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Mohd Mursyid Arshad, Ismi Arif Ismail, Nur Raihan Che Nawi, & Nasreen Khanum Nawab Khan

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Promoting Developmental Assets in Positive Youth Development: Identity Development Process through Youth Leadership Mentoring in Malaysia

Mohd Mursyid Arshad, Ismi Arif Ismail, Nur Raihan Che Nawi, & Nasreen Khanum Nawab Khan

Faculty of Educational Studies, Universiti Putra Malaysia, Serdang, 43400, Serdang, Malaysia

Abstract

Involvement in leadership activities is one of the approaches that enhances Positive Youth Development (PYD) among youths. The focus on mentoring process in a leadership program serves as the basis for developing these positive youth elements and has the potential to increase youth's readiness to lead. Youth leadership development is a primary focus in Malaysia's development agenda as outlined in the Malaysia Youth Policy (2015) and Youth Societies and Youth Development Act 668 (2019). Research and practice concur that the involvement of young leaders can be strengthened through wider exposure and professional training through mentoring. Mentoring offers a unique learning process that has been shown to enhance youth development outcomes and strengthening competence of youth leaders. The study was conducted to explore the identity development process in promoting developmental assets through the youth leadership mentoring. The study was conducted using a qualitative approach informed by the case study paradigm that involved 13 informants through in-depth interview data collection, participant observation and document analysis. Empirical findings from the study show that identity development resulted from the mentoring process through the value of tolerance, promotes empathy and shaping philanthropy spirit among youth leaders. In conclusion, data indicated that mentoring clearly has the potential to constitute the process of identity building among youth, and this process contributes to the development of their leadership capacities.

Keywords: Positive Youth Development, Youth Identity, Youth Mentoring, Youth Leadership, Individual Asset, Ecological Asset

Introduction

The Positive Youth Development (PYD) approach, which provides the theoretical basis for developing youth potential (Lerner et al., 2015), essentially requires empirical investigations to understand character development of youth leaders by mentoring. In Malaysia, youth leadership development is a primary focus in Malaysia's development agenda as outlined in the Malaysian Youth Policy 2015 initiative.

In line with Malaysia's vision of becoming a developed nation, the Malaysian Youth Policy 2015 aims to strengthen the leadership development process among youth so that the nation will rank among the top countries in the world in terms of economic development, citizen well-being and innovation.

Researchers and practitioners concur that the involvement of young leaders in nation-building can be strengthened through wider exposure and professional training, as well as through mentoring. As a learning process, mentoring has been shown to enhance youth development outcomes such as raising the competence of youth leaders. Notwithstanding the challenges of mentoring, policy-makers of youth development programs should highlight its benefits.

According to Hastings, Human, and Bell (2011), youth leaders often do not see themselves as decision-makers because some adult leaders fail to adequately pass on the skills, experience, opportunities and motivation needed to lead. Moreover, the process of nurturing youth leadership, if not well planned, may inhibit young leaders from actively participating in the community development process, thus resulting in youth leaders lacking a sense of connection to their communities (Christens & Dolan, 2011; Tepus, 2018). Findings from the most recent Malaysian Youth Index (2017) indicate that this is currently the situation in Malaysia, i.e. youth's readiness to lead is decreasing. In addition, there are concerns about the ability of Malaysian youth to lead.

The situation is compounded by the fact that the the government through Malaysian Youth Policy (2015) and an amendment to the Youth Societies and Youth Development Act 668 (2019) has formally re-classified youth as those between 15 to 30 years, compared to the previous range of 15 to 40. With a younger cohort of youth leaders taking on formal leadership roles within the country in the near future, there is much concern regarding the leadership readiness of this group.

Scholars contend that youth leadership development requires participative learning and role models that can be emulated (Lerner, Brittian & Fay, 2007; Franklin & Nahari, 2018). According to Li and Wang (2009), youth involvement in leadership activities is central to the youth development process. However, youth leadership development requires facilitated learning and exemplary role models. Kay and Hinds (2012) suggest that mentoring has the potential to provide such a learning process. According to Cote (2019), the development of a proactive youth identity has to do with self-regulation, self-discipline and self-reflection. These three elements are important in the development of the cognitive capacities, tendencies, attitudes and social relationships of youth embodied in the development of youth identity (Cote, 2019).

Therefore, this study was conducted to explore how mentoring-based leadership development programs could promoting developmental assets in positive youth development. The mentoring process investigated in this study involved input from mentors and the Ministry of Youth and Sports Malaysia as the program planner and mentoring provider.

Adopting a qualitative approach, we used the case study paradigm to examine youth's ability to conduct social activities, their exposure to community program planning, and their mastery of soft skills as a result of mentoring. We investigated whether mentoring had the potential to develop various competencies among youth, especially leadership qualities.

Literature Review

Positive Youth Development

Positive youth development (PYD) rests on two main concepts. The first is that youths possess inherent strengths or assets that form the foundation of their cognitive, emotional, social and behavioural development (Phelps et al., 2009; Gestsdottir et al., 2011). Second, their well-being will be enhanced when their strengths are compatible with, and facilitate, appropriate behavioural reactions to their surroundings (Benson, Skala, Hamilton, & Sesma, 2006), resulting in positive development. The individual development process in the PYD context involves adaptation of developmental regulations between youth strengths and asset development within a particular ecology (Phelps et al., 2009).

The PYD perspective stems initially from a positive psychological concept, the result of comparisons made by psychologists and biologists studying plasticity in the human development process. Specifically, the PYD perspective may be encapsulated in the term of 'plasticity'. The term 'plasticity' implies potential for more systematic changes in human development (Lerner et al., 2005; Lerner, Brittan & Fay, 2007). The process requires internal and external support. According to Theokas et al. (2005), the combination of internal and external situations for the development of PYD elements mentioned above are known as individual and ecological assets (Lerner et al., 2012).

The internal asset is an element that guides youths to make choices related to their strengths, hopeful future expectations, internal self-regulation and positive school engagement. Meanwhile, the external assets are ecological assets mostly related to positive experiences obtained from others, and the institutions they are involved with (Lerner et al., 2012). Joint benefit could arise from the individual and ecological assets in the context of their relationship with PYD through five elements ('5 Cs') (Lerner et al., 2005), as illustrated in **Figure 1** below.

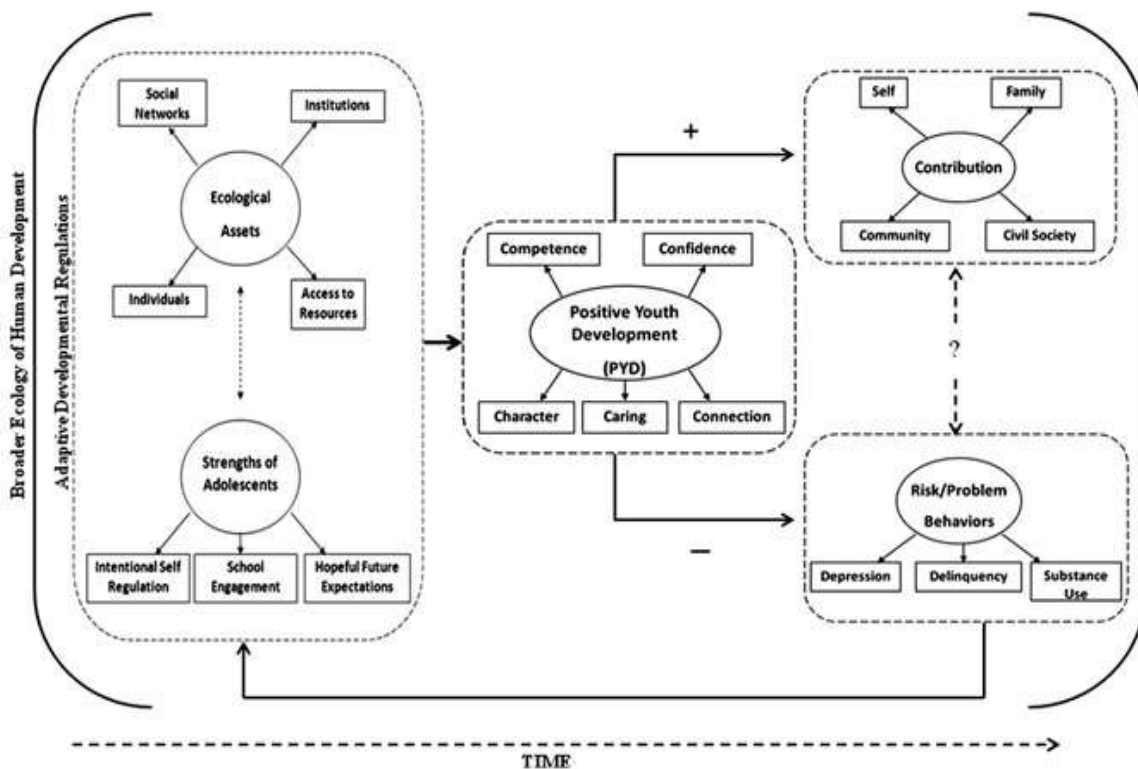


Figure 1. The relational, developmental systems model of Positive Individual involved in PYD (Lerner et al., 2005, p. 7)

Theoretically, the ecological assets are associated with the developmental process of positive youths, consisting of the ‘5Cs’ (confidence, competence, character, caring, connection) that encourage positive behaviour among youths (Lerner, Brittan & Fay, 2007). Based on the works of Lerner et al. (2005), there are several specific steps that could be taken by mentors to develop all the five ‘C’ traits within their protege. The theory of developmental systems posits that the changes in protege development are assisted by mentors who prioritize positive development as a process whereby the individual and the context (related environment) are dynamically combined throughout the mutually beneficial interaction (Lerner, 2004; DuBois et al., 2011). When plasticity in human development is acknowledged, this will directly lead to building positive development of the individual’s potential (Larson, 2006). Therefore, developmental system theory is also embedded in the youth development process, which is linked to positive youth development (Theokas et al., 2005).

Internal assets guide youth to make choices related to their strengths, such as future expectations, internal self-regulation and positive school engagement. External or ecological assets in one’s environment include positive experiences with others, and the institutions with which youth are involved (Lerner et al., 2012). As earlier stated, when individual and external assets are maximized, the result is a positive, thriving individual with five core PYD outcomes

referred to as the '5Cs' (competence, confidence, character, connection and caring) (Lerner et al., 2005; 2015).

Mentoring and Leadership Development

Generally, mentoring is a relationship between two parties, in which one party (the mentor) guides the other (the mentee) through a period of change and towards an agreed objective, or assists him or her to become acquainted with a new situation (Kay & Hinds, 2012). Furthermore, leadership mentoring highlights the learning process of a one-to-one relationship, especially in traditional mentoring (Reagan-Porras, 2013), with the more senior and experienced individual as the mentor who supports the protege's career development (Ragins & Kram, 2007; Eller et al, 2013). Chaudhuri and Ghosh (2012), assert that traditional mentoring builds normative impression towards the process in which a mentor helps a mentee through a period of change.

Mentoring may take place in two situations, namely, formal and informal mentoring (Hezlett, 2005; DuBois et al., 2011), both with differences in learning development (Parise & Forret, 2008; Pryce & Keller, 2011). Through mentoring, youth are given the opportunity to develop their leadership skills and build relationships with their mentors. The advantage obtained by the youth through leadership mentoring is associated with the criteria of effective youth development. In addition, mentoring provides the opportunity for youth to gain access to ecological assets in the community in which they are involved. This will lead to the further attainment of the '5C' outcomes, which eventually would be reflected in contributions made by the youth (Lerner et al., 2013).

The mentoring approach makes use of an enabler to encourage innovation, learning and continuous development (Kiltz et al., 2004). The dynamic mentoring theory contends that the principle of mentoring learning involves a close relationship between mentor and protege, whereby the latter learns by observation and demonstration by the mentor (Balcazar & Keys, 2013). Through mentoring, opportunities for gaining new experiences are made available at an exclusive level, by placing the protege under another individual's supervision (Flores, 2011; Greeson, 2013).

According to Lerner et al. (2013), positive learning outcomes from mentoring is influenced by the support given by the mentor and experiences gained by the protege. As such, youths require good role models to follow (Garcia, 2009). Hence, mentoring is a developmental process that requires involvement and commitment from both mentors and proteges (DuBois et al., 2011).

Mentoring may take place in two situations, namely, formal and informal mentoring (Hezlett, 2005; DuBois et al., 2011), both with differences in learning development (Pryce & Keller, 2011). Kram's mentoring theory in Ragins and Kram (2007) assert that informal mentoring encourages protege to learn to develop naturally towards what is known and based on priority. Meanwhile, in formal mentoring, protege and mentor work together through a few processes with the support of an organization (Ragins & Kram, 2007; Eby et al., 2013). According to Balcazar and Keys (2013), youth mentoring relationship becomes stronger when mentor and protege consistently spend time together for a significant duration. Rhodes (2005), Rhodes & Dubois,

(2008) and DuBois et al. (2011) suggest that learning through mentoring may contribute to the protege's social-emotional, cognitive and identity development.

Rhodes and DuBois (2008) assert that positive experience from the socio-emotional aspect in mentoring relationship may encourage youths to interact with others with an increased perception towards their parents, peers and adults within the proteges' social network more effectively. Besides that, the environmental factor between an individual, family and his/her surrounding also impacts the mentoring relationship and the process of nurturing positive youths (Rhodes, 2005). Therefore, youth leadership development through mentoring is relevant to positive youth development.

Through mentoring, youths are given the opportunity to develop and hone youth leadership skills, as well as maintain the relationship between them (protege) and adults (mentor). The advantage obtained by youths through leadership mentoring is associated with the criteria of effective youth development. Other than that, it provides the opportunity for youths to gain wide access and connection using the ecological assets in the community they are involved in. This will directly lead to the formation of the '5Cs' which are essential in developing youths who can contribute positively to the community (Lerner et al., 2007).

Proteges, who can easily adapt to any environment, including the mentoring environment, are viewed as individuals with the potential to elevate their self-development and eventually contribute towards positive development of family, the community and civil society (Theokas et al., 2005). Hence, mentoring is an important intervention to develop the potentials of youth.

To cultivate and encourage both elements of PYD characteristics and positive youth contribution in youth development process, mentors need to play their roles in managing their interaction with proteges when mentoring so as to mirror three important aspects, namely skills development, youth leadership development, and relational continuity between adults and youths (Lerner et al., 2007). Learning from mentors includes emulating the behavior or actions of mentors, inculcating charismatic values, and making a commitment towards positive transformation (Blass & Ferris, 2007; Ragins & Kram, 2007, Eby et al., 2013; Sanfey et al., 2013). Effective mentoring enables the development of youth potential by providing opportunities for youths to build up various skills, especially leadership skills that will assist in their positive development (Lerner et al., 2013).

Assets Development through Leadership Mentoring

From the mentor-based youth leadership program perspective, positive behaviours and attitudes (as a result of the knowledge formation process) are indicators of successful positive youth development through knowledge formation process, behaviour and positive attitude of the participants cultivated from the systematic program development (Lerner et al., 2005; Silbereisen & Lerner, 2007; Lerner et al., 2011). It is important to take into account the current needs of youth when planning youth development programs (Cullen, Bradford & Green, 2012). A proper planning of developmental program should explain in detail the learning outcomes based on the objectives.

Effective mentoring enables the development of youth potential by providing them with

the opportunity to develop life and leadership skills; positive youth development will, therefore, be enhanced (Lerner et al., 2013). Besides that, the environmental factor also impacts the mentoring relationship as they interact with others in their surroundings (Rhodes, 2005). The current study was conducted to explore the process of mentoring toward the realization of positive youth development and how the protege's sense of contribution to the community and youth stakeholders would be enhanced through the mentoring process.

Methodology

A case study paradigm was used in this research that adopted a qualitative approach. Using the Malaysian national youth leadership development mentoring program as the source for data collection, a total of 13 informants were involved in this study. They included mentors, proteges, the program organizers and training providers, all of whom were identified by purposive sampling. The data were collected through in-depth, semi-structured interviews and supported with relevant information from group discussions, participant observations, document analysis, and field notes. The selection of participants for the study was based on the following criteria: a) informants were either proteges, mentors, organizers or training providers; b) proteges had achieved high scores on their assessments throughout the mentoring process; c) informants were willing to share learning experiences related to mentoring; and d) mentors were experienced in managing the mentoring processes. Snowball sampling was also carried out when participants introduced their friends to the study. Ultimately, the sample comprised those who were able and willing to provide the necessary information on the issues under study as suggested by Merriam & Tisdell (2016) for purposive sampling strategy in qualitative research.

Initial data analysis was done immediately after the first interview. Various categories and themes were identified before the second interview was conducted. In order to foster a professional relationship between researchers and informants, the former established rapport to develop trust. First, the lead researcher moved into the field and identified a number of potential informants to be involved in the study. In several meetings, the researcher introduced the objectives of the study and sought the informants' consent to be involved in a series of in-depth interviews. To strengthen the reliability of data obtained from the informants, the researchers sought their permission and cooperation to carry out observations of their activities.

A total of 13 informants were involved in the study and the duration of each interview was between 50 minutes to 1 hour and 30 minutes. As suggested by Creswell and Poth (2018), data were collected until saturation point or data redundancy was achieved. Transcriptions of the interview sessions were examined several times in order to capture features of talk such as emphasis, speed, tone of voice, timing and pauses during interview. The data were further analyzed through coding and categorizing of themes using NVivo software.

Trustworthiness is a concept for determining whether this study is valid and reliable determining whether the study set out to investigate what it is supposed to. This study consisted of four main aspects, namely credibility, transferability, dependability and conformability. As suggested by Merriam and Tisdell (2016), validity can be achieved by making a comparison between the descriptions and explanations, and whether these explanations fitted the

description perfectly. Validity is a hallmark of qualitative research, determining whether the findings are accurate from the standpoint of the researcher, participant or reader (Creswell & Poth, 2018).

In this study, validity was achieved through the use of audit trail, member checks and peer examination. An audit trail refers to the steps adopted by the researcher at every stage of data collection and analysis (Creswell & Poth, 2018). Furthermore, the researcher needs to document the preparation of the proposal, construction of interview protocol and questions, data collection as well as the process of analysing the data. Member checks are used to reconnect the researcher to the informants to verify consistency in interpretation of the data (Silverman, 2013). The informants are subsequently contacted for clarification of facts of findings. As suggested by Creswell and Poth (2018), peer examination was also used to obtain feedback and consultation from a number of youth experts to verify data analysis and interpretation.

Findings and Discussion

From verbatim transcripts and significant statements extracted, the findings showed how proteges developed their identity through the mentoring process. In this study, the mentoring process was found to be helpful in three ways: 1) value of tolerance; 2) promotes empathy and; 3) shaping philanthropy spirit among youth leaders.

Value of Tolerance

Promoting developmental assets in PYD require youth leaders to approach the community. Hence, they need to have leadership qualities as resource linkers. According to one mentor's perspective, youth leaders were encouraged to participate in organizing social activities because their participation would benefit them. The experience of learning through the efforts made by the mentor. Working at the field can give the protege the opportunity to develop the skills of tolerance in the affairs of the people. Such learning experiences are indispensable for young leaders as a way to facilitate them to function in community organizations. Protege 1 stated that:

"... From the flexibility of the mentor's leadership, I understand and can instill the value of compromise within myself. I can compromise and have a tolerance value with my subordinates now. If there is tolerance in this leadership, everything in the organization should be ok. ..."

The value of tolerance built through mentoring enables the protege to adapt that learning directly from mentor's appearance. Protege 3 stated that:

"... What impresses me, as a leader, is the ability to negotiate. If there is a problem with the locals, the mentor will call everyone to the table. During that time, the tone of the discussion and once the in-depth research is done, the mentor will use discretion to resolve the problem. He'll find a middle ground. Win-win situation. ..."

Mentoring also gives the protege the ability to tolerate with decision making. Proper consideration by taking a third-party view of the mentor can absorb the protege's leadership style to make informed decisions. Protege 6 states:

"... My mentor will call his employees including me. He will ask for our views on issues that need to be decided, even if they are difficult to decide. Even, he involved me too. That's how he tolerates it before making a decision. I will definitely do the same in my leadership style later..."

The value of caring is translated into a spirit of tolerance and commitment through active involvement in community organizations (Lerner et al., 2005). This element also encourages youth to engage together as decision makers in the interests of service, organization and community.

Promotes Empathy

Mentors establish close relationships with subordinate staff who also indirectly teach proteges to respect and forge good relationships with lead groups. Protege 3 acknowledges:

"...During discussions, mentors always emphasize to me to be humble. Because the less we humble ourselves, the more we will be respected. Then we just feel like there's no gap and it's easy to get in touch with people. Even subordinates are willing to help us ... "

Leadership mentoring indirectly influence informal leadership style responses and reflections. Protege 5 tells:

"... He (mentor) has good relationship with all layers of government agencies especially under his ministry. He has already had that relationship. I think he had a good relationship because he knows what he wants. I realized that when leaders have clear mission and vision, they will know what is needed and will appreciate the support system that helps leaders. ... "

Mentors also have a view in developing leadership among young leaders, which is important for developing a positive and humble attitude. These values may seem simple, but they are important to reinforce in today's generation. Mentor 2 states:

"...We will think that leadership development, must emphasize decision-making skills, management and so on. But I think it should be more than that for today's youth leaders. I emphasize to him (protege) the attitude and personality of the important leaders. That's why I emphasize the importance of being a humble leader. We can easily approach

people, hanging out below us. People are comfortable. Behind the leadership, there is honor. ... ”

Through mentoring, the protege can foster a high level of caring. The experience of experiencing another person's distress during program evaluation has increased the feeling of protege's willingness to help. Protege 3 acknowledges:

“... My heart is easily touched when I see others' troubles, because I have seen how much suffering people have been through, some really hard times during my past. I didn't feel very good. But with the mentorship I went through, as a leader, there was a sense of concern. That concern will motivate me to help and to help. ... ”.

According to Bowers et al. (2011), youth development strategies in PYD that generally focus on increasing youth value gained through support systems (family and community) and environment (needs and resources). The environment also involves learning organizations or institutions. Informants are also exposed to the role of leaders in maintaining social welfare and building social relationships. Protege 6 recounts his experience:

"... I am in charge of the aid program for orphans and the elderly, which is a relief in the form of goods and cash. It also involves local youth organizations and NGOs as well. At first I discussed with my mentor how to help them. Thank God he supported my efforts. I also take the initiative to get help and sponsorship from others. ... ”.

The construction of ecological assets also involves the construction of social networks including at the level of community relations (Balsano et al., 2009). According to Lerner et al. (2013) and Agans et al. (2014), PYD empowers youth to have empathy and empathize with others. The sense of caring for those around the youth is crucial in the positive development needed in PYD (Geldhof et al., 2015).

As such, the protege's involvement in community relations also provides new exposure as a process of experiential learning. In addition, the support and guidance received from mentors influence the development of protege learning (Singh, Hawkins & Whymark, 2009; Eby et al., 2013). The influence of mentors in enhancing protege learning includes contributions to existing knowledge in looking at design relationships and support in an effective mentoring environment, benefits from mentoring and developmental potential (Lerner et al., 2013)

Shaping philanthropy spirit among youth leaders

Mentors have provided many opportunities for the protege to manage subordinate staff in carrying out important tasks. Protege 1 acknowledges *“... It is not easy to handle staff. But I manage to handle it because my mentor is my guide. That's when I learned with my mentor to be an effective team leader. ... ”.* In addition, the opportunity provided by mentors to lead a small

team provides new experience in organizational management. The following is acknowledged by Protege 3 which states:

"... It was a new experience for me. After graduation I never had the experience of managing an organization with a staff of our own. I learned how to approach people older than us. So I have to play the best role as a team leader. ..."

The leadership training provided has inspired the protege to do the same with the mentor in reducing the communication gap with subordinates. Protege 2 acknowledges:

"... While at work the time may be limited to dealing. But sports time, longer time. I see most of the sports staff. Every Thursday there is cycling, every Tuesday there is badminton and every weekend there is futsal. I join. I asked if I could go down. They said come down once. I've been in a whatsapp group. So between me and them there is no gap. ..."

In managing the subordinates, the protege learned something important from the mentor. As a leader, the vision and direction you want to take must be clear and practical to implement. Protege 5 tells:

"... I realized that if a leader has a clear mission and vision, he (mentor) will know what is needed and will appreciate the support system that helps the leader. From there, new subordinates can play their functions effectively. I just learned how to manage the task properly. ..."

Mentoring encompasses the process of social development involving individual and socio-cultural relations (Kay & Hinds, 2012). Internal change including the appreciation of the value of philanthropy in the protege is influenced by the forms of knowledge, beliefs, attitudes, experiences, places, events, objects and ideas (Lankau & Scandura, 2002).

In addition, based on the analysis of interviews and participatory observations, protege-based outlets have opened the platform to their involvement in volunteer work. Protege acknowledges that volunteer work is a self-help initiative for the community. Protege 4 acknowledges that *"... I am very involved in social work. I help people with the Bureau of Public Complaints.... Always do volunteer work, I get involved. From there, people began to recognize me. ..."* In addition, mentors also encourage the involvement of proteges to actively engage. This is acknowledged by Protege 2 which states:

"... I entered Soup Kitchen with the NRC team. Native NRC Soup Kitchen. In the course of a lot. My chief knows and supports. I also take that opportunity to experience their hardships, what can improve in social life. The majority of people I know through soup kitchen know me as an elite person. ..."

The planning and implementation of the volunteer program was also carried out by initiatives taken by the protege. Through the volunteer program, various community backgrounds including youth can be involved together in an effort to strengthen community cooperation. Protege 3 tells:

"... I'm involved in volunteer work. Includes community work. I made a suggestion to strengthen social ties in his area during the field trip. She asked me to run. Fortunately, I managed to gather youth from various youth organizations to include political parties to conduct community and fun activities. My mentor came to open it. ... "

The impact of the ministry has shaped the protege's desire to continue serving the community through voluntary work even after her tenure. Protege still uses access and a network of mentors to assist with volunteer work. Protege 6 states:

"... We are working to bring 3 buses of youth volunteers to Kelantan, in 120, 130 of us. I also ask the mentor for help. Most of those who attend are high school students and youth who are not registered with any political party. I see a new approach to youth. Engagement is through youth because they prefer this kind of work and activity. If we get too involved, it will be a hindrance to this effort. ... "

Access obtained from a mentor-owned network helps accelerate the development of ecological assets to improve PYD. Agans et al. (2014) state that youth are often left out in the context of social activities and positive connections. Therefore, the construction of an external network is necessary for youth to exhibit positive values that induce bonding with other individuals and institutions as well as helping to build up youth capacity (Agans et al., 2014). Provision of a platform by mentors helps to strengthen the bond in a mutually beneficial relationship between individuals and peers, institutions and communities.

Conclusion

Previous studies suggest that mentoring can assist in the grooming of youth leaders but few studies have explored how this occurs. This research was conducted to explore how youth who participated in leadership programs that incorporate mentoring, are nurtured to inculcate positive traits promoted by PYD. The study findings indicated that competence development occurred not only during mentoring, but also in the locus of the mentor's organizational community. Thus learning and connection were not limited only to what occurred within the one-to-one mentor-protege dyad. This study also found that traits characterised by the '5Cs' in Positive Youth Development (PYD) were developed and strengthened through mentoring.

According to Li and Wang (2009), youth involvement in leadership activities is one of the approaches in the PYD concept. The focus on PYD is the basis to developing positive

youth elements (Ward, 2008), which principally requires empirical understanding to uncover youth mentoring potentials in PYD development through leadership.

The mentoring method has been shown to be an effective platform to develop youth leadership through access to networking with role models, as well as expand social networks, and access to resources which are the elements in the ecological asset as discussed by Lerner et al. (2005). In mentoring, the protege is able to potentially acquire knowledge and leadership skills from his or her mentor, both formally and informally.

Therefore, the first step to apply PYD elements in mentoring is by employing the approach as suggested by Delgado (2002). It involves identifying the needs of proteges and then building up the competencies needed to become successful adults by not dismissing them as individuals without potential. The next step is for mentors to delve into their proteges' ability as a resource that can be developed and strengthened i.e. their proteges should be nurtured to become effective leaders. This approach is in line with Lerner et al. (2013) who recommend PYD as an approach to develop youth potential. The third step is to build up the leadership developmental process where both parties, namely the mentors and proteges, collaboratively decide on the potentials to be developed and supported (Lerner et al., 2005). Through this approach, the community can contribute to youth leadership development in a positive way, through mentoring (Lerner, 2009).

The next step is for mentors to play their roles responsibly by providing their proteges some space for themselves to easily adapt to different environments and situations. The influence that mentors have on their proteges during the mentoring process allows youths to be seen as individuals with the potential to develop themselves and contribute to civil society (Theokas, et al., 2005).

Leadership mentoring gives youth leaders the opportunity to make themselves worthy through their contributions to the community, based on the application of PYD elements (Benson et al., 2011). Mentors should ensure that the form of interaction with their protege in mentoring mirrors three aspects, namely skills development, leadership development, and relationship continuity, even after they have ended their formal mentoring.

The effectiveness of youth mentoring programs is also directly dependent on the planning of leadership development programs. The ability of mentoring techniques in developing youth leadership can be seen more clearly if the process of knowledge development, attitude and practice are cultivated to engender a deeper understanding in a case study. However, the mentoring process is not just a simple or easy knowledge transmission to measure in the form of skills, since it also focuses on how far true leadership quality incorporates the PYD elements in youth development processes.

Therefore, the utmost priority is to ensure effective mentoring is incorporated in the development of youth leadership so that the process of producing new leadership talents among youths can be implemented accordingly. Dynamic management and youth resource development will continue the leadership legacy to ensure that the country's future development agenda is led by high-calibre leaders.

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Corresponding Author

Mohd Mursyid Arshad (PhD), Department of Professional Development & Continuing Education, Faculty of Educational Studies, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor Darul Ehsan, Malaysia.

Email: m_mursyid@upm.edu.my

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