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THE ROLE OF MENTORING IN DEVELOPING  
PROFESSIONAL AND PERSONAL COMPETENCIES  
FOR SCHOOL ADMINISTRATORS

Marguerite Verble Shook



Georgia Southern University  
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**THE ROLE OF MENTORING IN DEVELOPING  
PROFESSIONAL AND PERSONAL COMPETENCIES  
FOR SCHOOL ADMINISTRATORS**

A Dissertation

Presented to  
the College of Graduate Studies of  
Georgia Southern University

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education  
in  
Educational Administration

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by  
Marguerite Verble Shook

December 2001



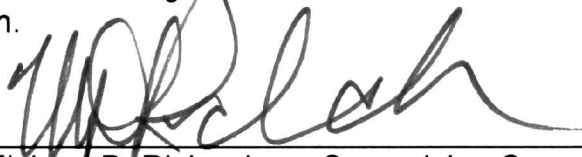
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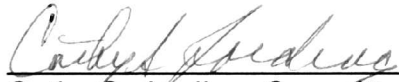
To the Graduate School:

This dissertation entitled "The Role of Mentoring in Developing Professional and Personal Competencies for School Administrators" and written by Marguerite Verble Shook is presented to the College of Graduate Studies of Georgia Southern University. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education with a Major in Educational Administration.



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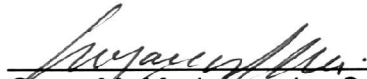
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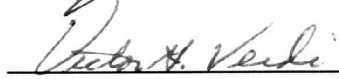
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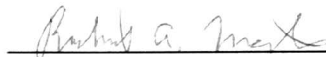
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## **DEDICATION**

In loving memory of my first mentor and role model,

I hereby dedicate this dissertation to my father

Jefferson Ray Verble

## **ACKNOWLEDGEMENTS**

“Anything worth doing is worth doing right” is an adage that I heard frequently. Many of my hours during the past two and one-half years were devoted to successfully completing the requirements for the doctorate degree. Any success that I have achieved, however, is largely attributed to an outstanding group of supportive individuals.

Initially, I would like to thank the Georgia Southern University Department of Leadership, Technology and Human Development. Dr. Michael D. Richardson, my committee chair, was a true mentor, friend, and exemplary teacher. His guidance, support, direction, and patience throughout this study and dissertation were limitless. Dr. Cathy Jording and Dr. Fred Page brought years of experience in working with the mentoring process and provided continual support and feedback, yet allowed creative freedom.

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I appreciate the members of Cohort VII. They provided encouragement and it was my pleasure to meet and work with them throughout our class work. I thank the principals from Georgia and Kentucky who gave of their time to support



my research efforts. Many other friends, too numerous to name, also offered support and motivation.

I also wish to thank the wonderfully supportive people in the Screven County School System in Sylvania, GA. I thank Dr. Whitney Myers, Superintendent, for understanding what I was going through, and Cathy Forehand and Angie Sorrier for all their technical help. There were many others who always had a listening ear and offered encouragement.

My family has always been important to me. My husband, Phil, has been most supportive and consistently let me know how proud he was of me during this process, as he always has been. He helped me stay focused on the end product while often using humor to keep my spirits up. My daughter, Jennifer Jordan, also offered encouragement and support and has been a continual source of love and inspiration. My parents, Jeff and Louanna Verble, were my first role models. They gave me structure, encouragement, and unconditional love.

I am appreciative of all the help I've received during this dissertation process. It is my desire to share the legacy and help future aspiring doctoral students in any way that I can.

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## **ABSTRACT**

### **THE ROLE OF MENTORING IN DEVELOPING PROFESSIONAL AND PERSONAL COMPETENCIES FOR SCHOOL ADMINISTRATORS**

**DECEMBER 2001**

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**Directed by: Professor Michael D. Richardson**

In the state of Georgia and across the nation there was a shortage of principals. A new supply of administrators was needed to guide education through the 21<sup>st</sup> century. These leaders needed updated knowledge and skills to address the needs of an educational system affected by educational reform. Effective leadership allowed administrators to view situations in both the eyes of management and leadership. A mentoring program for beginning administrators provided guidance in developing these skills and in recruiting and retaining individuals for these critical positions.

The purpose of this study was to examine the perceptions of a mentoring program for mentored principals. This qualitative study analyzed data from two

groups. One group consisted of eight principals from Georgia who had varied experiences with mentoring either prior to becoming a principal or during their first or second year as a principal. The second group consisted of four principals from Kentucky who participated in a required formal mentoring program during their first year as a principal. A set of twenty questions was used in a semi-structured interview process. The software program, QSR NUD•IST (N5), was used to help identify patterns and themes in the participants' responses.

Following are the major findings yielded from the data. First, all participants thought it was important to have a mentor. Participants wanted individuals who wanted to be their mentor and cared about their success.

The main benefits from mentoring were: the confidentiality and trust between the protégés and mentors; the mentor serving as a role model and providing knowledge, experience and resources; guided instruction that provided help with problem solving and on-the-job practice; and help with career path and job advancement. Several participants recognized that mentors helped reduce the isolation/loneliness of the principal position. Others noted that positive mentoring experiences made them want to mentor others who were aspiring to be administrators.

Finally, although both formal and informal mentoring experiences had significant effects upon the participants, those in formal mentor programs perceived greater benefits than those who participated in informal mentorships. These findings enabled the researcher to make several recommendations for mentoring programs for entry-level administrators.

## TABLE OF CONTENTS

	Page
DEDICATION.....	iv
ACKNOWLEDGEMENTS .....	v
VITA.....	vii
ABSTRACT .....	ix
LIST OF TABLES.....	xv
CHAPTER	
I.    INTRODUCTION.....	1
A.    Statement of the Problem .....	5
B.    Research Questions .....	6
C.    Significance of the Study .....	7
D.    Assumptions .....	8
E.    Limitations.....	9
F.    Delimitations .....	9
G.    Definition of Terms.....	9
H.    Summary .....	11
II.   REVIEW OF RESEARCH AND RELATED LITERATURE .....	12
A.    Introduction.....	12
B.    Concept of Mentoring.....	12
C.    Historical Perspective of Innovations in Principal Training .....	12
D.    Role of the Mentor .....	20
E.    The Value of Mentoring .....	23
F.    Organizational Need for Mentoring .....	30
G.    Model Mentor Programs .....	33
H.    Perceptions of a Mentoring Program.....	42
I.    Summary .....	43

Table of Contents (continued)

	Page
III. METHODOLOGY .....	45
A. Introduction .....	45
B. Research Questions .....	47
C. Research Design .....	47
D. Data Collection .....	52
E. Participants .....	52
F. Interview.....	53
G. Process .....	56
H. Analysis of Data.....	58
I. Summary.....	61
IV. REPORT OF DATA AND ANALYSIS .....	63
A. Introduction .....	63
B. Research Questions .....	66
C. Findings.....	66
D. Characteristics Important to a Principal in a Mentoring Relationship .....	67
1. Georgia Participants.....	67
a. Analysis of Data .....	84
2. Kentucky Participants.....	87
a. Analysis of Data .....	95
E. Mentor Support.....	97
1. Georgia Participants.....	97
a. Analysis of Data .....	118
2. Kentucky Participants.....	121
a. Analysis of Data .....	132
F. Demographics.....	133
1. Georgia Participants.....	135

Table of Contents (continued)

	Page
a. Analysis of Data .....	136
2. Kentucky Participants .....	137
a. Analysis of Data .....	138
G. Summary .....	139
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS .....	144
A. Summary .....	144
B. Analysis of Research Findings .....	146
1. Characteristics of a Mentor .....	146
2. Support in the Mentor Relationship .....	148
3. Demographics .....	149
C. Conclusions .....	150
D. Discussion of Findings .....	151
1. Characteristics of a Mentor .....	151
2. Mentor Support .....	154
3. Demographics .....	160
E. Implications .....	161
1. Universities and Colleges .....	161
2. Georgia State Department of Education .....	162
3. The Governor of Georgia .....	163
4. School Districts .....	163
F. Recommendations .....	164
1. Implementing the Results of the Study .....	164
2. Further Research .....	165
REFERENCES .....	166
APPENDICES .....	176
A. Interview Questions .....	177



Table of Contents (continued)

	Page
B. Demographic Information Survey .....	179
C. Institutional Review Board Approval Letter.....	181
D. Institutional Review Board Consent Letter.....	183

## LIST OF TABLES

Table		Page
I.	Interview Dates for Principals .....	65
II.	Characteristics of a Mentor as Described by Georgia Participants .....	88
III.	Characteristics of a Mentor as Described by Kentucky Participants .....	98
IV.	Mentor Support as Described by Georgia Participants .....	120
V.	Mentor Support as Described by Kentucky Participants .....	134
VI.	Demographics of Participants as Described by Georgia Respondents .....	140
VII.	Demographics of Participants as Described by Kentucky Respondents.....	141

## CHAPTER I

### INTRODUCTION

Each of us comes for a short visit, not knowing why, yet sometimes seeming to divine a purpose. From this standpoint in daily life, however, there is one thing we do know: that man is here for the sake of men—above all, for those upon whose smile and well-being our own happiness depends, and so for the countless unknown souls with whose fate we are connected by a bond of sympathy. Many times a day, I realize how much my own inner life is built on the labors of my fellow men, both living and dead, and how earnestly I must exert myself in order to give in return as much as I have received. Attributed to Albert Einstein (Carvalho & Maus, 1996, p. 1)

It was common knowledge that both in the state of Georgia and across the nation that there was a shortage of principals. An additional number of these educational leaders were scheduled to retire (Gilman & Lanman-Givens, 2001; Olson, 1999; Richardson, Flanigan, Smith, & Woodrum, 1997). A new supply of administrators was needed to guide education through the 21<sup>st</sup> century. Moreover, these leaders needed updated knowledge and skills to address the needs of a changing educational system that is reeling from public distrust, technological advances, social illnesses, restructuring, and reform. Carvalho and Maus (1996) pointed out that leaders of tomorrow had to be uniquely prepared to address the known and unknown challenges that lie ahead. Thus, leaders had to be able to work on daily tasks, keep their minds and eyes on the future, and pass on this sense of balance. It was the responsibility of leaders to share the knowledge and wisdom that had been developed through successes

and failures with the leaders of tomorrow; this knowledge could have effectively guided new administrators well through this century and beyond (Carvalho and Maus).

Mentoring for school leaders was one activity that could assist people who take on the challenges of trying to make a difference in schools. Daresh (2001) noted that if school systems found a way of bringing talented individuals together in order to learn from each other, there would be a noticeable effect on leadership in their schools.

In considering a definition for mentor, the work of Levinson, Darrow, Klein, Levinson, and McKee (1978) was the most definitive. A mentor was defined as one who serves as a teacher, counselor, advisor, sponsor, host guide, developer of skills and intellect, and exemplar to a less experienced person. The authors added that mentoring was defined in terms of the character of the relationship and the function it served. Mentoring was also defined (Rawl, 1989; Vance, 1977) as a key component of adult development and had been noted by business and medical professions as an element essential in the process of developing, training, and maintaining administrators. Mentoring programs had also become standard fare in education for many of the most effective, cutting-edge, teacher induction programs (Bey & Holmes, 1990; Gallegos, 1995; Sacken, 1994).

The role of the principal was more important than ever. Lambert (1998) pointed out that a principal's work was much more complex, and demanded a more sophisticated set of skills and understandings. Lambert (1998) stated, "It is

more difficult to build leadership capacity among colleagues than to tell colleagues what to do” (p. 24). Gerald Tirozzi, Executive Director of National Association of Secondary School Principals, said that unless principals can lead the instructional program, coordinate it, assess it and support those teaching it, there will not be real educational reform (Kaufman, January 25, 2001). One superintendent (Fink & Resnick, 2001) who came to the post directly from the principalship brought to this role the conviction that principals were the key actors in school improvement and that they needed to be taught how to be instructional leaders. Elaine Fink, Superintendent, ensured support groups for new principals and “knew that the individual coaching that every principal received as an integral part of his or her own service” (p. 603) was key. Gilman and Lanman-Givens (2001) added, “New principals need mentors and should have hands-on professional development within their school systems” (p. 73).

Mentoring played an important part in helping new administrators incorporate the systematic changes proposed for school reform. Formal mentor relationships were central components of leadership induction programs. A. R. Vance (1995) stated, “Mentors often hold the key position for aspiring leaders” (p. 3). Although mentoring was widely advocated in the professional literature for beginning educational administrators, only a few programs existed which incorporated a formal mentoring component into school administrator training or service (Kosmoski & Pollack, 1998).

Sex and race demographics were also looked at when considering the role of mentoring. Ehrich (1995) determined that “traditional mentorship remains

the most widely used style of mentoring in both academe and management. In educational contexts, traditional mentorship was acknowledged as both a hidden process and a critical barrier for women educators” (p. 76). The same has been said for minorities. Allen, Jacobson, and Lomotey, (1995) studied African American women in educational administration settings. Two key findings emerged: (a) the subjects perceived race as a major obstacle to promotion... and (b) mentors and sponsors – people who provide moral support and genuine opportunities for advancement – were hard to find. Coursen, Mazzarella, Jeffress, and Hadderman (as cited in Smith & Piele, 1989) noted that when older administrators select prospective protégés for “grooming” as leaders, “they seek to replicate themselves” (p. 94). Jacobson (as cited in Jacobson & Conway, 1990) noted that school administrators were predominantly white and male; therefore, African American women confronted race and gender bias as they sought mentors from the traditional network. Pfleeger and Mertz (1995) agreed that women and minorities continued to be underrepresented in leadership positions. A 1990 study sponsored by the American Association of University Women (AAUW) suggested “that a major problem in attracting and keeping women and minorities...is the lack of role models, particularly at senior levels” (p. 63). Formal mentor programs offered an alternative to those forgotten or blocked by the informal administrative selection and grooming processes. Richardson, Flanigan, Smith and Woodrum (1997) encouraged women to keep striving for excellence, networking together and “using some of the techniques that have been successful for men in reaching administrative positions” (p. 238).

It was important to have a mentoring program that was customized to the organizational culture and setting. Pfleeger and Mertz (1995) noted that when the mentor and protégé performed similar work, the mentor often provided opportunities for the protégé to have additional responsibility, to gain visibility for the work done, to be recommended for challenging projects, and to participate in activities that would challenge the protégé. The mentor and protégé became associated with one another in the minds of others, and the relationship was known and noted. This promoted the protégé through association.

Pfleeger and Mertz (1995) stated that a mentoring support system for school administrators was the key to recruiting and retaining effective principals. Mentoring attracted caring and committed administrators who recognized the complex and challenging nature of school administration. The resulting product of a mentoring partnership helped the new administrator discover joys and satisfaction in his or her career.

#### Statement of the Problem

This research studied the perceptions of mentored principals. Numerous studies were done in the fields of business, medical, and the military in mentoring programs. The findings supported that mentoring programs have helped employees progress more quickly and supported their overall accomplishments. In the last decade, educational entities started looking at mentoring as a way to help new administrators succeed. The present study looked at additional issues. One was to determine if it was important for a new administrator to have a mentor. It examined the characteristics of a mentor principal and how a mentor

principal provided support for a protege. Selected demographic variables were also examined to determine if they accounted for any significant differences in the principal's perception of a mentoring program. Additional research was needed to determine what type of mentoring program worked best and exactly what benefits were derived for the mentor and protégé in such a program. This research was designed to investigate more fully the perspectives of practicing administrators in order to learn more about mentoring as a potential for developing capable leaders. This research also investigated perspectives of these administrators to determine if formal or informal programs were more effective. This research was necessary to determine how educational leaders can best be prepared for the challenges that educational issues bring as we go through the 21<sup>st</sup> century and all the change that must be faced with the educational reform that is sweeping the nation.

#### Research Questions

The major question for this study was: What are the perceptions of a leadership-mentoring program for mentored principals? The following sub questions guided the research:

1. What professional and personal characteristics do mentored principals perceive to be important in a mentoring relationship?
2. What kind of support does a mentor provide to a protégé?
3. Do selected demographics make a difference in the principal's perception of a mentoring relationship? (sex, age, race, past professional experience, and size of school)



## Significance of the Study

The Board of Regents in the state of Georgia recognized the need for quality and effectiveness in educational administrators. The Board of Regents initiated a requirement for universities and colleges to guarantee educational leadership graduates by 2004. Educational leadership professors recognized that mentoring partnerships between universities/colleges and school systems benefitted the administrator who is new to the position. There were several ways that help was provided. University professors had networking resources to tap for administrator self-assessed needs. It was recommended that new administrators in small systems be connected with new or veteran administrators in neighboring systems to start his or her networking system. Educational Leadership professors also had up-to-date knowledge of researched-based model programs, legislative issues, and best practices for leadership.

The Georgia State School Superintendent in 2001, Linda Schrenko, issued a statement that supported leadership programs that enhanced the skills of new administrators. She realized that principals must be prepared with the fast-changing status of education. Information released for the Spring 2001 General Assembly session in Georgia included Governor Roy Barnes' Education Reform Committee's list of key issues to be addressed. Providing a mentor for every new principal was included on this list.

Personal experience of the researcher as a school administrator also supported the study. As a beginning principal, the researcher did not possess all the skills necessary for the job requirements; these skills were very different from

what was required of a teacher. The researcher benefitted from the support and collegiality of having a mentor and then later, serving as a mentor to a beginning principal.

Professional roles and demands on school administrators have changed drastically in the recently past years. The surge of novice educational leaders increased when a great number of administrators retired. Newly hired and aspiring educational administrators profited greatly by having access to experienced colleagues who guided them in the first phase of their careers.

This study contributed information on the effectiveness of mentoring for new administrators and provided important research to the educational leaders for the state of Georgia who attempted to develop mentor programs. In addition, other states faced with the same administrator shortages and challenges could make application from this study.

#### Assumptions

The following assumptions were made in the formulation of this study:

1. The researcher assumed that principals' responses in the interviews will accurately and honestly represent their perceptions and experiences of the characteristics and effects of mentoring, and the demographic variables of the study.

2. The researcher also assumed that the sample used for the purpose of this study is representative of first-or second-year school administrators in Georgia and first year principals in Kentucky.

### Limitations

Limitations for the study included the following:

1. The researcher chose to use potential respondents from the states of Georgia and Kentucky.
2. The purposive sampling decreased the generalizability of the findings.

### Delimitations

The delimits placed on this study were as follows:

1. The subjects were limited to two groups: interview respondents from a purposive sample of 8 first- or second-year principals who are graduates of the Georgia 1999-2000 Leadership 21 Academy; and interview respondents from a purposive sample of 4 principals who participated in a required mentoring program during their first year as a principal in Kentucky .
2. This study of mentor relationships was limited the protégé's point of view.

### Definition of Terms

For the purpose of clarifying selected terms in the problem statement, the following definitions were provided:

#### 1. Principals' Perceptions and Experiences of Mentoring

This term was defined as the principals' impressions of not only the characteristics of their mentors, but also of the interactive relationships between their mentors and themselves. The mentor relationship traditionally involved individuals who take inexperienced persons under their wings, grooming these protégés to progress both in experience and toward personal goals at any point

in their careers. Some mentor relationships evolved informally and naturally, while others resulted from formal program appointments. These relationships were short or long in duration.

## 2. Mentored Principals

These principals were beginning school administrators, in their first and/or second years of school administration, who benefitted from the opportunity that a mature, experienced, exemplary principal provided. This individual guided them as they began in their role in school administration. The mentored principal learned and grew as a result of the help and guidance they received. A caring, open, candid, and trusted relationship was built on this mentoring relationship.

## 3. Mentor

A mentor was traditionally described as an individual who takes a less experienced person under his or her wing, grooming him or her to progress in his or her professional goals at any point in their career.

## 4. Coach

A coach was someone who provided training through instruction, demonstration and practice. A coach directed the movements or the progress of an individual as they learned new skills and moved up in their career.

## 5. Advisor

An advisor provided recommendations and advice to the protégé based on their own experiences and knowledge. The help provided could be professional, technical or personal.

## 6. Protégé

A protégé was an individual who had been recognized by someone in a leadership position as having abilities to surpass his or her current level of responsibility.

## 7. Demographic Variables

These variables included sex, age, race, past experience, size of school, and information indicative of professional development and experiences as principal administrators.

### Summary

The changing role in the job of a school administrator and the shortages of individuals entering the principalship were two of numerous factors that validated support for new principals. This research studied the perceptions of mentored principals.

Various studies were done on mentoring programs and the findings supported that mentoring helped new employees and supported their overall accomplishments. The study also looked at the importance of a mentor for a new school administrator and how a mentor provided support for a protégé. This research was necessary to determine how educational leaders were best prepared for the role of a school administrator in the 21<sup>st</sup> century.

Educational leaders recognized the need for quality and effective school administrators. This study contributed to ways colleges, universities, and state and school system leaders viewed the need for support for new principals. It also provided research for those developing mentoring programs.

## CHAPTER II

### LITERATURE REVIEW

A review of the literature addressed several areas related to mentoring for administrators: concepts of mentoring, the historical perspectives of innovation in principal training, challenges and issues facing educational leaders, the role of the mentor, the value of mentoring, the organizational need for mentoring, model mentor programs for school administrators, and perceptions of a leadership mentoring program.

#### Concept of Mentoring

The word “mentor” originated from the book, The Odyssey (Taylor, 1999). The character Odysseus had a close friend and aged, trusted advisor named Mentor who cared for his son for ten years while he traveled. Odysseus figured Mentor would be able to give his son enough useful information – both applied and theoretical - so the boy eventually would be able to meet his future on somewhat equal terms (Boyles, 1995). Buckner, Flanary, Hersey, & Hersey, (1997) defined a mentor as an experienced role model who guides the professional development of a less experienced individual through coaching.

#### Historical Perspective of Innovations in Principal Training

A study on school reform in urban areas began a movement that Edmonds (1979) believed to advocate for strong leadership in principals as the critical element for effective schools. After an initial wave of education reform

efforts following the publication of A Nation at Risk in 1983, national attention soon turned to redesigning teacher and administrator preparation programs to produce better trained personnel to lead newly-reformed schools (Milstein & Associates, 1993; National Commission on Excellence in Education, 1983). The National Commission on Excellence in Educational Administration (1987) called for educational leadership programs to be organized around five strands that emphasized the application of acquired knowledge and skills in clinical settings. The majority of preservice preparation for principals occurred at the university level, thus suggesting that the quality of graduate programs in educational administration determined overall school leadership effectiveness. However, to a large degree, entry into campus administration came from self-selection. There was a call for graduate schools to operate more as gatekeepers in order to ensure quality school administrators (Texas State Board for Educator Certification, 1999).

Several assessment center projects were launched in the late 1970s and the 1980s to support and/or enhance university preparation programs (Thompson, 1998). These centers became very popular during the 1980s, and though, sometimes spearheaded by state education departments, principals' assessment centers or academies were more frequently developed under the auspices of universities or principals' associations (Hersey, 1982).

In 1985 Kentucky recognized the importance of the principal's role and established a Principal Internship Program (KPIP). A purpose of this program was to provide beginning principals with the opportunity for learning under the

supervision of experienced educators (Kentucky Educational Professional Standards Board, 2000). The Kentucky Beginning Principal Internship Program was mandated by the 1985 extraordinary session of the Kentucky General Assembly to upgrade the quality of educational leadership in the public schools. On July 1, 1988, the new program was fully implemented (Richardson, Wallman, Prickett, & Cline, 1989).

Governor James B. Hunt of North Carolina was known as the “Education Governor” and had worked for many years to promote educational reform and numerous changes in the total educational process during his tenure from 1977-1985 and 1993-2001. He brought reform to the schools to raise achievement, and supported legislative funding for a Principals' Executive Program, which was established by the 1984 General Assembly. This effort supported effective leadership as a means in raising achievement (Hunt, 2001).

Other entities addressed the issue of effective leadership. The National Governors Association Task Force on Leadership and Management was chaired by then-Governor Clinton from Arkansas (Thompson, 1998). The agenda in 1986 included efforts to assure better selection and preparation of principals through the identification of the essential skills that quality educational leaders should possess. The National Association of Secondary School Principals (NASSP) was recognized by the task force for having identified these pertinent skills and for recommending participation in an assessment program as a requirement for principal certification since 1985 (Thomson, 1988). Governors were urged to develop and start home-state assessment centers to identify



individuals with effective leadership skills for administrative positions (Clinton, 1986).

Also, in 1986, the Danforth Foundation (Milstein & Associates, 1993) began providing for the revitalization of principal preparation programs. This was in response to the National Commission for Excellence in Educational Administration's call for clinical approaches to the preparation of school administrators and meaningful collaboration between universities and local education agencies. The Danforth approach to training educational leaders included cohorts, school district-university collaboratives, extended internships, mentor principals, and field-based delivery. Since 1986, the Danforth Foundation continued to encourage university-preparation programs for school principals to initiate programs designed around field-based experiences and collaborative arrangements between school districts and universities.

In 1987, Hersey also lauded the innovative approach that the NASSP was implementing in its Principals' Assessment Centers and compared their evaluation techniques to those that were used to train World War II spies. Stress tolerance and problem solving under pressure are two qualities essential both for spies and principals (Hughes & Ubben, 1989).

Coinciding around the time that recognition of a need for a change in the way leaders were trained and supported, The Office of Academic Affairs at Western Michigan University responded. This office conceived of the idea for a national mentoring conference in 1987. This was due to numerous requests for program information and assistance in mentoring programs and as an answer to

the growing need for an organized forum focusing on innovative mentoring ideas and practices. The first, very successful conference was held in 1988 and participants encouraged the University to host an annual national conference (C. Lay, personal communication, August 16, 2001).

Other writers addressed the issue of leadership training. Maher (1988) contended that modern educational administrators needed updated training opportunities to meet the challenges of the ever-changing mandates and expectations placed upon them. As a result of extensive research on this topic, Daresh and Playko (1989) suggested that principal induction programs include a provision for adequate time allotment to foster the development of strong collegial relationships. Mentoring programs should have also offered support for new principals' growing self-awareness and self-confidence as leaders. Mentoring should have strived to alleviate the numbing isolation felt by many principals in their first years by incorporating time for experienced principal mentors and their proteges to interact. Conversations and guidance regarding issues related to understanding authority, power, and leadership would have strengthened and empowered educational administrators to be effective leaders in today's public schools.

As new research and ideas emerged on the need for training opportunities for leaders and the necessity to support educational leaders, the Western Michigan University Mentoring Association continued with their mission. In 1989, the annual Mentoring Association Conference theme expanded to include presentations on mentoring in education, business, human services, and

community-based organizations. The conference was given the title 'Diversity in Mentoring'. This three-day conference recognized, affirmed, enthused, and inspired mentors and mentees as it provided a forum to present workable ideas for the future. Succeeding conferences were held yearly and as the conference grew in scope and number of participants, the name of the mentoring association was changed to the International Mentoring Association (C. Lay, personal communication, August 16, 2001).

Bamberger (1991) suggested that the identification of the skills necessary for principals to lead in the restructuring movement, which was gaining momentum in the nation, was not particularly difficult. Bamberger stated, "The challenge is to assess candidates for the principalship, for their level of such skills, and to develop training experiences to assist them in developing and expanding such skills" (p. 29).

Mentoring was an effective way to provide on-going training to new principals. The mentors provided support and encouragement on a one-on-one basis, while providing insight to the new role, the cultures of the organization and assistance in dealing with the isolation of the position. (Ashby, 1999; Cohn & Sweeney, 1992)

Additional information found in the literature indicated a movement toward change in the educational leadership role. A study of the effective schools movement identified the principal as being the cornerstone for change and innovation at the school site (Blumberg & Greenfield, 1980; Deal & Peterson, 1994; Edmonds, 1979; Milstein & Associates, 1993). The need for systemic

organizational change created a corresponding need for transformational leaders that can create caring and nurturing schools for adults and students (Milstein & Associates, 1993; Murphy & Beck, 1994; Sergiovanni, 1992). Fostering the creation of family, collegiality, and friendship networks required a leader who adroitly facilitates the creation of relationships that will move the school toward building a community of learners (Brandt, 1995; Newmann, 1994; Sergiovanni, 1994).

Building schools as communities required current administrators to be prepared and socialized in a manner that breaks from the traditional paradigm to embrace a more inclusive leadership style that seeks to empower staff, parents, students, and community members to lead schools into the 21<sup>st</sup> century (Fernandez & Underwood, 1993). Fernandez and Underwood stated that students must be able to navigate in the information age, accommodate a variety of perspectives, and take control of their own learning by engaging in meaningful instructional activities. The authors added that schools must establish a more caring and humane learning environment that “will nurture [students] physically, socially, and mentally” (p. 7). Sergiovanni (1992) stated that schools needed to be transformed into compassionate, supportive, and cohesive learning environments that “treat both clients and staff as responsible individuals” (p. 151).

Hallinger and Murphy (1991) predicted that both the training of principals and the role that principals would play in schools in the future would change dramatically. They pointed accusing fingers at the universities, citing them for

program content and training methods that were viewed disdainfully as being “decoupled from the realities that principals confront on the job” (p. 515). Ginty (1995) agreed that principal induction programs have traditionally been through university training programs, and added that principals needed more than the training these types of programs provided.

In recent years, induction programs for new teachers took precedence over induction programs for new principals (Brennan, Thames & Roberts, 1999). Recognition of the need for this important training process was the first step toward positive action (Kentucky Education Professional Standards Board, 2000).

Cole (1995) conducted a study on superintendent’s views on inducting new principals. The majority of superintendents in the study agreed that a more structured orientation and mentoring process for a new principal was beneficial. In this researcher’s experience, superintendents were the key individuals in providing new principals with a well-organized system of professional support.

Kraus (1996) conducted a study regarding administrator’s perceptions of job preparation and how the specific components of their training programs affected their leadership development. Both mentoring and reflection were considered essential elements for success.

Mentoring played an important part in helping new administrators incorporate the systematic changes proposed for school reform. Cline and Necochea (1997) pointed out that the formal and informal mentoring of an individual enables the aspirant to be successful, grow, change perspectives from

one role to another within an organization and internalize the norms, values, and behaviors of an organization. Cline and Necochea added that a mentor can be a pivotal influence in how a candidate is perceived and received by different groups and can be crucial in helping the aspirant to negotiate and navigate through the complex journey of becoming an administrator.

According to Lambert (1998), leadership was about learning together, and constructing meaning and knowledge collectively and collaboratively (p. 5). Schwahn and Spady (1998) recognized the enormous pressure placed on school leaders to be future focused and capable of change. Newmann and Wehlage (1995), firmly linked student achievement to the effective work habits of adults. "Schools with strong professional communities were better able to promote student achievement" (p.3). Many of the reform initiatives promoted inquiry, shared leadership, collective responsibility – all of which expand leadership capacity (Lambert, 1998). Bolman and Deal (1995) pointed out the personal and vulnerable side of leadership. A heroic champion with extraordinary stature and vision, or a skilled analyst who solves pressing problems with information, programs, and policies, still needed "the deeper and more enduring elements of courage, spirit and hope" (p. 5).

#### Role of the Mentor

A look at the different descriptions of a mentor supported the reasons for using mentors to increase success of protégés. In considering a definition for mentor, the work of Levinson, Darrow, Klein, Levinson, and McKee (1978) was the most definitive and has been referred to as the classical definition of a

mentor. A mentor was defined as one who serves as a teacher, counselor, advisor, sponsor, host guide, developer of skills and intellect, and exemplar to a younger person. The authors added that mentoring was defined in terms of the character of the relationship and the function it served. Mentoring was defined as a key component of adult development and has been noted by business and medical professions as an element essential in the process of developing, training, and maintaining administrators (Rawl, 1989; Vance, 1977). Mentoring was also defined as a relationship between individuals, usually a senior and junior employee. The senior employee took the junior employee “under his or her wing” to teach about the job, introduce the employee to contacts, orient the employee to the organization, and address social and personal issues that may arise on the job (Allen & Poteet, 1999; Anonymous, 1997; Hildebrand, 1998).

Bauer (1999) added that a mentor is anyone who provides guidance, support, knowledge, and opportunity. Starcevich (1999) stated that the term “mentor” is often associated with words like advisor, instructor, tutor, master, and guru. Some writers suggested a shift away from this teacher-protégé instruction to a power-free, two-way, mutually beneficial learning relationship. The mentor provided advice, shared knowledge and experiences, and taught using a low pressure, self-discovery approach.

Wollman-Bonilla (1997) supported the idea that mentoring is a two-way street. The mentor and the protégé were in a position to learn from each other. This was accomplished through sharing of experiences and taking the time to discuss issues that were of interest to both parties.

Tice (1996) viewed the mentor as someone to get the learner acquainted with conditions that must be faced and requirements for doing well. Coley (1996) stated that the main role of a mentor is that of coach. Mentors gave each protégé candid feedback about their potential, career paths, strengths, and areas for development. Another term for mentor was “learning leader.” The learning leader was concerned with his or her learning and had broad experience in different organizational settings. His or her insight stemmed from “having been there, done that” (Kaye & Jacobson, 1996, p. 44).

Buckner, Flanary, Hersey, and Hersey (1997) defined mentor and coaching in their model developed for the National Association of Secondary School Principals (NASSP). A mentor was an experienced role model who guided the professional development of a less experienced individual through coaching. The mentoring relationship was a rewarding endeavor that enhanced each person’s career. Both the mentor and the protégé learned more about themselves, improved their skills, and gained professional recognition. Coaching was the process used by the mentor as he/she worked with the protégé examining the behavior of the protégé for the purpose of gaining insights that lead to improved performance. Coaching involved the skills of observing and recording behavior, giving feedback, probing, listening, analyzing, and asking clarifying questions in a non-threatening environment.

Carvalho and Maus (1996) added that the key to a mentor’s legacy is the ability to aid in developing excellent life skills and instilling in the mentee a sense of personal responsibility, respect for others, courage, preparedness and an ideal



of always giving one's best effort. Individuals should constantly work toward improving skills, and remember the ever-important follow-through. The desired result of mentoring was not simply that the mentee achieved his or her ultimate career goal, but also aided in the process of guiding and growing together.

### The Value of Mentoring

There were numerous reasons and needs for mentors. As Shakeshaft (1987) noted, there was no underestimating the importance of mentors and sponsors in the socialization and success of aspiring educational administrators. Allen, Jacobson, and Lomotey (1995) emphasized the importance of having a mentor during the early stages of a career to receive the kinds of encouragement and moral support that keep the levels of effort and expectations high. Companies, as a means of fostering employee learning and development, were increasingly using mentoring. Allen and Poteet (1999) noted that mentoring relationships offered a number of important career benefits. For example, individuals who were mentored reported higher levels of overall compensation, career advancement, and career satisfaction. Allen and Poteet added that the developing of mentoring relationships can be a key strategy for enhancing individual growth and learning and facilitating life-long learning.

Bush and Chew (1999) linked educational development and economic capability realizing that more functions had been devolved to the school level. It had become increasingly evident that principals required training and development to carry out their new responsibilities and to lead improvement in schools. These authors concluded that this training was likely to be more

effective if mentoring was a central component of the process. The mentoring process benefitted the educational system by helping new administrators to become more effective at an earlier stage in their careers, and by the espousal of a culture of mutual support and development among the wider community of administrators.

Haller, Brent, and McNamara (1997) challenged university programs by claiming that, taken collectively, graduate programs in educational administration seem to have little or no influence on the attributes that characterized effective leaders or effective schools. Comments from a meeting of new administrators involved in a mentoring partnership with Georgia Southern University echoed this; the university was using this information to make changes in the training program for administrators, realizing also that it was important to connect theory to practice (Shook, Warren & Carpenter, 2001). Mentoring helped to close the gap between preservice training and the actualities of administration.

Monsour (1998) noted that formal mentoring programs for educational administrators have increased considerably during the past decade and are important for several reasons. Mentoring programs helped reduce the sense of isolation beginning administrators feel, eased the transition into new positions for beginning principals, and provided feedback for the protégé as they moved through the political environment so often associated with school systems.

Kaye and Jacobson (1995) added that a mentor could serve as a guide, an ally, a catalyst, a savvy insider, and an advocate. A guide depended on his or her strategic view of the organization to help others reflect on their skills,

patterns, and behaviors as they developed in their careers and their current positions. An honest ally was a straight talker and should have been able to appraise behaviors and to demonstrate how others perceive them. A catalyst was the outside force that inspired action and guided the protégé to look at unanticipated possibilities that they could make happen. The savvy insider had been around long enough to have “intuitive” knowledge of how things really get accomplished in the organization. The invaluable function of the advocate was to champion the ideas and interests of his or her protégé so they gain visibility and exposure.

Tice (1996) observed that being a mentor is one of many educative functions that was more prominent outside the classrooms than within them, such as being an advocate, sponsor, or trainer. The U.S. Army was recognized around the world for its exceptional leadership development programs (Maggart & James, 1999). The knowledge, skill and experiential requirements thrust upon leaders (in all fields) may well have exceeded our formal education system’s capacity to develop future leaders capable of dealing with the complex problems they will face. Twenty-first century leaders have had to set the conditions that gave their subordinates the best possible chance for success.

Maggart and James (1999) stated that one of the easiest ways to do this is through mentoring. Mentoring was the critical missing key to help compress young leaders’ learning curve. There was so much to know and so little time to learn it that mentoring might have been the best way to ensure future leaders’ professional development. Maggart and James went on to say that mentoring

also was self-perpetuating. Leaders who have been mentored well tend to become great mentors themselves. Another reason was it is a way to influence the progress of bright young leaders. The mentor gained access to what subordinates were thinking, and they, in turn gained insight about the organization. Mentoring provided both security and courage. Security occurred because there was someone with whom to check signals. Courage came from the knowledge gained. The mentor taught both the art and science of a thousand important topics and exposed young leaders to the subtleties in various situations. More important, the mentor modeled the enduring values and positive spirit so important to any organization.

Tolson (1998) knew that employees often found the need to use a mentor. It could have varied as much as from needing someone to listen to a new idea, to discussing a new career move, how to survive the politics in the organization, or to determine how to justify a new program or idea.

Mentors also built morale. A maxim displayed in a prominent organization stated: "to ensure that our managers work for their people, providing leadership, defining goals, and removing obstacles" (Sheridan, 1995, p. 82). The last phrase – removing obstacles – was an important, but all too easily forgotten aspect of job management. A mentor's guidance helped employees overcome obstacles that would otherwise slow their development and ease the transition in a new culture. One employee remembered the important, non-job specific skills he learned from his mentor. He learned patience, and therefore, objective thinking. He learned to hire people that know more than you do because to be successful,

you have to surround yourself with good people. He learned that family is more important than work and the importance of role-modeling work ethic (Thornton, 1997).

Effective mentoring appeared to be a learning and development process for both parties. Mentors needed to explore and learn – one does not have to be an all-knowing expert. Mentoring was a fulfilling assignment in which both the mentor and mentee can learn (Solomon, 1995; Starcevich & Friend, 1999). All people with potential needed this invaluable, reciprocal learning experience to groom future leaders, especially as the pool of talent from which our future leaders come continued to shrink. News consistently predicted the shortage of principal candidates; one of many reasons for this shortage was the lack of support administrators have when they are at the top (Geiger-Dumond & Boyle, 1995; Hardy, 1998). This was especially true when the principal was new to a community. Parsons (1998) stated that every “stranger” hired by the school board needs someone wise in the ways of the local community to help them personally and professionally. Cline and Necochea (1997) added that mentoring was one of the most critical factors in producing the educational leaders needed to achieve the transformations sought by public education. The mentoring relationship often determined who was selected for school leadership positions.

Mentors could be a valuable resource for their proteges based on their education and experience. Rao and Mitchell (1998) emphasized that relationships played an important role. Senior executives who shared and

described their experiences, and particularly in ways in which they had ascended to higher positions, was beneficial to aspiring leaders.

Great leaders were remembered not only for what they accomplished during their lifetimes, but for the legacies they left future generations (McLaughlin, 1997). Mentoring programs aided in this effort and helped staff members who had less experience develop their own talents.

Lercel and Field (1998) added that developing leaders is a critical priority for successful organizations. To do so, successful executives must have transferred their knowledge, experience, and acumen to others. It was useful to bear in mind that no one remembered what a successful executive did first quarter, or the third. What was remembered is how many people they developed, and how many people benefitted because of their interest and development. The power of "I" was emphasized. It was up to the people who have had the experience or the training to teach others. Leaders should have been encouraged to begin telling more first person stories.

Southworth (1995) cautioned that experienced mentors might be out of date and reinforce traditional expectations, rather than encouraging newcomers to challenge new assumptions. The author advocated the advantages of sharing experience through mentoring to include: to provide support and reduce isolation, to allow the new administrator to make the necessary identity changes and appraise his or her new role in the school hierarchy; to encourage reflective practice; and to allow the participants an opportunity to participate in stimulating debate about educational matters.

Mentoring was important for women seeking to move into higher administrative positions. According to Shapiro, Hasetine, and Rowe (1978), women who wanted to succeed in any profession needed more than a simple role model to follow. They needed a system of mentors and sponsors in order to assure career development.

Both formal and informal mentor relationships were identified as key components of educational administrative success for women and minorities (Keels, 1995, Tiemann, 1993). Whitaker and Lane (1990) stated, "An obvious reason for few women in administrative positions is blatant discrimination...the lack of formal and informal social networks." The authors considered mentoring to be a must. As mentors, principals were able to assess teacher leadership talent and encourage selected individuals to pursue an administrative career (Whitaker & Lane). African American women confronted a 'double blind' of race and gender bias as they sought mentors and sponsors from among the traditional 'old boy' network (Allen, Jacobson, & Lomotey, 1995). The importance of mentors and sponsors for African American women in school administration was even more crucial.

Ehrich (1995) determined that "traditional mentorship remains the most widely used style of mentoring in both academe and management. In educational contexts, traditional mentorship is acknowledged as both a hidden process and a critical barrier for women educators" (p. 76).

In a study of women in educational administration by Luebke and Clemens (1994), having a mentor was found to affect a person's career

advancement. The mentor offered special help and encouragement, opportunities to learn and be visible, and positive influence on career development. Career paths from teaching into administration were more direct for those who did have a mentor.

### Organizational Need for Mentoring

Many school districts across the country were struggling to find principals. Wendy Kaufman, reporting for National Public Radio (January 24, 2001), stated that a lot of potential principals are saying, “No thanks” (p. 1). Kaufman reported that the responsibility is high and the pay is low. Gerald Tirozzi, Executive Director of National Association of Secondary School Principals, remarked that the principal shortage is a serious problem (Kaufman). Superintendents have said that the shortage of principals is one of the biggest obstacles to turning around failing schools. Tom Vander Ark, head of a major education initiative for the Bill & Melinda Gates Foundation, thought that the reason principals cannot be recruited and retained is because the job has become untenable (Kaufman).

Anderson (1990) explained that new administrators experienced two distinct emotions upon entry into administration. They were excited about being selected for such a pivotal position, but were anxious about their ability to meet the demands of the job.

Mentoring was nothing new to organizations that wanted to recruit, nurture and grow employee talent. Kaye and Jacobson (1996) considered it important to examine mentoring successes and failures – so the best theories about mentoring practices could emerge. These lessons then became the building



blocks for reframing mentoring so that it addressed past problems and enhanced both individual and organizational learning opportunities that were inherent in any mentoring effort. According to Kaye and Jacobson, there were five building blocks necessary for a successful mentoring program.

Kaye and Jacobson (1996) provided descriptions for the building blocks. Intentional learning was one of these blocks. A mentor's role was to develop an individual's capabilities through instructing, coaching, modeling, and advising as well as providing stretching experiences. Failure and success were included as a building block. As leaders of the learning experience, mentors should have shared more than just how to do things the right way. Their failures or how they did it wrong created a forum for discussing and analyzing the realities of the position. Storytelling was also helpful. Mentors should have told their real life stories. Personal scenarios, anecdotes, and case histories, offered valuable, often unforgettable insights, and helped a mentor establish a rapport with the protégé. Mature development was another building block that demonstrated that mentoring isn't a one-time event or even a string of events. It was the syntheses of ongoing events, experiences, observations, studies, and thoughtful analyses. It was also important to view mentoring as a joint venture. Successful mentoring meant shared responsibility for learning. Kaye and Jacobson added that this new mindset required expansionist thinking; it repositioned the traditional mentor role to become a learning leader who guided the employee through the various stages of development.

Maynard and Furlong (1993) suggested five distinct stages of development that student and beginner teachers moved through: early idealism, survival, recognizing difficulties, hitting the plateau, and moving on. These could have been generalized to any role in any profession and supported the need for successful mentoring programs.

Daresh and Playko (1997) looked specifically at school administrators and suggested that campus administrators move through five clearly identifiable stages in adjusting to and growing in their roles. In the first phase, new administrators are concerned with survival and this phase usually lasted about one to two years. Administrators in this phase were more interested in their personal needs. Movement into the second phase came only when the individual felt comfortable enough in the new role that there was not a constant concern about losing the job or failing. At this point, administrators looked for ways to measure effectiveness and success. The final three phases of an administrator's career were characterized by the greater effect they had on their environment. These authors also recommended that a supportive team be established to guide the new administrator's growth.

A mentoring support system for school administrators was the key to recruiting and retaining effective principals. Malone (2000) noted that there is increasing evidence that shows that school leaders can benefit from a mentoring program. When asked to identify a vital component of their preparation, principals typically identified other school leaders as a primary source of help.

Malone went on to say that when professional development included a mentorship, novice principals gained a higher degree of effectiveness.

Among the educational proposals that President Bush announced in late January 2001 are plans for more testing and greater efforts to hold schools accountable (Kaufman, January 25, 2001). Kaufman noted that principals would bear much of the responsibility, yet many are not prepared to deal with changing expectations. Kathy Kimball, with the Danforth Training Program for Principals at the University of Washington, advocated principal training programs with an emphasis on real-life experiences that included a mentor principal. This mentor was able to guide new administrators and give practice with combining theoretical knowledge with on-the-job-application (Kaufman).

Each administrative candidate needed role models through all stages of his or her learning. This is what helped form the core of an individual's philosophy and beliefs about leadership style. Most new administrators have had the opportunity to observe several veteran administrators. These new administrators were then able to pick and choose the characteristics that they wanted to add to their repertoire. The most important thing for any leader to remember was to make the leadership style their own – it needed to be ingrained in every aspect of their life.

#### Model Mentor Programs for School Administrators

Competence in the principal's office became all the more critical as governments and school districts increasingly turned over more control to local schools. The Southern Regional Educational Board (SREB) had developed a

model for leadership development (Crews, 1996). This model incorporated four strategies: teamwork, personal planning, building community collaboration, and coaching/mentoring. The last element called for an external peer coach who was a knowledgeable, veteran education leader and has demonstrated exemplary leadership skills.

Kentucky sponsored the Kentucky Principal Internship Program (KPIP). All new applicants for certification as a principal were required to participate in this program (Kentucky Education Professional Standards Board, 2000).

The KPIP had two purposes:

1. To provide new principals with the opportunity for learning under supervision of professionals; and
2. To provide continuing licensure/certification only upon the demonstration of ability to meet the administrator strands adopted by the Kentucky Education Professional Standards Board. (Kentucky Department of Education, 1997, p. 3)

Kentucky principals were required to complete a one-year internship during their first year of employment as building-level administrators. KPIP provided each intern with a three-person committee of experienced educators (principal mentor, university representative, and the local education agency's superintendent or designee. Mentors were matched as closely as possible to the intern's job assignment (Kentucky Department of Education, 1997).

The Consortium for Educational Administration (Richardson, Petrie, White, & Prickett (1989) evaluated the Kentucky Principal Internship Program for the

1988-1989 year and presented this evaluation report to the Kentucky State Department of Education. The report was positive and included support for continuation of the program. The consortium members concluded that the majority of the findings were positive. For example, the internship committee was a viable vehicle for providing support for the interns and that this internship experience provided beneficial results for the interns. Consortium members also made recommendations to strengthen the program for beginning principals.

The Danforth Educational Leadership Program at the University of Washington (College of Education, University of Washington, 2000) was an innovative program committed to the development of future leaders. The goal of the program, which utilized a cohort structure, was to produce school leaders who were conversant in crucial educational issues, informed as decision-makers, and able to effectively work with groups and individuals. The collaborative nature of this program required frequent communication among all the planning groups. Danforth program faculties included university faculty, instructors from the field, and carefully selected mentor principals and program administrators.

Several states have recognized the need to change programs for principal preparation to include a mentoring component. (Christie, 2000) These states developed model programs. In South Carolina, the Principal Induction Program recognized the value of formal induction for new principals and required a year-long program of support and professional development for new principals. The program included training, support and collegiality modules. In the support module, each participant was paired with a mentor, an experienced, practicing,

building-level principal or director selected by the superintendent to provide support and assistance to new principals. (South Carolina Department of Education, 1998) As of 1999-2000, any person appointed as a principal for the first time must participate in the program.

Christie (2000) described other state initiatives. Alabama was running a two-year program for each new principal that included a mentoring program for first- and second-year principals. Louisiana had the Louisiana Principal Internship Program, run out of the state's Administrative Academy; it was a required two-year program for new principals that involved statewide meetings, area meetings, and on-site visits. Mississippi had a support program for beginning principals that was similar to the other mentoring programs.

Minnesota operated an Administrative Mentoring Program, run by the Minnesota Administrator's Academy under the sponsorship of the state Leadership in Educational Administration Development Program (LEAD). (Monsour, 1998) In the early 1990s LEAD program leaders initiated a study to investigate and report opinions of participants in their Administrative Mentoring Program. Recommendations resulting from this study were in use to provide a more effective program. For example, mentors should be trained in adult development and the mentoring process using NASSP's Mentor and Coaching professional development program. Proteges needed the same information as the mentor so expectations are clear. A protégé needs assessment was conducted and monthly workshops were scheduled around these topics; mentors and proteges were matched by similar interest and learning styles. Mentors and

proteges were matched in close proximity geographically and the mentors were required to make site visits to the protégé's school/workplace. Mentors were prepared for the breadth of the program and were provided a handbook with suggestions for mentoring activities (Monsour). Conclusions drawn from the study pointed out several reasons for the importance of such programs. The sense of isolation was reduced, there was an easier transition into new positions for principals, and beginning principals learned new skills from their mentors to deal with the everyday demands on the job.

North Carolina sponsored the Principals' Executive Program at the University of North Carolina at Chapel Hill. C.D. Spangler, former president of the University of North Carolina, recognized that principals had not been trained for leadership roles. President Spangler made a proposal to the North Carolina General Assembly in 1984. He stated, "Our public schools are the state's most important investment. Let's see that their CEOs receive the same type and quality of preparation as corporate executives in the schools of business at Harvard and other distinguished universities" (Phay, 1997, p. 51). Phay added that the legislature accepted the proposal and appropriated funds to establish the Principal's Executive Program (PEP). PEP sought to help principals broaden their general perspectives by providing educational and cultural opportunities that may not be available to them in their home communities. Individuals in administrative positions were recommended by their school systems. One goal of the Institute was to enhance administrative skills and provide principals with the tools they needed to lead and bring about school improvement.

PEP continued to grow as a result of its success. PEP expanded to offer eight leadership-training programs. The Leadership Program for New Principals (LPNP) was developed for principals in their second or third year on the job. Highlights of LPNP included four components. The first component was training in leadership skills and managerial techniques that were relevant to the principal's current experience. Second, frequent and lengthy opportunities for reflection with colleagues on the responsibilities and demands of the principalship were available. Third, an important opportunity was to receive answers to questions from knowledgeable instructors and veteran administrators. Fourth, the continuity of training via regular meetings was conducted with an established cohort or peers over the span of an entire year (Lewandowski, 2001).

Other programs offered by PEP follow. The Leadership Program for Assistant Principals (LPAP) was directed at enhancing managerial skills, improving technical capabilities, and developing individual leadership capacities. The Developing Future Leaders Program (DFL) served aspiring administrators selected by a superintendent. Principals as Technology Leaders (PATL) program provided comprehensive leadership training in how to best use educational technology for teaching and learning. The Higher School Performance Program (HSPP) was designed for principals of schools striving to improve but still remaining at risk of becoming low-performing and did not have a state assistance team. The Leadership Program for Career Administrators (LPCA) intended to help veteran (four or more years on the job) administrators



learn the powerful tool of “reframing” – appraising situations from diverse perspectives and could be used to solve seemingly intractable problems at the school level. The Central Office Leadership Program (COLP) aimed at supporting central office administrators (curriculum supervisors, personnel directors, etc.) who worked directly with school based personnel. COLP helped these leaders become a better manager of people and resources and strengthened collaboration between a central office department and the schools served. The Leadership Program for High School Principals (LPHSP) was for veteran principals and provided training to help these principals analyze data and identify the strengths and weaknesses of a school’s instructional program. An added benefit of this program was the contact with peers to gain relief from the sense of isolation that seemed, inevitably, to be part of a high school principal’s job (Lewandowski, 2001).

The Principals Executive Program, in collaboration with the North Carolina Department of Public Instruction, also offered an orientation session for new principals. The conference brochure stated,

Isn’t it ironic that principals worry about everyone’s staff development except their own? At a time when instructional leaders acknowledge the need to be continuous, intentional learners, new administrators are still reluctant to be away from school for even a single day for their own professional education. (North Carolina Department of Public Instruction & Center for School Leadership Development, 2001).

The session was designed to furnish novice administrators with up-to-date information about student accountability issues and legislative action affecting schools.

Many local school systems in North Carolina also developed a program for their first-and second-year principals and assistant principals. For example, in the Guilford County School System in Greensboro, North Carolina, there was a Principal-on-Special-Assignment, Dr. Doris Henderson, that served as an advocate for new administrators (M. Shook, personal communication, April 27, 2001). This individual conducted monthly seminars for new administrators on topics pertinent to their job responsibilities. Seminars included such topics as training in the evaluation process, advice from the school board attorney on school law and legal issues, planning for the opening of school, Human Resources guidance on hiring and documenting performance, budget issues and money management, increasing achievement, humor in the workplace, parent involvement, creating a safe school, time management, shared leadership, and dealing with stress. Dr. Doris Henderson noted that new administrators benefitted from these seminars through increased networking opportunities and the availability of a peer support system. Dr. Henderson noted, "Every principal realized that she or he is not the only one having problems; they share ideas and learn from one another" (M. Shook, p. 2).

Texas required at least a one-year induction period for each first-time principal during the first 18 months in an administrative position. It was the responsibility of the local school system to provide this. The induction period was

to be “a structured, systematic process for assisting the new principal...in further developing skill in guiding the everyday operation of a school, adjusting to the particular culture of the school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period” (Texas State Board for Educator Certification, 1999). The Texas Principals Association was working with the Texas Leadership Institute to select and train mentors and provided linkages for these mentors and new administrators. In addition, Education Service Centers, through their Principals’ Assessment and Development Center, offered a four-tier Leadership Academy. One tier is specifically for beginning principals and includes mentoring and coaching components (Crum & Guerra, 2000).

The Missouri Department of Education was also taking action. Acting on the premise that the key to excellence in schools today relied on the preparation of school leaders as true instructional leaders, the Leadership Academy, a section of the Department of Elementary and Secondary Education, was formed in a key provision of the 1985 Excellence in Education Act. The Leadership Academy’s mission was to positively impact student performance by inspiring and developing highly effective school leaders. The Academy coordinated the mandated assessment centers for certification (Missouri Department of Elementary and Secondary Education, 2001).

The shortage of principals continued. Education Secretary Riley, recognizing the shortage, held the first principal’s summit to discuss the issue (Ferrandino & Tirozzi, 2000). As a result, he called for the establishment of a

“West Point for Principals,” which would be a National Academy for School Leadership. There was also recent foundation awareness and support of the shortage. The Gates Foundation, the Broad Foundation, and the DeWitt Wallace-Readers Digest Fund have allocated millions specifically to study ways to enhance school leader effectiveness and disseminate what is learned.

### Perceptions of a Mentoring Program

Mentor perceptions of involvement in a mentoring program added to the understanding of the effectiveness of the experience. “Over the past year I have learned how to be a better leader. My mentor has been my principal” (Hilbert, 2000, p. 16). An assistant principal described the lessons she learned from her mentor principal during her first year as an assistant principal. The experience was challenging, exciting, thought provoking, and – sometimes – painful. Perceptions from individuals who were mentored were important in understanding the effectiveness of a mentoring program.

A worldwide chemical company wanted to reframe their mentoring program and created a new program to accelerate the development of high-potential employees (Kaye & Jacobson, 1996). The program’s goal was to shorten the time it took for high-potential employees to gain experiences that were essential to their growth and career development. An important component of this program was the opportunity to learn from experienced and trained individuals who could guide these participants as they learned and developed. Participants stated that the program accelerated their growth by providing

experiences that they would have otherwise had to obtain on their own. They said it also helped them to “see gaps and move close to them” (p. 7).

Allen and Poteet (1999) stated that well-established mentoring relationships offered a number of important career benefits to the protégé. For example, individuals who were mentored reported higher levels of overall compensation, career advancement, and career satisfaction.

Bush and Chew (1999) reported that there are benefits for mentors as well as protégés. Mentors who have participated in research related their perceptions and offered the following statements: “It offers me the satisfaction of helping a colleague’s professional development and also prompts me to reflect on my leadership style.” “It is enriching and satisfying to know that someone is learning from you” (p. 8).

Luebke and Clemens (1994) summed up the benefits of mentoring for education administrators best: “Another perspective that may be fairly interpreted is that it can add joy, pleasure, and a sense of security in what may otherwise be tense and lonely experience” (p. 44).

### Summary

A review of the literature addressed several areas related to mentoring for administrators. The concept of mentoring originated from the book, The Odyssey. As early as 1983, following the publication of A Nation at Risk, educational leaders looked at ways to better train principals. From that point in time on, there was evidence in the literature that supported mentors for new employees.

The role of the mentor was varied and assumed different definitions depending on the situation. There were numerous reasons and needs for mentors. These reasons ranged from giving encouragement and teaching new skills to affecting the career path and job advancement. The research in the literature emphasized the organizational need for mentoring. Mentoring was utilized to recruit and grow new talent and to guide new administrators through practice combined with theoretical knowledge.

There were numerous model mentor programs identified in the literature. Several programs that were described included, for example, the Danforth Program for School Administrators and established mentor initiatives in Kentucky, North Carolina, Texas, Missouri and other states. Mentoring perceptions of involvement in a mentoring program added to the understanding of the effectiveness of the experience.

## **CHAPTER III**

### **METHODOLOGY**

The purpose of this chapter was to identify the research questions answered by this study, to describe the participants and research design, to explain the instrument and data collection procedure, and to provide a description of the procedures used in data analysis. This description encompassed the research methodology.

#### Introduction

The business of schooling became increasingly more complex over the last decade and would almost certainly continue (Hopkins-Thompson, 2000). This was due to increased accountability and the raising of standards to promote higher student achievement. Higher expectations came in the midst of teacher and administrator shortages; unprecedented competition in the workplace for future professionals; and the diverse learning, social, and emotional needs of today's children (Hopkins-Thompson). This focus applied unrealistic pressure on those who lead.

A great deal of research on effective schools pointed out that "the principal as instructional leader" was one of the most important ingredients of a school that works (Christie, 2000). School leaders needed to be cultivated and readied for the challenges they must face. Hopkins-Thompson (2000) noted that

prospective principals must find a way to learn from experiences and tap collegial frameworks.

Increasingly, organizations needed to be able to reinvent themselves so as to stay aligned with and responsive to their customers and stakeholders. Mentoring was an intervention to support behavior changes (Whitaker & Turner, 2000). Hopkins-Thompson (2000) added that mentoring and coaching processes can serve to augment the succession planning and professional development of districts. This approach modeled a culture of collaboration and collegiality in which best thinking occurred through collective judgment. The number of formal mentoring programs for educational administrators increased considerably during the past decade (Monsour, 1998).

The benefits of mentoring for the individual were limitless. Whitaker & Turner (2000) shared some insight. Confidence improved and additional people skills were acquired. Having someone to talk with openly improved listening, challenging and empathizing skills. Participating in a mentoring partnership helped individuals develop a wider perspective with issues and opened up additional ways of thinking.

— Monsour (1998) added that mentoring helped close the gap between preservice training and the actualities of educational administration. Perhaps the job of the administrator was not as lonely, and there might have been ways in which people that were working together could tackle some of the dilemmas that faced our leaders. In general, the job of a leader became more appealing to



talented people who want to make improvements in the quality of educational practice (Daresh, 2001).

### Research Questions

The major question was: What were the perceptions of a leadership-mentoring program for mentored principals? The following sub questions guided the research:

1. What professional and personal characteristics do mentored principals perceive to be important in a mentoring relationship?
2. What kind of support does a mentor provide to a protégé?
3. Do selected demographics make a difference in a principal's perception of a mentoring relationship? (sex, age, race, past professional experience, size of school)

### Research Design

The research design was qualitative and descriptive. Denzin and Lincoln (1998a) defined qualitative research as multi-method in its focus, involving an interpretive, naturalistic approach to its subject matter. Qualitative research was conducted in natural settings, "attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them" (Denzin & Lincoln, p. 3). Qualitative research was concerned with getting close to the individual's point of view through detailed interviewing or observing. Qualitative researchers examined the constraints of the everyday life and believed these rich descriptions of the social world were valuable (Denzin & Lincoln). Postpositivist, or qualitative research, was grounded in the assumptions that features of the social

environment were constructed as interpretations by individuals and that these interpretations tended to be situational (Gall, Borg, & Gall, 1996). Knowledge was developed by collecting primarily verbal data.

Qualitative research was descriptive. Dereshiwsky (1999) stated that this type of research provided a rich, thick description, and placed an emphasis on understanding why. It allowed the researcher to gauge feelings, attitudes and emotions and allowed getting to the “heart of such inner motivations, feelings, emotions, rationale for how and why something is” (p.9). Qualitative data were a source of descriptions and explanations of processes in identifiable local contexts (Miles & Huberman, 1994). Bogdan and Bilken (1998) advocated the use of qualitative research for data not easily handled by statistical procedures; it is “concerned with understanding behavior from the subject’s own frame of reference” (p. 2). A qualitative approach to understanding the role of mentoring in developing school administrators was appropriate. New principals had the opportunities to share experiences and this aided in supporting patterns that call for the importance for mentoring and the specific ways mentors may help new administrators. Experienced principals had the opportunity to share “what they were experiencing, how they interpreted their experiences, and how they themselves structured the social world in which they live” (Bogdan & Bilken, p. 7).

There were several assumptions involved with qualitative research (Merriam, 1988). Researchers were concerned primarily with process and were interested in meaning – how people made sense of their lives, experiences, and their structures of the world. The researcher was the primary instrument for data

collection and analysis; data were collected through a human instrument, rather than through inventories or questionnaires. Qualitative research involves fieldwork; the researcher physically went to the people to observe or record behavior in its natural setting. Qualitative research was descriptive in that the researcher was interested in meaning and understanding through words or pictures. The process of qualitative research was inductive in that the researcher built abstractions concepts, hypotheses, and theories from details. Qualitative research was not limited to rigidly definable variables and examined complex or value-laden questions that could be impossible with quantitative methods (Key, 1998).

Marshall & Rossman (1999) noted that the qualitative genre “focuses on the meaning that people express about some aspect of their lives” (p. 60). Denzin & Lincoln (1998b) stated, “Qualitative researchers stress the socially-constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that the shape inquiry” (p. 8). The researcher wanted to listen to principals and build a picture based on their ideas (Creswell, 1994). Conversations with new principals in their work environment clarified job assumptions and expectations.

✓ A strength of qualitative data was the focus on naturally occurring, ordinary events in natural settings, so that there was a strong handle on what “real life” was like. Data were collected in close proximity to a specific setting (Miles & Huberman, 1994).

Another feature of qualitative data was their richness and holism, with strong potential for revealing complexity; such data provided “thick descriptions.” Such descriptions were vivid, nested in real context, and contained a ring of truth that had a strong impact on the reader (Miles & Huberman, 1994). In this qualitative research, categories emerged that provided rich, context-bound information leading to patterns or theories that helped explain a phenomenon (Creswell, 1994). Wolcott (1994) stated that “in the very act of constructing *data* out of *experience*, the qualitative researcher singles out some things worthy of note and relegates others to the background” (p. 13). The intent of this design was to enter the world of first and second year school administrators who have participated in a mentoring program and allow them to tell their stories about the meaning and significance of the process.

Through the use of a semi-structured interview, data were obtained to provide a more in-depth understanding of the narratives, or stories, of each participant. This involved asking a series of structured questions and then probing more deeply using open-ended questions to obtain additional information (Gall, Borg, & Gall, 1996). The researcher began with the same initial question, but asked different probing questions based on the respondent’s answer. Open-ended questions allowed participants to share their general feelings and also tell reasons for their opinions. These interviews had a favorable reputation because the opportunity to probe for additional information was available. In addition, the length of the interview could have been adjusted based on the respondent’s answers (de Vaus, 1996). With open-ended questions that were more detailed,

or, possibly more complex, the interviewer could have worked his or her way through what may have been confusing information and clear up any misunderstandings as the interview progressed (de Vaus).

Marshall & Rossman (1999) stated, "A study focusing on individual lived experience typically relies on an in-depth interview strategy" (p. 61). The primary strategy was to capture the deep meaning of the experience in each respondent's own words. This overall strategy framed the study by placing boundaries around it, and reflected a major decision made by the researcher in determining that this was the best approach (Marshall & Rossman).

The research questions to be answered did not lend themselves to mathematical models or statistical tables or graphs, as the quantitative researcher would use (Denzin & Lincoln, 1998a). The answers were concerned with the world in which beginning principals lived, a world in which numerous roles were addressed and political pressures affected day-to-day performance. Through this detailed understanding the researcher was able to provide findings transferable to other school systems seeking to support and nurture their beginning administrators.

The process was emergent and evolving as the semi-structured interviews took place. "Categories emerged from informants, rather than are identified *a priori* by the researcher" (Creswell, 1994, p, 7). Reality was constructed and reconstructed as the data were interpreted leading to an openness Creswell considered both useful and positive in collecting data. It detailed a systematic

reflection of what beginning principals see as reality, yet was sensitive to the personal narrative of each participant.

### Data Collection

The researcher utilized several methods for collecting empirical materials. Creswell (1994) outlined the data collection procedure to include setting the boundaries for the study, selecting the way to collect the data, and establishing a protocol for recording information. Creswell stated, "The idea of qualitative research is to purposefully select informants that will best answer the research question" (p. 148). The participants for this study were purposely-selected principals in Georgia and Kentucky. The data was collected through the use of semi-structured interviews. The interviews were recorded using a tape recorder and the researcher's handwritten notes (Gall, Borg & Gall, 1996).

### Participants

The participants of this study consisted of two groups. One group was first or second year principals in Georgia who participated in the Leadership 21 program sponsored by the Georgia Department of Education. A purposive sample (Miles & Huberman, 1994) included eight principals: three elementary school principals, one middle school principal, and four high school principals. The second group consisted of individuals who participated in a mentoring program required by the Kentucky Education Professional Standards Board during their first year as a principal. A purposive sample (Miles & Huberman) included four principals: two elementary school principals, one K-12 school principal, and one high school principal. By purposely selecting these

participants, the researcher obtained data from individuals who were knowledgeable about the mentoring process, which was the focus of the research. (Gall, Borg, & Gall, 1996) This also ensured that participants were “representative of the same experience or knowledge; they were not selected because of their demographic reflection of the general population” (Denzin & Lincoln, 1998b, p. 74).

In this qualitative study the researcher was the instrument and “the presence [of the researcher] in the lives of the participants invited to be a part of the study [was] fundamental to the paradigm” (Marshall & Rossman, 1999, p. 79). Marshall and Rossman stated that the success of a qualitative study depends on the interpersonal skills of the researcher. The researcher must “possess the skills of easily conversing with others - being an active, patient, and thoughtful listener and having an empathetic understanding of and a profound respect for the perspectives of others” (p. 85). Marshall and Rossman added that the knowledge base of the researcher aided in understanding the intent of the response. It was important to build trust and maintain good relationships between the researcher and the participants for data quality and credibility (Gall, Borg & Gall, 1996).

### Interview

Interviewing was an “enquiring approach” to gathering data (Wolcott, 1994, p. 10). Interviewing was described as a “conversation with a purpose” (Marshall & Rossman, 1999, p. 108). The interview process utilized semi-structured interview questions. Gall, Borg, and Gall (1996) defined the semi-

structured interview as asking a series of questions and then probing more deeply using open-form questions to obtain additional information. This type of interview was used as opposed to a structured or unstructured interview. A structured interview was not appropriate because it elicits only yes-no responses and it does not allow for the researcher to follow up and obtain greater depth. The unstructured interview was not appropriate because the data needed for this study were not psychologically sensitive or difficult for the respondent to express (Gall et al.). The semi-structured approach provided greater assurance that each participant was asked the same questions in the same way. Thus, the possibility for interviewer bias, error, inexperience, etc., was reduced, which in turn helped to improve the reliability of the results (Dereshiwsky, 1999).

Interviews had particular strengths. This approach was a useful way to get large amounts of data quickly (Rossman & Marshall, 1999). Interviewing allowed the researcher to directly “see” and “observe” important variables such as the following: feelings, thoughts and intentions; behaviors from an earlier point in time which influenced those feelings, thoughts and intentions; and the participants thinking styles, frames of reference; and how they organized their world (Dereshiwsky, 1999). “The purpose of interviewing ...[was] to allow us to enter the other person’s perspective” (Patton, 1987, p. 109).

Interviews were useful in allowing informants to provide historical information and allow the researcher “control” over the line of questioning (Creswell, 1994). Marshall and Rossman (1999) pointed out the following strengths: fosters face-to-face interactions with participants; useful for uncovering



participant's perspectives; data collected in natural settings; useful in describing complex interactions; and facilitates discovery of nuances in culture.

Dereshiwsky (1999) stated that interviews identify topics and issues to be covered in advance; this increased comprehensiveness of data and made data collection somewhat systematic for each respondent. Logical gaps in data could have been anticipated and closed. Interviews remained fairly conversational and situational.

Complex questions were best asked in a face-to-face interview situation. This allowed the interviewer to work his or her way through any confusing issues. Fewer difficulties were encountered with boring questions (de Vaus, 1996). Each principal participant was sent a cover letter and a short survey. The cover letter explained the purpose and process of the interview; the survey asked short-answer questions to identify the demographics of the school in which he or she works. The survey also collected information on each participant that reflected personal characteristics, such as sex, race, age, and past professional experience. A set of twenty questions was used as a structured guide in the interviews with principals (Appendix A). Probing questions were devised as the process unfolded depending on the individual respondent's comments. Each interview lasted from one and one-half to two hours. The majority of the Georgia interviews took place in the participants' professional offices. Two participants were interviewed in public places, while one participant was interviewed in the home. All Kentucky interviews were conducted by telephone conferencing.

## Process

In late May 2001, a study proposal, data collection instrument, and an informed consent letter were submitted to the Georgia Southern University Institutional Review Board for consideration. Approval to collect data was received on June 13, 2001. The principals were contacted by telephone to schedule an interview time convenient to both the researcher and participants.

Prior to contacting the Georgia participants, a letter was sent to each from Mr. Vic Verdi, Executive Director of the Georgia Department of Education Leadership 21 Academy. This letter introduced the researcher and outlined the reason for the study and the importance of each individual's participation. Prior to contacting the Kentucky participants, Dr. Charles Edwards, Director of the Division of Instructional Leadership with the Kentucky Department of Education, was contacted to provide names of interview participants. Dr. Edwards provided the names of four principals that completed the Kentucky Principal Internship Program. Dr. Edwards gave the researcher permission to use his name as an introduction to the participants. The researcher sent a letter to both groups confirming the interview appointment; a short demographic survey was included with the letter.

A pilot study was conducted with one principal, a graduate of the Leadership 21 program that did not participate in the study. This allowed the researcher to become familiar with asking the interview questions.

At the beginning of each interview the researcher explained to the participants the role of the researcher and the participant in the collection of data.

The researcher answered any questions the participant may have had. Bogdan and Biklen (1998) suggested the researcher address what he or she is actually going to do, address issues of being disruptive, delineate what will be done with the findings, why each individual has been chosen to participate, and what they may gain from participating. Consent to participate in the interview was secured prior to beginning the interview. The agreements made with study participants about their participation, privacy, access to study reports, and benefits made a large difference in the quality of analysis that is possible (Miles & Huberman, 1994).

During the interview the researcher took tape recorded and hand-written notes. Creswell (1994) recommended audiotaping the interview and transcribing the interview at a later date. The researcher should also take notes in the event that the recording equipment fails. The researcher labeled each interview on an audiotape, carried extra batteries and found a quiet place for taking notes (Marshall and Rossman, 1999). Marshall and Rossman added that such practices “pay off by keeping data intact, complete, organized, and accessible” (p. 148).

Use of a tape recorder during the interview process provided several advantages. This “reduce[ed] the tendency of interviewers to make an unconscious selection of data favoring their bias” (Gall, Borg, & Gall, 1996, p. 320). A tape recorder provided a complete verbal record; this allowed for a thorough study of the data collected. A tape recorder also speeded up the process. The researcher understood that the main disadvantage of tape

recording an interview was the participant's reluctance to express their feelings freely (Gall et al.); every attempt was made to ensure confidentiality and anonymity for each participant.

After the data were recorded for each interview, the information was transcribed by a professional transcription service. The researcher provided the principals with a written documentation of the interview. The participants were asked to check for accuracy of information and not for editorial comments or additional thoughts. This preserved the spontaneity and richness of information (Miles & Huberman, 1994).

#### Analysis of Data

“The process of data analysis is eclectic; there is no one right way” (Creswell, 1994, p. 153). Marshall and Rossman (1999) define data analysis as “the process of bringing order, structure, and interpretation to the mass of collected data” (p. 150). Patton (1987) added that analysis is also organizing what is there into patterns, categories, and basic description units. He added that interpretation is separate from analysis and defined it as “attaching meaning and significance to the analysis, explaining descriptive patterns and looking for relationships and linkages among descriptive dimensions” (p. 144). Miles and Huberman (1994) described the process for working with interview transcripts as “interpretivism” (p. 8). Human activity can be seen as text – as a collection of symbols expressing layers of meaning.

Data Analysis required that the researcher be comfortable with developing categories and making comparison and contrasts (Creswell, 1994). Qualitative

data were exceedingly complex and not readily convertible to standard units of measure; therefore, it was necessary to identify themes and categories (Marshall & Rossman, 1999). Patton (1987) explained that the researcher has two primary sources to draw from in organizing the analysis: research questions that were generated during the conceptual and design phase and analytic insights and interpretations that emerged during data collection.

In order to identify the over-arching “umbrella-type” concepts, labels, or categories, under which the raw data seem to fit, Dereshiwsky (1999) believed that Patton’s two-way division was the answer. Indigenous typologies are categories that come directly out of the jargon or everyday popular talk of the field being researched. It was the process of understanding “talking their talk,” learning the underlying jargon of that field, and using existing terms and labels to compile the data. Analyst-constructed typologies allowed the researcher to create creative, visual labels. This approach was used if “indigenous typology [was] lacking, or whether there simply wasn’t a generally acceptable framework” (p. 5). The primary purpose of typologies was to describe and classify. This was used later to make interpretations, but the first purpose was “description based on analysis of patterns that appear in the data” (Patton, 1987, p. 153).

Reading, reading, and reading once more through the data forced the researcher to become familiar with the data in intimate ways (Marshall & Rossman, 1999). This allowed the researcher to identify themes and patterns in the data. An analysis of the major components of the Georgia Leadership 21 Program and the Kentucky Principal Internship Program was done to compare

program components and mentoring activities. These themes were compared to themes identified in the data. This supported the credibility of the study and showed how it could be applicable with other individuals or in other systems.

The data was analyzed through a computer software program QSR NUD•IST Version 5 (N5). Gahan & Hannibal (1998) explained that NUD•IST is a tool kit to assist the researcher in the qualitative research process. Miles and Huberman (1994) described this software package. The authors explained that there is a code-and-retrieve system to divide text into segments or chunks, attach codes and find all examples of coded information. Theory builders were also included, which allowed the researcher to develop higher-order classifications, formulate propositions or assertions, and imply a conceptual structure that fits the data.

Responses were analyzed for patterns, themes, and categories to aid in understanding the perceptions of mentoring for these beginning principals. Wolcott (1994) believed that the researcher singles out some things as worthy or not and relegates others to the background just from the act of obtaining data out of experience.

Marshall & Rossman (1999) stated, "All research must respond to canons of quality – criteria against which the trustworthiness of a project can be evaluated" (p. 191). Lincoln and Guba (1985) related that the researcher must establish a "truth value" (p. 290) through applicability, consistency, and neutrality. The researcher understood that the very nature of this qualitative study does not lend itself to being replicated; however, any school system or state agency

interested in supporting new principals can utilize the findings from this study to apply it to assessing the need for developing a mentoring program.

Credibility was established through the method of inquiry and the researcher's background and experience with mentoring (Marshall & Rossman, 1999). There was limited application or transferability, the external validity, from the findings of this study. The intent of qualitative research was not to generalize findings but to form a unique interpretation of the events (Creswell, 1994, p. 159).

### Summary

Principal shortages and challenges of school leadership due to evolving reform initiatives and a demand for higher student achievement were not going to go away. Educational entities continued to find it necessary to look at how they train, recruit, and support new administrators. A review of the literature emphasized the need for quality mentoring programs to support and guide new administrators.

The purpose of this study was to look at the role of mentoring in the training and development of school administrators. The research design was descriptive in nature and was a qualitative study. The study consisted of interviewing selected school administrators and obtaining data to consider the role of mentoring in preparing school leaders. Structured interviews were conducted with two groups: eight practicing first or second year school administrators in Georgia and four administrators in Kentucky who participated in a formal mentoring program during their first year as a principal. The Interview Question Instrument was designed by the researcher to identify the status and

effectiveness of mentoring programs available for new principals in Georgia and Kentucky.

Data obtained from the interviews were analyzed using descriptive statistics. The QSR NUD•IST (N5) software program was used to analyze the data collected. The data were reported in a narrative format including tables and matrices with supporting data produced by the N5 program.



## **CHAPTER IV**

### **REPORT OF DATA ANALYSIS**

This chapter includes a brief introduction to the study and contains the purpose of the study and a summary of the research methodology. Included in this chapter are the research questions to be answered, factual responses from the data gathered, and an interpretation of this data. This chapter also includes the researcher's answers to the research questions based on the findings of the study.

#### **Introduction**

The purpose of this study was to identify the perceptions of beginning principals on the role of mentoring in supporting and developing professional and personal competencies. The intent of the study was to identify the characteristics of a mentor and to look at the importance of the help that a mentor can provide for a beginning school administrator. In addition, the study looked at the role of mentors from two perspectives. One perspective was to look at participants who were required to participate in a mentoring program during their beginning years as a principal. The other perspective was to look at participants who had varying levels of experiences with mentoring either on the job or in a leadership program provided for applicants only.

The research design was both qualitative and descriptive. The researcher interviewed the individuals who participated in the study by using semi-structured

interviews. There were two purposive samples. One group was four principals in Kentucky that participated in a required mentoring program during their first year as a principal. This group included two elementary principals, one principal of a K-12 school, and one high school principal. A second group was eight Leadership 21 graduates in the state of Georgia who were in their first or second year as an administrator and who have had varying levels of mentoring support directly prior to becoming a principal or during their first and/or second year as principal. This group included three elementary principals, one middle school principal, and four high school principals. Each participant was assigned a number to protect his or her identity and maintain anonymity.

Table I shows the interview schedule. The interviews with the Georgia administrators took place over a period of approximately three weeks. The interviews with the majority of the Kentucky principals took place over a period of approximately one week, with one interview scheduled approximately two weeks later.

The interviews were recorded using a tape recorder and were later transcribed by a professional transcribing service. The interview responses were reviewed and read numerous times to identify major patterns and themes. The transcribed data was then analyzed using the software package QSR NUD•IST Version 5 (N5). The reason for using N5 was to provide additional validity. This software program was used as opposed to another person and served to eliminate as much bias from the researcher as possible. The patterns and themes identified by both the researcher and the software program were

Table I

Interview Dates for Principals

Georgia Principals	Day, Date/2001
Respondent One	Thursday, June 28
Respondent Two	Friday, June 29
Respondent Three	Sunday, July 8
Respondent Four	Sunday, July 8
Respondent Five	Monday, July 9
Respondent Six	Monday, July 9
Respondent Seven	Thursday, July 12
Respondent Eight	Thursday, July 19
Kentucky Principals	Day, Date/2001
Respondent Nine	Monday, August 6
Respondent Ten	Tuesday, August 7
Respondent Eleven	Tuesday, August 8
Respondent Twelve	Monday, August 20

compared and resulted in the data analysis. This analysis was used to answer the research questions.

### Research Questions

The study was framed by the major question: What are the perceptions of a leadership-mentoring program for mentored principals? The following sub questions guided the research:

1. What professional and personal characteristics do mentored principals perceive to be important in a mentoring relationship?
2. What kind of support does a mentor provide to a protégé?
3. Do selected demographics make a difference in a principal's perception of a mentoring relationship? (sex, age, race, past professional experience, size of school)

### Findings

The results of the study were used to answer each of the research questions. This section was organized through the use of research questions by providing the first sub question, the findings, and a discussion of these findings. Information from the Georgia participants was presented first, followed by a discussion of the findings. Information from the Kentucky participants was presented next, followed by a discussion of the findings. The same process was used for sub questions two and three. The major research question was discussed last and was included in the summary at the end of this chapter. For the purpose of reporting the results, each participant has been identified as Respondent One, Respondent Two, etc.

### Characteristics Important to a Principal in a Mentoring Relationship

What professional and personal characteristics do mentored principals perceive to be important in a mentoring relationship? The findings from Georgia participants for this question follow and were reported in the order of each respondent's interview.

#### Georgia Participants

Respondent One. Respondent One was a first year principal. Respondent One talked first about participation in a Georgia Leadership Program and what was gained from that experience. Respondent One stated, "I just completed Leadership 21 and that was just wonderful. Instead of a lot of theory, like you get in course work and textbook projects, they brought in real people. They gave examples of real experiences that were happening" (June 28, 2001, p. 2).

Respondent One explained, "We received a letter from Leadership 21 saying we would have our first initial meeting and we would eat lunch. Through this program we would be introduced" (June 28, 2001, p. 7).

I had a mentor that I had never seen before. She was not very far from where I lived and she is a fantastic principal. We met on one of our Leadership days and I could have stayed until seven o'clock that night just to hear her talk about her job [and] know that you want to be a principal like that. What a role model. (Respondent One, June 28, 2001, p. 5)

Respondent One stated, "I was wanting to go back again and discuss test scores and things like that, but couldn't because of personal reasons" (June 28, 2001, p. 7).

“I saw her [later] and she was excited that I had gotten a job and I told her I’m going to be calling you...and the schools are so similar, about the same size” (Respondent One, June 28, 2001, p. 5).

Respondent One added, “We both have such a love [for children] and we are so enthusiastic that we just can’t get it out fast enough...our personalities just click[ed] I really felt like that helped tremendously” (June 28, 2001, p. 6).

I wish I would have had more time to spend with my [Leadership 21] mentor because I do see our personalities [are] so much alike in the way that she runs her school. There was just not enough good quality time to sit down... because of the distance between us. More [experience with] unique situations were also helpful. (Respondent One, June 28, 2001, p. 8)

Respondent One noted other mentor experiences and characteristics that were important.

I was very fortunate as an assistant principal to have my principal mentor me and she allowed me to have my hands in everything. She said, ‘I will never do to you what was done to me.’ ‘You will be a great principal at some point. You just have those characteristics and we need to get you prepared.’ So I did everything with her. She’s been really supportive. There is nothing like actual experience to get you prepared. (Respondent One, June 28, 2001, p. 3)

[A mentor is] like the principal I worked with who...was always just holding my hand through everything, and just being there anytime I got

frustrated. [After being assigned as a principal] I felt very comfortable that I could just pick up the phone to call. I think of it like the mentors we have here with teachers; college has not quite prepared them for the actual experience. A mentor has the experience, has been at a school, and they'll be there to help interpret test scores and work out scheduling. [My mentor] has been right there for me. (Respondent One, June 28, 2001, p. 4)

Respondent One stated, "I was fortunate that my [principal] mentor was in the building with me and it was a constant daily thing with her" (June 28, 2001, p. 8).

Respondent One revealed additional characteristics that were important for a mentor. "[A mentor is] a coach. [A mentor] is a confidant [and] you know you can ask them anything. You're going to have to ask questions to learn so it's somebody that's trustworthy and [you] are loyal to each other" (Respondent One, June 28, 2001, p. 4). "There's nothing like [learning from] the experience of someone who's been there. [A mentor should] not [be] critical of the questions you ask" (p. 9).

Respondent Two. Respondent Two was a second year principal and talked first about informal mentoring experiences.

I had the pleasure of having a wonderful, experienced principal during my years teaching and [she was] a great mentor. She encouraged me. I have a very supportive superintendent...it

hasn't been many years since he sat behind a principal's desk.

(Respondent Two, June 29, 2001, p. 1 - 2).

Respondent Two talked about characteristics of a mentor.

The best mentor...is someone who is identified by [his or her] strong traits and great leadership skills; somebody who has so many great traits that you wish to have one day as a leader and as a principal. (Respondent Two, June 29, 2001, p. 2)

Respondent Two added,

[A mentor is] someone to rely on for any problem no matter how steep or how serious and to give you advice on,...,[and] to be there at all times to show you some dependence, and to also be there to prepare you for some things that you're going to face that you don't really see coming. I'm talking about perhaps past experiences, the fact that they might be a more mature person, a more veteran person and they might have had that experience and know that it could be something that you would go through. A mentor is a role model, an epitome, someone who plays the role of leader and plays it well. A mentor is virtuous; someone that has the virtues that you are searching for...has been a great mentor spiritually and has helped me grow and probably been the biggest supporter in my career life. A mentor is someone who holds our hand and leads us through situations and trials. (Respondent Two, June 29, 2001, p. 3)



Respondent Two continued,

A mentor [has] so many neat ideas and provides a sense of companionship. [This person] is someone who is there for you and you can see the impact they had on your life. A mentor is someone you admire and respect [his or her] opinions. [My mentor's] encouragement is what made me entertain the thought of being a leader in education. My opinion of her opinion is one of the main things that made me really consider taking that route. (Respondent Two, June 29, 2001, p. 3-4)

"[A mentor can be] a resource" (Respondent Two, June 29, 2001, p. 5).

Respondent Two stated, "I think the mentor's educational background really contributes a great deal simply because their work experience and educational background is applicable to the problems and the job you face as a leader" (Respondent Two, June 29, 2001, p. 4).

Respondent Two was paired with a mentor in the Leadership 21 program and discussed this relationship when asked if there was ever an unsuccessful relationship with a mentor. "I was probably just as much to blame...as the mentor in that his thing....was to be a backup and if you need me, call me. If not, I'm not going to bother you" (Respondent Two, June 29, 2001, p. 5).

Respondent Two said, "[Mentors] should define the things that

have helped them become successful principals...the factors that can be directly applied to a principal's position. The focus of the mentorship needs to be that things are shared" (Respondent Two, June 29, 2001, p. 6).

Respondent Two added one last thought concerning the official pairing of a mentor in the Leadership 21 program.

[A pairing needs to be] other than just finding someone close to this administrator and asking them to be there if they need them. A lot of us have a little too much pride to pick up the phone and call someone we really don't know that well and tell them we have a problem. (Respondent Two, June 29, 2001, p. 6)

Respondent Three. Respondent Three was a second year principal and reflected first on entering administration. Respondent Three stated, "I did not want to be an administrator, but I had an administrator that kept pushing me. He wanted me on his team and told me I needed to go back to school and get the administrator add-on" (Respondent Three, July 8, 2001, p. 1).

"I thought it would be just another experience. I feel that in education, the more you have under your belt, the better you are, and I thought I would try it to see if I liked this role" (Respondent Three, July 8, 2001, p. 1).

Respondent Three shared thoughts on preparing to enter the administrative profession. Respondent Three stated,

I think the many people I had the opportunity to work with [helped]. I only worked with two principals before I became a principal myself, [one] male and [one] female. One, not having very strong people skills, but was a leader in all other ways. The other was totally different in that this principal had the people skills and was a strong leader. (Respondent Three, July 8, 2001, p. 2)

Respondent Three participated in Georgia's Leadership 21 program.

I tell everybody that [Leadership 21] is the best thing that you can ever do because it wasn't just theory, it was this is the way the real world works. And I could relate to that because that is where I was. I was in the real world and I need to know how to fix it today. I need to know which direction to go in and Leadership 21 helped me to do that. What was so unique about it is every meeting, every module, was timely. During the budget time of the year, we had a budget meeting. You could relate it to what you were doing. I got hands-on in how to handle situations. It gave me different perspectives and being in a room with people from different areas and different size buildings was widening that perspective.

(Respondent Three, July 8, 2001, p. 7)

Respondent Three shared perceptions of mentoring.

I think a mentor is someone that supports another. Someone that you can feel very comfortable in asking any

question. They are going to understand that I am asking because I don't know and support me. If they don't have the answer, they will work with me to find the answer. A mentor is someone that I can watch how they work and listen to the things they do, the things they say. [A mentor is] a model. Someone to watch in action.

(Respondent Three, July 8, 2001, p. 2-3)

Respondent Three shared other characteristics of a mentor.

[A mentor is] a supporter, a nurturer, a source of guidance, [and] a criticizer. [A mentor] is someone who is to be that pillar of strength because you're hit hard sometimes. There were many times that first year as a principal that I thought, this isn't for me. So many times, my mentor would offer me encouragement. He would say, don't give up, it gets easier. (Respondent Three, July 8, 2001, p. 8)

Respondent Three talked about mentoring experience in administrative positions.

I didn't have a mentor when I first became an assistant principal. I just kind of buddied up with the other assistant principals and we just kind of helped each other through. We became mentors of each other and I think that is a natural form of mentoring. Even in my second term as an assistant principal, I did not have a mentor. I just jumped in and just worked very closely

with the principal and she was my mentor whether she knew it or not. (Respondent Three, July 8, 2001, p. 8-9)

Respondent Three added, "Our superintendent was smart enough to make sure all first year principals had mentors. I depended so much on [that mentor] to get me through that first year and, I mean literally, to get me through that first year" (July 8, 2001, p. 3).

Respondent Three talked about perceptions of the mentoring experience.

On one occasion, Leadership 21, there wasn't enough there to get anything out of it (July 8, 2001, p. 4). In Leadership 21, I got a mentor, though that mentor never worked with me. I called and tried to get a time and I felt like I was intruding on her time. I never went and she never contacted me again. (Respondent Three, July 8, 2001, p. 3)

Respondent Three added,

[In] another situation I found the experiences to be very helpful [and] thought provoking. When I watch and wonder, why did they do that that way, and I can ask questions and [hear] the response. Not that that way was the right way, but it helped me think about what I would do if I were in the situation. So I found my experiences, for the most part, to be very positive. (Respondent Three, July 8, 2001, p. 4)

Respondent Four. Respondent Four was a first year principal and shared, first, perceptions of informal mentoring processes that helped prepare him for an administrative role. "I think working with my two most recent principals. [One] got me involved in everything...to be prepared to be a principal. [One] gave me the specifics, but didn't give the broad picture" (Respondent Four, July 8, 2001, p. 2).

Respondent Four shared perceptions of mentoring.

Mentors are ...somebody you can learn from...somebody I could go to and ask questions of. [A mentor] is somebody that could see I was struggling and that is there to assist you or you can go to and talk to when you need somebody. [A mentor] is a friend...someone that will listen to you...someone that you feel confident enough to go to...and have a mutual two-way trust.

(Respondent Four, July 8, 2001, p. 2-3)

Respondent Four added, "If I don't get that bond...[it will not be] a good mentoring relationship" (Respondent Four, July 8, 2001, p. 3). [The mentor] needs "the perception or that intuitive role of knowing you" (p. 3).

Respondent Four mentioned additional characteristics. "[A mentor] is strong in tough situations and savvy" (July 8, 2001, p. 5).

"Some principals are with the in-crowd and are more connected. [One] thinks outside the box. I need to know which one to go to at which time" (Respondent Four, July 8, 2001, p. 6).

Respondent Four talked about what contributed to the mentoring relationship. "I would just say many years of experience. These are positions that I've been in and these are traps you have got to avoid" (July 8, 2001, p. 4). "I think, too, that the relationships that just came together, it just happened. I think that is the only way it can happen" (p. 4).

Respondent Four addressed other pairings. "Mentors were just there and we were working for the same goal, so it was natural for them to step forward and help me or to give me this experience" (July 8, 2001, p. 5).

Respondent Four remembered the mentoring component in Leadership 21. "I saw him twice and followed him around, but there wasn't a real learning experience. He tried to tell me as much as he could, but it wasn't natural because I wasn't right there with him on a daily basis" (July 8, 2001, p. 4-5).

Respondent Four added, "You can't really be a mentor unless you are in the same situation. He was an elementary principal and I was in secondary and that's a world of difference" (July 8, 2001, p. 15).

Respondent Four emphasized, "Extremely important is that shared experience and [that] you are dealing with the same kinds of problems" (p. 5).

Respondent Five. Respondent Five was a first year principal.

Respondent Five stated, "I just always wanted to be a school principal. That's what I started out wanting to do. With the principal's position, you

are always out front. You are hoping you are going to make the school better” (July 9, 2001, p. 1).

Respondent Five talked about preparing to become a principal.

[One principal] knew I wanted to get into administration. He would always give me some outside duties that were administrative duties. [One] principal allowed me to apply for the [Georgia] Leadership 21 Program through the state department. That was good experience. (Respondent Five, July 9, 2001, p. 1)

Respondent Five expanded on the Leadership 21 experience, “What was good about the program is every session dealt with specific things, like the budget, stating a vision, what you would like to do as a school leader in your school” (July 9, 2001, p. 3). Respondent Five added, “They were always good about bringing in leaders or somebody that was really helpful. With Terry Deal, I got the book, The Shaping of School Culture. I will read that every year before I start” (p. 4).

Respondent Five talked about perceptions of a mentor.

[A mentor] is one who is there to help, someone who is there to guide, someone who is going to listen and not necessarily tell you this is the way you should do it. [A mentor is] a guide, a proponent, and an advocate for what you are trying to do and accomplish. [A mentor is] a leader, a listener. (Respondent Five, July 9, 2001, p. 2)



Respondent Six. Respondent Six was a first year principal who addressed key experiences prior to becoming a school administrator.

“I participated in the [Georgia] Governor’s Leadership [Academy] as well as Leadership 21. Governor’s leadership dealt with just leadership qualities and Leadership 21 went into more depth about the nuts and bolts of running a school” (Respondent Six, July, 9, 2001, p. 1).

I was assigned a mentor in the Leadership 21 program but there was no connection and no real need or drive to have to talk to him. I had other people in my system [that] knew my system and knew exactly how I could navigate the political wars that you have to navigate to be successful. I had a mentor when I was still in the classroom. This person was an assistant principal whose calling was to work with emerging administrators He talked about leadership and what it takes to be successful. (Respondent Six, July, 9, 2001, p. 3)

Respondent Six shared mentoring experiences within the school system. “My experiences have been very positive because my mentor knew who I was and they have worked with who I was and... [would] lead me or guide me in the direction that I wanted to go and give me help” (July 9, 2001, p. 3). Respondent Six added, “They were available and have been successful in what they have done because they knew the pitfalls and they have known [the] stepping stones for a healthy relationship” (p. 3).

Respondent Six defined several characteristics of a mentor. “A mentor is a person ...who has been where you are, who has a strong background, who has been successful, and who has vested interest in your success, and will help you do everything to accomplish that” (July 9, 2001, p. 2). “A mentor offers encouragement” (p. 4). [A mentor is] “someone I could talk to specifically about the kinds of things I need[ed] to know in my system” (p.6).

“A mentor is a concerned, caring counselor...and a guide and an advocate” (Respondent Six, July 9, 2001,p. 2). “The mentor prepared me. The mentor knew what he was talking about, was an expert and very good at what they do” (p. 3). “They weren’t just doing it because they were assigned...they cared about whether I succeeded” (p. 3).

Respondent Six summed up thoughts on mentoring by saying, “I do know that principals [need to] begin to get better mentors and mentors that have the time to work with them” (July 9, 2001, p. 6-7).

Respondent Seven. Respondent Seven has served as a principal for one and one-half years and shared perceptions of informal mentoring experiences.

I finished my [Georgia] L5 [certification] and I was able to help the administrative team somewhat and [have] informal visits with the principal and assistant principal and [discuss] a decision made and why they made that decision. Then as I became an assistant principal, my principal ...knew he was within a few years

of retiring and really felt like he could mentor me. So, everything he made decisions on, [he explained] this is why I did this, you need to know how we do this, do you know how we do this. (Respondent Seven, July 12, 2001, p. 1)

“The informal experiences showed you what real life is like and supported the formal training experiences” (Respondent Seven, July 12, 2001, p. 2).

Respondent Seven addressed two formal mentoring experiences prior to becoming a principal. “Formally I had a mentor through our [school system] leadership program. He would visit with me often and we would chat” (July 12, 2001, p. 3).

Respondent Seven was paired with a mentor in the Georgia Leadership 21 program and discussed this relationship when asked if there was ever an unsuccessful pairing. “The person was just too busy to be a mentor, and in that situation, they thought they could do it and they really couldn’t. This was a situation where we just couldn’t ever meet up and that was not a successful pairing” (July 12, 2001, p. 5). Respondent Seven went on to say, “Geographic location is important. It can be difficult, especially in a metro area” (p. 5).

Respondent Seven shared perceptions of characteristics of a mentor and mentoring. “Mentoring really just involves two people that have a common relationship and they understand one another and where they are coming from and one of them is a listener” (July 12, 2001, p. 3-4).

A mentor is a person that you can ask questions of [and] get answers. A mentor can be an advisor. You can meet face-to-face, ...by e-mail, ...by phone calling. You feel that relationship. A mentor has to be somebody that allows you to risk. You have to risk to grow. A mentor doesn't need to be in competition with you for a job, and doesn't have to be a superior. It could be a colleague that has done something and you are trying to learn from them. (Respondent Seven, July 12, 2001, p. 3)

Respondent Seven added, "[A mentor] is an advisor, a counselor" (Respondent Seven, July 12, 2001, p. 3).

With mentors you need to have regular contact whether it is a weekly meeting, [or] pre-planned thoughts and ideas, ...like you are building blocks and the mentor is helping you put the blocks together. The mentor doesn't necessarily drive the topic. The mentor is there to listen if the mentee has anything to discuss or ask questions, or here is how I've done it. (Respondent Seven, July 12, 2001, p. 3-4)

Respondent Seven was asked what contributed most to your mentoring relationships. The response was "Openness" (July 12, 2001, p. 4).

Respondent Seven shared additional characteristics.

[A mentor] is a successful person. They have made good judgements [and] good choices. They had skills [and ] were good

listeners. They were open to the idea of sharing. They were very much concerned about my development. They had empathy for me. They had been there, done that. (Respondent Seven, July 12, 2001, p. 4)

Respondent Eight. Respondent Eight was a first year principal who had several informal mentoring experiences in the work environment and one formal experience through Georgia's Leadership 21. Respondent Eight talked first about preparing for the role of principal and considered a combination of things that helped. "Experience of having worked so closely with [my principal] for many, many years and having her as a role model. Plus the experience [one gets] through a program such as Leadership 21" (Respondent Eight, July 19, 2001, p. 1).

Respondent Eight shared perceptions of a mentor.

[A mentor is] someone to learn from, to exchange ideas, to be able to bounce ideas off in a non-threatening manner. [A mentor provides] encouragement, moral support, advises, [and is] a helper, a role model, an experienced [individual who is] open and forthcoming, [and] willing to share. [A mentor helps] in developing a passion for what [one] is going to do; [they provide] opportunities and [offer] guidance and encouragement. A mentor has to be someone you don't feel threatened or intimidated by, somebody who is frank and open with you. [A mentor can tell you] that's not going to work, that's why it's not going to work and be honest with

you and not let you mess up, but also provide you with the support and ideas you need. (Respondent Eight, July 19, 2001, p. 1 - 2)

When asked what contributed most to the mentoring relationship, Respondent Eight stated, "Their past experiences and general personalities, [because] I wasn't afraid of them, and knew they could be trusted" (Respondent Eight, July 19, 2001, p. 3).

Respondent Eight noted, "I have continued the relationship with the person I had in Leadership 21 and I still call him and ask him things. It's a two-way street. It's learning to reach out and help somebody and work together" (Respondent Eight, July 19, 2001, p. 3).

"The people in Leadership 21 were mentors in a matter of speaking...all would try to help me. [I knew] I could call the leader with anything and he would try and help me. I got so much support" (Respondent Eight, July 19, 2001, p. 5).

### Analysis of Data

Georgia participants had varied experiences with mentoring and varied levels or amounts of mentoring either prior to becoming a principal or during their first or second year on the job. Only two of the eight participants were involved, as a principal, in an organized mentoring program through their school systems. The majority of the participants were involved in a variety of mentoring relationships in their school environments, either prior to becoming a principal or during their first or second year as a principal. This involvement ranged from the experience

in the Georgia Leadership 21 program, prior to becoming a principal, to the formal approach within the individual's school system or the natural or self-selection approach in the individual's work environment. Other mentoring experiences were available to all participants at various stages. All participants found mentor help when needed, regardless of his or her perception of involvement in a mentor pairing.

Overall, all eight participants expressed the importance of the mentor wanting to be a mentor for them, having time for them, and caring about their success. Numerous characteristics were mentioned as being important to the mentoring relationship. These characteristics covered both professional and personal qualities.

The majority of the participants mentioned that the mentor served as a role model, and that this was key in helping the new administrator learn. The participants wanted to know they could trust their mentor and that the mentor was loyal to them.

Participants valued the experience and knowledge of the mentor and looked to them as a guide, coach, supporter, and confidant. The majority of the participants also emphasized the necessity for the mentor to not be critical and to understand that mistakes will be made; participants want the mentor to help them learn from mistakes the mentor and/or participant have made.

The majority of the participants also perceived that a mentoring experience had an impact on the decision to enter the field of school

administration. Over half the participants considered companionship, availability, and dependability as important. All Georgia participants also mentioned dialogue and conversation, as well as opportunities to learn from shared experiences and expertise. Three participants recognized the importance for the mentor helping to navigate through the political environment.

Half of the participants mentioned having comparable school clientele and similar grade levels as important for finding common ground. Close proximity geographically also promoted any mentoring relationship.

All of the participants were appreciative of any support or help received from an individual that was considered a mentor. A thirst for knowledge and the desire to know and understand all aspects of the administrative role was evident in all participants.

All eight participants evaluated his or her experience in the Leadership 21 Program. Over half of the participants found the educational module experiences to be valuable. Participants described the experience as practical, an opportunity to learn about the way the real world works, knowing the nuts and bolts of running a school, and a provision for obtaining and understanding different perspectives. Participants noted that this was an opportunity to learn about the role and expectations of an administrative job. The presentations were considered timely and up-to-date. Participants discussed the mentoring component in the Leadership 21 Program. Six participants said it didn't work because



there was no contact, no interest, no time, or no common ground.

Geographic distance was an obstacle in several pairings. One participant had a successful experience and has continued the relationship with the Leadership 21 mentor.

Participants were committed to being effective school administrators, while at the same time recognizing the seriousness and the enormity of the responsibility. All of the participants recognized the need for a beginning principal to have a mentor. A quality-mentoring program for a beginning principal was considered a must!

Table II shows Georgia participants' perceptions on characteristics important for a mentor. All eight respondents shared ideas and used varied terms to describe these important characteristics.

#### Characteristics Important to a Principal in a Mentoring Relationship

What professional and personal characteristics do mentored principals perceive to be important in a mentoring relationship? The findings from Kentucky participants for this question follow and were reported in the order of each respondent's interview.

#### Kentucky Participants

Respondent Nine. Respondent Nine is a veteran educator who participated in the required Kentucky Principal Internship Program during the first year as an administrator. Respondent Nine explained, [Kentucky] "principals have to have a year of internship" (August 6, 2001, p, 1).

The researcher asked how Respondent Nine was paired with a

Table II

Characteristics of a Mentor as Described by Georgia Participants

Characteristic	Respondents							
	1	2	3	4	5	6	7	8
Important to Have a Mentor	X	X	X	X	X	X	X	X
Role Model	X	X	X	X	X	X	X	X
Mentor Wanted Success for Protégé	X	X	X	X	X	X	X	X
Experienced	X	X	X	X	X	X		
Successful	X	X		X		X	X	
Support	X	X	X	X	X	X	X	X
Time/Availability/ Companionship	X	X	X	X		X	X	
Conversation/ Dialogue	X	X	X	X	X	X	X	X
Trust/ Confidential/ Could Rely On/ Open/ Candid	X	X	X	X	X	X	X	X
Enthusiastic/ Encouraging	X	X	X	X		X	X	X
Coach/Guide/ Advocate	X				X	X	X	
Similar Size School/Similar Grade Levels	X			X		X	X	
Non-judgmental/ not critical/non- threatening	X	X	X		X		X	X
Knowledge of Political Scene			X	X		X	X	

mentor. Respondent Nine stated, "The district did it because of the state mentoring program and I was to have two from the district and then a university professor" (August 6, 2001, p, 4).

That year of internship...my mentors...always took the time to sit down with me and talk to me. [They] gave me the history and the background of the school I was in because it had major problems. If I had not had those three people to help me and to talk to me, I don't think things would have gone as well.

(Respondent Nine, August 6, 2001p. 2)

Respondent Nine shared perceptions of a mentor.

A mentor is someone that you can sit down with and talk to and be very open with and candid and know that the things that you have said to them are just going to go to them and no place else. It is a person that you can call upon any time, who comes and helps you and can discuss the things that are going on. They have a history that can help you. (Respondent Nine, August 6, 2001, p.2)

"With the mentors...I could ask them anything. They helped and guided me" (Respondent Nine, August 6, 2001, p. 3).

When asked what contributed most to the mentoring relationship, Respondent Nine replied, "One of the things that contributed was that [my mentor] was an elementary principal [like me], and we became very good friends" (August 6, 2001, p.3).

Respondent Nine added, "I would see [my mentors] almost every day and that made a big difference. They would come through the building or I could call them any time" (August 6, 2001, p.3).

Respondent Ten. Respondent Ten had been a principal for two and one-half years. Respondent Ten stated,

I had been in the classroom for a total of about 23 or 24 years and I felt that I had a very successful position as a teacher. I thought the next step up in the teaching profession was going to an administrative position where I could not only motivate students, [but] hopefully motivate adults to do a better job [in] teaching students. (Respondent Ten, August 7, 2001, p. 1)

"In this profession, you have to lead people, [and] make them a part of the ideas and...of the strategies. They have to want to do it" (Respondent Ten, August 7, 2001, p. 2).

Respondent Ten talked about perceptions of a mentor.

It is someone that I can count on when I run into a problem. [A mentor is someone] that I feel confident that I can call and when I call them that information will be kept private. [A mentor] will give valuable advice and they realize when they give me that advice that I may take it and I may leave it and seek advice somewhere else. That is a great mentor.

I have two mentors right now. I've got [one] from the state department. There have been times we have run into problems

here at the school and I have asked him to keep it very, very private. He has been absolutely splendid for me. I've still got [my mentor] from my first year in the internship program. He was my principal mentor during the internship year. He was a principal and now a supervisor. He's been there. To me its best...to go through the ranks, not jump from teacher to supervisor. You need to go through the ranks and see...especially if you are going to be a supervisor of principals. (Respondent Ten, August 7, 2001, p. 3)

Respondent Ten talked about experiences with mentors.

My experience with mentors has been excellent. I have had success with it. I feel that part of that success is that you have to look for the right mentor. You hope that that person will have faith in what you are doing and if you have confidentiality that they will hold that confidentiality. Once you give somebody some information, that could hurt your career or school. (Respondent Ten, August 7, 2001, p. 3)

Respondent Ten gave a specific example of help from a mentor.

[The state department mentor] kept [the issue] very confidential and when he gave me the answer, I said, 'Would you e-mail that and that way it will be in writing.' He did that and not only that, he gave me somebody else. He said, 'Here is someone from the state department that you can call.' He followed up on it. (Respondent Ten, August 7, 2001, p. 3-4)

Respondent Ten was asked by the researcher, "How were you paired with a mentor?" Respondent Ten stated,

The only time I was paired with a mentor professionally was with [the local mentor] in the Principal Internship Program. I had one local person, who was a principal, one central office person, and one university person. [For my local person] I was given a choice between three people, and I picked him. (Respondent Ten, August 7, 2001, p. 4)

Respondent Ten continued, "Now the [state department mentor], there was a volunteer program and I thought it looked good for me to join this thing and the more I went, the better was. That was Principal Leadership Assistance Network (P.L.A.N.) - a great program" (August 7, 2001, p. 4).

Respondent Eleven. Respondent Eleven has been a principal for seven years. Respondent Eleven talked first about experiences that helped prepare for the role of principal. "I may have probably said I wanted to be a principal and [my principal] would give me leadership roles. He empowered me" (August 8, 2001, p. 1).

Respondent Eleven stated, "[My principal] gave us the leeway to do things to represent our school. I went to a national conference and presented. We taught a series called Decision-making Workshop. [He] encouraged us" (August 8, 2001, p. 1).

Respondent Eleven added, "While I did those presentations, I felt like I was helping a lot of teachers. I felt like I was very knowledgeable and I felt like I could be a principal" (August 8, 2001, p. 1).

Respondent Eleven continued, "Being with a wonderful principal for seven years and watching that person, telling me things like this is how I handled this or how I handle that...having an excellent role model" (August 8, 2001, p. 2).

[A mentor] "is very knowledgeable and [your] styles are a lot alike" (Respondent Eleven, August 8, 2001, p. 2).

Respondent Eleven shared perceptions of a mentor.

[A mentor] is one that someone can confide in, talk about their weaknesses and know they are not going to be evaluated on it. [They can] talk about [their] weaknesses and ask them when I can seek help, and how can you help me, and who do you know that can help me. It is like the beginning of a network.

(Respondent Eleven, August 8, 2001, p. 3)

Respondent Eleven added, [A mentor] "is concerned about you. It was a very caring relationship. It was wonderful because [my mentor] was not judgmental" (August 8, 2001, p. 3).

Respondent Twelve. Respondent Twelve is a second year principal.

Respondent Twelve talked first about key experiences prior to becoming an administrator.

When I was a classroom teacher, I was put into a leadership position. In a small school where you wear many hats, [you] have the chance to step into leadership positions. I have been lucky to work with good leaders and they were instructional leaders, instead of managers. In education, I feel, that as a principal, that is your number one call is being an instructional leader. So I would say that it was the model of the principals that I had. (Respondent Twelve, August 20, 2001, p. 1)

Respondent Twelve shared perceptions of a mentor. Respondent Twelve stated, “[A mentor] is someone who has more experience than you do, that can answer questions that you have, and kind of guide and direct” (August 20, 2001, p. 2).

Respondent Twelve added, “[A mentor] is a resource, a guide. When you are thinking of a master apprenticeship, [a mentor] is a master in that way” (August 20, 2001, p. 2).

Respondent Twelve was asked the following question, What factors do you consider to have been most significant to your present administrative role?

I would probably say the people that I have been surrounded by at different times in my career. Serving on the school council as a teacher member, and working closely with previous principals. After taking this position last year, working very closely with my superintendent. In a small school [district], he takes a very active



part in the day to day. He has been a good mentor in helping me daily; then also, my internship mentor was a great resource in helping my first year go smoothly. (Respondent Twelve, August 20, 2001, p. 2)

### Analysis of Data

Kentucky required a one-year internship for every first-year principal. The Kentucky Principal Internship Program (KPIP) had been in place since 1985. Each first-year principal had a principal and a central office administrator mentor from the school district. A university professor was included to make up this three-person team to support every first-year principal.

Overall, all four Kentucky principals verified that the one-year internship, with help from three mentors, contributed to the success of the first year. All four participants also expressed the importance of daily contact, availability and the reliance of having someone to call at any time. Numerous characteristics were mentioned as being important to the mentoring relationship. These characteristics covered both professional and personal qualities.

The majority of the participants considered availability and giving time to the mentor, daily or frequent contact, and being able to call any of the three mentors at any time as key to the success of the relationship. All four of the participants mentioned the value of the resources available from the diverse makeup of the team. Experience, knowledge, and serving as a role model or

master to an apprentice are characteristics mentioned by all participants as contributing to the mentoring relationship.

The majority of the participants listed confidentiality and the importance of openness, candid advice, and being a part of a non-judgmental relationship as appreciable characteristics. Two participants mentioned getting help with weaknesses as part of the process. One half of the participants talked about the importance of having a local person to help understand the history and political environment.

The majority of the participants also considered this one-year internship experience as the beginning of a lasting network. One half of the participants also stated that this mentoring experience is what helped them make it through that first year.

Each of the four participants in the Kentucky Principal Internship Program indicated that this mentoring support was expected. Each participant knew that performance as an administrator that first year would set the tone for his or her career in school administration. Three of the four participants talked about opportunities for continued leadership training. These training opportunities were described as excellent and applicable to each administrator's daily responsibilities. Kentucky participants expected continuing education as they expanded their leadership capabilities in the role of principal. Overall, beginning principals in Kentucky voiced confidence and satisfaction with their performance the first year because of the feedback received in this internship program.

Table III shows the Kentucky respondents' perceptions on characteristics for a mentor. All four respondents shared ideas and used varied terms to describe these important characteristics.

### Mentor Support

What kind of support does a mentor provide for a protégé? The findings from the Georgia participants for this question follow and were reported in the order of each respondent's interview.

#### Georgia Participants

Respondent One. Respondent One stated, "I never really thought about being an administrator when I started teaching. I just could see a need with my experience that I needed to be where I could help teachers" (Respondent One, June 28, 2001, p. 1).

Respondent One added, "Being an assistant [principal] and living it every day [helped] and I was very fortunate to have the principal that I worked for to let me have my hands in everything" (p. 3).

Respondent One talked about support from a mentor.

The principal where I've been, I feel like she is certainly been a mentor because there's not been anything basically that she ever refused that I couldn't do, that I wasn't able to be there and participate. That's the best reason I was able to go through the interview with the superintendent and the call back to interview [with] the board. I just had all those experiences to talk about and [the superintendent] considered them and it's like nobody else had gotten to that point that had the experience and

Table III

Characteristics of a Mentor as Described by Kentucky Participants

Characteristic	Respondents			
	9	10	11	12
Important to Have a Mentor/Required Internship Successful	X	X	X	X
Role Model	X	X	X	X
Experienced/Resources	X	X	X	X
Successful	X	X		X
Support/Help with Weaknesses	X	X	X	
Time/Availability/Companionship	X	X	X	X
Conversation/Dialogue	X	X	X	X
Trust/ Confidential/ Could Rely On/ Open/ Candid	X	X	X	
Enthusiastic/Encouraging	X	X	X	X
Coach/Guide/Advocate			X	X
Similar Size School/Similar Grade Levels	X			X
Non-judgmental/not critical/non-threatening		X	X	X
Knowledge of Political Scene	X		X	

knew what was going on. (Respondent One, June 28, 2001, p.4)

Respondent One shared other help.

My mentor from [Georgia's] Leadership 21 [Program] was wonderful. I draw from [her] over at the other school in the fact [that] we had conversations and she shared things with me like basically even her day, how her day ran and how she dealt with teachers being tardy, and teachers being absent and things like that, and how their SST ran, and how she dealt with discipline. She just shared many, many, many things, what changes she was making that year as compared to the previous year based on test scores, doing an interpretation of test scores and things like that. She shared her campus and things like that with me. One duty [is one] that I view as being very, uh, very expensive. I say that they're paying a high price salary to monitor kids. But, she made me see the value in simply doing lunch duty in the fact that I was amazed at how she could just name off all the kids and she could talk all this kind of stuff and she said, 'I know all these kids because I pull lunch duty. I mean I stay in here an hour. This is the time I get to be with kids. Yes, I'm monitoring, but they know who I am. They get to see who the principal is and then I get on a one-on-one basis on a personal note'. She said 'It's amazing how I don't have some of the discipline problems and it's simply tied to being in that lunchroom every day and things like that. It's a lot easier to handle that than it is to get the pink slip and have to deal with it in your office and things like that'. And she's exactly right. So I came back and I started

doing lunch duty and our counselors were doing some lunch duty and that's what they said. They were stuck in those offices all day long, so to speak, so that's an opportunity to get out of the office and get to be with those kids that they are serving and to see how they are interacting with other kids. (Respondent One, June 28, 2001, p.5-6)

Guided instruction in leadership was one way a mentor could help a beginning administrator. Respondent One's experiences provided examples.

The principal I worked with [when I was an assistant principal], when there were reports to be filled out at the end of the school year, she was very specific in telling me exactly how to do it, and if I had questions, all [I had] to do [was] ask. She was very specific in giving directions with anything she assign[ed] me to do. She always gave me the opportunity to have input. She always said, 'What do you think?' I was just blessed. (Respondent One, June 28, 2001, p.7-8)

Respondent One talked about how a mentor influenced the career path and affected job advancement. Respondent One stated, "If she had not given me the experience and the opportunity to have my hands in everything, I'd be scared to death" (June 28, 2001, p. 6). Respondent One added, "Having a mentor to work that closely with has increased my experiences in order that I can do the principal's job" (p. 8).

Respondent One summed up with these statements.

I just think that it's very important that we do have mentors, especially moving into these type positions and having programs like

Leadership 21. It's vital because college just [doesn't] prepare us for this job. There will always be good things that came out of college prep, but nothing like experience and somebody being there. Having a mentor that you can pick up and call at anytime, basically, and they are not critical of questions that you ask and they can give you suggestions and feedback on how to handle situations is a necessity. Everybody expects everybody who sits here to know it all and be able to do it all and I don't. I don't even pretend to know it all. I learn something new every day in how to handle situations. Mentors are vital. (Respondent One, June 28, 2001, p.9)

Respondent Two. Respondent Two stated,

I had a wonderful, experienced principal during my years teaching. As a great mentor, [she] encouraged me and I always tried to remain humble. But she always said, 'You're going to end up interviewing people to choose your job as opposed to interviewing you' and that really kind of cast my vision the first year that I threw my name in the hat for administrator. (Respondent Two, June 29, 2001, p. 1)

In considering what prepared this administrator for the role of principal, Respondent Two reported,

Probably the greatest factor that's helped me is that I have a very supportive superintendent, [and it] hasn't been years since he sat behind a principal's desk. One of the first things he told me to understand was that you're gong to make mistakes and I'll be there to back you up and to brush you off and move on. So that's been a great help as to take on the

role of principal and to not fear failure, but to go at it if I do fail it's going to be a learning experience - to go at it without hesitation. (Respondent Two, June 29, 2001, p. 3)

Respondent Two included a way a mentor can help. "A mentor is someone who is in that position who is willing to provide an apprenticeship for you so that you're able to ask them anything, to rely on them for any problem no matter how steep or how serious" (June 29, 2001, p. 4).

Respondent Two added,

A mentor is someone who holds our hands and leads us through situations, and trials, and through different adventures in our life. I'm talking about maybe their past experiences, the fact that they might be a more mature person, a more veteran person and they might have had that experience and know it could be something you would go through. A mentor helps me grow as a person and they help you develop into a better person, which in turn makes you that much greater of a leader.

(Respondent Two, June 29, 2001, p. 4)

Respondent Two was asked what has contributed the most to your mentoring relationship. Respondent Two stated, "Probably a sense of companionship, someone who is there for you" (June 29, 2001, p.5).

Respondent Two talked about the mentor's educational background and work experience as a contributing factor.

I think it really contributes a great deal. If their work experience and their educational background is applicable to the problems and the job you



face as a leader, then they're going to be able to share with you that I experienced something real similar to this and this is how I handled it.

(Respondent Two, June 29, 2001, p.5)

Respondent Two shared guided instruction in leadership that helped.

One area that I've gotten a lot of advice [is] in addressing the law. To be a new principal, every unique discipline problem or unique academic problem is sometimes the first time I've approached that problem. So sometimes I have answers and sometimes I don't. I need to call somebody up and ask 'What's required, what would you do, what do I do about it?' That's been a tremendous help. (Respondent Two, June 29, 2001, p.6)

Respondent Two talked about how a mentor influenced the career path.

"She was able to influence me and say, you need to really seriously think about going into administration because there just aren't enough people like you in it" (Respondent Two, June 29, 2001, p.6).

Respondent Two talked about how a mentor affected job advancement.

Respondent Two remarked,

I don't know that I've really had a great deal [of help] simply because of the time the official mentoring was taking place, I was a principal the entire time... It's really helped me [by] just being able to reveal wisdom in the actions you're taking. Sometimes that wisdom... can be gained through the experience of others. (Respondent Two, June 29, 2001, p.7)

Respondent Two summed up thoughts on mentoring.

If we're looking at the role of mentors and the role of a new principal and how it helps new principals be successful and directly impact the lives of our kids, then personally all I can say is that we want to look at maybe don't just choose principals, but choose successful ones. Get them to define the things that have helped them become successful principals, and the factors that can be directly applied to any principal's position. That needs to be a focus of mentorship. (Respondent Two, June 28, 2001, p.7-8)

Respondent Three. Respondent Three talked about help received from mentors.

Respondent Three stated, "I don't see how you can go through a job as an administrator and not have a mentor. To have one for a year is not enough. You almost need one all while you are on the job" (July 8, 2001, p. 4).

Respondent Three was asked what contributed most to the mentoring relationship. Respondent Three remarked,

I think the educational experiences. I think that being in that same frying pan. I think having that mentor in the same county because that person knew the political things that were going on. Boy, did I learn the first year that politics, no, I call it political education, played such a role in what you do. I came in so naïve. Because of the people aspect and gaining people's trust is so important to me, I think having that administrator that knew the same political field can lead to the success of a mentor. (Respondent Three, July 8, 2001, p. 4-5)

Respondent Three added, "Sometimes it is good to have someone outside of that political circle, one inside and one outside. You can bounce [a situation] off someone that is not in the fire with you and get a very different perspective" (July 8, 2001, p. 5).

Respondent Three talked about how a mentor influenced the career path. "[A mentor] encouraging me not to give up. There were times when I thought, this just isn't for me. It's more than I want to give of myself. It is taking too much time away from my children. Having those mentors say, 'Don't give up, it gets better'. I think the more you have under your belt, the better" (Respondent Three, July 8, 2001, p. 5).

Respondent Three gave examples of help with guided instruction in leadership.

Throughout my whole career, I worked in high school and middle school, but when I went to the primary school, it was a whole different world. An entirely different language that was totally new to me, so I really depended on a mentor to explain [it] to me. I had to have a lot of help from my mentor in explaining how a process worked. For example, House Bill 1187 brought on EIP and that was foreign. I said, please tell me what this is. There were times when I just had to say, what is this, I don't know. (Respondent Three, July 8, 2001, p. 6)

Respondent Three shared how participating in a mentoring relationship affected job advancement.

I think in having the relationship that you have with the mentor, it shows that you are capable of working with others. It shows strength that you are willing to give it all. I think it shows that you are really out there working and you are willing to accept what others say. I think when people see that you are capable of that, it helps you move up.

(Respondent Three, July 8, 2001, p. 14-15)

Respondent Three summed up thoughts on mentoring.

I think mentoring is very important. I think it is important for people at the county office level and state office level to realize that to provide a person with a mentor for one year usually is not enough. The first year you are learning and the second year you need that mentor to help you get through. Now I have learned, now I am applying. [A mentor] can continue to give you another perspective on what you are doing.

(Respondent Three, July 8, 2001, p. 17-18)

Respondent Three added, "I would recommend a mentor for three years. I think it is important to make sure a mentor really wants to be a mentor. Not just in print, but truly wants to give a person what they need" (July 8, 2001, p.8).

Respondent Three talked about the future with mentoring.

I am going to have a first year assistant principal [who is] very eager to learn, and I am eager to teach [him]. I am a mentor through Leadership 21 and I am already thinking about how I can get that person and my assistant principal together. It will give them a networking.

(Respondent Three, July 8, 2001, p.8-9)

Respondent Four. Respondent Four talked about help from individuals who were mentors early in life. “My very first mentor kept feeding me with this idea that you need to treat people the way you want to be treated. Whether I have the title of principal, custodian, or secretary, we are all people first and you have to keep that in mind” (Respondent Four, July 8, 2001, p. 4).

Respondent Four shared two areas in which advice was received.

[One] mentor gave me a short course in human relations. That was the six most important words, five most important words, you know, it is please, thank you, you did a good job, what's your opinion, and it is all phrases of that nature as a short course in human relations. He also gave me a part called ‘the guy in the mirror.’ If you can look yourself in the mirror every morning and every night and can say ‘Have I done what is [in] the best interest of children today?’...If I can answer yes to that....

(Respondent Four, July 8, 2001, p. 4)

Respondent Four talked about help that was received from a mentor. “He was giving me all kinds of information that helped me realize how to deal with people and things to do to get more out of people, and how I could be more successful by utilizing the experience of people around me” (July 8, 2001, p. 4).

Respondent Four received help from a different mentor.

He knew when I was having a bad day...he'd walk by my office and look in and ask if everything was all right. He would come in and close the door and start our talk. He would ask ‘How can I help you?’ He was always willing to [help]. He would not jump in and handle my problems for

me, but he gave me choices of how I could handle them. (Respondent Four, July 8, 2001, p. 4)

Respondent Four added, "I learned a lot about being fair, which doesn't necessarily mean doing the same thing for every person. [I learned] how to handle people in different situations. We all come from different backgrounds, so I learned a lot about that" (July 8, 2001, p. 7).

Respondent Four gave another illustration of help. "He knew the political environment. He gave me a lot of background on [the] county, the personnel and how the pecking order goes for the county" (July 8, 2001, p. 6).

"He gave me a lot of information on that which is important. You have to know the people and their strengths. You need to know if you upset somebody that's pulling the string, they are not going to pull your string then because you have done something to upset them" (Respondent Four, July 8, 2001, p. 7).

When asked what contributed most to the mentoring relationship, Respondent Four stated, "I would just say years of experience. None of them ever came out and said this is what I learned in school. All of it was, these are positions that I've been in and these are the traps you have to avoid. They taught from their experiences" (July 8, 2001, p. 4).

Respondent Four shared how a mentor influenced the career path.

[My mentor] said, 'You've got to come to our school.' He pretty heavily recruited me and then said, 'You have to get your administrative degree'. The principal just kept saying, 'Be prepared'. When [a] job came open and I didn't want to leave [my school] because I felt so good

there and things were going so well there. He just said, 'You need to take this job and make this job'. He had the recognition that was needed to be able to say I put my name behind this man. He was wise enough to know when it was time to let [me] move on. He said, 'You're ready to handle it.' (Respondent Four, July 8, 2001, p. 4-5)

Respondent Four gave examples of guided instruction in leadership that helped.

[My mentor] helped during my first year as administrator when [I was] handling different discipline referrals...and how I was going to respond. I had a lot of guided instruction on how to handle the budget. Here's what you have got to do, here is what you have to make sure of, how much money to carry over to the next year, and how to be very careful with your spending. (Respondent Four, July 8, 2001, p. 6)

Respondent Four summed up thoughts on mentoring experiences. "My informal mentors, I can't say enough about them. They are still there for me. To this day, [my mentor] will pick up the phone and call and ask how everything is going. I still have a lot of contact" (July 8, 2001, p. 7).

Respondent Four added, "I think we have to be careful with appointing mentors to people. It's important to be paired with someone in a similar situation" (July 8, 2001, p. 8).

Respondent Five. Respondent Five stated, "I just always wanted to be in administration" (July 9, 2001, p. 1). Respondent Five was asked what contributed most to the preparation for the role of principal.

Working with former principals and them simply sitting down and throwing out questions, how would you handle this, what would you do here? [One principal] was always good about asking for input, but also saying whether that didn't work and playing the devil's advocate with what we were trying to do. (Respondent Five, July 9, 2001, p. 2)

Respondent Five shared additional help. [One mentor] "was always telling you some things to look out for and just seeing the way he operated his school. It was good to see how he did things. Just the conversations we had, that helped a lot" (July 9, 2001, p. 4).

Respondent Five talked about experiences with mentors, "For the most part it has been a positive experience when people have tried to help. I think [mentoring] is really helpful because they have seen more things that you haven't seen and they help you avoid a lot of the pitfalls that you would otherwise fall into" (July 9, 2001, p. 3).

When asked about what contributed most to the mentoring relationship, Respondent Five stated, " I think somebody that is a veteran teacher; somebody that has a Master's Degree if I didn't have [one]. I am looking at more experiences and more knowledge than I have" (July 9, 2001, p. 3).

Respondent Five was asked to give examples of help with guided instruction in leadership.

Board policies, are not exactly written where they are completely understood, but, this is how you handle this board policy or...interpret this



offense. [My mentor] saying, this is what I've done and this is what you might want to do. Somebody is directing you...this is the way you do a budget. (Respondent Five, July 9, 2001, p. 5)

Respondent Five talked about how participating in a mentoring program affected job advancement. "Through Leadership 21, which is partly mentoring - that helped, or it showed my principal that I definitely wanted to get a job in administration" (July 9, 2001, p. 5).

Respondent Six. Respondent Six talked about encouragement and help from a mentor when entering administration. "My principal kept saying, 'My assistant principal is retiring and I want you to have this job.' He kept pushing me and pushing me to go back and get my add-on in leadership" (July 9, 2001, p. 1).

Respondent Six added, "[Later when] I was made interim principal, he took me under his wing and he just sort of guided me through the pitfalls that I had to go through" (July 9, 2001, p. 3).

When asked how a mentor had influenced the career path, Respondent Six stated, "I had to make a decision about whether to go back to [one system] or to come to [this system]. My mentor said, 'I think you should stay [here] because the opportunities are greater [here] to be a principal'. Before long it was one stepping stone after another" (July 9, 2001, p. 4). Respondent Six added, "[Mentoring] prepared me for the [new] assignment I had" (July 9, 2001, p. 6).

Respondent Six talked about help received from a mentor. Respondent Six stated, "One of the key things we talked about was the importance of human relationship in the administrative area and this has paid off" (July 9, 2001, p. 4).

“The mentor that I have now is always there [saying] slow down, slow down, don't be so quick to make decisions. In every case, that has been key to success” (Respondent Six, July 9, 2001, p. 4).

Respondent Six shared, “Most of my challenges this year have been with extracurricular and my mentor had to intervene, and take it step-by-step and give me instruction. He had to give me guided instruction and how I should go about it. So I have had guided instruction with that, in fact, a lot” (July 9, 2001, p. 5-6).

When asked about perceptions of professional development, Respondent Six stated,

I felt that I was prepared for the educational leadership part of it. I was prepared in the school climate. I was prepared for all the stuff that goes along with building a program. The part that I was not prepared for had to do with athletics, how political it is. The only reason I survived any of that is because I did have a mentor who did have a sports background and could navigate me through. (Respondent Six, July 9, 2001, p. 6).

Respondent Six gave other thoughts on mentoring. “A lot of times in that first and second year you need somebody, but it doesn't matter how you get help or guidance..., you just know that you have got to have that support system” (Respondent Six, July 9, 2001, p. 5).

Respondent Six added, “One of the things that I have taken upon myself to do is mentor and help anybody that I see that has a spark of leadership ability in my school” (July 9, 2001, p. 7).

Respondent Six summed up thoughts on mentoring by saying,

I do know that unless principals begin to get better mentors that have the time to work with them and take the time...we are not going to see the success that we want. I realize it is not easy for the mentor to pull him or herself away from whatever he or she had to do, the job has become so multi-faceted and so complex. Unless there are some people in place, those who are designated mentors in a designated mentoring program, we are not going to see success. (Respondent Six, July 9, 2001, p. 7)

Respondent Seven. Respondent Seven talked about the choice to become a principal. Respondent Seven stated, "Well, I certainly had seen some good and bad and how the principal can be the lead teacher and to help school culture to positively impact the teachers" (July 12, 2001, p. 1).

Respondent Seven talked about experiences that helped in the move through the administrative ranks. Respondent Seven stated, "I think being an assistant principal with an office close to the principal and having that relationship. That most prepared me because I saw what it was like" (July 12, 2001, p. 2).

Respondent Seven talked about the political scene.

You can sit in an office all day long and not know what to do because of the political aspect of it. You need to know who's who and what's what and who is friends with who and who is married to who. In a small town, it is very important that you just need to know the best way to get what you want is to not make waves, to meet privately with this

person, that person, don't talk to the newspaper about this, that, or the other. [There are] many informal things, but it is the political nature of the job. You are about people. You are about the parents, students, the community, and your teachers. It is all part of human dynamics. It is all about human relationships and is interconnected. (Respondent Seven July 12, 2001, p. 2-3)

Respondent Seven shared another experience.

I think that with the mentor you cannot use [an] exact scenario, but it is a way to have quality time when it is applicable for that. You also can just call them up and say, 'Hey, you've dealt with this, that, and the other. How did you do that?' The mentor can help with immediate needs, but they can also be proactive and know that you are going to [have a] need, go ahead and share that with you. You may not need to use it right away, but you can store it in your knowledge bank and then use it or apply it when it's needed. (Respondent Seven, July 12, 2001, p. 4)

When asked about how a mentor influenced the career path, Respondent Seven stated, "If I did not have some mentors that wanted to talk and visit and discuss their job, their career, and things like that, I certainly would not be where I am today" (July 12, 2001, p. 5).

Respondent Seven shared thoughts on a mentor's influence with the career path.

And I think that early on, them seeing leadership in me that maybe I didn't see myself. Once they verbalized 'Hey, you ought to look at this,

you can do some positive things here.' I think it is important that someone recognizes your talent and their purpose is to convince you that you are able to do this. (Respondent Seven, July 12, 2001, p. 5)

Respondent Seven added, "Formally I had a mentor through our [school system] leadership program. We had a good time talking about how to move into the principalship" (July 12, 2001, p. 3-4).

Respondent Seven talked about help with guided instruction in leadership.

Guided instruction [is] guided direction. The mentor is controlling the topic and these are the step by steps. You do a survey, you find out about allocation of people, your teacher allotment, how much money is coming to you per year, per people ratio, etc. But this is how it is done. After it goes to the board and it comes back to you and you realize you get a tenth of what you want, then now you have to go back and look and reevaluate. A lot of those steps could have been left out anywhere. It is very important that through that direct instruction, guided instruction that you not leave out parts of it. (Respondent Seven, July 12, 2001, p. 6)

Respondent Seven added, " So it is experience talking to somebody, teaching them what they are really going to need to know how to do and it could be a very direct guided point by point area" (July 12, 2001, p.6).

Respondent Seven addressed mentor help with job advancement.

A mentor relationship can affect your advancement because then that person sees [that] you are interested, enthused, [and] you want to learn. A mentor could refocus the mentee into career advancement. With

me, I feel that the people that I have chosen to listen to and call and ask questions of have helped guide me to that spot that I need to be in.

(Respondent Seven, July 12, 2001, p.6)

Respondent Seven summed up thoughts on mentoring. "I think it is important for the principals to have mentors" (July 12, 2001, p.7). "That is a lonely job" (July 12, 2001, p.3).

Respondent Seven added, "It is very helpful having a mentor, having a person to share with you things [like] that the job is real busy,... Somebody to say that it is important to know this. There are a lot of things ...no one ever gets to, but for somebody to mentor you...that is important" (July 12, 2001, p.2).

Respondent Eight. Respondent Eight talked about support in mentoring experiences. Respondent Eight stated, "Early it was in developing a passion for what I was going to do" (July 19, 2001, p. 2). "[My mentor] made sure that I had professional opportunities that I probably would not have pursued myself" (p. 2).

Respondent Eight added, "[My mentor] helped with the refinement of interpersonal skills, because that's so important as an administrator. If you can't deal with people and you can't work with people effectively, then you're not going to be a successful principal" (July 19, 2001, p. 4).

When asked how a mentor influenced the career path, Respondent Eight stated, "As far as [my mentor] goes, watching her and watching the way she dealt with problem situations and the way that she ran the school. She has been such a wonderful example that I knew I could do it" (July 19, 2001, p. 3).

Respondent Eight gave examples of mentor help with guided instruction in leadership.

[My mentor helped] through [sharing] documents, materials, through long phone conversations, face-to face meeting, sharing of information, reference materials, giving me suggestions on things I could read, directing me toward training opportunities, walking me through things, [and] sometimes holding my hand from afar when I wasn't sure about things. [My mentor offered] lots of encouragement. (Respondent Eight, July 19, 2001, p. 4)

The researcher asked Respondent Eight the following question, "How has participating in a mentoring program affected you in your job advancement?"

Respondent Eight stated,

I had gotten something in the mail about participating in Leadership 21 and it was to recruit and train people who wanted to be principals. [My mentor] said 'I think this is something you need to pursue.' It had a note on there from the superintendent that I needed to pursue this. I think the [superintendent] saw me as something I didn't see for myself at the time. [Someone] had faith in me ...and recognized my talent. (Respondent Seven, July 19, 2001, p. 4)

Respondent Eight summed up thoughts on mentoring.

I think that it would be wonderful if every new administrator had a mentor. I think that would be very, very helpful and I think that maybe the burnout level might not be so high and certainly the frustration level. It

helps so much to be able to talk to somebody and know, well, they had this problem too, or something worse happened to them. Just for the sheer interaction, I think everybody should have a mentor. (Respondent Seven, July 19, 2001, p. 5)

### Analysis of Data

Overall, all eight Georgia participants agreed that the mentor's sharing of past experiences in the work environment or any other experiences that were gained was the primary source of support or help. Sharing knowledge and educational background, and having quality time to spend with the protégé were part of the process of sharing past experiences.

The majority of the participants stated that a mentor influenced the career path by recognizing leadership talent. Participants stated also that mentors helped career advancement by providing leadership and training opportunities

The majority of the participants indicated that the mentor affected job advancement. This was accomplished through a veteran administrator's recommendation or through the protégé's association with a successful administrator and gaining recognition in this manner.

All eight participants also stated that help was received with guided instruction. Participants provided specific examples, such as, help in preparing reports or receiving specific step-by-step directions. Some participants were advised on addressing legal issues or handling of unique discipline and academic problems. One participant talked about how receiving guided instruction was critical when a move was made from a high school position to an



elementary position. Other areas included help with budget, help with understanding board policy, advice for navigating through the political scene associated with high school extracurricular activities, and sharing of information and materials.

Three Georgia participants talked about a mentor's understanding of the political environment as a useful characteristic of a mentor. Two additional participants said help with understanding the politics and pecking order in a school system played an important part in the support received. Overall, five Georgia participants considered mentoring a tremendous help with understanding and navigating the political environment.

In summing up thoughts on support from a mentor, the majority of participants emphasized the need for mentors for all beginning administrators. Having someone to call and having quality mentors contributed to reducing burnout and frustration level in the field of school administration.

Three participants shared that experiences with mentoring helped in recognizing the importance of carrying on the legacy. Three participants have committed to mentoring an aspiring administrator or a teacher who has demonstrated leadership ability.

Table IV shows the Georgia respondents' perceptions of mentor support. All participants shared ideas and used terms to describe this important support.

#### Mentor Support

What kind of support does a mentor provide for a protégé? The

Table IV

Mentor Support as Described by Georgia Participants

Support	Respondents							
	1	2	3	4	5	6	7	8
Shared Knowledge and Experience	X	X	X	X	X	X	X	X
Provided Hands-On Experience/ Apprenticeship	X	X	X	X	X	X	X	x
Help with Career Path		X	X	X	X	X	X	x
Help with Job Advancement	X		X	X	X	X	X	X
Guided Instruction	X	X	X	X	X	X	X	X
Important to Have a Mentor	X	X	X	X	X	X	X	X
Mentor Others	X		X			X		
Knowledge of Political Scene			X	X				X
Prevent Isolation/ Loneliness			X				X	X
Leadership 21 Modules Helpful	X		X		X	X		X

findings from the Kentucky participants for this question follow and were reported in the order of each respondent's interview.

### Kentucky Participants

Respondent Nine. Respondent Nine talked about experiences with mentors.

With mentors, I could ask them anything. They helped and guided me. I had had experiences as an administrator, but not in the system that I was in, and that was the major thing that worked good for me. They had been there their whole life, and so, there were things that I needed to know, questions that I could ask them that they could share with me so I would know exactly what the climate was and why things were the way they were. (Respondent Nine, August 6, 2001, p. 3)

The researcher asked Respondent Nine, "Was your training to become a principal adequate?" Respondent Nine stated, "No" (August 6, 2001, p. 6).

Respondent Nine continued, "You have got to have the practical side...in Kentucky we hit the ground running. You didn't get any practical and that's what that year of mentorship did for you was the practical side" (August 6, 2001, p. 6).

Respondent Nine added, "[My mentor] was the business administrator in the system. He made sure I was up-to-date...I got things that wouldn't have happened if I hadn't had had him as a mentor" (August 6, 2001, p. 6).

When asked what contributed most to the mentoring relationship, Respondent Nine stated, "One of the things that I think contributed most was that [my mentor] was an elementary principal [like me], and we had become very good friends" (August 6, 2001, p. 3).

Respondent Nine was asked by the researcher, "How did a mentor influence your career path?" Respondent Nine remarked, "He was instrumental in getting me a job. He told [the superintendent] about me and that is how I got the job. He was instrumental in getting me places" (August 6, 2001, p. 4).

Respondent Nine talked about guided instruction in leadership.

I had what they called the Civil War...there was an undercurrent. But I had two people who could keep me from...help me to understand what was going on with these teachers. On the day after the board approved me, I got into the car and everybody turned and looked at me and said, 'God help you, none of us would take it.' If I had been left without a mentor...but I had somebody I could go to and we could talk about it. The guided instruction was in understanding the school climate, understanding the history, and understanding the political environment. (Respondent Nine, August 6, 2001, p. 4-5)

Respondent Nine was asked how participating in a mentoring program affected job advancement. Respondent Nine stated, "For me, it gave me experiences that I would never [have] had [the opportunity for] understanding at the university level. I knew it made me want to go up" (August 6, 2001, p. 5).

Respondent Nine shared thoughts on mentoring. "I would hope that every state would do what Kentucky did. You need that one year on the job with your mentor [to] make sure there is somebody there to help you. There needs to be

somebody that has been there, done that, assigned to help you with it" (August 6, 2001, p. 6).

Respondent Nine stated, "Universities are providing more that is practical in nature, but you still need that support for that first year and being able to talk freely" (August 6, 2001, p. 6).

Respondent Nine added other thoughts on mentoring.

I think mentoring is one of the most important things you can do for anybody new to the job, because it gets you to know what is going on. You need to have someone who you can share with, network with, and talk to...because it is lonely at the top. You are isolated from everything. (Respondent Nine, August 6, 2001, p. 6)

Respondent Nine continued, "Another thing mentoring does for you [is that] it gets you into the social order in a school district. With a mentor, it gets you into the social order quicker" (August 6, 2001, p. 6).

Respondent Nine summed up thoughts on mentoring by stating, "I just don't think any principal should start without a mentor" (August 6, 2001, p. 6).

Respondent Ten. Respondent Ten talked about help received from a mentor.

I told [my state mentor], 'you've given out some materials...that are great'. He has got some quotes and he has got some things that leaders need to do in their school. He sent me 'Principals Leadership Assistance at Work.' He sent me a message that says, 'Hey,...hope things are going well. Sent you an e-mail with good info for superintendent as you requested. Here is a copy of our best stuff. See you later.' He

remembered even though this is asking three or four months ago...and here is all the information he gave out: Principal Leadership Keys to Success; Principal's Fast Facts; Five Minute Surveys; Formula for Success for High Achieving Schools; Tidwell Findings from a Scholastic Audit; Principal's Fast Facts; The Effective Leader in the Classroom; places where I can order things; Curriculum Committee responsibility; and Budget Committee responsibility. It is just a great little whole book that he sent me and I've got it right here on my desk. He has been great.

(Respondent Ten, August 7, 2001, p. 4)

Respondent Ten added, "I have been lucky that I picked the right people to be my mentors, and that I had good mentors in the Internship Program. It has been an education and they have been a leader to me and I want to pay back a little bit. I want to be a good mentor to a lot of these teachers" (August 7, 2001, p. 4).

Respondent Ten gave examples of guided instruction in leadership.

One of the big pushes in the state of Kentucky is getting parent and community involvement. [My state mentor] brought in an outside source and the outside source said that her profession in the whole region is to teach the schools and the principals [how] to get better community involvement - Very specific. I've called [my local mentor] if we have a drug problem...and ask him how he feels I should handle it. Does he think it would be okay to get the informants and give them a lesser penalty. He would say that is the only way I am going to get the information. This is

what I did and it worked. Cases like that. [My local mentor] would help when you start feeling a little down, you can go to him and talk to him and he can say 'Hey, I went through it' and offer some advice. (Respondent Ten, August 7, 2001, p. 5)

Respondent Ten shared how mentoring helped with job advancement. Respondent Ten stated, "It has advanced my knowledge very much. It would help if I wanted to move to another position. I think, without the mentor, you wouldn't move as fast" (August 7, 2001, p. 5).

Respondent Ten summed up mentoring by saying,

So sometimes you get a lot of burdens on your back and things may not be going exactly the way you want. If you have somebody that you can call and talk to them, it can bring you back out of it and get you going again. [It is] kind of like having your battery recharged.

(Respondent Ten, August 7, 2001, p.5)

Respondent Eleven. Respondent Eleven talked first about experiences with mentoring.

I did have an internship here and on your internship committee in Kentucky, you have someone from your central office, someone from the university and then another principal. Probably the person from the central office helped me the most, and then my mentor principal, and then the one from the university. The central office person was a principal, actually my principal when I was in high school. I really respected him. That helped a great deal. (Respondent Eleven, August 8, 2001, p.2)

Respondent Eleven added, "It was a good experience" (August 8, 2001, p.3).

Respondent Eleven stated, "We were able to sit down and I was able to say I am spending too much time here and how can I better manage this? He would say I see a lot of wasted time and [he would] help me with it" (August 8, 2001, p.3).

Respondent Eleven added, "When I did things right, he praised me and when I needed to work on something he was able to word it so it was not offensive, but it was a growing experience" (August 8, 2001, p.3).

Respondent Eleven talked about help from a mentor.

I think a lot, that first year especially, that I had acquired children. [My mentor told me] you have to pace yourself. You are going to burn yourself out. Those words have stuck with me a great deal. [My mentor] taught me to give the best that I have while I am there and to some days think about putting your family first. You have to balance it out. (Respondent Eleven, August 8, 2001, p.4)

When asked what contributed most to the mentoring relationship, Respondent Eleven stated, "My respect for him, his knowledge and the non-threatening kind of situation. He was not overbearing and he was just all around good" (August 8, 2001, p.3).

Respondent Eleven talked about guided instruction in leadership.

I think one thing that [my mentor] helped me with was the way to talk with teachers on things we needed to improve on in the school or



individually. [My mentor] was very good about telling me that, if you handle this in a good way, this might get you further. He was a very good people person and he taught me lots of good people skills. (Respondent Eleven, August 8, 2001, p.4)

Respondent Eleven shared how mentoring helped with job advancement. “I had so much more self-assurance and confidence because of the internship year. My mentors gave me so much help. I developed a portfolio full of resources that I could rely on when I was asked to do presentations” (Respondent Eleven, August 8, 2001, p. 4).

Respondent Eleven talked about new initiatives in mentoring.

There are so many opportunities in Kentucky. For example, in our region, the state wrote a grant for our region to develop principals more. I have been involved with a group and we work with first and second year principals. We meet once a month and talk about issues that are important. The person in charge of this goes around to all the different regions and will bring ideas from other principals to share. I have learned a great deal. (Respondent Eleven, August 8, 2001, p.2)

Respondent Eleven added, “After that first year of internship, you still need someone to go to” (August 8, 2001, p.2).

Respondent Eleven talked about continuing education.

We continue to get leadership hours, it has been excellent. I have been involved with principals of excellent networks. You have to apply to be in it. In this group of twenty to thirty principals, we just grow from each

other. In our study group, we find a book to read before we get there. We have had national speakers come in and speak to us personally in this small group setting. It is like the mentoring among each other continues. (Respondent Eleven, August 8, 2001, p.5)

Respondent Eleven summed up thoughts on mentoring.

Principals need strong people skills. The mentor needs to guide them. The most important thing a mentor can do to help people learn is through coaching them to do it. The mentor has been trained and will continue [to be] trained. [The mentor should] instill in them a sense of learning. Just because the internship is over doesn't mean you sit back and forget everything we have talked about. (Respondent Eleven, August 8, 2001, p.5)

Respondent Twelve. Respondent Twelve talked about experience with the mentoring relationship. Respondent Twelve stated,

There was a committee of a university person, my superintendent, and a principal from a middle school who were a team that worked with me in my internship year as a principal. They observed me throughout the year. We had committee meetings. There was a total of four different committee meetings...and we would talk about my observations and the observation instrument. My principal mentor and I met throughout the year over different issues. He observed me and we would also meet and talk about issues that I had concerns about such as

curriculum issues, management issues and day-to-day things. I went to his school and observed him on the job and he came here and observed different activities. He sat in on council meetings and gave me feedback on running council meeting. He sat in on study groups that I did with different faculty members. He sat in on faculty meetings and then we would always have a discussion after his observations and he would give me pointers. He was just a resource of information as I was going through that first year.

(Respondent Twelve. August 20, 2001, p. 3)

Respondent Twelve added, "We went to some conferences together. We went to the textbook showcase and talked about different things" (August 20, 2001, p. 4).

The researcher asked Respondent Twelve the following question, "What do you think contributed most to the mentoring relationship?"

Respondent Twelve replied,

Well, one of the things was talking with my superintendent and setting up the mentor for my internship. I had so much experience in elementary. I really wanted my mentor to be either from the middle school or high school because I felt like that was my biggest weakness – knowing middle school and high school issues. That was really a big benefit because he was a middle school principal and so things that I was unfamiliar with, he was a big help. (Respondent Twelve, August 20, 2001, p. 3)

Respondent Twelve added, "His personality was not threatening. I felt like he was very honest with me, but able to do it in such a way that his suggestions came across as suggestions. The relationship we were able to build was not a threatening relationship" (August 20, 2001, p. 3).

When asked if there were any negative aspects to the mentoring relationship, Respondent Twelve replied,

No. I would say the only negative is just the time that is involved. It is well-used time, but trying to find all the time to meet when so many different things were going on. Actually though, it was hectic but I found that finding the time to meet was really what I needed in finding someone to talk to and find they were in the same boat. (Respondent Twelve, August 20, 2001, p. 5)

Respondent Twelve talked about additional help from the mentoring process.

The [college] coursework was adequate but the mentoring process reinforced [it], for example, the whole budgeting issue and finance. That was one of the instructional issues that my mentor worked with me on and it was all addressed in coursework, but this was a hands-on and it was reinforced with my mentor.

(Respondent Twelve, August 20, 2001, p. 5)

Respondent Twelve talked about how the mentor influenced the career path. Respondent Twelve responded,

[Mentors] have provided encouragement. I feel like there have been people all along the way that have guided and directed me. A previous superintendent was very encouraging in saying, 'You really ought to consider going into administration.' The superintendent that I work with now has been very supportive in giving words of encouragement and advice. It is the same way with my principal resource. So all along the way there have been people who have mentored me and encouraged me in education and more recently in administration. They play a big part in the decisions I have made and the way I feel about the job I am doing. (Respondent Twelve, August 20, 2001, p. 3-4)

Respondent Twelve talked about guided instruction in leadership received. Respondent Twelve responded, "[I received help] working with middle school discipline code. [I also received help] dealing with curriculum issues, social studies in particular, and [a] school-wide social studies program" (August 20, 2001, p. 4).

When asked how participating in a mentoring program affected job advancement, Respondent Twelve replied, "Of course, passing the internship is necessary to advance. More informally, I was much more successful because of having the mentoring experience. I did get a lot of advice from them" (August 20, 2001, p. 4).

Respondent Twelve summed up thoughts on the mentoring experience.

We have the Kentucky Principal Internship Program as well as the Kentucky Internship Program. I was a resource teacher and I remember thinking how I would really have enjoyed having this when I was a first year teacher. When I was able to go through the program as a principal it is really valuable. The feeling of having someone as a resource that has already been through it and can help you was an invaluable experience for me. I don't think my first year would have been as successful as it was if it hadn't been for the resource in my mentor as well as in my superintendent. (Respondent Twelve, August 20, 2001, p. 5)

Respondent Twelve closed by saying, "I knew I was going to have that support as a principal. This has been a very positive experience for me" (August 20, 2001, p. 5).

### Analysis of Data

All four of the Kentucky participants found support from the mentors in the Kentucky Principal Internship Program. Mentor knowledge, sharing of resources and materials, giving feedback and advice, and conducting frequent observations, were part of the program and considered helpful from participants. Other support included demonstrating the practical side of theory, developing people skills, and promoting learning through coaching.

Three participants stated that it was important to have someone to call and talk with about issues. One participant said this helped to prevent burnout and one said it was like getting your battery recharged.

The majority of participants indicated support from mentors helped affect job advancement. This resulted in moving up faster, in being instrumental in getting a job, and contributing overall to success.

All four participants also stated that help was received with guided instruction. Participants provided specific examples, such as, understanding school climate and the history of a system, help in developing a parent involvement program, or something as specific as dealing with drug problems in the school setting. Other areas included in guided instruction were help with developing a discipline code, or addressing curriculum issues. One participant received instruction in how to talk with teachers about problem areas and how to improve people skills.

Kentucky participants summed up thoughts on mentoring. Participants considered mentoring as one of the most important things you can do for a new principal and indicated it was important to continue with ideas and support after the internship period. One participant valued the support as a beginning administrator and plans to mentor others in the future.

Table V shows the Kentucky respondent's perceptions of mentor support. All participants shared ideas and used terms to describe this important support.

#### Demographics

Do selected demographics make a difference in a principal's perception of a mentoring relationship? (sex, age, race, past professional experience, size of school). The demographics of the Georgia participants follow and were reported

Table V

Mentor Support as Described by Kentucky Participants

Support	Respondents			
	9	10	11	12
Successful Internship	X	X	X	X
Shared Knowledge, Experience and Practical Help	X	X	X	X
Provided Hands-On Experience/ Apprenticeship	X	X	X	X
Help with Career Path		X	X	X
Help with Job Advancement	X	X	X	X
Guided Instruction	X	X	X	X
Important to Have a Mentor	X	X	X	X
Mentor Others		X		
Knowledge of Political Scene	X			
Prevent Isolation/Loneliness	X			
Continuing Professional Development		X	X	



in the order of each respondent's interview. An analysis of the data from participant interview responses on beginning principal's perceptions of selected demographics was presented after Respondent demographics.

### Georgia Participants

Respondent One. Respondent One was a 37-year-old white female.

Respondent One had 14 years of experience as a professional educator and 0 years of experience as a principal. The 2001-2002 school year was her first year as a principal in a K-5 school with 460 students.

Respondent Two. Respondent Two was a 28-year-old white male. Respondent Two had 6 years of experience as a professional educator. He had one year of experience as a principal in a K-5 school with 620 students.

Respondent Three. Respondent Three was a 40-year-old black female.

Respondent Three had 16 years of experience as a professional educator. She had one year of experience as a principal in a K-5 school and was beginning the 2001-2002 school year as a principal in a middle school, grades 6-8, with 378 students.

Respondent Four. Respondent Four was a 43-year-old white male. Respondent Four had 18 years of experience as a professional educator. He had one year of experience as a principal in an extended-day high school, grades 9-12, with 150 students.

Respondent Five. Respondent Five was a 36-year-old white male. Respondent Five had 15 years of experience as a professional educator. He had two years of experience as a principal in a high school, grades 9-12, with 565 students.

Respondent Six. Respondent Six was a 51-year-old black female. Respondent Six had 28 years of experience as a professional educator. She had two years of experience as a principal in a high school, grades 9-12, with 1608 students.

Respondent Seven. Respondent Seven was a 35-year-old white male. Respondent Seven had 10 years of experience as a professional educator. He had two years of experience as a principal in a high school, grades 9-12, with 1500 students.

Respondent Eight. Respondent Eight was a 52-year-old white female. Respondent Eight had 20 years of experience as a professional educator. She had one year of experience as a principal in a K-5 school with 750 students.

### Analysis of Data

Three of the eight Georgia participants commented that it was important to have a mentor with a comparable size school and similar grade level configurations. These three participants considered the mentoring experience more successful because of these similarities.

All of the Georgia participants expressed acknowledgment of a mentor's knowledge as contributing effectively to the learning experience. The majority of the participants stated that a mentor's educational background and experiences as an administrator added to the mentoring experience. Three participants

recognized that a veteran administrator or a more mature role model brought varied perspective to the mentoring relationship.

Three Georgia participants considered it important to have a mentor in a similar school setting. This increased mutual interest through the commonality of job function. In addition, one of these three Georgia participants considered it helpful for her mentor to have a similar size school. This resulted in help with scheduling, assigning duties, and general use of personnel. Several Georgia participants recognized that a mentor who was a more mature, veteran educator contributed valuable experience to the relationship.

#### Demographics

Do selected demographics make a difference in a principal's perception of a mentoring relationship? (sex, age, race, past professional experience, size of school) The demographics of the Kentucky participants follow and were reported in the order of each respondent's interview. An analysis of the data from participant interview responses on principal's perceptions of selected demographics was presented after Respondent demographics.

#### Kentucky Participants

Respondent Nine. Respondent Nine was a 55-year-old white female.

Respondent Nine had 34 years of experience as a professional educator and had six years of experience as a principal in a Pre K-5 school with 385 students.

Respondent Ten. Respondent Ten was a 50-year-old white male. Respondent Ten had 25 years of experience as a professional educator. He had two years of experience as a principal in a high school, grades 7-12, with 240 students.

Respondent Eleven. Respondent Eleven was a 37-year-old white female. Respondent Eleven had 14 years of experience as a professional educator. She had six years of experience as a principal in a Pre K-3 school with 580 students.

Respondent Twelve. Respondent Twelve was a 40-year-old white female. Respondent Twelve had 16 years of experience as a professional educator. She had one year of experience as a principal in a K-12 school with 385 students.

#### Analysis of Data

One Kentucky participant, a principal of a K-12 school, requested mentor help from someone with middle school or high school experience. All previous experience before becoming a principal was in elementary. This participant acknowledged that having a mentor with experience at other grade levels than elementary helped in preparing for the principalship in a K-12 school.

All of the Kentucky participants recognized that a mentor's knowledge contributed effectively to the learning experience. The majority of the participants stated that a mentor's educational background and experiences as an administrator added to the mentoring experience. All participants remarked that having a three-member mentor team, consisting of a principal and central office administrator from the school district and a university professor, brought varied perspectives to the mentoring relationship.

Tables VI and VII describe the demographics for the Georgia and the Kentucky participants. Information on age, race, sex, size of school, and past experience are included in these tables.

### Summary

The overarching question for this research study was: What are the perceptions of a leadership mentoring program for mentored principals? As a result of answering sub-questions one, two, and three, the overarching question was answered. All participants in this study considered it important to have a mentor during their first year as a principal and were positive about participating in a mentoring relationship. Respondents in this study identified numerous characteristics important in a mentor. Respondents also shared the various ways that mentors provided support. Selected demographics, such as sex, age, race, past professional experience, and size of school were also addressed in the findings and discussion of this study.

The major finding, overall, in both the Georgia and Kentucky participants was the consensus that having a mentor for a beginning principal was important and necessary. Participants from both groups identified role model as a key characteristic for a mentor. The mentor's past experience and knowledge was also considered essential in helping each beginning administrator learn all facets of their role. Georgia participants identified the educational modules in the Georgia Leadership 21 program as informative and realistic in aiding the aspiring or beginning administrator in understanding job expectations for a principal. A thirst for knowledge and the drive to know and understand all aspects of the

Table VI

Demographics of Participants as Described by Georgia Respondents

<u>Age (n=8)</u>		
	Frequency	Percent
29-35	2	25.0%
36-42	3	37.5%
43-49	1	12.5%
50-57	2	25.0%
<u>Full Years Experience in Principalship (n=8)</u>		
0	1	12.5%
1	4	50.0%
2	3	37.5%
<u>Race (n=8)</u>		
White	6	75.0%
African American	2	25.0%
<u>Sex (n=8)</u>		
Male	4	50.0%
Female	4	50.0%
<u>Size of School (n=8)</u>		
0-200	1	12.5%
201-500	2	25.0%
501-800	3	37.5%
801-1100		
1101-1400		
1401 and Over	2	25.0%

Table VII

Demographics of Participants as Described by Kentucky RespondentsAge (n=4)

	Frequency	Percent
29-35		
36-42	2	50%
43-49		
50-57	2	50%

Full Years Experience in Principalship (n=4)

1	1	25%
2	1	25%
3		
4-7	2	50%

Race (n=4)

White	4	100%
African American		

Sex (n=4)

Male	1	25%
Female	3	75%

Size of School

0-200		
201-500	3	75%
501-800	1	25%

administrative role was evident in all Georgia participants. Kentucky participants agreed that continuous educational and professional development opportunities were necessary in assisting them to develop new skills and expand their leadership capacity.

Guided instruction in leadership was provided for participants in both groups. Specific advice or step-by-step instructions was considered a learning experience that helped participants with legal and political issues, and contributed to improving organization and management skills. Overall, participants identified mentor support as affecting the career path and job advancement.

All participants from Georgia and Kentucky identified the mentor's past experiences as a principal as one demographic variable that contributed to the relationship and learning experience. Size of school and similar grade level configurations also contributed to mutual interest in the mentoring relationship and commonality in job responsibility.

The biggest difference, overall, in the mentoring relationship between the Georgia and Kentucky participants was in the experiences received. Georgia participants had varied experiences and varied levels or amounts of mentoring. There was no consistency or formality in the program for the participants, and the mentoring took place either directly before the participant became a principal or in the first year of the principalship. Kentucky participants had equal, consistent and similar experiences in a state-mandated program. All Kentucky participants had a mentor team during their first year as a principal. Georgia participants



appreciated any help received, while Kentucky participants expected mentor support as they began the principalship. All participants viewed mentoring experiences, whether formal or informal, as beneficial.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter includes a brief summary of the study on the role of mentoring in developing professional and personal competencies for school administrators. It presents a brief summary, an analysis of the research findings, conclusions, a discussion of the research findings, implications for other groups, and recommendations.

#### **Summary**

As the number of principals reaching retirement increased, school districts were faced with the responsibility of replacing these veteran administrators. It was common knowledge that both in the state of Georgia and across the nation there was a shortage of principals (Keller, 1999, Olson, 1999, Richardson, Flanigan, Smith & Woodrum, 1997). Principal induction programs have been traditionally through university training programs; however, principals needed more than the training these types of programs provided (Ginty, 1995; Hallinger & Murphy, 1991).

Mentoring was an effective way to provide on-going training and support for new principals. It helped bridge the gap between theory and practice (Shook, Warren & Carpenter, 2001). Mentoring included a provision for adequate time allotment to foster the development of strong collegial relationships. The mentor provided support and encouragement on a one-to-one basis, while providing

insight to the new role, the culture of the organization, and assistance in dealing with the isolation of the position (Ashby, 1991; Cohn & Sweeny, 1992; Daresh & Playko, 1989).

The purpose of this study was to extend the field of research on mentoring by studying the perceptions of mentored principals. The study looked at several issues. One was to determine if it was important for a new administrator to have a mentor. It also examined how a mentor can provide support for a protégé. Selected demographic variables were also examined to determine if they accounted for any significant differences in the principal's perception of a mentoring program.

The research design for the study was qualitative and descriptive. The study consisted of interviewing selected school administrators from Georgia and Kentucky.

The major question for this study was: What are the perceptions of a leadership-mentoring program for mentored principals? The following sub questions guided the research:

1. What professional and personal characteristics do mentored principals perceive to be important in a mentoring relationship?
2. What kind of support does a mentor provide to a protégé?
3. Do selected demographics make a difference in the principal's perception of a mentoring relationship? (sex, age, race, past professional experience, and size of school)

## Analysis of the Research Findings

The research findings from the respondents' interviews provided valuable information and insight. The researcher analyzed these findings in an attempt to answer the research questions.

### Characteristics of a Mentor

Georgia participants had varied experiences with mentoring and varied amounts of mentoring. The majority of the participants were involved in some form of mentoring in their school environments, either prior to becoming a principal or during their first or second year as a principal. This involvement ranged from a paired set-up in a state program, prior to becoming a principal, to a local school system initiative or a natural or self-selection approach in the individual's work environment. All Georgia participants found mentor help when needed regardless of his or her perception of involvement in a mentor pairing or program.

Kentucky participants had similar or equal mentor experiences. Kentucky required a one-year internship for every first-year principal. Each first year principal had a three-member team consisting of a principal and central office administrator from the local school district and a university professor from a nearby college or university.

Georgia and Kentucky participants agreed overall on the characteristics of a mentor important to beginning administrator. Although Georgia participants provided a larger variety of descriptor terms for characteristics, in general, all participants were looking for similar characteristics.

All participants wanted a mentor that they could learn from; one that they could go to for answers to questions or for additional help in areas of specialized expertise. Overall, having a mentor that served as a role model was the deciding positive influence in helping the protégé develop leadership skills. It was more evident from the Georgia participants' responses on the importance of having a mentor that wanted to be their mentor. Kentucky respondents knew they would have a mentor and often had input into the selection of the local principal of the team.

The majority of the participants from both Georgia and Kentucky targeted time and frequent contact as important to the mentoring relationship. Georgia participants also wanted a mentor who cared about them as a person and wanted them to be successful. Kentucky participants had stability in the mentor relationship. All participants knew that there was one of three individuals that could be depended on for advice, availability, resources, and confidentiality. The constancy in the Georgia mentor relationships varied. Since the majority of the mentors were natural or self-selected, the responsibility for success in the relationship depended more on mentor availability and protégé drive when there was a need for help.

Participants targeted other characteristics of a mentor that were important to the relationship. Confidentiality between the mentor and protégé was considered a necessary ingredient. The comfort of having the mentors listen to the protégé's problems and the presence of a mutual two-way respect were also significant.

### Support in the Mentor Relationship

All Georgia and Kentucky respondents emphasized the importance of having a mentor during the first year as a principal. While each participant listed specific ways in which support was received, there were commonalities in the responses. Overall, participants in both groups agreed that the mentor's knowledge and sharing of past experiences was the primary source of help. Sharing knowledge and demonstrating the practical side of theory, promoting learning through coaching, and having quality time to spend with the protégé were part of the process of sharing past experiences.

Participants in both groups acknowledged that valuable help was received in guided instruction. This help ranged from sharing of resources, materials, and time to giving step-by-step instruction on solving specific problems or dealing with difficult, and even controversial, issues. All participants relied on a mentor when there was no frame of reference or background experience to pull from for handling specific situations.

The majority of the participants from both groups considered the mentor relationship as a means to help them grow and learn new skills. In addition, participants from both groups recognized that the mentor's understanding of the political environment was essential for the protégé's success.

The majority of the Georgia participants benefitted from influence on their career path through encouragement to enter the field of administration. Participants from both groups indicated that support from a mentor affected job advancement. For Georgia participants, this was accomplished through a

veteran administrator's association with a successful administrator and gaining recognition in this manner. For Kentucky participants, the three-member mentor team contributed to the overall success of the first year principal.

Georgia and Kentucky participants recognized that the job of an administrator was complex, multi-faceted, and had constantly changing role expectations. Most participants remarked that it was lonely at the top. These two criteria alone supported the protégés' needs for quality mentors.

### Demographics

One area of research in this study was to determine if selected demographics made a difference in the principals' perceptions of a mentoring relationship. Selected demographics included sex, age, race, past professional experiences, and size of school. Georgia and Kentucky participants recognized that a mentor's knowledge, educational background, and experiences added to the mentoring experience. Several Georgia participants also acknowledged that a mentor who was a more mature or veteran educator contributed effectively to the relationship.

Three Georgia participants considered it helpful to have a mentor from a similar school setting, because this increased the commonality and mutual interest in daily tasks. In addition, one of these three Georgia participants considered it helpful to have a mentor with a similar size school.

Sex and race were not talked about by any of the participants from Georgia or Kentucky. The sex or the race of the mentor appeared to have no effect on the success of the mentor and protégé relationship.

## Conclusions

In reviewing the data and findings based on the research questions of this study, several conclusions were drawn.

1. Principals are not often involved in the selection process in a mentoring program.

2. Informal mentoring is utilized by those who are self-seeking the assistance for on-going support or in-service while in the principalship.

3. Realistic and pertinent professional development is needed for beginning administrators.

4. Mentors should be provided for every first year principal.

5. Districts should formulate an internship committee for beginning principals as a feasible means for providing principal support.

6. Principals should gain on-the-job experience coupled with the mentoring process.

7. Principals benefit from a consistent training and mentoring program.

8. Principals benefit with support from several individuals.

9. Mentoring needs to change with the needs of the protégé.

10. First year principals receive the most assistance from other practicing principals.

11. Selected demographics affect the mentor relationship for some participants.



## Discussion of Findings

The research findings were compared to the literature review in Chapter II. The findings and the supporting literature are included in the following sections on mentor characteristics, mentor support and demographics.

### Characteristics of a Mentor

Participants in this study from Georgia and Kentucky identified comparable characteristics of mentors. All participants considered that the mentor serving as a role model contributed greatly to the relationship. Buckner, Flanary, Hersey, and Hersey (1997) defined a mentor as an experienced role model who guides the professional development of a less experienced individual through coaching. Experiences shared by the model mentor were important. His or her insight stemmed from “having been there, done that” (Kaye & Jacobson, 1996, p. 44). More important, the mentor modeled the enduring values and positive spirit so important to any organization (Maggart & James, 1999).

Participants from both Georgia and Kentucky considered the mentor’s knowledge and experiences helpful. Senior executives who shared and described their experiences, and particularly, in ways in which they had ascended to higher positions was beneficial to aspiring leaders (Rao & Mitchell, 1998). Lercel and Field (1998) added that successful individuals must transfer their knowledge, experience, and acumen to others. The power of “I” was emphasized. It was up to the people who have had the experience or the training to teach others.

Providing opportunities for professional development and learning was important to participants. Ginty (1995) contended that principal induction programs have been traditionally through university programs, however, principals needed more than the training these types of programs provided. Maher (1988) contended that educational administrators needed updated training opportunities to meet the challenges of the ever-changing mandates and expectations placed upon them. Bush and Chew (1999) added that it had become increasingly evident that principals required training and development to carry out their new responsibilities and to lead improvement in schools. Mentoring was the key to help compress the new administrator's learning curve (Maggart & James, 1999).

Participants listed quality time and availability as important characteristics. Daresh and Playko (1989) suggested that principal induction programs include a provision for adequate time allotment to foster the development of a strong collegial relationship. Several participants identified listening as a desirable characteristic. Tolson (1998) knew that employees often found the need to use a mentor. It could have varied as much from needing someone to listen to a new idea, to discussing an issue, or to determine how to justify a new program or idea.

One participant noted that mentoring was learning to reach out and help someone and work together. Wollman-Bonilla (1997) supported that mentoring was a two-way street. The mentor and the protégé were in a position to learn

from each other. This was accomplished through sharing of experiences and through taking the time to discuss issues that were of interest to both parties.

Participants considered confidentiality and dependability necessary characteristics. Mentoring provided both security and courage. Security occurred because there was someone there with whom to check signals. Courage came from the knowledge gained (Maggart & James, 1999).

Descriptors such as coach, guide, advocate, savvy and advisor were mentioned. One superintendent had the conviction that principals needed to be taught how to be instructional leaders. This superintendent ensured support groups for new principals and “knew that the individual coaching that every principal received as an integral part of his or her own service” was key (Fink & Resnick, 2001, p. 603). Buckner, Flanary, Hersey, and Hersey (1997) considered coaching to be the process used by the mentor as he/she worked with the protégé examining the behavior of the protégé for the purpose of gaining insights that lead to improved performance. Coaching involved the skills of observing and recording behavior, giving feedback, probing, listening, analyzing, and asking clarifying questions in a non-threatening environment. Kaye and Jacobson (1996) stated that a mentor’s role was to develop an individual’s capabilities through instructing, coaching, modeling, and advising as well as providing stretching experiences.

Bauer (1999) added that a mentor is anyone who provides guidance, support, knowledge, and opportunity. Starcevich and Friend (1999) stated that the term mentor is associated with the word advisor.

Kaye and Jacobson (1995) described guide, savvy, and advocate. A guide depended on his or her strategic view of the organization to help others reflect on their skills, patterns, and behaviors as they developed in their careers and their current positions. The savvy insider had been around long enough to have “intuitive” knowledge of how things really get accomplished. The invaluable function of the advocate was to champion the ideas and interests of his or her protégé so they gain visibility and exposure.

New principals considered it important for a mentor to help them learn from their mistakes as well as from mistakes that mentors had made. As leaders of the learning experience, mentors should have shared more than just how to do things the right way. Their failures or how they did it wrong created a forum for discussing and analyzing the realities of the position (Kaye & Jacobson, 1996). Carvalho and Maus (1996) believed that it was the responsibility of leaders to share the knowledge and wisdom that had been developed through successes and failures.

#### Mentor Support

All Georgia and Kentucky respondents emphasized the importance of having a mentor during the first year as a principal. McLaughlin (1997) stated that great leaders were remembered not only for what they accomplished during their lifetimes, but also for the legacies they left future generations. Mentor programs aided in this effort and helped individuals who had less experience develop their own talents. It was up to the people who have had the experience or the training to teach others (Lercel & Field, 1998). Carvalho and Maus

(1996) added that the key to a mentor's legacy is the ability to aid in developing excellent life skills and instilling in the protégé a sense of personal responsibility, respect for others, courage, preparedness, and an ideal of always giving one's best effort. Individuals should constantly work toward improving skills, and remember the ever-important follow-through. Kraus (1996) stated that both mentoring and reflection were considered essential elements for success. Numerous ways for a mentor to support a new principal were detailed in the analysis of research findings and are supported in the literature.

Participants from both Georgia and Kentucky recognized that their job as a principal was complex, multi-faceted and had ever-changing responsibilities and expectations. Lambert (1998) pointed out that a principal's work is much more complex, and demands a more sophisticated set of skills and understandings. A study of the effective schools movement identified the principal as being the cornerstone for change and innovation at the school site (Deal & Peterson, 1994; Milstein & Associates, 1993). Current administrators needed to be prepared and socialized in a manner that breaks from the traditional paradigm to embrace a more inclusive leadership style that seeks to empower staff, parents, students, and community members to lead schools [through] the 21<sup>st</sup> century (Fernandez & Underwood, 1993). Tom Vander Ark, head of a major education initiative for the Bill & Melinda Gates Foundation, thought that the job of principal had become untenable (Kaufman, January 24, 2001). Cline and Necochea (1997) noted that mentoring was one of the most critical factors in producing the educational leaders needed to achieve the

transformations sought by public education. Daresh and Playko (1989) added that mentoring programs should have offered support for new principals' growing self-awareness and self-confidence as leaders.

Guided instruction in leadership was one way a mentor helped a beginning principal. All the participants in the study gave specific examples of ways that guided instruction helped them to become a stronger and more effective principal. Tolson (1998) found that individuals new to a job often found the need to use a mentor. It could have varied as much as from needing someone to listen to a new idea, how to survive the politics in the organization, or to determine how to justify a new program or idea. One purpose of the Kentucky Principal Internship Program (KPIP) was to provide beginning principals with the opportunity for learning under the supervision of experienced educators (Kentucky Education Professional Standards Board, 2000). A mentor's guidance helped individuals overcome obstacles (Thornton, 1997). One Kentucky participant remembered how her mentor helped her learn to balance her time and know when to put her family first. Thornton stated that non-specific job skills could be learned from a mentor. Kaye and Jacobson (1996) added that a mentor could guide a new administrator through the various stages of development.

Georgia and Kentucky participants received support in other areas. Mentors supported proteges through conversations and through helping them grow personally and professionally. Maher (1988) contended that educational administrators needed opportunities for conversations and guidance to be effective leaders in today's public schools. Cline and Necochea (1997) pointed

out that the formal and informal mentoring of an individual enables them to be successful, grow, and change perspectives from one role to another within an organization and internalize the norms, values and behaviors of an organization.

Mentors provided support in other ways. Participants from both Georgia and Kentucky talked about receiving help in understanding the political environment. Tolson (1998) knew that employees often found the need to use a mentor to survive the politics in the organization. Parsons (1998) stated that every "stranger" hired by the school board needs someone wise in the ways of the local community to help them personally and professionally.

Several participants noted that the principalship was a lonely position. Monsour (1998) noted that mentoring programs helped reduce the sense of isolation beginning principals feel, eased the transition into new positions for new principals, and provided feedback for the protégé as they moved through the political environment so often associated with school systems. Daresh and Playko (1989) noted that mentoring should have strived to alleviate the numbing isolation felt by many principals in their first years by incorporating time for experienced principals and their protégés to interact. Daresh (2001) added that the job of the principal might not be quite as lonely when people work together to tackle some of the dilemmas that face our leaders. The news had consistently predicted the shortage of principal candidates; one of the many reasons for this shortage was the lack of support administrators have when they are at the top (Geiger-Dumond & Boyle, 1995; Hardy, 1998). Luebke and Clemens (1994) added that a benefit of mentoring for educational administrators is that it

can add joy, pleasure, and a sense of security in what may otherwise be a tense and lonely experience.

Participants from Georgia and Kentucky talked about the mentor's help or support in influencing the career path and affecting job advancement. Cline and Necochea (1997) pointed out that a mentor can be a pivotal influence in how a candidate is perceived and received by different groups and can be crucial in helping the aspirant to negotiate and navigate through the complex journey of becoming an administrator. The authors added that the mentoring relationship often determined who was selected for school leadership positions. Allen, Jacobson and Lomotey (1995) emphasized the importance of having a mentor during the early stages of a career to receive the kinds of encouragement and moral support that keep the levels of effort and expectations high. Coley (1996) stated that mentors could give each protégé feedback about their potential, career paths, strengths, and areas for development. A. R. Vance (1995) added that mentors often held the key position for aspiring leaders. Pfleeger and Mertz (1995) noted that a mentor often provided opportunities for the protégé to have additional responsibility, to gain visibility for the work done, to be recommended for challenging projects, and to participate in activities that would challenge the protégé. The mentor and protégé became associated with each other, and the relationship was known and noted. This promoted the protégé through association. Luebke and Clemens (1994) conducted a study on women in educational administration. The authors found that having a mentor affected a person's career advancement. The mentor offered special help and



encouragement, opportunities to learn and be visible, and was a positive influence on career development. Career paths from teaching to administration were more direct for those who did have a mentor.

All participants talked about their perception of professional development. Several participants commented on the inadequacy of their professional development to become a principal. While most college classes offered useful information, there were holes or gaps in what was offered and what was needed. Most university or college programs focused strictly on theory with minimal training on the practical, day-to-day requirements. Haller, Brent, and McNamara (1997) challenged university programs by claiming that, taken collectively, graduate programs in educational administration seem to have little or no influence on the attributes that characterized effective leaders or schools. Comments from a meeting of new administrators involved in a mentoring partnership with Georgia Southern University echoed this. Mentoring helped close the gap between preservice training and the actualities of administration (Shook, Warren & Carpenter, 2001).

Six of the twelve participants talked about how they were going to mentor others, either teachers with leadership ability or a new assistant principal. One participant was going to serve as a mentor in Leadership 21 and wanted her protégé to have a meaningful experience. Maggart and James (1999) stated that mentoring was self-perpetuating. Leaders who have been mentored tend to become great mentors themselves.

Malone (2000) noted that there is increasing evidence that shows that school leaders can benefit from a mentoring program. When asked to identify a vital component of their preparation, principals typically identified other school leaders in the profession as a primary source of help.

#### Demographics

Selected demographics include sex, age, race, past professional experiences, and size of school. Georgia and Kentucky participants recognized that a mentor's knowledge, educational background and experiences added to the mentoring experience. Lercel and Field (1998) stated that developing leaders is a critical priority for organizations. To do so, successful executives must have transferred their knowledge, experience and acumen to others.

Five of the twelve participants noted the importance of having a mentor that was in a similar work environment. This was attributed to the specifics of the help that could be given and the recognition that the mentor was dealing with the same issues as the protégé. It was important to have a mentoring program that was customized to the organizational setting and culture (Pfleeger and Mertz, 1995).

Although participants did not target race and sex as issues in the interview about the mentoring process, the two African American female participants did talk about finding their own mentors. One of the two participants felt it was important to have a mentor that didn't try to make the protégé something he or she was not; it was important for her to have a mentor that understood who she was. The second African American female stated very matter-of-factly that she

matter-of-factly that she found a mentor when she needed one; she was not shy about asking for help. Mentoring was important for women seeking to move into higher positions. According to Shapiro, Hasetine, and Rowe (1978), women who wanted to succeed in any profession needed more than a simple role model to follow; they needed a system of mentors and sponsors in order to assure career development. Richardson, Flanigan, Smith and Woodrum (1997) advised women to use networking and the other kinds of things that men use. Both formal and informal mentor relationships were identified as key components of educational administrative success for women and minorities (Keels, 1996; Tiemann, 1993). African American women confronted a 'double blind' of race and gender bias as they sought mentors and sponsors from the traditional 'old boy' network. The importance of mentors and sponsors for African American women in school administration was even more crucial.

#### Implications

Based on the findings of this study, several implications are noted for using the study results. The implications are provided for universities and colleges, the Georgia Department of Education, the Governor of Georgia, and for school districts.

#### Universities and Colleges

The Board of Regents in the state of Georgia recognizes the need for quality and effectiveness in educational administrators. By 2004, there will be a requirement for universities and colleges to guarantee educational leadership graduates. The Educational Leadership Department on each university and

college campus must take a hard look at the program offerings for students seeking a Leadership certification or degree. Program offerings need to be up-to-date with the changes from educational reform and with the reality of what goes on the schools today.

University and college leaders should seek to develop partnerships with local school systems and provide support for leadership graduates as they enter the field of administration. Support in the field will bridge the gap between the theory taught in the classrooms and the day-to-day role responsibilities at the local school site.

#### Georgia State Department of Education

The Georgia Department of Education sponsors a Leadership Academy with three different programs for educational leaders. One of the programs is Education's Leadership Georgia and focuses primarily on developing leadership traits in individuals. A second program is Leadership 21. This program is described as being appropriate for individuals who aspire to be an administrator. The superintendent of the school system must recommend the applicant for the program. This program has a mentor component. A mentor is selected from a volunteer list from someone in the same quadrant in Georgia or a Leadership 21 field representative contacts the school system or a neighboring school system and finds a mentor to assign. For the 2001-2002 school year, a field representative for each quadrant was appointed to meet with his or her group four times a year. This step has been added to the program to increase accountability and the success with the mentor and the protégé pairing. The

third leadership program is the Governor's School Leadership Institute. This program targets individuals who have been principals for three to five years and focuses on improving the principal's role in school improvement.

The Georgia State Superintendent and the Department of Education must look at how first and second year principals can be supported. This group of individuals is being neglected. The Leadership Academy should add a fourth program just for this group of individuals. If aspiring administrator candidates know support will be there for them, this will help with the recruitment and retention of school administrators.

#### The Governor of Georgia

The governor of Georgia is in a position to promote legislation for an internship program for new school administrators. The Kentucky model is exemplary. The governor is encouraged to pursue this avenue as another means to raise achievement in our schools. Adequately trained and supported administrators serving as instructional leaders are the key to making a difference with educational reform.

#### School Districts

Each school superintendent should carefully study the findings in this study. A school superintendent can make a tremendous difference in the amount of support provided for new administrators. Each superintendent should make it his or her agenda to ensure this critical support.

Finding the right mentor for each new principal is important. The mentor needs to be a model principal or district administrator who has a principal

background. The new principal should have input into the mentor selection to ensure compatibility.

### Recommendations

Based on the findings of this study several recommendations are made. Recommendations for implementing the results of the study and for further research are presented.

#### Recommendations for Implementing the Results of the Study

1. It is recommended that those seeking a principalship and those newly elected to the position utilize a mentor in conjunction with job experience.
2. It is recommended that universities and school systems collaborate so that theoretical and practical knowledge are connected and cohesive, thus allowing for a smoother transition into the principalship.
3. It is recommended that universities follow leadership graduates as they enter the field of administration and provide support through the second year in the principalship.
4. It is recommended that school districts provide at least one mentor for principal inductees to learn the role expectations, to reduce isolation of the position, encourage socialization at the site, and to help navigate the political environment.
5. The Georgia Department of Education should provide a consistent training and mentoring program for all beginning principals.
6. Legislation should be enacted to ensure that funding for programs that offer mentor support is in place.

7. Districts should formulate an internship committee for beginning principals as a feasible means of providing support.

#### Recommendations for Further Research

1. Determine how to organize effective mentoring programs for those in rural areas or small districts.

2. Look at other model programs, in addition to Kentucky, to find one best for Georgia.

3. An additional study on effective leaders could examine how they utilized a mentor to achieve their status so that the process could be duplicated.

4. Examine the long-term effects of mentoring by comparing the performance of those mentored with those who were not.

5. Examine the success rate of mentored principals from formal and informal experiences.

6. Explore the role of mentoring and its affect with the demographics of race and gender.

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**APPENDICES**

**APPENDIX A**

SEMI-STRUCTURED INTERVIEWS OF MENTORED PRINCIPALS

INTERVIEW QUESTIONS

## Appendix A

### Semi-Structured Interviews of Mentored Principals

#### Interview Questions

1. Please describe your professional background and experience.
2. Why did you choose to be a school principal?
3. Please discuss the preparation process you completed to become a principal.  
(Probe: Ask about formal and informal training experiences.)
4. What are your career goals?
5. What most prepared you for the role of principal?
6. What factors do you consider to have been most significant to your achievement in your present administrative role?
7. What do you perceive to be a mentor?
8. Have you ever had a mentor?
9. At what stage in your career, training, or developmental years did you first have mentor?
10. Please describe your experience(s) with a mentor or mentors.
11. What do you think contributed most to the mentoring relationship? (Probe: Ask about the mentor's educational background and work experience.)
12. How did your mentor influence your career path?
13. How were you paired with a mentor?
14. In what type of setting did your mentoring experience(s) occur?
15. Have you ever had an unsuccessful pairing? (Probe: How did you handle it?)
16. Guided instruction in leadership is one way a mentor can help a beginning administrator. This is providing specific direction and/or answers in any area of school administration. Give examples of guided instruction in leadership that you received from your mentor. (Probe: Ask about specific areas and help received.)
17. How has participating in a mentoring program affected you in your job advancement?
18. Were there any negative aspects to your mentoring relationship? (Probe: Ask individual to describe.)
19. Share your perceptions of your professional development.
20. Please share any additional comments concerning you, mentoring, or the role of principals.

**APPENDIX B**  
**DEMOGRAPHIC INFORMATION**

## Appendix B

## Demographic Information Survey

Please complete the following:

Name: \_\_\_\_\_

Current Position: \_\_\_\_\_

Grade Levels: \_\_\_\_\_ Number of Students: \_\_\_\_\_

**Education:** (Please list post-high school education, dates of attendance, and degree (if applicable))

College/University	Dates of Attendance (To – From)	Degree
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Total years experience as a professional educator:**

\_\_\_\_\_

**Work Experience** (Please list all education work experience; list most recent first):

Position: _____	Dates of Service: _____
Position: _____	Dates of Service: _____
Position: _____	Dates of Service: _____
Position: _____	Dates of Service: _____

Please use space on the back for additional work experiences, if needed.

**Sex:** (Please circle one of the following)

M = Male    F = Female

**Race:** (Please circle one of the following)

Caucasian    African American    Asian    Hispanic    Native American    Other

**Age (as of July 2001):** \_\_\_\_\_

**APPENDIX C**  
INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

## Appendix C

## INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

Georgia Southern University  
Office of Research Services & Sponsored Programs

**Institutional Review Board (IRB)****Phone: 912-681-5465****P.O. Box 8005****Fax: 912-681-0719****0vrsight@gasou.edu****Statesboro, GA 30460-8005**

**To:** Marguerite V. Shook  
Leadership, Technology and Human Development

**Cc:** Dr. Michael D. Richardson, Faculty Advisor  
Leadership, Technology and Human Development

**From:** Mr. Neil Garretson, Coordinator *t-y*  
Research Oversight Committees (IACUC/IBC/IRB)

**Date:** June 13, 2001

**Subject:** Status of Application for Approval to Utilize Human Subjects in Research

After an expedited review of your proposed research project titled "The Role of Mentoring in Developing Professional and Personal Competencies for School Administration," it appears that the research subjects are at minimal risk and appropriate safeguards are in place. I am, therefore, on behalf of the Institutional Review Board able to certify that adequate provisions have been planned to protect the rights of the human research subjects. This proposed research is approved through an expedited review procedure as authorized in the *federal Policy for the Protection of Human Subjects* (45 CFR §46.110(7)), which states:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

This **IRB** approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the exempted research protocol, you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, whether or not it is believed to be related to the study, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator prior to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, please notify the IRB Coordinator so that your file may be closed.



**APPENDIX D**  
**INSTITUTIONAL REVIEW BOARD**  
**INFORMED CONSENT LETTER**

## Appendix D

**Institutional Review Board (IRB)**  
**Georgia Southern University**  
 Informed Consent Letter

Dear \_\_\_\_\_,

My name is Maggie Shook. I am Director of Curriculum and Staff Development for Screven County School System and a doctoral candidate at Georgia Southern University. I am interested in finding out how new administrators get support and help as they begin this role. Professional roles and demands on school administrators have changed drastically in recent years. The current surge of novice educational leaders will only increase with the coming years as a great number of today's administrators retire. The present study is about the role of mentoring in developing professional and personal competencies for school administrators.

This letter is to request your assistance in gathering data to analyze this situation. I am asking you to participate in an interview with me by answering questions that will help me to understand your experiences and perceptions with the mentoring process. The interview will last approximately two hours. The interview will be tape recorded for accuracy in recording responses. After the interview, I will ask you to read the transcribed tape of the interview and make any necessary editorial changes. Your responses will be confidential and you will not be personally identified in any way in the analysis of data and the results reported. I will describe each participant only by age, sex, race, past experience (not specific work sites), and size of school. There is, of course, no penalty should you decide not to participate or later withdraw from the study. You may also refuse to answer any question I ask. I will provide you with a copy of the study's results if you indicate below that you want this information.

If you have any questions about this research project, please call me, Maggie Shook, at 912-564-7114 (W) or 912-826-0954 (H). If you have any questions or concerns about your rights as a research participant in this study, they should be directed to the IRB Coordinator at the Office of Research Services and Sponsored Programs at (912) 681-5465.

Thank you in advance for your assistance in studying this concept. The results will be useful for school systems or State Department leaders in considering mentoring programs as a means to support new administrators.

Respectfully,

Maggie V. Shook  
 Doctoral Candidate  
 Georgia Southern University

I give consent to participate in the interview and for my comments to be used in the research study.

\_\_\_\_\_  
 (Name of Participant)

\_\_\_\_\_  
 (Date)

Check below if you would like a copy of the results of the study.

\_\_\_\_\_ Yes, I would like a copy of the results of the study.