

DETERMINING THE FORM OF LEADERSHIP THAT BEST ‘FITS’ FOR PRACTICE IN YOUTH MENTORING

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ABSTRACT

There has been a lot of literature and study on youth mentoring. However, little has been found in the literature that explains the form of leadership model that is being practiced in a mentoring relationship. Moreover, this is a complex issue since mentoring takes place in many settings, and in the partnering relationship. A mentor also plays a variety of roles, and that there is reciprocal influences and power suggesting that leadership is at play and practiced by both parties. This paper therefore explores, examines, and discusses the forms of leadership that could best ‘fit’ in a youth mentoring programme. This will also include literature on mentoring and its practices in the youth, its nonformal learning context, a variety of several leadership concepts and theories; discussed those literature and determine the leadership practices that best fit this context of youth leadership. The findings had suggested a ‘bottom-up multidimensional’ approach to leadership employing various leadership concepts and models. This can then serve to be a generic model for practice, as well as for further study to establish a leadership model for different settings, such as in the context of youth learning mentorship programme that can contribute to positive youth change.

Keywords: Mentoring, leadership practice, non-formal learning, positive youth development, youth growth and change.

INTRODUCTION

There has been a lot of literature on mentoring and on leadership. But very few had been found to demonstrate where and how mentoring and leadership connects or relates with each other, more so especially on which leadership model best fits, or is more appropriate to be practiced for a youth mentoring programme. Mentoring has nevertheless been known to support leadership education and development in areas such as career transition, personal growth, and application to “real life” (Priest and Donley, 2014); as well as providing many benefits to leadership aspirants through sharing of experiences, provide meaningful feedback and support, increasing confidence levels in leadership abilities, and gaining leadership knowledge and skills from dialogues with mentors (Clayton et al., 2013).

Since it is known that both mentor and mentee have some reciprocal influence and power over each other in producing effects on or to influence each other (Hughes, et al., 2019), this indicate that leadership takes place in practice by both parties. This bilateral influence suggests that both parties exercise some form of leadership powers and influence over each other. The power of mentoring also involves facilitating leadership as one of its characteristics (Ensher and Murphy, 2005).

Phearong, a Cambodian Rising Star of [weduglobal \(www.weduglobal.org/\)](http://www.weduglobal.org/) found that mentorship has transformative power through sharing of knowledge and experience in the learning process, and that it encourages one to take leadership to a higher aim. Mentors also help people to determine who they want to be and to change to become those people according to Drew Appleby, PhD, professor emeritus at Indiana-Purdue University Indianapolis (cited by Stringer, 2016).

Mentors act in a variety of roles such as coach, counsellor, facilitator, supervisor, advisor, assessor, among others (Cranwell-Ward et al., 2004, Lee et al., 2018); as well as teacher, sponsor, agent, role model, coach and confidant with each role customized to fit the needs of mentees (Liebbe, 2015). There are also many leadership theories, concepts, approaches, and models that could fit and not fit into a mentoring relationship.

Mentoring also takes many different forms in a variety of contexts (Stringer, 2016). With these multiple roles, it can be assumed that its complexities require multiple leadership forms for youth mentoring leadership. Moreover, as pointed out by Ahmed Aldeeb and Al Samman (2019), mentoring cannot have one optimal style that can be applied in all situations, and that the relationship between mentors and mentees can be developed in different ways. Likewise, the

same non-single optimal form of leadership applies in mentoring but could be situational for different situations.

There is therefore a need to determine in mentoring youth, the form of leadership approaches that can be employed in a youth mentoring relationship. Could there also be a combination of several leadership models that have been consolidated and adapted together or otherwise? This paper will therefore explore, examine, discuss, and determine a new model of leadership that can be employed for practice in a youth mentoring programme. It can also serve as a guide in exercising leadership in a youth mentoring programme.

LITERATURE REVIEW

This literature will examine and review the concepts of youth mentoring, learning and leadership.

Mentoring

To define mentoring is not easy. A recent search found no less than 50 definitions of mentoring in social science that is based on various settings where it can be a concept or process or a set of activities. Youth mentoring addresses various issues relating to the young people such as in education, work, and career/employment; mental health; problem or at-risk behaviour; health and wellbeing (Rhodes and DuBois, 2006). However, a recent definition from the European Mentoring and Coaching Council (EMCC) can be applied in the context of this paper:

“Mentoring is a learning relationship, involving the sharing of skills, knowledge, and expertise between a mentor and mentee through developmental conversations, experience sharing, and role modelling. The relationship may cover a wide variety of contexts and is an inclusive two-way partnership for mutual learning that values differences” (Nigel Cumberland, 2022).

Generally, though, it is a partnering relationship between a more experienced and a less experienced person to address issues of the mentee who in this case will be a young person. To Zachary (2000), however, learning is the fundamental process and primary purpose of mentoring, that is, it is a learning relationship where the mentor and mentee work together for a mutual goal of developing the mentee’s skills, abilities, knowledge and thinking (Zachary, 2012). And (Knowles, et al., 2005) pointed out there can be no development and change without learning.

Since youth development is a process of growth and development that includes developing their positive assets, mentoring in the context of youth development is about the youth’s growth and development through a mentor-learning process where the young person is supported in growth towards building

essential skills through shared personal discovery and experiences for the developmental purpose (Dolan and Brady, 2012; Lee et al., 2018). As for who the youth are, it is not easy to define due to their complexities and differing concept and definitions such as theoretical concept, chronological age, legal age, life stage, generational concept, and different phases of human development (Lee et al., 2018). For the context of this paper, it will suffice that youth will be those who are undergoing a transitional phase of life from childhood to adulthood and who are facing several challenges in their lives, such as in their social identity and maturity.

In a mentoring programme, the mentor develops trust and respect through bonding with the mentee and become a role model for the mentee to emulate by giving motivation and inspiration, setting an example, sharing achievements and successes for the youth mentee to follow (Lee et al., 2018). The mentor plays multiple roles such as of an adviser, facilitator, counsellor, be a guide, a coach, be a confidante, a friend, a listener that is centred on the mentee.

Ultimately, goals of youth mentoring are about: fostering psychological resilience; the relationships impacting youth; assessing what mentoring can and cannot do; facilitating youth development (Rhodes and Lowe, 2008); promoting positive youth development (DuBois et al., 2002); assisting in learning of mentees (Clayton et al., 2013) that involves attitudes, emotions, knowledge and skills (Lee et al. 2018) and is a process for acquiring, enhancing, or making changes in one's knowledge, skills, values, and worldviews (Merriam et al., 2007); and that learning is an act for change (Egan, 2005; Knowles at al., 2005), that is, an expected intervention that will contribute to early and immediate outcomes to the intended result in order to help navigate social change (Mayne, 2015; Serrat, 2017) where the ingredient is the quality of the relationship (Rhodes, 2020).

A basic assumption of the *Theory of Change* is that it is an expected intervention that will contribute to early and immediate outcomes to the intended result in order to help navigate social change (Mayne, 2015; Serrat, 2017). The change can be discursive, procedural, content-based, attitudinal, behavioral, or social (Serrat, 2017). However, Rhodes (2020) also pointed out that the active ingredient to the positive outcomes is the quality of the relationship which is about having a strong emotional interpersonal bond between the youth and mentor who should be a caring and more experienced adult that have to be built on trust and closeness with social support to be effective (Rhodes et al., 2005).

What then is this leadership that is being played in youth mentoring? To be a trusted and respected role model, the mentor would need to have an influence over the mentee, but in a subtle, non-dominant form of power that is reciprocal and mutually beneficial (Ensher & Murphy, 2005). This influencing form of power is about *influence* that guide, coach, and facilitate the mentee through a

pathway. Reciprocally, the mentee will exert this influence on the mentor to help, support and empower him.

Learning

Learning is where through an effective relationship, knowledge is acquired. It is inherent in human behaviour to bring together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and worldviews (Merriam, et al., 2007). Having a partnering mentoring relationship between the mentor and mentee alone does not serve the purpose of that relationship without learning taking place to meet and contribute to the goal of the relationship.

While learning is grounded in five basic orientations: behaviourism, humanism, cognitivism, social cognitivism, and constructivism, Lee's dissertation found that the primary learning theories associated with mentoring is Bandura's (1989) social learning and social cognitive learning theories, and where the mentor provides the inspiration for the trust and respect that are required to motivate the mentee to learn and to change. Based on constructivist theory, the mentee learns when they construct meaning for themselves from their new knowledge and skills and hence from their gain new understandings (Hudson, 2004).

Learning is therefore the bridge between the mentoring relationship and the goal achievements of the mentee that is facilitated, supported and guided by the mentor for the growth and development of the mentee. Godshalk and Sosik (2003) even suggested that the *learning goal orientation* as one of the mentoring functions that is consistent with the concept of mentor. Ahmad Aldeeb and Al Samman (2019) have also pointed out the need to establish learning needs in setting up a development plan in a mentoring programme.

Learning in mentoring is to precede youth development, and hence mentoring requires youth to learn. However, this learning is more in the context of nonformal learning through facilitation, coaching, reinforcement, role modelling, and guiding (Lee et al., 2018). The mentor shows the way, but the mentee decides on the path to take.

Learning comes in three main forms: formal, nonformal, and informal. Formal learning is more structured and rigid, and teacher-directed that is normally considered as *pedagogy*, whereas, adult learning or *andragogy* is more of student or learner-directed and can be informal as well as nonformal which is semi-structured with both teacher and student-directed, and is more flexible. Mentoring relates more to the nonformal context as it is flexible and both mentor- and mentee- directed. Leadership in mentoring has therefore to consider these forms of learning, with nonformal learning being more related.

Leadership

John Quincy Adams, Second President of the United States has been quoted to define a leader as someone whose “...actions inspire others to dream more, learn more, do more and become more” (Rothwell and Chee, 2013). Leadership can also be about influencing others to facilitate the attainment of relevant goals (Ivancevich et al., 2011, cited in Chelladurai, 2014).

Rothwell and Chee (2013) also pointed out that the leader in mentoring is one who inspires, motivates, and encourages with the core purpose of the mentee’s growth. The leader in this context is no longer that of the traditional concept of someone who directs people but is one who influences other people, that is, the mentee.

Mentoring youth is therefore no longer about directing them top-down (as what used to be traditionally practiced), but instead is about influencing them through learning to grow, develop and to change. Hence, it should be a ‘bottom-up’ approach. The youths do not like to be told what to do and not what to do. They want to dictate their lives on their own. They prefer to be empowered to determine their own future in their own way. Nonetheless, they still need support and guidance to enable and empower them to make their own decisions and set their own path. So, the question here is that as mentors, which leadership model is the best fit to lead the youth mentees?

The primary issues in leading youths, that is, the youth mentees (as this is the leadership context for this paper) are: 1) developing the youths with youth mentees as the principal beneficiary and focus of interest, not that of the mentors; 2) the form of leadership involves the 8Es – Embracing, Engaging, Ensuring, Educating, Enabling, Enlightening, Empowering, and Establishing – of youth engagements; 3) leading is not about directing, but more of facilitating, influencing, inspiring, encouraging, motivating, guiding, and empowering; 4) leadership has to be based on a relationship of trust, respect and role modelling; 5) leadership is to transform and change the youths, but on their own self-directedness; and 6) it has also to be situational due to the dynamics and multidimensions of the youths.

Hence, based on those contexts, the leadership model for youth mentoring has to relate to the leadership concepts, approaches and models of leadership that could be the best ‘fit’ for youth mentorship. Among the definitions of leadership by Chelladurai (1999; 2014) is that of a behavioural process aimed at influencing members to work toward achieving the group’s goals, and about shaping the organisational objectives to enhance members’ productivity and satisfaction. But it can also be influencing an individual towards his/her own goals; or influencing others to facilitate the attainment of relevant goals. Therefore, based on the contexts above, which of them is about youth

development with the influence of mentors and best fit in the practice of youth mentoring leadership? Nevertheless, leadership can also be a process of inducing; directing and coordinating; interpersonal relationship; actions to create desirable opportunities; creating conditions to be effective; the ability to engage, build, and to achieve results; and a complex form of social problem solving (Hughes et al., 2019). Which approach then should the context of youth mentor leadership be?

There is a wide array of leadership concepts that Chelladurai (ibid.) cited, such as the *trait approach*; *behavioural approach*; *situational theories of leadership*; *the Fiedler's (1967) contingency model of leadership effectiveness*; *House's (1971) path-goal theory of leadership*; *Osborn and Hunt's (1973) adaptive-reactive theory of leadership*; *Bass's (1985, 1990) transformational leadership*; *Transactional theory of leader-member exchange*; *charismatic leadership*; and the *integrative framework of multidimensional model of leadership* that Chelladurai (2014) had proposed to synthesize and reconcile existing theories of leadership.

The *trait approach* of leadership is to identify the set of personal characteristics for good leadership such as physical traits, mental traits, social background, social or interpersonal skills (Chelladurai 2014). Mentoring do have to consider such traits that could enable both mentor and mentee to connect and be comfortable with each other.

In mentoring, there is the importance of focusing on the mentor-leader contributing towards the performance and needs of the mentee through their behaviour. This is also where the behavioural approach is relevant in mentoring leadership.

Situational leadership is relevant when specific circumstances dictate the requirement of different contexts of leadership practice. And in youth mentoring that is so diverse, certain leadership style would therefore apply to specific youth mentees and their circumstances. The various leadership theories associated with situational leadership are Fiedler's (1967) contingency model of leadership; House's (1971) path-goal theory of leadership; and Osborn and Hunt's (1975) adaptive-reactive theory of leadership.

Mentoring has been found to relate to the change which suggests creating a new mentee through a new vision identified during the mentoring process, and for the mentee to be empowered to meet that new vision goal. This is where *transformational leadership* can also be associated with youth mentoring. In contrast, there is also the *transactional leadership* where both the leader and member, which in this case are the mentor and mentee work and engage together for the benefit of both parties towards an objective for a common good.

Charismatic leadership is important to the mentor-mentee relationship to establish faith and respect through inspiration and encouragement between the mentor and mentee; providing intellectual stimulation from facilitation of mutual sharing and learning, and of beliefs and values between both the mentor and mentee; and individualised consideration of each other's needs and capabilities (Bass, 1985, in Chelladurai, 2014). However, as noted by Yukl and Van Fleet (1992 as cited by Chelladurai, 2014), the focus of charismatic leadership is on the individual leader than the leadership process. But in the mentoring relationship, this is the leadership attribute to advance the leader's mission, i.e. the mentor, to exude confidence, inspire the mentee, and see opportunities for the mentee to work on the mentee's goal.

Chelladurai (2014) however, suggested that a leadership model can be an *integrative multidimensional model* that synthesises and reconcile existing theories of leadership when a single theory that could meet a diverse and varying situation such as that of a mentor-mentee relationship. His model integrates situational characteristics, member characteristics, and leader characteristics.

And there are also *character-based* approaches to leadership such as *authentic leadership* based on values, beliefs, and action and humanistic movement in psychology that has roots in Abraham Maslow's theory of self-actualization and Carl Roger's on the fully functioning person where the belief is on the individual's development modes of understanding and interacting with each other which is the case between and mentors and mentees.

Greenleaf's (1970) *servant leadership* (Hughes et al., 2019) is about serving others which in the mentoring situation is of the mentor serving the mentee. The servant leader is 'one who wants to serve' and 'to lead' (Spears and Lawrence, p.1) with 10 characteristics - listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of people, and building community; where these are applied as an institutional model, education and training for not-for-profit, in community leadership programs, service-learning programs, leadership education, and personal transformation (Spears and Lawrence, 2002). Hughes et al. (2019) further pointed out that 'servant leaders develop people, helping them to strive and flourish,' but also serve followers (p. 162). This is where servant leadership coincides with the mentoring relationship.

DISCUSSION AND FINDINGS

Youth mentoring is about helping the youth to develop, to strive and flourish. However, in relation to that, youth mentoring had been used to help build their careers and competencies, as well as resolving their various health, emotional,

and mental issues. It has been applied for prevention, intervention, and therapeutic and rehabilitative purposes.

The youth mentee is therefore the primary concern and beneficiary in the relationship, and secondary to the mentor. Even though both are partners in the relationship, the interest of the mentor is secondary. It is the interest of the youth that is prominent and central to the relationship. There is no mentor if there are no mentee issues to be addressed. Therefore, even though both work as partners together, in this context, the leadership model should be conceptualised as that of the mentor being at the bottom of the model, while the youth mentee is on top to demonstrate the importance of the mentee in that leadership is not about directing the youth mentee downwards, but upwards about influencing, facilitating, empowering, and enabling the mentee to grow and develop. It is not a hierarchical leadership model, but one based on the process and interaction between the mentor and mentee and the different roles they play in the relationship. By placing the mentee at the top of the model, it demonstrates the prominence of the mentee both in the mentoring programme and in the relationship.

And since the mentee is at the top of the model, *transformational leadership* is practiced by the mentor to bring a new vision and enable the mentee to change and set a new vision and direction to his/her life. At the same time, through *charismatic leadership*, the mentor instils inspiration, encouragement, and motivation to the mentee as a role model. In this way, the mentee will develop faith, beliefs, and confidence towards the mentor where trust and respect of the mentee towards the mentor is important for a strong relationship between them. These two important leadership practices will support behavioural change as postulated in the *theory of change* where the outcome of the mentoring relationship is a change through growth and development of the mentee.

To be a good or ideal mentor, he/she needs to have certain attributes and qualities such as altruism, empathy, have vision to steer the mentee, be a good listener, understanding, concerned about learning and development of the mentee, place interests of the mentee at heart, be multiskilled, willing to undertake the challenge, sincerity, a commitment to serve, communication skills, supportiveness, etc (Cranwell-Ward et al., 2004; Lee et al., 2018; Terrion and Leonard, 2007).

Most of these attributes correlates with the ten characteristics of *servant leadership* when put into practice by the mentor, that is, listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to growth of the youth mentee, and building the youth community (Spears & Lawrence, 2002). Nevertheless, whether it can all be fully applied in practice, it is up to the individual mentor - if not all, at least some of the characteristics. This will also depend on the type of individual the mentee is,

the personality of the mentor, and of the circumstances of the mentoring relationship. In this servant leadership context, Lawson (2011) pointed out that leadership in mentoring is demonstrated by serving the needs of the mentor through planning of learning experiences to meet the learning needs, advocate for their student mentees to access learning opportunities, giving priority to work that support their student mentees, and providing feedback on the effectiveness of learning and assessment in practice. This is related to the characteristics of stewardship and commitment to the growth of people. Another relevant characteristic of servant leadership is on conceptualisation which is where the mentor facilitates the mentee to nurture their future directions and goals. Healing in the servant leadership characteristic is also associated with mentoring because it relates to using learning as a powerful force to transformation and integration (Spears, in Spears and Lawrence, 2002).

But since a mentoring programme is dynamic and with many different settings, it has to be able to adapt to different situations and settings with many variables, the *situational leadership* concept is also required where Aldeeb and Samman (2019) used this leadership style which they found to have impacted their colleagues, students and community to improve the teaching experience across the university. Their mentoring process is on establishing learning needs and set up personal development plan, enabling the mentee to become independent learners, evaluating the relationship, and facilitating the accomplishment of learning objectives. As situational leaders, they pointed out that they use difference leadership approaches in their different mentoring programmes such as “Mentoring Up” for proactive engagement in the mentor-mentee relationship; using another dimension called “UKPSF” to help their student mentees become independent learners by reviewing their Higher Education Academy (HEA) application; and as well through a different approach in supervising their Master students. In another case on leading community engagement, they use a process of working collectively with a group of people with shared goal or common interests. These are examples in their case studies of how they applied different approaches in different situations.

And due to these multiple variable settings, the mentor as a leader need to adapt to the requirements of the different mentee behaviours and situations which suggests that mentors employ the *adaptive-reactive theory* that was conceptualised by Osborn and Hunt (1975, cited in Chelladurai, 2014) which is about the leader adapting to the requirements of organisation that in this case is of the mentoring programme while also reacting to the mentee preferences and differences and the nature of their tasks. However, Chelladurai (2014) *also* pointed out that exercising this adaptive-reactive leadership depends on the discretionary influence of the leader. This suggests that this form for leadership is to be employed when there are multiple situational variables involved. This theory also relates to the *path-goal theory of leadership effectiveness* that will be

focused on the mentee's desired personal goals by helping the mentee to identify and link the goals with specific activities necessary to meet those goals.

Another prominent leadership theory is the *transactional* theory that can relate to mentoring is that of the leader who transacts with the mentee individually to provide resources and support to attain the mentee's goals (Chelladurai, 2014). However, due to the expectation for equality and quality of the mentor-mentee relationship and their interactions, the *Leader-Member Exchange (LMX)* theory is important because in this theory, the leader builds their relationship with the mentee such as adapting to and be associated with the performance or quality of the relationship that is characterised by mutual trust, respect, and support (Godshalk & Sosik, 2003; Hughes et al., 2019; Chelladurai, 2014). These characteristics have been pointed out in numerous literature and studies about mentoring.

Considering the role and purpose of mentoring where the mentors facilitate, guide, coach and empower the youth to succeed in their goals and achievements, the primary focus is on the mentee's needs. It is therefore suggested that the mentor should lead from the *bottom-up* such as in the *servant leadership* model. But in the process of the growth and development of the youth mentee, a multidimensional model of leadership should be employed. It is therefore suggested here that the leadership model for youth mentoring be that of a '*Bottom-up Integrated Multidimensional Leadership Model*' as illustrated below starting from the *servant leadership* characteristics of the mentor, *Leader-Member Exchange theory* to build and strengthen the relationship, *Adaptive-Reactive theory* to meet different mentee's goals through the *Situational* and *Transformational Leadership models*. Through these multiple leadership models, the mentor-leader goes through the mentoring (advice, guide, facilitate, counsel, supervise, encourage, motive, inspire, support) and learning process (based on social cognitive and social learning theories of reinforcement and role modelling, and coaching) of mentoring while engaging, ensuring, educating, and empowering with the youth mentee to meet their developmental goals.

This *Bottom-up Multidimensional Youth Mentoring Leadership Model* is then an integration, incorporation, and reconciliation of mentoring, youth development, behavioural change, learning theories and leadership models (Figure 1). This model is based on and an adaptation of Chelladurai's (2014) *Multidimensional model of leadership*. The mentoring model proposed here, however, goes beyond merely leadership theories as it includes behavioural and learning theories with youth development and mentoring concepts, and they have to align with each other to fit together. Nevertheless, leadership in youth mentoring should contribute to these objectives: 1) uplift the mentee to meet his/her achievement goals and change; 2) fosters personal growth, self-efficacy, identity and self-worth (Liebbe, 2015); 3) have to play multiple roles; 4) a relationship that is built on trust, engagement, and authenticity (Boddy et al.,

2012; 5) facilitates learning, knowledge and skills; 6) a process of sharing responsibility for learning; and 7) focused on personal, educational, professional learning and development of the mentee (Boddy et al., 2012).

This leadership model employs a ‘softer’ style in engaging with the youth. In some settings with certain youths, a ‘harder’ more directive, top-down approach may be relevant such as when engaging with youths who have serious hardcore, at-risk behavioural cases such as those with more psychological, behavioural, or social challenges (Rhodes, 2002); or when exercising coaching roles where the harder, more direct approach is more appropriate. And later on, after they have been softened up, the case could employ the softer approach to guide the mentee towards transformational positive change.

In Dolan and Brady (2012), they cited studies by Morrow and Styles (1995) who identified two broad categories of relationship: ‘developmental’ and ‘prescriptive’. The *developmental* category resonates with the form of mentoring that was discussed above of developing a reliable, trusting relationship with the youth’ whereas, the *prescriptive* relationship is where the adult set the pace and ground rules for the relationship. This suggests that the softer style of leadership would be more appropriate in the *developmental* relationship, while the harder style will be for the *prescriptive* relationship. Nevertheless, Dolan and Brady (2012) pointed out both categories could still lead to ‘transform’ the young person.

Ultimately, the end goal is still the same and common in all settings, that is, transforming positive change in the youth. It is just that the final destination remains the same, but the route can differ and vary. In the practice of leadership, the leadership influence can also be subtly and indirectly exercised such as those in *embedded* and *blended* mentoring, while also be prominently and directly in *specialised* and formal mentoring (Rhodes, 2020). *Embedded* mentoring is where volunteers are involved in a supportive role helping the youth to practice their concepts and skills. *Blended* mentoring involved incorporating support at targeted delivered interventions. *Specialised* mentoring is where programmes are targeted at specific subgroups of youths with certain issues to be resolved, special risks group such as those with emotional and psychosocial problems, and/or those with specific goals to achieve powerful outcomes. Hence, varying styles of leadership will have to be employed for each of these groups and subgroups of youth.

CONCLUSION

The broad diversity, dynamics, and variability of youth mentoring programmes demands that no single leadership model can best ‘fit’ that of a youth mentoring programme. And because of these complexities and diversities, the process of mentoring with multiple leadership models and styles should be employed to

align with these situations and circumstances. Moreover, the mentor has multiple roles to play such as coach, advocate, counsellor, facilitator, advisor, educator, teacher, healer, confidant, etc with each role requiring different leadership approaches and styles. This *Bottom-up Multidimensional Youth Mentoring Leadership Model* is therefore a best 'fit' when there is versatility in the practice of youth mentoring. It is however, a comprehensive and holistic model and can be an exemplary model for all other youth leadership models.

This model then can serve as a general guide or basic framework for youth mentoring leadership practices. But it could still be customised to meet specific requirements, settings, and situations of different youth mentoring programmes. Youth mentoring that involves youths with at-risk behaviour, suicidal, and in therapeutic setting would for instance demand other approaches or an adaptation from this model. It is by no means universal. Adaptations of this model could still be made depending on each case and setting. Nevertheless, many of these leadership approaches and models apply. But other approaches can also be employed in practice based on their needs, purpose, and goal. It is, however, a conceptual and hypothetical model that would still need to be tested out in practice and further examined, validated, and improved. The model is by no less a demonstration of the process in which a youth mentoring process works in the relationship between the mentor and mentee and their individual roles.

RECOMMENDATIONS FOR CONTRIBUTIONS TO YOUTH DEVELOPMENT RESEARCH AND PRACTICE

This new model is conceptualised to serve as a generic framework for a youth mentoring leadership practice, but it could still adapt itself accordingly with each mentoring case due to the different situations and settings in which the mentoring programme is practiced on. Nevertheless, it also still needs further applied studies to fine tune and improve on specific mentoring settings. For practice, this model needs to be translated into practical elements that each theoretical model characterised. No doubt, it still needs more adaption as it cannot be a universal one-show-fits-all model.

At least, this is a model that can be emulated and be a fundamental leadership model for other adaptations in leadership practices for a youth mentoring programme. So the reality of this model is that best 'fit' suggests that it is adaptable.

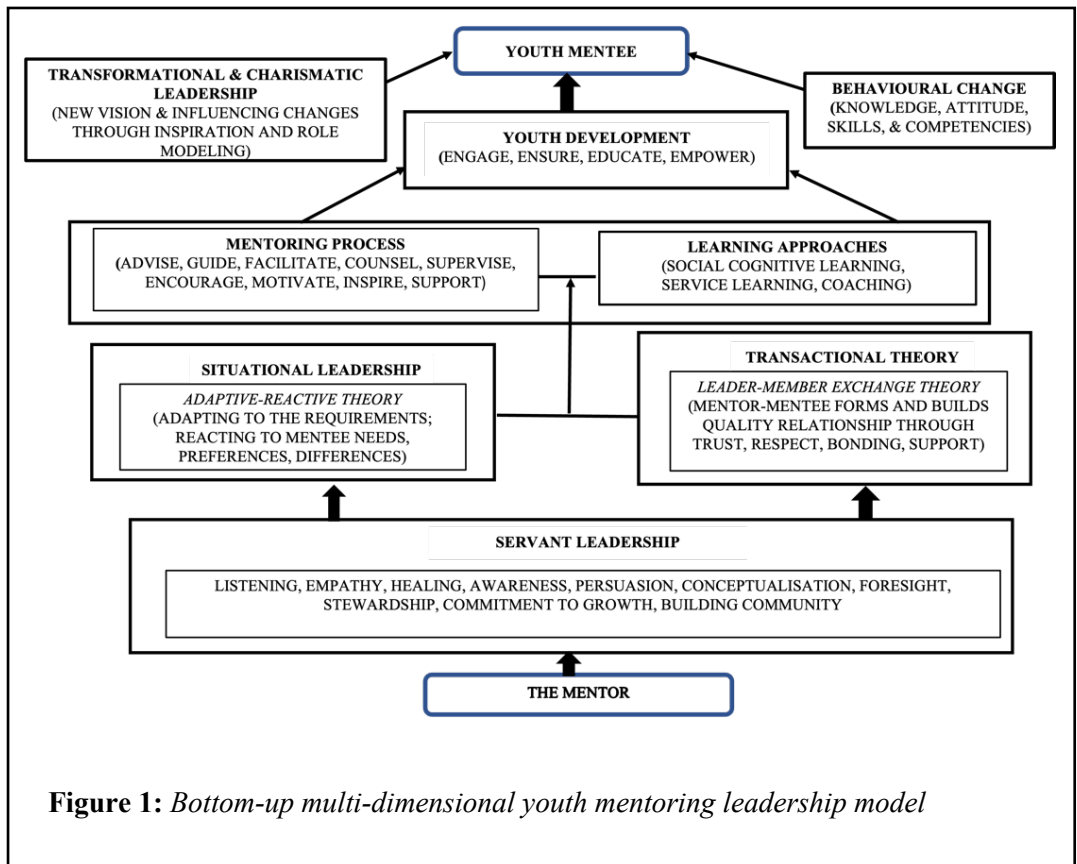


Figure 1: Bottom-up multi-dimensional youth mentoring leadership model

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