youth mentoring program, because it holds the greatest promise for positive findings for the mentor personality approach to mentoring program effectiveness. Firstly, we consider being a mentor as a very common kind of macro-level prosocial behavior, *volunteering*. Penner (2002) defined volunteering as "long-term, planned, prosocial behaviors that benefit strangers within an organizational context". That is to say, volunteering usually involves long-term behaviors with multiple components and thus produces a reliable indicator of the behaviors of interest.

I'm glad to take part in this program in which I learned the life of different classes and made many new friends. (MM-5-9)

Secondly in the meso-level, volunteers often have a preexisting relationship with the recipients of their help. At this point, mentoring program is different from other kinds of volunteering. Volunteer mentors must be interpersonal helpers to experience influences such as the relationship with their mentees, the mentee's reactions to the mentorship, or the mentee's personal characteristics. Although the core element of mentoring program is volunteering, mentorship is essentially the meso level prosocial behavior, *mentoring*. Situational factors and related variables, such as social norms, volunteer experiences, and relationship factors, are usually experienced in the mentor-mentee relationship in which meso level kinds of prosocial behavior occur (Dovidio et al., 2006). Quality mentors with "willing and capable" can understand the feelings and needs of mentees and are willing to devote themselves to practice. Usually, they can set up quality mentoring relationship with mentees as well as lead other mentors and have a positive influence on them.

I found the change of the attitude of most teenagers follows this sequence: keep his/her position unknown---accept contacting (refuse/accept) --- double-tract mutual help. Of course, the state of mind and attitude of teenagers will have further changes before the end of the program. And we will revise the relationship at that time. That is why we say that "relationship setting up" is throughout the whole program. When teenagers encounter problems in the fields of study, life and interpersonal interaction, our main

task is to analyze what lies behind the problems and help them discover their

own ability to face and deal with the difficulties so as to help them get out of

the predicament and make progress. (MM-2-23)

Thirdly in the micro-level, the decision to volunteer is usually the result of thoughtful decision making. The more complex and elaborate the cognitive processes before an action, the more likely endure the social-cognitive processes and mechanisms.

When I first read the introduction to this program, I merely had a

general knowledge that people in the mentoring program were just trying to

be like Lei Feng who was always ready to help others. Back then I was not

thinking much and I didn't have the knowledge I got later. Thanks to the

consequent trainings and practice, I started to view this program from the

professional perspective and from the high plane of life course. I gradually

realized "to influence life with life", and I have internalized this idea as my

own idea and value. (MM-1-20)

Penner and his associates (1995) have identified two major components of a prosocial personality, which are other-oriented empathy and helpfulness. Both factors are significantly associated with actual prosocial behavior, such as volunteering in the community (e.g., Penner, 2002). In youth mentoring practice,

other-oriented empathy was understood as youth-centered approach. Helpfulness was understood as performance in the relationship transaction process. Different volunteer mentors might develop different types of mentoring relationship with mentees. From the perspective of volunteer mentors, it might be hypothesized that mentors with high level other-oriented empathy were conductive to promote intimacy relationship with mentees. At the same time, mentors with high level helpfulness were conductive to promote reciprocity relationship with mentees. Both other-oriented empathy and helpfulness were beneficial to relationship satisfaction. These results were further identified by qualitative data from mentor self-reports.

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

The goal of the Beijing mentorship program is to promote the establishment of relevant social policies. In order to achieve this goal, the program adopted the action research method of social policies, and combined the social service and research together. Besides, in order to involve more mobile children in the service and activities of this program, thus helping them to grow and develop, the program applied the strategy of "from part to whole". Therefore the experience of the program could be introduced by the central units to various universities in Beijing, and then spread to other areas. The theoretical and practice implications of the findings from this study are as follows.

Theoretical Implications

Research-based knowledge should be consulted when developing mentoring programs and initiatives (DuBois et al., 2002). Youth mentoring program aims to build healthy and positive environment for youth growth through systematic and planned mentor-mentee relationship. In other words, youth mentoring is a process of shaping youth through altering the environment. Under the framework of ecological system, this study takes into account micro-macro links, bridging the gap between theory and practice. Both qualitative and quantitative data collection of this study follows best mentoring practice (recruitment, screening, supporting, etc.), so research conclusions may be more relevant to mentoring practices in the future.

Defining the mentoring relationship quality is the key step when forming the transaction process of the youth mentorship. In the present study, the mentoring relationship quality was explained by three classical human interpersonal relations within a context of Beijing mentorship program. Despite the limitation of the model fit findings, it is also important to recognize that from the perspective of mentors' prosocial personality, all three types of mentoring relationship discussed here are the most useful to construct the idealized model of quality mentoring relationship. Accordingly, the quality mentoring relationship was defined as relationship *intimacy*, *satisfaction*, and *reciprocity*.

Study #1 was to illustrate for different relationship types in mentor-mentee interaction, and then develop a framework of quality mentoring relationship.

There are two discussions related to this study. First, perceived relationship quality differs from the stages of the mentorship development, with forecasts about quality mentoring relationship becoming less effective as one type relationship transfers to the others. Second, three types of relationship differs from the pattern of mentor helping behavior and program settings. Relationship intimacy is often appeared in the initial stage of the project, while relationship satisfaction is formed in the maintenance stage, suggesting mentor helping behavior might fit relationship transaction process.

Volunteer mentors are the important source of mentorship program which is helping youth dealing with developmental and environmental problems. Study #2 was to explore which factors (*other-oriented empathy* or *helpfulness*) of mentor prosocial personality might predict youth positive development in three mentoring relationship types identified. In time one point, higher level of mentor's other-oriented empathy might emerge intimacy relationship, while higher level of mentor's helpfulness might emerge reciprocity relationship. Both other-oriented empathy and helpfulness are necessary to support mentees in satisfaction relationship in time two point. Further, there is also the potential ways to enhancing the effectiveness of mentorship program as volunteer mentors' input.

From the perspective of developmental relationship, study #3 constructed an idealized model of quality mentoring relationship, so as to discuss the conclusion from more realistic view. At the beginning of one-on-one

communication, emotional connection formed between mentees and mentors, which showed high level of mentor's control and support. With the appropriate of the program settings (group activities and college activities), the control and support from the certain mentor changed more and more weak. In the maintenance stage, mentees showed higher competent and independent, while mentorship program was regarded as platform and power continually. The idealized model of quality mentoring relationship in study #3 emphasized the interwoven process of mentor's support (horizontal axis) and mentee's positive development in different mentoring stages (vertical axis). The model described the transactional process of the three types of mentoring relationship, which might contribute to the future mentorship program success.

Practice Implications

The mentorship model proposed by Rhodes (2005) clearly demonstrates that the functions of mentorship rely on enhancing the development of social-emotional, cognitive, and identity-related of the youth. Therefore, the function of mentorship program is to meet the development needs of the mobile children, while the target of this study is to establish the positive effects of the Beijing mentorship program upon the mentees, the effects of mentorship (i.e., the relationship between mentors and mentees) and the program outcomes.

To fulfill the goal of developmental asset building, there should be ways to identify effective mentors recruited by the operating organizations so that the intended good outcomes could be ensured. As evaluated, the one-to-one

mentoring service for the mobile children could enhance their social assets, increase their chances to contact various people in society, and help them to establish a goal for life. There is also a need for a quality standard to gauge the practice of mentoring, and the practices should be based on good theories of mentoring with empirical support. Experience from the BICM will become a core reference for the government to deliberate its long-term policy on the development of migrant worker's children in general and intergenerational poverty prevention in particular. Findings from this study can contribute directly to critical linkages between knowledge in youth development, psycho-social programming, community welfare services provision and delivery and government social policy as in other good applied developmental science studies (Lerner et al., 2005).

Limitations

The research limitations of this study are mainly related to issues of sampling and measurement. For sampling, one primary limitation is small sample size. The model fit result is not satisfactory for we used small sample size for SEM. Participant size of the program limited the sample size of the study. Fortunately, the organizers of Beijing program collected a large deal of qualitative data while the analysis on the conceptual level is also of high explanatory meanings for the model construction. To a great extent, these factors made up for the limitation that the sample size is too small. Another limitation related to sampling is the sample bias. The mentors of the Beijing mentorship

program are all college students, which may lead to biased sample as lacking of social experiences. Of course, different type of mentors will promote different growth of the youths. College student volunteers can provide services with outstanding advantages in education, careers and social involvement so that mobile children can gain assets about future planning. From the practical point of view, the Beijing mentorship program developed a model with the college student volunteers as the mentors.

For measurement, the primary limitation is about the measures of mentor's prosocial personality. Because quantitative data of mentor's personality were not strong enough to test the effect of each factor on mentee's psycho-social development, this study only discussed the mechanism of the relationship building by a simplified model. Although the model could answer the research questions, the simplification of the model structure greatly limited the functions of SEM. In addition, the highlight of this study is that it developed the mentoring relationship scales from the perspective of mentors, which is quite significant for the improvement of program effectiveness and will lead future studies.

Other issues about the limitations of the project are mainly about program design. The organization of the Beijing mentorship program is too concentrated, which limits the initiative of universities, and makes the information exchange more complicated. In the following two phases, the organizers tried to transfer the program practices (recruiting, screening, training and supervision) in the universities, which on one hand promoted the functions of universities, and on

the other hand led to the appearance of various service models. The limitation is that it needs more supervision and evaluation mechanism to ensure the effectiveness of the youth mentorship program.

Future Plan for the Beijing Mentorship Program

In Beijing, as a large amount of mobile children are transferring from schools for migrant workers' children or private schools to local public schools, the social integration of these mobile children and the native students in Beijing is becoming a new challenge that the local government, schools and students have to face. Under this circumstance, we suggest that an educational public service system be established with public high schools and professional schools as practice bases, with various universities and communities involved and with the mentoring program as the main guiding force. This system will promote the social integration of mobile children and local students by improving the interpersonal relationship in the public school system.

The Beijing mentorship program, which has been carried out in schools for migrant workers' children for almost three years, will be transplanted in the public school system in Beijing (including both ordinary public high schools and professional schools) in order to improve the interpersonal relationship of mobile children in public school system and enhance their integration with local students. As a large number of mobile children are transferring from private schools for migrant workers' children to the public schools recently, this program transplanting plan not only helps these children to establish a good interpersonal

relationship, but also helps researchers to keep follow-up study of the mentees in the Beijing mentorship program and achieve the goal of establishing the development files of the migrant children. Therefore, this program will provide successful experience for the social integration and development of the second generation of migrant workers in China.

After the above mentioned transplanting plan is finished, we plan to carry out a series of innovative measures of the Beijing mentorship program that has been transplanted in public school system to achieve the goal of helping mobile children to integrate into the new environment of public schools. The concrete innovation measures include adjusting the selecting and matching strategies of mentors, changing the methods, contents and places of mentors' service, changing the operation of mentoring relationship and establishing an interpersonal relationship model that is suitable for the environment in the public school system. Take the mentor selecting and matching strategies as an example, we plan to select from the universities in Beijing some students coming from the rural areas or migrant workers' families as the mentors for the new program. Thus we can test whether the mentors with background and identities similar to the mentees' are able to help mentees adapt to new environment better.

The transplanting plan and innovation plan will contribute to developing the Beijing mentorship program through adjustment and innovation into a long-term stable educational public service mechanism for migrant children. To promote the formation of mechanism so as to influence education policies, the public

service model based on public schools can broaden and educate the mechanism

innovation, promote the changes of education policies and system, and thus

benefit the mobile children in Beijing and other cities.

APPENDIX A: VARIABLE MAP

Note: This variable map includes only those scales used in the present study for model building.

Questions B1-14: Resilience Scale

Questions B15-24: Rosenberg Self-Esteem Scale

Questions B25-34: The General Self-Efficacy Scale (GSE)

Questions F2-25: Youth Survey (YS)

Questions F26-36: Relational Health Indices (RHI)

Questions F37-61: Mentoring Scale

"北京社区精英成长向导计划"研究

受导者调查表

二零零九年五月

（第一期／共三期）

研究简介（受导者）：

亲爱的同学，为了全面深入地了解"北京社区精英成长向导计划"参加者的发展，包括参加者的心理、课后活动、家庭及人际关系、学习、升学及就业意向等方面信息，我们特邀请您参加此问卷调查。希望您能客观真实地完成此份调查。虽然回答这份调查表的每道问题都是自愿的，拒绝填写不会带来任何后果，但您的回答对我们非常重要，研究成果将有助我们为学生的成长提供更好的服务。有关您所填写的信息，我们会绝对保密。问卷从发放、收回到数据处理，我们都有严格的程序，除我们以外的其它任何人（包括老师、家长、同学等）都不会看到相关信息。在回答中，如果对填写问卷有不清楚的地方，请向你的向导咨询，他（或她）会尽力给予解释。多谢你的帮忙和合作！

所有答案都没有对错。不用询问向导或别人意见，或与人讨论，只须按自己的真实情况，选出最合适或最接近的答案。

问卷的大部分题目都已提供选项。请用铅笔把合适的选择在答案表中对应的圆圈填黑（如下）。要是不小心误涂，请先用橡皮擦把错的选择擦干净，再把正确的选择在答案表中对应的圆圈填黑。如果没有选项，请在其它项填写。无特意说明的情况下，所有选项均有单项选择。

	调查表	答案表
例.	你是否地球人？　　①　是　　②　否	例. ●

如题目需要填写文字，请清晰整齐地把文字填在方格内。请勿涂污问卷，完成问卷后请把问卷及答案表交回给研究人员。

Ａ．背景资料

1. 你的姓名：（填写文字）

2. 你的出生日期：（填写数字，如：<u>1990 - 6 - 15</u>）

3. 你的性别：　　①　男　　　②　女

4. 你的年级：　　①　小四　　②　小五　　③　小六　　④　初一
　　　　　　　　　⑤　初二　　⑥　初三

5. 你的出生地： ① 北京 ② 其它中国省市（填写文字）

6. 你的户口是否北京？ ① 不是 ② 是

7. 你哪一年来北京定居？ ① 自出生以来 ② 年份（填写数字，如 <u>1990</u> 年）

Ｂ．心理健康

请根据过去一个月的经验，指出你对以下十四句陈述句子的同意程度。

1. 我通常用一两种方法便能处理好事情。
   ① 十分不同意 ② 很不同意 ③ 不同意 ④ 中立 ⑤ 同意
   ⑥ 很同意 ⑦ 十分同意

2. 我为自己完成的事感到自豪。
   ① 十分不同意 ② 很不同意 ③ 不同意 ④ 中立 ⑤ 同意
   ⑥ 很同意 ⑦ 十分同意

3. 我通常会平静地面对事情。
   ① 十分不同意 ② 很不同意 ③ 不同意 ④ 中立 ⑤ 同意
   ⑥ 很同意 ⑦ 十分同意

4. 我是自己的好朋友。
   ① 十分不同意 ② 很不同意 ③ 不同意 ④ 中立 ⑤ 同意
   ⑥ 很同意 ⑦ 十分同意

5. 我觉得我可以同时处理很多事。
   ① 十分不同意 ② 很不同意 ③ 不同意 ④ 中立 ⑤ 同意
   ⑥ 很同意 ⑦ 十分同意

6. 我是有决心的。
   ① 十分不同意 ② 很不同意 ③ 不同意 ④ 中立 ⑤ 同意
   ⑥ 很同意 ⑦ 十分同意

7. 由于我曾遇过困难，我是能渡过困难时刻。
   ① 十分不同意 ② 很不同意 ③ 不同意 ④ 中立 ⑤ 同意
   ⑥ 很同意 ⑦ 十分同意

8. 我是自律的。
   ① 十分不同意 ② 很不同意 ③ 不同意 ④ 中立 ⑤ 同意
   ⑥ 很同意 ⑦ 十分同意

9. 我对自己的事保持兴趣。
   ① 十分不同意 ② 很不同意 ③ 不同意 ④ 中立 ⑤ 同意
   ⑥ 很同意 ⑦ 十分同意

10. 我通常可以为一些生活上的事而欢笑。
    ① 十分不同意 ② 很不同意 ③ 不同意 ④ 中立 ⑤ 同意
    ⑥ 很同意 ⑦ 十分同意

11. 我自己的信念帮助我渡过难关。
    ① 十分不同意 ② 很不同意 ③ 不同意 ④ 中立 ⑤ 同意
    ⑥ 很同意 ⑦ 十分同意

12. 在紧急情况下，别人可倚靠我。
    ① 十分不同意 ② 很不同意 ③ 不同意 ④ 中立 ⑤ 同意
    ⑥ 很同意 ⑦ 十分同意

13. 我的生命有意义。
    ① 十分不同意　② 很不同意　③ 不同意　④ 中立　⑤ 同意
    ⑥ 很同意　⑦ 十分同意
14. 当我在困境时，我通常都能找到出路。
    ① 十分不同意　② 很不同意　③ 不同意　④ 中立　⑤ 同意
    ⑥ 很同意　⑦ 十分同意
请依据你自己最近一个月的情况，然后在以下十题选出最合适的答案。
15. 我认为自己是个有价值的人，至少与别人不相上下。
    ① 非常不同意　② 不同意　③ 同意　④ 非常同意
16. 我觉得我有许多优点。
    ① 非常不同意　② 不同意　③ 同意　④ 非常同意
17. 总的来说，我倾向于认为自己是一个失败者。
    ① 非常不同意　② 不同意　③ 同意　④ 非常同意
18. 我做事可以做得和大多数人一样好。
    ① 非常不同意　② 不同意　③ 同意　④ 非常同意
19. 我觉得自己没有什么值得自豪的地方。
    ① 非常不同意　② 不同意　③ 同意　④ 非常同意
20. 我对自己持有一种肯定的态度。
    ① 非常不同意　② 不同意　③ 同意　④ 非常同意
21. 整体而言，我对自己感到满意。
    ① 非常不同意　② 不同意　③ 同意　④ 非常同意
22. 我要是能更看得起自己就好了。
    ① 非常不同意　② 不同意　③ 同意　④ 非常同意
23. 有时我的确感到自己很没用。
    ① 非常不同意　② 不同意　③ 同意　④ 非常同意
24. 我有时认为自己一无是处。
    ① 非常不同意　② 不同意　③ 同意　④ 非常同意

请依据你自己的情况，然后在以下十题选出最合适的答案。
25. 如困我尽力去做的话，我总是能够解决难题的。
    ① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
26. 即使别人反对我，我仍有办法取得我所要的。
    ① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
27. 对我来说，坚持理想和达成目标是轻而易举的。
    ① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
28. 我自信能有效地应付任何突如其来的事情。
    ① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
29. 以我的才智，我定能应付意料之外的情况。
    ① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
30. 只要我付出必要的努力，我一定能解决大多数的难题。
    ① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
31. 我能冷静地面对困难，因为我可信赖自己处理问题的能力。
    ① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确

32. 面对一个难题时，我通常能找到几个解决方法。
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
33. 有麻烦的时候，我通常能想到一些应付的方法。
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
34. 无论什么事在我身上发生，我都能够应付自如。
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确

请你依据最近三至四个星期内以来的情况，在以下十二题选择最合适的答案。

35. 你最近几个星期是否做什么也能集中精神？
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
36. 你最近几个星期是否很担心，睡得不好？
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
37. 你最近几个星期是否感到自己好有用处？
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
38. 你最近几个星期是否可以有主见决定事情？
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
39. 你最近几个星期是否常常感到有精神压力？
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
40. 你最近几个星期是否觉得不能克服面对的困难？
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
41. 你最近几个星期是否能够开开心心过平常的生活？
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
42. 你最近几个星期可以面对自己的困难？
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
43. 你最近几个星期觉得很不开心，闷闷不乐？
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
44. 你最近几个星期对自己失了信心？
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
45. 你最近几个星期觉得自己是无用处的人？
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确
46. 你最近几个星期大致上，也是开心的？
① 完全不正确　② 尚算正确　③ 多数正确　④ 完全正确

请细心阅读下列各句字，并指出它们各句子是否能恰当地形容你自己。请由①（形容不恰当）至⑤（形容非常恰当）中，选出一个最适合的号码来代表恰当的程度。

47. 我一向同情及关心那些比我不幸的人。
① 形容不恰当　② 形容有点恰当　③ 形容比较恰当　④ 形容恰当　⑤ 形容非常恰当
48. 对于别人的问题，　有时我会不大关心。
① 形容不恰当　② 形容有点恰当　③ 形容比较恰当　④ 形容恰当　⑤ 形容非常恰当

49. 看到别人被利用时，我想去保护他们。
　　① 形容不恰当　　② 形容有点恰当　　③ 形容比较恰当　　④ 形容恰当　　⑤ 形容非常恰当

50. 别人的不幸，有时我会不太在乎。
　　① 形容不恰当　　② 形容有点恰当　　③ 形容比较恰当　　④ 形容恰当　　⑤ 形容非常恰当

51. 别人受到不公平对待，有时我不会表示太同情。
　　① 形容不恰当　　② 形容有点恰当　　③ 形容比较恰当　　④ 形容恰当　　⑤ 形容非常恰当

52. 我经常因看见外界发生的事物而感到情绪不安。
　　① 形容不恰当　　② 形容有点恰当　　③ 形容比较恰当　　④ 形容恰当　　⑤ 形容非常恰当

53. 我会形容自己是一个心肠比较软的人。
　　① 形容不恰当　　② 形容有点恰当　　③ 形容比较恰当　　④ 形容恰当　　⑤ 形容非常恰当

54. 要从别人的角度出发看事情，有时我会觉得很困难。
　　① 形容不恰当　　② 形容有点恰当　　③ 形容比较恰当　　④ 形容恰当　　⑤ 形容非常恰当

55. 作决定前，我会尝试从别人不同的观点了解问题。
　　① 形容不恰当　　② 形容有点恰当　　③ 形容比较恰当　　④ 形容恰当　　⑤ 形容非常恰当

56. 有时为了更能了解我的朋友，我会从他们的角度看事物。
　　① 形容不恰当　　② 形容有点恰当　　③ 形容比较恰当　　④ 形容恰当　　⑤ 形容非常恰当

57. 当我认为自己是对的时候，我不会听取别人的意见。
　　① 形容不恰当　　② 形容有点恰当　　③ 形容比较恰当　　④ 形容恰当　　⑤ 形容非常恰当

58. 我相信每个问题都有正反两面，而两方面我都会考虑到。
　　① 形容不恰当　　② 形容有点恰当　　③ 形容比较恰当　　④ 形容恰当　　⑤ 形容非常恰当

59. 当我因为某人而生气时，我通常会尝试了解他的立场。
　　① 形容不恰当　　② 形容有点恰当　　③ 形容比较恰当　　④ 形容恰当　　⑤ 形容非常恰当

60. 批评别人前，我会切身处地想想别人的感受。
　　① 形容不恰当　　② 形容有点恰当　　③ 形容比较恰当　　④ 形容恰当　　⑤ 形容非常恰当

Ｃ．课后活动及行为

在过去一个星期，你平均每日上学前及放学后，在下列活动中花了多少时间？请在答案表Ｃ部"课后活动及行为"各项活动后的横线上填上多少时间。

1. 独自在家（　　小时：　　分钟）
2. 独自在家没什么事做（　　小时：　　分钟）
3. 看电视（　　小时：　　分钟）
4. 做功课／温习（　　小时：　　分钟）
5. 课余阅读（为兴趣或娱乐）（　　小时：　　分钟）

6. 学校活动／社区活动（   小时：   分钟）
7. 课余体育运动（   小时：   分钟）
8. 与父母交谈／沟通（   小时：   分钟）
9. 做家务（   小时：   分钟）
10. 帮助父母的工作（   小时：   分钟）
11. 和朋友交谈或相处（玩游戏机／上网除外）（   小时：   分钟）
12. 在家中玩游戏机／上网（   小时：   分钟）
13. 在外面或朋友家中玩游戏机／上网（   小时：   分钟）
14. 一个人闲逛或到处溜跶（   小时：   分钟）
15. 和朋友一起闲逛或到处溜跶（   小时：   分钟）

16. 在你居住的小区有青少年可以参与的活动吗？
    ① 从没有   ② 很少   ③ 有时   ④ 经常
17. 在你居住的小区，有可以一同玩耍的同年龄伙伴吗？
    ① 从没有   ② 很少   ③ 有时   ④ 经常
18. 当你放学回家时，通常有谁在家里？
    ① 父亲   ② 母亲   ③ 亲生兄弟姐妹   ⑤ 祖父母或外祖父母   ⑥ 其它人   ⑦ 没有人
19. 在这个学期，你有否被批评或记过、欠交作业及因犯错误问题见老师、德育教师、或是被叫家长？   ① 没有   ② 一次   ③ 两至三次   ④ 四至十次   ⑤ 十次以上
20. 在这个学期，你有否讲脏话、破坏公物、偷窃或打人？
    ① 没有   ② 一次   ③ 两至三次   ④ 四至十次   ⑤ 十次以上
21. 你有没有曾经吸烟（试一口亦算）？   ① 没有   ② 有
22. 在过去３０天内（一个月），有多少天你吸过烟？
    ①０天   ② １－２天   ③ ３－５天   ④ ６－９天
    ⑤ １０－１９天   ⑥ ２０－２９天   ⑦ ３０天
23. 在过去３０天内（一个月），你有没有饮酒（包括啤酒、红酒 ）？
    ① 没有   ② 有
D．学习、升学及就业
1. 你希望能够：
    ① 可以的话马上不再上学   ② 完成小学课程   ③ 完成初中课程
    ④ 完成高中或职高课程   ⑤ 完成大学课程
2. 你认为你最高可取得什么学历？
    ① 没有想过   ② 小学程度   ③ 初中程度   ④ 高中或职高
    ⑤ 大专或高职   ⑥ 大学学位   ⑦ 硕士或博士
3. 你觉得读书对你来说：
    ① 不是十分重要   ② 不重要   ③ 有些重要   ④ 很重要
    ⑤ 不知道
4. 读书对你的意义有多大？
    ① 不是十分重要   ② 不重要   ③ 有些重要   ④ 很重要
    ⑤ 不知道

5. 你家长（或监护人）期望你有什么教育程度？
    ① 不知道　　② 小学程度　　③ 初中程度　　④ 高中或职高程度
    ⑤ 大专或高职　　⑥ 大学学位　　⑦ 硕士或博士
6. 你觉得你能达到家长(或监护人)对你教育程度的期望吗？
    ① 不知道　　② 比期望低　　③ 刚达到　　④ 超出他们的期望
7. 你觉得你自己升读大学的机会有多大？
    ① 不知道　　② 完全没机会　　③ 机会很小　　④ 机会中等
    ⑤ 机会很大　　⑥ 一定能升读大学
8. 你有没有毕业后的计划？　　① 没有　　② 有
9. 你家长（或监护人)是否知道你毕业后的计划？　　① 没有　　② 有

请指出以下五句对你的陈述句子是否合适。
10. 我喜欢计划将来。
    ① 非常合适　　② 比较合适　　③ 有点合适　　④ 完全不合适
11. 我觉得为将来订立目标是有用的。
    ① 非常合适　　② 比较合适　　③ 有点合适　　④ 完全不合适
12. 我只为今天作打算。
    ① 非常合适　　② 比较合适　　③ 有点合适　　④ 完全不合适
13. 我每天都有太多事去想，没时间去想将来。
    ① 非常合适　　② 比较合适　　③ 有点合适　　④ 完全不合适
14. 我相信计划将来是没意义的，因太多事情在变。
    ① 非常合适　　② 比较合适　　③ 有点合适　　④ 完全不合适
请细心阅读下列各题，按着你能掌握该项技能的信心程度，圈出最适当的答案。
15. 在兴趣和前途之间作出平衡。
    ① 非常没有信心　　② 没有信心　　③ 略微没有信心　　④ 略微有信心　　⑤ 有信心　　⑥ 非常有信心
16. 在自己的兴趣范围内，探索不同的事业。
    ① 非常没有信心　　② 没有信心　　③ 略微没有信心　　④ 略微有信心　　⑤ 有信心　　⑥ 非常有信心
17. 了解自己的能力，以协助自己选择事业。
    ① 非常没有信心　　② 没有信心　　③ 略微没有信心　　④ 略微有信心　　⑤ 有信心　　⑥ 非常有信心
18. 恰当地选择专上学院开办的课程，为将来的事业作好准备。
    ① 非常没有信心　　② 没有信心　　③ 略微没有信心　　④ 略微有信心　　⑤ 有信心　　⑥ 非常有信心

E. 人际关系
以下是一些描述你现在和你的朋友及家人的句子，请你表示你对这些句子的同意程度。
1. 当你有需要的时候，总有一个重要的人在你身边。
    ① 十分不同意　　② 很不同意　　③ 不同意　　④ 中立　　⑤ 同意
    ⑥ 很同意　　⑦ 十分同意

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2. 你有一个重要的人，无论开心或者不开心，你都可以同他／她分享。
   ① 十分不同意　② 很不同意　③ 不同意　④ 中立　⑤ 同意
   ⑥ 很同意　⑦ 十分同意
3. 你的家人真的十分愿意帮助你。
   ① 十分不同意　② 很不同意　③ 不同意　④ 中立　⑤ 同意
   ⑥ 很同意　⑦ 十分同意
4. 你的家人可以给你情绪上需要的支持。
   ① 十分不同意　② 很不同意　③ 不同意　④ 中立　⑤ 同意
   ⑥ 很同意　⑦ 十分同意
5. 你有一个重要的人真的可以安慰你。
   ① 十分不同意　② 很不同意　③ 不同意　④ 中立　⑤ 同意
   ⑥ 很同意　⑦ 十分同意
6. 你的朋友真的愿意尝试帮助你。
   ① 十分不同意　② 很不同意　③ 不同意　④ 中立　⑤ 同意
   ⑥ 很同意　⑦ 十分同意
7. 如果有甚?事发生，你可以倚靠你的朋友。
   ① 十分不同意　② 很不同意　③ 不同意　④ 中立　⑤ 同意
   ⑥ 很同意　⑦ 十分同意
8. 你可以和家人诉说你自己的问题。
   ① 十分不同意　② 很不同意　③ 不同意　④ 中立　⑤ 同意
   ⑥ 很同意　⑦ 十分同意
9. 你有一些朋友，无论开心或者不开心，你都可以同他们分享。
   ① 十分不同意　② 很不同意　③ 不同意　④ 中立　⑤ 同意
   ⑥ 很同意　⑦ 十分同意
10. 你生命中有个重要的人，他／她会关心你的感受。
    ① 十分不同意　② 很不同意　③ 不同意　④ 中立　⑤ 同意
    ⑥ 很同意　⑦ 十分同意
11. 你的家人愿意和你一起做决定。
    ① 十分不同意　② 很不同意　③ 不同意　④ 中立　⑤ 同意
    ⑥ 很同意　⑦ 十分同意
12. 你可以同你的朋友诉说你自己的问题。
    ① 十分不同意　② 很不同意　③ 不同意　④ 中立　⑤ 同意
    ⑥ 很同意　⑦ 十分同意

13. 在过去的六个月内，你和家长（或监护人）平均有多少晚一起吃晚饭？
    ① 每晚　② 一星期二至六次　③ 一星期一次
    ④ 一个月二至三次　⑤ 一个月一次或更少　⑥ 从来没有
14. 在过去的六个月内，你和家长(或监护人）平均的沟通有多频繁？
    ① 每晚　② 一星期二至六次　③ 一星期一次
    ④ 一个月二至三次　⑤ 一个月一次或更少　⑥ 从来没有
15. 在过去的六个月内，一般来说，你和家长(或监护人)有多亲近？
    ① 不亲近　② 比较亲近　③ 非常亲近

16. 在过去的六个月内，你和家长(或监护人)在和你有关的事上看法有多一致？
① 非常不同　　② 比较不同　　③ 比较一致　　④ 非常一致

17. 在过去的六个月内，你有没有为你的家人提供一些义务的帮忙，例如帮手买东西、照顾别人、修整东西等呢？
① 没有　　② 很少　　③ 有时　　④ 经常

18. 在过去的六个月内，你有没有得到家人的帮忙，例如为你买东西、得到照顾、协助你修整东西等呢？
① 没有　　② 很少　　③ 有时　　④ 经常

请依据你自己通常的情况，然后在以下六题选出最合适的答案。

19. 我希望我的家长（或监护人）留意我多一些。
① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 非常正确

20. 我希望我的家长（或监护人）可以花多一些时间和我一起。
① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 非常正确

21. 我希望我的家长（或监护人）多了解我这个人。
① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 非常正确

22. 我希望我的家长（或监护人）多了解一下我的感受。
① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 非常正确

23. 我享受和家长（或监护人）一起时的时间。
① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 非常正确

24. 我希望和家长（或监护人）更亲近。
① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 非常正确

25. 我希望我可以对家长（或监护人）说更多的事。
① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 非常正确

26. 当我与家长（或监护人）一起时，我觉得轻松。
① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 非常正确

27. 当我与家长（或监护人）一起时，我觉得被冷落。
① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 非常正确

28. 当我与家长（或监护人）一起时，我觉得快乐。
① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 非常正确

29. 当我与家长（或监护人）一起时，我觉得想发疯。
① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 非常正确

30. 当我与家长（或监护人）一起时，我觉得厌倦。
①完全不正确 ②不太正确 ③有点儿正确 ④非常正确

31. 当我与家长（或监护人）一起时，我感到重要。
①完全不正确 ②不太正确 ③有点儿正确 ④非常正确

32. 当我与家长（或监护人）一起时，我觉得不快乐。
①完全不正确 ②不太正确 ③有点儿正确 ④非常正确

33. 当我与家长（或监护人）一起时，我感到恐惧。
①完全不正确 ②不太正确 ③有点儿正确 ④非常正确

34. 当我与家长（或监护人）一起时，我觉得安全。
①完全不正确 ②不太正确 ③有点儿正确 ④非常正确

35. 当我与家长（或监护人）一起时，我觉得伤心。
①完全不正确 ②不太正确 ③有点儿正确 ④非常正确

36. 当我与家长（或监护人）一起时，我感受到爱。
①完全不正确 ②不太正确 ③有点儿正确 ④非常正确

Ｆ．向导关系
请依据你自己到现在为止的感受，以你的向导作对象，然后在以下廿五题选出最合适的答案。

1. 我知道向导的名字。
①不是 ②是

1a. 他的名字是：（填写文字）

2. 我的向导以我不喜欢的方式跟我开玩笑。
①完全不正确 ②不太正确 ③有点儿正确 ④正确 ⑤非常正确

3. 我的向导经常问我想做什么。
①完全不正确 ②不太正确 ③有点儿正确 ④正确 ⑤非常正确

4. 当我与向导一起时，我觉得特别。
①完全不正确 ②不太正确 ③有点儿正确 ④正确 ⑤非常正确

5. 有时候我的向导承诺我们会一起做的事情，但我们没有做过。
①完全不正确 ②不太正确 ③有点儿正确 ④正确 ⑤非常正确

6. 我的向导对我想做的事经常会感兴趣。
①完全不正确 ②不太正确 ③有点儿正确 ④正确 ⑤非常正确

7. 当我与向导一起时，我觉得兴奋。
①完全不正确 ②不太正确 ③有点儿正确 ④正确 ⑤非常正确

8. 当我的向导给我意见时，会使我感到愚蠢。
   ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

9. 我和向导喜欢做很多相同的事。
   ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

10. 当我与向导一起时，我感到伤心。
    ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

11. 我觉得我不可以信任我的向导，说出秘密，因为他／她会告知我的家人／监护人。
    ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

12. 我的向导想出好玩和有趣的事去做。
    ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

13. 当我与向导一起时，我觉得重要。
    ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

14. 当我与向导一起时，我觉得厌倦。
    ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

15. 我希望向导多问我一些我的想法。
    ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

16. 我和向导做的事是我真的想做的。
    ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

17. 当我与向导一起时，我觉得想发疯。
    ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

18. 我希望向导了解我多一些。
    ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

19. 当我与向导一起时，我觉得失望。
    ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

20. 我希望我的向导和现在不一样。
    ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

21. 当我与向导一起时，我觉得被冷落。
    ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

22. 我希望向导多花一些时间和我一起。
    ① 完全不正确　　② 不太正确　　③ 有点儿正确　　④ 正确　　⑤ 非常正确

23. 当有事情烦扰我时，我把心里的话说出来，而我的向导愿意聆听。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常

24. 我的向导有很多好的意见去解决问题。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常

25. 我的向导透过和我一起做一些事，帮我忘记一些事情。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常

请在以下十一题选出最合适的答案去表达你和你的向导到现在为止的关系。

26. 我可以坦诚的和向导相处。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
27. 我相信我的向导重视我整个人（例如专业上，学术上，个人上）。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
28. 我的向导投入和参与在我们的关系中，比社会／专业上对他的要求还要多。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
29. 我与向导分享个人经历的故事，丰富了我的生活。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
30. 我觉得因为向导，所以我更了解自己。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
31. 我的向导给我情感上的支持和鼓励。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
32. 我尝试效法向导的价值观（例如社会，学术，宗教，体力／运动上）。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
33. 和我的向导相处，我觉得振奋和活力充沛。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
34. 我的向导努力地尝试了解我的感受和目标（学术，个人，或其它有关的）。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
35. 我与向导的关系驱使我去寻找其它相似的关系。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
36. 我觉得与向导分享我最深的感受和想法是舒服的。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常

请在以下二十五题选出最合适的答案去表达你和你的向导到现在为止的
系。

37. 向导保护我的情感免受伤害。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
38. 向导给予我情感上的支持，安全感，以及鼓励。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
39. 向导给我个人生活上的建议。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
40. 向导推动我把工作做好。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
41. 向导给我建设性的批评。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
42. 我欣赏向导的人品。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
43. 向导推动我独立地去做事。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
44. 我们倾谈及分享意见。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
45. 和向导相处是有趣的。
    ① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常

46. 我们做新鲜及刺激的事情。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
47. 我们有很多共同的兴趣。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
48. 当受导者看着向导做事时，我便会学到怎么做。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
49. 当我们做事时，向导会带头。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
50. 我从向导身上取得知识，资料，或技能。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
51. 向导是我的成功榜样。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
52. 向导介绍给我新的见解，兴趣，及经验。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
53. 我从向导身上得到很多自我价值。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
54. 我教向导一些东西。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
55. 我帮助向导去学习怎样做事。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
56. 我和向导会彼此生气。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
57. 向导对我有负面的影响。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
58. 我和向导竞争。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
59. 当我们做事时，我会带头。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
60. 我作为向导感情上的支持。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常
61. 向导挑战我的意见。
　　① 从不　　② 很少时候　　③ 有时候　　④ 经常　　⑤ 常常

～　全卷完，谢谢！　～

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