



UNIVERSITY OF GÖTEBORG
Department of Social Work

International Master of Science in Social Work

***Mentors as mediators and significant adults:
The role of mentors and their influence
in the Czech and Swedish
mentoring relationships***

International Master of Science in Social Work
Degree report 10 credits
Spring 2007

Author: Tereza Brumovská

Supervisor: Staffan Höjer

Dedication:

***I dedicate this degree report to Ondra
for his support.
T.***

Abstract

GÖTEBORG UNIVERSITY

International Master of Science in Social Work

Tereza Brumovská

Mentoring Relationship: Mentors as mediators and role models: Role of mentors and their influence in the Czech and Swedish mentoring relationships

The purpose of the study is to find the mentoring relationship characteristics, qualitative features of the relationship, the roles of mentors in the relationships, and the styles of approach to the child. Mentors' dilemmas in the relationship are also analyzed. Finally, the comparison of two different mentoring programs' settings is done.

The qualitative semi structured interviews were used as a method. Interviews were conducted in Sweden and in the Czech republic with 9 mentors from three mentoring programs and with the 3 coordinators of the programs. The perspective of the mediated learning experience (MLE) was used for the analysis of the relationship qualitative features.

Firstly, I found out that the *emotional bond in the relationship* play the key important mediating role in the development of the other qualitative features. *The presence of mentors' involvement was found as a first necessary condition for establishing the emotional bond between mentee and mentor.* The connectedness was the first characteristic feature of the beginning of involvement. Connectedness was found as possibly beneficial level of quality, based on the presence of the involvement.

Secondly, the role of *guide and counselor* and the *feeling of closeness and trust, relaxed atmosphere in the relationship, the mutual enjoyment, based on the mentors' motivation and satisfaction* was found as a second qualitative condition – the motivation of mentor for *mediation of meaning.*

Thirdly, mentors' approach to the child was found as qualitative, if it was the *committed, respectful, mutually cooperative, explaining and discussing approach* in communication, based on the *involvement.* In that cases the third qualitative feature was fulfilled – transcendence of meaning. The *child-oriented approach* was found as most efficient according to MLE. The *intentional approach* was found as a *negative style* with the *lack of the involvement.*

Fourthly, the main difference between the *Czech and Swedish program* was found in the *roles of mentors.* The dilemmas of mentors are linked to the programs' conceptions of their roles.

In conclusion, the relationship with the attributes of MLE was found with the feature of *closeness and trust, strong emotional bond, enthusiasm and satisfaction of mentors.*

The qualitative style of mentors seems to use the natural skills of mentors in the communication with children. However, the emotional bond, which is present in the relationship on the level of connectedness, seems to be potentially beneficial for the child through the principles of symbolic interaction and role-taking. The quality and consistency of such a benefits, based on the mentors' involvement only is the subject of the further research.

Key words: *Mentoring relationship, mentors' dilemmas, role of mentors, socialization*

Acknowledgements

I want to thank to my family, especially to my parents, Tomáš and Blanka, for their encouragement and support of my studies in Sweden. I could not study in Sweden without their understanding, support and encouragement. I also thanks to my sister Markéta for her help.

I want to thank to Ondra for his understanding, great support and patience with me during the time we were apart. I appreciate his encouragement, which gave me the energy to finish this year in Sweden and look forward with a hope of happy days, which we will spend together again.

I want to thank to all my friends at home, who are my truly supporting friends who remember me.

I want to thank to Staffan Höjer, my supervisor, who lead me through out my Swedish research project, giving me a lot of important information and ideas.

I am also grateful to Gabriela Málková, my life teacher in my education, always guiding and supporting me and dedicating me a lot of time, patience and motivation. I get learnt a lot from her during last years.

I also want to thank to our coordinator Ing-Marie Johansson for giving me the chance to participate in this master program. I am very grateful for this chance.

Last, but not least, I want to thank to my respondents for their time and willingness to dedicate me the time for the interviews. It was a pleasurable and enrichment to hear about their experiences with children in social work.

I am also grateful for the cooperation with the coordinators of mentoring programs, Elizabeth Tören Petterson, Olga Beránková and Noomi Gustafsson, who dedicated me the time to give me the information and were very helpful in finding the contacts for interviews in the beginning of my research project.

Table of Content:

| | |
|---|-----------|
| TABLE OF CONTENT: | 1 |
| <u>1 INTRODUCTION</u> | 4 |
| <u>2 AIMS AND RESEARCH QUESTIONS</u> | 6 |
| <u>3 HISTORICAL AND SOCIAL BACKGROUND OF MENTORING</u> | 7 |
| 3.1 DEFINITION OF TERMS | 7 |
| 3.2 HISTORICAL BACKGROUND OF MENTORING PROGRAMS | 8 |
| 3.3 SITUATION IN THE POST-MODERN SOCIETY AND THE NEED OF MENTORING INTERVENTION | 9 |
| <u>4 EARLIER RESEARCH ON THE FIELD OF MENTORING</u> | 10 |
| 4.1 ROLES AND TYPES OF APPROACH OF THE MENTORS | 10 |
| 4.2 EARLIER RESEARCH OF THE MENTORING RELATIONSHIP | 11 |
| 4.2.1 ROLES AND TYPES OF APPROACH OF THE MENTORS | 11 |
| 4.2.2 DEVELOPMENT OF THE MENTORING RELATIONSHIP | 12 |
| 4.2.3 QUALITATIVE FEATURES OF THE MENTORING RELATIONSHIP | 12 |
| <u>5 THEORETICAL FRAMEWORK: MENTOR IN THE ROLE OF THE MEDIATOR AND SIGNIFICANT ADULT</u> | 14 |
| 5.1 SOCIALIZATION AND THE ROLE OF SIGNIFICANT ADULTS | 14 |
| 5.2 MEDIATED LEARNING EXPERIENCE: WHEN MENTOR BECOMES A SIGNIFICANT ADULT | 15 |
| 5.2.1 THE ATTRIBUTES OF QUALITY IN THE CONCEPT OF MLE | 16 |
| <u>6 RESEARCH METHODOLOGY AND METHODS</u> | 19 |
| 6.1 QUALITATIVE RESEARCH | 19 |
| 6.2 SAMPLE METHOD | 19 |
| 6.3 RESEARCH METHOD | 20 |
| 6.3.1 SEMI-STRUCTURED INTERVIEW | 20 |
| 6.3.2 INTERVIEW CONDUCTION | 20 |
| 6.4 DATA ANALYSIS METHOD | 20 |
| 6.5 GENERALIZABILITY | 21 |
| 6.6 VALIDITY | 21 |
| 6.7 RELIABILITY | 21 |
| 6.8 ETHICAL CONSIDERATION | 22 |
| 6.9 LIMITATIONS AND PROBLEMS OF THE RESEARCH METHOD | 22 |
| 6.9.1 POSITION OF CITIZEN X FOREIGNER | 22 |
| 6.9.2 PROGRAMS' INSIDE X OUTSIDE POSITION | 22 |

| | | |
|------------|---|-----------|
| 6.9.3 | PROBLEMS WITH LANGUAGE | 23 |
| 6.9.4 | INTERVIEWER BIAS AND MENTORS' SUBJECTIVE POSITION | 23 |
| 7 | FINDINGS AND ANALYSIS | 24 |
| 7.1 | COMPARING THE CZECH AND SWEDISH MENTORING PROGRAMS | 24 |
| 7.2 | ANALYSIS OF THE APPROACH OF MENTOR TO THE CHILD | 26 |
| 7.2.1 | CHILD-ORIENTED APPROACH | 26 |
| 7.2.2 | RECIPROCAL APPROACH | 28 |
| 7.2.3 | AUTHORITATIVE APPROACH | 28 |
| 7.2.4 | INTENTIONAL APPROACH | 30 |
| 7.2.5 | CONCLUSION | 31 |
| 7.3 | ANALYSIS OF THE MENTORS' ROLES IN THE RELATIONSHIP | 32 |
| 7.3.1 | EXPERIENCED FRIEND | 32 |
| 7.3.2 | GUIDE | 32 |
| 7.3.3 | EXPERIENCED FRIENDLY ADULT | 33 |
| 7.3.4 | COUNSELOR | 34 |
| 7.3.5 | ROLE MODEL | 34 |
| 7.3.6 | CHILD MINDER | 35 |
| 7.3.7 | PROFESSIONAL SOCIAL WORKER | 35 |
| 7.3.8 | A SIGNIFICANT ADULT | 36 |
| 7.3.9 | CONCLUSION | 36 |
| 7.4 | ANALYSIS OF THE RELATIONSHIP FEATURES | 37 |
| 7.4.1 | MUTUALITY | 37 |
| 7.4.2 | CONNECTEDNESS | 38 |
| 7.4.3 | CLOSENESS | 38 |
| 7.4.4 | EMPATHY | 39 |
| 7.4.5 | OPENNESS | 39 |
| 7.4.6 | INVOLVEMENT | 40 |
| 7.4.7 | TRUST | 40 |
| 7.5 | ANALYSIS OF THE PERSONAL DILEMMAS | 41 |
| 7.5.1 | PROFESSION X MISSION | 41 |
| 7.5.2 | SOCIAL CONTROLER X NATURAL AUTHORITY | 42 |
| 7.5.3 | CLOSENESS X INTIMITY | 42 |
| 7.5.4 | INVOLVEMENT X DISAPPOINTMENT | 43 |
| 7.5.5 | CHILD-ORIENTED APPROACH X RECIPROCAL APPROACH | 43 |
| 7.5.6 | FRIENDSHIP X NATURAL MENTORSHIP | 44 |
| 7.5.7 | COMPANIONSHIP X PROFESSIONALITY | 45 |
| 7.5.8 | NATURAL AUTHORITY X SOCIAL CONTROL | 45 |
| 7.5.9 | ROLE OF MENTOR X ROLE OF MENTEE | 46 |
| 8 | CONCLUSIONS AND DISCUSSION: | 48 |
| | REFERENCES: | 51 |
| | LIST OF TABLES | 54 |
| | CONTENT OF APPENDIX | 54 |

1 Introduction

In the field of social work there are many kinds of interventions in the child welfare area, which search to achieve the child welfare. The methods and interventions can be preventive or focused to cure the consequences of the social problems concerning to the children. One of the interventions in the child welfare is a mentoring.

Mentoring is a socially-preventive intervention, based on the idea of the importance of the significant adults in the secondary socialization of the child. It became popular in the 1980's in USA and since that time it has been spread in Europe and other parts of the world. The intervention is based on creating the friendly one-to-one relationship of an older experienced adult and a younger mentee. The intervention foster the lack of natural social networks in the post-modern society and takes part in the secondary socialization of the children and youth. The aims of intervention can differ according to the different mentoring programs' conceptions of the mentors' roles, the aims of intervention and the needs of the children.

The mentoring intervention is observable from three different levels. On the structural level we can research the political conditions and the legal framework for its' settings. On the organisational level the research concerns to the mentoring programs' structure and its aims, conception and efficacy. The individual level is focused on the mentoring relationship.

I have been interested in the issue of mentoring relationship as I used to be a mentor in the mentoring program Pět P (5P) in Prague for 3 years. I have written the bachelor thesis about the mentoring programs' outcomes on the organisational level and found out that the key role in the quality and efficacy of the mentoring program play the quality of mentoring relationship. Therefore I decided to continue in studying this issue on the individual level and I focused on the examination of mentoring relationship and its' qualitative features.

Studying the mentoring relationship on the individual level can explore the experiences of mentors and mentees and the forms and characteristics of the mentoring relationships. This study is focused on the individual level of mentoring relationship and on exploring the experience from the mentoring intervention from the *mentor's point of view*.

In the second chapter I will introduce the aim and objectives of the study together with the research questions. I will argue the importance of research focused on the individual level.

The third chapter will introduce the historical and social background of the establishing the mentoring intervention and define the basic terms.

Chapter four will note the earlier research and the finding at the field of mentoring.

The fifth chapter will explain the theoretical perspectives of the role of significant adults in the childs' socialization and the concept of Mediated learning experience (MLE), which sets the attributes of quality for the mentoring relationship.

The sixth chapter describes the methodology of the study.

In the seventh chapter begins the analytical part of the study. First analysis compares the different Czech and Swedish programs' settings and is focus on finding the similarities and differences between these programs. Than I analyse the styles of mentors' approaches to the children, the different roles of mentors, which mentors takes in the mentoring relationships and focus on the roles, which are connected with the qualitative mediation. Fourth part of the analyses is focused on the characteristic features of the mentoring relationships in general and on the features, which are present in the qualitative relationship in particular. Quality of the relationship is examine according to the attributes of quality of MLE.

The last part of the analyses examines the mentors' dilemmas, which show the borders of the relationships and the limits of the mentoring intervention.

Finally, the conclusion chapter describes the major finding and conclusions of the study and discuss the benefits and problems of mentoring intervention. The recommendation for the further research is made at the later point.

2 Aims and Research Questions

This thesis aims to analyse the relationship features and their link with the quality of the relationships. I will also study the role of mentors in the two different mentoring programs and compare the approaches of mentors together with their dilemmas about their roles.

The focus on the individual level of the study is based on the current research findings and gaps in knowledge in the field of mentoring. For example, DuBois and Neville (1997: 228) argue, that the research in mentoring haven't been focused on the mentoring relationship and its' characteristics sufficiently yet:

“Investigation have not focused on issues pertaining to the characteristics of mentoring relationships themselves, such as frequency of mentor-youth contact and feelings of closeness in the relationship. Greater understanding of relationship characteristics and their implication for mentoring effectiveness could aid in the development of more successful programs”

The other researchers also distinguish the importance of studying the mentoring relationship characteristics, which are missing in the present knowledge in the mentoring fields (Langhout et al. 2003, Mertz, 2007, DuBois and Karcher, 2004).

Finally, Wilkes (2006: 42), argues, that:

“With insight to the emotional experience of the mentoring process, educators, mentors and managers can identify indicators that will enable mentors to manage an effective working relationship enhancing the mentee's experience and preventing the loss of mentors skills.”

In conclusion, the studying of the relationship and its' quality is a desirable area in the field of mentoring. Mentoring relationship is a key aspect of understanding to what the mentoring intervention is.

Mentoring program is responsible for the quality of its' relationships and the quality is linked with the programs' efficacy. I will focus on specifying of the relationship characteristics and it's link to the quality in greater detail.

What are the roles of the mentors and their styles of approach to the children? What are the relationships characteristics and which of the relationship features are linked with the quality of the relationships? What personal dilemmas experience the mentors in the relationship? These questions will be the research questions of the study.

3 Historical and Social Background of Mentoring

This chapter I will firstly introduce the concept of mentoring and mentoring relationship. Then I will focus on the historical and social background of the natural mentoring relationship in the society, on which is the mentoring relationship based, mentoring movement and the creation of mentoring intervention. I will start with the defining the basic terms in the field of mentoring.

3.1 Definition of Terms

“Mentor”

I will start with the defining the important terms “*mentor*”: Mertz (2004) notes that with the blossom of mentoring it started to be almost “compulsory” to be a mentor. However, the term mentor “is often used acontextually and inconsistently to describe a wide variety of interpersonal relationships” (Mertz, 2004: 541).

Hansman (2003) also notes that the term “*mentor*” is a slippery concept. According to Mertz, “*mentor*” is defined as a person, who works in the different settings in the role of the interested advisor, who provides development and training for younger less experienced individual in the field of career, academic or individual.

DuBois and Karcher (2004) mention the term “*mentor*” as having a long tradition in the western societies. The first time, when the word mentor was used, was in Homer’s *Odyssey* (DuBois, Karcher, 2004, Bennets, 2003, Freedman, 1993, Garvey and Alfred, 2003).

DuBois and Karcher (2004) summes up the definition of mentor according to other authors:

“Mentor is someone with greater experience or wisdom than the mentee... He offers guidance or instruction that is intended to facilitate the growth and development of mentee...There is an emotional bond between mentor and mentee” (DuBois, Karcher, 2004: 4).

In addition, Bennetts (2003: 64) define the traditional, natural mentor as a significant adult, who is informally establishing the relationship with child:

“Mentor is a person, who achieves a one-to-one developmental relationship with a learner identifies as having enabled personal growth to take place.”

Hansman (2003:3) makes a review of mentor’s role throughout the different functions of mentoring relationship. She sums up, that mentor can be the Greek god, coach, teacher, guide, pathfinder, leader, counsellor, supporter, director, conductor, sponsor, caretaker, friend.

In my opinion, the role of mentor differs according to the programs’ concepts and aims. However, the role of formal mentor should foster the role of significant adults – natural mentors in the society with the qualitative features, which this role involves.

“Mentoring”, “mentoring relationship”

In the literature, these two terms are often complementary. For example, DuBois and Karcher (2004: 4) sum up 3 definitions of mentoring, which refer to the mentoring relationship. Mentoring relationship is the central point of the mentoring (intervention). First definition contains the description of mentoring relationship as well as the role of the mentor in it.

“Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of mentee.”

Second definition contains the classical traditional characteristics of the mediating relationship, which formal mentoring relationship foster:

”Mentoring is a relationship between an older, more experienced adult and younger, unrelated protégé – an adult provides ongoing guidance, instruction and encouragement aimed at developing protégé’s competence and character.”

Last definition describes the qualitative characteristics and approach of mentor:

“A powerful emotional interaction between an older and younger person. A relationship, in which the older member is a loving, trusted and experienced in the guidance of the younger. The mentor helps shape the growth and development of the protégé.”

All these definitions of mentoring mentioned above concerns to the formal mentoring relationship. Formal mentoring relationships are often established on the base of informal, naturally occurring mentoring relations in the social network. I think the qualitative mentoring relationship should have the character of informal mentoring, which it aims to foster. (DuBois, Silverthorn, 2005, Rishel et al., 2005).

3.2 Historical Background of Mentoring Programs

Throughout the history has mentoring been an instrument for social learning, where the mentee were involved into the particular set of values and practises. However, youth mentoring as a movement and organised, research-based intervention has its’ historical development (DuBois, Karcher, 2004: 14, Freedman, 1993):

First mentoring activities emerged in the USA. The wave of awareness of the middle-class American volunteers towards the poor living conditions of youth, which were the results of industrialization and urbanization, arose at the period of social solidarity in the beginning of the 20th century, and lifted up the principles of natural mentoring.

Secondly, the first wave of mentoring is dated with the first emergence of mentoring programs in the beginning of 20th century. One of the first mentoring programs, which is now the biggest in the USA, is Big Brothers Big Sisters of America (BB/BS). Its’ foundations is dated in the year 1902, when the group of women became to make a friendship with the girls, who were the young offenders. This group was called Catholic Big Sisters of New York. In 1904 was Ernest K. Coulter, founder of Big Brothers organisation, become aware of the situation of young male offenders, who he met in the court as a member of the court. A few years later were these two charity organisations connected and the groups of Big Brothers Big Sisters were established (Freedman, 1993).

Thirdly, during the 80ies of the 20th century, the second wave of mentoring the rehabilitation of the mentoring principles appeared. Mentoring moved out from the voluntary charitable services toward an evidence-based practice intervention and started to be used in the field of social prevention.

In this period became the organisation BB/BS wide spread all over the USA. The new mentoring programs were also established, but not all of them had the benefits for the children. BB/BS became a good example of program, which has the positive benefits and outcomes for the children. Its’ efficacy is based on the good structure and organisation of the program. It was spread also to the Czech Republic in the year 1996 and other European countries. (Brumovská, 2004, www.bbbsnashua.org/content/aboutBBBSA.htm, 28. 4.2007,

www.petp.hest.cz, 24.5.2007, Freedman, 1993). The second wave of mentoring movement has lasted until today when there are 4500 mentoring programs in USA and the others are active in Europe (www.bbbsi.org, 28.4. 2007).

Nowadays the research of mentoring moved from the scanning the field of mentoring in the 80ies and 90ies toward more focused and specific issues about the functioning and characteristics of mentoring relationship and other specialized issues (DuBois, Karcher, 2004: 15). Mentoring became an efficient and world-widely spread intervention. It's idea is based on the solidarity of middle-class unprofessional volunteers who creates a one-to-one individual relationship with children and youth in need. (www.ppv.org, 24.5. 2007 www.mentor.org, 28.4.2007, Freedman, 1993).

3.3 Situation in the Post-modern Society and the Need of Mentoring Intervention

In the modern society the traditional social networks and relationships and socialization, which is linked with such networks, often fails. Philip and Hendry (2000: 212) noted the Beck's individualization thesis. This thesis argues that:

“The traditional structures of education, the family and the work have become fragmented and this fact has lead to blurring the social roles. Thus young people face simultaneously a range of choices and risks in relation to relationships, education and work. Since traditional networks of support within family or neighborhood can no longer offer the guidance, young people have to develop individual strategies and while this may open up the new opportunities, there are few safety nets in place. The attendant risk of downward mobility, stress and uncertainty may cut across traditional lines of class, race and gender. A number of problems arise in relation to this individuation thesis.”

Another reasons why the relationships, through which are the cultural and societal patterns transmitted vertically between generations, fails in the modern society describes Feuerstein (1988: 95-98): The state of poverty, overloaded families' structures, the failure of cultural agents and natural important adults, case of cultural minorities, which are often oppressed by the dominant culture, limiting the form of families to the restricted frontiers of two-parent and single-parent families and so the limiting af natural social networks, “rugged individualism” and “self-realization”, individualization and the question, to what extend are the parents qualified to influence their children cognitively, behaviourally, affectively and spiritually if they also respect their individuality – they are all the problems of the current society, which weakens the natural social networks, mediation of the cultural and social patterns and socialization of the children.

One of the reactions to the new situation in the social networks and relations, is the establishing of mentoring movement and the programs, which organize the traditional caring relationships in the formal way and intervene to the new social problems.

4 Earlier Research on the Field of Mentoring

In the next part, I will describe the issues of previous research in the field of mentoring. Firstly, I will mention the difference between the natural, informal and formal mentoring relationship and their typology.

Secondly, I will focus on the findings in the mentoring relationship characteristics, types of mentors' approach and the qualitative features of relationship in the earlier research.

4.1 Roles and Types of Approach of the Mentors

Kram (1985) divides the function of mentoring relationship into the *career* and *psychosocial development*.

Career function is more connected with the business environment and provides activities directly connected with the support of protégé's career development (Kram, 1985, Chao, 1997). In the business mentoring, the use of the term for mentors' partner is different. While in the youth mentoring is used the term mentee as a name for the child or youth, in the career focused mentoring the mentor cooperates with protégé. I see this term as describing the relationship, which is more equal in age, focused on the common goal and the purpose of the relationship is based more on the instrumental rather than the emotional support.

Psychosocial function includes providing role modelling, acceptance, confirmation, counselling and friendship – activities and support, which influence the mentee's self-image (Kram, 1985, Chao, 1997). This function of relationship concerns directly to the relationship characteristics and quality and is the subject of my study.

Mentoring relationship can be further divided according to its' environment to the *natural, informal mentoring* relationship, which occurs in the social networks and to the *formal relationship*, fostering the functions of the informal human social networks and established by the mentoring programs.

The *types of informal mentoring relationships* were the subject of the study of Philip and Henry (1996). They found out that the mentee describes the *natural* mentoring relationships in 5 different forms: *classic, individual-team, friend-to-friend, peer group and long-term relationships*. As the subject of this study is focused on the formal mentoring relationship, I will not describe the informal mentoring in the details and refer the reader to the original research paper.

Formal mentoring relationships can be divided according to the *program's settings*, which set the rules for the relationship, provide different support and make the differences between the form of formal mentoring relationships and its' quality (www.mentor.org, 28.4.2007):

- *Community setting*: This type of mentoring program offers to develop a *one-to-one* caring relationship of the youth and adult person. The couple meets typically once a week and makes the *activities inside in the community*. The role of mentor can include tutoring, career exploration, life skills development, game playing and sports, offering entertainment and cultural events. This type of mentoring is a subject of my research.
- **The other types of program settings are:** *School mentoring*, which focuses on development of school outcomes, *Academic mentoring*, which is a special form of cooperation between a junior and senior researcher in the academic setting (Monaghan, 1992), *Faith-based community mentoring*, organized within the religious organisations, *Business mentoring*, focused on the career development with the apprenticeship character and *E-mentoring* (www.mentor.org, 28.4.2007).

I mentioned different types of mentoring settings in order to make clear that the formal mentoring relationship can be used in many different situations and set different goals. I will now focus on the research in the field of youth mentoring, taking place in the community setting in the leisure-time.

4.2 Earlier Research of the Mentoring Relationship

Youth mentoring becomes spread spontaneously from the bottom-up in the voluntary movement without the practise based on the research findings and methods. The research from the beginning was focused on evaluation of the mentoring programs and it's outcomes and benefits for the children (Sipe, 2002, DuBois et al., 2002, Styles, Morrow, 1997, Tracy et al., 2002, turner et al., 1996). DuBois and Neville (1997) sum up, that literature had been focused on the developing the mentoring programs, examination of mentor characteristics and description of existing ones and psychological and academic adjustment outcomes of the clients of the mentoring programs.

Mentoring was believed to be a remedy for almost all youth at risk. However, the research started to show up the first findings that not all the mentoring programs and relationships are effective and some of them are even harmful (Freedman, 1993, DuBois, Karcher, 2004, Grossmann and Rhodes, 2002). Therefore the focus of researches turned to the principles of mentoring relationship.

4.2.1 Roles and types of approach of the mentors

Research concerning to the relationship processes is focused on the role and competences of mentor and his approach in mentoring relationship. Clutterbuck and Lane (2004) are focused on the role of mentor the organisational setting from international perspective. They describe the different forms of mentoring all over the world. Wilkes (2006) discusses the broad range of *mentors' roles* in being something between teacher, watcher and counselor. Mentor has to balance his range of roles and accommodate his approach to the needs of the child. Mentors' *developmental and prescriptive approaches* studied Morrow and Styles (1995). They defined two major types of relationship, which differ with the mentors' approach in communication towards children.

In *prescriptive relationship* the volunteers looked primarily to fulfil their own goals. They push children in order to achieve the pre-set aims and didn't pay attention to the childs' own needs neither respected their personalities and wishes. Relationships characterized by this approach tended to terminate early after beginning or immediately after the fulfilling the assignment time. The perceived level of satisfaction was low and the qualitative features of relationship characteristics like closeness or trust were absent or rare.

On the other hand the *developmental relationship* is characterized by approach, focused on the childs' needs and wishes. Volunteers respected the personality of the children. They cooperate with involving them to the decision-making process about the activities. They had a sensitive empathetic approach, focused on the childs' needs and succeeded in developing the trustful and close relationships. The perceived level of satisfaction in the relationship was high and relationships have a tendency to last for a long time after the assignment was fulfilled.

DuBois and Karcher (2004) sum up the feature of *two types* of mentoring relationship: *Relational- Experiential and Goal-Oriented*.

Relational-Experiential category is characterized with the mentors' approach focused on the child, with positive regard and youth feeling of control. Predictors for the relationship quality are the presence of perceived *trust, empathy and respect*. Factors of closeness were described as *feeling of connectedness* and belonging to the reciprocal network, presence of

intensive, mutual, genuine conversation and sharing. *Satisfaction* with relationship was also an important factor of quality. Longevity of relationship and its' durability and resilience were influential for the maintenance of relationship quality.

On the other hand, *Instrumental/Goal-Oriented* category was specified with the role of mentor as a *role model*, who supports a growth of the child or the achievement of the set goal. His role is to validate the achievement, be a source of inspiration, plan a *goal-oriented activities*. The source of satisfaction for mentee is the instrumental orientation of the relationship and activities. Mentor is *satisfied with perceived outcomes/ efficacy* in relation to instrumentality. Objectively is the category described with the goal-directed activity, topics, which are discussed and advocacy role of mentor.

These two types of relationship are two different categories, which can be created within the different organisational or program conceptions. The categories are different in the goals of relationships and in the role of mentor. However, both categories can achieve the quality in the established relationships.

Sipe (2002) in the summary of effective mentoring practises also notices, that the approach of the mentor and his focus on the child's needs instead of his goals and ambitions are crucial for developing the qualitative and helpful relationship.

Philip and Hendry (2000: 218) studied the benefits of mentoring relationship for mentors. Their conclusions are possible to see also as a sources of satisfaction in the relationship:

- Relationship enable them to make sense of their own past experiences
- Relationship provides an opportunity to gain insight into the realities of other lives and to learn from these themselves
- Relationship has a potential to develop alternative kinds of relationship which were reciprocal and vertical across generations
- Relationship build-up a set of psychosocial skills as "exceptional adults" are able to offer support, challenge and a form of friendship.

4.2.2 Development of the Mentoring Relationship

Communication in mentoring relationship is the central issue for Kalbfleish (2002). The *relationship phases* describes Kram as *Iniciation, Cultivation, Separation and Redefinition*. Her studies regards to the long-term mentoring in organisational setting (1983, 1985).

DuBois and Karcher (2004) define the *phases* of youth mentoring relationship in greater detail: In the first phase, *contemplation*, mentor anticipates the future relationship according to his goals, values and motivation. Second phase is *iniciation* of the relationship, where the intention to build a qualitative relationship play a role on the both sides of partners. The couple get know each other and get connected together on the base of understanding to each other. It is a phase of getting connected together. Third phase is a *growth and maintenance*. This is a qualitative phase of relationship, which arises after some time. This phase is characterised by *qualitative features* of the relationship. If the mentor and mentee develop their relationship to this phase, the conditions for mediating the positive influence of mentee's life are set. Last to phases of mentoring relationships are *decline and dissolution* and redefinition. Relationship can develop the qualitative phase or remain in the phase of connectedness or iniciation. In each phase can be terminated.

4.2.3 Qualitative features of the mentoring relationship

The *factors of relational quality* were subject of several studies. Grossmann and Rhodes (2002) examined the effects and *predictors of duration* in mentoring program BB/BS. They found out that the length of matches is an important variable for relationship outcomes:

“Youth who were in the matches that terminated within the first 3 months, suffered significant declines in the overall self-worth and their perceived academic competence. Youth who had the mentors for more than 12 months reported significant increases in their self-worth, perceived social acceptance, perceived academic competence, parental relationship quality, school value and decreases in both drug and alcohol use.”(Grossmann, Rhodes, 2002: 208).

It means that the *short-term* mentoring relationship, terminated earlier before the given date of assignment, can have a *harmful effect* to the youth, while *the long-term* mentoring relationship is proven to be *helpful* after the time as the relationship matures.

Grossman and Rhodes (2002) also concluded that there exist a several personal characteristics, which influences the relationship duration. Older adolescents and those, who experienced some kind of abuse, tend to terminate relationship earlier as well as the married mentors.

Parra et al. (2002) studied the *factors* that constitute *effective relationship* in mentoring program for youth - BB/BS. They found out that the mentors' rating of their efficacy, which they obtained prior to the start of the relationship, predicted greater amounts of mentor/youth contact as well as more positive experiences in relationship. *Feelings of closeness* in relationship were connected to the factors as linked with the greater perceived benefits for the child as well as mentor continuation. Feeling of closeness is the qualitative feature of the relationship as it is a condition for development of the other positive factors.

Karcher et al. (2005) study the factors that contribute to the high-quality of mentoring relationship. The study found out that the *mentors' feeling of self-efficacy, motivation for self enhancement* and assessment of their mentees' support seeking behaviours were influential factors for the enhancement of relationship quality. They concluded that if mentors feel efficacious and if the mentoring relationship is strong, mentors tend to persist (Karcher et al.: 93).

The qualitative features of mentoring relationships are more specified and analysed by Spencer (2006), who defined four relational characteristics and its' processes – *authenticity, empathy, collaboration and companionship* and study them in the greater detail as the features of successful mentoring relationship.

Mertz (2007) distinguishes two qualitative features, which level is observable in the relationship: *Intent* is the perceived purpose of the activity in relationship. Why is the relationship undertaken, what are its' aims and how each party values and sees intended goal.

Involvement, on the other hand, is the amount of time and effort required to achieve the intent. Involvement concerns to what is required to each party, to the physical and emotional costs, the nature and level of investments required, and the intensity of interaction in relationship required.

Madia and Lutz (2004) studied the *effects of similarity* between mentor and mentee and *expectations-reality discrepancies* on the relationship quality. They concluded that the similarity in extraversion and the mentors' discrepancy between his ideal versus real actual roles were significant predictors on mentors' expressed intention to remain in the relationship. However, relationship quality and the interpersonal attraction appeared to mediate these findings.

5 Theoretical Framework: Mentor in the Role of the Mediator and Significant Adult

In this chapter I will use two concepts of G. H. Mead and R. Feuerstein on the different theoretical level. Payne (2004) describes the level of the perspectives used in the study as a *perspective and the practise theory*.

Perspective is the kind of theories, which express the views to the world or the particular phenomena and helps to think about the issue in an organized, general way. My concept about the significant adult describes the role of significant adults in the child's socialization and help to explain the role of mentor towards the child.

The practice theories give the practical guides „how to do the social work“. Practice theory can be seen as a general knowledge, which is transformed into the theory about the particular social practice (Payne, 2004). I will use the practice theory of mediated learning experience (MLE), which provides the qualitative criteria of the mentors' approach. The concept of mediations' helps us to understand, when the mentor creates the efficient mediation and becomes the significant adult, who positively influences the child's development.

Concept of significant adult and generalized other of G. H. Mead concerns to the role of mentor in the mentee's life. It describes what significant role can mentor play in the child's life as significant adult or generalized other, how can the mentor influence the child's life. The theory of MLE explains, when the mentor becomes a significant adult. In this chapter I will first define the concept of socialization, significant adult, generalized other and mediator as a role of mentor for the child. Then I will focus on the criteria of quality, which sets the framework for the analysis.

5.1 Socialization and the role of significant adults

A child is born into the world of accumulated experiences of individuals of the previous generations. These experiences are in the order and have specific meanings in the form of instruments, objects, rules, material and spiritual environment and are called culture. (Štech, 1997). An individual is born to the family, culture and the society, where he gains personal characteristics and becomes socialized (Charon, 1991).

Human infant is born with a great dependence on the other adults – significant adults. S/he does not come to the direct contact with his environment, but the environment is mediated to him through the mediators, in Meads' concept the significant adults (Baldwin, 1986:89). The adult person – mediator – introduces' child to the world of objects, interactions and their meanings. He chooses the objects from the outside world and mediates its' meanings to the child. He is an interpreter and mediator of meanings of the society and the culture. Culture has no borders and what is mediated depends on the mediators' choice during the interaction with the child. (Štech, 1997). The process of the introducing the human infant into the world is called the *socialization and mediation*.

Primary socialization takes place inside the family and the significant adults of the child are the parents and other persons in the child's social environment. The influence of the significant adults doesn't have to be always positive. Significant adults are the people in the child's environment, who the child intent to impress. Child might respect them, try to gain their acceptance, fear of them or identify with them. Significant others are the role models, who provide the patterns of behavior, which the child takes from them. Interactions with role models also mediate the child the ability to regulate his own behavior. The significant adults for a child can be his parents, relatives, friends, television heroes etc. (Charon, 1991: 76).

The child takes the roles of the adults, regardless they are positive or not. The adults are the strong role models for the child and shape his personality. The significant adults are the mediators who influence the child with their relationships to him. This influence doesn't have to be always positive, but is based on the strong emotional bond and is crucial for the further child's development (Hill, Tisdal, 1997).

As the child grows older, the adults become influential in the form of generalized other. Generalized other represents the rules of the society and culture where the child grows up. Child becomes connected into the social networks, which are more and more wider. The significant adults are chosen from the wider social environment and become more abstract. A child puts together all the significant adults from his environment and creates a complex perspective of one generalized other in his self. (Charon, 1991, Baldwin, 1986) The role model, who becomes a part of generalized other, can become a singer, actor, teacher, mentor etc., that is, the range of the other adults, who the meets in the social interaction (Charon, 1991: 76). Generalized other represents the laws and principles of the society and is the unique compound of the influences from the social interactions of the child (Charon, 1991, Baldwin, 1986)

The social interaction, which the child uses for the understanding to the world and internalise the influences of the significant others and generalized other outside the family, is called *secondary socialization*. (Hill, Tisdal, 1997).

The interactions with adult in the secondary socialization are not as intensive and influential as the interaction within the family. The mentoring intervention can be regarded as a secondary socialization attempt, which tries to minimize the consequences of the bad influences of the primary social environment. The primary socialization is, however, such strong that the secondary social intervention doesn't have to be always successful.

The mentors as significant adults are important for the child because they interpret their view to the social objects and the view to the child as an object. They mediate their understanding of the world and the view to the child in the social interaction with him. Child can choose and internalize the parts of the interactions with the mentor, who becomes a part of the generalized other. However, mentors have to fulfill the certain conditions in relationship with child in order to make the mediation powerful and become the significant adults and the part of the generalized other.

5.2 Mediated Learning Experience: When Mentor Becomes a Significant Adult

The cultural transmission and socialization of the individual happens through the involvement of the child's important adults in the qualitative interactions. In the traditional society the transmission of cultural and societal patterns are rooted and mediated trans-generally due to the existence of vertical social relations. The transmission throughout the generations provides the children the orientation in their environment, in the human relationships and the adaptability to the new situations, the ability of independent problem-solving. It is the "common sense" of the people, the orientation in the culture, which is provided through MLE. (Málková, 2007).

We can see a mentor as a significant adult or a part of generalized other according to the concept of G. H. Mead. From the other perspective of R. Feuerstein, the mentor can be seen as a mediator of the society and culture. He creates the conditions for mediated learning experience and socializes the child through mediation the chosen objects of the cultural and social world around.

Mediation is an instrument how the cultural and societal patterns are internalised through the mediator and creates the socialized self of the child. It is a specific form of

interaction between the child and his significant adults (parents, relatives, teachers, mentors). The significant adult enters to the interaction as an experienced and intentioned adult, who imposed himself between the external stimulus and the child and alter the stimulus prior to its perception by the child. Significant adult sort out, interpret and choose the stimulus. He also regulars intensity of stimulus with planning, dividing and matching and influence its final form, which is mediated to the child (Málková, 2007: 32)

The quality of MLE influences the development of cognitive structures of the child, his ability to be adaptable in the new situations and the transmission of the cultural patterns to the young generation. (Málková, 2007: 34). Feuerstein define a two form of mediation:

“In a direct form, the mediator interposes himself, sometimes physically, between the child and the stimuli – with pointing, focusing, selecting. In indirect form the mediator animated by his intention, creates a condition, that will endow the chosen stimuli with the power to penetrate the childs’ cognitive system, shaping the presentation of the situation so that the certain things are registered and the relationship between them will be discovered and than learned” (Feuerstein, 1988: 86)

According to Feuerstein (1988), mentor is responsible for the establishing the qualitative mediation in the relationship. If he fulfills the conditions of qualitative MLE, he becomes the influential significant adult for the child. He can use the principles of MLE naturally with his own skills or with the skills, acquired in the training of MLE, as MLE is based on the mediation, which used to exist naturally in the traditional society (in natural mentoring relationships), but disappeared in the post-modern social relationships. MLE aims to rehabilitate the skills of qualitative mediation, which can be acquired in the training of the MLE principles (Feuerstein, 1988, Málková, 2007).

In the following text I will describe the concept of mediated learning experience. This concept sets 11 conditions of successful mediation. The first three conditions are necessary key factors for qualitative interaction between the mentor and the child. The rest conditions can be present or not, complementing the first three. It depends on the approach of the mentor, which additional conditions he will creates in the relationship.

This concept therefore the framework for analysis of the mentors’ approach to the child and its quality. I will focus my analysis in the searching the first three key factors of quality. I can assume, that if the relationship contents all the three attributes, the mentor becomes the significant adult for the child.

5.2.1 The attributes of quality in the concept of MLE

Feuerstein defines 11 critical attributes of successful mediation (Feuerstein, 1988: 61-85):

- 1. Intentionality and reciprocity**
- 2. Transcendence**
- 3. Mediation of meaning**
4. Mediation of feeling of competence
5. Mediated sharing behaviour
6. Mediation of individuation and psychological differentiation
7. Mediation of goal seeking, goal setting, goal planning and achieving behaviour
8. Mediation of challenge
9. Mediation of awareness of the human being as a changing entity
10. Mediation of an optimistic alternative

The first 3 criteria of MLE must all be present in the interaction in the relationship in order to achieve the successful mediation – MLE. The other criteria can be present according

to the role and approach of the mentor. I will describe and discuss the criteria of MLE according to conditions of mentor's role in the relationship:

1. Intentionality and reciprocity:

The first condition concerns to the intentionality, which is present in the mediator's approach, while he interposes himself between the child and the source of stimuli. Intention of the mediator influences the three parts of the interaction: The child, the stimulus and the mediator. Mediator must be motivated by intention to mediate the object to the child. He transforms the stimulus, social object, in order to make it as attractive as possible according to child's personality and perception. This makes a child more vigilant and ready to attend. As the child becomes more alert for perception, the mediating adult transforms himself in order to achieve his goals. He, attempting to make a child to see something, choose the object according to the reasons he holds for its importance and to the effect it might have on the child. That is how he learns to recognize the child's way signalling the desire for perceiving a new things. He puts himself between the object and a child and mediate the object in the form he chooses, attempting to keep the child's state of alertness. (Feuerstein, 1988: 62-63).

"Intentionality reflects the desire of the important adult to shape the child's functioning in a direction consonant with his culturally (socially) determined values, goals and habits expressed in the content of intentioned act" (Feuerstein, 1988: 64)." For example, mediating adult chooses the books, activities, issue of communication according to his cultural, religious, personal, emotional and cognitive values, which he wishes to transmit to the child. He creates the special perceptual conditions for the child to perceive his stimuli, because he has an intention and desire to transmit the understanding of the object to the child (Feuerstein, 1988: 64).

2. Transcendence:

Transcendence enriches the mediational interaction with components of time, space, succession, order, culture and other dimensions that have an importance to the development of the child. Transcendence is established by cultural imperatives, preferences or styles. " (Feuerstein, 1988: 65).

A mediating person, when transcending the MLE, explains the reasons for his action to the child. "Transcending elements of interaction produced by the mediator address the culturally determined goals in which the mediator acts as a transcending agent of his own culture"(Feuerstein, 1988: 65).

For example, when the goal of the mentor is to prevent the child from the fights with his parents, he doesn't just push him to into the behaviour, but he also **explains, why** is it important for him to behave in certain way and how it will affect his parents according to the mediator's opinion, which is culturally determined. Mentor not just fulfil the immediate needs or solve the immediate problems, but he explains, why he thinks it is important what he says. He respect the child in this way and mediate the meanings of the situations to the other similar situation where the same strategies are useful. He produces the state of awareness of the child – the emotional and cognitive condition that will transcend from the particular situation to other similar conditions (Feuerstein, 1988: 65).

3. Mediation of meaning:

Mediation of meaning represents the energetic, affective, emotional power that will overcome a learner's resistance and ensure the mediator, that his stimuli mediated will be really experienced by the child. Meaning can be mediated in the range of ways. I the childhood the parent's emotional expresses like excitement, sadness, enjoyment etc. are recognized and comprehended by the child and influence powerfully further interactional patterns. "At later stages of development the meaning becomes related to culturally determined values, allegiances, and attachments as the mediator endows various objects, events and relationships with personal meaning" (Feuerstein, 1988:66).

I think that the way of mediation of meaning is comparable with Mead's concepts of Significant other and Generalized other. These two figures use the role play for mediation of the meaning, but the importance of the adults for the child is in the Mead's concept as well as in MLE concept of adult, mediating the meaning, comparable. The way of mediation of meaning in MLE or the role-playing makes the adult to be a significant other or the adult who mediates the form of generalized other.

"The most important factor in mediation of meaning is an affective tie between the mediator and the child" (Feuerstein, 1988: 66). However, this emotional tie must be connected with other conditions of qualitative MLE, otherwise the influence of mediator is not powerful. The mediator should have several generalized characteristics in order to mediate his goals, transfer his cultural and societal values in his point of view to the child contribute to the child's development (Feuerstein, 1988: 68):

First, an adult person should have a motive to act as a mediator in relation to the child. One of the motives of mediation or cultural transmission is that the mediator passes on his own values, knowledge, patterns of behaviour, understanding to the world in general to the younger person, who will continue in the similar way. He extends his own being (Feuerstein, 1988: 68). The motivation for mentors for being committed into the mentoring relationship and intentional to pass the child their experiences and help to develop his personality, are different. I will analyse them in the research focusing on the motives, which makes the mentor to be committed with the child, to fulfil the three basic qualitative conditions of successful MLE.

In conclusion, the theoretical chapter sets the framework for analysis of the role of mentor, his approach to the child and for the recognition of quality in mentoring relationship. In the analytical chapter, I will analyse these two factors of mentoring relationship and compare the differences between them in the two different mentoring programs' settings.

6 Research Methodology and Methods

In this chapter I will describe the methodology and methods, which were used in the study. The reasons for the chosen research method – semi-structured interview, the sample method and method of analysis will be introduced. In addition, the generalizability, validity and reliability of the study will be assumed and the ethics of the research mentioned. Finally I will discuss the difficulties of the research method.

6.1 Qualitative Research

A qualitative method is used in this study. It is appropriate, because the aim of this study is to examine the character of mentoring relationship and the experiences of mentors.

Qualitative research provides the understanding the individuals, groups, events or phenomenon on the micro-level perspective (Hendl, 2005: 52). It is a flexible method, which can be accommodated according to the researched environment. The method enables the researcher to understand the processes and is useful in the first phase of exploring the phenomenons (Hendl, 2005: 52).

Qualitative research is based on the data, collected from the individuals or small groups of respondents (Gilbert, 2001: 34). The study uses the semi-structured interview. The aim of the qualitative interview is to get understand the personal experience (Hendl, 2005: 50).

6.2 Sample Method

My goal of the study in the beginning was to compare the experiences of mentors from two different countries where the mentoring is used as an intervention in order to gain an international perspective on mentoring.

I chose the Czech Republic, as I used to be a voluntary mentor there in the program Pět P (5P). The second country I chose was Sweden as I study here. I compare program Kontaktmanna Poolen and the program 5P. The third Swedish program Syster Yster, which I used for interviews, is based on the same principles as program 5P, so I compare these two programs together.

I chose the mentors from the three mentoring programs. First, the Kontaktmanna Poolen with contact persons (CP) is a program, which is a typical for mentoring intervention in Sweden. Second the Syster Yster och Bröderna Leonhjärta is the exceptional program in Gothenburg and is based on the same program structure as the program Pět P (5P) in Prague, which I chose as a third source of information for my study. Program Pět P is the widest mentoring intervention in the Czech Republic and is based on the principles of the program BB/BS from USA. Syster Yster program was established on the same background.

I gain the sample of mentors with purposive method. I asked the coordinators of the mentoring programs to purpose me mentors, who have been participating in the program for at least one year. This limit of one year is based on the previous research about the quality of mentoring relationships, that says that the more longer and consistent the relationship is, the higher quality in the terms of closeness, trust and mutuality it has and the higher benefits for the mentee it provides (Morrow, Styles, 1994). I decided to explore the experience of potentially efficient mentors in long-term mentoring relationships.

Mentors were at the age between 21-35 years. They were professional social workers as well as voluntary amateurs. Their children were at the age from 9-18years. The problems of children differ from the loneliness, lack of the social contact and peer friendships, to the

problems with the school absence, difficult risky social environment and the problems with the law.

6.3 Research Method

6.3.1 Semi-Structured Interview

Interviewing is a good way for gathering the information about the personal experience from the mentoring relationship. The advantage of semi-structured interview is, that it let interviewee say the stories and express their experiences about the given issues in the relationship. The semi-structured interview enables the researcher to make the answers clear with clarifying questions. (Kvale, 1996).

6.3.2 Interview Conduction

I conducted 9 interviews with three groups of mentors from two different mentoring program settings and 3 interviews with programs coordinators. Interviews were conducted with the interview guide, recorded and are kept in the database. Interview guide contained 6 main issues concerning to the mentoring relationship, but interviews were open to the issues from other areas too according to the wishes of interviewees and the issues that come up during the interview. Issues were chosen on the base of the theoretical literature, previous research and my personal experiences. Interviews' duration was from 20-45 minutes.

Firstly, I conducted the interviews with the programs' coordinators in order to gain the background information about the programs structure and conception. Interviews took place in the offices of coordinators. 2 interviews were made in Sweden in February 2007, 1 interview were conducted in the Czech Republic in the April 2007.

Secondly, I conducted interviews in Sweden with 4 mentors at the beginning of March 2007. One mentor was from Syster Yster program and 3 mentors were from Contactmanna Poolen program. Two interviews were conducted in the Department of Social work in the seminar rooms and the rest in the different cafés in the city, when the mentors chose this option.

Thirdly, I conducted interviews with 5 mentors from program 5P in Prague in the beginning of April 2007.

The seminar room created quiet and personal environment for conducting the interview. I chose this rooms for the interviewee, who let me decide the place of the meeting. I think it was a good choice regarding to the calm atmosphere, which created good conditions for concentration to the interview. The environment in cafés, on the other hand, provided noisy and busy atmosphere, but interviews were more relaxed due to the familiarity of the place for interviewee, who chose it.

The environment of my hometown, Prague, was much more familiar for me than the Swedish one. The communication in my mother tongue with the Czech students, voluntary mentors, was also much more easier for me. The interviews were conducted in the tea rooms around the Prague, where the atmosphere is very calm, or at the school café, which all the students knows, so it was a familiar environment for the both sides.

6.4 Data Analysis Method

Firstly, the analysis began during the interviews. I analyzed the answers and could ask the interviewees the clarifying questions.

Secondly, I analyzed the data during the transcription, when I tried to transcribe the interviews as clearly as was possible. I also used the written comments, which I took during

interviews and considered the emotional mood in voices in the analysis (enthusiasm, boredom, stress...).

Thirdly, I divided the text of the interviews into the main categories of role of mentor, approach to the child, relationship features and personal dilemmas. The categories were derived from the theory, research questions and interview guide and from the empirical material. I analyzed these categories in greater detail in order to get the characteristics about the mentors and relationship features.

I found out the subcategories of the given categories and generalized the subcategories into the common issues of relationships. I gained 4 groups of relationships with similar features regardless the program settings and the characteristic features of the relationship. I connect the groups of the qualitative features with the theoretical perspective about the efficient relationship and find out which qualitative features are present in the effective mentoring relationship and how are they related with the other categories. I also compared the 2 different program settings in order to find out the role of programs' conception in the relationship.

The table with summed up results of the analysis is in the **Appendix 1**.

6.5 Generalizability

Qualitative research is focused on exploring the personal experiences in the great detail more than search the general features of the wider population. However, Kvale (1996: 232) notes the naturalistic form of generalization, which rests on personal experience. My personal experience is based on the knowledge about the issue of the study how the things are. However, generalizability of this study is not the aim as the research sample was too small to make the general conclusions.

6.6 Validity

Validity means that the method really measures the concept (Gilbert, 2001). The method of semi-structured qualitative interviews is valid method for exploring the quality and characteristics of mentoring relationship. The respondents have the personal experience from the long-term mentoring relationship within the three mentoring programs, which also support the validity.

According to Gilbert (2001: 208), "...the data should be collected at the variety of times, in different location and from a range of persons." The data of the study were collected in three different mentoring programs from the professional mentors as well as from volunteers. Interviews took place in Sweden and in the Czech republic in the variety of time and locations. The interviews from coordinators were also done in order to gain the information about the mentoring programs settings and the conceptions of mentors within them.

The interviews were recorded and during the transcription listened repeatedly and carefully in order to gain a high validity.

6.7 Reliability

Reliability concerns to the consistency of the research findings (Kvale, 1996). Reliability means that the research can be repeated in the same consistency from the one study to another (Gilbert, 2001). The qualitative study is likely to be repeated. The interviewees, place and time, which account in the qualitative research, will be different as well as the interviewer bias, which is unavoidable feature of the method.

The high reliability of the study can be achieved by the detailed description of the research method and by keeping the databases about the study. Recording of interviews enable to keep the data in reliable way and gives more time to concentrate on the interview at the particular time. (Hendl, 2005, Kvale, 1996). The interviews were recorded and are kept and available for the next studies.

In order to make the data reliable, I was aware to use the leading questions during the interviews and I used the clarifying questions (Kvalle, 1996). In order to gain a high reliability, I also wrote down the notes during the interviews.

The interview questions are likely to be repeated according to the interview guide. It is also desirable to repeat the study about the qualitative features of mentoring relationships as this need has been stated by many researches in the field of mentoring.

6.8 Ethical Consideration

According to Gilbert (2001, 45), ethics is a matter of the principled sensitivity to the rights of the others. I conducted the interviews with the informant consent of the respondents, informing them about the purpose of the interviews. In the beginning of each interview I introduced and explained the purpose of the study and the role of interviews in it. I also asked for the permission to record the interviews and all the informants agreed. In the respect of privacy all the names of the respondents mentioned in this study were changed and are not the real ones. The informant consent is in the **Appendix 2**, interview guide in **Appendix 3**.

6.9 Limitations and Problems of the Research Method

6.9.1 Position of Citizen x Foreigner

The method of interviews with the Swedish interviewees, who talked with me as with an outside foreigner student had the limits. Limits were set by the interviewee ethical assignment about the confidentiality of data about the mentees. Interviewees could talk about mentees and the relationship just in general, no detailed information about the mentee could be obtained. The interviews were therefore focused to the mentors approach to the child and their personal feelings and experiences. Czech mentors were more open in talking about their experiences with the relationship and the children, considering the ethical issues and confidentiality of the personal information about the children.

My position of foreigner in the Swedish society could cause the misunderstandings in the social and cultural background issues, as the mentors might not talk about the “obvious” background questions of Sweden in detail and I didn’t recognize it.

6.9.2 Programs’ Inside x Outside Position

The program background in the Czech Republic is more familiar for me than the Swedish one. I know the Czech program well from my personal experience. I know the issues the volunteers are interested in, problems and dilemmas they solve in supervision meetings and the role of volunteers in this program personally. My interviews with the Czech volunteers were therefore much easier as I know the setting of the program personally and I could be much more connected with Czech than with the Swedish volunteers.

This inside position could be a disadvantage for asking the “silly questions”, which would explain the details in more quality. I can say, that I used to be a volunteer of this program, but I finished 3 years ago and since that time the program has changed. My “inside position” gave me a pre-understanding, but also a big curiosity about the stories of mentors. I knew that each story is unique and special. I could listen the interviewee better as I

understood, in what program setting the mentors work, when they talked about the relationships in connection with the program. I gave them the issues and let them to tell their stories.

With Swedish mentors the interviews were more difficult, considering their limits in confidentiality, my outside position of foreigner and the fact, that the mentoring program is organized differently and I had an information about it only from the interviews, which is incomparable with the 3years of personal experience in the Czech program.

I had the same approach to the interviewee to give them an issue and let them talk. As I didn't know much about the Swedish programs, my listening from the outside position were more about getting oriented in the Swedish situation.

Finally I get the interesting information about how the mentoring programs and their conceptions of relationships differ from each other and in what ways are similar in the same field of mentoring.

6.9.3 Problems with Language

The language question also played a role. Czech language is my mother tongue and therefore I could get closer to volunteers in Prague than in Sweden. Swedish volunteers talked in English, which is their second language, as is for me, and they sometimes couldn't express their feelings exactly in the way they wanted and they would express in their mother tongue.

They have to dedicate me their free time after they had finished at work and it could be stressful for them to talk in English with me as they couldn't express themselves as well as in Swedish. That's maybe why I didn't get more contacts for interviews with Swedish volunteers than 4.

It was more difficult to make the Swedish people tell me the story about their mentoring relationships – because of the language expressive barrier.

6.9.4 Interviewer Bias and Mentors' Subjective Position

I also have to consider, that the method of interview has the disadvantage of the bias, which is created between the interviewer and interviewee. The connection in communication, which is established between interviewer and interviewee and the impression from the personal contact is always different between different persons and is hardly avoidable. Mentor can try to answer the questions according to what he thinks the interviewer would appreciate (Gilbert, 2001, Kvale 1996).

The interview method is focused on the mentors' interpretations and views of the relationship and the subjectivity of their view must be taken into account. Interviews were focused on the personal experiences in the activity, which mentors are involved in, and suppose that their effort is somehow beneficial. They can view their relationship from the better side than it would be actually described by other persons, trying to avoid the problematic questions. My inside position in the Czech program enabled me to ask about the problems more deeply, as I know what issues are solving out in the supervision meetings in the program.

7 Findings and Analysis

In the analytical chapter I will study the differences between the Czech and Swedish mentoring programs, the styles of approach of mentors towards the children, the roles of mentors, characteristic features of the relationships and the mentors' dilemmas in the mentoring relationships. I will analyse all the relationship characteristics through the perspective of MLE and will consider, if all the characteristics contain the three attributes of the qualitative mediation.

7.1 Comparing the Czech and Swedish mentoring programs

I will compare the program Kontaktmanna Poolen with Contact persons (CP) in Sweden and program Pět P (5P) with voluntary mentors in the Czech republic since they differ in many points. The Swedish program Syster Yster is based on the same principles as the Czech program Pět P (5P).

In the Czech Republic there exist the mentoring program, based on the principles of the USA biggest mentoring program Big Brothers Big Sisters. The program is based on the idea, that mentor should be a voluntary, unprofessionally and informally related to the child and serve as a friend and the role model. S/He dedicates the child the time and his interest about the child, spending the enjoyable time once a week together and having the nice experiences and joy from the common meetings. Mentor has benefits from the relationship and program setting as well as a child, which is a source of his motivation. They should enjoy the meetings mutually together. Mentor doesn't have any special goal in the relationship with child. The approach of mentor is more dependent on his/her personality and perceived needs of the child and mentor's motivation for the relationship. Mentors in the beginning have to find the connection with child, which help him/her to establish the close, mutual relationship. In the relationships are observable the several phases of establishing the closeness, mutual satisfaction and connectedness with mutual enjoyment and relaxed atmosphere. Not all the relationships develop into the close form of communication between mentor and the child. Mentor has to find out his /her role in the relationship, which is suitable for the child's needs and satisfying for him, so s/he is involved and able to keep the relationship close and long-lasting. His role can change during the course of relationship and the changes in communication with child. The closer the relationship is, the more informal and connected with the child the mentor is.

In Sweden the social services in the area of mentoring are more focused on the professional intervention. The mentors are professionals from the social work field, they get a small amount of money for being the mentors. They are connected with other social services, watching the child and his/her activities together and serve more like the social professional control of their mentees. Their relationship is goal/oriented from the beginning and they are more in the role of authority than in the role of informal friends. They have a goal to achieve with the child, agreed together with social services. The goal of relationship influence their attitude toward the child in the beginning as they choose the approach in order to achieve the goal. The achievement of the goals and instrumental improvement of the child are the sources of the mentors' motivation. The phases of relationships are observable in the terms of child's improvements. What problems the child had before and how they are improved now. Mentors has their role more given from the beginning of the relationship, it doesn't change much as the mentors have the professional approach and don't have to find out the appropriate communication with difficulties. As they are more in the role of authority than the mutual friend, they are the leading figures in the relationships, rather pushing the children into the direction of the given goals. It gives them their role from the beginning. The role of Swedish

mentors is also the role of social controllers as they have to report the agreed facts about their children to the social services. They can play a role of authoritative control, more connected with official social services as professionals or the friendly control, more connected with child as his/her advocate.

The process of matching and supervisions in the program play also the important role. In the Czech program, the matching is based on the needs and expectancies of the children more than on the mentors wishes. The matches are also made on the base of common hobbies and interests. The age of children is between 6-14 years. Regular supervision meetings serve for the monitoring of the matches, but also for support of the mentors in their role, especially in the beginning, when they are getting know with the child and are searching the connection between them and their mentee. The process of connecting can be very problematic and long-lasting and the unsuccessful relationships can end up in this phase. Supervision meetings aim to support volunteers in their involvement and motivation, give them the guidelines in the problems and monitor the volunteers, who approach the child in the way, which is not desirable by the program (pushing the child with the intentional and authoritative approach). Successful matches are strongly established without the presence of bigger problems or dilemmas of the mentors. Mentors are involved in the relationships with the great motivation and interest and are satisfied with the form of the relationship, having their role clearly established and with the relaxed approach toward the child. Mentor is responsible to the programs' coordinator and the possible wider intervention in the childrens' families the coordinator hand out to the state social child welfare services. The program is run by NGO and his function is a informal, supporting, voluntary help to the disadvantaged children in the school age. The interventions' is preventive and unprofessional and aims to provide the children an extra support in their development. In the case of deeper problems the intervention is handed out to the professional child welfare services.

In the Swedish program, the matches are made very properly on the base of common background, mentors personal characteristics and possible personal and experiential connections between mentors and mentees. Mentors are professionals and approach the child with professional attitude. They always have one months when they get connected with the child in order to try the relationship. The matching process has a several phases, including the meeting of the mentor with the parents and social services, with which the mentor cooperates. On this meeting the coordinator of mentoring program is not present. The mentor becomes a part of the social services network around the child. The program is run by state social services and is a part of the formal professional social welfare services, which the mentor becomes a part. Children can be sentenced to have a contact person for making a crime, they can have the contact person compulsory, or they come from the socially-risk families. They are watched by social services, and mentors are part of this control. The intervention is professional and solve the social problems of the child and his/her environment. Intervention aims to achieve the concrete improvement in the childs' problems. Children are in the age from 13-20 years.

In conclusion, the similarities and differences are between Contact persons and Pět P are:

| | Subject of difference | Swedish Contact Persons | Czech Volunteers |
|--------------------|------------------------------|-----------------------------------|-----------------------------------|
| Differences | Age of mentors | Approximately 30 years in average | Approximately 23 years in average |
| | Age of mentee | 13-20 | 6-15 |
| | Conception of | Professionals | Volunteers, usually |

| | mentors | | students |
|---------------------|---|--|--|
| | Problems of children | Young offenders, social background | Needs of social support, social and different cultural background. |
| | Aims of the relationship | Social intervention, control | Social support |
| | Role of mentors from the programs' conception | Authority, professional | Friendly experienced adult, volunteer |
| | Professional networking | Part of the child social welfare services | Optional social support only, contact of the professional services if needed |
| | Organisational setting | Community social welfare service | NGO, support/option to state social services |
| Similarities | Structure of programs | Both programs use the screening of the mentors, training and their monitoring and programs' support | The key factor of the both interventions is the one-to-one relationship |
| | Aims of programs | Programs are focused on the socially intervention in one-to-one relationship for the children with the social problems | The programs are based on the idea of significant adults and the principles of secondary socialization |

Table 1: Differences and similarities between the program Kontaktmanna Poolen (CP) and program Pét P (5P).

7.2 Analysis of the Approach of Mentor to the Child

In this analysis, I will analyse the results of the styles of approach of mentors towards the children. I will focus on the presence of the 3 qualitative criteria of MLE – Intentionality and reciprocity, mediation of meaning and transcendence- in the particular approaches and find out which mentors are possible to suppose as the effective according to their comments and concept of MLE. In transcending interaction, mentor not only supposed to fulfil an urgent needs of the child, but explain the importance of the action, why is important to act that way. He generalizes the purpose of one immediate action to other situations by explaining the purpose of the action. The immediate goal of the situation is widen into the long-term transmission of both cultural (societal) and individual goals (Feuerstein, 1988: 64-65). He is motivated for mediation on the base of intentionality – emotional bond with the child.

7.2.1 Child-Oriented Approach

The child-oriented approach described the volunteers as the empathetic approach oriented to the child's needs. Mentors are empathetic to the child's interests and willing to get

connected with them, create a close relationship and through the communication and close contact help the child. They don't have any special goal where to push the child, but are focused on the child's needs and wishes and try to fulfil them and make the relaxed atmosphere.

They respect the child's individuality and their approach is accommodated to the child's needs and expectations. They often discuss the issues and problems, which the child comes up with and try to focus the activities in order to be enjoyable for the child. They share the activities with the children in the mutual enjoyment. Their source of satisfaction is the child's feedback or the mutual enjoyment of the activities. Empathy is a main feature of this approach and creates the focus on the child's problems and issues, which motivates mentor discuss with child from his/her perspective and fulfills the attributes of MLE.

The approach is efficient according to MLE, as it contained the emotional bond, motivation for discussions and enjoyable experiences. Mentor respects the child in the equal communication in all the three cases of this approach. Two of the three mentors were in the role of counselor, when mediating their perspectives to the children, the third mentor took a role of the guide. They supported the children emotionally, cognitively and instrumentally as mediators. The feelings of closeness and trust were presented in all three relationships.

The child-oriented approach is visible more in the program 5P, which conception of the relationship is to be a friend to the child. Contact persons, on the other hand, are expected to be the controllers of the child in the authoritative position. However, one contact person had the child-oriented approach based on the unintentional empathy. She had a dilemma about the friendly form of the relationship, which was in discrepancy with the program conception despite of the relationships were mutually satisfying and contained the qualitative attributes of mediation.

"With girl it is more physical contact like hugging, padding. And it is more open. With boys you can approach the same issues but more in the circle, not that straight." (Magda, 34 years, CP).

"My goal is not to push the mentee in the sense of rapid change, but to show him in the funny and enjoyable way other opportunities which he could have." (Jindra, 25years, 5P). (*"Můj cíl není tlačit dítě k rychlým a zásadním změnám, ale ukázat mu zábavnou cestou, že může mít různé možnosti."*)

"I got understand that the purpose of this relationship is not about the particular goal. It is not about push the child from one point to another. The sense of this relation is in being together, dedicate him a time and the attention and let him be in his own development." (Markéta, 23 years, 5P). (*"Pochopila jsem, že smyslem vztahu není dosáhnout konkrétního cíle. Nemám dítě tlačit nějakým směrem, ale spíš být s ním, věnovat mu svoji pozornost a nechat ho jeho přirozenému vývoji."*)

7.2.1.1 Companionship x Friendship

Companionship is a form of the mutual and friendly child-oriented approach in the relationship. Companionship was described as a type of relationship created by 2 mentors with child-oriented approach. It can have the features of closeness, when both the mentor and mentee feels mutually relaxed, satisfied and close in the connected and cooperating communication. The approach of mentor is informal and more equal, cooperative and mutual. Mentors have a role of experienced adults.

In contrast with friendship, described by the third volunteer with child-oriented approach, the boarder of the formal mentoring program and the unequal age and experiences set the limits of equality and the boarders of the relationship in companionship. In friendship the mentor threats with the child as with the peer in the same age in the informal communication.

7.2.2 Reciprocal Approach

Reciprocity is the mentors' approach, when mentor intent to enjoy the activities or other parts of relationships and have the benefits from the time, which s/he spends with the child as a source of the satisfaction and durability of the relationship. This approach is linked to the programs' conception of the relationship.

In the one case with the reciprocal approach (Jindra, 5P) I found the emotional bond of mentor and his involvement, expressed e.g. by his persistence in the relationship in the period of personal dilemma. Mentor prefer the mentoring relationship from the termination and spending time in other enjoyable way. He also expressed the feelings of connectedness in communication. The motivation of mentor to mediate the around world to the child is discutable. His approach turned from the focus on the child's wishes towards the mutually agreed activities. He focuses the activities toward the relaxing activities as are the games, cinema etc. He doesn't support the child cognitively or emotionally as the child doesn't express the interest about it. He supports the child instrumentally.

His motivation for the mediation in the role of counselor and for the discussing the issues with the child is not fulfilled in the relationship. He describes the motivation for mediation of meaning: *"I tell him that some things, e.g. to join the nazi groups, are not good to join, because they beat the people. And that's it."* (Řeknu mu, že není dobrý dávat se k náckům, protože mlátí lidi, tečka). He doesn't attempt to explain the meaning in the detail. He is motivated for discussion about the different issues but the mentee is not ready for such a communication because of his mental development. Mentor was rather pushing the child into the direction of his source of satisfaction, but than he became motivated to mediate the experiences in the enjoyable activities.

The attribute of transcendence also seems to be problematic in this relational style. As the mentor is focused on the relaxation and activities in the relationship and the communication is on the base of connectedness between him and mentee, he doesn't mediate the meaning. Transcendence is defined as the mutuall respect toward the child's personality and explaining and discussing communication or support. I found the approache in this way discutable. His skills of the transcendece could be expressed by discussing the issues, which the child refuses due to his age and character.

Mentor is more the role model than the guide or counsellor in this way. I din't find the expression of the transcendental in the relationship. The communication might be not so deep for the presence of transcendence. Mentor provides the mentee the relaxation and the enjoyment and mentee can benefit from the interaction with the mentor as it has a looking-glass character of his self image, which improves the self-esteem (Charon, 1991).

It is possible that the child becomes influence through the social interaction with mentor as a role model when the child takes the role of mentor and sees his self through the mentors' eyes. I didn't find the qualitative feature of the mentor as a mediator.

"Mentor spend the time with mentee once a week and it has some benefits. Both sides has benefits from spending time together." (Jindra, 25, 5P) (*"Mentor stráví s dítětem jednou týdně nějaký čas a tento čas je oboustranně obohacující."*)

7.2.3 Authoritative Approach

Authoritative approach to the child is the opposite approach to the companionship and friendship in the child-oriented relationship. Mentors are in the roles of experienced extra adults or parents. There is the inequality in the relationship, given by the age difference and by their experiences. I found 4 authoritative approaches in my interviews. Their forms differ according to the programs' conceptions.

The expressions of the emotional bond – the *involvement* of the mentors – were present in all the cases. However, in one Swedish case (Adriana), the involvement of the mentor was rather professional than personal. In the second Swedish case (Jarda) the mentor is “in the middle” of the relationship and the social services. His involvement was personal, but he had to be aware of his role towards the social services.

The difference between the professional and personal involvement was that the professional mentor tend to advocate and represent the social services and control the child. Mentor with personal involvement tends to advocate the child against the social services. In both cases the involvement of the mentors, which created the emotional bond, has to be balanced with the role of mentor as a part of the professional social intervention.

It is a question, if the professional mentor with the professional involvement can build the strong emotional bond with the child on the mentoring principles. In my opinion, mentor with the professionally-authoritative approach (Adriana) wasn't connected with the child mutually and personally as mentors, but as the professional social controller. She has a professional view to the child and treat her as a client, she can't be involved personally. She is more as a professional observer, counselor and controller than the child's partner. I think that this case overcomes the borders of the mentoring relationship and this contact person can't be regarded as mentor, but professional social worker in the different one-to-one form of social intervention.

In the Czech case, the emotional bonds of mentors were based on satisfaction from the child's feedback (Markéta) and from the personal benefits of the program's background (Marek). In the second case the emotional involvement of the mentor was establishing for the long time and is also disputable as it is based on the personal benefits from the program rather than on the inner motivation and satisfaction.

The signs of the emotional bond are in the connected communication and in the openness of the feelings' expressioning from the mentor as well as from the child, but the bond is not deep. He describes their relationship that it is better to be next to each other voluntarily than to be together compulsory. The relationship is in the long-term phase of connectedness rather than closeness.

In the first Czech case (Markéta) the emotional involvement of the mentor is visible in her enthusiasm, which she used while talking about the child. She expresses the feelings of mutual closeness and trust.

Motivation for mediation of meaning was expressed by the emotional and instrumental support of the mentors. In the Swedish case, the mentors supported child towards the intentional goals. In the Swedish case the mentors were pushing the child towards the agreed goals. They both explained to the youth, why is important to fulfil the goals. The youth had the mentors compulsory and had to fulfil the goals as they were watched by the social welfare services. During the time, the relationships became more informal and closer. However, in the professional case the relationship remain as a social control. In the second case the borders of relation moved toward the closeness and trust and the emotional, instrumental and cognitive support. I think this qualitative feature can be regarded as fulfilled in these cases.

In the Czech case, the mentors were supported the children rather instrumentally in the sharing activities. The mediation of meaning in the first case (Markéta) is visible as the girl tries to take the mentee to the unknown and beneficial places like museums, theatre and tries to make the visits and all their interactions attractive for mentee. The attribute is fulfilled in this case.

In the second case the motivation of mentor for mediation is disputable. He describes the activities as spending them next to each other instead of together with the mutual enjoyment. He describes the willingness about the instrumental support, which wasn't

successful and the supporting activity was finished by another person. I think in this case the motivation of mentor for interposing himself between the child and the subjects fails.

Transcendence of meaning: In the Swedish cases the style of communication with explaining and discussing the issues is the base of the relationships. It is a question if the mentor takes into account the mentees point of view as the mentors are in the powerful positions towards mentees. But the definition of explaining content of the communication can be regarded as fulfilled in both cases.

In the Czech cases, the explaining character of communication is also present. The girl talks about the experience of transcendence, when they are in the tram together with mentee and she tries to communicate with child and observe something together or do some other activities in order to make the child to perceive something and not to get bored. I think it could be the example of the transcendence in the relationship. She doesn't talk about the communication style explicitly, if she really explains and help to transcend the meanings to the other situations. She used to be very unskilled in the communication with the child. But she is very motivated and committed in the relationship and with the support of the program she could achieve her the all qualitative attributes of MLE, if she already didn't succeed in it.

In the second case (Marek) the principle of transcendence is not expressed explicitly. The mentor talks about communication with mentee, which is the opposite to transcendence in the beginning of the relationship, when he was mentoring the child for the conventionally bad behaviour without any explanation. Later he changed the approach toward the more relaxed instead of the outside controlling, authoritative approach, but he doesn't talk about the way of communication. However, the other two qualitative features of this relationship fail, so I regard the relationship as not qualitatively mediating and efficient.

In conclusion, I regard one Swedish and one Czech case as efficient or potentially efficient according to the presence of the qualitative features of MLE. I regard the second Czech case as inefficient and the second Swedish case as a disputable in the terms of mentoring relationship. It is professional intervention, but the mentoring relationship is rather informal, based on the natural mentoring principles.

The efficacy concerns a lot to the emotional bond, which helps to establish the motivation and efficient communication. The explaining and discussing communication is a part of the Swedish programs' conception and fulfil the requirement of transcendence from the basic approach of mentors. The emotional bond is also connected with the personal motivation and satisfaction of the mentors in the relationship.

“When mentee was living just with her mum, this relationship was something given, which lasts in his chaotic changing world.” (Marek, 23, 5P) (“Když žil jenom s jeho matkou, vztah byla pevná jistota v jeho životě, která je daná a neměnná.”)

7.2.4 Intentional Approach

Intentional approach is often used in the beginning of the relationship, when mentor seeks for his appropriate role towards the child. The typical feature of this approach is the intention to push the child into the desirable way according to the mentor, but without the involvement and emotional bond, which is created later in the relationship. Mentor with the intentional approach is observing the child from the outside formal position rather than being involved emotionally and informally. The approach is later changed into the authoritative approach, where the involvement is already present and so the mutual and cooperative communication can be established.

I see this kind of approach in the beginning of all the authoritative approaches in my study. When the emotional bonds and involvement were established and get stronger, the intentionality weakened with the respect towards the child's individuality.

Intentional approach often doesn't respect the child's cultural and social background, when the mentors' intent to change the child's situation, to "save the world". In such cases it can cause the problems when the child is feeling pushed and stressed by mentor. If the approach is not changed into more mutual and respectful communication within another style of approach, the intentional approach creates the conflicts, satisfaction in the relationship is low and there is a risk of the early termination of the mentoring relationship, which can have the harmful effect for the child.

"I was watching and controlling him and when he did something what I didn't mind but he shouldn't do it because of the general social conventions, I told him very strictly not to do it. He thought I was his watcher or controller, he always asked me not to tell his mum when he was naughty." (Marek, 23, 5P).

7.2.5 Conclusion

In conclusion, the child-oriented approach was found as the most efficient with all the three cases, which mediates the benefits to mentees. I see the achievement of this style of approach in the relationship as the aim of the mentoring intervention based on the natural mentoring principles with mentors, who are supposed to be the significant adults for the children. The relationship was based on the closeness and trust, mutual equal cooperative communication and enjoyment, and mutual involvement. The mentors are in the roles of guides, counsellors and experienced friends, creating the companionship or the kind of friendship with mentee.

In the reciprocal approach I found the difficulties in the mentors motivation for the mediation to the child, which was low. The relationship was on the level of connectedness, and the attribute of transcendence was absent. The approach in this case is inefficient from the perspective of MLE. Mentor was in the role of role model and provides the mentee the relaxation rather than contribute to the cognitive and other development through the mediation. He seems not to be motivated for the mediation as his skills could be used in the other type of communication than is used in the relationship. The role of proper matching the relationships from the program's side is here visible.

Thirdly, the authoritative approach can be regarded as efficient in the cases, when the real emotional personal informal involvement of mentor is present. Those mentors are in the roles of foster parents, which could on the other hand cause the jealousy from the parents' side. In these cases the role of coordinators is important in order to balance the relationship between the family and mentors. Mentor also has to balance his role between the child and the parents sensitively. In the case of professional mentor there is a big question, if the professional approach is still within the borders of the mentoring relationships' principles.

In the last case of authoritative approach the emotional bond is weak from the mentors' side. He has the source of satisfaction from his involvement in the program, but not in the relationship or inner motivation. I see his emotional involvement into the relationship as weak and the relationship as rather boring than mediating the interesting new things around the child.

Intentional approach is not desirable as it is the inconstructive approach and doesn't fulfill any from the qualitative features. It is the typical approach in the beginning of the authoritative style of mentors' approach without the emotional bond, creating the stress in the relationship and tend to be terminated.

7.3 Analysis of the Mentors' Roles in the Relationship

Taking the role in every social interaction is important for understanding the other people. Mentors take the different roles according to the situation and the child's needs. Taking an appropriate role according to the child's needs is possible, when the mentor is empathetic and able to perceive the child's individuality. (Charon, 1991).

“Taking the role of other people is the mechanism, which mediates the understanding of the different perspectives about the social objects” (Charon, 1991:115).

The roles of mentors serve the child as an experiences from the interaction, provides the looking-glass image about their self and enable children to internalize the experience from the role taking of the mentors and use them in the other situations. In this chapter I will present and analyze the results of the roles of mentors, which they take in the relationships. I will focus on the description of different roles and the situations when the mentors take them and relate them with the others features of mentors interactions and relationship characteristics. I will try to analyze, which roles contains the features of quality of the MLE. The in/formality of the roles will be also discussed and overviewed at the end.

7.3.1 Experienced friend

Mentor as the experienced friend was found with the child-oriented approach. He was treating the mentee like a friend in a way they communicated together in the mutually friendly approach and informal long-term satisfying relationship. Mentor also used experiences in supporting the child in order to develop his cognitive skills and personality, but he didn't use the experiences from the unequal authoritative position or from the position of experienced friendly adult, where the experiences creates the natural difference between the couple. The role is informal and creates the friendship with no mediation in the relationship. The role can be complemented with the role of guide or counselor, if the mentor is motivated for mediation. The role of experienced friend creates good conditions for the further development of the more skilled formal role of guide and for mediation with the attributes of MLE.

“When I'll be 30 and he will be 20, we will be still doing the activities together and have this relationship like a friends.”(Lukáš, 23 years, 5P)(*Až mi bude 30 a jemu 20, pořád budeme kamarádi, na našem vztahu se nic nezmění.*)

7.3.2 Guide

Mentor in the role of the guide provides and mediates the mentee his view of the world through their common experiences and through mentors' cognitive support. Mentor states that they guide mentee through the difficult period of adolescence and provides them their point of view about the world. The role of guide is based more on the instrumental and cognitive support in the shared experiences and activities than on the discussions about the problems and “hot issues” as it is in the role of counselor. Mentors try to make the activities and experiences as interesting for the mentees as is possible according to the child's personality during the time they spend together with mentees. They interpose themselves between the mentee and the subjects they want to introduce and mediate to the children. They talk about the getting know the city, where they live, showing the mentee the “boring” places in the way they interest the child. They go together into the library or the museums and make the visits interesting and enjoyable.

Mentors are motivated to take the role of the guide by the children's feedback, when they are enthusiastic from the activities and experiences they gain. Later in the relationship

the role of guide can change into the role of counselor, when mentor provides the support about the personal issues.

The role is close to the role of experienced friend. Mentors' experiences, given by the age were used as an example in some situations, when mentor could use them for giving the reasons and become a mediator. Informal role of experienced friend is complemented with the role of guide, which, in addition, contains the mediation.

The role helps the mentors to gain a mutual positive experiences in the relationships, get know and connect with the child and build the trust and closeness on this base. The role of guide also take the mentors with the young children, who are more interested in mediating the subjects through the shared activities than having the discussions about the personal issues. The role contains the qualitative attributes of MLE and was found especially in the child-oriented approach. The role is rather formal role of natural approach of the mentor, because the mentor is a mediator and uses the special skills with the attributes of MLE.

"We discover the world together." (Markéta, 21 years, 5P). ("Tak spolu objevujeme svět.")

"Martin doesn't know many things. They live in the Prague's suburb and he thinks that Chodov is Prague. I show him a lot of things which he doesn't know from home, because his father doesn't show or mediate it to him." (Lukáš, 23years, 5P). (Martin neznal moc věcí. Žije na okraji Prahy a myslel si, že Praha je jenom Chodov. Ukázal a naučil jsem ho hodně věcí, které z domova nazná, nemá mu je tam kdo ukázat.)"

"He was a child and we cross the childhood into the adolescence when we were talking about the girls..." (Lenka, 22 years, 5P) (Byl dítě a společně jsme spolu prožili přechod od dětství do puberty, kdy jsme začali mluvit o jeho láskách...)"

7.3.3 Experienced Friendly Adult

Mentors described their role with the feelings of being an adult friend, someone, who is older than mentee, but not the parent. The role is informal and is typical for the naturally authoritative style of approach of mentors and in some cases in the child-oriented approach, when the mentor uses his wider experiences to talk about the personal issues. If the communication contains the attributes of quality according to MLE, the informal experienced friendly adult add to the role a special skills and provide the mediation to mentee. He becomes the formal counselor.

It is typical for the young children, where the age difference is bigger and mentor perceive himself as a friendly extra parent. If the mentor is successful in this role, the parent can perceive the change in the relationship with their child as an outcome of the mentors' interaction with the child and sometimes becomes jealous, because the mentor takes their role.

The inequality in the experiences and age set the boarders of the relationship, which becomes the companionship. Mentors are not in the authoritative, but friendly and equal role toward the children, but feel, that their age and experiential difference is significant in their relationship. Mutual companionship and the mentors' role are also limited within the formal boarders set by the program.

"It has a borders – we don't go for a beer together, but we are friends. It was in the borders how it should be, not going for a beer, but not telling him to be polite at the shop." (Lenka, 21 years, 5P) (Má to svoje hranice-nechodíme spolu na pivo, ale na druhou stranu ho nepeskují za to, když nepozraví v obchodě.)"

7.3.4 Counselor

Mentors as a counsellor were found once in the Czech case and three times among the contact persons. The role of contact persons is to be a counselor from the programs' conception. This role is formal and is linked to the professional education of mentors. Two of the mentors had the authoritative approach and two had the child-oriented approach. The role of counselor was based 1) on the mutual closeness and trust in the child-oriented approach, 2) was present in the professional approach of mentor with the authoritative style and 3) was observable in the intentionality to fulfill the goals from the program conception in the second case of authoritative approach.

Mentors, who had the role of counselor in the child-oriented approach, complemented this formal role with the informal role of experienced friendly adult. They described their role as the counselors when they were talking with children "about everything" – family, problems at home, opinion about the things and issues around, love, boyfriends, how to become adult etc. They had mentees at the age of 14 and 18 years and were talking about the mutual discussions about the issues the mentee was interested in and it was the main activity during the meeting.

Mentors with authoritative approach give children another perspective about the parents, advices, how to do the things according to their needs and agreed goals. They described their role of counselor as pushing the child into the desired directions but giving him/her the reason, why to do it. One of them was also counseling the child with the problems of mentees' parents, giving her the different perspective about the issue in the discussion. They complemented the role of counselor with the role of experienced adult - extra parent. It could be friendly or authoritative informal role.

Role of counselor is based on the emotional support, when mentor tries to help mentee in the issues of their problems and difficult situations and cognitive support, when mentor tries to provide the different perspective about the world. Four mentors stated that their children are too small for a discussion and for counseling them. Children were at the age of 11 years and under and not matured enough for problem-solving discussions. Sometimes this fact is difficult for mentors, who are oriented to the discussion and problem-solving and can push the child to this kind of communication or become dissatisfied.

The last mentor stated that she was willing to counseling to her mentee but the mentee refused her and didn't want to talk about the personal things. She said she is open to mentee, if she comes, but mentee doesn't want to. There was the lack of the emotional bond, which is the base for mediation and therefore for the role of counselor or guide.

The role of guide and counselor were found as the formal qualitative roles and mentors took them in the close and trustful relationships, when mentee comes for the advise to them. Mentors have the informal roles in the informal relationships, but can take the formal roles, which contain the professional approach of mediators and provide the benefits of MLE. The role of counselor can also be taken professionally from the beginning, but the mentoring relationship is turned into the relations of the professional social worker and client and is formal with professional, not personal involvement of the mentor. I think the informal base of relationship with taking the formal professional roles, which contains the quality of mediation, is that what is especially characteristic for mentoring relationship.

7.3.5 Role Model

Mentor as a role model shows the mentee the model of behavior, interaction and his values and views in different situations. Through the contact and enjoyable activities the mentor can show mentee, how to treat with conflicts, how to solve out the problematic situations or what

would mentor do in the different situation. Mentee has also a role model in mentor, who comes from the different social background than his/her family.

Role model can be formal as well as informal. The child gains the experience from the communication with mentor, which can influence his/her other relations, when he internalizes and uses the patterns of the mentors' behavior in the other situations. Mentor as an informal role model can become a part of the child's generalized other. He improves the child's self-concept with the positive feedback to him on the base of the emotional bond. (Charon, 1991).

Mentor as a formal role model takes the role according to the program conception in the both programs' settings. Role is connected with the authoritative approach and with the role of experienced friendly adult and contains the trained desirable behaviour, which the mentors are supposed to fulfill.

It is a question, if the unsuccessful mediator, who doesn't fulfill the qualitative conditions of MLE for becoming the significant adult, could become influential on the lower level of the quality – on the base of the emotional bond and the interaction, which provides the positive feedback to the child and improve his self concept. I think that even if the mentor is not the successful mediator, he can become the role model on the base of the emotional bond, relaxed atmosphere and interaction in the relationship. This assumption should be proved in the further research.

“He saw that there can be another kind of friendship. More frank. He doesn't have to show who's better to have a friends.”(Lenka, 21 years, 5P)(Viděl, že může existovat I jiný druh kamarádství. Že se nemusí předhánět o to, kdo je lepší, aby měl kamarády.”)

7.3.6 Child Minder

Some of the mentors describe their role as a child minder. Child minder is a role of mentors, which they take naturally and informally in the beginning of the relationship, before they become involved personally in the relationship. The role of mentor towards the mentee is not strictly given yet and mentors has to go through the phases of getting know the child and find the mutually satisfying roles and approach in their interaction. They firstly rather observe and control the child from the outside position with the intentional approach turning to the role of the experienced adult with the authoritative approach later on.

The role of child minder on the informal side is connected with the role of professional mentor – social worker from the formal point of view. Informal child minder mind the child without the emotional bond, professional social worker, on the other hand, control the child professionally and intentionally in order to achieve the goals.

The role is not desirable for mentoring relationship as it is typical for intentional approach with the lack of the emotional bond.

“My role in the beginning was to help his mum to have a while for herself.” (Marek, 23 years, 5P)(“Moje role na začátku byla pomoci mámě, aby měla chvíli pro sebe.”)

“First I was more like child minder for him than a friend.” (Lukáš, 23 years, 5P)(Ze začátku jsem pro něj byl spíš jeho hlídač dětí, než kamarád.”)

7.3.7 Professional social worker

The role of the mentor as a professional social worker is typical for the Swedish programs' conception of contact persons. The program is focused on searching the experienced adults with the professional approach. Contact persons in Sweden serve as the professional social service for the children and youth, who already had the problems with law or who come from the socially risked environment. Mentor takes the role of professional social worker, when the mentee is sentenced to have the mentorship from the court or is under the monitoring of the welfare office.

In my opinion, the professional role of the mentor is not compatible with the basic idea of the mentoring, which is, to foster the lack of the informal vertical social relationships in the society. Professional mentor is in the services of formal professional social control and intervention and is not involved in the mentorship informally but professionally. It is very formal, and not the equal relationship in this way.

In my opinion, the mentor as a professional social worker overcomes the borders of the informal nature of the mentoring relationship and becomes the professional social intervention, which is based on the principles of the natural one-to-one mentoring relationship.

“She was scared and in the pressure that she get a contact person who will push her and will be demanding.” (Adriana, 35 years, CP).

“Sometimes I have to remind myself, because I work as a social worker at school. As a counselor I have a different role. With my mentee I am trying to be more.” (Magda, 34 years, CP)

“If she do some bad things, I have to report it to the social welfare office. Contact Manna Poolen and her social worker tell me what I am supposed to do. If she has a problem, I contact welfare office first. She’s like my client.”(Adriana, 35 years, CP).

7.3.8 A Significant Adult

The mentor can become an informal significant adult, somebody, who is important for the mentee in his social network, for his social, cognitive and emotional self-development.

The role of significant adult overcomes the borders of the mentoring program and makes the change in the child’s life. Mentor becomes the significant part of the child’s life, supporting him and taking care about him and his/her healthy development. Role of mentor as significant adult fulfill the criteria of the efficient MLE and is the most desirable outcome of the mentoring intervention. It is based on the role of mentor as a successful mediator.

I found 5 mentors out of 9 in my interviews with the relationships, which fulfill the qualitative criteria and makes the mentors the significant adults in the mentees’ lives.

“I am more like an important adult this girl have. She’s like my baby sister or something like that. I treat her not like her parents but almost like an adult – With more respect.” (Adriana,35, CP)

„I think I am more his friend than are his other friends and less than his parents. He could trust me and we talked about his personal things to help him understand himself.“(Lenka, 21, 5P)(Myslím si, že jsem lepší kamarád, než jsou jeho vrstevníci, ale míň, než jsou jeho rodiče. Může se mnou mluvit o věcech, o kterých s rodiči nemluví.)”

7.3.9 Conclusion

In conclusion, I analyzed the roles of mentors, which they take in the mentoring relationships. I found out that the formal role of the *guide and counselor* contains the attributes of MLE. These roles take the professional approach and fulfill the criteria of quality according to MLE.

The role of the *friendly adult and experience friendly adult* are informal, connected with the natural child-oriented and authoritative approach and are positive as they contain the qualitative attributes of MLE in connection with the formal roles of guide and counselor. These roles uses mentor together and become the mediator with the different styles of the approach in both programs.

The role of the *role model* doesn’t fulfill all the qualitative features of MLE on the level of closeness, but could be beneficial on the lower level than mediation on the base of the emotional bond between the mentee and mentor and mutually enjoyable experiences and

experience of sharing (Feuerstein, 1988). The benefits would be mediated through the interactional role taking and provide the child positive feedback and improving the self-concept (Charon, 1991). It is the formal role, required from the programs' conceptions or informal role, serving spontaneously as a part of the generalized other for the child without the mentors' intention.

The role of the professional mentor is discutable and I think it overcomes the borders of the mentoring intervention and is used as the one-to-one social intervention with the aim of social control. It is complementar with the informal role of child minder. The role of the *child minder* is informal role of mentor, which is not desirable as the mentor has the intentional approach toward the child, which creates the conflicts and inconsistency in the relationship.

| FORMAL | INFORMAL |
|-----------------------------------|----------------------------|
| Guide | Experienced friend |
| Counselor | Experienced friendly adult |
| Role model | Experienced adult |
| Professional Soc. Worker/ Control | Child Minder |
| Mediator | Significant adult |

Table 2: Formal and informal roles of mentors, which are connected in the form. Table 2 explains, how the formal and informal roles are related to each other. Some roles are more formalized than the others. Informal roles have the complementar formal roles with the similar base and content. Formal role are complementing the informal roles with the special skills or content, which creates the quality of mediation. Role model is the role in between formality and informality. Professional social worker overcomes the borders of mediation in the mentoring relationship and creates rather the social control.

7.4 Analysis of the relationship features

In the following analysis I will describe the characteristic features of the mentoring relationships and I will try to find the features of qualitative relationships according to the attributes of MLE.

7.4.1 Mutuality

The experience of important reciprocal interaction between the child and mediator contributes to the child's socialization. Mutually sharing behavior turns to the cooperation between two partners and mediates the patterns of pro-social communication through the experience of enjoyable sharing. Experience of mutuality and cooperation also influences the harmony of the relationship and effects the emotional, cognitive and communicational functioning of the individual. (Feuerstein, 1988).

Mutuality is described as the sharing behavior with the child-oriented and authoritative approach. They take the role of counselor and share the personal issues of the mentees. The role of role model, described by mentors, also contain the mutual sharing behavior as a result of the connectedness and enjoyment, especially in the relationship with the reciprocal approach. Mutuality is present in the phase of connectedness, where the cooperation between the mentee and mentor is developed, and in the phase of trust and closeness, when mutuality is base on the deep involvement and empathy and connected with the child-oriented equal approach.

"I was playing the saxofon in the music band and he came to our concerts. I was visiting him at home when he was sick."(Lenka, 21, 5P)(Já hrále na saxofon a on chodil na moje konzerty. Já ho navštěvovala doma, když byl nemocný.)"

“I am sharing things with her as well, my personal things about my family etc. Sometimes I can feel like I am talking with friend.” (Magda, 34, CP)

7.4.2 Connectedness

This subcategory describes the statements of mentors about their connection in communication with mentee. Mentors are connected when they can express the feelings without worries, how the partner will react. They don't also worry about the content of meetings, which they mutually enjoy with mentee on the base of the immediate cooperation, when it is necessary, because they know each other interests.

Connectedness in communication comes up in the second phase of the relationship (DuBois, Karcher, 2004). Some mentors describe the beginning of connectedness with one special occasion, while the other mentors and mentees start to be connected in communication after getting know each other and having the common satisfying experiences. The connection in communication between mentor and mentee can come up also immediately in the first meeting, when mentor and mentee understood each other and are “on the same wave” without the greater effort.

Connectedness is important for developing the other qualitative characteristics as closeness and trust. It is the first emotional bond between mentor and mentee, when mentor becomes personally involved in the relationship.

Connectedness can be seen as a kind of unity and pleasure between two individuals and is a qualitative feature of the relationship (Feuerstein, 1988). It is the condition developing the mediation later in the close and trustful relationship. Positive connection in communication creates the relaxed atmosphere in relationship and satisfaction for both, the mentor and the mentee, and open the possibilities for deepening the relationship. However, the relationship can remain in the phase of the connectedness and not be developed into the deeper quality,

“It was really, really easy (to get connected with her), because she's very talkative and I am sometimes very surprised how matured she is.” (Magda, 34 years, CP)

“Even when we don't have planned any activities, we find something and enjoy it.” (Markéta, 22 years, 5P). (Najdeme activity, ikdyž třeba nevyjde neplánovaný program.)”

7.4.3 Closeness

Mentors talk about mentees being like a member of their family, about having a physical contact with mentee like hugs, pads etc. They also state that their relationship is strong enough to overcome the problems and conflicts. They express the interest about the child and are more focused on the child's needs than to the establishing a good contact and communication between mentor and mentee, which happened in the previous phase.

The feelings of closeness are the signs of the tight emotional bond in the relationship. Closeness can have the different forms according to the child's age and individual needs. In general, the mutual satisfaction in the relationship makes the relationship relaxed and enjoyable and mediates the closeness. Closeness is a factor, which enables the qualitative mediation.

“Sometimes I feel like I could take her home to celebrate the Christmas with us. I wouldn't do it, but I mean, she wouldn't get too close, she has a boarders and I can be close to her without worrying.” (Magda, 34 years, CP)

7.4.3.1 Lack of closeness

The establishing the closeness in the relationship is a process, in which the mutual satisfaction, connectedness, respect to the child and relaxed atmosphere play the key roles. When the mentor tries to get closer to the mentee without getting connected in communication well with him/her, mentee can be refusal and not let the mentor comes closer to the personal issues and problems. The reason can be the lack of the quality in the named features. Mentor should be also open in his/her feeling, showing the involvement into the relationship and respect the child's individuality treating him/her as a partner. Mentor, who is disappointed in the relation tend to terminate it.

"I tried to get closer to her but she didn't like it. She doesn't seem to have a need to be too close to me."(Sandra, 23 years, SY)

7.4.4 Empathy

If mentor is able to take a role of the child and see the world from his/her perspective, s/he is empathetic (Charon, 1991). S/he can give a suggestion, advise or support to the child.

Empathy is a necessary condition for mediating the benefits of mentoring relationship. Mentors, who are fully involved in mentoring relationship, sympathize with the mentees. They take the roles of mentees in order to objectively understand their perspectives – their feelings, ideas, problems and opinions. Mentors can also empathize with mentees – that is, not only objectively understand their perspectives, but also feel mentees problems, concerns and emotions through seeing their perspectives (Charon, 1991).

Some of the volunteers learn to be empathetic during the course of the relationship. They change the intentional approach towards the more respecting form with the authoritative or child-oriented approach and treat the child as a partner due to the empathy.

Empathetic mentor can become a mediator as he perceives the needs of the child and in the empathetic communication is motivated and focused on the child's development. He respects the child, cooperates with him and discuss the activities and issues with him in the mutual communication.

Empathy is a sign of the quality in the relationship. It is a part of the closeness between the child and mentor. It strengthen the emotional bond and focuses the communication on the child's personality and needs. Empathy is the mean of mediation. Empathetic and mentor is involved and able to become a mediator for the child.

"It depends on how she feels right now. Sometimes she doesn't want to do much activities."(Adriana, 35 years, CP)

"I have learned that children need their time to play and they need an attention. I have learned to understand the children more."(Markéta, 22 years, 5P)(*Naučila jsem se, že I děti potřebují svoji pozornost a čas si hrát. Naučila jsem se dětem víc rozumět.*)

7.4.5 Openness

Openness is linked to the involvement and connectedness of the mentor. If the mentor is involved in the relationship, s/he is able to be open about the feelings in the interactions and conflicts. If the connectedness is present in the relationship, mentee can be also open in expressing the behaviour and feelings. Sometimes it is the part of the exam of mentee, when he tries to be open in behaviour towards mentor and tests how far s/he can go.

Openness is also linked to the child-oriented approach from the beginning. In the beginning of relationship, mentor can decide to be open and honest with child and talk with him directly and openly about the conflicts they have together. Open attitude toward the mentee helps to solve the conflicts in some cases.

On the other hand, the opposite approach of mentor in communication when s/he decides to hide the negative feeling and tries to make a good time for the child even if is frustrated and dissatisfied creates the tension and negative atmosphere in the relationship. Hiding the feelings is unconstructive approach, which often leads to the termination of relationship.

“I tell him directly if I don't like something or if I enjoy being with him.” (Marek, 23 years, 5P)(Řeknu mu rovnou, když se mi něco nelíbí nebo když me to s ním baví.)

7.4.6 Involvement

Involvement of mentors means that the mentors are interested in the child and attached to mentees emotionally and are interested in the relationship, attempting to make it continue and qualitatively improved. It is qualitative feature of the relationship, which is necessary for mediating the benefits of relationship to the child (Feuerstein, 1988).

The involvement is created by the motivation to become a mentor in the beginning and is further developed on the base of satisfaction. If the mentor becomes satisfied in the relationship, he creates the emotional bond with the child.

Involvement is also important factor in the crisis. Satisfied and involved mentor is willing to overcome the crisis, choosing the appropriate form of communication with mentee. The uninvolved and disappointed mentor rather tends to finish the relationship.

Involvement is also a necessary condition for mediation between the mentor and the child

Mutual involvement was found in the one case of companionship, when the mentor takes the role of friendly adult with the child-oriented approach to the child. S/he invites the child to his/her home, introduce the child to his/her friends, share the personal issues with the child etc. Mentor is involved in the relationship in the same way as a child, in equally, friendly emotional bond.

“He can't express his feelings. He doesn't know how to do it. That's what I'm focused at now, I'm trying to improve his skill in this way.”(Lukáš, 23 years, 5P). (Snažím se zlepšit jeho schopnost vyjadřovat pocity, on to moc neumí.)

“I showed him that library doesn't have to be just boring place. He found a picture book about something he was interested in and he was enthusiastic and excited about it.”(Lenka, 21 years, 5P)(Ukázala jsem mu, že I knihovna může být zábavné místo.)

“I have a time to dedicate to my girl. I think it's good not to have a children, so I have a time for her.”(Magda, 34 years, CP).

7.4.7 Trust

Trust is linked to closeness. When talking about the trust, mentors describe the presence of personal issues on conversation, expressing the feeling and openness in communication with the child. Mentee, who trust the mentor, express the trust in the form of seeking for the support – emotional, cognitive or instrumental.

Child, who trust the mentor, talk about the personal things and issues, which concerns to him and let the mentor to express his/her opinion and point of view. Mentor in trustful relationship is often in the role of counselor or significant adult, giving the emotional support to the child and mediating the child his/her point of view about the hot issues and problems. Mentor is empathetic to the child and motivated to mediate him his/her perspectives in the discussing way. Trust is the qualitative feature of the relationship and is connected with the closeness. It provides the conditions in the relationship for the qualitative mediation. In the efficient relationships the trust of mentee toward the mentors is presented in the form of seeking the support and taking the mentors' point of view into account. Trust is a result of the

qualitative approach of mentor in the previous phases and together with closeness opens the conditions for mediations in the relationship.

“At the end it was about the personal things like fist love and things that he didn't want to ask parents about.” (Lenka, 21 years, 5P). (Na konci jsme mluvili o osobních věcech jako jsou první lásky... ”)

“He can tell me when something around him is happening and he does it.” (Marek, 23 years, 5P). (Může mi říct, když má nějaký problem, a myslím, že to dělá. ”)

In conclusion, the chapter describes and analyzed the characteristic features of the mentoring relationship. The qualitative features were found the *closeness and trust*. *Empathy* is the mediating feature, which creates these two qualities and is a part of the qualitative mediation. *Involvement, openness and connectedness* are the qualities of the relationship, which creates the base for the relationship development into the higher quality. These features are the base for the establishing the *closeness and trust* and the *qualitative mediation*. The *satisfaction* is the mediating feature, which influence the further development of quality and the conditions for MLE. The features of the relationship works positively on the base of the emotional bond and involvement of both the mentor and the mentee.

7.5 Analysis of the Personal Dilemmas

The category of personal dilemma shows the approach of the mentors and their roles from the side of their doubts about the adequacy of their efficacy towards the children. We can see different dilemmas, which show the personality and approach of mentors and how different their approaches and roles can be even in the setting of the same mentoring program.

I will divide the dilemmas into the several subcategories and compare them in the complexity of whole approach of mentors later. The category of personal dilemma therefore shows the borders of the mentoring relationship and the limits of the mentoring intervention. Feuerstein (1988) list the dilemmas in the upbringing, which can be used in the cases of mentors' dilemmas. Feuerstein says that the upbringing is never the balanced approach that the adult always has to balance on the border of the dilemmas. The mentoring relationship tends to be on the one or other side of the dilemmas of the upbringing. The mentors have to balance both sides of the relationships dilemmas.

7.5.1 Profession x Mission

“I feel quite natural, I'm trying not to be too professional to her. I want to make a difference between my job and this mission.” (Adriana, 35, CP)

The mentor was a professional social worker and wanted to work as a contact person because she likes the work with youth. She had a professional education, experiences and professional approach to the child.

Her dilemma is in her role of professional, when she function as a professional social worker for her child, talking about mentee as about the client and fulfilling a professional roles of counselor and controller.

On the other hand she wants to make a difference between her professional employment and the role of contact person. She talks about the role of contact person as about the mission and want to make a difference about the mentee and her clients. She has a discrepancy between being a professional social worker with her mentee and being the natural mentor – significant adult to her. The discrepancy is also caused by the fact that the mentee has a contact person obligatory from the decision of the court.

The mentor is therefore in the role of professional social worker and social controller of the child and her activities from the beginning. During the course of relationship she

became more involved and friendly. The dilemma of the professionalism in mentoring relationship and its contradictions are discussed earlier in this study. Here I can conclude, that the professional role is difficult to differ from the mission, if the approach remains professional and the mentor feels like a part of the social services more than the part of the child's life as an important adult. I think the dilemma could be called the dilemma of prevention versus intervention according to Feuerstein (1988). The mission is the preventive positive work, which she was motivated to do, but the professionalism is required in the intervention in this case. Mentor has to balance the approach between these two sides of her relationship.

7.5.2 Social Controller x Natural Authority

"I had a dilemma in my role, how to treat with Martin. I didn't know if I should be more a friend or the authority." (Marek, 23 years, 5P). (Moje dilame bylo v mé roli, jakpřístupovat k Martinovi. Nevěděl jsem, jestli mám být víc kamarád nebo autorita.)"

Volunteer had a dilemma in finding the appropriate approach toward the child. Firstly, he approached the child as an official authority, social control. He mentored the child according to the social norms, even if the child's behaviour didn't bother him. He also thought that the program should be created in the public places like in the cinema, swimming pool etc. He considered his role as a child-minder help for the mother of the child and as the social control for the child. The child's reaction was that he was distinct to him and treated with him like with the controller of the child's behaviour.

Later during the course of the relationship mentor changes the approach from the official social control to the more individual natural informal authority of experienced adult. He became more relaxed, found out the source of satisfaction in the relationship for him and therefore the capability to dedicate the time and energy to the child. He was able to develop the relationship on the level of connectedness. His role of child minder had some features of professional observant. He changed the approach to the child into more natural and involved and was able to get develop the relationship on the level of connectedness.

The dilemma of the volunteer, which hes to balance, is in the letting the child decide by himself or to decide for the child by the adult (Feuerstein, 1988). He decided the activities for the child as an authority, but was in the role of the child-minder. Later he focused more on the child's personality and started to perceive the child's needs letting mentee to decide by himself, using his natural authority and becoming making the relationship more relaxed and friendly.

7.5.3 Closeness x Intimity

"I didn't have to worried to tell him something and worry if he fell in love with me. I felt very free with him and he told me about his girlfriends and I knew he doesn't love me but them. I was really upset with my second child, when he took my hand and told me that he loves me. I was very upset, didn't know what to do and I had a doubts if to finish or not with him. It was too much for me. But I told him very strictly not to say this again and he calmed down." (Lenka, 21 years, 5P). (Nemusela jsem se bát, že se do mě zamiluje nebo něco.)"

Naturally friendly and equal child-oriented approach of volunteer created closeness in the relationship between the mentor and mentee. They were talking about the personal and intimacy issues of the mentee and mentor felt very free, relaxed and natural in the relationship. She stated, that mentee treated her like a friend very equally and she felt very well, talking with mentee about the intimacy issues very openly. She was aware of the closeness in the relationship becoming the personal intimacy between her and the mentee. But in this particular relationship the boarder between closeness and intimacy was kept well, making the

relationship close and qualitative, but with the strong borders. The relationship was mutually satisfying on the level of trust and closeness. Mentor was in the role of mediator and significant adult. She was more the experienced adult than friend, keeping the border of the closeness in the formal border - in the form of companionship. Her informal role of experienced friendly adult was complemented with the formal role of counselor, when she was giving the advice to mentee. The roles of mentor as well as her approach were despite of the dilemma naturally in balance and created a qualitative relationship according to the qualitative attributes of MLE. The dilemma, which the mentor had to balance, was between the relationship on the border of friendship and equality with the presence of power and control, which prevent the relationship between mentor and mentee to fall into the intimacy (Feuerstein, 1988).

7.5.4 Involvement x Disappointment

“For a couple of weeks I’ve been really, really stressed now. Right now I’m really, really stressed. I don’t have time to meet her. I’m always in pressure and I don’t have time to be with her.” (Sandra, 23 years, SY)

This only case concerned to the program Syster Yster, similar to 5P with the aims and conception. The volunteer didn’t succeed to create the connectedness in the relationship with mentee. Volunteer was bored and disappointed that the relationship with the girl didn’t satisfied the mentor and her feeling of self-efficacy with mentee. Mentor said that she tried to get closer to the girl, but the girl refused her.

Mentor had a feeling that the girl is very uncomplicated, easy-going, without the problems, in which the mentor could support her. Mentee didn’t seek any kind of support and the mentor had the feeling of inefficacy and became dissatisfied in the relationship. Her involvement was low and even though she dedicated the time and energy to the relationship, when she had a possibilities to do it, in the time of the crisis, when she became stress because of the outside circumstances, she didn’t dedicate the energy to the mentee and became frustrated from the relationship, which turned to be an obligation.

The role of personal dissatisfaction of mentor and his lack of feeling of self-efficacy played probably the main role in the relationship, while it became a frustration and assignment for the mentor. She wasn’t satisfied and didn’t feel she is very helpful or important for the girl. In the moment of personal stress she became disinvolved and stressed by the relationship, felt just very responsible for her assignment in it.

I think mentor didn’t succeed to balance the dilemma between the immediate satisfaction from her work versus the waiting and patience for the outcomes in the relation. She wanted the immediate close relationship without buildint the relationship up with patience and involvement, which could bring the outcomes. The dilemma could have been solved with the support from the program.

7.5.5 Child-Oriented Approach x Reciprocal Approach

The relationship and the dilemma of mentor concerns to the satisfaction of mentor in the relationship and his feeling of self-efficacy. On contrary to the previous case the dilemma was about the mentee and his likeness of mentor. Mentee didn’t provide the visible feedback to mentor and mentor doubted about the purpose of the relationship. In addition, mentor spent the time with mentee according to the mentees’ interests, having a child-oriented approach.

Together with the lack of feedback from the child the mentor was becoming disappointed and bored, his involvement in the relationship was at risk. In this moment the role of program support – supervision meetings, became crucial, giving the mentor different perspectives to the mentees behaviour.

The dilemma of mentor, which was in the discrepancy of being focused to the child and being bored or being focused on another source of satisfaction than from the child changed the approach of the mentor to the child. Mentor decided to find the signs of positive feedback in the child behaviour, looking at him from the different perspective and to find some positive benefits in the relationship for himself. The relationship became more relaxed and connected, having a possibility for the further qualitative development. Feuerstein (1988) call this case the dilemma of balance between the inner motivation versus the motivation from outside, which was the source of the mentors' satisfaction. He had balanced the outside sources of motivation by his inner motivation and changed the approach to the child. His inner motivation was his involvement, which balance the outside sources of motivation from the mutual enjoyment of activities. Mentor doesn't build the relationship with the quality of mediation, but due to his inner motivation - emotional involvement, he succeed to create the long-term relationship, which might provide the benefits for the child through the experiences and role-taking.

7.5.6 Friendship x Natural Mentorship

“I doubted if I dedicate him enough time and energy, if I could give him more. I also had a dilemma if to help his father with looking after mentee at his home while the father should be in the hospital.” (Lukáš, 23 years, 5P)(Pochyboval jsem, jestli mu věnujídost času. Jestli mám pomoci I tátovi s hlídáním, když potřeboval.”)

Dilemma of the mentor is if to be an equal significant friend to the mentee or if to help also the family and become the familys' significant adult - natural mentor. He doubted if his role should be just to stay a friend with the child or if he could help not only to the child, but also his family. Here again, the goal for the volunteer is to balance the dilemma between the friendly and equal relationship and the power and control (Feuerstein, 1988), which the mentor would use as an experienced adult due to his age and experiences.

He treated his child as an informal friend in equal relationship, looking forward to do the different activities with him together behind the framework of the mentoring program. He has been with his mentee for 4 years and uses the program not for the support of relationship, which is established strongly, but just for the using the activities, which take place within the program setting. He talks about his mentee as about the informal friend, who will be in the same informal, caring, mutual and friendly relationship in 10 years later.

Mentor has simultaneously the role of informal experienced friendly adult to the child, given by the age difference between them. He takes care about the mentee and his personal growth and development in attached, caring relationship. His dilemma is rooted in the double sides character of the mentor role – to be an equal informal friend or caring important adult, who is older, more experienced and take more care about the mentee. This discrepancy in the role makes the mentor doubt about the character of his approach – if he should be more an informal equal friend or more caring and experienced friendly experienced adult to the child. Mentors' role is set in the borders of these two positions according to the child's needs. Therefore the mentor decides to be informal friend or important adult according to the situation. His involvement and role in the relationship overcame the borders of formal mentoring program and he became the natural significant part of the mentees' social network. He has a role of significant adult and mediator in the child's life. The dilemma shows the double sides of informal mentor friend, given by the difference in the age and making the mentor decide, which role is more appropriate for the child's needs. His approach is naturally skillful, empathetic and focused on the child. Mentor with the sensitive balance of the roles becomes a significant adult for the child.

7.5.7 Companionship x Professionality

Mentor in the program setting, which is rather formal and requires the mentors to be in the role of authority and has the professional approach towards the children, has very friendly, equal, empathetic, informal child-oriented relationship to her mentee.

She feels to be really connected with her girl and she describes the relationship as a really enjoyable for her. She can be more herself than in a professional role and she feels to be really connected in the communication with the girl, close with her in the mutual friendship, sharing the personal things about herself with the girl as well and taking her home and among her friends. She was involved in the relationship personally, not only from the approach of the professional.

On the other hand, she is a professional social worker and she is aware to get too close to the girl over the border, when the relationship would become reciprocal and she would need the help of her mentee. She is very aware about this border of the relationship.

She also questions herself, if her approach is not too friendly and too little professional. The doubts are based on her supposed role set by the program. The friendly and equal approach of the mentor is also based on her experiences with the child in the beginning of the relationship, when the mentor was rather intentional, pushing the girl into the direction, which mentor appreciated or which was supposed to take from the program setting, without the cooperation with the girl. The result was that the girl stopped to go to the meetings without giving the reason why. Mentor had to balance the dilemma between the friendly and equal child-oriented approach and the power and control (Feuerstein, 1988), which is needed in order to make the mentoring relationship beneficial for the child. The friendship and equality can't be absolute as mentor can't solve the personal problem with mentee. He must use the power from the position of more experienced adult and control in order to save the child and help him in problems. The dilemma has to be balanced according to the needs of the child. Mentor in this case was looking for the balance between these two borders of the relationship.

She decided to be open and directly to the girl, talking frankly about her frustration toward the girl and her involvement and interest about the relationship with her. They solved the problem out together with this new approach, possibly set the new equal, friendly and qualitatively better communication between them. In the same time, it might be the source of dilemma, which is rooted in the program requirements, but is not the result of dissatisfaction or problems in the relationship.

I think the dilemma is in the formal approach, required by the program in some conception against the informal natural skilled approach of the mentor, who is sensitive towards the child's needs, empathetic and the relationship is based on the natural sympathy between the mentor and mentee. I think the formal approach could be useful, if the natural sense of mentors' approach wouldn't succeed. Than the professional methods could be useful. If the mentors' natural sense and skills creates the close qualitative relationship, but the approach is in the discrepancy with the programs conception, it creates the dilemma for the mentor. Mentor in this case was found as creating a close and trustful relationship, based on the empathy and mutual satisfaction. She can be called the significant adult and mediator of the child with her naturally informally successful approach.

7.5.8 Natural Authority x Social Control

“We have a tight good relationship, but I have to think that my role is in the middle. What shall I do and what I cannot do. He trusts me but I have some things I have to report to the social welfare office. It is a bit tricky, because my role is in the middle.” (Jáchym, 32 years, CP)

Mentor states that he has a tight friendly relationship with the mentee, but he has to be aware of his role toward the program and social services of the mentee at the same time. He says that his role is in the middle. Here again, the main dilemma of mentor is in the balance between the power and control and the friendship and equality (Feuerstein, 1988).

The discrepancy is in his natural role of informal natural friendly authority and formal role model, when he is giving the mentee the desired direction, how to behave in order to succeed at school and the role of authoritative intentional social control, which is required from the social services.

Mentor has the informal naturally authoritative approach toward the child, using his natural skills in creating the mentoring relationship. He created a trustful close relationship with mentee and with his natural energy and involvement in the role of guide, informal experienced adult. He talks about his role as about the role of the extra father, which is complementary with his natural approach.

On the other hand he has to be aware of the issues the mentee talks about and has a responsibility to report certain thing to the social services. His role is to be a social control of the mentee and the friendly authority, who guide mentee into the positive desirable direction in the same time.

The mentor solves his discrepancy in the role in the way that he communicates with the social services, but in the name of his mentee in order to advocate him. His involvement brings mentee the support from mentor in the case of problems with official professional social worker. Mentor has a role of a guide and support of mentee, watching him in order to prevent him from the problems and guiding him through his adolescence. He balances the control and power with the involvement and respect towards the child. He could be the official social controller, watching the mentee as a professional social control, but the individual motivation and his involvement into the child's good, which gives him the feeling of self-efficacy, when his energy, which he invest into the relationship comes back to him in the form of mentees' positive outcomes and change, makes him more close to the child and informal equal and friendly advocate for the child. The inner motivation makes mentor to be involved in the relationship and is strengthened by the motivation from the mentees' outcomes.

The informal level of involvement change the professional controlling approach and the power of mentor and gives the relationship deeper quality and balance with the friendship and equality in the form of respect. Mentor is in the role of the significant adult and the mediator for the child thanks to this kind of involvement, which balance the borders of the professional approach with the respect and friendship towards the child.

7.5.9 Role of Mentor x Role of Mentee

“My stress - I was very nervous and my mentee thought that I don't like her setting the borders of the relationship – mentee tried the involvement of mentor I didn't know what she would like in the beginning I didn't know how to treat with the child in the beginning.”(Markéta, 22 years, 5P) Byla jsem nervózní, když jsem nevěděla, co by se Pavlínce líbilo. Nevěděla jsem, jak jednat s dětma.”)

The approach of the last volunteer is very unprofessional and unskilled, but very involved and enthusiastic. She became a mentor voluntary, without having an experiences with the communication with children. Her approach was very intentional in the beginning. She's got a child from the culturally different, disadvantaged family and she wanted to change the situation of the child intentionally.

Her sensitivity toward the different culture and social-economical status of the family was low. She wanted to make a significant difference in the life of the child without respecting the individual differences between her and the family of the child. Her dilemma

remains in the balance between influencing and accelerating the child in his development or in letting the child grow spontaneously (Feuerstein, 1988). She has to balance her intentional approach with the respect towards the child's individuality and his needs. The lack of experiences of the mentor also created the dilemma between the child's behaviour and the meaning of the behaviour (Feuerstein, 1988), which she didn't understand and had to learn, how to interpret the child's behaviour in order to remain in the relationship.

In the beginning she didn't succeed much with her authoritatively-intentional approach. The support of the supervision meeting played a significant role in helping the volunteer to find the positive and satisfying communication in the relationship and make the volunteer satisfied in some way.

She found out that she can be a friend of the child, respecting her individuality and trying to help when it is desirable. She found the purposeful role in becoming the natural mentor, willing to stay in connection with the child and her family for unlimited time. Her enthusiasm and program support helped to overcome the crisis and conflicts in the relationship and make her satisfied in her role toward the child.

The dilemma of her unprofessional and unskilled approach is also in the fact that she has a lot of benefits from the relationship. She has still been improving the appropriate communicative skills towards the child.

The relationship is authoritative. It sometimes has a function of intervention for the mentors' problems as well. This fact can be very problematic as the relationship should help the child on the first place. The approach of mentor should be as skilled as is necessary for establishing the qualitative positive conditions in the relationship, which are able to mediate the benefits for the child. The skills should be natural as we saw in some of the previous cases, or gained from the professional training and programs' support. In this case the skills are required during the time and the child sometimes teach the mentor and their role are changed. The relationship in his amateurism and lack of skills could be pointless for the child as a support of even harmful for the child despite of the enthusiasm and strong involvement of the mentor. Program should keep the border of the role of mentor and mentee in its' relationships.

In conclusion, the dilemmas of the mentors show their role from the different perspective. The main dilemma of Swedish mentors seems to be between the use of informal natural skills and the formality of the roles required by the program. In the words of Feuerstein, the dilemma remains in the balance between the power and control and the friendly and equal approach. This dilemma also shows the need of balance of the child-oriented approach with an authority and the need of balance the authoritative approach with the friendship and equality, which might have a form of the respect and involvement. Mentors use the natural skill for establishing the qualitative relationship according to the child's needs and creates the balance in the relationship. However, their roles might be in contradiction with the programs conception and mission. E.g. the roles of Swedish mentors are given and the professional approach, that is, the power and control, is preferred. It creates the dilemmas for mentors in the relationships and they have to use their skills, which balance the inequality and tension from the power of professional mentors.

The main dilemma of the Czech mentors seems to remain in their inexperienced unprofessionalism and in the inner versus the outside source of the motivation. The mentors look for appropriate source of satisfaction, which has to be balanced between the outside sources and the inner motivation. The successful mentors, who become the mediators have the strong inner motivation, which is complementary with the outside feedback from the child.

The unprofessionalism and the source of motivation might be problematic fact for the quality and benefits of the relationship. If the informal mentors' skills are not sufficient to

achieve the quality in the relationship from the different reasons, the program should provide them the training of skills, which make them to achieve the quality in more formalized way. The programs' support of the informal mentors is crucial. Program should make the mentors aware about the given aims of the relationships – e.g. to achieve the qualitative features of the relationship according to the attributes of MLE – and lead them towards the appropriate and balanced style of the approach, making the relationship beneficial for the children. The role of the program in training and supporting the mentors is crucial as not all the mentors are naturally skillful to balance the dilemmas and their approach might be not beneficial or even harmful.

8 Conclusions and discussion:

Mentoring relationship and its' quality is the central factor of the mentoring intervention. Mentoring relationship is set within the conception of the mentoring programs, which give the relationships the form, limits and aims. In addition, the structural level also influences the different forms of mentoring in the different countries.

In the qualitative study about the mentoring relationship characteristics, the role of mentors, their approaches to the children and their dilemmas in the mentoring relationships were analyzed. The study was focused on analyzing the subjective mentors' experiences and doesn't aim to be an objective evaluation of the mentoring relationships as the qualitative method and focus on the mentors' subjective description of their experiences set the limits of the study. However, the results of the study could be a base of questionnaire of the quantitative evaluation of mentoring as the study describes the characteristic features and attributes of quality in the form they appear in the mentoring relationship.

I found out that there are 8 roles of mentors in the 4 different styles of the approach to the child in the interaction and 4 different characteristic features. The interviews were focused on the long-term mentoring relationships, which according to the previous research (Styles, Morrow, 1994) fulfill the conditions of the beneficial and positive relationship. I found the 4 of the mentoring relationships beneficial according to the concept of MLE. Those mentors are possible to be called the significant adults for the children.

Qualitative mentoring relationship from the view of mediated learning experience (MLE) contains the emotional involvement of the mentor, his respectful approach to the child, satisfaction in relationship, which creates his enthusiasm and motivation to show the child the world from his point of view in the interesting way for the child.

The key qualitative feature of the relationship according to the Feuerstein (1988) is the involvement of the mentor, that is, the emotional bond between the mentor and mentee in connectedness and the relaxed interaction.

An emotional bond was found in all but one relationship. However, the higher level of quality seems to be mediated by the mentors' enthusiasm, which creates the motivation for mediation, respectful approach to the child and make the interaction beneficial and enjoyable for the mentee. Mentor respects the child's individuality and cooperates with him/her in the discussing and explaining interaction with empathy. S/he is motivated to mediate the meaning to the child according to the child's personality in the role of guide or counselor. His/her enthusiasm is based on the satisfaction from the feedback, which mentor gets from the child. Satisfaction in relationship creates the relaxed, mutual and cooperative atmosphere, on which the deeper qualitative features as the closeness and trust are established. The attribute of transcendence can be achieved through the empathetic approach with the natural sensitivity of mentor towards the child or through the training of the mentors' skills.

The approach of the mentor can range from the authoritative to the child-oriented approach. The child-focused and partly authoritative approach has been found as qualitative

in mediation. In the reciprocal approach and 2 cases with authoritative approach were present the emotional bond, but the motivation for mediation was missing.

The intentional approach is not desirable at all, as it lacks even the emotional bond, the respect to the child and intent to change the child without considering his individuality. Mentor uses the pushing communication from his/her powerful position. Due to the lack of the emotional bond takes the role of stressful and controlling authority for the child and creates the conflicts and inconsistency in the relationship.

There must be noted that the awareness and the respect of mentor toward the mentees' cultural and social background is desirable to monitor from the programs' background. Mentor is not supposed to push the child in the different direction against the mentees' background, but has to balance the family influence with the respect toward the child's environment. The mentor must be aware about the powerful influence of the emotional bond with the mentee's family as a place of the primary socialization and show the mentee other possibilities as a secondary role model sensitively on the base of the emotional involvement and with the empathy and understanding. The primary socialization, which makes the strong bonds with family and sets the limits of influence of the secondary socialization, concerns to the question of how the mentor can influence the child and become significant adult despite the strong influence of primary socialization is so strong. Mentor can't be focused on the rapid and big changes in the child's life. But if he succeeds to fulfill the qualitative criteria of the MLE, he is likely to become the significant adult in the secondary social network of the child's life.

The dilemmas of mentors differ in each case according to the mentors' personality, approach and the character of the relationship. The main dilemmas seem to appear between the borders of formal and informal roles, which show the limits of mentoring. The benefits of the informal mentoring intervention is disputable as it seems to be based on the natural skills of mentors to approach the child with the skillful communication, focused on their needs with empathy, mediate the mentee the world around and make the relationship beneficial for the child.

I think the role of the program and its conception of the mentors' role is crucial in establishing the qualitative relationship. If the program setting let the unskilled mentor to look for his/her appropriate role in the relationship, the relationship can become unbeneficial or even harmful for the child, as the mentors' skills are not necessarily that high to achieve the quality.

The successful mentors get connected with the children very quickly. The less skilled mentors on the level of connectedness look for their role and change the approach during the time. The quality of their approach has not been proven in this study, but might be achieved with the professional support from the program. It requires the structured conception of the program with given aims and the guidelines, how the support for mentors should be provided in order to achieve the qualitative features of MLE.

On the other hand professionalism of the Swedish case is firmly given and creates the dilemmas, if the mentors have more naturally skillful approach, which fulfill the needs of the mentees, but is rather informal, advocating the mentee instead of supplying the social services. I think the border of the professionalism shows, that mentoring should be the informal relationship, based on the natural connection and sympathy, using the natural skills of mentors and support of the programs' background. Professionalism in mentoring shifts the relationship to the other kind of social intervention.

Professionalism and intentionality of the relationship can be in contradiction of the mentees' will to participate in such a relation, and make him/her to feel controlled and stressed. On the other hand the informality of unskilled mentors can endanger the quality of the relationships. Both cases can be harmful for mentee.

The relationship doesn't exist in vacuum but is a part of the social network of the mentor and mentee. Some of the families can feel endangered by the intervention, in which their child participates, as the family of mentee becomes connected into the social services. The cooperations with families of the child from the programs' side is very desirable. Children or parents, who are pushed into the participation in the mentoring relationship, can feel controlled and stressed and the relationship can become harmful rather than beneficial. The child can become the mean of the family control from the social welfare services, which can interpose him between the program and the parents and make him/her the threat for the parent who feels controlled through the child. The mentoring relationship should therefore be based on the voluntary participation and aimed to the social support rather than social control of the child.

The role of the experienced adult can also make the parents unsecure as the mentor can be more skillful in the same role of parent towards the child. It can cause the problems and end up in terminating of the relationship.

The mentoring intervention seems to be based on the natural skills of mentors as well as on the natural acceptance of the relationship from the social network, in which it exist, otherwise it can cause the problems. The mentoring relationship and it's setting in the social network, the forms of coexistence in the social network and the importance of acceptance of the relationship from the parents' side could be the subject of the next study. The appropriate support of voluntary mentors from the mentoring program could also be the subject of the next research.

References:

1. Baldwin, G (1986): *George Herbert Mead: An unifying theory for sociology*. SAGE Publishing, London, 1986
2. Bennets, Ch. (2003): Mentoring youth: Trend and tradition. *British journal of guidance and counselling*, 31, 1, 2003, pp. 63-74.
3. Brumovská, T. (2003): *Analýza podoby a kvality mentorskeho vzťahu v sociálně-preventivním programu Pět P*. Bachelor thesis. Charles University, Prague, June 2003.
4. Chao, (1997): Mentoring phases and outcomes. *Journal of vocational behaviour*, 51, pp. 15 - 28.
5. Charon, J. M. (1991): *Symbolic interactionism: an introduction, an interpretation, an integration*. Upper Saddle Rive, NJ: Prentice Hall, London.
6. Clutterburg, D., Lane, J. (2004): *The Situational Mentor. An international Review of Competences and Capabilities in Mentoring*. Gower Publishing Limited. England.
7. Colley, H. (2003). *Mentoring for Social Inclusion: A critical approach to nurturing mentor relationship*. RoutledgeFalmer, London.
8. DuBois, D., Neville, A. (1997): Youth mentoring: Investigation of relationship characteristics and perceived benefits. *Journal of community psychology*, 25, 3, 227-234.
9. Du Bois, D., Silverthorn, N. (2005): Natural mentoring relationships and adolescent health: Evidence from a national study. *American journal of public health*, 95, 3, March 2005, pp. 518-524.
10. DuBois et al. (2002): Effectiveness of mentoring programs for youth: A Meta-Analytic Review. *American Journal of Community Psychology*. 30, 2, April 2002, 157-197.
11. DuBois, D., Silverthorn, N. (2005): Characteristics of natural mentoring relationship and adolescent adjustment: evidence from a national study. *The journal of primary prevention*, 26, 2, March 2005, pp. 69-92.
12. DuBois, D., Karcher, M. (2004): *Handbook of youth mentoring*. SAGE Publication, London.
13. Freedman, M. (1993): *The Kindness of Strangers. Adult Mentors, Urban Youth and the New Voluntarism*. Jossey-Bass Publishers, San Francisco.
14. Feuerstein, R. et al. (1988): *Do not accept me as I am: Helping "retarded" people to excel*. Plenum publishing corporation, New York.
15. Garvey, B., Alred, A. (2003): An introduction to the symposium on mentoring: Issues and prospects. *British journal of guidance and counselling*, 31, 1, 2003, pp. 3-9.
16. Gilbert, N. (1996): *Researching Social Life*. SAGE Publications, London.
17. Greenberger et al. (1998): The role of "very important" nonparental adults in adolescent development. *Journal of youth and adolescence*, 27, 3, pp. 321-343, 1998.
18. Grossmann, J., Rhodes, J. (2002): The test of time: Predictors and Effects of Duration in Youth Mentoring Relationships. *American Journal of community Psychology*, 30, 2, April 2002, 199-219.
19. Hansman (2002): Mentoring: From Athena to the 21st century (pp. 1-5) in: *Critical perspectives on mentoring: Trends and Issues*. ERIC Clearinghouse on adult, career and vocational education. Center on education and Training for employment. Ohio State University, USA.

20. Hill, M., Tisdall, K. (1997). *Children and society*. Addison Wesley Longman Limited. London
21. Hendl, (2005): *Kvalitativní výzkum*. Portál, Praha.
22. Kalbfleish (2002): *Communication in mentoring relationship: A theory for enactment*. *Communication theory*, 12, 1, February 2002, pp. 63-69.
23. Karcher et al. (2005): *Developmental mentoring match characteristics: Correspondence between mentors' and mentees' assesment of relationship quality*. *The Journal of Primary Prevention*, 26, 2, March 2005, pp. 93-110
24. Kochan, F. K, Pascarelli, J. T. (2003): *Mentoring. Transforming contexts, communities and cultures*. Age Publishing Inc., USA.
25. Kram (1985): *Improving the mentoring process*. *Training and Development journal*, April 1985, pp. 40-43.
26. Kvale, S., (1996): *InterViews*. Sage Publications, London.
27. Langhout, R. D. et al. (2003): *An explonatory study of youth mentoring in an urban context: Adolescents' perception of relationship styles*. *Journal of Youth and Adolescence*, 33, 4, August 2004, pp. 293-306.
28. Madia, B., Lutz, C., (2004): *Percieved similarity, expectation-reality discrepancies and mentors' expressed intention to remain in Big Brothers/Big Sisters programs*. *Journal of Applied Social Psychology*, 34, 3, 2004, pp. 598-623.
29. Málková, G. (2007): *Teoretická východiska a evaluace Instrumentálního obohacování Reuvena Feuersteina*. Dissertation. Prague, Charles University, January 2007.
30. Mertz, N. (2007): *What's mentor, anyway?* *Educational Administration Quaterly*, 40, 4, October 2004, pp. 541-560.
31. Monaghan, (1992): *Mentoring: Person, process, practise and problems*. *British journal of educational studies*, 20,3, August 1992, pp. 248 - 263.
32. Morrow and Styles (1995): *Building relationship with youth in program setting: A study of Big Brother/Big Sister*. *Summaries of P/PV 10 mentoring reports*. P/PV, Philadelphia, USA
33. Parra, G. et al. (2002): *Mentoring relationships for youth: Investigation of a process-oriented model*. *Journal of community psychology*, 30, 4, pp. 367-388 (2002).
34. Payne, M. (2004): *Modern social work theory*. Palgrave Macmillan, London
35. Philip and Hendry (2000): *Making sense of mentoring or Mentoring making sense? Reflections on the mentoring process by adult mentors with young people*. *Journal for community and applied social psychology*, 10, pp. 211-223, 2000.
36. Philip, K. and Hendry, L.B. (1996). *Young people and mentoring - Towards a typology?* *Journal of Adolescence*, 1996, 19, pp. 189-201.
37. "Rhodes, J. (2002): *Stand by Me: The Risks and Rewards of Mentoring Today's Youth (The Family and Public Policy)*. Harvard University Press, Massachussets."
38. Sipe, C. (2002): *Mentoring programs for adolescents: A research summary*. *Journal of adolescent health*. 2002, 31, pp. 251-260.
39. Spencer R. (2006): *Understanding the mentoring process between adolescents and adults*. *Youth and society*, 37, 3, March 2006, pp. 287-315.
40. Štech, (1997): *Člověk a kultura (225-257)* in: *Výrost, Slaměník: Aplikovaná sociální psychologie*. Praha, ISV, 1997.
41. Tracy, A., J. et al., (2002): *Mentoring College-Age Women: A relational approach*. *American Journal of Community Psychology*. 30, 2, April 2002, pp. 271-288.

42. Turner, S. et al., (1996): Big Brothers: Impact on little brothers' self-concept and behaviors. *Adolescence*, 31, 124, December 1, pp.115-122.
43. Wilkes, Z. (2006): The student-mentor relationship: A review of the literature. *Nursing standard*.20, 37, pp. 42-47.
44. www.mentor.org, 28.4.2007:
45. www.petp.hest.cz, 28.4.2007
46. www.bbbsi.org, 28.4. 2007
47. www.bbbsnashua.org, 28.4. 2007

List of tables

Table 1: Table 3: Differences and similarities between the program Contactmanna Poolen and program Pět P(5P). p. 24

Table 2: Formal and informal roles of mentors p. 36

Content of Appendix

Appendix 1: Results of the study – Table 3.

Appendix 2: Informant consent

Appendix 3: Interview guide

Appendix 4: Syster Yster Leaflet

Appendix

Appendix 1 – Results of the study

| Category | Subcategory | Number of statements |
|---------------------------------|---------------------------------------|-----------------------------|
| <i>Role of mentor</i> | Counselor | 5 |
| | Experienced friend/Natural mentor | 6 |
| | Guide | 6 |
| | Child minder | 3 |
| | Professional social worker | 6 |
| | Role model | 9 |
| | Significant adult | 10 |
| <i>Relationship features</i> | Connectedness | 19 |
| | Closeness | 17 |
| | Empathy | 11 |
| | Openness | 4 |
| | Cooperation | 5 |
| | Involvement | 24 |
| | Mutuality | 7 |
| | Trust | 10 |
| <i>Approach to the child</i> | Child-Oriented approach | 10 |
| | Intentional approach | 9 |
| | Authority | 12 |
| | Reciprocity | 2 |
| <i>Personal dilemmas</i> | Profession x Mission | 1 |
| | Social control x Natural authority | 1 |
| | Closeness x Intimacy | 1 |
| | Friendship x Professionalism | 1 |
| | Child Oriented Approach x Reciprocity | 1 |
| | Friendship x Natural mentorship | 1 |
| | Involvement x Disappointment | 1 |
| Role of mentor x Role of mentee | 1 | |

Table 3: Results of the study

Appendix 2 – Informed Consent

The following is a presentation of how we will use the data collected in the interview.

The research project is a part of our education in the International Masters program in Social Work at the University of Gothenburg, Sweden. In order to insure that our project meets the ethical requirements for good research we promise to adhere to the following principles:

- Interviewees in the project will be given information about the purpose of the project.
- Interviewees have the right to decide whether he or she will participate in the project, even after the interview has been concluded.
- The collected data will be handled confidentially and will be kept in such a way that no unauthorized person can view or access it.

The interview will be recorded as this makes it easier for us to document what is said during the interview and also helps us in the continuing work with the project. In our analyze some data may be changed so that no interviewee will be recognized. After finishing the project the data will be destroyed. The data we collect will only be used in this project.

You have the right to decline answering any questions, or terminate the interview without giving an explanation.

You are welcome to contact us or our supervisor in case you have any questions (e-mail addresses below).

Student name & e-mail

Tereza Brumovská
Tereza.br@email.cz

Supervisor name & e-mail

Staffan Hojer
Staffan.hojer@socwork.gu.se

Appendix 3 – Interview Guide

Motivation of mentor

1. How did you begin in the program? Why did you become a volunteer? What did you expect? How was the training? How was the 1. months? Did you have any special goals or intentions? What were your plans/goals/ideas/expectations about the relationship?

Style of approach

2. How did you develop the relationship with the child? How were the first meetings? Why did you decided to continue?

Relationship features

3. How was the relationship developing than? How the relationship changed? How the child changed the behavior/communication towards you?

Problems/Dilemmas

4. Did you have any problems together/ conflicts/ critical situations/doubts about the child-personal dilemmas? How do you solve the problems-Cope with dilemmas?

Relationship features

5. How is your match going now? Describe your meetings - What do you usually do? What do you talk about? Could you describe you last meeting?

Role of mentor

6. What is your role in relation? How do you support the child? How would you describe the child's behavior? How has it changed from the beginning?

Satisfaction

7. Do you and your child enjoy spending time together? What kind of activities do you do when you are together? How do you decide what activities to do?

Role of mentor, style of approach

8. How do you feel to be a mentor, how is it for you? What role do you have for the child in his life? In the relation? How do you feel when you are together?

Satisfaction

9. Are you satisfied with how the things are going? What benefits have the relationship for you? How do you perceive the change in the child's contact with you? What is the meaning/ point/ purpose of your relationship for you?

Appendix 4

Mer information:

Noomi Gustafsson
Gamlestadens Fritidsgård
031-3653335, 0702-832651
noomi.gustafsson@kortedala.goteborg.se

Sara Majdzadeh
Kortedala Fritidsgård
031-3653244, 0707-853358
sara.majdzadeh@kortedala.goteborg.se

Postadress:
Ungdomsenheten SDF Kortedala
Noomi Gustafsson
Box 47107
402 58 Göteborg

 Göteborgs Stad
Kortedala
Ungdomsenheten

**syster yster
och
bröderna
lejonhjärta**

- kamratskap mellan äldre och yngre ungdomar

 Göteborgs Stad
Kortedala
Ungdomsenheten

**syster yster
och
bröderna
lejonhjärta**

En positiv förebild och kamrat
Syftet med Syster Yster och Bröderna Lejonhjärta är att skapa kamratskap mellan äldre ungdomar, i åldern 18-30 år, och barn och ungdomar i åldern 11-15 år. Målet är att de äldre ungdomarna skall fungera som "kontaktkompisar" för de yngre, ungefär som en storsyster eller storebror och vara en positiv förebild. Syster Yster och Bröderna Lejonhjärta startade som ett projekt 1997 och är sedan 1999 en del av den ordinarie verksamheten inom Göteborgs Stad Kortedala, Ungdomsenheten.

Vem kan få en kontaktkompis?
Vi riktar oss till barn och ungdomar mellan 11-15 år inom Kortedala, Utby och Gamlestaden som kan behöva extra stöd av en kontaktkompis.

Hur får man en kontaktkompis?

Genom att du eller dina föräldrar pratar med personalen på Kortedala fritidsgård, Gamlestadens fritidsgård, skolköterskan eller ungdomssekreteraren på din skola.

Kontaktbarn och kontaktkompis

När fritidsassistenterna har träffat intresserade barn/ungdomar och deras föräldrar matchas barnet/ungdomen ihop med lämplig kontaktkompis utifrån intresse, personlighet och andra önskemål. Matchningen utförs av fritidsassistenterna samt ungdomssekreterare/skollära och skolköterskor från stadsdelens skolor.

Därefter påbörjas kontakten. Om allt fungerar bra träffas barnet/ungdomen och kontaktkompisen minst en gång per vecka under det följande året.

Fritidsassistenterna har kontinuerlig uppföljning med kontaktparen.

Rekrutering av kontaktkompisar

Rekruteringen av kontaktkompisar görs via annonser och affischer som sätts upp på folkhögskolor och universitet. Därefter sker noggranna intervjuer med de som har anmält sitt intresse. Samtliga sökande till kontaktkompisar får lämna utdrag ur brottsregistret. Kontaktkompisarna erbjuds handledning och utbildningar i form av föreläsningar och utbildningsträffar.

Verksamheten är ideell, dvs kontaktkompisen får ingen lön. Kontaktkompisparen får en summa pengar som skall användas för att hitta på olika aktiviteter.