



The Leaders of Tomorrow Project

Project Title	Role Models for Young Males
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Please note: The Youth Minister's Round Table of Young Territorians is an independent advisory council. The views expressed in this report are those of the authors and are not necessarily those of the Office of Youth Affairs or the Northern Territory Government.

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ABBREVIATIONS

DEET	Department of Education, Employment and Training
LOT	Leaders of Tomorrow
NSW	New South Wales
NT	Northern Territory
NTG	Northern Territory Government
OYA	Office of Youth Affairs
YMCA	Young Men's Christian Association
YWCA	Young Women's Christian Association
YRT	Northern Territory Youth Minister's Round Table of Young Territorians

EXECUTIVE SUMMARY

Background Information

The Leaders of Tomorrow (LOT) research project team initiated the concept of implementing a role model/mentoring program in the Top End of the Northern Territory. The primary purpose of this project was to determine the need for such a program. Extensive deliberations with numerous young males and consultations with several organisations were carried out. The useful knowledge and information obtained by this process laid out the groundwork for the project.

The research undertaken consisted of focus group discussions and surveys with students at various schools in the Darwin and Palmerston regions. The focus groups allowed for more personal and frank consultation and assisted in the gathering of information that would have been difficult to obtain through surveys. While several young people attending the focus groups appeared uncomfortable initially, all participants 'opened up' and contributed diverse and interesting responses.

Major Results

The varied responses that the LOT gained from the research has implied the need for a mentoring program but also confirmed the requirement for more extensive research to be undertaken. The collated survey answers have produced some very interesting results. It is clear that every young male is unique; therefore every mentor must be similarly unique. A consistent factor of all student responses revealed that the mentor has to be older than the mentee and students each have their own thoughts on the role of a mentor.

While a high percentage of these adolescent males already have mentors in their lives, a remarkable majority agreed that they would participate in the proposed mentoring program in order to gain another mentor with possibly new and different life experiences.

Recommendations and Conclusion

The LOT team recommends the continuation and broadening of this research as further study will achieve a long term solution rather than a 'quick fix' to the problem. Additional research is required in order to design a sustainable role model/mentoring program. An appropriately minded individual, group or association with a similar level of passion and dedication as demonstrated by the LOT members is required to undertake and further this project in order for it to gain momentum and secure more recognition in the business, community and government sectors.

The LOT team intended to go out with the Youth Beat (Mission Australia) program to talk to disengaged young people on the street but unfortunately was not able to due to time constraints. The LOT team deem it crucially important for the ultimate success of this project to consult with this group. It is still the very strong belief of the LOT members that Darwin and Palmerston is in desperate need of a mentoring program for young adolescent males to provide direction and guidance in their lives.

INTRODUCTION

It is the intention of the Leaders of Tomorrow (LOT) team to provide the Northern Territory Government (NTG) with advice, recommendations and solutions that affect young Territorians. The team investigated the necessity to develop and implement a sustainable mentoring program in the NT for young males in the Darwin and Palmerston regions. The project team is diverse in its cultural backgrounds and members reside in Darwin and Palmerston.

Project Description

The primary objectives were to determine how males aged 12 to 17 years define a mentor or role model and develop a program that may help vulnerable young people by providing a means and/or opportunity to reach out. This particular age bracket amongst young males was chosen as our focus due to the lack of a mentoring and/or role model program specifically targeting teenage males in the NT. In contrast a functional Sisters Project (YWCA) is currently operating to service young females in the Darwin and Palmerston regions.

In order to appropriately differentiate the distinct characteristics and responsibilities of a mentor when compared to a role model, the LOT referred to the following definition cited from an article titled *Role Models Made for Young People* (Flaxman et al: 1998 p.8):

'It is useful to distinguish between role modelling and mentoring. A role model is an individual who is perceived as exemplary or worthy of imitation. Emotional attachment does not necessarily involve direct personal contact... Mentors, however, deliberately support, guide, and shape younger or less experienced individuals as they weather difficult periods enter new arenas, or undertake challenging tasks.'

The project team affirms the idea of mentors deliberately providing support mechanisms for young males. The LOT also endorses the definition including classification of a mentor to include a father or a brother and not just a sports hero or famous celebrity or idol.

The objective of this research project is to determine how a program can best help develop adolescent boys and turn them into respectable young men with direction in their lives. It is also hoped that such a program will decrease unemployment and violence levels in the community, through appropriate behaviour modifications and strong support networks.

Strategies Employed

The LOT was granted the opportunity to enter schools and facilitate focus groups with male students of varying ages to discuss the key issues. The advantage the LOT achieved from directly speaking with young males is that they were able to brainstorm, 'throw' ideas around, consult and debate with greater ease, allowing young males to interact with the questions and not simply just provide the answer they thought was correct. Participants were also given a survey at the conclusion of each focus group session. Survey results were collated and assisted in the formation of the LOT project recommendations.

The secondary research strategy employed was discussions with school counsellors and teachers on the importance of mentors for teenage males in today's society, for

example: someone who is able to guide them, provide direction, offer advice and support especially those that are classified as 'at risk'.

Research Performed and Existing Programs

The initial background research performed involved the identification that a mentoring program specifically targeted at adolescent boys or one that catered for males aged 12 to 17 years was not available in the greater Darwin region.

In terms of current programs operating in the Top End, the following is a summary of the organisations that offer mentoring support services and amenities (Appendix A provides more fulsome information):

1) THE SMITH FAMILY – SENIOR SECONDARY INDIGENOUS MENTORING PROGRAM

- Organised in partnership with the NT Government
- Currently operating across seven schools with about 110 Indigenous senior high school students participating
- Formal training is provided for all mentors at no cost
- About 60 trained mentors on the list
- Darwin-based contact is Kathy Jannis – 08 8985 6841

2) BALUNU FOUNDATION – MENTORING AND SPIRITUAL HEALING CAMPS

- Program commenced in June 2006 with the assistance of a funding grant from the Rio Tinto Aboriginal Fund
- Aimed at Indigenous young people on the fringes of risky behaviour
- Spiritual healing camps consisting of a nine day program for up to 10 young people and to tackle multiple issues
- Darwin-based contact is David Cole – 0424 108 979

3) YOUTH MENTORING NETWORK

- Organisation that supports individuals or groups to develop and facilitate mentoring programs
- Service and membership are provided for free
- National contact is Kathleen Vella – 02 9085 7287

4) BIG BROTHERS BIG SISTERS

- Leading mentoring program that has been in existence in Australia since the 1970s
- Program encourages youth to feel valued and empowered to reach their full potential and gain confidence
- This program is no longer operational in the Northern Territory (NT)
- National contact is David White – 03 9489 4511

5) YOUNG WOMEN'S CHRISTIAN ASSOCIATION (YWCA) OF DARWIN – YOUTH PROGRAM PROJECT WORKER

- Position for a 6-month contract was advertised to develop and coordinate a new program targeted at supporting young men aged 14 to 21 years considered to be at risk
- Position also involves researching suitable models for mentoring programs and what will be fitting for the Darwin area
- Darwin-based contact is Sue Brownlee – 08 8981 8323
- The LOT is astonished at how similar this research position is to our project but enthusiastic that YWCA of Darwin is keen to possibly implement a mentoring project for teenage boys and looking for somebody to carry out the groundwork

6) YOUNG WOMEN'S CHRISTIAN ASSOCIATION (YWCA) OF DARWIN – SISTERS PROJECT

- funded by Department of Health and Community Services (NT Govt)
- targeting young women considered 'at risk'
- young women who are recommended/referred to this program typically have a history of drugs & alcohol abuse, mental health issues, sexual abuse and teen pregnancy

MAJOR FINDINGS

To obtain relevant information and data required for this project, the LOT used multi-faceted research approaches.

An application to conduct research was submitted to the Department of Employment, Education and Training (DEET) within the Northern Territory Government. Following DEET's approval, focus groups and introductory meetings were arranged with the following schools in Darwin and Palmerston: Darwin High School, Dripstone Middle School, Kormilda College, Nightcliff Middle School, Palmerston High School, Sanderson High School and St John's College.

Focus Group Analysis

In the process of conducting research, the LOT facilitated focus groups consisting of 10 young males in each group, aged between 12 and 17 years. The aim of the focus groups was to establish a trusting relationship with participants in order for them to feel comfortable and be more willing to talk about their experiences with mentors and the impact it has had in their lives. This method provided the project team with the opportunity to acquire a deeper personal insight and understanding of the issues that could not have been obtained from surveys. This approach was instrumental in the varied responses attained and the connection formed with students. Focus groups also gave facilitators the opportunity to outline the distinction between a mentor and a role model. Focus group questions can be viewed in Appendix B.

All of the young people involved relaxed during the focus groups and started to freely converse with the LOT members and thus enabled the collection of vital information. Information received was extremely important, with such comments as *'it is not necessary for mentors to currently be involved in the same or similar activities as that of the young adult'* (Focus group participant, August 29, 2007) proving particularly insightful and useful. Some of the participants stated that they wanted a mentor with different ideas and interests as they then could learn more and gain new skills. The results from the focus groups often showed that the students were willing to experiment with various ideas, cultures and sports available in the Darwin area; they

did not want someone just to entertain them, the respondents wanted and needed someone to learn and develop with.

In addition, when the respondents were posed with the question of what they believed to be the most appropriate age category for a mentor, the most common response was in the low to mid-20's. Further explanation revealed that this age was best preferred by the young males as the mentor would still be fun, fit, healthy and sporty, but also mature and wise. This was also particularly important as the students felt that *'older men may not remember how they got through a specific trial or difficulty in their teenage lives as it was too long ago'* (Focus group participant, August 15, 2007). Moreover, it was noted and deliberated that the lifestyle, tests and difficulties for a teenager in society today is distinctly different.

Another interesting conclusion that all students agreed upon was the concept of a 'double date'. This process would involve for two mentors to be set up with their respective mentees (who are already friends with one another) and together participate in various activities for the first time. This would enable the young person to become comfortable and feel at ease with interacting with their mentor in an environment somewhat familiar to them. There was not one clear cut activity that everyone expressed they wished to do at the initial meeting, however going to the movies was unanimously vetoed. The teenagers were eager for a new or different activity to bond with their mentors such as going bungy jumping, go-karting, fishing and playing football or cricket.

The Indigenous participants interviewed were extremely quiet and felt quite uncomfortable discussing these issues in front of their peers; however it was discovered that they did not have a mentor and did not show much interest for one either. Whilst this is not a representation of the entire Indigenous teenage male population, it provided an insight into what may be a significant part of the project's target audience and with further and more defined research, the LOT believes it will help justify and create a sustainable role modelling program that would benefit both Indigenous and non-Indigenous male youth.

Survey Analysis

At the conclusion of each focus group discussion, the participants were asked to reflect on the conversations and their own personal life stage and development by completing a survey (refer to Appendix C). This questionnaire proved to be invaluable in the form of the statistics and responses obtained. The purpose of the survey can be outlined and described in six basic components:

- i. Determine the percentage of young males that have a mentor
- ii. Obtain an understanding of who males between the ages of 12-17 years refer to as a mentor
- iii. Analyse the degree and scope of a mentor's influence
- iv. The benefit of having a mentor in your life
- v. Investigate the correlation between playing sports outside of school and having a mentor
- vi. Determine the characteristics of a suitable mentor

Each question from the survey will be listed and then the statistical and written responses from respondents will be evaluated and analysed. A total of 110 surveys were completed by the male students from the seven secondary schools across the Top End district.

QUESTION 1: HOW OLD ARE YOU?

As can be viewed in the table and graph below, more than half of the survey participants were aged between 13 and 14 years with a relatively high percentage of 15 and 16 year old respondents.

Age	Number of respondents	Percentage (%)
12	9	8
13	27	25
14	32	29
15	17	15
16	21	19
17	4	4
TOTAL	110	100

Table 1 – Respondent age profile

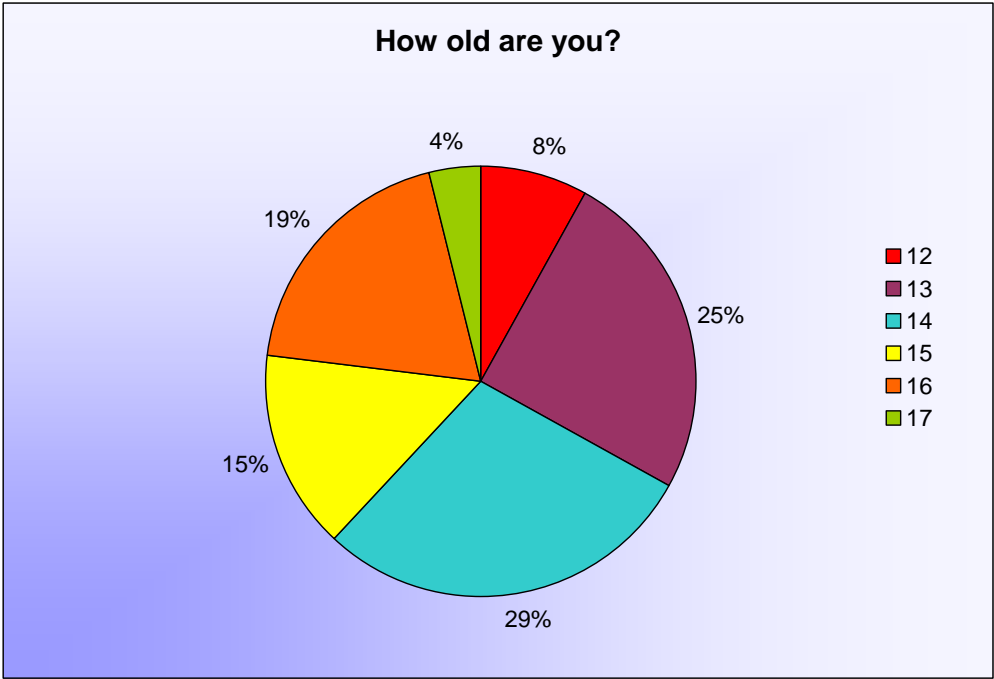


Figure 1 – How old are you?

QUESTION 2: DO YOU HAVE A MENTOR?

A high proportion of respondents (85%) stated that they have a mentor in their life, as they defined it.

Mentor?	Number of respondents	Percentage (%)
Yes	94	85
No	16	15
TOTAL	110	100

Table 2 – Number of respondents with mentors

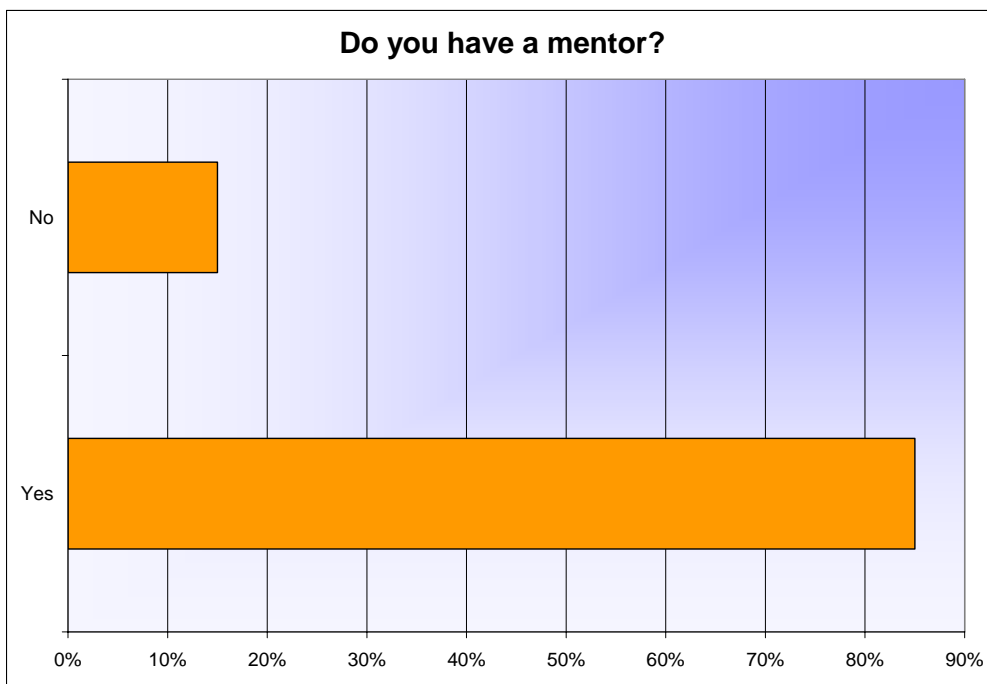


Figure 2 – Do you have a mentor?

QUESTION 3: WHO IS YOUR MENTOR?

Of the 85% of respondents that do have a mentor, the most common type mentioned was their father (59%). Teacher (30%), sports coach (13%), brother (13%), cousin (11%) and uncle (10%) were the other sizeable responses. This shows that young males liked to have other males that have a predominant impact in their lives as their mentors.

Type	Number of respondents	Percentage (%)
Father	54	59
Teacher	27	30
Brother	12	13
Sports Coach	12	13
Cousin	10	11
Uncle	9	10
Friend	8	9
Family Friend	6	6
Mother	7	7
Other	12	13

Table 3 – Types of mentors

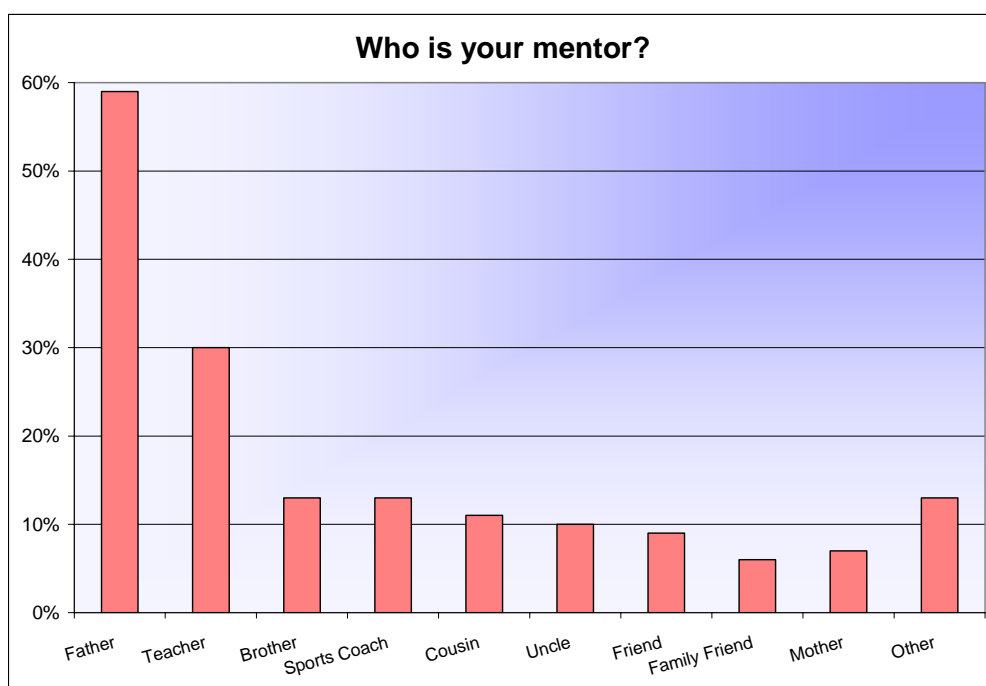


Figure 3 – Who is your mentor?

QUESTION 4: DO YOU THINK THAT YOU BENEFIT FROM HAVING A MENTOR?

A large majority of respondents (97%) further added that they believed that having a mentor in their lives proved to be beneficial.

It was difficult to appropriately analyse the three students that felt it was unfavourable or detrimental to have a mentor. This is because two young men aged 13 and 16 who are mentored by their uncle and father respectively provided primarily neutral responses when they rated their mentor's influence for Question 5. The mentor of the other 13 year old student was their sister who had negative influences on substance usage and sex, but positive results for schooling and lifestyle.

Benefit?	Number of respondents	Percentage (%)
Yes	88	97
No	3	3
TOTAL	91	100

Table 4 – Benefit from having a mentor?

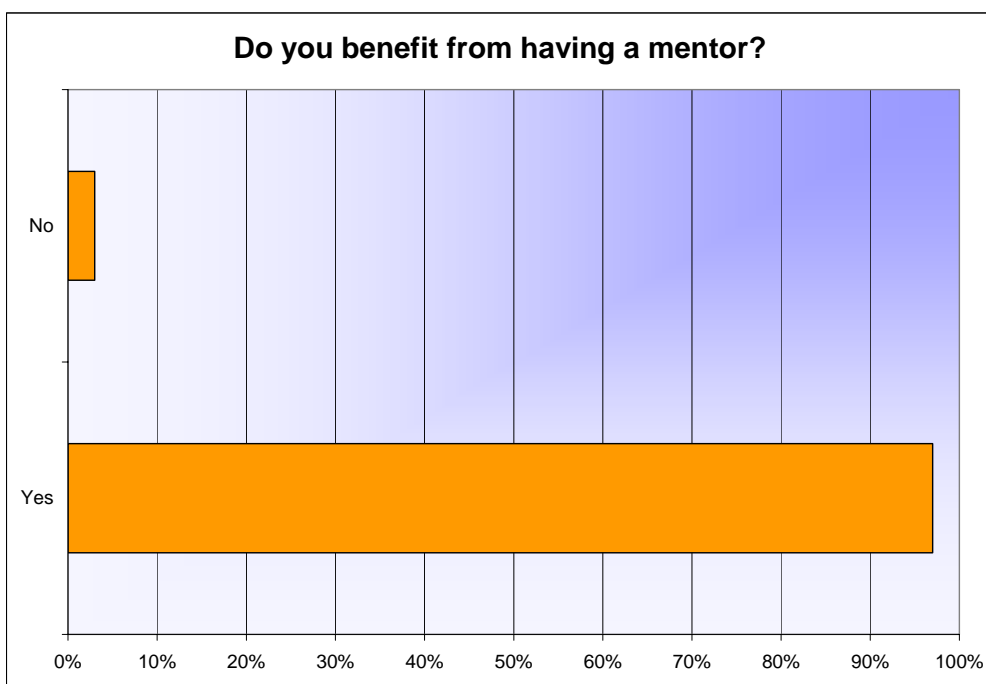


Figure 4 – Do you benefit from having a mentor?

QUESTION 5: IN WHAT ASPECTS OF YOUR LIFE DO YOU BELIEVE THAT YOUR MENTOR HAS INFLUENCE?

When the respondents were asked what aspects they believed that their role models had in influencing their lives, a diversified contribution was collected. Respondents stated that mentors mainly influence their individual lifestyle, schooling and hobbies. Mentors' contribution was also having impacts in other factors such as sex, drugs, alcohol, sport and education.

Type	Number of respondents	Percentage (%)
School Grades	16	18
Hobbies	15	16
Lifestyle	14	15
Drugs	8	9
School Attendance	8	9
Sporting	8	9
Alcohol	6	7
Relationships	6	7
Smoking	6	7
Sex	3	3

Table 5 – Range of mentor influence

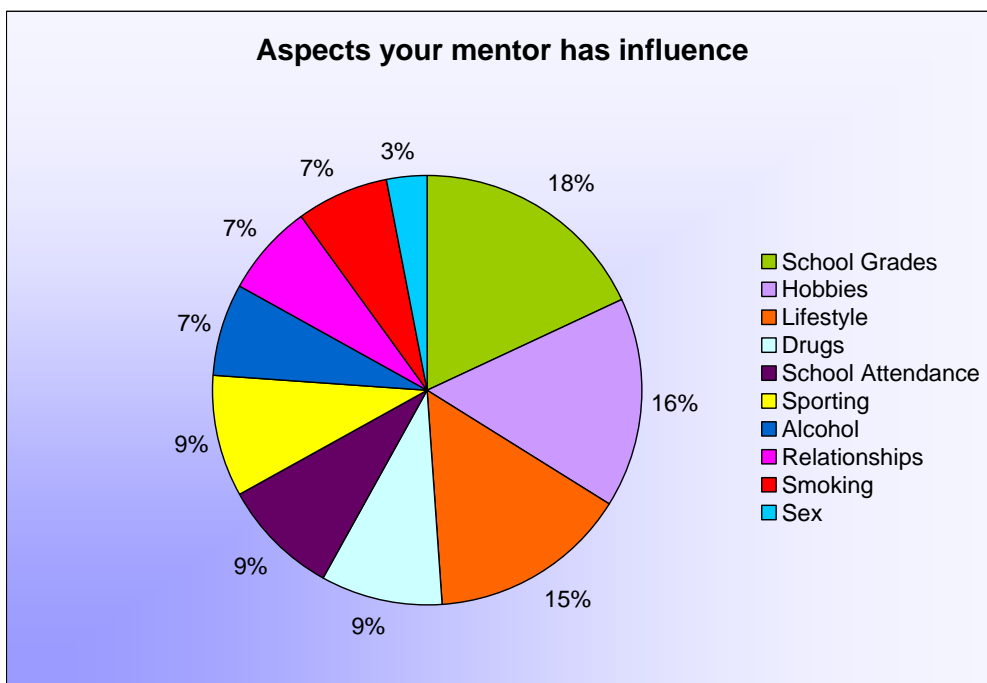


Figure 5 – Aspects your mentor has influence

QUESTION 6: IN WHAT ASPECTS OF YOUR LIFE DO YOU BELIEVE THAT YOUR MENTOR HAS INFLUENCE?

This was a complicated question to analyse as it was necessary to determine what is considered to be a positive, neutral or negative influence for each particular aspect. This is due to what one person may think is a positive impact could very well be negative in the opinion of another. Factors such as encouraging remarks, constructive comments and moral and virtuous thoughts were considered to be worthy of a positive influence.

It was further asked of the students rate the type of influence a mentor was having in their lives. Overall, the results proved to be quite positive for most aspects of life. A trend of neutral influence was apparent in relation to sex and relationships. However, aspects such as schooling, sport and hobbies had a positive impact. In addition, drugs, smoking and alcohol resulted in a minor negative influence.

Type	Positive	Percentage (%)	Neutral	Percentage (%)	Negative	Percentage (%)
Sporting	68	75	20	22		-
Lifestyle	66	72	23	25		-
School Attendance	64	70	24	26	1	1
Hobbies	62	68	26	29		-
School Grades	62	68	26	29		-
Drugs	51	56	16	18	21	23
Smoking	48	53	20	22	20	22
Relationships	46	50	38	42	5	5
Alcohol	43	47	29	32	16	18
Sex	30	33	46	51	12	13

Table 6 – Rating of mentor influence

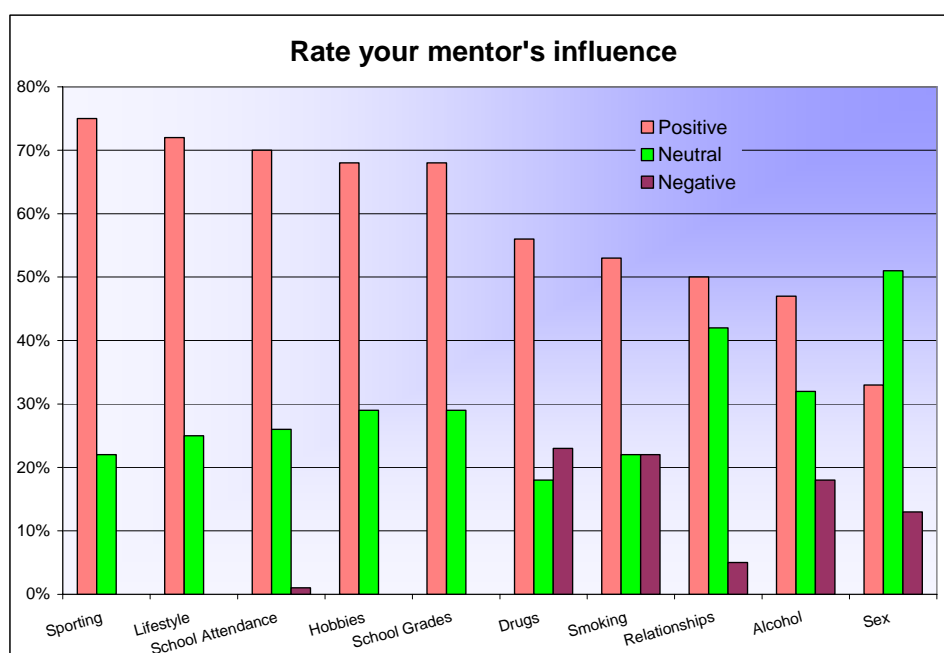


Figure 6 – Rate your mentor's influence

QUESTION 7: DO YOU THINK THAT YOU WOULD BENEFIT FROM HAVING A MENTOR IN YOUR LIFE?

This question was reserved for those respondents who did not have a mentor. The high percentage of positive votes is an excellent indication of the need to develop at government level some of the programs mentioned in the introduction to this report. It also identifies that not only do boys without mentors want someone to look up to but it also illustrates that they are able to understand the advantages. From the 15% of young males without a mentor, 81% believe they would benefit from having one. This is favourable as it is quite a considerable percentage and increases the possibility of establishing the program as a viable concept once further research has been conducted.

Benefit?	Number of respondents	Percentage (%)
Yes	13	81
No	3	19
TOTAL	16	100

Table 7 – Beneficial to have a mentor?

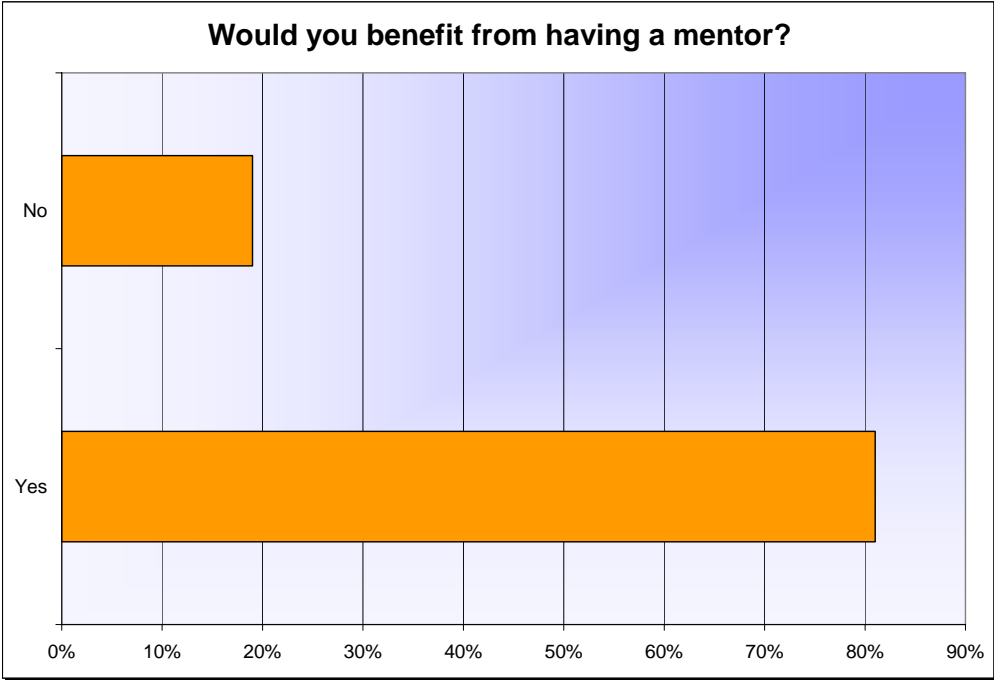


Figure 7 – Would you benefit from having a mentor?

QUESTION 8: DO YOU PARTICIPATE OR PLAY SPORTS OUTSIDE OF SCHOOL?

This question was included in the survey as it is commonly considered that sports coaches can play the role of mentor for youths very well. Also, most young males who do believe they do not have any other individual to look up to are commonly guided by their coaches in many aspects of their lives. Sports coaches are already trained or expected to be familiar with how to act as an effective mentor and/or role model towards their team. It is the belief of the LOT that any official program to be developed by government or a private enterprise must involve sports officials and coaches, as sport is (as illustrated in the questionnaire results) one of the most open and effective means of engaging a young person to develop their skills, abilities and full potential.

Benefit?	Number of respondents	Percentage (%)
Yes	89	81
No	21	19
TOTAL	110	100

Table 8 – Sports participation

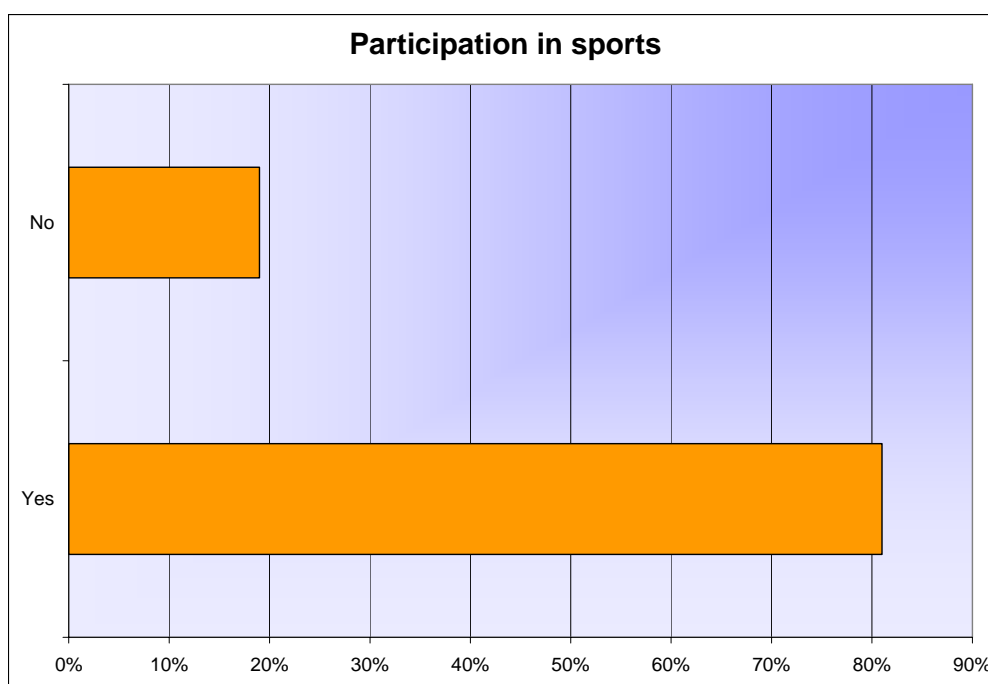


Figure 8 – Participation in sports

QUESTION 9: WOULD YOU LIKE TO PARTICIPATE IN A ROLE MODEL / MENTORING PROGRAM IN THE FUTURE?

Once again it is clear that a large number of youths have an understanding of the importance of having a mentor in their life. Many respondents also indicated that they would attend the program weekly in the ‘If so, how often?’ aspect of Question 9. Unfortunately since the concept has no structure, respondents were unsure as to when they could attend such a program or what once a week might actually entail. The data can however still be used as a strong indication of support with 63% of respondents stating their interest in participating. A small 8% of the students were categorised as ‘maybe’ because they did not actually tick a box, but rather wrote comments such as “it depends” or “maybe”.

Benefit?	Number of respondents	Percentage (%)
Yes	69	63
No	32	29
Maybe	9	8
TOTAL	110	100

Table 9 – Mentor program participation

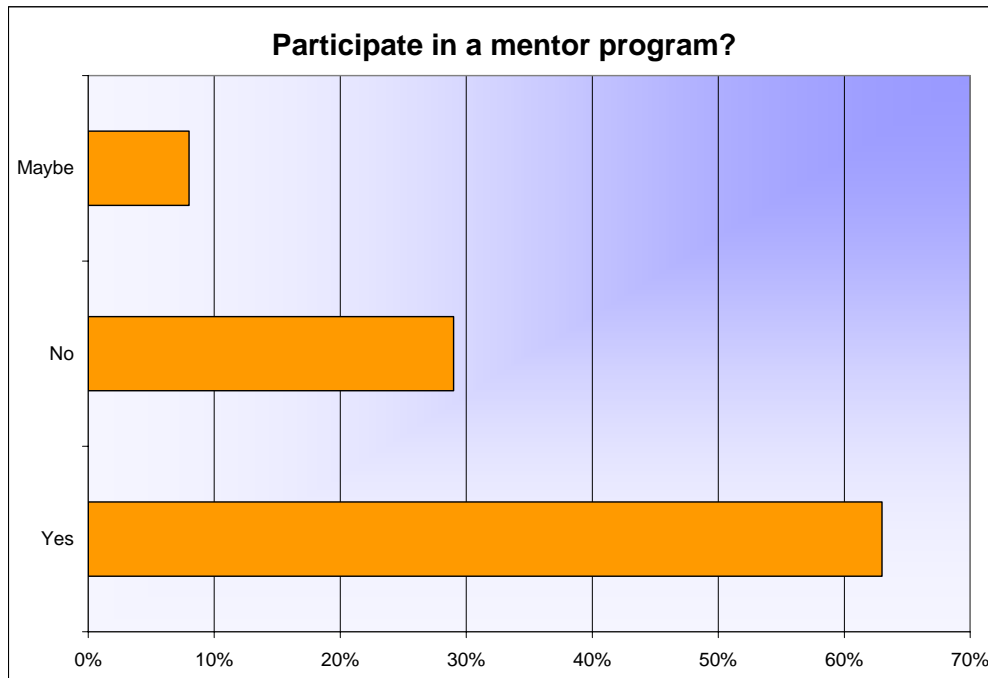


Figure 9 – Participate in a mentor program?

QUESTION 10: WHOM DO YOU BELIEVE TO BE THE MOST SUITABLE PERSON TO BE A MENTOR?

The data is rather useful as it strongly indicates and identifies who young males are willing to respect and listen to. The fact that only 58% of the participants selected their father as a mentor is a little alarming; however it must be taken into consideration that fathers are not necessarily automatically good mentors or role models for their children. The remaining results reveal that young men are turning to other male family members (i.e. brother or uncle) and their sports coaches and friends for guidance and direction. This allows the LOT flexibility in terms of suggesting appropriate mentors and role models for the program.

Mentor	Number	Percentage (%)
Father	64	58
Brother	34	31
Sports Coach	23	21
Friend	19	17
Uncle	17	15
Cousin	14	13
Sports Player	14	13
Family Friend	12	11
Teacher	9	8
Mother	6	5
Other	8	7

Table 10 – Most suitable mentor listing

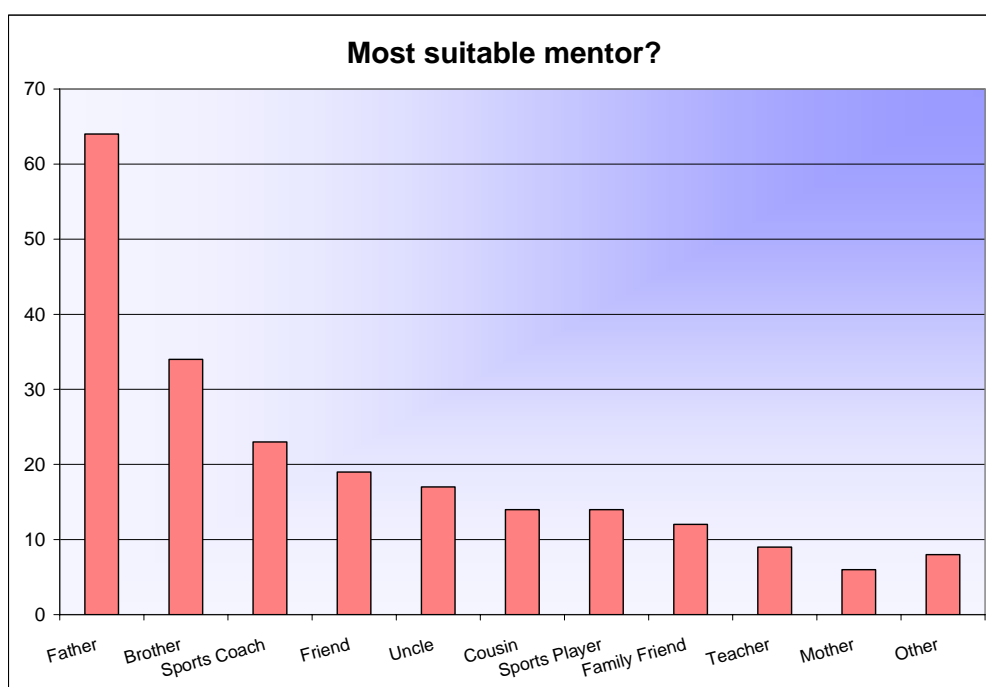


Figure 10 – Most suitable mentor

QUESTION 11: WHAT CHARACTERISTICS WOULD YOU LIKE TO SEE IN A ROLE MODEL / MENTOR?

The respondents provided quite diverse characteristics and qualities that they prefer to see in a mentor. Not surprisingly, common interests and similar life experiences were the primary responses – this is important as it is necessary for the young males to interact with somebody they can relate to. As detailed in Table 3 it is viewed as necessary for the mentor and/or role model to be an active listener, provide advice and guidance, reliable, intelligent and successful in their chosen career path. The virtues fun, outgoing and positive were also worthy to mention.

Characteristics	Percentage (%)
Similar Interests and Experiences	31
Listens, Caring, Provides Advice	21
Reliable and Dependable	19
Smart, Creative, Successful	16

Table 11 – Characteristics of a mentor

School Staff Discussions

The LOT were fortunate enough to be able to discuss the project with the teaching and counselling staff at schools participating in student focus groups. Many representatives who were consulted were supportive of the project, as they felt it was necessary and as such voiced their endorsement.

An important belief mentioned by a staff member, was that in today’s society there are more and more young boys who do not have a father figure in their lives whilst growing up. This could possibly be related to the current divorce rate in Australia with figures of ‘12.2 per 1,000 married males and 12.0 per 1,000 married females’ (Australian Bureau of Statistics, 2007) obtained from the 2006 Census. Therefore, due to an obvious lack of mentoring that exists in the lives of the teenagers affected by divorce, it is suggested that adolescents may need to look outside the immediate family in order to find mentors.

RECOMMENDATIONS

The purpose of the Role Models for Young Males project was to determine the need to develop and implement a role model/mentoring program for young men aged between the ages of 12-17 years in the Top End.

Due to the incredibly high number of students responding that they have a mentor in their life (85%) and the well-proportioned and considerably positive influence of these mentors, at present, a role model/mentoring program may not be seen as viable.

However, the results obtained do not insinuate that such a program is not required in the Top End. This statement is based on the following rationale:

- an almost unanimous response 97% of students believed that having a mentor in their lives is beneficial;
- a high and encouraging 81% of students (who did not have a mentor) responded that they believed that having one would be advantageous and useful; and
- a majority of students (63%) answered that they are interested in participating in a role model/mentoring program in the future with a further 8% stating that they would consider attending. This signifies that the youth understand the importance of having a mentor in their lives and desire a new learning experience.

The particular demographic of young males not attending school was hoped to be a particular target group of the LOT, however time and availability prevented this eventuating. It was deemed for the basis of this report, that school aged young men would be easier to engage in this manner, but the LOT recognises that a greater priority must be reserved for disengaged youth.

Contact was initiated with Gaby Lengyel and John McLean, two employees of the Youth Initiatives division at Mission Australia in Darwin. The formulated proposal involved the LOT team members joining the Mission Australia volunteers on the nightly Youth BEAT outings to talk with the teenagers roaming the streets late at night and the homeless in order to establish a relationship. This connection would be furthered by a barbeque with a combination of sports and social activities in a fun

environment at Lake Leanyer; this would also involve a discussion about the importance and benefits of mentoring and distribution of the surveys to the male attendees.

Another practical opportunity for additional outreaching to disengaged youth is the SHAK Resource Centre in Casuarina. Contact was made with Craig Seiler, the co-ordinator of the centre, to conduct focus groups and circulate surveys (similar to those the LOT members carried out in the schools) over several sessions.

It is a strong recommendation that future groups, institutions or individuals interested in continuing the intention and objectives of this project to re-contact afore mentioned programs as they are a necessary avenue of information and knowledge, in an appropriate, swift and methodical manner. Furthermore, the involvement of the young males that regularly partake of the services of Mission Australia, the SHAK and the Young Men's Christian Association (YMCA) cannot be discounted in the data collection and research process. This would result in a more necessity driven determination for a mentoring program in the Top End.

Based on existing programs, suggestions for a possible role model/mentoring program for young males consist of the following:

- one-on-one mentoring
- minimum of 12 months for mentor/mentee relationship
- advantageous if possible to 'match up' the ethnic heritage of the youth with that of the mentor
- consistent fortnightly 'meet-ups' (possibly with greater frequency depending on individual mentee's situation)
- keep in regular contact with phone and/or e-mail

CONCLUSION

This report has presented its findings from both consultations with school staff representatives and a discussion and survey of young male students on the significance and necessity of mentors and mentoring program. The principal findings from these research mediums has delineated that it is advantageous and important for young men to have a mentor in their life.

It was exceptionally encouraging to ascertain that for those respondents with a mentor that these mentors have a positive aspect in their respective lives, whether it is on education, hobbies, relationships or substance usage. Regrettably, with a very high percentage of students answering they have a mentor, the proposed role model/mentoring program may not be deemed as viable, though it is still the strong belief of the LOT that further program development and implementation be thoroughly investigated.

The LOT has presented and recommended possible avenues of action that will need to be acted upon before a definitive conclusion can be reached and a suitable mentoring program implemented.

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APPENDIX A

Existing Mentoring Programs

Existing Mentoring Programs

1) THE SMITH FAMILY – SENIOR SECONDARY INDIGENOUS MENTORING PROGRAM

- Organised in partnership with the NT Government
- Currently operating across seven schools in Darwin, Katherine, Palmerston and Ramingining
- Approximately 110 Indigenous senior high school students participating (program is primarily aimed at Year 12 students)
- Eventual outcome is for mentoring to be available for all young people and not just Indigenous youth
- Formal training is provided for all mentors at no cost
- Mentor application process involves an initial screening, training and recruiting
- Approximately 60 trained mentors on the list to make a difference in someone else's life and provide an opportunity for support and empowerment
- Currently have mentors based in Darwin, Katherine and Sanderson High Schools and with the outlook to place additional mentors at Casuarina Senior College and Palmerston High School
- Darwin-based contact is Kathy Jannis – 08 8985 6841
- Website – <http://www.thesmithfamily.com.au>
- Miscellaneous:
 - ❖ Mentoring programs are available nationally
 - ❖ Each program is adapted for the individual specific needs
 - ❖ Better for the age difference between mentor and mentee to be minimal

2) BALUNU FOUNDATION – MENTORING AND SPIRITUAL HEALING CAMPS

- Program commenced in June 2006 with the assistance of a funding grant from the Rio Tinto Aboriginal Fund
 - ❖ Funding from Federal and NT Governments has been unsuccessful
- Aimed at Indigenous youth that are 'at risk' of going off track

- Spiritual healing camps work in small groups that consist of a 9-day program of up to 10 young people and tackle the following issues:
 - ❖ cultural healing
 - ❖ mentoring
 - ❖ issues facing youth
 - ❖ pathways to move away from the pain and suffering
 - ❖ identity attainment
- Youth are referred to the Balunu Foundation by the courts, police and other agencies with some amazingly positive outcomes
- Darwin-based contact is David Cole – 0424 108 979
- Website – <http://www.balunu.org.au>
- Balunu Foundation is comprised of four directors, an Indigenous advisory board and a traditional elder

3) YOUTH MENTORING NETWORK

- Organisation that supports individuals or groups to develop and facilitate mentoring programs
- Service and membership are provided for free
- Provide advice on what is best for each program based on national guidelines
- National contact is Kathleen Vella – 02 9085 7287
- Website – <http://www.youthmentoring.org.au>

4) BIG BROTHERS BIG SISTERS

- Leading mentoring program that has been in existence in Australia since the 1970's
- Program encourages youth to feel valued and empowered to reach their full potential and gain confidence
- National contact is David White – 03 9489 4511
- Website – <http://www.bigbrothersbigsisters.org.au>
- Please note: the young female component of this program operates in Darwin three days a week and is government funded

5) YOUNG WOMEN'S CHRISTIAN ASSOCIATION (YWCA) OF DARWIN – YOUTH PROGRAM
PROJECT WORKER

- Position for a 6-month contract was advertised to develop and coordinate a new program targeted at supporting young men aged between 14-21 years considered to be at risk
- Position also involves researching suitable models for mentoring programs and what will be suitable for the Darwin area
- Program is designed to improve abilities and strengths and also to encourage self-expression and community involvement
- Darwin-based contact is Sue Brownlee – 08 8981 8323
- Website – <http://www.ywca.org.au>
- The LOT is astonished at how similar this research position is to our project but enthusiastic that YWCA of Darwin is keen to possibly implement a mentoring project for teenage boys and looking for somebody to carry out the groundwork
- Sue Brownlee has informed LOT that a candidate has been selected and will commence conducting this research in December, 2007
- It is intended that there will be a strong collaboration with the LOT and the YRT in the coming future

7) YOUNG WOMEN'S CHRISTIAN ASSOCIATION (YWCA) OF DARWIN – SISTERS PROJECT

- funded by Department of Health and Community Services (NT Govt)
- targeting young women considered 'at risk'
- young women who are recommended/referred to this program typically have a history of drugs & alcohol abuse, mental health issues, sexual abuse and teen pregnancy
- three days per week
- program is run in a group work environment
- role models and mentors from the community are introduced to the young women
- the young women are responsible for driving this program through identifying their needs and wants

APPENDIX B

Interview Questions

Interview Questions

The group forum discussions did not exceed 30 minutes in duration and the participants were asked the following questions:

- i. What do you see as a mentor?
- ii. What activities do you see yourself and your mentor participating in?
- iii. Who do you think would be the most likely role model for youth your age?
- iv. What benefits would you receive from having a role model?
- v. Would you participate in a role model program?
- vi. What things would you like to do if you did participate in a program?

APPENDIX C

Survey



THE LEADERS OF TOMORROW TEAM Role Models for Young Males

We are researching who males between the ages of 12-17 see as a role model in order to determine the necessity to develop a program that may help certain males who feel they do not have a role model or mentor and provide a means and/or opportunity to reach out.

This survey is confidential and *only* collated results will be presented and published.

Please answer these questions to the best of your ability (place an **X in the boxes) and return this survey to the drop box located outside the administration office.**

1) How old are you? _____

2) Do you have a mentor?

Yes No *If no, please go to Question 7*

3) Who is your mentor?

Father Brother Uncle Cousin
 Sports Coach Teacher Friend Family Friend
 Other:

4) Do you think that you benefit from having a mentor in your life?

Yes No

5) In what aspects of your life do you believe that your mentor has influence?

School Grades School Attendance Sporting Smoking
 Alcohol Drugs Sex Relationships
 Hobbies Lifestyle

6) How would you rate your mentor's influence – in terms of either positive, neutral or negative?

▪ School Grades	<input type="checkbox"/> Positive	<input type="checkbox"/> Neutral	<input type="checkbox"/> Negative
▪ School Attendance	<input type="checkbox"/> Positive	<input type="checkbox"/> Neutral	<input type="checkbox"/> Negative
▪ Sporting	<input type="checkbox"/> Positive	<input type="checkbox"/> Neutral	<input type="checkbox"/> Negative
▪ Smoking	<input type="checkbox"/> Positive	<input type="checkbox"/> Neutral	<input type="checkbox"/> Negative
▪ Alcohol	<input type="checkbox"/> Positive	<input type="checkbox"/> Neutral	<input type="checkbox"/> Negative
▪ Drugs	<input type="checkbox"/> Positive	<input type="checkbox"/> Neutral	<input type="checkbox"/> Negative
▪ Sex	<input type="checkbox"/> Positive	<input type="checkbox"/> Neutral	<input type="checkbox"/> Negative
▪ Relationships	<input type="checkbox"/> Positive	<input type="checkbox"/> Neutral	<input type="checkbox"/> Negative
▪ Hobbies	<input type="checkbox"/> Positive	<input type="checkbox"/> Neutral	<input type="checkbox"/> Negative
▪ Lifestyle	<input type="checkbox"/> Positive	<input type="checkbox"/> Neutral	<input type="checkbox"/> Negative

Please go to Question 8

7) Do you think that you would benefit from having a mentor in your life?

Yes No

8) Do you participate or play sports outside of school?

Yes No

9) Would you like to participate in a role model / mentoring program in the future?

Yes No

10) Whom do you believe to be the most suitable person to be a mentor?

Father Brother Uncle Cousin
 Sports Coach Teacher Friend Family Friend
 Other:

Why?

11) What characteristics would you like to see in a role model / mentor?

Thankyou very much for your time!

If you have any questions feel free to contact the Office of Youth Affairs on 1800 652 736.

APPENDIX D

Project Evaluation

Project Evaluation

The LOT team members put in a lot of hard work for the completion of the research and writing the report for this project. Unfortunately, the scope of the primary research medium (i.e. focus group and survey participants) was not broad enough to include those young males who do not attend school.

The initial concept and purpose of this project – to perform research to determine the need for a mentoring program for teenage boys – is quite viable in today's society. The one-on-one relationship formed by mentoring provides the opportunity for skills, knowledge and life experiences to be shared from the mentor to the mentee.

It is very much the belief of the LOT that if the young males that regularly partake of the services of Mission Australia, the SHAK Resource Centre, and the YMCA are involved in the data collection and research process, then the necessity of such a mentoring program in the Top End would be more apparent.

It was disappointing that although the distinction between a mentor and a role model was described and clarified to the students and these students voiced their understanding of the explanations provided, some did not reflect this comprehension when answering Question 2 of the survey. This incorrect response would affect the final result by up to 10% (i.e. 11 of total number surveyed).

The survey that was distributed to the students could be improved by the addition of a question to enquire of the respondent's suburb of residence. This would allow for investigation into if the need for a mentoring program is required in a particular neighbourhood or a wider demographic. Additionally, it would be advantageous to seek from the respondent whether or not they came from an Indigenous background. Furthermore, it was suggested by a school counsellor for the wording of Question 6 (i.e. positive, neutral and negative) to be simpler in order to lessen the chance of misinterpretation.

The letters and initial contact with the school representatives requested for a broad mixture of students (i.e. culturally, academically, etc.) to participate in the focus

groups. However, the LOT members struggle to believe that the young males were randomly chosen as the team were unsuccessful in interviewing many Indigenous students and had a relatively poor number of minority races in the student mix. It is assumed that some schools selected student council members who predominantly of Anglo and Caucasian origins.