1996

Elements of mentoring the novice principal

Scarlett R. Rehrig

Iowa State University

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Elements of mentoring the novice principal

by

Scarlett R. Rehrig

A dissertation submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of
DOCTOR OF PHILOSOPHY

Department: Professional Studies in Education
Major: Education (Educational Administration)
Major Professor: Richard P. Manatt

Iowa State University
Ames, Iowa
1996
This is to certify that the doctoral dissertation of

Scarlett R. Rehrig

has met the dissertation requirements of Iowa State University

Signature was redacted for privacy.

Major Professor

Signature was redacted for privacy.

For the Major Department

Signature was redacted for privacy.

For the Graduate College
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CHAPTER I. INTRODUCTION

The concept of mentoring is not new. Greek literature tells us of Homer's *Odyssey*, wherein Odysseus provides mentoring for his son, Telemachus. This was the sage guide to a younger protégé. Based on that literary description, we have been provided over the centuries an image of the wise counselor serving to shape and guide the lives of younger colleagues.

"Mentor" is defined as a person who serves as a guide or someone who looks after, advises, protects, and takes a special interest in the development of another person (Sands, Parson, & Duane, 1991). In business, medicine, and other professions, apprenticeships have long been an accepted method of learning a new job. The corporate world leaders have identified mentors and key experiences that powerfully shaped their philosophies, personalities, aspirations, and operating styles. They regarded themselves as stretching, growing, and breaking new ground (Bennis & Nanus, 1985).

In a landmark study, Kram (1985) described mentoring as a "mutually-enhancing process where the career development of both parties is addressed." She concluded that mentors provide two distinct functions. First there is the career function and it is related to a protégé's career advancement. Here there is coaching, providing challenging assignments and ensuring that the protégé receives good exposure and visibility to others. The second is a psycho-social function and is concerned here with self-image and competence. Here the mentor is a friend who counsels and confirms the protégé. Kram has four distinct
mentorship phases: initiation, cultivation, separation, and redefinition. She believes that career functions are in the earlier phases and psycho-social functions are in later phases.

In the broadest sense, mentoring is the process of transforming a novice into an expert by helping the beginner to identify and acquire the skills, attitudes, and knowledge necessary to be effective in a chosen field. For principals it means teaching leadership and management skills, nurturing the development of educational values, guiding the acquisition of political savvy, counseling in times of trouble, nourishing creativity, and advising on career, job, and personal decisions (Parks, 1991).

Looking at educational administration, Daresh (1989) defines a mentor as someone who is always there for collegial support, but not dependency. Through interaction with a positive working relationship, protégés are encouraged to achieve their personal and professional goals.

Daresh sees expectations of mentors through six definite functions of a mentor:

1. **Availability.** Mentors are accessible to help protégés.

2. **Open channels of communication.** Candidates expect a high level of honest and direct feedback.

3. **Administrative expertise.** Mentors want to do things right for reflection on a protégé’s problems.

4. **Time.** There needs to be time for reflection on a protégé’s problem.

5. **Clarification on the expectations of the job.** Mentors need to help the novice to overcome “reality shock” of the new job.
6. **Spiritual support.** Mentors must allow the protégé to determine his/her own direction and make his/her own decisions. The mentor helps by giving him/her confidence.

The pairing relationship is important. They must find the arrangement equally valuable and important, and fostered in an atmosphere of confidentiality and trust.

The Danforth Foundation Program for the preparation of school principals was established in 1987 as a way to ensure that people moving forward with leadership careers in schools would somehow receive a type of preparation that was “different.” The Danforth program emphasized learning through experience rather than through the conventional approach, namely the accumulation of graduate credits from traditional university courses. An ingredient in the Danforth project was the use of mentors to guide professional development.

The Peer Assisted Leadership project created by Far West Laboratory for Educational Research and Development, and the Dayton Entry-year Pilot Program implemented by Dayton, Ohio City School District were other examples of programs that have a collegial support or formal mentorship component.

Most recently, electronic mentoring is getting much attention. Gregory (1991) looked at the mentor function using BITNET (Because It’s Time NETwork). With electronics there is the advantage of time to consider your response before replying. However, just as in face-to-face conversation, people sending messages are anxious for a reply and can be easily discouraged from using the system if the mentee feels that they are being ignored or it is just not the same as direct contact. The
Educators' Electronic Exchange (EEE) developed at Iowa State University was designed to reduce the existing sense of isolation between beginning superintendents and their peers and professional associates. This network provided a type of quality circle when proximity made direct communication difficult.

Quality mentoring for school administrators has the potential of improving the overall educational climate, and setting the stage for meaningful educational reform.

Statement of the Problem

Calls for reforms of educational administration programs have been issued by the National Commission of Excellence in Educational Administration, the Danforth Foundation, and by the University Council for Educational Administration (Griffiths, Stout, Forsyth, 1988).

Principals have become lobbyists, fund raisers, and even hucksters. As schools are asked to shoulder responsibility for increasing teen pregnancies, highway deaths, and drug addiction, principals become social workers, psychologists, and police officers. They come to the profession not prepared to challenge and resolve the complex problems facing the position. Establishment of a structural mentoring program may perhaps help with this myriad of principal roles and responsibilities.

Unfortunately, most administration preparation programs do not prepare the novice principal for what lies ahead. A principal's job is fraught with interruptions, crises, variety, and uncertainty. Administrators feel they are alone with no one to talk to about the
problems and issues; given this important leadership role, their "on the job" beginnings cannot be left to chance.

The problem to be addressed by this study is to identify the most effective mentoring elements to be used with the novice school principal. It attempts to establish a need for a mentoring program.

The problem may be more specifically defined by considering the following questions:

1. What are the most important characteristics a mentor must possess for an effective school principal mentorship to take place?
2. How does one match the protégé with the mentor, and what is the most effective pairing?
3. Does school administration experience make a difference in a mentoring relationship?
4. What are the most valued functions a mentor presents to the protégé?
5. What are the most valued benefits a protégé experiences from a mentorship relationship?

The study’s intent is to show the role of mentoring as a positive and influential empowerment on cognitive and affective growth and development of the novice administrator. The contribution of this research could become a dimension of the School Improvement Model (SIM) at Iowa State University, which already includes mentoring for teachers.

Definition of Terms

FORMAL MENTOR PROGRAM. A structured induction program incorporating goals, expectations, and feedback.
INFORMAL MENTOR PROGRAM. A relationship that naturally forms based on such things as common goals, common interests, and other factors that are not engineered by a structured program.

MENTEE. A protégé.

MENTOR. A person who serves as a guide or sponsor; is someone who looks after, advises, protects, and takes a special interest in the development of another person.

MENTORING RELATIONSHIP. The matching of a mentor with a protégé.

NOVICE PRINCIPAL. An elementary or secondary school principal in the first five years as a principal.

PRELEAD. Iowa State University's Preparation Program for Educational Leadership.

PROTÉGÉ. Someone whose well-being or career is enhanced by an influential person.

SCHOOL IMPROVEMENT MODEL (SIM). A project that develops a model for the improvement of student achievement, pre-kindergarten through 12th grade, based at Iowa State University, under the direction of Professor Richard Manatt.

Purpose of the Study

There are some conceptual overlaps between teacher preparation and administrator preparation. The knowledge base on teaching behaviors is defined as increased student achievement, while for administrators it is hard for them to admit a lack of "knowing everything." Leadership roles are viewed because these leaders know the answers. Tradition states that
when an administrator seeks help, it is a sign of professional weakness
or even incompetence (Daresh & Playko, 1989).

For newly hired school administrators to become better prepared to
understand their jobs, formal and informal mentorships are being
considered. Pence (1989) and Daresh (1989) view collegial support to an
individual's success to be crucial. If mentors provide encouragement,
define district values, norms, rules, and policies, administrative
mentoring needs to be a part of a district's staff development for the
principal. The purpose of this study is to explore the characteristics
of mentoring relationships and identify components that can be used in
administrative preparation.

Objectives of the Study
1. To develop a list of elements for use with principal mentoring
   programs.
2. To compile through mass authorship (social validity), a list of
   principal mentoring elements which would give a school district a
   clear case that mentoring programs need to be implemented for all
   novice school principals.
3. To develop a survey instrument containing the most recommended
   elements in the literature to be used in this study.
4. To analyze the results of the survey and to establish a list of the
   most effective functions to be used by mentors and school districts.
5. To develop conclusions based upon the literature, related research,
   and the findings of this research regarding the effectiveness and
   value of mentoring and what a mentor must do.
Hypotheses to be Tested

The study will attempt to identify the needs for use in school districts where induction of novice principals include a mentoring program.

The study can further be defined by the following null hypotheses:

1. There will be no significant difference in means of the mentor questionnaire responses based upon gender.
2. There will be no significant difference in terms of the mentor questionnaire based upon the mentee’s age.
3. There will be no significant difference in means of the mentor questionnaire based upon the location in which the novice principal practices.
4. The mentoring preference will be independent of the mentee’s age.
5. The mentoring preference will be independent of the gender of the mentee.
6. The mentoring preference will be independent of the location where the mentee works.

Basic Assumptions

1. That valid, reliable elements will improve the structure and deliverance of future principal mentoring programs.
2. That a mentoring program for novice principals will improve school administrative success and effectiveness.
3. That principals volunteering to take part in the study will represent the various skill and knowledge levels found in this population.
4. That elements that are readily observable and measurable can be evaluated by the novice principal.

5. That participating principals will be able to complete this questionnaire independently.

6. That raters will provide an honest assessment of mentoring elements.

Delimitations

There are delimitations that need to be addressed in this investigation. Efforts to insure that this study will be rigorous and make a valuable contribution to the scientific knowledge based on effective education administration research, require examination of the following delimitations:

1. Practicing principals for this study were selected from the membership of the National Association of Elementary School Principals (NAESP). Chief state school officers in Iowa, North Carolina, Oregon, and Maine were contacted for a listing of novice principals. This insured that enough practicing principals exist to meet the necessary minimum requirements of this study.

2. The Iowa State University Committee on the Use of Human Subjects in Research requires that researchers insure that the rights and welfare of the human subjects are adequately protected, that risks are outweighed by the potential benefits and expected value of the knowledge sought, that confidentiality of data is assured, and that informed consent be obtained by appropriate procedures. These procedures were approved by the Committee and closely
followed in this study. Consent to participate in the project in the form of modified consent, was assumed by those voluntarily completing and returning the questionnaire.

3. Novice principals were asked to complete a survey in December of 1994. A five-point Likert-type scale will be used to determine the value of educational administration mentoring using a sample of at least 100 principals in their first five years of the principalship. Ideally there should be half females and half males.
CHAPTER II. REVIEW OF LITERATURE

Introduction

The purpose of this literature review is to synthesize the information available on the subject of mentoring. The reviewer process was initiated by the use of the ERIC system, Dissertation Abstracts, and the Handbook of Research on Teaching to identify and locate referred journals, professional association journals, and other potential sources for review.

The review of the literature for this study focuses on the subject of mentoring for the entry level elementary school principal. The review will investigate the types of mentorships, their characteristics, and how they may affect the protégé's professional development. The review will further describe potential benefits and disadvantages of the relationship for the mentor, the protégé, and the organization. The review is based on the premise that the benefits will outweigh the disadvantages and mentoring programs can be utilized by educational personnel to assist in the design of preservice programs, and formal or informal mentoring programs. The review includes a historical examination of the mentoring functions, both within and outside educational administration.

Background

Some studies on mentor-protégé relationships proceed through several predictable and discernible developmental stages. Authors do vary on the labels and organizational patterns, but most agree that the mentor-protégé relationship is a dynamic interaction. Some historical studies
include Kanter (1977), who introduced the idea of a sponsor in her study of "Indsco," a pseudonym for a large corporation. She discovered that an individual's career could be advanced more quickly with the support of a high-level "rabbi" or "godfather" figure who used his power to fight for the protégé, to promote the protégé, to help the protégé bypass the hierarchy, and to provide "reflected power" for the protégé.

Shapiro, Haseltine, and Rowe (1978) placed mentors on one end of a continuum and described the relationship as "the most intense and 'paternalistic' of types (meaning relationships) described in this continuum" (p. 55). They compared these mentors to the "godfathers" in Kanter's study. On the opposite end of the continuum, Shapiro et al. defined "peer pals" as a relationship between peers helping each other to succeed and progress. A list of 14 mentoring behaviors was compiled by Misserian (1982) using Shapiro et al.'s continuum where she surveyed women and managers as protégés. She argued that the emotional involvement (ego) or lack of it distinguished the different levels of relationships.

Collins (1983) developed a similar list of 16 mentoring behaviors from responses by 400 women to an open-ended questionnaire.

In a major study conducted by Levinson et al. (1978) on mentor relationships, they examined the process of development from adolescence to mid-life. The research found that one of the important aspects of a man's adult growth and development was the concept of a mentor. The characteristic of this mentor was someone several years older, and a person of great experience and "senior wisdom" in the organization. Mentoring was not defined in terms of formal roles, but in terms of the
character of the relationship and functions it serves. They said this of
the various functions:

He may act as a teacher to enhance the young man's skills and
intellectual development. Serving as sponsor, he may use his
influence to facilitate the young man's entry and advancement.
He may be a host and guide, welcoming the initiate into a new
occupational and social world and acquainting him with its
values, customs, resources and cast of characters. Through his
own virtues, achievements and way of living, the mentor may be
an exemplar that the protégé can admire and seek to emulate. He
may provide counsel and moral support in times of stress.
(p.98)

Levinson stated that generally the mentor is 8-15 years older than
the protégé and the relationship lasts two to three years. Kellerman's
(1978) case study of Willy Brandt supported Levinson's conclusion that
men who have had mentors have an advantage over those who have not. The
findings suggested four reasons. First, there is the mentor's supportive
role; he bestows the all important blessings and guides the young man's
entry into the professional world. Second, the mentor is a crucial agent
to transitions. By allowing the protégé to transform himself from an
apprentice to an equal, the mentor eases the developmental transition
from early to middle adulthood. Third, the mentor offers a model which,
through the process of internalization, allows the mentee to draw on
major resources for growth in adulthood. Finally, having a mentor
facilitates generative ability—the ability to become a mentor oneself.
Levinson has alluded to generativity as an essential component of a
realized adulthood.

Daloz (1986), however, chose to define mentor relationships in terms
of the quality and power of a particular relationship rather than age
criterion. He said the mentor is someone we feel drawn to who seems to
know things about life that we need to learn. They can appear several times, whenever we encounter new transitions.

In a landmark study, Kram (1985) looked at mentoring from the perspective of the mentor or from within the relationship to learn what mentors do as they mentor. Kram divided mentoring behaviors into two categories: career and psycho-social functions. Career functions included sponsorship, exposure and visibility, coaching, protection, and challenging assignments. The psycho-social functions enhanced competence and were identified to include role modeling, acceptance and confirmation, counseling, and friendship. Kram went on to indicate that the potential value of a mentor relationship is limited and can be destructive. The relationship is a complimentary one when it is responsive to the concerns of both parties.

Pavan (1986) took items from the Kram studies and presented data on mentors and their functions, positions of mentors, and sex composition of the mentor-protégé pairs. This research found that incumbent superintendents most frequently have superintendents as mentors. For all other groups except one, the principal is most frequently mentioned as the mentor in educational administration. Women aspiring toward the elementary principalship were most likely to perceive professors as their mentors. Spouses were the next most frequently mentioned role as mentors. Pavan, like Kram, found that the psycho-social functions of mentoring were deemed very important and concluded that school districts review their administrative intern plans to consider these factors.

Phillips' (1977) study of women managers and executives indicated that mentoring was one of the five most important factors related to job
success. Mentoring, he said, affects the recognition the protégé receives, "...ideas are more likely to be accepted if they are promoted or mentioned by important sponsors, they are the product of joint authorship with a well-known professional or come from a well-known laboratory or university" (p. 10).

**Mentorships**

Although much has been written about the value of mentoring, little attention has been given to the development of the relationship between mentor and intern. The notable exception to this is the work of Gray and Gray (1985), who have specified the training required to assist mentors and interns in the various phases and functions associated with the mentor relationship. Their suggestions dealt with mentoring teachers but had direct value in respect to administrative mentoring. In a program started at Indiana University, mentors and interns are introduced to and practiced shadowing and reflective interviewing. Shadowing is the process of gathering descriptive observational data, while reflective interviewing is the feedback conference that focuses on what was observed during the shadow. Being trained together in these processes helped clarify the expectations for observations and began to establish a trusting relationship between mentor and intern. Gray and Gray concluded that if the strategies for conducting observations and for creating a sense of trust are not developed early on, there is less likelihood that mentors and interns would establish a relationship that permits experiential learning through the coaching process.
Noe (1988) studied educators in formal mentorships. Here also, effective mentorships were found to impact only the psycho-social function.

The motive for being a mentor, according to Barnett (1990), resided in the need to be generative, to guide the next generation to become creative and productive.

Expectations of mentoring relationships, according to Playko (1990), should include availability, open channels of communication, administrative expertise, time, clarification of the expectations of the job, and spiritual support.

Since there is a tendency for interpersonal relationships to weaken in times of rapid social change, the need for mentoring has become particularly evident with the advent of the information age (Gladstone, 1988). Pennsylvania administrators were surveyed by Pavan (1987) regarding mentoring functions. Results indicated that psycho-social rather than career functions were deemed more helpful by both men and women.

Mentoring in Educational Administration

Barnett (1990) reported that within the past few years, there has been a focus on improving administrator preparation programs. A number of mentoring programs are now in place. North Carolina and Ohio require mentoring before an administrative certificate is granted. Several other states are implementing mentorship programs for administration (Daresh, 1990; Playko, 1991).
In 1986 the Danforth Foundation initiated a program for the preparation of principals. This program was based on the assumption that the "real world" and traditional training programs for the aspiring principal were not responsive to the needs of the aspiring principal.

Smith (1990) studied Danforth mentor principals and principals in the same district that were not mentored. The findings of this study indicated that there was strong agreement between district perceptions of the instructional leadership of the group of elementary school principals who were identified to be Danforth principals and those identified as "regular" principals.

Iowa State University Preparation Program for Educational Leadership has a program mission to recruit, select, and prepare the best possible candidates for becoming educational leaders. A program goal is to provide a system of mentoring for the development and growth of these future school administrators.

Pence's study (1989) identified that a 50 percent turnover of principals was expected in Oregon. This would mean a large group of new principals would be recruited in Oregon, quickly. As a result, school districts and university programs are exploring mentoring methods to assist aspiring and new administrators.

A four-year study started in 1988 involving the University of Oregon, the Confederation of Oregon School Administrators, and the Oregon School Boards Association attempted to bring students closer to the real world of educational practice, thereby trying to offer administrator preparation programs that had a mentoring component. Thirteen of the 24 participants who completed the program became educational administrators.
during the school year immediately following their field-based mentorships. That rate of entry into school administration is more than double the typical rate. Schmuck (1993) concluded that requiring internships with mentors was vital to the success of the program.

Fowler and Getty (1993) listed the challenges that face new principals of the 1990s. Difficulties included:

1. They carry a heavy load of responsibility.
2. They have to interact with many people and groups.
3. They experience heavy demands on their time.
4. They must be skilled politicians.

Their study suggested that veteran principals can help and school systems must set up mentoring systems so that these beginners are not left to chance.

In the past five years, the nature of the principalship has shown an increase in the degree of complexity, ambiguity, and uncertainty in a principal's work environment (Murphy & Hallinger, 1992). A recent report published by NASSP (1992) stressed the need for a coordinated approach to change on the part of all who have a stake in administrator preparation. This is not just the university, but state agencies that accredit programs and license practitioners of school districts that employ those emerging from programs; professional associations that provide services including training. The roles and functions performed by each entity must be understood for better communication and cooperation. It would appear that instead of states dropping their mentor programs because of cost constraints, that all these agencies could take a responsible look at the benefits they would gain from the literature and research.
The most important characteristics a mentor brings to the new principal, according to Daresh and Playko (1990) were:

1. Mentors should have experience as practicing school administrators.
2. Mentors must demonstrate positive leadership qualities.
3. Mentors must be able to ask the right questions of beginning administrators.
4. Mentors must accept another way of doing things.
5. Mentors should want to see people go beyond their present level of performance.
7. Mentors must exhibit awareness of the political realities of the school system. (pp. 73-77)

Another dimension to the above list was the importance of matching mentors with new principals based on common interests and their potential to work together (Cohn, 1993).

Summary

Working with adults is complex because of dealing with varied standards of behavioral styles. Interpersonal skills such as listening, patience, and understanding are imperative to mentoring. Mentors should try to remember their first administration experience and recall that the university's education courses did not provide all the answers they needed in the first year. Mentoring involves many variables—knowing when and how to work with a new colleague, who should mentor, and how much mentoring is enough. Responsibilities must be clearly defined, allowing both mentors and protégés to be open in educational dialogue.

Summarizing the recent research investigating educational administration mentoring is found in Table 1. The principalship is a complex role. Effective schools research literature is clear about the principal instructional leader.
The principalship is a complex role. There are differences between expectations and realities. Principal aspirants and newly hired administrators who are mentored, more easily and effectively learn the roles of administration. The greatest benefits for being mentored are that mentors offer options and alternatives, and are able to share similar experiences they have as administrators.
### Table 1. Research investigating educational administration mentoring

<table>
<thead>
<tr>
<th>RESEARCHER:</th>
<th>Title</th>
<th>Findings</th>
</tr>
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| Victoria J. Hutchins 1988 University of Maryland | The Mentoring Process in the Preparation of School Based Administrators | 1. Formal mentor-mentee relationships have obstacles when there is an artificiality of assigned mentors.  
2. Mentor relationships falter when mentee’s career is too advanced or when age differential is too narrow.  
3. Mentor relationships are inhibited when:  
   • supervisors are too collegial  
   • directors are too evaluative.  
4. Informal mentorships have a long-lasting effect on those who have experienced it.  
5. If formal mentoring is used, the pairing relationship and program criteria need to be set.  
6. School systems must consider if formal mentoring fulfills the administrative staff development needs. |
| Loretta J. Pence 1989 University of Oregon | Formal and Informal Mentorships for Aspiring and Practicing Administrators | 1. Both formal and informal programs showed benefits of mentees about receiving political tips and information about mentor’s methods of handling work related problems.  
2. Vital to the relationship were friendship, mutual respect, trust, and openness.  
3. Negative aspects of informal mentorships were differences in style or philosophy.  
4. Recommended state, university, and school boards use a formal mentorship program for preparing and inducting new administrators. |
| Searetha Smith 1990 University of Washington | Validation Study of Instructional Leadership Selection for Mentor School Principals | 1. There were significant differences between the elementary school group of Danforth mentor principals and the "average" group of elementary principals on the instructional leadership dimension of the Staff Assessment Questionnaire (SAQ). |
Table 1. Continued

<table>
<thead>
<tr>
<th>Study</th>
<th>Findings</th>
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<tbody>
<tr>
<td><strong>RESEARCHER:</strong>&lt;br&gt;Kathryn A. Dansky&lt;br&gt;1992&lt;br&gt;Ohio State University&lt;br&gt;TITLE: Influence of Social Categorization on Mentoring Relationships on Health Care Managers</td>
<td>1. Age appears to be an important factor in mentoring relationships.&lt;br&gt;2. Mentor type and mentoring function vary substantially from manager to manager.</td>
</tr>
<tr>
<td><strong>RESEARCHER:</strong>&lt;br&gt;Florence A. Monsour&lt;br&gt;1992&lt;br&gt;University of Minnesota&lt;br&gt;TITLE: The Minnesota Administrators' Academy Administrative Mentoring Program</td>
<td>1. Successful mentoring relationships were those where:&lt;br&gt;• pairs met monthly and had on-going telephone contact&lt;br&gt;• there was a high regard for mutual respect and trust.&lt;br&gt;2. Benefits for protégé were:&lt;br&gt;• developing friendships&lt;br&gt;• mentor seen as educational leader/role model.&lt;br&gt;3. Mentor benefits were:&lt;br&gt;• advancing the profession&lt;br&gt;• information sharing.&lt;br&gt;4. Findings led to recommending another mentoring program that should include:&lt;br&gt;• mentor training.&lt;br&gt;• conducting a protégé needs assessment&lt;br&gt;• matching mentors and protégés with similar interests and learning styles&lt;br&gt;• match with close geographic proximity&lt;br&gt;• mentoring should be a formal program.</td>
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CHAPTER III. METHODS AND PROCEDURES

From the review of literature, this study identified key elements of mentoring for the novice principal. The four major elements of the study outlined in this chapter were: 1) key beliefs or characteristics of mentors; 2) types of mentors; 3) role and functions of mentors; and 4) benefits of having been mentored.

Identification of valid elements came from the literature review, recent dissertations done in the field of educational administration, from current evaluation instruments, and research findings relative to effective mentoring programs.

A questionnaire was developed and administered to practicing elementary school principals who are in their first five years of the principalship. The development of the questionnaire, the identification of the subjects participating, procedures used, data collection, and the statistical analyses used are discussed in this chapter.

Questionnaire Construction

To realize the five objectives of the study, a questionnaire was used to collect data from novice principals. Concepts from a number of research projects have been used to create the instrument. Phillips-Jones (1982) identified the categories of mentors. More recently, Daresh (1987) looked at these categories in the development and implementation of the mentoring components of the Danforth Program for preparation of school principals at Ohio State University (Columbus).
Consideration was given to the career and psycho-social functions developed by Kram and used in Pavan's paper on mentoring functions on the aspiring and incumbent female and male in school administration (1986).

The Program of Study Committee (POS) suggested that the personal data be embodied into the survey and put at the end, so as not to influence the respondent when answering the survey.

A glossary was entered at the beginning to give a common definition of words that have varying meaning to an educator.

The instrument in this particular study consisted of 37 statements. There were eight characteristics of mentor's statements, eight types of mentors, 15 roles of mentor statements, and six benefit statements of being mentored. Respondents were asked on 33 statements to assess the degree to which they agreed or disagreed with each of the statements using a five-point Likert-type scale.

Numbers 17 though 30 on the survey list the roles of the mentors. They have a one word descriptor, but were omitted for the participant. They were entered and used in the analyses of the data.

A response of A was given by a respondent to a mentoring element with which he/she strongly agreed. A response of E was given to an element statement with which he/she strongly disagreed. A response of C indicated that the respondent was neutral or unsure of his/her belief in this statement.

One statement was used to identify the type of mentor the respondent would like to have at this point of his/her career. Two statements were used to rank and identify the type of mentor that is most desirable and the type of mentor whom the respondent contacted. One open-ended short
answer was asked on the benefits of the pairing of a mentor and novice principal. All responses were keyed into a computer master format. The questionnaire is included in Appendix A.

Methodology and Procedures

Identification of valid elements were selected from literature reviews, recent dissertations done in the field of educational administration, from current evaluation instruments, and research findings relative to effective mentoring programs.

A judgement panel was formed to critique and evaluate the questionnaire. The members of the panel individually evaluated the questionnaire. The panel included professional colleagues, college professors in educational administration, and staff development consultants (Appendix B). The questionnaire was revised to address the stated purpose of the research.

It should be noted that the ratings of A, B, C, D, and E were given a number weighting of A=5, B=4, C=3, D=2, and E=1. The boundaries for the mean rating scores were as follows: Strongly disagree=1 to 1.49, Disagree=1.50 to 2.49, Neutral=2.50 to 3.49, Agree=3.50 to 4.49, Strongly Agree=4.50 to 5.00.

It was determined that the instrument would collect data reflecting principal perceptions of the quality of mentoring functions in a public school setting, the overall quality of benefits of mentoring, and the extent to which the functions help a novice principal in the beginning stages of his/her career.
Another purpose of the assessment was to provide information to school districts that are looking at creating a mentoring program for their principals.

After many drafts, discussions with major professor, Professor Manatt, and statistical advisor, Professor Netusil, a prototype of the instrument was developed. Borg and Gall (1989) maintain that neatness and composition of the survey are important factors in determining the return rate.

Data Collection Procedures

When the membership lists from NAESP, state educational agencies of North Carolina and Maine were determined and no duplicates found, questionnaires were shipped to participants in late December 1994 with a cover letter (Appendix C). Iowa's list of novice principals was not available at the time the surveys were distributed. NAESP surveys were limited to only one per state affiliate office. The intent was that the state office would distribute the surveys to their novice principal population.

Of the 204 questionnaires sent, 157 were returned by February 5, 1995.

The Iowa State University Committee on the Use of Human Subjects in Research reviewed this project and concluded that the rights and welfare of the human subjects were adequately protected, that risks were outweighed by the potential benefits and expected value of the knowledge sought, that confidentiality of data was assured, and that informed consent was obtained by appropriate procedures (Appendix D).
Treatment of Data

After all completed surveys were received, the data were prepared for computer treatment. Statistical treatment of the data was completed, using the Statistical Package for Social Science (SPSSX) computer program for Windows. Descriptive statistics providing frequencies, means, and standard deviations were computed to study the relative value of the variables.

The inferential statistics, data analysis techniques were used to address the reliability of the instrument, descriptive statistics, and test the null hypotheses.

In an analysis of variance, a one-way ANOVA was used to determine the difference in means, and a Scheffe post-hoc test was used to determine the pair-wise difference, with a significance level of .05, by:

- three locations: NAESP, Maine, and North Carolina
- mentee age groups: <42, 43-48, 49-60.

A chi-square test of independence was used to see if factor 1 was independent of factor 2.

- Factors’ perceived characteristics of the type of mentor by:
  - mentee’s location
  - mentee’s age
  - mentee’s gender.

A t-test for equality of means was used. On each questionnaire item the variances were tested to determine whether to use a pooled or separate variance test of responding principals in relation to gender.

Numbers 17 through 30 have one-word descriptors. They were not used in the survey, but used in the analysis. They included:

17. Advisor
18. Appraiser
19. Coach
20. Communicator
21. Counselor  
22. Guide  
23. Model  
24. Motivator  
25. Protector  
26. Skill Developer  
27. Sponsor  
28. Supervisor  
29. Teacher  
30. Validator

A 15 percent minimum percentage of total sums of squares was sufficient to discriminate at the .05 level of significance. This assumes that the null hypothesis will not be rejected below this 15 percent level.
CHAPTER IV. FINDINGS

Introduction

The focus of this study was to analyze the characteristics that mentors have based on feedback to elementary school principals and based upon item discrimination power. To complete this task, questionnaires were completed by public elementary school principals who were in their first five years of their principalship. The principals responded to key beliefs or characteristics about mentors, types of mentors, and the roles mentors play in the mentee’s life. Those who had a mentor responded to the benefits of having a mentor.

All respondents were asked to prioritize the most important type of mentor. Respondents were also asked to select the role they would most like to see a mentor perform at this point in the mentee’s professional career.

The study involved 157 elementary principals. Of the 157 principals, 15 were from state affiliates of the National Association of Elementary School Principals (NAESP) membership, 67 were from the state of Maine, and 75 were from North Carolina.

Participating principals completed an instrument of 37 items. A Likert-type response mode was used for six questions on the key beliefs or characteristics of a mentor, six questions on the types of mentors, and 14 questions on the roles of mentors. Ninety-eight respondents had a mentor and further answered five questions on the benefits of being mentored. The level of significance was established at the .05 level. The descriptive results of the survey are shown in Tables 2-7.
The t-test analysis for significance of differences in means by gender was conducted. This is shown in Appendix E, Table E.1.

In an analysis of variance, a one-way ANOVA to determine differences in means, and a Schéffe post-hoc test when analysis of the variance revealed a .05 significance by mentee age group and locations, were used. This is shown in Tables 9 and 10.

A chi-square test of independence was conducted to see if the type of mentor was independent of mentee's age, mentee's location, and mentee's gender. These data are shown in Tables 11, 12, and 13.

In this chapter, each research null hypothesis is stated and the results of the statistical tests are displayed in table form. The questionnaire used for the data collection can be found in Appendix A.

Descriptive Analysis of All Returns

By February 1, 1995, the cutoff date for the return of the questionnaires, there were a total of 157 principal responses. A total of 204 questionnaires were sent, making the return rate of 77 percent. With this return rate, a follow-up letter was not sent. Of the 157 returns, 98 principals were mentored and 59 had not been mentored. The 98 answered all 37 items. The remaining omitted the items making specific reference to their mentor.

The number distribution of the three groups surveyed is shown in Table 2.

Considering the eight statements on key beliefs or characteristics of a mentor, 78 percent responded with agree or strongly agree on all items except item 7, "A mentor should be a successful administrator, but not
Table 2. Distribution of the locations surveyed

<table>
<thead>
<tr>
<th>Rater location</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAESP membership</td>
<td>15</td>
<td>9.6</td>
</tr>
<tr>
<td>Maine</td>
<td>67</td>
<td>42.7</td>
</tr>
<tr>
<td>North Carolina</td>
<td>75</td>
<td>47.8</td>
</tr>
<tr>
<td>Totals</td>
<td>157</td>
<td>100.0</td>
</tr>
</tbody>
</table>

"necessarily experienced." This item received only a 67 percent agree or strongly agree. Items 1 and 8, "A mentor demonstrates effective leadership" and "A mentor models continuous learning," received a 99 percent response of agree or strongly agree (Table 3).

The means and standard deviation of the six types of mentors is shown in Table 4. They range from a mean high of 4.1 for the supportive mentor to a mean low of 2.9 for the patron.

The respondents were asked to put into priority order (from most important to least important) the type of mentor a novice principal should have. Listed in priority order from highest to lowest are the types of mentors the novice principal most values. They are: supportive, traditional, organization sponsor, professional career, patron, invisible godparent. Table 5 displays the value labels given to each mentor type.

The responses for the 14 statements on the roles of mentors are shown in Table 6 with the means and standard deviation. The means range from a 4.7 for serving as a role model and demonstrating skills, and opens lines
Table 3. Responses to literature based on the elements of mentoring

<table>
<thead>
<tr>
<th>Elements</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Models of continuous learning</td>
<td>155</td>
<td>4.8</td>
<td>.423</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>25</td>
<td>128</td>
</tr>
<tr>
<td>2. Expectations of performance</td>
<td>155</td>
<td>4.5</td>
<td>.654</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>44</td>
<td>101</td>
</tr>
<tr>
<td>3. Beware of political and social loyalties</td>
<td>155</td>
<td>4.6</td>
<td>.530</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>56</td>
<td>96</td>
</tr>
<tr>
<td>4. Accept alternative ways</td>
<td>155</td>
<td>4.5</td>
<td>.579</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>53</td>
<td>97</td>
</tr>
<tr>
<td>5. Stimulate independence</td>
<td>155</td>
<td>4.5</td>
<td>.616</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>56</td>
<td>93</td>
</tr>
<tr>
<td>6. Practicing, experienced administrators</td>
<td>154</td>
<td>4.2</td>
<td>1.015</td>
<td>1</td>
<td>13</td>
<td>19</td>
<td>33</td>
<td>88</td>
</tr>
<tr>
<td>7. Successful administrators, not experienced</td>
<td>153</td>
<td>3.8</td>
<td>1.180</td>
<td>6</td>
<td>20</td>
<td>23</td>
<td>46</td>
<td>58</td>
</tr>
<tr>
<td>8. Demonstrate effective leadership</td>
<td>152</td>
<td>4.8</td>
<td>.339</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>132</td>
</tr>
</tbody>
</table>

*1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly agree.*
Table 4. Responses to perceptions of types of mentors

<table>
<thead>
<tr>
<th>Types</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>Rating*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Traditional</td>
<td>152</td>
<td>3.6</td>
<td>.921</td>
<td>1</td>
</tr>
<tr>
<td>Supportive</td>
<td>151</td>
<td>4.1</td>
<td>.775</td>
<td>2</td>
</tr>
<tr>
<td>Organizational</td>
<td>150</td>
<td>3.3</td>
<td>.993</td>
<td>6</td>
</tr>
<tr>
<td>sponsor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>151</td>
<td>3.3</td>
<td>1.025</td>
<td>7</td>
</tr>
<tr>
<td>career</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patron</td>
<td>151</td>
<td>2.9</td>
<td>1.107</td>
<td>20</td>
</tr>
<tr>
<td>Invisible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>godparent</td>
<td>150</td>
<td>3.1</td>
<td>1.044</td>
<td>15</td>
</tr>
</tbody>
</table>

*1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly agree.

Table 5. Value labels for type of mentor the novice principal rates most important

<table>
<thead>
<tr>
<th>Rank</th>
<th>N</th>
<th>Trad.</th>
<th>Supp.</th>
<th>Org. sponsor</th>
<th>Prof. career</th>
<th>Patron</th>
<th>Invisible godparent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>150</td>
<td>30</td>
<td>96</td>
<td>7</td>
<td>14</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2nd</td>
<td>144</td>
<td>59</td>
<td>39</td>
<td>29</td>
<td>12</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>3rd</td>
<td>154</td>
<td>28</td>
<td>11</td>
<td>62</td>
<td>32</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>4th</td>
<td>153</td>
<td>24</td>
<td>5</td>
<td>32</td>
<td>59</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>5th</td>
<td>150</td>
<td>6</td>
<td>0</td>
<td>12</td>
<td>20</td>
<td>75</td>
<td>37</td>
</tr>
<tr>
<td>6th</td>
<td>147</td>
<td>4</td>
<td>0</td>
<td>9</td>
<td>12</td>
<td>52</td>
<td>70</td>
</tr>
</tbody>
</table>
Table 6. Responses to the perceptions of the roles mentors should perform

<table>
<thead>
<tr>
<th>Roles</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Protégé benefits from lifetime</td>
<td>155</td>
<td>4.2</td>
<td>.746</td>
<td>0</td>
<td>5</td>
<td>14</td>
<td>76</td>
<td>60</td>
</tr>
<tr>
<td>18. Formal/informal evaluation</td>
<td>156</td>
<td>3.5</td>
<td>1.257</td>
<td>14</td>
<td>23</td>
<td>22</td>
<td>59</td>
<td>38</td>
</tr>
<tr>
<td>19. Role model and practice</td>
<td>156</td>
<td>4.7</td>
<td>.483</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>38</td>
<td>117</td>
</tr>
<tr>
<td>20. Open lines of communication</td>
<td>156</td>
<td>4.7</td>
<td>.429</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>32</td>
<td>123</td>
</tr>
<tr>
<td>21. Emotional support</td>
<td>156</td>
<td>4.6</td>
<td>.573</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>49</td>
<td>102</td>
</tr>
<tr>
<td>22. Informal/unwritten rules</td>
<td>155</td>
<td>4.2</td>
<td>.772</td>
<td>0</td>
<td>6</td>
<td>13</td>
<td>71</td>
<td>65</td>
</tr>
<tr>
<td>23. Mentor attributes and behavior</td>
<td>156</td>
<td>4.1</td>
<td>.826</td>
<td>0</td>
<td>7</td>
<td>21</td>
<td>67</td>
<td>61</td>
</tr>
<tr>
<td>24. Encouragement/impetus for action</td>
<td>155</td>
<td>4.4</td>
<td>.701</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>64</td>
<td>79</td>
</tr>
<tr>
<td>25. Mentor as a buffer</td>
<td>155</td>
<td>4.1</td>
<td>.810</td>
<td>0</td>
<td>7</td>
<td>18</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>26. Assists in learning skills/tasks</td>
<td>155</td>
<td>4.3</td>
<td>.785</td>
<td>0</td>
<td>7</td>
<td>8</td>
<td>57</td>
<td>83</td>
</tr>
<tr>
<td>27. Mentor advances protégé through influence</td>
<td>154</td>
<td>3.3</td>
<td>1.098</td>
<td>5</td>
<td>36</td>
<td>39</td>
<td>50</td>
<td>24</td>
</tr>
<tr>
<td>28. Feedback and analysis to protégé</td>
<td>155</td>
<td>4.4</td>
<td>.691</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>70</td>
<td>77</td>
</tr>
<tr>
<td>29. Specific skills and knowledge</td>
<td>154</td>
<td>4.3</td>
<td>.773</td>
<td>0</td>
<td>6</td>
<td>11</td>
<td>65</td>
<td>72</td>
</tr>
<tr>
<td>30. Assessment, modification, endorsement</td>
<td>151</td>
<td>3.8</td>
<td>1.033</td>
<td>2</td>
<td>18</td>
<td>28</td>
<td>57</td>
<td>46</td>
</tr>
</tbody>
</table>

*1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly agree.
of communication to a 3.3 for a mentor promotes and advances the 
protégé's career by professional influence.

Items 17 through 30 on the survey were descriptions of roles mentors 
perform. One-word descriptors were left out of the survey, and are now 
listed. From these descriptions respondents were to check one 
description that best describes the role they would like to see with a 
mentor at this stage of their professional career. Table 7 shows the 
rank order of the responses.

Of the 98 principals who were mentored, the benefits of being 
mentored is shown by means and standard deviation in Table 8.

The last item survey was an open-ended question: "What do you 
consider to be the most important benefit for the pairing of a mentor and 
a novice principal?" Appendix F lists the responses the respondents 
wrote. The most frequent stated comments on benefits are: supporting 
the protégé; applying theory and putting into practice; being able to 
communicate with someone in similar position with experience; and having 
someone who will listen.

Inferential Analysis

In this chapter, each research question as previously stated in 
Chapter 1 will be addressed and the results of the statistical tests 
displayed in table form.

Null Hypothesis 1

Null Hypothesis 1 stated there will be no significant differences in 
means of the mentor questionnaire responses based upon the gender of the 
rater.
Table 7. Value label for role of mentor most preferred at this time in mentee’s career

<table>
<thead>
<tr>
<th>Rank order</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicator (item 20)</td>
<td>33</td>
</tr>
<tr>
<td>Motivator (item 24)</td>
<td>22</td>
</tr>
<tr>
<td>Coach (item 19)</td>
<td>20</td>
</tr>
<tr>
<td>Model (item 23)</td>
<td>15</td>
</tr>
<tr>
<td>Staff developer (item 26)</td>
<td>13</td>
</tr>
<tr>
<td>Supervisor (item 28)</td>
<td>11</td>
</tr>
<tr>
<td>Counselor (item 21)</td>
<td>9</td>
</tr>
<tr>
<td>Protector (item 25)</td>
<td>7</td>
</tr>
<tr>
<td>Sponsor (item 27)</td>
<td>6</td>
</tr>
<tr>
<td>Validator (item 30)</td>
<td>5</td>
</tr>
<tr>
<td>Advisor (item 17)</td>
<td>4</td>
</tr>
<tr>
<td>Guide (item 22)</td>
<td>2</td>
</tr>
<tr>
<td>Appraiser (item 18)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher (item 29)</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>148</td>
</tr>
</tbody>
</table>

Table 8. Benefits of principals who were mentored

<table>
<thead>
<tr>
<th>Benefits</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Develop confidence</td>
<td>97</td>
<td>4.3</td>
<td>.833</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>35</td>
<td>52</td>
</tr>
<tr>
<td>33. Blend theory with practice</td>
<td>98</td>
<td>4.1</td>
<td>1.020</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>36</td>
<td>42</td>
</tr>
<tr>
<td>34. Improve communication skills</td>
<td>98</td>
<td>3.5</td>
<td>1.200</td>
<td>4</td>
<td>19</td>
<td>17</td>
<td>31</td>
<td>27</td>
</tr>
<tr>
<td>35. Learn tricks of the trade</td>
<td>98</td>
<td>3.9</td>
<td>1.015</td>
<td>1</td>
<td>12</td>
<td>10</td>
<td>42</td>
<td>33</td>
</tr>
<tr>
<td>36. Build collegial network</td>
<td>96</td>
<td>3.6</td>
<td>1.005</td>
<td>3</td>
<td>10</td>
<td>23</td>
<td>42</td>
<td>18</td>
</tr>
</tbody>
</table>

*Ratings: 1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly agree.*
This hypothesis was tested using a t-test analysis for significance in means by gender: male and female. Since there were more males (84) than females (71), an independent t-test for equality of means was used. On each of the items on the questionnaire, the variances were tested to determine whether to use a pooled or separate variance t-test. If the variances had a significant difference, a separate variance t-test was used.

On the basis of this analysis under types of mentors, only one item was found to be significant. Here males rated the professional career mentor, the person hired to improve other's careers, significantly higher than female raters. The values are displayed in Appendix E, Table E.1.

Following the criteria set in Chapter III where it was stated that 20 percent had to be met in order to reject the null hypothesis, we fail to reject the null hypothesis and conclude that there were no significant differences in the means of mentoring statements tested between males and females.

**Null Hypothesis 2**

Null Hypothesis 2 stated there will be no significant difference in means of the mentoring survey being classified on basis of age. Mentee age codes are shown in Table 9.

<table>
<thead>
<tr>
<th>Age range</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;42</td>
<td>35</td>
<td>22.3</td>
</tr>
<tr>
<td>43-48</td>
<td>69</td>
<td>43.9</td>
</tr>
<tr>
<td>49-60</td>
<td>50</td>
<td>31.8</td>
</tr>
</tbody>
</table>
In an analysis of variances, a one-way ANOVA was used to determine the difference in means and used a Schéffé post-hoc test when analysis of variance revealed a significance to determine the pair-wise difference, with a significance level of .05.

At the .05 level there is a significant difference based on the analysis of variances by age in item 29, the role of a mentor to "instruct the protégé in specific skills and knowledge necessary for successful job performance." The age range of 43-48 rates this item as being more important than the mentee age group of 49-60 (F prob. .0236*). The age range of less than 42 did not differ from the other two groups on this variable.

There were no other significant differences between two means by respondents in the mentee age ranges of <42, 43-48, and 49-60. The Null Hypothesis 2 was retained.

Null Hypothesis 3

Null Hypothesis 3 stated there will be no significant difference in means of the mentoring questionnaire based upon the mean of the locations used in the questionnaire. Table 10 shows the survey based on location of the NAESP membership, Maine, and North Carolina.

In an analysis of variance, a one-way ANOVA was used to determine the difference in means and used a Schéffé post-hoc test when analysis of the variance revealed a significance to determine the pair-wise difference, with a significance level of .05, by the three locations.

The items that were found significant at the .05 level are shown in Table 10.
Table 10. Analysis of variance by location variable

<table>
<thead>
<tr>
<th>Item</th>
<th>Means</th>
<th>F. prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NAESP (N=15)</td>
<td>Maine (N=67)</td>
</tr>
<tr>
<td>10. Supportive boss. It is a role that can be played by a boss or anyone else who serves in a direct supervisory position over the protegé, such as a principal, central office director.</td>
<td>3.6</td>
<td>4.2</td>
</tr>
<tr>
<td>20. The mentor opens lines of communication through which the protegé's concerns can be discussed.</td>
<td>4.8</td>
<td>4.6</td>
</tr>
<tr>
<td>21. The mentor provides emotional support in stressful times.</td>
<td>4.8</td>
<td>4.4</td>
</tr>
</tbody>
</table>

*Significant at the .05 level.
**Significant at the .01 level.

In item 10, the Maine respondents rated the supportive boss higher than did NAESP membership. North Carolina did not differ from the other two groups on this variable.

In item 20, the North Carolina and NAESP membership respondents rated the mentor having open lines of communication higher than did Maine. NAESP membership did not differ from the other two groups on this variable.

In item 21, the North Carolina respondents rated the mentor providing emotional support in stressful times higher than did Maine. NAESP membership did not differ from the other two groups on this variable.
There was not a significant difference between the means by respondent's location of NAESP membership, Maine, and North Carolina, and therefore, the Null Hypothesis 3 was retained.

Null Hypothesis 4

Null Hypothesis 4 stated that factor 1 was independent of factor 2 in rating of the type of mentor that most closely describes those principals who are being mentored on the basis of location.

A chi-square test of independence was used to analyze the data. Of the six categories of mentors: traditional, supportive, organizational, professional career, patron, and invisible godparent, Table 11 shows only the first two categories, with the bottom four categories representing only 7 percent of the total population.

Despite these approximate differences, they are not significantly different and Null Hypothesis 4 was retained.

Table 11. Type of mentor novice principals have by location

<table>
<thead>
<tr>
<th>Mentor</th>
<th>NAESP (N)</th>
<th>Maine (N)</th>
<th>N.C. (N)</th>
<th>Value</th>
<th>Approximate significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>4</td>
<td>12</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive</td>
<td>3</td>
<td>32</td>
<td>34</td>
<td>.27839</td>
<td>.52519*</td>
</tr>
</tbody>
</table>

*Pearson chi-square probability.
Null Hypothesis 5

Null Hypothesis 5 stated that factor 1 was independent of factor 2 in the rating of the type of mentor that most closely describes those principals who are being mentored on the basis of mentee's age: <42, 43-48, 49-60.

A chi-square test of independence was used to analyze data. Of the six categories of mentors, Table 12 shows only the first two, with the bottom four categories representing only 7 percent of the total population.

Despite these differences, they are not significantly different and therefore the Null Hypothesis 5 was retained.

Null Hypothesis 6

Null Hypothesis 6 stated that factor 1 was independent of factor 2 and that the rating of the type of mentor was independent of gender: male and female.

Table 12. Type of mentor novice principals have by mentee's age

<table>
<thead>
<tr>
<th>Mentor</th>
<th>&lt;42 (N)</th>
<th>43-48 (N)</th>
<th>49-60 (N)</th>
<th>Value</th>
<th>Approximate significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>5</td>
<td>16</td>
<td>9</td>
<td>.22749</td>
<td>.82855^</td>
</tr>
<tr>
<td>Supportive</td>
<td>16</td>
<td>32</td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

^Pearson chi-square probability.
A chi-square test was used to analyze the data of the six categories of mentors. Table 13 shows only the first two categories, with the last four categories accounting for approximately 8 percent of the total population.

Despite these differences, they are not significantly different, and therefore the Null Hypothesis 6 was retained.

Table 13. Type of mentor novice principals have by gender of mentee

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Male (N)</th>
<th>Female (N)</th>
<th>Value</th>
<th>Approximate significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>22</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive</td>
<td>30</td>
<td>38</td>
<td>.29398</td>
<td>.07184*</td>
</tr>
</tbody>
</table>

*Pearson chi-square probability.
CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides a summary of this study on the mentoring functions of novice principals. It identifies the key beliefs or characteristics about educational mentors. It focuses on the types of mentors and the benefits of being mentored. Second, the chapter reviews the steps taken in the research answering the questions listed in Chapter I. Furthermore, it presents conclusions drawn from the results of the research, limitations in the research design, discussion of the implications of the study, and recommendations related to practice and future research efforts.

Summary

The purpose of this study was to explore the characteristics of mentoring relationships and identify components that could be used in educational administration preparation. This study involved surveying 157 public elementary school principals who were in their first five years of the principalship. Participants were drawn from two targeted states: North Carolina and Maine. In both states mentoring had been identified as a staff development initiative. Also surveyed were 15 NAESP membership principals from states outside of Maine or North Carolina.

The research addressed the functions of a mentor, the role of the mentor, and the benefits of being mentored. Of the 98 respondents who had a formal mentor, five additional questions were asked on the benefits of being mentored. These subjects were also asked to identify the most
important benefits from the pairing of a mentor and novice principal. They also identified the type of mentor they had. These included: supportive, traditional, organization sponsor, professional career, patron, or invisible godparent.

This study developed an instrument that consisted of 37 statements. Eight were characteristics of mentors; eight were types of mentors. There were 15 statements on the roles of mentors, and six statements on the benefits of being mentored. Respondents were asked 33 statements to assess the degree to which they agreed or disagreed. One statement identified the type of mentor respondents would like to have at this point in their career. Two statements were used to rank and identify the type of mentor that is most desirable and the type of mentor they actually had.

An open-ended question was asked on the benefits of the pairing of a mentor. The questionnaire was critiqued and evaluated by a judgment panel that consisted of 10 educators. The questionnaire was then revised to address the stated purpose of the research. The 204 questionnaires were sent out in December 1994. A return of 157, or 77 percent, was received by February 1995. There were 98 principals who were mentored and 59 who did not have a mentor. The 98 answered all 37 items. One statement (number 16) was targeted for only those who were mentored. Nonetheless, it was answered by 120 respondents and, consequently, could not be used in the data analysis.

A related purpose of this study was to identify differences, if any, in perceptions of respondents when classified by gender, age, and
location. Descriptive statistics, ANOVA, chi square, and t tests were used in presenting and analyzing data.

Conclusions

The research focused on finding answers to the questions proposed in Chapter I. The following conclusions appear warranted:

1. What key beliefs or characteristics are most important for the novice principal?

   Novice principals identified the key beliefs most characteristic of a mentor are:
   a. That they demonstrate effective leadership qualities.
   b. That they model the principles of learning and reflection.

   The characteristic of least importance was:
   a. That they should be successful administrators, who are not necessarily experienced.

2. What types of mentors were found in educational administration and which is most important?

   a. The supportive boss who served in a direct supervisory position over the mentee appeared to be the most desirable type of mentor.
   b. The traditional mentor who is an older boss or retired principal serving in a supportive, nurturing role also appeared to have an important value.
   c. The patron who uses material resources and the invisible godparent who helps the protégé's career goals without him/her knowing it had the least value of types of mentors.
3. What did respondents perceive to be the most valuable roles that a mentor should play?

The most important role a mentor performed was:

a. To have open lines of communication through which the protégé’s concerns, problems, and questions can be discussed honestly and effectively without destructive criticism.

b. To be a role model and demonstrate the skills required for good job performance and allow the protégé to practice those skills in a nonthreatening setting while providing feedback.

The roles having the least significance and the most disagreement are those in which the mentor:

a. Is involved in formal and informal evaluation of the protégé throughout the mentorship.

b. Promotes and advances the protégé’s career by professional influence.

4. What mentoring functions did the mentee find most effective at this point in his/her career?

The most effective functions at this point in the mentee’s career were:

a. The communicator, or mentor, who has open lines of communication was most preferred at this time in the mentee’s career. This function was also the most significant in question number 3 above.

b. The motivator who provides the encouragement and impetus for the protégé to take action to improve or achieve his/her goal. He/she understands the protégé well enough to know
whether praise or confrontation is necessary to motivate the protégé to action.

5. Of the respondents who had a mentor, what were the greatest benefits of being mentored?

The most significant benefit of being mentored was that of developing confidence and competence. In an open-ended question, the most frequently mentioned benefits of being mentored included:

a. Supporting the protégé.
b. Applying theory and putting this into practice.
c. Being able to communicate with someone in a similar position who has experience.
d. Having someone who will listen.

6. Is there a significant difference in the means of the mentoring questionnaire responses based upon gender?

Under "types of mentors" males rated the professional career mentor, the person hired to improve other's careers, significantly higher than female raters.

7. Is there a significant difference in the mean responses when classified on basis of age?

The role of the mentor to "instruct the protégé in specific skills and knowledge necessary for successful job performance" was found to be more important to mentees in the age group of 43-48 than the mentee age group of 49-60. The age range of less than 43 did not differ from the other two groups.
8. Is there a difference in mean responses by location of the respondent?

Items found significant at the .05 level were:

a. Item 10, describing types of mentors, the Maine respondents rated the supportive boss higher than did NAESP membership. North Carolina did not differ from the other two groups.

b. Item 20, describing the roles of mentors, the North Carolina respondents rated the mentor having open lines of communication higher than did Maine. NAESP membership did not differ from the other two groups on this variable.

c. Item 21, describing the roles of mentors, North Carolina respondents rated the mentor providing emotional support in stressful times higher than did Maine. NAESP membership did not differ from the other two groups.

9. Is the choice of mentor (traditional, supportive, organizational, professional career, patron, invisible godparent) independent of gender?

There was no difference in the ratings for mentor types on the basis of gender.

10. Is the choice of type of mentor independent of the three locations used in the study: Maine, North Carolina, or NAESP membership?

There is no significant difference in the rating of the individuals on the basis of location.

11. Is the choice of type of mentor independent of the mentee’s age category?

There is no significant difference in the rating of the mentor types on the basis of the mentee’s age category.
Limitations

The design of this study imposed several limitations which included:

1. The NAESP data were limited by a lack of clarification of the survey to the state representative for the organization. They were to have sent it to all novice principals in their state membership. This did not happen.

2. Some of the data collected were eliminated from the study because questions called for only those mentees who had a mentor. The questionnaire reflected a number that exceeded the mentored population of principals, indicating that directions on this question were not clearly stated.

3. A pilot test of the questionnaire was not conducted before using it in the study.

4. The study was limited to only two states where mentoring had been identified as a state initiative.

5. The study did not investigate the benefits of electronic mentoring via E-mail or Internet.

Discussion

The findings of this study have implications for novice principals, university preparation programs in educational administration, staff development training, and for educators involved in the supervision of principals. The findings appear to have great potential for improving the professional development of the novice principal.

Just as a teacher needs help in getting off on the right foot at the beginning of his/her career, so does the novice principal. Although the
fledgling principal receives supervision from experienced administrators or superintendents, he/she has not received much mentoring, that is, close and supportive help in an equalitarian and collegial relationship. There is no real formula to follow when matching a mentor with a protégé. However, according to the respondents in this survey, it is critical that the mentor have experience as an effective leader and role model with interpersonal skills to create a nonthreatening atmosphere.

Mentoring benefits for the protégé as determined by this study are nearly identical to those described in the research of Pence (1989) and Monsour (1992). The program of mentoring should result in a better prepared workforce of administrators with a heightened sense of morale and collaboration. This benefit is crucial in the light of research on how important principals are to school effectiveness (e.g., Bennis, 1985; Parks, 1991), while daily facing ambiguity, diverse purposes, and an atmosphere of isolation.

Calls for educational reform and restructuring have assessed the current university preparation and training programs. Experiments with new designs for principal preparation have been introduced into graduate programs. In accordance with Murphy’s study (1992) and the Danforth study (Smith, 1990), these preparation programs include a rich internship with a mentor. The changing nature of the principalship emphasizes complexities, the ambiguities, the uncertainties in a principal’s work environment, as well as the sheer volume of work. More than ever before, according to Schmuck (1992), principals are involved in finding solutions to local problems, rather than implementing decisions handed down from above.
As practicing administrators will attest, the match between most graduate programs and the actual demands inherent in being a principal has not been a particularly good one. As restructuring efforts gain momentum, more energy is being devoted to assessing and addressing deficiencies in graduate training programs so that future principals will be better prepared for their journey into leadership.

This study did not address the disadvantages, if any, of being mentored. The reader is cautioned that in school districts where they are seeking to redefine the role of the principal or to encourage the promotion of minorities and women, a mentor might be supportive of the status quo and, therefore, be detrimental to any attempts at change.

Recommendations for Practitioners

1. This study identified characteristics, roles, and benefits of mentoring the novice principal. It is recommended that school districts, with preparing universities as partners, implement a mentoring program. Such a program would include the following:

   a. A plan for the protégé. For the program to be more successful, support from the superintendent and school district is critical.

   b. A process which is separate from administrative evaluation.

   c. Some activities structured to allow mentors and protégés to develop their own set of interactions over a significant amount of time, at least one year.

   d. Some structure which would include trust, mutual respect, and openness for the mentorship to flourish.
2. Care must be taken to protect the very limited discretionary time of a practicing administrator. With many early retirement plans for administrators throughout the United States, a mentorship using a retired administrator might be an excellent plan which would not impose more work on the practicing, experienced principal.

3. Aspirants to school administration are generally classroom teachers who have limited skills in dealing with school-wide or district-wide issues. Mentorships and "shadowing" can increase an aspirant's knowledge and skills. They will obtain a clearer picture of what constitutes being a school principal.

Recommendations for Further Research

1. Electronic mentoring networks were not explored in this study. The responsibilities of mentors as described by Daresh and Playko (1989) and found in this study would indicate that E-mail and Internet connections could provide mentoring functions. A comparison study on the effects of electronic mentoring and face-to-face mentoring should be conducted.

2. This study looked at the characteristics, roles, and benefits of mentoring for the protégé. Further investigation should include the benefits for the mentor and the impact on the school.

3. There is no magic formula or recipe to follow when matching mentors and protégés. Investigations need to be made seeking the most desirable characteristics for the pairing.

4. Additional research strategies should be employed to increase respondents' candor. It appeared that this study had much agreement in
the survey statements. Personal interviews might be used to supplement the questionnaire.

5. More research should be completed on mentorships that were unsuccessful and compared with findings of successful mentorships to see if there are additional variables that affect mentorships.

6. Alternative approaches to the professional preparation of principals should be compared to those with mentoring programs. Such alternatives would include seminars, retreats, informal networks, and internships.
APPENDIX A. SURVEY OF THE MENTORING FUNCTIONS OF THE NOVICE PRINCIPAL
mentoring

a doctoral study
by
Scarlett R. Rehrig
SURVEY OF THE MENTORING FUNCTIONS OF THE NOVICE PRINCIPAL

Before answering the survey you will need to be familiar with the following definitions:

MENTOR: A person who serves as a guide or sponsor. They look after, advise, protect, and take a special interest in the development of another person.

NOVICE PRINCIPAL: An elementary or secondary school principal in the first or second academic school year.

PROTEGE: Someone whose well being or career is enhanced by an influential person.

KEY BELIEFS OR CHARACTERISTICS ABOUT MENTORS

Read each of the following statements. Label each statement with the letter that reflects the level to which you agree or disagree.

A=Strongly Agree B=Agree C=Neutral D=Disagree E=Strongly Disagree

1. _____Mentors must model the principles of continuous learning and reflection.

2. _____Mentors should expect to see people go beyond their present levels of performance.

3. _____Mentors must exhibit awareness of the unique political and social realities of the school district in which they are employed.

4. _____Mentors must be willing to accept alternative ways of doing things.

5. _____Mentors must stimulate independence.

6. _____Mentors should be practicing experienced school administrators.
Dear Educator:

Research is being conducted on the topic of mentoring in educational administration. The enclosed survey represents a study conducted by Iowa State University in Ames and is designed to sample perceptions about mentoring for novice school principals.

We are particularly interested in your responses. Principals are being sampled from membership in educational administration institutions and local school districts.

Please take the 20 minutes needed to complete the survey. Return it in the enclosed, pre-stamped envelope by February 1, 1995.

All collected data will be coded and remain strictly confidential. At no time will a respondent be identified. Data will be used for a dissertation study and combined and reported with replies of the other respondents.

The completion and return of the survey acknowledges your willingness to participate voluntarily and anonymously. All surveys will be destroyed after analysis.

Your participation in this study will give direction to the need for mentoring programs for novice principals in their administrative preparation program. If you have questions please contact:

Scarlett R. Rehrig
PSC #76
Box 8282
APO AP 06319-8282

Thank you for your consideration and time expended in completing this very important survey. The survey should be returned to Scarlett R. Rehrig in the stamped self-addressed envelope.

Sincerely,

Richard P Manatt
Professor, Researcher

Iowa State University
7. ____ Mentors should be successful administrators, not necessarily experienced.

8. ____ Mentors must demonstrate effective leadership qualities.

9. ____ Traditional mentor. This is usually an older boss or retired principal. They play a supportive, nurturing role for fairly long periods of time.

10. ____ Supportive boss. It is a role that can be played by a boss or anyone else who serves in a direct supervisory position over the protege, such as a principal, central office director.

11. ____ Organizational sponsor. The person who has reached the top of the echelon of management. From that position of power, he or she has a major say in determining a promotion to higher ranks.

12. ____ Professional career mentor. This person is hired to improve others' careers.

13. ____ Patron. This individual uses their money or other material resources to launch careers.

14. ____ Invisible godparent. This person directly helps a person reach his or her career goals without the protege knowing it.

TYPES OF MENTORS

There are at least six categories of people who serve as mentors. Read each of the following statements. Label each statement with the letter that reflects the level to which you agree or disagree.

A=Strongly Agree  B=Agree  C=Neutral  D=Disagree
E=Strongly Disagree
15. Rank in priority order with one being most important and six being least important.

☐ Traditional
☐ Supportive
☐ Organizational
☐ Professional career
☐ Patrons
☐ Invisible godparent

16. What type of mentor most closely only describes your mentor? Check one. (If you do not have a mentor, please leave blank)

☐ Traditional
☐ Supportive
☐ Organizational
☐ Professional career
☐ Patrons
☐ Invisible godparent

**ROLES OF MENTORS**

Read each of the following statements. Label each statement with the letter that reflects the level to which you agree or disagree.

A=Strongly Agree B=Agree C=Neutral D=Disagree E=Strongly Disagree

17. Because the mentor's information is based on knowledge, competence, and experience, during a brief time frame, the protege benefits from a lifetime of experience in educational leadership.

18. The mentor is involved in formal and informal evaluation of the protege throughout the mentorship. A written evaluation becomes part of the protege's records.

19. The mentor serves as a role model and demonstrates the skills required for good job performance and allows the protege to practice those skills in a nonthreatening setting while providing feedback.
20. The mentor opens lines of communication through which the protege's concerns, problems, and questions can be discussed honestly and effectively without destructive criticism.

21. The mentor provides emotional support in stressful times, giving empathetic understanding and helpful concern to the protege.

22. The mentor orients the intern to the unwritten rules, norms, and mores of educational administration. The mentor keeps the protege from breaking the informal rules that govern the politics of education in the district.

23. The mentor serves as a person the protege can emulate. The mentor's attributes and behaviors become a pattern for the protege to follow consciously or unconsciously in developing his or her personal and professional style.

24. The mentor provides the encouragement and impetus for the protege to take action to improve or achieve goals. The mentor understands the protege well enough to know whether praise or confrontation is necessary to motivate the protege to action.

25. The mentor serves as a buffer for the protege by providing a safe environment where the protege can make mistakes without danger and without losing self-confidence. The mentor alerts the intern to the hazards inherent to the position.

26. The mentor assists the protege in learning the skills and tasks of school administration and instructional leadership. The mentor assigns tasks of increasing difficulty or complexity, providing constructive feedback, and encouraging the protege's efforts.

27. The mentor promotes and advances the protege's career by professional influence.

28. The mentor provides feedback and analyzes of the protege's performance.

29. The mentor instructs the protege in specific skills and knowledge necessary for successful job performance.

30. The mentor assesses, modifies, and finally endorses the intern's performance, goals, and aspirations.
31. From the descriptors above what one role most closely describes the type of mentor you would like to see at this point in your career.

Check only one.

☐ 17
☐ 18
☐ 19
☐ 20
☐ 21
☐ 22
☐ 23
☐ 24
☐ 25
☐ 26
☐ 27
☐ 28
☐ 29
☐ 30

BENEFITS OF BEING MENTORED

Read each of the following statements. Label each statement with the letter that reflects the level to which you agree or disagree.

If you do not have a mentor, leave numbers 32 through 36 blank. Use the following scale:

A=Strongly Agree B=Agree C=Neutral D=Disagree E=Strongly Disagree

32. _____My mentor helped me to develop confidence and competence.

33. _____My mentor helped me to blend theory with practice.

34. _____My mentor helped me to improve my communication skills.

35. _____My mentor helped me to learn the "Tricks of the Trade".

36. _____My mentor helped me to build a collegial network.
OPEN ENDED QUESTION

Please respond with a short answer.

37. What do you consider to be the most important benefit from the pairing of a mentor and a novice principal?

PERSONAL DATA INFORMATION

38. Your gender: male____ female____

39. Your age (circle one)
   25-30  31-36  37-42
   43-48  49-54  55-60

40. If you have had a mentor during your administration as a principal, please answer the following:

   gender of mentor:
   male____ female____

   estimated age of your mentor (circle one):
   25-30  31-36  37-42
   42-48  49-54  55-60

41. Length of time employed in:
   education____
   in your current district____

42. In education, have you been:
   a teacher_____ how long____
   a counselor_____ how long____
   an assistant principal____ how long____
APPENDIX B. JUDGMENT PANEL LETTER AND PARTICIPANTS
Dear:

Currently I am serving as a school principal with the Department of Defense, Overseas School in Misawa, Japan; and am in the process of finishing my doctoral work in Educational Administration at Iowa State University in Ames, Iowa. My dissertation topic is "Elements of Mentoring the Novice Principal."

Enclosed you will find a questionnaire that has been built upon the existing literature. Please be willing to take a few minutes and critique my questionnaire.

You will note that five areas of mentoring are addressed:

1. Key beliefs or characteristics of mentors
2. Types of mentors
3. Role and functions of mentors
4. Relationship pairing of mentors
5. Benefits of having been mentored

When finished, place the questionnaire in the self-stamped envelope and mail it back to me.

Your assistance is appreciated.

Sincerely,

Scarlett R. Rehrig
PSC# 76
Box 8282
APO AP 96319-8282
<table>
<thead>
<tr>
<th>NAME</th>
<th>LOCATION</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jerald Bloom</td>
<td>DODDS, Okinawa</td>
<td>Director</td>
</tr>
<tr>
<td>Richard Denda</td>
<td>DODDS, Hanau, Germany</td>
<td>Educator</td>
</tr>
<tr>
<td>Fred Evans</td>
<td>DODDS, Bonn, Germany</td>
<td>Educator</td>
</tr>
<tr>
<td>Jeanne Geddes-Key</td>
<td>DODDS, Misawa, Japan</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Curly Johnson</td>
<td>Irvine, California</td>
<td>Consultant</td>
</tr>
<tr>
<td>Sam Menneti</td>
<td>DODDS, Zama, Japan</td>
<td>Principal</td>
</tr>
<tr>
<td>John Niska</td>
<td>Overland Park, Kansas</td>
<td>Principal</td>
</tr>
<tr>
<td>Rosemary Noel</td>
<td>Bronaugh, Mo.</td>
<td>Principal</td>
</tr>
<tr>
<td>Nancy Noonan</td>
<td>DODDS, Nurnberg, Germany</td>
<td>Educator</td>
</tr>
<tr>
<td>Ann Tracy</td>
<td>DODDS, Wiesbaden, Germany</td>
<td>Educator</td>
</tr>
</tbody>
</table>
APPENDIX C. LETTER TO PARTICIPANTS, NAESP, AND STATE AGENCIES
EXPLAINING METHODS AND PROCEDURES
August 1, 1994

National Association of Elementary School Principals
Dr. Samuel G. Sava, Executive Director
1615 Duke Street
Alexandria, Va. 22314-3483

Dear Dr. Sava:

Research is being conducted on the topic of mentoring in educational administration. The purpose of the study is to explore the relationship of administrative mentoring for the beginning school principal. A further purpose is to look at the education administration preparation programs and see if a field-based mentorship experience should be included along with theory in preparing successful educational leaders.

The enclosed survey represents a study conducted by Iowa States University in Ames and is designed to sample perceptions about mentoring for the novice school principals. Principals are being sampled from educational administration institutions and local school districts.

All collected data will be coded and remain strictly confidential. At no time will a respondent be identified. Data will be used for a dissertation study and combined and reported with replies of the other respondents.

Your assistance is requested in providing a directory of names and addresses of members in NAESP, for the purpose of locating and surveying the novice principal. If you have any questions, please contact:

Scarlett R. Rehrig
PSC #76
Box 8282
APO AP 96319-8282
fax: 011-81-176-53-5181-226-3524 (Misawa Air Base, Japan)

Thank you for your consideration.

Sincerely,

Richard P. Manatt
Professor, Iowa State University

Sincerely,

Scarlett R. Rehrig
Researcher
August 1, 1994

Dear......,

Research is being conducted on the topic of mentoring in educational administration. The purpose of the study is to explore the relationship of administrative mentoring for the beginning school principal. A further purpose is to look at the education administration preparation programs and see if a field-based mentorship experience should be included along with theory in preparing successful educational leaders.

The enclosed survey represents a study conducted by Iowa State University at Ames and is designed to sample perceptions about mentoring for the novice school principals. Principals are being sampled from educational administration institutions and local school districts.

All collected data will be coded and remain strictly confidential. At no time will a respondent be identified. Data will be used for a dissertation study and combined and reported with replies of the other respondents.

Your assistance is requested in providing a directory of names and addresses of recent (inducted within the last five years) public school principals in your state. If you have any questions, please contact:

Scarlett R. Rehrig
PSC #76
Box 8282
APO AP 96319-8282
fax: 011-81-176-53-5181-226-3524 (Misawa Air Base, Japan)

As a courtesy to your state a copy of the findings will be forwarded when the study is completed.

Thank you for your consideration.

Sincerely,

Richard P. Manatt
Professor, Iowa State University

Sincerely,

Scarlett R. Rehrig
Researcher
Dr. Jamie Ferrare  
Associate Director of Iowa School Administrators  
Regency West 5th  
Suite 140  
4500 Westown Parkway, Box 65578  
West DesMoines, Iowa 50265-0578

Dr. Al Ramirez  
Director of Education  
Grimes State Office Building  
East 14th and Grand Streets  
Des Moines, Iowa  50319-0146

Dr. Robert Etheridge  
Superintendent of Public Instruction  
State Department of Public Instruction  
Education Building, Room 318  
Edenton & Salisbury Streets  
Raleigh, North Carolina 27603-1712

Dr. Charlie G. Williams  
Superintendent of Education  
State Department of Education  
1006 Rutledge Building  
1429 Senate Street  
Columbia, South Carolina 29201

Dr. Verne A. Duncan  
Superintendent of Public Instruction  
State Department of Education  
700 Pringle Parkway, S.E.  
Salem, Oregon 97310

Dr. Eve M. Either  
Commissioner of Education  
Department of Educational and Cultural Services  
State House, Station #23  
Augusta, Maine 04333
Dear Educator:

Research is being conducted on the topic of mentoring in educational administration. The enclosed survey represents a study conducted by Iowa State University in Ames and is designed to sample perceptions about mentoring for novice school principals.

We are particularly interested in your responses. Principals are being sampled from membership of educational administration institutions and local school districts. Please take 20 minutes to complete the survey. Return it in the enclosed, pre-stamped envelope by September 30, 1994.

All collected data will be coded and remain strictly confidential. At no time will a respondent be identified. Data will be used for a dissertation study and combined and reported with replies of the other respondents.

The completion and return of the survey acknowledges your willingness to participate voluntarily and anonymously. All surveys will be destroyed after analysis.

Your participation in this study will give direction to the need for mentoring programs for novice principals and in their administrative preparation program. If you have questions please contact:

Scarlett R. Rehrig
PSC # 76
Box 8282
APO AP 96319-8282

Thank you for your consideration and time expended in completing this very important survey. The survey should be returned to Scarlett R. Rehrig in the stamped self-addressed envelope.

Sincerely,

Richard P. Manatt
Professor, Iowa State University

Sincerely,

Scarlett R. Rehrig
Researcher
December 29, 1994

Dear Educator,

Here I am in northern Japan, having just gone through a serious earthquake. Also I am wrestling with the fact that come January 1 there is an increase in the U.S. Mail system.

I come to you with a special request. I am looking for an elementary or middle school principal who would be willing to fill out the enclosed survey and mail it back to me by the end of January.

I am the coordinating principal for three schools in northern Japan (with an American population). I am also finishing my doctorate at Iowa State University and I am doing my research in Mentoring.

I have selected North Carolina as one of my target states. I was given your name, knowing that you may not be a practicing principal now, but that you are in contact with principals that have recently entered the field.

Please fill out or pass along my survey to a principal that you know might be interested in my research. I will in turn send you my findings after I have compiled my data. Should you want more surveys I would be overjoyed. My address is below.

Thank you and Happy New Year,

Scarlett R. Rehng
PSC #76
Box 8282
APO AP 96319-8282

Fax: 011-81-3117-62-5071
Internet REHRIGSR@EMH.MISAWA.AF.MIL
December 29, 1994

Dear Educator,

Here I am in northern Japan, having just gone through a serious earthquake. Also I am wrestling with the fact that come January 1 there is an increase in the U.S. Mail system.

I come to you with a special request. I am looking for an elementary or middle school principal who would be willing to fill out the enclosed survey and mail it back to me by the end of January.

I am the coordinating principal for three schools in northern Japan (with an American population). I am also finishing my doctorate at Iowa State University and I am doing my research in Mentoring.

I have selected Maine as one of my target states.

I request that you take a few moments and fill out my survey. I will in turn send you my findings after I have compiled my data. Should you want more surveys I would be overjoyed. My address is below.

Thank you and Happy New Year,

Scarlett R. Rehlig
PSC #76
Box 8282
APO AP 96319-8282

Fax: 011-81-3117-62-5071
Internet REHRIGSR@EMH.MISAWA.AF.MIL
APPENDIX D. IOWA STATE UNIVERSITY
HUMAN SUBJECTS RELEASE FORM
Checklist for Attachments and Time Schedule

The following are attached (please check):

12. □ Letter or written statement to subjects indicating clearly:
   a) purpose of the research
   b) use of any identifier codes (names, #’s), how they will be used, and when they will be removed (see Item 17)
   c) an estimate of time needed for participation in the research and the place
   d) if applicable, location of the research activity
   e) how you will ensure confidentiality
   f) in a longitudinal study, note when and how you will contact subjects later
   g) participation is voluntary; nonparticipation will not affect evaluations of the subject

13. □ Consent form (if applicable)

14. □ Letter of approval for research from cooperating organizations or institutions (if applicable)

15. □ Data-gathering instruments

16. Anticipated dates for contact with subjects:

<table>
<thead>
<tr>
<th>First Contact</th>
<th>Last Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 10, 1993</td>
<td>Feb. 10, 1994</td>
</tr>
</tbody>
</table>

17. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased:

May 10, 1994

18. Signature of Departmental Executive Officer Date Department or Administrative Unit

19. Decision of the University Human Subjects Review Committee:

Project Approved □ Project Not Approved □ No Action Required

Patricia M. Keith Date Signature of Committee Chairperson

Name of Committee Chairperson

GC:1/90
APPENDIX E. SURVEY TABLE
Table E.1. T-test analysis for significance of differences in means by gender: male and female

<table>
<thead>
<tr>
<th>Item</th>
<th>Male</th>
<th>Female</th>
<th>Two-tail prob.</th>
</tr>
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<tbody>
<tr>
<td>N</td>
<td>Mean</td>
<td>S.D.</td>
<td>N</td>
</tr>
<tr>
<td>1. Model continuous learning</td>
<td>84</td>
<td>4.7</td>
<td>.456</td>
</tr>
<tr>
<td>2. Expectations of performance</td>
<td>84</td>
<td>4.5</td>
<td>.647</td>
</tr>
<tr>
<td>3. Aware of political and social realities</td>
<td>84</td>
<td>4.5</td>
<td>.524</td>
</tr>
<tr>
<td>4. Accept alternate ways</td>
<td>84</td>
<td>4.5</td>
<td>.630</td>
</tr>
<tr>
<td>5. Stimulate independence</td>
<td>84</td>
<td>4.5</td>
<td>.591</td>
</tr>
<tr>
<td>6. Practicing, experienced administrators</td>
<td>84</td>
<td>4.3</td>
<td>.974</td>
</tr>
<tr>
<td>7. Successful administrators</td>
<td>83</td>
<td>3.7</td>
<td>1.240</td>
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<tr>
<td>8. Demonstrate effective leadership</td>
<td>83</td>
<td>4.8</td>
<td>.377</td>
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<tr>
<td>9. Traditional mentor</td>
<td>82</td>
<td>3.6</td>
<td>.882</td>
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<tr>
<td>10. Supportive boss</td>
<td>82</td>
<td>4.0</td>
<td>.635</td>
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<td>11. Organizational sponsor</td>
<td>82</td>
<td>3.4</td>
<td>.946</td>
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<td>12. Professional career</td>
<td>82</td>
<td>3.5</td>
<td>.942</td>
</tr>
<tr>
<td>13. Patron</td>
<td>82</td>
<td>3.0</td>
<td>.909</td>
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<td>14. Invisible godparent</td>
<td>82</td>
<td>3.0</td>
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<tr>
<td>15 and 16. Rank questions</td>
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<td></td>
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<tr>
<td>17. Protégé’s benefit from lifetime experience</td>
<td>84</td>
<td>4.2</td>
<td>.690</td>
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<tr>
<td>18. Formal/informal evaluation</td>
<td>84</td>
<td>3.5</td>
<td>1.233</td>
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</tbody>
</table>

*When the F is significant, a separate t-test was used.

**Significant t-test means are significantly different.

*Significant at p<.05.

**Significant at p<.01.
Table E.1. Continued

<table>
<thead>
<tr>
<th>Item</th>
<th>Male</th>
<th>Female</th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tr>
<td>N</td>
<td>Mean</td>
<td>S.D.</td>
<td>N</td>
<td>Mean</td>
<td>S.D.</td>
<td>F</td>
<td>F prob.</td>
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<td>19. Role model and practice</td>
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<td>4.6 .496</td>
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<td>20. Open lines of communication</td>
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<td>4.7 .442</td>
<td>71</td>
<td>4.8</td>
<td>.406</td>
<td>8.581</td>
<td>.004**</td>
<td>-1.58</td>
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<tr>
<td>21. Emotional support</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>22. Informal/unwritten rules</td>
<td>83</td>
<td>4.3 .711</td>
<td>71</td>
<td>4.2</td>
<td>.811</td>
<td>8.10</td>
<td>.370</td>
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<tr>
<td>23. Mentor attributes and behavior</td>
<td>83</td>
<td>4.0 .839</td>
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<td>4.2</td>
<td>.806</td>
<td>5.57</td>
<td>.457</td>
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<tr>
<td>24. Encouragement and impetus for action</td>
<td>83</td>
<td>4.3 .741</td>
<td>70</td>
<td>4.4</td>
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<td>.038</td>
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<tr>
<td>25. Mentor as a buffer</td>
<td>84</td>
<td>4.1 .724</td>
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<td>4.2</td>
<td>.867</td>
<td>4.643</td>
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<td>26. Assists in learning skills and tasks</td>
<td>84</td>
<td>4.4 .810</td>
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<td>4.3</td>
<td>.765</td>
<td>.283</td>
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<td>27. Mentor advances protégé through influence</td>
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<td>28. Feedback and analysis to protégé</td>
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<td>3.3 1.088</td>
<td>69</td>
<td>3.3</td>
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<td>29. Specific skills and knowledge</td>
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<td>30. Assessment, modification, endorsement</td>
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<td>31. (Ranking mentor)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Develop confidence/competence</td>
<td>48</td>
<td>4.2  .812</td>
<td>48</td>
<td>4.4</td>
<td>.850</td>
<td>.210</td>
<td>.648</td>
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<tr>
<td>33. Blend theory and practice</td>
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<td>3.9  1.031</td>
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<td>4.2</td>
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<td>.234</td>
<td>.630</td>
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<td>34. Improve communication skills</td>
<td>49</td>
<td>3.5  1.135</td>
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<td>3.5</td>
<td>1.270</td>
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<td>.321</td>
<td>.12</td>
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<tr>
<td>35. Learn tricks of trade</td>
<td>49</td>
<td>3.9  1.057</td>
<td>48</td>
<td>3.9</td>
<td>.978</td>
<td>1.232</td>
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<td>-.29</td>
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<tr>
<td>36. Build a collegial network</td>
<td>47</td>
<td>3.7  .877</td>
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<td>3.5</td>
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<td>3.552</td>
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</tr>
</tbody>
</table>
APPENDIX F. RESPONSES TO OPEN-ENDED QUESTION
Responses to Open-ended Question

Item 37: "What do you consider to be the most important benefit from the pairing of a mentor and a novice principal?"

North Carolina:

The most important benefit in pairing a mentor and a novice principal is that the novice principal will receive the support and professional expertise of someone who has worked in a similar capacity.

A novice principal needs an experienced administrator whom they can bounce ideas off of, ask questions, check timelines, get advice, etc. in a non-evaluatory relationship.

Sounding board for feedback or ideas, solutions to problems.

The most important benefit one receives from a mentor is understanding. Good mentors help people to develop to their fullest potential.

A support system.

Advice—help in difficult situations—help to anticipate problems ahead.

Support in a non-threatening environment.

Experience.

A novice principal usually possesses all the latest "knowledge" theory and philosophy about education, sometimes being overly idealistic. For example, as assistant principal of the high school, I was going to focus on curriculum. A mentor helps one become more practical.

An opportunity to grow professionally in a non-threatening and supportive environment.

Allowing that person to have someone to ask questions and to guide that person when they don’t know what to do. Save from some pitfalls.

The support and leadership provided to help the protégé gain experience and insight.

I have grown as a principal because my mentor is a successful principal and he has tutored me in a non-threatening manner.

Advice without evaluation. A supporter, to respond when asked—a neutral person that is not viewed as an observer/evaluator.

A good mentor provides the support a new administrator needs.
A mentor should provide specific feedback regarding strengths and weaknesses. Mentor should be available to answer questions (legal, etc.) which arise during the first year.

Direction/guidance
communication
support
Assists in putting theory into practice.

The mentor must serve as a sounding board for the novice principal. Mentors must be willing to give of their time to meet the needs of the protégé.

Provides support and guidance from an experienced, successful, caring and competent mentor.

Providing the novice principal with someone to discuss concerns, decisions and plans. Also a sounding board to bounce ideas, critique plans and warn you of pitfalls.

The benefit of the mentor's experience—the novice principal doesn't waste time and effort developing and learning procedures that may prove inefficient or ineffective.

Having a mentor enables the novice principal to have somewhere to turn at all times. It's like a safety net—if the mentor-principal relationship is done correctly.

To learn "the ropes"—a mentor can be someone the principal can call with questions when having to call the district office.

Collaboration to address issues which have no answers in a text or written form.

To have someone to consult with in dealing with the stresses of the operation and challenges of the school.

The open communication to enhance or reflect on situations, issues on governance as they affect the school environment.

The best mentoring is that which guides each novice through their own professional growth goals.

A protégé or novice principal can learn more effectively by seeing and doing under direct supervision.

The novice principal needs to know the appropriate "channels" to follow to get things done. The novice also needs someone to "run things by" to affirm or amend.

The "professional" friend who is the one person the novice can deal with openly and honestly with constructive, non-judgmental feedback.
Pairing of a mentor and novice principal is a necessity for success. This pairing allows a novice principal the opportunity to work with a principal that has demonstrated success. This relationship should provide the novice principal an opportunity to discuss problems, new techniques and methods, effective leadership, etc. in a non-threatening environment. It also allows the mentor an opportunity to model "effective" leadership. Leadership, not management.

It helps the inexperienced principal to gain the confidence needed to perform the job in a better manner.

It gives the novice a non-threatening means of growth.

It gives the novice someone to talk with when a problem arises during a difficult situation.

The benefit is that the novice has someone to turn to for answers that can be depended on as being correct. The mentor acts as a sounding board on ideas.

Emotional support when encountering difficult situations.

They must trust each other to be open and honest and to not divulge a confidence.

The mentee gets the benefit of an experienced professional's advice and support. The mentor is able to nurture and guide another person. Together the two persons can grow from each other's knowledge.

The availability of a non-threatening sounding board.

The most important benefit is having someone who can tell you the "political" and "bureaucratic" rules and regulations that are expected but not told.

A person to discuss problems and possible solutions with.

Someone to bounce ideas and concerns off of.

Having someone with experience to discuss problems and ideas.

Open lines of communication.

Support and experience.

The training in the overall operation of the school.

Provide support and guidance for the novice that will lead to success.

Having a contact person, rather than having to call the assistant superintendent, financial offices, etc. I can call him and usually get necessary information.
NAESP Membership:

The most important benefit revolves around the quality of support that the mentor displays. The term “support” takes on a comprehensive meaning as it interacts with the many facets of the mentor’s role.

Knowing you have someone you can go to with questions, no matter how silly or how important.

Professional improvement.

The secret of mentoring is to develop trust between the mentor and the protégé. Without trust, like any other program it will not be successful.

Communication with the novice duties and procedures.

Sounding board.

To learn the mores of the district and establishing priorities.

A mentor can serve as an example to learn good school administration from.

Networking. Pulling me into a new circle of people.

Learning on the job skills related to specific tasks of communicating, resolving conflict and organizing a more global view of learning has helped.

Provides new principal with someone to go to for immediate assistance as well as someone to visit with informally about the role of the principal.

Maine:

A confidential relationship with a person who thinks you “walk on water.”

Being able to learn the norms and mores of the educational administration of the school you are assigned to.

Honest feedback. Someone who knows your style and can help you arrive at good judgment decisions—not tell you what to do.

Support and empathy.

Guidance in education and some decision making.

Benefitting from a lifetime of experience in educational leadership.
Leadership is most important. Whoever is in charge must be a true leader and in control. One must be willing to listen, but the final decision must be made by the leader.

Learning skills by which the best education provided can be given to students.

The most important benefit is that the novice principal can provide the most recent strengths and weaknesses involved in being a young administrator.

The mentor must be experienced at the same job as the novice principal.

A mentor can provide needed support, guidance, and direction as the novice principal attempts to fulfill the mammoth task of overseeing and managing the whole school environment.

Being able to share problems and concerns with an experienced principal.

Personal and professional growth.

Sharing of concerns—prevents isolation—shares expertise.

Support is the most important benefit.

The ability to interact with a colleague in a non-evaluative situation.

Learn to handle stressful situations. Learn shortcuts to problem solving. Learn how to effectively deal with people.

Giving support to the novice principal.

Learning in a real environment from an expert.

The help, practical advice, and support from one who is experienced in administration.

Someone that is genuinely interested in the person. Talks, conferences, evaluates, gives constructive criticism. Leads by example.

A mentor provides an experienced colleague for a new administrator. Many administrators do not have peers who are accessible.

The development of both personal and professional relationships with a person who understands and relates to the complex world of the professional educator.

The sharing of experience and wisdom learned and received by it.

A professional relationship of trust and support as well as unbiased guidance and coaching by the mentor.
The step from the classroom to building administrator is difficult. Suddenly you feel alone, burdened with responsibility. Often your friends are still classroom teachers and cannot provide the support and perspective you need. Experience is the best teacher and if you can learn from someone else’s experiences, that is the best of all situations.

Hearing from someone who has already been there and “lived” the experience.

Mentor’s administrative and communication abilities and leadership skills coupled with ability to develop a humanistic approach with mentor.

Sounding board and motivator.

Support.

Mentor serves as motivational leader who models leadership styles for the protégé.

Surviving the “good old boy network” as a female.

Someone you can talk to in confidence. You cannot talk to teachers about other teachers. An opportunity to grow professionally.

The chance to realize that we are not islands, that our days and crises are similar. The realization helps to keep us sane.

Mentors can provide a reality check as to the demands of the principalship. She can assist with attainment of goals and objectives.

Legitimate risk is reduced for the protégé as a result of advice, modeling, warnings, etc. from the mentor. The intermediate step that the mentor provides between the initiation of an idea or question and action is invaluable in confirming intended actions or not.

Education today is fraught with uncertainty and ambivalence. A novice principal can benefit from the wisdom, experience and support of a mentor as we push ourselves to reworking the notion of schools and schooling.

The experienced mentor can describe the reality of the job vs. the research and theory approach.

It provides that nuts and bolts training in how things work here that an administrative degree doesn’t provide.

A non-threatening environment where the novice can receive support and reflect on experience is provided.

Providing a meaningful connection to the theory and reality of school administration.
A chance to talk and ask questions in a non-threatening environment.

Having a mentor is someone with a background that is similar to the situation the novice principal is in and has time to visit on site to get a feel for what is happening in the novice’s school.

The understanding of unwritten laws, rules, mores that affect the practicing administrator and how to successfully identify those held most strongly in the community on services.

Experience/organizational and time management. Exposure to continuous problem solving. Importance of being able to “think on your feet.”

Continued reflection.

If paired with the right person it allows the mentee to observe and interact with a more experienced person. That relationship can provide appropriate modeling combined with an opportunity to share ideas and thoughts.

A mentor can provide a novice with “guided practice”—an opportunity to apply skills and theory with the encouragement and expertise to guaranteed success.

Learn the “tricks of the trade.”

The novice can get help from his mentor in the form of positive or negative feedback about his ideas, actions and job performance.

Someone available for support when the going gets tough and someone to help answer questions—"unconditional support" to encourage risk taking.

The novice principal then has ready access to someone for advice, an "open ear," thoughts, encouragement and a listener as the novice talks through strategies for dealing with the critical issues.

It provides support and guidance which is not tied to the evaluation process. It is a way for people to “let down their hair” and ask for help when they need it.

Insights gained.

During the first two years of the principalship one is faced with situations never before encountered. The most important benefit achieved through the pairing of a mentor and a novice principal is the opportunity to share situations, feelings, etc. and to receive feedback upon which the principal can make better decisions.

Mentor must be optimistic and bring a sense of humor.

How to work through “real-life” educational problems. To understand the complexities and politics involved.
Lonely at the top. Principal needs someone to talk to.

The opportunity to have a coaching relationship so that a novice doesn’t feel isolated.

The support of open questioning and discussion. The time to give feedback that is solicited and valued by the novice.

Support, empathy, and professional guidance.

Knowing what obstacles you are facing and plan accordingly. This would help in preventing possible crisis situations.

Questions and answers, specific to situations not previously encountered can be addressed between mentor and protégé. "Not feeling alone" during the first 1-2 years is very important in developing successful strategies in becoming an effective principal.

The match between strengths of mentor and needs of novice. Also, the match between teaching and learning styles.

The most important benefit of being mentored is there is a more experienced, therefore better balanced, perspective of needs, growth and successes when two people look at the same situation.

An experienced educator can often put conflict situations into perspective. That ability to prioritize and devote the necessary time, research, and energy into projects comes with experience. New administrators often focus a lot of wasted resources on minor events—a mentor really aids in that type of helping with decision making.

Feedback, collaboration. Moving from the classroom to an administration position can be very isolating. A mentor could provide much needed information, support, a sounding board.

The novice has a chance to learn the unwritten rules, the culture of the principalship. They can use the mentor as a lens through which he/she can view particular problem.

Modeling, sharing of values, beliefs involving intern in real situations.

Feedback.

Personalized professional support.

Availability for the intern to observe actual leadership and compare these observations to theory.

Helps the novice to step back off the treadmill of daily school life, and focus on the big picture.

Personal and professional support.
Greatest difficulty is attempting to mandate or institutionalize the concept of the mentorship.

The chance to learn the how-to of administration life and practices.

The benefits of a crash course in practical administration in a hands-on atmosphere, coupled with a non-threatening cohort to rely upon for support and answers.

The opportunity to build a mutually supportive network which can last far beyond the mentor/protégé relationship.

A mentor can provide the novice principal with effective strategies for administrating that are not taught in graduate courses. Much is not taught because many problems are situational and not predictable. Graduate courses don’t teach you to be a great listener, quick on your feet, etc. These are learned from being on the job and having a mentor.

Guidance and nurturing to stretch competency levels and professional growth—to assist with balance.
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