

2010

The Influence of Training and Gender in Mentoring on Novice School Administrators

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THE INFLUENCE OF TRAINING AND GENDER IN MENTORING ON NOVICE
SCHOOL ADMINISTRATORS

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Submitted in partial fulfillment of requirements for degree

DOCTOR OF PHILOSOPHY IN URBAN EDUCATION IN ADMINISTRATION

at the

CLEVELAND STATE UNIVERSITY

November 8, 2010

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DEDICATION

This work is dedicated to my parents, John and Susan Salter who have always been there for me in both good times and bad times. I thank you both for the love and guidance you have always given to me and for the strong woman you raised me to be. I love you both very much.

ACKNOWLEDGEMENTS

I would like to express my love, gratitude, and appreciation to the following people who supported me and helped me complete this work:

My husband Tim

My children Holly Swabb, Richard Blevins, and Holly Benetto

My grandmother Millie, who has believed in me since the day I was born.

My wonderful friends and co-workers:

Jackie Jessie

Michael Basinski

Jude Mericle

Dr. Gordon Dupree

From Cleveland State University:

Dr. Frederick Hampton. Your guidance is the reason I finished this long journey.

Thank you.

Wanda Pruett-Butler

The other members of my dissertation committee:

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**THE INFLUENCE OF TRAINING AND GENDER IN MENTORING ON NOVICE
SCHOOL ADMINISTRATORS**

KIMBERLY S. BENETTO

ABSTRACT

The role of the principal, as an instructional leader is one of the most important roles in education today. The demands of high accountability that are placed on school principals have caused legislators and educational reformers to require more rigorous training for school leaders. Many states now have mandated state mentoring programs for entry year principals.

The purpose of this study was to examine and describe the roles and relationships between mentors and their mentees in the training and professional development of school administrators.

This research was important because mentoring programs are not standardized and until recently, the majority of principals in the United States have been while males. This research contains the perspectives of 4 novice administrators who all had a mentor in the development of their becoming a school administrator and 4 mentors who played the role of helping to develop the mentees.

The methodology was based on the descriptive, lived experience of qualitative research, using the phenomenological model (Creswell, 1998). The results of this study contribute to the research that has been conducted on novice administrators, their training and gender significance of their mentors.

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CHAPTER I

INTRODUCTION

Experience is, for me, the highest authority. The touchstone of validity is my own experience. No other person's ideas, and none of my own ideas, are as authoritative as my experience. It is to experience that I must return again and again, to discover a closer approximation to truth as it is in the process of becoming in me. Neither the Bible nor the prophets -- neither Freud nor research -- neither the revelations of God nor man -- can take precedence over my own direct experience. My experience is not authoritative because it is infallible. It is the basis of authority because it can always be checked in new primary ways. In this way its frequent error or fallibility is always open to correction.

- Carl Rogers, 1961

The ultimate measure of the success or failure of a school lies within its leadership, the principal. The classic phrase “the buck stops here” is a good summary of the responsibilities that the modern day principal must contend with on a daily basis. The job of the principal has become more difficult, with the expectations of the job more ambitious. According to research conducted by the Educational Research Service, National Association of Elementary School Principals and the National Association of Secondary School Principals, the role of the principal has been identified as one of the most important roles in education today (2000). In knowing this information, states and school districts

have been working together to create mentoring programs to better prepare new principals.

The research available on mentoring clearly supports a need for this effective job training, internship or sometimes stated apprenticeship (Educational Research Service, 2000). In 1978, Levinson et al., conducted one of the first studies on mentoring and defined it as:

One of the most complex, and developmentally important [relationships], a man can have in early adulthood. The mentor is ordinarily several years older, a person of greater experience and seniority in the world the young man is entering... Mentoring is defined not in terms of formal roles but in terms of the character of the relationship and the function it serves... [The mentor] may act as a *teacher* to enhance the young man's skills and intellectual development. Serving as a *sponsor*, or 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 time of stress. (p. 97)

As mentioned above, in 1978, Levinson et al. conducted one of the first studies on mentoring and the importance of it. Over twenty years later, we are only recently implementing mentoring for the leadership of our educational institutions. In the report “Getting Principal Mentoring Right: Lessons from the Field”, existing research, along with interviews with leading experts and site visits to school districts in New York City and Jefferson County Kentucky identifies the need for good mentoring for school administrators. New York and Kentucky have made on the job coaching and training a core component in their efforts to better prepare school leaders for the demands that modern day principalships place on school administrators (Olson, 2007).

Need for the Study

Currently much of the research conducted on mentoring programs has focused on the need and implementation of mentoring programs. There has been little research on the structure of the program and the effect gender may influence relationship outcomes. The researcher would like to focus on the relationship formed by the mentor and mentee and the dynamics that occur within that relationship.

Purpose of Study

The purpose of this study was to examine and describe the roles and relationships between mentors and their mentees in the development of school administrators. This study focused specifically on mentee administrators. The

primary focus of this study was to identify the type of mentoring program in which the mentee participated, and to examine the influence gender dynamics had in the mentor/mentee relationship. This research was important because mentoring programs are not standardized. The programs are notably different from state to state, but they can differ from school district to school district.

In 2001, the Clinton administration was a trailblazer in recognizing a need for better training for school principals and proposed allocating \$40 million dollars toward its School Leadership Initiative, a plan to establish regional training centers for principals (Furger, 2008). Following this initiative, programs began emerging to help principals develop strong educational and leadership skills. Mentoring programs exist in 32 states in the United States, and all of those programs were put in place by legislative policies that support mentoring programs for new administrators (Alsbury & Hackman, 2006). Ohio has an entry year program, as does Illinois, Georgia, Texas, and 28 other states. Although the need for these programs is being addressed, the programs still vary from state to state. Each state establishes its own licensing, certification and re-certification requirements. Some programs are formal and the novice administrator will be assigned a mentor, while other programs are informal and the novice administrator will pair up with someone in their district (NIEGFPM, 1999).

The impact of the dynamics of gender needed to be closely examined because males and females are socialized different in society (Eagly & Carli, 2007). The differences in how males and females are socialized lead females to

carry traits that place greater emphasis on interpersonal satisfaction and integration in job performance and in social settings. Men, on the other hand, place greater value on individual achievement and are focused more on their rank in the organization and ranking behaviors that will help them move up in the hierarchy. Women are the exact opposite and often form equalizing relationships, even with their subordinates (Mayer, Files, Ko, & Blair, 2008). In a survey of professional women (2004), women rarely described themselves as ambitious with a drive to get ahead in the company. Less than half of the women surveyed identified goals of achieving a high ranking position. Nearly three quarters of the women stated they found it important to have opportunities to collaborate with others and work as a team. These gender differences in work style, ambition and goal setting carried by men and women may have strong implications in the mentoring experience outcomes (Hewlett, Luce, Schiller, & Southwell, 2005).

In the educational application of principal mentoring, Gardiner, et al. (2000) observed several situations where gender differences did dictate mentoring outcomes. It was recorded that males handle issues differently than females, by acting swiftly and then readily moving forward. With women, a feeling exists of being more sensitive and nurturing, and of handling things more thoughtfully than a man. On a more positive outcome, women with male mentors have reported a new familiarity with the male power structure that may impact career success when working in a male dominated environment.

This research examines the experiences of the mentee's relationship in various mentoring dyads: male mentor- female mentee; female mentor- male mentee; female mentor-female mentee; male mentor-male mentee. This research contains the perspectives of four new principals who all participated in an induction program and had a mentor in their development of becoming a school administrator.

Research Question

The primary research question was: "How do principals who were assigned a mentor early in their first year on the job describe the experiences and knowledge gained from this relationship?"

There are also several sub-questions that include:

1. What benefits does a mentor provide to a mentee?
2. What are some behaviors the mentee has observed in the mentor that have either impeded or enhanced the effectiveness of the mentoring experience?
3. In a mentoring relationship, which gender combination dyad is most beneficial? Why? Cite examples of the relationship of the dyad.

Limitations of the Study

The findings and conclusions developed in this qualitative phenomenological study were based on the in-depth interviews of four novice principals and four principals who served as mentors (the mentor and mentee

dyad combinations were not actual relationships. This structure was necessary to preserve confidentiality since the researcher had a small sample size. (See definitions for dyad in definition section of paper). Consistent with phenomenological methodology, rich descriptions of the common characteristics or essences of the experiences were used to assist the readers in determining the extent to which the study contained similar elements that matched their own particular situations and circumstances. Ultimately, however, it will be up to the reader to determine the transferability of the study's findings and conclusions (Merriam, 1998).

Definitions

The following definitions will be used for the purpose of this study:

Mentoring: Continuing process wherein individuals within an organization provide support and guidance to mentees/protégés so it may be possible for those individuals to become more effective contributors to the goals of the organization; the relationship between “senior” and “junior” persons.

Mentor: A trusted counselor or guide; a more experienced person who is in a position to lead, help and guide a less experienced person.

Mentee: One whose welfare, training or career is affected by an influential person; student of the mentor.

Protégé: A person who has shown great promise in a specific field or position; a young person who demonstrates great potential through his/her actions in future job growth.

Novice Principal: A principal with 3 or fewer years in the role of school principal.

Principal: The educational leader and manager of a school.

Administrator: The lead person in an organization whether it be an entire organization or a part of a large organization.

Veteran: A person who is long experienced in a practice or activity.

Mentoring Functions: Traits received from the mentoring experience; outcomes.

Essences: Commonalities in human experiences.

Formal Mentorship: An established program where a mentor is assigned to a mentee and they engage in a systematic, organized relationship of providing and receiving insight.

Informal Mentorship: An unstructured program where the mentor and mentee form a relationship; A chance relationship based on common goals and interests.

Dyad: a gender combination in a mentoring relationship. For the purpose of this study, the dyads are not actual mentor/mentee relationships. They simply fulfill the gender component of the dyad. Example: Male mentor/female mentee did not work together. The male mentor in this dyad did actually have a mentoring relationship with a female mentee, just not the actual participant in this study. The researcher worked with a small sample group and that would lead to impossibility in protecting participant anonymity.

Significance of Study

The intent of this research is to provide information from a humanistic perspective that will help determine the need for standardized mentoring programs. The research is also intended to provide insight to the importance of gender and the effect it has on mentoring relationship outcomes. Biology determines our sex and society determines our gender. As men and women function in society, they think and behave differently (Mayer, Files, Ko, & Blair, 2008). In a study of professional women, it was revealed that women rarely describe themselves as ambitious. Only 20% of those surveyed aspired a high ranking position in their career. Most women found it important to be able to associate with people they respect, to collaborate with co-workers and to work as a team (Hewlett, Luce, Shiller, & Southwell, 2005). Men, on the other hand, place high value on individual achievement and rank (Gilligan, 1982). Traditional mentoring relationships have focused on the needs and models that were directed toward helping men. Given the rapid increase in the number of women in the workforce over the last 20 years (O'Neill, Horton, & Crosby, 1999), it is important that gender become a more central focus of research in mentoring relationships.

CHAPTER II

REVIEW OF THE LITERATURE

Mentoring, in the simplest definition, is people helping people grow and develop. It is a partnership between two people based on trust and mutual respect. Mentoring dates back to Greek Mythology. Mentor was a friend and trusted counselor of Odysseus. When Odysseus left for the Trojan War, he placed Mentor in charge of his son, Telemachus.

The name "Mentor" is proverbial for a faithful friend and wise advisor, which has become the modern use of the word. A mentor is a trusted friend, counselor or teacher, usually a more experienced person. In life all people have mentors. They may be aunts, uncles, grandparents, coaches or family friends. In education, teachers have been provided mentors and placed in mentoring programs to help with the transition from college to the classroom. It has been just in the past decade that mentoring has been described as a critical component in the development of school administrators (NRS, NAESP & NASSP, 2000).

Mentoring programs are generally programs designed to provide guidance and assistance to neophytes in their particular career choice, in this study,

education. This guidance and assistance is based on a trusting relationship that is formed by the mentor and the mentee. There is no evaluation piece in this relationship, as it might negatively alter the dynamics of the relationship (Reiman & Thies-Sprinthall, 1998).

In education, the mentoring paradigm first emerged for teachers. This occurrence was due to the problems of attrition in the neophyte rank of teachers. Formal mentoring programs were developed to help retain teachers in the early years of their career (Sullivan, 1992). Some states, such as Florida, Virginia and Utah, held these mentoring programs as a mandatory part of their teacher preparation program at the university level. It was not long before other states followed suit. Today, all states require a mentoring program as a component in the requirement for teacher licensure. Within all teacher preparation programs, there is a mentoring component. The mentor holds the responsibility to help the student teacher transition from student teaching to full time teaching.

The paradigm shift for mentoring and preparation programs in the teaching profession eventually caught up with the leadership in education, namely principals. Over the past decade, programs to better train school principals have been on the rise. The State of Ohio has implemented such programs for school administrators who are obtaining an administrative certificate under the Ohio licensure program.

In the literature currently available on principal preparation programs, it is common to read again and again how new principals are not prepared to lead. Lack of training and experience prior to accepting a position is the major reason

given on why new administrators fail (Elsberry & Bishop, 1996). Theory is what university programs often offer in their programs and not the critical on-the-job experience with a mentor in tow (Anderson, 1988).

In a society where increasing accountability comes from a top down system, “state house to school house”, school districts had to ensure principals were exposed to both theory and the on the job experience to meet the demands being placed on school leaders.

Daresh (1986) declared that principals are a vital component to successful and effective schools. Their day-to-day management behavior can inhibit or increase the principals’ ability to foster change in the organization. “There is significant amount of evidence that suggests that the role of the principal is such an important one in terms of its impact on school effectiveness that it merits careful and continuous analysis” (Daresh, 1987).

The Role of the Principal

Principals have been in American schools since the mid-nineteenth century. The need for a “principal” became apparent when one-room school houses grew into separate elementary and secondary buildings where the “head teacher”, who acted in a role of both a principal and teacher, could no longer manage both positions (Rousmaniere, 2007).

The expectations of the nineteenth century principal were mainly expediency; not on improving teaching and learning or school operations. In 1841, Cincinnati, Ohio was one of the first cities to authorize the position of

school principal. The responsibilities of monitoring exams and ringing the school bell were the main job responsibilities of the school principal. Authorization to suspend for use of profane language and leaving school without permission was added within the following few years (Pierce, 1935, as cited in Rousmaniere, 2007).

In the early years of developing the position and role of the principal, there were no systematic processes to recruit and train school principals. Often principals were selected by identification of the longest serving teacher, most liked teacher or the only teacher willing to do the work (Rousmaniere, 2007).

Twenty-first century school administrators are responsible for the overall operation of their schools. Some of the responsibilities and duties are delineated in state statutes. States and school districts also have expectations for principals. As states began to hold schools more accountable for their performance in the latter part of the twentieth century, the duties and responsibilities for the school principal changed. Most notably, principals became more responsible for the quality of teaching and the quantity of learning taking place in their schools. Monitoring instruction and helping teachers improve their teaching was added to the list of responsible for the overall operation of the school (National Center for Education Statistics, 1996).

In looking at the major duties and responsibilities that today's principals must manage, anticipate and achieve, teaching and learning are near the top. Increased pressure to improve teaching and learning has caused the administrative role to include the responsibility of leading school reform.

Principals are more involved with curriculum and instructional approaches. Fostering a shared vision with staff in these approaches is critical in order to receive more committed results from the staff (Ubben, Hughes, Norris, 2001).

Parent interactions and school community relationships are another large facet in the responsibilities of the principal. This responsibility includes working with parents on discipline issues, academic concerns and any other concerns parents may share. Outside of school, principals will work with parents at booster meetings, PTA, and school advisory boards. Community relationships may include levy initiatives and civic organizations (Sergiovanni, 2001).

The most important responsibility a school principal has, even before academics, is safety. This responsibility includes ensuring that the facilities are in good working order, the discipline policies are current and are being enforced, and that all faculty and staff are taught safety, and drills are practiced throughout the year (Sergiovanni, 2001).

Schools and education are changing quickly and dramatically. We are in a paradigm shift with American Education. The schools of the twenty-first century will require a new kind of principal. The roles of this principal will be defined in terms of

1. Instructional Leadership: focusing on strengthening teaching and learning; keeping abreast of current professional development and utilizing data driven decision making.

2. Community Leadership: developing an awareness of the school's role in the community; practicing shared leadership with faculty and staff; and working closely with parents and guardians
3. Visionary Leadership: practicing and modeling energy, commitment, and an open mind to new 21st century teaching and learning approaches, with a conviction that all children can learn at high levels (Institute for Educational Leadership, 2000).

Everything principals do from managing staff, to creating effective learning environments, to keeping schools safe must be in the context of student learning.

Principal Mentoring Programs

Principal mentoring programs appeared in the 1990's and have been vastly growing in popularity as a way to support new principals. As a prediction of a severe shortage of principals became apparent in the early 90's, it was critical to implement support systems. Prospective principals need to be shown that the principalship is not a lonely, isolated or impossible job (Daresh, 2004).

Levine (2005) conducted a four-year study at the Teachers College at Columbia University where the quality of educational administration programs was harshly evaluated. Data from a survey completed by practicing administrators, education school deans, chairs, and faculty, and 25 school leadership programs revealed that the majority of educational programs were rated in the ranges of inadequate to appalling. Levine discovered that the typical

coursework required for the programs were largely disconnected from the realities of school management.

A second reason for the emergence of principal mentoring programs was the need to redefine and support the new roles and responsibilities of the modern principal. In schools today across the nation, principals are being challenged with issues and problems that were not a part of the principal's charge in years past. Sergiovanni (2001) reflects back to being a principal in the 1980's and 1990's and recalls how difficult it was then; but the responsibilities of today pale in comparison. Assessment and accountability issues related to No Child Left Behind, school security concerns, shrinking budgets, special interest group pressures, keeping up with technology; local level politics and the disappearance of the American family have made the job extremely overwhelming.

Duke (1988) conducted a study and found that new principals were most frustrated in their position because they did not understand the entire nature of their leadership responsibilities. The findings of the study clearly indicated that new principals need both autonomy and support.

Formalized mentoring programs, which are planned programs, are very effective as long as they are not artificial. These mentor programs focus on specific needs of the novice principal in a particular school environment. (Ashby, 1991; Daresh & Playko, 1992).

Although principal mentoring programs have typically been university-based instruction, other programs are emerging where the learning is more of a balance between seminars and internship experiences. Such a program was

developed at the University of Texas at Arlington. In this program principals spent more time with “on the job” training. It allowed individuals to really experience the principalship first hand. At the end of the first year of study, participants evaluated the program as meeting the set goals with high marks 93% and higher (Wilmore, McNeil, Jesse, Townzen, 1999). Some newer programs are more personalized to the district of which the principal will serve. An example of this is Halifax County Schools in North Carolina. Teachers are recruited from the ranks of the school district. The program contains mentoring from experienced principals who teach administrative theory with role playing, reflection groups, and training on the job (Peel, 1998).

Partnerships are another approach to principal preparation programs. At St. John’s University and the New York City Board of Education, a partnership emerged where each entity selects a cohort of 30 candidates from low-performing schools. The program combines research, theory and field-based problem solving. The schools in which the candidates work are transformed into research sites for study in educational leadership while they train future educational leaders (Zeller & Erlandson, 1997).

Formal Mentoring Programs

In an early model, Phillips-Jones (1983) transferred a mentoring model used in the private sector that could easily be adapted to education. The model reflected nine critical components necessary for effective principal mentoring:

- 1.) Top management must support mentoring program

2) Make the mentoring program part of a larger career development or management training effort

3.) Participation should be voluntary and no penalties should be placed on anyone who chooses not to participate or to drop out

4.) Keep each cycle or phase of the program short

5.) Select mentors and pair mentors and mentees carefully. Be certain mentors have the correct experience, commitment, and time to help the mentee

6.) Provide an orientation for the mentor and mentee to build enthusiasm in the mentor and help them to see what they can contribute in the relationship

7.) Allow mentors “structured flexibility” so they can mentor in their own style

8.) Be prepared for potential changes. Roles, expectations and responsibilities must be outlined and mechanisms in place to handle egos and personalities

9.) Build in a monitoring system so you can monitor the program.

In Ohio, The Ohio Department of Education, the Ohio Association of Secondary School Administrators, and the Ohio Association of Elementary School Administrators have worked together to design a unified program of instructional leadership. The program contains two unique components: the entry year induction program and the mentoring component for principals and assistant principals. The Entry Year Program (EYP) is mandatory for all new principals and assistant principals and is completed in a two year timeline. School districts are required to provide a formal structured program of support, including mentoring,

to foster professional growth of the principal that is compatible with the State of Ohio performance-based assessment (ODE, 2008).

Looking nationally, the National Association of Secondary School Principals implemented a program called *Selecting and Developing the 21st Century School Principal*. This program was different from many of the rest of the emerging programs because the focus was not to develop just any person with an administrative degree. This program was a simulation-based program, designed to identify the leadership skills of both new and aspiring administrators. The activities in the program were based on the nine skill areas identified by the National Association of Secondary School administrators. The program was well thought out, but did not last long due to the large cost to run and maintain the program. States could not maintain funding, so the program is no longer in operation.

The Protégé Mentoring Program, a model used in Illinois, was developed by Conyers (2005), a retired school superintendent. In this model new principals are given confidential access to an external mentor 24 hours a day on a completely confidential basis. The key to this innovative program is supporting the new principal as a whole person, not just during the hours of the job, for a period of two years.

Gray (1988) proposed a model where the essential components of a formal mentoring program should include a clear purpose with identified goals; as well as how the program is directly linked to the person's career. Once this has

been completed, the program is ready to be implemented. The critical components of Gray's model in the implementation phase are:

- 1.) Identifying and matching mentors with mentees
- 2.) Training mentors and mentees
- 3.) Monitoring progress
- 4.) Monitoring results and getting feedback on how to improve the first

three areas.

There are many formalized mentoring programs for new principals throughout the United States. Each program may not look the same, may be structured differently by various educational organizations, but all have one common element- to provide support for new principals. Some of the more widely known mentoring/support programs are: The National Association of Elementary School Principals (NAESP), which created the Peer Assisted Leadership Services (PALS) mentoring program; the National Association of Secondary School Principals, also provides support and mentoring for new principals; the Educational Leadership Development Academy (ELDA); Induction and Support Program in San Diego; California; the Tennessee Academy for School Leaders (TASL); the University of North Carolina Leadership Program for New Principals and The Principals' Center at Harvard University (Harris-John, 2007).

Informal Mentoring Programs

Historically and traditionally mentoring has been an informal process. The mentor and mentee were introduced by chance based on common goals and

interests. The mentor is a part of the mentee's life during the introduction phase of the new endeavor and departs after helping the mentee through the change or may develop a lasting relationship with the mentee (Fleming, 1991).

Informal mentoring programs are not widely supported for beginners, in any arena. Often in a new experience, a structure is necessary to teach process and procedure. Informal mentoring "just happens". There is no program or meeting to attend. Most often, informal mentoring is just two people who have compatible chemistry and get together to share ideas and learn.

In England, informal mentoring programs were sometimes called "sitting next to Nellie". This practice allowed the mentee to shadow the mentor as a way to acquire skills vicariously and as demonstrated by the "Nellie". It was decided that this practice may teach that there is one way and only one way to perform the job, and later the British Government moved to a more formalized mentoring program (Fleming, 1991).

According to Sweeney (1993), experience and research has revealed that new teachers or administrators (with no previous experience) will not receive the necessary support needed for success in an informal mentoring program. Novice educators have too much to learn in too short of time. Informal mentoring will leave the novice educator, teacher or principal, overwhelmed and discouraged.

In studying informal mentoring, the researcher found more negatives associated with informal mentoring than positives. Some of the most noted negatives were that informal mentoring does not establish collaboration as the norm but merely passes on the school status quo. Furthermore, informal

mentoring is not structured. It can be difficult to know who is mentoring who and to what extent the mentoring is effective. If the mentee needs additional help, research has shown that the mentee may not feel comfortable asking the administrator for help (Sweeney, 1993).

In a diametrically different position, there are some that support informal mentoring over formal mentoring. In a study conducted at the University of Wisconsin-Milwaukee, students with informal mentors reported that "... their mentors helped them be more visible, buffered them from adversity, coached them and sponsored them into higher-ranking positions, as opposed to formal mentors" (Beans, 1999).

In a study of several nonacademic professions, 352 females and 257 male mentees participated in research examining the effects of informal mentoring, formal mentoring, and non-mentored individuals and their effects on career outcomes. The mentees who participated in the informal mentoring viewed their mentors as more effective and received greater compensation than mentees of formal mentors. Mentee with informal mentors received greater career outcomes than those of the formal or non-mentored group. There were no significant differences between the formal mentored protégés and the non-mentored individuals. (Ragins & Cotton, 1999). According Ragins, "The bottom line is that informal mentoring relationships develop on the basis of chemistry. The mentor views the protégé as a younger version of him or herself and the protégé uses the mentor as a role model, as someone he or she would like to become" (Beans, 1999).

Mentoring: Dynamics of the Relationship

In looking at the relationship piece of mentoring, there is an abundance of literature (Buckingham & Coffman, 1999; Daresh, 2001; Playko, 1990; Barnett, 1990; Monsour, 1998) that suggests that the quality of the relationship between mentor and mentee is critical to the success of the mentoring process. Although there is no special formula to follow to ensure an effective mentor match, Daresh (2002) states that “the ideal matching of mentors and protégés should always be based on an analysis of professional goals, interpersonal styles and values, and the learning needs of both parties”. Daresh also believes that when matching a mentoring relationship, leadership styles, learning styles, and philosophies/educational platforms should also be considered (2000).

Playko (1990) believes the center of the mentoring relationship is the fact that the mentee has someone who is available, dependable, honest, trustworthy, sincere and willing to provide collegial support- a person to take away the sense of isolation. Drawing on personal experience, Playko (1990) identifies the following characteristics of a positive mentor-protégé relationship:

- Commitment to maintaining, improving, and continuing the relationship so both mentor and protégé can obtain the professional and personal benefits gained from the relationship.
- A mutually enhancing process where both mentor and protégé learn and grow through the experience.
- A risk-free environment where the relationship is interactive with both the mentor and protégé and both are free to express their

feelings, thoughts and questions-regardless of their role in the relationship.

- Motivation for both mentor and protégé to inspire a desire for both to learn and develop personally and professionally in the relationship.

As revealed in several studies, researchers have found that a key element in the selection process of pairing mentor and mentee is the degree to which the mentor identifies with the mentee and perceives the mentee as a younger version of him/herself (Blackburn, Chapman, & Cameron, 1981; Bowers & Eberhart, 1988). Another key element, as found by Alleman (1982) and Gillespie (1982) was mentors who had been formally trained had a higher level of mentoring activity and their mentees rated their relationship higher and more prosperous than their peers who did not have formally trained mentors.

In all of the literature reviewed, mutual respect and trust are the common thread to bind all the literature together (Playko, 1990; Monsour, 1998; Barnett, 1990). Barnett (1990) specifically stated that “If the strategies for creating a sense of trust are not developed early on, there is less likelihood that mentors and interns will establish a relationship that permits experiential learning” (p. 21).

In recognizing the importance of the mentor/mentee relationship, the Albuquerque Public Schools developed a program for new principals called Extra Support for Principals (ESP). In this program, mentor principals were paired with newly hired principals in the district. New principals were interviewed to determine their background, perceptions of administrative style, possible areas of

growth, and suggestions for in-service training. The new principals were then matched with a mentor who had strengths in areas that would complement the skills of the new principal (Weingarten, 2001).

The review that follows will first look at research on gender and mentoring functions and then the gender and mentoring benefits. The review will explore the effects of mentee gender, mentor gender, and gender composition of the mentoring relationship.

Mentoring Functions and Gender

Mentoring functions.

Difficulties in mentoring relationships naturally occur due to differences in gender. It should be noted that sex and gender are not synonymous. As society continually strives to rear children in less gender-constructed ways, most adults still function as men and women according to certain socialized gender differences. These socialized gender differences lead women to be motivated by encouragement where men are motivated by challenge. Men and women think and behave differently in the work place and this transfers into mentoring relationships (Fenwick & Neal, 2001).

Witherspoon (1997) reviewed leadership literature and noted several key differences in gender differences between male and female managers. Men assume more task roles, give more opinions, are argumentative, and do not disclose personal information. They tend to take over decision making discussions and are first to criticize the ideas and opinions of others. Women, on

the other hand, assume more nurturing roles, ask and interrupt for clarification, share more about their personal life and are more supportive of other speakers. Women try to avoid conflict and seek to compromise thorough talking out issues.

In another study on gender differences and management, the position was taken that men and women can learn from each other's unique leadership qualities, and the best type of leadership is one that is androgynous. This management style combines the best of both qualities of male and female leadership. In this approach, men can learn from women and women can learn from men (Maier, 1992).

Traditionally mentoring relationships have been more available to selected men than to women, minorities, and males not matching organizational leadership stereotypes. Having a mentor was associated with power, privilege and social stratification (Gardiner, Enomoto & Grogan, 2000). However current research now shows that it is just as probable for women as men to have a mentor. With women currently making up 50% of managerial and specialized professional positions in U.S. organizations, mentoring may be the necessary component to help women break through the glass ceiling (Merrill-Sands & Kolb, 2001). Women are as likely as men to serve as mentors to provide the support and outcomes a mentor is charged to provide, which is outlined earlier in this section. There is inconsistency in the research on whether gender makes a difference in the mentoring relationship.

Kram (1985) looked at gender differences in mentoring relationships by conducting in-depth interviews with mentors and protégés. The research

identified two distinct functions that mentors provide to their protégé: career and psychosocial functions. Career functions include aspects of the mentoring relationship that prepare the protégé for career advancement, such as sponsorship, exposure, visibility, coaching, protection, and challenging assignments. The psychosocial functions are those aspects that appeal and enhance the protégé's sense of confidence and self-image such as role modeling, friendship, counseling, acceptance, and confirmation.

According to Ragins' theory regarding diversified mentoring relationships, gender makes a difference in the relationship because the mentor and mentee are members of opposite groups with differing degrees of power within organizations (Ragins, 1997). Ragins also believes that experiences that one has as a group member can impact the outcome of the mentoring process. For example, mentors may be more protective of a female protégé because as a group females are perceived as weaker.

Mentee gender

Research on the relationship of mentee gender and mentoring functions have differing results. In studies that have found a gender difference, most reveal that female mentees are more likely than male mentees to experience psychosocial functions from their mentors (Stonewater, Eveslage & Dingerson, 1990; McGuire, 1999).

Stonewater, Eveslage & Dingerson (1990) conducted qualitative interviews with 27 male and 27 female faculty members to examine the impact of

their mentoring experience. The woman described their experience in terms of personal connections and support, where the men described an objective sense of encouragement related to work. When McGuire (1999) surveyed a large financial company of 1,150 employees, where 57% of the employees were female, the finding revealed men received significantly more instrumental help than women from their mentors, and women received significantly more socio-emotional help from their mentors.

In a similar study conducted by Pomper and Adams (2006), where forty in-depth interviews were conducted with public-relations practitioners, it was reported that “mentoring reflects and perpetuates gendered social roles”. Overall, females tend to think of mentoring as an anxiety-reduction, coping mechanism, and the males look at mentoring as a channel for career advancement.

In contrast to the aforementioned research, a number of other studies found no differences between the functions provided to male and female mentees. Turban and Dougherty (1994) did not find any connections between mentee gender and psychosocial mentoring, career-related mentoring, or protection and assistance. In research conducted by Ragins and McFarlin (1990), the same results were found, no differences were found in the functions provided to male and female mentees. A study conducted by Koberg, Boss & Goodman (1998) further supports that male and female mentees reported receiving similar levels of psychosocial mentoring.

Mentor gender

In looking at mentor gender and the impact of mentor gender on mentoring functions, the results are consistent with mentee gender- a mixed bag. Over all, the majority of research continues to state that female mentors are more likely to give the psychosocial side of mentoring to their mentee. For example, Eagly & Crowley (1986) and Eisenberg and Fabes, (1991) conducted research which would suggest that male mentors may deliver a more career mentoring outcome in the mentorship relationship where women may provide emotional support and informal counseling.

In a study that researched gender and management, Witherspoon (1997) reviewed the leadership literature on gender differences, and females were found to assume more nurturing roles, would ask for clarification, tried to avoid conflict, and preferred to talk through problems. Men, however, tend to take over decision making discussions, criticize others' opinions, assume more task roles and do not disclose personal information.

Other studies that are consistent with finding the female mentor more psychosocial are Burke, 1984; Allen, Eby, Poteet, Lentz, & Lima, 2004, and Gaskill, 1991. Burke (1984) found that female mentors were more encouraging and supportive and had a greater career impact on career goal aspirations than male mentors had on their mentees. In 2004, Allen, Eby, Poteet, Lentz, & Lima surveyed over 391 mentors and found support for the gender difference in the psychosocial aspect of gender mentoring. The study revealed that female

mentors tend to be more comfortable conforming to gender expectations in providing support and guidance.

In 1990, Burke, McKeen & McKenna found male mentors reported to provide significantly less teaching, promotion, protection, and counseling. Extended friendships beyond the mentor/mentee relationship were also much less than that of females.

Research in contrast to the aforementioned studies on gender mentor would reveal that there are no significant differences in functions offered by male and female mentors. For example, studies by both Ragins and McFarlin (1990) and Ensher and Murphy (1997) found that mentor gender had no impact on the career development and psychosocial functions as provided by the mentor.

Same-gender mentoring relationships and Cross-gender mentoring relationships

According to Kalbfleisch (2000), same-sex mentoring relationships occur more often than cross-gender mentoring relationships. Some reasons for this may be that men are less willing to select a female mentee so the pairing depends on the assigning of mentors rather than mentor selection (Enomoto & Grogan, 2000). In some occupations women are still the exception in an all male department, thus there is little chance for cross-gender mentoring since most mentors would be males (Kanter 1989). One of the more obvious reasons for this lack of pairing is perceptions and actual experiences of sexual harassment in these mentoring relationships (Feist-Price, 1994). Kram (1985) identified five

categories of complexities that may occur with cross-gender mentoring. They are:

a) Collusion in stereotypical roles, where the relationship takes in a “parent-child” role and the relationship becomes more protective than beneficial to the mentee.

b) Limitations on role modeling, where there is a lack of role modeling functions.

c) Intimacy and sexuality concerns, tensions and anxiety related to the potential of intimacy and sexuality.

d) Public scrutiny, where the relationship is subject to suspicion and analyzed by the public to the degree of unfair and unsubstantiated rumors and gossip.

e) Peer resentment, as this is more likely with men mentoring female mentees, while male peers look at the female as receiving special attention.

The relationship of cross-gender mentoring with the female being the mentor and the mentee a male has had very little research, but is clearly the least common dyad (Sosik & Godshalk, 2000). According to research conducted by Armstrong et al. (2002), a female mentor and a male mentee pairing causes much discomfort. This may be because this cross-gender mentoring relationship reverses traditional gender roles. In research conducted by Ragins and Cotton (1999), a study was designed that would capitulate a larger number of female mentors. The composition of their final sample showed a very small number, 4% of female mentor-male mentee relationships compared to other pairings.

The research on same-gender mentoring has produced mixed results. As the research has shown earlier in this literature review, women are more nurturing and provide psychosocial function through their mentoring which enhances the mentee's sense of competence, identity, and work-role ethics. The female mentor serves as a role model who displays proper attitudes, values, and behaviors for her mentee. The female mentor develops a friendship with the mentee where it is safe to discuss fears and anxieties without risk of looking weak (Burke, McKeen & McKenna, 1990). Male to male mentoring relationships tend to follow more career driven mentoring, as the mentor's strength is most often career functions. Career functions include those aspects of mentoring which focus on preparing the mentee for career advancement. The mentor may nominate his mentee for work-related projects and sponsor his mentee for lateral advancements or promotions. The mentor will provide feedback, share ideas, and ultimately work to advance the mentee to the desired position in the organization (Gaskil 1991).

In a study by Noe (1988), nine different sites were developed across the United States to assess the extent to which mentors provide career and psychosocial functions to their mentees. The findings revealed that the mentees reported receiving beneficial psychosocial outcomes, but limited career functions, such as coaching and protection. The mentees' job and career attitudes were found to have no effect on the time spent with the mentor or on quality of the relationship. Burke, McKeen and McKenna conducted a similar study which addressed gender differences and cross-gender effects of the mentor/mentee

relationship. The findings indicated that psychosocial functions were more common in female same-gender relationships (1990).

CHAPTER III

METHODOLOGY

This chapter includes the type of methodology used in the research, the design of the study, the general content of the database, the subject selection, data collection and the method of analyzing the collected data.

Design of the Study

The design of a research study begins with a selection of a topic and a paradigm. A paradigm is defined as a worldview, a whole framework of beliefs, values and methods within which research takes place. Qualitative methods were used in conducting this research. According to Creswell (1994) ,“A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.” Miles and Huberman (1994) have found one of the major features of qualitative

data analysis is that it focuses on natural occurring, ordinary events in natural settings so the researchers are able to develop strong conceptualizations of impact on the reader. By analyzing the data base of the principal's interviews, the researcher sought to create a study that will add to the literature on mentoring programs and the impact of the dynamics gender brings into a mentoring relationship.

The research paradigm used in this qualitative study was phenomenology. According to Patton (1990),

...a phenomenological study is one that focuses on descriptions of what people experience and how it is that they experience what they experience. One can employ a general phenomenological perspective to elucidate the importance of using methods that capture people's experience of the world without conducting a phenomenological study that focuses on the essence of shared experience. (p. 71)

The researcher believes that phenomenology is the necessary method for this research because the researcher seeks to explore the "lived experiences" of novice administrators. The researcher is looking for the essence of the mentoring experience lived by novice administrators. Van Manen (1990) states that, "Phenomenology is both the description of the lived-through quality of lived experience and the description of meaning of the expressions of lived experience".

In phenomenology, personal experience is the starting point, which is where the researcher will begin the study through the face-to-face interviews. Van Manen (1990) suggests that to produce lived-experience descriptions, the researcher ask the principals to...

1. Describe the experience as you lived through it, avoiding as much as possible causal explanations, generalizations, or abstract interpretations.
2. Describe the experience from the inside as it were; almost like a state of mind: the feelings, the mood, the emotions, etc.
3. Focus on a particular example or incident of the object of the experience: describe specific events, an adventure, a happening, or a particular experience.
4. Try to focus on an example of the experience which stands out for its vividness, or as it was the first time.
5. Attend to how the body feels, how things smell(ed), how they sound(ed), etc.
6. Avoid trying to beautify your account with fancy phrases or flowery terminology (Van Manen, 1990).

This type of description is concerned as much with the factual accuracy as on the person's living sense of the experience. What is it like to live through an experience?

The major concern with the phenomenological research is to understand the participant's perspective solely from their everyday, inter-subjective

experiences. Phenomenological research does not base inquiry on the 'sciences of facts' because there are no absolute facts; only the essences of the experiences (Creswell, 1998). This is not to say that that factual accuracy is not important. Rather, the researcher seeks to understand how the particular incidents described by the principals impacted them at the emotional level.

Participants

In this study, eight school administrators were selected to respond to the interview questions. The participants were from a specific sample selection which represented each of the four dyads that were studied in this research. The participant breakdown has been given pseudonyms to give clarity to the results of this research. There were two male mentors who were principals, one high school principal, Peter, and the other a middle school principal, Xavier. The two female mentors were also school principals, one middle school principal, Josie, and one elementary principal, Sunny. The mentees were two males who both attended formal mentoring programs, one was a middle school principal, Jack, and the other was a high school assistant principal, Davey.

The female mentees both attended formal mentoring programs, one was an assistant middle school principal, Pat and the other was a middle school principal, Diane.

The participants who were interviewed provided in-depth answers to the primary research question: How do principals who were assigned a mentor early in their first year on the job describe their experiences and knowledge gained

from this relationship? Probing questions were used to generate conversation about the primary question (See Appendix A). Several sub-questions of this study were also answered by the participants of this study. They were:

1. What benefits does a mentor provide to a mentee?
2. What are some behaviors the mentee has observed in the mentor that have either impeded or enhanced the effectiveness of the mentoring experience?
3. Which gender combination dyad is most beneficial?

Procedures

In this study, eight administrators were selected to participate, based on their pre-interview questionnaire. The sample selection was structured as the following:

Mentors

- Peter (White Male) had a male mentee
- Xavier (White Male) had a female mentee
- Josie (White Male) had a male mentee
- Sunny (White Female) had a male mentee and a female mentee

Mentees

- Jack (White Male) had a male mentor
- Davey (White Male) had a female mentor
- Diane (African American Female) had a male mentor

- Pat (White Female) had a female mentor

The mentees were all novice administrators, with the exception of one who was an assistant for 4 years and a building principal this current year; and the mentors were all administrators with at least 5 years or more.

Database Population and Sample

This study focused on the type of mentoring program the principal participated in and the impact of the dynamics gender has on the mentoring relationship, as described by principals with three years or less in their principalship. The qualifying criteria to participate in this study will be:

1. They have worked in the position of a school principal for three years or less.
2. They have participated in an induction program for beginning principals.
3. They had a mentor at the onset of their first principalship.

Data Collection

In this study, data includes four transcripts of interviews of novice principals and four transcripts of interviews of experienced principals who have served as mentors. The interviews were recorded on audio tapes and fully transcribed. The principals were notified of the study and invited to participate through the Lake Erie Educational Center Association by method of e-mail. The timeline for gathering this data was November 2009-January 2010. The

principals were selected on the basis of their gender and the gender of their mentor. The researcher organized four groups (dyads) based on gender, listed mentor/mentee respectively: female-male, female-female, male-female, and male-male. Once selected, participants engaged in face-to-face interviews with the researcher to gather the data for this study. An informational questionnaire precluded the interviews and post interview phone calls were conducted as needed for more information or further clarification.

Data Analysis

In analyzing the data, the researcher followed Miles and Huberman's (1994) suggested approach to analyzing the data. First, look at the text and try out coding categories on it. Look to identify themes and trends, and then test hunches and findings, aiming first to "delineate the deep structure and then integrate the data into explanatory framework."

This study was limited to a small population sample of principals. The goal was not to generalize, but to describe the specifics within the context of this particular study (Kvale, 1996). The issue of consistency was addressed through how the interview questions were crafted to answer the research question and the use of the pre-interview questionnaires and post interview phone calls. Denzin and Lincoln (1994) state on data triangulation: "checking out the consistency of different data sources, i.e.: comparing and cross checking the consistency of information derived at different times and by different means within qualitative methods."

The final state was the reporting. The findings of this study were communicated through narrative form. Any names and places that would violate confidentiality have been changed. A copy of the transcriptions was given to each participant to check for accuracy. As mentioned above, the data was analyzed following Miles and Huberman's (1994) suggested approach. Their framework was developed to describe the major phases of data analysis: data reduction, data display, and conclusions drawing and verification. The first step for the researcher was to begin categorizing it. The researcher began writing down major topics that were discussed in each interview. A data matrix was used to list the topics; importance of each topic, and times each topic was repeated in some format in other interviews. This was helpful to keep the data organized. Next, the researcher was looking to identify themes and trends and then test any hunches and findings. The topics which surfaced as most prominent were:

- On- the-job learning
- Coaching/facilitation
- Emotional guidance
- Personal guidance
- Friendship
- Role modeling
- Career advancement
- System Advise
- Paperwork

- Time management
- Dealing with conflict

At this point, the researcher began data reduction. The researcher explains or defines what exists in the content and then placed the findings (data) into a schema to illustrate how they interrelate. The data was displayed in narrative form. Individual comments were noted by pseudonyms given to each participant by the researcher.

Emergent Themes

Each participant interview lasted from approximately 16 minutes in length (the shortest) to 45 minutes (the longest). After all interviews were completed, a constant comparative method was used to conduct a content analysis of the data. Through this analysis, the following categories emerged:

- (a) Learning facilitation/coaching
- (b) Personal/emotional guidance
- (c) Friendship
- (d) Role modeling;
- (e) Career development facilitation
- (f) Leadership strategies and system advice

This chapter has explained the research methodology of the study, the general content of the data base, the interviews and the method of analysis. The researcher used Kvale's, Interviews: An Introduction to Qualitative Research Writing (1996) as a model for the data collection. In this book, Kvale discusses

the seven stages of interview research: thematizing, designing, interviewing, transcribing, analyzing, verifying and reporting.

Kvale's first stage in conducting interviews is to have a theme. The theme of the researcher in this study is to describe the various types of induction/mentoring programs principals participated in and to share their personal mentoring experience. All of the mentee participated in formal mentoring programs; however none of the programs were similar in their organization or outcomes. Jack and Diane participated in a state mandated mentoring program, where the mentors were randomly assigned to the mentees by geographical location. The pairing in these relationships was not a priority, nor were specific goals given to the pair at the start of the mentoring experience. Pat and Davey were assigned to their mentors through their school district. The biggest issue with this program was the lack of followthrough by the mentors and the lack of accountability they had to show for the mentoring experience. This information helped to provide an understanding and show an urgency to standardize induction/mentoring programs. The second part of this study asked the principals to share their mentoring experience, in reference to the relationship formed between the mentor and mentee and the impact of dynamics gender played on that relationship. This information helped to shed light on the effects gender plays on the outcome of a mentoring relationship.

The study must have a design. The data in this study was gained through interviews with principals working in a school with three or less years of experience and veteran principal who served as mentors to new principals.

There were eight principals total who were interviewed. This created the population sample for this research. The interview questions were designed to address the research questions and to provide more information for existing mentoring research. In preparing the interview questions, the researcher consulted with a professor specializing on qualitative research from Cleveland State University to ensure the questions are appropriate for this study. Letters were mailed to the prospective interviewees with a copy of the release form that was signed and returned before the interview took place.

Once all the disclosure statements were received from the interviewees, the interviewing stage was scheduled. The interviews took place at the participant's place of work (school). The interviews ranged from 15-60 minutes to complete. A small tape recorder was used during the interviews. An IRB was submitted at this time. The researcher had conducted a similar study with new principals on the effectiveness of the Ohio's Entry Year Programs: S.A.I.L (Standards-Aligned Instructional Leadership Program and the I.S.L.L.C. (Interstate School Leaders Licensure Consortium). A structured set of questions was designed to use during the interviews. The interviewer was the researcher for all of the participants. The researcher asked the pre-developed questions, and then probed the responses for clarification as needed. All interviews were audio taped to provide clean data. Kvale (1996) has stated necessary criteria for the interviewer to have before conducting the interviews. It is:

1. The interviewer must be knowledgeable. The interviewer must have extensive knowledge of the interview theme-mentoring programs and effect of mentor gender.
2. The interview must be structured. The interviewer introduces a purpose for the interview and outlines the procedure for the interview.
3. During the interview, the interviewer must pose clear, simple, easy, and short questions. She/he must speak clearly and distinctively, making note not to use academic language or professional jargon.
4. After the interviewer poses a question, the participant should be given time to process the question and think before speaking. The interviewer must allow the participant to proceed at his/her own rate of thinking and answering, making sure not to seem rushed or in a hurry.
5. The interviewer must listen actively to the content of what is said, attempting to hear as many nuances of meaning in an answer. This allows probing and deeper meaning to surface during the interview. The participant may speak longer or more specifically on certain aspects of a topic. The interviewer must be open to allowing the participant to focus on what may be important to them; however, the interviewer must remain focused on what he/she wants to find out and remain familiar with the purpose of the interview.
6. The interviewer should not take everything said at face value, but question critically to test consistency of what is said by the participant.

Audio recording the interview and taking good field notes will give the researcher good data for the study.

The last step before analyzing the data was the transcription. The transcriptions from each interview began the process of interpreting and categorizing. Each transcription was completed by the same person to ensure consistency in the transcribing. The transcripts were prepared verbatim with no editing.

CHAPTER IV

ANALYSIS OF THE DATA

Overview

The purpose of this study was meant to examine the relationship between gender and mentoring relationship outcomes of novice administrators in school settings. The need to examine closely the mentoring outcomes (functions) from each relationship dyad, and recognition that gender may influence the outcomes obtained from each relationship, suggested the need to hear both the mentees' and mentors' perceptions of their mentoring relationships

After identifying the six categories which emerged from the data, the researcher articulated data from the interviews that was used to identify the seven categories. The first category is learning facilitation/coaching.

Category One: Learning Facilitation/Coaching

All eight participants in this study reflected on the component of learning facilitation and coaching through the interview process. Constant communication was a key response, which included providing feedback to the mentee after a particular task or event, or sharing an experienced perspective with the mentee.

Where communication was said to be essential, it should be noted that a lack of communication was also addressed under this category, as a key element of an ineffective relationship. Three of the four mentees stated that there was a lack of communication that hurt the relationship from the beginning. Only one mentee, Davey, reported that the mentor was consistent with meeting on a regular basis and talking about daily happenings, which was very helpful in the relationship.

Of the four mentors, they all stated that daily communication was important in the mentoring relationship. Josie stated:

Little things you forget you need to teach to someone that's new to your district and new to your office can get you caught up. They say 'the devils in the details' for a reason!

Some other notable responses from the mentors for the coaching/learning category were:

- to give the mentee more specific goals
- to immerse more in actual problems,
- to instill confidence (mentioned by female mentors)
- to expose mentee to as much on the job experience as possible.

In coaching and learning, communication was the key component reported by mentors and mentees as being necessary in a mentoring relationship. Even the fact that an absence of it was happening in several relationships, it was noted that is vital for effective relationship outcomes.

Category Two: Personal/Emotional Guidance

This affective category was identified by the researcher through the collected data. It was most notable by the female participants, both mentor and mentee. The literature review identified females to display more of the psychosocial functions in any type of relationship, in this case mentoring relationships outcomes. The psychosocial functions are actions and ideas which appeal and enhance one's sense of confidence and self-image. The three most commonly used words for this category were trust, confidence, and calm. All four mentors felt if they were to leave their mentees with anything, those three words would be paramount. Sunny (elementary mentor) said:

I think before you act you always have to look at the bigger picture.

It's not always black and white. You have to look at both sides.

Don't over react to criticisms. You know, I think it is just making yourself accessible in the building. What I hope they learn from me is that you can be really calm during chaos and that it's your job to be calm during chaos. No matter what people are throwing at you, you gotta make snap decisions and stand by them.

The mentees responses to this particular category were very different than that of the mentors. Only one of the male mentees, Davy, responded with the same perspective as the mentors. When discussing ground rules for the relationship, he said his mentor stated:

What's said in here stays in here. It's confidential. Whatever is a concern can be brought up, advice will be given; but the information stays confidential.

The other three mentees were much less satisfied with the personal and emotional guidance they received from their mentors. Jack said this about his state appointed mentor:

It was kinda of an informal shoot the bull kind of relationship. It would have been better to have something more personal like what they do with the teachers. I mean when a teacher comes into your building, you assign someone else in their building, in their department because that person has been here and knows the district, the school, and the subject matter. When I did my mentorship, I was paired with someone who knew nothing about me, my school, our district, our scores, and anything like that.

Another mentee, Pat, said something similar:

I don't know her well enough. I met her once or twice. I know she has knowledge and experience behind her...I get an e-mail once every three months, attach an article, feel free to read it on your tough days and that was done in November. I haven't spoken to my mentor since November.

In this affective category, the female mentors and mentees all felt that it is important to build comradeship in the work place. All mentioned getting to know your subordinates was important. Two of the four males,

Mentor Xavier and Mentee Davy, also believed this to be important. Xavier had a female mentee and Davy had a female mentor.

Category Three: Role Modeling

The third identified category to emerge from this research was role modeling. Role modeling is simply what it states to be: the mentor providing attitudes, values, and behavior for the mentee to emulate. Although there were many different values and specific items shared by both mentors and mentees in this outcome, the most frequent was dealing with parents- what and how to do. One of the female mentors, Josie, stated that she believes the most important role modeling that can be done for a new principal is working with parents and learning how to diffuse anger and strong emotions. She said:

The most effective skill, it's more of the biggest skill, was handling parents and how do you understand where the parent comes from. But if you remember they are an advocate for their child and it is not personal, that is the best thing you can take away from the mentoring experience.

Similar responses from the female mentees were:

(Diane) Positively I learned how to deal with some parents, you know the parents that are irate. Being calm, directing the parent to the real issue and not letting them go off on to a tangent on whatever they are upset about was something he was very good with and I was able to learn some skills from that.

And Pat said:

She did talk to me about parent relationships. Talking with parents and using skills to not put yourself on a pedestal or act like you are better or higher than them. Sit at a round table, not behind your desk. Little tips like that she has taught me.

A second common role modeling response was the relationship component between the principal and his/her staff. Some examples from the mentors are:

Sunny:

We've had kids we had to restrain and you know what, we have developed wonderful relationships over trying to ignore kids' behaviors, being in those pods when crisis hits or when kids are out of control. I'm there for them. I'm not removed; I'm not sitting at my computer or cleaning my desk. I am there for them. I have got the bruises like they have. The bruises, I think, make you part of them and their lives. They know they can count on me.

From Xavier [about his female mentee]:

She has it. So much of this job is people skills. If you can relate and get along and build relationships, that's the key. She has those skills and understands how do I get the majority, not talking about, those groups who love me no matter what I do or say and will do what I say, but the mass of people who are going to evaluate what you say. When I came here, the negative people controlled this building. The nay-sayers had the power and what we have done,

because of our strong people skills, she listened to the complaints and we acted on them. We gave the option to people to come to us. To tell us what they don't like and what they do like. We may not always agree and we respond we will take it into consideration. This gave everyone a voice. The negative become less negative without an audience. We are now on the same team with them. We are open and share with them what's going on. It's not an us - versus them. I think those are some of the skills I would like her to carry on when she leaves me.

Role modeling people skills, along with the relationship component was most discussed in this section. All the participants felt knowing how to deal with parents was a number one skill which is necessary to know. Also having positive relationships with your staff was also discussed by two of the mentors, one male and one female.

Category Four: Leadership Strategies and Systems Advice

The outcome of Leadership Strategies and System Advice focused on enhancing the mentee's understanding of how to operate within the school system; sharing ideas and perspectives on how to handle various events and situations; sharing understanding and knowledge of the informal and political processes that exist in the school system; and providing access to information that is available only through long time veterans of the school system or through higher-level members of the school system. Xavier said, discussing his female mentee on his focus for her career advancement,

I want to make sure she doesn't drown in the day to day stuff that happens so she can keep her head above water and see the big picture and where you are going- even on the days you say "What the hell am I doing?" I love this job more than anything but there are some days when I am banging my head against the wall and saying why am I doing this? Why do I put myself through this? That is the one thing I really want to give her (mentee) is to see where we are going and the pay off. To have the self gratification to say I know what's right because you are not going to get the pats on the back, the WOW this is really different. I heard someone say it once and it's so true: when things are going right it's because of everyone else and when things go bad, it's because of you. I want her to see the forest through the trees and say "here's where we are going". I want her, its cliché; I want her to really act in the best interest of the kids. What are we doing, where are we going and why are we doing this. You need to have this unfaltering passion or direction because there's going to be a lot of people trying to derail what you are doing or there's going to be a lot of obstacles. I want her to be persistent. The reason I have had success in some areas is not because I am smarter or better or any of that. It is because I had a view of what needed to be done. I knew I was moving in the right direction and I was annoying enough not to give up when people say no or when people brush you off. Also I want her to be reflective and not get so hyper-focused that she forgets to listen to all the stuff around you.

Sunny talked about teaching the district and the importance of sharing the “why” we do things. She said:

Remember you are always teaching whatever your doing. You always explain it. Why it is and what is the background behind it and what is the thought process behind it. Making sure they have the big picture. They are seeing the big picture from within the building and from within the district. You have to say that we are the liaison from the board and that its important you know the people at the board. My job as a mentor is to show you the background behind the process of everything you are going to need to do and show you the background behind the process and purpose and why it that way, from going to court with a student to going to the board office and meeting with the assistant superintendent regarding personnel why is this the way it is and how did we come there. Especially if it is someone from outside the district, you need to tell them the background.

Xavier expressed his appreciation for his mentor sharing with him many of the same things the female mentor above shared as an important outcome of *Leadership Strategies and System Advice*. He said:

An effective skill my mentor shared with me was knowledge of the district- success in what they’ve done. I think I need to be up on all the latest trends. I think I need to be able to help others look at data and use that data effectively not just look at scores and say get

your scores up. I think new principals need to have some knowledge and experience in taking that data and implementing change to get that data to go the right way.

In this section, survival skills for principals was discussed, everything thing from time management to the politics of needing to know your district, past and present. The content in this category was so important because it is all hands-on and not theory. The information shared by the mentors in this section cannot be found in a book. It is all experience.

Category Five: Career Development

This outcome of the mentoring relationship directed itself to the advice and guidance given to the mentee in regard to his/her new principalship. *This section focused on the only the responses of the mentees.*

Davy stated that being knowledgeable about the position of what a principal was and did in a school was not enough. He believed that keeping up with the latest trends in education and being literate in technology was extremely important. The other male mentee (female mentor) was more specific and focused more on the people in the building, holding them accountable. My mentor believed the biggest thing she could do for kids is to hold people accountable.

Holding people accountable for what they do, expecting people to do their jobs, and doing what is right for kids, doing things that are correct, not doing things just because they've always been done a certain way. Using research based approaches and being fair and consistent is the best way to hold teachers accountable.

Diane said she was looking for guidance. She was not satisfied with her state appointed male mentee and left the experience lacking in career development. She said:

Well they (mentors) have to communicate. Well that's in any job that you go into. Valuable information that's going to be useful. I'm sitting here with a file cabinet full of stuff, which was someone else's stuff. Do I really need all this stuff? But on the other end I need someone who can guide me through some issues. That is the biggest thing I value is communication skills. Guidance, I think, is very important. They (mentors) come and work with you and watch what you do and give you feedback, positive or negative.

Diane was also looking for stronger guidance, as she also was dissatisfied with her mentor. She stated:

Being a first year administrator, I could have used a more stable mentor. Someone I could rely and depend on when I needed some good advice I relied on the other two assistant principals in the district to help me and they were both male. They are in the same setting I am in (middle school) and my mentor is a high school

assistant principal. Honestly, this may be a matter of opinion but I feel more comfortable working with them than I do with her. I was given a warm welcome from these two but it didn't start with my mentor until like October or November. I'd already dealt with a lot before I met my mentor. The other two call and check on me on a daily basis, what you need, what can I do for you. I don't get that from my mentor. I get an email every three months with an article attached to it.

Mentees looking for guidance was most discussed in the career development category. New principals are looking for someone to help them with all the components of their job. Mentors seem to focus on not just knowing how to run the building but keeping up with the latest trends and innovations in education.

Category Six: Friendship

The last outcome that emerged from the data is friendship. This outcome is being defined as someone who is a mutual confidant for both the mentor and mentee to share personal informal, values and beliefs or in the simplest terms, feeling comfortable enough to look at one another as friends.

The mentoring relationships did not all have a positive friendship outcome.

In the interview with Peter, he did not state anything that would cause the researcher to believe that the friendship outcome was a component of his relationship with his mentee. The male mentee, Jack also had the same

outcome after his interview was categorized. A friendship outcome was not evident in his data.

The other male mentor, Xavier, discussed in length the importance of really getting to know your mentor. He said:

I think first and foremost, she's a friend. That personal relationship where I can shut the door and say what I want. What's nice is now that we know each other so well; I know how I can speak to her. When you first meet someone, you're a little guarded. She is a colleague, she is a friend, she is someone I know on a personal level, not just a professional level. That is important to me. I am a relationship kind of person. I like people and I like being around people. I work as a teacher with people who were just colleagues. I partnered with people who were just colleagues. I'm better at my job with people I have a deeper relationship with. You can have fun; you can do all that stuff and build a more proactive, a better level for your work, read the question again. I lost track of what I was thinking about... I think that with friendship, that is the person I can go to. I don't trust a lot of people. I have a lot of ownership over things and she brings to me that trust factor. If we decide she is going to do something, she is going to do it as good as I would like or better. I can say what I need and forget about it and I like that. There are those people I gotta go step by step with but not her. She

brings a female perspective to the building and I think that is important.

Female mentee Diane stated:

My mentor was not personable. Nothing against males. I don't want to say male mentors or male coaches are not good. When I was teaching they were very beneficial. I don't really know that he wanted to be a mentor. I think it was just placed on him, that oh you have a new administrator and you will be the mentor of that administrator. They have to buy into it as well.

Friendship was mentioned by all but one participant. This was important because being the boss really limits principals on having friendships. Several times it was mentioned that just having someone to talk to and know that is alright to vent or ask questions really makes a difference in a mentoring relationship.

Benefits to the Mentors

Mentoring offers benefits to both the mentor and the mentee. Mentors should view a mentoring relationship as both an opportunity to teach and an opportunity to learn. The following outcomes were identified by the participating mentors as benefits from the mentoring relationship:

- (a) Enhancement of leadership skills
- (b) Affirmation of professional confidence
- (c) Develop and retain talent in administration

(d) Interpersonal relationship (friendship, trust, and honesty).

Enhancement of Leadership Skills

With enhancement of leadership skills, the mentor has the opportunity to strengthen his/her leadership and coaching skills by working with individuals from different backgrounds. Also, knowing that the mentor should set a good example for your mentee, he/she will work harder and improve job performance.

Sunny stated that being a mentor:

made me reflect on what I believe what is my vision and it's made me rejuvenate with having a new one. It is beneficial to see something through new eyes.

A similar comment was made by Peter. He stated that being a mentor:

Helps me gather new ideas and kinda puts a spark back into me because I see the spark these up and coming professionals have and think god that was me at one point. The days of the constant grind of being an administrator sometimes wears on you and it (mentoring) helps you reflect on the good things and some of the exciting things that are happening in education.

Affirmation of Confidence

In working with mentees, the mentor verbalizes what he/she is performing in the job. Seeing experiences flow smoothly or chaos diffuse due to the mentor's ability to manage each situation instills strong professional confidence. When

discussing some important characteristics mentors must have to be effective, the affirmation of professional confidence emerged. Sunny stated:

Number one is that you remember you are always teaching whatever you are doing. You always explain it. Why? What is the background behind it and what is the thought process behind it, making sure they have the big picture. My job as the mentor is to show you the process of everything you are going to need to do and show you the background why it's that way- from going to court with a student to going to the board office and meeting with the superintendent regarding personnel. "Why is this how it is and how did we come there background.

Develop and Retain Talent in Administration

A benefit all mentors identified with was the ability to develop and retain talent in administration. There is no greater honor to watch a mentee professional grow and succeed at this new charge they have been given. Confidence was an important characteristic in this section.

Xavier said:

I heard someone say this once and it is really true: "when things are going right it is because of everyone else. When things are going bad it is because of you". I want her to get that. I want her to see the forest through the trees... to say "here's where we were going". I know it's cliché, but I want her to act in the best interest of kids!

What are we doing? Where are we going? And why are we doing this? You need to have that unfaltering passion or direction because there's going to be a lot of people trying to derail what you are doing or there is going to be a lot of obstacles. I want her to be persistent. The reason I have had success in some areas is not because I'm smarter or better; it's because I had a view of what needed to be done. I knew I was moving in the right direction and I was annoying enough not to give up when people say "no" or people brush you off. How do you get through? How do you flirt with that line of being a pest and not cross it? I want her to get how do you build a climate? How do you build a feeling how do you build a personality for your school? I want her to be reflective in her practice. One of the skills I want her to have is to not be so hyper focused on where you are going that you forget to listen to all the stuff around you.

Peter believed affective traits were important to teach and retain in the field of administration. He said:

Always be honest and up front. I've always told them the way I do things may not always be the right way. In fact, sometimes it may be the wrong way, but it is the way I know how to get the job done. My mentee was very much by the book. I told him he was going to have a very difficult time as an administrator because everything is not always black and white.

Josie was very specific in what she wanted her mentee to take from the experience to develop and use in the administrative field. She said:

Number one important thing to take away is confidence.

Confidence that he could lead the building during my absence and knowing he could handle things as the building leader. I think that is number one.

In reviewing what the Sunny advised her mentee, it was less specific. She said:

Leap in and say “I can do this”! Like the other night we had a choir concert and I was watching an intern try to handle 6, 7, and 8 year olds. It was fascinating watching him and see how he did things opposed to how you or me would do things. I think, they think it would be easy- but it’s not and I think sometimes the money is attractive. It has nothing to do with money. It really has to do with wanting this job.

The last common benefit to emerge from the interviews with the mentors was the interpersonal relationship (friendship, trust, honesty).

The Interpersonal Relationship (Friendship, Trust, Honesty)

The interpersonal relationship was a common benefit for both the mentor and the mentee. It is characterized as the development of a friendly alliance and emotionally supportive relationship between the mentor and the mentee. Every mentor mentioned the need for this benefit. The Xavier was very specific in

describing the benefit of having an interpersonal relationship in the mentoring relationship. He said:

I think first and foremost she is a friend. That person I can shut the door and say what I think. What's nice now is that we know each other so well I know how I can speak to her. When you first meet someone you're a little on guard. She is a colleague, she's a friend. She is someone I know on a personal level, not just a professional level. That is important to me. I am a relationship kind of person. I have worked as a teacher with people that were just colleagues and I don't think I was able to do my best on the job. I like people and I like being around people..... I don't trust a lot of people. I have a lot of ownership over things. What she brings to me is the trust factor. If we decide she is going to do something, she is going to do it as good as I would like or better.

Josie also mentioned the importance of knowing them personally. She said:

I think it's important to know them personally. You know what's going on in their life. I know that his wife is going to have a baby in five weeks. Our families have met because we are going to be working closely together and since we are of the opposite sex; our families know who we are. His wife knows who I am and my husband knows who he is. They understand this is a working relationship. We are going to be working very closely and that we

have that outside support as well. It is important to know your mentee as a person.

The interpersonal relationship was not mentioned by Peter, which was interesting because the outcome of friendship was not found in his data, as mentioned earlier. However, Sunny believed men and women look at relationships differently. She said:

I think women look at it (relationships) differently more than male administrators do. I don't think they are always about relationships as much as you know, women are. And I think it's more of an autocratic way and I don't think mine was an autocratic way. I don't think it has to be.

Benefits to the Mentees

As mentioned earlier, the mentoring relationship is a two way learning process. Just as mentors teach mentees, they also learn from them. The following outcomes were identified by the participating mentees as benefits from the mentoring relationship:

- (a) professional development from an experienced principal
- (b) increased knowledge
- (c); the interpersonal relationships (friendship, trust, honesty)
- (d) politics of the position
- (e) relevant output from the relationship.

Professional Development from an Experienced Principal

For all the things money cannot buy, learning from experience is one of them. Having an experienced principal teach you from personal successes and failures are the best professional development novice administrators can receive.

The first mentee identified outcome, professional development from an experienced principal was addressed through a negative memory. Jack spoke of the importance of having an experienced administrator as a mentor; however he was not overall pleased with his mentor. He said:

He was calm. I think that's what made him a successful principal in a very tough district. He was calm, level headed, kinda a bullshitter. He loved to tell stories. He was kinda your old school principal that really kinda dealt with teacher behavior, less with testing and leading a school in a different direction.

The second male mentee Davey, had a very different response than Jack. Davey stated:

My mentor was experienced and had various experiences being able to be put in similar situations throughout her career and was able to relate to some of the situations I was going through. It really helped that we taught in the same level and were principals in the same district, at the same time. There was a good understanding. There wasn't someone on the outside, not living the day to day experiences that I was. It also helped that my mentor was in a

building that I attended as a student. I really understood what was going on and she really understood what was going on.

The female mentees had very similar responses that were opposite from the male mentees. Diane stated:

The district realized there were a lot of new administrators hired the year I was hired. I think they realized the need for a mentoring program within a leadership program and now this year they've created someone outside the district to come in and do some mentoring and leadership with the principals.

Throughout the interview, she alluded that her mentor was not overly helpful in helping her with professional development from hands –on experience.

The one positive she did reply was:

Positively, I learned how to deal with some parents. You know, the parents that are irate. He was very calm, directing the parent to the real issue and not letting them go off on a tangent. He was very good with parents and I was able to learn some skills from that.

Pat stated:

I don't know her well enough. I met with her only a few times so for me to make that judgment call, I don't know. She has knowledge and experience behind her. I go on the experience of her knowing certain issues. She did talk about parent relationships. Talking with parents and the different skills you can use and not put yourself on a pedestal, that you are better than them. You're not higher than

them. Treat them equal, not sitting behind your desk. Sit at a round table. Little tips like that. She's taught me how to discipline wise dealing with students.

The Interpersonal Relationship

The second relationship outcome identified by the mentees was the interpersonal relationship. This outcome helps the mentee feel safe to make mistakes and teaches to take risks. Trust is important in a mentoring relationship and is critical for the relationship to be functional.

Again Jack had a negative outcome, but still felt it was important to have the interpersonal relationship. He said:

It was kinda of an informal "shoot the bull" kind of relationship. It would have been better to have something more personal like I mean what they do with teachers. I mean when a teacher comes into your building, you assign someone else in the building, in their department because the person knows the district, knows the school, knows the subject matter. But at the same time I did my mentorship, I was paired with someone who knew nothing about me, my school, our scores, anything like that.

The Davey spoke of the trust component in the interpersonal relations. He said:

My mentor told me what's said in here stays I here. It's confidential. Whatever is a concern can be brought up. Advice will be given, but the information will remain confidential.

The Pat had a unique response to this outcome benefit. She spoke of two other mentors she found herself, within her district that were meeting her needs because her assigned mentor was not. She said:

I feel a lot more comfortable working with them (2 males) than I do with her. I can't say I knew the other two beforehand either. I was given such a warm welcome that played a huge role in my adjustment. With my mentor it was never like that.

Politics of the Position

The next identified relationship outcome for the mentees was the politics of the position. The politics are often the unspoken rules in the district or with the position. This outcome was surprising to the researcher. The responses brought to the researcher a new awareness of the strong political forces in school administration, even so early in the position.

Xavier spoke of the "good old boys network" which exists in many school districts. His advice to his female mentee was...

I don't let people come to me for things that are her job. If they want to talk about discipline, I listen, and at the end of my sentence is say 'thanks for sharing, now go talk to her (assistant principal). The reality of it is a lot of districts are good old boy networks. We have

talked about how she is going to have a more challenging time of becoming a middle school or secondary principal. I try to highlight skills that she can connect with. People like you has to understand it's a whole different ballgame for you guys than it is for me.

It was interesting that Sunny had a very similar comment about the politics of women in administration. She however had a male mentee, where Xavier had a female mentee. Sunny said:

It always goes back to the idea that it's not ok for women to be in administration. I think as much as we've been in this for a while, I still think it is not as great as you think it is. The glass ceiling for women is still there. It's amazing sometimes how people get jobs and you think how did that happen?

In looking the politics of administration from a mentee, Jack said one of the most important things a mentor should have for his/her mentee is knowledge of the district. He stated:

The first thing a mentee should receive is knowledge of the district. Success in doing what they have (the district) already done. I think they need to be up on the latest trends. Think they need to be able to help a new principal look at data and use that data effectively, not just look at the scores and say "you guys need to get your scores up". I think they need to have some knowledge and experience in taking that data and implementing change to get that data to go the right way.

Diane also felt that district knowledge was a very important trait to have as a mentor. Her mentor was male. He was assigned by the district and from the district but had little knowledge about the district. Diane felt he knew the district goals, but not the unspoken politics that accompany district goals. She said her mentor:

He was just interested in raising test scores within the building, which is a great goal to have but how do I do that? Attendance is important in raising test scores but that factor was addressed. The biggest thing I need was to hear was, what happens if I do _____. Is it ok to not allow extreme hair styles or piercings? What about whose kid belongs to which board member or other staff? My mentor knew nothing behind the scenes and could only help me with concrete issues.

The politics of a principalship fails to be mentioned in many principal preparation programs. This is an important outcome in the mentoring relationship.

Perception of Role of Gender in Mentoring Relationship: Mentors

The final area discussed in this study was the role of gender and its implications on mentoring functions (outcomes). Research had identified mentor gender to play a role on the outcomes (leadership style) of mentees. This last section is different in the fact that the researcher did not have to categorize this

data from emergent themes. The researcher asked each participant the following question:

1. *What role do you think your gender played in the relationship with your mentee?*
2. *What role did your mentor's gender have on your mentoring relationship?*

Xavier was surprised he never really thought about this phenomenon. He found himself to be more nurturing than he realized. His response was:

When we have serious conversations and they have an “I am not happy with how things are going tone”, she breaks down. I have had to talk to her about this. She’s gonna get upset and that’s how she deals with it. I filter some of the stuff. Guy administrators are blatant. I have to break it down in chunks. The conversations I would have had with a male administrator would have been different and to the point and kinda blunt than the type of conversations I had with her.

Josie had an interesting response. She said:

I don’t think my gender has played a whole lot. I was mentored by a male so I am used to that relationship. I have always had a male partner. I am not as soft skinned. I am not as dainty. I think if you had that soft skinned, dainty woman mentor it might be a harder relationship to build I don’t’ get offended by jokes, that’s made a difference. I am a little tougher, you know what I mean? I am a little

tougher. The upsetting side to my tough style is how I can be unfairly viewed. You can do the same exact thing a guy can do and they are tough or aggressive or whatever; but a woman is a bitch period. That sometimes is disheartening to a woman.

The researcher asked Josie who she believed labels women bitches? She replied:

I think more so other women because men can respect it or get over it, but you say something to a women and she takes offense or gets emotional.

Peter was very specific in how he believed his gender influenced his relationship and its outcomes. He stated:

With males, you can be candid. An example is with language. Presenting stuff in how you would present to female verses how you present to a males, I would not be as forthcoming when it involved a female. I think gender does play a role. I think everything I tried to get across to both genders, I tried to present in the same philosophy but how I present the information it wasn't always the same. Outcomes a female would take from a mentoring relationship would be different than what a male would take. The word I want to use is professional with the female. More by the book.

Sunny had the only belief that gender plays no part in her experiences in the mentoring relationship outcomes. She said:

I don't think there is a difference. I think they (male mentees) will lead different. They really believe in their minds that they will go through the process and they will become who they are just because it's natural for them I hope someday they will go "oh I get what she means now!" You know what I mean? That's my hope. Oh wow!

Perception of Role of Gender in Mentoring Relationship: Mentees

Finally, the researcher spent time analyzing the responses of the perception of the mentees on the role of gender and its implications on mentoring outcomes. Jack was surprised at the question because it was something he never thought about. He responded:

That's something I never thought of. I don't think it had any bearing on how I perceived him. I don't think a woman would have been any better. It may have been interesting to hear a woman's perspective.

Jack went on to discuss the leadership style of the two mentors he had had in his principalship. He said:

The female was more laid back... Um, I'll say resistant to change; but she was resistant because everything was working fine. Ok, where as the male assistant principal was very pro-change. You know, just kinda the attitude change for change sake. Just to shake things up a little bit. But it was kinda nice to see both styles

because she would just have to kinda reign him back in because he would want to change everything. She didn't want to change anything, so in between the two; it was nice to see them come to a compromise most of the time. Most of the time, ya know, something would get changes and something would stay the same.

Jack also discussed his female mentor's leadership style in contrast to the male mentor he had. He called her more motherly. He said the leadership styles differed...

The female, because of her personality, was more motherly. She had no gray areas. She looked at the big picture, as with the assistant principal (male), he looked at it as you did this, this is what's going to happen next. I see myself acting more like the male but wanting to be more like the female principal. Although I am more data driven and matter of fact like the assistant principal, I would like to be more understanding and caring like the principal (female).

Davey had a very similar viewpoint on gender of the mentee. He said:

I don't feel like gender was really an issue. I don't feel like my mentor had experienced thoughts of feeling that gender was a role either. My mentor shared that there were times when she had to overcome things dealing with her gender, but I don't feel that affected my relationship at all. There wasn't really anything I

couldn't say because she was female and I was a male. I was very honest. I feel like my mentor was kinda tough and hard-nosed. My opinion is that a lot of females like to please a little more. I never felt that my mentor was like that. She was pretty hard-nosed and wanted to do what was right. She didn't have a problem getting confrontational. She was someone who was going to get to the issues and address them. Other experiences I had with female administrators were that they were wishy-washy. I was the person wanting to get to the point and get things done. Any experience with my mentor worked out well.

Both of the female mentees also felt that the gender of their mentor was not really an issue. Pat said:

I don't know. I guess gender was not an issue. After finding advice from the two male assistant principals in the district, I think the mentality was different because they both were at my level where my mentor, she taught at a high school. They are in the same setting I am. They deal with the same kind of issues I am dealing with on a daily basis. Honestly, this may be a matter of opinion. I feel a lot more comfortable working with them than I do with her.

The researcher probed for deeper understanding and asked about discipline and if the male mentors were different from the female mentors in their discipline style. Pat stated:

My mentor's discipline was a little more beaten around the bush, more compensating to the student. The other two (male mentors) didn't do a whole lot of questioning like she did. They said you can't take their (students) crap. You have to hold stern. That was their opinion. Hers was 'its ok to be a little soft'. She'd listen to their side of the story and was little more laid back. I feel myself leaning more towards my indirect mentors (males) and less towards my direct mentor.

Diane also didn't believe gender had a role in the mentoring relationship outcomes. She said:

I don't think so. Just working with men over the years, in this capacity, women are more organized and I don't mean that in a negative way. I had a really good principal when I was a teacher who was male. He was the most unorganized man in the world. Organization seems to be lacking in male mentors. I don't think my experience would have been different if my mentor had been a female. It all depends on the person. It depends on their ability to work with other people. He was a very non-confrontational person. Not that that's a good thing or a bad thing, being non-confrontational, laid back. You don't want to make waves, but if there is an issue, sometimes women are more bold in saying this isn't right. We need to change it. We need to sit down and come up with a way to change it. I think women, I don't want to be

stereotypical, but I am gonna be, I believe women have, women are able to bring into a situation a little more of a feel good. Let's talk about this kumbaya, work out for everybody. Men, they just don't have that compassion part of it.

Findings

The four novice administrators all agreed that a mentoring program is essential for new principals. They also all agreed that the programs they participated in, whether formal or informal, were insufficient in preparing them for their leadership positions. Benefits from the program were noted by both mentees and mentors. Not all participants could name reasons the relationship was not beneficial. And finally, gender was split, as to whether it was a factor in the outcomes the mentoring relationship provide.

Summary

In this chapter, the researcher outlined the procedures she used to describe her findings. The comments of the respondents to the interview questions were listed, as were the analyses of these comments.

Administrators, both mentors and mentees from each dyad combination gave specific responses to the questions that asked about the mentoring relationship experience.

Based on the responses from all of the participants, there is no great implication that the mentee receives certain attributes from the mentoring

relationship based on the mentor's gender. It does seem that certain attributes become more apparent with gender; however the overall experience was said to be based on the person, not the gender of the person.

In the next section, the researcher presents a summary of (a) the questions that were raised as a result of this research, (b) recommendations to improve mentoring programs, (c) conclusions that can be drawn from this study, and (d) recommendations for future research.

CHAPTER V

PHENOMENOLOGY THEORY, SUMMARY, QUESTIONS, PROGRAM RECOMMENDATIONS, RECOMMENDATIONS FOR FUTURE RESEARCH, CONCLUSIONS

Phenomenology Theory

Phenomenology Theory was developed by Edmund Husserl during the twentieth century. Phenomenology was one of the principal movements of twentieth century philosophy (Kearney, 2003). This type of inquiry is particularly appropriate to address meanings and perspectives of research participants. The major objective is to understand the “lived experience” from the perspective of the participant. Two perspectives should be analyzed from the phenomenology theory. The first perspective is from the people who are living through the phenomenon; and the second perspective is that from the researcher. According to Patton, the major purpose in interviewing the participants is to “find out what is in and on someone else’s mind”. Throughout this whole process, it is important for the researcher to understand that while impossible to detach personal interpretations from the things that are personally interesting, the researcher has to be aware of his or her own experience being infused into both his or

engagement in the interviews and analysis of the data. The data analysis for phenomenological data proceeds through the methodology of reduction, the analysis of specific statements and themes and a search for all possible meanings. The researcher must be open minded, setting aside his or her own ideas, experiences or values. This study found seven themes emerge from the data. These seven themes were cited most frequently by the participants. They were: (a) learning facilitation/coaching; (b) personal/emotional guidance; (c) advocacy; (d) friendship; (e) role modeling; (f) career development facilitation; and (g) leadership strategies and system advice. The core category in this study was the importance of communication in mentoring relationships. All the participants said that communication was most important in a mentoring relationship.

When participants spoke about their experience in mentoring relationships, many of the responses were similar to responses of other participants, regardless of their gender. For example, when discussing the theme of role modeling, several of the participants, both male and female, mentor and mentee mentioned dealing with difficult parents and how important role modeling by the mentor was in this particular administrative skill.

Another similar response was in the category of Career Development. The female mentees were looking for guidance. One was pleased and the other was very disappointed in her mentor. This brings to the forefront the question of why so many differences in the mentors and the programs in which they participated?

To highlight some of the other opposite outcomes the mentees experienced, the theme of friendship showed one of the male mentees never even mentioned anything that would indicate a friendship in the male mentor/male mentee dyad, while the male mentor/female mentee dyad clearly stated that the male mentor looked at his mentee as a friend.

In terms of gender, women mentors and mentee were looked at as soft and nurturing by most of the males in the study. Interestingly enough, the females did not view themselves as soft and too kind. One male did say that his female mentor “was hard-nosed and not afraid of doing what was right”. One female mentor described herself as “I am not soft skinned. I am not dainty”. Clearly there are many inconsistencies in dealing with the gender aspect of the mentoring relationship. The most profound outcome is that all of the participants do not feel that gender plays a factor in the mentoring relationship outcome. However most of the responses at some point contradict this finding. Josie stated that she was more able to work with males because she was trained by males and she leans more towards a male leadership style. Jack said the female administrator in his building would help him out but the advice would be very different than what his male mentor would give him. Jack called her “motherly” but wished he had more of the female leadership traits. Finally Peter did state that gender does play a role in the outcomes of a mentoring relationship. He said how he presented things, like a leadership philosophy, would be different between a male and a female.

Summary

Overall, the findings collected from this study appear inconsistent among the participants, and only somewhat consistent with the prior research. The types of mentoring programs were all formal in this study. The literature review did reveal that formal programs are better than the non-formal; however, none of the formal programs in this study were structured the same and not all the mentees believed because they were placed in a formal mentoring program it was effective for them. One alluded it was a name only, with no real goals.

When looking at the gender component of this study, it would appear that males admit to the career driven outcomes they may place on their mentees, as the women do psychosocial outcomes with their mentees. Overall men want to learn more of the psychosocial outcomes for themselves to add to their own leadership styles.

As the literature review of prior research does not correlate with many of the findings, a number of questions arose that should be considered for future research.

Questions That Arose From This Study

All of the respondents to the interview questions were very forthcoming in their comments. They responded to all of the questions and raised a number of points that the researcher had not anticipated. It was apparent to the researcher that there was a question that could have been combined. I asked “Were you appointed a mentor” and “Did you know your mentor prior to the mentoring

program?” The researcher could have combined the two and asked “Tell me how you met your mentor”. This question would have given me more information, more details, and would have not been so repetitive.

There were some questions that the researcher should have included in the study, but only realized this midway through her research. Many of the mentees stated their program was not effective, although they were all in a formal program. The researcher should have probed into that response and asked what would make it better. Also, a few of the participants didn't like their mentors from the start of the relationship. The researcher should have asked for more specific reasons other than the surface level reasons offered. For example, two of the mentees stated their mentor did not come to their building very much. The researcher should have asked why did they think that was happening and what would happen if they communicated this to the mentor and they told the mentor that they wanted and needed more help?

Program Recommendations

Based on the findings of this research, the following recommendations may be appropriate:

1. It may be necessary to match mentors and mentees personalities before starting the mentoring relationship. This could be accomplished through a prior meeting. Having a mismatch pairing at the start of a mentoring relationship can only lead to a failure of the mentoring relationship outcomes.

2. Due to the large differences in mentoring programs, the State of Ohio should once again look to formulate a standard program and mandate all districts to follow it. Of the small group of participants in this study, not one had a similar program or experience. With the high stakes testing and accountability being placed on principals, which often dictates whether or not administrators keep their jobs, a more standard mentoring experience is essential. Perhaps an exam at the end to show the knowledge gained from the experience.
3. The length of the mentoring program may be insufficient. It may be necessary to have a longer internship for mentee administrators, possibly having both, a male and a female mentor. This would provide a fuller coverage of the responsibilities of a principal and give a male and female leadership perspective.
4. It seems to the researcher that the best way to train a new administrator would be to start with the end and work backward. There is so much to learn as a new administrator. Perhaps the end outcomes should be given to mentee principals and their mentors as goals to reach and they could work together in the relationship towards achieving them (kind of like a rubric to follow during the mentoring experience).

Recommendations for Future Research

Based on the findings of this study, the following recommendations for further study are made.

1. It is recommended that this study be replicated but match mentor and mentee dyads within the same area of certification, example: primary mentors with primary mentee responses. This may have had an effect on the outcomes reported because they were from different levels of education.
2. It is recommended that the State of Ohio release more monies to develop a standardized program of mentoring that would be mandated for novice administrators. This program could allow longer internships and pay mentors which may lead them to perform as stronger role models for their mentees.
3. More research is needed to better understand the outcomes of mentoring relationships related to gender and whether or not having both a male and a female mentor may make a positive difference in the development of new administrators.
4. More research needs to be done in the area of successful mentoring programs. What are they doing and how can other programs mirror their successes.

Conclusions

An extensive review of the literature showed that principal mentoring programs are not preparing new administrators to lead. The lack of quality

training and prior experience to accepting a position is why many new principals fail (Elsberry & Bishop, 1996). Mentoring programs are too different and some have even been rated inadequate to appalling (Levine, 2005). The research further states that the responsibilities of the principal are many and vast with a paradigm shift into twentieth century learning leadership. The schools of the twenty-first century will require a new kind of principal. The roles of this principal will be defined in terms of: Instructional Leadership; Community Leadership; and Visionary Leadership (Institute for Educational Leadership, 2000).

The literature is also clear about the need for successful mentoring relationships. Men and women think and behave differently in the work place and this transfers into mentoring relationships (Fenwick & Neal, 2001). Although there is no formula for a good mentor match, programs need to be structured where mentor/mentee pairing is a number one component. (Kram, 1985). Many school districts are recognizing the importance of mentor/mentee relationships. For example the Albuquerque Public Schools developed a program for new principals called Extra Support for Principals (ESP). In this program mentor principals were paired with newly hired principals in the district. New principals were interviewed to determine their background, perceptions of administrative style, possible areas of growth, and suggestions for in-service training. The new principals were then matched with a mentor who had strengths in areas that would complement the skills of the new principal (Weingarten, 2001).

The research cites a number of studies on the research relationship of mentee gender and mentoring functions. In studies that have found a gender

difference, most reveal that female mentees are more likely than male mentees to experience psychosocial functions from their mentors (Stonewater, Eveslage & Dingerson, 1990; McGuire, 1999). Sometimes the experiences one has as a group member can influence the outcomes they receive from that mentoring relationship. An example would be a male mentee protecting a female mentee from uncomfortable aspects of the job, thus the female mentee is not prepared to take on these situations later as a principal.

This study has revealed to the researcher that principal mentoring programs are currently still too ambiguous in identifying and meeting the needs of novice administrators. This issue is causing a disconnect with the experiences new principals have during their first few years leading a building. Based on the data gained in this study, it would appear that most principal preparation programs are only in name. It would seem that they are put in place to fill a requirement or to make districts feel like they are addressing needs of new administrators.

In looking at the effect gender has on mentoring outcomes, this study is a mixed bag of results. Throughout the study, the males more so than not spoke about wanting to have more of the psychosocial outcomes most women tend to have in mentoring outcomes. Actually a couple of the males did have psychosocial attributes. It is unclear whether the mentoring relationship outcomes caused these psychosocial attributes or not. Further research would be necessary and other factors which may influence the outcomes such as age (generation) influence, and home structure (married, divorced, etc..) would need

to be included in the study. As men and women will continue to be socialized in stereotypical descriptions, inconsistency in the research on whether gender makes a difference in the mentoring relationship still holds to be unknown.

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APPENDIX

APPENDIX A

INTERVIEW QUESTIONS

Interview Question Bank

Relationship

- How did you and your mentor meet each other?
- Was the relationship assigned or did it occur naturally?
- Did you know of your mentor before the relationship?
- Was it difficult to find a mentor?
- Were there any problems with initiation?
- Were there any barriers in finding a mentor?
- How often do you meet? How long?
- How were the ground rules and expectations established/communicated?
- Do you discuss goals? Values? Beliefs?
- What are your goals, values and beliefs?
- What are your mentor's goals, values and beliefs?
- If there were differences, what are they?
- How did your mentor present feedback to you?
- What are roles and purposes of your mentor?
- What does your mentor do for you?
- What do you and your mentor talk about when you are together?

Characteristics and Skills

- What are some of the characteristics and qualities of your mentor?
- How are your characteristics and qualities like your mentor? Unlike your mentor?
- What do you believe to be effective characteristics and qualities of a mentoring relationship?

- What are some of the skills of your mentor?
- How are your skills like your mentor? Unlike your mentor?
- What are some important skills you have learned from your mentor?
- What do you believe to be effective skills that a mentor should offer?

Outcomes

- How has having a mentor been a benefit to you?
- What are the positive outcomes you have gained from this experience?
- What are the negative outcomes you have gained from this experience?

- In terms of effectiveness, how effective has this relationship been for you? Define “effectiveness”.

Gender and the Mentoring Experience

- What role has the mentor’s gender played in the mentor/mentee relationship?
- How might the relationship have been different with cross gender (or same gender-depending on gender of the mentor)?
- What strengths/limitations do you believe male/female mentors bring to the mentoring experience?

Last Question

- Is there anything you would like to add or anything we haven’t discussed that you would like me to know about your mentoring experience?