

**A DESCRIPTIVE STUDY OF RELATIONSHIPS BETWEEN  
ASSIGNED MENTORS AND PROTEGES IN A PRESERVICE  
PROGRAM FOR THE PREPARATION OF SCHOOL PRINCIPALS**

by

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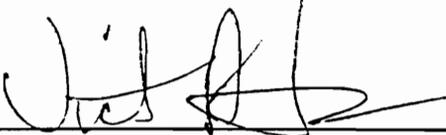
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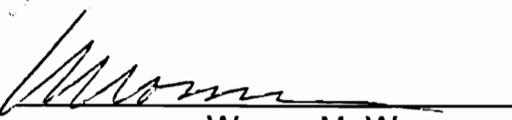
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Committee Chair: David J. Parks

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(Abstract)

The purpose of this study was to learn about mentoring relationships in a principal preparation program, the contexts in which they developed, and the influence of personality traits on relationships. Relationships between four pairs of mentors and proteges were described using data collected with a questionnaire, a semantic differential, the FIRO-B (Fundamental Interpersonal Relations Orientation), and in-depth interviews. Analyses of data identified variables associated with mentor-protege relationships and their influence on relationships. The variables that played a role in the formation of relationships were age, gender, experience, proximity, school division support, program design, time, and family support. The semantic differential proved to be an indicator of relationships while FIRO-B was inconclusive. This study should be beneficial to mentors, proteges, and others interested in learning more about mentoring relationships in educational administration.

## Acknowledgements

The realization of my dream in a journey toward self-actualization was the motivating force for this project. It represented an opportunity to make a contribution to my profession in hopes that it will have special meaning for those whose path it may cross.

Many people are due accolades for their encouragement and support throughout this project. Special appreciation is extended to the Danforth Foundation, mentors, proteges, and central office associates for being instrumental in the success of the program and their assistance with my study.

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Special gratitude is extended to my family--my husband, Hal Cobble, and my daughter, Beverly Cobble--for their loyalty and support during my professional endeavors and many years spent in school. It is to them that this dissertation is dedicated.

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## CHAPTER I

### INTRODUCTION

#### Background of the Study

Educational reform has been on the agenda for the past decade. In 1981 Secretary of Education T. H. Bell created the National Commission on Excellence in Education for the purpose of assessing the quality of education in the United States. A Nation At Risk: The Imperative for Educational Reform resulted in 1983. This report with political implications identified problems with schools and their leaders. Among the problems cited were (1) the shortage of organized professional development programs for school administrators, (2) the absence of collaboration between school divisions and universities, and (3) the failure to develop leadership programs that include minorities and women (Griffiths, Stout, & Forsyth, 1988).

Investment in the development of school leaders for the future is viewed as a symbol of excellence. Baltzell and Dentler (1983) advocated the investment in leadership development programs: "The extent to which the school system invests in the preparation of principals is an index to other aspects of system quality" (p. 63).

Goodlad (1984) found that effective schools had effective leaders; however, most school principals had inadequate skills necessary to bring about school improvement. He found that most school divisions did not

identify and prepare prospects for the principalship. He addressed the need for changes in principalship preparation programs. He had the following suggestions for school districts and universities:

Two rarely practiced procedures...are basic to correcting the sloppiness and upgrading both the status of the principalship and the quality of those who aspire to it. First, there should be continuous district-wide effort to identify employees with leadership potential. Second, the district must be willing to make an investment designed to payoff in the future....Once identified as promising, potential candidates should be...scheduled for paid two-year study leaves to be taken at major universities offering a carefully planned program. (pp. 306-307)

Criticism of school leaders reflected the general mood of the public and its dissatisfaction with schools in America. The report School Reform in Perspective emphasized that leadership from principals was a necessary condition for success in schools. Deficiencies in leadership, vision, management, and the reluctance to initiate the steps to make schools more effective resulted in recommendations for school leaders. Contemporary critics and state governors echoed similar beliefs that school administrators and programs that prepared them had not kept pace with the public's expectations for the changing role of school leaders (Callan, 1986).

A dissenting perspective on the dire conditions in America's schools came from the Sandia Report (Carson, Huelskamp, & Woodall, 1991). This study defended schools and their leaders by providing objective data regarding the historical status and future requirements of public education. Gerald Bracey, a researcher and former senior policy analyst for the National

Education Association, promoted the Sandia Report's position on public education (Bradley, 1991). Openly criticizing education policymakers and politicians for asserting that schools were doing so poorly, he accused top leaders of suppressing reports of his research showing that schools were performing as well as they had ever performed (Bracey, 1991).

### Reform Recommendations

Reform of programs that prepare principals is not a new concept. As early as 1971, the National Association of Secondary School Principals-Professors of Secondary School Administration and Supervision Conference (NASSP-PSSAS Conference) at Purdue addressed concerns with principal preparation programs (Brandewine, Johnson, and Trump 1972). The Danforth Foundation and NASSP provided grants for 20 college professors and principals to explore ways of improving principal preparation programs. Several recommendations were made, but one with significance that foreshadowed the future of principal preparation programs was made. The recommendation stated that "off-campus experience will be an integral part of the preparation program" (Brandewine et al., 1972, p. 50). The conclusions were that aspiring principals should work closely with practicing administrators on real school tasks, doing the work of the principal under the tutelage of a master principal.

Similar to the reforms suggested in 1971, the framework for improvement known as performance-based preparation of principals was developed after deliberating over 15 years. National Association of Secondary Principals (NASSP, 1985) made recommendations which included a field experience lasting one year and in a different location from current employment. These stipulations were set forth to provide a realistic view of the administrative position and a productive professional experience.

Critics continued to call for restructuring of the programs that recruited, prepared, and certified school leaders. They recommended that colleges and universities collaborate with local school districts to develop programs for school leaders that emphasized theory, research, and practice. The scarcity of females and minorities in educational administration made recruitment of these groups a priority.

The National Commission on Excellence (1983) suggested the development of preparation programs with mentoring components. It recommended that "licensure be limited to persons who have completed a state-approved program, passed rigorous written and oral examinations, and shown competence in either simulated or actual work settings" (Griffiths, Stout, & Forsyth, 1988, p. 22).

The National Policy Board for Educational Administration (1989) suggested that improvements must be made in the programs that prepare educational leaders. The Board developed an agenda for improving the

preparation of administrators for the nation's schools. It directed specific recommendations to colleges and universities for the improvement of programs designed to prepare administrators. The Board suggested mentoring as a way of strengthening administrator preparation programs and achieving professional socialization (National Policy Board for Educational Administration, 1989).

The Virginia Department of Education mandated that beginning July 1, 1993, it would endorse only candidates for principalships who had taken a specific principal preparation program, rather than a smorgasbord of courses on a fragmented basis over time. Virginia universities restructured their programs to meet the new state mandates. Aspiring principals who had completed an approved university-based principal preparation program could receive an endorsement for the principalship.

While most studies of effective schools focused on either the work of the principal or the characteristics of the leader, some suggested that it was important "to understand the relationships between the knowledge, skills, and dispositions of individuals and the characteristics of the situation in which they work" (Griffiths, Stout, & Forsyth, 1988, p. 214).

Concern about the methods used for the selection of principals is what prompted the 1959 study of schools and their leaders by Edgar L. Morphet and Will Schutz. Using the FIRO (Fundamental Interpersonal Relations Orientation), Schutz (1977) studied behaviors in the areas of inclusion,

control, and affection in interpersonal relations. Inclusion "refers to social orientation," control pertains to leadership behaviors," and affection "concerns itself with the need for deep relationships rather than superficial ones" (Ryan, 1970, p. 8). These behaviors represent personality traits that are relevant to the study of school principals.

Others interested in the traits of effective principals were Blumberg and Greenfield (1986) who developed a detailed listing of qualities that characterized effective principals. Among the distinguishing traits identified were these three:

...having a high need to control a situation and low needs to be controlled by others--they like being in charge of things and initiating action;

...having high needs to express warmth and affection toward others, and to receive it--being inclined toward friendliness and good fellowship;

...having high needs to include others in projects on problem solving and moderate to high needs to want others to include them. (pp. 181-185)

These qualities were significant to this study for two reasons: (1) they described traits of principals who lead schools, and (2) they included the personality traits of affection, control, and inclusion which are measured by the FIRO-B, one of the instruments used in this study.

Personal qualities and interpersonal competence are important in the success of a school principal. An individual possesses certain personal qualities and skills are cultivated through socialization to the profession. Brim

and Wheeler (1966) refer to socialization as "the acquisition of knowledge, skills, beliefs, and personal dispositions required to perform a given role satisfactorily" (p. 220). This process is accomplished through informal or formal routes, such as mentoring programs, designed for the purpose of role-learning. Typical examples of these programs include staff development programs, in-service programs, and principal preparation programs sponsored by school divisions, universities, and professional associations (Griffiths, Stout, & Forsyth, 1988).

#### Danforth's Principal Preparation Programs

The Danforth Foundation located in St. Louis, Missouri initiated efforts to fund university-based programs that prepared schools leaders. The Foundation was not satisfied that traditional means of training future principals would prepare them to have the skills needed for their future jobs. The Foundation had four underlying goals for program development: (1) to encouraged universities to independently develop principal preparation programs, (2) to find approaches that open doors for women and minorities, (3) to emphasize collaborative approaches between universities and school divisions, and (4) to incorporate mentoring component (Daresh, Conran, and Playko, 1989).

The first cycle of the Danforth Program for the Preparation of School Principals commenced in the fall of 1986 with four participating universities:

Georgia State University, Ohio State University, the University of Alabama, and Cleveland State University. Cycle II was implemented in 1988 with the following universities participating: the University of Houston, Indiana University, the University of Massachusetts at Amherst, the University of Oklahoma, and the University of Washington. Cycle III was started in 1989 and included Brigham Young University, East Tennessee State University, San Diego State University, the University of Tennessee, and the University of Virginia. The University of Connecticut, the University of New Mexico, Western Kentucky University, and Virginia Polytechnic Institute and State University implemented Cycle IV (Ubben & Fowler, 1988).

#### A Preservice Program for the Preparation of Principals

The Preservice Program for the Preparation of School Principals was developed in response to a state mandate and emanated from dissatisfaction with the current principal preparation program and beliefs that it did not prepare effective principals. It began in the fall of 1989 after a year of planning with school leaders. They included area superintendents, central office personnel, department of education representatives, professors from the university, and selected principals. The result was a field-based, experiential program designed to prepare a pool of effective school principals for the surrounding area. The goals were to:

1. identify and recruit people with high potential for the principalship;
2. develop people who are effective in the emerging role of the principal;
3. develop close working relationships among businesses, school divisions, colleges and universities, and professionals;
4. assist with placement within the region; and
5. encourage minorities and women to prepare for the principalship. (Preservice Program Planning Document, 1989, p. 5)

This restructured program had four stages: (1) identification and selection of participants, (2) orientation, assessment, and counseling, (3) implementation of the program, monitoring of progress, and counseling of participants, and (4) follow-up and provisions of on-the-job assistance to graduates.

After completing a two-part screening process, participants were assigned an advisory committee that included a university faculty member, a mentor, and a central office associate. The advisory committee's responsibilities included developing an Individual Educational Plan (IEP) and serving in a support role to ensure the success of the participant. Mentoring was a major component in the program design. The experiential activities were identified in the IEP and continued throughout the two-year program. Direct instruction included foundations, theories, and practices in education and related studies. Participants were expected to allocate a minimum of 360

hours for independent study. As a follow-up each participant took part in the NASSP Assessment Center (Preservice Program Planning Document, 1989).

As a part of the Danforth Principal Preparation Program, the Preservice Program for the Preparation of School Principals followed stipulations that the program be based on "best practices" so that it could become a model training program. Communication and collaboration between the faculties of school systems and universities was essential. The underlying assumption for the instructional delivery was the integration of theory and practice. Assessment, feedback, and demonstration of competence were important to participant development (Preservice Program Planning Document, 1989).

### Mentoring in Educational Administration

While informal mentoring programs in educational administration had no history, with the exception of the "good old boys network" (Muse, 1988), the development of formal mentoring programs appeared to be the way of the future with regard to principal preparation programs ( Achilles, 1985; Barnett, 1990; Daresh, 1988; Pence, 1989).

Mentoring was a vital part of the program delivery in this preservice program for the preparation of school principals. Division superintendents asked experienced principals to serve as mentors to aspiring principals throughout a two-year period. The Development Committee made the selection and pairings of mentors. Mentors served as role models while

teaching proteges leadership, technical, and human-relations skills. Mentors were available to proteges for assistance with decisions or reflection on the tasks of administration. Mentors invested a great deal of time in the process that included attending workshops and seminars that were a part of the collaborative preparation program. Linking the university, the school division, and the protege, mentors facilitated communication, activities, and assessment.

Mentoring was an opportunity for the protege to develop competence and confidence while gaining experience in the work of principals. Objectives for proteges were established by the mentor and protege. Interning with an assigned mentor allowed proteges to "learn the ropes" in a real school setting. The process was designed to enable proteges to develop a repertoire of administrative skills and a network of collegial relationships.

### Participant Selection

Participants known as Danforth Fellows went through a three-part screening and selection process. Brochures were sent to all professional employees in the region. Individuals could nominate themselves or others who were interested in participating in this new program. A total of 56 people were nominated from which 31 applied to the program. A Division Screening Committee comprised of the superintendent or designee, a teacher selected by the local teacher's organization, a principal, and a university representative

reviewed these applications and recommended candidates to the Regional Selection Committee. The screening criteria included (1) leadership and academic potential, (2) a minimum of three years teaching experience, (3) interpersonal skills, (4) a commitment of time to the program, (5) written communication skills, (6) educational values, and (7) professional commitment (Preservice Program Planning Document, 1989). The Regional Selection Committee comprised of a superintendent, central office personnel, a principal, a teacher, a university faculty member, a community representative, and at least one woman or minority division employee reviewed the 21 applications. The committee's criteria were the same as previously used at the division level. From the final applicants, 13 fellows were selected, 12 fellows enrolled, and nine fellows completed the program.

### Mentor Selection

The criteria for mentor selection were established by the university. Superintendents were asked to nominate their best principals to serve as mentors. A committee of university faculty and school personnel made the matches between mentors and proteges. Among the criteria for being a mentor were (1) willing to commit time to the preparation of a participant, (2) willing to be trained as a mentor, (3) completing a minimum of three years of successful experience in the principalship, (4) having excellent oral and written communication skills, and (5) expecting to be in the same position for

two years (Preservice Program Planning Document, 1989). Additional qualities required by divisions included strong leadership ability, vision, commitment to professional growth, confidence, and the ability to share and communicate the "tricks of the trade" without feeling threatened. Interns could not be assigned to his/her home school principal. In some cases, adjacent school districts sponsored mentors due to the availability of a suitable mentor. The opportunity to broaden experience was viewed as a way to enrich the school district. Of the 13 original mentors, 10 were men and three were women; all were white. As a result of attrition, the program concluded with nine mentors, seven men and two women.

### **Statement of the Problem**

This study explored the relationships between assigned mentors and proteges in a preservice program for the preparation of principals. Case studies identified the relationships that developed between mentors and proteges and described the personal characteristics, personality traits, and the environments associated with the relationships.

### **Significance of the Study**

In education, mentoring is an accepted practice with teachers and gifted students, professors and graduate students, and cooperating teachers and student teachers (Bey & Holmes, 1990; Galvez-Hjornevik, 1986; Gehrke

& Kay, 1984; Kaufman, Harrell, Milliam, Woolverton, and Miller, 1986; Showers, 1985). Research related to mentoring is sparse and generally has been carried out in the business field.

Merriam's (1983) critical review of the literature addressed the limited status of research on mentoring in education and recommended further study:

Given the idiosyncratic nature of available studies, little can be said with regard to either the prevalence or importance of mentoring students, teachers, or administrators in educational settings. (p. 169)

Puzzled that institutions devoted to the intellectual and personal development of people were not more aware of mentoring, Merriam (1983) concluded that mentoring must be a rare occurrence untapped by researchers. She cited more criticism of mentoring studies:

1. The phenomenon is not clearly conceptualized;
2. The literature reviews and research are relatively unsophisticated with respect to data collection;
3. The frequency that risks, dangers, and drawbacks associated with mentoring are reported may give a slanted perspective; and
4. Formal mentoring programs need to be evaluated more extensively to determine their value. (pp. 169-170)

Merriam (1983) indicated that previous research was myopic, presenting only the negative aspects of mentoring. She further stated that it gave a slanted view of mentoring because of the scarcity of female subjects.

This study examined relationships between assigned, cross-gender mentors and proteges, personal characteristics, personality factors, and

contextual variables associated with mentoring in a principal preparation program, therefore, it will be of use to mentors, proteges, program planners, and others interested in the study of mentoring relationships. The knowledge of cost-benefit issues associated with mentoring and the incentives identified by mentors will be useful to individuals who are interested in developing mentoring programs.

### **Researcher's Viewpoint**

My interest in the mentoring phenomena comes from having had the privilege of experiencing positive mentor relationships. Initially, I did not recognize the role that mentors played in shaping my future as a female in the world of educational administration. Extended reading related to mentoring, reflecting, and participating as a mentor have shaped my beliefs about the significance of mentoring in life's journey.

Some retrospective analysis proved helpful in clarifying the role of mentors in my own life. My earliest recollections of interactions with my parents, teachers, colleagues, and respected others remain prominent. From my view, these relationships developed from mutual reciprocation, respect, and fulfillment of needs. To imagine my life without the benefit of these relationships would be difficult. I have had male and female mentors, but the male's role has been most influential.

After being selected to serve as a mentor in the Preservice Program for the Preparation of Principals, my interest in the mentoring process was stimulated by the desire to formalize my understanding of mentoring and to share that information with others. Serving as a mentor and completing this study has been a culminating quest like the ones described by Levinson (1978) and Sheehy (1976) as a search for self-actualization.

### **Research Questions**

This study was guided by the following questions about mentor-protége relationships in the Preservice Program for the Preparation of School Principals:

1. What relationships existed between mentors and proteges?
2. What personal characteristics affected the relationships between mentors and proteges?
3. What personality factors affected the relationships between mentors and proteges?
4. What contextual variables affected the relationships between mentors and proteges?

### **Limitations of the Study**

This exploratory study was limited to four of nine mentor-protége relationships in a principal preparation program. The remaining cases are

being studied by Fred Keller, a Virginia Tech graduate student. This retrospective study conducted at the conclusion of a two-year mentoring program relied on the accuracy of the participants' memories. The researcher was a member of the planning team and a mentor in the program.

### **Organization of the Study**

This study is organized into five chapters. The stage for the study is set in Chapter I. Background information, purpose, significance of the study, research questions, and limitations follow. The review of literature on mentors, their roles and functions, the nature of the mentoring relationship, the factors that influence mentoring, and the theoretical bases for the development of relationships are discussed in Chapter II. The methodology, the subjects and setting, instrumentation and data collection, and data analysis are described in Chapter III. Mentoring relationships and emerging themes from the Preservice Program for the Preparation of School Principals are described in Chapter IV. A discussion of findings and implications for further study are presented in Chapter V.

## CHAPTER II

### REVIEW OF LITERATURE

Mentoring was reviewed from its origins to the present to illuminate the concept of mentoring. Descriptions drawn from popular literature and research clarify the roles and characteristics of mentors. Critical stages of development during the life cycle provided the framework that related attachment and bonding, personality, and adult career development theories to the study of mentoring relationships. Such influences affecting mentor-protégé relationships as personal characteristics, personality factors, and contextual variables are presented.

#### Origins and Overview of Mentoring

The origins of the word "mentor" were found in the Greek mythology of more than 3,500 years ago in Homer's epic The Odyssey. Mentor was Ulysses's wise and trusted old friend who was chosen to rear and provide for his son Telemachus. Mentor's role was to teach Telemachus to become a strong man to face the future in the absence of his father, who was away fighting the Trojan War. Mentor's relationship with Telemachus was typical of a father-son relationship. Like most father-son relationships, they had occasional problems. Mentor allowed Telemachus to take risks and learn from his errors. He provided guidance and helped Telemachus to develop

good judgement. Mentor modeled behaviors found in current mentoring practices. He was intentional, nurturing, insightful, and supportive. The relationship was characterized as having mutual respect, trust, and a genuine caring; Telemachus could see that Mentor was concerned about his best interest (Odell, 1990).

Historically, there are many examples of caring, nurturing, and challenging relationships like the relationship between Mentor and Telemachus. During the medieval ages, mentors served as guild masters who taught their apprentices the skills of their trade to be passed along to the next generation. At the same time, mentors gave instruction on personal development, social skills, and religion. Familiar examples of mentoring relationships include King Arthur and Lancelot, Socrates and Plato, Freud and Jung, de Medici and Michelangelo, and Haydn and Beethoven. Within the context of each of these relationships, the mentor served as an advisor, sponsor, and counselor who provided guidance for his protege. As traditionally defined, the mentor was older, more experienced, and committed to assisting the younger and less experienced person to achieve success in life. The model established by Mentor's behavior centuries ago continues to give meaning to the concepts and practices of mentoring today (Muse, 1988; Odell, 1990).

During the 1980s, the practice of mentoring was found primarily in student teaching programs and higher education, medicine, law, and the

business fields. Mentoring programs in education originated with student teaching programs (Bey & Holmes, 1990; Gehrke & Kay, 1984; Gray & Gray, 1985; Showers, 1985). Mentoring became the topic of discussion in many professional seminars and journals when researchers determined that mentoring was beneficial for career advancement for career executives and women (Clawson, 1985; Hennig, 1970; Hennig & Jardim, 1976; Kram, 1985; Levinson, 1978; Merriam, 1983; Misserian, 1982; Phillips-Jones, 1982; Roche, 1979). Mentoring in education has been stimulated with advent of restructured principal preparation program (Achilles, 1985; Barnett, 1990; Daresh, 1987, 1988, 1990; Daresh, Conran, & Playko, 1989; Daresh & Playko, 1989, 1990; Dunlap & Pence, 1987; Loyd & Reddick, 1991; Odell, 1990; Theis-Sprinthall, 1986).

### **Roles and Functions of Mentors**

The literature revealed many definitions for "mentor" and each definition had its own connotation depending on the context in which it was used. Among the roles and functions identified by Alleman (1982) were (1) sponsorship, (2) exposure and visibility, (3) coaching, (4) protection, and (5) challenging work assignments. They also offer serve as role models and friend, assist with acceptance and confirmation, counseling.

Swerdlik and Barton (1988) developed the following definition of mentoring:

Mentors welcome less experienced persons into the professional world and represent skill, knowledge, and success that the new professionals hope someday to acquire. Individuals who find mentors receive personal and professional support from more experienced persons who have demonstrated success and accomplishment. Mentors receive rewards and satisfactions by facilitating the development of other professional dreams according to their values and abilities. (pp. 215-216)

Levinson's (1978) Seasons of a Man's Life represented a major contribution to the study of mentoring. His two-year study of 40 men between the ages of 35 and 45 focused on the developmental tasks in life as they related to man's "dreams" for his life. He described a "mentor" as a teacher, counselor, developer of skills and intellect, host, guide, and exemplar who facilitated the realization of the dream. He defined the "true mentor" as one serving in a similar capacity as a parent does for the child. This significant person fostered his development, believed in him, and helped him to achieve his dream. Levinson described how the mentor helped the novice:

A mentor can be of great practical help to a young man as he seeks to find his way and gain new skills. But a good mentor is helpful in a more basic and developmental sense. The relationship enables the recipient to identify with a person who exemplifies many of the qualities he seeks. It enables him to form an integral figure who offers love, admiration, and encouragement in his struggles. He acquires a sense of belonging to the generation of promising young men. He reaps the various benefits to be gained from a serious, mutual non-sexual loving relationship with a somewhat older man or woman. (p. 4)

Levinson continued to define "mentor" by comparing a good mentor to a good parent who fosters a son's development and facilitates his journey:

A good mentor is a mixture of a good father and good friend. (A bad mentor, of which there are many, combines the worst features of father and friend.) A "good enough" mentor is a transitional figure who invites and welcomes a young man into the adult world. He serves as a guide, teacher, and sponsor. He represents skill, knowledge, virtue, accomplishment-the superior qualities a young man hopes to someday acquire. He gives his blessing to the novice and his Dream. (p. 333)

Among researchers who limited the role of mentor to professional development was Missirian (1982). According to Alleman (1982), a mentor's role is to help a protege or show interest in the protege's career development and career advancement. She defined the mentor in this relationship as the person with greater rank and experience in an organization who took a personal interest in the career development of a person with less rank or experience and arranged beneficial experiences above and beyond ordinary supervision and staff development.

Arguing for a comprehensive definition of mentor, Muse (1988) suggested that the definition of a "mentor" should be based on function. He believed in the definition that a "mentor" should not be limited to the role of "...adviser, trainer, exemplar, host, advocate, peer, pal, godfather, patron, confidante, door opener, developer of talent and intellect, protector, tutor, supervisor, or peer coach" (p. 6). He advocated the comprehensive definition of "mentor," which included all of those functions. Muse identified the less experienced person in the mentoring relationship as a "...mentee, protege, intern, novice, trainee, friend, collaborator, student, candidate, buddy, neophyte, or initiate" (p. 6).

Describing mentor roles from the protege's perspective, Schein (1978, 1980) viewed the mentor as a teacher, coach, or trainer who challenges one to the limits and offers constructive advice for improving. Mentors are positive role models who show a novice how to do the job, and help to develop potential. As a sponsor, a mentor gives visibility and exposure to his protege as a means of assuring future opportunity. A mentor opens doors and sees that proteges are given challenging opportunities for growth. A mentor allows for risks, but provides a safety net if needed. As a successful leader, a mentor brings his protege along for the ride.

Finally, Levinson offered one of the most comprehensive and insightful definitions of a mentor:

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

### **Characteristics of Mentors**

Mentors are described as having characteristics which include professional and personal dimensions. As a rule they are unselfish and cooperative by nature. Mentors are described by Alleman (1982) as

confident, secure, flexible, willing to take a risk; they were also altruistic, warm, caring, unselfish, and willing to share information (Alleman, 1982).

Proteges like mentors who are wise, caring, committed to their professions, with integrity yet still have a sense of humor. Attraction to a potential mentor is affected by a protege's perception of the mentor's interpersonal competence. Proteges like mentors who have good interpersonal skills and are able to point out their strengths and weaknesses in order for them to grow professionally. Proteges showed little preference based on age and work experience of mentors, and no consistent difference based on gender (Olian, Carroll, Giannantonio, & Feren, 1988).

Describing a colleague's personal experience, a university professor mentor was characterized as "a seminal contributor to the profession, sharing a similar style of thinking with the protege, modeling a commitment to a professional way of life, allowing the protege to determine the direction and the mode of learning" (Odell, 1990, p. 11).

The National Association of Secondary School Principals (NASSP, 1990) has established a set of characteristics that qualify one to become a mentor. A mentor presents a professional demeanor and projects confidence and competence. A mentor has a personal reputation as an experienced and effective administrator who is knowledgeable about educational practices and issues. Mentors enjoy giving support and encouragement to aspiring administrators. They have had the experience to be knowledgeable about

schools and school systems and understand the politics of education. They must be committed to the mentoring process and make the necessary arrangements to be available to work with their protege over an extended period of time. Mentors must be sensitive to the needs of others and practice effective listening skills. They do not have a current supervisory or evaluation role in relation to their protege (NASSP, 1990).

Mentoring opportunities for females have been limited by the effects of the "glass ceiling." According to Lynch (1990) the majority of older administrators were white males and they tend to replicate themselves by selecting similar proteges. The value of the sponsor relationship in an organization is working with the senior, more experienced member of the dyad having more clout to assist the junior protege. "Women often lack mentors and sponsors who can be instrumental in their career advancement" (Shapiro, Haseltine, & Rowe, 1978). More evidence of limited networks and mentoring opportunities for females is reported by Marshall (1986):

While men have developed support networks for years, women have not done so. Men generally help other men climb the ladder--they take care of each other, they pass lessons on, and they help others to achieve positions of influence. Unlike the woman who must prove herself over and over again, once men get into the club, they are protected. Men see this supportive behavior as expanding their sphere of influence. Women who have had very little experience in this kind of networking, perceive it as diminishing their sphere of influence. Because the competition is so keen, women have not been trained to support each other. (p. 11)

## The Nature of Mentoring Relationships

Mentoring involves the development of a complex relationship established by mutual interaction in many contexts. Relationships may be extended to include students and teachers, friends and relatives, and supervisors and employees. Levinson (1978) stated, "A student may receive very little mentoring from his teacher-adviser, and very important mentoring from an older friend or relative. We have to examine a relationship closely to discover the amount and kind of mentoring it provides" (p. 98).

Examining mentoring in managerial careers, Clawson (1980, 1985) found that mentor protege relationships have a high level of trust and respect; they are mutual and comprehensive. Their relationships developed from role complementarity, consistent behaviors, frequent interactions. When working with proteges, mentors were consistent, informal, willing to share information, and demanding, while proteges were described as being, people-oriented, enthusiastic, flexible, willing to work, independent, and desirous of being a protege.

Mentoring is a comprehensive relationship between individuals whose interactions produce the right kind of chemistry for the relationship to perpetuate itself. Zey (1991) suggested the mentoring relationship is like chemistry that evolves as two elements bond to form a new element or entity. The mentoring relationship is the new entity while the chemistry is often the result of the mentor-protege interaction.

Mentoring relationships go through many stages with the beginnings and endings described as the most difficult. Once relationships are established and the expectations and roles are defined, the alliance is supported by mutual benefits (Mertz, Welch, & Henderson, 1990).

Kram (1980, 1983, 1985) described the phases of initiation, cultivation, separation, and redefinition. The developments during each of the phases impact on the interactions that characterize the relationships. The initiation phase which marks the beginning of a developmental relationship, the mentor provides "coaching, challenging work, and visibility, and the young manager [protege] provides competent technical assistance, respect, and the willingness to be guided and influenced" (p. 164). During the cultivation phase, stability and mutual satisfaction peak for both. Kram noted, "Some relationships affect individuals on a very personal level through modeling, acceptance and confirmation, counseling, and friendship functions" (p. 165). The separation phase occurs when the protege's growth stimulates the desire to move away from the mentor. During this time the established nature of the relationship is substantially altered by structural change in the organizational context or by the psychological changes with one or both individuals. The redefinition stage occurs when the relationship evolves to a new level that is significantly different from the past, or the relationship ends entirely. Friendship and sponsorship may continue from a distance, depending on the interpersonal bonds and the individual's readiness to give up the relationship.

Missirian's (1982) research clarified three broad phases of the mentoring process: (a) initiation, (b) development, and (c) termination. She identified the mentor as the one who initiates the process, but the protege signals the change from one phase to the next.

Mentoring is a part of a developmental process that Erikson (1964) referred to as "generativity" and occurs at the middle adulthood stage in life when one wants to give in order to create the next generation. Readiness to mentor is established by acquired experience and the motivation to share it with others.

Levinson (1978) described mentoring like a love relationship in that it develops over time and must take its course. The value and meaning of the relationship is internalized by the individuals who share the relationship. The relationship experiences a range of feelings from love to hate or admiration to disapproval. Like many love relationships, mentoring relationships end with each member having some of those feelings. The ending of the relationship may be gradual over time, or it may end abruptly.

The mentoring relationship, related by Levinson (1978), lasts "two to three years on the average, eight to ten years at the most" (p. 101). Galvez-Hjornevik (1984) reported few negative endings in teacher mentor-protege relationships. In most cases relationships end naturally due to moves, changes in jobs, or death. A practical explanation given for termination was that once

the task [mentoring] is completed, distance or a lack of opportunity frequently explained the termination without hostility.

### **Personal Characteristics and Mentoring Relationships**

Many questions are posed about the attraction that takes place between mentors and their proteges. Credible answers are found in the literature that point to the magnetism of personal characteristics as an explanation of the chemistry that occurs between mentors and proteges (Alleman, 1982; Zey, 1991; Levinson, 1978). Mentors are confident, secure risk takers. They are altruistic and willing to share information. They are warm and caring individuals who are sensitive to the needs of their protege.

### **Age and Experience in Mentoring Relationships**

Age and experience play a significant role in establishing the hierarchy found in mentoring relationships. The literature makes reference to the mentor being the senior, older, and wiser member of the dyadic relationship. Levinson reported that mentors are "...ordinarily several years older, a person of greater experience and seniority in the world the young man is entering" (p. 97). Knowledge of the influence that age difference has on a relationship is instrumental in understanding mentoring. In order for the mentor to best serve the transitional role, Levinson suggested the ideal age difference between mentor and protege as 8 to 15 years. According to Levinson, "When

age difference is less than 6 to 8 years, the two are likely to experience each other as peers. They may then be intimate friends or collaborative co-workers, but the mentoring aspects tend to be minimal" (p. 99). When the age difference was 20 years or more, then the relationship was perceived by both to be more like a parent-child relationship. He suggested that strongly maternalistic or paternalistic patterns in relationships interfere with mentoring functions. Generational differences of 20 years or more make it difficult for mentors and proteges to reach the ultimate goal of the relationship because they have difficulty relating.

#### Gender and Mentoring Relationships

The complexities associated with cross-gender mentoring relationships are numerous. They involve issues of over-protectiveness, intimacy and social distance, and public perceptions of the relationship. Levinson (1978) suggested that clear definitions and parameters should keep the relationship focused on the goals of the mentor aspect of the relationship. The issue of limited numbers of female mentors is being addressed as more women progress in the workplace and through affirmative action programs (Garland, 1991; Kram, 1985).

Cunningham's (1984) Powerplay is a classic case of cross-gender mentoring with poorly defined parameters. A female protege found that "Mentorship was a favorite route to the top around Harvard" (p. 32). Like

many mentoring relationships, this one was dynamic and went through many stages. The toll of work affected their already vulnerable marriages. After spending a great deal of time together, the personal and professional lines crossed, creating havoc in the workplace. The mentor and protege fell in love, each of their marriages ended in divorce, and finally they were married. The protege rode the tide of the mentor and fell as his tide waned. She reflected on mentoring, "...it was the whole process of shared pain and recovery that brought us close. I had lost an idol but gained a friend, a true friend, a person capable of weakness..." (p. 275). This story is important to the study of mentoring because it focused on social distance, public perceptions, and implications in the workplace which are salient mentoring concerns for women and men.

Phillips-Jones (1982) and Kram (1980) warned that mentors tend to be too protective of female proteges and that this practice does not allow them to fully develop. Failure to allow risks, difficulty in giving critical feedback, low expectations, and suspect motives for the relationship are among the faulty assumptions about females that limit opportunities (Mertz, et al., 1990).

### **Contextual Variables and Mentoring Relationships**

Organizational contexts provide the framework for relationships to develop (Kram, 1980, 1983, 1985; Darkenwald & Merriam, 1982). The ecological model developed by Bronfenbrenner (1979) explained the role that

environments play in shaping relationships through the basic tenets of "progressive accommodation between a growing organism and its immediate environment and the way in which this relationship was mediated..." (p. 17). Explained simply, environmental and social forces moderate accommodation between mentors and proteges as they form relationships.

An organization's culture either facilitates or impedes the development of relationships through its structure and reward systems. Successful organizations develop their people through mentoring relationships that perpetuate "shared values, beliefs, and practices" (Willbur, 1987, p.23).

Kram (1985) advocated "an open systems" (p. 19) approach for mentoring relationships. These systems have performance management systems and organizational structures that are supportive of interaction needed to build relationships. For example, organizations that reward individuals or teams for collaborating with subordinates encourage employees to play developmental functions in the organization. Competitive dynamics are created by organizations that are bottom-line oriented and do not encourage relationship building.

In this study, contextual variables include the university program design and activities, the cooperating school division policies, and the reward systems. Other contextual variables are allocation of time for collaboration and participation in activities, travel distance, and family considerations.

Relationships contribute to an individual's personal and professional growth by assuring a quality worklife and increased competence (Kram, 1985). They are shaped by the organizational structures and philosophies. Reward and recognition systems that encourage the development of relationships and human potential are mutually beneficial.

### **Theoretical Bases for Mentor-Protege Relationships**

Mentor-protege relationships can be explained by complex theories developed by social psychologists. Knowledge of these theories is essential to understanding the interactions that take place between mentors and proteges. Aspects of social exchange theory, bonding and attachment theory, and personality development theory illuminate mentoring phenomena.

#### **Social Exchange Theory**

Mentor-protege relationships can be explained through social exchange or transactional theory. An explanation of the benefits and costs to mentors, proteges, and organizations clarifies the types of transactions that occur between mentors and proteges. This theory compares social interactions to economic transactions. Organizations and people comprise the marketplace and currency is exchanged through the interactions of people.

The basic premise of the social exchange model explained by Homans (1961) is that in their interactions, people tend to maximize rewards and

minimize costs to obtain the most profitable outcomes. Homans contended that rational people were innately reward seeking and punishment avoiding creatures. Transactional theorists indicated that people tend to repeat behaviors that are profitable to them. Throughout life people tend to select partners, activities, and behaviors that are rewarding. In some cases, individuals work to attain specific goals, while in other cases the goal is the intrinsic pleasure that comes from the interaction. In the case of mentoring, participation and interaction presumably satisfy and reward mentors by fulfilling needs.

Social psychologists related the resource theory of social exchange (Thibaut & Kelly, 1959; Thibaut, Spence, & Carson, 1976). Supply and demand principles are used to explain resource theory. When satiation occurs, rewards lose value. When rewards lose their value, the cost goes up. Individuals tend to be mentors as long as the rewards satisfy their needs. During the mentoring process, mentors may discover their needs satiated or the cost too high which eventually leads to their disenchantment with mentoring.

Benefits of mentoring. Serving as a mentor pays dividends to the mentor, the protege, and the organization. Having a mentor is beneficial in most professional fields and tends to advance one's career. Roche (1988) reported that business executives who had mentors made more money, had

defined career goals, were better educated, and were happier in their careers than those without mentors. Many successful people are simply not aware having had a mentor. In reality they may have had a mentor, but they failed to clearly understand the definition and role of a mentor (Odell, 1990).

Benefits to proteges. Mentoring simplifies socialization for proteges entering the world of work. NASSP (1990) reported the following protege benefits:

1. expanded knowledge of leadership skills and management practices,
2. increased access to challenging opportunities and responsibilities,
3. development of an administrative perspective,
4. association with a successful role model,
5. opportunity to discuss administrative and educational issues with a respected practitioner,
6. on-going support and encouragement,
7. honest constructive feedback,
8. access to inside information and organization dynamics,
9. help in building a professional network, and
10. increased self-confidence--heightened career aspirations. (p. 10)

Benefits to mentors. Benefits to those who serve as mentors were reported by Mertz, et al. (1990) who indicated, "Mentoring makes one feel good, look good; it supports your leadership image as a visionary, demonstrates what you value, pays dividends through current connections and future networks, and opens channels of communication" (pp. 3-4).

NASSP (1990) identified the following benefits of serving as a mentor:

1. recognition as a successful administrator,
2. increased feeling of self-worth from contributing to education and the organization,
3. opportunity to reflect on own skills and practices,
4. exposure to fresh ideas,
5. added incentive for staying current in the field,
6. personal satisfaction in teaching and sharing experiences,
7. ego gratification--sense of pride in protege's accomplishment,
8. expands the knowledge base and skill level of potential principals and practicing principals,
9. builds morale of proteges and mentors,
10. fosters increased administrator productivity and effectiveness,
11. reduces administrator turnover,
12. provides cost-effective development experiences for aspiring administrators. (pp. 10-11)

Benefits to organizations. Organizations utilize mentoring as a part of a broad human resource development program. Mentoring assures perpetuation and renewal of the organization and its most important resource--its human potential. It serves as job enrichment, which is motivational for plateauing employees when there is a void in promotion opportunities. Mentoring works well with affirmative action plans in organizations and enables the development of women and minorities (Levinson, 1978; Kram, 1980, 1985). Tangible benefits to organizations reported by Mertz, et al. (1990) and NASSP (1990) included building a positive organizational climate and a talent pool, and providing a mechanism for rewarding managers.

Costs of mentoring. Because few studies have been conducted to learn about costs associated with mentoring, evidence tends to be minimal (Merriam, 1983). Levinson (1978) indicated that mentoring can be exploitative, too protective, and stifling. Failure to provide clear expectations for mentors and proteges creates liabilities. Many studies reported the risks that accompany cross-gendered mentoring relationships (Barnett, 1990; Kram, 1983; Mertz, et al., 1990). Frequently, the judgement of mentors is questioned and subjected to careful scrutiny. Other liabilities related to mentoring focus on "failure" of mentors or proteges. Risks are related to failed relationships, failure of mentor or protege to succeed, and the

professional repercussions associated with failure. Barnett (1990) reported that time is a valued commodity necessary for planning, reflecting, and modeling. Time and accessibility were important costs associated with developing mentor-protege relationships.

### Bonding and Attachment Theory

John Bowlby's preliminary work in 1958 and subsequent paper entitled "The Nature of a Child's Tie to His Mother" launched the attachment theory. Later, Ainsworth (1978, 1989) and Hartup (1986) suggested that the ability to develop and sustain relationships was linked to the bonding and attachment that took place with initial relationships in life.

Bowlby (1979, 1982) and Levinson (1978) proposed a parental link associated with mentoring relationships. In affectional relationships between infants and caregiver, attention is focused on one member of the vertical relationship at a time. Bonding occurs when the adult maintains a proximity to the child. Attachment is recognized as the child seeking the adult in times of stress (Bowlby, 1979). These illustrations parallel the interaction patterns of mentor-protege relationships. Delayed contact between mothers and infants did not produce the same level of bonding as did immediate contact (Hartup, 1989). Delayed contact between mentor and protege may have a similar effect in developing mentoring relationships. Bonding and attachment are typical of affectional relationships between mentors and proteges.

Bonding and attachment theory is particularly important to the study of mentors and proteges. Clearly, a better understanding of parent-child processes in the development of a relationship is useful in promoting effective relationships between mentors and proteges. Bowlby's (1979, 1982) internal working model explains how attachment patterns are established through mutually satisfying interactions of the caregiver and the infant. Applying this model to the interactions that take place between mentors and proteges helps to explain mutuality and complementary interactions that contribute to their relationships.

In the internal working model, mentor and protege are responsive to each other's needs. Just as a child's self-esteem is enhanced by a sensitive and responsive caregiver, mentors instill confidence and trust in proteges when they are sensitive and responsive to their needs. A positive and secure attachment develops when there is trust in the relationship. Conversely, negative or inconsistent interactions create and reinforce insecure proteges.

Recent attachment research focuses on intergenerational continuity. In other words, the characteristics that each member of the dyad brings to the relationship are instrumental in the formation of the new mentor-protege relationship. According to Sroufe and Fleeson (1986),

Relationships are not constructed afresh, nor are new relationships based on the simple transfer of particular responses from old relationships....Each relationship may be unique, but relationships are also lawfully determined by the relational histories of the individuals. (p. 53)

This new relationship becomes a unique and separate entity from previous relationships. Using the internal working model to provide a better understanding of this concept, ways of interacting in relationships are carried from one network to another (Hinde & Stevenson-Hinde, 1986; Main & Kaplan, 1985).

### Personality Development Theory

Personality development theory was greatly influenced by the early works of Erikson. In his book, Childhood and Society, Erikson (1964) identified eight critical developmental stages that are important to the psychosocial development of individuals. Basic trust or mistrust, autonomy or doubt, initiative or guilt, industry or inferiority develops from infancy throughout childhood. Identity or role confusion develops during adolescence as does the ability for intimacy. Generativity or stagnation and ego integrity or despair develop during middle and late adulthood. Progression through these stages of development develops the personality and an individual's propensity to participate in the mentoring process.

Levinson (1978) adapted Erikson's stage theories to explain personality development. Similar timetables were used to explain developmental stages of personality development. Differences were found in the focus of the ego or the self interacting with the environment. Erikson's focus was on the forces within the person that are shaped by environmental factors. His stages were

based on developmental readiness for change in each stage of life. He commented, "Psychosocial development proceeds by critical steps--"critical" being a characteristic of turning points..." (Erikson, 1964, pp. 270-271). Continuity was achieved with successive and systematic transition through each stage and preceded a crisis or readiness state. Levinson's portrayal of developmental stages gave equal consideration to the self and the environmental forces. Psychosocial development and readiness are factors that impact on mentoring relationships. Individuals must progress through developmental stages prior to reaching the readiness state for mentoring.

### Summary

Historical and contemporary perspectives of mentoring are presented in this review of literature. Definitions of the roles, functions, and characteristics of mentors clarify the nature of mentoring. The influence of personal characteristics, personality factors, and contextual variables surrounding relationships are appraised. Theoretical bases that help to explain interactions between mentors and proteges are discussed.

Readiness for mentoring stems from having successfully progressed through developmental stages. Age differences between mentor and protege play a role in the type of relationships that develop. Work experience influences the contribution of knowledge and skill a mentor is able to share.

Problems associated with gender are being addressed as more women enter the workforce and affirmative action programs are implemented. Some of the problems associated with gender include the limited pool of female mentors, social distance, and the perceived risks of cross-gendered relationships.

Mentor-protege relationships are explored from the perspectives of social psychologists. The social exchange theory frames the psychological contract negotiated between mentor and protege and features the costs and benefits for mentor, proteges, and organizations. Bonding and attachment theory give credence to the value of our earliest interactions in life. Personality theory relates the developmental stages in life to readiness for mentoring.

This review helped to explain some of the interactions and transactions associated with mentoring relationships. The questions raised were instrumental in guiding this study of mentoring relationships in educational administration. The methods used in this exploratory study are presented in chapter III.

## CHAPTER III

### METHODOLOGY

This study was designed to learn about mentoring relationships in educational administration. Mentoring relationships were examined in a principal preparation program which was a joint venture of five school divisions, a university, the Danforth Foundation, and the Virginia Department of Education. The research was guided by the following questions:

1. What relationships existed between mentors and proteges?
2. What personal characteristics affected the relationships between mentors and proteges?
3. What personality factors affected the relationships between mentors and proteges?
4. What contextual variables affected the relationships between mentors and proteges?

This exploratory research used both qualitative and quantitative methods. The model for the research may be found in Figure 1. Relationships between four of the nine mentor-protege dyads participating in the program are presented in case studies. Personal and professional background data were gathered with a questionnaire. Mentors and proteges described their relationships with a semantic differential. Data were quantified to describe relationships between mentors and proteges.

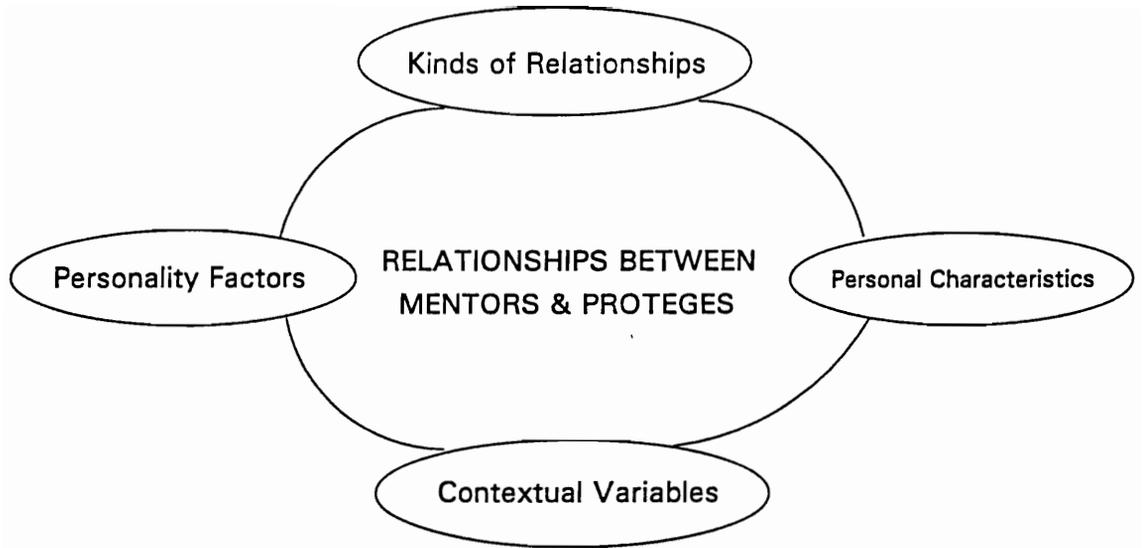


Figure 1: Mentor-Protege Relationship Model

The FIRO-B permitted calculations of compatibility and interpersonal orientations of the participants. Retrospective interviews further illuminated the relationships between mentors and proteges and the contexts in which they developed.

### **The Participants and the Setting**

Participants met the program's criteria to be mentors and proteges. This study includes case studies from four of the nine dyads from the principal preparation program. The criteria for participation in this study were (1) being an employee and intern in the same school division; (2) traveling no more than 15 miles between home school and intern school; and (3) willing to participate in the study. Displayed in Table 1 are the profiles of seven participants who participated in this study. Each case or relationship was assigned a name that best described the relationship. Three proteges were assigned to four mentors. Disengagement occurred in one case resulting in the protege being assigned to another mentor. Each protege was assigned a support group which included a mentor, a university advisor, and a central office associate. Proteges were female, while all mentors were male. All proteges had college degrees with a specialty endorsement; one had a master's degree. The disclosure statement and permission to use the data collected in this study are found in Appendix A.

## The Participants

Pseudonyms are used for proteges and mentors in the study. All were employed in the same school division. Michelle was a junior high school civics teacher whose mentor was her former teacher. Joan was an elementary counselor who had two mentors. The first relationship was terminated after four months and a second mentor was selected. Karen was an elementary teacher. Each of the mentors had a master's degree with an endorsement for the principalship and at least three years of successful administrative experience. Tim, Paul, and Sam were in elementary schools, and John was in a junior high school. The age range of the proteges was 31-38 compared to the 40-47 range of mentors. All of the mentors and proteges were married; one protege was divorced before completing the program.

## The Setting

The setting for this study was in the southwestern region of Virginia. The school division's philosophy and financial support played a major role in the development of the preservice program for the preparation of principals and the mentoring component.

This suburban district had a student enrollment of approximately 13,222 students in 28 schools and 950 full-time teachers. Program offerings included vocational education, special education, gifted education, and adult

**Table 1**

**Characteristics of Participating Mentors and Proteges**

The Student-Teacher Relationship

<b>CHARACTERISTIC</b>	<b>JOHN (MENTOR)</b>	<b>MICHELLE (PROTEGE)</b>
<b>AGE</b>	47 YRS	38 YRS
<b>GENDER</b>	MALE	FEMALE
<b>EDUCATION</b>	B.A. HISTORY M.A. HISTORY & ADM	B.A. POLITICAL SCIENCE
<b>EXPERIENCE</b>	TEACHER: 5 YRS ADMINISTRATOR: 20 YRS	TEACHER: 19 YRS
<b>SCHOOL TYPE</b>	JR HIGH	JR HIGH
<b>MARITAL STATUS</b>	MARRIED 29 YRS	MARRIED 14 YRS
<b>NUMBER OF CHILDREN</b>	2	1

Illusions: The Roller Coaster Relationship

<b>CHARACTERISTIC</b>	<b>TIM (MENTOR)</b>	<b>JOAN (PROTEGE)</b>
<b>AGE</b>	47 YRS	31 YRS
<b>GENDER</b>	MALE	FEMALE
<b>EDUCATION</b>	B.S. H & PE M.S. ELEM ADM	B.S. ELEM ED M.S. COUNSELING
<b>EXPERIENCE</b>	TEACHER: 7 YRS ADMINISTRATOR: 18 YRS	TEACHER: 4 YRS COUNSELOR: 5 YRS
<b>SCHOOL TYPE</b>	ELEMENTARY	JR HIGH & ELEM
<b>MARITAL STATUS</b>	MARRIED 20 YRS	MARRIED 9 YRS
<b>NUMBER OF CHILDREN</b>	2	0

(table continues)

Table 1 (continued)

The Renaissance Relationship

<b>CHARACTERISTIC</b>	<b>PAUL (MENTOR)</b>	<b>JOAN (PROTEGE)</b>
<b>AGE</b>	40 YRS	31 YRS
<b>GENDER</b>	MALE	FEMALE
<b>EDUCATION</b>	B.A. HISTORY M.S. ADM	B.S. ELEM ED M.S. GUIDANCE
<b>EXPERIENCE</b>	TEACHER: 4 YRS ADMINISTRATOR: 15 YRS	TEACHER: 4 YRS COUNSELOR: 5 YRS
<b>SCHOOL TYPE</b>	JR HIGH ELEMENTARY	JR HIGH ELEMENTARY
<b>MARITAL STATUS</b>	MARRIED: 20 YRS	MARRIED: 9 YRS
<b>NUMBER OF CHILDREN</b>	3	0

The Dichotomous Relationship

<b>CHARACTERISTIC</b>	<b>SAM (MENTOR)</b>	<b>KAREN (PROTEGE)</b>
<b>AGE</b>	40 YRS	35 YRS
<b>GENDER</b>	MALE	FEMALE
<b>EDUCATION</b>	B.S. ELEM ED M.S. ELEM ADM	B.S. ELEM ED
<b>EXPERIENCE</b>	TEACHER: 3 YRS ADMINISTRATOR: 11 YRS	TEACHER: 17 YRS
<b>SCHOOL TYPE</b>	ELEMENTARY	ELEMENTARY
<b>MARITAL STATUS</b>	MARRIED: 20 YRS	MARRIED DIVORCED
<b>NUMBER OF CHILDREN</b>	1	3

education. Individual students and groups earned honors in academic, extra-curricular, and athletic events in regional and state competition.

The four cases in this study focused on mentor-protege relationships in one school division and included one junior high school setting and three diverse elementary school settings. Characteristics of the host school division participating in the study are found in Table 2.

### **Instruments and Data Collection**

Multiple measures were used to systematically collect data for this study. They included a questionnaire, a semantic differential, a structured interview protocol, and the psychometric test--the Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B). Participants completed the disclosure statement (Appendix A) giving permission to use the data collected.

#### **Instruments**

**Personal and professional data questionnaire.** Data collection was facilitated by a questionnaire designed to gather data on age, gender, family status, degrees, current position, years of service, school division, and type of school. Details are displayed in Appendix B. These variables, derived from the review of literature, were assumed to moderate the relationships between mentors and proteges.

**Table 2**

**Characteristics of Host School Division**

NUMBER OF SCHOOLS	4 HIGH SCHOOLS 4 JR HIGH SCHOOLS 26 ELEMENTARY SCHOOLS 1 VOCATIONAL SCHOOL 1 ALTERNATIVE SCHOOL
ENROLLMENT	13,222
EXPENDITURE PER PUPIL	\$4,508
TOTAL BUDGET	\$59,604,124

Note. From Virginia Department of Education. Facing Up-24:  
Statistical Data on Virginia's Public Schools, 1988- 89 School  
Year, p. 56.

The semantic differential. This instrument (Appendix C) was designed to measure relationships between mentors and proteges. In the semantic differential, 25 bi-polar adjectives describing dimensions of mentoring relationships were drawn from the literature (Erikson, 1964; Fiedler, 1976; Kerlinger, 1973; Kram, 1980; Levinson, 1978; Osgood, et al., 1970; Phillips-Jones, 1982; & Schein, 1978, 1980). Modeled after Fiedler's Least Preferred Co-worker (LPC) Scale, bi-polar adjectives were placed on a continuum. Mentors and proteges were given directions to mark the location on an eight-point scale that best described their relationship. Random reversals were made in the scale to counteract the tendency of individuals to mark the same point on all items. This instrument was tested by administering it to two groups of five mentor/protege dyads who were cooperating teachers and student teachers. The second time the instrument was tested by administering it to 18 cooperating teachers/student-teacher dyads. Eight of the 18 did not follow directions by marking "mentor" or "protege" in the designated area; those scores were discarded. Ten dyads responded correctly. Revisions included directions for marking mentor and protege names. Some adjectives were discarded prior to giving the instrument to mentors and proteges.

Scoring of the semantic differential was based on an 8-point scale with a high of 8 and a low of 1. Agreement between mentor and protege was noted by identical scores. A difference of less than 2 points was viewed as

insignificant and a difference of more than two points was considered significant.

Interview protocol. The interview protocol (Appendix D) was developed after the researcher learned case study and participant research techniques by extensive reading (Jorgensen, 1989; Kram, 1980; McCracken, 1988, & Yin, 1989). The interview protocol gathered data to answer the research questions about mentoring relationships and the contexts in which they developed. Themes and probes were developed around the induction process, the mentoring relationship, personal characteristics, personality factors, and the context in which the relationships developed. Participation as a mentor aided the researcher in the development of the interview protocol.

Fundamental Interpersonal Relations Orientation-Behavior. FIRO-B (Appendix E) measures behavior and how an individual characteristically relates to other people. This instrument consists of 54 questions (six questions that are repeated nine times with slight variation) which reveals the orientation of mentors and proteges toward control, inclusion, and affection and permits the calculation of several compatibility scores. It was primarily designed for two purposes:

1. to...measure how an individual acts in interpersonal situations, and

2. to...predict interaction between people based on data from the measuring instrument alone." (Schutz, 1966, p. 58)

Conoley and Kramer (1989) recommend the FIRO-B for use in research and for experimental purposes.

Reliability. Approximately 1,500 subjects who were college students and air force personnel were involved in developing the Guttman scales of the FIRO-B. It has been tested for reliability using the coefficient of internal consistency with a mean measure of .94 (Schutz, 1978). The scales are unidimensional and reliable; however, comparisons of test-retest data are not available (Conoley & Kramer 1989).

Validity. FIRO-B scales have been used in a wide variety of areas, from marriage counseling to the study of interactions of salesmen, business school graduate students, medical school students, architects, and educational administrators. Schutz (1978) indicated that the results are predictable and "consistent with occupational stereotypes" (p. 9). For example, adults in professions that require a high degree of interaction, such as school administrators, have high scores in the areas of inclusion, control, and affection. Conoley and Kramer (1989) reported that the test is limited because it is "reliable, but invalidated" (p. 728).

## Data Collection

The researcher's role in this study was to collect, analyze, and interpret the data. The FIRO-B data were collected by university faculty as a part of participant assessment. Data collection included the disclosure statement, interview with participants completing the personal data sheet, and the semantic scale. Each appointment required two hours and was scheduled at a convenient time and setting for the participant. Having reliable recording equipment, creating a comfortable atmosphere, and pacing each part of the data collection were instrumental to the data collection process. At the beginning of our meeting for the data collection, greetings were exchanged and information about work and home was shared. Next, we reflected on the memories of the principal preparation program. The participant proceeded to complete the questionnaire and semantic differential.

## Data Analysis

The questionnaire. This instrument was designed to collect personal and professional data from mentors and proteges. Data were sorted to determine age, education, type of experience, marital and family status categories. Next, notations of participation in activities were assessed to determine the frequency of personal and professional interactions between mentors and proteges to provide a better understanding mentor-protege relationships. together.

The semantic differential. Comparisons were made between scores of mentor-protégé dyads to determine similarities and differences. Identical or similar scores differing no more than two points indicated agreement between mentor and protégé for that aspect of their relationship. Difference scores of three or more points indicated disagreement for that aspect of their relationship.

The interview. Analyzing verbatim transcripts of each interview was the next step. Each case was read once for content with subsequent readings to identify emerging themes. A system of color codes was established to codify themes associated with the mentoring relationship. Unedited passages of the transcripts were extracted to support emerging themes.

Validation of the findings was necessary to eliminate any bias on the part of the researcher. This was accomplished by having the participants become collaborators in the research. They were asked to read verbatim transcripts and note significant aspects of their relationships. Their stories are the result of collaborative analyses. Case studies are located in Appendices F, G, H, and I.

The FIRO-B. Data collected from this instrument made it possible to compute and analyze the interpersonal underworld of mentor-protégé dyads. Instruments were scored and calculations made to determine FIRO scores. Schutz (1966) reports that extremely high scores may be interpreted as oversocial, autocratic, and overpersonal behaviors and extremely low scores

may be interpreted as undersocial, abdicratic, and underpersonal behaviors. The ideal behaviors are represented by social, democratic, and personal behaviors.

Compatibility is fundamental for two individuals to work together in harmony. Schutz (1966) developed formulas that were used to measure and compute three types of compatibility: (1) reciprocal compatibility, (2) originator compatibility, and (3) interchange compatibility, each related to inclusion, control, and affection needs of the dyad. Reciprocal and originator compatibility refer to the ability of one dyad member to satisfy the other's needs. With reciprocal compatibility, the desired behavior of one is equal to the wanted behavior of the other. Low scores are indicators of compatibility. With originator compatibility, complementary or opposite scores yielding a score of zero represent the highest level of compatibility. Positive scores represent competitive conflict and negative scores represent apathetic conflict. With interchange compatibility, similar scores with a low value represent compatibility.

## CHAPTER IV

### RESULTS

Individual mentor and protege stories were collected through interviews which focused on topics and variables associated with mentor-protege relationships. The interview, structured to learn about mentoring relationships, included questions about the initial encounter known as "the induction," personality factors, personal characteristics, and contextual variables that influenced the development of the relationship.

While a single interview cannot adequately describe all the complex and intricate qualities that converge to form a relationship, the interview, when combined with the relationship semantic scale, the FIRO-B, and collaborative analysis disclosed some of what transpired between the mentors and proteges. These case studies revealed interactions and salient themes that bring an understanding to the relationships between mentors and proteges. The perspectives of mentors and proteges are presented in complete case studies with excerpts from the interviews. These cases may be found in Appendices F, G, H, and I. Summaries of the case studies with themes related to the research questions are presented as the results of this study.

## Case Summary of Renewal: A Student-Teacher Relationship

### Michelle and John

A recapitulation of this case study was developed from a review of the verbatim transcripts and feedback from John and Michelle. Their collaboration validated the salient elements that influenced the development of their relationship. This case may be found in Appendix F.

### The Relationship

Their relationship--based on respect for philosophies, ideas, and common feelings--was cultivated to become a "comfortable" and "professional" relationship. John's interest in and sensitivity toward Michelle, shared values toward family, religion, and work were contributing factors in creating a good relationship. Michelle, who continued to view John as her teacher, found the relationship satisfying because she had tremendous respect for her former teacher, and expected it to be "top-notch" from the beginning. The relationship was mutually beneficial. Michelle was the dutiful protege helping as a "sounding board" or "filling out whatever forms." As her mentor, John arranged a wide array of experiences for Michelle to handle so that she would be involved in school activities. Time spent sharing and reflecting was a valuable part of building their relationship. Satisfaction for John resulted from making a contribution to the profession and watching Michelle grow.

## Personality Factors

Personality traits revealed by Michelle appeared to play an important part in the protege's ability to embrace her duties. John characterized Michelle as a "conscientious and enthusiastic [former] student." Michelle's need to please, feelings of insecurity, and confidence level seemed to weaken her ability to assertively take on the "role." Michelle was somewhat reluctant to initiate the lead with new projects; however, she appeared to garner confidence from successful experiences. Michelle's personality profile revealed needs for being included and being liked by others, whereas control issues appeared to be resolved.

John's personality profile disclosed a person who liked being included with others and was comfortable in social settings. His low wanted inclusion score indicated that he was selective with his associations. John's high score for expressed control indicated that he is a leader who accepts responsibility, and he does not like to be controlled by others. Affection scores revealed that John prefers casual social contacts opposed to intimate contacts and he prefers for others to initiate close relationships.

## Compatibility Data from the FIRO-B

In this case (Table 3), reciprocal compatibility was not evident for inclusion, control, or affection. Originator compatibility was noted for inclusion; however, incompatibility was noted by competitive conflict with

Table 3

Raw and Compatibility Data on the Nature of the Relationship Between Michelle and John

	Michelle's FIRO-B Scores				John's FIRO-B Scores			
	Inclusion	Control	Affection	Sum	Inclusion	Control	Affection	Sum
Expressed	5	6	3	14	5	9	4	18
Wanted	8	4	6	18	2	2	8	12
Sum (e + w)	13	10	9	32	7	11	12	30
Diff (e-w)	-3	2	-3	-4	3	7	-4	6

Scores may be categorized as follows: High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2

Compatibility Types	Areas of Compatibility		
	Inclusion	Control	Affection
Reciprocal	6	9	7
Originator	0	9	-7
Interchange	6	1	3

RECIPROCAL COMPATIBILITY:  $r_{Kij} = |e_i - w_j| + |e_j - w_i|$   
 low scores = compatibility  
ORIGINATOR COMPATIBILITY:  $o_{Kij} = (e_i - w_i) + (e_j - w_j)$   
 0 = COMPATIBILITY  
 + scores = competitive conflict  
 - scores = apathetic conflict  
INTERCHANGE COMPATIBILITY:  $xK = |(e_i + w_i) - (e_j + w_j)|$   
 compatibility = similar scores  
 low scores = interchange compatibility

control and apathetic conflict with affection. The interaction and association between mentor and protege was moderate for inclusion and affection. Compatibility was indicated in the area of control.

### Personal Characteristics

Personal qualities such as age, experience, and gender played a role in the relationship that developed between John and Michelle. Age appeared to be significant because of the experience it afforded the mentoring relationship. Michelle explained that she and John were from the "same era." Of her experience, she said, it was "...beneficial that I was not a young, inexperienced teacher, but one with a storehouse of information."

Gender was described with "discomfort" for Michelle because the assistant principals were male. Having a female protege did bring expressions of insight and appreciation for the "woman's touch" from John. A hint of his view about women was evident when he said, "women were good as assistant principals and guidance counselors." John was curious about the selection of females participating in the program.

### Contextual Variables

Contextual variables were instrumental in building the relationship. The orientation and induction allowed time for Michelle and John to renew their student-teacher relationship and begin building a new mentor-protege

relationship. Significant contextual variables were related to program activities, being participants from the same school division, time to nurture the relationship and allow for family support.

Being participants from the same school division and being familiar with policies, procedures, and personnel were advantageous to Michelle and John. Michelle and John believed having her home school principal on the school division's program planning team helped to facilitate the program requirements and accommodations for proteges. The distance of 10 miles did not appear to be a factor that adversely influenced the relationship. The fact that both participants were familiar with the culture of junior high schools that were similar in size and socio-economic levels was an advantage to building their relationship.

Program activities had more bearing on Michelle than John. Attendance for activities was required by proteges, but was optional for mentors. John attended activities convenient to his schedule while Michelle had an obligation to attend. Both expressed that activities were mutually beneficial and created a common ground for reflecting during many discussions.

Time shared planning and reflecting was essential for building their relationship. Feeling included in her mentor's school and being able to spend extended periods of time in that school were important to Michelle in facilitating the mentor-protege relationship.

Family support had more meaning for Michelle than John. The demands of working, attending program activities, and caring for the family created new tensions for Michelle. John did not feel the strain or the same sense of time commitment as Michelle because his attendance at program activities was optional. His family was accustomed to the demands of the job. The support of both families facilitated the growth of the relationship and eliminated a potential source of conflict.

A semantic differential (Table 4) described the relationship between John and Michelle. They enjoyed a comfortable relationship with agreement in three areas: (1) quite constructive, (2) very professional, and (3) very congenial. They reported similar scores for being "quite" accessible, directive, supportive, active, comfortable, warm, rewarding, constructive, valuable, gratifying, fruitful, and formal. John rated each of those categories one point higher. The semantic differential assessed the relationship between John and Michelle with areas of difference in levels of directive and formal behaviors. Described in numerical terms, this was a congenial, professional, and constructive relationship.

Table 4

Semantic Differential Data on the Nature of the Relationship Between Michelle and John

	Miche	John
SUPERFICIAL/GENUINE	8	6
NON-SHARING/SHARING	8	7
DISTANT/INTIMATE	7	6
INACCESSIBLE/ACCESSIBLE	8	7
NON-DIRECTIVE/DIRECTIVE	4	7
INFLEXIBLE/FLEXIBLE	8	6
NON-SUPPORTIVE/SUPPORTIVE	8	7
PASSIVE/ACTIVE	8	7
UNCOMFORTABLE/COMFORTABLE	8	7
COLD/WARM	8	7
MISTRUSTING/TRUSTING	8	6
STAGNANT/REGENERATIVE	7	6
DISAPPOINTING/REWARDING	8	7
CRITICAL/CONSTRUCTIVE	7	7
TENSE/RELAXED	8	7
WORTHLESS/VALUABLE	8	7
NON-COMPETITIVE/COMPETITIVE	5	6
INTERMITTENT/STABLE	8	6
UNDEMANDING/DEMANDING	7	6
UNPROFESSIONAL/PROFESSIONAL	8	8
UNGRATIFYING/GRATIFYING	8	7
UNFRUITFUL/FRUITFUL	8	7
INFORMAL/FORMAL	2	7
DISAGREEABLE/CONGENIAL	8	8
UNRESPONSIVE/RESPONSIVE	8	7

1 = very superficial  
 2 = quite superficial  
 3 = somewhat superficial  
 4 = slightly superficial

5 = slightly genuine  
 6 = somewhat genuine  
 7 = quite genuine  
 8 = very genuine

## Case Summary of Illusions: The Roller Coaster Relationship

### Joan and Tim

This case represents a relationship that was never cultivated. From the beginning there was no bonding or chemistry that enabled the pair to work as a team. This case may be found in Appendix G.

### The Relationship

This relationship suffered from many differences and lacked mutuality with respect to reciprocation of needs. Joan declared the relationship "incompatible" and sought a change in mentors. After a review of the relationship, Joan's cluster group which included central office staff and university professors determined that relationship could not be salvaged.

### Personality Factors

Both members of this dyad had differences in their personality profiles that contributed to incompatibility. Joan was comfortable in social settings, but was selective with acquaintances. She liked to provide leadership and did not like to be controlled by others. Joan preferred to have casual interaction with others and was selective about close relationships. Both Joan and Tim expressed moderation about taking charge and being influenced others. Both Tim and Joan liked close relationships with others. Tim wanted others to be closer to him than Joan did.

### Compatibility Data from the FIRO-B

Compatibilities were calculated using FIRO scores (See Table 5).

Unfortunately, areas of incompatibility associated with this dyad led to the demise of the mentor-protégé relationship. Differences between Joan and Tim are explained by Schutz's (1966) compatibility theory. The dyad reflected moderate reciprocal compatibility in the areas of inclusion, control, and affection. In the area of originator compatibility, low to moderate compatibility was reported for inclusion and control. A moderate negative score for affection indicated a preference for each to receive affection which resulted in apathetic conflict. The dyad experienced moderate interchange compatibility and apathetic conflict in the area of affection and little compatibility.

Expectations for the mentor's role and learning style were among factors that affected this incompatible relationship. Each dyad member had an idea of "mentor" based on previous mentoring relationships and little experience as mentors or protégés. Joan's strong needs for concrete directions were incompatible with Tim's global sense of doing things. Each enjoyed being a part of the new and prestigious program as evidenced by their continued participation in the program. When problems arose, neither initiated solutions. After seven months, the relationship was dissolved.

Table 5

Raw and Compatibility Data on the Nature of the Relationship Between Joan and Tim

	Joan's FIRO-B Scores				Tim's FIRO-B Scores			
	Inclusion	Control	Affection	Sum	Inclusion	Control	Affection	Sum
Expressed	6	5	4	15	2	5	4	11
Wanted	0	2	5	7	7	5	8	20
Sum (e + w)	6	7	9	22	9	10	12	31
Diff (e-w)	6	3	-1	8	-5	0	-4	-9

Scores may be categorized as follows: High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2

Compatibility Types	Areas of Compatibility		
	Inclusion	Control	Affection
Reciprocal	3	3	5
Originator	1	3	-5
Interchange	3	3	3

**RECIPROCAL COMPATIBILITY:**  $r_{Kij} = |e_i - w_j| + |e_j - w_i|$   
 low scores = compatibility

**ORIGINATOR COMPATIBILITY:**  $o_{Kij} = (e_i - w_i) + (e_j - w_j)$   
 0 = COMPATIBILITY  
 + scores = competitive conflict  
 - scores = apathetic conflict

**INTERCHANGE COMPATIBILITY:**  $x_{K} = |(e_i + w_i) - (e_j + w_j)|$   
 compatibility = similar scores  
 low scores = interchange compatibility

## Personal Characteristics

Age, gender, and experience were not possible to factor into this short-lived relationship. Neither expressed the belief that personal factors impacted on their relationship; however, contemplation of personal characteristics does give insight to the dynamics of the relationship between Joan and Tim.

Years of experience surfaced as a factor that did impact on the relationship between Joan and Tim. During Tim's 18 years as a principal, he had accumulated a wealth of experience. As a mentor, Tim attempted to share his current level of expertise with his novice protege who was at the beginning stage of her development. Tim viewed mentoring as an opportunity for prestige and status as a trainer of prospective principals. Tim's expressed desire to make the relationship work created the perception that the relationship meant more to him than it did to Joan. His concern about the perceptions of a failed relationship typifies those of mentors and proteges. Tim was concerned about the emotional drain of a failed relationship and how it would be viewed professional by both his colleagues, his staff, and the central office personnel. He did not believe that he had been given a fair opportunity to work through the situation with Joan.

With respect to gender, Joan verbalized a preference for working with men. Tim had previously worked with female proteges and did not believe gender influenced the relationship.

## Contextual Variables

The program design was a positive force in this relationship which served as the common element between the two. Ironically, in the end Tim believed one component of the program--the disengagement process--cut the cord between them because he was excluded from the process.

Both positives and negatives were associated with being a participant in this new program. Among the rewards were unique opportunities to participate in an array of professional activities in the school and division, to contribute to the profession, and to fulfil regenerative needs. One potential negative was associated with ambiguity surrounding a new program; however, the ambiguity created a level of equity between Tim and Joan that seemed to strengthen their relationship. Another negative was related to understanding mentor-protege roles. Joan felt excluded from things and believed that mutuality, modeling, and feedback were missing. Tim had previously mentored and believed that he had a grasp on those areas of mentoring.

Both participants had supportive families with close connections to education. The ultimate failure of the relationship was attributed to incompatibility between Joan and Tim and their inability to recognize and resolve their differences. Each party had a view of why their relationship failed to thrive. From the mentor's perspective it was due to a lack of commitment on the part of the protege to the program goals and willingness

to work through a situation. From the protege's perspective it was due to incompatible personalities, contrasts in the home school and intern school socio-economics, and her need for concrete directions. Tim expressed disappointment in the way the disengagement had been handled, but continued working with others in the program. On a positive note, Joan completed the program with a new mentor.

A semantic differential (Table 6) quantified and described the relationship between Joan and Tim, which showed agreement in the following areas: The dyad agreed that their relationship was somewhat formal; slightly flexible and constructive; quite uncomfortable, intermittent, and ungratifying; and very disappointing.

Table 6

Semantic Differential Data on the Nature of the Relationship Between Joan and Tim

	Joan	Tim
SUPERFICIAL/GENUINE	6	2
NON-SHARING/SHARING	6	3
DISTANT/INTIMATE	4	3
INACCESSIBLE/ACCESSIBLE	6	3
NON-DIRECTIVE/DIRECTIVE	2	6
INFLEXIBLE/FLEXIBLE	5	5
NON-SUPPORTIVE/SUPPORTIVE	3	2
PASSIVE/ACTIVE	4	2
UNCOMFORTABLE/COMFORTABLE	2	2
COLD/WARM	3	2
MISTRUSTING/TRUSTING	4	3
STAGNANT/REGENERATIVE	3	3
DISAPPOINTING/REWARDING	1	1
CRITICAL/CONSTRUCTIVE	5	5
TENSE/RELAXED	6	3
WORTHLESS/VALUABLE	6	4
NON-COMPETITIVE/COMPETITIVE	1	4
INTERMITTENT/STABLE	2	2
UNDEMANDING/DEMANDING	2	3
UNPROFESSIONAL/PROFESSIONAL	5	2
UNGRATIFYING/GRATIFYING	2	2
UNFRUITFUL/FRUITFUL	3	2
INFORMAL/FORMAL	6	6
DISAGREEABLE/CONGENIAL	6	4
UNRESPONSIVE/RESPONSIVE	1	4

1 = very superficial

2 = quite superficial

3 = somewhat superficial

4 = slightly superficial

5 = slightly genuine

6 = somewhat genuine

7 = quite genuine

8 = very genuine

## Case Summary: The Renaissance Relationship

### Joan and Paul

The renaissance relationship of Joan and Paul is most representative of the "real mentor" described by Levinson (1978) in the literature. Joan consulted her loyal and trusted friend, who was respected for being older, wiser, and more experienced. The attachment to her former assistant principal was evident. She pursued him for advice when problems surfaced with her assigned mentor. Her actions are typical of the attachment that occurs between mentors and proteges. Ironically, Paul was eventually assigned as Joan's new mentor and they continued to share their mentoring experience. This case may be found in Appendix H.

### The Relationship

This solid relationship was established from a foundation of trust, respect, common ground, and similar philosophies from a previous relationship. Joan viewed her former assistant principal as her mentor. Personal and professional dimensions of the relationship were evidence by their interaction and dialogue. They worked together as colleagues, participated in program events, and attended social events together. Joan considered the relationship as positive and Paul saw the relationship as dynamic. This was a mutual relationship which concluded with Joan and Paul strengthened as a result of the experience.

### Personality Factors

Personalities in this case revealed contrasting profiles. Joan was more comfortable in social scenes than Paul whose preference was to be alone. Both were selective with regard to their friends. Moderate expressed control scores reflected needs for leadership. Joan's need to control her own actions was stronger than Paul's. Affection needs for Joan were moderate while Paul's were high. Of the two, Paul was the dyad member most likely to establish a close relationship. Both Joan and Paul liked to initiate selective interactions. Control and affection issues were not a concern for the dyad. The dyad appeared to enjoy a mutually fulfilling and warm relationship.

### Compatibility Data from the FIRO-B

In this case, the dyad was incompatible in the area of reciprocal compatibility with respect to inclusion; they experienced a moderate level of compatibility for the areas of control and affection. The dyad experienced incompatibility with originator compatibility. For example, the high score for inclusion reveals competitive conflict which coincided with their personality profile; each had a preference for selective inclusion. Moderate to high compatibility is noted for control and affection. This dyad disclosed moderate interchange compatibility (see Table 7).

Table 7

Raw and Compatibility Data on the Nature of the Relationship Between Joan and Paul

	Joan's FIRO-B Scores				Paul's FIRO-B Scores			
	Inclusion	Control	Affection	Sum	Inclusion	Control	Affection	Sum
Expressed	6	5	4	15	2	6	8	16
Wanted	0	2	5	7	0	6	6	12
Sum (e+w)	6	7	9	22	2	12	14	28
Diff (e-w)	6	3	-1	8	2	0	2	4

Scores may be categorized as follows: High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2

Compatibility Types	Areas of Compatibility		
	Inclusion	Control	Affection
Reciprocal	8	5	5
Originator	8	3	1
Interchange	4	5	5

RECIPROCAL COMPATIBILITY:  $r_{Kij} = |e_i - w_j| + |e_j - w_i|$   
 low scores = compatibility  
ORIGINATOR COMPATIBILITY:  $o_{Kij} = (e_i - w_i) + (e_j - w_j)$   
 0 = COMPATIBILITY  
 + scores = competitive conflict  
 - scores = apathetic conflict  
INTERCHANGE COMPATIBILITY:  $x_{Kij} = |(e_i + w_i) - (e_j + w_j)|$   
 compatibility = similar scores  
 low scores = interchange compatibility

### Personal Characteristics

Personal characteristics affected this relationship in two ways. First, a hierarchy in the relationship was established by age and experience. Paul was nine years older with 15 years experience. This dyad was from the same generation and each was familiar with the times. Second, respect grew from working with an older and experienced person who was her superior.

Gender was not expressed as making a difference in this relationship. An attraction based on mutual respect developed between the two and served as the basis for their relationship. Each considered the experience of previously working together as an important aspect of their relationship.

### Contextual Variables

From Joan's perspective, the context variables were a factor in her failed relationship. She did not feel included or comfortable in the previous school; however, she viewed this school setting as a comfortable setting. Paul considered the program activities an enhancement to his relationship with Joan. The flexible program and time variables were positive forces in their relationship.

A semantic differential (Table 8) quantified and described the relationship between Joan and Paul as very supportive, very trusting, and very professional and somewhat directive. It was a sharing, accessible, active, regenerative, constructive, valuable, and responsive relationship.

Table 8

Semantic Differential Data on the Nature of the Relationship Between Joan and Paul

	Joan	Paul
SUPERFICIAL/GENUINE	8	7
NON-SHARING/SHARING	7	7
DISTANT/INTIMATE	6	7
INACCESSIBLE/ACCESSIBLE	7	7
NON-DIRECTIVE/DIRECTIVE	6	6
INFLEXIBLE/FLEXIBLE	6	7
NON-SUPPORTIVE/SUPPORTIVE	8	8
PASSIVE/ACTIVE	7	7
UNCOMFORTABLE/COMFORTABLE	8	7
COLD/WARM	8	7
MISTRUSTING/TRUSTING	8	8
STAGNANT/REGENERATIVE	7	7
DISAPPOINTING/REWARDING	8	7
CRITICAL/CONSTRUCTIVE	7	7
TENSE/RELAXED	8	6
WORTHLESS/VALUABLE	7	7
NON-COMPETITIVE/COMPETITIVE	2	7
INTERMITTENT/STABLE	8	7
UNDEMANDING/DEMANDING	6	5
UNPROFESSIONAL/PROFESSIONAL	8	8
UNGRATIFYING/GRATIFYING	8	7
UNFRUITFUL/FRUITFUL	8	7
INFORMAL/FORMAL	4	1
DISAGREEABLE/CONGENIAL	8	7
UNRESPONSIVE/RESPONSIVE	7	7

1 = very superficial  
 2 = quite superficial  
 3 = somewhat superficial  
 4 = slightly superficial

5 = slightly genuine  
 6 = somewhat genuine  
 7 = quite genuine  
 8 = very genuine

## Case Summary: The Dichotomous Relationship

### Karen and Sam

A review of this relationship revealed that pairing opposites can lead to positive results. In this case two people with very different personalities and operating styles learned to work together to achieve a satisfactory level of harmony. This case may be found in Appendix I.

#### The Relationship

This relationship was characterized by Karen as professional, warm, low key, and comfortable. Karen believed their relationship was influenced by mutual respect and clear expectations of their roles. She described Sam in three ways: (1) as a "big brother" who was committed to the professional growth of his protege, (2) a professor helping the novice to become a colleague, and (3) the parent who was teaching the child. Modeling, showing interest, and including Karen in school activities further enhanced the relationship. Good communication, openness, and time together contributed to the relationship that developed between the two.

#### Personality Factors

Karen's initial lack of confidence and over-eagerness eventually gave way to confidence as she learned to listen to constructive feedback and observe positive role models. She had a more outgoing public image than her

mentor who was more selective with his interactions. Both dyad members reported scores in the moderate range for control and affection. Aware of their differences, Karen and Sam worked at creating a satisfying relationship.

#### Compatibility Data from the FIRO-B

The area of reciprocal compatibility revealed competitive conflict for inclusion; compatibility was evident for control and affection. In the area of originator compatibility, a moderate level of compatibility existed with respect to inclusion and apathetic conflict existed with control and affection. Incompatibility was apparent in the area of interchange compatibility. The dyad experienced compatibility in areas of control and affection; they were incompatible in the inclusion area (See Table 9).

#### Personal Characteristics

An age difference of only five years was reported as a significant factor in this relationship. Proximity in age was addressed by Misserian (1982) and Shapiro, Haseltine, and Rowe (1978) as influencing relationships. They found that mentoring occurs among individuals at all ages; however, on a relationship continuum, they suggested that a peer and mentor were on opposite ends with the most meaningful interaction coming from the mentor. Being close in age and from the same era gave a common background for the relationship.

Table 9

Raw and Compatibility Data on the Nature of the Relationship Between Karen and Sam

	Karen's FIRO-B Scores				Sam's FIRO-B Scores			
	Inclusion	Control	Affection	Sum	Inclusion	Control	Affection	Sum
Expressed	6	4	5	15	2	5	3	10
Wanted	4	5	4	13	0	5	6	11
Sum (e + w)	10	9	9	28	2	10	9	21
Diff (e-w)	2	-1	1	2	2	0	-3	-1

Scores may be categorized as follows: High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2

Compatibility Types	Areas of Compatibility		
	Inclusion	Control	Affection
Reciprocal	8	1	2
Originator	4	-1	-2
Interchange	8	1	0

RECIPROCAL COMPATIBILITY:  $r_{Kij} = |e_i - w_j| + |e_j - w_i|$   
low scores = compatibility

ORIGINATOR COMPATIBILITY:  $o_{Kij} = (e_i - w_i) + (e_j - w_j)$   
0 = COMPATIBILITY  
+ scores = competitive conflict  
- scores = apathetic conflict

INTERCHANGE COMPATIBILITY:  $x_{Kij} = |(e_i - w_i) - (e_j - w_j)|$   
compatibility = similar scores  
low scores = interchange compatibility

Experience became a commodity for mutual exchange. Karen had more experience in the elementary classroom than Sam, and she believed that he valued her instructional expertise. She valued his administrative expertise.

Gender was never an issue in this relationship. Karen thought of Sam as a big brother and he was very comfortable working with women.

### Contextual Variables

Working with a mentor in the same school division which actively supported the program was mutually favorable. The relationship was facilitated by the ease in expediting activities. The school climate was an asset conducive to the development of this relationship. The inviting and warm environment of the school encouraged and supported the development of relationships.

Management of time for program activities and skill development were critical to the relationship. An assessment of the time allocations prompted Karen's suggestions for change. She believed that chunks of time should be spent in her mentor's school. She suggested "three 30-day segments" as a means of providing "continuity and effectiveness."

Family stability was particularly difficult for Karen during this period. Divorce became a reality and added stress to her life. Working part-time and

having the support of her children and assistance of her mother were essential to Karen's successful completion of the program.

A numerical description of this relationship showed agreement in many areas (Table 10). This relationship was quite genuine, sharing, accessible, trusting, rewarding, constructive, and stable. It was a somewhat flexible, regenerative, competitive, and demanding relationship. It was a professional relationship that proved to be valuable, constructive, and regenerative to both parties in being responsive to their needs. The relationship was somewhat regenerative and quite rewarding.

Table 10

Semantic Differential Data on the Nature of the Relationship Between Karen and Sam

	Karen	Sam
SUPERFICIAL/GENUINE	7	7
NON-SHARING/SHARING	7	7
DISTANT/INTIMATE	7	6
INACCESSIBLE/ACCESSIBLE	7	7
NON-DIRECTIVE/DIRECTIVE	5	7
INFLEXIBLE/FLEXIBLE	6	6
NON-SUPPORTIVE/SUPPORTIVE	8	7
PASSIVE/ACTIVE	7	6
UNCOMFORTABLE/COMFORTABLE	8	6
COLD/WARM	7	6
MISTRUSTING/TRUSTING	7	7
STAGNANT/REGENERATIVE	6	6
DISAPPOINTING/REWARDING	7	7
CRITICAL/CONSTRUCTIVE	7	7
TENSE/RELAXED	7	6
WORTHLESS/VALUABLE	8	6
NON-COMPETITIVE/COMPETITIVE	6	6
INTERMITTENT/STABLE	7	7
UNDEMANDING/DEMANDING	6	6
UNPROFESSIONAL/PROFESSIONAL	8	7
UNGRATIFYING/GRATIFYING	7	8
UNFRUITFUL/FRUITFUL	7	8
INFORMAL/FORMAL	4	6
DISAGREEABLE/CONGENIAL	8	6
UNRESPONSIVE/RESPONSIVE	8	7

1 = very superficial  
 2 = quite superficial  
 3 = somewhat superficial  
 4 = slightly superficial

5 = slightly genuine  
 6 = somewhat genuine  
 7 = quite genuine  
 8 = very genuine

## CHAPTER V

### CONCLUSIONS, DISCUSSION, AND RECOMMENDATION

The framework for the discussion of this study comes from the research questions. Attention will be focused on mentor-protege relationships, personality factors, personal characteristics, and the contextual variables that influenced the development of the relationships. Recommendations for research and practice will be made for those interested in mentoring relationships or developing mentoring programs.

#### The Mentor-Protege Relationships

Relationships between mentors and proteges were shaped by blending complex forces. Three of the four relationships appeared to function without problems. One relationship ended in disengagement, which was a disappointing experience for the mentor and a relief for the protege. Like the love affair described by Levinson (1978), injured feelings healed with time. The protege completed the program with a new mentor and the former mentor continued to participate in the program in an auxiliary role.

Former affiliation was the basis for two of the relationships. Mutual benefit, philosophical views, ethnic similarities, and being from the "same era" were reported by mentors and proteges as significant to their developing

relationships. Trust and confidence gradually evolved with interaction between mentors and proteges.

Two mentor-protege relationships were new acquaintances. In one case, the absence of bonding and special chemistry did not enable the relationship to thrive. In the other case, mutually rewarding experiences such as planning, reflecting, networking, and exposure to people and programs were identified by the mentor and protege as beneficial to their relationship. Working together helped two very different kinds of people to develop trust as they formed a relationship that grew from a student-professor relationship to one that was later described by the protege as a collegial relationship of the sort identified by Levinson (1978) and Kram (1980).

### **Nature of the Relationships**

Mentors and proteges described their relationships through interviews and the semantic differential. The relationship established between mentors and proteges was compared to a "student-teacher," student-professor," and "teacher-principal" relationship. Three of the four relationships were described as "professional" and "comfortable" by mentors and proteges; the fourth was described as a "disappointing" experience.

Transcripts revealed that relationships were influenced by mentors' sensitivity and interest in proteges' activities. Other factors contributing to the nature of relationships were mutual expectations, respect, and similar

philosophies. One protege described the relationship with her mentor as "very demanding" and a "top notch relationship." In three cases, mentors described the relationships as "formal" and proteges described them as "informal." In one case, both mentor and protege described their relationship as "formal."

From the results of the semantic differential relationships were described by a field of 25 bi-polar adjectives. Mentors and proteges revealed a difference of no more than two points in 21 areas. Three of the four relationships were described as genuine, sharing, intimate, accessible, flexible, supportive, active, warm, trusting, regenerative, rewarding, constructive, relaxed, valuable, stable, demanding, professional, gratifying, fruitful, congenial, and responsive.

Discrepancies were noted in semantic scores between mentors and proteges. Three of the four mentors described their relationships as more directive, competitive, and formal than the proteges.

In the case of the failed relationship, the mentor's perspective of the relationship reflected lower scores than the protege in 13 areas of the semantic differential. He viewed their relationship as quite superficial, non-supportive, cold and passive, somewhat unprofessional, unfruitful, non-sharing, distant, inaccessible, tense and mistrusting, slightly worthless, and disagreeable. He scored four areas of the relationship higher than his

protege. The mentor believed that he was more directive, demanding, competitive, and responsive than his protege indicated.

Agreement between mentor and protege was reported on eight dimensions of the relationship. The semantic differential assessed their relationship as "slightly flexible and constructive; quite intermittent and uncomfortable; somewhat formal, stagnant and ungratifying; and very disappointing."

Mentors believed that planning, implementing, and reflecting on activities were mutually beneficial. This process gave direction to the relationship and set the stage for the mentors' role as coach to explain their expectations for their proteges. The realization of expectations was achieved in three of the four relationships.

Expectations were not achieved in one relationship that ended in disengagement. This mentor expressed disappointment with his protege's level of commitment and uncertainty about being a principal with this comment, "I wasn't really sure she wanted to be a principal." The protege said that she did not feel like she "ever fulfilled his expectations." She indicated that they never really established a good working relationship because of their "very different views of what the mentor should be and protege should be." The experienced principal saw his role in a global fashion with a wealth of experience to share. The protege indicated that she needed more concrete direction from her mentor principal. As a novice

protege, she expressed the need to learn first about the specificity of the principal's role then proceed to broader aspects of the job.

Both mentor and protege recognized that the protege felt "uncomfortable," but neither initiated steps to remedy the situation. The protege said she "didn't particularly feel included in what was happening." He indicated that she never really "made much of an effort to connect with the staff." Her mentor described their relationship as "cold." These feelings, coupled with other areas of diversity, created a relationship that failed to flourish.

Compatibility was an issue with this dyad. They experienced reciprocal, originator, and interchange incompatibility in the areas of inclusion, control, and affection. Incompatibility, apathetic conflict, and unmet expectations were factors that led to the dissolution of this relationship.

In the case of the failed relationship, the mentor and protege agreed that the relationship was "slightly inflexible, quite uncomfortable, somewhat stagnant, very disappointing, slightly constructive, quite intermittent, very ungratifying, and somewhat formal." Differences characterized the incompatible relationship with a deviation of three or more points noted in eight aspects of their relationship: genuine vs. superficial, sharing vs. non-sharing, accessible vs. inaccessible, directive vs. non-directive, tense vs. relaxed, competitive vs. non-competitive, professional vs. unprofessional, and responsive vs. unresponsive. The relationship was somewhat to slightly

distant, quite to somewhat non-supportive and cold, quite to slightly passive, slightly mistrusting to slightly trusting, slightly worthless to somewhat valuable, quite undemanding to somewhat undemanding, quite to somewhat unfruitful, and slightly disagreeable to somewhat congenial.

### **FIRO-B and the Relationships**

Interpersonal skills identified by Schutz (1966) through the FIRO-B indicated that school administrators had high expressed and wanted scores for inclusion, control, and affection. Schutz's findings of overall scores for school administrators was 30.2 (of a possible 54). As an occupational group, he found that school administrators had a preference for interacting and initiating interactions with others.

The results of the FIRO-B in this study proved to be inconclusive with respect to assessing successful relationships between mentors and protege. Mentors in this study reflected overall scores of 30, 31, 28 and 21. Overall protege scores were 32, 22, 22, and 28. In the case of the failed relationship, the mentor's overall score was the highest of the FIRO-B scores; the protege's was the lowest score. There was little congruence between the FIRO-B scores and the relationships between mentors and proteges.

When used to calculate compatibility between mentors and proteges, the FIRO-B scores may be a useful measure of the chemistry between mentor and protege. For example, low scores indicate reciprocal compatibility

or evidence that one is meeting the needs of the other. Originator compatibility is evident by a zero or low score. Interchange compatibility is indicated by low scores. Using FIRO-B scores as an indicator of compatibility is one measure of how dyad members are relating to one another.

### **Personal Characteristics and the Relationships**

Personal characteristics such as age, experience, and gender influenced the development of the relationships between the mentors and proteges. In all four cases, superior-subordinate positions were identified by mentors and proteges respectively. Mentors were older and more experienced than proteges who had no experience in the principalship.

**Age** difference between mentors and proteges in this study was ideal. Age difference between mentors and proteges was nine years in two cases, sixteen years in one case, and five years in one case. The average age of mentors was 43 and the average age of proteges was 33. In this study the age difference between mentors and proteges averaged 10 years.

The ideal age difference recommended by Levinson is 8 to 15 years. Age difference less than six to eight years is likely to create peer relationships, intimate friends, or collaborative co-workers with minimal mentoring. Being from the same era created a common ground in many areas for mentors and proteges. They had a familiar base of information and had experienced similar events in life.

The age range for mentors was between 40 and 47 years and the age range for proteges was between 31 and 38 years. Levinson (1978) speculated about turning points in life and noted "the fabric of life changes at around 40, with the start of middle adulthood" (p. 30). He theorized that it was difficult to fulfill the expectations of mentor before the age of 40.

**Gender** was significant to this study because all four case studies reported on relationships between male mentors and female proteges. Gender was not reported in any of the four relationships as a problem.

The past effect of the "glass ceiling" that created the shortage of female mentors available to work with aspiring principals is also significant. While the number of female proteges and male mentors is coincidental, it is representative of the stereotypical roles assumed by women and men in education. Traditionally, women have been employed for the role of teacher and men as administrators. Data in a 1987 Educational Research Service (ERS) Poll indicate that few women work as school administrators and only 24% of the women in educational administration work as principals. This is a trend that is slowly changing as more women become endorsed as principals. The realization that half of the principals are expected to retire over the next decade brings new opportunities. The shortage of women as principals and administrators continues to be addressed (Griffiths, Stout, & Forsyth, 1988). Recommendations from commission reports and affirmative action programs continue to address this problem.

**Experience** established credibility and strengthened the development of relationships. Mentors had a minimum of three years of experience as administrators and "knew the ropes" in the profession. They averaged five years of experience in the classroom and 14 years as principal. Proteges had an average of 13.5 years experience in the classroom. Proteges were inexperienced with the work of the principal and wanted to gain experience by working with mentor principals. The proficiency of proteges with recent classroom experience was appreciated by principals. Experience became a commodity for mutual exchange between mentors and proteges. Proteges believed that their experience was an asset to principals because it reflected recent classroom experience and contributed to their instructional expertise. Mentors believed their experience with finance, scheduling, special education, and working with parents and the public made a valuable contribution to their relationships and the development of proteges as school principals. They were able to coach proteges in these important aspects of the principalship.

### **Contextual Variables and the Relationships**

Contextual variables were instrumental in facilitating mentor-protege relationships. The school division and university played major roles in creating the framework for mentor-protege relationships by assisting with financial support and creating a unique program design.

The **school division** played a vital role in developing mentor-protege relationships. Division policies and procedures, personnel willing to commit time, and financial support to the new program were contributing factors. Central office staff and principals contributed time to mentor-protege relationships. Proteges were impressed by the accessibility to people and the information available to them. Time was allowed for proteges and mentors to participate in program activities together. Relationships were facilitated by the school division's financial commitment to secure substitutes for the 90-day internship so that proteges could spend time with mentors in their schools. Substitutes for proteges were funded in the school division budget. Stipends were available for mentors and proteges for tuition assistance, professional meetings, and travel; mentors received recertification credits. A supportive school division helped to create comfortable relationships between mentors and proteges.

**The university's unique program design** featuring seminars, teleconferences, professors and other guests with special expertise, field trips, portfolios developed by proteges, and 90-day internships reinforced the development relationships. The program provided a framework for discussions between mentor and protege and an opportunity for them to come together for mutual activities. Mentors and proteges reported that exposure, networking, and association with other professionals were valued parts of the relationship. Narrative assessment was another unique feature of

the program that encouraged interaction among mentors, proteges, and university professors.

**Distance** was not reported as a concern affecting mentor-protege relationships in this study. In all four cases, mentors and proteges interned in schools different from their work assignment, but within the same school division. Distance between schools was relatively short with no more than 15 miles between a protege's home school and mentor's school. University classes were offered off-campus at a school division site. The proximity of mentors and proteges to activities enhanced participation opportunities and facilitated their relationships.

**Time** was a factor that influenced relationships and created concern for mentors and proteges. Time together was essential for mentors and proteges to develop their relationship; however, time away from teaching assignments was a concern of proteges. Distress was related to substitute teachers, lesson preparation, and contact with students, parents, and home school principals. Time allocations during the internship were a concern for mentor principals who wanted to ensure appropriate activities for aspiring principals. All mentors suggested that they would make a change to expand the amount of time at the intern school. They suggested at least two weeks at a time to give continuity. Mentors reported the need to plan times to leave the protege "in charge" of the building.

**Family support** facilitated relationships and was valued by mentors and proteges. Families of mentors were accustomed to the meetings and long days required of administrators. Time spent with proteges was a part of normal school activities. Family support was crucial to proteges, all of whom were females taking on new roles and duties as "student" and "intern," in addition to teaching. One protege experiencing a divorce found family support essential to completing the program. Three proteges indicated that added responsibilities created stress, but they learned to cope by making adjustments in their work, student, and family schedules. Proteges indicated that supportive families provided relief from stress and were instrumental in their accomplishments.

### **Costs and Benefits**

The costs associated with mentoring are minimal compared to the benefits. Mentors expressed concern about personal and professional liability associated with failure. Failure to have a successful relationship or produce positive results was expressed by all mentors as a cost.

Time was a scarce commodity that influenced mentor-protege relationships. Mentors expressed the desire to find more time to spend with their proteges. They found it difficult to arrange time to attend meetings and to leave the protege "in charge." Proteges expressed concern about time away from their home school and securing a long-term substitute who could

provide continuity with classes. All proteges agreed that large chunks of time needed to be spent with their mentors, yet they found being away from the home school during the internship a problem. Managing time to deal with the additional responsibilities as a teacher, student, and intern was a concern for proteges. They needed time to meet program demands, to make lesson plans, to be in the mentor's school, and to attend meetings, seminars, and field trips. Many of the program demands translated into time away from home school and family. Proteges considered them cost factors.

Mentors benefitted personally and professionally from the relationship. As a part of program development consideration was given to a rewards system for mentors. Mentors enjoyed being included in the seminars that provided information about current developments in education. Mentors identified benefits from their relationships with proteges. One mentor indicated that mentoring gave an opportunity to develop leadership style. He considered having a protege an asset because they served as "a confidante and sounding board." Others indicated that proteges helped with their work and gave a new perspective to their work. Their affiliation with the program and their protege facilitated networking, travel, and purchase of professional books. Satisfaction of regenerative needs and ability to contribute to the profession by preparing the next generation of principals was a benefit mentioned by all mentors. All mentors reported satisfaction from making a contribution to their profession.

Proteges identified advantages in their relationships with mentors. They perceived the professional and social opportunities of networking, reflecting, shadowing professionals, and exposure to information as benefits.

Both mentors and proteges perceived being selected to participate in this new and prestigious program as a benefit. All proteges mentioned the significance of surviving the rigorous selection process. They felt "overwhelmed," but believed their selection created a "halo effect," which placed them in a position for special opportunities. Some of the opportunities including networking, shadowing, reflecting, and making mutual exchanges were reported as beneficial to mentors and proteges.

Mentoring represents an opportunity for personal and professional growth and development while making a contribution to one's profession. Ideally, mentors and proteges embark on a journey with the expectation of positive experiences and relationships that are mutually beneficial.

### **Recommendations**

Research indicates that limited information about mentoring in educational administration is available. Recommendations for practice and research have implications for universities and school divisions interested in developing programs with mentoring components. Mentors, proteges, and others interested in mentoring will find the results beneficial.

## Recommendations for Practice

Organizational philosophy and leadership are instrumental in establishing the concepts of mentoring. For example, the benefit of mentoring must first be established to the point that it is imbedded in the organizational philosophy. If the concept of mentoring is accepted, it will be reflected in organization's structure and personnel dynamics. In this study, the philosophy and leadership of the school division supported the concept of mentoring by facilitating opportunities for professional interaction between mentors and proteges. The school division provided fiscal support of mentoring activities. Formal and informal mentoring was facilitated by the school division working with the university to provide opportunities for rewarding teamwork, collaboration, education, and in-service efforts.

Information about mentoring practices is sparse and few materials are available for informing mentors and proteges in educational administration. Program planners should (1) continue to study mentor-protege relationships in educational administration to learn more about what makes successful relationships and at what costs and benefits to the organization, (2) design training materials to assist mentors and proteges in understanding their roles, (3) conduct training for mentors prior to the induction to minimize the "overwhelmed" feeling experienced by mentors and proteges, (4) consider the benefits of close proximity in facilitating relationships, (5) use instruments in addition to the FIRO-B to gather useful data to predict or to assist with the

development of successful relationships between mentors and proteges, (6) use screening techniques to identify people who are committed to the goal of becoming a principal, (7) design an internship that allows proteges to spend larger chunks of time together that allow them to observe a variety of leadership styles and school levels, (8) design new methods of dissolving a mentoring relationship, (9) identify a pool of experienced mentors with the approximate age of 40 and 15 years experience, (10) allow proteges to become acquainted with potential mentors through visitations prior to committing to a mentor, and (11) identify incentives that motivate mentors.

Incentives that motivate potential mentors were identified in this study. Among the satisfying inducements were: (1) recognition for expertise, (2) stipends for tuition, (3) educational seminars and travel, (4) recertification credits, (5) fulfillment of regenerative needs, and (6) field-based programs that reduce travel distance and time.

The process of selecting protege participants should include methods that carefully scrutinize a protege's commitment to becoming a principal. Commitment to the goal of becoming a principal was important to mentors. In one case, a mentor questioned a protege's commitment to the goal of becoming a principal. His perception that she lacked the commitment was cited as a factor in their relationship. Proteges should be encouraged to visit a number of potential mentors prior to committing to a mentor. This is a process that should prove to be equally beneficial to mentors.

The use of instruments other than the FIRO-B should be used to qualify as a mentor. The FIRO-B scores were inconclusive as predictors of successful mentoring in this study. Compatibility data calculated from FIRO-B pre and post tests may be useful in making mentor-protégé pairings. According to Schutz (1966) school administrators are in a profession that requires a high level of contact that others. He suggests that the pattern for this profession requires high scores within each interpersonal area and a high total score. From his research 30.2 was the mean score attained by school administrators. A similar score is recommended to qualify as a mentor.

The semantic differential should be used more extensively to monitor relationships between mentors and protégés. The semantic differential should be staged during the relationship to monitor mentor-protégé relationships. Data from the semantic differential described the status of the relationship and could be valuable for the maintenance of relationships between mentors and protégés.

### Recommendations for Research

The continued study of effective practices associated with mentor-protégé relationships is recommended. Further research on mentoring relationships should be conducted to learn more about mentoring relationships and mentoring programs. Further research should include (1) an expanded population from other mentoring programs to compare the

results of mentoring, (2) a longitudinal study to follow-up on the status of mentors and proteges and to determine the effectiveness of the internship experiences for mentors and proteges, (3) a study with mentors and proteges from different school divisions and geographic localities to determine the impact of distance on mentoring relationships, (4) a similar study addressing mentoring minority issues, (5) a study comparing the results of formal and informal mentoring programs, (6) a study using the semantic differential and other test data to monitor or predict successful relationships, (7) a study of mentors and proteges who were self-selected to learn about the element of attraction between mentors and proteges, and (8) continued study of what makes mentoring successful.

Case studies limited by retrospective accounts of relationships by mentors and proteges may lose salient aspects of relationships if not completed immediately. Therefore, continuous data collection is recommended as a means of increasing accuracy and minimizing loss of information due to time lapses. Observational techniques with a third party observing and recording mentor-protege interactions would bring a different dimension to the study of mentor-protege relationships.

Alliances between school divisions and universities should continue restructuring to develop programs that produce effective school principals. Mentoring programs ultimately help to develop an organization's human potential. Once mentoring models are in place, the benefits for the

organization, mentors, and proteges should perpetuate the practice of mentoring.

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**Appendix A**

**DISCLOSURE STATEMENT**

## Disclosure Statement

At the beginning of the interview, this disclosure statement will be read by the interviewer. One copy will be retained by the person being interviewed and one signed copy will be retained by the interviewer.

---

I am conducting a research project to learn more about the ways mentors and proteges worked together in the Regional Program for the Preparation of Principals. If at anytime you should have questions about this project, you may reach me at (703) 772-7575 (work) or (703) 989-9295 (home) or you may contact Dr. David J. Parks, College of Education at Virginia Tech, the chairman of my research committee (703) 231-5111.

Your willingness to give of your time to participate in this project is appreciated. Before we begin, I want to make you aware of your rights as a part of your participation in this project.

- ◆ Your participation is voluntary.
- ◆ You may refuse to answer any question.
- ◆ You may withdraw from the interview at any time.
- ◆ Strict confidentiality will be practiced.
- ◆ Excerpts of the interviews will be used in the final research report, but under no circumstances will your name or other identifying characteristics be included in this project.
- ◆ You grant permission for your FIRO-B scores to be used as a part of this study.

Your cooperation and assistance with this important research project are greatly appreciated. Please sign the forms to acknowledge that you have read the contents.

\_\_\_\_\_ NAME PRINTED \_\_\_\_\_ DATE

\_\_\_\_\_ NAME SIGNED

Appendix B

**PERSONAL AND PROFESSIONAL DATA**

### Personal and Professional Data

This questionnaire requests information about your personal and professional background.

1. Name \_\_\_\_\_ Mentor: \_\_ Protege \_\_
2. Age during the program: \_ 21-32 \_ 33-44 \_ 45-46 \_ 57 & Over
3. Gender: \_\_\_ Male \_\_\_ Female
4. Marital Status: \_\_ Married \_\_ Years \_\_ Single \_\_ Divorced \_\_ Years  
Husband's Occupation \_\_\_\_\_
5. Children: \_\_\_ Number \_\_\_\_\_ Ages \_\_\_\_\_ Special  
Problems
6. Please indicate your highest level of education:  
\_ B.A./B.S. Degree + graduate hours  
\_ M.S.Degree \_ M.S.Degree + graduate hours \_ Other
7. Indicate major areas of study in which your degrees were earned:  
B.A./B.S. \_\_\_\_\_ Master's Degree \_\_\_\_\_ Other \_\_\_\_\_
8. Indicate your current professional position and school division. Note the  
years of service in that position.  
Position: \_\_\_\_\_ Years of Service: \_\_  
School Division: \_\_\_\_\_  
Type of School: \_ Elem \_ Jr.High/Middle \_ HS

9. During the 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.

Frequently = 3   Occasionally = 2   Seldom = 1   Never = 0

Professional Development Activity	Amt. of Time
-----------------------------------	--------------

Ex.:

Personal Development Activity	Amt. of Time
-------------------------------	--------------

Ex.:

Thank you for your cooperation in completing this questionnaire.

Appendix C

**SEMANTIC DIFFERENTIAL**

## 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 intern. Place an "X" in the appropriate space to describe your relationship with your mentor or intern. Work quickly, but be certain that your answers accurately reflect your impressions of the relationship that you have with your mentor or intern.

Describe this relationship 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 to form a scale like this:

VERY OPEN       $\frac{\quad}{8}$   $\frac{\quad}{7}$   $\frac{\quad}{6}$   $\frac{\quad}{5}$   $\frac{\quad}{4}$   $\frac{\quad}{3}$   $\frac{\quad}{2}$   $\frac{\quad}{1}$       VERY CLOSED

If you ordinarily think of your mentor/intern as being quite open, you would mark an "X" in the space marked 7, like this:

VERY OPEN       $\frac{\quad}{8}$   $\frac{X}{7}$   $\frac{\quad}{6}$   $\frac{\quad}{5}$   $\frac{\quad}{4}$   $\frac{\quad}{3}$   $\frac{\quad}{2}$   $\frac{\quad}{1}$       VERY CLOSED

---

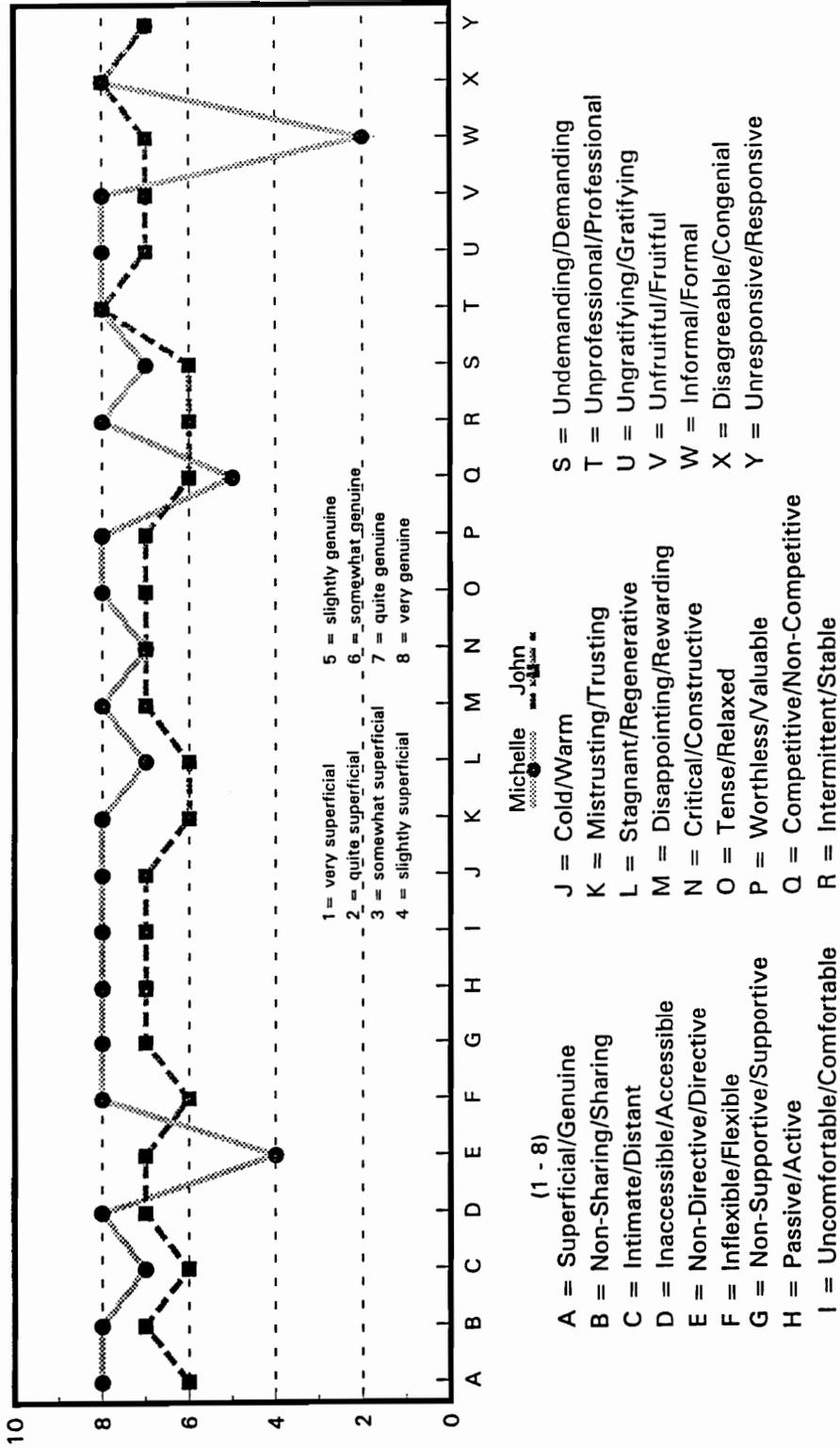
GENUINE       $\frac{\quad}{8}$   $\frac{\quad}{7}$   $\frac{\quad}{6}$   $\frac{\quad}{5}$   $\frac{\quad}{4}$   $\frac{\quad}{3}$   $\frac{\quad}{2}$   $\frac{\quad}{1}$       SUPERFICIAL

SHARING       $\frac{\quad}{8}$   $\frac{\quad}{7}$   $\frac{\quad}{6}$   $\frac{\quad}{5}$   $\frac{\quad}{4}$   $\frac{\quad}{3}$   $\frac{\quad}{2}$   $\frac{\quad}{1}$       NON-SHARING

DISTANT	$\overline{8}$	$\overline{7}$	$\overline{6}$	$\overline{5}$	$\overline{4}$	$\overline{3}$	$\overline{2}$	$\overline{1}$	INTIMATE
ACCESSIBLE	$\overline{8}$	$\overline{7}$	$\overline{6}$	$\overline{5}$	$\overline{4}$	$\overline{3}$	$\overline{2}$	$\overline{1}$	INACCESSIBLE
DIRECTIVE	$\overline{8}$	$\overline{7}$	$\overline{6}$	$\overline{5}$	$\overline{4}$	$\overline{3}$	$\overline{2}$	$\overline{1}$	NON-DIRECTIVE
INFLEXIBLE	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	$\overline{8}$	FLEXIBLE
SUPPORTIVE	$\overline{8}$	$\overline{7}$	$\overline{6}$	$\overline{5}$	$\overline{4}$	$\overline{3}$	$\overline{2}$	$\overline{1}$	NON-SUPPORTIVE
PASSIVE	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	$\overline{8}$	ACTIVE
COMFORTABLE	$\overline{8}$	$\overline{7}$	$\overline{6}$	$\overline{5}$	$\overline{4}$	$\overline{3}$	$\overline{2}$	$\overline{1}$	UNCOMFORTABLE
COLD	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	$\overline{8}$	WARM
TRUSTING	$\overline{8}$	$\overline{7}$	$\overline{6}$	$\overline{5}$	$\overline{4}$	$\overline{3}$	$\overline{2}$	$\overline{1}$	MISTRUSTING
REGENERATIVE	$\overline{8}$	$\overline{7}$	$\overline{6}$	$\overline{5}$	$\overline{4}$	$\overline{3}$	$\overline{2}$	$\overline{1}$	STAGNANT
REWARDING	$\overline{8}$	$\overline{7}$	$\overline{6}$	$\overline{5}$	$\overline{4}$	$\overline{3}$	$\overline{2}$	$\overline{1}$	DISAPPOINTING
CRITICAL	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	$\overline{8}$	CONSTRUCTIVE
TENSE	$\overline{1}$	$\overline{2}$	$\overline{3}$	$\overline{4}$	$\overline{5}$	$\overline{6}$	$\overline{7}$	$\overline{8}$	RELAXED
VALUABLE	$\overline{8}$	$\overline{7}$	$\overline{6}$	$\overline{5}$	$\overline{4}$	$\overline{3}$	$\overline{2}$	$\overline{1}$	WORTHLESS

COMPETITIVE	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	NON-COMPETITIVE
STABLE	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	INTERMITTENT
DEMANDING	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	UNDEMANDING
PROFESSIONAL	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	UNPROFESSIONAL
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

# Graph of Scores on Semantic Differential Describing the Relationship Between Michelle and John



**Figure 2. Case I: The Student-Teacher Relationship**

# Graph of Scores on Semantic Differential Describing the Relationship Between Joan and Tim

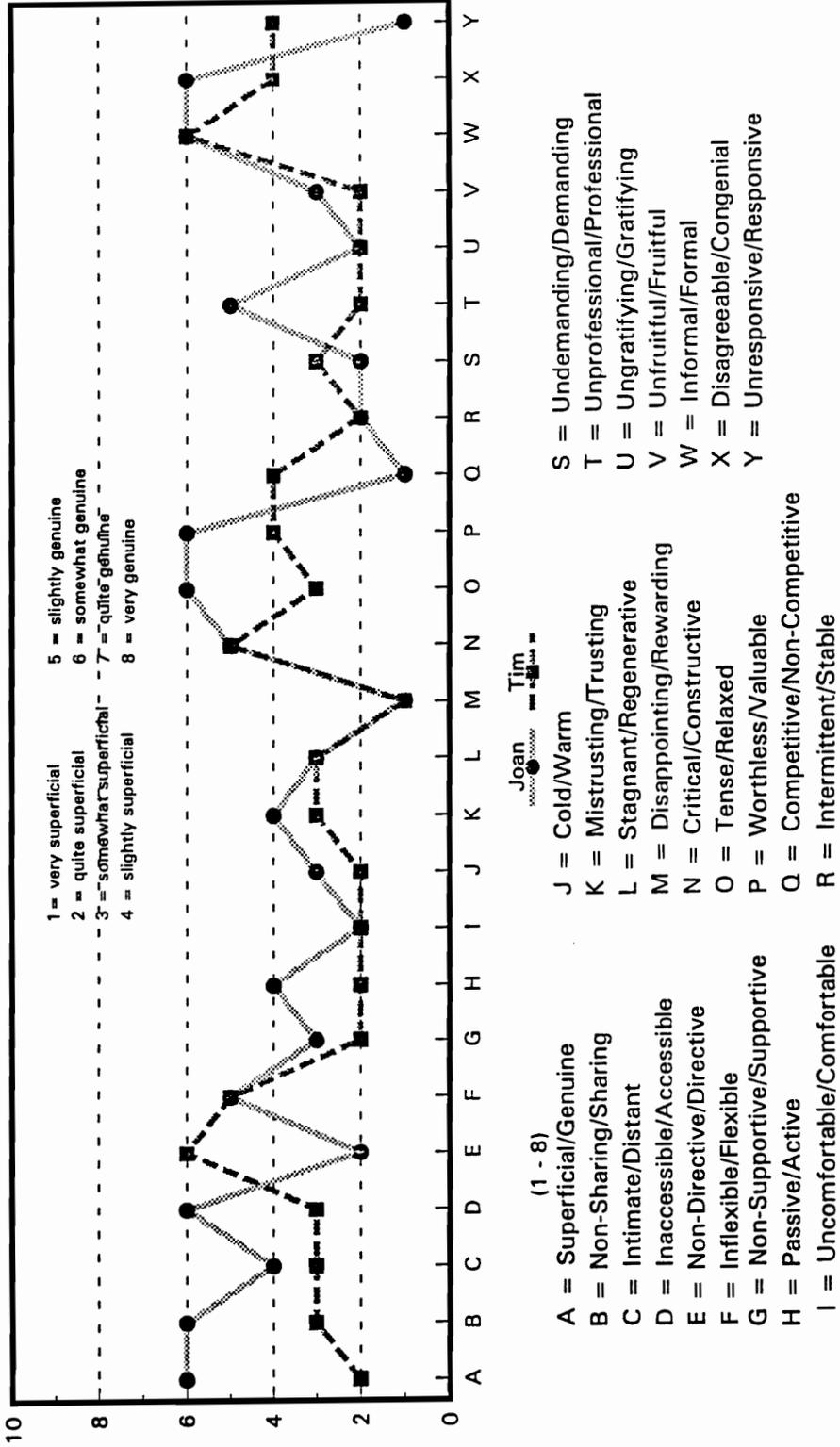
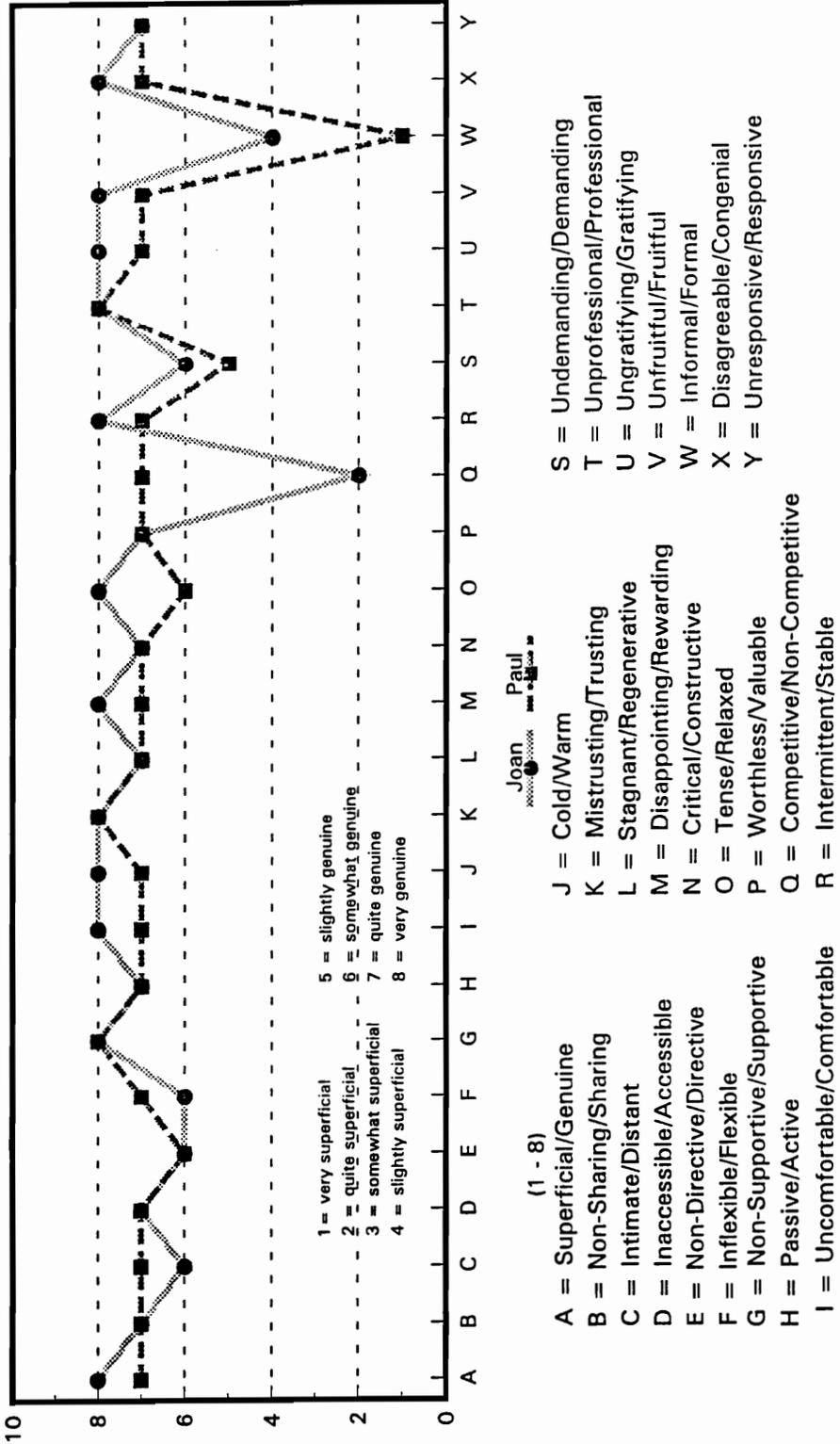


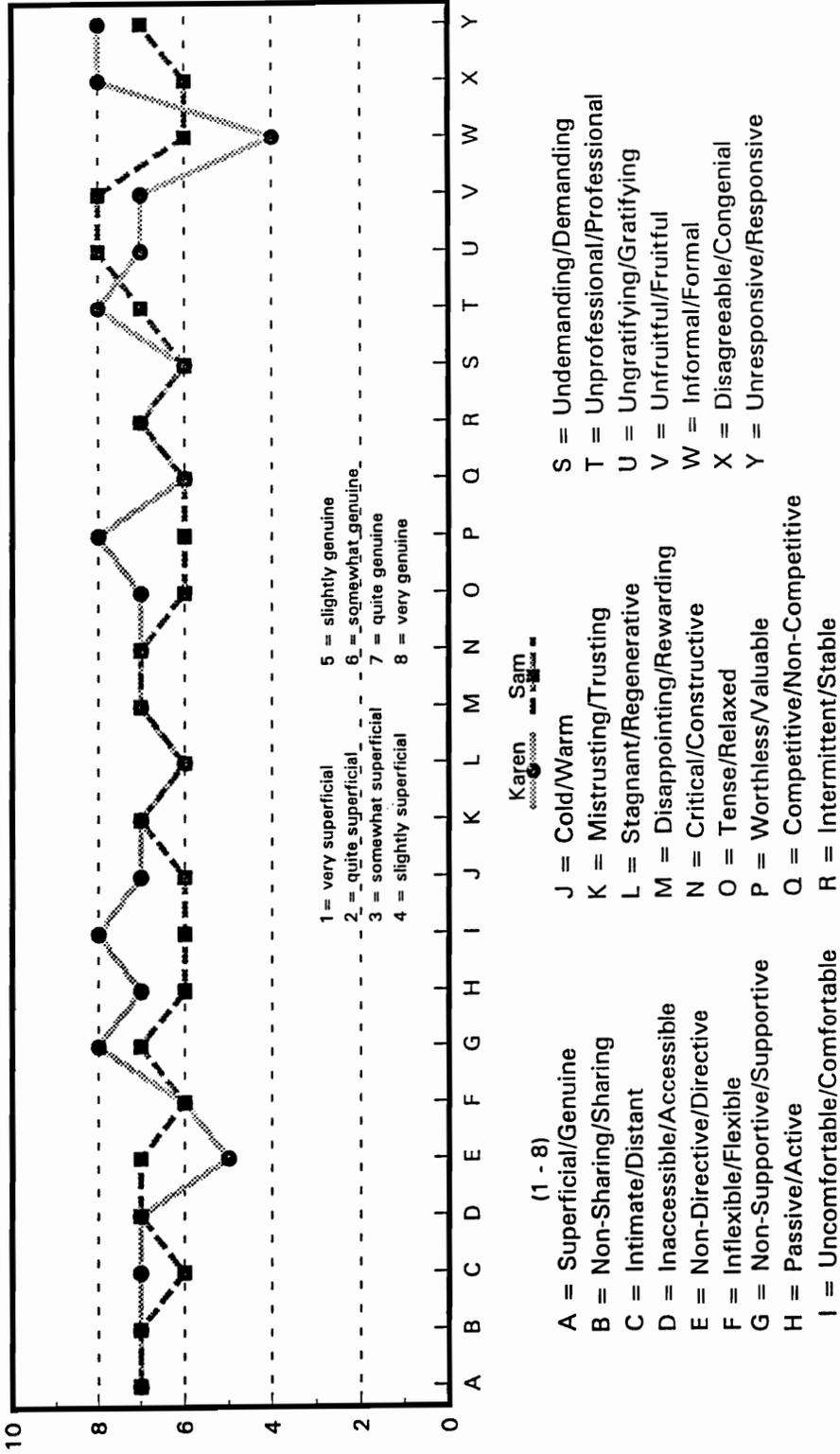
Figure 3. Case II: The Roller Coaster Relationship

# Graph of Scores on Semantic Differential Describing the Relationship Between Joan and Paul



**Figure 4. Case III: The Renaissance Relationship**

# Graph of Scores on Semantic Differential Describing the Relationship Between Karen and Sam



**Figure 5. Case IV: The Dichotomous Relationship**

Appendix D

**INTERVIEW PROTOCOLS FOR MENTORS AND PROTEGES**

\*MENTOR \_\_\_\_\_ MY PROTEGE IS \_\_\_\_\_

## INTERVIEW PROTOCOL

### RELATIONSHIPS BETWEEN ASSIGNED MENTORS AND PROTEGES IN A PRESERVICE PROGRAM FOR THE PREPARATION OF PRINCIPALS

INTRODUCTION: This dissertation is a study of how mentors and proteges worked together in the Regional Principal Preparation Program. Your cooperation and participation in this study will help to provide meaningful information for individuals interested in developing mentoring programs.

#### Part A. The Induction

Think back to the orientation for the principal preparation program (August 20, 1989); capture the thoughts and feelings you had about the people and the process. Describe the meaning it had for you.

1. How did you meet and become acquainted with your protege?
2. What was your first impression of your protege? Describe your thoughts and feelings.
3. Describe what happened between you and \_\_\_\_\_ that influenced your working together.

Was there any "special chemistry" or bonding that occurred between you and \_\_\_\_\_ that enhanced your working with \_\_\_\_\_ at the beginning of the mentoring experience? If so, please describe.

#### Part B. The Mentoring Relationship

4. You were a mentor for approximately two years. What is your view of the role of mentor and the role of the protege and tell me how you learned about how to be a mentor?
  - Tell me how you interacted and worked together. Describe some of your duties.
  - Did you have any examples to guide you in performing and assessing those duties? Please elaborate on your answer.

5. How did your protege show an interest in you?
  - Did your protege attend and participate in the program activities?
  - Did you and your protege spend time together at social activities that were separate from professional activities? If so, tell me about these occasions.
  - What was it really like to be \_\_\_\_\_'s mentor?
  - In what ways were you helpful to your mentor? Please describe.
  - Were there problems or concerns associated with bring \_\_\_\_\_'s mentor? If so, please describe them.
6. Have you had more than one protege? If so, compare and describe the relationships.
7. As you and your mentor became better acquainted, describe the changes in the ways you worked together.
8. Reflect on the following three areas and tell me the influence they had on your working together.
  - Age difference between you and your protege:
  - Years of experience:
  - Gender: Your mentor was \_\_\_\_\_.
9. Was there noticeable change in your relationship toward the end of the program? If so, please describe.

PART C. The 90-Day Internship Component.

10. Tell me how you spent your 90-day internship?
  - Describe the activities and ways that you worked with your mentor.
11. Would you make changes in the 90-day internship? If so, please tell me about the changes you would make.
12. How do you think the activities of the program affected your working together? If so, please share your thoughts.
13. Your administrative assignment was in \_\_\_\_\_, while your protege's assignment was in \_\_\_\_\_. Tell me what was like to work in one school division and have a protege in [another school division or the same school district].

- Tell me about some of the opportunities associated with being a protege in \_\_\_\_.
- How did your family deal with your participation in this program. Describe some instances of their coping.

Part D. Closure.

Sharing your thoughts and ideas about mentoring in the Regional Program for the Preparation of Principals will provide valuable information for future program planners.

14. What suggestions do you have for others interested in being a mentor? What would you tell them?
15. If given an opportunity, would you have chosen another protege? If so, please explain who and why?
16. How will you describe the experience of the relationship and program to others?

Do you have additional thoughts or comments that you wish to make at this time?

**Thank you for being so generous with your thoughts and time.**

\*PROTEGE \_\_\_\_\_ MY MENTOR IS \_\_\_\_\_

## INTERVIEW PROTOCOL

### RELATIONSHIPS BETWEEN ASSIGNED MENTORS AND PROTEGES IN A PRESERVICE PROGRAM FOR THE PREPARATION OF PRINCIPALS

INTRODUCTION: This dissertation is a study of how mentors and proteges worked together in The Regional Principal Preparation Program. Your cooperation and participation in this study will help to provide meaningful information for individuals interested in developing mentoring programs.

#### Part A. The Induction

Think back to the orientation for the principal preparation program, (August 20, 1989); capture the thoughts and feelings you had about the people and the process. Describe the meaning it had for you.

1. How did you meet and become acquainted with your mentor?
2. What was your first impression of your mentor. Describe your thoughts and feelings.
3. Describe what happened between you and \_\_\_\_\_ that influenced your working together.

Was there any "special chemistry" or bonding that occurred between you and \_\_\_\_\_ that enhanced your working with \_\_\_\_\_ that occurred at the beginning of the mentoring experience? If so, please describe.

#### Part B. The Mentoring Relationship

4. You were a protege for approximately two years. What is your view of the role of mentor and the role of protege and how did you learn to be mentored?
  - How did you interact and work together? Describe some of your duties.
  - Did you have any examples to guide you in performing and assessing those duties? Please elaborate on your answer.
5. How did your mentor show an interest in you?
  - Did your mentor attend and participate in program activities?

- Did you and your mentor spend time together at social activities that were separate from professional activities?  
If so, tell me about these occasions.
  - What was it really like to be \_\_\_\_\_'s protege?
  - In what ways were you helpful to your mentor? Please describe.
  - Were there problems or concerns associated with being \_\_\_\_\_'s protege? Please describe.
6. Have you had other mentors? If so, describe your "real mentor" and compare the two relationships.
  7. As you and your mentor became better acquainted, describe the changes in the ways you worked together.
  8. Reflect on the following three areas and tell me the influence they had on your working together.
    - Age differences between you and your mentor:
    - Years of experience:
    - Gender: Your mentor was \_\_\_\_\_.
  9. Was there noticeable change in your relationship toward the end of the program? If so, please describe.

PART C. The 90-Day Internship Component.

10. Tell me how you spent your 90-day internship?
  - Describe the activities and ways that you worked with your mentor.
11. Would you make changes in the 90-day internship?  
If so, please tell me about the changes you would make.
12. How do you think the activities of the program affected your working together? If so, please share your thoughts.
13. Your teaching assignment was in \_\_\_\_\_, while your protege assignment was in \_\_\_\_\_. Tell me what it was like to work in one school division and be a protege in [another school or the same school division].
  - Tell me about some of the opportunities associated with being a protege in \_\_\_\_\_.
  - How did your family deal with your participation in this program? Describe some of their instances of coping.

Part D. Closure.

Sharing your thoughts and ideas about mentoring in the Regional Program for the Preparation of Principals will provide valuable information for future program planners.

14. What suggestions do you have for others interested in being a protege?
15. If given an opportunity, would you have chosen another mentor? If so, please explain who and why?
16. How will you describe the experience of the relationship and program to others?

Do you have additional thoughts or comments that you wish to make at this time?

**Thank you for being so generous with your thoughts and time.**

Appendix E

**FIRO-B AND PERMISSION FROM  
CONSULTING PSYCHOLOGISTS PRESS**



Consulting  
Psychologists  
Press, Inc.

SAMPLE ITEMS FROM THE  
**FIRO-B**

by Will Schutz

Directions: This questionnaire explores the typical ways you interact with 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.

**Expressed Behavior**

For each statement below, decide which of the following answers best applies to you. Place the number of the answer to the left of the statement. Please be as honest as you can.

1. never    2. rarely    3. occasionally    4. sometimes    5. often    6. usually

Control \_\_\_\_\_ I try to be the dominant person when I am with people.

Inclusion \_\_\_\_\_ I try to include other people in my plans.

Affection \_\_\_\_\_ I try to have close relationships with people.

**Wanted Behavior**

For each of the next group of statements, choose one of the following answers:

1. nobody    2. 1 or 2    3. a few    4. some    5. many    6. most  
                  people            people            people            people            people

Control \_\_\_\_\_ I let other people control my actions.

Inclusion \_\_\_\_\_ I like people to include me in their activities.

Affection \_\_\_\_\_ I like people to act close and personal with me.

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**Appendix F**

**CASE STUDY I**

**RENEWAL: A STUDENT-TEACHER RELATIONSHIP**

## **RENEWAL: A STUDENT-TEACHER RELATIONSHIP**

As a high school government teacher, John recalled his protege being a "very conscientious, enthusiastic student, one who was involved in many school activities, as well as being a fine academic student." It was that memory of the student-to-teacher relationship that gave a solid beginning to the new relationship between mentor principal John and aspiring principal Michelle. Michelle was now a 32 year old civics teacher in a suburban junior high school with 850 students. Her mentor was 15 years her senior and had been a principal in his current middle school assignment for seven years.

### **Michelle: The Protege's Perspective**

Relationships are characterized by their nature and the circumstances that influence their development. In this case, the relationship between John and Michelle was influenced by John's sensitivity, trust, expectations, and interest in Michelle. The relationship was further enhanced by familiarity, similar views toward life, mutual respect, and the allocation of time.

The nature of the relationship. Comfortable and informal with time for reflection is the best way to describe the relationship that developed between Michelle and John. "We chose to find some time...to sit down and reflect on things that had happened--my feelings, his perceptions." Michelle indicated that she began with "comfortable assignments such as lunch duty" and moved to more complex situations, such as dealing with discipline and special

education. Other duties, typically performed by an assistant principal were assigned; she completed reports, supervised a dance or attended a PTA meeting, and handled a faculty meeting.

A student-teacher type relationship developed between the protege and mentor. Michelle explained that her mentor was a teacher who set expectations, "...his role was that of teacher...he was there to guide me through some experiences and provide me with general background and information and knowledge...." She indicated that he expected her to achieve and he nurtured her along the way.

Factors influencing the relationship. Sensitivity and genuine interest in the protege's activities were qualities noted by Michelle as helpful in building a relationship. Inquiring about family, the home school, and interests outside of school made the protege feel comfortable. "He seemed to sense when I was uncomfortable about something." For example, the assessment center was expected to be a difficult experience and John knew Michelle was very nervous and had been sick. Michelle indicated that receiving flowers and a good luck wish "...gave me a tremendous sense of caring, that he really understood how I felt about all of this. It was a real nice feeling."

Trust is a quality that develops with time and experience. Michelle related that as trust grew so did the relationship, "I felt very comfortable in talking about things with him or in working with him on things that were very confidential. He showed that same trust in me." She elaborated about a

meeting at central office where there was discussion about staffing and the transfer of teachers. She felt that this showed a tremendous amount of trust with confidential information.

Bonding and special chemistry were created from respect, expectations, and similar viewpoints. In the past, Michelle had known him as being, "a very positive, very uplifting, very professional person even in high school...." She knew this was going to be a very top-notch relationship because she knew him to be "very professional, very demanding." She indicated that he was a "...very good teacher, and I knew I would have that same kind of experience in working with him as my mentor."

Expectations from that initial student-teacher relationship set the tone for the new mentor-protégé relationship. With a tremendous respect for him dating back to the government class, Michelle indicated that he was a model teacher who was very professional with high expectations. It was important for Michelle to do well because she did not do as well in government class as she would like to have done, and she indicated, "I wanted him to realize that I was as sharp and as capable as he made me feel that I was. I always felt real guilty about not making better grades...." Michelle continued to view him as her teacher 20 years later and still wanted his expectations to be realized.

Sharing a previous relationship and similar values enhanced bonding. Learning that her high school government teacher was to be her mentor rekindled memories for Michelle. Having a mentor who was familiar with her

background, home-school neighborhood, and ethnicity was comforting to Michelle. Feeling comfortable about the previous relationship, the two immediately reminisced about all that had occurred through the years. "So for me it was kind of a renewal of a relationship."

Sharing views on family and religion established common bonds early in the relationship:

We both seemed to have the same kind of feeling toward the importance of family....We both seemed to have had them in the hospital during that intern period. We both seemed to have a strong religious background. His church was very important to him and his religious beliefs were important to him, and we were able to share some of the differences and similarities between our religious beliefs. That...gave us a real understanding and trusting kind of relationship....We had a lot of respect for each other.

Michelle indicated how mutual respect and similar views further contributed to relationship building:

You can build a good relationship when you respect each other's philosophy and ideas and feelings, and we also had a lot of common feelings about our jobs...putting them in the right perspective. How important was the job in comparison to family and other things? We seemed to have some real similarities....

Time with mentor in the school setting was an important part of building the relationship. Time for planning and reflecting, was viewed as a valued resource. Michelle indicated, "We would start at the beginning of the week and we would talk about what he wanted me to do that week." Routinely time was spent together reflecting on their accomplishments.

When asked about making changes in the program, Michelle struggled with the amount of time to be spent with the mentor in the school setting. She concluded that it was more comfortable to extend the time to at least two weeks because, "We could plan ahead." She commented that stays of a semester or 90 days were best and that short stays were not very helpful.

This comfortable and informal relationship developed from a student-teacher relationship. From its inception, this relationship was influenced by past experiences, expectations, similarities, mutual respect, trust, and time allocations for interaction and reflection.

Benefits and costs associated with the relationship. Benefits and costs accompany most social contracts and flavor the resulting interactions. Compatible relationships are a corollary of mutually beneficial interactions. A prime example, this case included more positive than negative interactions.

Among the benefits of the relationship were experience that accompanied the mentoring process and networking which enabled Michelle to expand her circle of contacts within the school division. When reflecting on the mentoring process, she indicated, "...the time given to actually work as an assistant principal in a school was probably the most beneficial. The experience was invaluable, as was the opportunity to network in my own county; [they] provided me, with a wonderful situation for the future."

Shadowing the mentor principal during the early weeks was viewed as an opportunity for learning the tricks of the trade. Michelle felt that her

mentor was "... a good example. I would follow him quite a bit during those early weeks in particular...and would watch. One of the nice things with him was that he would share with me." She valued his modeling and reflecting.

Mutual exchanges were a benefit of the relationship. Michelle felt that she was helpful as a sounding board. Sharing new ideas in education, opportunities to hear about speakers, and read about current events in education came from the protege's participation in the program. John would sometimes use his protege as a sounding board to talk about some of these things. She reported, "I had a little bit more time than an assistant principal to sit down and chitchat about challenges in education and programs. I think he enjoyed that as much as I enjoyed being asked about various activities. So I think he saw that as being helpful to him."

Professional and social opportunities were available to mentors and proteges through the program. Michelle's mentor participated in some program activities. Socially, they were both invited to weddings; they ran into each other, and would sit and talk. Michelle indicated, "It was as if I had also found a new friend as well as a mentor."

The assistant principals' perceptions of the mentor-protege relationship were a cost that Michelle expressed in the following manner:

I spent a great deal of time with him in the office....I was handling some things that they normally handled; so I always wondered if I was creating a problem there for him with his assistant principals. I didn't know how they perceived me. I would have the time to go with him to principal meetings, or

luncheons with the kids, or other things where they kind of got left back at the school.

In this case, benefits outweighed than costs. Opportunities to gain experience in the role as principal, to network in professional and social circles, to shadow principals were more beneficial than the concern about the feelings of the assistant principals. These experiences were opportunities "to learn the ropes" and give the protege insight to the principalship.

### Personality Factors

The personality embodies all the social, emotional, mental, and physical characteristics which impact on the behavior. In this case, personality influenced the interaction between John and Michelle. Insight into Michelle's personality requires some understanding of her "internal working model" and the personality variables measured by the FIRO-B.

Insecurity characterized Michelle's personality at the beginning of the mentoring process. Expressed through feelings of fear, intimidation, and low self-confidence, Michelle related:

There was some genuine fear....I really didn't know what I had gotten myself into. We had gone through the process of being selected, but there really wasn't a tremendous amount of information about how the program was really going to click and come together. So there was some fear there that I may have gotten myself into something, a commitment that was going to be over my head. I really wasn't sure.

The feelings of intimidation and eroded self-confidence were exposed as Michelle related her feelings about close association with people she placed on a pedestal and viewed from afar: "She [a teacher] doesn't have that kind of an informal relationship with her superintendent where they are actually having lunch together." The informal luncheon with school leaders and the other proteges with stellar credentials chipped at her self-confidence and Michelle conveyed her apprehensions, "...maybe this was something that maybe I had gotten in over my head." On the other hand it was a good feeling, "I had been selected from all the applicants. It was nice to be there with all the people from the university and our central office people."

Michelle considered the early comments and feedback very positive and uplifting. It was welcomed by her because as she put it, "Teachers don't often get those kinds of wonderful messages sent back to them." She went on to say, "...at the same time my confidence was kind of slipping; it was also nice to get those pats on the back and some wonderful, rewarding comments that made me feel very special."

### FIRO-B Related to Personality

Personality is associated with behavioral characteristics that influence the nature of mentor-protege relationships. The FIRO-B provided measures of Michelle's personality for areas of inclusion, control, and affection (See Table 11).

Table 11

Michelle's FIRO-B Scores

Michelle's FIRO-B Scores				
	Inclusion	Control	Affection	Sum
Expressed	5	6	3	14
Wanted	8	4	6	18
Sum (e +w)	13	10	9	32
Diff (e-w)	-3	2	-3	-4

Scores may be categorized as follows: High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2

Note. Interpretation of FIRO-B scores was based on Ryan (1977), Schutz (1978), and Waterman (1987).

Michelle's inclusion scores depict a person concerned with belonging and being accepted. Her commitment to activities can be high or low depending on how she values them and views her acceptance. Michelle's high inclusion scores indicate that she is a social person who likes to be included in social activities and seeks recognition. The high expressed scores indicate that Michelle initiates behavior toward others, but her even higher wanted scores reveal that her real preference is for others to initiate action toward her. The high total score reveals that Michelle likes a great deal of interaction with people in all areas.

Comfortable alone or with people, Michelle's personality profile reveals a social person who has resolved interaction conflicts. Michelle's affection scores reveal a sensitive person who needs reassurance. She has no preoccupation with power and control issues and is generally a democratic person who prefers to implement the directions of others. Warm, supportive working environments are most conducive to her success.

Personality factors measured by the FIRO scores shed some insight about how an individual may behave in a relationship. Michelle's FIRO scores reveal a person who likes being included, wants to achieve, and seeks approval and recognition.

## Personal Characteristics and the Relationship

Personal characteristics significant to this study included age, experience, and gender. Any one of these personal characteristics can be significant in a relationship. Levinson (1978) reported that mentors should be older and wiser with 15 years as the ideal age difference between mentors and proteges.

### Age and Experience

The age difference between Michelle and her mentor was about 15 years. While she was older than some of the other proteges in the program, Michelle believed that age difference did play a role in their relationship. The difference of 15 years was viewed by Michelle as being close enough to have a common view of the world. She said,

You have a lot more in common...when you are of the same age. We could look back on everything from music to a good book or movie that we had seen years ago and talk about how things were back then, because we were pretty much in that same age category. So I do think that made some difference in our relationship because we seemed to have a lot of things in common.

Generally experience is greater for mentors than proteges. In this case Michelle was a seasoned educator with 19 years of experience, which was a common denominator. She reported, "there were a lot of things there that we had in common....I was not a young, inexperienced teacher, but one who had a storehouse of memories and information."

## Gender

Initially gender created some awkward feelings related to customary courtesies. This feeling of discomfort was amplified over simple things because the assistant principals were males:

There were some situations where he probably felt uncomfortable, asking to go to the restroom....I felt uncomfortable, too. Should I ask to go powder my nose and put on my lipstick or should I do it right in front of him in the office? There were those little, subtle kinds of things, differences between men and women.

We found ourselves all fumbling for the door. They didn't know whether to open it for me or pull out a chair for me....I did not always have to be treated as a female. Whoever got to the door first opened it.

The positive side to the gender difference was shared by Michelle:

He liked the woman's touch....I brought some sensitivity into an otherwise all male administrative staff. I would remind him of certain things, or he would ask me, "You're a woman; if you were this teacher, as a woman principal, how would you try to reward her for something nice she had done?" He let me handle the secretaries' day. "What would my secretaries like, you're a woman? How would you treat them on that particular day?" It took us a little while to be comfortable with the fact that I was the only woman there.

Contrasts in personal characteristics can create discord in a relationship, but in this case, age and experience facilitated a good working relationship. Though gender difference was not detrimental, it did generate subtle feelings of discomfort for Michelle.

### Contextual Variables

Contextual variables surrounding the development of this mentor-protégé relationship included the program design and related activities. A supportive school division, role models, and family were instrumental in developing this comfortable mentor relationship.

### Program Design and Related Activities

Program activities contributed to the development of a relationship with Michelle's mentor. Sometimes their discussions focused on the papers, the classes, or the speakers from class.

The activities enabled mentors and protégés to network with professionals at seminars, opportunities to hear speakers, and learn among new groups of people. Classes were set up as seminars as opposed to lectures with textbooks. The teachers were not just one or two people, but a myriad of people who helped put that experience together. The grading system removed the pressure of worrying about grades and exams.

### The Internship

Including the protégé in many aspects of school life was a goal for the 90-day internship. Being included was important to Michelle who reflected:

We had tried to attend a lot of the central office functions together. Whenever there were principals' meetings...we would go on those together. He was always very good about asking

me to go with him [to meetings] ...anything involving central office, whether it would be a scheduling meeting or a special ed meeting.

### Program Demands

Program demands were at times seen as taxing and difficult to juggle with work and family. As Michelle described the program, she declared that there were times during the program when she would not have recommended it to anybody because of the required workload and the professors. However, after completing the program with time to reflect on it, she stated:

I have nothing but the highest regard for the professors, for the principals who took time to be mentors, and for the way the program was set up. It was a wonderful experience for me and I have no regrets at all [being part of the program].

Offering advice to others interested in such a mentoring program, Michelle remarked about the need for commitment and sacrifices, "There was a tremendous amount of outside work....All the time we were still part of our families; we were part of our own schools; we were all working. You have to be really committed."

Prior knowledge of expectations and demands would have helped Michelle to feel more comfortable. She commented:

You have to be willing to sometimes give up on other things and do what you have to do to realize this goal...You have to be willing to make changes in your life almost instantaneously....You also have to learn to be an all-around person when you are going to do something like this....It is not always going to be

positive, to work with all different kinds of people....You have to go in being receptive to everyone.

Michelle adapted to the role of being a protege as she became more knowledgeable of the expectations and demands.

### School Division Support

Participating in the same school division as the mentor had several advantages. Among them was familiarity with personnel, division policies, and procedures. This was a factor that reduced the amount of time devoted to becoming acquainted with the system and allowed time for the mentoring relationship to develop.

Access to information was among the opportunities available to Michelle from the school district. For example, Michelle shared:

The program opened up a whole new world that I was not a part of as a teacher....As an intern, I was allowed in and out of things which might have been confidential and not accessible to me as a teacher.

As Michelle's relationship developed with her mentor, he was able to share with her the principal's view of how to work within the system to accomplish his work as a principal.

## Modeling

Modeling from other female administrators was evident. When asked about having more than one mentor, Michelle stated:

I don't know that I have ever had a formal mentor in any other program, but I have had role models....My principal [in my home school] as a role model, there were quite a few times that I would look at things that she did, and we would meet at meetings and I would watch her....She was a role model....It wasn't a formal mentoring experience, but I certainly felt I could go to her with problems and talk to her if I had concerns and questions...She knew that there were times when there were anxieties about my leaving school for so long and substitutes and problems that might be occurring because I was gone so much from school. I felt comfortable discussing those problems with her, my anxieties about the program and doing so many papers, or finishing up things.

## Family Support and Teamwork

Having a supportive family was valuable to Michelle. During two years of the program, Michelle's family developed coping skills. As she explained, "I think it was very good for my family. My husband and my son grew together very well and formed a special relationship....They had a lot of time together when mom simply was not home."

Prior to participating in the program, Michelle talked with her family about this program and the commitments involved. It was important to Michelle for her family to feel comfortable.

The contextual variables enhanced realization of Michelle's dream. The innovative seminars, flexible professors, and grading system decreased

the stress factor for Michelle. With ambivalent feelings about the program, she continued to view the program as difficult to manage with work and family. School division support of the program played an invaluable role to the mentor and protege. Mentors were allowed release time and professional leave to participate in activities and were given recertification credits for participating as a mentor. Proteges were given leadership opportunities, tuition assistance, release time and substitute teachers for extended periods of time and allowing recertification credits. Family support and teamwork helped Michelle to the accomplish her goals.

#### Michelle's Concluding Statements

Michelle indicated that she would not have chosen another mentor if given an opportunity, "I had such a good experience in my mentorship program. I probably would have done the very same thing again." Familiarity with middle schools made her comfortable with the age level of the students. "I had a wonderful faculty to work with and everyone was very receptive there. I can't think really of any other place except for my own school where I would have been as comfortable and felt as good. It was a perfect relationship for me."

#### John: The Mentor's Perspective

John's view of the induction was described as:

...a very exciting day. I was able to meet...the professors that I had worked with at the university, plus renewed acquaintances with many of the principals that I had known throughout the district. The opportunities... to share during that day helped me to become familiar with the fellows....It gave us a lot of personal information so that we knew those individuals much better.

John's story was different from most because he had taught his protege government in high school, so they had a previous student-teacher relationship. He shared his thoughts on the relationship, "We had a relationship before this particular experience and really had very little contact in the years in between. The relationship of teacher to student was a very good one...so we just picked up from there."

When called upon to reflect on that relationship from many years ago, his recollections were:

My protege was that of being a very conscientious, enthusiastic student, one who was involved in many school activities, as well as being a fine academic student. So it was good to see her and talk with her about life since high school....Because we had a positive relationship earlier, we did not have to spend that time getting to know each other as well, as some of the other mentors and proteges did. We already knew a lot about one another and were able to begin work immediately with a sense that we understood how each other worked and that just made it easier to begin.

John's expectation for the relationship with Michelle was defined by his previous experiences with student teachers. This professional relationship included time for Michelle to perform the duties of the principalship and time to reflect on those experiences.

The nature of the relationship. Their relationship was characterized by John as a teacher-to-student type relationship. He revealed how he worked with Michelle:

I tried to give her experience in all areas of administration and supervision, with my making the decisions, and then as we grew to feel comfortable, with her making the decisions, then I would turn over various experiences to her. Experience was my own best teacher. Examples probably were just my own past experience or using examples probably from former principals.

Reflecting on experiences was a purposeful part of the process for John, who indicated that he and Michelle spent time conversing on areas of the principalship:

With every experience we tried to make certain that we had time to sit down afterwards to discuss what had taken place. Then we would talk about this, because I think you have to reflect upon what you are doing in order to really grow.

John indicated that he and Michelle had reflective discussions about discipline, staff conversations, observations of teachers in the classroom, and supervision in the cafeteria or with the buses.

A professional relationship is one in which most time is spent together in school settings. John reminisced about his professional relationship with Michelle:

We participated in most all the activities throughout the two years and continued to develop the relationship through our experiences earlier....She was involved in school social activities such as a faculty party or any social activity with any group within the school, we made certain that she felt a part, but as far as our getting together, we did not, separately.

This relationship maintained its professional decorum throughout the two years, bringing John satisfaction because he was able to see Michelle grow from the experiences he facilitated.

Factors influencing the relationship. Mutual confidence and trust are crucial in mentoring relationships. Confidence and trust developed over time and John began to give Michelle more responsibilities. He shared his thoughts:

It became easy to allow Michelle to go on her own to cafeteria duty or to a club meeting to meet with a sponsor and students and to sit back and watch her handle a student or a teacher....The trust developed between us made it possible for me to feel that she was able to make the right kinds of decisions and would use appropriate judgment in dealing with individuals.

Toward the end, the relationship developed a level of trust that enabled John to be comfortable. He remained totally removed from a situation and let her carry through. John explained, "She worked with one of our seventh grade teams and felt comfortable with them in the cafeteria when things were going well." He was not hesitant when he indicated that she "was very capable of handling the young people when there were problems."

With the passage of time and the opportunity for experience, Michelle gained John's trust and confidence by demonstrating good judgement in handling a variety of responsibilities.

Benefits and costs associated with the relationship. John and Michelle experienced mutual benefits from their relationship. They benefitted personally and professionally from the alliance.

Personal and professional growth was the resulting reward of participation, according to John, who said, "It is a marvelous growth experience for the mentor and for the protege." Benefits included exposure to people and programs, enrichment activities, personal sense of satisfaction, and fulfillment of regenerative needs that comes from aiding in the preparation of the next generation of principals. John continued to elaborate on mutual benefits saying,

It was a good experience for both of us. Michelle grew a lot through the experiences...[and] the judgment that she was able to display in making decisions in the many areas....From my standpoint it was very demanding, because there is someone...you want to see grow, but you have other responsibilities, too, so it was a matter of trying to prioritize everything to keep it all in order.... One of the most difficult parts was just finding time to leave the building to go to the meetings that were scheduled....Once finding the time, they were growth experiences.

Fulfillment of regenerative needs was expressed by John as he was sharing the virtues of being a mentor:

It is something you need to want to do. I have always felt strongly that it is our job as professional educators to help young people who have aspirations for a different kind of job within the school system. I would recommend them being a part of the program....They need to check out how much will be required of them, depending on what other responsibilities they have at that particular time, because it does require additional time, additional effort.

A sense of pride and satisfaction with Michelle's growth and accomplishments was expressed by John:

She developed a real confidence about being able to pick out the effective instructional skills that were being used by a teacher and was very professional in conducting a conference...that was a lot of growth.

Being well prepared for the job is a distinct advantage of the program for proteges from John's perspective. He shared these thoughts by comparing his personal experience with Michelle's, "I thought back so many times to my first administrative job, and the fact that at that point I was not certified, and I began in September."

Failure to see administrative skills fully developed was a disappointment and concern. When asked about the cost involved in the mentor-protege relationship, John replied:

I don't know that there were any particular problems....I tried to be the appropriate role model in showing how important it was that things be done on time....Sometimes I felt that Michelle would procrastinate....She always wanted to do everything. I never felt that she moved with the initiative....One good example...would be the practicum that she needed to complete in the business world and this was left to the summer or very late spring of the second year of the program.

The benefits outweighed the costs of this relationship; however, John revealed ambivalent feelings. On one occasion, he indicated that the relationship instilled a sense of satisfaction with his contribution to the profession. On another occasion disillusionment was conveyed about unfinished areas of Michelle's professional development.

## Personality Factors

According to the "internal working model," we are cast as individuals from our earliest interactions among people. Personal identity and behavior traits constitute the people we become. In other words, over a period of time we have developed behaviors and responses to behaviors that define our interactions with others. In this case, John characterizes Michelle through her behaviors.

Reviews of John's interview transcripts revealed little mention or consideration of personality in their relationship except his concern about procrastination and initiative:

I never felt that she moved with the initiative....One good example would be the practicum that she needed to complete in the business world....This was left to the summer or very late spring of the second year of the program and only with my help was a contact made...for that to be completed.

## The FIRO-B Related to Personality

The FIRO-B provided measures of John's personality in the areas of inclusion, control, and affection (See Table 12).

John's moderate to low inclusion scores indicate that he is a social person whose preference is to maintain his distance and privacy. A high total score of inclusion reveals that John has an outgoing personality and likes activity with people.

Table 12

John's FIRO-B Scores

John's FIRO-B Scores				
	Inclusion	Control	Affection	Sum
Expressed	5	9	4	18
Wanted	2	2	8	12
Sum (e + w)	7	11	12	30
Diff (e-w)	3	7	-4	6

Scores may be categorized as follows: High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2

Note. Interpretation of FIRO-B scores was based on Ryan (1977), Schutz (1978), and Waterman (1987).

John's high control score indicates that he is capable of making decisions. He is a leader with a preference for influencing others.

A moderate affection score discloses a person who has successfully resolved relationships with others. Comfortable in most relationships, John's high wanted affection score indicates that being liked is an important consideration.

John's profile summary reveals a social person whose interaction is selective with a preference of spending private time away from clients and co-workers. His social skills are used to gain influence and responsibility. High expressed control and low wanted control scores are indicative of a leader who is impatient with indecisiveness of others. John wants warm relationships with others, but concerns about rejection make it necessary to gain their trust and reassurance. Capable of genuine affection, John maintains a comfortable emotional distance in most interactions.

#### Personal Characteristics and the Relationship

Personal characteristics may influence a relationship, and in this case, there was agreement between John and Michelle that age and experience enhanced and facilitated their relationship. Gender distinction emerged and it was subtly acknowledged that men and women working together as colleagues can complement each other.

## Age and Experience

A difference in age of nine years never appeared to be an obstacle between John and Michelle from John's view:

Even though I am considerably older than Michelle; however, I don't know that I ever thought about that except in terms of the kinds of experiences she'd had and that I have had. Hopefully, by being able to share some of those experiences with her. I was able to broaden her experience and help her to make better judgments and decisions, but I really never think about age as being a factor.

John expressed the belief that his years of experience in education and as a principal only reinforced his ability to provide assistance and direction for Michelle: "The years of experience certainly have made me better able to take care of any kind of situation in which I might be faced, and by being able to share those, certainly, it helps the fellow."

## Gender

Difference in gender did not emerge as a concern, however, John divulged these thoughts:

I thought it was very interesting that within the program all females were selected....I probably questioned that as much as anything about the program because many young men who applied certainly questioned the decision of the committee who chose the fellows. I found that it was very pleasant working with a female in that there were many students that she seemed to be able to relate to that maybe the three gentlemen in my building were not able to relate to as well....I think that's a reason for males and females on an administrative team, as well as on a guidance team.

Neither age nor experience differences were concerns in this relationship. John believed these differences helped to better prepare Michelle. He expressed appreciation for the female perspective, but remained skeptical of all females being selected for the program.

### Contextual Variables

Contextual variables strengthened the development of the relationship between John and Michelle. The program design, the 90-day internship, and a supportive school division were instrumental in building this relationship. Family support for this seasoned educator was in place; however, it was not as crucial to John as it was to Michelle.

### Program Design and Related Activities

Exposure to speakers and seminars were opportunities for mentors and proteges to grow and served as a vehicle to further develop relationships.

John expressed his view on these opportunities:

Excellent individuals...spoke to the fellows....There could be no group of people any more prepared to go out into a school because of the outstanding educators they heard...many practical seminars that they had with mentors and other people who are presently in the school system in administrative roles. That gave us a good discussion point.

Time spent together facilitated the relationship during the 90-day internship. John and Michelle worked together observing classes and

conferencing with teachers. John believed that one of his priorities as a mentor was to provide guidelines for working with school-related groups and providing accurate instructions for finance:

We spent time with the PTA. I wanted her to understand the value of parent involvement and the role of parents within the school. We spent time with our bookkeeper. The quickest thing that could bring any principal down would be ineffective bookkeeping.

Time was organized by John for Michelle to accomplish goals:

She spent quite a bit of time with our special education students. We have a large program in that area, and I wanted her to understand the paperwork and the different strategies in dealing with BA/LD and EMH students. I tried to help her understand our office setup. You need good relationships with the secretaries and the guidance program. She spent time monitoring the guidance counselors....I gave her opportunities to supervise... buses, [halls] in-between classes, before school. She had the opportunity to conduct a couple of faculty meetings. One was a short inservice; the others were administrative type meetings. She was involved in department head meetings where she saw how we operated with the leadership of our school.

After accomplishing the assigned tasks, Michelle and John spent time reflecting on her progress.

Philosophical values prompted the following suggestions for changes made by John for his role as a mentor:

I would probably spend more time with instructional issues. However, it just seems that priorities sometimes are the brush fires, and that seemed to be the way many times that it had to happen. I think that's part of the training...to see that sometimes you have to roll with the punches instead of following that elaborate plan that you might have on your desk at the beginning of the day.

As mentor it was a priority for John to organize time in a meaningful way to facilitate Michelle's growth and their relationship. Overall he said, "I feel really good about the variety of experiences that she had."

### School Division Support

A school division dedicated to the program provided opportunities for John and Michelle to attend learning experiences together. School division leaders encouraged mentors and proteges to be involved. John commented on the mutual benefits, "A plus for our school division that besides developing prospective, young administrators; they gave growing experiences to the principals."

Working in a school division with mentors who were included in the program planning was beneficial. John said, "Because you [the researcher] as a practicing mentor worked so closely with me to make certain that Michelle could be released at appropriate times to come to our school."

Enrichment came from experiences provided by Michelle's home school. John felt that his protege was very fortunate because she came from a school where she was given with other responsibilities:

She had a great deal of knowledge about the type of work that administrators are involved in....She came with a lot of information....We just built on it....The area that we worked the most was building the confidence to be able to go out and work with an individual student or work with an individual teacher and make the decisions....It's easy to say that someone else can

make it, but it's another thing when a person has to go out and actually do that themselves.

### Family Support and Teamwork

Family routines were a part of a support system already in place. The mentoring relationship had little bearing on John's family, which was already accustomed to his schedule:

Having been married 29 years to a teacher, my wife... understands and supports what I am trying to do. She understands the additional meetings, whether it's with a mentor or in some other program....The time never bothered me nor did it bother my wife...even though I might complain about an additional responsibility, the growth that went along with it made it worthwhile.

Contextual variables enabled this relationship to grow and develop. The program design, the time spent together during the internship, and school division support were paramount to the relationship.

### John's Concluding Statements

Of the mentoring relationship, John said, "Michelle and I grew in our professional relationship...because we were able to share so many experiences." He indicated that trust developed as she matured through the experiences and said that "We really became good friends, professionally." If given an opportunity to select another protege, John replied:

I really enjoyed working with Michelle. It would have been interesting to have worked with another person that I had not

known in the past, but that's not to say I did not enjoy working with Michelle....Yes, that would be interesting to see what kind of bonding would take place, but I felt like we had a relationship established, so we did not experience [the induction and bonding] that mentors and proteges did who did not know each other at all.

While other mentors and proteges were initially becoming acquainted, John indicated that he and Michelle spent time bringing each other up to date on life, family, and work.

Appendix G

CASE STUDY II

ILLUSIONS: A ROLLER COASTER RELATIONSHIP

## ILLUSIONS: A ROLLER COASTER RELATIONSHIP

The relationship started off on the right foot with all the trappings of success, however, after four months the relationship began to show signs of strain. It was a roller coaster relationship with ups and downs, ending on the down side. After seven months the relationship eroded to the point of dissolution.

Joan, a 31 year old guidance counselor with nine years of experience, had a background in elementary education with an endorsement in special education. Married to a former guidance counselor, Joan had been a counselor in the same elementary school for four years.

Located in the same school district, Joan's mentor served an elementary school in an affluent community. Tim was a health and physical education major whose career had advanced to elementary principal over a period of 15 years; he had served as principal in three elementary schools. Married to an educator with advanced degrees and the father of two school-aged children, Tim was eager to become a mentor to make a contribution to his profession.

### **Joan: The Protege's Perspective**

The initial meeting with Joan's mentor was at the orientation, and she reflected on that meeting:

I guess the first feeling I had was just a sense of being overwhelmed by everything....There were so many people there...that you respected...and not knowing...what you were supposed to say, who you were supposed to talk to or exactly what you were supposed to do.

Meeting Tim for the first time and knowing the reputation that preceded him, Joan indicated that he was, "a very friendly, easy going individual...trying his very best to make me feel at ease."

The relationship between Joan and Tim was an exception; it represented an antithetical case. Most relationships started out somewhat distant with two people interacting to become better acquainted. Their relationship started off comfortably and gradually grew apart. The transactions between Joan and Tim are revealing of their relationship.

The nature of the relationship. This relationship was like a new entity that took on the disposition and character its members as it developed. Like the relationships described by Bowlby (1978), it was influenced by personal characteristics, personality factors, and contextual variables that shaped the new relationship.

Joan described Tim's attempt to establish a relationship with her: "He was a very friendly individual, who took everything sort of tongue-in-cheek." He told her, "Don't let this whole thing get you down. We'll get through all of this and this will be a good experience for you, for me, and for everybody involved."

The unusual nature of their relationship was exposed by Joan's comments, "I think ours was initially closer and moved in a more distant fashion." Their relationship terminated during the second semester. Later she explained to him that she did not feel good about the way things had worked out.

Professional as opposed to personal is the way Joan described their relationship:

We did not socialize except for school activities. They had a Christmas activity and they had a...fair there at the school that I did not go to. I think that was a source of irritancy to my mentor....He expected me to be there. Ordinarily I would have gone, but my brother came in from Florida that night before and I don't see him [often]...so I chose to do that instead.

Factors influencing the relationship. Showing interest and giving positive reinforcement helped Joan to feel somewhat comfortable with the new relationship. Attendance at program activities was a priority for Tim, "He attended the activities and was a presenter at one of the sessions. I'd say he attended as much as anybody else did." Joan recalled good feelings about his interest:

Vividly, I remember after our first session with my cluster group....They're all asking me these questions. The following day having my mentor call me that morning and saying he thought things had gone real well. He was real pleased and he just wanted to let me know. That was really a warm fuzzy for an elementary kind of person... for someone to take the time out from his schedule to call and say you did fine. He was very good at...calling ...giving a pat on the back. There was that sense that he wanted things to be okay for me.

Bonding or chemistry came from Joan's need for clear definition of tasks and concrete direction which was evident initially. Joan believed that charting the course and developing a plan was one the best things they did. She supported this belief with the following reasoning:

He had the "let's get to it" kind of attitude....We scheduled a time to get together before the whole school year started and kind of map out what we wanted to for that first quarter, which I liked a lot. I tend to be more of a task oriented person.

Difference in role perception was a critical factor that loomed in the background of this relationship that never materialized. The charted course did not continue along the route originally set. Joan explained her rationale of the unsuccessful relationship:

I think we came at it with different views of what the mentor should be and what the protege should be. I don't know that we ever really established a real good working relationship....I'm real task-oriented and I wanted a lot more direction and tasks.

Joan's definition of a mentor was "Someone that was going to provide some leadership and some sense of direction helping me along the way." From her view, the protege's role was that of a student who was to be instructed.

Different perceptions of the mentor-protege roles led to disappointment in the relationship. Joan explained the difference in the perceptions of their roles, "He had a global view of this is how a school runs. I was not comfortable enough with all of that flexibility." After the relationship began to change, Joan reflected on what went awry:

I sort of felt adrift a lot of the time, not knowing what to do. I did not feel particularly included in what was happening and I'm not saying that he didn't make efforts to include me. I just didn't feel that way [included].

Feelings of exclusion began to surface, as Joan discussed the location of her work area:

I felt excluded somewhat about working. I didn't have a place; I worked in the library, not in the office area, and just the distance there I felt was kind of an exclusion. As I talked about those things with him he made some changes and he moved me closer into the office area. I think...that the damage had been done in my mind. I never really could quite get over this gap...there was between us. It just got worse. Maybe I just didn't want it to get better.

Missing ingredients were evident early in the relationship were related by Joan:

The relationship was not what I needed. Professionally and personally I did not feel good about it and had started not feeling good about it, early on--mid to late October that year--and I had a real sense for a need of a change if I was going to get anything at all out of the program.

Mutuality was another missing ingredient in the relationship as reported by Joan:

I honestly can't say that I was particularly helpful to him....I just don't feel like I ever fulfilled his expectations for what a fellow should be or a protege should be doing. I think he was disappointed...[and] didn't feel that I had the necessary skills or did not prove to be capable of that position.

To illustrate her position, Joan cited an example of an assignment that she was given, "He had a project that he was working on with Iowa scores...and I think he wanted me to work on that. I worked on it some, but I

wasn't real clear on the direction or what he wanted." Joan attributed her feelings to a lack of direction and unclear expectations from her mentor.

Modeling and feedback provide a framework for assessment. Joan did not believe that she was provided sufficient modeling, directions, and feedback. Her reflections on the subject included the following comments:

I never felt like I was told to go do this, other than we're going to do bus duty this morning....I never really [understood his expectations], if it's not something you create on your own, his analysis of the ITBS scores--a wonderful idea, but when it's not your own personal idea, it's hard to interpret what someone else wants....Am I doing this [right]? Where do I take this from here? And I didn't feel like I had gotten a lot of feedback....His assistant principal did work with me on that project some. I felt I got more feedback from her...than I did from him. I felt much closer in terms of working with her than I did with him.

Difference in style was another major concern. She expressed her views with the following statements:

My need for clearer statements [directions]...conflicted with the way he saw things should be operated....There were other problems that arose from that unsuccessful relationship....There's no specific incident that you could say, "this is it and that proves my point." It was just a sense that we never were together on the same plane....He's very global in the way he thinks and operates. I'm very structured and sequential and I have more difficulty seeing that broader picture.

Previous mentor relationships influenced the current relationship. Joan recalled other mentors in her life who had served as role models:

I still consider her [cooperating teacher] to be a mentor even though contact with her is no longer....She was someone I valued...her opinion and how she viewed things and the way she operated. I have other friends that are in similar jobs that I have that I consider mentors. When they talk, you listen. To me...a

mentor is somebody that can give you information or lead through example.

Joan identified her "real mentor" as her first principal and elaborated with this description of him:

My first principal was my real mentor and I'll never ever forget him coming to me. I taught BA [emotionally disturbed students] at the time in junior high....I have had a real mentor, one person in the education field that I continue to go to if I have questions about things. "What do you think if?" He has always been someone that would tell me the truth, I felt like, and lay it out for me....He always would be one who would call me to task--"You let me down, you didn't do what I thought you could do." And I respect him immensely. To compare those two, they're a dichotomy. Both of them are wonderful principals. My style blends much with my "real mentor. I could work with him in any capacity. I just have that much respect for him in the job he does.

Respect developed from the relationship with her "real mentor" and became the "working model" for other mentor relationships. Joan beamed as she shared her respect for him and elaborated on the troubled relationship with Tim:

My mentor was a wonderful principal and he has terrific ideas; he is a man of action in his own way. He gets things done. A lot of people I think could profit from working with him. I just didn't happen to be one of those people, but I have great admiration for the work that he does do.

Initially, their relationship was sustained by Tim's interest in the program. Within months differences in role perceptions, expectations, and the absence of clearly defined needs in the areas of inclusion, modeling, and feedback created conflict for Joan. Her past experience with mentors helped to make the decision to implement the disengagement of the relationship.

Benefits and costs associated with the relationship. Operating under the premise of social psychologists that relationships are psychological contracts negotiated by both parties mutual benefits should be equal to or greater than the costs for the relationship to continue. For Joan, this relationship was psychologically bankrupt.

Being selected to participate in a program of distinction created a new status for participants. Networking and self-awareness were among the opportunities reported by Joan:

There was definitely the sense that we were held on a pedestal....They've gone through this interview process and...this evaluation just to get into the program so there must be something special about them. That's what they wanted us to believe; they kept telling us that. I think the opportunities to know people, particularly in central office, that you might not have otherwise had was certainly terrific. It gives them a chance to know you on a more personal level and see what you're capable of doing.

Being included in activities that otherwise would not have been available was considered an asset by Joan.

Self-awareness was a positive learning experience for Joan.

Mentioned in her comments about choice of mentor are elements of self-awareness. Joan said, "The greatest learning experience that I had from the whole program is that I went into it thinking that I could get along with anybody and found out that was not the case." Joan learned that the relationship was not as positive as she thought. She commented on her concern about the impending change:

I had to make that change, regardless of what the fallout might mean in future years....I still feel that way even though politically it might not have been the best move for me to make. I realize that it was still what I had to do.

Failure of the relationship was considered a personal and professional liability. Joan shared her private thoughts on the subject, "The damage had been done in my mind. I never could quite get over...this chasm, or whatever there was between us. It just got worse. Maybe I didn't want it to get better." She related her concerns about the issue of a failed relationship, "How is that going to be perceived by others--the fellows, the mentors, the professors, the central office staff? There was a lot for me to weigh."

The personal and professional impact of a failed relationship was a major cost associated with this relationship from Joan's view. She related her concerns about the perceptions of the failed relationship when she said, "A negative to being in the same school system was kind of the small townish thing. Everybody knows everybody and everybody talks about everybody." Personal and professional liability related to the dissolution of the relationship was detected in Joan's comments that things were "too close and in the same school division."

When asked, "Would I have chosen another mentor?" she responded without hesitation:

Yes...I thought that we would get along fine....It was not ...a relationship I wanted or needed....I ended up with my "real mentor," who in your dream of dreams that's who you would like to work with. So, it worked out well.

Prior to making the change in mentors, Joan talked with her [real] mentor about some of the problems. She shared the following:

He didn't think things were as bad as they were. He moved me from one area of the building to another. I think he tried to be more concrete for me. I still didn't feel real good about things. My concerns were shared with others [professors] who I thought could provide some solutions. I had talked with Paul, not about him being my mentor, but about how I felt about things the way they were going. I even had a talk with the graduate assistant....My sense of dissatisfaction must have shown through very clearly to my professors because they did ask me. We had a discussion one night after class and then it was settled. We will make the change....My adviser said, "We will handle it. We will talk to your mentor and others." I think they talked to other school officials who agreed to handle that kind of thing. I have a feeling that maybe my mentor was left a real bitter taste in his mouth because it didn't come from me...[that I wanted to terminate the relationship]. It came from high above him down. I don't know how he perceived that, if he felt that others felt that he had failed at his job. That's not the way I had intended for things to come across to him.

This relationship ended with a negative balance sheet and did not sustain itself. The relationship was dissolved and Joan found a new mentor. Tim continued to participate in program activities.

### Personality Factors

Compatible personalities are a vital part of flourishing relationships. From Joan's perspective, this relationship was doomed because of incompatible personalities. She shared her views, "I just don't think that [our] personalities meshed real well. Regardless of what he would have done I'm not sure I would have felt much more comfortable there."

Confidence in her mentor surfaced as an issue with which Joan struggled. Insight into Joan's personality was revealed from the following statements:

Sharing is an important part of learning and proteges' need to have confidence that you can live with ambivalence. Between the mentor-protege part of it, you're out there in uncharted water....It's difficult to know if you're moving in the right direction....You have to be able to live with a sense of you're doing the right thing, and maybe you're not doing the right thing, but you've got to be confident enough in what you're doing to believe in it and make others believe that you're doing the right thing....You need to be able to feel good about yourself....Know yourself well and be able to act on what you believe to be right.

A feeling of inclusion was missing early in the relationship. Joan indicated that she interacted with some staff members fairly well, but with others she felt a real distance. She expressed her feelings,

I guess I didn't understand...the things that they dealt with on a day-to-day basis as much as they didn't understand what I dealt with on a day to day basis. So, I just felt the climate...at the building was not warm.

In this case incompatible personalities are foreshadowed by uncomfortable feelings of exclusion and a lack of confidence in the new relationship. Personality factors may be measured to indicate how well individuals are interacting.

### The FIRO-B Related to Personality

The FIRO-B provided measures of personality needs expressed and wanted by Joan for inclusion, control, and affection (See Table 13).

Table 13

Joan's FIRO-B Scores

Joan's FIRO-B Scores				
	Inclusion	Control	Affection	Sum
Expressed	6	5	4	15
Wanted	0	2	5	7
Sum (e + w)	6	7	9	22
Diff (e-w)	6	3	-1	8

Scores may be categorized as follows: High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2

Note. Interpretation of FIRO scores was based Ryan (1977), Schutz (1978), & Waterman (1987).

Joan's personality profile reveals discrepancy with respect to inclusion needs. She expresses the need to be included with a moderate score which indicates that she was a social person, however, the wanted inclusion score is indicative of a person who prefers little social interaction.

Ambivalence is noted in the moderate to low control scores. Joan's scores divulge a self-confident and realistic person. She is not overbearing and does not try to control others. She is comfortable making decisions and taking responsibility.

Moderate affection scores reveal a person who has resolved affection needs. Joan wants others to like her, but does not initiate the interaction. She needs a great deal of reassurance that others like her. She can be comfortable in close relationships or maintaining her distance. Joan prefers being liked, but can handle being disliked. She is comfortable in personal relationships.

A summary of Joan's personality profile reveals a person who is sensitive to rejection, fluctuates in needs for inclusion and control. She expresses the need to be included, but skepticism may cause her to vacillate with commitment and lead to withdrawal. She works best in jobs that allow independent work, do not require private time to be spent with co-workers, and give recognition and attention. Moderate control needs reflect a person who can give or take direction. Affection needs have been resolved, however, she prefers for others to initiate interaction.

### Personal Characteristics and the Relationship

Differences in personal characteristics were not remarkable and appeared to be a moderating force in this otherwise troubled relationship. Joan reported that age and gender differences were insignificant to the development of their relationship. She indicated that she was attracted to the opportunity for Tim to share his wealth of experience.

### Age and Experience

Joan indicated, "I couldn't tell you how much older he is than I am, but that never entered my mind that there was a difference."

Difference in years of experience were recognized as an asset:

I thought he had a broader range of experiences than I did, but that didn't necessarily bother me. I thought that was a real asset on his part. He talked frequently about being a P.E. teacher at an elementary school and then going to...the different places that he had been and what his aspirations for the future were....I thought that was an asset to the relationship.

### Gender

In reference to gender, she expressed a preference to work with men when she said, "I probably would probably prefer to work with men in most cases."

Personal characteristics were among the positive forces in this otherwise troubled relationship. Age difference was an insignificant factor to

the relationship and Joan expressed a preference to working with men. Attracted to the relationship by Tim's experience, Joan anticipated the opportunity to learn from her new mentor. Disappointment surfaced and the opportunity to learn from his experience never materialized due to personality characteristics and contextual variables.

### Contextual Variables

A universal context in which mentoring relationships flourish has not been identified; however, much can be learned from the less than perfect scenarios. This case is illustrative of variables that had a negative impact on a relationship. The contextual variables in this case are distinguished by the program design and related activities, diversity in the school settings, and the internship experience. Each played a major role in the development of the relationship.

### Program Design and Related Activities

Program demands were great during the first semester and may have had a negative impact on the relationship. For example, Joan reported:

There seemed to be quite a few things that we were being asked to do in terms of projects. And in some ways that may have interfered with that relationship....There's this task part of me that says I've got to get this done, I've got to get all of this information pulled together and that pulls away from time that you might have spent otherwise forming a closer relationship with staff members or with my mentor or being more involved

with the school setting itself. I know that I felt like that was a problem that my mentor perceived....I was too involved about getting these things done instead of being part of the school.

From Joan's perspective, the program demands adversely affected the mentor-protégé relationship. She spent too much time on her class projects and not enough time cultivating relationships.

### The Internship

During the 90-day internship, Joan did some routine activities such as bus duty and the lunch duty. One of her professors questioned, "Is this all you did? Do you just do bus duty?" She specified how she assisted with other duties:

He included me in on the interviews that he conducted with those potential candidates [janitor's position] and we discussed pros and cons of each of those. That was good; I enjoyed that. Again, he wanted me to work on his ITBS project...classroom visitation....He included me heavily with his teacher evaluation....Staff development --he's very heavily into staff development. In fact, every other faculty meeting was devoted to that kind of activity. He wanted me to do a [spring] inservice with his faculty....I had left by then.

The internship was a major component of the program that required a commitment of mentors and protégés. During the internship, conflict surfaced between Joan and Tim when needs for a sense of direction were not met.

Joan expressed her feelings:

It depends on the relationship between the mentor and the protégé. You can't universally say this is what everybody has to do. For me personally, I would have felt better about saying

okay let's map out a month and these are the things that I'd like for you to try to accomplish. During the month of October I would like for you to work on this....Not choose among this, this, this and this, and we'll get back and talk about that. That's too much freedom for me. I felt like he needed to pull in and say "Here, let's do these things and once you have gotten that under your belt, then we can kind of do a little bit more....Then you can try some things more on your own." I would have liked more direction.

Joan's need for directions and feedback were opportunities for modeling and reflecting.

### Diversity Between Schools

Diversity was identified by Joan as a leading factor in the dissolution of the relationship. Joan's comments revealed that she never really felt comfortable in her mentor's school when she said, "The climate of the school was not one that I felt real good about. My mentor was very upbeat about his school. It's hard to say to someone I don't feel a sense of belonging here when they're that attached to something."

Joan continued to describe the impact of diversity within the school division:

It just shows you how much diversity there is between east county and west county, not just socio-economics, but academics are different. The maturity level of the students is very different. That was good for me to see. I probably would always have worked east county, grew up in east county, so it was good for me to be a part of something that was very different.

Discomfort in the school setting impacted on Joan's ability to function according to Tim's expectations. Joan said, "It disappointed him that I could not assume that leadership role within the school setting." She explained the differences that impacted on their relationship:

I came from [a Chapter I school] which is very different in the make-up of students [socio-economically disadvantaged]. I didn't understand the things that they dealt with on a day-to-day basis as much as they didn't understand what I dealt with....I just felt the climate at the building was not warm. There were others that would disagree with me readily, but I felt that it was a distant, kind of formal, rigid atmosphere for the teachers and their expectations of the students.

Facilitating the protege's induction to the school is the role of the mentor. Discovery of incompatible circumstances usually comes from dialogue between mentor and protege. Joan's concern was noted when she said, "I didn't have a place; I worked in the library, not in the office area, and just the distance there I felt was kind of an exclusion."

In this case neither mentor or protege initiated any action to improve on this situation until the relationship was damaged beyond repair.

### Family Support and Teamwork

Family support is important to female proteges. At the time Joan's family included her husband and the extended family of parents. She expressed appreciation for their support:

He's [her husband] a very supportive individual. I don't think he ever quite understood how badly I'd felt about how things were

going at school. He kept his usual counseling skills--you can get through this. But once that decision was made to move, he was completely supportive....He's very positive, "You know, you can do this," accentuating what he perceived as my strength areas to me and bucking me up if I got down about things....The extended family...thought the whole idea was terrific, that I had this opportunity to be involved in this kind of program. They were very proud.

During the course of the program, Joan became pregnant and elected to take a leave of absence. Ironically, the pregnancy and the change of schools became positive forces in Joan's life. She shared the stressors in her life:

By that time I had changed to a different school....Talk about stressors, that was a positive stressor....This added pressure that we were trying to [get pregnant], trying to work, and do this [mentor] program. Then sometimes that was a real downer kind of feeling that you've got so many things that are going on in your life at one time.

Contextual factors were significant to this case. Discomfort resulting from the contrasts between Joan's and Tim's school setting, program demands, unclear expectations, and life pressures were contributing factors in the dissolution of Joan and Tim's relationship.

### Joan's Concluding Statements

Describing the relationship to others, Joan said, "I don't mean to be negative, but it was just that ours was not a relationship that ever materialized, so we terminated it." She felt that it was important to be able "to

make the changes without fear of repercussions or at least be able to look at the repercussions if they arise."

Of the relationship's disengagement, Joan had the following comments:

It did not end like I would have liked. I would like to just say, let's be up front with one another....I'm not getting from you what I need and I don't think I'm giving you what you needed. And we just have a difference in styles and I think it's time for me to make a change. I did go and talk with him after the fact....But by then the damage had been done. I don't know what else I could have said. I talked to him, but I don't know that it was enough at that point in time or if anything would have been. If I were placed in the position, in his position, I wouldn't have walked away with good feelings either. And I regret that for him.

### **Tim: The Mentor's Perspective**

Tim's recollection of the day he first met his protege was described as follows:

Thinking back to that time...and feeling an air of excitement, an air of electricity about being with other colleagues and peers. The opportunity to be in on a new program, to help to lay the foundation for a program is what I have always felt that we needed--to give more attention to...preparing principals.

His delight with being associated with this prestigious program was telegraphed in his expression:

I entered into it [the program] with a very positive, energizing and exciting kind of a feeling. I was impressed with the staff from the university. I was impressed with the group of mentors that we met that particular day. I felt really excited about...a good opportunity....If the principalship is as important as we say it is, then we need to be more selective and have a better training program for prospective principals. And an opportunity to be in on the ground level of that, to participate in that...[was exciting].

I felt I had some expertise...based on my years of experience, and work with central office, staff development.

The nature of the relationship. First impressions of Joan were genuinely positive; however, an air of hesitancy flavored the relationship from the beginning. Tim openly expressed his views about the relationship's launching:

I was genuinely impressed. She seemed to have a good attitude, but that was my first introduction to her. My first impression was that she seemed to be interested, ...excited [and], hesitant. I think a lot of people were because...we didn't know exactly what the program was going to be....I came away genuinely thinking it was going to be a real good situation.

When asked to describe the chemistry and bonding between himself and Joan, Tim responded, "We started in August. My term working with Joan lasted through March....Then it kind of dissolved....I felt we were getting off to a good start." Tim never really identified any instances of the chemistry or bonding that took place between himself and Joan. Later he said, "As far as any special chemistry, I don't know if we ever really developed any special chemistry during that period of time." From his perspective, there was never any bonding between the two. He detailed his thoughts:

I don't know that Joan ever really connected with our school. I felt like she didn't feel she belonged....I don't think she made that much of an effort to connect with the staff. Coming from...a school with a different socio-economic background, I don't know if that had anything to do with it, but she never really ever felt comfortable in interacting with the staff. She observed a lot; she stood back a lot. She never did really step into it to become involved.

Reflecting on what might have gone awry with the relationship, an introspective Tim shared his thoughts:

As I reflect [my involvement with staff development] and her reluctance about the principalship, I wonder if sometimes I overwhelmed her with...learning styles, effective coaching skills, instructional conferencing and all those things. I reflect back and I am not sure about those things. I was thinking they would be a positive, but I don't know. I would just be guessing....I just never felt we ever bonded or connected to a point where we really had an opportunity for me to share all that I felt that I had to give.

The tenure of the relationship was short and described as somewhat cold. She switched over to another mentor, and only at the urging from other people from the university did she talk to her mentor about the situation. He reflected on his feelings:

So I fought the guilt. And as I continued on in the program for the next year and a half. We were cordial; we spoke....But it was...a strained relationship at the departure of it in March or April.

Factors influencing the relationship. The inclusion of intricate details come together to shape most relationships. Each member of the dyad brings expectations and desires for the relationship. Some of the missing components of this relationship help to understand the dynamics that occurred.

In the absence of special mentor training, modeling from previous mentors and commitment serve as the example for most mentor-protégé experiences. Tim indicated that he learned to mentor from personal experiences and opportunities to work in programs at other universities. He

enjoyed collegial relationships with system principals and working with other teachers who have shown an interest in administration. Tim espoused the influence of mentor role-models and their commitment to others in the following comments:

Anything that we can do to help other people, then that is what we ought to do. I think one should be reminded that it does take a commitment....It is like a teacher working with a student teacher. There are pluses and there are negatives, but you hope the pluses would out-weigh the negatives.

Having a clear vision of role requirements defines expectations and is instrumental to a successful relationship. Relative to mentoring, understanding the roles of mentors and proteges is an important aspect of developing the relationship. Tim shared his views on the role of a mentor:

A mentor...needs to be somebody who is committed to the profession...has an interest [in mentoring], understands the overwhelming total picture of what being a principal or administrator is....A mentor needs to be committed to the profession of being a principal, and willing to take the time, and the loyalty to be able to devote themselves to that.

Tim continued by sharing his expectations for the role of a protege:

The protege should also be someone who is committed. Someone who wants to be a principal and is ready to commit the time and the effort to be the very best that they possibly can. To work with a mentor, to gain from them their strengths and weaknesses, and to learn from them.

Sensitivity to his colleague's comments made at the orientation are revealing of Tim's feelings:

At first I thought she seemed interested. I am known in the county for having a sense of humor, maybe doing things a little

different kind of a way. It was kind of funny, as Joan was being introduced, and saying that she was working with me, the jokes of fellow administrators were "Well, I feel sorry for you, Joan." I don't know if maybe that didn't scare her at first, but it really didn't bother me because I knew the relationship that I had with my fellow principals.

Self-improvement as a means of gaining professional respect was paramount to the mentor in this case. His personal values are revealing:

I think the biggest compliment a principal would have would be to have one of their assistants go on to become a principal, because that is just an extension of your experiences. I have become very involved in staff development. I have tried to improve myself in effective instructional skills...with peer coaching...to make myself a good instructional leader....I have tried to share this with everybody and I think this is what a mentor does.

Differences appeared to be a contributing factor in the demise of the troubled relationship. Tim knew there was a problem, but figured they had two years to work out the problems. She shared his thoughts, "She seemed to be standoffish. She seemed to be content to observe....At the beginning, I wasn't overly concerned....I didn't know that our tenure would be so short."

View of problem solving was one of many differences that existed between mentor and protege in this case. Attempts were made at conflict resolution, however, it was determined that the relationship was irreparable and a move was swiftly made. Tim explained:

During our short tenure, I tried to work some things out. She did indicate to me towards the end that she wasn't all that happy. I thought we had pretty well set down and discussed some concerns and...have a better plan to work on, but evidently that

didn't work out. I did continue on in the program, and continued to participate, but our interactions were very few at that time.

The perceived lack of commitment was a concern which created some dissension between Tim and Joan. Comparing a this to a previous relationship, Tim believed that differences were something to work through rather than evade. This experience left Tim with unresolved feelings that he shared, "It was explained to me that this was not a marriage from the very beginning, but nothing was ever said that everybody would have to stick together." Tim was very candid as he related his values about sticking together with his comments about the work ethic, "If someone starts something, they finish it. You follow through on your obligations. You don't cut and run when there may be some trouble, because in this job, you can't do that."

Benefits and costs associated with the relationship. Intangible benefits were an important part of the exchange in the relationship. Tim derived satisfaction from the prestige of being a part of the new program while he fulfilled professional and regenerative needs. The status that accompanies training new administrators was considered a benefit by Tim. He expressed his enthusiasm about his role in training administrators:

I felt like I had a lot of things to share. I was also involved with a lot of training of other administrators at that particular time over in central with our personnel director. I thought it was a unique opportunity for her. We took her to those training sessions; she took part in those training sessions. I was trying to explain the broad picture of what a principal does....I felt like I had an

opportunity to introduce her to some other areas that maybe other mentors probably weren't getting at that particular time.

Positive past experience with mentors inspired Tim to serve as a mentor. He indicated, "My elementary principal, Mary Myer, was my mentor. She worked with me, and I always felt that was something that I could do to help other people."

Fulfillment of regenerative and professional responsibility needs was the driving motivation for Tim to be a mentor. Sincerely interested in improving the profession, Tim believed that the principalship was a very important role and that we could no longer say, "You have been a good teacher, I am going to make you a principal." He believed that as instructional leaders, principals had to be competent leaders in all areas.

Failure to produce results was considered a liability. This concern figured into the relationship between Tim and Joan. Tim expressed doubts about Joan:

I wasn't sure that she wanted to be a principal. She made a comment to me that she thought the principal's job was so lonely. It didn't seem to have a support group around. She wasn't sure that was what she really wanted to do.

He expressed his disdain for her commitment to the goals of the program and principalship:

Towards the end [her visits] were somewhat strained in that she really didn't know where to fit; she didn't know where to go....I don't know if Joan ever bonded with me, the school or really the situation....I wasn't sure she was ready for a mentor.

The risk of being associated with failure is one of the costs involved with mentoring. Validating his expertise as a mentor, Tim explained, "I had been a mentor...through another university. I worked with another person and found that to be very, very successful. That young woman has now gone on, and she is now a principal."

The emotional impact of terminating the relationship involved some pain and disappointment. It appears on the debit side of the ledger. Tim compared his relationship with Joan to "illusions of a roller coaster ride starting off with high expectations, excitement, and being involved in a program that was just getting off the ground." He enjoyed interacting with people who he found stimulating. Tim continued to reflect on the emotional impact that terminating this relationship had for him:

I became very distressed with her lack of interest; her lack of connecting. And the sudden endness of it was like a kick in the stomach. I felt like I was betrayed. I felt like the carpet was pulled out from under me. I left with a very uneasy feeling. I will be honest with you; it took a long time for me to come to grips with the way that was handled--the input, lack of input...I would describe it as a roller coaster ride with the end of it being a big drop.

The abrupt termination of the relationship with Joan caused and the way the university had excluded him in all of the arrangements concerned Tim. He explained:

It was never meant to be a marriage...was the term they used....Divorce could happen at any time. But I felt ...that my feelings were not taken into consideration and that my side was not even heard. No one bothered to hear my side of it.

He continued to express his feelings:

I was concerned about the precedent that was being set. I wanted the protege to at least remain throughout the school year. I pointed out that there were several projects that this protege had been assigned, and was she not to be held accountable? She was just going to walk out scott clean after five or six months of work.

Tim expressed disappointment at the lack of inclusion with the disengagement process:

She only came to talk to me after [it] was suggested that she ought to come and do that, and even at that she never felt that she even needed to talk to the staff. No one from the staff asked where she was. It was like she was never here. I think that was a very interesting reflection on the whole thing. I felt maybe that central office, someone should have called and said, "Hey, we are having some problems here. What could we do?"

I still feel that the ending of it was so sudden. I was not involved in that. I was not aware of it and I did not know anything was even being discussed. I was not brought into any of the termination...and [I] wrestled for a long period of time about how that was done.

### Personal Characteristics and the Relationship

Personal characteristics may facilitate or impede relationships. Tim did not believe age difference, experience, or gender were factors in their failed relationship. The case summary gives an analysis which revealing of the role that personal characteristics did play in shaping this relationship.

### Age, Experience, and Gender

Sharing his thoughts on differences in age, experience, and gender

Tim had this to say:

Age difference between me and my protege...15 or 20 years?  
Years of experience? This is my 27th year in education. At the time I had 18 years as a principal. I never felt that any age differences or years of experience or sex had any influence one way or the other. I don't see that being a problem, or concern, or influencing it in any way. I felt comfortable with all those areas.

### Personality Factors

Personality was identified as a potential source of conflict between Tim and Joan. Expressing beliefs that opposites could bring balance to a relationship, Tim shared his thoughts:

I know that everybody can't copy another person's personality, but a protege should have an opportunity... like a cafeteria. You select this, you select that, you take this strength, you take this weakness, and you balance how they fit your personality....In turn you should become a stronger and better principal.

### The FIRO-B Scores Related to Personality

The FIRO-B provided measures of personality needs expressed and wanted by Tim in the areas of inclusion, control, and affection (See Table 14).

Tim's scores with respect to inclusion show that he likes others to include him, however, he does not ask others to be a part of his activities

Table 14

Tim's FIRO-B Scores

Tim's FIRO-B Scores				
	Inclusion	Control	Affection	Sum
Expressed	2	5	4	11
Wanted	7	5	8	20
Sum (e + w)	9	10	12	31
Diff (e-w)	-5	0	-4	-9
Scores may be categorized as follows: High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2				

Note. Interpretation of FIRO-B scores was based on Ryan (1977), Schutz (1978), and Waterman (1987).

often. He wants acceptance, and is sensitive to being left out or ignored. He tends to allow the other party to initiate interaction. He actually sends the message that interaction is not wanted when in fact it is wanted. Basically a shy person, Tim maintains his distance and privacy. His high total score of inclusion signifies his need to be included and the low notes a preference for others to initiate invitations for participation.

Moderate control needs are reflected in the scores indicating that Tim has successfully resolved control issues. He tends to be democratic and is comfortable giving or taking orders. He has doubts about his ability and likes reassurance from others because he is fearful of failure. If criticism or failure occurs, he expects to share responsibility or guilt.

A moderate affection score reveals a person who is personal and capable of a close relationship; however, his high wanted affection scores reveals a person who is sensitive to rejection and requires reassurance that he is liked. A low difference indicates that he prefers others to express affection toward him.

A summary of Tim's FIRO scores concludes that he likes to be included for the intrinsic satisfaction that accompanies the involvement. He recognizes boundaries and knows when to give or take orders. Attachment needs are high with a preference for others to initiate inclusion and affectional interactions.

### Contextual Variables

Contextual variables influence the development of most relationships and from Tim's view, they only enhanced this relationship. He did not appear to be aware of the negatives expressed by Joan.

### Program Design and Related Activities

The program activities served as the glue that brought mentors and protege's together in most cases. Tim shared this belief with the following comments, "I felt like the activities of the program helped bring us closer together....I felt maybe that was one of the more common areas, bonding areas that we did have." When asked to reflect on his protege's participation in program activities, he indicated:

She did attend the activities. I didn't see where she participated all that much....She seemed to be very content to sit back and observe rather than become a participant or a leader in any discussions.

Tim explained that he tried to get off to a good start by involving Joan in all of his projects:

I tried to expose her to all the things that I was doing--from working in staff development, the financial picture, the schedule, [and] the fact that the principal is the change agent within a school....By exhibiting skills of being a good leader yourself, the staff will rise to a higher level....I am not sure that Joan ever bought any of that.

Participation in school activities was a higher priority than social activities. Tim indicated that they never took time to participate in social activities together. He continued to explain:

I involved her...in everything. I tried to encourage her to come to all activities PTA meetings--our school is very involved in a carnival, relationships with the community, and staff development, attending inservices, scheduling. We worked on the financial books....I had tried to involve her in...all kinds of activities as far as the school is concerned. We planned for her to conduct a faculty meeting....We were trying...top to bottom.

Tim perceived the program design advantageous for the protege. He contemplated that, "opportunities of meeting personnel on a first name basis [and] knowing the system," were advantages not available to others. He continued, "Having these people come in and actually conduct parts of the program gave them [proteges] a unique opportunity to get on the inside track as potential principals." Citing another example and comparing this experience to another one, he reflected:

The lady that I had here from another university did not have those same kinds of opportunities--to know the personnel director on a first name basis, to get to know the associate superintendent, to be in class with her and be in discussions. There were many unique opportunities [available only to those in the program].

### Ambiguity in Program Design

All details are not precise in newly designed programs; the ambiguity is at times a potential disadvantage. In this case, ambiguity became an

advantage which seemed to strengthen the relationship as Tim and Joan worked together to meet the requirements of the new program. Tim indicated that he experienced frustration with evolutionary aspects of the program:

At the beginning there was some uneasy anxiety over--no direction, and I felt that getting mixed signals from the university, mixed signals from her professor, mixed signals from central, so we kind of felt like, we just kind of said, "Okay, it is just the two of us here. We'll work this thing out together." Those activities...pulled us closer together.

Tim concluded that the new program's ambiguity, a potential disadvantage, became an advantage that created a common ground for the mentor and protege.

### The Internship

The 90-day internship provided the protege with a wide array of experiences. Tim described several:

I would like to think that I was helpful in making her see that the principalship involved a wide view of the total instructional program....That you had to be open, that you had to respond to all kinds of people in different ways. You had to be a good listener and I felt from my end of it that she was...on the inside track; [she] had the privilege to be involved in a lot of different activities ....I felt like she had a fantastic opportunity.

### Supportive School Division

Having a protege within same school division had advantages for both parties:

It was actually easier [to have a protege within the same school division] because she was familiar with a lot of county policies, a lot of the personnel, people, names were familiar, how to do things....I found that to be very easy, and smooth....I [could] see where that could be a benefit, because she could follow through.

### Unique Opportunities at Mentor's School

Pride in his school and abundant opportunities for learning afforded in his school were recited with enthusiasm:

She had a unique opportunity, because Cross Creek Elementary School and the county are involved in a lot of different things. She had an opportunity to interact with my assistant principal. We are in the process of forming a new program...test analysis, putting together our own test book, and opportunity to be involved with inservice. I just felt...this would be a unique school to do any kind of training....It brought a lot of good opportunities.

### Family Support and Teamwork

Family support was not an issue in this case. Tim's wife had advanced degrees and their two children were in elementary school. He relayed the level of family support with these comments, "My wife is also in education....I feel the family understands. It [mentoring] wasn't a problem at all."

### Tim's Role After Disengagement of the Relationship

Benefits gleaned from participation in the program were primarily intrinsic. After the dissolution of the relationship, Tim continued to participate

in the program. He felt good about being able to facilitate the internship of another protege. For example:

I did have something to contribute to the program. One of the proteges working in a neighboring junior high school wanted to spend some extended time, and we made arrangements for her to bring her daughter from another school system and come and spend several days at our school. It was a positive experience for the protege.

Essentially, Tim believed the contextual variables actually contributed in a positive way to the relationship. He had ambiguous feelings about the new program, but definitely did not like the manner in which the relationship between him and Joan was terminated. Participation in the program was meaningful to Tim, who continued to take part in program activities.

### Tim's Concluding Statements

Tim's concluding description of the program included the following comments:

I would wholly recommend it [program] to anyone that felt committed to it. I would recommend anyone who has the opportunity to become a mentor, to do that.

At the very beginning, I had no reason to choose another protege. If given another opportunity, yes, I would have chosen someone else, because I would very much liked to have continued to be an integral part of the program. I did develop some close relationships with other proteges ....Some of them spent as much as two days visiting at the school. I had four or five of the participants come and spend time. I have to say that was a very good feeling for me, because they still felt comfortable enough to do that after two years.

Tim was very candid in his descriptions of the program and his mixed feelings about the premature termination of the relationship:

I will describe the program as challenging, and exciting, worthy to continue on, worthy to work with....It is the only way to go as far as preparing principals.

The experience itself...would be positive and negative. I have some very positive feelings, but I also have some very negative feelings about it. Especially in the way certain things were handled from central office, and also through the university. I think they learned something from it. I tried to share with them my frustrations...that other people's feelings need to be taken into account along with the protege's [feelings]. That it wasn't just a protege kind of a program; all elements of the triad needed to be taken into [account] when decisions were made....I feel very good about the program, even though I feel like I had a negative experience.

**Appendix H**

**CASE STUDY III**

**THE RENAISSANCE RELATIONSHIP**

## THE RENAISSANCE RELATIONSHIP

This case is a sequel to Joan's story which describes the relationship between Joan and her new mentor, a former assistant principal. Paul had been an elementary principal for 12 years and was in his first year as principal at Misty Meadow Elementary School. He was married to a teacher and the father of three children. Paul became a mentor principal to Joan after the disengagement of her relationship with Tim. This renaissance relationship was conceived from a failed relationship and a strong sense of respect. Joan described the way it happened:

When concerns surfaced with my assigned mentor, I talked with [Paul] about the program...and how my mentoring relationship was going...just to call him and to talk to him and say how do you view this...We sort of left it there. The decision was made that I was going to change and it just worked out that he was then assigned to me to be the mentor. We met and talked at his school; then we met with professors. We...mapped out...the way the program should go from that point on.

Joan indicated that she and Paul addressed strengths and weaknesses from the previous relationship to avoid the mistakes from the past and assure a successful relationship.

## Joan: The Protege's Perspective

At the first orientation, Joan distinctly remembered him "standing up there telling jokes, like he always does, and putting the whole group more at ease" as she reflected on the occasion:

I came into this school division in 1980 as a beginning teacher and he was the assistant principal and so we had worked together for years prior to 1989 when the program began. He supervised the Special Education Department and I was the chairman of that department, so we worked very closely together for many years.

Their relationship was facilitated by what Joan described as "his straight forward" approach. Joan's account of her new mentor gives her first impressions:

Paul's going to tell you as he sees it. He's going to commend you for things that were done well and he was going to let me know when things weren't going well. That was established from the outset. He's very task oriented. He's got the pad out with three different lists on things that he has to get accomplished. I consider myself task oriented. He's way beyond me in terms of being organized for things. But it was very comfortable. A relationship that I think we settled into very easily and quickly.

The nature of the relationship. Previously established with a strong foundation and described as "very comfortable," this new relationship was destined to flourish according to Joan:

Since we had a relationship prior to the program, the bonding and chemistry was set. We knew each other, the way we operated...a lot of the things were already established with this relationship.

Mutual appreciation and inclusion are visible components in this mentor-protégé relationship. Joan explained her view of the relationship, "Being Paul's protégé was great. He valued what I did. He valued...[my] opinions. There was a sense that he communicated to the staff a confidence in what I was doing..." Joan reported that she had a good working relationship with the staff. Because they approached her for advice and assistance, Joan felt that she was a vital part of the school.

Mutual feelings about the relationship were described by Joan, "We did not have any problems working together. It was a real positive relationship from my aspect and I felt that it was from him as well."

Harmony was noted in the relationship from the protégé's perspective.

A pensive Joan reflected:

Because we had a comfortable relationship from the beginning, I can't say anything in particular other than that I was sorry to see it end. I enjoyed my time at Misty Meadow and...that relationship....It did not change much as time passed. He is someone that...I'm not afraid to go and say I disagree with you on this point and know that he would listen to that and not be offended by it or take it personally.

Joan recalled an incident involving the discipline of a child and he said, "Don't you think you came down a little too hard on him?" and I said no, "I don't....This is why I don't....This is how I handled it, and these are the reasons why." He may not have done the same thing but he respected that and supported that decision.

Factors that influenced the relationship. Understanding roles, expectations, accessibility, and respect firmly cemented this relationship. Joan explained that she played her role by being helpful to her mentor. She commented, "I think I relieved him of a lot of things he just didn't have time to do. I was able to free him up to do some things that he wanted to do." She continued to explain how she saw the role:

The mentor is the one who provides leadership and teaches his experiences, shows you the way. As I said, one who is a critical person when he needs to be and also one who is capable of genuine and sincere praise....You can watch him and learn more from him than other people.

A mentor also is one who is going to provide time for you....We could sit down and we could have discussions about philosophical issues.

Respect for Paul was revealed as she sought his advice when she contemplated applying to the program. She said, "There were two people that I called about it and one of them was my "real mentor." I asked, "What is this and what do you think?" Uncertain of proceeding, she respected his advice after he explained the program and told her, "You really need to go for it."

Mutuality and teamwork were evident in the relationship. For example, Joan described their teamwork in the following way:

We worked real well together He'd sit down and say, "These are the kinds of things that I have to get done today. Can you help me with this?....How about taking care of this letter? How about going and doing this for me?"....He displayed a great deal of confidence in what I could do. It was sincere and genuine.

Joan continued to explain how they worked together:

He was very comfortable in saying, "Okay we're going to mark off this week and this is a week that you're going to be here; I've got other things that I'm going to do. I'm going to be away taking care of all of this stuff and you handle it, whatever happens to come through." Or, "I'm going to be gone....You handle whatever happens..." I was going to be backed up regardless.

Joan indicated that she was actively involved with discipline, parents, child study, correspondence, faculty meetings, and the principal's faculty bulletin, "Bits and Pieces."

Assessment and feedback are needs of all proteges who are "learning the ropes," including Joan. She was pleased with the level of feedback that Paul gave and expressed these thoughts:

Assessment and feedback came from my mentor. He was there....If there was job he gave me to do, then I was going to get some feedback from him. It wasn't always positive. I distinctly remember doing some kind of letter for him and getting it back and he said, "No, the tone of this is all wrong. Do this again." You try to please and make sure it was done the right way. There was lots, lots of feedback about things.

The interaction that came from assessment and feedback reinforced the relationship between Joan and Paul.

Accessibility was important to Joan. She related that this was never a problem with Paul, when she said, "Availability was never a concern. He would talk about the things he'd ask me to do." She indicated that he was available to discuss her views. For example, she said, "Here's a problem, what do you think?" [He was]... genuinely seeking my opinion about

something. My mentor participated in some of the program activities." Joan's mentor attended cluster meetings and other meetings; however, he was not involved in the instruction.

Previous experience with mentors played a critical role in Joan's working relationship with Paul. She recounted important details that distinguished her mentor relationships, "I've had any number of mentors, people that I respect their opinion and would seek advice from and have learned from." She compared the relationships by stating, "the biggest difference was that Paul respected me and my qualities and my skills and was confident that I could do the job."

Benefits and costs associated with the relationship. Engagement in a relationship or activity implies that negotiation has preceded. The bottom line desired is that the outcomes of the participation will be mutually beneficial or at the least some level of profit will result.

Participation as a protege in a principal preparation program located in a suburban school district denotes access to programs and activities. Joan cited the meaning for her, "Being a protege in this suburban school division means that you're included in many more activities that you wouldn't have the opportunity to be included in otherwise. In terms of being at Misty Meadow, it was a real positive experience."

Few liabilities were found in this renaissance relationship. From its inception, this relationship was destined for success. Time was the only cost

factor. Time together was essential to enable the relationship to develop. It was a valued commodity that was considered an investment which yielded a mutual return in terms of their relationship.

### Personality Factors and the Relationship

Compatible personalities produced indisputable results in this successful renaissance relationship. Joan's needs complemented Paul's needs for inclusion, control, and affection.

### The FIRO-B Related to Personality

The FIRO-B measured personality aspects of behavior expressed and wanted by Joan for inclusion, control, and affection. Scores reveal personality traits that influence the ensuing mentor-protege relationship (See Table 15).

Joan's scores reflect a person with well developed social skills who is selective with whom she spends time. Her moderate to low needs for inclusion does not reveal a preference for a great deal of social interaction.

Moderate expressed control scores when compared to low wanted control scores reveal that Joan is comfortable giving or taking orders. A high total control score indicates reluctance to take direction from others and the need for freedom to pursue personal goals. Joan has a strong self-concept

Table 15

Joan's FIRO-B Scores

Joan's FIRO-B Scores				
	Inclusion	Control	Affection	Sum
Expressed	6	5	4	15
Wanted	0	2	5	7
Sum (e + w)	6	7	9	22
Diff (e-w)	6	3	-1	8
Scores may be categorized as follows: High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2				

Note. The interpretation of scores was based on Ryan (1977), Schutz (1978), & Waterman (1987).

and likes to be recognized as competent. At times her needs for control, recognition, and pleasure may create conflict in relationships.

Moderate affection scores reflect a warm person comfortable with giving and receiving affection. Joan's scores were consistent with the way she is and the way she presents herself to others. High affection scores are consistent with people in careers that require high interaction such as principals.

Joan's FIRO profile summary reveals a socially skilled and self confident person. She is selective with her associations and requires little interaction. In areas of control, she is confident in making decisions and realistic in self expectations. She is a warm individual who does not make excessive demands on relationships. Joan's mutually satisfying interaction with her mentor ensured a compatible relationship.

### Personal Characteristics and the Relationship

Age, years of experience, and gender contributed to this relationship. Joan's attitude about their personal characteristics and their differences in age, experience, and gender facilitated their relationship. She believed that previously knowing her mentor and his patterns of interacting had the most impact on their relationship.

### Age and Experience

Age difference of nine years was disregarded as significant by Joan. She indicated, "Consideration of age difference just never occurred to me."

Having been a teacher and counselor for nine years, Joan's experience was no match for Paul's 13 years of experience. Joan noted that previous experience with her mentor was the most meaningful to the development of this relationship. Joan recalled,

Years of experience? Certainly he's worked a lot longer than I have, but probably what affected us the most was the number of years that we had working together five years before he went on to Misty Meadow Elementary School....A lot of that ground work that you have to lay in other relationships was already there for us.

### Gender

Gender difference was not a concern in this relationship. In education, typically the ratio of female to male is high. It is a generally accepted fact as confirmed by Joan, "Gender doesn't bother me at all, that he's a man and that I'm a woman working together."

### Contextual Variables

Significant contextual variables contributing to this case were the meaningful experiences included as a part of the internship, time allocations in Paul's school, and a supportive school division. Family support was

evident, but this variable was overshadowed by experiences in the program, her mentor's school and the school division.

### Internship Activities

Internship activities should include routines and meaningful experiences that strengthen the relationship. Joan's recount of those activities included the following:

Most of my time [90-day internship] was spent at Misty Meadow. The activities ran the gamut. You've got to get buses in, lunches covered, announcements done, ... the parent problems, the conferences, [and] working with the teachers....I chaired that [biennial school planning] committee for him...[pulled] everybody together to work on setting up a plan....I did some discipline for him, child study, scripting, teacher conferences, teacher observations....He was not comfortable with me sitting in on the follow-up conferences. He's a very confidential man by nature and he just did not feel that was appropriate.

### Time in Mentor's School

Time spent in Paul's school was tailored to suit school activities. Because time was limited [90 day internship and pregnancy], extended periods of time were blocked to allow time to complete tasks and to provide continuity. According to Joan:

The way we set it up at Misty Meadow was for extended periods of time....I'd work a week or two weeks straight there....We just thought it would work better that way. I was going to have a limited amount of time to be there because the baby was due in November....We attacked the terms of setting up activities....It was different from the way I had done in the previous school in

terms of more structure....By the time I went to Misty Meadow things had settled down a little bit in terms of the program activities, what was expected, and the amount of written assignments....So it wasn't nearly as intrusive as it was prior to March.

Joan compared her mentor's school to her own,"...it's a little different from most of the other county schools. It was much more closely aligned my elementary school." She continued to described the two schools, "in terms of transient population, diversity of the population, so that wasn't as dramatic a change for me and yet it was different enough that I could learn from it. It was twice the size of our school."

When asked about being in the same school division as her mentor, she indicated, "There's too much closeness [which] can breed problems."

### Supportive School Division

Benefits associated with a supportive school district included opportunities to participate in activities as reported by Joan:

I was included in things that they were doing as a faculty. I was part of their faculty. They joked with me like I was there every day....That makes for a much more pleasing climate.

The school staff accepted Joan and made her feel a part of the team. She shared those feelings,

They were very generous, and they had a surprise baby shower for me one day. That just means a lot. You know, you're somebody...[who] drops in on them for a week once a month and they felt positive enough about me being there that they wanted to do that for me. That felt really good.

The school climate contributed to her positive feelings of acceptance by the staff. Joan continued to elaborate on her feelings:

I have talked with many people here and in the school community in general about the climate here and what a great staff they have...how hard they work, how upbeat and positive and they are....You go into some buildings and you have that sense of negativism, but instead of harping on...[negatives] they're looking for ways to change. To see that in operation was wonderful. You felt uplifted when you left there, rather than, I have to go back there.

### Family Support

A supportive family was evident, but not as crucial once the change in mentors was made. Joan recalled what transpired on the family front:

I think once that move was made and [her husband] he could see that I felt much better about things he was much more pleased for me and satisfied and could see that things were moving in a more positive direction. I think of my extended family and they were also very pleased for that move to be made for me.

The nurturing conditions surrounding this relationship were right for its growth and development.

### Joan's Concluding Statements

After the program was completed, Joan indicated:

I feel very fortunate to have had two such diverse mentors, both with terrific qualities, both very good principals, but I think it's rare for anybody to get...a look at two completely different styles of operating, and to see that both work. It just is personal preference....It was a terrific experience, not always a happy one, but

one that I can't say that...I would particularly change because...I learned more this way than the person who walked in and had everything perfect from the outset.

Advice to others included a message about confidence. According to Joan,

Protege's should be confident in what you are able to do. Be willing to take a stand and go with it regardless of what the repercussions might be. Be open to suggestions.

Without hesitation, Joan indicated that she would not have chosen another mentor. She elaborated about the importance of mentor-protege matches, "The right mix, the proper blending of personalities can't be diminished. If that relationship is established, there is such a powerful learning experience."

Joan believed strongly in compatibility of personalities. She indicated that time with her new mentor in the new school setting could not have been more productive or satisfying.

### **Paul: The Mentor's Perspective**

As a mentor, he remembered the orientation day well because it was his 40th birthday. He shared the following thoughts and revealed his empathic nature:

I felt like we were hitting these people with a great deal of information and we were going over a lot. I felt like if I had been in a similar situation, I would have been overwhelmed. I think that it may have very well impacted on those people the same way.

We had the good fortune of working [together] when I was assistant principal; she was a BA teacher and coordinator for our special education program. I had gained a great deal of respect for her, both in her capabilities as a teacher and a leader with a determination to do well.

The nature of the relationship. Professional and personal qualities are characterized in the relationship between Joan and Paul:

We were friends and respected each other....[We were] confidantes and knew from a professional standpoint how each other would respond and how each other would treat the other. Our relationship had already pretty much been established and she just showed interest or attention to me like she always had. I guess that is why we were friends....I had learned to respect...her opinion[s] and hopefully that was reciprocated....I felt we had a good relationship.

Respect was a theme that surfaced in the nature of their relationship.

Paul reminisced from his earliest memories of Joan:

She is a relatively slight person, a spunky person and a person who won't back down. We had one situation where there were some much larger boys in the BA program that had misbehaved....She really stood her ground. The result was she was respected by those students. She had a well organized BA classroom, which is not the easiest thing to do on a junior high level. I had worked with her and I had learned that this was a person that I could give a great deal of authority. She would be professional and confidential in what she does. We had a real good relationship.

Paul's memories of his working relationship with Joan figured into his new relationship with her. He believed that she had helped him form his own philosophy on leadership. He recalled the incident:

Eventually I sort of evolved into this type of leadership style as well. Probably one of the first people I ever interacted [as an assistant principal dealing with discipline] this way with was

Joan. When there was a problem, say a behavior problem, I would just go down there and just say "Hey, what do we need to do?" I would go down with her and say "Hey, let's put our heads together. What do we need to do?" That was one way that I think she improved me, and I don't know if you would even consider it as an informal mentor-protege program, but I found a person that I could really trust and sought out her opinion.

Paul indicated that was the beginning of his collaborative leadership style for which he gives Joan credit.

Paul freely shared details of how the relationship had grown and changed with time:

Toward the end of the program, we became closer and confided in each other more than we had before. It [the relationship] became more open. We were friends all along, but we bonded even closer together. We had a real good relationship, but this gave us a common area [to share]. We took the time to plan, afterwards to talk it over.

Factors that influenced the relationship. Personal beliefs and values guide our interactions with others. They help to form our working relationships with others. Paul's mentor-protege relationship was shaped by his value system and influenced by working with student teachers. Paul shared his beliefs and values:

I believe in being real positive, being real upbeat in your relationship, and looking for the good in people. There is good there in everybody....My relationship with those student teachers would certainly have been to look for the positive, to let them know how important the job is that we are doing in education, and also to let them know how rewarding it is because it is not from a financial standpoint. It is not as bad as a lot of different lines of work, but it is not as [financially] rewarding as we would like, and as it deserves [to be].

Informal time spent reflecting together was a valuable part of the relationship. Paul explained how they set aside time to talk and enjoy each others company, "We would just sit down and talk over what had happened, what we thought, what she thought and what her impressions were, what my impressions were." He explained the purpose of the time was "to discuss a lot of things that she had experienced in that most recent visit to our school."

Similar philosophies enhanced their relationship. Paul cited an example as he said, "That BA situation where she took a stand with those kids, and I supported her. I think we really had a very similar philosophy."

Time in social settings created an atmosphere to become better acquainted from a personal perspective. Paul reflected pleasure as he recalled some of the times they spent together outside of school, " We have been to their place fishing and boating....We have gone out to dinner together. So yes, we did spend some time together."

Previous mentors modeled behaviors and influenced Paul's relationship with Joan. Paul revealed experience from having several mentors, "I have had a lot of mentors, people...I have worked for directly, or even more indirectly central office staff that have consciously or unconsciously served as my mentors." He continued to elaborate on the knowledge that come from the awareness of having had mentors:

You learn from them....[It] may not have even been a [formal] conscious mentor situation, but you look and you learn. They were very special people. I really liked the way they handled

themselves and the way they worked with kids....I processed a lot of the things....I don't want to forget one principal who had a lot of real good qualities. He would give me certain assignments to do, certain things to do which I appreciated, and that was a mentor-protége relationship...not as formal as this.

Role models were important to Paul who made it a practice to observe others who he admired and considered them to be mentors. He elaborated, "I like to watch [successful people] what they do and how they do things....I have even sat down and said, "Show me what you do, how you handle certain situations, how you organize your day, this type of thing."

Benefits and costs associated with the relationship. Choices are based on the psychological contract negotiated for immediate or long term profits. Profits in relationships accumulate as interactions gain significant meaning for individuals.

The opportunity to develop leadership style was one of the benefits of mentoring Joan. Paul's past experience brought positive thoughts about the prospect of working with Joan again. He reflected on all of her good qualities and philosophically looked forward to working with her. Paul shared his thoughts about working with Joan, "I believe in discipline and I know she believes very strongly in discipline. Well organized, a good leader, I was excited when I realized that I would be working with her."

Having someone to help with his work was another benefit. Paul indicated, "Being Joan's mentor was a help....There is a lot of work

when...[there] is only one person. I really missed her when she was gone, because she did so much. She was very capable."

Having a confidante and someone to share ideas with was attractive to Paul who said, "It is also nice to have a confidante that you can go to and say 'What do you think of this? Let me bounce this off of you.'" Paul indicated that having someone to "confide in" was a pleasure from a work standpoint.

In reciprocating, he indicated that he was able to help with organization with these comment:

We had it organized ahead of time. We were supportive. She had my confidence; she knew that...At the end of the week, we would sit down and [I] just let her talk out anything that she wanted to. I would share things with her. I would ask her things.

Opportunity for feedback pleased Paul as he reflected on his protege as a sounding-board:

Our relationship was such that it was reciprocal, so that I could go to a person and say "Hey, what do we do here?" Usually I dealt with it, and I know what to do and we moved on, but this person, I wanted her insight.

He continued by saying, "It was a very open give and take in the relationship. We were well organized. She had my confidence and hopefully would have felt good about it." Working with the best was considered an advantage of participating in the program. Among the benefits of participating in the program was the real experience to work with the people from the university. Paul expressed his delight, "that we worked with, and see how some very bright educators operate. I was impressed with the professors."

Tangible and intangible benefits resulted from participation in the program. Paul elaborated on the professional opportunities available to mentors:

I went to St. Louis and met some very interesting people there as part of our program....That was an opportunity that I wouldn't have had. We had purchased some books, some professional books for our library because of my experience in the program. I worked closely with other principals, learned things from other principals, and learned things from other mentors. We attended that dinner out at La Masion. So there was a lot of different stimulation from being involved in the program. It made you introspective. It made you look at what you were doing [and wonder if] there is a better way to do it, and be open to some new ideas.

Regenerative needs were fulfilled through the process of serving as a mentor. Paul stated his priorities and supported his beliefs with the following comments:

We would have stressed preparation, so maybe we are seeing some things that are filtering back...preparation, positive outlook on things, and the responsibility....You are not selling a car. You are not making a bar of soap. You are affecting a human life.

Being on the planning committee provided background for the role of mentor. The value of this experience was reported by Paul:

I had the good fortune of sitting in from the very beginning....I learned a lot about what the mentor should be from that process. You sort of developed an informal mentor-protege relationship.

The planning process was valued by Paul as an opportunity for growth. He shared these comments, "...that relationship that I talked about with other people who had either formally or informally served as my mentor...I guess

you are always a result of that [mentoring]. We are the sum of what we have experienced."

The cost of a failed relationship and its impact was a primary concern for Paul. He was concerned about the effect it would have on Joan and her professional future. He asked himself the obvious questions: "How should I handle the new relationship? Would there would be a repeat performance?" According to Paul, "The only difficult aspect to the relationship was the transition from the difficulty that she had experienced at the elementary school."

The new relationship was an antithesis of Joan's original one. Paul explained her determination to make the relationship work:

This phenomenon occurs with parents, with students. People who come from difficult situations really want to make the next relationship work....She was very candid about what happened. She made some mistakes....She admitted where she was wrong and wanted to move on from there. I really gained some respect for her, and we really didn't even go into what happened over there....We had a good relationship, and we just built on that. I think that was difficult for her, but I think the net result for us was that she was even more determined to make this a good, positive experience.

### Personality Factors

This was one of the most extensive relationships for Paul with the exception of student teachers. He believed that personality was important part of getting along in a relationship and openly expressed his views with, "I had student teachers so far back it is hard to even remember...The

relationship...depends on your personality." The nature of Paul's personality was revealed in his comments, "I have always really enjoyed what I was doing and have tried to be very positive and upbeat."

### The FIRO-B Scores Related to Personality

The FIRO-B measured personality variables of expressed and wanted inclusion, control, and affection (See Table 16).

Paul believed that personality played an important role in the development of his relationship with Joan. Inclusion and acceptance were important to Joan who was highly motivated to have a successful relationship this time. She experienced feelings of insecurity balanced with a determination to succeed. Feeling included and being accepted by the staff was paramount to Joan and fulfilled a void previously identified. Paul revealed, "I think she went out of her way to work with the staff, and they appreciated it; they acknowledged and appreciated it."

Low inclusion scores registered by Paul signify selectivity with associations and a preference of small groups to large ones. Low inclusion scores also are indicative of concern about rejection. Withdrawal is the defense mechanism for rejection.

Moderate needs for control indicated that Paul is democratic and capable of making decisions. Sensitive to criticism and fearful of failure, Paul has some doubts about his ability and he needs reassurance. Affection

Table 16

Paul's FIRO-B Scores

Paul's FIRO-B Scores				
	Inclusion	Control	Affection	Sum
Expressed	2	6	8	16
Wanted	0	6	6	12
Sum (e + w)	2	12	14	28
Diff (e-w)	2	0	2	4
Scores may be categorized as follows: High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2				

Note. An interpretation of his FIRO scores was based on Ryan (1977), Schutz (1978), & Waterman (1987).

scores depict the eternal optimist who enjoys initiating warm, intimate relationships with a selected few. He values being liked.

Paul's FIRO-B profile summary reveals a person who is selective in close relationships. No discrepancies exist in his expressed and wanted needs for control. He is comfortable sharing responsibilities and does not place excessive demands on others. A team player, Paul is democratic and likes shared decision. An optimist, Paul likes warm, intimate relationships with selected individuals. Trust is essential to his relationships.

### Personal Characteristics and the Relationship

Being older and wiser from years of experience is an underlying assumption of the relationship between mentors and proteges. In this case, Paul was nine years older and wiser with 15 years experience as a principal. These personal characteristics were significant to the development of their relationship because they brought the dimensions of respect, common ground, and similar philosophies to the relationship.

### Age and Experience

Age was a consideration in their relationship revealed by Paul. He indicated that age was a factor in two ways, "One, I am older and had served as her superior. Two...just because of age, there may be some respect...." Being from the same generation, he indicated, "we share the same personal

interests and likes, TV programs, comedians, and movies....We were close because our age, or from the same generation." Having been her superior, he said, "I had worked with her as her assistant principal and was somewhat older. I think you know there may have been some respect as related there."

Experience did not seem to influence their relationship as much as philosophy according to Paul:

With 21 years in education, 15 [years] in administration, the span of experience did not weigh as heavily as did their similar philosophies....We were really close. I think that is why we got along. I use that political term "conservative," but we really are conservative. We take stands that are unpopular sometimes as far as maybe with parents or something. "Your child is doing this, or maybe you need to stop doing this with your child. You are spoiling your child."

### Gender

Difference in gender was not a factor in the quality of the relationship, even though Joan was recognized as a very attractive young lady. Both considered the relationship to be professional. Paul recalled their "good relationship" and his interactions with Joan: "I really did treat her like I would anyone else, male or female....All you have to do is have a daughter of your own...and you realize that you want her to have every opportunity."

He continued to share this thoughts on the issue and its implications for the field of education:

In the field of education dominated my female teachers, we are in a profession where my superior is a female, and an extremely

capable person. There really isn't any place for drawing any distinctions between male and female in the field we are in....So that really was not a factor. I respected her for what her abilities were. Hopefully, she did the same for me. The fact that she was a lady really didn't enter into it.

### Contextual Variables

The contextual variables in this case contributed to the relationship. Participation in planning, attending program activities, and being a part of a supportive school division, contributed to the relationship in tangible and intangible ways. Paul believed that he was the recipient of some of the best professional development available. He contended that developing leadership skills, self-awareness was an invaluable part of the program. Having a supportive family continued to be an inherent factor in Paul's life as he added the mentor dimension to his career experience.

### Program Design and Related Activities

Program activities played a supportive role in bringing Joan and Paul together to form this new relationship as Paul shared his thoughts:

We had a real strong relationship before that [the program], we shared a lot of things, spent a lot of time together, shared experiences....I would say in a positive way I got to know her even more and the qualities that were there came through even clearer.

The program provided a framework for the mentor role. Sharing an example, Paul said, "As far as guidelines, my experience in the program was very

helpful as far as...examples to go by. Joan did attend and participate in the activities."

### Supportive School Division

Participating in a supportive school division with the mentor included was advantageous to the dyad's relationship. However, Paul would not have considered it a disadvantage to work with a protege in another school division. Positive recall was expressed by Paul,

I think having known her was a plus. I certainly don't see anything wrong. However, he recognized positives in working with someone from other school divisions. I think you could learn a lot....It was one of the things that appealed to me about the program from the beginning; you are going to get input from a lot of different systems.

Flexibility was a benefit that was proudly noted as a constructive practice of the school division:

One thing that we are good at is flexibility. We are very proud in our county of what we do, but we know that there are other things that we can learn from, and we are not afraid to change. If there is a better way to do it, we are not afraid to look at that. I know that I personally am the same way. Working with a protege from another school system, you would learn a lot from them.

Assessment of Joan's progress was based on some of his own experiences. Paul cited his beliefs about flexibility:

The best I could do is to compare her to how I might have done, and I know there are a lot of ways to skin the cat. I wouldn't lock her in that she had to do it this way. I let her be pretty creative as far as how she wanted to approach a problem, or how we wanted to deal with a situation.

Time for planning routines was an important priority for Paul. He reflected on the value of planning time:

When it came to working together, there is a lot of need for organization and planning that goes in ahead of time, and we tried to do that. We tried to set a time aside that we would organize and plan....You can't just say, "Go ahead and start, you know; do whatever you want." So we would try to get together and organize it and plan it through, what she was going to be doing, the schedule of what she was going to be doing.

Time to feel ownership important in the mentor's school was a meaningful part of the mentoring process. Paul shared his thoughts:

I would recommend a two week time period in the school and one of those weeks let them be by themselves, and really let them feel what it is like to run a school. We never did work it out; my schedule didn't work it out, and I will tell you I just didn't feel like letting it go....I didn't know what I would do for a week. I didn't have any vacation planned.

Changes in use of time was advocated by Paul. He suggested the amount of time in a school and time alone to operate the school needed to be extended. His frustrations were aptly expressed,

I sort of messed up. If I do it again I would do it different[ly]. I think [proteges] they need long sections, or big chunks of time in the school. We may have been a little too piecemeal, but near the end we did get more and more larger chunks of time."

Paul sounded more experienced and confident in what he would do the next round when he indicated:

I would get out of the building. I would let her have the feel that it is completely hers. I think large chunks of time, giving a variety of experiences; let her experience it all. Let her experience bottom line when it really tears at you. When you are going to make somebody mad, and you are going to please somebody,

or make everybody mad....People need to feel that....You really don't understand administration until you do. It just didn't work out that there was any place I could go....I would just make sure there was a time, one or two weeks, that nobody was there to turn to, and that you really had to do it on your own.

Paul continued to elaborate on the ways he worked with Joan:

We would organize beforehand....We had some assignments. There was some scheduling; she did work with me in the summer on scheduling...Once we got into those large segments of time, she was pretty much doing it all....I even went off to another part of the building, but I was still in the building.

Paul facilitated Joan's worked with discipline, faculty meetings, and PTA so that she was exposed to all aspects of the school life.

#### Family Support and Teamwork

Family coping was not a problem for Paul. He was candid in his response:

To be honest with you, I really don't think it was a problem at the family level at all. As far as time, most of the meetings were during the school day....We did move our vacation one time, so I could go to the first meeting; but that was no big hardship. Beyond that, no, I didn't see it as a problem for the family.

Paul described their relationship toward the end, "Our relationship was closer; we were good friends before that, but closer....You had taken the time to confide in the other person; to trust the other person."

## Paul's Concluding Comments

In regard to advice for others interested in becoming a mentor, Paul shared his views about the integrity of the relationship, "You have to have a relationship based on honesty and trust. It needs to be well organized, well thought out, well planned, democratically with both people having input." He continued to provide advice:

You have to be willing to let go, and let them take control....[There] is an evolution....Be supportive for them, give honest feed back, and be there for them. But eventually it needs to evolve into a situation where you give them total control for a period of time. So advice would be honesty and trust; build a trusting relationship. Be well organized, and make sure you give them the authority that they need and the responsibility that they need to really sense what the job is all about.

Given the choice of changing protege's, I wouldn't have. I really wouldn't have. She would have been the one that I would have picked. I did not have a protege at the very beginning, because this was my first year at Misty Meadow. We were opening the school for the first time. I felt like I really couldn't give the person the amount of time, and a real good experience that first year...It was later in that first year...when Joan came on board here. That was time for me to get my feet on the ground and at that point in time I felt like we could do a good job by then, and I would have the time to work with her.

In describing the program, Paul said frankly:

It is the cutting edge of education administration. We worked with some very bright people in a very democratic process, where everybody's ideas were sought out and processed, and incorporated freely and openly. I saw the type of interactions which you don't usually see, which are in a lot of cases confrontational, and sometimes stressful, where ideas were really thoroughly thought through and rejected or accepted on their merit....It was very much participatory from the protege's standpoint. It was organized to get the students [proteges] out

of the classroom and get them into the schools....I see that as a very big plus. I think that the net results have been positive....I have a real sense that we have a real good pool of excellent young administrators.

I would say there is a lot of work, and don't kid yourself there. Don't commit to it unless you are willing to do a lot of work. Being very honest, that would need to be conveyed to them...It is an exciting program... instructing...future administrators...there is a lot of work involved. We need to be committed to doing that.

Appendix I

CASE STUDY IV

THE DICHOTOMOUS RELATIONSHIP

## THE DICHOTOMOUS RELATIONSHIP

Karen Brady, an elementary teacher with 17 years of experience, was currently teaching at Oakton Elementary School. Full of energy and eager to become a principal, Karen focused on her goal. With three school-aged children and a troubled marriage, financial necessity required her to work part-time.

Sam Howard spent three years in the elementary classroom prior to moving to a principalship. He was appointed principal at Hillview Elementary School 11 years ago. Married 21 years, Sam led a relatively tranquil life.

### Karen: The Protege's Perspective

Karen was well known for her enthusiasm and gregarious personality, and she was no different on the orientation day. She recalled her feelings on this special day as feeling "...very up, but...nervous, looking around to see who your competition was."

Karen telephoned Sam when she learned that he was to be her mentor. By the time they actually met, they had accumulated some background about each other. First impressions suggested that the relationship would meet her needs because Karen said, there was a "...feeling of trust that he genuinely wanted to be a mentor to me. A feeling that he was committed to my growth as a professional, and I respected him."

The nature of the relationship. The professional relationship evolving from the program and related activities was like a student-professor relationship for Karen. The relationship with Sam grew from a novice level to a collegial level. Karen was viewed by Sam as being "over-eager" and at times he had to hold her back. She indicated, "Toward the end, he just had a good feeling of confidence in me, and I had a feeling of confidence [in myself]."

Factors influencing the relationship. Understanding his role and projecting confidence that he knew all the right things to do helped Karen to establish assurance in her mentor. He was open, warm, low-keyed with a good sense of timing that resulted in a low-stress environment that fostered a smooth relationship. She explained:

In terms of special chemistry or bonding, he has a really great sense of humor. He was very low key and very non-stressing. He didn't put a lot of demands right at the beginning. He welcomed me from the beginning to his school, to his office, to his meetings. I think that bonding took place [because] of his openness.

Karen learned to listen, be less anxious, and grow through observation. Karen said, "I just had to listen more instead of being so anxious, take a back seat and be willing just to sit and listen, and watch and observe."

In the absence of what Karen perceived to be formal role models, Karen drew from less formal experiences. Unofficial mentors identified by Karen were her "former principal" and she continued, "I look up to and admire

you [researcher]....I have always admired the way you have been able to turn this school around, your drive, and your capabilities as an administrator."

As an assigned mentor, Karen indicated that Sam's skill and ability to meet the demands of the job was "a humbling experience." Sam's clear expectations and coaching were appreciated by Karen who indicated that she liked lots of feedback. Karen said, "We talked constantly during the 90 days that I was there."

Karen noted Sam's interest in her was evident by his participation in "at least 70% of the program activities" and telephone calls "back and forth two or three times" during the week.

Inclusion in routines was a vital part of their relationship. Sam invested time by trying to bring Karen up to date on issues and set the stage for her duties. Karen recalled a typical day, "I would come in and Sam would brief me on what had occurred since my last time there. It would give me a feeling of inclusion." One of the ways Sam showed an interest was by including Karen. She said, "He always gave me that professional courtesy of treating me as someone who was going to be his equal."

Modeling was an important part of their relationship. She learned a great deal from watching the interaction with his teachers and students. She continued to reflect, "He always stood outside in the lobby every morning as the teachers walked in, and it was something that became habit for me to greet the teachers in the morning." Karen said, "Being the first out on bus

duty in the mornings" set a good example. These and other actions became models that Karen added to her skills.

Benefits and costs associated with the relationship. Profits from this relationship came from the investment of time, exposure to people and professional activities, modeling, coaching, and sharing information. Karen gained confidence and competence and Sam gained satisfaction with her growth.

Karen equated her exposure to that of an assistant principal. She had opportunities to work with special education, volunteers, financial records, discipline, evaluations, classroom observations, instructional leadership.

Exposure to the public was valued by Karen. She indicated that she might not have gotten the same exposure in another school. Of those experiences, Karen said: "I was exposed to many opportunities, such as [meeting] business leaders or supervisors."

Karen noted no problems with their relationship. She was aware that teachers had to adjust to her presence in the building and her work with Sam. When asked if there were problems associated with the relationship, she responded, "If there were problems, I am not aware of them. There were no problems for myself....It took a while for teachers to accept the relationship. Once they did, they were very supportive."

## Personality Factors

Opposite personality traits produced a balanced relationship between Karen and Sam. She described herself as being "nervous, anxious, and over-eager" about the relationship. She described Sam as "a very warm and personable personality, so it was very easy to feel at home with him, and feel comfortable from the beginning."

The insecurity that initially plagued Karen eventually turned to confidence. For up to nine months, Karen defined her role as an observer who was "more than willing to watch and observe, and gradually get my feet into it with more confidence. I think Sam gave me more and more rope as he knew I could handle things." Change in the quality of their relationship occurred between January and May of 1991. Karen noticed a change in confidence and she said, "there was a feeling of confidence that I felt that he had in me."

## The FIRO-B Related to Personality

The FIRO-B measured personality factors of expressed and wanted inclusion, control, and affection (See Table 17).

Karen's moderate inclusion scores reflect a person with good social skills. Karen networks to make contacts in her work and she presents an outgoing image in public; however, she tends to be moderately selective in her associations.

Table 17

Karen's FIRO-B Scores

Karen's FIRO-B Scores				
	Inclusion	Control	Affection	Sum
Expressed	6	4	5	15
Wanted	4	5	4	13
Sum (e + w)	10	9	9	28
Diff (e-w)	2	-1	1	2
Scores may be categorized as follows: High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2				

Note. Interpretation of FIRO scores was based on Ryan (1977), Schutz (1978), & Waterman (1987).

Moderate control scores indicate that Karen is a democratic person who is capable of taking on responsibility and making decisions.

Collaboration and shared decision making are typical from individuals with moderate control scores.

Moderate affection scores of indicate that Karen is capable of giving and receiving affection without making unrealistic demands on others. There is no discrepancy between her wants and needs in the affection area. She is able to tolerate others who may be contentious.

### Personal Characteristics and the Relationship

Personal characteristics such as age, gender and years of experience do influence relationships. An age difference between mentors and proteges of less than six or eight years tends to create a collaborative co-worker relationship with minimal mentoring (Levinson, 1978). In this case Karen believed that age and gender differences were not as significant as the experience that she brought to the relationship.

### Age and Experience

Age was not a prime consideration between mentor and protege in this case. Karen explained, "Sam and I did not have a great age difference. He is around 42 or 43, and I am 38....We had a lot of things in common as far as the age ...Vietnam, the music that we would hear on the radio."

Experience in the classroom did make a difference in this case.

Karen's experience in the classroom was an asset to the relationship where Sam contributed administrative experience. Karen elaborated, "Sam only taught three years....I have taught 17 years, and I think [he] valued my teaching experience, and asked me questions about different grade levels for instruction or curriculum, and he really felt that was a plus for me."

### Gender

This was a professional relationship with no contention over gender.

Karen explained:

I would consider Sam a friend, and someone that I would call. Even now we do; we talk to each other....I have worked for two women principals, and this is the first male principal really that I have worked for....We had a really nice, easy, professional relationship. It was different than working with a woman....Sam was just more joking. If I had [on] something nice, he would say "You look real nice today." But it was always in a professional way. There was never any undertones. I felt very comfortable; [he was] like a big brother.

### Contextual Variables

The circumstances that contributed to this relationship included the program design, a positive school setting, a supportive school division, and a divorce. The merits of having a mentor in the same school division included gains of time, sponsorship, and expanded knowledge about schools in the division.

### Program Design and Related Activities

Sam's participation in program activities was meaningful to Karen because it made him aware of the amount of work that the program demanded. Karen said, "He was very supportive of the program, as well as supportive of the amount of work that I had to do for it. It was a very favorable feeling that he had toward the program."

Karen reflected on the activities during the internship, "It was like observation-type activities where I would go with him to the classrooms, or go with him to administrative meetings, principals' meetings [and] parent conferences."

Change in the internship was suggested by Karen. She favored a plan that included the following recommendations:

If I could change the 90-day internship, I would break it up into three 30-day segments. I really feel for the continuity, and the effectiveness of the teachers on the staff; they needed to see you there more; they needed to see you there in a longer capacity. My only suggestion would be a larger segment of time, [for] continuity.

Karen believed that extended periods of time gave more opportunity for her to be a resource in the building.

### Supportive School Division

Status was associated with being a protege in a "good school division." She said, "I think that was definitely a plus."

I think there is a sense of status. This school division has an excellent reputation, and it was a wonderful opportunity....It was wonderful to be in the same school system [as her mentor].

Interning at Hillview offered the prestige of being associated with a "good school" with a positive climate that was not too far away. Karen explained, "Hillview is a very popular school. One of the opportunities for me was that I was involved in a school that is seen as a "good school." There are some schools that might not have as excellent a reputation."

Distance and time were factors in some relationships, but not in this case as Karen indicated:

For me the driving was not significant. It was about a 30 minute drive, so staying in my own school division certainly was a plus. I know with a couple of the other interns, their school was almost an hour away, hour and 15 minutes. It was easy to get to meetings....I was able to juggle my schedule getting to class. I could leave Hillview and within 10 to 15 minutes be in class [the logistics were very manageable].

## Time

Time was a valued commodity necessary for developing the mentor-protege relationship. The investment of time was required to develop relationships and skills for mutual benefit. Karen indicated,

We just talked about the nuts and bolts of the actual management. How do you get the money? How do you administer the funds? How do you get maintenance requests? We did many things with the physical plant [such as] walking around to make sure if things were safe [and] talking with the custodian.

Time for developing skills with special education issues was important to Karen. Responsibilities in this area of schooling were relatively new to Karen. She indicated that there were a lot of concerns with special education. Karen said that she gained experience with "modifications in the curriculum, the classroom teachers, working with IEP's, attending IEP conferences, attending the child study committees."

#### Participating in Same School Division with Mentor

Being in the same school division as her mentor had merits for their relationship. Karen believed that experience in another school expanded her view of the total school division. She said,

I think it was a real plus, because...I did not have experience outside of southwest county in my school division....I had never been to another part of our school division. I learned so much being placed in another school in another section....[I]t gave me a broader look at our school division....

In regard to having a mentor within the same school division, Karen said, "If they need more information about me, I know they will call him." She believed that Sam was powerful as her "cheerleader and a credible resource" within the school division.

#### Divorce, Family Support, and Teamwork

Family support was important to this female protege with children. The family support was even more important to Karen who had three children and

was working part-time. She reflected on her circumstances, "I was able to juggle family responsibilities, school responsibilities, teaching responsibilities, and internship responsibilities without a full-time job."

Karen's mother proved to be a source of help to Karen who was coping with a failed marriage. Karen indicated, "My mother took over a lot. When I went to classes she was able to bathe the children, cook, and feed them their dinner."

Karen's marriage ended in divorce due to underlying issues unrelated to the program. She believed, however, that the program helped her gain much needed self-confidence. She shared these thoughts:

This program did help me to gain some inner confidence in myself, to make some choices that I probably should have made a long time ago. Overall, the family coped. Toward the end of the period, it was a struggle just because everyone was getting tired, but they were extremely supportive.

Advice for others interested in participating in this type of principal preparation program, Karen indicated that they need "a commitment, desire, and vision." She continued with her advice, "You have to have a commitment that this program will be the most important thing to you in your life the next two years."

### Karen's Concluding Comments

Karen's story illustrates a realistic picture of ups and downs in life with a positive outcome that left her strong emotionally and professionally. When

asked if she would have changed mentors or selected another mentor, Karen responded:

No, I really don't think I would change Sam for anything. I feel like I have learned from all of my experiences in the last twelve years. I have wanted to be an administrator a long time....Because my vision has been to be an administrator, I have tried to learn from people as I go along. No, I would not have traded Sam for anyone.

When asked to describe the program, Karen had the following comments:

There were times that you just felt at the lowest point of your life, and at other times you felt at the highest point of your life. I think again that the commitment to the program has to be there. The experiences were both challenging and frustrating. They also made me change and grow in ways that I never thought I could. I feel very, very positive of how this program has affected my personal life, my professional life, and my future.

### **Sam: The Mentor's Perspective**

Sam Howard's perspective of mentoring evoked feelings of hesitation.

The initial meeting and ensuing relationship with Karen Brady were characterized as an "antithesis." He described their initial encounter:

It was a relaxed atmosphere and it was a very organized meeting. They gave us some time to sit down and get acquainted with the person that we would be working with for two years. But it was still a little tense, because we didn't know exactly what we would be getting into or much about the person....There was still a lot of hesitation as far as really getting to know each other, because we just didn't know enough about the program at that time.

After their brief encounter, Sam and Karen really got to know each other as the program evolved.

The nature of the relationship. Sam described his relationship with Karen,

In the beginning, we all wonder [if] they will earn that respect, and Karen indeed did. If she didn't earn that respect, then it would have been an uncomfortable two years. She grew and it turned out to be a very positive experience.

He compared their relationship to a friendship that grows and develops over time. He said,

Because you don't know this person, you find out what you have in common. You find yourself defending her to your faculty and staff until she will be accepted by herself. And that's a good feeling. She earned that respect.

The professional relationship did not allow much time for social activities, as Sam shared, "There were just a couple of occasions like Christmas parties we had where she was invited to be a part of the school; but those were the only settings."

Sam was known as an easy-going, laid-back administrator with few apprehensions; however, his first impression of Karen was one of concern because of her high energy. As the relationship evolved, a comfort zone was established, especially when Sam had harnessed some of Karen's energy.

Factors influencing the relationship. Developing trust and loyalty was important to this relationship from Sam's view. As Sam started to feel more comfortable with Karen being with him, a good working relationship emerged.

Trust grew and Sam became comfortable. Sam shared his thoughts on the need for trust and loyalty in their relationship when he said, "By the end of the first semester, I felt very comfortable sharing with her everything. We developed a real good trust, and I felt her loyalty towards me and the program."

The difference in disposition between Sam and Karen was apparent. He indicated, "There wasn't a special chemistry." He continued to elaborate on some of their differences:

I was more concerned about directing this energy...She was a "give me more, give me more" kind of person, and it did make me nervous....I am more that you learn by doing, and you do the things as they come up. I think Karen would like to have things written out for her; jobs to do....It is hard to predict, you know things just don't fall in a certain order.

Sam reflected on his understanding of the roles of mentor and protege. He explained how he learned to be a mentor when he said, "I understood the role of a mentor from having student teachers." He also indicated that "Having assistant principals working with me and going on to be principals of their own school" served as an example. Learning about mentoring was based primarily on personal experiences. Sam shared how mentoring worked for him:

Pretty much the orientation meeting gave us a list, and they gave us some objectives that they put together that they felt would be important for us to use with our intern. But as we got into that we just found out that list wasn't as realistic as we felt like it should be, and we geared it more towards what really happens at our school. We used that as a guide.

In regard to understanding the role of proteges, he said,

Their role was to get comfortable in the position, to make decisions on their own, and Karen certainly did that by the beginning of the second semester....She assumed more responsibility to do jobs that came up without asking for so much direction.

A noticeable change appeared in their relationship toward the end of the program. As time passed and the relationship evolved, the two who were originally described as opposites eventually settled into a comfortable relationship. When asked to explain how he and Karen worked together, Sam recalled,

We started off with a very goal-oriented approach. When she was coming the first time, we would have a list of activities that I wanted to expose her to...finance, or discipline, or working with teachers, and we tried to stay on track that way. But as time went along, we found out that it was hard to keep to a schedule like that because of the things that come up in an elementary school.

Reflective time was a great discovery for Sam and Karen. He indicated that it allowed them to meet their primary goal of time in the classroom:

So we kept in mind that these were things that we felt like we needed to share with each other so she would become comfortable with school finances and books and things like that, but yet we left enough flexibility in our schedule to be out in the school--that was our number one priority.

The mentoring process was enjoyed by Sam who shared some of his thoughts on the process:

I enjoyed it. You know, in the beginning I wondered if she would really catch on to what it's going to be like for her to be an administrator in public schools. But the more I worked with Karen, I saw the potential there. Once I saw through her excitement...I found that there was a very intelligent, level-headed, compassionate person, and I felt this by the time she was finished. That was the image that she would project rather than the one...when I first met her.

In the beginning...people were nervous coming to her because of her excitement. She would get excited about how to handle a certain situation. But by the end of the internship...teachers...found her to be very competent in handling their situations, and they started to come to her.

Benefits and costs associated with the relationship. Participation as a mentor and having a protege within the same school district had more positives than negatives for mentor-protege relationships. Policies and procedures among schools were consistent, a factor which allowed more time for mentors and proteges for other options. Other positives included exposure to people and inservice programs.

Pluses associated with being a mentor were explained by Sam:

We got to be exposed to the people from the universities, to remain current and keep current on everything that is going on there. They [mentors within the school division] were very generous about the time [away from school] to participate in the activities.

Sam openly discussed the mutual benefits of mentoring a protege from the same school division: "The advantages are that we know it's consistent county-wide. We can talk about curriculum and we have pretty much the same series of everything throughout the school system. We didn't have to

waste much time." Familiarity with curriculum policies and procedures within the school system eliminated the need for time to be spent in this area.

Satisfaction came from helping Karen to become a good administrator.

Sam explained how he was helpful in coaching Karen:

We had many sessions and I told her that she would have to learn to come across better the first or second time that she met with people, instead of dominating a conversation; that turned people off. They like to have an administrator that was a better listener than someone who would interrupt them and stop them halfway through and give them a solution. I think that really helped Karen a lot; to become a better listener.

Sam believed that reflective time was mutually beneficial. He provided feedback on both strong and weak actions which helped to refine her style:

When Karen would get to the point where I felt she was getting a little bit too loud in expressing her views, I would bring that to her attention....She had to be careful about the way she would either criticize what is currently going on in schools compared to what she was learning in class....I just cautioned her about being too vocal, and I think that advice paid off at the end.

It made Sam feel good to help Karen understand the dynamics of her interactions with others.

From Sam's perspective, there were more pluses for the mentors than the proteges. He detailed his concerns:

As far as the proteges, it was a little bit more inconvenient for them, because they had to leave their classroom and still keep up the work that was required as a classroom teacher. In my case I had an assistant principal to keep the school running when I was away. So as far as the advantages, I think it was a little bit easier for the mentors than it would be the proteges...They were trying to act as a principal, classroom teacher, plus as a student. They were really wearing three hats.

At one point, Sam indicated that there were no problems. Later, he expressed concern about how receptive Karen would be to criticism, "She was very receptive to criticism. Karen really zeroed in on those [critical] areas." Sam was pleased that Karen understood problem areas' she worked on them and successfully overcame them.

### Personality Factors

This case represented an example of opposite personalities bonding to form a compatible relationship. Sam believed that the "opposites theory" was used as a basis for his selection as Karen's mentor.

Karen was described by Sam as a person who was "full of energy and over-eager." Her enthusiasm about the program and its activities pleased Sam, who proudly reflected:

Karen was very excited about this whole program. She didn't teach full time, so I think she got to devote more time to the program. So her excitement level was real high, and in social activities she was fun to be around and her spirits were really good. All in all, she had a real good attitude towards the program.

### The FIRO-B Related to Personality

The FIRO-B measured personality factors expressed and wanted by Sam for inclusion, control, and affection. Each of these factors played a role in the dynamics of the relationship between Karen and Sam (See Table 18).

Sam's low inclusion scores disclose that he is very selective of the people with whom he interacts. His privacy is valued and he has a preference is for small groups rather than large ones. Sam's scores are reflective of a person who is uncomfortable in social settings and he avoids them.

The moderate control scores are indicative of a democratic person who is capable of making decisions and taking charge or letting others do so. Approval is important and influences his need to build support for actions.

The moderate affection scores reveal a person who wants affection, but is cautious about initiating the interaction. Sam's personality profile indicates that he likes to build trust and reassurance that he is liked.

### Personal Characteristics

Reflecting on the personal characteristics, Sam expressed comfort with there being more similarities than differences. He considered age and years of experience as an area of common ground.

The influence of age was minimized by Sam when he said, "We were fairly close; I think there were about five or six years that separated us."

The years of experience were similar. Karen was a classroom teacher for about as many years as he was a principal. Sam indicated that they were classroom teachers in the same school system, and "...we felt like we had a lot in common because we are both elementary school teachers."

Table 18

Sam's FIRO-B Scores

Sam's FIRO-B Scores				
	Inclusion	Control	Affection	Sum
Expressed	2	5	3	10
Wanted	0	5	6	11
Sum (e + w)	2	10	9	21
Diff (e-w)	2	0	-3	-1
Scores may be categorized as follows: High = 7, 8, 9; Medium = 3, 4, 5, 6; Low = 0, 1, 2				

Note. Interpretation of FIRO scores was based Ryan (1977), Schutz (1978), & Waterman (1987).

With regard to gender, Sam recalled his experience working with women:

In this business you are used to working with women and men, but it seems like in the county we are with there is usually a male and a female administrator, and that is a good combination....I was already comfortable with that [working with females].

### Contextual Variables

The program activities, the internship, and time spent together reflecting and collaborating contributed to the relationship in positive ways. Collaboration was facilitated by the program activities and the school setting which had an inviting school atmosphere. Affiliation in the same school division was another positive factor.

### Program Activities

Sam believed that the program activities were instrumental in "a good way" in the relationship that developed between him and Karen. His statements supported his beliefs about the program:

It brought us together to think about the new things that are out there in education. We would talk about them and discuss them as professionals; it was always good to bounce these ideas off of each other.

Time was important to both mentor and protege. Sam expressed his opinion,

The first year through trial and error, we found out that the best time spent would be at least a week at a time. So we divided up our calendars so that she would at least spend a week here, and she felt comfortable because she could get the same substitute at her school.

Scheduling activities was an important task for Sam and Karen. He explained how they worked together:

We divided up the year so there would be something different going on when she came here--whether it was bus duty or chairing a committee. I divided it up so she would have experience with the biennial school plan, some experience with discipline, teacher evaluations, and try to give her a good picture of what this job is really about.

Contrasting the idea of having a mentor in another school division, Sam shared his thoughts:

On the other hand, I could have learned a lot from someone coming from outside [the school division] and they could have learned a lot about [our school division] compared to their school system and we could have bounced ideas off each other that way. So there's pluses and minuses in both ways.

#### Suggested Changes in the Program

Changes were suggested prior to launching a new program. Sam recommended that more time be spent together initially and more time be allowed to get acquainted as opposed to "just being thrown together."

## Family Support

The support of family was evident for Sam who reported, "family support which was evident, Sam reported no conflicts and commented, "But as far as creating any more pressures on me, personally, there were none at all." He seemed aware of Karen's need for family support when he said, "There just wasn't that much time for social type things. We socialized together on a few occasions. Karen was going through a few personal difficulties during this time. She had her hands full with her children and all that was going on.

## Sam's Closing Comments

For others interested in being a mentor, Sam reflected that everybody and every school is different. Those factors will influence the way the mentoring relationship develop. He elaborated on his views:

Everybody is different. I know the mentors that I spoke to approached this mentorship with their proteges in a different way. They knew their school better, and what to offer at their school might be something different than we can offer here at Hillview.

Sam voiced the need to give proteges different experiences:

At Hillview we had a lot of special education; more than any other school in the county. I think exposing them to a little bit each time they come, [to] something that's different...because I believe in learning by doing, but yet to be there as a safety net. Give them all the advice they need to be successful with the job....If you don't give them the responsibility to grow and delegate the responsibility to them, then for two years you are

just going to have someone following you around....I don't think that would be much fun or fair for the intern.

Sam reflected on choice of protege's and his view of the pairing procedures, "I was very pleased with Karen, and proud of her the way she finished the program. If there was another way that they had to choose people, I don't know if I would have chosen Karen." He felt that she had a lot of similar characteristics to other people that he had worked with before and because of that, he said,

I would have chosen someone who I felt would be just a change....There is a reason for everything, and maybe it is because Karen had similar characteristics to people I have worked with before that we were brought together.

Sam believed that committee decided to pair for good reason. He summarized his thoughts, "...and it ended up being a very successful situation I don't know if I could have made a better choice."

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## **Education**

- Ed. D. Educational Administration, 1993
- M. S. Virginia Tech, 1976  
Vocational Education
- B. S. East Tennessee State University, 1964  
Home Economics Education

## **Experience (Roanoke County, VA)**

**Principal**, Cave Spring High School, 1992-present  
**Principal**, Cave Spring Junior High School, 1988-1992  
**Assistant Principal**, Hidden Valley Junior High School, 1980-1988  
**Athletic Director**, Hidden Valley Junior High School, 1980-1988  
**Coordinator**, Adult Education, 1977-1988  
**Teacher**, Cave Spring High School, 1977-1980  
**Teacher**, Glenvar High School, 1969-77

## **Professional Memberships and Honors**

National Association of Secondary School Principals  
Virginia Association of Secondary School Principals  
Virginia Middle School Association  
Association of Roanoke County School Administrators:  
Secretary 1989  
National Education Association  
Virginia Education Association  
Roanoke County Education Association  
Association of Supervision and Curriculum Development  
Phi Delta Kappa: President, 1987-88  
Vice President of Membership, 1986-87  
Vice President of Programs, 1985-86  
Life Membership

Phi Kappa Phi National Honor Society, 1976  
PTA Life Membership, 1986  
PTA Distinguished Service, 1991  
County Council of PTA: Chaplain, Secretary, and Scholarship Chairman  
Stuart Beville Award for Outstanding Moral Ethics in the Principalship in  
Virginia Public Schools, 1991

## **Professional Activities**

NASSP: Springfield Skill Development for School Leaders, 1992  
NASSP: Mentoring and Coaching--Developing Educational Leaders, 1991  
VASSP: Co-author of article in The Virginia Principal, "Support Services Personnel," 1992  
Roanoke County Schools Health Advisory Committee, 1990-92  
Excellence in Special Education Leadership Institute for Secondary Principals, 1990  
Mentor in the Regional Program for the Preparation of Principals, 1989-91  
Community Education Conference presenter in Charleston, South Carolina, 1991  
Panel for the Regional Principal Preparation Program, "Social Forces Impacting Education," 1991  
Roanoke County Schools Grade Reporting, Promotion, and Retention Committee, 1991  
Planning Committee Developing the Regional Program for the Preparation of Principals sponsored by Virginia Tech, 1989  
Roanoke Valley Junior High School League of Athletic Directors: Chairman, Vice Chairman, and Secretary.  
Roanoke County Schools Activities Committee  
Secondary School Conferences sponsored by the Virginia Department of Education  
Virginia Middle School Conferences sponsored by the Virginia Department of Education  
Leadership Institute for Secondary Principals sponsored by the Virginia Department of Education  
Planning Committee for Roanoke County Schools  
Administrative Conferences for three years  
School Improvement Project sponsored by the University of Virginia  
Scanning Committee for Roanoke County Schools

Consultant for the Virginia Middle School Forum, Virginia Department of  
Education Committees: Standards of Learning  
Leadership Development Programs for Principals

Phi Delta Kappa International: Proposals were written and funded for  
professional development workshops for five area school divisions

"Inviting School Success" (1986) presented by Dr. William Purkey,  
Eastern Carolina University

"The Enhancement of Teaching" (1988) presented by Kristine  
Riemann, San Antonio, Texas, Brackenridge Fellow, educational  
consultant, and teacher



Martha M. Cobble