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ROBERT KENNEDY COLLEGE

MBA Coaching, Mentoring and Leadership

FINAL DISSERTATION

**THE INFLUENCE OF TRUST IN FORMALLY
ASSIGNED YOUTH MENTORING
RELATIONSHIPS**

Jonathan Welford

Student ID: 179127092

Supervisor: Dr. Stuart Wallace

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DECLARATION

I declare that this dissertation titled '**The Influence of Trust in Formally Assigned Youth Mentoring Relationships**' is a final copy including any last revisions. The dissertation is entirely the result of my own work other than where sources are explicitly acknowledged and referenced within the body of the text. All information in this dissertation has been obtained according to academic rules and ethical conduct.

Jonathan Welford

October 2020

ABSTRACT

The research enquires about the influence of trust in formally assigned youth mentoring relationships involving young adults as part of Nicodemus Charity's Youth Leadership Program (YLP) in Guatemala. The purpose of this research is not to find a blueprint for the influence of trust on mentoring relationships, because there is no blueprint or specific formula. Instead, the aim of this research is to examine the relationship of trust development with the components of relationship initiation, companionship, collaboration, and gender type, with the aim of encountering findings and approaches that mentoring programs can consider applying.

Today there exists a great appeal to youth mentoring programs. Many of these programs have enjoyed tremendous growth and the number of new programs being established remains on the rise (DuBois & Karcher, 2005). Many discussions on the impact of mentoring tend to centre on how the presence of a supportive adult made the difference in a young person's life. However, general estimates are that only about half of the mentoring relationships established through formal programs last beyond a few months (Rhodes, 2002), and that when these relationships end within the first three months they have the potential to do harm to the young person (Grossman & Rhodes, 2002; Karcher, 2005).

Based on a review of the literature on factors that influence the development of trust in formally assigned youth mentoring programs, an online survey was distributed to young adult mentees of Nicodemus' YLP. Respondents were asked to reply to question statements regarding to what extent the components of relationship initiation, companionship, collaboration, and gender type influence the formation of trust in their relationships with their mentor.

Analysis of the responses demonstrated that mentoring relationships increase in trust development as companionship grows and is acquired. Also, it was found that Nicodemus' YLP assignment of mentors was associated with a high level of trust recorded at the initiation of mentoring relationships. No relationship was encountered between each of level of collaboration and gender type.

The results indicate that relationship initiation by a third party and levels of companionship do have an impact on trust development within mentor-mentee relationships. On this basis, it is recommended that mentoring programs use companionship and well-designed relationship initiation strategies as key factors in designing and implementing their programs. Further research is needed to identify other factors that strengthen the effectiveness of trust development in youth mentoring relationships.

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My hope is that this research study serves to further aid our Youth Leadership Program, as well as other youth mentoring programs, in considering strategies and approaches to take in order to help facilitate the healthy and successful development of trust in youth mentoring relationships.

Thank you.

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CHAPTER 1

INTRODUCTION

“The delicate balance of mentoring someone is not creating them in your own image but giving them the opportunity to create themselves.”

-Steven Spielberg

General Introduction

This research study will investigate the influence of companionship, collaboration, relationship initiation, and gender type on the formation of trust in mentoring relationships as part of Nicodemus Charity's Youth Leadership Program (YLP) in Guatemala. The levels of effectiveness and outcomes as a result of trust development will be assessed. Without the intention of determining a specific blueprint or formula, this study aims to encounter some findings and approaches that mentoring programs can consider applying in order to help facilitate trust development in mentoring relationships.

Problem Statement

As a country, Guatemala's distribution of income is largely unequal with 8.7% of the population living below the international poverty line of \$1.9 per day (UNICEF, 2015). Moreover, Guatemala struggles with low levels of educational attainment. The average years of schooling for an individual is 6.4 years (UNDP, 2015). In regard to employment, most Guatemalans work in the informal sector meaning their work is usually an unstable and low paying source of income (UNDP, 2015). Demographically speaking, with half of the country's inhabitants comprising of youth under the age of nineteen Guatemala has a fast-growing and young population (CIA World Factbook, 2015). There are nearly two million youth (almost 13% of the total population) between the ages of 15 and 24 who are not in school and lack any vocational or other types of skills (USAID, 2019).

In the mid-1990s, the United States started deporting thousands of non-citizens with criminal records or prison sentences back to the Northern Triangle countries of Guatemala, El Salvador and Honduras. Many of those deported formerly migrated as children and adolescents to the United States to escape the Central American civil wars of the 1980s. On returning and facing a scarcity of opportunities, the deportees began to reproduce the criminal networks they were a part of and left behind in the United States. In metropolitan areas, gangs known as MS-13 and Calle 18 were quickly established. In addition, Mexican drug trafficking networks extended trading routes in the Central American region. Often hiring local gangs, other illegal undertakings such as human smuggling, kidnapping and arms trafficking expanded and have increased in occurrence (Farah & Phillips Lum, 2015).

Emerging Adulthood and Nicodemus' Youth Leadership Program

Alongside the scarcity of education and employment opportunities, as well as illicit gang activities and the escape route they offer, Guatemala's youthful and marginalised population face life-threatening challenges as they begin taking steps into their adulthood and future. At this stage of life, previous to transition to young adulthood, is when many Guatemalan young people are faced with risk and uncertainty at a time in their lives when important life decisions are being made.

Table 1
Psychosocial Development Theory (Erikson, 1950).

Stage (approximate age)	Issue	Description of Task
<i>Infancy</i> (to 1 year)	Trust vs. mistrust	If needs are dependably met, infants develop a sense of basic trust.
<i>Toddlerhood</i> (1 to 3 years)	Autonomy vs. shame and doubt	Toddlers learn to exercise their will and do things for themselves, or they doubt their abilities.
<i>Preschool</i> (3 to 6 years)	Initiative vs. guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about their efforts to be independent.
<i>Elementary school</i> (6 years to puberty)	Competence vs. inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
<i>Adolescence</i> (teen years into 20s)	Identity vs. role confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
<i>Young adulthood</i> (20s to early 40s)	Intimacy vs. isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
<i>Middle adulthood</i> (40s to 60s)	Generativity vs. stagnation	In middle age, people discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
<i>Late adulthood</i> (late 60s and up)	Integrity vs. despair	Reflecting on his or her life, an older adult may feel a sense of satisfaction or failure.

Expanding on Erikson's (1950) Psychosocial Development Theory (Table 1), with most young people spending longer to settle into long-term adult roles Arnett (2000) draws attention to the stage in life from the late teens through to the mid-20s. Arnett's research has been key in proposing the life stage of Emerging Adulthood as a new phase of the life course.

Arnett highlights five developmental characteristics worthy of including following the stage of adolescence (Table 2).

Table 2

The Five Dimensions of Emerging Adulthood (Arnett, 2000).

<ol style="list-style-type: none">1) Age of identity exploration: What kind of person am I? What do I enjoy doing? Exploration of passions with risk of experiencing mental health issues whilst seeking to plan and perform well.2) Age of instability: Pushing the boundaries of what one can handle; involving career choices, study, work opportunities and relationships.3) Self-focussed age: Moving into independency; involving seeking own residency away from parents, managing own finances, developing long-term goals.4) Age of feeling in-between: Feeling like one has mastered areas of their life however still needing guidance in other areas. Mistakes are common however risk-taking in this area is necessary.5) Age of possibilities: Taking responsibility to chase goals, overcome obstacles, and in turn, to grow and develop.

Working alongside those throughout the life stage of those characterised by Arnett's Emerging Adulthood, Nicodemus' YLP exists to bridge the gap, providing opportunities through our programs for young people aged 18 to 25 years-old to focus their energy and ambitions on areas which will positively help them to serve their own needs and the needs of others. Noting that Emerging Adulthood lasts 7 years, of which is lengthier than infancy and early childhood and as long as adolescence, Arnett (2007) argues emphatically against merely calling this phase a "transition." In bringing birth to the Emerging Adulthood phase, a broadening of attention is highlighted towards ranges of development – cognitive development, relationships, and responsibility taking (Arnett, 2007).

Bynner (2005) however exposes the idea that the phenomenon of Emerging Adulthood is one that is more prominent in some societies compared to others, especially where the postponement of educational and occupational careers occurs in some regions and countries. In Bynner's (2005) research of influential structural forces he observes that Arnett (2000) pays little attention to these structural forces – gender, parent's social class, own social class,

qualification level, family structure, and family economic status – that might underlie Emerging Adulthood. Such observations serve to raise our consciousness to the differing entry points young people may take in approaching and entering Emerging Adulthood. Types and levels of social exclusion, societal constraints, as well as prior achievements, will each influence the entry point pathways young people take when reaching the age group of 18 to 25 years old. In recent research, Syed (2015) concludes that as a concept Emerging Adulthood continues to be an incredibly generative term without explanatory power, thus leading to determine it is still a theory in development.

Research Question and Objectives

The research asks:

What are the benefits of trusting mentoring relationships for young adult mentees?

The objectives of the study are to provide perceptiveness for the following:

- Review the literature examining the influence companionship, collaboration, relationship initiation, and gender type have on the formation of trust in mentoring relationships.
- Gather information from young adult mentees to investigate the influence these components have on the formation of trust in mentoring relationships.
- Analyse the information to identify factors contributing to the formation of trust in mentoring relationships. Compare with relevant theory and literature, identifying similarities and differences.
- Draw conclusions and make recommendations that would improve the formation of trust development in mentoring relationships.

Research Hypothesis Statements

The following hypotheses were derived from a review of relevant literature:

H0: Third party assignment of mentoring relationships has no effect on the formation of trusting bonds.

H1: A lack of companionship in mentoring relationships decreases the likelihood of mentees confiding in their mentors

H2: Engaging together collaboratively in a mentoring relationship positively influences the development of trust in mentoring relationships.

H3: Mentoring relationships involving two females are more likely to form intimate ties earlier on in the initiation phase of the mentoring relationship than in mentoring relationships involving two males.

Justification for the Research

According to Rhodes (2002) and Cox and Smy (2013), the rising popularity of youth mentoring reveals a demand arising in society driven by multifaceted situations and the individual nature of problems affecting people. Broadbank and McGill (2006) suggest that while intrapersonal reflection can be effectual and may offer outlooks for deep learning, it is ultimately not enough for transformative learning. Therefore, the formation of assigned mentoring programs has been regarded as a powerful intervention for at-risk youth (Rhodes, 2002).

The YLP coordinates relationship initiations via its mentoring program (Table 3). With the aim of forming much needed trusting mentoring relationships, the YLP currently helps over 70 young adult members who find themselves unable to get support because of their age. Many of the young people were previously sponsored and supported by other projects and agencies but have now found themselves disadvantaged and facing difficulty. To those young people the research will be directed.

Table 3

Nicodemus Vision, Mission and, Definition of Mentoring.

Vision

Our vision is a just world where; Every young person is free from poverty and experiences healing by participating in breaking the cycle of poverty in their world.

Mission Statement

To **rescue**, **restore** and **rebuild** young people, unlocking their full potential. Equipping and empowering them to live interdependently free from poverty, leaving a lasting legacy and enabling them to be ambassadors in their communities and their world.

YLP Definition of Mentoring

A process that integrates social, physical, spiritual and academic formation in which a person invests their experience, knowledge, time and life in service to a young person. In our mentoring model we believe that from the beginning of the relationship the mentee has inbuilt potential that can teach others, including their mentor. Vertical relationships, based on authority, are not what is sought, but horizontal relationships in which both parties follow the steps of the other, enjoys the qualities of each other, and supports and helps each other together through their own struggles and weaknesses.

Background of Nicodemus and the Author

The researcher, of British upbringing, over the last eight years has been familiarising himself with Guatemalan culture since moving to live in the country. From 2012 the researcher, with the role of Coordinator of the YLP, built upon the start-up of Nicodemus' YLP with a small group of 10 to 15 young adults. The mentoring program was subsequently formed and since then other programs have been added; group activities, specific transition support, education scholarships, and community outreach activities with opportunities for volunteer placements.

A key belief of the Nicodemus Charity is that young people experience their own healing by participating in breaking the cycle of vulnerability and marginalisation in their own communities and country (see Appendix 1). Today, the YLP has its own Guatemalan-employed coordinator and currently has 25 Guatemalan mentors enrolled helping 80 at-risk young adults. The researcher of this study now acts solely as the Central America Director of Nicodemus, line-managing the YLP Coordinator alongside other coordinated programs in Guatemala and El Salvador.

Outline Methodology

In seeking to contribute to the known understanding of the research question, the empirical research study takes an explanatory approach (Saunders et al., 2019). The researcher sought to focus on explaining detailed aspects of the areas studied (Robson, 2002). Quantitative data was collected by sending an online survey to young adult mentee participants with the aim of collecting information that aids in identifying relational characteristics mentors employ to facilitate the formation of trusting mentoring relationships. Findings were then interpreted alongside the hypotheses and accompanying pre-existing literature. Further information regarding the research method techniques utilised can be found in Chapter 3.

Overview of the Study

Following this introductory chapter, Chapter Two provides a detailed literature review studying the influence of trust on mentoring relationships. Chapter Three provides an overview of the research methodology utilised in this study. Chapter Four presents and discusses the most significant findings of the research study as a result of the empirical analysis of the data obtained. Conclusions are drawn based on the findings of the research and are integrated and applied with existing literature related to the study. In Chapter Five, the principal conclusions of the research are highlighted and recommendations for future research are suggested. Lastly, Chapter Six provides a personal reflection on the dissertation process.

CHAPTER 2

LITERATURE REVIEW

“Like love and freedom, trust is one of those essential human values that everyone understands until the question is raised what it is, or one is asked to practice it intentionally.”

-Solomon & Flores (2001)

Introduction

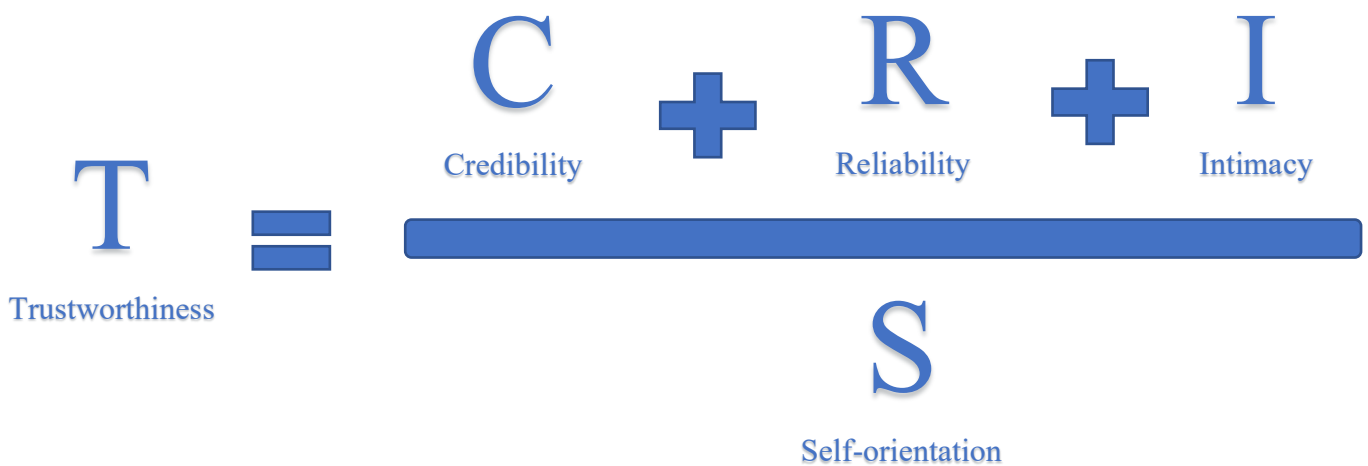
The research asks: *What are the benefits of trusting mentoring relationships for young adult mentees?* This chapter reviews the relevant literature to this topic and its hypotheses; examining the influence companionship, collaboration, relationship initiation, and gender type have on the formation of trust in mentoring relationships.

Defining Trust

Currently, no specific definition for trust exists in the youth mentoring literature. For this study Rotenberg's (2012) description will be used, defining trust as the willingness to confide in another based on relational experiences of reliability in word and deed, honesty, emotional sensitivity, and protection from emotional harm. Rotenberg (2012) covers some factors within the term, however The Trust Equation (Green et al., 2000) also presents a concise and visual breakdown of trustworthiness into four components, thus giving the term a more practical outlook instead of dealing with one huge concept (Figure 1).

Figure 1

The Trust Equation (Green et al., 2000).



As an example, a person may trust another's expertise, but distrust their motives (i.e. self-orientation), or dislike the style another uses to deal with certain issues (i.e. lack of intimacy). In the context of a mentoring relationship, a mentor may wonder why their mentee does not view them as fully trustworthy despite, for example, knowing their mentee finds them both credible and reliable. According to The Trust Equation, the answer is that trustworthiness

has multiple dimensions that interrelate, and it communicates the importance of doing well across all four dimensions (Table 4).

Table 4

Dimensions of The Trust Equation (Green et al., 2000).

Credibility (in words):

- Open, honest, transparent and accurate.
- Anticipates needs and speaks about needs that are commonly not articulated.
- Gives away ideas and does not hold or manipulate information.
- Asks smart questions to facilitate problem solving.
- Puts issues in context.
- Provides a clear outsider's perspective.
- Say you do not know when you do not know.
- Learns about a new client/mentee in advance.
- Tells the truth and not what the client/mentee wants to hear.

Reliability (in actions):

- Makes a number of small promises and is diligent with keeping them.
- Delivers services on time with consistency.
- Carries out preparation work ahead of meetings.
- Places the long-term relationship above seeking short-term beneficial outcomes.
- Goes first in being generous with knowledge and giving favours.
- Considers the sensitivities, emotions and politics of a client/mentee situation.
- Checking in after the mentoring relationship has officially terminated.
- Responsive to phone calls, messages and emails.
- Ensuring repeated experiences of trustworthiness over time.

Intimacy (in emotions):

- Open to discussing difficult agendas. Is honest and frank in expression.
- Acts as if one is trying to advise one's mother, father, or a close friend.
- Criticises and corrects gently and lovingly.
- Helps to separate logic from emotion.

- Minimises separation between professional and personal issues.
- Knows when to bother a client/mentee, and when not to.
- Provides reassurance, calms fears, and inspires confidence.
- Socialises, thus providing a window into the clients’/mentees’ selves as people, their needs, hopes, and fears.
- Is empathetic when listening and offers reflective questions, instead of always assuming a client/mentee always needs to receive words of advice.
- Takes personal risks by putting a piece of ourselves “out there,” revealing something about ourselves, becoming to some extent emotionally naked.

Other-Orientation (in motives):

- Less interested in oneself and instead focusses deeply and exclusively on the other person.
- Recognises it is not enough to be right; an advisor’s job is to be helpful.
- Helps the client/mentee feel that the solution was (to a large extent) his or her idea, or at the very least, his or her decision.
- Enjoy and be fascinated by the presence of the other person, facilitating them to keep talking about themselves.
- Avoids seeking to take all the credit and responsibility.
- Aligns with the client/mentee to improve their situations.
- Builds a shared agenda, creating an opening for the client/mentee to tell us what is on their mind and what their priorities are. Agenda setting, therefore, is a powerful formal tool for listening.
- Overcomes the need for ego gratification.

In seeking to become more trustworthy it is important to evaluate personal strengths and weaknesses. Reflective questions such as, ‘Am I practically coherent, reliable and credible, but failing to develop real intimacy with others?’ and, ‘Am I consistent and balanced when fronting up to the expectations of a trustee?’ are essential considerations to reflect upon. The Trust Equation enables one to appraise personal weakness. In doing so, this guides mentors to note discrepancies in their character leading one to then work towards developing underdeveloped or absent character qualities.

Measuring Trust

In an analysis of 70,000 people through their online questionnaire of The Trust Equation, Green et al. (2000) found that Intimacy is statistically the most valued component of trust. Green et al. (2000) state that Credibility and Reliability are metric-friendly components which can be measured by timeliness and responsiveness however Intimacy is the most difficult to describe and measure.

Green et al. (2000) define intimacy both as the sense of security one feels when interacting with someone and the assurance that confidential information will be handled respectfully and appropriately. Beebe et al. (2004) state that trustworthiness is a measure of the degree to which interpersonal partners perceive it is safe to disclose personal information. As opposed to Green et al.'s assertion, Beebe et al. (2004) state a metric exists for measuring levels of intimacy within mentoring relationships: the extent to which one is willing to disclose important personal information.

Mentoring Relationships with At-Risk Youth

Youth mentoring relationships are generally defined as a trusting relationship between a young person and an older, non-parental figure who provides guidance and support (Schwartz et al., 2013). According to Rhodes (2002), youth mentoring relationships work via a process that has at its core an emotional bond characterised by trust, mutuality, and empathy. This foundational belief supports positive developmental processes that promote progressive outcomes. Without the foundational bond of trust mentoring relationships are unlikely to flourish, therefore meaning in every mentoring relationship a significant role of the adult mentor is to earn the trust of their mentee.

Understanding relational characteristics and processes is one way to improve youth mentoring relationships, however educating oneself of a young person's type of background and upbringing will help obtain a context on the way towards preparing oneself as a mentor. Wanberg et al. (2003) describe mentoring as the most intense and powerful one-on-one developmental relationship entailing the most influence, identification, and emotional involvement. In response, some young people may accordingly view mentoring as something of attraction and prospective benefit. On the other hand, Brown (2016) writes that if the primary human authority in our lives was absent, abusive or aloof, this is likely to open up a wound that adversely affects us as we transition from childhood, through adolescence and into adulthood. Continuing, Brown (2016) argues this can lead one to have a crippling fear of being hurt by

and engaging with an authority, consequently leading one to withdraw with the intent of protecting oneself from being further hurt or let down.

Such assertions suggest one could become somewhat incapable of forming a trusting relationship with a mentor, and any receiving of constructive criticism could be taken as a personal attack against one's identity. This presents the possibility of young people distancing themselves from participating in a mentoring relationship of the intensity, influence, identification, and emotional involvement described by Wanberg et al. (2003).

Conversely, Brown (2016) identifies four ways a young person could take the opposite path and develop an unhealthy craving to be close to and trust an authority (Table 5).

Table 5

Unhealthy Craving for Authority (Brown, 2016).

- | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none">1) <i>NEEDING</i> an authority figure in order to feel whole.2) <i>BURDENING</i> the authority figure with the task of making up for a lack of sufficient parenting.3) <i>USING</i> an authority figure to pursue and maintain a relationship, not because of authentic desire but because of filling an emotional satisfaction.4) <i>ALLOWING</i> an authority figure to abuse their authority over yourself in exchange for their presence in your life. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

This informs us of an alternative passage, where young people hold a deep longing and fascination for trusting an authoritative figure thus favourably seeking to involve oneself in the intense and powerful one-on-one relationship as described by Wanberg et al. (2003), albeit potentially under unhealthy circumstances.

The description of the make-up of the mentoring relationship as given by Wanberg et al. (2003) and Brown's (2016) identifications of potential responses to authority both inform us of further layers to take into account when working closely with at-risk young people. Many young people have grown up in silenced and isolated environments that affect their perception of what trust within a relationship should look like (Boyes-Watson, 2008). As stated by Young and Perrewé (2000), in order to best serve the developmental processes of young people it is important to be mindful of the complex issues that influence trust so to engage in sufficient levels of social support behaviours to meet a young person's expectations.

Formal Youth Mentoring Programs

Formally structured mentoring programs (Table 6) are an increasingly popular strategy utilised to provide intervening support for at-risk young people. These programs, if executed successfully, serve to prevent the development of psychological, social and behavioural problems (Raposa et al., 2019). Recent studies have highlighted the positive influence of 1 to 1 mentoring relationships for youth demonstrating behaviours of aggression (Jolliffe and Farrington, 2007), substance use (Rhodes et al., 2005), and other delinquent behaviours (Tolan et al., 2008). Such studies collectively attest that youth mentoring programs may be especially beneficial for those exposed to individual and environmental risk.

Table 6

Informal and Formal Mentoring Relationships (Johnson and Birkeland, 2003)

Informal mentoring: When the mentoring relationship naturally develop out of common interests, goals and agreeable personalities.

Formal mentoring: Mentoring relationships mandated by an outside third party possibly including forced pairing.

It is important however, not to assume these interventions always provide certainty for improving youth outcomes. Although a number of empirical research studies support the effectiveness of formal mentoring programs (Rhodes, Reddy, Roffman, & Grossman, 2005; DuBois, Portillo, Rhodes, Silverthorn, & Valentine, 2011), some scholars still suggest that at-risk young people may not be benefitting from these programs to the same degree as their peers (DuBois et al., 2011; Schwartz, Rhodes, Chan, & Herrera, 2011; Weiler & Taussig, 2017). Volunteer screening and training of mentors affect efficacy and retention, relationship quality, and mentor commitment (DuBois, Holloway, Valentine, & Cooper, 2002; DuBois & Neville, 1997), however their implementation has been perceived as uneven (Rhodes et al., 2009).

It is essential program coordinators are conscious of faults programs can fall into. It is prudent to ensure not only mitigating procedures are in place, but that clear and effective strategies are well aligned to comply with the outworking of the mission of these programs.

Relationship Initiation

Program administrators of formal youth mentoring programs work under the tacit assumption that mentoring programs are universally beneficial to youth (Rhodes et al., 2009).

Relationship initiation in mentoring programs involves a third party determining the matching up process of relationships with no input from a mentor or mentee (Eby et al., 2010). Ideally, a nurturing mentoring relationship will healthily transition through the stages of initiation, cultivation, separation and independence (Goodlad, 2013).

Nevertheless, program administrators should maintain consciousness of appearing gaps of uneven implementation by volunteer mentors. Whilst DuBois et al. (2002) attest to the quality of the implementation of relational characteristics as that which establishes and sustains high quality mentoring relationships, Rhodes et al. (2009) claim it is actually factors relating to mentor recruitment and relationship initiation that are often the rate-limiting causes in program growth outcomes.

Rhodes and Roffman (2002) state that youth from disadvantaged social and economic backgrounds are more likely to have limited access to informal mentors or adult role models. Such a scenario presents third party relationship initiation via mentoring programs as an important strategy. However, Allen et al. (2006) warn the success of youth mentoring relationships is largely influenced by the extent to which individuals have personal choice and a voice in determining the choice of mentor. In research by Spencer et al. (2013), the development of trust with mentors via youth-initiated mentoring appeared much more rapid than typically seen in formal youth mentoring relationships. Allen et al. (2006) and Spencer et al. (2013) make worthwhile contributions as a result of their research, however it is also worth considering if mentoring relationships are not assigned then it is possible a large number of mentoring relationships may not develop at all.

The stakes are high for young people as they participate in formally assigned mentoring relationships. At-risk young people are entering into these relationships not only with the expectation of constructing a positive future for themselves, but also to raise their hope in humanity as many are learning for the first time how to trust and develop relational closeness with older and mature role models. In delivering caution, Eby et al. (2000) warn that while some mentoring relationships can be life-altering others may be superficial, short-lived, and even destructive.

In the following sections the researcher will explore the literature regarding the validity of Collaboration and Companionship; endorsed by Green et al. (2000) and Spencer (2006) as two of the key intimate relational characteristics influencing the formation of trust within mentoring relationships. In her study, Spencer (2006) highlights the “bidirectional nature” of these two processes, alongside authenticity and empathy, noting that the practice of these

relational characteristics allowed young people to bring more of themselves into the relationship, thus demonstrating a working collaboration within the mentoring relationship.

Collaboration

Providing an environment for the mentee to decide what to do when meeting together is thought to facilitate positive emotional development experiences (Spencer, 2006). As defined by Tronick (2001) this, in essence, is a *collaboration* of two individuals or an out-growth of ongoing interactions with others.

Rogoff (1990) and Green et al. (2000) discuss how collaboration can materialise both in a practical and intimate setting. In discussing how collaboration can practically materialise, Rogoff (1990) describes the potency of experiences in which the young person and the mentor concentrate their joint attention on a task of interest to the mentee. From her position, Rogoff makes a case for viewing personal development as an apprenticeship in which young people engage in the use of intellectual tools in societally structured activities with mentors and other adults. Providing a more intimate outlook to the term, Green et al. (2000) describe the outworking of collaboration as demonstrating empathy when listening and actively offering reflective questions instead of assuming the mentee always needs to receive words of advice.

By providing a more extreme outlook into the practice of collaboration, in a more recent study Schwartz and Rhodes (2016) encourage programs to move from exclusively focussing on 1 to 1 treatment-based dyads to considering alternative ways of empowerment for young people that include approaches building on and cultivating informal supports. In following such considerations, Liang et al. (2013) explore the idea of a social justice-oriented approach to mentoring program practices in which groups of mentors and mentees work together as partners in community activism. Integrating this approach within mentoring programs could ignite compassion, empathy, and unique connections that mentees could relate to and positively influence. On the same line of thinking, according to Jekielek et al. (2002) programs driven by needs and interests of young people are more likely to succeed than those where mentors are driving the choice of activities. Pawson (2004) writes that non-directive, mutual activities such as basketball, music and retail grazing are the starting points of relationship building.

It is also essential to have in mind subtle dimensions that may arise resulting in resistance to the practice of collaboration within mentoring relationships. In acknowledging the inevitable power dependency due to the mentors' greater supply of valued resources, Auster (1984) refers to potential dyadic role strains. According to Emerson (1972) as a result of mentoring and other opportunities for self-development, mentees should increasingly acquire

expertise, influence, and contacts, meaning that over time they become less dependent on their mentor. Elmes and Smith (2006) indicate that if this threatens a mentor who may have become dependent on the mentee for ego-gratification, the mentor could respond by making a manipulative effort to maintain a power imbalance. This scenario would give rise to a toxic environment and if detected by program administration an ending of the relationship could occur. Unfortunately, during this process the young person could be deemed as ungrateful and disloyal, and in doing so could have an adverse effect on their self-esteem and leaving with feelings of guilt. Such an experience could re-open up the wound Brown (2016) describes, leading to ongoing damage in young people and their perception about how and if to trust authority figures.

Hofstede's (1980) study of significant cultural commonalities among Latin American countries (Table 7) provides an insight into reasons why resistance to collaboration may exist. High power distance and collectivism could act as cultural barriers towards the value and practice of collaboration.

Table 7

Hofstede's (1980) significant cultural commonalities among Latin American countries.

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> - Uncertainty avoidance; The extent to which people in a culture feel uncomfortable with risk, ambiguity, and uncertainty. - Power distance; The extent to which a society accepts the fact that power in institutions and organisations is distributed unequally. The acceptance of power and control by people above one's level in a particular power structure. - Collectivism; Latin Americans come from a collectivistic culture where group activities are dominant, responsibility is shared, and accountability is collective. Because of the emphasis on collectiveness, harmony and cooperation in the group tend to be emphasised more than individual function and responsibility. - Masculinity; The traditional patriarchal structure grants the father or oldest male relative the greatest authority, whereas women are expected to show submission. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

An alternative could be that some young people are seeking a relationship where the power dependency described by Emerson (1972) is the attraction. A young person experiencing crisis, anxiety and being desperately willing to unashamedly share details of their current circumstances with an older authority may purely seek ongoing empathy and to be directly

instructed. In this situation, a complete provision of empathy and instruction may initially be the most suitable approach. However, into the medium and longer-term, as argued by Spencer (2006), the application of an increasingly collaborative approach would be more effective rather than solely preserving a prescriptive nature of mentoring relationship whereby the activity of targeting and changing behaviours is what the essence of the relationship entails.

Companionship

According to Keller (2005), the defining feature of youth mentoring is the personal relationship established between a young person and a caring, competent individual who offers companionship, support, and guidance. Concurring, Spencer and Rhodes (2005) raise significance to the experience of simply having fun and enjoying *companionship* in the mentoring relationship. Trevarthen (2001) defines the term as being meaningful to someone important. He goes on to state that the emotions of relating to share intelligent awareness of the world are relational emotions and that these relational emotions anticipate contingent rhythms and sympathy of interest from others. Healthy mentoring relationships provide the opportunity to offer a safe and rich space for companionship development which, depending upon if a healthy integration into other relational networks has occurred, otherwise may be difficult to encounter by at-risk young people.

According to Rook and Underwood (2000), companionship is nurtured by engaging in leisure activities with someone you like and who you know likes you. The presence of a strong emotional connection has been found to be a distinguishing feature of mentoring relationships that are associated with better outcomes such as improvements in perceptions of scholastic competence and feelings of self-worth (Grossman & Rhodes, 2002).

One study (Parra et al., 2002) found the perceived benefits of mentoring relationships to be mediated by relationship closeness rather than directly linked with variables such as amount of contact and types of shared activities. In accordance, Sarason and Sarason (2001) argue that companionship acts distinctly as a necessary complimentary element of the mentoring relationship. These arguments indicate that as a mentor strives to incorporate in the relationship the practice of collaboration as well as other relational characteristics such as authenticity, empathy, and openness to regular meetups; without the existence of a firm base of companionship the relationship will not wholesomely grow in closeness and trust development, and will instead plateau (Pryce & Keller, 2012).

Gender and Intimacy

Intimacy is hard to pin down through specific actions or phrases spoken. Every instance of intimacy is unique – a moment in time that connects or deepens the relationship between two individuals. Attention must be given to observations regarding intimacy and gender differences.

A common assertion is that males are more likely to benefit from engagement in shared activities with adult men (Garringer, 2004) whereas females may benefit more from relationships with women characterised by emotional closeness and self-disclosure (Bogat & Liang, 2005; Darling et al., 2006). Thus, it has been suggested by Darling et al. (2006) that males may benefit more from mentoring relationships that are less centred on expressions of personal closeness and instead more instrumental in focus. Saarni (1999) states there is a tendency for females to express emotions outwardly, and Greenberger and McLaughlin (1998) argue females are more likely to form intimate ties at an earlier stage of their mentoring relationships.

It is important to not be quick to assume such gender differences as pure generalisation. In a study of adolescent boys' identity development, Chu (2004) noted males were not surprised others might assume they are disinterested in or oblivious to interpersonal cues. She noted males were acutely aware of the expectations that others held for them based on cultural conventions of masculinity. Within youth mentoring programs it is important not to hold to such generalisations as in doing so could contribute to restricting in males the expression of emotions and vulnerability. Given the potential for the development of mentoring relationships of a close and personal nature (Wanberg et al., 2003), Spencer (2007) proposes such connections between male mentees and adult men may hold the potential to mitigate some of the negative effects of socialisation toward conventional masculine gender role norms.

Summary

This literature review examined methods by which trust can be developed in the context of youth mentoring relationships and the challenges and extenuating circumstances to consider. This chapter studied trust theory, the make-up of formal youth mentoring programs, relationship initiation, the characteristics of collaboration and companionship, and lastly gender type influences.

From the literature, certain themes emerged that appear to correlate with varying factors of trust influence in youth mentoring relationships. As suggested by Saunders et al. (2019), grouped alongside each of the research hypotheses in Chapter 1 these themes have been

integrated to form a conceptual framework showing influencers of trust development in youth mentoring relationships. The conceptual framework can be viewed in Chapter 4.

CHAPTER 3

RESEARCH METHODOLOGY

“The true tragedy in most people’s lives is that they are far better than they imagine themselves to be and, as a result, end up being much less than they might be.”

-Earl R. Smith

Introduction

The purpose of this chapter is to present the research rationale and design used to obtain the primary data required to meet the objectives outlined in Chapter 1 and to answer the research question: *What are the benefits of trusting mentoring relationships for young adult mentees?*

Research Design

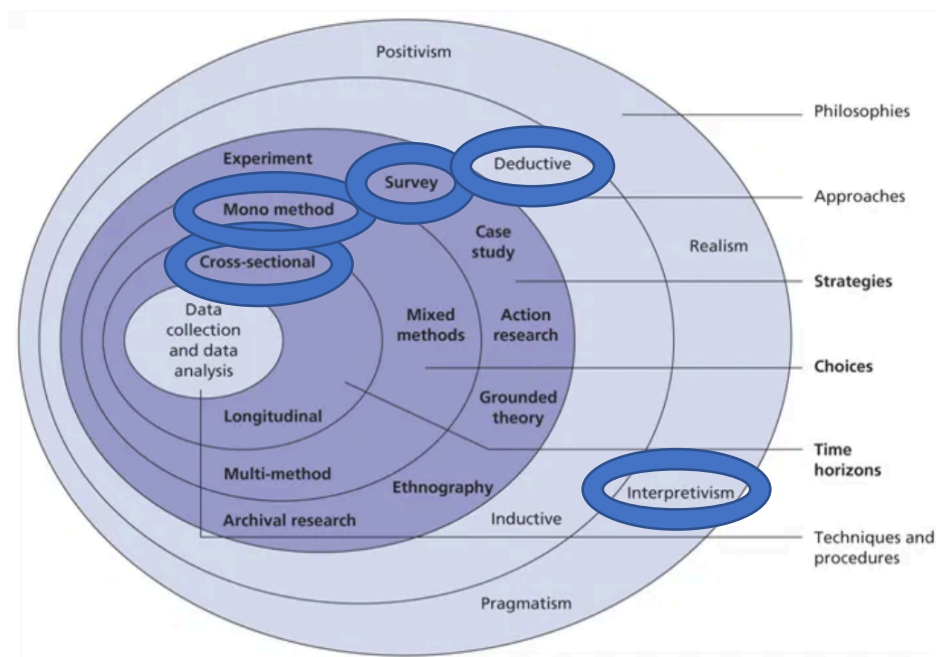
To demonstrate how the research data was obtained, a design is developed to acquire appropriate research findings. Frankfort-Nachmias and Manichmias (2007) view the correct research design as a bridge between the theory and rationale for research. The research follows a case study strategy via generating and testing a set of hypotheses (Flyvbjerg, 2011). Though there exists an interest in understanding the overall phenomenon of youth mentoring relationships and their connection with trust development, the principal purpose of case studies is not to provide a common representation but to exemplify the case in its extension of experience (Flyvbjerg, 2011).

As covered in Chapter 2, the literature review highlighted the plentiful attention to trust definition and theory, and relational characteristics of intimacy and their value to youth mentoring relationships, however the stream of literature thins down as emphasis narrows on examining these components' direct influence on mentoring relationships involving at-risk young people from developing countries.

Saunders et al. (2019) visualised the approach to research strategy as concentric layers of a 'research onion.' To answer the research question, an explanatory approach was undertaken using the philosophies and strategy circled in blue in Figure 2.

Figure 2

The Research Onion (Saunders et al., 2019).



Research Philosophy and Approach

Research philosophy refers to a system of beliefs and assumptions about the development of knowledge (Saunders et al., 2019). In the context of this particular research, it will be essential to be consciously aware of my own values bringing about axiological assumptions which may have an influence on the research analysis process (Burrell and Morgan, 2016). Such assumptions inevitably shape how I will respond to the research question, the research methods used, and how findings are analysed and interpreted.

In postulating a fundamental reminder, Haynes (2012) emphasises the importance of honing the skill of reflexivity; that is to question your own thinking and actions, and to learn to examine your own beliefs with the same scrutiny as you would apply to the beliefs of others. Being conscious of and undertaking such an approach to my research will help to provide an evenly balanced piece of research (Alvesson and Sköldbberg, 2009). Striking a balance between being less bound to my own values although not detached from them will help in encountering subjective viewpoints.

As stated, the aim of this study is not to find a blueprint for the influence of trust on mentoring relationships. The aim of this study is to examine some practical findings and approaches that mentoring programs and their mentors can consider implementing to help them

on their way to developing trusting mentoring relationships with young people. Far from focussing upon a search for rationalist conclusions, such a stance leans towards this research taking up a more nominalist standpoint, acknowledging that multiple subjective realities about the topic exist (Burrell and Morgan, 2016).

Since this study examines how humans as social actors interpreted events, an interpretivist epistemology (Burrell and Morgan, 2016) is used whereby the participants and researcher are allowed to construct reality and increase understanding where it is lacking (Robson, 2011). Central to the interpretivist philosophy is that the researcher must implement an empathetic stance; thus, offering the challenge to comprehend the research data outcomes and perspectives from the survey participants' point of view (Saunders, 2019). Throughout interpreting the findings, this is acknowledged as one of the greatest challenges of this research study with the intention of bringing forth worthwhile analyses.

Research Strategy and Time Horizon

The research strategy used to go about answering the research question involves the validated collection of quantitative data through self-completed surveys sent to a sample of mentee members of Nicodemus' YLP in Guatemala. Replies were provided in response to statements inclined to gather data to measure the influence and benefits of trusting mentoring relationships for mentees. To enrich the collection of data a mixed method using follow-up qualitative data collection via interviews would have been extremely beneficial (Ghauri & Gronhaug, 2010) and would have allowed the exploration of tangents (O'Leary, 2010), however time constraints did not allow for this opportunity. Nevertheless, asking the sample to respond to the same set of questions via the self-completed survey presented an effectual method for collecting responses.

Each of the respondents to the research survey have spent between a period of nine months to four years with their mentor. Mentees participated only if they chose to, meaning the sample was determined by self-selection (Saunders et al., 2019). The population were informed that their participation would not reveal identity and they were at liberty to choose to participate or not. As opposed to collecting data over longitudinal time horizons, a cross-sectional time horizon was used whereby surveys were completed by individual respondents each at a single point in time (Saunders et al., 2019).

Data Collection and Methods Design

Saunders et al. (2019) offers five steps to consider when carrying out data collection and methods design via a survey:

1) *Careful design of individual questions.*

Bell and Waters (2014) postulate caution ahead of producing a survey, that of which will have a significant influence on the response rate, reliability and validity of the data to be gathered. Given the use of opinion variables all question statements, except for two, entailed Likert scale rating response options. In order to establish a carefully planned process for the collection of data according to the research question and hypotheses, the following Data Requirements Table alongside the development of questions was created:

Table 8

Data Requirements Table (Saunders et al., 2019).

Research objective: To establish the benefits of trusting mentoring relationships for young adult mentees.				
Type of research: Predominantly explanatory, examining relational characteristics having an influence on trust in mentoring relationships.				
<i>Investigative questions</i>	<i>Variable(s) required</i>	<i>Detail in which data measured</i>	<i>Key concepts in literature</i>	<i>Check included in survey:</i>
Does third party assignment of mentoring relationships have an effect on the formation of trusting bonds?	Sharing of feelings and important personal information from the initiation of the relationship; Preference for connecting in group activities/1 to 1 mentor meetings/neither.	Likert-scale rating. List option.	Raposa et al. (2019), Johnson & Birkeland (2003), Beebe et al. (2004), Wanberg et al. (2003).	<input checked="" type="checkbox"/>
Does a lack of companionship decrease the likelihood of	Feeling comfortable together; sharing of feelings and important personal information (in general during the	Likert-scale rating.	Green et al. (2000), Spencer (2006), Rook & Underwood (2000)	<input checked="" type="checkbox"/>

mentees confiding in mentors?	present and from the initiation of the relationship); Level of companionship.			
Does engaging together collaboratively influence the development of trust?	Sharing of feelings and important personal information (in general during the present and from the initiation of the relationship); Level of collaboration.	Likert-scale rating.	Green et al. (2000), Spencer (2006), Schwartz & Rhodes (2016), Elmes and Smith (2006)	<input checked="" type="checkbox"/>
Do mentoring relationships involving females form intimate ties at the initiation of the relationship earlier than males?	Feeling comfortable together; Sharing of feelings and important personal information (in general during the present and from the initiation of the relationship); Gender type; Preference for connecting in group activities/1 to 1 mentor meetings/neither.	Likert-scale rating. List option.	Darling et al. (2006), Greenberger & McLaughlin (1998), Chu (2004)	<input checked="" type="checkbox"/>

2) *Clear and pleasing visual presentation.*

Due to WhatsApp messaging service being the most common form of communication among mentors and mentees in the YLP, the survey (see Appendices 4 and 5) was delivered to each participants' mobile device by this means from their mentors. To ensure variation and a simple flow (Dillman et al., 2014), throughout the nine question statements the sequence comprised three Likert rating scale variable-based question statements preceding one factual or demographic variable-based question statement.

3) *Lucid explanation of the purpose.*

Following providing a brief description and explanation of the research during a virtual YLP group activity with mentors and mentees present, the researcher sent an accompanying message (see Appendix 3) describing the research study and its' purpose to the mentors' WhatsApp group. A clear and honest purpose of the research study was communicated to mentors and mentees; Nicodemus' intention to serve mentors and mentees to form beneficial mentoring relationships for young adults. Following the virtual activity and with previously granted permission from the YLP Coordinator, the researcher sent a link to the survey to the mentors' WhatsApp group with an accompanying message from the researcher to be forwarded by mentors to their mentees.

4) *Pilot testing.*

The pilot test involved the YLP Coordinator and Community Mobilisation Manager reviewing and commenting on the presentation and communication of the survey, as well as examining the suitability and understanding of the Spanish-written language used. This helped to establish an appropriate process of explanation of the research and also aided in formulating validity of the written content. However, undertaking this process with involving at least five mentors would have provided a more rigorous evaluation (Fink, 2016).

5) *Appropriately planned and executed delivery.*

The YLP Coordinator's input into formulating an appropriate process of data collection was of noteworthy value to the researcher. Attention was placed on the sample participants being assured of their involvement in the study not being compulsory by the use of phrases such as 'you are invited to participate voluntarily as you wish...'

Reliability and Validity

A threat to the reliability and validity of the collection of data was the understanding of the survey by the Spanish-speaking Guatemalan participants. The pilot testing by two of Nicodemus' local Guatemalan staff team members helped to reduce the risk of participant error (Robson, 2002). Following testing, further emphasis was placed on ensuring the formation of short and easy to understand question statements whilst making sure the meaning was clearly communicated and hence understood (Hardy & Ford, 2014).

Another threat to reliability and validity was the risk of participant bias caused by respondents choosing to answer in a way that would be desirable for the researcher and

Nicodemus to hear (Saunders et al., 2019). The only way encountered to minimise this was to emphasise clarity of explanation regarding the anonymity of responses.

Procedure of Analysis

The researcher studied the correlation of levels of one's personal comfort in sharing feelings and important personal information with a mentor as well as other selected variables: levels of companionship and collaboration, gender type, appreciation for trust growth, and environment where greater connection occurs (a group activity, a 1 to 1 mentor meeting, or neither). The reason for this selection was to focus on variables that contribute to studying the intimate component of trust and its influence on mentoring relationships. From these variables, the hypotheses were composed. Subsequently the survey content was produced with the intent of best testing and examining each hypothesis.

The survey was launched on the 3rd September 2020 to young adult mentee members of the YLP in Guatemala. A reminder was sent on the 11th September and the survey was closed on the 18th September. Surveys were distributed to 34 mentees producing 30 respondents, generating a survey return rate of 88% which was much higher than the expected 30% return rate for surveys (Cooper & Schindler, 2006).

Using SPSS (version 11-2018), the research utilised hypothesis testing to collect data that signified a relationship between dependent and independent variables. The results of the survey were analysed to examine the benefits of trusting mentoring relationships for young adult mentees. Descriptive statistics were produced and were collated as part of the discussion of each of the hypotheses.

Ethical Considerations

To guarantee participants were aware of the research study aims, did not suffer harm, and their privacy and confidentiality were preserved (Easterby-Smith et al., 2012), the following means were taken:

- The purpose of the research was explained clearly to the sample (Robson, 2011) during the virtual YLP activity with mentors and mentees present. This was also explained in the accompanying message sent to the mentors and in the accompanying message for the mentors to forward to their mentees alongside the link to the survey.
- Respondents completed the same survey (Denscombe, 2010).

- All subjects were informed of the anonymity of their responses given their names were not requested (Saunders et al., 2019).
- Subjects were informed their participation in the study was by no means obligatory.

The completed research will be translated and made available for public viewing to all survey participants and staff of Nicodemus.

Summary

As an overview, this chapter has set out the preparation and planning of the following:

- The framework of the research design, outlining a connection between the theory and rationale for the study.
- The development of the research philosophy and approach, highlighting the importance of honing the skill of reflexivity, and the adoption of an interpretivist epistemology.
- As part of the survey design process, the following of five key steps as recommended by Saunders et al. (2019): 1) The careful design of each individual question, 2) The creation of a clear and pleasing visual presentation, 3) A lucid explanation of the purpose of the research study, 4) A thorough pilot testing, and 5) An appropriately planned and executed delivery.
- Taking into account threats to the reliability and validity of the data collection process, and accordingly formulating measures to minimise such risks.
- The forecasted plan for analysing the captured data hypothesis by hypothesis with reference to relevant literature studies.
- Attention to ensuring compliance with ethical considerations involving the welfare of those invited to participate in the study.

CHAPTER 4

RESULTS AND FINDINGS

“Tell me and I forget. Teach me and I may remember. Involve me and I learn.”

–Benjamin Franklin

General Introduction

The purpose of this chapter is to present the results of the empirical data analysis. As discussed, the primary purpose of the research is to discover a correlation between dependent and independent variables from 30 survey responses examining young adult mentees' perceptions of the influence of trust on their relationships with their mentor. The findings presented in this chapter were drawn from the data gathered using the Qualtrics survey instrument. Applicable tables and figures were used to display the results obtained. The development of the research study hypotheses was drawn from a review of literature based on intimate trust development and the research question: *What are the benefits of trusting mentoring relationships for young adult mentees?*

The results indicate that among mentee participants there is a strong belief in the value of forming trusting bonds in mentoring relationships (see Appendix 7). Subsequent correlations were encountered showing that a high majority of participants expressed a willingness to share feelings and important personal information both in the present and at the initiation of their relationship with their mentor (Figures 3 and 4). These foundational findings first of all acknowledge the value of trust by the respondents, and secondly provide a base ahead of examining the influence of other variables related to trust development. Accompanying variables including companionship and collaboration, as well as gender type, are investigated as part of the hypotheses.

This chapter now moves towards:

- Displaying how trust was measured quantitatively in this study.
- The presentation of the measure of normality of the data.
- A presentation and discussion of each of the findings, hypothesis by hypothesis.
- Limitations of the research methods used.
- A summary of findings.

Measuring Trust Quantitatively

Whilst obvious quantifiable factors within mentoring relationships such as the number and frequency of meetings, length of mentoring relationships, performance at school and employment status are important metrics for measuring youth mentoring outcomes, they are not sufficient towards understanding the intrinsic influence and value of trust development within mentoring relationships. The length of a mentoring relationship and frequency of meetings taking place, for example, do not capture the core essence of the reciprocal trust

experienced in a relationship of two individuals. The length of a mentoring relationship and the frequency of meetings taking place merely demonstrates the amount of time spent together yet does not display the level of trust invested by each participant into the relationship.

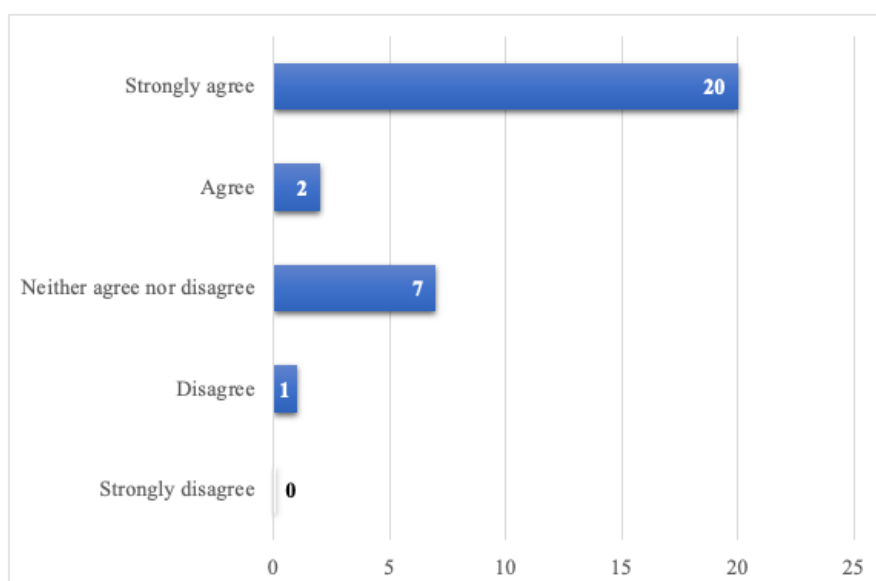
While levels of one’s personal comfort in sharing feelings and important information with a mentor is a meaningful parameter and is used frequently in this study, the researcher found this metric in isolation does not fully demonstrate the level of intimate and reciprocal trust development between a mentor and mentee. Alongside the metric of willingness to share personal information, other influential variables were investigated; levels of companionship and collaboration, and the influence of gender type each help to explore important elements contributing within the nature of mentoring relationships.

Since sharing by mentees is the best predictor of openness to emotional support, it could be concluded that mentees are open to receiving support in the context of a trusting relationship. As mentioned earlier, according to Beebe et al. (2004), sharing of feelings and important personal information are key indicators for measuring the intimate development of trust. In accordance, Rhodes (2005) claim that emotional trust characterised by disclosures of feelings and self-perceptions is thought to be a key active ingredient for promoting meaningful connection in the mentoring relationship, and, thus for promoting positive outcomes.

Figure 3 presents the data collected demonstrating the findings regarding this variable. Respondents replied on a Likert rating scale to the statement: ‘I feel safe sharing my feelings and important personal information with my mentor.’

Figure 3

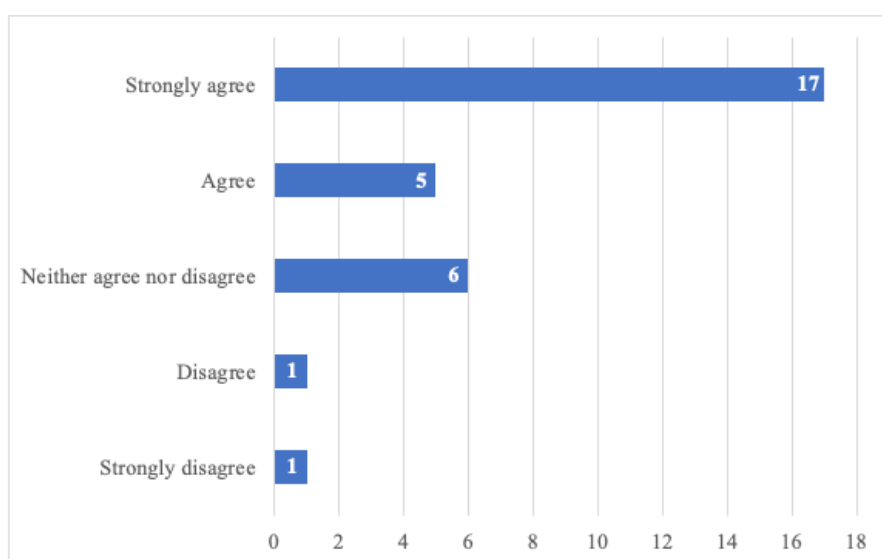
Willingness to share feelings and important personal information.



Similarly, respondents were asked to what extent they shared their feelings and important personal information at the initiation of their relationship with their mentor (Figure 4).

Figure 4

Willingness to share feelings and important personal information from the initiation of the mentoring relationship.



Throughout the presentation of findings and subsequent analysis of each hypothesis, these two variables will be regularly measured alongside the other variables of companionship, collaboration, and gender type. Appendix 6 includes a breakdown of all data responses by each respondent. The named categories refer to the metrics collected from each question statement in the survey. Appendix 5 contains the English-translated question statements used in the survey and shows the Likert scale response options together with the coding for each response.

Data Normality

A Kolmogorov-Smirnov test was run to check the normality of the data. The scoring for each of the ordinal variable data statements (see Appendix 8) fell below 0.05 meaning that the data is categorised as not normal. This outcome makes sense given they are ordinal variables with a small number of respondents and also there is a very specific distribution of data across each of the variables. For this reason, a Mann Whitney U test and a Kruskal-Wallis

test will be undertaken. Six out of the seven ordinal variables (85.71%) fall within one standard deviation from the mean showing a short spread of data around the mean scores.

Conceptual Framework

A conceptual framework was developed to group by hypothesis each influencer as encountered in the literature review. The selection of the variables is tabulated within the framework showing which variables were used to measure correlations with each influencer.

Table 9

Conceptual Framework: Key Influencers of Trust Development (Welford, 2020).

Influencer	Key Theories	Specific Hypotheses	Correlation with Trust Influence
Relationship initiation and disclosure of personal information	Rhodes et al. (2009), Eby et al. (2010), Beebe et al. (2004)	H0: <i>Third party assignment of mentoring relationships has no effect on the formation of trusting bonds.</i>	- Feeling comfortable spending time together. (Question 1)
			- Sharing of feelings and important personal information from the initiation of the mentoring relationship. (Question 7)
			- Connecting better in 1 to 1 mentor meetings than in group activities. (Question 8)
Companionship	Spencer & Rhodes (2005), Sarason & Sarason (2001)	H1: <i>A lack of companionship in mentoring relationships decreases the likelihood of mentees confiding in their mentors.</i>	- Enjoyment of each other's company. (Question 3)
			- Sharing of feelings and important personal information. (Question 2)
			- Feeling comfortable spending time together. (Question 1)

Collaboration	Schwartz & Rhodes (2016), Elmes & Smith (2006)	H2: <i>Engaging together collaboratively in a mentoring relationship positively influences the development of trust in mentoring relationships.</i>	- Mentee choosing what to do when meeting with mentor. (Question 5)
			- Assuming of personal responsibility. (Question 6)
			- Sharing of feelings and important personal information. (Question 2)
Gender and Relationship Initiation	Darling et al. (2006), Spencer (2007)	H3: <i>Mentoring relationships involving two females are more likely to form intimate ties earlier on in the initiation phase of the mentoring relationship than in mentoring relationships involving two males.</i>	- Gender type. (Question 4)
			- Sharing of feelings and important personal information from the initiation of the mentoring relationship. (Question 7)
			- Connecting better in 1 to 1 mentor meetings than in group activities. (Question 8)

Hypothesis 0

Third party assignment of mentoring relationships has no effect on the formation of trusting bonds.

Spearman's Rho correlation coefficient test (Table 10) was used to assess Hypothesis 0, with the selection of variables 'Willingness to share from the initiation of the mentoring relationship' (M = 4.13, SD = 1.106) and 'Environment where greater connection takes place.' These two variables correlate negatively, showing that as one shares more from the initiation there is an increase in reporting of effective connection taking place in 1 to 1 mentor meetings as opposed to in group activities or neither. With $P < 0.05$, this contradicts the null hypothesis

stating that third party assignment of mentoring relationships has no effect on the formation of trusting bonds.

Table 10

Hypothesis 0: Spearman's Rho test.

		Willingness to share from start of the mentoring relationship	Environment where greater connection takes place
Willingness to share from start of the mentoring relationship	Pearson Correlation	1	-.347
	Sig. (2-tailed)		.061
	N	30	30
Environment where greater connection takes place	Pearson Correlation	-.347	1
	Sig. (2-tailed)	.061	
	N	30	30

Two Kruskal-Wallis tests were also carried out showing that the responses differ significantly based on the grouping of the variable 'Environment where greater connection takes place.' In Table 11, the 'Perception of comfort when spending time together' responses were found as significant whereas the responses to the variable 'Willingness to share from the start of the mentoring relationship' were found as non-significant. The same responses were encountered in the second Kruskal-Wallis test below with the variable 'Sharing of feelings and important personal information' found as non-significant.

Table 11

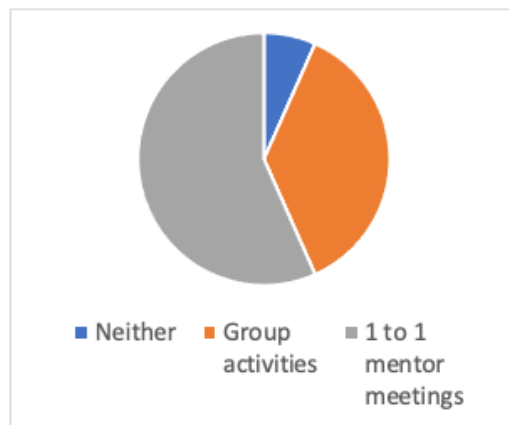
Hypothesis 0: Kruskal-Wallis tests.

	Q1	Q7		Q1	Q2
Kruskal-Wallis H	12.137	5.179	Kruskal-Wallis H	12.137	5.444
df	2	2	df	2	2
Asymp. Sig.	.002	.075	Asymp. Sig.	.002	.066

Providing context and as demonstrated in Figure 5, receiving 56.66% of the vote the environment reported as that which generates greater connection is in 1 to 1 mentor meetings. At 36.66%, group activities also represent a significant proportion of respondents. The mean result was 2.5 (between group activities and 1 to 1 mentor meetings), with a low standard deviation of 0.63. The median and mode responses were both 1 to 1 mentor meetings.

Figure 5

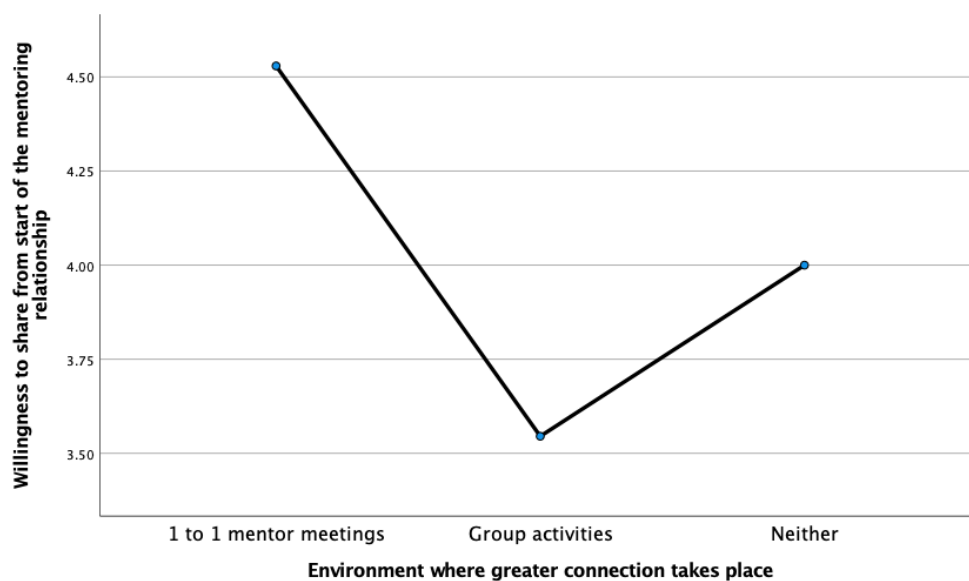
Environment where greater connection with mentor takes place.



Means Plots were then analysed (Figure 6), showing '1 to 1 mentor meetings' did not differ significantly from 'Neither', but there was a significant difference from 'Group activities.' This shows that those selecting 1 to 1 mentor meetings as the environment where greater connection takes place are more willing to share feelings and important personal information from the initiation of the mentoring relationship. This again demonstrates a rejection of the null hypothesis.

Figure 6

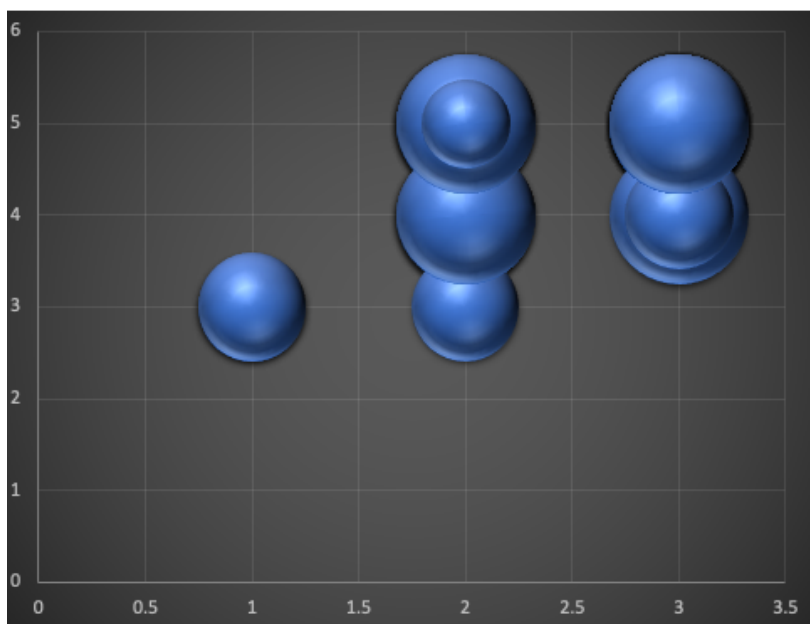
Hypothesis 0: Means plots.



A bubble chart was also used to assess the combination of three variables together (Figure 7). The results show that mentees who fail to connect with their mentor in neither of the environments (X-axis: 1) report feeling less comfortable in their mentoring relationship as well as having a lesser tendency to share feelings and important personal information. Mentees who selected group meetings (X-axis: 2) display feeling increasingly comfortable in their mentoring relationships, as well as an increased likelihood of sharing feelings and important personal information. This group also produced a small number of higher anomaly results. Lastly, mentees who selected 1 to 1 mentoring relationships (X-axis: 3) show the highest score for feeling increasingly comfortable in their mentoring relationships as well as having a higher propensity for sharing feelings and important personal information.

Figure 7

Hypothesis 0: Bubble chart



Lastly, an inter-rater reliability test (Table 12) was carried out with ‘N’ acting as the number of respondents who selected 1 to 1 mentor meetings as their preferred environment of connection. ‘A’ is the number of respondents who selected ‘strongly agree’ or ‘agree’ in response to the extent to which important personal information was shared at the initiation of the mentoring relationship. Falling above 80%, the result of 82.35% is considered an acceptable rate of agreement (Rose et al., 2015) proving that a significant proportion of respondents contradict the null hypothesis statement.

Table 12

Hypothesis 0: Inter-rater reliability.

$PA = \frac{A}{N} \times 100$ <p> PA = Percentage agreement A = Number of agreements between the two codes selected N = Number of segments coded </p> $\underline{82.35\%} = \frac{14}{17} \times 100$

Based on theory and experienced practice of the YLP in Guatemala, the rejection of the null hypothesis met expectations. These results verify the claims of Rhodes and Roffman (2002) that third party relationship initiation via mentoring programs has developed as an important strategy due to youth from disadvantaged social and economic backgrounds being more likely to have limited access to informal mentors or adult role models. However, as demonstrated in the Kruskal-Wallis tests there is still room for improvement. This means it could be worthwhile to heed to the positions of Allen et al. (2006) and Spencer et al. (2013) who both argue that improved development of mentoring relationships occurs when young people have personal choice and a voice in determining the choice of mentor.

These results build on the belief that third-party assignment of mentoring relationships have a positive effect on the formation of trusting bonds in youth mentoring relationships and, in turn, have the potential to ably work with young people involved in delinquent behaviours (Jolliffe and Farrington, 2007; Rhodes et al., 2005; Tolan et al., 2008). Results like those obtained in this particular hypothesis can lead to program administrators tacitly assuming these approaches are universally beneficial to youth (Rhodes et al., 2009), however continual monitoring of impact and openness to innovation can help ensure mentoring programs are not left behind in their development.

For the YLP in Guatemala, with the Means Plots displaying that those preferring group activities (36.66% of respondents) share less with their mentor, it could be worth evaluating in which ways the group activities could serve to provide increased opportunities for increased 1 to 1 support and attention. Over recent years the YLP has sought to utilise group activities as

an environment for interested volunteers to get to know the group and a prospective mentee. This has allowed prospective volunteers a final opportunity following meetings and training to get to know the group and to ensure commitment, or conversely decide not to become involved in the program. This helps to minimise the risk of starting up unhealthy mentoring relationships. Such an approach is intended to be proactive rather than simply being reactive to the need of a young person seeking a mentor. In honesty, this approach has not been utilised on all occasions, meaning perhaps the purpose of group activities is an area needing more examination in order to help facilitate opportunities for the healthy assignment of young people to a mentor.

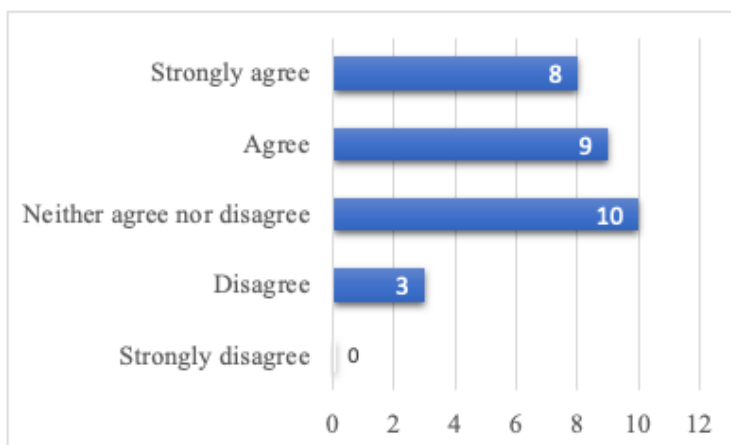
Hypothesis 1

A lack of companionship in mentoring relationships decreases the likelihood of mentees confiding in their mentors.

As demonstrated in Figure 8 the levels of companionship are more evenly spread among respondents ($M = 3.73$, $SD = 0.98$). The median response was ‘agree’ and the mode response was ‘neither agree nor disagree.’

Figure 8

Level of companionship.



Spearman’s correlation coefficient test was used to assess hypothesis 1 with the selection of three variables; ‘Development of companionship,’ ‘Sharing of feelings and important personal information,’ and ‘Perception of comfort when spending time together’ (Table 13). Between each other, these three variables significantly and positively correlate

showing that as levels of companionship increase there are more sharing of feelings and higher levels of perception of comfort when spending time together. With all P scores as < 0.05 , including a stronger relationship between the development of companionship and perception of comfort when spending time together ($p=.578$), and with the level of sharing of feelings and important personal information ($p=.384$), these results prove hypothesis 1: A lack of companionship in mentoring relationships decreases the likelihood of mentees confiding in their mentors.

Table 13

Hypothesis 1: Spearman's Rho test.

			Level of perception of comfort when spending time together	Level of security sharing important personal information	Development of companionship
Spearman's Rho	Level of perception of comfort when spending time together	Correlation Coefficient	1.000	.475**	.578**
		Sig. (2-tailed)	.	.008	.001
		N	30	30	30
	Level of security sharing important personal information	Correlation Coefficient	.475**	1.000	.384*
		Sig. (2-tailed)	.008	.	.036
		N	30	30	30
	Development of companionship	Correlation Coefficient	.578**	.384*	1.000
		Sig. (2-tailed)	.001	.036	.
		N	30	30	30

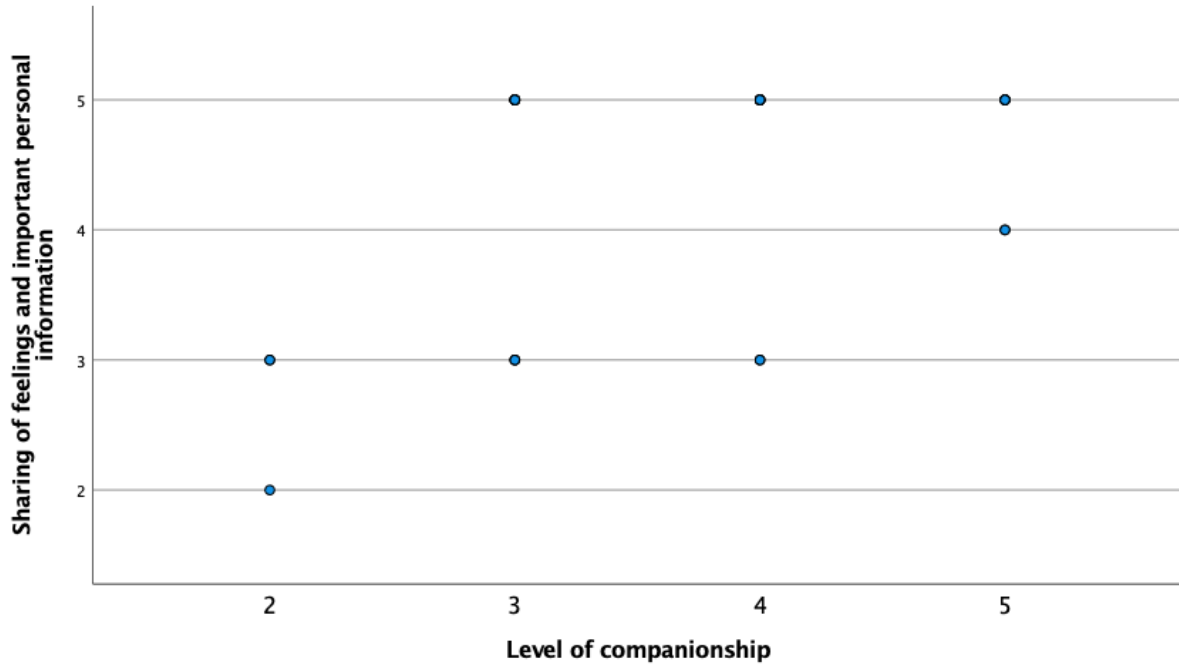
** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The scatter plot results (Figure 9) shows largely a positive correlation between both variables indicating a small number of anomalies.

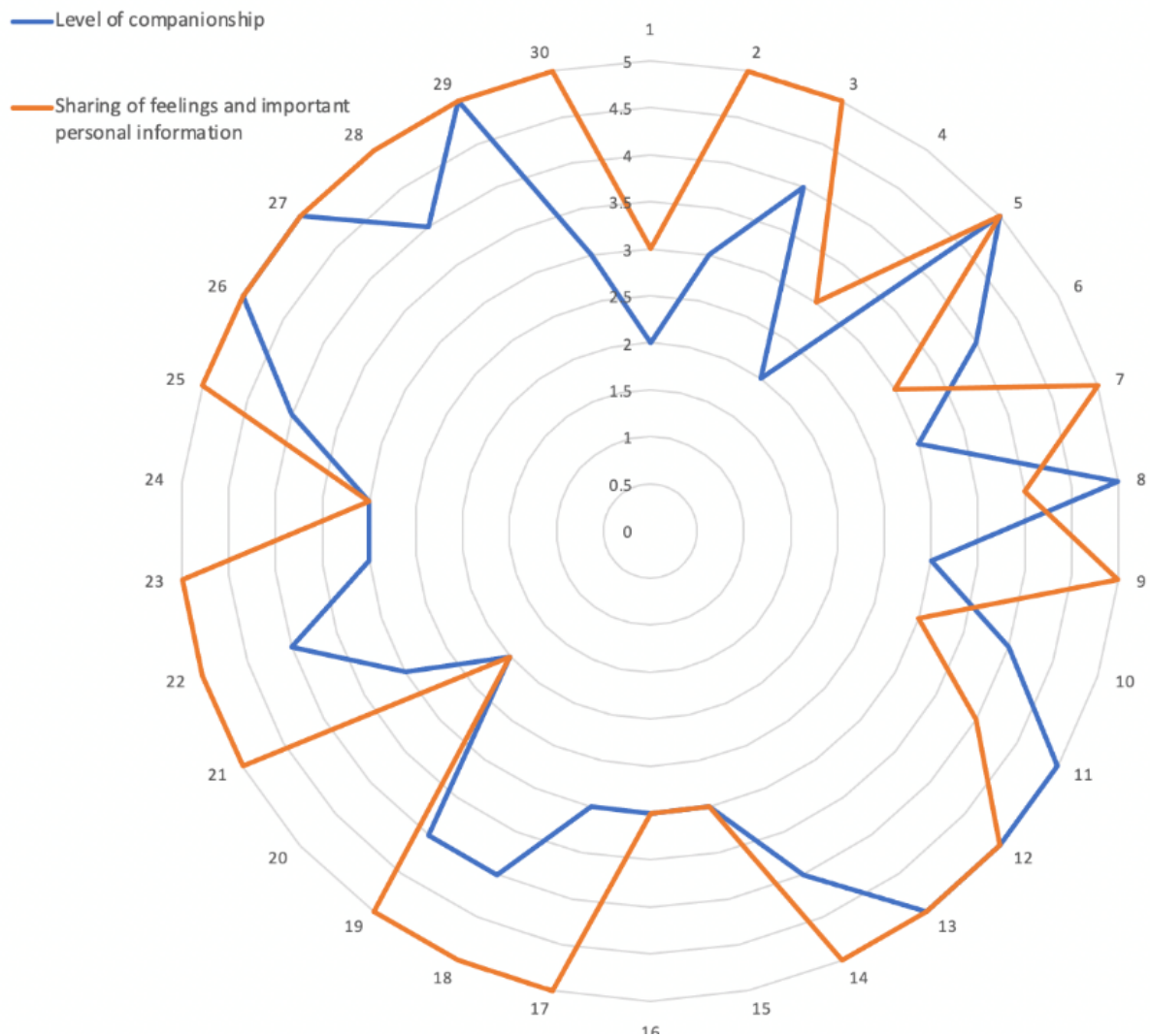
Figure 9

Hypothesis 1: Scatter plot.



The radar chart (Figure 10) offers a clearer visual display of the relationship between these variables by viewing each response on an individual basis. In viewing the result of each respondent on an individual basis it is shown in the majority that as companionship increases there is higher willingness to share feelings and important personal information.

Figure 10
Hypothesis 1: Radar chart



The results in this section met expectations and supported the hypothesis that a lack of companionship in mentoring relationships decreases the likelihood of mentees confiding in their mentors. If widely true among other studies, such findings could prove key among the literature for encountering a key medium by which to develop trust. As argued by Sarason and

Sarason (2001), without the existence of a firm base of companionship the relationship as a whole will not thoroughly grow in closeness and trust development.

The results as part of this hypothesis build on the consensus that investigating the impact of companionship further would prove worthwhile in order to discern whether it has direct links towards trust development and positive youth outcomes. If a mentor and mentee develop a genuine companionship, secure spaces could be created for well-received confrontation and constructive criticism which is reciprocated with a high rate of sharing of feelings and important personal information by the mentee. Speaking confrontation and truth to another person should not only include appropriate sobriety, humility and be without harshness, but it should also communicate clear, hard news. Such conversations, permitted by the developed base of genuine companionship, could help greatly towards healing the authority perception complexes Brown (2016) describes. Furthermore, this could lead to deliberate intention by the young person to pursue positive change with the assurance that confrontation and correction provided by the mentor is with mutual interest.

Such practical implementation within mentoring relationships could see companionship taking trust to new and exciting openings for deeper mentoring with fundamental guidance. Due to companionship's potential for impact, further research is needed to establish clarity about its influence within mentoring relationships involving at-risk youth suffering from trust and authority complexes.

Hypothesis 2

Engaging together collaboratively in a mentoring relationship positively influences the development of trust in mentoring relationships.

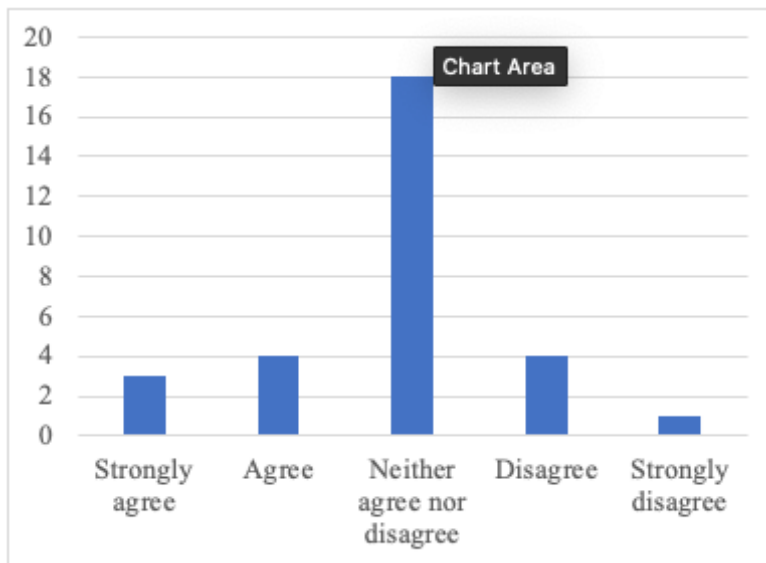
In order to study levels of collaboration with mentoring relationships, participants were asked to what extent do they choose what to do and what to talk about when meeting with their mentor (Figure 11). The statistical results demonstrate that 18 respondents report collaborating in their relationships with their mentor half the time however, although some respondents could genuinely be reporting they deem themselves as collaborating half the time others may have chosen this answer because they were indecisive or unsure how to answer the question statement.

In demonstrating a lack of clarity, the fact this variable did not produce decisive responses indicates a lack of value in general for collaborating, or simply that it does not take place and mentees view their relationship with their mentor as more hierarchical. Instead of

providing what could be viewed as a negative response, mentees may not have wished to do so due to not wanting to criticise their mentor or the program. A rephrasing of this question statement could have helped to produce answers with more definite clarity, without mentees feeling they were being negative.

Figure 11

Extent of choosing what to do and what to talk about.



Spearman's correlation coefficient test was used to assess hypothesis 2, with the selection of three variables; 'Extent of choosing what to do and what to talk about,' 'Level of security sharing important personal information,' and 'Encouragement to assume responsibility' (Table 14). Between each of these three variables none are significantly correlated, although the relationship between the sharing of feelings and important personal information and the encouragement to assume responsibility is only marginally not significant (.062).

Table 14

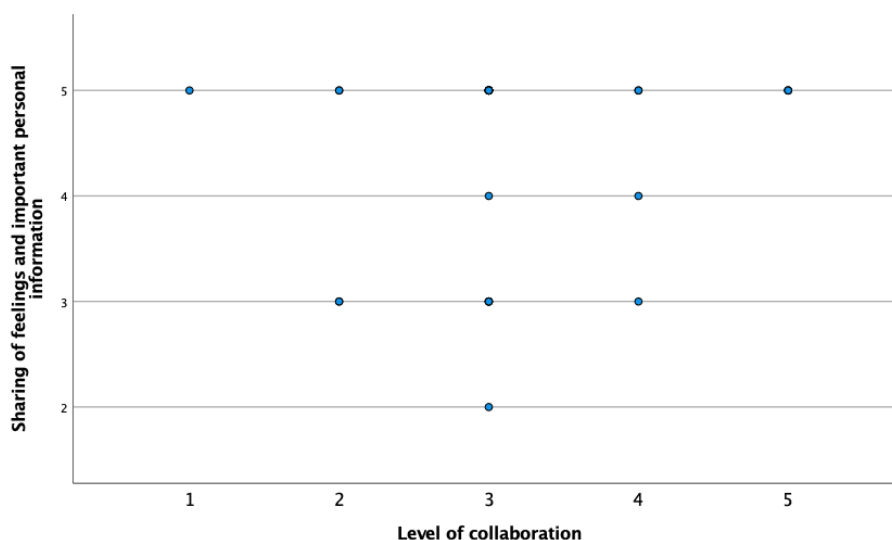
Hypothesis 2: Spearman's Rho test.

		Level of security sharing important personal information	Level of collaboration	Encouragement to assume responsibility	
Spearman's Rho	Level of security sharing important personal information	Correlation Coefficient	--		
		Sig. (2-tailed)	.		
		N	30		
	Level of collaboration	Correlation Coefficient	.121	--	
		Sig. (2-tailed)	.524	.	
		N	30	30	
	Encouragement to assume responsibility	Correlation Coefficient	.345	.119	--
		Sig. (2-tailed)	.062	.532	.
		N	30	30	30

The following scatter plot (Figure 12) demonstrates the relationship between the extent of choosing what to do and what to talk about with the sharing of feelings and important personal information. As communicated beforehand, with there being no significant correlation these results contradict hypothesis 2 stating that engaging together collaboratively in a mentoring relationship positively influences the development of trust in mentoring relationships.

Figure 12

Hypothesis 2: Scatter plot



A major part of the YLP are the bi-monthly community activity events for attendance by all program members. Integrating this approach, as endorsed by Liang et al. (2013), has been influential for providing leadership opportunities for young people as well as bringing benefits to Nicodemus' partner projects. For each of these activities one mentor and their young adult are delegated with planning the event and coordinating the activity.

Despite Liang et al. (2013) promoting an approach which by experience has proved extremely worthwhile for the YLP, the results of this study show that practicing collaboration on a 1 to 1 basis as described by Green et al. (2000) and Pawson (2004) has not emerged among relationships. As described in the literature review, it would be worth investigating if dyadic role strains as described by Auster (1984) and Elmes and Smith (2006) are becoming an occurrence in the program. Alternatively, the cultural dynamics as investigated by Hofstede (1980) could be influential factors. Further research should take into account how cultural dynamics, like those postulated by Hofstede, could influence the emergence of collaboration and hence their overall impact on trust development within youth mentoring relationships.

Hypothesis 3

Mentoring relationships involving two females are more likely to form intimate ties earlier on in the initiation phase of the mentoring relationship than in mentoring relationships involving two males.

The gender demographic of the 30 participants included 14 males (46.7%) and 16 females (53.3%). Due to the small sample size and the researcher's close relationship with a majority of the sample it was decided not to ask participants to state the length of their relationship with their mentor. Although this would potentially add value in the investigation of this hypothesis, such an indicator could reduce anonymity among the survey respondents. When investigating a larger sample this variable would become more appropriate to be used.

A Mann Whitney U test (Table 15) shows there is no gender effect on the sharing of important personal information from the initiation of the mentoring relationship. Both male and female respondent responses present a similar variation with no significant difference between each group.

Table 15

Hypothesis 3: Mann Whitney U test.

Sharing of important personal information from initiation of the relationship	
Mann-Whitney U	96.000
Wilcoxon W	201.000
Z	-.729
Asymp. Sig. (2-tailed)	.466
Exact Sig. [2*(1-tailed Sig.)]	.525

Next, a cross-tabulation test (Table 16) was carried out to assess the relationship between gender and the environment of better connection. The results do not display strong differences between the variables.

Table 16

Hypothesis 3: Cross-tabulation test.

		Environment of better connection				
		Neither	Group activities	1 to 1 mentor meetings	Total	
Gender	Male	Count	1 ^a	6 ^a	7 ^a	14
		Expected Count	.9	5.1	7.9	14.0
		% within Q4	7.1%	42.9%	50.0%	100.0%
		% within Q8	50.0%	54.5%	41.2%	46.7%
	Female	Count	1 ^a	5 ^a	10 ^a	16
		Expected Count	1.1	5.9	9.1	16.0
		% within Q4	6.3%	31.3%	62.5%	100.0%
		% within Q8	50.0%	45.5%	58.8%	53.3%
Total	Count	2	11	17	30	
	Expected Count	2.0	11.0	17.0	30.0	
	% within Q4	6.7%	36.7%	56.7%	100.0%	
	% within Q8	100.0%	100.0%	100.0%	100.0%	

The Pearson Chi-Square value (Table 17) shows a non-significant relationship, meaning gender does not correlate with the environment of better connection between mentor and mentee. Likewise, with previous hypotheses it is determined that more data would need to

be obtained to clarify any trends in order to have a higher chance of encountering more solid findings.

Table 17

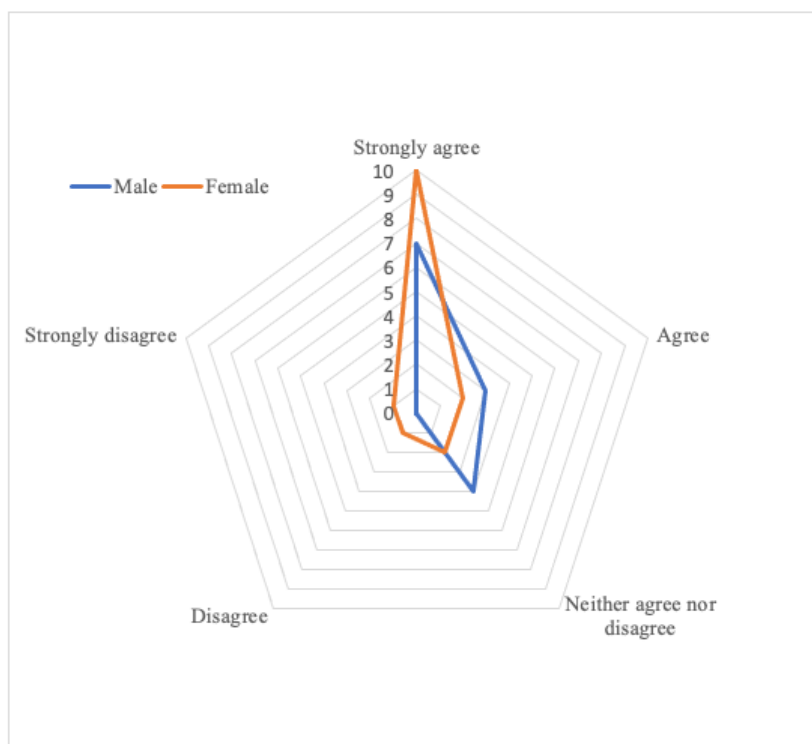
Hypothesis 3: Chi Square test.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.489	2	.783
Likelihood Ratio	.490	2	.783
Linear-by-Linear Association	.338	1	.561
N of Valid Cases	30		

A radar chart (Figure 13) was utilised to directly study the responses relevant to this hypothesis. Despite displaying more females strongly agreeing to sharing feelings and important personal information from the initiation of the mentoring relationship, the data is not totally representative due to the number of overall respondents between males and females differing slightly.

Figure 13

Hypothesis 3: Radar chart



The following component bar chart (Figure 14), with data taken from Table 18, presents the percentage proportions between male and female categories for each of the five Likert scale response options. 75% of the female data responses and 71.4% of male responses fall in the ‘agree’ and ‘strongly agree’ categories. With only a very slight difference, these results back up the statistical analysis stating there is no significance between the variables and therefore the hypothesis can be rejected.

Figure 14

Hypothesis 3: Component bar chart

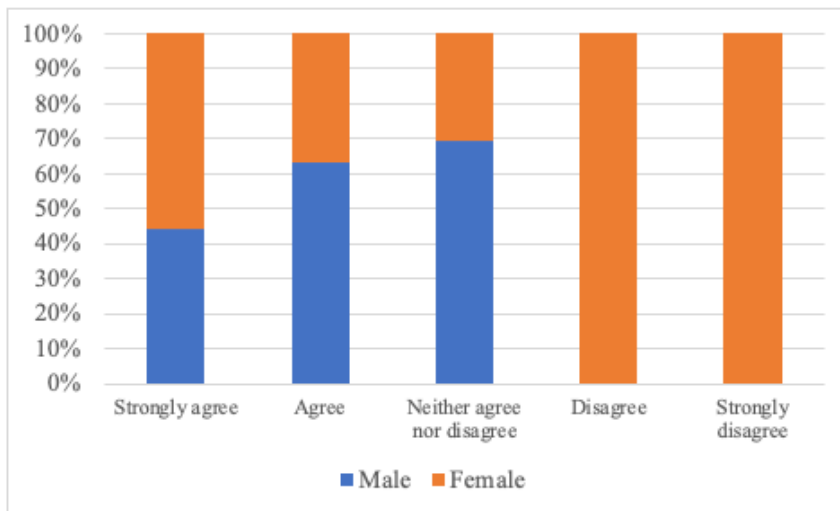


Table 18

Sharing of important personal details from initiation of the mentoring relationship.

			Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)	Total
Gender	Male	Count	7	3	4	0	0	14
		Percentage	50.00%	21.40%	28.60%	0.00%	0.00%	100.00%
	Female	Count	10	2	2	1	1	16
		Percentage	62.50%	12.50%	12.50%	6.30%	6.30%	100.00%
Total		Count	17	5	6	1	1	30
		Percentage	56.70%	16.70%	20.00%	3.30%	3.30%	100.00%

Attention should be paid to the difference in the standard deviation results for males (12.78) and females (18.47) which indicate females are more dispersed in their responses and in this case, perhaps demonstrating they are more sure of and have increased consciousness of their responses to whether they shared their feelings and important personal information from the initiation of their mentoring relationships. Males, on the other hand, produced a high percentage proportion of responses that neither agreed nor disagreed with the variable statement.

The results in Table 19 show a larger percentage of females compared to males reporting 1 to 1 mentor meetings as the environment where greater connection takes place. If at the initiation of the mentoring relationship there is no correlation between males and females regarding disclosure of important personal information, the indication in the table of data below is that over time and into the present there are a higher proportion of females who connect better in 1 to 1 mentor meetings and there is a higher proportion of males in comparison to females who connect better in group activities.

Table 19

Environment where greater connection with mentor takes place.

			Neither (1)	Group activities (2)	1 to 1 mentor meetings (3)	Total
Gender	Male	Count	1	6	7	14
		Percentage	7.14%	42.85%	50.00%	100.00%
	Female	Count	1	5	10	16
		Percentage	6.25%	31.25%	62.50%	100.00%
Total		Count	2	11	17	30
		Percentage	6.66%	36.66%	56.66%	100.00%

Although the hypothesis was rejected, this latest information provides enough indication that it would be worthwhile studying this hypothesis further in future research. As mentioned, a lack of responses was likely to have had an adverse impact on the development of clarity from the statistical analysis. Chu (2004) made a key acknowledgement, noting that that older adolescent males were not surprised others might assume they are disinterested in or oblivious to interpersonal cues. It is vital practitioners do not assume males are more averse to

intimate and authentic sharing of feelings and important personal information. Worthwhile future research investigating gender differences would certainly be beneficial. If it is found gender imbalances do exist (Garringer, 2004; Darling et al., 2006), the development of strategy and practice in how to facilitate increased opportunities for expression and vulnerability in males would be meaningful.

Limitations

As well as limitations noted throughout the statistical analysis, other limitations of the research as a whole were encountered.

The quantitative methodology used for this study was partly successful in integrating the theoretical and practical applications. A second study at a time when there is an increased sample size would provide clarity to the hypotheses. Also, qualitative data obtained via follow-up interviews would provide opportunity for extra data collection and further analysis.

A key variable included the sharing of feelings and important personal information from the initiation of the mentoring relationship. For many respondents they had to think back to up to four years ago since they started their relationship with their mentor which may have resulted in inaccurate answers due to lack of memory. To receive more accurate results regarding this variable in further research, a longitudinal method would have to be applied alongside more time permitted to carry out the study.

Due to the Covid-19 pandemic, respondents' answers might have been influenced by having not met up in person with their mentor from four months' before taking part in the survey. Not meeting up for a long period of time may have changed perceptions of the dynamic of relationship with their mentors. At the start of lockdown, the YLP Coordinator created a 'Distance Mentoring' resource for mentors (see Appendix 2). Our hope is that such a resource alongside the general ongoing coordination and supervision of the program will have aided in sustaining positive mentor-mentee relationships.

Summary of Findings

Chapter 4 presented the results of the trust influence survey taken by the research participants. The data was displayed using applicable figures and tables and, albeit being a small sample, provided a worthwhile analysis of 88% of the YLP mentee members. A null hypothesis and three further hypotheses were tested.

With formal youth mentoring programs not always widely accepted as the most worthwhile initiatives for working with at-risk young people (DuBois et al., 2011; Schwartz,

Rhodes, Chan, & Herrera, 2011; Weiler & Taussig, 2017), the results of this study did provide welcome insight into the influence assigned mentors can have on facilitating the formation of welcoming environments of trust and intimacy within mentoring relationships for young people.

The results of this research determined that third party assignment of mentors and the increasing practice of companionship do lead to creating trusting environments where mentees are increasingly open to disclosing feelings and important personal information to their mentors. On the other hand, it was found that the separate variables of the development of collaboration within mentoring relationships and the female gender group do not each correlate with increasingly confiding in a mentor. The null hypothesis, hypothesis 2 and hypothesis 3 were rejected, and hypothesis 1 was accepted.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

“You can’t push anyone up the ladder unless he is willing to climb himself.”

–Andrew Carnegie

Conclusions

The research aimed to identify the influence of trust in formally assigned youth mentoring relationships, and in doing so sought to answer the research question: *What are the benefits of trusting mentoring relationships for young adult mentees?* For this study Rotenberg's (2012) definition was used, describing trust as the willingness to confide in another based on relational experiences of reliability in word and deed, honesty, emotional sensitivity, and protection from emotional harm. The Trust Equation (Green et al., 2000) was also used to helpfully break trust down into four separate and concise components (Figure 1).

Based on a quantitative analysis, it can be concluded that the nature of relationship assignment through a third party and the intimate characteristic of companionship are important factors to consider in the strategic coordination of formal youth mentoring programs. The results indicate, as attested to by Rhodes and Roffman (2002), that third party relationship initiation of mentoring relationships serves as an important strategy. Also, in agreement with Sarason and Sarason (2001), the results displayed a strong correlated relationship showing increased development of companionship leading to mentees confiding more with their mentor and generally feeling comfortable with them. No relationship was encountered between each of level of collaboration and gender type with trust. Due to a lack of clarity regarding both these variables this indicates an alternative methodology design may have been appropriate for investigating these.

The research was undertaken to investigate key factors that influence trust development in Nicodemus' YLP. This study has primarily been written for the YLP, serving as an analysis of perceptions among mentees regarding what are the key influencers encouraging trust development. The researchers' hope is that the findings compared with the literature assessed provide indications for evaluation and strategic development of the YLP. As a result of practical experience, it was expected that relationship assignment through a third party and the development of companionship would act as predominantly those which strongly relate to increased trust development. Investigating the influence of collaboration was somewhat speculative as due to perceived cultural commonalities (Hofstede, 1980) it was difficult to predict which findings would emerge. A more intrinsically focussed study on this variable would prove worthwhile to encounter specific findings and suggestions for developing collaboration in mentoring. Regarding gender type, personal experience led the researcher to believe that both males and females across the YLP are in reality equal in their disclosure of feelings and important personal information, however that males are less conscious of the value of practicing this and hence when answering the relative question statements a majority ended

up neither agreeing nor disagreeing. Further research with carefully designed survey questions alongside follow-up interviews would provide a meaningful opportunity for analysis of this area of study.

Recommendations

Given the lack of clarity in the results regarding the influence of collaboration on trust development within mentoring, further research is needed to determine which types of practice of collaboration would be beneficial. The results of this study highlighted the value of group activities as an environment where a significant amount of connection takes place between mentor and mentee. Based on these results, further research should consider investigating in which ways activities at group events involving trained mentors and mentees could act as a bridge to further encourage 1 to 1 support and the emergence of mentoring relationships. Such research should investigate processes by which young people could have a voice and opinion towards selecting a mentor (Jekielek et al., 2002) as a result of these group activity environments, instead of being assigned one directly without having any input. On the other hand, the results show that assigned relationship initiation has largely proven successful and it would be wise to heed Emerson's (1972) argument for the advantages of power dependency within mentoring relationships for at-risk young people.

Given the results encountered, and due to a lack of research found in the field, if companionship is recognised as a key influential factor it would be worth dedicating further study to the impact of this characteristic in youth mentoring relationships. To better understand implications of the results of gender type influence obtained in this study it would be important to carry out further studies with a larger sample size, thus providing a much higher chance of encountering relationships between the variables.

Based on the study of these characteristics, if companionship and collaboration are important components contributing to the positive make up of youth mentoring relationships it would be important for the YLP Coordinator, her staff colleagues, and mentors, to first develop and practice these qualities between themselves. By doing so this would create a culture whereby within the program these qualities come to exist, become appreciated, enjoyed, and are the norm. Doing this could mean these characteristics authentically cascade to young adults and becoming part of relating with them within mentoring relationships and at the YLP group activities.

Due to time constraints in completing the study a cross-sectional data collection method was undertaken. This could have limited the authenticity of responses to the question statement

asking to what extent did mentees share feelings and important personal information with their mentors at the initiation of their mentoring relationship. The adoption of a longitudinal study would allow the opportunity for this question to be asked from the moment young people are paired with their mentors. This could potentially provide more authentic and accurate responses than those provided in this study. Moreover, a longitudinal study would present the opportunity to investigate the nature of longer-lasting youth mentoring relationships. Such a study would be of importance given Grossman and Rhodes (2002) assertion that high quality formally matched youth mentoring relationships can take as long as a year or more to develop.

This research study was designed to explore purely the perceptions of young adult mentees from Nicodemus' YLP. Future research about perceptions of trust development should be aimed purely at mentors in order to obtain a more comprehensive data capture thus enabling further findings and discussion.

Lastly, further research should be investigated to analyse trust breakdown which by personal experience is inevitable in mentor-mentee relationships. This research, as well as in many other studies, contribute to the search for ideal trust development within youth mentoring relationships. However, it must be considered whether relationships should also be anchored on something of alternative substance, such as the understanding and practice of forgiveness and reconciliation, other than a pure focus on healthy mentor-mentee relationships solely resulting from the successful development of trust and general harmony.

Contribution within the Field

As outlined at the beginning of the study, Guatemala has a fast-growing and young population who are exposed to a scarcity of positive life opportunities and are offered an alternative selection of damaging alternatives both for them and their communities. Arnett's (2000) development of Emerging Adulthood literature provides important focus to the urgency and reasons for provision of services to 18 to 25-year olds. This study asked specifically how trust can influence those in youth mentoring relationships, obtaining meaningful findings whilst examining the areas of relationship initiation, companionship, collaboration, and gender type. Meaningful recommendations for further areas of research as a result of observations encountered throughout the study were made that could not be covered within the scope of this study.

CHAPTER 6

REFLECTION ON THE DISSERTATION PROCESS

“We must find time to stop and thank the people who make a difference in our lives.”

-John F. Kennedy

Introduction

This final chapter presents my personal reflections on carrying out this research. I will present a summary of my achievements of the module's learning outcomes, a selection of personal skills I have acquired, and opportunities for further personal development.

Module Objectives

As stated in the Dissertation Module Handbook MMK011, the aim of the dissertation is to successfully undertake a piece of independent research. A collection of learning outcomes are listed to ensure the fulfilment of the aim of the module. Table 20 provides a summary of these learning outcomes and evidence that they have been accomplished.

Table 20

Module learning outcomes and achievements.

Learning Outcomes	Fulfilled? (Yes/No)	Evidence of work carried out to meet learning outcome
1. Define an area for research and establish a clear and appropriate research question.	Yes	I chose 'Youth Mentoring' as my area for research and investigated the influence trust has on the development of mentoring relationships.
2. Critically evaluate a range of methodologies for collection and analysis of qualitative and/or quantitative data, depending on the setting and context of the project.	Yes	In Chapter 3, I presented the research rationale and design used to obtain the primary quantitative data. Statistical analysis of the data was carried out using SPSS.
3. Critically evaluate contemporary theories where appropriate and depending on the setting and context of your project.	Yes	In Chapter 2, I reviewed the relevant literature to the research topic; examining the influence relationship initiation, companionship, collaboration, and gender type have on the formation of trust in mentoring relationships.
4. Compare different frameworks and models and identify appropriateness for the context being analysed.	Yes	In Chapter 3, in order to establish a carefully planned process for the collection of data a Data Requirements Table was created. In Chapter 4, a Conceptual Framework was developed to group by

		hypothesis each influencer as encountered in the literature review.
5. Undertake relevant independent research into the topic under investigation and present findings and conclusions in an appropriate report format.	Yes	In Chapter 1 through to Chapter 6, I have sought to maintain relevance to the initial research question and hypotheses when conducting all areas of the study.

Personal Skills Acquired

Preceding starting the independent design and research, I had not developed some principal skills required for the completion of this dissertation.

Critical thinking

When carrying out previous academic study, as well as during the completion of the module assignments for my MBA in Coaching, Mentoring and Leadership, I was often satisfied to read literature and accept it as a high level of authority on the subject matter. Throughout my MBA in Coaching, Mentoring and Leadership and especially during the dissertation process, I have begun to think more laterally and to look out for similarities and differences between different authors when writing about the same topic. In Chapter 2 I sought to put these skills to practice, however I understand there is still great scope for improvement. As of yet I am unsure of the quality of my critical analysis in Chapter 2, but I do know that the experience of writing this dissertation has provided me with a good grounding to keep improving in this area.

Research analysis

Before beginning the dissertation process, I had never engaged in quantitative research analysis. Due to the time available to conduct my research I was advised that using a survey method would be the most beneficial in order to collect a significant amount of data to work with. Whilst I was pleased with the opportunity to send the survey to the YLP mentees and to gather their valued views on certain factors related to trust development, converting the data received into a clear quantitative analysis was a great challenge. The statistical and graphical analysis demonstrated in this study is as a result of new learning processes encountered during the dissertation investigation and write up.

Presentation and structure of write up

From the offset I was keen to present a piece of work demonstrating clarity towards consistently answering the research question, and in general to ensure an informative and well-structured piece of work for readers to follow and enjoy. In previous academic work I have tended to go off topic and lose focus on the original question and objectives. By keeping my focus on clarity, structure, and repeatedly referencing the research question, hypotheses, and reviewed literature, my hope is that I have presented a piece of work that has set out what it has desired to achieve. Furthermore, I considered it correct to critically analyse what went well and what did not as a result of the methodology used. I was frustrated not to encounter significant correlations in all of my hypotheses, however I sought to be transparent in admitting alternative approaches to research methodology that should have been considered..

Areas for Personal Development

There are a number of areas in which I require further personal development, such as:

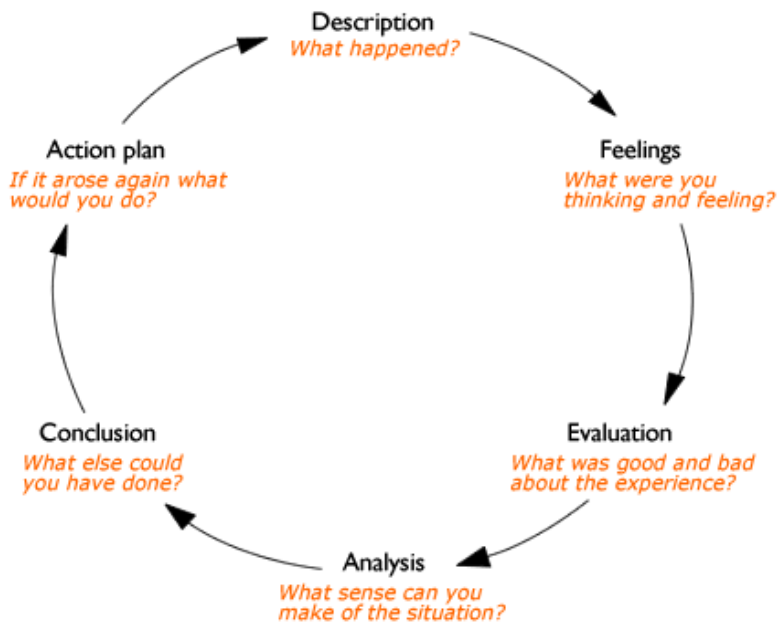
- Improved skills in critical reading, note taking, and written analysis of contrasting ideas and similarities.
- Further training in the use of statistical software, such as SPSS, to help develop my skills for data entry, coding, and extraction of tabular and graphical analysis.
- The Data Requirements Table in Chapter 3 helped me to plan the careful design of individual question statements. When carrying out the data analysis I found myself wishing I had rephrased some of the question statements. This highlighted to me the importance of seeking to make sure respondents understand exactly what viewpoint you are wishing to investigate. In any further studies I partake in I will research further the process for developing carefully and with clarity the design of individual questions.
- The experience of producing this piece of work has highlighted my need to manage my time better. Following this experience, it has not made me wish avoiding in the partaking of such an assignment in the future however I feel motivated due to experiencing my capability to deliver this piece of work.

A number of authors have developed frameworks to aid reflective thinking. Schön (1983) developed 'Reflections on action' whereby a reflective practitioner, when looking back and reflecting on the past, would subsequently consider how to adapt future actions. Lewin (1951)

previously formulated an ‘Experiential Learning Method’, which over time was adapted by Kolb et al. (1984) as a ‘Learning Cycle.’ This was then built on by Gibbs (1988) who developed the ‘Reflective Cycle’ (Figure 15).

Figure 15

Gibbs (1988) Reflective Cycle (adapted)



Below, in Table 21, I have summarised my own reflective learning as described so far in this chapter.

Table 21

Personal Reflective Cycle (Welford, 2000)

Description; <i>What happened?</i>	<ol style="list-style-type: none"> 1. A recognition of my need to vastly improve my critical thinking and written analysis. 2. Realising there were many elements of quantitative analysis I did not know how to use. 3. Recognition of tendencies in previous experiences of not directly answering the question.
Feelings; <i>What were you thinking and feeling?</i>	<ol style="list-style-type: none"> 1. I felt excited by the prospect of reading and learning more within a field of great interest to me. I also felt overwhelmed that a large proportion of this year

	<p>would be dedicated solely to this piece of work, as opposed to being able to live a more diverse life.</p> <ol style="list-style-type: none"> 2. A lot of worry and anxiety! I knew this was a major part of the analysis and that I was setting myself up for a major challenge. 3. I felt confident that this would not be a major issue. I am quite an organised person and with disciplined practice I felt assured that I would develop this skill.
Evaluation; <i>What was good and bad about the experience?</i>	<ol style="list-style-type: none"> 1. I challenged myself to not merely view the dissertation exercise as an academic exercise but also an opportunity for obtaining knowledge and being confident in standing my ground whilst I critique others. 2. The experience was bad in that my worries continued, but looking back, it was good because I recognised my absolute need to seek further support and teaching in this area. 3. Being sure of my intentionality and capability to stick to the question, as long as I developed a research topic of interest.
Analysis; <i>What sense can you make of the situation?</i>	<ol style="list-style-type: none"> 1. Choosing a topic that I am passionate about helped me greatly to see my learning as something to serve both for the dissertation and for future projects at Nicodemus. 2. I learned that it is ok to feel lost when facing up to an uphill battle, as long as subsequent recognition of the situation and action is taken. 3. I knew I needed to be careful of selecting a concise topic that would excite me and would motivate me to desire to directly answer the question.
Conclusion; <i>What else could you have done?</i>	<ol style="list-style-type: none"> 1. Read more example dissertations to gauge what was expected in this area. 2. Before starting the dissertation module, I should have planned and decided which analytic approach I would take. 3. I could have spoken to colleagues who have had experience of academic writing.
Action plan; <i>If it arose again, what would you do?</i>	<ol style="list-style-type: none"> 1. Ensure that ahead of starting another research project of this scale that I have carried out some practice of critical written analysis. 2. Ensure that I am well trained in the practice of quantitative method design and analytic tools. 3. As a golden rule, I would always make sure I invest my time into studying a topic that is of absolute interest to me.

Conclusion

As I end the dissertation process, I am grateful for new skills and understanding that I have developed with the help of the university, student colleagues, and due to the experience as a whole. Personally, I view the development of trust between young people and their mentors as an intrinsic factor for stimulating spaces for healing, learning, and growth. This research has opened my eyes further to the breadth of influential factors that can influence trust development in youth mentoring relationships.

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APPENDICES

Appendix 1

Extract from 'Nicodemus – Vision, Mission and Positioning (2020)'

Vision

Our vision is a just world where; Every young person is free from poverty and experiences healing by participating in breaking the cycle of poverty in their world.

Mission Statement

To **rescue**, **restore** and **rebuild** young people unlocking their full potential. Equipping and empowering them to live interdependently free from poverty, leaving a lasting legacy and enabling them to be ambassadors in their communities and their world.

Positioning

Nicodemus is a charity that bridges the gap; rescuing and restoring young people. Some may have once been sponsored or supported by other agencies but have now found themselves living back on the streets while others have become impoverished and face difficulty due to the generational cycles of poverty. Helping them to rebuild their lives by empowering and equipping these same young people as community leaders transforming and **rebuilding** their communities, promoting community development, sustainability and leaving a lasting legacy of positive world change...

Appendix 2

Nicodemus YLP Distance Mentoring (2020) – Translated from original to English

DISTANCE MENTORING

To **mentor from a distance** means maintaining conversation, encouragement and presence in the life of your young adult when being away for travel, health or situations outside the mentors' control. During distance mentoring, the mentor continues to be present to their young adult and remains intentional in conversations and activities, always looking for ways to support and serve.

Below you will find a list of suggested ways in which you can communicate with your young person.

How to be a distance mentor?

- A mentor can provide continual presence **sending text messages**, WhatsApp messages or via Facebook Messenger.
- A **phone call** to greet, converse and listen to your young adult.
- **Video calls**. There are many applications that can be used for video calling – Zoom, WhatsApp, Facebook Messenger, Skype, Meet. Video calls are a way in which you can see your young adult, converse together, read a passage of the Bible, pray, and even play a game together.
- **Group video calls**. You could carry out video calls as a group with other mentors and their young adults, creating a wider space to socialise with more people in the programme.
- **Rave** (application). This application allows you to at a distance view video content and interact together at the same time. You could use YouTube or another platform.

Which activities can I do?

1. **Read a book** together. You could download a book from the internet (Amazon, Google Books, PDF books) or read a book from the Bible.
2. **Watch a movie or video clip** through an application (Rave). Using this application, you can watch movies or videos from YouTube or from Netflix if both using the application have an account.

3. **Play some games** together such as ‘Basta’, hangman, charades, riddles, quizzes, rock/paper/scissors, etc.
4. **Download some games** that involve competing or challenging a partner.

If you are mentoring someone by distance, it is important to **maintain communication with the Youth Leadership Program coordinator** regarding concerning situations that may be happening with young adult members on the program so that solutions can be found as soon as possible. The Nicodemus team is here to support you and to listen to your ideas.

This is a simple guide to help you as you continue your mentoring relationship with your young adult. We know that there are many other useful resources that can best adapt to your time available, characteristics and the type of relationship you have with your young adult. **We encourage you to be creative**, to find the best tools to be intentionally communicative, and to continue to be present in young people’s lives so that they know that they can count on you at all times.

Circumstances like these provide a great opportunity to show the true love, presence, and consistency that we want to demonstrate to the young adults on the program. It is an excellent opportunity for young people to identify the people they can count on in their lives. **We invite you to be one of them.**

We simply believe in young people.

Appendix 3

Accompanying messages for distribution of the survey with English translation.

Hola mentores. ¡Espero que estan muy bien!

Actualmente, estoy estudiando una maestría en Coaching, Mentoreo y Liderazgo, y estoy trabajando en el tema de mi tesis: 'La influencia de confianza en las relaciones de mentoreo.'

La investigación que estoy haciendo es para el programa de jóvenes de Nicodemus, un programa que me apasiona e inspira desde que comenzó en 2011! El propósito de la investigación es ayudar al programa de jóvenes de Nicodemus a considerar las formas en las que podemos servirle mejor a ustedes y a nuestros jóvenes para desarrollar relaciones cercanas y de confianza.

Este es un cuestionario anónimo para que lo llenen los jóvenes adultos. Por favor podría pasar el cuestionario a sus jóvenes adultos junto con el mensaje a continuación.

Muchas gracias a todos. También me gustaría aprovechar la oportunidad para agradecer a Saira por su apoyo hasta ahora con el proceso de investigación.

Pasan un buen noche.

20:02 ✓

“Hello mentors. I hope you are well!

Currently I am studying a Masters in Coaching, Mentoring and Leadership, and I am working on the theme of my dissertation: ‘The influence of trust on mentoring relationships.’

The research I am carrying out is for the Nicodemus Youth Leadership Program, a

program that I have been passionate about and inspired by since it started in 2011! The purpose of the research is to help the Nicodemus Youth Leadership Program consider ways in which we can better serve you and our young people to develop close and trusting relationships.

This is an anonymous questionnaire for young adults to complete. Please could you pass the questionnaire on to your young adults along with the accompanying message below.

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yorksjeu.qualtrics.com

https://yorksjeu.qualtrics.com/jfe/form/SV_a3mEQGNbGx38WOx

20:02 ✓

Thank you very much to all. I would also like to take the opportunity to thank Saira for her support so far with the research process.

Have a good night.”

Accompanying message to young adult mentee members of the Nicodemus YLP with English translation:

Buenas noches, este es un mensaje de Jonnie Welford sobre una investigación que está haciendo actualmente para su tesis:

¡Hola! ¡Espero que estes bien! Estoy compartiendo con ustedes un enlace a un cuestionario como parte de mi maestría que estoy haciendo actualmente. Actualmente estoy realizando una investigación sobre 'La influencia de confianza en las relaciones de mentoreo.'

La investigación que estoy haciendo es para el programa de jóvenes de Nicodemus, un programa que me apasiona e inspira desde que comenzó en 2011! El propósito de la investigación es ayudar al programa de jóvenes a considerar las formas en las que podemos servirle mejor a ti y a nuestros mentores para desarrollar relaciones cercanas y de confianza.

Si pudieras completar el cuestionario, estaría muy agradecido. El cuestionario es completamente anónimo y tardará entre 1 y 2 minutos.

Muchas gracias por tu ayuda y apoyo. ¡Te deseo lo mejor en tus actividades y estudios actuales!

17:41 ✓✓

“Good evening, this is a message from Jonnie Welford about some research he is currently doing for his thesis:

Hello! I hope you are well! I am sharing with you a link to a questionnaire as part of my masters that I am currently doing. I am currently carrying out research on 'The influence of trust in mentoring relationships.'

The research I am doing is for the Nicodemus Youth Leadership Program, a program that I have been passionate about and inspired by since it started in 2011! The purpose of the research is to help the Youth Leadership Program consider ways we can better serve you and our mentors to develop close and trusting relationships.

If you could complete the questionnaire I would be very grateful. The questionnaire is completely anonymous and will take between 1 and 2 minutes.

Thank you very much for your help and support. I wish you the best in your current activities and studies!”

Appendix 4

Screenshots of the visual layout of the survey in Spanish.



Mi mentor me conoce bien y nos sentimos cómodos pasando tiempo juntos.

Totalmente en desacuerdo	Nunca
Algo en desacuerdo	Casi nunca
Algunas veces	Algunas veces
Algo de acuerdo	Casi siempre
Totalmente de acuerdo	Siempre

Me siento seguro al compartir mis sentimientos e información importante con mi mentor.

Totalmente en desacuerdo	
Algo en desacuerdo	¿Qué genero eres?
Algunas veces	Masculino
Algo de acuerdo	Femenino
Totalmente de acuerdo	

Cuando mi mentor y yo nos reunimos, a veces elijo qué hacemos y de qué hablamos. Al comenzar mi relación con mi mentor, desde el principio inmediatamente me sentí cómodo compartiendo con mi mentor los detalles importantes de mi vida.

Nunca	Totalmente en desacuerdo
Casi nunca	
Algunas veces	Algo en desacuerdo
Casi siempre	Algunas veces
Siempre	Algo de acuerdo

En lugar de decirme siempre qué hacer, mi mentor también me anima a asumir la responsabilidad de tomar mis propias decisiones.

Nunca	Totalmente de acuerdo
-------	-----------------------

Me relaciono y conecto mejor con mi mentor en:

Nunca	Actividades grupales de Nicodemus
Casi nunca	
Algunas veces	Reuniones de mentoreo de manera 1 a 1
Casi siempre	
Siempre	En ninguno

Creo que crecer en confianza junto con mi mentor es el área más importante de nuestra relación para crecer y desarrollarse.

Totalmente en desacuerdo
Algo en desacuerdo
Algunas veces
Algo de acuerdo
Totalmente de acuerdo



Gracias por dedicarle su tiempo a esta encuesta. Se ha registrado su respuesta.



Appendix 5

English-translated questionnaire statements

- 1) My mentor knows me well and we feel comfortable spending time together.
Strongly agree (5) / Agree (4) / Sometimes (3) / Disagree (2) / Strongly disagree (1)

- 2) I feel safe sharing my feelings and important information with my mentor.
Strongly agree (5) / Agree (4) / Sometimes (3) / Disagree (2) / Strongly disagree (1)

- 3) Apart from establishing goals and focussing on my studies, my mentor and I also talk about our hobbies and we spend time simply enjoying each other's' company.
Always (5) / Very often (4) / Sometimes (3) / Rarely (2) / Never (1)

- 4) What is your gender?
Male (1) / Female (2)

- 5) When my mentor and I meet together, sometimes I choose what we do and what we talk about.
Always (5) / Very often (4) / Sometimes (3) / Rarely (2) / Never (1)

- 6) Instead of always telling me what to do, my mentor also encourages me to assume responsibility of taking my own decisions.
Always (5) / Very often (4) / Sometimes (3) / Rarely (2) / Never (1)

- 7) When starting my relationship with my mentor, from the start I immediately felt comfortable sharing with my mentor about the important details of my life.
Strongly agree (5) / Agree (4) / Sometimes (3) / Disagree (2) / Strongly disagree (1)

- 8) I relate and connect better with my mentor in:
Neither (1) / Group activities (2) / 1 to 1 meeting with my mentor (3)

- 9) I believe that growing in trust with my mentor is the most important area of our relationship to grow and develop.
Strongly agree (5) / Agree (4) / Sometimes (3) / Disagree (2) / Strongly disagree (1)

Appendix 6

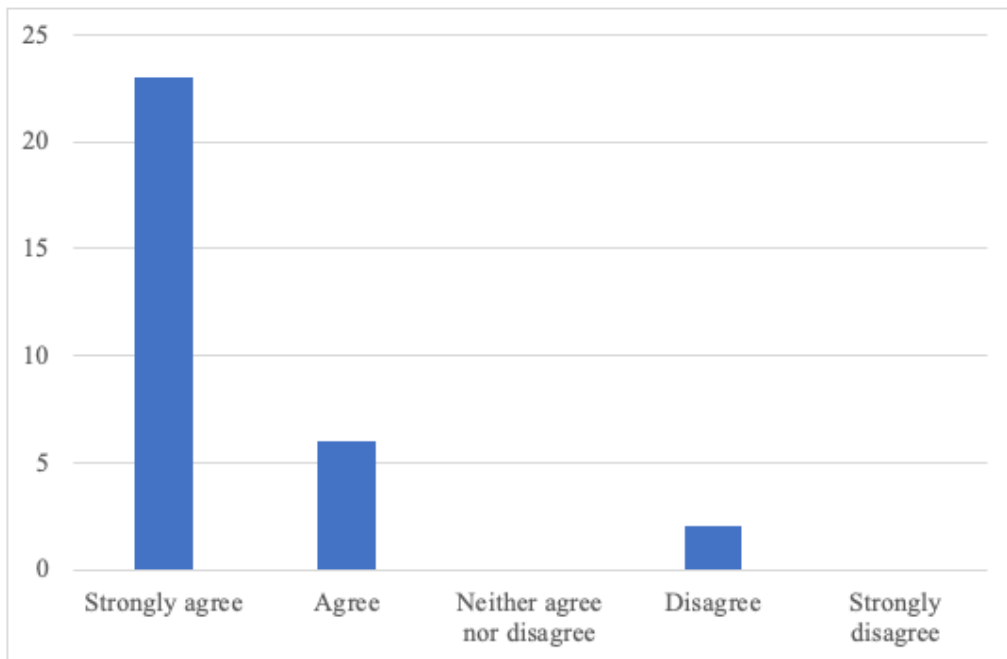
Data responses by each respondent.

ID	Q1) Level of perception of comfort when spending time together	Q2) Level of security sharing important personal information	Q3) Development of companionship	Q4) Gender	Q5) Level of input into choice of activities and subject matter	Q6) Level of encouragement from mentor to assume personal responsibility	Q7) Willingness to share from the start of the mentoring relationship	Q8) Environment of better connection	Q9) Belief that growing in trust is the most important aspect of a relationship
1	3	3	2	1	3	2	3	1	4
2	4	5	3	1	2	5	5	2	5
3	5	5	4	1	3	5	3	2	5
4	3	3	2	1	2	2	4	2	2
5	5	5	5	1	3	5	5	2	5
6	4	3	4	1	3	5	3	2	4
7	4	5	3	1	4	5	4	2	4
8	5	4	5	1	4	5	4	3	4
9	4	5	3	1	2	5	5	3	5
10	4	3	4	1	3	4	3	3	5
11	5	4	5	1	3	4	5	3	5
12	5	5	5	1	3	5	5	3	5
13	5	5	5	1	3	5	3	3	5
14	5	5	4	1	1	5	5	3	5

ID	Q1) Level of perception of comfort when spending time together	Q2) Level of security sharing important personal information	Q3) Development of companionship	Q4) Gender	Q5) Level of input into choice of activities and subject matter	Q6) Level of encouragement from mentor to assume personal responsibility	Q7) Willingness to share from the start of the mentoring relationship	Q8) Environment of better connection	Q9) Belief that growing in trust is the most important aspect of a relationship
15	3	3	3	2	3	5	5	1	5
16	4	3	3	2	2	5	3	2	5
17	4	5	3	2	3	4	4	2	5
18	5	5	4	2	5	5	5	2	5
19	5	5	4	2	3	3	2	2	4
20	5	2	2	2	3	4	1	2	5
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22	5	5	4	2	3	5	5	3	5
23	5	5	3	2	4	4	5	3	4
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26	5	5	5	2	5	5	4	3	5
27	5	5	5	2	3	5	5	3	5
28	5	5	4	2	5	5	5	3	5
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30	5	5	3	2	3	4	5	3	5

Appendix 7

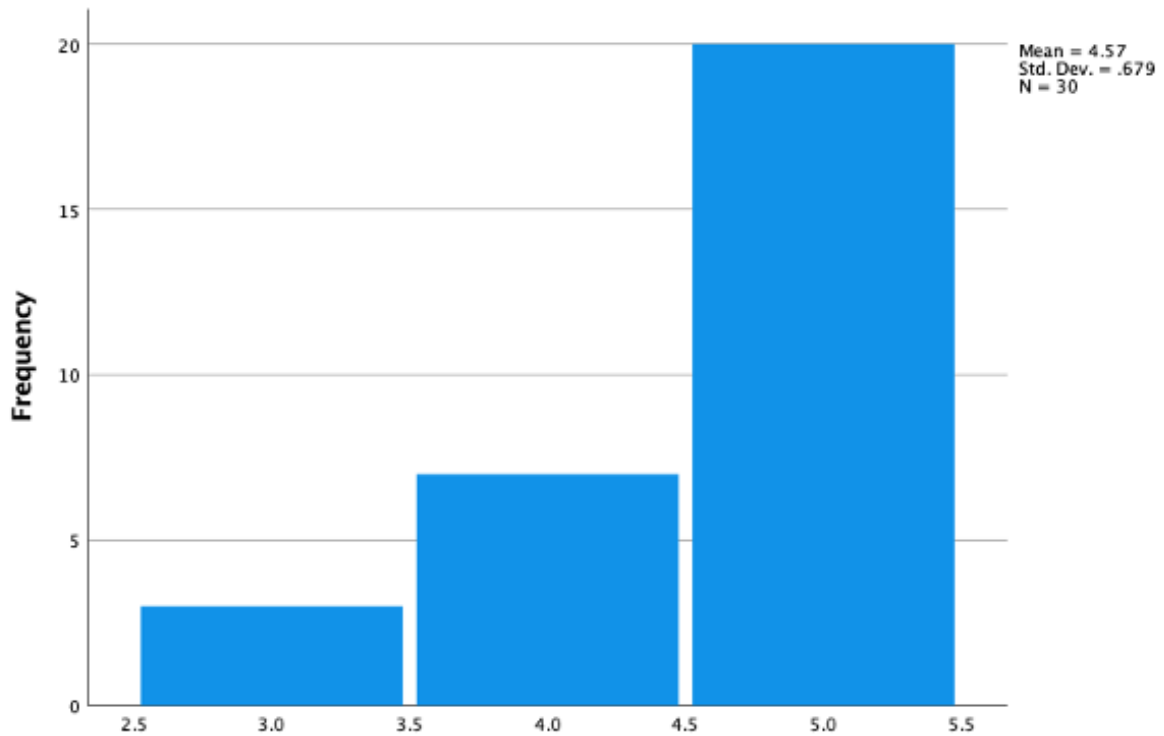
Belief that growing in trust is the most important aspect of a relationship with a mentor.



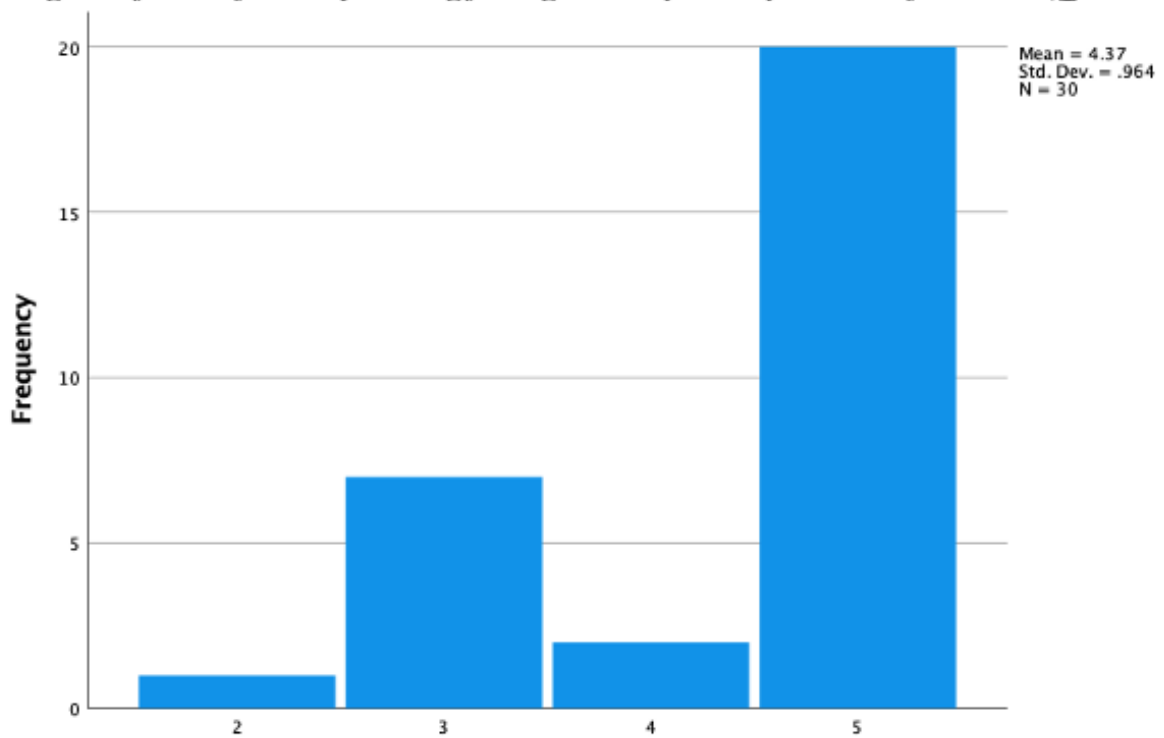
Appendix 8

Data Normality

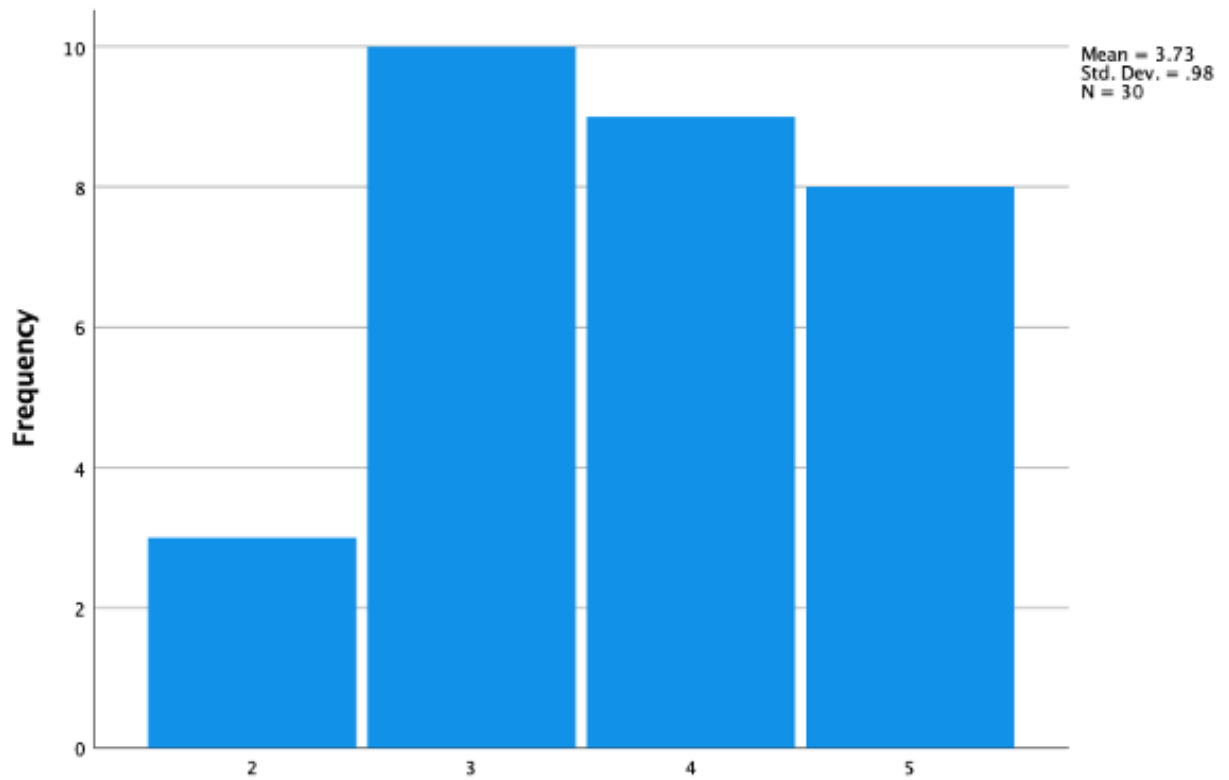
Histogram of level of perception of comfort when spending time together (Question 1).



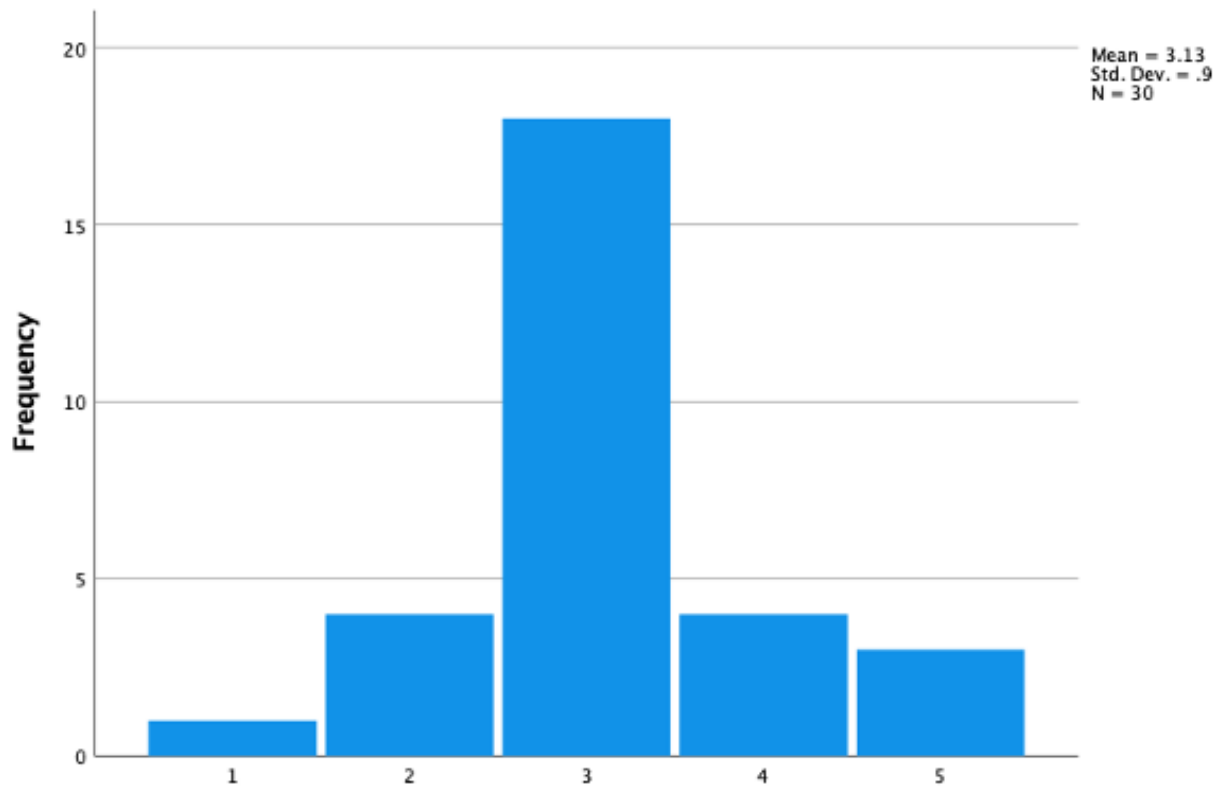
Histogram of level of security sharing feelings and important personal information (Question 2).



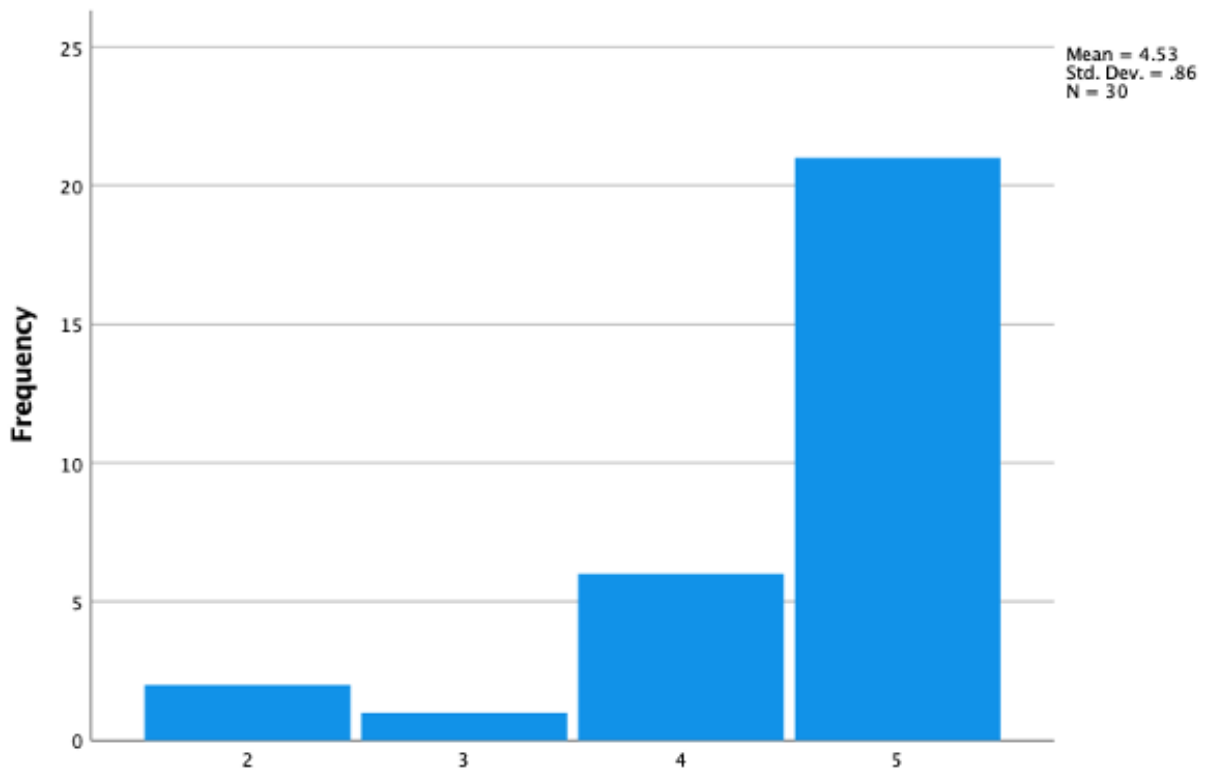
Histogram of development of companionship (Question 3).



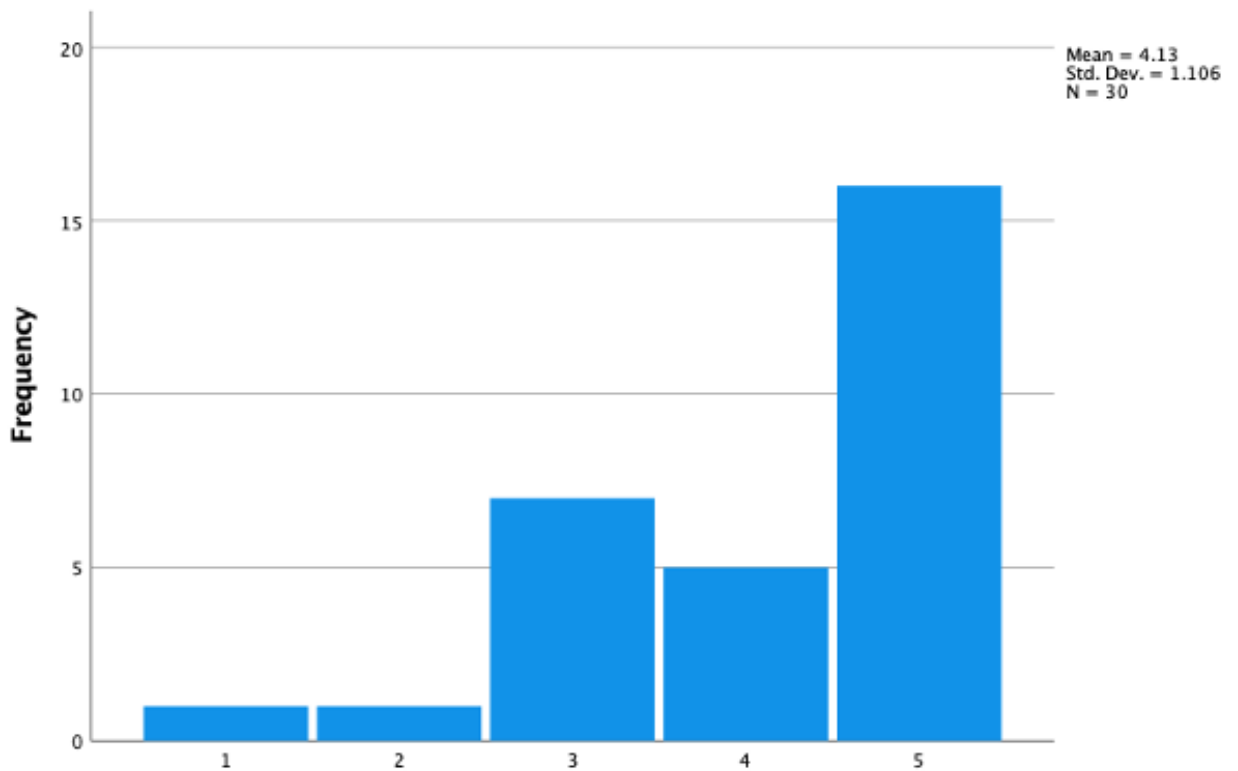
Histogram of level of input into choice of activities and subject matter (Question 5).



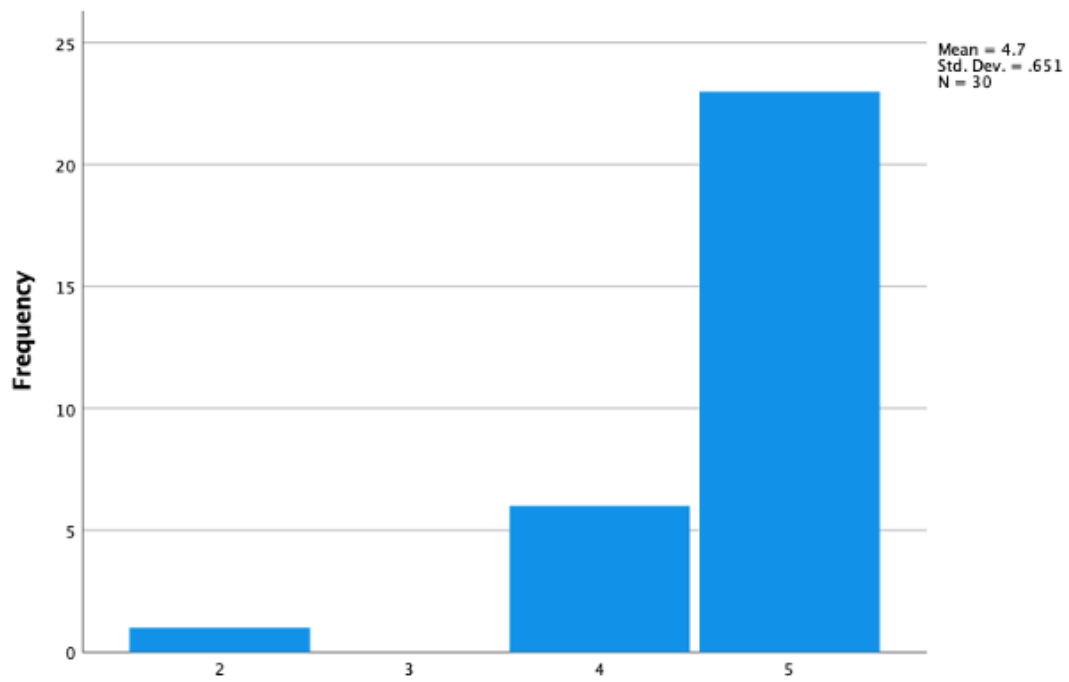
Histogram of level of encouragement from mentor to assume personal responsibility (Question 6).



Histogram of willingness to share from the start of the mentoring relationship (Question 7).



Histogram of belief that growing in trust is the most important aspect of a mentoring relationship (Question 9).



Appendix 9

Application for ethical approval

Invite a friend to get 1000 CHF!

University approval status: **APPROVED**

Research Ethics Form

Title of research: The influence of trust on mentoring relationships.

Please indicate whether any of the below apply to you:

- Research involving living human participants, their tissue or their data. **If you interview or survey people, this must be ticked.**
- Research with the potential for adverse environmental impact.
- Research involving NHS patients, staff or resources.
- Scientific and medical research involving animals.

Provide an outline of the project

Everyone must complete this brief outline. This information communicates to those who are asked to approve the research what the project entails.