

**THE PERSONAL AND CONTEXTUAL VARIABLES AFFECTING
THE RELATIONSHIPS BETWEEN MENTORS AND PROTEGES IN A
REGIONAL PROGRAM FOR THE PREPARATION OF PRINCIPALS**

by

Fred W. Keller

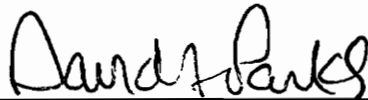
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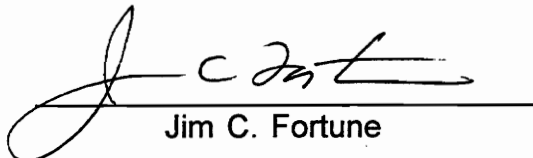
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Educational Administration

(ABSTRACT)

The resurgence of public concern about the effectiveness of schools has brought with it a renewed appreciation of the importance of the principal in the educational process. Most preparation programs for school administrators now require some type of internship or field experience. The purpose of this study was to gain a better understanding about mentor-protege relationships and the personal and contextual factors affecting those relationships in a regional program for the preparation of principals.

Mentor-protege relationships were examined through the collection and analysis of demographic data, scores on a semantic differential, scores used to measure compatibility of personality traits (FIRO-B), and in-depth interviews. The personal and professional questionnaire and semantic differential were both developed by Martha Cobble. Data for four of the six dyads in this study were collected but not analyzed by Cobble in her

exploratory study describing mentor-protege relationships in a regional program for the preparation of principals.

The findings of this study indicated that mentors were important to the career development of proteges in educational settings. Close personal and professional relationships developed between mentors and proteges, and both populations stressed professional aspects of their relationships over social aspects. The mentors' ability to plan meaningful activities and experiences based on their administrative experience was more important to the development of the relationships than were demographic factors such as age and gender. This study should extend the generalizability of Cobble's work and be of interest to mentors, proteges, and others wanting to learn more about mentoring in educational administration.

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Chapter 1

INTRODUCTION

Background

The reform movement of the 1980s and the early 1990s brought with it a renewed appreciation for the importance of providing highly competent school administrators. During the last decade, effective schools research has focused national attention on the importance of a principal's leadership. Virtually all the literature on effective schools points to the critical role that a principal plays in school success.

Accordingly, many of the universities that offer programs leading to school administrator preparation and certification are now designed to provide prospective principals with a more complete knowledge base. In addition to guidelines requiring some teaching experience, an advanced degree, and numbers of courses and credits or semester hours in selected major areas, candidates for the principalship are expected to complete some type of internship or field experience (Bookbinder, 1992).

A 1985 report by the National Association of Secondary School Principals (NASSP) suggested that a variety of carefully designed classroom procedures be used to create a linkage between theory and practice. The NASSP recommended that these classroom procedures: arise from theory, provide applications in relatively "safe" settings, encourage repeated

applications, and place the student sufficiently close to the field setting so that the remainder of the transition can be made with a minimum of difficulty.

Efforts to increase the clinical or professional emphasis within principal preparation programs have been recommended for more than two decades (National Governor's Association, 1986; NASSP, 1970; NASSP, 1985; NCEE, 1983; NCEA, 1987). These recommendations have reinforced the perceived importance of the marriage of theoretical classroom instruction to practical application in a job-like situation.

John Goodlad (1984) also called for lengthy internship experiences. Goodlad believed school districts must be willing to make an investment designed to pay future dividends. An example would be to create one or more internships as assistant principals and to schedule potential candidates for paid, two-year study programs carefully planned to balance academic study and on-the-job experience.

In 1990 the National Association of Elementary School Principals (NAESP) reaffirmed that "major surgery" was needed in preparation programs for school principals. In addition to urging more collaboration among colleges, local school districts, professional administration associations, and state education agencies, the report recommended: (a) strengthening prerequisites for entry into principal preparation programs, (b) identifying leadership talent early and nurturing its development, (c) modifying generic preparation programs to provide greater specialization opportunities for elementary and

middle school principals, (d) requiring higher education institutions to demonstrate greater commitment to the preparation of principals.

In another initiative, NAESP and the NASSP jointly created the National Commission for the Principalship to redesign preparation programs and begin plans for a national process of certifying principals. In its report Principals for Our Changing Schools: Preparation and Certification (1990), the commission stated that it seeks to develop a new framework for preparing principals based on the results of the workplace. As a first step toward this goal, the commission developed twenty-one "performance domains" for the principalship that blend the traditional content-driven curricula with leadership and process skills.

Several university-school partnerships are beginning to address the shortcomings of past internships. For example, Georgia's Bibb County Public School System developed an internship program in cooperation with the University of Georgia. Administrators in the program spent an entire year in a full-time internship. In addition to working full-time under the supervision of experienced administrators, the interns observed other principals in the district, attended monthly seminars conducted by the superintendent and his staff, and met twice a month with the university coordinator. Interns also attended bimonthly seminars with their peers where they shared frustrations and triumphs, posed problems and offered solutions, reflected on their

activities, compared perceptions and experiences, and developed support networks.

The Danforth Foundation sponsored a project called "The Danforth Program for the Preparation of School Principals." The Foundation's position paper stated that the time appears to be right for institutions of higher education who prepare school principals and state agencies to assess the present procedures for preparing and licensing principals with the idea of possible change and improvement. Emphasis would be on experiential learning situations, such as simulated and self-study activities. This manner of preparation for principals would include sharing of experiences by university professors and public school administrators. "Such a partnership between universities and schools takes advantage of the practical knowledge held by practicing principals and integrates experiences in a school with academic activities at the university and internships with community leaders" (The Danforth Program for the Preparation of School Principals, Position Paper, 1987, p. 1). The objectives of the Danforth program were to identify prospective principals early in their professional careers; to provide university and public school personnel an opportunity to work together preparing principals; to develop preparation programs that combine experiences from the university, public schools, and community; to organize learning experiences taken from the university, public schools, and community; and to take advantage of experiential learning, which allows the candidate the

opportunity "to demonstrate competency in schools and the community beyond those commonly expressed in schools today" (Danforth, pp. 2-3).

The Regional Program for the Preparation of Principals was implemented in the fall of 1989 after a year of planning with area school leaders from Roanoke and the surrounding areas. The program goals were: (a) To identify and recruit people with high potential for the principalship, (b) to develop people who are effective in the emerging role of the principal, (c) to develop close working relationships among business, school divisions, colleges and universities, and professionals, (d) to assist with the placement within the region, and (e) to encourage minorities and women to prepare for the principalship (Virginia Tech's Planning Document, 1989).

The underlying assumptions for the program's delivery were: (a) theory and practice must be integrated, (b) communications and collaboration between university faculty and school system practitioners were critical, (c) assessment and feedback were basic to program planning and participant development, (d) possessing knowledge was important, (e) demonstrating competence was essential (RP3 Planning Document, 1989).

In her study Cobble (1993) noted,

The mentoring concept was a vital part of the Regional Program for the Preparation of Principals (RP3). Experienced principals with administrative expertise mentored aspiring principals throughout the two year period. Mentors served as role models while teaching proteges leadership, technical, and human relations skills. They were available to proteges for assistance with decisions or reflection on the tasks of administration. (p. 9)

Proteges selected to participate in the program went through a three-part screening-selection process. The Regional and District Screening Committees were comprised of superintendent's, teachers, community representatives, Virginia Tech faculty, central office personnel, and women and/or minority representatives. The screening criteria included leadership and academic potential, a minimum of three years of teaching experience, educational values, a commitment of time to the program, and written communication skills. Thirteen proteges were selected from fifty-seven applicants.

Mentor selection for the RP3 Program was an informal process. No specific criteria were applied. Superintendents recommended principals whom they thought were outstanding administrators and who were willing to commit to the program. Nine school administrators were chosen to serve as mentors in the program.

Purpose and Research Questions

The purpose of this study was to examine the personal and contextual variables affecting mentor-protege relationships in a regional program for the preparation of principals. This study was specifically designed to explore the following questions:

1. What was the nature of the relationships between mentors and proteges in the Regional Program for the Preparation of Principals?
2. What were the personal variables that affected the relationships between mentors and proteges in the Regional Program for the Preparation of Principals?
3. What were the contextual variables that affected the relationships between mentors and proteges in the Regional Program for the Preparation of Principals?

Significance of the Study

The mentoring process is becoming a topic of growing interest in the academic (Bowen, 1986; Kram, 1985; Zey, 1984) and popular (Collins, 1983; Price, 1981; Sheehy, 1976) press. Greater knowledge of the contextual and personal variables affecting mentor-protege relationships can benefit both the organization and the individual. It is important to understand and examine how mentor-protege relationships are maintained in a work context.

This study provides an in-depth examination of the personal and contextual variables affecting mentor-protege relationships in an educational setting. Additionally, this study will be helpful in determining how mentoring relationships develop, what personality types or preferences affect the

relationships and how personal and situational dynamics interact to encourage or to prevent the formation of mentor-protege relationships.

Limitations of the Study

This exploratory study was limited to mentor-protege relationships in one principal preparation program. It was conducted at the conclusion of a two-year mentoring program, which meant that the mentor-protege relationships were being studied in retrospect as opposed to collecting data as the relationships evolved. Therefore, the research relied on the accuracy of the participants' memories. Readers should also be aware that four of the six dyads analyzed were originally planned to be a part of another study. Therefore, the researcher had first hand knowledge of the data collected in only two of the six dyads presented in this study.

Chapter Summary

Effective schools research has focused national attention on the importance of providing highly competent school administrators in the educational process. Much of this research recommended that public schools become more actively involved in the preparation of principals by making clinical experiences a key element in training, certifying, and hiring.

The mentoring process is becoming a topic of growing interest in academic and business settings. Greater knowledge of the mentoring process can benefit both the organization and the individual.

This study was designed to examine the variables affecting mentor-protégé relationships in a regional program for the preparation of principals. It will provide an in-depth examination of the variables affecting mentor-protégé relationships in an educational setting.

Organization of the Study

This study has been organized into five chapters. Chapter I contains the background information, purpose, significance of the study, and limitations of the study. Chapter II contains a review of the literature regarding mentors, their roles and functions, the nature of the relationship, personal characteristics that affect the relationship, gender and the mentoring relationship, career mentoring, and related factors that influence mentoring relationships.

In Chapter III the research methodology is presented. Procedures for selecting the study's setting, selecting the study's population and collecting and analyzing the data are identified and discussed.

The findings of the study are reported in Chapter IV. Information is provided to assist in answering the research questions that were established

at the beginning of the study. Excerpts from mentor-protege interviews are included to identify emerging themes and support the research findings.

Chapter V provides a summary and discussion of the study's findings. Recommendations and implications for further study are stated.

Chapter 2

REVIEW OF THE LITERATURE

Much has been written about the importance of mentoring in the career development of both men and women. The purpose of this literature review is to examine relevant studies pertaining to the characteristics and factors influencing mentor-protégé relationships. Most of the research that has been conducted focuses on mentor-protégé relationships in business or industrial settings. Given the void of information on mentor-protégé relationships in educational settings, this is an area of needed research and new knowledge.

The literature review is divided into seven areas pertinent to the examination of mentor-protégé relationships: definitions of mentoring, the roles and functions of mentors, the nature of the mentor relationship, personal characteristics affecting the mentor relationship, gender as a factor in the mentoring process, mentoring and the organization, and career mentoring.

Mentoring Defined

The word mentor has its roots in Greek mythology. When Odysseus, king of Ithaca, set off for the Trojan Wars, he entrusted the guardianship of his son, Telemachus, to his servant, Mentor. Mentor served as a model, counselor, and teacher to Telemachus, his apprentice and student (Carden, 1990).

The literature reveals that many definitions for "mentor" have been developed and each has its own connotation depending on the context in which it is used. People intermix the concepts of the coach, sponsor, teacher, counselor, and godfather with the concept of the mentor to such an extent that it is impossible to determine what functions and entities they are referring to (Kram, 1985; Merriam, 1983; Missirian, 1982; Schein, 1978; Zey, 1984).

A mentor is often described as a veteran professional who takes an active interest in the career development of a younger professional (Bova & Phillips, 1982; Zey, 1984) and at times guides, directs, promotes and sponsors the protege (Collins, 1983; Kram, 1985; Missirian, 1982; Zey, 1984).

The definition of mentoring used in this study is derived from developmental-contextual theory, and is both functional and comprehensive. Mentoring is defined as a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protege) aimed at promoting the career development of both.

The Nature of the Mentor-Protege Relationship

Levinson (1978) in his study of adult males suggested that a mentor relationship is the most important relationship for the emotional and professional development of young adults and suggested that the lack of a mentor is an important barrier to the professional development of women.

Levinson further described mentoring as having characteristics of the parent-child relationship and peer support without being either. It is an intense form of love (commitment) that lasts between two and three years, but not more than ten. Levinson concluded, "poor mentoring in early adulthood is the equivalent of poor parenting in childhood" (p. 338).

Clawson (1980) offers the concepts of comprehensiveness and mutuality as two means of distinguishing the mentoring relationship from others. Comprehensiveness refers to the all-encompassing nature of the relationship. The mentors' regard for the protege is not confined to the single dimension of work but encompasses the personal, intellectual and spiritual development of the protege. Clawson's concept of mutuality recognized the need for the relationship to be chosen, valued, and warmly regarded by both the protege and the mentor.

Several theorists have proposed developmental models of mentoring (Clawson, 1980; Kram, 1985; Levinson, 1978; Missirian, 1982; Phillips-Jones, 1982). Several of these models suggests that the mentoring process goes through a sequence of stages (Kram, 1985; Levinson et al., 1978; Phillips-Jones, 1982). The timing of the relationship itself, as well as the stages, must be appropriate to the career stages of the mentor and protege.

Kram (1985) suggests that the mentoring process goes through four stages; initiation, cultivation, separation, and redefinition. The selection process represents the initiation stage of the relationship. This stage is a

period of 6 months to one year, during which time the relationship gets started and begins to have importance for both the mentor and the protege.

The cultivation stage which may last from 2 to 5 years is when the functions of the relationship expand and reach their peak. "The protege grows in competence and confidence, the mentor grows in the pride of having contributed to the achievement of another" (Carden, 1990, p. 288).

The separation stage which may take from 6 months to 2 years occurs after a significant change in the structural role relationship and/or in the emotional experience of the relationship (Kram, 1983). The breakup often occurs when the protege takes another job in the organization or the relationship becomes dysfunctional to one or both individuals. "If the separation is premature, the relationship may be terminated with much anger, frustration, and bitterness on the part of the mentor and/or the protege" (Hunt & Michael, 1983, p. 483).

The final stage of the mentor-protege relationship is one of redefinition. After a period of separation the relationship is reestablished according to a new set of rules. It may become a more peer-like friendship. The mentor and protege interact less frequently than before, and provide occasional career support and advice for each other (Olian, Carroll, Giannantonio, & Feren, 1988). Lasting friendships have been reported in these full-term relationships (Kram, 1983; Levinson, 1978; Sheehy, 1976).

Historically and traditionally mentoring relationships have been informal (Fleming, 1991; Phillips-Jones, 1983). It is usually a relationship that develops because of shared interests, admiration, or job demands that require more than two people. Often, the protege attracts the attention of the mentor through outstanding job performance or similarity in interests or hobbies (Noe, 1988). The mentor enters a person's life at a time when changes are imminent, helps the person through the changes, and then either departs, or develops a lasting friendship with the person (Fleming, 1991; Noe, 1988).

Many organizations have attempted to formalize mentoring relationships (Kram, 1985; Noe, 1988). In formal mentoring programs, individuals are assigned to a mentor. Successful formal mentoring programs are characterized by top management support, careful selection of mentors and proteges, an extensive orientation program emphasizing the development of realistic expectations concerning the relationship, and clearly stated responsibilities for both the mentor and the protege (Noe, 1988; Phillips-Jones, 1983; Zey, 1985).

Proponents of formal mentoring programs stress organizational benefits, such as management continuity, improvement in employee retention, increased productivity, and inter-departmental communications (Bernstein & Kay, 1986; Zey, 1985). Others maintain that without formal mentoring programs women and minorities cannot achieve the full measure of their

potential in business, academia, and the professions (Kanter, 1977; Moore, 1982; Noe, 1988).

Clawson (1980), Kram (1985), and Merriam (1983) question the validity of formal mentoring programs. Clawson (1980) stated that "since the roles of mentor and protege are products of relationships, they cannot be legislated or structurally created" (p.151). Kram (1985) noted that "mentoring relationships cannot be engineered but must emerge from the spontaneous and mutual involvement of two individuals who see potential value in relating to each other" (p.185).

Alleman, Cochran, Doverspike, and Newman (1984) found mentoring to be a behavioral phenomenon not dependent on personal traits. They concluded that mentoring relationships can be established or enriched by learning or encouraging mentor-like behaviors rather than selecting certain types of people to serve as mentors. Also, they found it unnecessary to match pairs on various characteristics or to avoid cross-sex pairing.

Roles and Functions of the Mentoring Relationship

A number of researchers have identified a range of mentoring functions or mentoring roles (Kram, 1985; Levinson et al., 1978; Missirian, 1982; Phillips-Jones, 1982; Zey, 1984). Kram (1985) has suggested two broad categories of functions for the mentor: psychosocial and career development. Psychosocial functions are those aspects of a relationship that enhance a

sense of competence, clarity of identity, and effectiveness in a professional role. These functions include serving as a role model of appropriate attitude, values, and behaviors for the protege (role model); conveying unconditional positive regard (acceptance and confirmation); providing a forum that enables the protege to explore personal concerns (counseling); and interacting informally with the protege at work (friendship).

Career functions are those aspects of the relationship that enhance learning the ropes and preparing for advancement in an organization. These functions include nominating the protege for desirable lateral moves and promotions (sponsorship); introducing the protege to the corporate culture, its politics, and influential others (exposure and visibility); sharing ideas, providing feedback, and suggesting strategies for accomplishing work objectives (coaching); intervening to reduce unnecessary risks that might threaten the protege's reputation (protection); and providing challenging work assignments (challenging assignments). Kram (1985) suggested that the greater the number of functions provided by the mentor, the more beneficial the relationship will be for the protege.

In her study of female managers, Phillips-Jones (1982) made a distinction between primary mentors and secondary mentors. Primary mentors are individuals who are labeled as mentors and who are considered unselfish, altruistic, and caring. Secondary mentors are individuals who are part of a more business-like relationship where an exchange benefits both

individuals' career advancement. Primary mentors provide both career and psychosocial functions, whereas secondary mentors provide only career functions.

Zey (1984) described four major functions served by the mentor relationship which he referred to as the hierarchy of mentoring. The mentor may perform any or all of the functions during the mentor relationship.

According to Zey (1984),

when the mentor engages in teaching the protege receives instruction in organizational skills, management tricks, and learns the subtleties of organizational survival. As a counselor and source of psychological support the mentor enhances the proteges sense of self through confidence building, "pep talks" and the like. As an intervenor the mentor intercedes on behalf of the protege, and runs interference for the protege where needed. As a sponsor, the mentor either promotes the protege into a higher position or influences the "powers that be" to promote the protege. (p. 7)

Personal Characteristics and Mentoring

Some researchers have suggested that mentors and proteges attract one another because of similarities in personality or background (Hennig & Jardim, 1977; Kanter, 1977). Others propose an interpersonal attraction based on perceptions of ability, commitment, and potential (Bowen, 1982; Collins & Scott, 1978; Kram, 1985; Phillips-Jones, 1983).

Mentors often have some characteristics in common. They are generally higher up the organizational ladder, possess greater experience and knowledge of the profession, and are not threatened by the protege's

potential for surpassing them (Collins, 1983; Hunt & Michaels, 1983; Roche, 1979). Mentors also are self-confident professionals who are participative in style, exhibit coaching behavior, and show concern for the development of their subordinates (McClelland & Burnhan, 1976; Roche, 1979; Zey, 1984).

"Several studies state that the mentor must be old enough to have accumulated the experience necessary to benefit the protege" (Hunt & Michael, 1983, p. 480). Levinson (1978) maintained that the mentor is ideally a half generation older than the protege. He states the ideal age difference between the mentor and protege is roughly 8 to 15 years. "When the mentor is older by a generation, there is a greater risk that the relationship will be symbolized in parent-child terms. If the age difference is too close, the two are likely to experience each other as peers" (p. 99). Levinson admits that there can be exceptions to this rule, however, he argues that age is an important variable in any mentoring relationship.

In order to attract the attention of the potential mentor, the protege may need to have certain characteristics (Roche, 1979). Kanter (1977) suggests that proteges are chosen by mentors for several reasons: good performance, the right social background, they know the officers of the organization socially, they are socially similar, they have the opportunity to demonstrate the extraordinary, and they have high visibility.

Another characteristic mentors look for in proteges is their desire and ability to accept power and risk (Zey, 1984). Other attributes that mentors

consider important are: ability to perform the mentor's job, loyalty, similar perceptions of work and organizations, commitment to the organization, and organizational savvy (Ragins, 1989; Reich, 1986).

Personality fit, a "chemistry" between the mentor and protege, is another factor to consider in the selection and success of the mentor relationship. Zey (1984) stated,

Over time, a certain chemistry emerges between two people who are working together toward a common goal. The mentor-protege chemistry that emerges from the performance of tasks and the pursuit of career goals on a day-to-day basis proves a stronger bonding agent than the mere attraction of personality. The ability to fulfill a work role emerges as a more important determinant of mentor relationships than personality mesh. (p. 174)

Gender and the Mentoring Relationship

Mentorship is important to the career development of both men (Levinson et al., 1978; Roche, 1979) and women (Collins, 1983; Kram, 1985; Sheehy, 1976). The male mentorship model does not always apply to women who aspire to succeed in traditionally male-dominated careers. Later career selection, more frequent career interruptions, and fewer advancement opportunities complicate career development for women (Bolton, 1980; Freeman, 1990; Shapiro, Hseltime, & Rowe, 1978).

Several studies have focused on women in mentoring relationships. Ragins and McFarlin (1990) reported that when compared to other gender combinations, female proteges with female mentors were more likely to agree

with the idea that their mentors served a role-modeling function. For those female proteges who had female mentors the results suggested that the role-modeling function may be a very important aspect of the mentoring relationship. Riley and Wrench (1985) found that women who had one or more mentors reported greater job success and job satisfaction than women who did not have a mentor. Reich (1986) reported that women who participated in mentorships had greater self-confidence and an enhanced awareness of their skills. Phillips (1977) and Missirian (1982) reported that the majority of women top-level managers had one or more mentors and that mentorship was a critical factor in success.

Although women can benefit from mentoring, often female mentors are lacking (Noe, 1988; Ragins, 1989; Shapiro et al.). In business, academia, and the professions, the shortage of female mentors reflects the lack of women in management positions (Cook, 1979; Noe, 1988; Sheehy, 1976; Shapiro et al., 1978). Often those women who did make it were either not in secure enough positions to offer assistance to female proteges or felt they couldn't, and in some cases shouldn't help.

Hennig and Jardim (1977) studied patterns of differences between men's and women's views about career and the work environment. The major findings of differences between men and women that Hennig and Jardim (1977) found can be summarized. First, women typically make career decisions later than men. Second, there is a general lack of self-confidence

and assertiveness on the part of women and their success. Third, women fail to acknowledge the importance of the organizational environment - the informal system of information sharing, of favors granted and owed, of mutual benefits. Fourth, women view risk as being negative - loss, danger, injury, hurt. As a result women avoid risk taking situations. Men view risks as loss or gain; winning or losing; danger or opportunity. Last, women express a need to have someone to support them while men expect to work to support at least themselves.

For the majority of females in most organizations there are major barriers that stymie the development of mentorships for women. Noe (1988) identified six barriers that women experience in obtaining mentors. First, lack of access to information networks limits women's contact with potential mentors. This may be due to the lack of knowledge or how to develop informal networks, or the intentional exclusion of women by male managers.

Second, women are seen as tokens in the work group. Women promoted to meet affirmative action goals may be seen as a threat to potential male mentors while other employees may become resentful or dissatisfied with promotion and development policies (Rosen & Mericle, 1979). Women who receive preferential treatment due to affirmative action policies may lack personal motivation for establishing mentorships due to perceptions that their success in the organization may be linked to policy decisions rather than their ability (Noe, 1988).

Third, even though research indicates that women are successful managers (Donnel & Hall, 1980; Moore & Rickel, 1980), negative attitudes about women's abilities to manage persist. These attitudes may be the result of sex-characteristic stereotyping, beliefs regarding women's job preferences, attributions regarding performance outcomes, and sex-role stereotypes (Noe, 1988). Taylor and Ilgen (1981) found that both men and women were more likely to view women as suitable for unchallenging, rather than challenging positions. Rynes & Rosen (1983) reported that men believed that women placed more importance on hygiene factors, such as pleasant working conditions, than motivator, such as responsibility and advancement possibilities.

A fourth barrier reported by Noe (1988) was socialization practices. These practices encourage the development of personality traits and behaviors that are contrary to those needed to be a successful manager. Due to socialization practices, men may develop a stronger autonomous motivation for achievement, whereas women may be more receptive to external standards for appropriate achievement-oriented behavior.

A fifth barrier suggested by Noe (1988) was norms regarding cross-gender relationships. Research indicates that men and women prefer interacting with members of the same sex in the work environment (Larwood & Blackmore, 1978; Levinson et al., 1978). Kram (1985) confirms the belief of Levinson et al. (1978) that the essential modeling and identification process

are less evident in cross-gender relationships. An additional problem in establishing cross-gender mentorships is peer perceptions. Kram (1985) noted that cross-gender relationships had special complexities. Often the relationship between the mentor and the protege is interpreted as sexual in nature, leading to jealousy, resentment, and gossip.

The sixth barrier reported by Noe (1988) in women's mentoring relationships was their reliance on ineffective power bases. Women use more indirect and acquiescence influence strategies than men. Men are more likely to exert direct power by issuing orders or requests, by bargaining with concrete resources such as knowledge or money, or by stressing their own competence by making others aware of their expertise, whereas women's influencing efforts are based on the development of personal relationships. Also, women tended to emphasize their own weaknesses or incompetence in order to influence others. According to Noe (1988) "if female employees fail to stress their expertise and, instead, rely on helplessness or acquiescence, or stress incompetence in order to gain influence, it is likely that they will not be sought out for mentorships" (p. 71).

Risks and Benefits of the Mentoring Relationship

Mentoring is generally promoted positively throughout the literature. Although there are risks involved in the mentor relationship, a quality

relationship can enhance the career development of both the mentor and the protege (Zey, 1984; Kram, 1985).

Mentors may benefit from positive mentor-protege relationships.

Mentors often get increased job satisfaction, peer recognition, and potential career advancement through helping less experienced individuals in their development (Hunt & Michael, 1983; Zey, 1984). Levinson et al. (1978) believed that serving as a mentor could rejuvenate older professionals by passing on their experience to a younger member of the organization.

Levinson summed up the benefits derived from mentoring:

The mentor is doing something for himself. He is making productive use of his own knowledge and skills in middle age. He is learning in ways not otherwise thought possible. He is maintaining his connection with the forces of youthful energy in the world and in himself. He needs the recipient of mentoring as much as the recipient needs him. (p. 253)

The advantages of mentorship for the protege include increased self-esteem and confidence, improved communication skills, increased knowledge of the organization, increased recognition by the organization, and career advancement (Bova & Phillips, 1984; Fleming, 1991; Ragins, 1989; Roche, 1976; Zey, 1984). The mentor may also facilitate the development of new talents in the protege, resulting in further esteem enhancement (Moore, 1982; Wright & Wright, 1987).

Zey (1984) developed a Mutual Benefits Model which demonstrated an exchange relationship among the mentor, the protege, and the organization.

This three-way interrelationship is shown in Figure 1. Zey (1984) explained,

The arrows in the figure represent the benefits that are transferred. They show that the mentor gives the protege support and protection and that the protege helps the mentor do his job, build his empire. The figure also indicates that the mentor relationship transfers benefits to the organization and that in exchange for these benefits, the organization advances the position and increases the power of both the mentor and the protege. (p. 11)

Under various conditions, the mentoring relationship can actually be detrimental to the mentor, the protege, or both (Kram, 1985). Relationships that are not complementary or are prematurely ended may have negative outcomes. The protege may experience a loss of self-esteem, frustration, blocked opportunities, and a sense of being betrayed. Frustration also may result if the protege becomes attached to a poor mentor and is not able to advance in the organization (Fury, 1979; Kram, 1985). Relationships with the wrong mentors can cost the proteges valuable career time and bring them negative feedback by the organization (Hunt & Michael, 1983).

The mentor risks failure and disappointment if the protege's potential is misjudged (Hatlin, 1981; Tauler, 1989; Woodlands Group, 1980). The protege may form a dependency relationship and be unable to perform without the guidance of the mentor. Mentors who have their own advancement in the organization blocked may become envious and resentful

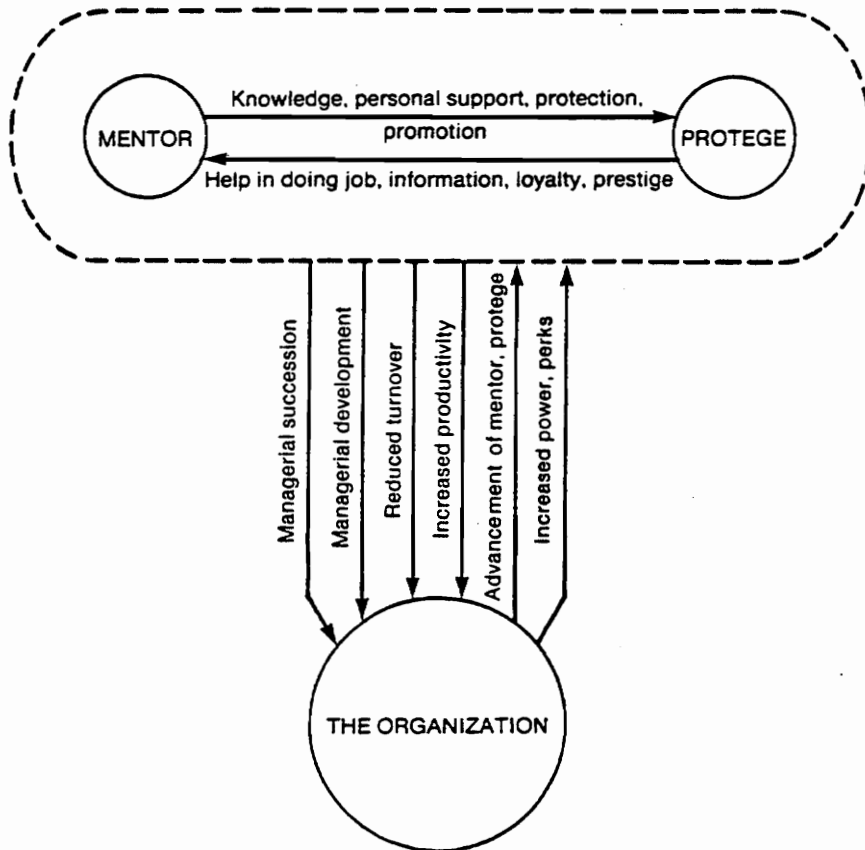


Figure 1. The Mutual Benefits Model.

Note. From The Mentor Connection (p.11) by M.G. Zey, 1984, Homewood, IL: Dow Jones-Irwin.

as they see the protege match or surpass their own achievement (Kram, 1980).

Mentoring and the Organization

Becoming a mentor benefits not only the mentor and the protege, but the organization generally benefits from the mentor-protege relationship (Bova & Phillips, 1981; Kram, 1985; Ragins, 1989; Zey, 1984). Zey (1984) suggested six ways mentoring benefits the organization:

1. Integration of the individual - Mentors help proteges feel closer to the organization, more accepting of its mores and goals, and increases the proteges sense of belonging.
2. Reduction in turnover - Because mentor relationships prevent talented people from becoming lost in the corporate woodwork and increase the amount of positive feedback to proteges, proteges tend to remain in organizations.
3. Management development - The mentor transfers to the protege skills and knowledge that would otherwise be denied to him.
4. Managerial succession - Mentoring facilitates the smooth transfer of the managerial reins from one generation of executives to the next.
5. Productivity - Mentoring serves as an informal mode of corporate reorganization for maximum efficiency.
6. Socialization to power - Mentoring produces managers who are comfortable with power and possess the motivation and ability to mobilize people and resources. (p. 93)

Through mentoring, the organization is developing managerial talent that will be confident, knowledgeable, and more active. This leads to better pay, higher satisfaction with their career and makes them less inclined to leave the organization (Fleming, 1991; Hunt & Michael, 1983). Gerstein (1985) concludes, "Mentor programs keep top people motivated, turned on,

and most importantly, appreciative of smart and cost-effective ways of doing business" (p. 157).

Zey (1985) observed, "Mentoring can help the organization satisfy its members' psychic and material needs, integrate the members into its goal orientation, and at the same time ensure a smooth and orderly succession at the top" (p. 93). In addition to enhancing the careers of the mentor and the protege, the mentoring process humanizes the environment for the protege and functions as a mechanism for integrating the protege into the corporate structure and culture. It also serves to increase the skills and effectiveness of both the mentor and the protege. These processes in combination can contribute to an increase in productivity and a reduction in turnover.

Career Mentoring

In order to understand how individual career stages shape developmental relationships, we must consider how life experiences affect experiences in a work setting (Kram, 1985). Career developmental theorists have related career development to the larger process of life-span developmental stages. According to the career developmental theorists, individuals progress through career stages, definite periods throughout their careers that are characterized by psychosocial developments, developmental tasks, crises, and transitions. Through experiencing these career stages,

individuals crystallize their personal identity, satisfy their needs and those of society, and develop their self concepts.

Individuals bring current developmental tasks and previous life experiences to their significant relationships at work. Current developmental tasks include those concerns about self, career, and family that become important during different life and career stages (Erickson, 1963; Levinson, 1978; Sheehy, 1976). Previous life experiences, including relationships with parents, other authority figures, siblings, and peers influence how an individual behaves in current relationships (Dalton et al., 1977; Schien, 1978; Zalesnik, et al., 1970). Understanding these psychological forces helps explain why certain career and psychosocial functions become important in a relationship and why a relationship follows a particular course through its phases (Kram, 1985; Phillips, 1977).

Super (1977) maintains that individuals develop vocationally as one aspect of their total development but at a rate determined in part by their psychological and physiological attributes and in part by environmental conditions. A series of vocational tasks are mastered to attain successive levels of vocational maturity, and the progression through vocational life is more or less orderly.

Kram (1985) has described how developmental relationships are shaped by the career stages of the two individuals who create and participate in them. The delineation of developmental tasks that shape relationships at

work are organized into three major areas: early career, middle career, and late career. Each career stage coincides with life stages of early adulthood (ages 20-40), middle adulthood (ages 40-60), and late adulthood (ages 60 and older).

According to Kram (1985) an individual in the first stage of career development is concerned with the kind of occupation and lifestyle apart from the family of origin he or she will pursue. The individual is likely to be in a period of reassessment, reflection, and redirection. Young adults seek out relationships that enable them to work on developmental concerns of one's role as spouse, lover and/or parent. Since these individuals are new to the organization, they will need the guidance of a more experienced individual for support in learning the ropes.

Kram (1985) views individuals at midcareer as adjusting self-views now that they are no longer a novice but older with more experience. For those who are satisfied with their accomplishments, it may be a time of shifting creative energies away from advancement concerns to concerns about leisure time, family commitments, or developing younger colleagues in the work context. Alternately, for those who are dissatisfied with their accomplishments, it may be a time of self-doubt and a sense of urgency as one realizes that life is half over, and one's career has been fairly well determined.

Individuals in late career face the fact that their careers will soon end. Relationships with subordinates during the late career years allow the manager to pass on wisdom and experience. Through mentoring and coaching roles, individuals still feel valuable to the organization and develops confidence that they will leave a legacy behind. Relationships with subordinates also allow the late career managers to get reacquainted with youthful parts of themselves. They identify with those junior colleagues for whom they provide mentoring functions. Kram (1985) explained, "this identification is, in part, an attempt to relive some of the earlier experiences of their careers as the process of moving into retirement begins" (p. 99).

Chapter Summary

Most of the research pertaining to mentor-protégé relationships has been conducted in business or industrial settings. Given the void of information on mentor-protégé relationships in educational settings, this is an area of needed research and new knowledge.

It has been suggested that a mentor relationship is the most important relationship for the emotional and professional development of young adults. Today mentoring is seen as an essential tool to assist newcomers upon their entry into a profession. A quality relationship can enhance the career development of both the mentor and the protégé.

The review of the literature included a discussion of the various characteristics and functions served by a mentor-protégé relationship, the nature of the relationship, career mentoring, risks and benefits of the relationship, and benefits mentoring provides for the organization.

Chapter 3

RESEARCH DESIGN AND METHODOLOGY

This study focused on mentor-protégé relationships and the personal and contextual factors affecting those relationships in a regional program for the preparation of principals. The research questions and the procedures for collecting and analyzing the data to answer those questions are described in this chapter. The following topics are discussed: (a) conceptual framework, (b) research design, (c) population and setting, (d) instrumentation, (e) data collection, and (f) data analysis.

Conceptual Framework

A conceptual framework (Figure 2) has been developed to explore the mentor-protégé relationships in this study. The framework consists of the context in which the mentor-protégé relationships developed, the personal and contextual variables affecting the relationships, and the outcomes of the relationships.

This model suggests that mentor-protégé relationships are developed dynamically in conjunction with the personal and contextual variables affecting these relationships. The nature of the mentor-protégé relationship determined the mentor, protégé, and organizational outcomes for each dyad.

PERSONAL VARIABLES

Personality factors
Age
Gender

CONTEXTUAL VARIABLES

Work setting
RP3 activities
Professional position
Networking
School division support
Family



Role of Mentor
Role of Protege
Benefits and Costs

OUTCOMES OF THE RELATIONSHIP

MENTOR

Increased job satisfaction
Peer recognition
Career advancement
Rejuvenation

ORGANIZATION

Integration of individual
Reduction in turnover
Management development
Increased productivity
Socialization to power

PROTEGE

Increased self-esteem
Increased knowledge
Increased recognition
Career advancement

Figure 2. Model for the Study of Mentor-Protege Relationships

Research Design

This study was based on the premise that mentors are important in the career development of proteges in educational settings. Three questions guided the study:

1. What was the nature of the relationships between mentors and proteges in the Regional Program for the Preparation of Principals?
2. What personal variables affected the relationships between mentors and proteges in the Regional Program for the Preparation of Principals?
3. What contextual variables affected the relationships between mentors and proteges in the Regional Program for the Preparation of Principals?

A case study approach was utilized to answer these questions. The approach involved in-depth interviewing and the collection of data through personal and professional questionnaires, a semantic differential, and the FIRO-B.

The Population and the Setting

The mentors and proteges selected for this study were a sample of individuals who participated in the Regional Program for the Preparation of Principals (RP3) and were not included in Cobble's (1993) research. This was a collaborative program designed to train school administrators.

Participants included: six female proteges, four male mentors, and two female mentors. Each of the mentors held masters degrees with endorsements in educational administration. They also had at least three years of successful administrative experience.

The geographical setting for the study was the Roanoke Valley of Virginia. Mentors were distributed across two levels as follows: three elementary school principals, three junior high school principals. Proteges were distributed across three levels: four at the elementary level, one at the secondary level, and one at the junior high level. The characteristics of the participants in the study are shown in Table 1. The average daily membership (ADM) for all divisions in this region was 5,430 with an average annual per pupil expenditure of \$4,785.00. The average daily membership (ADM) and the average annual per pupil expenditure for each school division included in the study is shown in Table 2.

Instrumentation and Data Collection

Four instruments were used to collect data: a personal and professional questionnaire, a semantic differential, the FIRO-B, and in-depth interviews of mentors and proteges who participated in the RP3 Program.

Table 1

Mentor-Protege Demographics

Demographics	Mentors (N=6)	Proteges (N=6)
Age		
21-32		3
33-44	4	3
45-56	1	
57-Over	1	
Gender		
Male	4	
Female	2	6
Marital Status		
Married	6	4
Separated		2
Education		
Masters Degree	4	6
Ed.S.	1	
Ed.D./Ph.D.	1	
Professional Position		
Principal		
Elementary	3	
Middle/Jr. High	3	
Assistant Principal - Elementary		1

(table continues)

Table 1 (continued)

Demographics	Mentors (N=6)	Proteges (N=6)
Teacher		
Elementary		3
Middle/Jr. High		1
Secondary		1
Professional Experience		
0-7 years		2
8-15 years	1	3
16-25 years	5	
25-over		1
Ethnicity		
Caucasian	6	6

Table 2

School Division Average Daily Membership and Per Pupil Expenditure

Division	Average Daily Membership (ADM)	Per Pupil Expenditure
A	13,328	\$4,939
B	6,154	\$4,302
C	3,517	\$4,687
D ^a	3,199	\$4,734
E	962	\$5,447

^a Two mentors were from school division D.

Personal and Professional Questionnaire

Each participant in the study completed the Personal and Professional Questionnaire (Appendix A). This instrument was developed by Cobble (1993) and sought data on age, gender, marital status, number of children, degrees, current position, years of service, school division, and type of school. This information was used to identify the demographic and career characteristics of the participants in the study. Respondents were also asked to list personal and professional activities they shared with their mentor-protégé and the amount of time they invested in these activities.

Semantic Differential

The semantic differential scales were administered to each mentor-protégé dyad (N=6). The instrument was developed using the concept mentor-protégé relationship. Each of these concepts was rated on twenty-five bi-polar adjective scales selected on the basis of a literature review and pilot testing. The semantic scales, developed by Cobble (1993), were designed to describe the degree to which mentors and protégés felt similar to each other in their relationships. The instrument (Appendix B) consisted of twenty-five bi-polar adjectives (e.g., distant-intimate, accessible-inaccessible, passive-active, cold-warm) which appeared at the extremes of an 8-point scale. To counteract the tendency to mark the same point on all items, the polarity of the scales was randomized so that the positive and negative poles did not

always appear on the same side of the scale. Participants were asked to respond to each bi-polar scale. Marking the middle of the scale indicated the participant thought the concept was "neutral" while marking away from the middle (in either direction) indicated stronger feelings toward the adjectives.

Fundamental Interpersonal Relations Orientations--Behavior (FIRO-B)

The FIRO-B (Appendix C) measures the behavioral aspect of personality and how a person characteristically relates to others. It was designed for two primary purposes: (a) to provide a measure of how an individual acts in interpersonal situations, and (b) to provide a measure that will lead to the prediction of interaction between people based on data obtained from the measuring instrument. Schutz (1982) tested the FIRO-B for reliability using the coefficient of internal consistency with a mean measure of .94. Approximately 1,500 college students and air force personnel were involved in validating the scales of the FIRO-B. The coefficient of stability was confirmed by retesting among Harvard students over a one-month period of time with a mean coefficient of .76.

FIRO-B scales have been used in a wide variety of areas from marriage counseling and selection of marital partners to the study of compatibility on the outcome of several real-life dyads: doctor-patient, experimenter-subject, teacher-student, and salesman-customer (Schutz,

1978). The results are termed "consistent with occupational stereotypes" (p. 9).

FIRO-B measures a person's expressed behavior and wanted behavior on three dimensions: affection, control, and inclusion. The expressed scale indicates behavior that is overt and observable; the wanted scale indicates latent needs which are not directly observable. As defined by Schutz (1978), inclusion measures a person's general social orientation and degree to which a person associates with and feels comfortable around others. Control measures the extent to which a person assumes responsibility, makes decisions, and dominates others. Affection measures a person's need for deep relationships as opposed to superficial ones.

Each variable in the FIRO-B (control, inclusion, and affection) is marked on a scale from 0 to 9. High scores (7,8,9) or low scores (0,1,2) are extreme and indicate exceptional expressions of behaviors represented by the variables. Extreme scores indicate a compulsive quality in the expression of any of these three variables.

There are four types of interpersonal compatibility that are measured by the FIRO-B: interchange compatibility, reciprocal compatibility, originator compatibility, and need compatibility. Compatibility is defined as, "co-existing or working well together. It does not necessarily imply liking" (Schutz, 1960, p. 106).

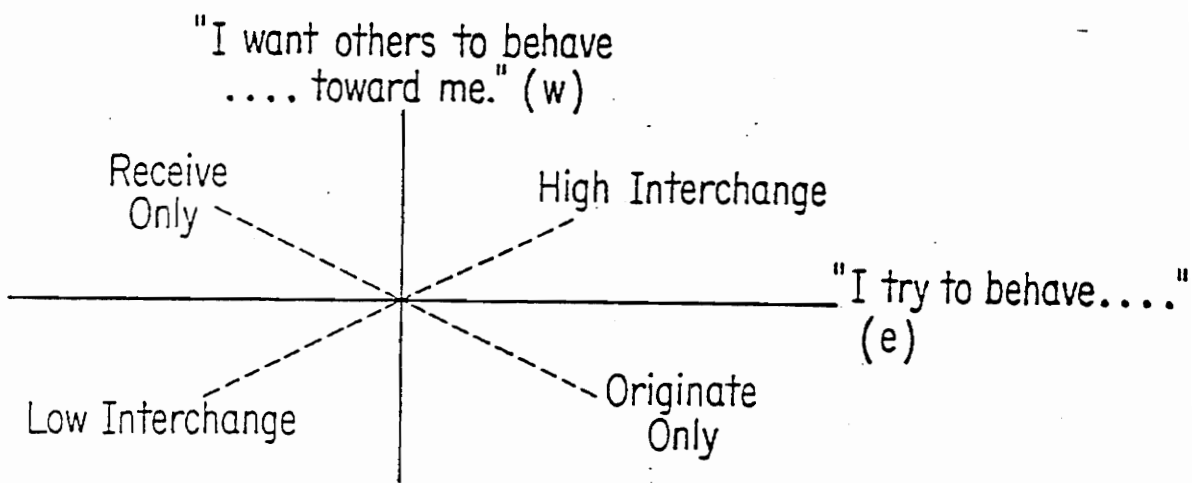


Figure 3. General Schema for Interpersonal Behavior as Measured by FIRO-B.

Note. From The Interpersonal Underworld. (p.107) by E.H. Schutz, 1960, Palo Alto, CA: Science and Behavior Books.

In Figure 3 the high interchange quadrant represents those who prefer a great deal of exchange of some behavior (inclusion, control, or affection). The low interchange quadrant includes those who wish to avoid the exchange of the behavior; those neither initiating nor wanting inclusion, control, or affection. In a case of maximum compatibility two individuals' scores should be similar with respect to the interchange axis. Interchange incompatibility arises when the members of the dyad disagree on the amount of interchange in a particular area. For two people to work effectively together their preferred behavior regarding originating and receiving should be complementary. According to this model, two people who are compatible should be equidistant from the center of the diagonal.

Reciprocal compatibility is a similar measure derived from the major axis rather than the diagonals and is based on the assumption that the expressed behavior of one member of a dyad must equal the wanted behavior of the other member. In a two-person group an individual's needs may be frustrated if the other person does not satisfy them or if the individual is not able to express the preferred behavior toward this person.

Originator compatibility is based more directly on the originate-receive axis. Conflict arises when there is disagreement regarding preference of who shall originate relations and who shall receive them. For each need area (inclusion, control, affection) there are two types of conflict: between two

receivers, apathetic originator incompatibility, and between two originators, competitive originator incompatibility (Schutz, 1960).

Need compatibility depends on the relative importance of the interpersonal need areas. It is different from the other types of compatibility in that it deals with the relations among interpersonal need areas rather than examines relations within areas. The need areas are compared. If they are similar, need compatibility is present (Schutz, 1960). Need compatibility was not used in this study.

The Interview Guide

An interview guide (Appendix D) was used to collect mentor-protégé data for this study. It consisted of questions in the following areas: biographical data, the mentor-protégé relationships, and personal and contextual variables affecting the relationships. The guide consisted of a set of questions carefully worded and arranged for the purpose of taking each respondent through the same questions with essentially the same words. This procedure was designed to ensure consistency and minimize variation in the questions posed to the interviewees. The questions were "open-ended," which meant there were no right or wrong answers. Participants responded in their own way and took as much time as they needed.

The interview guide was designed after reviewing the interview format used by Cobble (1993). Questions developed by Cobble were included in the

interview guide. These questions were rearranged to answer the research questions guiding this study. Background and demographic questions were added to the interview guide and served as a way of collecting personal and career information from the individuals being interviewed.

In order to allow individual mentor-protege perspectives to emerge the interview guide provided topic or subject areas in which the interviewer was free to explore, probe, and ask questions that would clarify and explain the particular topic being discussed. The interviewer remained free to build a conversation within a particular topic area, to word questions spontaneously, and to establish a conversational style, but with the focus on a particular topic which had been predetermined.

Data Collection

Data collection began by contacting Martha Cobble to discuss the possibility of using mentor-protege dyad data collected and not used in her study. After securing permission from Cobble to use unanalyzed data from her study, each mentor-protege dyad member was mailed a letter (Appendix E) explaining the purpose of the study and a disclosure statement (Appendix F) requesting permission to use the personal and professional questionnaire, the semantic differential, FIRO-B scores, and the transcript of the interview conducted by Cobble. The participants all consented to having their data included in this study.

In addition to the data collected by Cobble (1993) this study included mentor-protege data collected from two dyads not included in Cobble's study. These data were collected in the mentor-protege work settings. Mentors and proteges who had not participated in Cobble's 1993 study completed a personal and professional questionnaire, a semantic differential, and a FIRO-B.

In-depth interviews were conducted at a time designated by the mentors and proteges in their respective schools. The interviews lasted one-hour and were composed of: (a) an introduction and preliminary greeting, (b) an explanation of confidentiality, (c) questions from the interview guide, and (d) closure. The interviews were tape-recorded and transcribed for analysis.

Data Analysis

Semantic Differential

The procedure for analyzing the semantic differential data included three steps:

- 1) Mean scores were computed for the evaluative, potency, and activity dimensions of the semantic scales for each mentor-protege dyad (N=6 dyads). The evaluative dimension describes how the mentor and protege felt about the quality of the relationship. The potency dimension describes how the mentor and protege felt about the importance of the relationship. The activity dimension describes

the mentor and protege's impression of the relationship (Osgood, Suci & Tannebaum, 1957). The mean scores were calculated for mentors by taking the total scores of mentors for each dimension (evaluative, activity, potency) and dividing the scores by the number of mentors (N=6). The mean scores were calculated for proteges by taking the total scores of proteges for each dimension (evaluative, activity, potency) and dividing the scores by the number of proteges (N=6).

2) As suggested by Osgood, Suci, a Tannebaum (1957) the D (Distance) score is a measure of profile similarity. D scores were computed using the formula: $D = \sqrt{a^2 + e^2 + p^2}$, where a, e, and p represent the mean scores of the activity, evaluation, and potency dimensions of the semantic scales. D scores were calculated for each member of the mentor-protege dyad. Similar scores represent areas of agreement between mentor and protege when describing the intensity of their relationship.

3) The evaluative, activity, and potency dimensions, and D scores for mentors and proteges were correlated using Pearson's correlation coefficient (r). The value of +1 is the highest possible value of Pearson r and is obtained only when the correlation is perfect positive. The value of -1 is the lowest possible value and is reached only when the correlation is perfect negative. The closer the correlation coefficient is

to positive (+) one the more similar the mentor and protege viewed their relationship.

The FIRO-B

Mentor-protege interpersonal relationships and compatibility scores were reported using the FIRO-B. The procedure for analyzing the FIRO-B scores included seven steps:

- 1) Raw scores for mentors and proteges were reported in a 4 x 4 matrix using the following scale; high (7,8,9), medium (3,4,5,6) or low (0,1,2). The columns in the matrix represented the FIRO-B variables (inclusion, control, affection) and the total scores across all variables for expressed and wanted behaviors. The rows represented the expressed and wanted behaviors for each variable (inclusion, control, affection) and the total and difference scores for each variable (inclusion, control, affection).
- 2) Mentor-protege dyad column scores were examined to see the relative activity among inclusion, control, and affection across both wanted and expressed behaviors.
- 3) Mentor-protege difference (D) scores were examined for each variable (inclusion, control, affection) to determine if the individual had a preference for wanted or expressed behavior. The following formula

was used to calculate these scores: Expressed (E) minus wanted (W) equals difference (D), $[E - W = D]$.

- 4) Reciprocal compatibility (rk) scores were examined to determine the personality fit between the mentor and protege using the following scale; perfect compatibility (0), compatibility (1-6), incompatibility (7-18). Reciprocal compatibility may be indicated quantitatively by letting e_i and e_j stand for the score on the expressed behavior for the first and second members of the dyad, respectively, and w_i and w_j , the score of the behavior wanted from others for the two members of the dyad (Schutz, 1960). A measure of the reciprocal compatibility of persons i and j is given by, $rK_{ij} = |e_i - w_j| + |e_j - w_i|$. The expressed control, inclusion, and affection scores (e_i, e_c, e_a) of the mentor were compared to the wanted control, inclusion, and affection scores (w_i, w_c, w_a) of the protege and the compatibility of their behavior was discussed. This procedure was repeated for each of the six dyads.
- 5) Mentor-protege preference for initiating and receiving behavior was determined by examining originator compatibility scores using the following scale; perfect compatibility (0), compatibility (6 to -6), competitive incompatibility (7-18), apathetic incompatibility (-6 to -18). The originator compatibility (oK) of persons i and j is given by, $oK_{ij} = (e_i - w_i) + (e_j - w_j)$, with the sign of oK_{ij} positive if $[(e_i - w_i) + (e_j - w_j)]$ is greater than zero, and negative if it is less than zero. If both persons

prefer to originate rather than receive, the sum of their scores will be positive reflecting competitive incompatibility. If both prefer receiving, the sum of the scores will be negative, indicating apathetic incompatibility.

- 6) The mentor-protégé mutual exchange level was determined by examining interchange compatibility scores using the following scale; perfect compatibility (0), compatibility (1-6), incompatibility (7-18). The interchange compatibility score for two persons, i and j is given by, $xK_{ij} = | (e_i + w_i) - (e_j + w_j) |$. The smaller the value of xK the greater the interchange compatibility.

The Interview Guide

The interview guide served as a basic checklist during the interview to make sure that all relevant topics were covered. The interview guide provided a descriptive analytical framework for data analysis.

The procedures for analyzing the interview data included nine steps:

- 1) The interview data were read several times from beginning to end. While reading the data, notes and comments were made in the margins of the interview transcripts.
- 2) The notes and comments were sorted into groups and classified according to recurring patterns and themes in the data.

- 3) The recurring patterns and themes were sorted into three categories (nature of the mentor-protégé relationship, personal variables affecting the relationship, contextual variables affecting the relationship). The categories were judged by two criteria: internal homogeneity (extent to which the data that belong in a certain category held together) and external heterogeneity (extent to which differences among categories distinguished themselves from one another) (Patton, 1990).
- 4) The three categories were further divided into subcategories and prioritized according to significance, credibility, uniqueness, and special interests.
- 5) After the categories and subcategories were developed, patterns of responses were identified and displayed in a 2 x 3 matrix (Appendix G). The matrix was used to help compare similarities and differences between the mentors and protégés and how they viewed the variables affecting the relationship.
- 6) A cross-classification system was used to test categories for completeness. Two 3 x 6 meta-matrices (Appendix H) were designed to break the mentor-protégé data down into three analytical categories:
 - (a) The nature of the mentor-protégé relationship.
 - (b) Personal variables that affected the mentor-protégé relationship.
 - (c) Contextual variables that affected the mentor-protégé relationship.

One matrix was used to compare mentor responses to the above categories and the other matrix was used to compare protege responses. Columns and rows in the matrices were examined to compare differences and similarities in the data and to collapse the data into categories that were used for subsequent analyses.

- 7) Findings were supported with verbatim quotations and illustrations. All of the names of participants whose quotations were cited were changed to protect their identity and to provide for confidentiality.
- 8) The content of each interview transcript was analyzed by counting the frequency of terms, words, and phrases used by mentors and proteges to describe their relationship. Terms, words, and phrases, used in the literature and including the twenty-seven bi-polar adjectives on the semantic differential scales, were selected for analysis (Appendix I).
- 9) Information contained in the interview transcripts was checked for accuracy. The interviewees were mailed a copy of their interview transcripts. They were asked (Appendix J) to verify the information contained in the transcripts by commenting on the accuracy of their responses and ideas conveyed in the transcripts. They were also asked to add information that might help clarify responses they had made during the interview. Any corrections or additions made by the participants were explained in the margins of the interview transcripts.

Chapter Summary

The steps involved in conducting this study were:

- 1) Identification of an unanalyzed set of data in the domain of mentor-protege relationships.
- 2) Securing permission to use the unanalyzed data from Cobble's (1993) study.
- 3) Collecting mentor-protege data from two dyads not included in Cobble's (1993) study.
- 4) Transcribing the four tape-recorded interview sessions.
- 5) Analyzing the data using descriptive statistical and qualitative methods.
- 6) Comparing the findings of the study within dyads and between dyads.
- 7) Writing a report of the findings.

Chapter 4

FINDINGS

The purpose of this study was to examine mentor-protege relationships in a Regional Program for the Preparation of Principals (RP3). This chapter contains findings based on the analyses of in-depth interviews with six mentor-protege dyads that participated in the RP3 Program. The findings are organized by topics which correspond to the questions which guided the study:

1. What was the nature of the relationships between mentors and proteges in the Regional Program for the Preparation of Principals?
2. What personal variables affected the relationships between mentors and proteges in the Regional Program for the Preparation of Principals?
3. What contextual variables affected the relationships between mentors and proteges in the Regional Program for the Preparation of Principals?

The interview combined with information from the personal and professional questionnaire, the semantic differential, and FIRO-B scores were used to describe the variables that affected the relationships between mentors and proteges. A case study approach was used to present the findings for each of the six mentor-protege dyads. Patterns and themes which emerged

from the data are discussed for each dyad to bring an understanding of the relationships which developed between the mentors and proteges. Verbatim comments are included to support and illustrate the themes.

Dyad One

Pat, the mentor was a fifty-eight year old female who had been married for thirty years and had two grown children. She held a master's degree in educational administration and had worked as an elementary school principal for twenty-one years.

Tonya, the protege was a forty-eight year old female who was married and had one step-son. She held a master's degree in English Education and was employed as a junior high school English teacher. She had twenty-six years of teaching experience and was working in the same school division as her mentor.

The Nature of the Mentor-Protege Relationship

Relationships are characterized by the circumstances and personalities that influence their development. The relationship between Pat and Tonya was influenced by Pat's high expectations of Tonya and her desire to teach and mentor an aspiring school administrator. The relationship was also enhanced by personality similarities, mutual trust and the development of a lasting friendship.

Role of the mentor. Even though the mentor and protege worked in the same school division they had not known each other previously. The mentor had volunteered and was very excited about being involved in the program. Pat commented, "I was lucky enough to be considered and selected as one of them. I was very eager and anxious to do it."

When ask why she chose to become a mentor, she responded, "I think I have a basic instinct, an innate drive to teach, and mentoring just fosters that basic instinct that I have." She continued,

I always learn a great deal from working with someone who comes into our school. It gives me the opportunity to walk through the process with someone else, reflect on it, improve the process or justify my actions. It certainly helps in the interacting process. I find myself questioning more the actions that I am taking within the school. I start looking for research materials that would support the reasons I did a program or the actions I took. It makes me start thinking about what we are doing. It makes me take the time to stop and reflect.

Pat was described as being very helpful and supportive of Tonya; "She was willing to help me and encourage me and to provide the right contacts....She was always there for me." The protege also indicated that the mentor included her in every aspect of the school and "truly did not exclude me from anything."

Role of the protege. Initially, Tonya was not enthusiastic about participating in RP3. She related, "The material came in the mail, and I thought, oh no, I don't want to do this, so I sort of put it on hold. And the day

before it was due, I got it out and thought, this might be something I want to do."

In the beginning, Pat saw Tonya as being "very formal, wanting to do everything perfectly, afraid to take risk." Pat commented,

She was reluctant at first to take the initiative to do an instructional conference, give feedback to teachers, take on projects in the school, write letters, communicate with parents, that kind of thing. Before it was over she was asking to do instructional conferences, parent conferences, write letters.... She began to become more of a risk-taker at the end of the two-year session.

Tonya described the relationship as being one of mutual trust and respect in which she was treated as an equal. Tonya stated, "She [Pat] treated me as an equal. She truly did not exclude me from anything." Tonya illustrated this point,

They had one case where it suddenly appeared in the paper, where one of the teachers had been arrested and charged with soliciting sex for money. She had no idea the guy was gay, even though he had been on her staff for years. I was involved in the whole process and that could have been a time where she could have said this is private, this is not for you, but I was included in everything....And in the faculty meeting when she told the faculty about this, she broke down and I took over and she was really appreciative that I was there to do that.

Tonya worked closely with Pat. Her duties included writing grants, conducting faculty meetings, meeting with parents and students, evaluating teachers, and participating in all of the routine duties of the principal. Tonya stated, "When she was out of the building, I was in charge. So it was like somebody was there, especially if the assistant was gone, I was in charge."

Benefits and costs. A lasting friendship, based on mutual trust, developed between the Pat and Tonya as a result of the internship experience. Pat saw the relationship as one that continued to grow and improve over time. "I think we developed a deeper respect as we walked through each process together....We have a great deal of respect and admiration for each other. She has become a trusted friend and colleague as a result of the mentoring process."

Tonya agreed,

We were probably closer at the end of the program than we were at the beginning. We have called each other at home, we have gone to lunch together. Back when I went through the bone marrow transplant, she called frequently to see how I was. We still have an ongoing relationship where she calls to see how I am doing.

Pat and Tonya agreed that they both benefitted personally and professionally as a result of the mentor-protege relationship. Benefits for the mentor and protege included networking with peers and colleagues, strengthen peer relationships, and a sense of personal and professional satisfaction that came from participating in the RP3 Program.

Personal Variables Affecting the Mentor-Protege Relationship

The personal variables affecting this relationship included age, experience, gender, and the personality factors measured by FIRO-B. Also important to this relationship was the mentor and protege's perception of the

social, emotional, and mental factors affecting the relationship as measured by the semantic differential.

The \underline{D} scores and the means for the evaluative, activity, and potency dimensions of the semantic differential for dyad one are shown in Table 3. The semantic \underline{D} scores for this dyad, (Mentor, \underline{D} = 12.37; Protege, \underline{D} = 12.22) are close in range and indicated that the mentor and protege felt similar to each other in their relationship.

The evaluative dimension of the semantic differential represents the mentor and protege's favorable or unfavorable reaction to the quality of the relationship. The evaluative scores (Mentor, 7.0; Protege, 7.33) indicated that the mentor and protege had a favorable view of the quality of the relationship. The relationship was seen as being genuine, sharing, comfortable, and gratifying for both the mentor and protege.

The activity dimension represents the mentor and protege's attitude toward the relationship. This dimension reflects the meaning of the concept from a flexibility point of view. The activity dimension scores (Mentor, 7.56; Protege, 6.22) indicated that the mentor and protege's attitudes toward the relationship were similar. This relationship was seen as being warm, trusting, responsive, and supportive.

The potency dimension represents the mentor and protege's reflection of the importance of the relationship. The potency dimension scores (Mentor, 6.89; Protege, 7.56) indicated that the mentor and protege saw the

Table 3

Dyad One Semantic Differential Scores

Semantic Dimension	Mentor	Protege
Evaluative	7.0	7.33
Potency	6.86	7.56
Activity	7.56	6.22
<u>D</u> Score	12.37	12.22

^a D score is a measure of profile similarity.

relationship as being important. The relationship was seen as being helpful, valuable, nurturing, and professional.

The mentor and protege's attitudes concerning certain aspects of the relationship were considerably different. The mentor viewed the protege as being competitive, demanding, and formal, while the protege saw the mentor as being non-competitive, undemanding and informal.

These differences can probably be attributed to the protege's lack of experience in school administration and her initial impression of the overall school climate. When discussing the protege's initial view of what school administration should be, the mentor stated, "She was a bit more regimented in her viewpoint of what administration should be. I think it was more of a traditional outlook on what administration should be, how you should run a school."

Personal characteristics of the mentor. The mentor and protege's FIRO-B scores are shown in Table 4. The mentor's FIRO-B scores revealed an individual who was social in her expressed inclusion behavior, but had no need for constant socialization with people in general. She had many acquaintances but very few persons with whom she cared to spend any great amount of time. In the area of control she was self-confident and capable of making decisions and taking on responsibility. In the area of affection she

Table 4

Dyad One FIRO-B Scores

Mentor FIRO-B Scores (Pat)

	Inclusion	Control	Affection	Total
Expressed	5	5	1	11
Wanted	2	9	7	18
Sum	7	14	8	29
Difference	3	-4	-6	-7

Protege FIRO-B Scores (Tonya)

	Inclusion	Control	Affection	Total
Expressed	7	6	5	18
Wanted	4	2	6	12
Sum	11	8	11	30
Difference	3	4	-1	6

Scores may be categorized as follows:

High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2

wanted affection but was cautious about initiating close personal relationships.

Pat described her personality,

I think I am very task oriented. I am very business like. I have standards that I am not willing to compromise. When people are not measuring up to those expectations, then I have a tendency to do a deep freeze and they perceive it through my body language as well as my candid remarks.

Tonya described Pat,

She is very dedicated, she is a hard worker. The teachers view her as very demanding, she has a pretty low-keyed climate. She knows everything that is going on in that whole school. She is in charge but she doesn't come across as being dominating.

Personal characteristics of the protege. The protege's FIRO-B scores revealed an individual who was social in her expressed inclusion behavior, but did not need constant socialization with people in general. She was moderate in her need for companionship and in her selection of others with whom she associated. She was confident and comfortable in making decisions and assuming responsibility. She neither avoided making decisions nor was she overbearing in her control of others. She seldom over estimated her abilities and was not plagued by excessive doubts. She was capable of both giving and receiving affection without going to extremes. She was realistic and practical both in the amount of affection desired, and the number of individuals from whom affection was sought. She wanted to be liked and

preferred people to be warm, but she was able to tolerate someone who was unaffectionate.

FIRO-B Originator Compatibility

Originator compatibility is based on the originate-receive diagonal of the General Schema for Interpersonal Behavior Measured by FIRO-B (Figure 3). This axis goes from those who desire only to initiate or originate behavior to those who wish only to receive it. For two people to operate effectively together, their preferred behavior regarding originating and receiving should be complementary (Schutz, 1960).

Conflict arises when there is disagreement regarding preference of who shall originate relations and who shall receive them. There are two types of conflict: competitive originator incompatibility, between two originators, and apathetic originator incompatibility, between two receivers. Highest compatibility occurs when the two person's scores are complementary. If they are exactly complementary, their scores will add to zero. If both persons prefer to originate rather than receive, the sum of the scores will be positive, reflecting competitive incompatibility. If both prefer receiving, the sum of their scores will be negative, indicating apathetic incompatibility (Schutz, 1960).

The originator compatibility scores in this dyad (inclusion = 6, control = 0, affection = -7) indicated perfect compatibility in the area of control, compatibility in the area of inclusion, and apathetic incompatibility in the area

of affection. In the area of inclusion both members of the dyad wanted to be included and had a preference for originating and joining interpersonal activities as opposed to never actively participating. In the area of control they both had moderate expressed control scores and were receiving and initiating the preferred behaviors. In the area of affection they both preferred receiving rather than initiating affection.

FIRO-B Reciprocal Compatibility

Reciprocal compatibility is derived from the major axes rather than the diagonals of the General Schema for Interpersonal Behavior Measured by FIRO-B (Figure 3). It is based on the assumption that the expressed behavior of one member of the dyad must equal the wanted behavior of the other member (Schutz, 1960). The smaller the difference between each pair of scores, the better each satisfies the needs of the other.

The reciprocal compatibility scores (inclusion = 6, control = 6, affection = 7) indicated that the members of the dyad were compatible in the areas of control and inclusion, and incompatible in the area of affection. In the area of inclusion they both had moderate expressed inclusion scores but Tonya wanted to be included more in interpersonal relationships than Pat. In the area of control they both had moderate expressed control scores but Pat wanted others to control her more than Tonya was willing to control. In the

area of affection Tonya was wanting more affection than was being expressed by Pat.

Interchange Compatibility

Interchange compatibility is based on similarity along the interchange compatibility diagonal of the General Schema for Interpersonal Behavior Measured by FIRO-B (Figure 3). There are two types of interchange compatibility. High interchange, those who prefer a great deal of exchange in the areas of control, inclusion, and affection. And low interchange, those who wish to avoid exchange, and do not want to initiate or receive inclusion, control and affection. With regard to the interchange axis two individuals' scores should be similar for maximum compatibility (Schutz, 1960).

The interchange compatibility scores (inclusion = 4, control = 6, affection = 3) indicated compatibility in each of the three exchange areas. More control behavior was expressed by the mentor, and slightly more inclusion and affection behavior was expressed by the protege. The moderate interchange scores in the areas of inclusion, control, and affection indicated that the mentor and protege were similar with respect to the need for interchange.

Age and Experience

Pat was approximately ten years older than the Tonya. Neither Pat nor Tonya saw their age difference as being a significant factor influencing the relationship. Tonya admired Pat and the position she held as an experienced school administrator. However, she did not mention this as being a significant factor influencing the quality of the relationship.

Gender

Pat and Tonya both indicated that gender was not a factor influencing the mentor-protégé relationship. Tonya stated, "I could have worked just as easily with a male as I did with a female and I think the relationship would have been the same because of the people."

Pat stated that she could never see gender as being a problem in a professional relationship. She stated, "I am interacting with the opposite gender all the time in my professional life and that has never been a problem...I think it is part of the job."

Contextual Variables Affecting the Mentor-Protégé Relationship

Contextual variables associated with the development of this mentor-protégé relationship included program design and professional activities, school division support, networking with peers and other professionals, family support, and personal commitment to the program.

RP3 program and activities. The RP3 program was seen by Pat and Tonya as being both challenging and rewarding. Program activities contribute to the development of the mentor-protege relationship. Their discussions often focused on class assignments and projects. Tonya stated, "Pat liked to read what I had written about her and her school...she liked reflecting on my log because she liked to reflect on what I had written regarding her style, and about how I felt about things at that point."

The program activities enabled the mentor and protege to experience personal and professional opportunities. These opportunities included networking with professionals at seminars and being exposed to speakers from across the United States.

Internship. Pat and Tonya saw the internship as a key component of the RP3 Program. They saw the internship as an opportunity to participate in a cooperative learning process as they worked together to formulate new ideas and develop new projects.

The internship provided the protege with an opportunity to practice in the field theories and concepts taught in the classroom. It provide the mentor with an opportunity to strengthen her peer relationships, improve her management techniques and reflect on her leadership style.

The internship was seen as being demanding of the protege and at times somewhat overpowering. The mentor commented,

I think it was almost overwhelming for them to have both responsibilities of the RP3 program and the responsibilities back at their home school. I know in some cases the interns had to go back to their home school, grade papers and catch up on parent conferences, after having been out 45 days. I think sometimes the work would just backlog on them and was rather overwhelming.

The RP3 Program and internship experience were seen as being an excellent opportunity for both the mentor and protege. However, recommendations were made for improving the internship experience. Pat stated,

Maybe rotating the interns through different schools might be interesting for both the mentors as well as the interns. Seeing a different version of an elementary school, seeing it operate differently, seeing the strengths of a number of different elementary or secondary schools, I think would be a real strong point.

School division support. School division support was seen as crucial to the success of the RP3 Program. Pat was given professional leave to attend seminars and workshops that were part of the RP3 Program. The school division was constantly interacting with the mentor and encouraging her to attend RP3 Program activities.

Tonya was provided a substitute teacher and given professional leave for the 90 day internship. She was encouraged to attend principals meetings with her mentor and network with other professionals at the central office.

Pat and Tonya agreed, "The school division was extremely supportive of the program....They were constantly interacting, they were very supportive."

Participating in the same school division had several advantages for the mentor and protege. Among them was the proximity of the protege to the mentor's school, familiarity with division policies, procedures and personnel.

Family support. Having a supportive family and being personally committed to the program were seen as being necessary for success in this endeavor. It was important for Tonya to have the support of her husband and stepson. It was also important for her to have the approval of her peers. She related,

At first I felt they resented my being away from the building, and they didn't like that, but as the program continued they got more used to that and they were supportive of my efforts and of keeping me abreast of whatever went on here. Then they got to the point where they sort of felt sorry for me because I had all this to do....They thought I was crazy to be involved in the program.

Tonya viewed the program as being demanding of her time and difficult to manage with work and family. She stated, "The program affected my personal life worst of all. It affected my time management and I had to really get a grip on that to begin with because it seemed that there was no time...I had to learn to management my time better."

Pat had two grown children and her family support system was already in place. She did not see her family as influencing the relationship she had with Tonya.

Dyad Two

Pete, the mentor was a 44 year old male who was married and the father of two children, ages 14 and 20. He held a master's degree in educational administration and had been an elementary school principal for seven years.

Sue, the protege was a 34 year old female, married and the mother of three children, ages seven, 10, and 13. She was an elementary teacher and held a master's degree in educational administration. She and the mentor had known each other previously and were working in the same school division.

The Nature of the Mentor-Protege Relationship

The relationship between Pete and Sue was characterized in the beginning as one where the mentor and protege were both very skeptical and had reservations about the relationship. The protege stated, "I was somewhat skeptical of the whole situation because my mentor and I had a very rocky past as principal and teacher." She continued, "I'm not sure in the beginning that there was a solid relationship. I really didn't know where the whole thing was going to lead."

Pete related, "Sue and I had a disagreement back when she taught....At first she was very hurt and all. I think she was not angry at me but a little embarrassed by the whole situation. I guess that was one of the

things that was on my mind when she became my protege, are we going to argue about these things?"

Regardless of their rocky past Pete and Sue were determined to make this a positive experience. Sue stated,

I think Pete and I both went into this situation, even though we never expressed it to each other, thinking that we were going to make it work and that's exactly what we did....We were going to make a relationship work out of a relationship that had not worked previously.

Pete agreed,

When I knew Sue was going to be my protege, I really was excited about it. At first, I was a little bit concerned but then I thought, no this is a professional opportunity and none of your differences were great enough to interfere with that, and I'm going to look at this very positively.

After the initial anxiety a very good professional relationship developed between Pete and Sue. Sue stated, "By the end of the program I really felt like Pete had accepted me for who I was and I had accepted him for who he was, and we got along beautifully as a mentor and intern." The mentor agreed, "She was just very open and we developed a very trusting professional relationship."

Sue and Pete agreed that they had a very good professional relationship, but it never evolved into a close social relationship. Pete commented, "Sue and I never developed the kind of social relationship that said, Hey, come on by after work and we'll have a drink....No it wasn't a social relationship."

Sue agreed, "We had some associations through school functions and things, but, basically, it was confined to just the mentor-protégé role."

Pete and Sue described the relationship as one of mutual trust and respect. Pete explained,

Even though she was technically a teacher in our system, we developed a very close confidence. If I discussed staff members, students, whatever, she held that confidence...I guess it was just the kind of relationship that you achieve with a real good working partner, and that's what she became. I mean she was more of a help to me many times than I was to her.

Sue became Pete's confidant and agreed with Pete's assessment,

I was able to tell him things that I thought he should change about the way he did things or, you know, about himself sometimes. Or I would tell him things about his teachers, the positive and the negative, or the positive and negative about the school...I think he felt like he could tell me things that he didn't tell anybody else, and he knew that it would be kept in confidence. I told him many times the role of the principal was like the School repair man, it was the loneliest job in town, because there is no one to talk to....But I was there for him and when he had those rough things going on he would always confide in me.

Role of the mentor. When asked how she viewed the role of the mentor, Sue responded,

The mentor was there to provide experiences for me so I could grow in that particular role, and I also felt like that person was there to give me constructive criticism and also give me the opportunity to get my feet wet in that area just so that I could handle that situation if it ever came about.

Pete had a similar view of his role, "I felt like my role was to guide and provide opportunities and I felt the role of the protege was to follow and to take those opportunities."

Pete served as a role model and tried to provide learning experiences for the protege in a safe environment where she could fail without severe consequences. Pete commented,

At first I had the idea that okay I'm going to have to lead her along, guide her on some things and I'm in front and she's behind. I didn't want it to be an unpleasant situation....So I kind of sheltered her from that...I had her shadow me. If kids came in for a discipline referral I'd handle it, but she would be here to see what was going on.

Pete continued,

So our relationship was one that we started out and she shadowed me...She constantly used me as a sounding board. She said Okay I'm here to learn. And that's the attitude she came in with. I want to know what it's like on your side of the desk.

Sue provided this insight,

The example I had to go by was having observed Pete in that role. That was mostly how I learned. Otherwise, I would go ask someone, the secretary. I would call the central office and ask for help if it was something that I needed when he wasn't there, but it was his guidance and just following in his footsteps for that period of time. He never turned me loose to do something unless I had observed him in that same role. He just basically took me under his wing, and I felt like he opened up and just allowed me to really get inside his mind. I mean he would let me pick his brain and ask him questions and do anything that I felt like I needed to do, and he never made me feel like anything that I had to ask was a dumb question.

Role of the protege. Sue commented on her first impressions about the internship:

I went into the program with the idea that the internship would be somewhat like a student teaching experience. When I explained this situation to other people, I would always tell people that it was something like student principaling and that I was there to learn from this mentor that was assigned to me.

When asked to describe her role as Pete's protege, Sue responded, "Pete introduced me as his assistant principal. He immediately gave up some of the control he had to me." She continued,

The first day that I was there he had me do a building inspection. He wanted me to know where the boiler room was, where the kitchen was. He just wanted me to become familiar with the school and become acquainted with it. From then on he would assign me duties like that...you know I really couldn't fail in something like that. He started me out in things where I wouldn't fail.

The protege's duties and responsibilities increased as she learned the "ropes" of the organization and observed the principal in his role.

There was not much Pete did that I did not do during the course of the two years. When he was gone, I went up and took his place. I met with parents, I handled discipline, I visited the classrooms, I signed invoices, I signed purchase orders, I signed reports that went to the central office, I took students home. I just assumed all the duties and the role of the principal in the school.

Pete agreed,

In the beginning I had her follow me, but quite early along she started walking beside me. As we went along I allowed her to do more and more things independently. I did not try to just keep it in terms of the routine things. I was going to treat her as an assistant principal. I took her into every classroom and introduced her to the students and the teachers, not as an intern but as someone they needed to look at as the assistant principal.

When asked to explain the role of the protege, Pete responded,

There were times at first where I thought, oh no Sue is coming today, what am I going to do with her. What have I got planned for her? The first couple of times it was almost that kind of a thing, you know, she's just going to be in my way today. But as she came and we laid down some ground rules and I said, "Okay first you kind of follow me and then I'm going to let you jump in." I developed so much confidence in her that I turned over this school to her several times. Sue came and ran the school.

Benefits and costs. The mutual benefit theory is applicable to this dyad. Pete made this comment, "She was more of a help to me many times than I ever was to her."

Pete and Sue cited the reestablishment of their personal and professional relationship as a benefit of this experience. The mentor saw the RP3 activities and the mentor-protege relationship as an opportunity to keep-up-to date in the field of educational administration and remain close to the university while acquiring new knowledge about current trends in the profession.

Pete also mentioned organizational benefits as a result of the mentor-protege relationship. He stated, "Some of the lessons we learned there are spilling over into working with some of our current individuals who have administrative aspirations."

The protege benefitted directly from the mentor-protege experience. She explained,

Being an intern in the system gave me a foot in the door to an administrative position. People that didn't know me well found out what I had to offer....All of those things together are responsible for me having gotten an administrative position.

Personal Variables Affecting the Mentor-Protege Relationship

The personal variables affecting this relationship included age, experience, gender and the personality factors measured by FIRO-B. Also important to this relationship was the mentor and protege's perception of the social, emotional, and mental factors affecting the relationship as measured by the semantic differential.

The D scores and the means for the evaluative, activity, and potency dimensions of the semantic differential for dyad two are shown in Table 5. The semantic D scores for this dyad, (Mentor, D = 12.25; Protege D = 12.22) indicated that the mentor and protege felt similar to each other in their relationship.

The evaluative dimension scores (Mentor, 6.89; Protege, 7.11) indicated that the mentor and protege had a favorable view of the quality of the relationship. They saw the relationship as being genuine, sharing, comfortable, gratifying, and fruitful.

The activity dimension scores (Mentor, 7.00; Protege, 6.56) indicated that the mentor and protege had a positive attitude toward the relationship.

Table 5

Dyad Two Semantic Differential Scores

Semantic Dimension	Mentor	Protege
Evaluative	6.89	7.11
Potency	7.33	7.33
Activity	7.00	6.56
<u>D</u> Score	12.25	12.13

^a D score is a measure of profile similarity.

They saw the relationship as being warm, trusting, responsive, and supportive.

The dimension scores (Mentor, 7.33; Protege, 7.33) indicated that the mentor and protege saw the relationship as being important. The relationship was seen as being professional, helpful, valuable, and nurturing.

Pete and Sue viewed two aspects of the relationship differently. The mentor viewed the relationship as being competitive and formal, while the protege saw the relationship as being non-competitive and informal.

Personal characteristics of the mentor. The mentor-protege FIRO-B scores for dyad two are shown in Table 6. The mentor's FIRO-B scores revealed an individual who was social in his expressed inclusion behavior, but had no need for constant socialization with people in general. He had many acquaintances but very few persons with whom he cared to spend any great amount of time. He was capable of making decisions and taking on responsibility. In the area of affection he was cautious about expressing affection and becoming emotionally involved with other. He was most comfortable when other people did not attempt to become socially or emotionally involved with him. Sue described Pete's personality,

He's a very controlling person and he likes to be, you know, the one that makes the decisions on everything. Pete has been called a male chauvinist and many other things in his life, and we both know that. Pete's always been known for being a chauvinist and really there was a time when, and I still think he thinks all women should wear dresses

Table 6

Dyad Two FIRO-B Scores

Mentor FIRO-B Scores (Pete)

	Inclusion	Control	Affection	Total
Expressed	6	9	3	18
Wanted	1	5	3	9
Total	7	14	6	27
Difference	5	4	0	9

Protege FIRO-B Scores (Sue)

	Inclusion	Control	Affection	Total
Expressed	6	5	8	19
Wanted	7	4	5	16
Total	13	9	13	35
Difference	-1	1	3	3

Scores may be categorized as follows:

High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2

and things like that. He definitely thinks that there are certain ways that women should be and ways that men should be, and he would probably tell you this as well as I am.

Pete described his personality,

I am a very strong and independent principal. I've sometimes been described as dominate. I am very set in what I want to do. I know how I want my school run; I know how I want things to operate.

Personal characteristics of the protege. The protege was an individual who was outgoing and compulsively driven toward people. She sought out people and socialized with ease. In the area of control she was democratic, and capable of making decisions and taking on responsibility. She preferred to share an area of responsibility rather than doing it alone. In the area of affection she tended to be realistic and practical in the amount of affection sought and did not make excessive demands for affection on others.

Pete described Sue as being an "aggressive" person. "She is a very strong and independent teacher....Sue sought a lot of things out. She wanted to know a lot of things."

FIRO-B Originator Compatibility Scores

The originator compatibility scores (inclusion = 4, control = 5, affection = 3) indicated that the mentor and protege were compatible in their preferences for originating and receiving behaviors in the areas of inclusion, control, and affection. In the area of inclusion they both had moderate

expressed inclusion scores but Pete preferred not to receive as much inclusion as Sue was willing to initiate. In the areas of control and affection Pete preferred initiating these behaviors and Sue had a preference for both initiating and receiving them.

FIRO-B Reciprocal Compatibility Scores

The reciprocal compatibility scores (inclusion = 6, control = 5, affection = 7) indicated that the members of the dyad were compatible in the areas of inclusion and control, and incompatible in the area of affection. In the area of inclusion Pete was wanting the level of inclusion expressed by Sue. In the area of control they both had moderate wanted control scores but Sue didn't want as much control as Pete was expressing. In the area of affection Sue preferred to initiate affection but could accept affection from others. Pete's willingness to receive affection was less than Sue's willingness to initiate it. Sue wanted more affection than Pete was expressing and she was expressing more affection than Pete wanted.

FIRO-B Interchange Compatibility

Interchange compatibility scores should be similar for maximum compatibility (Schutz, 1960). High interchange refers to those who prefer a great deal of exchange in the areas of control, inclusion, and affection. And

low interchange, those who wish to avoid exchange, and do not want to initiate or receive inclusion, control, and affection.

The interchange compatibility scores (inclusion = 6, control = 5, affection = 7) indicated compatibility in the areas of inclusion and control and incompatibility in the area of affection. In the area of inclusion Pete was less social than Sue and Sue wanted to be included in more activities than Pete. In the area of control Pete was capable of making decisions and taking on responsibility and Sue preferred to share responsibility rather than doing it alone. In the area of affection Pete was cautious about expressing affection and becoming emotionally involved with others. Sue had a strong need for affection and was wanting and expressing more affection than Pete.

Age and Experience

Pete and Sue agreed that the ten years difference in their ages was not a factor that influenced their relationship. The mentor stated, "I never thought of it as being that different; she wasn't someone young and out of college with three years teaching experience. By the same token she wasn't within five years of retirement either. I mean we're both middle aged."

Educational experience was seen as being important to both members of the dyad. Sue commented, "I looked up to him in the relationship thinking

he knows these answers because he's been here longer than I have and he's been in administration for a good while."

Pete agreed, "Sue is experienced. Sue is a parent and had taught probably as many years by the time she went into this as I had taught when I went into administration."

Gender

Gender was not considered a factor that influenced this relationship. Although the mentor had long been known as a chauvinist, Sue felt that Pete came to respect her as a professional in their mentor-protégé relationship. She commented, "He came to respect me for who I was. Even though I'm not sure he changed his opinion of women."

Pete commented about gender, "Sex never became a factor."

Contextual Variables Affecting the Mentor-Protégé Relationship

Contextual variables associated with this relationship included program activities and design, the internship experience, school division support, and personal commitment to the program.

RP3 program and activities. The RP3 Program and activities contributed to the development of the relationship between Pete and Sue. Pete stated that the RP3 Program was a gratifying experience that allowed

him to share his work with an experienced teacher who relied on him for support and direction in her career development. He also noted that the RP3 Program rekindled his interest in his own education and gave him the opportunity to share information from the program with his protege.

Pete stated, "I think most of what I got from that [The RP3 Program] were the things Sue would bring back from her experiences to share with me and help make me a better principal while she was learning to be one."

The RP3 Program offered the protege an opportunity to integrate course work and RP3 activities with her internship. The mentor stressed to the protege the importance of putting theory into practice. Sue commented, "He knew what it was that I needed to do, and he would stress things from course work that I could do in his school that made the two play off of each other."

The activities enabled Pete and Sue an opportunity to network with professionals at seminars and within their school district, provided opportunities to hear nationally renowned speakers, and learn in a professional work environment.

Pete and Sue agreed that the RP3 Program was both a challenging and rewarding experience. Sue commented, "It was the hardest thing I've ever done, but it was also the most rewarding thing that I've ever done."

Internship. The internship was seen as a key component of the RP3 Program. The internship provided the protege with an opportunity to experience the "real world" of the principal. Sue commented, "It wasn't superficial at all....The internship gave me that active participation so that all that theory I learned wasn't just something in a book; it was something I could put [in]to practice."

Pete exposed Sue to a variety of experiences during her internship. She was given the status of an assistant principal and worked closely with the principal in carrying out the mission of the school. She was given the freedom to take risks and the opportunity to make decisions with her mentor's support. The 90-day internship was arranged by the mentor and protege, and there were several occasions when the mentor was out of the building that the protege was in charge of the school.

School division support. Pete and Sue saw working in the same school division as being beneficial to their relationship. Being acquainted with the central office personnel, knowing the expectations of the school division, and understanding the "politics" of the county were advantages enjoyed by the protege. The mentor related, "She knew the people... she knew who was on the school board and who had the influence and those kinds of things...she knew who to call at central office."

The school division also provided financial support to the mentor and protege by granting them released time to attend RP3 activities, paying the protege's tuition costs associated with the program, and releasing the protege from her regular teaching duties so she could complete the 90-day internship. Sue stated, "This whole program did not cost me one penny except for the gas and food that I might have used to go back and forth to Roanoke."

Family support. Family support was crucial to the success of the RP3 Program. During the two years of the RP3 Program Sue's family developed coping skills and ways to accommodate her schedule so she could participate in the program and activities. Even though she missed some family events and sacrifices had to be made her family remained supportive for the duration of the program. Sue commented, "I can't say they didn't have to make some sacrifices...They gave up time when I had to do research, write papers, spend time at the computer, attend all those meetings and different things like that."

Pete stated that the RP3 Program and activities did not have a significant impact on his family. He related, "I've got a very supportive family. My wife and children know that I just show up once and a while anyway, so it did not create any hardship on me."

Dyad Three

Don, the mentor was a 43 year old male, married and the father of two children, ages 12 and 17. He held master's degrees in counseling and administration and had been a junior high school principal for four years.

Diane, the protege was a 34 year old female, married and the mother of two children. She held a master's degree and was working as a high school French teacher when RP3 began. During the second year of the program she was hired as an assistant principal of a Southside Virginia elementary school.

During the internship the mentor and protege were working in different school divisions. The approximate distance between the mentor and protege's home schools was twenty-five miles.

The Nature of the Mentor-Protege Relationship

After an uncertain beginning a very close personal and professional relationship developed between Don and Diane. Uncomfortable and formal were terms used by Don and Diane to describe their initial feelings about the mentor-protege relationship. Diane related, "He was very reserved when we first met, very formal, very formal."

They both expressed discomfort and uncertainty about their first meeting. Diane stated, "I was scared because I didn't know what I was suppose to do." Don offered this reflection, "I remember thinking that I would

have been more comfortable if we had some activity where we could get with our person and spend five minutes doing something as opposed to going and seeking her out."

They also expressed uncertainty about each other and their expectations of the RP3 Program. Diane stated, "He was unsure as to exactly what it was that I was suppose to be getting out of the internship because I know that the mentors were not totally informed and it was a new situation for him." Diane summed up her feelings about her first meeting with her Don, "It was just like a bomb was dropped that day."

Don related that he was a little cautious and did not get to know his protege very well at the beginning of the relationship. He related how he initially misjudged his protege. "My first reaction was that she was a very quiet, withdrawn person, which I later found out was nowhere in the right ballpark."

The relationship developed into one of mutual trust and support. It became a very nurturing relationship where both the mentor and protege felt comfortable sharing their personal lives with each other. Diane related, "I knew a lot about Don's personal life, about his family, his children, his wife, his likes, and his dislikes, and I think he learned a lot about me that way, too."

Don and Diane established a working partnership and became very protective of each other. On one occasion Don had written an article for the

school paper, criticizing the County Board of Supervisors and their decision concerning the school budget. Diane explained,

I thought it was going to get him into a little bit of trouble, a little bit of hot water. And I said are you sure you really want to say this? We went back and forth several times. I thought he really needed to reword a few things...I was concerned for him and I didn't want anything to happen to him because of it....He eventually ended up doing what I wanted him to do.

Don had these thoughts concerning the same incident. He reflected, "She talked me into taking that sentence out of that letter. I felt she was doing that because she saw that as impacting me negatively. So I felt like she was being very protective of me in doing that."

On another occasion, after Diane had taken an administrative position in another school division, Don provided support and protection for his former protege. Don explained,

She was having a difficult time at the school on a couple of occasions. She found herself being there alone and having to throw the media off the school grounds, that kind of thing. She said she just went back to her office and burst out crying. I went down the next day when I heard about it and spent a long time just letting her talk. I remember she was really in need of somebody just to say, "Let me talk for an hour."

Role of the mentor. The mentor was seen as a guide and facilitator, who was there to promote and support the protege. He placed few constraints on the protege and provided experiences that allowed her to take risks and be successful. Don provided this example,

She didn't mind coming in and saying, Well this didn't work at all. I think I really messed up. She knew that was okay, and I think making her feel that way, making her feel more comfortable with mistakes, probably helped her to be a little more bold about trying things.

He treated the protege as an equal and admitted that much of what they experienced during the relationship was based on trial and error. Don stated, "I just did what felt okay....It was all more intuitive than it was practical, maybe."

Diane also remembered the relationship as being more intuitive than structured. She explained, "I know we had been given this booklet of objectives that looked pretty ominous when we first got it. We kind of took a look at that and threw it out the window and decided it wasn't appropriate."

The mentor acted as a role model and provided the protege with feedback on her assignments. Diane provided this example, "I was able to observe Don in a post- conference situation and see how he handled it and then take my cue from him....Don was always there to provide feedback to me in my conferencing technique or whatever it happened to be."

Role of the protege. The protege became a trusted friend and confidant of the mentor. He included her in every aspect of managing the school and introduced her to faculty, parents, and students as his assistant principal. The mentor served as a role model for the protege and she shadowed the mentor as part of her learning experience. Diane commented,

"The first few times I was there I, more or less, puppy-dogged Don just to see what went on and how things were done."

Don agreed with her assessment. He commented, "Her first experience was just a shadow being around the building. The first few days she was here you would just see her standing beside me most of the time watching."

Diane expressed dissatisfaction with her initial experience at Don's school. She commented on her first day, "The very first day I was there I did not enjoy it at all. I was asked to help out with pictures, and I felt that the task I was doing was a totally worthless job."

The role of the protege evolved over time. As the mentor gained confidence in her abilities to manage the school he began treating her as an equal partner and her duties and responsibilities increased. Diane commented,

He made me an integral part of the staff. He included me in a lot of the professional activities that he did; meetings with parents, meetings with teachers, observations of teachers.....In addition to those I handled student discipline, lunch duty, bus duty, hall duty, any of those routine things....He basically, included me in every aspect of the school.

Benefits and costs. The mutual benefit theory is applicable to the case of Don and Diane. Each party to the relationship benefitted personally and professionally from the association. Don expressed his feelings about the

experience. He commented, "I genuinely feel like I came away from the relationship with as much as Diane did."

Mutual trust and support were mentioned as benefits of this relationship. The mentor commented, "I felt like I needed to be there in some sense to support her....I felt she was being supportive of me, as much as I was being supportive of her."

Diane offered this insight. "I think we had a pretty good relationship. He could say just about anything that he felt to me, and I could say just about anything I felt to him....Don was real good at instilling confidence and providing support."

A lasting friendship developed between the Don and Diane as a result of the internship experience. Don commented, "I would call Diane a friend right now. We still exchange notes occasionally and Christmas cards and meet at the mall a couple of times during the year and just chat."

Diane also recognized networking with school administrators and attending professional meetings with her mentor as benefits of the mentor-protege relationship.

Personal Variables Affecting the Mentor-Protege Relationship

The personal variables affecting this relationship included age, experience, gender, and the personality factors measured by FIRO-B. Also important to this relationship was the mentor and protege's perception of the

social, emotional, and mental factors affecting the relationship as measured by the semantic differential.

The \underline{D} scores and the means for the evaluative, activity, and potency dimensions of the semantic differential for dyad three are shown in Table 7. The semantic \underline{D} scores for this dyad, (Mentor, $\underline{D} = 11.13$; Protege, $\underline{D} = 11.94$) are close in range and indicated that the mentor and protege felt similar to each other in their relationship.

The evaluative dimension scores (Mentor, 7.11; Protege, 6.89) indicated that the mentor and protege had a favorable view of the quality of the relationship. They viewed the relationship as being genuine, sharing, and comfortable.

The activity dimension scores (Mentor, 6.44; Protege, 6.56) indicated that the mentor and protege's attitudes toward the relationship were similar. They view the relationship positively and saw it as being warm, trusting, and supportive.

The potency dimension scores (Mentor, 6.11; Protege, 6.89) indicated that the mentor and protege saw the relationship as being important. They saw the relationship as being helpful, valuable, and professional.

The mentor and protege's views concerning four aspects of the relationship were considerably different. The mentor saw the relationship as being non-directive, non-competitive, non-demanding, and informal, while the

Table 7

Dyad Three Semantic Differential Scores

Semantic Dimension	Mentor	Protege
Evaluative	6.78	7.11
Potency	6.78	6.44
Activity	5.67	7.11
<u>D</u> Score	11.13	11.94

^a D score is a measure of profile similarity.

protege saw the relationship as being directive, competitive, demanding, and formal.

These differences can probably be attributed to the protege's initial impression of the mentor. Uncomfortable and formal were terms used by Diane to describe her initial feelings about the mentor-protege relationship. She related, "He was very reserved when we first met, very formal."

Personal characteristics of the mentor. The mentor-protege FIRO-B scores for dyad three are shown in Table 8. The mentor's FIRO-B scores revealed an individual who sought out people and socialized with ease. His high inclusion scores reflected both a need to be accepted, and a fear of rejection. In the area of control he was capable of making decisions and taking on responsibility. He was democratic and found reassurance and safety in sharing responsibility with others. In the area of affection he wanted affection but was cautious about initiating close, personal relationships. He was realistic and practical in the amount of affection sought, and did not make excessive demands on others for affection.

The mentor's caution about close personal relationships was revealed when he first met his protege. Don commented, "We had very little contact that first day....We were a little cautious and didn't get to know each other very much that day at all." The protege offered this insight about Don's

Table 8

Dyad Three FIRO-B Scores

Mentor FIRO-B Scores (Don)

	Inclusion	Control	Affection	Total
Expressed	7	5	3	15
Wanted	9	4	5	18
Sum	16	9	8	33
Difference	-2	1	-2	-3

Protege FIRO-B Scores (Diane)

	Inclusion	Control	Affection	Total
Expressed	3	4	3	10
Wanted	0	1	5	6
Sum	3	5	8	16
Difference	3	3	-2	4

Scores may be categorized as follows:

High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2

personality, which she observed at their initial meeting. She commented, "Don came in late, which I found out was one of his trademarks."

Diane described her first impression of Don, "formal and kind of stiff at first." She continued, "As far as Don was concerned he seemed very quiet. He was a little bit unsure. I think there was a little bit of uncertainty there. He was very reserved when we first met, very formal, very formal."

Personal characteristics of the protege. The protege's FIRO-B scores revealed an individual who was social in her expressed inclusion behavior, but did not want people to include her in their social activities. In the area of control she tended to be comfortable and confident in making decisions and assuming responsibility. She neither avoided making decisions nor became overbearing in her control of others. In the area of affection she was capable of both giving and receiving affection. She neither made excessive demands on others for affection, nor tended to be overly cautious in expressing affection.

FIRO-B Originator Compatibility

The originator compatibility scores (inclusion = 1, control = 4, and affection = -4) indicate that the mentor and protege were compatible in the areas of inclusion and control and mildly apathetic in the area of affection. In the area of inclusion Don preferred to initiate and receive more inclusion than

Diane. Diane's low expressed inclusion score and Don's high wanted inclusion score indicated that Diane was not initiating the inclusion behaviors wanted by Don. In the area of control they both had moderate expressed inclusion scores but Sue did not want as much control as Don. In the area of affection they both preferred receiving affection rather than initiating it.

FIRO-B Reciprocal Compatibility

The FIRO-B reciprocal compatibility scores (inclusion = 13, control = 4, and affection = 4) indicate that the members of the dyad were compatible in the areas of control and affection, and incompatible in the area of inclusion. This meant that they were expressing and receiving the behaviors wanted in the areas of control and affection but not in the area of inclusion.

In the area of inclusion Don was expressing and wanting more inclusion than Diane. Diane was not expressing the inclusion desired by Don nor was she wanting the inclusion expressed by Don. In the areas of control they both had moderate expressed control scores but Diane wanted less control than Don. In the area of affection they both had moderate wanted and expressed affection scores and were meeting each others affection needs.

FIRO-B Interchange Compatibility

There are two types of interchange compatibility. High interchange, those who prefer a great deal of exchange in the areas of control, inclusion, and affection. And low interchange, those who wish to avoid exchange, and do not want to initiate or receive inclusion, control and affection. With regard to the interchange axis two individuals' scores should be similar for maximum compatibility (Schutz, 1960).

The interchange compatibility scores (inclusion = 13, control = 4, affection = 0) indicated interchange incompatibility in the area of inclusion, interchange compatibility in the area of control, and perfect interchange compatibility in the area of affection. In the area of inclusion Don preferred high interchange of this behavior and Diane avoided exchange, and did not want to initiate or receive inclusion. In the area of control they both had moderate expressed control scores but Don wanted more control than Diane. They were both similar in their need for interchange in the area of affection.

Age and Experience

Neither the Don nor Diane saw age as being a significant factor affecting the relationship. However, the Diane thought Don's experience as a school administrator was important to the quality of the relationship. She explained,

I think the experience he brought to it certainly helped. Had he been a very young person and had he not seen all of the things or been exposed to the variety of things that he had, I don't think it would have helped as much.

Gender

Gender was not seen as a factor influencing the relationship. Don and Diane agreed that gender had no significant influence on their relationship.

Contextual Variables Affecting the Mentor-Protege Relationship

Contextual variables associated with the development of this mentor-protege relationship included program design and professional activities, diversity in school settings, school division support, networking with peers and other professionals, family support, and the internship experience.

RP3 program and activities. The RP3 Program was seen as an excellent opportunity for personal and professional growth for the mentor and protege. The program offered the Don and Diane an opportunity to network with other school administrators and university professors. Don commented, "It was a good opportunity to interact on a professional level with other people and a chance to learn."

Don and Diane saw the RP3 Program as being demanding and rewarding. Diane commented, "You need to be ready to give up a bunch of

things, and you need to be prepared to take on a lot of additional responsibilities, family wise, home wise...you're spreading yourself real thin."

RP3 activities provided the Don and Diane with an opportunity to mutually support each other and share information and knowledge gained through participating in the program. Don stated, "I went [to RP3 activities] because of Diane. I felt like I needed to know what was going on and in some sense support her."

Internship. As a result of taking an administrative position in another school division prior to the completion of RP3 the protege in this case only served forty-five days of her ninety-day internship. The intern was scheduled to come into the mentor's school for one week once a month. Don and Diane expressed their displeasure with the one- week increments of time during the internship. Don remarked,

We both were not happy with the one week increments of time. We felt like it was too chopped up, that it was almost like she got here, we spent a day getting acclimated, we worked for a couple of days and then it was time to wrap up because she was going to be gone for a month.

Another problem confronting this relationship was the inability of the protege's principal to find a suitable substitute teacher for the protege when she was at her mentor's school. Don remarked, "She had a lot of difficulties in leaving her class because she was a French teacher....She was getting a lot of pressure from her principal not to take these days off."

School division support. The mentor and protege in this case were from different school divisions. They both indicated their preference for working with someone from another school division. Diane stated,

I would not want to do my internship in my home school division. I got to see how another county operated...I got a whole new perspective on it. I also didn't have to deal with folks back home saying, Well, is she an administrator today, or is she a teacher today? I think it was good.

Don related, "It gives you the chance to see what is happening somewhere else."

Neither the mentor nor the protege mentioned any financial or professional support provided by the school division. However, it was implied by the mentor that the protege's school division was providing a substitute teacher for the protege during her internship.

Family support. Don indicated that his family did not have a significant impact on his RP3 activities. RP3 made it difficult for Diane to balance her home and professional responsibilities. She implied that she had experienced occasional difficulties when she had to rearrange her children's schedules or rely on her husband to fill in for her at certain activities. She explained,

My children weren't sure they had a mother...Most of the time we were able to finagle things, and if I had to miss something, then we made up for it on the weekends. There were a couple of times where I had to miss something that was important to them and their feelings were hurt. My husbands support was important to me, more so than probably anything else.

Diane was often torn between working on RP3 assignments and devoting time to her family. She viewed her husband's support as being extremely important to her success in the program.

Dyad Four

John, the mentor was a forty-four year old male who was married and the father of three children, ages seven, eight and nine. He held a doctorate in educational administration, and was serving as the principal of a rural elementary school.

Karen, the protege, was in her late 20's. She was married and had no children. She held a master's degree in elementary education and was an elementary teacher in a city school division approximately thirty-five miles from her mentor's school.

The Nature of the Mentor-Protege Relationship

John and Karen's first impressions of each other were very positive. John stated, "My first impression was that she was very attractive, but I also remember that I felt like she was very business-like, very well dressed, very sharp in her demeanor."

Karen remembered John as being, "Very professional and knowledgeable in education." She continued, "He put me at ease pretty

much at that first meeting and by the end of our time together I was looking forward to working with him."

During Karen's first semester at John's school their relationship became very tense and uncomfortable. Karen related that John became very inquisitive about a paper she was writing as part of her RP3 activities. In her paper she had expressed her genuine feelings about the lack of community support for John's efforts to secure money for a school expansion project.

Karen related,

I shared my paper with John and he took offense to some of the things that I had said and ended up not speaking to me for about a day and a half. So I realized we just couldn't go on like this. It was not a good situation. I went to him and apologized for whatever I had said. It was just a first impression and that was truly what I saw. We worked it out...It was certainly kind of a rough beginning there for a few days.

After working out their differences concerning Karen's paper, a close personal and professional relationship developed between John and Karen.

John related,

I wanted to establish an openness where we could sit down and begin to talk about things that needed to be done, or what she wanted to get out of the program. I think both of us, philosophically, were very much alike. She was very whole language, very kid-oriented type person. We were very much alike in our thoughts and the way we thought kids learn.

Karen provided this insight, "Once we got past our first problem, he stopped calling me Mrs. H. We would talk about our families, we shared things and he was very open." She continued, "I think we began to appreciate each other's strengths. We seemed to complement each other

pretty well. He was very involved in site-based management and my area is in curriculum and instruction. I think we ended up making a really good team."

As the relationship developed mutual trust was established between Karen and John. Karen related this incident, "The first year [John] would leave me in charge and he would call the secretary to see if I was doing everything okay. The second year he would leave for a week or ten days, and...-he would call me to see how things were going."

Communication between the mentor and protege was seen as crucial in establishing and maintaining the relationship. John stated,

We established a relationship through talking about what the philosophy of the school was, where we were going, what we were trying to do, where she fit, and then we worked out where she felt like she could help.

Karen related, "If you can't talk to your mentor, it's like a marriage, I guess, if you can't talk to your partner, then the relationship just isn't productive."

A friendship based on mutual respect developed between John and Karen as a result of RP3. John commented, "We are still personal friends. We see each other for lunch and have a very close, nice, warm relationship. I still use her to sound off ideas and thoughts and respect her very much in the area of instruction."

Role of the mentor. John was proud to be selected as a mentor for RP3 and took pride in helping Karen succeed in her role as a protege. He commented,

I think for me it was an opportunity to really see a professional teacher who was working toward an administrative position transform. It was also a very positive experience for me in that I could have support for my feelings and activities.

When asked how he learned to be a mentor, John replied, "As a mentor, you need to be able to give people enough reign for them to experience and to branch out and to grow. You need to go and ask questions and get constructive points of view and criticism. I think I did that."

John and Karen saw the mentor working with the protege in a collaborative effort. John explained,

We did joint [teacher] observations together. We would go into the classroom and come back to the office, and I would say, "What did you see? Lets write these things down together."

Karen agreed, "Anything John felt I would benefit from as far as what he was doing, then he would include me and we'd do those things together."

The mentor served as a facilitator and role model for the protege.

Karen explained,

Most of the things I did, such as discipline, announcements, and some of the more mundane things, I would have the opportunity to watch John and see how he would handle them and then he would give me some of those duties.

She continued, "He was always willing to help out. He capitalized on [my] strengths and let me have the opportunity to take the lead in several things."

John added, "In the beginning, it was sort of a show and tell situation, but once she established an understanding of the environment, then it became very routine for us."

The mentor served as a "sounding board" for the protege and provided feedback on the performance of her activities. John commented,

Periodically we would talk about things. [I would ask] "How is it going? What are you seeing? What needs to be done differently?"

Karen stated, "Most of the feedback I had was from John. That's usually how I [determined] how well I was doing. [It was based] on the feedback [from John]."

Role of the protege. A top priority for Karen was becoming a respected member of the faculty as soon as possible. Karen related,

It was challenging gaining their [teachers] respect and having them listen and interact with me. So I spent the first week or even two weeks trying to just get in, you know, become a part of the school environment. One of the things that helped me the most was to go in and do sample lessons for the teachers because they knew that I was a teacher. I guess I didn't have any credibility until they actually saw me teach. I think that was the best thing I did.

John agreed,

She worked well with the faculty. She was able to instantly get their acceptance because she was good in instruction. She was willing to go in and demonstrate, model things, and give feedback, and support.

John did not want to limit Karen's experiences to just doing paperwork and handling discipline. He wanted her to experience the total school environment with a "smorgasbord" of activities. John stated,

I wanted to give her instructional opportunities, to be out in the school, to experience what a real school is all about. So we tried to provide her with an in-depth look at what an all-around operating principal would be like in a [typical] school environment.

Karen's duties included: handling student discipline, doing the daily announcements, completing teacher evaluations, implementing a Whole Language Program, demonstrating sample lessons for teachers, attending conferences, meeting with the principal, and working with the custodians and cafeteria staff.

John capitalized on Karen's strengths and provided her with opportunities to demonstrate her leadership abilities. Karen commented,

We worked together to implement the Whole Language Program in his school. I did several workshops for his teachers. I helped him locate money so his teachers could attend conferences. He had me share it [Whole Language Program] with all of the elementary principals in the county.

Karen assumed the role of the assistant principal and on several occasions had the responsibility for running the school. She commented,

It was pretty much sink or swim. That first year he went away for a week and I had the responsibility of running the school. He immediately gave me a lot of responsibility and at times I thought it might be more than I could handle.

John commented. "There were several occasions where she had total control over the school...so she had to get down and get her hands dirty and struggle in those situations."

Benefits and costs. Zey's (1984) mutual benefits theory can be applied to this relationship. Benefits associated with this relationship included the opportunities for personal and professional growth and development, networking with other professional peers and colleagues, exchanging and sharing ideas about different instructional programs and strategies, and establishing a lasting friendship.

John commented, "Not only will the protege learn, but the mentor will also experience a learning process, and that was very true. I learned a lot from her. It [RP3] provided both parties with the opportunity to grow." Karen added,

Because John capitalized on my strengths it gave me credibility within the system. I had the opportunity to do workshops for all of the elementary teachers and principals. I was even fortunate enough to be offered a job my first year there as an assistant principal, which I declined.

Personal Variables Affecting the Mentor-Protege Relationship

John and Karen had a positive first impression of each other and this carried over into their mentor-protege relationship. Their personalities were

compatible and the relationship was enhanced by Karen's enthusiasm and John's experience as a school administrator.

The semantic differential. Important to this relationship was Karen and John's perception of the social, emotional, and mental factors affecting the relationship as measured by the semantic differential. The D scores and the means for the evaluative, activity, and potency dimensions of the semantic differential for dyad four are shown in Table 9. The evaluative, activity, and potency D scores for this dyad indicated a high quality relationship that was important to both the mentor and protege. The semantic D scores for this dyad, (Mentor, D = 11.37; Protege, D = 11.74) are close in range and indicated that the mentor and protege felt similar to each other in their relationship.

The evaluative dimension scores (Mentor, 7.11; Protege, 6.89) indicated that the mentor and protege had a favorable view of the quality of the relationship. They saw the relationship as being genuine, sharing, comfortable, rewarding, demanding, and gratifying.

The activity dimension scores (Mentor, 6.44; Protege, 6.56) indicated that the mentor and protege's attitudes toward the relationship were similar. This meant that the mentor and protege were positive toward their participation in the relationship (i.e., I want to be a mentor, or I want to be a

Table 9

Dyad Four Semantic Differential Mean Scores

Semantic Dimension	Mentor	Protege
Evaluative	7.11	6.89
Potency	6.11	6.89
Activity	6.44	6.56
<u>D</u> Score	11.37	11.74

^a D score is a measure of profile similarity.

protege). Their attitudes toward the relationship were described as being supportive, trusting, constructive, responsive, and informal.

The potency dimension scores (Mentor, 6.11; Protege, 6.89) indicated that the mentor and protege saw the relationship as being important. They saw the relationship as being active, competitive, professional, helpful, and nurturing.

Personal characteristics of the mentor. The mentor-protege FIRO-B scores for dyad four are shown in Table 10. The interpretation of FIRO-B scores was based on Ryan (1977), Schutz (1960), & Schutz (1978).

The mentor had an extremely high wanted control score and extremely low wanted affection and inclusion scores. He had a moderate expressed control score and low expressed inclusion and affection scores. His control scores indicated that he was confident in his abilities and capable of making decisions. The extremely high wanted control score indicated his willingness to abdicate responsibility.

His low expressed and wanted inclusion scores indicated that he was uncomfortable around people and was selective about his associates. In the area of affection he was cautious about initiating close, intimate relationships and selective about persons with whom he developed these relationships.

Table 10

Dyad Four FIRO-B Scores

Mentor FIRO-B Scores (John)

	Inclusion	Control	Affection	Total
Expressed	2	3	0	5
Wanted	0	9	0	9
Sum	2	12	0	14
Difference	2	-6	0	-4

Protege FIRO-B Scores (Karen)

	Inclusion	Control	Affection	Total
Expressed	4	3	6	13
Wanted	4	2	5	11
Sum	8	5	11	24
Difference	0	1	1	2

Scores may be categorized as follows:

High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2

The FIRO-B profile does not agree with what the mentor said about his personality. John stated, "I like to get on a very personal level with people in these types of situations."

Karen offered this insight about John's personality, "He was very professional at the beginning. Finally, we got down to first names. He stopped calling me Mrs. H."

Personal characteristics of the protege. The protege had low wanted and moderate expressed control scores and moderate scores in the areas of inclusion and affection. The moderate expressed control score indicated that the protege was comfortable and confident in making decisions and assuming responsibility. Her low wanted control score indicated that she did not want to be controlled by others.

Her moderate expressed and wanted inclusion scores indicated that she tended to be comfortable in both large groups or being alone. She was not concerned with being accepted or rejected by others.

Her moderate affection scores indicated that she was capable of both giving and receiving affection without going to extremes. She neither made excessive demands on others for affection, nor tended to be overly cautious in expressing affection. Although she wanted to be liked and preferred people to be warm, she did not need or demand affection from everyone. Karen revealed this about her personality,

I did things like bring donuts from Stickees. I would get there early before anyone else and make the coffee so it would be ready when they [teachers] came. I would go around and wish them a good morning and let them know I was there.

FIRO-B Originator Compatibility

The originator compatibility scores for this dyad (inclusion = 2, control = 5, affection = 1) indicated originator compatibility in the areas of inclusion, control and affection. In the area of inclusion Karen was moderated in her need for expressing and receiving inclusion from John and John did not want to initiate or receive inclusion from Karen. In the area of control they both had moderate expressed control scores but John wanted to receive more control from Karen than she was willing to initiate. In the area of affection Karen had a preference for initiating and receiving more affection than John.

FIRO-B Reciprocal Compatibility

The reciprocal compatibility scores (inclusion = 6, control = 7, affection = 11) indicated compatibility in the area of inclusion, and incompatibility in the areas of control and affection. In the area of inclusion John was not wanting the level of inclusion expressed by Karen. In the area of control they both had moderate expressed control scores but Karen was not expressing the level of control wanted by Pete. In the area of affection Karen wanted more

affection than was expressed by Pete, and Pete did not want the affection expressed by Karen.

FIRO-B Interchange Compatibility

The interchange compatibility scores (inclusion = 6, control = 7, affection = 11) indicated compatibility in the area of inclusion and incompatibility in the areas of control and affection. Karen was moderate in her need for interchange in the area of inclusion and John wished to avoid interchange of this behavior. They both had moderate expressed control scores but John wanted more control than Karen. Karen had a moderate need for affection and John wished to avoid the exchange of affection and did not want to initiate or receive it.

Age and Experience

There was approximately twenty years difference between the ages of the mentor and protege. Age difference and the mentor's previous experience in school administration were seen by the protege as being contributing factors to the success of the relationship. Karen stated, "I was very much younger than John. I think that was good for me. He just had so many things to share, so many points of view that I didn't have, and that was helpful."

When asked, John stated that he did not think age was a factor influencing the relationship. However, he saw his administrative experience as being helpful in providing Karen with meaningful activities during her internship.

Gender

Gender was seen by the mentor and protege as being an important factor influencing the relationship. John commented, "I have always preferred to work with females because I find them much more open." Karen also preferred a cross-gender relationship. She stated,

I always seemed to work better with the men than I did with the women. I enjoyed working with John. It was a comfortable situation. He was very pro woman. He likes to see women succeed and is very active in helping them do so.

Contextual Variables Affecting the Mentor-Protege Relationship

Contextual variables associated with the development of this relationship included program design and professional activities, family support, different school divisional philosophies, and networking with peers and other professionals.

RP3 program and activities. RP3 activities contributed to the development of the relationship between John and Karen. They agreed that

in the beginning RP3 expectations were vague, and they were never sure as to what the mentor and protege were suppose to do. Karen concluded, "I think the freedom of not knowing helped our relationship. John realized what my strengths were and just let me go with it."

RP3 also provided opportunities for the mentor and protege to jointly participate in social and classroom activities. Karen stated, "The seminars, the picnics and things like that gave us things to talk. It gave us more common ground." John added, "For me it was an opportunity to be able to bounce things off of someone else and this [RP3] really was a vehicle for that to occur."

RP3 activities enabled the mentor and protege to experience personal and professional opportunities. These opportunities included attending conferences, presenting RP3 classroom assignments to groups of educators, and networking with other professionals.

Because John wanted to capitalize on Karen's strengths and give her credibility within the system, he encouraged her to present instructional workshops to his faculty. Karen presented workshops on how to implement the Whole Language Program and the Iowa Test of Basic Skills (ITBS) Quick Plan to John's faculty and other district administrators. She commented, "John was so impressed with how the ITBS Quick Plan worked that he had me share it with all the elementary principals in the system."

John quickly recognized Karen's leadership abilities and encouraged her to apply for an administrative position within the county. Karen stated, "I was fortunate enough to be offered a job my first year there as an assistant principal, which I declined because I really wanted to start a family and that took a priority."

Internship. Most of Karen's first year was spent trying to gain the confidence and trust of John and his faculty. Karen's internship was designed collaboratively and built around her strengths in the areas of curriculum and instruction. Her professional competence in the area of curriculum and instruction was instrumental in gaining the teachers' confidence. She implemented the Whole Language Program and ITBS Quick Plan, helped new teachers successfully complete the Beginning Teacher Assistance Program (B-TAP), and demonstrated learning strategies in the classroom.

The 90-day internship was designed to give Karen a comprehensive view of the administrative role of the principal. During the second year of the internship Karen spent most of her time assisting the principal and performing the duties of the assistant principal.

Being from a different school division enhanced the internship experience for the mentor and protege. John commented,

I liked to hear what was going on in her school division. She would talk about programs that they were involved with. She would talk about concerns that she had about the division, the similarities between the

divisions....I think it adds a lot when we are able to share and to have multi-divisional programs.

John continued,

We are a site-based management style operation, a very decentralized planning and management style. She was intrigued by that because her division was not that way; teachers had few opportunities to make decisions in her division when it came to curriculum and instruction.

Karen agreed,

I found them to be very progressive. They were very supportive of their teachers and administrators....It was very refreshing. I learned a lot. I was fortunate to be a part of it.

School division support. School division support was seen as crucial to the success of this relationship. The school division provided financial support to the mentor and protege by granting them released time to attend RP3 activities and releasing the protege from her regular teaching duties so she could complete the 90-day internship.

The time Karen spent in John's school district gave her an opportunity to learn about the policies and procedures of another school division. The school division encouraged Karen to share her expertise in curriculum and instruction with John's faculty and provided John with opportunities to capitalize on Karen's strengths. Karen commented, "They [school division] were very supportive of their teachers and administrators. If you had a new idea they encouraged you to take a risk and try something new."

Family support. Family was a part of a support system already in place for John. The mentoring relationship had little effect on John's family.

He and his wife both kept busy schedules. John commented,

My wife and I run a very busy schedule. She and her brother are co-presidents of a private business. So we both keep late dates and struggle with that in terms of baby sitters and dinners and chores and everything else. So it [RP3] wasn't anything different than what had been going on.

RP3 created minor inconveniences for Karen but did not have a significant impact on the mentor-protégé relationship. She commented,

It was just my husband and I, and that made it easy. Les is a workaholic and I'm a workaholic. With him being at work so much it was actually easy for me to come home late at night....It kind of made us both more organized. There wasn't a whole lot of weekend time involved except for classroom and that sometimes became a problem because that was our time to have together and I had other priorities so that made it tough I think.

Dyad Five

Mark, the mentor, was a forty-two year old male who was married and the father of two children, ages fifteen and eleven. He held a master's degree in elementary administration and had been principal of a small, city elementary school (K-7) for nine years.

Reba, the protégé, was a thirty-eight year old female who was separated and the mother of two stepsons, ages twenty-six and twenty-two. She held a master's degree in educational administration and had worked as

a high school librarian for eleven years. She and the mentor were working in the same school division.

The Nature of the Mentor-Protege Relationship

Mark and Reba had been employed by the same school division for many years but had not worked together. Mark commented, "she spent most of her career at the high school and mine has been all elementary, so I didn't know her that well."

This relationship was influenced by Reba's past participation in local political activities and her reputation as being outspoken and creating situations where she "turned people off." Working in the same school division and growing-up in the community where they were working also had a significant impact on the relationship. Reba explained,

We have basically the same background, the same community; we're both from this area and we are on the same wave length as far as what type of children we're dealing with.

The lack of school division support for Reba while she was completing her internship was another factor influencing this relationship. Mark commented,

Important in Reba's situation was she always knew in the back of her mind that she had responsibilities in her own school. The school system was not successful in providing cover for her so that she could feel like she could come in and give her attention to being a part of the team here.

Role of mentor. Mark stated that he had not been trained as a mentor and he was chosen to be Reba's mentor because, "I was the only game in town in terms of what Reba wanted to do." He explained, "Her interest was not to work within the secondary arena. She wanted some experience at the elementary level...I was kind of tabbed to do that."

Reba provided this insight,

I knew my superintendent wanted me to stay in the system for my internship and I thought he made a wise decision from the people he had to choose from within the system.

Mark saw the mentor-protege relationship as a collaborative effort where he served as a role model and provided direction for the protege by being a "good listener." Mark stated,

We did a lot of frank sharing in terms of her activities. My role as a mentor became more of an analyst or just a good listener. You need to be as up front and as honest with the protege as possible. You need to provide a model in terms of what you really are, not making it superficial.

Reba felt very fortunate to be Mark's protege. She commented, "I had heard a lot of good things from Mark's teachers about the way he operated his school. I felt very fortunate to be assigned [to Mark]."

Reba saw Mark as a leader who served as her role model and advisor. She commented, "I felt Mark was there to lead. He was sort of a role model for me. I felt that he was going to be an advisor, a sounding board, and he was."

Mark was also seen as a friend by Reba and he became her protector.

Reba commented,

I saw Mark as a friend. I never saw him as someone that I should be intimidated by...Even today if I have an idea or a problem I can get on the phone and call Mark.

Mark stated,

I am now more sensitive to Reba as a person and as a professional. I don't hesitate to speak to others who are critical of some of the things they may feel about Reba because they just don't understand or they don't have a real feeling for what Reba is doing or what she's going through.

Role of the protege. Mark had known Reba as a teacher, local sports enthusiast, and political activists. He was surprised when Reba expressed an interest in the RP3 Program. His impressions of Reba had been of someone who was very outspoken, inflexible and seemed to "turn people off." Soon after the mentor-protege relationship began, Mark realized that Reba had a lot of qualities that would make her a good principal and he began defending her from her critics.

Reba had no previous elementary school experience and most of her first year was spent observing students and teachers interacting at the elementary level. Mark commented on the necessity of Reba becoming acquainted with the elementary school environment. He stated,

She just need to be around kids who were not 16 or 17 years old. She needed to sit in and observe kids reading in the first grade when reading is still magic. She needed to then look at the transition from a

primary to an elementary setting. Then she needed to look at the kinds of ways you approach dealing with adolescents, and how you provide a broad range of activities for those kids.

During the first year Reba became part of the school team and began volunteering to help students in their extracurricular activities. She wanted to see how elementary students interacted outside the classroom setting. Mark explained, "She didn't hesitate to volunteer for extra things going on. She wanted to see how the younger folks just hitting 11, 12, or 13 acted outside the classroom."

Reba was comfortable in her role as Mark's protege. She spent much of her time observing and getting acquainted with the routine operations of the school. Mark provided constructive criticism and feedback for Reba on her job performance. Reba commented,

I felt that the first part of the mentoring relationship was basically to observe, to hold back a little and watch, learn, listen, look and then after I did that Mark and I would get together and he'd say, "Okay what did you see, what did you hear, what do you think about this situation? What would you do differently or did you ever think of doing it this way?" Real often he would ask me for my opinion and I thought that was good. We exchanged a lot of ideas back and forth. It was not a one way street at all.

During the second year Reba gained the confidence of Mark and his faculty. She began to anticipate things that needed to be done and was recognized as a leader in the school. Mark commented,

She fit in real well. She was recognized by my staff and by the kids as having some authority. She was respected and noticed for that. She began to think like a principal to the extent that she began to have some vision. She began to look at the big picture. She began to look

ahead to some extent. She began to suggest some things that she felt like we needed to do.

Reba's responsibilities increased as Mark gained confidence in her professional abilities. Her duties included observing and evaluating teachers, revising the student handbook and report cards, counseling students, recognizing cafeteria workers, doing registers and monthly reports, supervising extra curricula activities and managing student discipline. Reba commented,

My activities ran the entire gamut of public school administration...He basically turned it over to me and I thought it was great that he had enough confidence [in me] to let that happen. On several occasions a faculty member would come in with a concern and he'd say "Mrs. F is in charge. She will handle that." He let me go. He gave me free reign to do what needed to be done.

Reba was given the freedom to use her discretion in carrying out the assignments made by Mark. She commented,

Mark had faith in me and let me do what ever needed to be done. I never felt like I had to tiptoe through any assign mentor be real careful. The only advice I remember Mark repeating was, "Whatever decision you make, you have to live with it."

Benefits and costs. Working in the same school division was seen as a benefit by the mentor and protege. Mark commented,

It was very easy for Reba and I to schedule, to plan together. When she was not here in the building I was just a phone call away. I think that really helped her and it was good for me too because we were able to stay in touch.

Reba stated,

I knew basically what to expect. I knew the building. I knew a lot of the people in the building and so forth. I knew who to call, I knew what our procedures would be, and I knew our policies.

Reba reflected on the advantages she would have had if her internship had been completed in another school division. She stated,

On the other side of the coin it would have been nice to have been in another system, to pick up new and different ideas and to see how another system operated. I would like to have done part of my internship in another system.

Being a product of the community and knowing the local culture was also seen as a benefit by the mentor and protege. Mark commented,

She fit in very well. I suspect that part of that was that like myself Reba was a hometown person and everybody knew her. They realized that she was working hard to do something to achieve a goal of her own and everybody was going to try to make that work for her.

The establishment of an on-going friendship was seen as another benefit by the mentor and protege. Reba commented,

Even today if I have an idea or problem I can get on the phone and call Mark. I've done it several times this year and very openly expressed my concerns and get his advice. And Mark has called me a couple of times, so it's still a two way street, which makes me feel real good.

The mentor-protege relationship was also seen by Reba as an opportunity for personal and professional growth. She commented,

I learned how to look at things in different ways, how to look at the whole picture. I am better able to accept criticism without becoming defensive. The exposure to national personalities and trends and teleconferences and things that I would not have been exposed to in my own school division was a once in a lifetime thing for me.

Personal Variables Affecting the Mentor-Protege Relationship

The personal variables affecting this relationship included age, experience, gender, personality factors measured by FIRO-B, and the mentor and protege's perception of the social, emotional, and mental factors affecting the relationship as measured by the semantic differential.

The semantic differential. The D scores and the means for the evaluative, activity, and potency dimensions of the semantic differential for dyad five are shown in Table 11. The semantic D scores for this dyad, (Mentor, D = 11.81; Protege, D = 12.00) are close in range and indicated that the mentor and protege felt similar to each other in their relationship.

The evaluative dimension scores (Mentor, 6.67; Protege, 6.78) indicated that the mentor and protege had a favorable view of the quality of the relationship. They saw the relationship as being genuine, comfortable, rewarding, and gratifying.

The activity dimension scores (Mentor, 7.56; Protege, 6.22) indicated that the mentor and protege both had a positive attitude toward the relationship. They viewed the relationship as being warm, trusting, responsive, and supportive.

The potency dimension scores (Mentor, 6.67; Protege 7.22) indicated that the mentor and protege saw the relationship as being important. They saw the relationship as being helpful, valuable, nurturing, and professional.

Table 11

Dyad Five Semantic Differential Mean Scores

Semantic Dimension	Mentor	Protege
Evaluative	6.67	6.78
Potency	6.67	7.22
Activity	7.56	6.22
<u>D Score</u>	12.37	12.22

^a D score is a measure of profile similarity.

The mentor and protege viewed the relationship similarly in the evaluative, activity, and potency dimensions. However, their attitudes concerning the sharing/non-sharing (mentor = 5, protege = 8) and competitive/non-competitive (mentor = 5, protege = 3) aspects of the relationship were different. The mentor saw the relationship as being more competitive and less sharing than the protege.

These differences can probably be attributed to the mentor and protege's initial perceptions of each other. The mentor initially saw the protege as being a person who was outspoken and created situations where she "turned people off." The protege saw the mentor as being friendly, relaxed and creating an environment where she felt comfortable.

Personal characteristics of the mentor. The mentor-protege FIRO-B scores for this dyad are shown in Table 12. The mentor's high wanted control score and extremely low expressed control score indicated that he had a disposition toward accepting control from others and avoided making decisions and assuming responsibilities. In the area of inclusion he was selective about his close, personal associates and was uncomfortable around people. In the area of affection he was cautious about becoming emotionally involved with others. He was not only cautious about expressing affection, but was most comfortable when others did not attempt to become emotionally involved with him. The mentor's FIRO-B personality profile does not agree

Table 12

Dyad Five FIRO-B Scores

Mentor FIRO-B Scores (Mark)

	Inclusion	Control	Affection	Total
Expressed	1	1	1	3
Wanted	0	7	0	7
Sum	1	8	1	10
Difference	1	-6	1	-4

Protege FIRO-B Scores (Reba)

	Inclusion	Control	Affection	Total
Expressed	9	5	8	22
Wanted	7	1	8	16
Sum	16	6	16	38
Difference	2	4	0	6

Scores may be categorized as follows:

High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2

with how the protege described him. Reba described Mark as, "Very easygoing." He was open to having someone in his building. He was not intimidated by having a stranger come into his building and go through his records and watch him. I think he felt very comfortable with that.

She continued, "He was very open. I saw Mark as a friend. I never saw him as someone that I should be intimidated by."

Personal characteristics of the protege. The protege's FIRO-B scores revealed an individual who was very sociable and capable of taking on large amounts of responsibility. In the area of inclusion her high inclusion scores indicated both a need to be accepted and a fear of rejection. She found it uncomfortable to be alone for any extended period, and seldom allowed herself to be isolated from others. In the area of affection, not only did she initiate warm, close, or intimate relationships, but was quite comfortable when others did the same. Her need for affection was great and she was disappointed when others did not return her affection. In the area of control, she was capable of making decisions and taking on large amounts of responsibility. Her self-concept was one of confidence and adequacy. She had an intense need for recognition and was driven to do well when confronted with responsibility.

Mark commented about Reba's personality,

My [first] impression of Reba was someone who was very outspoken. She seemed to be an inflexible person who turned people off. After I got to know her I realized that she had a lot of qualities that would make her a good principal. I was real pleased with her stick-to-it-ness. I knew she was going to succeed.

FIRO-B Originator Compatibility

The originator compatibility scores in this dyad (inclusion = 3, control = -2, affection = 1) indicated originator compatibility in the areas of inclusion and affection and apathetic compatibility in the area of control. In the areas of inclusion and affection Reba preferred to initiate inclusion and affection and Pete preferred to receive these behaviors initiated by Reba. In the area of control Mark was wanting others to control him more than Reba was willing to control.

FIRO-B Reciprocal Compatibility

The reciprocal compatibility scores (inclusion = 15, control = 2, affection = 15) indicated that the mentor and protege were compatible in the area of control and incompatible in the areas of inclusion and affection. In the area of control Mark and Reba were expressing and receiving the behaviors preferred in this area. In the area of inclusion Mark did not want the level of inclusion expressed by Reba and Reba wanted more inclusion than was expressed by Mark. In the area of affection Reba expressed more affection than Mark wanted and Mark did not want the affection expressed by Reba.

FIRO-B Interchange Compatibility

With regard to the interchange axis two individuals' scores should be similar for maximum compatibility (Schutz, 1960). The interchange compatibility scores (inclusion = 15, control = 2, affection = 15) indicated interchange compatibility in the area of control and interchange incompatibility in the areas of inclusion and affection. In the area of control Mark wanted a high level of interchange and Reba expressed a moderated need for control. In the area of inclusion and affection Reba preferred a high interchange of these behaviors and Mark wished to avoid the exchange and did not want to initiate or receive inclusion and affection.

Age and Experience

The mentor was four years older than the protege. Neither the mentor nor the protege saw age as a significant factor influencing the relationship. The protege did not mention experience as being important in the development of the relationship. However, the mentor saw his administrative experience as being important in helping the protege develop her perspective about educational administration. He commented,

I think the ten years of [administrative] experience that I had made her realize that you're not going to learn it all in one year. It's going to take a few years. You not going to see it all in one year, and when you thought you had seen it all, something else comes along to prove to you otherwise.

Gender

Neither the mentor nor the protege saw gender as being a factor that influenced the relationship. Reba commented, "In a lot of cases men see things differently than women. But I don't think it hampered our relationship." Mark had this observation, "Gender did not make a difference for Reba. She had assumed quite a few leadership roles in various capacities in her church and school. I don't think it made any difference."

Contextual Variables Affecting the Mentor-Protege Relationship

Contextual variables contributed to the development of this relationship. Participation in RP3 activities, attending professional seminars, completing the internship within the protege's school division, networking with peers and other professionals, having supportive families, and failure of the school division to provide a substitute teacher for the protege all contributed to the relationship in tangible and intangible ways.

RP3 program and activities. The mentor and protege saw the RP3 activities as providing opportunities for Reba's personal and professional growth. Mark commented,

I think it [RP3] really helped her not just train to become a good principal, but also has helped her outlook on life as a person. I think it was good for her in allot of ways.

When ask to describe her experience, Reba stated, "Definitely a learning experience, a growth opportunity. Nearly all of it was positive for me."

Mark and Reba agreed that the program was very demanding and at times seem to be overwhelming. Mark and Reba saw these demands as being stressful for the protege and provided Mark with an opportunity to be empathic with Reba. Mark had this observation,

At times I felt like they [RP3 faculty] forgot that these folks had other lives that they needed to lead, both personal and professional. I felt like at times they were being called upon to do too much. I would dare say there was a lot of soul searching and tears and headaches and heartburn and whatever else on the part of some of the folks. It was a very difficult program. They'd be crazy if they attempted something like this and had some turmoil either in their school or in their own lives because it would be a killer.

Reba commented,

There was some uncertainty on my part [At the orientation]. I began to wonder what I had gotten into. The uncertainty of everything was what struck me and I was in tears by the time we left that day.

The RP3 program provided opportunities for the mentor and protege to share ideas and talk about program activities. Reba commented,

The RP3 Program affected Mark and me in the fact that we had a lot we could talk about. He was always asking me, "What's new, what is the trend, what's going in this direction?" and so forth. It gave us a lot of open doors for things to discuss, and Mark's school needed to grow.

Mark added,

There was a lot of brainstorming about the whole process of being a principal. A lot of the early discussions she and I had included her just sitting down and her writing or scripting some of the kinds of things that

I have found that have worked that she would not find in her ensuing programs.

RP3 provided networking opportunities for the mentor and protege that were beneficial to the relationship. When ask if he had any examples to guide him in performing and assessing Reba's activities, Mark commented,

I know there was some sharing by myself with other mentors. I got some illustrations or examples from other mentors, and she would go and visit those folks, and I think that helped all of us. So some of your own experiences plus sharing with other mentors in the program then were examples that were used for guiding and assessing.

The mentor and protege agreed that being exposed to national personalities in the field of educational administration through teleconferences and lectures was important to the mentor-protege relationship. Mark commented,

I think it was very, very helpful for her to get the kinds of exposure in the arts, to get the kind of exposure in the political arena in some of the activities that they [RP3] dealt with. I think that really added dimensions to her that she hadn't had before.

There were negative aspects of the RP3 Program that also influenced the relationship. Mark commented,

I didn't agree with all the kinds of activities that they went through. I think her journal, she shared her journal with me, was something that most folks would find too tedious to keep up with, but she didn't. Certainly that assignment alone was one that could have gone by the wayside.

Reba had this insight,

There were people in the system who were not pleased that I was getting the time off, that I was getting the financial assistance to go into

the RP3 Program. Mark and I just held our own and did what we needed to do and completed the program.

Internship. The lack of school division support for Reba had a negative effect on the mentor-protege relationship. Reba commented,

I did not have a substitute and it was very difficult. I came to this job [home school] at 6:00 a.m. and worked...did my daily activities, got ready for my teachers and then went to Mark's school at 8:00 a.m.

Mark made this observation,

Important in Reba's situation was she always knew in the back of her mind that she had responsibilities in her own school. She never felt she could come in and give her attention to being part of the team here. I could always tell that there was always something else back there and I think that kind of took away from it a little bit. The major problem, again, was that I didn't feel like she got the kind of support she needed at the high school in terms of taking that monkey off her back so she didn't have to worry about it.

Reba felt that her internship experience could have been more meaningful if she had been allowed to complete part of it in another school division. She commented,

I would like to have done part of my internship in another system. It would have been nice to have been in another system to pick up new and different ideas and see how another system operated. Sometimes it's good to be exposed to different situations. A larger system, a larger school, a different type of clientele, a lot of different things. I think that experience would have been good.

The internship provided an opportunity for the mentor and protege to get personally acquainted with each other. Mark commented,

The main thing that's happened since our working together is that I am more sensitive now to Reba as a person, both as a professional and as

a fellow human being. It's made me more sensitive to her and made me appreciate her more. Since the mentor program I've gotten to know Reba a little better.

Reba added, "I saw Mark as a friend. I never saw him as someone that I should be intimidated by."

Working in the same school division. Being from the same school system was viewed positively by the mentor and protege. Reba had this observation, "It helped me in the fact that I already had my contacts. When something came up I knew who to call, I knew what the procedures were, I knew our policies." Mark commented,

It was very easy for Reba and I to schedule and plan together. I was just a phone call away when she was not here in the building. I think that was good for her and I think it was good for me too because we were able to stay in touch. I think that's important for the success of the mentor and protege that they maintain that kind of contact.

Family support. Mark's stated that the mentor-protege relationship was not affected by his participation in the RP3 Program. He stated,

My family is use to my participation in lots of activities. So, it was just one more thing. I can't recall it ever caused any kind of problem other than possibly not being able to pick up somebody at the right time but rather than that it wasn't a problem.

Reba saw her family's support as being crucial to her success in the RP3 Program. She commented,

My immediate and extended family were all extremely supportive. My husband and step-sons pitched right in. They had to learn how to do

some things they had not done before, but everyone helped. My mother took over activities I needed to do at church, my sister would run errands, my husband would run errands. He had to learn how to use the washing machine. He did a lot of things he had not done before, but he never complained.

Dyad Six

Amy, the mentor, was a forty-eight year old female junior high school principal. She had worked for twenty- four years in an urban public school system as a teacher, administrator, and athletic director. She held a master's degree in educational administrator and was working on her doctorate at Virginia Tech. She was married and had one grown daughter.

Elizabeth, the protege, was a thirty-nine year old female. She was separated from her husband and had an eleven year old daughter. She held a master's degree in library science and had been employed for seven years as a high school librarian. She was employed in a small, rural school division approximately one and one-half hours from her mentor's school.

The Nature of the Mentor-Protege Relationship

This relationship was influenced by the conflict between Elizabeth's initial lack of interest in becoming a school administrator and Amy's desire for Elizabeth to make a commitment to RP3. Amy was dedicated to the success of RP3 and had been actively engaged in the planning and implementation of the program. She had high expectations for her protege and was surprised

when Elizabeth showed a lack of interest in becoming a school administrator.

Amy commented,

She was unsure as to whether or not she really wanted to be a principal. That did bother me in that I, as her mentor, had agreed to make an investment of my time in helping her. I really wanted her to be certain as to what she was doing because I believed it was a very important role we were preparing her for.

Elizabeth agreed that becoming a school administrator was not important to her. She commented,

I never saw administration as being valuable to the way I live my life. I felt that administration was not a fun place to be. It was a place where you did discipline, you did buses, you did lockers, you did a lot of things I did not want to do with my life. At that time I was working in the library and I had a lot of freedom without the yucky responsibilities. I enjoyed what I was doing.

Elizabeth continued,

It was a little confusing to her [Amy] how someone could be in this program and not want to be an administrator. Not want to be this person in charge. Not want to be the person who has all the answers.

Initially, Elizabeth was not committed to the program goals and activities of RP3. She commented,

I was a little resistant to some of the things that were happening as far as the program went. I felt like we should be going to a lot of different places and observing in those positions and those places and bringing that back to our mentor and talking to our mentor and that should be the relationship with the mentor. I've never been convinced that I couldn't run a school. I can do it. There were a lot of issues that you deal with there [library] that I already knew how to do. Why go back and relearn those in a different setting?

Elizabeth met with her university advisor and mentor to work out their differences concerning her resistance to the goals and activities of RP3 and

her lack of commitment to the program. She commented, "We argued back and forth about this [RP3] and I won some, he [university advisor] won some, and Amy won some and we kind of resolved it and it was fine."

After resolving their differences Elizabeth gained Amy's confidence and she was accepted as a friend and peer by her mentor. They developed a working relationship that was described as being "comfortable" and "professional." Elizabeth commented,

We finally got to the point where we felt comfortable together. I remember in her office one day...at some point in that conversation, I began to feel like she may have accepted the fact that I was not going to be this person who was going to be this high level ambition person, but she was willing to accept that. I felt accepted.

Amy commented,

I feel that our relationship was a very professional one and it was probably more professional than social. It started out on a more formal basis and then as we became better acquainted it was more informal.

Elizabeth agreed,

Amy and I never did a lot outside of school...no we didn't socialize a lot. The thing we did have more than anything else was a bond or a relationship centered on work and knowing that I could call her with questions about the job.

Elizabeth and Amy developed a personal friendship that was established through their participation in RP3. This friendship provided them with professional and psychological support. Elizabeth commented,

I was probably more of a friend to Amy than most people. She shared more things with me than she does with other people. I know I shared things with her that I don't normally share with other people, you know as far as my family, my concerns about my child and whatever. Amy

was very supportive. She listened to me and knew how I felt about things. She was very good about that.

Role of the mentor. Amy was actively involved in the planning and implementation of RP3 and was committed to the objectives and goals of the program. She saw her active involvement in the program as being important to her role as a mentor. She commented,

I think the fact that I was part of the planning of the program was important to our relationship. I probably had more knowledge about what was expected in the program than say one of the mentors who had just become a mentor, who was not actively engaged in the planning process.

Amy was proud to be a mentor for RP3 and served as a goodwill ambassador for the program. Elizabeth commented,

She would introduce me as a protege or as an intern from the RP3 Program. She was lending status to the program and making sure that people knew it was a worthwhile thing. She was very proud of being a part of that.

Amy commented,

I did introduce her to the community so that those folks would be familiar with her as they came into our school. And to let those folks know that we as a school are providing this type of service to young people as they come along.

She continued,

It made me feel really good to see the progress that Elizabeth made as she went through the program. It made me feel good to be able to make a contribution to this young person coming along. It made me feel good to be able to show someone how to do things. It made me feel good to be able to make a contribution to my profession.

Amy served as a role model for Elizabeth and described herself as being a "guide" and "teacher" for her protege. She commented,

I tried to give her a total picture of what the work of the principal was. I tried to model examples of things that I wanted her to do, so that when she encountered them she would know somewhat of how I would like to have the situation handled. I used some of my own experiences to guide us...things I had learned through personal experience. I view mentoring as being somewhat of a teacher.

Amy developed goals and objectives for Elizabeth's internship based on her administrative experience and the program guidelines provided by RP3. She commented,

As we progressed in the program we were given a list of skills that we should be working toward with our protege. That did serve as an example to help me to be on track. We set goals and she worked with her calendar and I worked with mine to accomplish these.

Elizabeth saw Amy as being very dedicated to her profession and emphatic about her expectations of the protege. Elizabeth commented,

Amy's life is school. She spends an awful lot of time at school, it is really important that she do a really good job. Amy is driven to be all she can be and to be good at her job whatever it is. I never have and still don't feel that driven. She was anxious for me to do the things the way she wanted them done...we had some differences.

Elizabeth saw the mentoring process as an opportunity for her Amy to renew herself professional and compared it to a student-teacher relationship. She commented,

The program allowed the mentors to renew themselves. It was similar to having a student-teacher, realizing your are making an impact with someone who is going to take your place. And maybe feel like it is left in good hands.

Role of the protege. Elizabeth's uncertainty about her desire to become a school administrator and her lack of dedication to the goals and objectives of RP3 had to be clarified before her role as a protege could be defined. Amy commented,

The only frustration that I experienced came from the idea that she might not necessarily be sure that she was headed in the right direction. She was a little unsure as to whether or not she wanted to be a principal. We had to establish that she wanted to be a principal and she had to gain my confidence that I felt comfortable that she could do the thing I expected to be done.

Elizabeth agreed,

The reasons I went into it [RP3] were not really to become an administrator. I never saw administration as being [a] valuable way to live my life. It's not what I wanted to do with my life. She knew I was a little resistant to some of the things that were happening as far as the program went. I never saw the internship as being necessarily my real school...I felt like we should be going to a lot of different places and observing and bringing that back to our mentors. We had some differences.

After Elizabeth made a commitment to RP3 and her feelings about becoming a school administrator had been clarified, she gained Amy's confidence, and a comfortable professional relationship developed between them. Amy commented, "We had a good working relationship. I felt that Elizabeth was very confident and capable of doing a good job once she knew and clearly understood what needed to be done."

Elizabeth agreed,

It really was a growth process. I became much more dedicated. I am very difficult at times and probably not easily mentored. We worked well together...Amy and I were really a good match in a lot of ways.

Out of all the people Amy was the person I probably would have learned best from.

Amy gave Elizabeth an opportunity to take a leadership position in the school and treated her as an assistant principal. Amy commented,

In terms of introducing her to the school and community, I tried to do that in a way to give my vote of confidence that we have an administrator her, someone that I have confidence in and someone who is very competent in handling anything that I or an assistant principal would be able to handle. Elizabeth was very aware that some of the duties she was doing would be duties that my assistant principals might normally perform.

The duties assigned by the mentor were designed to give the protege a realistic picture of the principalship. The mentor wanted her protege to become acquainted with her school's professional staff and community and to learn about the peculiarities of her school's environment.

Duties assigned to the protege included a list of skills and activities provided by the university as well as duties assigned by the mentor that were guided by her experience as a school administrator.

Amy commented,

We used a listing that came from the university as well as the activities that I knew she would need to know about. So we included financial aspects of operating a school, we included the public relations aspect of working with the PTA, the students, the parents in the community. We included the instructional aspects of working with the curriculum, textbooks, instructional conferences that followed the observations in the classroom. We included discipline, how to handle various infractions. And then we included some of the activities near the end of the year as far as closing of the school year.

Elizabeth saw her role as being in conflict with the desires of her mentor. She felt that the mentor-protege relationship was something that had been forced on her and she was not satisfied with Amy's desire to mold her into the stereotypical image of a school administrator. She commented,

In this one [mentor-protege relationship] it was like here she is you do something with her, or at least I kind of felt like that's what Amy probably felt like. You produce this person at the end of the two year period. I knew I had to do it and she had to do it and it was something that we were going to get through together during that two year period. The way she approaches things is different from the way I approach things. It took me awhile to understand that was ok. I didn't have to be like her and still do a good job. She was anxious for me to do the things the way she wanted them done. I thought if I have to do it her way I don't think I can do it. There were some things that she did that I would not do, but there are some things that I do now that she would say, "Why are you doing that?"

Elizabeth was resistant to completing her internship in a single school and felt that it was important to do observations at other schools. She preferred going to several different schools, making on-site observations, and discussing these observations with her mentor. She commented,

She allowed me to do it my own way and I respect her for that. She allowed me to observe a lot because I think that is the way I learn best and I think Amy probably learns hands-on a lot more than I do. I like to see things...I felt like we should be going to a lot of different places and observing in those positions and those places and bringing that back to our mentor. I went to two different elementary schools. I went to the alternative school, I went to a middle school for part of the time.

Personal Variables Affecting the Mentor-Protege Relationship

The personal variables affecting this relationship included age, experience, gender, and personality factors measured by FIRO-B. Also important to this relationship was the mentor and protege's perception of the evaluative, activity, and potency dimensions of the relationship as measured by the semantic differential.

The semantic differential. The \underline{D} scores and the means for the evaluative, activity, and potency dimensions of the semantic differential for dyad six are shown in Table 13. The semantic \underline{D} scores for this dyad, (Mentor, \underline{D} = 9.89; Protege \underline{D} = 11.66) indicated that the mentor and protege had contrasting views about the relationship.

The evaluative dimension scores (Mentor, 5.56; Protege 7.11) and potency dimension scores (Mentor, 5.44; Protege, 7.22) indicated that the mentor and protege had different views concerning the quality and importance of the relationship. The mentor viewed the protege as being passive, tense, non-competitive, and non-directive. The protege viewed the mentor as being competitive, distant, and directive. These differences can probably be attributed to the conflict between the protege's initial lack of interest in becoming a school administrator and the mentor's desire for the protege to make a commitment to RP3.

Table 13

Dyad Six Semantic Differential Scores

Semantic Dimension	Mentor	Protege
Evaluative	5.56	7.11
Potency	5.44	7.22
Activity	6.11	5.78
<u>D</u> Score	9.89	11.66

^a D score is a measure of profile similarity.

The activity dimension scores (Mentor, 6.11; Protege, 5.78) indicated that the mentor and protege's attitudes toward the relationship were similar. This meant that the mentor and protege had a positive attitude toward their participation in the relationship.

Personal characteristics of the mentor. The mentor-protege FIRO-B scores for dyad six are shown in Table 14. The mentor's inclusion scores revealed an individual who did not need constant socialization with people in general. She had many acquaintances but very few persons with whom she cared to spend any great amount of time. In the area of control her self-concept was one of confidence and adequacy. She was willing to make decisions and take on large amounts of responsibility. In the area of affection she was very selective with whom she became emotionally involved. She was friendly with everyone but was intimate with only a select few and did not want affection from most people.

The mentor [Amy] described her personality,

I think I am outgoing, I think I like interacting with people, I tend to be an initiator. I want to make people feel comfortable. I think I have high expectations. Some people view me as being hard charging, directive....I think it is good to be direct. That is something I have had to work hard on so I am not about to throw it away very easily.

Elizabeth described Amy's personality,

Amy is driven to be all she can be. She likes all the people problems. She enjoys the control and the power. I think Amy is competitive, and I have used the word driven person. I think for whatever reason in her

Table 14

Dyad Six FIRO-B Scores

Mentor FIRO-B Scores (Amy)

	Inclusion	Control	Affection	Total
Expressed	4	7	3	14
Wanted	0	2	1	3
Sum	4	9	4	17
Difference	4	5	2	11

Protege FIRO-B Scores (Elizabeth)

	Inclusion	Control	Affection	Total
Expressed	6	3	8	17
Wanted	4	3	5	12
Sum	10	6	13	29
Difference	2	0	3	5

Scores may be categorized as follows:

High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2

background there is a need to succeed, a need to be of service to other people, a need to project an image of being on top of things, in charge. I think she likes to be in charge. She knows who she is and she is the person who is ultimately going to make decisions and those decisions are going to be her decisions. She is just a forceful person....She is a really dynamic person as far as coming on real strong.

Personal characteristics of the protege. The protege's FIRO-B scores revealed an individual who was moderate in her need for companionship and tended to be comfortable both in large groups or being alone. In the area of control she was capable of making decisions and taking on responsibility. She found reassurance and safety in sharing responsibility with others. In the area of affection she could readily become emotionally involved and establish intimate relationships with others. She tended to be realistic and practical in the amount of affection she demanded from others. Elizabeth described her personality,

I am easy going; I am not a control person. I really don't try to control other people's lives. I really try to be understanding of them, I try to encourage them. I really try to let people know that within themselves they have answers to problems. I think I am pretty easy to get along with; I think I am pretty relaxed in my approach to the job, to life in general. I do like to have things done right....I think I am pretty flexible.

Amy described Elizabeth's personality,

I thought she was very sweet, soft spoken and a little unsure about being a part of RP3. I think I probably was more outgoing than she was, she had a very accommodating and mediating kind of personality. I would like to see her be more direct. I think she has the personality of what I would view for an elementary school principal.

FIRO-B Originator Compatibility

The originator compatibility scores for this dyad (inclusion = 6, control = 5, affection = 5) indicated compatibility in all three areas. In the area of inclusion Amy did not want to receive the level of inclusion initiated by Elizabeth. In the area of control Amy wanted to initiate these behaviors and Elizabeth wanted to receive them. In the area of affection Elizabeth was wanting to initiate and receive more of these behaviors than Amy. Amy was not wanting to receive the affection initiated by Elizabeth.

FIRO-B Reciprocal Compatibility

The reciprocal compatibility scores (inclusion = 6, control = 5, affection = 9) indicated that the members of the dyad were compatible in the areas of inclusion and control and incompatible in the area of affection. This meant that they were expressing and receiving the behaviors wanted in the areas of inclusion and control but not expressing and receiving the desired behaviors in the area of affection.

In the area of inclusion Amy did not want the level of inclusion expressed by Elizabeth. In the area of control Amy was expressing more control than Elizabeth and Elizabeth wanted less control than Amy. In the area of affection Amy did not want the affection expressed by Elizabeth and did not express the affection wanted by Elizabeth.

FIRO-B Interchange Compatibility

Interchange compatibility scores should be similar for maximum compatibility (Schutz, 1960). The interchange compatibility scores (inclusion = 6, control = 3, affection = 9) for Amy and Elizabeth indicated interchange compatibility in the areas of control and inclusion, and interchange incompatibility in the area of affection.

In the area of inclusion Elizabeth wanted more exchange of this behavior than Amy. In the area of control Elizabeth preferred a moderate exchange of control. Amy expressed more control behavior than Elizabeth. Elizabeth preferred a great deal of exchange in the area of affection. Amy wanted to avoid this exchange and did not want to receive the affection initiated by Elizabeth.

Age and Experience

Amy and Elizabeth did not see age as being an important factor influencing the relationship. However, they both saw Amy's experience as being significant to the development of the relationship. Amy commented,

I had already experienced some of what I knew Elizabeth would be experiencing. I felt that had to help her with different things. I knew what it was going to be like for another female, so some similar feelings of my view created a special buffer.

Amy also thought the experience she gained from being on the planning committee for RP3 was important to the relationship. She stated,

I think the fact that I was part of the planning for the program was important in our relationship. I probably had more knowledge about what was expected in the program than say one of the mentors who had just become a mentor, who was not actively engaged in the planning process.

Elizabeth made this observation,

She was one of the few female administrators at the time she broke into it. I don't think there were a lot of female administrators out there. She saw our relationship as being part of her background because she was one of the few female administrators.

Gender

The mentor and protege both felt that gender was an important factor influencing the relationship. They agreed that being in a same-gender relationship was advantageous to a cross-gender relationship. Elizabeth commented,

Being a female she was able to understand a lot of the family situations better maybe than a male mentor would have been able to because she understood what it was like to have a family at home and be torn between doing this. The males I have had contact with in these positions, that have been mentors to me, didn't regard this.

Amy reflected,

Elizabeth was a single parent and I think she was very concerned about her child's welfare. It was easier for me to be empathetic toward her as a female because I knew what she was facing...I think I had more empathy and understanding of what she would be faced with as a new principal.

Contextual Variables Affecting the Mentor-Protege Relationship

Contextual variables associated with the development of this relationship included the mentor's commitment to the goals and activities of RP3 and the protege's resistance to making a commitment to the program. Other variables affecting the relationship included the internship, program design and activities, school division and family support, networking with peers and professionals, and distance between the mentor and protege's schools.

RP3 program and activities. Important in the development of this relationship were the goals and objectives developed by the university faculty and RP3 Steering Committee. Amy commented,

As we progressed in the program we were given a list of skills that we should be working toward with our protege. That did serve as an example to help me be on track. Elizabeth was very aware that some of these duties she was doing would be duties that my assistant principals might normally perform. We assessed those duties through cluster groups, reflecting together, and feedback from the university faculty.

Many of the RP3 classroom activities were helpful in developing a bond between the mentor and protege. Elizabeth commented,

The first semester we spent a lot of time on leadership styles and who you are and knowing yourself. That was probably one of the best things that happened to me personally. It allowed me to get to know Amy in a different way because we would begin to talk about our different styles and how we operated differently. The structure of the program allowed us to have the support of our mentor.

Amy shared many of her RP3 experiences with her teachers and some of the program activities were used to expand the curriculum in her school.

She commented,

We went to the National Art Gallery in Washington and I enjoyed that very much. I brought new information back to my school to share with the art teacher. That was just one example of where my school was the recipient of knowledge gained through my participation in the RP3 program.

RP3 activities enabled the mentor and protege to experience personal and professional growth opportunities. These opportunities included networking with peers and other professionals colleagues at seminars and being exposed to national figures from across the United States.

Elizabeth commented,

One of the really great things about this program is it introduced you to a wide range of people who are in education so there are people within many school divisions that I know on a very personal level. It gave me a great support system in the state of Virginia that has been very helpful to me. I think what it taught me is that you are not in this by yourself that if you have a problem there is always someone there who can lend support to you. There are contacts every where and it's just amazing. They brought in people who were practicing educators, it was exciting to see them, to see people who are good at their jobs, offering their time and their energy to someone who is learning.

Elizabeth talked about the impact RP3 had on her personal development. She commented,

It was one of the best things I ever did....It made me a better person...I became much more dedicated, it made me understand how important what you are doing is. Nobody ever forced me to understand how crucial it is that you approach life in the way this program expected you to. I feel like I learned more about myself as a person and more about who I want to be when I grow up than I ever have before. It truly build

a lot of resources within me that I am not sure I knew were even there or even cared about one way or another before.

For Elizabeth RP3 was an opportunity to breakdown traditional barriers that have limited women's opportunities to become school administrators.

She commented,

Education is like a lot of other areas, and there is a good old boys network out there and a lot of the time it is who you know. Because so many males have gone into school administration that is who is there and who, when a job comes open, will call a friend who is usually another male. There aren't that many women in the administrative profession so it's sort of a subtle thing I think.

Elizabeth and Amy agreed that RP3 was a time consuming and overwhelming experience for the protege. Amy commented,

I felt that the protege was stressed at the beginning of the school year. Starting this new program, getting acquainted with a new mentor and getting acquainted with a new school, in addition to handling her work in her home school. I believe that the whole thing at the beginning of the year was a bit overwhelming.

Elizabeth agreed,

My personal life, it consumed it...there was nothing else. All of a sudden it became this all consuming thing where I spent all my weekends, all my nights. It was just consuming and that's the only word I can use to describe it.

The mentor and protege saw the distance between the two school divisions as being detrimental to the relationship. Amy commented,

The distance between Allegheny County and Roanoke County played a very important role in our ability to spend as much time together as I would have liked. There were times I wished that her school division was closer. Had she been in the area I think we could have done more, at the social and professional level.

Elizabeth remarked,

Amy was in Roanoke County and at the time I was in Allegheny County, which was about an hour and 30 minute drive. So the days I spent at over there I was on the road three hours plus time at school and it was an extended day. It made it difficult to maintain a normal family life.

Internship. The internship was characterized by Elizabeth's initial resistance to make a commitment to RP3 and the Amy's disappointment in Elizabeth's lack of dedication to the goals of the program. Amy commented,

She seemed to express a little uncertainty about the desire to really become a principal. That did bother me a bit in that I, as her mentor, had agreed to make an investment of my time in helping her. I really wanted her to be certain as to what she was doing because I believed it was a very important role that we were preparing her for. I felt the relationship grew in that initially we had to establish that she wanted to be a principal and she had to gain my confidence.

Elizabeth offered this insight,

I went into the program of my own accord, it was something I wanted to do. However, the reasons that I went into it were not really to become an administrator. They were willing to let me off 45 days each year to go to another school to observe to learn. They were willing to pay a substitute. They were willing to pay for my course work. It was really an opportunity that you couldn't refuse. So I really didn't want to do this necessarily, but I felt it was a really good opportunity.

Elizabeth commented about her initial resistance to completing the internship as proposed by RP3. She commented,

I was resistant to some of the things that were happening as far as the program went. I never saw the internship as being necessarily my real school. I felt like we should be going to a lot of different places and observing those positions and those places and bringing that back to our mentor and talking to our mentor and that should be our

relationship with the mentor. I felt very much like that wasn't what I wanted to do with that 45 days I was allowed off. We sort of argued back and forth about this and I won some, he [university professor] won some, and Amy won some and we kind of resolved it and it was fine.

Amy wanted the internship to serve as a means of providing the protege with a realistic picture of the principalship. She wanted Elizabeth to experience the peculiarities of running a school by becoming knowledgeable about the routine operations of the school and by getting acquainted with the school's community and staff. Amy commented,

I introduced her at faculty meetings and gave her an opportunity to take a leadership role within the school and to work with our teachers. At our back to school night I introduced her to the community so those folks would be familiar with her as they came into our school.

The mentor and protege collaboratively set the goals for the internship based on what the protege wanted from the internship experience, the mentors experience as a school administrator, and the list of competencies provided by the university. Amy commented,

I wanted to find out from my protege what her goals were for this program. What were her strengths and what were her weakness. What did she already know how to do and what did she want to learn how to do. We spent time reviewing the list of competencies provided by the university. We were able to work together on these. I tried to put that together with what I felt she would need to know as a new principal.

The internship provided the mentor and protege with an opportunity to reflect on their experiences. Amy commented,

In our reflecting we tried to relate how her experience as a head liberian might have been like a department head or where our

experiences would be similar in some of my duties. We tried to look at areas where our duties and experiences were alike.

The internship provided the mentor and protege with an opportunity to renew themselves personally and professionally. Amy commented,

It made me feel really good to see someone grow and learn. It made me feel good to see the progress Elizabeth made as she went through the program. I was proud of her for having completed the program.

Elizabeth had this observation,

It allowed the mentors to renew themselves...realizing you are having an impact with someone who is going to take your place...a real continuity thing with education or maybe feel like it is left in good hands.

School division support. Amy and Elizabeth agreed that their school divisions were very supportive of RP3. Amy stated, "I thought both divisions were very supportive."

Elizabeth agreed, "My school division was wonderful and Roanoke County was great. I couldn't have ask for more support than I got. Not only financially, but emotionally and in every way."

Although the school divisions were very supportive of most of the goals of RP3, Elizabeth's division failed to get her a substitute teacher while she was completing her internship. This created some concerns for the mentor and the protege. Elizabeth commented,

They didn't get a substitute although that was part of their agreement. It didn't happen. I ended up doing that job [internship] and when I

would come back there would be all this stuff to do plus weekends. It was just consuming.

The mentor and protege agreed that it was advantageous to work with someone from another school division. Amy commented,

I think that participating in the activities in our school division gave her an opportunity to see what it was like to participate in a larger school division, to see the chain-of-command and how things worked in a larger school division.

Elizabeth commented,

I liked being away from my school division because I liked learning about another school division. I liked the opportunity of meeting a lot of new people, being in different buildings...learning a different person, and the way they do things.

Family support. Amy stated that the RP3 activities were not a major coping factor for her family. However, Elizabeth expressed concern about being away from her daughter for an extended period of time and stated that her favorite activity was spending time with her daughter. Elizabeth's concern for her daughter's well-being created a situation where compromises had to be worked out so she could complete her internship. She stated, "I would never let my job jeopardize what I have with my child."

Amy observed,

Elizabeth was a little reluctant to spend that much time there [intern school], part of it I think was being with her daughter and I even offered to let her stay in my home as a way of facilitating that. But she wanted to drive back and forth and wanted her little girl to stay in her environment as much as possible. So the compromise was the we

worked out a way for her little girl to come down to the elementary school for the two weeks she would to be in the school.

Chapter 5

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Summary

During the last decade, effective schools research has focused national attention on the importance of a principal's leadership. Accordingly, many of the universities that offer programs leading to school administrator preparation and certification are designed to provide prospective principals with a more complete knowledge base. In addition to guidelines requiring some teaching experience and advanced degree, most preparation programs for school administrators now require some type of internship or field experience.

This study was based on the premise that mentors are important to the career development of proteges in educational settings. The purpose of this study was to gain a better understanding of mentor-protege relationships and the personal and contextual variables affecting those relationships in a regional program for the preparation of principals. Three questions guided the study:

1. What relationships existed between mentors and proteges in the Regional Program for the Preparation of Principals?

2. What personal variables affected the relationships between mentors and proteges in the Regional Program for the Preparation of Principals?
3. What contextual variables affected the relationships between mentors and proteges in the Regional Program for the Preparation of Principals?

The mentors and proteges in this study were participants in the Regional Program for the Preparation of Principals (RP3). Participants included: six female proteges, four male mentors, and two female mentors. Each of the mentors held masters degrees with endorsements in educational administration. They had at least three years of successful administrative experience and were distributed across two levels: three elementary school principals and three junior high school principals. Proteges were distributed across three levels: four at the elementary level, one at the secondary level, one at the junior high level.

Four of the six dyads in this study were cross-gender relationships with male mentors and female proteges. Two dyads were same-gender relationships with female mentors and female proteges. The average age for mentors was 46.5 years and the average age for proteges was 36.6 years. The four male mentors ranged in age from 42-44 years, and the two female mentors were ages 48 and 58 years. The six female proteges ranged in age from 27-48 years.

This study primarily employed qualitative research techniques to describe the variables affecting the mentors and proteges. Four instruments were used to collect data: a personal and professional questionnaire, a semantic differential, the Fundamental Interpersonal Relations Orientation--Behavior (FIRO--B), and in-depth interviews of mentors and proteges.

Conclusions

The primary purpose of this study was to gain a better understanding of mentor-protege relationships in a Regional Program for the Preparation of Principals (RP3). This section contains a summary and discussion of the findings. A brief summary of the findings is presented for each question which guided the study. Also included are interpretations of the findings and recommendations for action and future research.

What was the nature of the relationship between mentors and proteges in the Regional Program for the Preparation of Principals?

Initially, the mentors and proteges were skeptical about their relationships. Mentors and proteges described five of the six relationships as being uncomfortable, uncertain, formal, or tense. The reasons for these initial negative feelings about the relationships included: past principal-teacher conflict between the mentor and protege, lack of desire by the protege to become a school administrator, negative criticism of the mentor by the

protege, past reputation of the protege as creating situations where she "turned people off," and uncertainty about the role of the mentor and protege in RP3.

After these initial negative feelings subsided, positive relationships were established for all six dyads. Trust, mutual respect, openness, commitment, and friendship were reported as the most important factors affecting the relationships. Close personal and professional relationships developed between mentors and proteges, and both populations stressed professional aspects of their relationship over social aspects.

Generally, mentors were proud to be selected to participate in RP3 and were eager to serve as mentors. The mentors were seen by the proteges as being role models, facilitators, friends, advisors, teachers, and guides. The terms most often used by proteges to describe the roles played by mentors are shown in Table 15.

Both career and psychosocial functions (Kram, 1985) were part of the relationships the mentors developed with their proteges. The career functions of sponsorship, exposure and visibility, coaching, protection, and providing challenging assignments were present in all the mentor-protege relationships. Providing challenging assignments and protecting the protege were the most frequently mentioned career functions with all the mentors serving in these capacities.

Table 15

Terms Used by Proteges to Describe Roles of Mentors (N = 6)

Career Role	No. Responding	Percent
Teacher	3	50
Guide	3	50
Leader	2	33
Advisor	4	66
Protector	4	66
Facilitator	2	33
Promoter	2	33
Psychosocial Role	No. Responding	Percent
Provide Feedback	3	50
Good Listener	3	50
Friend	5	83
Supporter	3	50
Role Model	5	83
Sounding Board	3	50

The psychosocial functions of role modeling and friendship were fully developed in most of these relationships. The development of the psychosocial functions in these relationships centered around things the mentors and proteges had in common. The mentor-protege pairs either had RP3 activities, age, children, or similar life experiences, which prompted them to converse and share.

Self-confidence increased as proteges were given more responsibilities and were provided opportunities to take risks. Proteges also reported increased self-confidence as a direct result of the ability to discuss problems and difficulties with their mentors. Generally, proteges were included in all aspects of managing the school and were assigned the role of assistant principal. Five of the six proteges were placed in charge of the school during the principal's absence. Exposure to a variety of work situations and learning about the operational aspects of the school were important aspects of the protege's internship experience. Their duties included meeting with parents, demonstrating lesson plans, observing and evaluating teachers, disciplining students, doing registers, supervising extra-curricular activities, and attending conferences. Activities and duties assigned to the proteges are shown in Table 16.

The mentor-protege relationship resulted in benefits for both members of the dyad. The protege received knowledge, personal support, protection, promotion, and the opportunity to blend theory with practice, while the mentor

Table 16

Activities and Duties Assigned to Proteges

Activity or Duty	Dyads Agreed N=6	Mentor not Protege	Protege not Mentor
Included in every aspect of the school	4	0	0
Assumed the role of the Assistant Principal	6	0	0
At some time during the internship was in charge of the school	5	0	0
Responsibilities increased overtime	5	0	0
Given leadership position in the school	5	0	0
Observed & evaluated teachers	5	0	1
Disciplined students	5	0	0
Recognized and worked with school staff	2	0	0
Did registers and monthly reports	1	0	1
Supervised extra-curricular activities	1	0	0
Met with parents	4	0	0
Assigned lunch, bus, and hall duty	3		0
Demonstrated lesson plans	1	0	0

Table 16 (continued)

Activity or Duty	Dyads Agreed N=6	Mentor not Protege	Protege not Mentor
Attended professional conferences	1	0	0
Wrote Grants	2	0	0
Conducted faculty meetings	2	0	0
Attended principal meetings	3	0	0
Signed invoices	1		1

Note. The numbers indicate the sources of data. Both mentors and proteges or either may have cited the activity or duty. When a row does not add to six, none of the remaining mentors or proteges cited the activity or duty.

derived assistance on the job, increased job satisfaction, prestige, and potential career advancement.

The mentors and proteges felt very similar to each other in their relationships. The mentor-protege mean D scores and mean scores for the evaluative, activity, and potency dimensions of the semantic differential were correlated using Pearson's *r*. These correlations are shown in Table 17. A D score correlation of .89 represents a very high relationship for a small sample size (N=6). However, the evaluative, activity, and potency correlations all differ suggesting that the mentors and proteges had different views of their relationships.

The mentors and proteges viewed their relationships as being comfortable, helpful, supportive, professional, and formal. A content analysis of the mentor-protege interviews revealed the semantic terms most often used by mentors and proteges to describe how they felt about their relationships. These semantic terms and the number of times they were used by mentors and proteges are shown in Table 18.

What personal variables affected the relationship between mentors and proteges in the Regional Program for the Preparation of Principals?

The personal variables affecting these relationships included the personal characteristics of the mentors and proteges as measured by FIRO-B

Table 17

Mentor-Protege Correlation Scores for Semantic Differential

Dimensions	Mentor-Protege Correlation Scores (r)
Evaluative	-.05
Potency	.11
Activity	-.20
<u>D</u> Score ^a	.89

^a The D score is a measure of the intensity of feeling each member of the dyad had toward the relationship.

Table 18

Semantic Terms Used by Mentors and Proteges to Describe Relationships

Semantic Term	No. Times Used by Mentors	No. Times Used by Proteges
Evaluative Dimension		
Sharing	6	3
Comfortable	18	13
Demanding	2	3
Activity Dimension		
Available	5	2
Supportive	9	21
Trusting	2	4
Formal	6	11
Potency Dimension		
Active	3	3
Helpful	17	20
Valuable	4	8
Professional	40	25

Note. Data were derived from a content analysis of the transcripts of interviews.

and the social, emotional, and mental factors affecting the relationships as measured by the semantic differential.

Distinct personal characteristics were found between mentors and proteges. The most obvious personal characteristics of mentors, as measured by FIRO-B, was their preference for impersonal, business-like relationships, their desire for structure, their preference for giving orders and making decisions, and their selectiveness about close personal associates. There was no consensus among the mentors with regard to personality type. Two described themselves as business-like and very demanding. Two described themselves as strong and independent. The other two described themselves as outgoing, personable, and professional.

The most noticeable personal characteristics of proteges, as measured by FIRO-B, was their desire to establish close, personal relationships and actively initiate interactions with others. They were capable, responsible, and democratic persons who had no problems with power and control. They were comfortable in social situations and would rather follow orders than give them. The proteges described their personalities as "easygoing," "flexible," "accommodating," "affectionate," "thoughtful," and "professional."

FIRO-B mean scores for expressed and wanted behavior for each variable (control, inclusion, affection) were compared to a national sample (N=104) of school administrators to determine which mentor and protege scores were most similar and which were most different from that sample.

The proteges were similar to the national sample in the areas of inclusion and affection. The mentors were similar to the national sample in the area of control. All three groups were similar in expressing control. In the area of wanted control the proteges wanted less control than either the mentors or the administrators in the national sample. These mean scores are shown in Table 19.

The mentors were more cautious about their close, intimate relationships and more selective about their personal associates than either the proteges or the administrators in the national sample. Mentors scored lower on expressed and wanted inclusion than either the proteges or the administrators in the national sample. The proteges were more open to becoming emotionally involved and establishing intimate relationships than either the mentors or the administrators in the national sample. The proteges and the administrators in the national sample scored higher on expressed and wanted affection than the mentors.

The interpersonal variables in compatible dyads can be expressed through FIRO-B compatibility measures (Schutz, 1960). The compatible mentor-protege dyads for originator, reciprocal, and interchange compatibility in the areas of control, inclusion, and affection are shown in Table 20.

Most of the mentors and proteges expressed interchange compatibility in the areas of control and inclusion. Only two dyads expressed interchange compatibility in the area of affection.

Table 19

Comparison of FIRO-B Mean Scores for Mentors, Proteges, and National Sample of School Administrators

	Inclusion Exp. ^a Want ^b		Control Exp. Want		Affection Exp. Want	
Mentors (N=6) Mean SD	4.17 2.37	2.0 3.68	4.83 2.84	5.67 3.37	1.67 1.34	2.67 2.24
Proteges (N=6) Mean SD	5.83 2.14	4.33 2.87	4.33 1.58	2.17 2.24	6.33 2.24	5.67 2.24
Natl. Sample School Administrators (N=104) Mean SD	5.9 1.90	4.6 3.41	4.7 2.42	5.5 1.72	4.4 2.28	5.1 2.54

^a Expressed toward others. ^b Wanted from others.

Table 20

Number of Compatible Dyads (N=6)

<u>COMPATIBILITY TYPES</u>	<u>FIRO-B Variables</u>		
	Inclusion	Control	Affection
Interchange ^a	4	5	2
Originator ^b	6	6	5
Reciprocal ^c	4	5	1

^aInterchange Compatibility measures interpersonal behavior from those who prefer a great deal of exchange in the areas of control, inclusion, and affection to those who wish to avoid exchange and do not want to initiate or receive inclusion, control, or affection.

^bOriginator Compatibility measures interpersonal behavior that goes from those who desire only to initiate or originate behavior to those who wish only to receive it.

^cReciprocal Compatibility measures how well two people will satisfy each other's expressed and wanted needs in an interpersonal relationship.

Most mentor-protege dyads expressed originator compatibility in the areas of control, inclusion and affection. All six dyads were compatible in the area of control.

All six dyads expressed originator compatibility in the area of inclusion. Mentors and proteges in these dyads expressed a high desire for originating and receiving activities initiated within the dyad. They were comfortable in social situations and had no problems with close personal relationships.

Reciprocal compatibility measured the mutual need satisfaction of the dyads. In most of the dyads the expressed needs of one member of the dyad were satisfied by the wanted needs of the other member. In the area of control five of the six dyads were compatible. The mentors were expressing their need to control the actions of the proteges in five of the six dyads, and the proteges either wanted to be controlled or had no problems with power and control.

In the area of inclusion four of the six dyads were compatible. In these dyads the proteges were expressing a strong desire for contact with others and wanted to include others in their activities. The mentors wanted to be included in the activities initiated by the proteges.

In the area of affection only one of six dyads expressed reciprocal compatibility. In this dyad the protege was expressing a desire to establish a

close, personal relationship and the mentor was receptive to establishing this relationship.

Most of the mentors and proteges in this study were not more than ten years apart in age. Only one protege, who was approximately 20 years younger than her mentor, mentioned age as being important to the relationship. She stated, "I was very much younger than John. I think that was good for me. He had so many things to share with me that were helpful."

Administrative experience of the mentors was important to the success of the mentor-protege relationships. The mentors saw their experience as being helpful in providing the proteges with meaningful activities during the internship. A typical mentor comment was, "I had already experienced some of what I knew my protege would be experiencing." The proteges saw the mentors' experience as being important to the quality of the relationships. Typical of the comments made by proteges in reference to their mentors' experience was, "He just had so many things to share, so many points of view that I didn't have and that were helpful."

Two of the six dyads cited gender as being important to the development of their relationships. One dyad that cited gender as being important was a cross-gender relationship and the other was same-gender. In the cross-gender relationship the male mentor stated that he preferred

working with females because they were more open than males. The female protege stated, "I always seem to work better with men." In the same-gender relationship the female mentor stated that it was easier to be more empathetic and understanding of another female. The female protege agreed with her mentor and stated, "I think females are more understanding of family situations than males."

What were the contextual variables affecting the mentor-protege relationships in the Regional Program for the Preparation of Principals?

Contextual variables associated with the development of these mentor-protege relationships included program design and activities, school division support, networking with peers and other professionals, family support, and the internship experience.

The mentors and proteges characterized RP3 as being both demanding and rewarding. Four of the six dyads stated that the RP3 expectations for mentors and proteges were vague, and they were not sure what to do. All of the dyads agreed that RP3 contributed to the development of the mentor-protege relationships.

Participation in RP3 activities provided the mentors and proteges with opportunities to share information and knowledge. These opportunities included networking at seminars with other peers and professionals, being

exposed to national figures in the field of educational administration through teleconferences, sharing RP3 classroom activities with other educators, and attending professional conferences. Mentor-protege discussions often focused on RP3 classroom assignments and projects. The following statement by Tonya was typical of comments made by proteges on sharing information with their mentors. She stated,

Pat [mentor] liked to read what I had written about her and her school....She liked reflecting on my log because she liked to reflect on what I had written regarding her style, and about how I felt about things....

The internship was designed to provide the proteges with an opportunity to experience the "real world" of the principal. It provided mentors and proteges with an opportunity to participate in a collaborative learning experience. The university faculty facilitated the mentors and proteges in designing and arranging these experiences.

The internship was seen as a key component of RP3 by mentors and proteges. They saw distinct advantages in having the proteges complete the internship within their own school division. The advantages cited by these dyads included: proximity of protege to the mentor's school, familiarity with school division policies and procedures, familiarity with school personnel, being acquainted with the central office staff, knowing the expectations of the local school division, understanding the local political climate, and being able to keep in touch -- "just a phone call away."

However, some of the proteges that completed their internship within their own school division expressed an interest in completing at least part of their internship in another division. Reba's comment was typical of proteges who completed their internships within their own school divisions. She stated,

I would like to have done part of my internship in another system. It would have been nice to have been in another system to pick up new and different ideas and see how another system operated....Sometimes it's good to be exposed to different situations--a larger system, a larger school, a different type of clientele, a lot of different things.

Generally, proteges completing their internship outside their own school division had a positive experience. The geographical distance between the mentor's and protege's schools was the only disadvantage cited by these dyads. Advantages for the proteges in these dyads included: meeting new people, learning about the policies and procedures of another school division, and learning a different way of doing things.

Mentor-protege relationships were enhanced by RP3 activities, which provided the mentors with opportunities to renew themselves personally and professionally. RP3 activities rekindled their interest in their own education and provided them with opportunities to strengthen peer relationships, reflect on their leadership styles, and improve their management techniques. The mentors found it gratifying to share their work with experienced teachers and to help them with their career development.

School division support was crucial to the success of RP3. Mentors were given professional leave to attend RP3 seminars and activities. Proteges were encouraged to attend principal meetings and network with the central office staff. Proteges in four of the six dyads were provided substitute teachers to cover their classes during the internship. Support provided by the school divisions included: professional leave to attend seminars, tuition payments, 90 days of released time to complete the internship, and released time to attend RP3 activities.

Mentors reported that their families had little effect on mentoring relationships. Five of the six proteges cited family support as being necessary for their success in RP3. They were often torn between family obligations and the demands of RP3 and found it difficult to balance home and professional responsibilities. The demands of RP3 forced the proteges' families to develop coping skills to accommodate their schedules.

Emergent Themes

The findings of this study describing the mentor-protege relationships in a Regional Program for the Preparation of Principals (RP3) was organized by topics which corresponded to the questions which guided the study. The themes that emerged across the six cases in these mentoring relationships are identified and discussed.

Four themes emerged concerning the nature of the mentor-protege relationships:

- Proteges handled a variety of on-the-job responsibilities during the internship.
- One satisfying aspect of working as a mentor was a sense of personal and professional fulfillment that came about by being able to help the proteges with their professional development.
- Mentors reported pride and satisfaction derived from their participation in RP3 and viewed their role as an affirmation of their value to their local school systems.
- Close personal and professional relationships developed between mentors and proteges, and both populations stressed professional aspects of their relationships over social aspects.

Two themes emerged concerning the personal variables affecting the mentor-protege relationships:

- The mentors' ability to plan meaningful activities and experiences based on their administrative experience was more important to the development of the relationships than were demographic factors such as age and gender.
- Personal variables did not appear to have an impact on these relationships. Both mentors and proteges stressed professional aspects of their relationships over social aspects.

Three themes emerged concerning contextual variables affecting mentor-protégé relationships:

- RP3 activities provided mentors and protégés with opportunities to share ideas and practices that were taking place in other school systems.
- RP3 activities provided mentors and protégés with opportunities to share and discuss recent innovations and research related to effective school practices.
- RP3 provided an opportunity for local school districts to collaboratively design and participate in educational partnerships with the university.

Discussion

The Nature of the Mentor-Protégé Relationships

Career and psychosocial functions suggested by Kram (1985) were present in all the mentor-protégé relationships, but in varying degrees. Exposure to a variety of work situations and learning about the operational aspects of the school were important aspects of the protégé's internship experience. This supports Kram's (1985) suggestion that the greater the number of functions provided by the mentor, the more beneficial the relationship will be for the protégé. Providing challenging work assignments and protecting the reputation of the protégés were more prevalent in these

mentor-protege relationships as opposed to sponsorship suggested by Kram (1985). According to Phillips-Jones' (1982) definition of primary and secondary mentors, which are based on the functions provided, four of the six mentors in this study were categorized as secondary mentors.

In general, this study supports the findings in the literature (Noe, 1988; Phillips-Jones, 1983; Zey, 1985) that successful formal mentoring programs are characterized by top management support and careful selection of mentors and proteges. The findings of this study contradict the research of Clawson (1980) and Kram (1985), who questioned the validity of formal mentoring programs. They noted that mentor-protege relationships could not be structurally created "since the roles of mentors and proteges are products of relationships" (Clawson, 1980, p. 151).

This study supports Zey's (1984) findings that a mentorship serves the mentor, the protege, and the organization. Proteges received increased self-esteem and confidence, personal support, protection, and potential career advancement. Mentors derived assistance on the job, peer recognition, and potential career advancement through helping less experienced individuals in their development. Three of the six mentors cited organizational benefits that were derived from the mentor-protege relationships. These organizational benefits included sharing RP3 materials and activities with other educators, enabling the mentors to be exposed to materials and ideas that would not

typically be available to them during the normal course of their duties, and the personal and professional fulfillment expressed by the mentors that enabled them to perform their jobs more effectively and with more professional competence. These support Zey's (1984) finding that management development is a benefit received by organizations from mentor relationships. The findings also supported Levinson's (1978) belief that serving as a mentor could encourage the older professional by passing on their experience to a younger member of the organization.

Generally, mentors were proud to be selected to participate in RP3 and were eager to serve as mentors. They expressed a sense of personal and professional fulfillment that came about by sharing their work with a group of experienced teachers. They were eager to share their knowledge and understanding of school administration and help the proteges with their career development. This supports Levinson's (1979) belief that the mentoring relationship allows the mentor to further the development of young men and women.

Personal Variables Affecting the Mentor-Protege Relationships

Gender was not a predominate factor in the development of the mentor-protege relationships. Gender was viewed as being important in only two of the six dyads. One of these dyads was a cross-gender relationship

and the other was same-gender. In the cross-gender relationship the female protege expressed a preference for working with a male mentor. In the same-gender relationship the female mentor and the female protege agreed that it was easier to be more empathetic and understanding of another female. These findings do not support the research (Larwood & Blackmore, 1978; Levinson, 1979; Ragins, 1989) that men and women prefer interacting with members of the same sex in the work environment. Levinson's (1979) study was limited to men who were pursuing careers in traditionally male-dominated fields. Therefore, no comparisons of mixed gender relationships were provided.

Ragins (1989) concluded that women place greater value on social and peer relationships than men, and were more likely to turn to such relationships for support and guidance. There was evidence in this study that the female proteges generally followed a path of interpersonal relatedness and caring while the mentors (male and female) generally followed a path toward separateness and fewer interpersonal relationships.

Kram's (1985) findings that cross-gender relationships are often interpreted as sexual in nature and lead to resentment, jealousy, and gossip were not supported by this study. According to Kram (1985) these sexual concerns may lead members of cross-gender relationships to restrict the friendship role and social roles that involve informal, after-work activities. The findings of this study also indicated an avoidance of social relationships that

involved informal activities. Four of the six dyads in this study were cross-gender, with male mentors and female proteges. In these cross-gender relationships three of the four dyads had members from the same school district, and the mentors and proteges were acquainted with each other prior to the mentorship. Friendships were established in all of these relationships, and there were no reports of resentment, jealousy, or gossip by any members of the dyads.

Four of the six mentors in this study were male. This supports the findings in the literature (Noe, 1988; Ragins, 1989; Shapiro et al., 1989) that often female mentors are not available. This finding is representative of the stereotypical roles assumed by men and women in education. Traditionally, the field of education has employed women as teachers and men as administrators. This trend is rapidly changing as more women become endorsed as principals.

Age was not seen as a significant factor influencing the success of the relationships in this study. Most of the mentors and proteges were not more than ten years apart in age. This supports Levinson's (1978) belief that the age difference between the mentor and protege should be 8 to 15 years. In this study the mentor's administrative experience and ability to teach the protege were seen as important to the relationships. There was only one dyad in this study where the protege was at least 20 years younger than her

mentor. In this relationship the protege preferred working with an older, male mentor. She commented,

I was very much younger than John. I think that was good for me. He wasn't stagnant; he was still pursuing and keeping up with things that were coming down. Other than experience, I don't think age really had a lot to do with it.

This does not support Levinson's (1978) contention that when the mentor is older by a generation, there is a greater risk that the relationship will be symbolized in parent-child terms.

Several studies stated that the mentor must be old enough to have accumulated the experience necessary to benefit the protege (Hunt & Michael, 1983). The mentors and proteges saw the mentor's experience as being important in planning and implementing activities for the proteges. Because age and experience are correlated, a younger, less experienced person may not be readily accepted as a mentor.

There were obvious differences between the personal characteristics of the mentors and proteges in this study. The mentors preferred high structure and impersonal, business-like relationships where they could give orders and make decisions. They were selective about their close, personal associates and described themselves as "business-like," "strong and independent," "outgoing," and "professional." The proteges preferred close personal relationships with a great deal of affection both toward others and from others. They were comfortable in social situations and would rather follow

orders than give them. The proteges described themselves as "easygoing," "accommodating," "affectionate," "thoughtful," and "professional."

Contextual Variables Affecting the Mentor-Protege Relationships

The internship was seen as a key component of RP3 by mentors and proteges. It provided a collaborative learning experience that allowed the proteges to transfer theory learned in the classroom into practice and increased the likelihood of success for new administrators. Sue was typical of the proteges when they described the internship. She commented,

It was the integration between the course work and the internship that gave me real knowledge. The internship gave me that active participation so that all the theory I learned wasn't just something in a book; it was something I could put into practice.

The internship was designed to provide the proteges with an opportunity to experience the "real world" of the principal. The proteges were exposed to a variety of experiences and given opportunities to perform the mentor's job. These experiences were collaboratively designed and arranged by the mentors, proteges, and university faculty.

Participation in RP3 activities provided mentors and proteges with opportunities for mutually sharing information and knowledge. These activities often served as central features of dialogue and contact between mentors and proteges. Mentors and proteges reported that RP3 activities enabled them to have contact with ideas and practices that were taking place

in the nation, state, and other school districts. More often than not, such opportunities for hearing about good practices in other settings were not available to mentors and proteges. RP3 provided the mentors with an opportunity to renew themselves personally and professionally, and they expressed a sense of personal and professional satisfaction as a result of being able to help the proteges with their career development.

School division support was crucial to the success of RP3. Mentors were given professional leave to attend RP3 seminars and activities.

Proteges in four of the six dyads were provided substitute teachers to cover their classes during the internship. Financial support provided by the school divisions included: tuition assistance for the proteges, 90 days of released time to complete the internship, and released time to attend RP3 activities.

Five of the six proteges cited family support as being necessary to their success in RP3. They were often torn between family obligations and the demands of RP3 and found it difficult to balance home and professional responsibilities. The families of proteges with children had to develop coping skills to accommodate the protege's schedules so they could participate in RP3 activities. Sue's comment was typical when she reflected on her family's support. She stated, "They gave up time when I had to do research, write papers, spend time at the computer, attend all those meetings, and different things like that." Diane had this comment,

My children weren't sure they had a mother. There were a couple of times when I had to miss things that were important to them and their feelings were hurt. My husband's support was important to me, more so than probably anything else.

Recommendations for Action

- The internship experience should be designed to allow the proteges an opportunity to complete their internship in more than one school. This would allow the proteges to observe different leadership and management techniques from mentors in a variety of school settings. Three of the six proteges in this study indicated an interest in completing part of their internship in more than one school.
- Mentors were selected and assigned by a committee with the approval of the local superintendent of schools. A one-day mentor training session was held for mentors prior to the beginning of the internship. Mentor training should continue with more emphasis placed on understanding those factors that lead to successful mentoring. Three of the six mentors stated that they were unsure of their role as a mentor and would liked to have had more direction from the university.
- Goals and objectives for the internship should continue to be collaboratively developed by the mentors, proteges, and university faculty.

- A shared orientation for all dyads should be conducted during the term prior to the beginning of the internship. This would provide the mentors and proteges with an opportunity to review goals and objectives of the program and structure some time to become better acquainted and build a trusting relationship. Four of the six proteges indicated that they would liked to have had an opportunity to meet and get acquainted with their mentors prior to the beginning of the mentorship.
- In order to facilitate interaction between mentors and proteges, it would be advisable to locate mentors and proteges in as close a geographic location as possible. Two of the six proteges had to travel twenty-five to forty miles from their home to the mentor's school. Both proteges indicated that distance and time allocated for travel had a negative impact on the mentorship. They felt that the geographic distance between themselves and their mentor limited their opportunities for personal and professional interactions.

Recommendations for Research

- Proteges should be encouraged to continue to keep a journal of the mentorship so they can review their progress during the relationship. These journals should be made available to future researchers and used as a source of information in future studies on mentor-protége relationships.

- Longitudinal research should be conducted to determine how many proteges in this study are employed in administrative positions. These proteges should be studied to determine how effective their internships were in preparing them for their present employment. This research should specifically address the following questions: Was RP3 representative of actual performance on the job? Did RP3 equip students with administrative skills necessary for on-the-job success, such as, sensitivity, problem analysis, professional judgment, and organizational ability? Were RP3 activities designed to give students valuable practice in refining practical administrative skills? Did RP3 activities help students clarify and acquire new administrative skills? Did RP3 provide students with a broad range of tasks encountered by a full-time administrator? Did RP3 develop the student's ability to handle increasingly complex matters, and not merely expose them to a series of events? Did RP3 provide students with useful decision-making opportunities that tested their skills of analysis and judgment?
- Further research should be conducted to determine if there are differences or similarities between the way males and females mentor. This research should answer the following questions: In what ways do male and female mentors differ? In what ways do male and female proteges differ? Do males and females prefer interactions with others of the same-gender? Are female mentors more sensitive to the

personal and psychosocial needs of proteges than male mentors?

Does a same-gender mentor provide a better role model for the protege than a cross-gender mentor? Do more frequent and meaningful interactions occur between same-gender relationships than occur between cross-gender relationships? Do mentors provide more career and psychosocial functions in same-gender relationships than in cross-gender relationships?

- Further research should be conducted using a broad survey of other performance-based principal preparation programs and more cases to determine whether findings are similar. This research should answer the following questions; What were the professional and social aspects of the relationships? What psychosocial and career functions did the mentors provide for the proteges? What interactions took place among mentors during the internship? Where and how did these interactions occur? Were the proteges' experiences consistent across school districts? Why or Why not? What were the roles of mentors and proteges during the relationship? Were these roles formally defined or did they naturally occur within the relationship?
- Further research should be conducted to determine what role demographic characteristics (e.g., age, gender), attitudinal variables measured by the semantic differential, and personality factors measured by FIRO-B play in the mentoring process. The following

research questions should be answered: What effect does age and gender have on the attitudes of mentors and proteges in the mentoring relationship? What is the relationship between gender and personality of mentors and proteges? What personality factors, as measured by FIRO-B, most affect the mentoring relationship? How do the attitudes of mentors and proteges, as measured by the semantic differential, affect the mentoring relationship?

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Appendix A

Personal and Professional Questionnaire

PERSONAL AND PROFESSIONAL DATA

This questionnaire requests information about your personal and professional background.

1. Name _____ Mentor: _____ Protege: _____
2. Age: _____ 3. Gender: Male _____ Female _____
3. Marital Status: _____
4. Children: Number _____ Ages _____
5. Please indicate your highest level of education:
B.A./B.S. _____ Masters _____ Ph.D/Ed.D _____
Others _____
6. Indicate your major areas of study in which your degrees were earned:
B.A./B.S. _____
Masters _____
Ph.D/Ed.D _____
Other _____
7. Indicate your professional position and school division while you were a participant in RP3:
Position: _____
No. of Years in position: _____
School Division: _____
8. Indicate the level at which you were employed during

RP3: Elementary ____ Middle School ____

Jr. High ____ High School ____ Other ____

9. Indicate the distance between your school and the school of your mentor/protege: _____

10. During the RP3 Program indicate the ways you spent time with your mentor or protege in professional and personal development. List activities in each category and indicate the amount of time spent with your mentor or protege on each activity.

Professional Development Activities Amount of Time

Personal Development Activities Amount of Time

Appendix B
Semantic Differential

MENTOR _____

PROTEGE _____

THE RELATIONSHIPS BETWEEN MENTORS AND PROTEGES

DIRECTIONS: This instrument was developed to describe the relationships between mentors and proteges: If you are a protege, think about your relationship with your mentor. If you are a mentor think about your relationship with your protege. Place an "X" in the appropriate space to describe your relationship with your mentor or protege. Be certain that your responses accurately reflect your impressions of the relationship that you had with your mentor or protege.

Describe your mentor/protege on the following scale. The scale consists of pairs of words which are opposite in meaning, such as VERY OPEN and VERY CLOSED. Between each pair of words are eight spaces that form a scale like the one below.

VERY OPEN 8 7 6 5 4 3 2 1 VERY CLOSED

The above scale can be interpreted using these terms:

8 = Very Open	7 = Quite Open
6 = Somewhat Open	5 = Slightly Open
4 = Slightly Closed	3 = Somewhat Closed
2 = Quite Closed	1 = Very Closed

Use the above scale to describe your relationship with your mentor/protege.

Genuine 8 7 6 5 4 3 2 1 Superficial

Sharing 8 7 6 5 4 3 2 1 Non-Sharing

Distant	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	Intimate
Accessible	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Inaccessible
Directive	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Non-Directive
Inflexible	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	Flexible
Supportive	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Non-Supportive
Passive	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	Active
Comfortable	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Uncomfortable
Cold	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	Warm
Trusting	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Mistrusting
Harmful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	Helpful
Regenerative	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Stagnant
Rewarding	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Disappointing
Critical	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	Constructive
Nurturing	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Non-Nurturing
Tense	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	Relaxed
Valuable	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Invaluable
Competitive	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Non-Competitive

Stable	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	Intermittent
Undemanding	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Demanding
Unprofessional	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	Professional
Gratifying	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Ungratifying
Fruitful	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Unfruitful
Formal	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Informal
Congenial	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Disagreeable
Responsive	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	Unresponsive

Appendix C

FIRO-B



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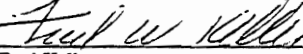
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Fred Keller

Date 3-1-94

FIRO-B SAMPLE ITEMS

DIRECTIONS: The FIRO-B explores the typical ways people interact with other people. There are no right or wrong answers. Sometimes people are tempted to answer questions like these in terms of what they think a person should do. This is not what is wanted here. We would like to know how you actually behave. Some items may seem similar to others. However, each item is different so please answer each one without regard to the others. There is no time limit, but do not debate long over any item.

I. **For each statement below, decide which of the following answers best applies to you. Place the number of the answer in the box at the left of the statement. Please be as honest as you can.**

1. never 2. rarely 3. occasionally 4. sometimes

5. often 3. usually

___1. I try to be with people.

___2. I let other people decide what to do.

___3. I join social groups.

___4. I let other people control my actions.

___5. I try avoid being alone.

___6. I try to have close, personal relationships with other people.

___7. I like people to invite me to things.

___8. I like people to act close toward me.

___9. I like people to act distant toward me.

___10. I try to take charge of things when I am with other people.

II. For each of the next group of statements, choose one of the following answers: 1. nobody 2. one or two 3. a few 4. some people 5. many people 6. most people

___1. I try to be friendly to people.

___2. I let others decide what to do.

___3. I let others take charge of things.

___4. I try to have close relationships with other people.

___5. I act cool and distant with people.

___6. I like people to invite me to things.

___7. I like people to invite me to join in activities.

___8. I like people to act friendly toward me.

___9. I try to get close and personal with people.

___10. I let other people control my actions.

Appendix D
Interview Guide

INTERVIEW GUIDE

INTRODUCTION

Thank you very much for your time and interest in participating in this project. I want to interview you because my research interest involves a study of how mentors and proteges worked together in the Regional Principal Preparation Program (RP3).

The questions are "open-ended," which means there are no preset answers - no right or wrong. Simply respond in your own way and take as much time as you would like.

The interview should take approximately one hour. Please be reassured that your responses will be kept confidential. Your name will not be identified in and publications that may be produced as a result of this research project.

Part I. Biographical Data Questions

As we begin, I would first like to ask you some general background questions about yourself and your career.

1. Subjects name:

Sex:

Birth Date:

Age:

Residence Pattern: born in _____ til _____

Brothers:

Sisters:

Parents: Mother's age _____ Father's age _____

Marital Status:

Children:

Respondent's education:

Occupation:

Religion:

Part II. The Mentor/Protege Relationships

A mentor has been described as a person who takes a personal interest in another person's career, guides that person, and perhaps sponsors him or her for a job or position. You were in such a relationship when you were a participant in the RP3 Program. I would like to find out some things about your mentor/protege relationship.

1. Was your mentor/protege male or female?
2. How long did you have this mentor/protege relationship?
3. When did you first come in contact with this person - how did you meet?
4. Who initiated the first steps in establishing the relationship?
5. What qualities in the mentor/protege attracted you to him/her?

6. What qualities do you think your mentor/protege saw in you?
7. Why did you choose to become a mentor/protege?
8. What kind of career assistance did your mentor provide for you (protege response)?
9. What kind of psychological support did your mentor provide for you (protege response)?
10. What benefits do you feel you have received from the relationship with you mentor/protege?
11. Does your relationship with your mentor/protege extend beyond your professional setting?
12. How long do you perceive your relationship lasting?
13. In what ways were you (protege) helpful to your mentor?
14. Have you had other mentors/proteges? If so, please compare the two relationships.
15. Describe any noticeable changes that took place in the relationship over time? From the beginning of the relationship until the end of the relationship.

Part III. Personality Factors Affecting the Relationship

I would like to explore the relationship with you a little further. I have some specific questions about personality and personal characteristic you

perceive to be important to this relationship. I am also interested in your perspective on gender differences in the mentor/protege relationship.

1. How would you describe your personality?
2. How would you describe your mentor/protege's personality?
3. Do you feel there was a "chemistry" or bonding that took place in your relationship? Please describe this process.
4. How do you think those you work with perceive your personality? Your work style and habits?
5. What do you perceive to be your greatest strength in relating to others?
6. What do you perceive to be your greatest weakness in relating to others in your work life?
7. What types of professional activities are you involved with? Recreational activities and hobbies?
8. What has been your experience with the availability of mentors (male or female)?
9. Do you think having a male or female mentor/protege makes any difference in the relationship? How does it affect the relationship? What about the reaction of the spouse to this relationship?
10. The issue of sexual innuendo and sexual involvement are often viewed as problems in the male-female mentor relationship?

Were these a problem in your relationship? Could you discuss the innuendo issue with your mentor/protege?

11. Do you think having a mentor is more important in the career success of woman than it is for a man?

Part IV. Contextual Variables Affecting the Relationship

1. In your opinion did you school division promote and support you and your mentor/protege in establishing and maintaining this relationship?
2. How do you think the activities of the RP3 Program affected your personal life? The relationship with your mentor? Relationship with your professional peers?
3. Did you find the Virginia Tech faculty to be helpful in assisting you with problems or difficulties associated with the mentor/protege relationship? Explain.
4. What changes or recommendations would you make to improve the mentor/protege relationship?

Part V. Conclusions

Do you have additional thoughts or comments that you would like to make at this time, that perhaps I haven't covered in the interview?

- 4.

Appendix E
Letter to RP3 Cohorts

January 14, 1992

1~

Dear 2~:

Fred Keller, a graduate student at Virginia Tech working on his Ph.D. in educational administration, is conducting research on mentor-protege relationships as part of his dissertation. As you remember, during the spring of 1992, I conducted an interview with you and you completed the FIRO-B questionnaire as part of my study to learn more about the ways mentors and proteges worked together in the Regional Program for the Preparation of Principals (RP3).

After discussing my dissertation topic with Dr. Parks, we decided that I should use only four of the eight mentor-protege dyads in my study. Therefore, there are four mentor-protege dyads I have not used. You are in this group. Mr. Keller is interested in using the data from these four dyads in his study. Therefore, I am asking for your permission to allow Mr. Keller access to these materials. If you agree, please sign and return the attached disclosure form.

I assure you that strict confidentiality will be practiced at all times, and under no circumstances will your name or other identifying characteristics be included in this study.

Your cooperation and assistance in allowing Mr. Keller access to these materials will be greatly appreciated.

Sincerely,

Martha Cobble

Appendix F
Disclosure Statement

I hereby grant Fred W. Keller permission to use my Firo-B scores and interview data in his study on mentor/protege relationships. I understand that strict confidentiality will be practiced at all times, and under no circumstances will my name or other identifying characteristics be included in the report of his study.

_____ Name (Print)

_____ Date

_____ Signature

Appendix G

2 x 3 Matrix

2 X 3 MATRIX

MENTOR	PROTEGE
NATURE OF THE RELATIONSHIP	
PERSONAL VARIABLES	
CONTEXTUAL VARIABLES	

Appendix H

3 x 6 Meta-matrix

MENTOR DYADS	NATURE OF THE RELATIONSHIP	PERSONAL VARIABLES	CONTEXTUAL VARIABLES
NO. 1			
NO. 2			
NO. 3			
NO. 4			
NO. 5			
NO. 6			

Appendix I
Semantic Terms Used
to Describe Mentor-Protege Relationships

SEMANTIC DIFFERENTIAL DATA
RELATIONSHIPS BETWEEN MENTORS AND PROTEGES

SEMANTIC TERMS	MENTOR	PROTEGE	UNIVERSITY ASSOCIATE
GENUINE/SUPERFICIAL			
SHARING/NON-SHARING			
DISTANT/INTIMATE			
AVAILABLE/INACCESSIBLE			
DIRECTIVE/NON-DIRECTIVE			
INFLEXIBLE/FLEXIBLE			
SUPPORTIVE/NON-SUPPORTIVE			
PASSIVE/ACTIVE			
COMFORTABLE/UNCOMFORTABLE			
COLD/WARM			
TRUSTING/MISTRUSTING			
REGENERATIVE/STAGNANT			
REWARDING/DISAPPOINTING			
CRITICAL/CONSTRUCTIVE			
TENSE/RELAXED			
VALUABLE/VALUELESS			
COMPETITIVE/NON-COMPETITIVE			
STABLE/INTERMITTENT			
DEMANDING/UNDEMANDING			
PROFESSIONAL/UNPROFESSIONAL			
GRATIFYING			
FRUITFUL/UNFRUITFUL			
FORMAL/INFORMAL			
CONGENIAL/DISAGREEABLE			
RESPONSIVE/UNRESPONSIVE			

Appendix J

Verification Letter
to Mentor-Protege Participants

July 21, 1993

Thank you for agreeing to participate in my study concerning the relationships between mentors and proteges in the RP3 Program. I am in the process of analyzing my research data, and would like your cooperation in helping me verify the accuracy of the interview transcript.

Enclosed is a copy of your interview transcript. I would like for you to carefully read over the transcript and verify the accuracy of your responses. You may use the margins of the transcript to make any additional comments or corrections. Your responses will remain confidential and will be used for verification purposes only.

I would also like for you to respond to the following questions:

1. What is the nicest thing you could say about your mentor or protege?
2. What is the worst thing you could say about your mentor or protege?

Please return the interview transcript with your comments and corrections as soon as possible. Again I would like to thank you for your cooperation in helping me complete my research.

Many Thanks,

Fred W. Keller

Vita of Fred W. Keller

PERSONAL:

Born: 5/12/47
Address: 750 Tall Oaks #1600H
Blacksburg, Virginia 24060
Phone: Home: 703-953-0718
Business: 703-231-5111
Children: Amy 15
Elizabeth 12

EDUCATION:

Patrick Henry High School
Rt. 2 Glade Spring, Virginia 24340
Graduated 1966

East Tennessee State University
Johnson City, Tennessee
B.S. Political Science 1970

Virginia Tech
Blacksburg, Virginia 24061
M. Ed. Social Studies Education 1976

Radford University
Radford, Virginia
M. Ed. Guidance and Counseling 1987

University of Virginia
Charlottesville, Virginia
Certification in Secondary School Administration 1988

Virginia Tech
Blacksburg, Virginia 24061
Certificate of Advanced Graduate Studies 1992

Virginia Tech
Blacksburg, Virginia 24061
Ph.D in educational administration. Scheduled graduation date June 1994.

PROFESSIONAL ACTIVITIES:

Member of the Virginia Education Association and the National Education Association, 1970-1987.

Member of the North Carolina Association of Educators, 1987-88.

Member of the Virginia Association of Secondary School Principals and the National Association of Secondary School Principals, 1988-91.

President of the Washington County Education Association, 1983-84.

Member of the Virginia Education Association's Economic Benefits Committee, 1983-85.

Treasurer of Virginia Education Association, District B, 1985.

Vice-President of Virginia Education Association, District B, 1985-87.

Chairman Washington County Education Association Political Action Committee (PAC), 1982-85.

Chairman Washington County Education Association Salary Committee, 1974-75.

Member of the Virginia Department of Education Self-Study Committee, Covington High School, Covington, Virginia, 1978.

President of Southwest Virginia Council of Social Studies Teachers, 1984-85.

Member of Virginia Education Association State Lobbying Team, Richmond, Virginia, 1980-87.

Delegate to 13 Virginia Education Association Conventions.

Delegate to four National Education Association Conventions.

Member of Pi Kappa Pi Honor Society, Radford University Chapter, 1988.

Member of Phi Delta Kappa Honor Society, Virginia Tech Chapter, 1991.

Delegate to the Virginia Tech Graduate Student Assembly, 1991-93.

Member of Virginia Tech Graduate Honor System's Judicial Panel, 1992-93.

Participant in Springfield Leadership Training Academy, 1991.

CIVIC AND COMMUNITY ACTIVITIES:

Member of Christ Episcopal Church, Blacksburg, Virginia.

Member of Dobson, N.C. Lions Club, 1988.

Member of Emory-Glade Jaycees, 1975-82.

Member of Appalachian Officials Association, 1977-1992.

Member of Glade Spring, Virginia Town Council, 1972-78, 1985-87.

Member of Glade Spring, Virginia Planning Commission, 1972-80.

Member of the Washington County, Virginia Democratic Committee, 1976-87.
Member of Washington County Virginia Department of Social Services Board of
Directors, 1984-87 (Chairman 1985-86).
Member of Washington County Virginia Historical Society, 1972-80.

RECREATIONAL INTEREST:

Golf, Swimming, Traveling, Gardening, Reading, Walking, Exercising, Officiating
High School Football.

WORK EXPERIENCE:

1994	Administrative Intern, Clifton Middle School, Clifton Forge, Virginia
1991-93	Graduate Assistant at Virginia Tech in Educational Administration Program Area.
1993	Graduate Internship with Dr. William C. Asbury, Superintendent Pulaski County Public Schools
1989-91	Associate Principal Galax Middle School Galax, Virginia 24333
1988-89	Assistant Principal Galax High School Galax, Virginia 24333
1987-88	Secondary School Guidance Counselor North Surry High School Mt. Airy, N.C. 27030
1985-86 (Summers)	Asbestos Abatement Supervisor Washington County Public Schools Abingdon, Va. 24210
1980-85 (Part-time)	Adult Education Teacher Washington County, Virginia Adult Education Program Abingdon, Va. 24210
1980-84 (Part-time)	Real Estate Salesman Hargroves & Company, Century 21 Abingdon, Virginia 24210
1971-73 (Summers)	Counselor at Camp Waldo Miles Camp for Disadvantaged Youth Bristol, Virginia

1970-87

Social Studies Teacher and Coach
Patrick Henry High School
Glade Spring, Virginia 24340


Fred W. Keller