A Cross-case Analysis of Mentee Change in Leadership Behavior

during a Mentoring and Coaching Program in Virginia

Gwen Elizabeth Dudginski Miller

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Dr. Travis W. Twiford, Chair

Dr. William J. Glenn

Dr. Carol S. Cash

Dr. Thelma D. Wheeler

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ABSTRACT

The purpose of this study was to determine in what ways the mentees' behavior changed during a formal mentoring and coaching program conducted during the 2006-2007 school year in Virginia and what accounted for the change(s). Because a sharp increase in responsibilities in recent years has made the job of the principal more demanding and stressful, it is imperative that principals get help from a mentor coach to sharpen the leadership skills that they need to be successful. Information obtained in this study pertaining to a formal mentoring and coaching program and whether or not it changed the leadership behavior of mentees can be used to develop future mentoring and coaching programs for high school principals.

This qualitative study took a collective case study approach that focused on collecting information regarding the leadership skills of high school principals who had worked with a mentor coach during the 2006-2007 school year. This study involved six high school principals who formed three dyads during the formal mentoring and coaching program. Triangulation of data sources included interviews with participants, data from the 2006/2007 and 2007/2008 National Association of Secondary School Principals (NASSP) 360 Self and Observer Assessments, reflection log protocols of the mentor coaches, and mentee shadowing protocols. Data were analyzed using a logical analysis approach which included coding data, finding patterns, labeling themes, and developing category systems. Results of this study were presented as categories and discussed using

both the conceptual framework and the 10 leadership skill dimensions identified by NASSP and closely related to the standards endorsed by the Interstate School Leaders Licensure Consortium (ISLLC).

This collective case study reveals that the three mentees who participated in a formal mentoring and coaching program in Virginia experienced change, meaning improvement, in the following eight of the ten NASSP leadership skill dimensions: (a) setting leadership direction, (b) teamwork, (c) sensitivity, (d) organizational ability, (e) judgment, (f) results orientation, (g) developing others, and (h) understanding own strengths and weaknesses. Two mentees improved slightly and one not at all in the two leadership skill dimensions, oral communication and written communication. The history of the mentee, some characteristics of the mentor coaches, and several variables pertaining to the administrative mentoring and coaching program accounted for their change in leadership behavior.

DEDICATION

This dissertation is dedicated to my husband Marty who has provided me with constant encouragement, advice, and support throughout all of the years of my graduate and post-graduate studies. You have truly made all of my journeys in life complete, and all of my dreams come true.

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CHAPTER I

Introduction to the Proposed Study

Statement of the Problem

According to the National Association of Secondary School Principals (NASSP), the job of the principal has changed dramatically over the years (2007). The demands of the principalship are much greater and continue to grow because of events such as (a) the day Netscape went public in 1995 which enabled everyone to research and learn online; (b) the tragic school shootings at Columbine High School in 1999 which brought school safety to the forefront; and (c) No Child Left Behind (NCLB) Act of 2001 which made schools become accountable, in terms of achievement, for every student and teacher in the building. "Principals must take an active role to ensure that students meet national, State, and local academic standards" (U. S. Department of Labor Bureau of Labor Statistics, 2007, p.2). The principal is no longer just the chief executive officer (CEO) of the building because now he or she must be a public and government relations expert as well (NASSP, 2007).

To ensure that students do meet national, state, and local standards, principals must be skilled in many different areas. For example, they must be sensitive to the needs of the increased number of non-English speaking and culturally diverse students (U. S. Department of Labor Bureau of Labor Statistics, 2007). Because principals' jobs involve interacting with others such as students, parents, teachers, and the community, they must have strong interpersonal skills and be effective communicators and motivators (U. S. Department of Labor Bureau of Labor Statistics, 2007). Principals must also be familiar with computer technology, so they can gather information and coordinate technical

resources for their students, teachers, and classrooms (U. S. Department of Labor Bureau of Labor Statistics, 2007). They must get students ready for technology in a flat world (Friedman, 2005). In the past, principals made sure that their teachers and students knew what to do in the event of a fire or gas leak. "Today, schools must be prepared to address biological, chemical, and radiological attacks, as well as car bombings, suicide attacks, and armed intruders" (Brickman, Jones, and Groom, 2004, p.60).

According to U. S. News & World Report, the school CEO, the principal, has one of the toughest jobs in education, and soon there will be many openings (2003). Through 2010, U. S. schools will need 10 percent more principals as school enrollments rise, according to the Bureau of Labor Statistics; also, 40 percent of principals will reach retirement age over the next decade (U. S. News & World Report, 2003). What is clear to those studying the issue of the principalship is that "we are in the midst of a generational turnover in building leadership" (Gross, 2006, p.14). According to the Bureau of Labor Statistics, employment of education administrators is projected to grow as fast as the average for all occupations through 2014 (2007). Principals and assistant principals will have very favorable job prospects (U. S. Department of Labor Bureau of Labor Statistics, 2007). Most school districts require some teaching experience and at least a master's degree to become a principal (U. S. News & World Report, 2003).

Because a sharp increase in responsibilities in recent years has made the job of the principal more stressful, some teachers have been discouraged from taking positions in administration because they feel that the higher pay of administrators is not high enough to compensate for the greater responsibilities (U. S. Department of Labor Bureau of Labor Statistics, 2007). For those who decide to become principals, they attend colleges

and universities with a curriculum that covers topics such as school business and finance, law, public relations, and community relations (Young, Sheets, and Knight, 2005). The programs are rigorous and beneficial; however, they are not end-all learning programs for principals (Young et al., 2005). In fact, they are pre-service programs that equip aspiring principals with a small portion of the knowledge that is necessary to master the realities of the principalship (Young et al., 2005). The historical outcome for many beginning principals is failure because their learning stopped once they had completed the college or university program; however, those who succeeded, can identify one influential person, a mentor, who was very effective in helping them learn the skills to be a principal (Young et al., 2005).

Background of the Problem

Mentoring, one of the oldest forms of human development, traces back to the Stone Age when healers and cave artists instructed younger people in the arts and knowledge needed to perpetuate their skills (Reynolds, 1999). Written records of mentoring date back to Biblical times in the Book of Joshua where the Lord appointed Joshua to succeed Moses to serve as the leader of Israel (Reynolds, 1999). Because Moses had mentored Joshua for more than 40 years, he was prepared to lead the nation by leading more than two million people into a strange land and conquering it (Reynolds, 1999).

"The word mentor has its roots in Greek mythology" (Cramp, 2006, p.4). The concept of the experienced professional, as a mentor, serving as a wise guide to a younger mentee dates back to Homer's *Odyssey* (Daresh, 1995). Before leaving for the Trojan War, the King of Ithaca, Odysseus, left behind his trusted companion, Mentor, to

assume responsibility for his son (West, 2002). Homer gave us the name Mentor, which refers to someone with more experience who teaches someone with less experience (Crow & Matthews, 1998). Mentor was to serve as a tutor, share his wisdom regarding the world, and be a companion as Telemachus passed into adulthood (Cramp, 2006). The relationship occurred for many years "from innocent boyhood to splendid manhood" (Carruthers, 1993, p.9). Also from Greek mythology is Athene who was the female goddess of Wisdom who would sometimes assume the form of Mentor (Doherty, 1999); this added mother figure and wisdom to the attributes of Mentor (Carruthers, 1993). From the 1400's through the 1800's there have been numerous people with mentors who have added to the history and knowledge-base of the world. Some of the mentees include: (a) Sir Thomas More, (b) Raphael, (c) Calvin, (d) Milton, (e) Rembrandt, and (f) Darwin (Carruthers, 1993). Throughout history, there have been the following famous mentoring dyads: (a) Socrates and Plato, (b) Freud and Jung, (c) Medici and Michelangelo, and (d) Hayden and Beethoven (Merriam, 1983). A mentor helps shape the growth and development of the mentee (Merriam, 1983).

In 1983 Merriam stated that based on the studies of the time, there was little information on the prevalence or importance of mentoring for students, teachers or administrators in educational settings (1983). She found it puzzling that people in systems devoted to the intellectual and personal development of students were not more aware of mentoring and that researchers have not yet tapped into its existence (Merriam, 1983).

In 1986 the Danforth Foundation announced its support of innovative principal preparation programs at universities across the nation (Doherty, 1999), and even though

the programs differed, they all included a mentoring component (Daresh & Playko, 1994). Since 1984 the Singapore education system has been training future principals through structured mentoring. The UK announced funding support for mentoring schemes in England and Wales designed to help new principals, during their first year on the job, get help from more experienced colleagues (Walker & Stott, 1993).

In the 1990's, studies emerged that examined mentoring programs. In 1991, Ashby conducted a study, explained in the review of literature, that examined the principals in the Illinois Administrators' Academy to see if they benefited from mentoring in terms of their behavior. In 1993 Cobble conducted a descriptive study of relationships between assigned mentors and mentees in a preservice program for the preparation of school principals. In her study, mentors and mentees reported that mutual benefit, philosophical views, ethnic similarities, and being from the "same era" were significant to developing relationships (Cobble, 1993).

In 1994, the Albuquerque Public Schools Extra Support for Principals (ESP) program started when a group of elementary, middle, and high school principals examined how to develop a support system for new principals (Weingartner, 2001). In its first six years, ESP had provided mentors for approximately 100 first-year principals, and the annual evaluations of the program indicated that it was appreciated by both new and mentor principals (Weingartner, 2001).

In 1999 Reynolds conducted an exploratory case study of mentoring relationships of selected principals. Near the end of the 1990s, Crow and Matthews explained that a strategy frequently proposed for supporting principals has been the initiation of mentoring and peer coaching programs (1998). It is during this time that the

concept of mentoring also included elements of executive coaching and became known as mentoring and coaching. Mentors became mentor coaches. These terms are defined and used throughout the study. It is imperative that principals, old and new, receive mentoring and coaching.

The National Governors Association (NGA) recognized this need and decided to give a grant titled, Redesign the American High School, to one state. In July 2005, this two-year grant was awarded to the Commonwealth of Virginia. The Virginia Association of Secondary School Principals (VASSP) wrote the grant, titled Redesign the American High School, with Governor Mark R. Warner and developed an administrative mentoring and coaching pilot program that was the first of its kind to be used with secondary school principals in the Commonwealth of Virginia (Virginia Association of Secondary School Principals, 2006b). The entire program, titled, The Administrative Coaching Program: NGA School Principals, Mentors and Coaches, emanated around the following ten skill dimensions: (a) setting leadership direction, (b) teamwork/team leadership, (c) sensitivity, (d) organizational ability, (e) judgment, (f) results orientation, (g) oral communication, (h) written communication, (i) developing others, and (j) understanding own strengths and weaknesses (Virginia Association of Secondary School Principals, 2006a). The National Association of Secondary School Principals (NASSP) identified these skills in the 21st Century skills assessment program, *Selecting and Developing the 21st Century Principal*. These skills are closely related to the standards endorsed by the Interstate School Leaders Licensure Consortium, known as ISSLC (Virginia Association of Secondary School Principals, 2006a). The intent was originally established to have the mentoring and coaching program occur during the 2006-2007

school year; however, the mentor coaches who participated in the program decided in May 2007 that the program should continue during the 2007-2008 school year because of the positive relationships that they had experienced with their mentees. Even though the mentor coaches felt a need to continue the program one more year, it did not happen in any organized way on the part of VASSP.

Significance of the Study

This study is significant because it focuses on what accounts for the change of leadership behavior of the mentees chosen for the study in terms of the ten skill dimensions previously mentioned. After a review of the literature, the researcher concluded that no other study had done this. Studies in the past focused on the implementation and structuring of mentoring and coaching programs as well as the perceived relationships of the dyads involved in studies. The Ashby study focused on five leadership dimensions and concluded that there were changes; however, the study did not focus on what contributed to changes in behavior.

Hansford and Ehrich conducted a structured review of 40 research- based articles pertaining to the mentoring and coaching of principals (2006). One of the articles, by Southworth, contends that studies need to go beyond the generalities that principals have benefited from mentoring and coaching programs (1995). Southworth states that "we may have a strong rationale for mentoring and a supporting rhetoric from participants but no other evaluatory data to triangulate these two strongly positive positions" (1995, p. 26-27). Hansford and Ehrich took Southworth's contention one step further and asked the following fundamental question: "Do these principals perform their role in a more effective manner than principals who have not been mentored" (2006, p. 48)?

The purpose of this study was to determine in what ways the mentees' leadership behavior changed during the formal mentoring and coaching program conducted during the 2006-2007 school year in Virginia and what accounted for the change(s). This collective case study made a contribution to the body of knowledge of administrative mentoring and coaching by revealing if the mentees in such a program had changes in behavior that made them better leaders in their schools as a result of the program.

Research Questions

The following fundamental and overarching question guided the focus of the study: How did the VASSP administrative mentoring and coaching program change the behavior of the mentees in terms of the 10 leadership skills identified by NASSP and closely related to the standards endorsed by ISLLC, and what were the changes and the variables that affected the changes in leadership behavior of the mentee?

The researcher gauged the change in leadership behavior in many ways. First, the researcher interviewed the mentees and the mentor coaches of the three dyads in the study. She used an interview protocol for mentees (see Appendix A) and an interview protocol for mentor coaches (see Appendix B). Either before or after the interview with the mentee, the researcher shadowed the mentee at his or her high school and used a mentee shadowing protocol (see Appendix C) to record any notes. The researcher obtained the mentor coach reflection logs from the VASSP office and used a mentor coach reflection log protocol (see Appendix D) to record any notes. In addition, the researcher compared the 2006/2007 NASSP 360 Self and Observer Assessment that mentees took during the 2006-2007 school year to the same assessment that mentees took the following year, meaning the 2007-2008 school year.

NASSP breaks down the results of these assessments into categories that are the 10 leadership skill dimensions. The 2006/2007, 360 assessment is labeled in this study as T1, and the 2007/2008, 360 assessment is T2. Therefore, the sub-questions in this study are the following: (a) What accounts for the change in setting leadership direction between T1 and T2? (b) What accounts for the change in teamwork/team leadership between T1 and T2? (c) What accounts for the change in sensitivity between T1 and T2? (d) What accounts for the change in organizational ability between T1 and T2? (e) What accounts for the change in judgment between T1 and T2? (f) What accounts for the change in results orientation between T1 and T2? (g) What accounts for the change in oral communication between T1 and T2? (h) What accounts for the change in written communication between T1 and T2? (i) What accounts for the change in developing others between T1 and T2? (j) What accounts for the change in understanding your own strengths and weaknesses between T1 and T2?

Overview of Methodology

The researcher conducted this qualitative study using the tradition, of the case study, involving a multiple-case design, and using both categorizing and holistic strategies. The researcher used three dyads from the 2006-2007 VASSP mentoring and coaching program. Because the researcher studied more than one case, she conducted a cross-case analyses for comparison purposes (Rossman & Rallis, 2003). The researcher used the following categorizing and holistic strategies to collect data for this study: (a) examined 2006/2007 and 2007/2008 results of the NASSP 21st Century School Leadership Skills 360 Self and Observer Assessment Reports of the mentees in the study, (b) interviewed the mentees, (c) interviewed the mentor coaches (d) shadowed the high

school mentees and recorded field notes, and (e) examined the reflection logs of the mentor coaches. The researcher coded the data using a software program called NVivo because there is a widely held perception that the use of a computer ensures rigor in the analysis process (Bazeley, 2007). Then, the researcher triangulated the data, reported the findings, and analyzed them further to determine the implications for the future and topics for further study in the realm of educational leadership.

Limitations

Limitations are things beyond the researcher's control that can place limits on the study. All studies have limitations, and there are several in this one.

The mentor coaches in the VASSP mentoring and coaching program were chosen by executive members of VASSP and paired with mentees chosen by the Virginia Department of Education. Members of VASSP paired the dyads; and all mentees, known in the program as NGA principals, had to complete the NASSP Breaking Ranks II training prior to the mentoring and coaching relationship. The mentor coaches received two days of training in the July and August prior to meeting the mentee.

Some mentor coaches and mentees may have difficulty recalling the events from the year before the start of the study. The researcher assumed that the mentor coach and the mentee recounted their experiences accurately.

This study pertains to three mentoring and coaching dyads in Virginia during their experiences over the course of one school year. The years of experience as educators varied among the six participants in the study. As with any study, it will be up to the reader to determine transferability of the study's findings.

Delimitations

In a study, delimitations are the things that a researcher has control over but chooses not to change in order to keep the study manageable. In this study, there are a few delimitations.

First, the researcher was one of the 21 mentor coaches chosen by VASSP to participate in the mentoring and coaching program described in this study. The researcher did not use her mentee as a participant in the study. The researcher omitted this dyad from the pool of possible participants in the study.

Because of the nature of the study, the researcher had to choose only those mentees who took the 2006/2007 NASSP 360 Self and Observer Assessment as possible participants in the study. Next, the researcher chose three dyads to study in depth.

Definitions

Definitions are words and terms that are in the researcher's conceptual framework which is grounded in the literature. Germane to the understanding of this study are the following definitions which the researcher briefly defined:

Coaching – Coaching is the practice of providing deliberate support to another individual to help him/her to clarify and/or to achieve goals (Bloom, Castagna, Moir, and Warren, 2005).

Dyad – A dyad is a group of two; it is a pair.

Emotional Intelligence - This term encompasses the qualities that distinguish the manner in which people regulate their feelings, interaction, and communication (Lovely, 2004). It is often referred to as EI (Goleman, 2005).

Isolation – Isolation is the state in which one is alone or lonely.

Mentee – The mentee is the receiver of mentoring and coaching.

Mentor Coach – A mentor is a person in an organization who provides "support and guidance to others who can become effective contributors to the goals of the organization" (Daresh, 2001, p. 3), and a coach is a person who is in "the practice of providing deliberate support to another individual to help him/her clarify and/or to achieve goals" (Bloom et al., 2005, p. 5). A mentor coach is a person who does both.

Mentoring – Mentoring is a structured, series of processes designed to create effective relationships, guide the desired behavior change of those involved, and evaluate the results for the mentees, mentor coaches, and the organization with the primary purpose of systematically developing the skills and leadership abilities of the less-experienced members of an organization (Murray, 1991).

Networking – Networking refers to mentor coaches and mentees "keeping in touch" with one another and with others in a particular program. It is a line of continuous communication.

Role Clarification – Role clarification involves principals understanding who they are and how they are to make use of their newly discovered authority (Daresh, 2001).

Socialization – Socialization refers to how people learn their social roles (Hertting & Phenis-Burke, 2007) and feel membership and a sense of belonging to an organization (Crow & Matthews, 1998).

Conceptual Framework

The researcher developed a conceptual framework, as seen in Figure 1, after an extensive review of the literature pertaining to administrative mentoring and coaching programs in the United States, England, Wales, and Hong Kong. The researcher discovered that there is a gap in the literature regarding what accounts for a mentee's change in leadership behavior during and right after a mentoring and coaching program. The researcher studied this phenomenon. The major concepts involved in this phenomenon are (a) history of the mentee, (b) characteristics of the mentor coach, and (c) the administrative mentoring and coaching program. The history of the mentee during the year of the study could account for a specific change in leadership behavior. The characteristics of the mentor coach working with the mentee could account for a specific change in leadership behavior. The actual mentoring and coaching program could account for a specific change of leadership behavior with the mentee. These three concepts could account for more than one specific leadership behavior. The researcher focused on the ten leadership dimensions that were previously listed. The change in leadership behavior of the mentee could be because of a combination of the three concepts.

The literature revealed sub-concepts for each of the three major concepts. In this study, the researcher explored how emotional intelligence, motivation, and professional learning opportunities all influenced and possibly were a part of the history of the mentee. The researcher explored the personal attributes, the types of mentor coaches, and the selection and training of mentor coaches to see how these influenced the

Figure 1. Conceptual framework of study.

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┌──────────────┐
│  Emotional   │
│ Intelligence │────────────┐
└──────────────┘            ↓
┌──────────────┐       ┌──────────┐
│  Motivation  │─────→ │ History  │
└──────────────┘       │    of    │─────────────┐
┌──────────────┐       │  Mentee  │             ↓
│ Professional │       └──────────┘       ┌──────────────────┐
│   Learning   │────→                     │                  │
│Opportunities │                          │  Mentee Change in │
└──────────────┘                          │ Leadership Behavior│
                                          │                  │
┌──────────────┐                          └──────────────────┘
│   Personal   │
│  Attributes  │────────────┐
└──────────────┘            ↓
┌──────────────┐       ┌──────────────┐
│   Types of   │       │Characteristics│
│    Mentor    │─────→ │     of       │─────→
│   Coaches    │       │   Mentor     │
└──────────────┘       │    Coach     │
┌──────────────┐       └──────────────┘
│Selection and │
│ Training of  │────→
│Mentor Coach  │
└──────────────┘

┌──────────────┐
│Pairing of dyads│────────┐
└──────────────┘          ↓
┌──────────────┐
│  Realizing   │
│Socialization │─────→
└──────────────┘
┌──────────────┐       ┌──────────────┐
│Understanding │       │Administrative │
│    Role      │─────→ │  Mentoring   │────→
│Clarification │       │   Coaching   │
└──────────────┘       │   Program    │
┌──────────────┐       └──────────────┘
│  Reducing    │────→
│  Isolation   │
└──────────────┘
┌──────────────┐
│  Converting  │
│ Theory into  │─────→
│  Practice    │
└──────────────┘
┌──────────────┐
│  Networking  │────→
└──────────────┘
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characteristics of the mentor coach. Finally, the researcher examined the following subconcepts to determine how they were related to the administrative coaching and mentoring program: (a) pairing of dyads, (b) realizing socialization, (c) understanding role clarification, (d) reducing isolation, (e) converting theory into practice, and (f) networking. The researcher realized that all of the subconcepts, individually, could be what accounted for a specific change in leadership behavior in a mentee.

Overview of Dissertation

This study has five chapters.

Chapter I contains the statement of the problem, the background of the problem, significance of the study, the research questions, the overview of the methodology, the limitations, the delimitations, the definitions, the conceptual framework, and the overview of the dissertation.

Chapter II contains a review of the literature pertaining to administrative mentoring and coaching in the United States, England, Wales, and Hong Kong. The chapter follows the conceptual framework. There are three main topics explained in the chapter: (a) history of the mentee, (b) characteristics of mentor coach, and (c) administrative mentoring coaching program. Each main topic contains subtopics for further explanation. History of the mentee contains emotional intelligence, motivation, and professional learning opportunities. The topic titled characteristics of mentor coach contains personal attributes, types of mentor coaches, and selection and training of mentor coach. Finally, the third main topic, administrative mentoring coaching program contains (a) pairing of dyads, (b) realizing socialization, (c) understanding role

clarification, (d) reducing isolation, (e) converting theory into practice, and (f) networking.

Chapter III contains the overview of the methodology for this qualitative study. It includes the scope and design, procedures, informed consent and permission procedures, data collection, data quality procedures, data management, and data analysis.

Chapter IV contains the results of all of the data that the researcher gathered during the study.

Chapter V contains the findings of the study, implications for practice, and recommendations for future research.

CHAPTER II

Review of the Literature

As noted in Chapter I in the conceptual framework, a mentee's change in behavior after a year of mentoring and coaching is a result of several factors. Therefore, the framing question for this literature review is: How did the VASSP administrative mentoring and coaching program change the behavior of the mentees in terms of the 10 leadership skills identified by NASSP and closely related to the standards endorsed by ISLLC, and what were the changes and the variables that affected the changes in leadership behavior of the mentee? To answer the framing question, the researcher examined the following variables: (a) history of mentee, (b) characteristics of mentor coach, and (3) administrative mentoring and coaching program. The intent of this chapter is to review the literature that has been written over the past 17 years on the concept of mentoring and coaching school principals and its relevance to the conceptual framework.

The review of the literature was accomplished by obtaining articles in journals, dissertations, and conference papers via the Virginia Tech Newman Library on-line databases. These include Addison, Ejournals, Electronic Theses and Dissertations (ETDs), Dissertations Abstracts Online, and ERIC from CSA, EBSCOhost, and FirstSearch. The ERIC EBSCOhost databases included Education Research Complete, ERIC, and Teacher Reference Center. The researcher also conducted hand searches in books and journals pertaining to mentoring, executive coaching, and educational leadership.

The most productive searches occurred when using the following key words in the electronic databases: *mentor*(includes any form of the word), principal, administrator,*

and *coaching*. The researcher used different combinations of these words in the various databases, and the searches were not limited to these key words.

The literature selected for inclusion in Chapter 2 were those articles, studies, and books that not only provided the researcher with the general knowledge base on which to build a study, but also included enough specificity for the researcher to construct a conceptual framework for a new study to add to the body of knowledge on educational administrative mentoring and coaching. This chapter is organized according to the variables in the conceptual framework.

<center>*History of Mentee*</center>

As noted in the conceptual framework, a mentee's change in behavior is a result of several factors. Of all of the factors, the history of the mentee received no attention by researchers in the literature; however, it cannot be ignored in this study. Authors of books and articles written about administrative mentoring and coaching alluded to this factor by discussing the mentee's emotional intelligence, motivation, and professional learning opportunities.

Emotional Intelligence

During a school day, principals exhibit a wide range of emotions because they are called upon to deal with so many people with diverse needs. It is imperative that principals control their emotions and avoid any erratic dispositions. According to Suzette Lovely, emotional intelligence (EI) encompasses the qualities that distinguish the manner in which people regulate their feelings, interactions, and communication (2004). Goleman contends that EI counts more than IQ (1994) and has identified the five

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Figure 2. The five domains of emotional intelligence.

Emotional Component	Definition	Attributes
Self-Awareness	The ability to recognize your emotions and the effects of your moods on other people; being aware of your strengths and weaknesses.	- Self-confidence - Open to feedback - Sense of humor - Reflective
Emotional Management	The ability to manage disruptive emotions and impulses (fear, anxiety, anger, sadness); thinking before you act; taking responsibility for your actions.	- Self-control - Trustworthiness - Adaptability - Innovation
Motivation	The ability to channel emotions into the service of a goal; remaining hopeful even when facing setbacks; seizing opportunities.	- Achievement driven - Optimism - Initiative
Empathy	The ability to sense others' perceptions and feelings; seeing what others need to bolster their ability; listening to and validating the concerns of others.	- Sensitivity and servitude - Appreciation for diversity - Political and social awareness
Relationship Management	The ability to understand the emotional fibers that make up others and to treat them accordingly; the ability to persuade, initiate change, and create group synergy.	- Good communication - Conflict management - Leadership - Building rapport

From *Staffing the Principalship Finding, Coaching, and Mentoring School Leaders* (p. 59), by S. Lovely, 2004, Alexandria, VA: Association for Supervision and Curriculum Development. Copyright 1999 by ASCD. Reprinted with permission.

domains of emotional intelligence in Figure 2 that outline the attributes that guide the thinking and actions of principals (Lovely, 2004). For both beginning and experienced principals, the job of the principalship challenges a person's EI thus leading him or her to encounter "emotional potholes" (Bloom et al., 2005).

Lovely recommends that new principals must ask for feedback and take suggestions to heart if they want to strengthen each domain (2004). In addition, principals must "turn the mirror inward" and scrutinize the internal picture that they have of themselves (Senge, 1990). When a principal does this, self-awareness, one of the domains of emotional intelligence, begins.

What compounds the emotional intelligence challenges for a principal are the demands of cross-cultural relationships; therefore, principals must listen well and be cognizant of the emotional responses of their constituents (Bloom et al., 2005). Often, principals will struggle with cultural and language barriers and will find that they must be effective mediators of their own prejudices and personal communications (Bloom et al., 2005). Emotional intelligence is complex and functions as the barometer of achievement for principals (Lovely, 2004).

Motivation

As defined in Figure 2, motivation is the ability to channel emotions into the service of a goal, and it requires a person to show optimism, initiative, and the desire to achieve (Lovely, 2004). Motivation is the inner-drive that encourages one to get a job done even when faced with difficulties. Battley explains that in one's quest for outstanding performance, one's motivation is a combination of intrinsic and extrinsic factors, inner ambition, and external award (2006). She explains that results are affected

profoundly by even small incremental gains (Battley, 2006). Principals need motivation to get results.

Professional Learning Opportunities

Professional learning opportunities for principals are very important at every stage of their principalship. In America, professional development opportunities vary according to the structures in individual school systems. Shirley Wong explains that in England there is professional development to cover the following career spectrum: emergent leadership, established leadership, entry to headship, advanced leadership, and consultancy leadership (2005). Hong Kong has a program titled Newly Appointed Principals (NAP) which includes a professional development framework called Principals' Continuing Professional Development which includes the following three stages of leadership: aspiring principals, newly appointed principals, and serving principals (Wong, 2005).

Evaluation studies have been done on the NAP program in Hong Kong resulting in features which the NAPs believed enhanced their leadership (Walker & Dimmock, 2006). Their overall perception of the training was that it enhanced their confidence and provided emotional support (Wong, 2005). However, the study suggested that the program should consist not only of a core element, but also elective elements that principals can choose based on their own needs (Wong, 2005).

Because of the need for principal retention, a research team in one state in America conducted a qualitative study to understand the socialization of new principals and their cultural transition practices (Aiken, 2002). The first goal of the research team was to learn about the experiences of new principals that would inform them of the kinds

of ongoing professional development that school principals need especially to achieve successful socialization (Aiken, 2002). Aiken reports that the study was an investigation of the experiences of 12 successful school principals meaning that they have been principals for more than three years and are perceived as successful based on their well-focused picture of their schools, improvements, and community support (2002). After semi-structured interviews, tours of the schools, and data analysis resulting in themes, the research team offered several recommendations to support and sustain principals (Aiken, 2002). Four of the recommendations offer specific needs pertaining to preparation programs (Aiken, 2002). Aiken explained in one of the recommendations that there is a need for organized professional learning opportunities to support principals, help them with leadership practice, and provide opportunities for collaboration and reflective thinking (2002). Aiken stresses that the key to supporting new principals is in providing them with "seamless" professional learning opportunities to enable them to make sense of their organizations and their roles in them (2002).

Principals have many professional learning opportunities available within the staff development departments of their own school systems, at colleges and universities, through on-line courses, and at professional conferences. Emotional intelligence and cultural proficiency, categories woven into the ISLLC standards, are essential to school leadership but are neglected as areas of focus in professional development programs (Bloom et al., 2005). Principals need assistance in developing professional knowledge and skills in many areas such as time management, delegation, staff supervision, meeting design and facilitation, budget management, categorical programs, data gathering and analysis, best practices in instruction, and leading change processes (Bloom et al, 2005).

Characteristics of Mentor Coach

Personal Attributes

Findings from an evaluative research project which investigated the perceived effectiveness of a national pilot scheme for mentoring new principals in England and Wales indicate that successful mentor coaches must have the following six, rank-ordered characteristics: (a) listening skills, (b) open, warm and enthusiastic behavior, (c) experience of headship, (d) providing feedback, (e) being non-judgmental, and (f) counseling skills (Bolam, McMahon, Pocklington, & Weindling, 1995). These were found after a thorough 18-month evaluation; listening skills emerged as the most important attribute of a mentor coach (Bolam et al., 1995).

Everyone has his or her own personality, but Battley believes that effective mentor coaches have the following overarching personal attributes: professionalism, maturity, flexibility, and likability (2006). By professionalism, Battley means that the mentor coach is prepared, appropriate, respectful, and trustworthy (2006). Trust is a very important component of a mentee/mentor coach relationship. In fact, the mentor coach constructs a relationship based upon trust and permission (Bloom et al., 2005). Preparedness must be present for the mentor coach to apply a variety of coaching skills that are appropriate to the context and needs of the mentee; these skills include listening, paraphrasing, questioning, and assessing the specific needs of the mentee (Bloom et al., 2005).

By maturity, Battley means that the mentor coach is self-aware, authentic, confident, reliable, and consistent (2006). Lois Zachary states that when creating a

mentoring culture, the mentor coaches must be committed to learning about themselves, their people, and the organization they serve (2005). Also, the mentor coach must be committed to the mentee and realize that the relationship is unlike most other human relationships in the degree to which the mentor coach attends to the mentee (Bloom et al., 2005). The mentor coach must have a serious desire to act in this capacity (Daresh, 2004). The mentor coach must extend that commitment to the organizational goals as agreed to by the mentee and push him or her along as needed (Bloom et at., 2005). The actions of those who are involved in organizational mentoring need to reflect genuine commitment to mentoring and coaching (Zachary, 2005).

     According to Battley, there is likability when the mentor coach is positive, considerate, and someone worth emulating (2006). This leads to the whole notion that a mentor coach could be a role model, which according to Zachary has both positive and negative possibilities (2005). Margo Murray (1991) contends that "role models often exhibit success, exemplary behavior in achievement and style, ability to get things done, knowledge of organization policy and philosophy, apparent enjoyment of position, and accomplishment" (p.12). Some role models may have negative impacts on their mentees. One negative aspect is what Zachary calls the cloning phenomenon meaning that serving as a role model may lead another down the same path; therefore, she states that the mentor coach and the mentee must "resist the temptation to become the other if the relationship is to result in growth and development of the partners" (2005, p. 167). Zachary does believe that despite the challenges of being a role model, the possibilities hold enormous appeal and potential (2005).

Battley explains that a mentor coach exhibits flexibility by being adaptable, patient, and creative (2006). The four personal attributes which are professionalism, maturity, likability, and flexibility are characteristics that are often overlooked when evaluating mentor coaches (Battley, 2006).

Types of Mentor Coaches

There are different types of mentor coaches, and within those types, they hold different roles. According to Crow and Matthews, there are two types of mentor coaches, primary and secondary (1998). Primary mentor coaches provide a wide scope of assistance and in-depth mentoring and coaching, and mentor the mentee in professional, career, and personal matters both inside and outside of the professional role (Crow & Matthews, 1998). Secondary mentor coaches provide a more limited scope and degree of mentoring and coaching because they assist the mentee in technical skills, knowledge and processes (Crow & Matthews, 1998). In education, mentoring and coaching may incorporate either a primary mentor coach role or a secondary mentor coach role (Cramp, 2006). In addition, mentoring and coaching relationships may be either formal such as official programs or informal such as calling others when needed (Cramp, 2006).

Once established in the primary or secondary mentor coach role, the mentor coach uses many strategies during a mentoring and coaching session, and this is referred to as blended coaching (Bloom et al., 2005). For example, the mentor coach may take on a facilitative role by guiding the mentee to learning through the use of reflective questions and feedback; however, the mentor coach may play an instructional role and provide expert information, advice, and resources (Bloom et al., 2005).

Selection and Training of Mentor Coach

Daresh wrote that for mentoring and coaching programs to be effective, the best possible mentor coaches should be selected (1995). Daresh and Playko expressed their concern that a major flaw in a coaching and mentoring program could occur if the only criteria for the selection of mentor coaches is that the person was previously a principal (1990). Since then researchers have expressed similar sentiments in literature about mentoring and coaching programs. Hansford and Ehrich's structured review of 40 research based articles on the topic indicated that not all people are suited for the role of mentor coach (2006). Their findings cited that some principals have difficulties associated with becoming an effective mentor coach; therefore, the planners of mentoring and coaching programs must train the mentor coaches (Hansford & Ehrich, 2006).

Through the years, as several states have mandated mentoring and coaching programs for beginning principals, little has been stipulated about who shall be designated as mentor coaches and what they should do in these programs (Daresh, 2004). Selection has often been based on seniority or availability rather than quality (Daresh, 2004). The researchers who conducted the evaluation study of the NAP program in Hong Kong included in their recommendation that mentor coaches be trained, have clear role descriptions, and come from schools outside the new principals' spheres of involvement (Walker & Dimmock, 2006).

Administrative Mentoring Coaching Program

Pairing of Dyad

When organizing a formal mentoring and coaching program not only must the program planners choose mentor coaches who have the characteristics suitable for the task, but also they must pair them with a mentee to form the coaching and mentoring

dyad. Careful and appropriate matching of the mentor coach and the mentee is the most important ingredient of a relationship (Reynolds, 1999). Daresh stated that simply matching pairs of administrators and referring to one as a mentor coach does not mean that a true developmental and supportive relationship will exist (1995). In a formal mentoring and coaching program in New York City's District Two, great care was taken to match principals whose specific skills were similar to what another school needed (Willen, 2001). Willen gave the example that a principal who had been successful working with at-risk students may have been coupled with a principal who had a similar population (2001).

Some literature indicates that if the mentor coach and mentee volunteer for the program, then the dyad works. When participation is not entirely voluntary, mentor coaches and mentees may resent their involvement and negatively relate to their partner (Reynolds, 1999).

In the structured review of 40 educational articles pertaining to mentoring and coaching, Hansford and Ehrich discovered that 31 of the 40 studies constituting the sample reported at least one positive outcome for the participating mentees (2006). Both the mentor coaches and the mentees in five of 19 studies reported that the mismatch between mentor coach and mentee as a consequence of personality, expertise, or educational interests impacted mentoring and coaching program effectiveness (Hansford & Ehrich, 2006). Based on their examination of 40 studies pertaining to the mentoring and coaching of school principals, Hansford and Ehrich stated that negative and problematic outcomes could be minimized if greater attention were paid to the overall planning of mentoring and coaching proposed programs (2006).

There are four common myths about matching that must be dispelled: (a) the first myth is that matching is gender-specific; (b) the second myth is that mentoring and coaching must occur within the same level of schooling; (c) the third myth is that mentor coaches must be older than their mentees; (d) the fourth myth is that matches must be formed around geographical proximity (Cramp, 2006). Daresh explains that women prefer to have women as mentor coaches, but there are no indicators that women make better mentor coaches to female mentees; the same is true for men (Daresh, 2001). Daresh believes that the foundations of school leadership remain the same from elementary through secondary schools even though many technical parts of the administration of the schools differ (2001). He also believes that the relationship can develop no matter what the age of the mentor coach (Daresh, 2001). Finally, Daresh states that effective mentoring coaching matches can occur in sparsely populated regions where it is impossible for drop-in visits to occur (2001). Being in close proximity may make the mentoring and coaching meetings easier, but it does not necessarily make them effective (Cramp, 2006). Daresh believes that the ideal matching of mentor coaches and mentees should always be based on an analysis of professional goals, interpersonal styles and values, and the learning needs of both parties (2001).

Realizing Socialization

Principals new to the principalship need help moving from "stranger to insider" or one who feels membership and a sense of belonging to an organization (Aiken, 2002, p.33). For a principal, the first year on the job is crucial for many reasons, including socialization (Cramp, 2006). Cramp states that this "means learning the ropes, making connections, and applying what has been learned in daily job situations" (2006, p.6).

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Socialization refers to how people learn their social roles, and, for principals, it typically

starts in their first years of teaching (Hertting & Phenis-Burke, 2007). Mentor coaches are

often instrumental in helping mentees with socialization.

West conducted a qualitative case study aiming to capture the experiences of

novice and veteran principals who participated in a formal administrative mentoring and

coaching program in one school district (2002). West collected data through interviews

and document analysis and categorized by what the experiences revealed when

disaggregated independently by her and another person familiar with educational

administration and mentoring (2002). West concluded from the study that mentoring and

coaching helped " to enhance participants" understanding of the inner-workings of the

school division and their understanding of what was expected of them when they

interacted with the community" (2002, p. 197). The "inner-workings" included the

intricate politics within the school division and within the community; many new

principals lacked experience in dealing with this (West, 2002). New principals must

become socialized on both of these levels in order for a formal mentoring and coaching

process to effectively integrate them into the school division (West, 2002).

Alsbury and Hackman conducted evaluation research and reported findings from

the formative assessments of one state's administrator mentoring and coaching induction

program during two years of program piloting in 2002-2003 and 2003-2004 (2006). The

purpose of their research was to provide baseline data and to detect problems that could

be addressed in future programs (Alsbury & Hackman, 2006). The study involved novice

and experienced administrators including superintendents. The researchers collected

quantitative and qualitative data from two surveys of principals and superintendent

mentor coaches and their mentees and analyzed the data including trends (Alsbury &

Hackman, 2006). At the end of each of the two pilot years, the researchers administered a

formative assessment using an open-ended survey that they developed into an electronic

file and sent via email to participants (Alsbury & Hackman, 2006). They modified the

survey in the second year and included a four-point Likert scale for each of the program's

four components; they compared the data from both years (Alsbury & Hackman, 2006).

The survey rate of return for 2002-2003 was 69% and 80% for 2003-2004. This

evaluation study found that the most important component of mentoring and coaching

programs is the development of a supportive mentor coach/mentee relationship with an

emphasis on role socialization into the profession, reflective conversation, and role

clarification with little benefit from skill enhancement or specific advice in how to

address difficult issues (Alsbury & Hackman, 2006).

Daresh and Playko's 1994 study involved 420 aspiring school principals in five

different universities located in three states along with 100 practicing elementary, middle,

and secondary principals in five different states (1994). They defined aspiring principals

as individuals who were enrolled in university graduate-level programs leading to state

licensure or certification as building level principals (Daresh & Playko, 1994). The

practicing principals involved in the study had school administrative experience levels

which ranged from two to 20 years (Daresh & Playko, 1994). The participants completed

a 24-item questionnaire called the "Beginning Principals' Critical Skills Survey" which

asked for the assessment of tasks traditionally assigned to school principals as well as

other skills associated with effective performance in the principalship according to a five-

point scale (Daresh & Playko, 1994). The researchers also asked the principals to

complete brief background profiles which asked for information such as age, sex, and years of experience as a professional educator (Daresh & Playko, 1994). In the findings, experienced administrators indicated that they believe demonstration of skills and socialization are critical to one's ability to serve as a principal; however, those involved in the pre-service educational administration preparation programs believed that principals needed a high degree of skill in technical managerial duties (Daresh & Playko, 1994).

Judith Aiken's qualitative study focused on the retention of school leaders in rural schools. She wanted to build an understanding of the socialization of new principals in one state's schools and how the principals made the necessary cultural transition to sustain them in their work (2002). Aiken's study focused on 12 principals who were perceived to be successful principals based on recommendations of their superintendents, university faculty, and other principals. Also, they had two to three years of experience as principals. Her research team found several themes that shaped how the principals were influenced by the cultures of their schools and became socialized into their roles (Aiken, 2002). These themes included (a) they recognized the importance of vision and voice (b) they integrated their personal lives and professional lives in a way that was authentic, and (c) they formed networks and alliances (Aiken, 2002).

Reynolds conducted an exploratory case study of mentoring and coaching relationships of selected principals in one county in Maryland. She examined the principals' perceptions of their mentoring and coaching relationships and ways in which those relationships helped or did not help mentees with role clarification, technical expertise, and socialization (Reynolds, 1999). Reynolds used questionnaires, individual

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semi-structured interviews, and two focus group interviews as ways of collecting data

(1999). The questionnaire consisted of the following three sections: background and

demographic information and experiences of the principal, mentor coach/mentee

experiences, and identification of critical areas of the principalship (Reynolds, 1999).

Reynolds interviewed individuals and audiotaped the interviews which were later

transcribed verbatim prior to the focus group interviews (1999). She held two focus

groups, one with mentor coaches and a second one with mentees (Reynolds, 1999).

Finally, Reynolds used triangulation of data sources to compare the responses on the

questionnaire with responses from the in-depth interview and the data from the focus

group interviews (1999). In her findings, socialization was the third major concern

identified by beginning principals, although specific examples of socialization needs and

concerns were less concrete than role clarification and technical expertise (Reynolds,

1999).

Reynolds found that "new principals expressed their need to learn more

specifically 'how to read' the signs of the systems in which they worked" (1999, p. 49).

Even more of an issue than those of professional behavior were the expectations in most

districts that regardless of the amount of experience, principals should understand the

proper routes to take not only to solve problems, but also to survive (Reynolds, 1999).

Understanding Role Clarification

Daresh explains that role clarification involves principals understanding who they

are and how they are to make use of their newly discovered authority (2001). In the

Reynolds study, principals reported that role clarification was their first major concern

and that it was gratifying being referred to as the boss, but it was difficult to comprehend

all of the responsibilities associated with the role until they actually experienced them

(1999). The evaluation study conducted by Alsbury and Hackman found that the most

important component of mentoring and coaching programs is the development of a

supportive mentor coach/mentee relationship with an emphasis on socialization into the

profession, reflective conversation, and role clarification (2006).

Another finding of the descriptive case study conducted by West was that most

participants indicated that the formal administrative mentoring and coaching program

provided them with a clear understanding of their role as principal (2002). In her study,

role clarification emerged as the most prominent theme among the outcomes (West,

2002).

Reducing Isolation

Daresh contends that the primary rationale for making use of mentoring and

coaching for the professional development of education leaders is because the role of the

leader is a lonely effort, and that having the ability to relate to peers regarding personal

and professional matters is a way to reduce that sense of isolation (1995). "An increasing

number of principals are floundering as they attempt to juggle a multitude of

responsibilities and learn new things in isolation" (Lovely, 2004, p. 72). When

mentioning key components of effective mentoring and coaching programs, Alsbury and

Hackman explain that principals feel both a deep sense of isolation and lack of feedback

(Lashway, 2003) while on the job (2006). Cramp explains that school systems readily

ensure that new teachers get assistance through mentoring and coaching programs, but

that it stops when one crosses into administration, "an area where one is often alone to

learn the ropes" (2006). She mentions in her study that reduced isolation should be one of the many benefits of mentoring and coaching programs for administrators (Cramp, 2006).

As mentioned earlier, the Aiken study dealt with the experiences of new principals that would inform the researcher of the kinds of ongoing professional development school principals need in order to support their successful socialization into the profession of school administration (2002). For Aiken, a second reason to conduct the study was to understand ways in which districts could cultivate new leaders and remove their feelings of isolation in order to reduce the turnover of principals in rural schools (2002). In her study, she discovered that principals realized that as a leader, "they need friends and allies to get things done in their schools and that these relationships need to be cultivated over time" (Aiken, 2002, p.36).

The focus of the principals in the Illinois Administrators' Academy individualized development program benefited from mentoring and coaching in terms of their behavior (Ashby, 1991a). Ashby chose this model program of administrator assessment and mentoring as a means of acquiring an understanding of a particular approach to developing instructional leadership (1991b). Her study focused on the leadership dimensions of (a) defines mission, (b) manages curriculum, (c) supervises teaching, (d) monitors student progress, and (d) promotes instructional climate. Her study did not explore the reasons for behavior changes (Ashby, 1991a). Ashby's primary sources of data were structured interviews, site observations, and collection of artifacts (1991a). Ashby taped the interviews and supplemented them with notes and a written log of observations. She had the taped interviews transcribed and reviewed by the principals and the mentor coaches for accuracy. Ashby selected seven pairs of mentor coaches and

mentees for interviews based on the variety of districts, geographic regions, ages, years of experience, and gender of the total pool of participating principals and their mentees (1991a). Her data analysis was multi-dimensional using the constant comparative method to inductively process the data (Ashby, 1991a). Ashby grouped the data units together according to category so she could establish the usefulness of each category and define its basic properties (1991a). She found that principals reported changes in all behaviors associated with each of the five leadership dimensions with the largest change in "defines missions" (Ashby, 1991a).

Ashby also found in her study that mentor coaches and mentees perceive the principalship as a lonely position and that the mentor coach-mentee relationships decreased feelings of isolation for both parties (Ashby, 1991a). Ashby explained each facet pertaining to why a principal feels isolation. According to her study participants, principals cannot confide in teachers because they are supposed to supervise, motivate, and lead (Ashby, 1991a). "Unlike new teachers, who can usually find an empathetic colleague just down the hall, principals literally have no peers in their building" (Lashway, 2003, p. 2). Principals cannot express weakness to their assistant principals who look to them as role models (Ashby, 1991a). Because superintendents are also evaluators, principals must be cautious regarding what they share with them (Ashby, 1991a). Principals in large districts felt that exposing weaknesses to fellow principals in their districts left them vulnerable when competing for advanced positions or limited resources within their districts (Ashby, 1991a). Principals in her study even explained that they were cautious about being open with neighbors and friends in the community for fear that something they say will be misunderstood or shared with others (Ashby,

1991a). The mentoring and coaching relationship provided both the study principals and their mentor coaches with "confidants outside their communities" (Ashby, 1991a).

Hansford and Ehrich found in their structured review of 40 research based articles on formal mentoring and coaching programs for school principals that five of them contained findings indicating that mentoring and coaching eased the problems associated with isolation and loneliness (2006). They listed this as one of the positive outcomes for mentees (Hansford & Ehrich, 2006).

Converting Theory into Practice

New administrators experience "intense, unrelenting stress as they try to adjust their textbook understanding of leadership to the real world of practice" (Lashway, 2003, p.1). The benefits of mentoring and coaching programs for mentor coaches and mentees are numerous and include seeing theory put into practice (Cramp, 2006).

A team of researchers conducted a qualitative study that looked at the impact on the participants of two grant-supported initiatives over a four-year period (Zellner, Jinkins, Gideon, Doughty, & McNamara, 2002). The initiatives aimed at ways to improve the recruiting and mentoring and coaching of new school administrators, and ways to support experienced administrators throughout their careers (Zellner et al., 2002). The three-year pilot program titled, The School Leadership Initiative, was designed mainly for assistant principals; and, the program titled, the Richardson Mentor Principal program was created for seasoned administrators recognized for their achievements (Zellner et al, 2002). The study included reflections and survey responses from the principals and assistant principals from both initiatives and from the university professors who were members of the two university partnerships (Zellner et al., 2002). The participants in the

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study were from small rural schools as well as schools in urban areas of high poverty (Zellner et al., 2002). The investigation used grounded theoretical research procedures which included categorization of data into thematic subunits (Zellner et al., 2002). The researchers used a qualitative thematic strategy of data analysis to categorize and make judgments about the meaning of the data which then led to interviews with 10 of the 17 participants in each of the two initiatives (Zellner et al., 2002). The researchers aggregated the data to incorporate a thematic approach and coded it based on the properties of reflective practice and team leadership (Zellner et al., 2002). The researcher collected instances of mentoring and coaching and staff development experiences that enhanced leadership skills and job satisfaction via on-line surveys, face-to-face interviews, email exchanges, and web based exchanges using the internet (Zellner et al., 2002).

Predominant themes emerged as a result of the Zellner study. They include the following: (a) successful leaders have role models that are or were their mentor coaches; (b) successful leaders provide time for themselves to reflect on mentoring and coaching others into leadership roles; (c) principals need to mentor leadership on their campuses; (d) principals need a mentor network for support throughout their career and the network should include other principals and educators (Zellner et al., 2002). Finally, the researchers included what principal preparation programs can learn from the study. They are (a) the importance of reflection on leadership practice; (b) the importance of contextual experiences in developing leadership skills prior to assuming a position in administration; (c) the importance of linking theory to practice; and (d) the importance of building a mentor coach network (Zellner et al., 2002).

Networking

In addition to study findings dealing with decreased feelings of isolation, the Ashby study also found that mentoring and coaching relationships resulted in expanded informal networks (1991a). Mentor coaches and principals shared names of contact people, introduced each other to new colleagues, and introduced their assistant principals to one another so they could solve mutual problems (Ashby, 1991a). Ashby reported that in one case a mentor coach benefited by networking in two ways: (a) he was introduced to someone who would become his own informal mentor and (b) he was made aware of an outstanding female candidate who filled the vacant position of high school principal in his district (1991a). Ashby reported that mentor coaches and mentees kept in touch with each other even after the completion of the development plan in the mentoring coaching program (1991a).

The principals in Wong's study believed that the program made a difference to their leadership through providing "an entrée to existing and newly formed networks of new and experienced principals" (Walker & Dimmock, 2006, p.135). Cramp stated that the peer network that is a result of a mentoring and coaching program is one for support and job advancement (2006). A mentoring and coaching relationship can help a mentee create a job network (Cramp, 2006). In the West study, both mentor coaches and mentees who participated in a formal mentoring and coaching program viewed the mentoring and coaching process as a means of establishing or expanding networks (2002).

Networking is a key benefit to administrative mentoring and coaching (Alsbury & Hackman, 2006). It is of prime importance that a mentoring and coaching network of

principals provide a framework of continuous support throughout the career of a principal (Zellner et al., 2002).

Summary

In the review of the literature, the researcher has examined (a) the history of the mentee, (b) characteristics of a mentor coach, and (c) administrative mentoring coaching programs all of which are major topics in the conceptual framework of the study. There is much literature and several studies that add to the body of knowledge regarding the characteristics of the mentor coach and administrative coaching and mentoring programs; however, there is nothing written regarding the history of the mentee and specifically the history of a mentee during one entire year in a formal mentoring program.

Because there is a lack of literature on the history of a mentee during a formal or informal mentoring and coaching program, the researcher looked for themes in the literature that dealt with factors that would account for changes in behavior on the part of a mentee. The three that emerged in the literature review were (a) emotional intelligence, (b) motivation, and (c) professional learning opportunities.

Some of the attributes for emotional intelligence include (a) openness to feedback, (b) sensitivity, (c) good communication, (d) building rapport, and (d) leadership (Lovely, 2004). Principals need motivation to get results, and this can be done by even small incremental gains (Battley, 2006). Principals need professional learning opportunities at every stage of the principalship because it helps them learn and helps develop leadership skills. Bloom et al. stated that, according to their research and experience, emotional intelligence and cultural proficiency are essential to school leadership but are neglected as areas of focus in professional development programs and are primary focus areas for

leadership mentoring and coaching (2005). No empirical research has been done on the factors that may lead a mentee to exhibit a change in behavior outside of the mentoring and coaching relationship. For example, there is nothing in the literature pertaining to the history of the mentee during a one-year mentoring and coaching program.

Conversely, the literature revealed a wealth of knowledge regarding the characteristics of a mentor coach. Leading experts on mentoring and coaching listed and discussed many characteristics, and researchers discovered them in their studies. During the review of the literature, the researcher synthesized the findings and added the following to the conceptual framework regarding characteristics of mentor coach: (a) personal attributes, (b) types of mentor coaches, and (c) selection and training of mentor coach. According to the literature, the personal attributes of the mentor coach, the type of mentor coach, and the selection and training of a mentor coach dictate the relationship, good or bad, between the mentor coach and the mentee.

Finally, the review of literature revealed numerous studies on administrative coaching and mentoring programs. Throughout the course of the research, the researcher discovered 25 themes and subtopics and chose to use the following six that emerged most frequently: (a) pairing of dyads, (b) realizing socialization, (c) understanding role clarification, (d) reducing isolation, (e) converting theory into practice, and (f) networking. The studies revealed that the proper pairing of dyads is instrumental in forming a good relationship. The other subtopics in the conceptual framework refer to the outcomes that the mentee will experience as a result of a mentor coach/mentee relationship.

Only one study, the Ashby study, examined leadership dimensions. Ashby concluded that "project mentors appear to affect the ways in which principals perceive themselves and their abilities to provide their schools with instructional leadership" (1991b, p. 81). She examined five leadership dimensions and concluded that there were behavior changes on the part of the mentee; however, she did not report what accounted for the change in behavior.

This literature review indicates what constitutes a mentor coach/mentee relationship and that the relationship may result in principal retention because of reduced isolation, increased socialization, and the other factors mentioned previously. The literature did not reveal what accounts for a change in leadership behavior during the one year of a mentor coach/mentee relationship. The literature did not reveal if the mentor coach/mentee relationship accounted for a change in leadership behavior on the part of the mentee in any way. This is the largest gap in the literature that emerged during this study. Therefore, this study examined what accounts for change(s) in 10 leadership skill dimensions for the mentee who has participated in a formal, one-year mentor coach/mentee relationship.

CHAPTER III

Methodology

Overview of the Study

The purpose of this study was to determine in what ways the mentees' behavior changed during the formal mentoring and coaching program conducted during the 2006-2007 school year in Virginia and what accounted for the change(s). Chapter I explains that high school principals must improve their leadership skills to keep up with the increasing responsibility placed upon them. For this reason, principals need mentor coaches, people who will help them grow as school leaders. The researcher examined this growth in terms of the 10 skill dimensions identified by NASSP in the 21st Century skills assessment program titled, *Selecting and Developing the 21st Century Principal*. The conceptual framework, grounded in the literature explained in Chapter II, was the guide for this study that led the researcher to the discovery of what accounted for the change in leadership behavior of the mentees who had participated in a mentoring and coaching program. Because the researcher worked with human subjects, she submitted an application to the Institutional Review Board (IRB) of Virginia Polytechnic Institute and State University and received approval on December 17, 2007.

In the VASSP mentoring and coaching program, there were 21 dyads representing every region in Virginia. Of the 21 mentees who participated, twelve took the NASSP 360 Self and Observer Assessment during the 2006-2007 school year. This assessment tool was available to all mentor coaches and mentees participating in the program. This assessment interprets the results in 10 categories which are the 10 skill dimensions which are the focus of this study. Because the researcher in this study wanted to determine what

accounts for the change in leadership behavior of mentees during a formal mentoring and coaching program, it was imperative that the researcher chose mentees who took the NASSP 360 Self and Observer Assessment during the year of the VASSP mentoring and coaching program which was the 2006-2007 school year. Because the pool of participants for this study was small, it was more conducive for the researcher to conduct a qualitative study that focused on the NASSP 10 skill dimensions and the three main concepts of the conceptual framework explained in Chapter I: (a) history of mentee, (b) characteristics of mentor coach, and (c) administrative mentoring and coaching program.

The researcher's goal in this qualitative study was to determine what accounted for change in leadership behavior for mentees. The researcher used the qualitative tradition, case study and a multiple-case design to address the research questions. Cresswell states that a case study is an exploration of a case or multiple cases over time through detailed, in-depth data collection involving multiple sources rich in context (1998). In this case study, the researcher studied three mentoring and coaching dyads; therefore, she studied three cases. Because there was more than one case being studied, this endeavor was a collective case study (Stake, 1995).

Overview of Methods

Scope and Design

In Chapter III, the researcher explains (a) the research problem and purpose of the study; (b) the research questions and conceptual framework of the study; (c) the rationale to conduct a qualitative study; and (d) the designs and techniques that were used throughout the qualitative study.

Review of the problem. High school principals have always had tremendous responsibility because of the complex nature of the job. However, at the end of the 20th Century and into the beginning of the 21st century, the responsibilities have grown very quickly especially in areas of safety, technology, and accountability as a result of NCLB. It is imperative that principals, old and new, have a mentor coach so they get the help and support that they need to improve as leaders, succeed, and stay in the job.

Purpose of the study. The purpose of this study is to determine in what ways the mentees' behavior changed during the formal mentoring and coaching program conducted during the 2006-2007 school year in Virginia and what accounted for the change(s).

Research questions. The overarching question of the study is: How did the VASSP administrative mentoring and coaching program change the behavior of the mentees in terms of the 10 leadership skills identified by NASSP and closely related to the standards endorsed by ISLLC, and what were the changes and the variables that affected the changes in leadership behavior of the mentee?

The researcher gauged the change in leadership behavior in many ways. First, the researcher interviewed the mentees and the mentor coaches of the three dyads in the study. She used an interview protocol for mentees (see Appendix A) and an interview protocol for mentor coaches (see Appendix B). Either before or after the interview with the mentee, the researcher shadowed the mentee at his or her high school and used a mentee shadowing protocol (see Appendix C) to record any notes. The researcher obtained the mentor coach reflection logs from the VASSP office and used a mentor coach reflection log protocol (see Appendix D) to record any notes. In addition, the

researcher compared the 2006/2007 NASSP 360 Self and Observer Assessment that

mentees took during that school year to the same assessment that mentees took the

following year, meaning the 2007-2008 school year by examining the observer means.

NASSP breaks down the results of these assessments into categories that are the

10 leadership skill dimensions. In the research sub-questions, the 2006/2007, NASSP 360

assessment will be T1; and the 2007/2008, NASSP 360 assessment will be T2. Therefore,

the sub-questions in this study were the following: (a) What accounts for the change in

setting leadership direction between T1 and T2? (b) What accounts for the change in

teamwork/team leadership between T1 and T2? (c) What accounts for the change in

sensitivity between T1 and T2? (d) What accounts for the change in organizational ability

between T1 and T2? (e) What accounts for the change in judgment between T1 and T2?

(f) What accounts for the change in results orientation between T1 and T2? (g) What

accounts for the change in oral communication between T1 and T2? (h) What accounts

for the change in written communication between T1 and T2? (i) What accounts for the

change in developing others between T1 and T2? (j) What accounts for the change in

understanding your own strengths and weaknesses between T1 and T2?

Conceptual framework. The researcher developed a conceptual framework for this

study that is grounded in the literature and presented in Figure 1. At the center of the

framework is the mentee change in behavior. All concepts and subconcepts point in that

direction as the researcher strove to determine what accounts for the change or changes in

leadership behavior during the program. The three main concepts are: (a) history of the

mentee, (b) characteristics of the mentor coach, and (c) the administrative mentoring and

coaching program. From the literature, subconcepts emerged. The subconcepts that may

account for a change regarding the history of the mentee are (a) emotional intelligence, (b) motivation, and (c) professional learning opportunities. The researcher explored the personal attributes, the types of mentor coaches, and the selection and training of mentor coaches to see how these influenced the characteristics of the mentor coach and may had accounted for a change in the mentee's leadership behavior. Finally, the researcher examined the following subconcepts to determine how they were related to the VASSP administrative mentoring and coaching program: (a) pairing of dyads, (b) realizing socialization, (c) understanding role clarification, (d) reducing isolation, (e) converting theory into practice, and (f) networking. The researcher realized that all of the subconcepts, individually, could be what accounted for a specific change in leadership behavior in a mentee. The researcher also realized that other subconcepts could emerge that would account for a mentee change in leadership behavior.

Overall strategy of the study. The researcher conducted this qualitative study through a collective case study, involving holistic and categorizing strategies, using three dyads from the 2006-2007 VASSP mentoring and coaching program. The researcher used a holistic perspective because "the whole phenomenon under study is understood as a complex system that is more than the sum of its parts" (Patton, 2002, p.41). This was a collective case study because the researcher studied more than one case (Stake, 1995). A qualitative case study seeks to describe a unit in depth and detail, holistically, and in context (Patton, 2002). The researcher studied three dyads. Because the researcher studied more than one case, she conducted cross-case analyses for comparison purposes (Rossman & Rallis, 2003). The researcher used NVivo to conduct the cross-case analysis because "the use of a computer is not intended to supplant time-honoured ways of

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learning from data, but to increase the effectiveness and efficiency of such learning"

(Bazeley, 2007, p. 2). The researcher used the following holistic strategies to collect data

for this study: (a) examined 2006/2007 and 2007/2008, 21st Century School Leadership

Skills 360 Self and Observer Assessment Reports of the mentees in the study, (b)

interviewed the mentees, (c) interviewed the mentor coaches (d) shadowed the mentees at

his or her high school and recorded field notes, and (e) examined the VASSP mentor

coach reflection logs of the mentor coaches that were collected in May 2007. Because

there were a variety of data sources in the study, the researcher used data triangulation

(Patton, 2002).

      Designs and techniques. The researcher used the design strategy of stratified

purposeful sampling when choosing the three dyads for the study. Stratified purposeful

"samples are samples within samples" (Patton, 2002, p.240). The researcher chose the

mentees and mentor coaches for the study from the larger group of mentees and mentor

coaches who participated in the VASSP mentoring and coaching program. Because the

researcher wanted to use the data of the mentees from the 2006/2007 NASSP 360 Self

and Observer Assessment, she began with the 12 mentees who took it. Of the 12 mentees

who took it, the researcher subtracted two because one was her mentee during the

mentoring and coaching program, and the other was in the same doctoral program. Of the

10 mentees left, the researcher chose three mentees for the study based on the date that

they took the 2006/2007 NASSP 360 Self and Observer Assessment; this information

was obtained from VASSP. The researcher wanted the span of months from one year to

the next to be as similar as possible among the three mentees in the study.

The researcher chose mentees that completed the 2006/2007 NASSP 360 on November 17, 2006; November 27, 2006; and February 1, 2007. The NASSP 360 is comprised of 67 questions that the principal must respond to with rankings that range from 1 to 5 with 1 meaning "almost never" and 5 meaning "almost always." Then, the principal emails the same assessment to colleagues, and they respond to the same questions pertaining to the principal using the same scale. The assessment is complete after a time period designated by the principal for the colleagues to complete the assessment. The NASSP 360 is complete when the principal and his/her colleagues complete the assessment. In the results, NASSP refers to the principal as "self" and the colleagues as "observer." The 21st Century School Leadership Skills 360 Self and Observer Assessment Report that the principal eventually received via email from NASSP contains a listing of all 67 statements along with the number of colleagues who responded under each number. For example, it may state that 49 colleagues gave the principal the score of 5 for "I take action to move issues toward closure in a timely manner." Next to the scores, are the observer mean, the number for the self rating, the difference of the mean and self rating, and the observer standard deviation. Finally, the scores are compiled and broken down by the 21st century school leadership skills which are the skill dimensions in the research questions.

After choosing the mentees for the study based on the 2006/2007 NASSP 360 completion dates, the researcher then contacted the mentees by telephone using a telephone recruitment script (see Appendix E). Once the mentee agreed to participate, then the researcher called the mentee's mentor coach by telephone using a telephone recruitment script (see Appendix F). Because high school principals are so busy, this

process took several weeks because the researcher had to leave numerous messages and was often not available when the principals called her back. In addition, one principal informed the researcher to get permission first from his school district before he could participate in the study; that took one month.

The researcher used the data collection and fieldwork strategy known as dynamic systems wherein she regards change as ongoing whether the focus is on the mentee, mentor coach, school, or actual program (Patton, 2002). The researcher was "mindful of and attentive to system and situation dynamics" (Patton, 2002, p.40). For example, the researcher scheduled an interview with one of the mentor coaches and had to cancel the evening before the interview because she had a gun incident at her school at the end of the school day. The mentor coach understood and scheduled the interview for two weeks later. While traveling 50 minutes to the interview that was scheduled for the second time, she received a telephone call from the principal's school stating that the interview was canceled because of a gun incident at his high school. The researcher waited two days to re-schedule it and did so for two weeks later; however, that interview never took place because the mentor coach's school district had a snow day on that day. The interview was then re-scheduled for the fourth time two weeks later and did occur.

Upon arrival at each interview, the researcher again explained the study and the expectation for either the mentee or the mentor coach who agreed to participate in the study. In addition, the researcher presented the Virginia Polytechnic Institute and State University Informed Consent for Participants In Research Projects Involving Human Subjects (see Appendix G) for the participant to read, sign, and date. The researcher tape recorded each interview and gave the tapes to a transcriber to be transcribed.

Steinar Kvale explains, " Transcripts are not copies or representations of some original reality, they are interpretative constructions that are useful tools for given purposes" (1996, p. 165). Bazeley contends that "At the very least, if another person typed the transcripts, it is absolutely essential for the person who did the interview to review and edit the transcript while listening carefully to the recording" (2007, p. 44). Therefore, after receiving the tapes and transcriptions back from the transcriber, the researcher listened to the entire interview again and made any changes on the actual transcription; the researcher then stored the tapes in a locked file drawer. She made a copy of the document with corrections and mailed it to the mentee or mentor coach to the preferred address that they gave her during the interview. Two principals wanted correspondence mailed to their homes; one wanted it mailed to his school because he opened all of his mail. The researcher included a self-addressed, stamped envelope along with the transcription and asked that they read it and make any additional changes. They could then mail it back to the researcher. Only one mentor coach made corrections and sent it back. In the coding, the researcher referred to him as Yellow in the study.

The researcher conducted a total of eight interviews with two of them being a part of her pilot study. The researcher chose a dyad comprised of one participant who was in her doctoral program and one who was on her dissertation committee. The researcher interviewed them, cleaned up the transcriptions, imported the transcriptions into NVivo, and practiced coding the data using the program. The researcher discovered mistakes that needed to be fixed prior to the real interviews regarding the use of her brand new tape recorder. She came to the conclusion that she needed to use two recorders just in case one did not work correctly. Also, it took a lot of time to learn how to use the NVivo program

correctly, and it was great using sample data with which to learn. The other six interviews were a part of the real study involving the three dyads.

The researcher interviewed the mentees and mentor coaches separately, at their high schools using a standardized open-ended interview protocol. This meant that the researcher conducted a total of six interviews at six different locations. Structured interviews provide comparability across sites in multisite studies (Patton, 2002). The interview protocol for the mentees, which is in Appendix A, was different than the interview protocol for the mentor coaches, which is in Appendix B; however, they were parallel in structure for purposes of analysis. Prior to these interviews, the researcher checked for content validity by conducting the pilot interview involving another dyad in the VASSP program, but not chosen for this qualitative study. The pilot case study helped the researcher refine data collection plans with respect to the content of the data and the procedures that the researcher will follow (Yin, 2003). Striving to get candid feedback, the researcher asked the dyad composed of the mentee who is in the same doctoral program and his mentor coach who is on the researcher's dissertation committee how they thought the interview went. Yin explains that the pilot case study assists the researcher to develop relevant lines of questions (2003). After conducting the pilot interviews, the researcher concluded that no major changes needed to be made to either interview protocol; therefore, she did not need to re-submit any paperwork to the Institutional Review Board which approved her study on December 17, 2007 (see Appendix H).

After or before conducting the interviews during the actual study, the researcher shadowed the principals who are the mentees and used the mentee shadowing protocol

which is in Appendix C to record any field notes regarding the mentee and the 10 skill dimensions. The researcher examined the affect of the principal and the way that he or she interacted with students and staff. She also recorded some information that came up during the conversations that took place during the shadowing time. The researcher did this at three high schools.

The researcher went to the VASSP office and received copies of the reflection logs with permission of the mentor coaches involved in the study. VASSP required them to turn in the reflection logs in May 2007. The researcher used the mentor coach reflection log protocol which is in Appendix D to record any findings. Like the mentee shadowing protocol, the mentor coach reflection log protocol included the 10 skill dimensions. The researcher recorded notes pertaining to these as seen in the reflection logs. The researcher once again used the 10 skill dimensions as a guide.

The researcher had the mentees in the dyads take the NASSP 360 Self and Observer Assessment during the second semester of the 2007-2008 school year which was a little over one year after they originally had taken the assessment. The researcher mailed each mentee an additional consent form pertaining specifically to the assessment; the mentees signed and dated the Virginia Polytechnic Institute and State University consent to Release 2006-2007 and 2007-2008 NASSP 21st Century School Leadership Skills 360 self and Observer Assessment Reports (see Appendix I). The mentees sent the signed forms to the researcher. With permission from participants, the researcher examined the data and compared the means and standard deviations of the two assessments, which are categorized by NASSP following the 10 leadership skill dimensions. The researcher wanted to follow her original plan and have the mentees take

the NASSP 360 prior to the interview; however, the mentees did not have the personal time to complete the assessment until May. Their colleagues had to complete it too, and May was probably a much better time because of the state mandated tests. One mentee had his NASSP 360 done on May 1, 2008 which is right before the AP and state testing window, and the other two mentees had their NASSP 360 done on May 30, 2008 which is right after testing.

In this qualitative study involving a collective case study, the six interviews were the primary strategy used to collect data. The researcher also used document analysis of the following data: (a) the six NASSP 21st Century School Leadership Skills 360 Self and Observer Assessment Reports, (b) the three shadowing protocols, (c) the three mentor coach reflection log protocols. The researcher analyzed 18 documents containing data from the study. The researcher used NVivo to code and analyze 12 of the documents which were all but the six NASSP 360 reports. The researcher triangulated these data to determine what accounts for the change in behavior, in terms of the 10 leadership skills identified by NASSP and closely related to the standards endorsed by ISLLC, of the mentees who participated in the VASSP administrative mentoring and coaching program. When explaining triangulation, Yin states, "A major strength of case study data collection is the opportunity to use many different sources of evidence" (2003, p. 97).

Rationale for a Qualitative Design

The 2006-2007 VASSP administrative mentoring and coaching program consisted of 21 dyads; therefore, it involved a total of 42 principals. At the conception of the idea of conducting a study on some of the principals in this program, the researcher realized that a qualitative design would be best because of the number of principals. The

researcher knew that the study would involve a small number of participants and that a qualitative study would be the best way to seek answers to the research questions that emerged as the literature review progressed. The researcher decided that she wanted to talk to the participants in her study, examine their artifacts, and walk through their schools, their "natural settings" (Rossman & Rallis, 2003, p.4), to find the answers to her research questions. "Qualitative researchers seek answers to their questions in the real world" (Rossman & Rallis, 2003, p.4).

The researcher chose the qualitative tradition of case study because it is an exploration of a case or multiple cases over time through detailed, in-depth data collection involving multiple sources of information (Creswell, 1998). The researcher used four techniques to acquire 18 sources of data in her study. Because the research will examine three cases, meaning three dyads, this study will be a collective case study (Stake, 1995). Patton explains that qualitative findings emerge from "three kinds of data collection: (1) in-depth, open-ended interviews; (2) direct observation; and (3) written documents" (2002. p.4), and the researcher obtained all three kinds of data in her study. For the researcher, this qualitative tradition and means of collecting data merged well with her conceptual framework and research questions.

Role of the Researcher

The researcher employed reflexivity to ensure the integrity of the study. This was imperative because the researcher was one of the 21 mentor coaches in the 2006 VASSP administrative mentoring and coaching program. "Researchers must of necessity approach their work from some viewpoint that is part of their being" (Northcutt & McCoy, 2004, p. 8). Prior to becoming a mentor coach, the researcher received the

NASSP Breaking Ranks II training which is a "research based leadership learning program for high school leaders interested in redesigning high schools" (Virginia Association of Secondary Principals, 2006b, p.1). During July and August 2006, the researcher received two separate training sessions and participated in feedback for further model development and implementation of the mentoring and coaching program. VASSP made the changes to the written manual and overall training program (Virginia Association of Secondary Principals, 2006b). In September 2006, there was a joint meeting of mentees and mentor coaches, and that was when the mentor coach/mentee relationship began for all of the dyads in the program including the three in this study. The researcher moved toward self-disclosure which is reflexivity (Northcutt & McCoy, 2004).

To control for any bias, first the researcher must employ epoche (Robertson, 2007), which is a Greek work meaning to refrain from judgment (Patton, 2002). According to Patton, the researcher must look inside "to become aware of personal bias, to eliminate personal involvement with the subject material, that is, eliminate, or at least gain clarity about, preconceptions" (2002, p. 485). Following epoche, the researcher must employ phenomenological reduction which occurs when one "brackets out" the world and any presuppositions to identify data in pure form (Patton, 2002). "In bracketing the subject matter is confronted, as much as possible, on its own terms" (Patton, 2002, p. 485) without the preconceptions of the researcher. As the researcher became immersed in the various pieces of data, this happened naturally because she focused solely on what the data say, thus bracketing out any presuppositions.

Procedures

Setting of Study

The study took place in five high schools and one central office location within the Commonwealth of Virginia. The high schools included the three of the mentees and one of a mentor coach. In addition, one of the mentor coaches was in his first year of retirement and happened to be a substitute at his former high school on the day of the interview. Finally, the third mentor coach held a central office position; therefore, the interview was conducted in his office located in the central office of the school system. The researcher interviewed the three participants using the protocols and studied the three dyads.

Selection of Participants

The researcher used the design strategy of stratified purposeful sampling when choosing the three dyads for the study. Stratified purposeful samples are "samples within samples" (Patton, 2002, p.240). Yin explains that the researcher should have defined a set of operational criteria whereby candidates will be deemed qualified to serve as cases; "then the researcher should select randomly from the qualified candidates whether comprising all or only a subgroup of the original candidates" (2003, p. 78). The researcher chose the mentees and mentors for the study from the larger group of mentees and mentors who participated in the VASSP mentoring and coaching program. Because the researcher wanted to use the data of the mentees from the 2006 NASSP 360 Self and Observer Assessment, she began with the 12 mentees who took it when considering who to choose for her study. Of the 12 mentees who took it, the researcher subtracted two because one was her mentee during the mentoring and coaching program, and the other is in the same doctoral program. This left 10 mentees of whom to choose for the study.

Of the 10 mentees left, the researcher chose three mentees for the study based on the date that they took the 2006/2007 NASSP 360 Self and Observer Assessment; this information was obtained from VASSP. The researcher wanted the span of months from one year to the next to be as similar as possible among the three mentees in the study. The researcher chose mentees that completed the 2006/2007 NASSP 360 on November 17, 2006; November 27, 2006; and February 1, 2007.

After choosing the mentees for the study based on the 2006/2007 NASSP 360 completion dates, the researcher contacted the mentees at their schools by telephone using a telephone recruitment script (see Appendix E). It took several weeks to talk to the three mentees and schedule the interviews. In addition, one principal informed the researcher that she must first get permission from his school district before he could participate in the study; that took one month. All three mentees chosen for the study agreed to participate. Once the mentee agreed to participate, then the researcher called the mentee's mentor coach by telephone using a telephone recruitment script (see Appendix F). The three mentor coaches agreed to participate. All three mentees and one mentor coach were high school principals; one mentor coach was a retired high school principal; and the third mentor coach held a central office position but was a former high school principal.

Informed Consent and Permission Procedures

Assurances of Confidentiality

The researcher issued each participant a consent form that explained the purpose of the study, the procedures for data collection, and the proposed use of the data (Palermo, 2002). Upon arrival at each interview, the researcher again explained the study

and the expectation for either the mentee or the mentor coach who agreed to participate in the study. In addition, the researcher presented the Virginia Polytechnic Institute and State University Informed Consent for Participants In Research Projects Involving Human Subjects (see Appendix G) for the participant to sign and date. The researcher promised confidentiality to the participants; therefore, she must (a) protect their privacy, and (b) hold in confidence the information that they share (Rossman & Rallis, 2003). She explained that only one transcriber will listen to the interview tapes just for the purpose of transcription. Before each interview, the researcher asked permission for the interviews to be tape recorded for the purpose of transcription. The researcher gave the tapes to the transcriber the first week day after the interview. As soon as the transcription was complete, the researcher used the tapes to listen to the entire interview again and to make any necessary changes where the transcription did not match the actual interview. After completing this process, the researcher sent the transcription with noted changes to the participant with a self-addressed, stamped envelope. The researcher requested that the participant make any other changes to the transcription and mail it back. The researcher gave them a time period in which to complete this and explained that if she did not get any comments back in the mail, she would assume that the participant thought that the transcription was accurate. One mentor coach in the study made a few changes and sent it back to the researcher.

The researcher used pseudonyms to identify each participant in the interviews and in all other references to the participant throughout the study which include (a) the six NASSP 21st Century School Leadership Skills 360 Self and Observer Assessment Reports, (b) the three shadowing protocols, (c) the three mentor coach reflection log

protocols. The pseudonyms were all names of colors. The researcher used the letter "M" to identify that the participant was a mentee and a "C" to identify that a participant was a mentor coach. Therefore, the participants, listed as dyads, in the study are know as (a) MBlue and COrange, (b) MGreen and CYellow, and (c) MViolet and CPink. The researcher reminded the participants that she planned to use direct quotes in the written report and in any other documents that she writes pertaining to the study, and will offer them a copy at the completion of the study.

Also explained in the informed consent form was an explanation of the possibility that participants may be identified because of the position that they hold, the description of the high school where they work, and any prior knowledge on the part of the reader of any written documents pertaining to the study of the mentees involvement in the VASSP mentoring and coaching program. The researcher never wrote the name of the school in any documents written about the study. Because the researcher used pseudonyms and never mentioned the names of the schools, the risk was minimal, but the possibility that the participant could be identified was always there.

Issues of Entry

The researcher submitted all forms to the Institutional Review Board (IRB) of Virginia Polytechnic Institute and State University and received their approval to work with human subjects on December 17, 2007 (see Appendix H). Only one school system required approval prior to the study, and the researcher went through their Office of Research and Evaluation to get the necessary forms. The school system granted approval. The researcher conducted the interviews at the schools and the central office location at the participant's convenience. The participants determined the dates and times within the

time period desired by the researcher; however, some of these were changed because of circumstances at either the participant's place of work or the researcher's. After or before the interview, the researcher shadowed the principals who were the mentees.

Data Collection

Yin recommends the following principles of data collection: (a) use multiple, not just single, sources of evidence, (b) create a case study database, and (c) maintain a chain of evidence (2003). In this qualitative study involving a collective case study, the interviews were the primary strategy used to collect data. The researcher used document analysis of (a) the six NASSP 21st Century School Leadership Skills 360 Self and Observer Assessment Reports, (b) the three shadowing protocols, and (c) the three mentor coach reflection log protocols as ways to collect supporting data.

The researcher compared the 2006/2007 and 2007/2008 NASSP 21st Century Leadership Skills 360 Self and Observer Assessment reports as they are broken down by categories that correspond to the 10 leadership skill dimensions identified by NASSP. Lovely contends that 360-degree feedback may be the key to principal transformation in an organization because if it is done correctly, this principal appraisal system is a valid and reliable means to judge a leader's performance (2004). "A key benefit of 360-feedback is that it corrals a range of stakeholder feedback" (Lovely, 2004, p.89). The researcher compared the results from one year to the next by category, mean, and standard deviation. Feedback from a 360 assessment is very effective in changing individual behavior followed by leadership roles and overall performance (Rao & Rao, 2005). Battley explains that "when coaching goals involve current improvement, comparing before and after performance is a straight-forward way to assess return on

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investment" (2006, p.16). The researcher collected these data after conducting the interviews because the mentees and their colleagues chose to complete them in May. After reflecting about the timing and order of data collection, the researcher concluded that having the mentees complete the NASSP 360 after the interviews was probably better, overall, for the study because if they would have seen the new results prior to the interviews, they may have answered the questions based on those results and not specifically regarding the nature of the questions.

The researcher conducted standardized open-ended interviews with the six participants in the study. The researcher had an interview protocol for the mentees and one for the mentor coaches (see Appendices A and B). The researcher carefully worded the questions and arranged them with the intention of taking each participant through the same sequences with the same questions and the same words (Patton, 2002). The researcher strived to achieve a balance between the standardization of the questions and flexibility which is the "hallmark of qualitative design" (Rossman and Rallis, 2003, p. 134). The interview protocols were parallel in structure for the purpose of analysis. All interviews were tape-recorded and transcribed.

After or before the interview, the researcher shadowed the mentee. The researcher observed the affect of the principal, his or her interactions with students and staff, and the culture of the high school. The researcher recorded all field notes using the mentee shadowing protocol (see Appendix C) which is structured using the NASSP 10 leadership skill dimensions that correspond to the research questions in this study. This protocol was used in the triangulation of data.

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The researcher visited the VASSP office and collected copies of the mentor coach reflection logs and recorded any notes and salient themes using the mentor coach reflection log protocol (see Appendix D). This was also used in the triangulation of data.

Data Quality Procedures

Construct Validity

To achieve construct validity, a researcher must develop an operational set of measures and avoid using "subjective" judgments to collect the data (Yin, 2003, p. 35). Yin contends that the researcher must cover the following two steps in order to meet the test of construct validity: (a) select the specific types of changes that are to be studied, and (b) demonstrate that the selected measures of these changes reflect the specific types of change that have been selected (2003). In this collective case study, the researcher carefully addressed the specific types of changes that were to be studied in the 10 research sub-questions. Once the data were gathered, the researcher used triangulation and cross-case analysis to demonstrate that the selected measures of any changes reflected the specific types of change that had been selected in the research sub-questions. The researcher also planned to achieve a chain of evidence that will "trace the evidentiary process backward" (Yin, 2003, p. 105). This will address the methodological problem of construct validity.

The researcher did obtain a chain of evidence that could trace the evidentiary process backward. The researcher received IRB approval on December 17, 2007, and on January 2, 2008, she actually began to set up the study. On that date, the researcher started a reflexive journal which was in her possession throughout the study. It was a small notebook where the researcher recorded every email, telephone call, returned call,

and notes. Everything in the reflexive journal was dated, and the researcher used this continuously to look back at the chronology of what was done to determine what needed to be done in the future. It was at the very core of her chain of evidence in the study.

On the days of the interviews, the participants signed and dated the consent forms. This also confirmed the date of the mentee shadowing protocol. The following data were imported into NVivo: (a) MBlue interview transcription, (b) MBlue shadowing protocol, (c) COrange interview transcription, (d) COrange mentor coach reflection log, (e) MGreen interview transcription, (f) MGreen shadowing protocol, (g) CYellow interview, (h) CYellow mentor coach reflection log, (i) MViolet interview transcription, (j) CViolet shadowing protocol, (k) CPink interview transcription, and (l) CPink mentor coach reflection log. In the program NVivo next to each data source is the date that the source was created and the date that the source was last modified.

In addition to the 12 sources of data that the researcher examined in NVivo, the researcher also used the memo feature in NVivo while she worked with the data. The researcher recorded notes in three different groupings titled (a) journal, (b) future research, and (c) implications for the future. All of these also included the date that the memo was created and the date that the memo was last modified. Of course the six 21st Century School Leadership Skills 360 Self and Observer Assessment Reports were dated.

Internal Validity

Internal validity is only a concern in case studies where the researcher is trying to determine whether event *x* led to event *y* (Yin, 2003). In this study, the researcher strove to determine how a formal mentoring and coaching program changed the leadership behavior of the mentees in the program and what variables led to the change or changes.

The researcher used specific analytic techniques to help a case study strengthen its internal validity (Yin, 2003). For example, the researcher attempted to use a pattern matching logic meaning that if the patterns coincide, the internal validity was strengthened (Yin, 2003). Another strategy that the researcher attempted was a cross-case synthesis where she created, through NVivo, "word tables that display the data from the individual cases according to the same uniform framework" (Yin, 2003, p.133). These word tables were in the form of matrices that corresponded to the NASSP 10 leadership skill dimensions, concepts in the conceptual framework, and any other concepts that bubbled up during the interviews.

External Validity

External validity pertains to the problem of knowing whether a study's findings are generalizable beyond the immediate case study (Yin, 2003). Case studies must rely on analytical generalization where the researcher strives to generalize a particular set of results to some broader theory (Yin, 2003). In this collective case study, the researcher used a replication logic. The analytic benefits from having two or more cases were substantial because of the possibility of direct replication (Yin, 2003). The researcher carefully selected each mentee from a larger group of mentees who participated in the same mentoring and coaching program in Virginia. Yin explains that if under varied circumstances, the researcher can find common conclusions from all cases in the study, then she has expanded the external generalizability of the findings, compared to those from a single case alone (2003).

Reliability

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The objective of reliability is to be sure that if another researcher followed the same procedures with the same case study, the other researcher would arrive at the same findings and conclusions (Yin, 2003). "The goal of reliability is to minimize the errors and biases in a study" (Yin, 2003, p.37). One way to achieve reliability in a study is to document the procedures done in an earlier case study. This can be done by using a case study database (Yin, 2003). To ensure reliability in this study, the researcher kept a case study database in NVivo and maintained a chain of evidence.

Data Management

The researcher collected data from (a) the six interviews, (b) the six NASSP 21st Century School Leadership Skills 360 Self and Observer Assessment Reports, (c) the three shadowing protocols, and (c) the three mentor coach reflection log protocols. All interviews were taped, and the researcher immediately renamed the participant when labeling the tape; the names were associated with a color. The names, grouped by dyads, were (a) Blue and Orange, (b) Green and Yellow, and (c) Violet and Pink. All interviews were transcribed, and the names of the participants were changed during the transcription process according to the tape names that pertained to colors. For example, one participant's name may be changed to Green and another to Yellow.

The organization and storing of the materials were color-coded and corresponded to the name. All transcribed interviews and informed consent forms were printed on colored paper that corresponds to the name. Even letters of correspondence that the researcher mailed to the participants were printed on the appropriate colored paper. This color-coding not only assisted the researcher with the management and organization of data, but also it also began the creation of the chain of evidence.

To manage all of the data, the researcher planned to have a case study database. Not only would it assist her in organizing the data, but also it would make the raw data available for independent inspection (Yin, 2003). This database would increase the reliability of the entire case study. According to Yin, it is important that the database be "categorized, complete, and available for later access" (2003, p. 103). Originally, the researcher envisioned a matrix for each leadership skill dimension, areas of the conceptual framework, and any other concepts that would surface during the interviews. The researcher gave each participant a code, that was the "M" for mentee or the "C" for mentor coach along with the first letter of their corresponding color. For example, the code for the mentee Blue would be MB. These were along the top of the matrix. For both the mentee and and mentor coach interview matrices, the names of the rows down the left of the matrices were the NASSP 10 leadership skill dimensions for one matrix and any other topics or themes that emerged during the interviews for the second matrix.

In addition, the researcher created a matrix for the 21st Century School Leadership Skills 360 Self and Observer Assessment Reports. These only pertained to the mentees whose codes were listed along the top of the matrix. The rows pertained to (a) the observer mean, (b) the self rating mean, (c) the difference between the first two, and (d) the observer standard deviation from 2006/2007 and 2007/2008 NASSP 360 Self and Observer Assessments. There were separate matrices for mentee shadowing protocols from the high school visits and the mentor coach reflection log protocols used in this study.

Data Analysis

The data analysis in this collective case study included coding data, finding patterns, labeling themes, and developing category systems using the software, NVivo. The coding began in the form of color-coding during data collection and management. The researcher anticipated that an elaborate classification system would emerge during coding (Patton, 2002). While trying to figure out how things fit together, the researcher looked for recurring regularities in the data that revealed patterns that could be sorted into categories (Patton, 2002). This is exactly what the researcher did, and, in NVivo, the categories were nodes. The researcher judged the categories according to internal homogeneity and external heterogeneity (Patton, 2002). Internal homogeneity pertains to the extent to which the data that belong in a certain category hold together in a meaningful way, and external heterogeneity concerns the extent that differences among categories are bold and clear (Patton, 2002). NVivo enabled the researcher to establish differences among the categories because within the program, she created tree nodes which were the broader categories and free nodes which were the more refined categories. There were many more free nodes than tree nodes because many "bubbled to the surface" in the interviews and in the reflection logs of the mentor coaches.

According to Patton, "in lieu of statistical significance, qualitative findings are judged by their substantive significance" (2002, p.467), and a researcher can use triangulation in determining the strength of evidence in support of a finding (2002). In this collective case study, the researcher used a logical analysis of the data by looking for emergent patterns via categories, classification schemes, and themes (Patton, 2002). To look for patterns that may not have been immediately obvious in the initial inductive analysis, the researcher cross-classified different dimensions (Patton, 2002). This meant

that the researcher created cross-classification matrices in addition to the original

matrices. The researcher did this using the raw data as well as the NVivo-coded data. It is

possible that the researcher in this collective case study will make comparisons, consider

causes, and look for causal linkages during the interpretation process; this interpretation

involves going beyond the descriptive data (Patton, 2002). The original matrices provided

the researcher with descriptive data. The findings were then retrieved from this data.

Conclusion

The researcher used this collective case study to analyze mentoring and coaching

dyads who participated in a formal mentoring and coaching program. The work and

leadership experiences obtained through interviews, the NASSP 360 Self and Observer

Assessment, mentor coach reflection logs, and researcher's field notes added to the body

of knowledge that has been missing in the literature. The literature contains many

quantitative and qualitative studies that pertain to mentor coach/mentee relationships and

their impact on factors such as reduced isolation, increased socialization, and networking

on the part of mentees; however, the literature did not reveal if the mentor coach/mentee

relationship accounted for a change in leadership behavior on the part of the mentee in

any way. Cross-case analysis and triangulation of the data promoted construct validity,

internal validity, external validity, and reliability. Data were analyzed using a logical

analysis approach which included coding data, finding patterns, labeling themes, and

developing category systems. The results are presented as categories and discussed using

both the conceptual framework and the 10 leadership skill dimensions identified by

NASSP and closely related to the standards endorsed by ISLLC.

CHAPTER IV

Results

The researcher used the results of this collective case study to determine in what

ways the mentees' leadership behavior changed during the formal mentoring and

coaching program conducted during the 2006-2007 school year. The researcher also

wanted to determine what accounted for the changes in leadership behavior. The

researcher examined the results as they pertained to the NASSP 10 leadership skill

dimensions. The researcher used four techniques to extract the data. The data were

triangulated data from the following 18 sources: (a) interviews with three mentees, (b)

interviews with three mentor coaches, (c) three mentee shadowing protocols, (d) three

mentor coach reflection log protocols, (e) the mentees' 2006-2007 NASSP 21st Century

School Leadership Skills 360 Self and Observer Assessment Report, and (f) the mentees'

2007-2008 NASSP 21st Century School Leadership Skills 360 Self and Observer

Assessment Report.

Interview Protocol for Mentees

During the reporting of the data using this interview protocol, the researcher

chose to refer to the mentees as their actual color names rather than adding the "M"

before the name to distinguish the participant as a mentee. The names of the mentees in

the study are Blue, Green, and Violet. The researcher did this to keep the format of the

questions and the responses true to form. However, where there are direct quotes

extracted from the transcriptions, the researcher cited the quote. Each mentee begins with

the letter "M" and each mentor coach begins with the letter "C" followed by the first

letter of their color name. Therefore, MBlue would be MB. All interviews are referred to

by "I" followed by the page number of the transcript where the statement came from. If a statement came from page 20 of MBlue's interview, it would look like MB/I/20.

Part I – General Information

What is your name?

        The researcher asked this question just to get the answer on the tape to ensure that interviews would never get mixed up. The researcher labeled each tape according to the color assigned to the mentee, and the transcriber only referred to the mentee as the color.

What is the name of your school?

        The researcher asked this question just to get the answer on the tape to ensure that interviews would never get mixed up. The name of the mentee's school was not mentioned in any written documents. In fact, if the mentee mentioned the name of his or her school during the interview, the transcriber typed it as "name of school."

How many years have you been an educator?

        Blue was an educator since 1981 and Green since 1979. Violet responded that he was an educator for 18 years. Collectively, they were educators for 18 to 29 years.

How many years have you been an administrator?

        Blue and Violet stated 12 years, and Green stated 18 years.

Were you an administrative intern?

        Blue and Green stated that they were for summer school. Violet stated that he did an internship but that it was not an actual position.

Were you an assistant principal?

        Blue was an assistant principal for one year, Green for five, and Violet for eight.

How many years have you been a high school principal?

Blue stated that this was her fourth year and Green his ninth. Violet stated that he was an interim high school principal for one year and a high school principal for three years.

Have all of those years been at this school? If not, where were the other years served?

All three mentees stated yes.

Part II – Mentoring/coaching relationship and program

Think of the mentor that VASSP assigned to you during the 2006-2007 school year. Tell me about the mentoring and coaching experience with that person.

All three mentees had only positive comments to make regarding the mentoring and coaching experience with the mentor coach. Blue thought that it was a great experience and said, "He has more experience as a high school principal than I did, so I found it to be a very good program" (MB/I/3). Green stated twice that it was very good and went on to explain that it was very good for him because it refreshed him. Violet thought that the experience was good and reported that they had a good rapport.

How would you describe your mentor coach in terms of personal attributes?

All three mentees had complimentary comments to make about the personal attributes of their mentor coaches. Blue described him as very warm and very giving. She talked about his dedication to family and his community, his faith, and his high ethics. Green described his mentor coach's personal attributes as fantastic and stated that he had tremendous integrity. He also stated that his mentor coach was very supportive. Violet talked about the experience with his mentor coach and said, "I could look up to him as a leader with experience. So, I respected his suggestions. I respected his experiences" (MV/I/4).

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A mentor coach and a mentee, together, are called a dyad. How would you describe your

dyad? Please describe the relationship.

All three mentees used the adjective good to describe the relationship. Blue stated

that it was "pretty equal" (MB/I/3) and a "pretty good partnership" (MB/I/3). Green

immediately replied, "good" (MG/I/4), and later stated that "it was a good situation"

(MG/I/4). Violet stated that he thought that the dyad was very good. He went on to say,

"We were able to communicate in a very friendly manner. I didn't feel threatened by him,

and I always respected his opinion" (MV/I/4).

In what ways did you and your mentor coach communicate?

All three mentees stated that they communicated with their mentor coach via

email, telephone, and visitations. Blue added that face-to-face communication was best

for them.

How often did you and your mentor coach communicate?

The answers to this question fluctuated among the mentees. Blue stated that they

communicated once a month. Green stated, "In the beginning it was quite often, and

toward the end maybe once a month" (MG/I/5). Violet stated that at first, it was every

week and that sometimes they communicated a couple of times a week "because we

vowed to make it work, and I was interested and he was interested in what I was doing"

(MV/I/6).

What did you and your mentor coach discuss pertaining to setting leadership direction in

your school?

All three mentees discussed topics pertaining to setting leadership direction in

their schools; however, the topics varied. Blue's biggest need in terms of what she needed

to set leadership direction was help on how to organize her office and "stuff" (MB/I/5). She wanted advice on how to get her secretary to help her to get organized. Blue explained, "I was an elementary principal for a long time, and you don't have a secretary there" (MB/I/5). Blue also explained that her mentor coach was a big help in her knowledge regarding athletics. She went on to say, "So, mainly where I leaned on him was the structure of the office, structure of the school" (MB/I/5). Green stated that they discussed the role of the principal during their discussions on setting leadership direction and that it was a change for him. He discovered that he did not have to have his "hands in everything" (MG/I/5). Green stated, "I didn't have to be here every day. I didn't have to make every decision" (MG/I/5). They talked about how his three assistant principals would not grow if he made all of the decisions. He then stated, "So, once I realized that, it has taken a lot of that off of me, and I've kind of redirected what I do and how I do it" (MG/I/5). Green followed up with, "It re-focused me to be the so-called instructional leader" (MG/I/5). Violet stated that they discussed leadership overall. He stated that they talked about resolving issues and how to pool the community issues with the school issues. In this discussion, they talked about sharing facilities with the community including athletic facilities. He ended with, "So, we just talked about how to when you make decisions it has to be the best decision for the total betterment of the school" (MV/I/7).

Did any of your discussions regarding leadership pertain to teamwork and your role in team leadership?

All three mentees answered "yes" (MB/I/6) (MG/I/6) (MV/I/7) immediately. Blue and Green talked about empowering people and how a dictatorship style should not be

used. Blue said, " Real strong with empowering teachers, and I fall into that because I just want people to create a different environment. So, we talked a lot about a dictatorship as opposed to being a partner" (MB/I/6). Blue also stated in her interview that she came to the creation of her own goal which was to raise SOL test scores 10% in some sub-group areas and added, "That thought process came to me through talking with my mentor coach" (MB/I/6). Green said, "Empowering people to do…I have some outstanding teachers on the faculty here and let them develop ideas and concepts and things like that because they are the ones that are in the trenches every day. I shouldn't dictate to them to what we should do" (MG/I/6). Violet mentioned that he and his mentor coach attended several of his team sessions. He explained, "Just because he was very interested in my common planning time especially in the 9th grade. And how I would go from time to time and meet with the teams. So, we did. He wanted to observe that" (MV/I/8). Violet also explained that during that year he had taken staff development money to conduct a team building workshop for all of the teams.

What did you and your mentor coach discuss regarding sensitivity and how it pertains to your job as principal?

Two of the three mentees stated that they talked about sensitivity with their mentor coaches. Blue stated that they didn't spend a lot of time on that. She said, "Mostly we talked about the connections you make with students and how you mourn when they fail and how you are so happy when they succeed" (MB/I/7). Green stated, "It is extremely important. We talked about that" (MG/I/6). Green gave several examples of some difficult situations that his staff members must deal with ranging from child care issues to the difficulty of coping with a very sick spouse or parent. He stated, "They have

a lot of issues. You have to be sensitive to their needs too. You just have to realize that"
(MG/I/7). Violet explained that he and his mentor coach talked about "sensitivity and
your personality" (MV/I/9). He explained that his personality is that he tries to be
involved with the staff and requires them to contact him via email when they are going to
be absent. He does this so he knows, first hand, if they are having a major problem in
their life such as a husband having a heart attack. He explained that this also alleviates
any problems with securing substitute teachers because when he knows early enough, he
can also check to make sure that all substitutes are in place for the day.

What kinds of strategies did you and your mentor coach discuss regarding organizational
ability?

When answering this question, Blue and Green focused on delegation and Violet
focused primarily on time management. Blue touched upon time management also. Blue
immediately stated that she and her mentor coach discussed, "delegation of things that I
should not be attending to that my personality wants me to attend to" (MB/I/7). She
stated that she needed to focus on letting some things go such as giving up maintenance
and custodial work because her "role has changed" (MB/I/7). She explained, "As an
elementary principal, I had more of a charge in everything, but it was a smaller school not
so many different things pulling at me, so I could be more involved in custodial work and
substitutes and in instruction, where here at the high school, I can't be involved in those
things, and I have to force myself away from them. So, talking through that and then
looking at my time" (MB/I/8). She went on to explain that she and her mentor coach
discussed how to spend her time "knowing that now as a high school principal, I am a
political figure just as much as I am a manager" (MB/I/8). She came to the conclusion

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that her assistant principals needed to be the ones to get in there and make the lists and that "that's hard to let go" (MB/I/8).

Green stated that he and his mentor coach discussed making lists. He stated, "but it also goes back to that not having to be in charge or do everything; delegating some things that the assistants or someone else can do" (MG/I/8). He gave some examples of how he did this and then said, "That has helped a lot. But just letting go more; letting go of what's going on and not being so concerned about it" (MG/I/8).

Violet stated, "We talked about me; time management was my thing. Because he was sharing with me. He said I spent a lot of time during the day I'm a walker, and I try to be out in the school. So therefore, after school, I'm here, and he said you're not going to last long working the hours that you are working. So, we worked on some things where I could do things faster so I could spend, still spend my time out in the school and not have to be here all night" (MV/I/13). He explained that his mentor coach taught him how to organize, leave things for the next day, and leave some things for another time. He said that his mentor coach was in education for 30 some years and told him to trust him when explaining that he needed to balance it all out. His mentor coach also stressed that he needed to have time for himself.

Do you think that any of the discussions that you had with your mentor coach helped you to improve your judgment as a principal? If so, what did you discuss, and if not, are there any other factors that may have led to improved judgment for you as a principal?

Two of the three mentees reported that they did discuss judgment with their mentor coaches. Green was the mentee who reported that he didn't think that they discussed judgment. Blue stated that they did and that it pertained to how to spend her

time and interjecting more of her goal in school improvement talks. Blue also noted that her mentor coach talked to her about how her central office could help her and to get her to the point to say to them, "Here is how my high school needs help" (MB/I/9). Violet stated that he and his mentor coach did discuss judgment depending on what was going on during that day. He reported that his mentor coach told him, " Well, you have to make the decision for the situation you are in" (MV/I/17). He went on to give examples of two fires that occurred during his years as a principal at his school and how he had to use a lot of judgment pertaining to the fire, water damage, mildew, and repairs. He was also faced with several bomb threats.

In what ways do you think that your judgment may have improved?

The mentees' answers to this question varied. Blue stated that her judgment improved in terms of her time management. Green stated that he was not sure if his judgment improved but that, "it re-focused me and you do need to take some time before you do some things or make certain decisions" (MG/I/9). Violet stated that it improved his judgment by making him "more sensitive to dealing with the community issues with the sharing of the facility" (MV/I/20). He used his judgment and came to the conclusion that he needed to be a good neighbor and "share because politically in the community we are neighbors as well" (MV/I/20).

What did you and your mentor coach discuss in terms of results orientation?

Two of the three mentees recalled discussing something pertaining to results orientation. Green was the mentee who stated that he did not remember talking about results. Blue stated that they talked a lot about common assessments as they pertain to SOLs. She explained that his math test scores were very good at his school, and that her

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school was struggling in math. She went on to say, "he was already well into common assessments; I was just beginning" (MB/I/9). She found out from talking to her mentor coach that he had gotten a math specialist in at his school, and that is what she did based on his conversations knowing that she is strong instructionally but that she cannot do everything. She stated, "And even if I could, I think my teachers needed to see a math person come in and talk to them about how instructional strategies need to change" (MB/I/78).

Violet stated that his mentor coach "wanted to make sure we had set goals on the school improvement plan. He wanted to make sure that at the end of the year that we had made the goals because we had set percentage goals as far as SOL scores, and we had made those goals" (MV/I/20). They also discussed goals for staff development. Violet's mentor coach had a copy of his school improvement plan, and he would ask him leading questions to get him to talk about where he was on the plan.

Do you think that any of the discussions that you had with your mentor coach helped you to improve your oral communication skills?

Two mentees answered with uncertainty, and Green replied, "No" (MG/I/10). Blue stated that she wasn't sure. Violet said, "Possibly" (MV/I/22) and went on to explain that they talked about presentation especially in team meetings and faculty meetings.

What about your written communication skills?

Blue stated that she wasn't sure about that either. Violet stated that it never came up. Green stated that working with his mentor coach did not improve his written

communication skills, but made him more aware of what he was "putting out there" (MG/I/10).

Did you and your mentor coach discuss ways in which you can assist in the development of others? If so, what did you discuss? If not, what are your general thoughts about this?

All three mentees mentioned that they did discuss this. Blue and Green stated that they talked about delegation and how that can develop others. Blue stated, "We talked about the role of the assistant principal and how you lean on them, but it's also your obligation to give them experiences that they need. We talked about taking teachers who are leaders and developing administrators" (MB/I/10). Later she said, "And they're looking at your position, and you want to get them ready for that" (MB/I/10). Green specifically mentioned the word, "delegating" (MG/I/11) in his response, and stated, "Again, I think it's just giving up some of that realizing that people around you can make some decisions and do what needs to be done and giving up some of that authority or what ever you want to call it" (MG/I/11). Violet stated, "Well, we talked about the development of others by being mentors and in teaming and things like that. It's constant staff development on working on projects and working on ways to improve the individual as a total school" (MV/I/23).

What professional learning opportunities did you experience last school year?

The mentees' answers varied. Blue stated that she attended Breaking Ranks II, Dan Mulligan in-service, John Amorode on Brain-based learning, and a session on Learning Communities. Green stated that he went to the principals' conference, in-services at his school, and school system administrative retreats. Violet stated that he went to a national conference because his superintendent requires it. He went to one in

Norfolk led by the National Council of Educating Black Children. He stated that he

always attends the VASSP Principals' conference in Williamsburg as well. Violet also

attended the one-day session that VASSP sponsored for the mentees and the mentor

coaches on Coached to Lead by Susan Battley.

Of all the professional learning opportunities that you had last year, which ones, if any,

do you think helped you to improve any of the 10 leadership skill dimensions?

Blue answered that doing the brain-based learning and the Dan Mulligan in-

service helped her with results orientation. Green could not think of any at the moment.

Violet stated that he tried to focus, last year, on teamwork and team leadership. He said,

"that was by far the one that I focused on the most" (MV/I/27).

Please describe how it helped with that particular skill dimension.

Blue explained that it helped her focus directly on her sub- groups and what they

are doing. She stated, "I think of in terms of engineers of how they must think as they do

their work" (MB/I/12). Later she stated, "But my focus, where I want to see the results

right now are with those kids who are not seeing themselves academically focused. It's

really narrowed my view" (MB/I/13).

Violet explained that it helped him focus last year on teamwork and team

leadership. He said that this was his primary focus then stated, "Because I just feel that if

everybody is working together, we could just get so much more done" (MV/I/27).

Describe how your work with your mentor coach helped you to understand your

strengths and weaknesses.

Blue stated that her mentor coach was a colleague whom she could talk to if she

thought she was failing in an area and complain to, and he would say, "Okay, so what are

you going to do about it" (MB/I/13)? She explained that she is the only high school

principal in her district and that she can talk to her superintendent about where she thinks

she is failing; however, the superintendent is evaluating her. Her mentor coach was "an

automatic colleague" (MB/I/13) whom she could talk to, and he would listen. She

explained that he would say to her, "Here's what I've heard you say. Here's the theme

I'm hearing you talk about, but I'm not seeing an action plan in place. So, it must be

important to you, but what are you doing with that" (MB/I/13)? She would then "sit back

and decide okay is this just something I'm going to complain about, or is this something

I'm going to reflect on and do something about" (MB/I/14). She explained that this is

how her mentor coach helped her the most in terms of understanding strengths and

weaknesses.

Violet stated that his mentor coach could easily identify what he felt were his

strong points. He said that he felt okay with them. He also mentioned that his mentor

coach would walk around and talk to his teachers, too. Violet added, "Then even in the

faculty meeting I observed him going around talking to the teachers just getting his own

feedback" (MV/I/28). He even walked around the school alone so he could get a feel for

the school by himself.

When asking this question to Green, the researcher did not pause, but instead

went into the second part of the question. The researcher did this because she noticed,

through body language, that Green wanted the interview to be over soon. He looked at

the clock and began to move around quite a bit. He was very polite, but the researcher felt

that going right into the three sub-questions beneath strengths and weaknesses would be

fine and would not weaken the study in any way.

Would you describe your emotional intelligence, meaning the manner in which you regulate your feelings, interactions, and communication, as a strength or weakness as it pertains to your role as a principal?

All three mentees stated that it is a strength as it pertains to their role as a principal. Blue said, "We're in a people business, and you have to know people. You also have to know yourself and know how you're a person, but you are also a principal. And you have to keep them somewhat separate. Your ethics need to be there for both. Your morals need to be there for both" (MB/I/14). She went on to explain that she grew up in the town in which she now serves as principal and has lost some friends because, "As the principal, I've really had to stand firm with what's best for everyone" (MB/I/15). This statement pertains to discipline decisions that she has had to make regarding the children of friends.

Green stated that his emotional intelligence is a strength as it pertains to his role as a principal. Violet stated that he tries to use his communications as a strength meaning that he tries to share positive things with the staff. He also added, "Sometimes I just make the announcements because I think the students need to hear me make the announcements, the congratulatory announcements" (MV/I/29).

How would you describe your emotional intelligence on the job?

The three mentees described their emotional intelligence on the job in very different ways. Blue talked about her maturity and "even just to know myself" (MB/I/15). She explained that she has a very supportive superintendent and that she used to take long weekends, but now she started taking two-week vacations; she knows that she is much more effective.

Green talked about emotional intelligence and how it pertains to how he is perceived. He stated that he is "pretty even keel" (MG/I/13). He explained, "but when something happens that maybe will anger me, and I know it's out of character with what our kids should do, and I get on and make an announcement; you know I've had them come down and say, 'Are you all right? Are you okay?' You know, because they know I've gone off" (MG/I/13). Therefore, his students know when he makes an announcement that he is upset. Green explained that he doesn't do it often, but when he does, his students know that he is upset.

Violet explained that he is sensitive and professional and tries to be understanding of people's family situations. He has even taken home staff members with high blood pressure. Violet's emotional intelligence makes him so sensitive.

Do you think that your emotional intelligence had any bearing on any of the 10 leadership skill dimensions that we have been discussing and that were also in the NASSP360 self and observer assessment? If so, what impact did your emotional intelligence have on a specific leadership skill dimension?

All three mentees explained that their emotional intelligence had an impact on their ability to develop others. Two of the mentees added that it also helped them with sensitivity. Blue stated, "I think developing others. I believe communication. I've developed those skills when I came into this principalship" (MB/I/16). Blue explained in detail that she must use her emotional intelligence to understand that a teacher is trying and in determining where he or she is coming from. She explained, "but I have to divorce myself out of it's not my responsibility up to a certain point and for the betterment of the organization. So, my emotional intelligence I believe has grown in that my care for

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people is not contradicted in my knowledge that this organization needs to go forward. So, sometimes when you choose the organization over the teacher it's okay. And it's not my fault that I couldn't fix it" (MB/I/17).

Green answered, "The sensitivity is one thing that I really worked on from my standpoint and realized from a personal standpoint that there are a lot of things beyond my control. And I can't worry myself to death about those. And the developing of others, I guess I've become more at peace you know with my role and my own emotions" (MG/I/14).

Violet included sensitivity in his answer. He explained that teachers would say that he is sensitive and that sensitivity helps him to understand people's situations. Then, he discussed how he looks at developing others when he picks out leaders within the school. He stated, "So I like to work to develop leaders and young teachers. I try to give opportunity to teachers and try to develop them because someone helped me. I'm a career switcher" (MV/I/31).

Have you done anything to change your emotional intelligence in any way last school year?

One mentee, Violet, answered, "No, I wouldn't think so" (MV/I/32), and the other two gave answers that pertained to their personal lives. Blue said, "Just when to recognize when I need a break" (MB/I/18). Green explained that he came to the realization that "family is more important than anything else" (MG/I/15). He elaborated by stating, "And at one point in time, I don't know that I realized that. I realized it, but I didn't do it, you know" (MG/I/15).

Of all of the discussions that you had with your mentor coach, which one was the most memorable and why?

The three mentees did not have to think for a long period of time before answering this question. Blue explained that her mentor coach came into her office and sat down to explain how the renovations at his school and common assessments were "rolling" (MB/I/18), and then a student was killed. That was all that they talked about. Blue ended her response with, "Instead of the success of everything else it all boils down to you know as the principal these things were clicking along and what's the most important" (MB/I/18).

Green stated that he had two memorable conversations with his mentor coach, and that the first one pertained to "becoming stagnant" (MG/I/15) and that maybe it was time to look for another situation or another principalship. Then in the spring, his mentor coach's father had a heart attack, and he had to go to Florida. He missed a lot of time. Green stated that this led him to the realization "that we are not immortal and you to …the family situation and be there for my son" (MG/I/15). He explained that now he spends more time with his son and wife.

Violet stated that his mentor coach was constantly encouraging him to spend time as a principal but to set goals beyond the principalship. Violet said, " He spent a lot of time trying to help me develop where I was going next from this experience. He said you shouldn't stay a principal as long as you have been an assistant principal. But he said he could see other potentials in me" (MV/I/32).

What is your opinion of the VASSP mentoring and coaching program?

All three mentees began their answer to this question by stating that it was a good program. Blue went on to say that she thought that it needed to be continued. She stated that Virginia and the nation need administrators and that "it's a very, very hard job" (MB/I/19). She said that the role in mentorship helps "even if you don't improve in anything; it just helps to talk with somebody else who has been there" (MB/I/19). She said that it was very helpful. Then, Blue explained how it fits into the whole notion of life-long learning. She stated, "And you know we're a learning environment, and so we need to model learning from other people. If we're life-long learners, then we better be demonstrating that, and that was very nice for me to be able to say to my staff. I'm still developing as your leader, and here's a man that's going to be working with me on that development" (MB/I/19). She went on to explain that she encourages her teachers to develop their teaching styles by working together, so she better be modeling that. She said that this program gave her the opportunity.

Green said that it was very good and that we don't do enough of that. He explained, "I really believe that we get into these roles and we're so locked into our own little world" (MG/I/16). He went on to explain that he encourages his administrators to go to the VASSP conference every year "because I think they need to get out and see what other people do and get ideas, and it's refreshing for them" (MG/I/16). He ended by stating that he thinks that VASSP does a good job with that.

Violet stated that the program was good; he had a good experience; and he had a good relationship with his mentor coach. He thought that what really made a difference was that his mentor coach was not in the role of a high school principal during the year of the mentoring and coaching program but, instead, was in a central office position. He

stated, "Being at central office the year he had me it does make a difference. Like I couldn't go to him like he was coming to me. So, it was easier for him to look at my plan and come oh I'll be over for this; I'll be over there for that. If he was in a school, I don't know whether he would have been able to do that" (MV/I/33).

In what ways did the program help you the most?

The mentees' answers varied. Blue stated, "Articulating what my needs are and my strengths and weaknesses to someone who is not trying to make me feel good or bad about and not evaluating me" (MB/I/20). Violet's answer was similar because he also mentioned that is was a "non-evaluatory perspective" (MV/I/33). In fact he added, "Whatever he said, I really didn't have to do. He couldn't make me do it. But it was just good conversation, and it's always good to talk to people in the profession" (MV/I/33).

Green again went back to the fact that it rejuvenated him and allowed him to take an assessment of what he was doing and realizing that he had to make changes in what he was doing. He thought that that was very beneficial.

How would you describe your motivation on the job as a high school principal?

All three mentees thought that they were motivated on the job and articulated that they enjoy what they are doing. Two of the mentees enjoy the after-school activities, but one does not enjoy them as much as he used to. Blue stated that she was very motivated and was quite surprised at how much she loves the kids at the high school age after years of working with kids the elementary age. She stated that she likes change. She also said, "I enjoy the different aspects of high school like that I never thought I would like going to ball games and understanding coaches" (MB/I/20). She also stated that she loves the instructional piece of it and how students can be so much of it all. She explained, "They

can create their own learning environment, and that's interesting to me. Pretty motivated" (MB/I/20).

Violet immediately stated, "I get motivated every time I hit the door and my feet hit the blue tile" (MV/I/34). He stated that at the start of each day he looks for what he needs to do. He completed his answer with, "I get motivated by students. I get motivated by the activities; the activities here, the activities at the District level" (MV/I/35).

Green answered by stating that he enjoys working with the kids and the teachers. He did explain that what was really wearing on him were the games and things. He said, "I don't enjoy those as much as I once did. So, I don't attend as many as I used to" (MG/I/17).

Do you think that your motivation has had any impact or bearing on the 10 leadership skill dimensions that we have been discussing, and if so, which ones and how did it impact them?

There was a wide array of answers among the three mentees for this question. All three mentees included developing others and organization in their answers. Blue thought that her motivation had an impact on all of the leadership skill dimensions except oral and written communication skills. She said that there was a "kind of mission on my part and motivation on my part personally I think helps with a lot of these" (MB/I/21). She also elaborated that things cannot get done with just her ideas. She said that it has to be the teachers' ideas and that the businesses in the community who come together and say, "Here's what we want our graduates to be" (MB/I/21). She stated that she is very motivated to put those groups together.

Green stated that he is motivated to develop others and allowing the other administrators to grow. Because of this combined with his motivation, the teamwork and setting leadership direction have changed. He stated again, "I realize I don't have to be in charge of everything and be concerned with everything. I can't control everything" (MG/I/18). In response to the question, he also stated that his organization has gotten better.

Violet explained that his motivation has had an impact on setting leadership direction, developing others, understanding own strengths and weaknesses, and organizational skills. He explained that he sets leadership direction for the assistant principals whom the superintendent had placed in the night school program at his school. He explained that he is usually still there working and often sits down and talks to them. Also, he works on developing others. Violet also explained that because he understands his own strengths and weaknesses, he knows that his strength is that in the afternoon he needs to prepare for what he needs to do for the next few days. This also helps him with organizational skills.

In what ways has your motivation led to a change in your leadership behavior?

The three mentees answered this question in very different ways. Blue started with, "My motivation to help the community I think was a change" (MB/I/22). She found that as a high school principal, she is also a political figure and must reach out a lot. She explained that she has benefited from being an elementary principal and having those same kids come up to the high school. She explained that the community knows that she is "steadfast" (MB/I/22).

Green explained that he is not as "possessive" (MG/I/18) as he once was. He explained, "If it's that important, they will come to the door and get me" (MG/I/18). Violet stated that he is always motivated to be organized. That was the big one for him.

Part III – Conclusion of Interview

Of the 10 leadership dimensions that we just discussed, which one or ones do you feel that you experienced the most change during the 2006-2007 school year?

Each mentee had a different answer to this question. Blue stated that it was results orientation. She said, "I was motivated in that area, but I think I've gotten more of the skills to put that into place" (MB/I/22). Green indicated that it was setting leadership direction. He said, "Again, I go back to not having to be in charge of everything and developing others those types of things" (MG/I/18). Violet stated that it would definitely be teamwork and team leadership.

What was the single-most factor that led to this change or changes?

Blue stated that it was her mentor coach and what he was doing and the success that they were having. Green stated that the single most factor that led to his change was coming to the realization that family comes first which he learned from his mentor coach as he was dealing with his sick father in Florida. He also realized that the school keeps going even in your absence. Violet answered, "Once that I saw that teamwork brought us the results that we needed, I am sold on teamwork" (MV/I/37). He explained that sometimes it encompasses philosophies in teaching, grading, make-up work, and tutoring but that teachers must "come up with a happy medium that everybody can live with" (MV/I/37).

Do you think that the VASSP Mentoring and Coaching program was a worthwhile experience for you last year? If so,why? If not, why?

All three mentees said that the VASSP Mentoring and Coaching program was a worthwhile experience. Blue added, "I think any time you meet with colleagues, you are going to learn. So, it was a learning experience of connecting me to a lot of different principals throughout Virginia" (MB/I/23). Green also alluded to the opportunity to meet other people throughout the region because of the VASSP Mentoring and Coaching program. He added, "I think that's extremely important because we are especially at the high school level and at all levels, we are, there are not millions of us out there in this state. We are a small group. It is good" (MG/I/20). Violet explained that he enjoyed working with someone from another school division in a non-threatening manner. He added, " I enjoyed the fact that he was willing to be interested in what I was interested in" (MV/I/37).

Are you and your mentor coach continuing the mentoring and coaching relationship this year?

All three mentees replied no. Blue stated that they had meant to, "but we haven't formally emailed or talked or anything" (MB/I/23). Violet stated that they emailed one another twice during first semester, but he hasn't heard from him since then.

Ten Leadership Skill Dimensions Discussed in Mentee Interviews

After the transcriptions were given to the researcher and then examined by the participants, she imported the document into NVivo and began to code the data. Because

Figure 3. Ten NASSP leadership skill dimensions in mentee interviews using NVivo coding

10 NASSP Leadership Skill Dimensions	Blue	Green	Violet
Setting Leadership Direction	8	4	3
Teamwork	3	2	6
Sensitivity	3	4	10
Organizational Ability	5	3	4
Judgment	4	2	3
Results Orientation	6	0	4
Oral Communication	0	0	1
Written Communication	0	1	0
Developing Others	7	7	3
Understanding Own Strengths and Weaknesses	4	1	3

the researcher had a clear idea of where she was going in her project in terms of her research questions, she created a "starter coding system" (Bazeley, 2007, p. 24) in the form of tree nodes. The 10 NASSP leadership skill dimensions were the tree nodes, and they correspond to ten of the research questions in this study. As seen in Figure 3, the researcher placed the total number of times that the skill dimension was discussed with the mentor coach according to the mentee in the interview. As seen in the interview protocol for mentees (see Appendix A), the questions pertained primarily to the mentoring and coaching relationship and program.

Figure 4. Ten NASSP leadership skill dimensions in mentee interviews using matrix

10 NASSP Leadership Skill Dimensions	Blue	Green	Violet
Setting Leadership Direction	X	X	X
Teamwork	X	X	X
Sensitivity	X	X	X
Organizational Ability	X	X	X
Judgment	X	<u>NO</u>	X
Results Orientation	X	NO	X
Oral Communication	NO	NO	X
Written Communication	NO	X	NO
Developing Others	X	X	X
Understanding Own Strengths and Weaknesses	X	X	X

The 10 NASSP Leadership Skill Dimensions were discussed throughout the responses in the interviews with the mentees. While using the transcripts to summarize the responses to the questions, the researcher made a matrix and simply placed an "X" if the skill dimension was discussed in the interview, or a "NO," if it had not been discussed. The zeroes in Figure 3 should match the blocks that indicated, "NO," in the matrix written while summarizing the answers as seen in Figure 4. The researcher did this in an attempt to "trace the evidentiary process backward" (Yin, 2003, p. 105). Also, this process strengthens the internal validity because the researcher attempted to use a pattern matching logic meaning that if the patterns coincide, the internal validity is strengthened (Yin, 2003). With the exception of the leadership skill dimension, judgment, for the

mentee, Green, everything matched. The researcher underlined the "NO," in Figure 4 to indicate the discrepancy. The careful, word-for word analysis using NVivo indicated that Green referred to judgment twice as it pertained to discussions with this mentor coach in his interview. This chain of evidence using the NVivo database and the matrix created by the researcher also strengthened the reliability of the study.

The results presented above indicate clearly that the mentees discussed eight of the ten leadership skill dimensions with their mentor coaches. They did not discuss oral and written communication skills with their mentor coaches; for two of the mentees, they alluded to each one once, but it was not discussed with their mentor coaches.

Other Themes Discussed in Mentee Interviews

While examining the interview transcripts and coding in NVivo, the researcher noticed that other themes bubbled to the surface. These new themes were additional categories when coding, and Dey refers to the task of refining categories by subcategorizing data as "splitting" (1993, p. 131). Dey explains that when we do this, "we can further clarify our categories and contribute to developing the conceptual framework through which we apprehend our data" (1993, p. 131). The researcher created free nodes in NVivo to accommodate these new categories. As they were repeated, she shaded and dragged pieces of the transcripts into the appropriate free node. The researcher used multiple codes to capture what was happening in a single passage of text, but all that was known about "a particular 'who' or 'how' from across multiple passages is held together in one code" (Bazeley, 2007, p. 71). Figure 5 is a result of the NVivo coding and indicates the number of times that a mentee talked about the new theme, or free node.

Figure 5. Additional themes in mentee interviews using NVivo coding

Additional themes	Blue	Green	Violet
Athletics	2	0	0
Care of Self	0	0	0
Central Office	1	0	0
Community	1	0	2
Crisis	1	0	3
Day-to-Day Issues	0	1	0
Delegation	6	7	0
Dyad	3	4	4
Emotional Intelligence	8	5	4
Family Time	0	2	0
Instruction	0	0	0
Isolation	1	2	0
Life-Long Learning	1	0	0
Mentor Coach Attributes	2	1	1
Motivation	8	4	3
Networking	1	0	0
Professional Learning	2	1	7
Refresh	0	5	0
Role Clarification	0	0	0
Socialization	1	0	0
This Year	1	0	3
Time Management	3	0	4
VASSP Program	7	5	7

The researcher managed the data in the same way as the NASSP leadership skill dimensions meaning that she used a pattern matching logic to test for internal validity. The researcher constructed Figure 6 while summarizing the interview questions. While using the transcripts to summarize the responses to the questions, the researcher made a matrix and simply placed an "X" if an additional theme was discussed in the interview, or a "NO," if it had not as indicated in Figure 6. After examining both matrices, the researcher underlined the areas in Figure 6 where there were discrepancies; there were 14 discrepancies. The researcher concluded that these could have occurred for several reasons. First, the researcher created the free nodes as themes bubbled to the surface as seen in the transcripts of the interviews. They were not pre-established as the tree nodes, meaning the 10 NASSP leadership skill dimensions, were. Therefore, the researcher may have created a free node that she noticed during the coding of the second interview; however, there could have been the situation where the mentee alluded to the theme in the first interview but not in such a way and with such a focus that the researcher created the free node. During the careful reading of the transcriptions to summarize the answers, the researcher may have noticed the free node.

When coding the data, the researcher may have missed one word or phrase pertaining to one of the free nodes, meaning the additional themes. This is why it was so important to complete both matrices so the researcher can see exactly what was discussed and what was not discussed. This "double-check" strengthened the reliability of the study.

The results presented below indicate clearly that the mentees discussed other topics with their mentor coaches in addition to the ten leadership skill dimensions. All three mentees discussed the following topics with their mentor coaches: (a) dyad, (b) emotional intelligence, (c)

Figure 6. Additional themes in mentee interviews

Additional themes	Blue	Green	Violet
Athletics	X	NO	<u>X</u>
Care of Self	<u>X</u>	NO	<u>X</u>
Central Office	X	NO	NO
Community	X	NO	X
Crisis	<u>NO</u>	NO	X
Day-to-Day Issues	NO	<u>NO</u>	<u>X</u>
Delegation	X	X	NO
Dyad	X	X	X
Emotional Intelligence	X	X	X
Family Time	NO	X	NO
Instruction	<u>X</u>	NO	NO
Isolation	X	X	NO
Life-Long Learning	X	NO	NO
Mentor Coach Attributes	X	<u>NO</u>	X
Motivation	X	X	X
Networking	X	<u>X</u>	NO
Professional Learning	X	<u>NO</u>	X
Refresh	NO	X	NO
Role Clarification	<u>X</u>	<u>X</u>	NO
Socialization	X	NO	NO
This Year	X	NO	X
Time Management	<u>NO</u>	<u>X</u>	X
VASSP Program	X	X	X

mentor coach attributes, (d) motivation, (e) professional learning, and (f) VASSP

mentoring and coaching program. Two out of the three mentees discussed the following topics

with their mentor coaches: (a) athletics, (b) care of self, (c) crisis, (d) delegation, (e) isolation, (f)

this year, and (g) time management.

<p align="center">*Interview Protocol for Mentor Coaches*</p>

During the reporting of the data using this interview protocol, the researcher

chose to refer to the mentor coaches as their actual color names rather than adding the

"C" before the name to distinguish the participant as a mentor coach. The names of the

mentor coaches in the study are Orange, Yellow, and Pink. The researcher did this to

keep the format of the questions and the responses true to form.

Part I – General Information

What is your name?

The researcher asked this question just to get the answer on the tape to ensure that

interviews would never get mixed up. The researcher labeled each tape according to the

color assigned to the mentor coach, and the transcriber only referred to the mentor coach

as the color.

What is the name of your school?

The researcher asked this question just to get the answer on the tape to ensure that

interviews would never get mixed up. The name of the mentor coach's school was not

mentioned in any written documents. In fact, if the mentor coach mentioned the name of

his school during the interview, the transcriber typed it as "name of school."

How many years have you been an educator?

Orange answered 27, and Pink stated 35. Yellow was retired at the time of his

interview and stated that he had been an educator for 34 years.

How many years have you been an administrator?

Orange answered 17; Yellow answered 19; and Pink answered 20.

Were you ever an administrative intern?

All three mentor coaches stated that they were never an administrative intern.

Were you an assistant principal?

Orange was an assistant principal for one year, Yellow for two years, and Pink for five years.

How many years have you been a high school principal?

Orange was a high school principal for 16 years, Yellow for 17, and Pink for seven years. After being a high school principal for seven years, Pink became a director in central office for eight years. At the time of the interview, Yellow was retired after serving as a high school principal for 17 years.

Have all of those years been at this school? If not, where were the other years served?

Orange was a principal at two high schools and one middle school before becoming the principal of the current high school. Yellow was the principal of the same high school for all 17 years. Pink was the principal of the same high school for seven years before becoming a director.

Part II – Mentoring/coaching relationship and program

Think of the mentee that VASSP assigned to you during the 2006-2007 school year. Tell me about the experience that you had mentoring and coaching that person.

Both Orange and Yellow stated that there was some similarity in their backgrounds and those of their mentees. Orange explained that the experience was very positive and that they enjoyed it. He explained that his mentee was already an

"accomplished administrator" (CO/I/3) and a "reflective practitioner" (CO/I/3). He did

not experience any resistance. Yellow stated that geographically it worked out well and

that they "struck it off pretty well" (CY/I/3).

Pink answered this question with many complimentary things to say about his

mentee. He stated that his mentee was a "great relationship builder" (CP/I/4) and a

"caring administrator that has a vision for student success" (CP/I/4).

A mentor coach and a mentee, together, are called a dyad. How would you describe your

dyad?

Orange described it as a partnership, and both Yellow and Pink stated that they

worked well together. Orange explained that they defined the relationship. He said, "I had

a little bit more experience, but the exchange was where we were both going to grow

from this" (CO/I/4). Yellow stated, "The expectation for principals is just growing in

leaps and bounds. They are put into the fray without a whole lot of support. That's

unfortunate" (CY/I/5). Pink talked about support as well when he stated, "It's trying to

see exactly where he was and the kind of support he needed, and I could share with him"

(CP/I/5).

In what ways did you and your mentee communicate?

All three mentor coaches said that they communicated through email and

telephone calls, and in person.

How often did you and your mentee communicate?

Orange and Pink stated that they communicated once a month. Yellow explained

that during the first semester, they communicated twice a month. He would go to his

mentee's building, and then follow up with an email or a telephone call. Pink stated that

not only did he visit his mentee's school, but also, he attended a teacher appreciation luncheon and a faculty meeting at the school. During his very first visit, he had the opportunity to attend the superintendent's state of the school system address to the Chamber of Commerce.

What did you and your mentee discuss pertaining to your mentee setting leadership direction in his/her school?

All three mentor coaches discussed leadership direction with their mentees, but the topics varied. Orange stated that they began by talking about the entire school improvement structure. Then, they talked about the management and organizational structure of the school, instructional delivery models, and assessment. Orange said that they also discussed day-to-day issues such as a huge one that his mentee had to grapple with. She had to deal with a confederate flag issue that hit the front page of the local newspaper in the town. Pink also discussed instruction with his mentee, but it was through data analysis. He explained that his mentee, " gave them a lot of data, but he wanted them to become familiar with the data and look at the numbers then make some adjustments" (CP/I/11).

Yellow explained that his mentee was "at a crossroads" (CY/I/7). He thought that his mentee saw the mentoring and coaching as an opportunity for personal growth to make some decisions. Yellow stated that his mentee also wanted "to maximize his potential and to perhaps stretch a little bit in certain areas" (CY/I/7).

Did any of your discussions regarding leadership pertain to teamwork and your mentee's role in team leadership?

All three mentor coaches responded that they did discuss this. Orange and Pink discussed this in terms of how it pertains to the mentee and his or her assistant principals. Orange and Blue, his mentee, discussed how she was working with her assistant principals who were also relatively new to administration. They also discussed her approaches with the faculty using notes from faculty meetings. This included dealing with teachers in a standards-driven environment, the reluctance of the teachers, and how to pull all of that together. They also shared and talked about their school improvement plans. Pink discussed with Violet, his mentee, how "to get his APs to a point where he could trust them" (CP/I/12). Pink explained that his mentee knew that they did not have to come to him for everything, and "he was trying to build that within them" (CP/I/13).

Yellow discussed teamwork with his mentee and how it pertained to how he ran his building. They talked about how he had "to gather input from staff and key community people" (CY/I/8). Yellow stated that his mentee knew his staff , and "he worked with them to effect change" (CY/I/9).

What did you and your mentee discuss regarding sensitivity and how it pertains to the mentee's job as a principal?

One mentor coach discussed this with his mentee. The other two mentor coaches did not answer the actual question that was asked; the answers were very indirect. For example, Yellow stated that in the program, "I didn't put him in a position to be defensive or sensitive about anything" (CY/I/10). From the transcript, the researcher did not see that they discussed sensitivity and how it pertains to Green's job as a principal. Orange was the mentor coach who recalled "having a number of discussions about that" (CO/I/9). They discussed her dealings with her activities director as well as her limited

background in athletics. They discussed dealing with racial overtones surrounding the confederate flag issue and how to deal with the press. Also pertaining to sensitivity, they discussed how to deal with constituencies and how to communicate to people in a public way.

What kinds of strategies did you discuss with your mentee regarding organizational ability?

Yellow stated that he and his mentee did not broach the subject. Orange and Pink discussed this with their mentees but in terms of totally different topics. Orange stated that his mentee was most interested in delegation; therefore, they discussed that and how it is tough to do. They discussed that the principal must trust others and that "it's got to be done" (CO/I/9). Orange also discussed the staffing of personnel levels, the attendance secretary, number of guidance counselors, and how to deal with the "structure of getting it straight" (CO/I/10).

Pink discussed organizational abilities with his mentees in terms of a plan and where the mentee is going to go. They discussed the implementation of the plan and where the checkpoints are. Pink mentioned, "You have to inspect what you expect" (CP/I/14).

Do you think that any of the discussions that you had with your mentee helped him/her to improve his/her judgment as a principal? If so, what did you discuss? If not, are there any other factors that may have led to improved judgment on the part of your mentee?

Two of the mentor coaches indicated that they were not sure if any of their discussions with their mentee helped him or her to improve his or her judgment as a principal, and one said that they did discuss it. Orange stated that they had the discussion

a number of times. He explained that " the principalship is a very lonely place" (CO/I/10). He said, "There are not many people you can sit down and have a conversation and have somebody really understand what you are going through" (CO/I/10). He explained that the conversations led to sharing professional strategies and suggestions and stated, "It perhaps modified the way in which either one or both of us implemented some things in our school" (CO/I/11). Orange talked about the importance of then reflecting on the conversations. He stated, "But to us the most valuable thing was having the sounding board and then being able to reflect in that way and then perhaps when you made a decision or a series of decisions it had some impact in that regard" (CO/I/11).

Yellow explained that they did not have enough time to impact or to assist in impacting major change in the area of judgment. Pink stated that they discussed the plan but that they never really got into how judgment factored into it and some of his decisions about implementing the plan.

Based on the discussions that you had with your mentee, in what areas do you think that his/her judgment may have improved?

The answers of the mentor coaches varied. Orange stated that his mentee was already a "reflective practitioner" (CO/I/11), but that she broadened her perspective. He stated, "I think it broadened her base, and there were perhaps things she looked at that she had not or would not have as quickly had we not been together; that was her explanation" (CO/I/12).

Yellow began by stating that he did not have enough time to determine if his mentee's judgment was below a level of minimal expectations. In answering this

question, Yellow did explain that they did discuss delegation because he wanted his mentee to know that he did not have to do everything by himself. They also discussed how to nurture and grow a staff.

Pink's response focused primarily on finding ways to involve parents. His mentee, Violet, really needed to get his parents more involved. They talked about that and the guidance piece as it pertains to parent involvement.

What did you and your mentee discuss in terms of results orientation?

One mentor coach did not discuss this with his mentee, but the other two did. One mentor coach, Orange, discussed topics pertaining to results orientation at great length with his mentee. He said, " We went through both school improvement plans with a fine tooth comb" (CO/I/12). They talked about the use of data and how to use it to inform and impact the delivery of instruction; they also talked about personnel and staff development. Orange stated that they talked a lot about common assessments and said, "We call them share teams here. We went into depth as to what we were doing here. That was at her request" (CO/I/12).

Pink explained that he discussed results orientation as it pertained to his mentee's four-by-four schedule, the failure rate, and attendance. His mentee was pleased with it and showed Pink the grades. Pink explained that his mentee also discussed the positive impact that it had on student attendance. Pink said, "He had fewer this year than he did the year before" (CP/I/17).

Yellow explained that he and his mentee were gathering up the data which included SOL data, but then stated that they "didn't quite get there" (CY/I/15). He said, "but we never got to that point, and we wanted to learn more" (CY/I/15).

Do you think that any of the discussions that you had with your mentee helped he/she to improve his/her oral communication skills?

None of the mentor coaches indicated that they discussed this with their mentees. All three did add that the oral communication skills of their mentees were fine. Orange stated, "My impression was that they were excellent to begin with" (CO/I/13). Yellow stated, "his oral communication was fine" (CY/I/16). Pink stated, "He did a great job running faculty meetings, talking to kids, talking to parents" (CP/I/18).

Did you discuss written communication skills?

All three mentor coaches stated that they did not discuss written communication skills. Orange said that they were excellent as well. Pink added, "I just looked at some of the documents he had prepared. They were in good form. His agendas and the way he presented to the faculty. I saw no problems" (CP/I/20).

Did you and your mentee discuss ways in which your mentee can assist in the development of others? If so, what did you discuss?

Orange and Pink stated that they did discuss the development of others, but Yellow stated that he could not recall but then said, "I'm sure we talked around it" (CY/I/17). Orange explained that their first conversation pertained to the Director of Student Activities. Then, they talked about teachers. He said, "We talked about teachers and bringing along reluctant ones who were teachers in that environment. We discussed how you take your high flyers, you know the people in the third or so that are going to be with you and how you develop them" (CO/I/13).

Pink explained that they talked about Violet's assistant principals and how they could take more of a leadership role. Pink stated that they talked about instructional

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leadership as "the main task" (CP/I/20) but that other areas such as athletics "will come across the principal's desk" (CP/I/20). Pink stressed to Violet that he needed "to get those lieutenants able to take care of more of those things so you don't have to do all of it because you can't" (CP/I/20). He stated that is one thing that he had shared with him that he had learned. He stated, "It will burn you out. So you have to be able to outsource appropriately. You have to because you just can't" (CP/I/21).

Yellow explained that they talked around this topic and added, "You can't be a building principal without developing others. I'd like to think that some of that is for our own personal advancement because you are only as good as the staff that works with you, and if you don't identify and develop good people, chances are you are not going to be a very effective building leader" (CY/I/17).

Did you and your mentee discuss any professional learning opportunities that the mentee may have experienced last school year? If so, what were they?

All three mentor coaches stated that they did discuss professional learning opportunities with their mentees. Orange explained that they discussed the Breaking Ranks training because his mentee had been through it. They also discussed a couple of conferences that she had gone to. He explained that they went to the Dr. Susan Battley conference, that VASSP sponsored for the mentor coaches and mentees, together. They sat together and discussed it.

Yellow explained that both he and his mentee were at the Dr. Susan Battley conference. He said that he recalled talking to his mentee about how you have to take the time to grow as a principal. Yellow ended his answer by stating, "I think if people knew that they had this support system in place and that administration was a viable, growth-

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oriented profession where you weren't out by yourself on an island by yourself having to deal with all of the issues of your building and of your community, I think we could be a lot more effective" (CY/I/20).

Pink said that they discussed some of the conferences that his mentee had attended. He stated that safety was a part of Violet's issue especially with young girls which is why he attended a conference in Norfolk that dealt with girls and discipline. His mentee also took some of his teachers with him to instructional conferences and stated, "because they were leaders, he wanted them in a leadership role for them to bring the information back and give that to staff" (CP/I/23).

Please describe how it helped the mentee in a particular skill dimension.

Orange and Pink mentioned teamwork/team leadership in their answers. The researcher missed this part of the question when interviewing Yellow; therefore, there is no response for him. Orange immediately said setting leadership direction and teamwork. Pink said, "team leadership" (CP/I/24).

Describe how your work with your mentee helped him to understand his strengths and weaknesses.

The answers of the mentor coaches varied. Orange explained that they discussed a broad range of topics and that his mentee was already reflective. He stated, "I never had to say to her this is a weakness. She would already be there before I would say that" (CO/I/16). He said that the trick was to ask enough questions and the right ones to be of benefit to her. He mentioned that he had benefited as well by stating, "I know that I learned and picked up a number of things, so you know you hope that was reciprocal" (CO/I/16).

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Yellow stated that they were moving in that direction and getting ready to look at the NASSP 360 assessment, but they did not quite get there. He did note, however, that he thought that his mentee "under-assessed himself" (CY/I/21) meaning that he may think that other principals are more effective at their jobs, but he is "doing fine" (CY/I/21).

Pink stated that he looked at this mentee "at where he was most challenged and if he felt he had the skills he needed to overcome those challenges, and if he didn't, where he needed help or assistance or additional information to do a better job in those particular areas" (CP/I/25). Pink explained that it is a matter of "examining one's self" (CP/I/25).

Would you describe your mentee's emotional intelligence, meaning the manner in which he or she regulates his or her feelings, interactions, and communication, as a strength or a weakness as it pertains to his or her role as a principal?

All three mentor coaches had positive answers to this question pertaining to the emotional intelligence of their mentees, and two of the three used the adjective, confident, in their response. Orange stated that it was a strength, and they talked about her style and compared styles; they also talked about the Myers Briggs which both of them had taken in their careers. Yellow described his mentee's emotional intelligence as strong. He said that he is confident but not overbearing and very comfortable when interacting with the superintendent, board members, and the community. Pink described the emotional intelligence of his mentee as "quiet confidence" (CP/I/25) because of the way he spoke and the way he carried himself. He explained that while walking with the

mentee, Pink noticed that the students, security people, and all of the teachers would call out his mentee's name when he walked by.

How would you describe your mentee's emotional intelligence on the job?

Again, all three mentor coaches had positive remarks when answering this question. Orange explained that his mentee had very positive interactions with staff, students, and parents. He explained that she was not cold or distant and added that she had a "nice touch" (CO/I/17) because she had been an elementary principal. He observed that her staff responded genuinely to her. Yellow observed that his mentee, "gets up and gets out" (CY/I/23). He stated, "He does a lot of managing by walking around" (CY/I/23). Pink described the emotional intelligence of his mentee on the job as "quiet, solid, stable" (CP/I/31). He explained that he is like that even when things are happening such as a fight which did occur during the first day that he had visited.

Do you think that the emotional intelligence of your mentee had any bearing on any of the 10 leadership skill dimensions that we have just discussed and that were also in the NASSP 360 self and observer assessment? If so, what impact did your mentee's emotional intelligence have on a specific leadership skill dimension?

One mentor coach did not really answer the question, but the other two did and could state which areas were impacted, in a positive way, because of their mentee's emotional intelligence. Yellow did not answer the actual question but instead went on to discuss his mentee's communication skills based on his observations. Orange stated that the emotional intelligence of his mentee impacted her development of others, sensitivity, and teamwork. Pink replied that it impacted his mentee setting leadership direction

"because they look to the leader" (CP/I/32). He explained that people evaluate principals based on how they walk, talk, speak to others, and recognize others.

Had your mentee done anything to change his/her emotional intelligence in any way last school year?

Orange and Yellow answered "no" (CO/I/19) (CY/I/25) to this question. The researcher failed to ask Pink this part of the question pertaining to emotional intelligence. She skipped over it.

O f all of the discussions that you had with your mentee, which one was the most memorable and why?

Orange stated that the most memorable conversation that he had with his mentee was the first one at her school that was supposed to be 30 to 40 minutes long but ended up lasting two and a half hours. He explained that it was memorable because she was right in the middle of the confederate flag issue at her school, "So, we had an agenda" (CO/I/20). He explained that the newspaper office was right next to her school and that, "She was just gnashing her teeth" (CO/I/20). Orange said, "Yeah, it was advantageous that it just happened at that time, and she was able to talk to someone about it who didn't have any of the baggage or the connections. You didn't have to worry about what you were saying to who and could give you an objective take on it" (CO/I/21).

Yellow stated that the most memorable conversation was the one that he had with his mentee regarding athletics. He explained that his mentee's school used to be part of the athletic district that his school was in and explained that "our athletic district brought a certain level of familiarity to the conversation" (CY/I/25).

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Pink explained that the most memorable discussion that he had with his mentee was on the day that he visited his mentee's school, and his mentee showed him some new video equipment that he just got. Pink stated, "He had gotten some new video equipment and how proud he was to show me what that system could do. The things he could see in his school because they didn't have it before" (CP/I/34).

What is your opinion of the VASSP mentoring and coaching program?

All three mentor coaches had positive comments to make about the program. Orange explained that it was a great opportunity that was a positive experience for his mentee and him. He mentioned that it is important to establish the communication up front. Yellow said that it was a good first step and that principals need to know that they have a formal program that is there to assist them. He stated, "I would love to see it become a formal program that's funded and available to really all administrators at least building principals K-12" (CY/I/27). He explained that we give building principals tremendous responsibility that is far beyond what people in the private sector have. He ended his response by stating, "There are commanders in the military that have less responsibility than a building principal" (CY/I/27). Pink stated that it was something that needed to be continued because he and his mentee were just opening up the lines of communication and establishing a relationship.

In what way did the program help your mentee the most?

All three answers to this question were completely different. Orange stated that the program helped his mentee the most because it gave her the opportunity to talk to somebody and receive feedback and to have access to a resource that she otherwise would not have. Orange said, "That was more important to her than the results of the

tools" (CO/I/22). Orange explained that the program gave his mentee the establishment of a professional relationship that was going to be able to help his mentee in her professional practice.

Yellow explained that the program was a growing experience for his mentee. Yellow wanted the program to work to the advantage of his mentee. Pink stated that the program helped his mentee the most by giving him another set of eyes available outside of his school for ideas.

How would you describe your mentee's motivation on the job as a high school principal?

Orange stated that his mentee's motivation was exemplary. He explained that it helped her students and staff to be successful. He stated, "It was very clear her focus on kids on their success. It was altruistic" (CO/I/22). Yellow stated that his mentee had above average energy and enthusiasm for what he did. Pink explained that his mentee was so motivated and dedicated that it was hard for him to take care of himself and take time off. Pink encouraged him to do so, and he did. Pink wanted his mentee to have the motivation to take care of himself.

III – Characteristics of the Mentor Coach

Describe the personal attributes that made you an effective mentor coach in the VASSP program?

Orange stated that two personal attributes made him an effective mentor coach. The first one is that he enjoys working with people. Second, he went into the program thinking that it was going to be good for him as well. He said, "It's going to be good for my professional growth" (CO/I/23). He thought that that approach would make the relationship work more effectively.

Yellow had several personal attributes that he believes made him an effective mentor coach. First, he explained that he is non-judgmental. He stated, "You have to be accepting that people are different, and different is okay" (CY/I/30). He also stated that he had patience and sensitivity. He believed that persistence is his greatest strength.

Pink stated that the personal attribute that made him an effective mentor coach is that he is easy to talk to and tries to help anyone that he can. He explained that he begins with communication and relationships, "and then you move on from there" (CP/I/38).

In your own words, describe your role as a mentor coach to your mentee.

Orange said that he was a partner first, a listener, and a helper. He said, "You are going to be effective in a servant/leadership role. That you respond to the needs of the other person. That's the definition of a good teacher. So, if you are in a mentor role, that applies there most certainly as well" (CO/I/24).

Yellow and Pink described their roles using the word, "coach" (CY/I/32) (CP/I/40). Pink explained that his role was one of a collaborator and a coach. Yellow explained that his role was to take somebody in whatever they are doing and work with them to identify what they consider to be important and then assist them in finding a way to make that happen. He said, "In essence, the mentee determines what's important and prioritizes. You're simply there to coach that person to maximize their skills and to maximize the available resources, and for the building principal that could be the students, the staff, and the community" (CY/I/32).

Describe the training that you received in the VASSP mentoring and coaching program that prepared you for the role of a mentor coach to another high school principal.

All three mentor coaches had positive comments to make about the training that they received. Orange explained that it gave the mentor coaches the tools and the structure and a good "jumping off point" (CO/I/25). He added that a mentor coach should bring some prior mentoring experience to the training because an understanding of the process is critical.

Yellow explained that the whole idea behind the initiative was excellent and that he enjoyed the training but wished that there was more of it. He stated, "I think as I reflect back on the activities that we went through I know they came fast and furious. I don't think I had enough time to process, to really appreciate what they were trying to do" (CY/I/33). He also added that it may be very difficult for a principal of a smaller school to get out of a building for a day at a time because he or she does not have an assistant principal to take over in his or her absence.

Pink thought that the training was superb and liked the way that the materials were presented and the things that he had to do to prepare to meet the mentee. He especially liked the Battley presentation and the fact that his mentee sat with him. He stated, "You know that was great to have that happen" (CP/I/40). He also explained that the Breaking Ranks training refocused him on what "we are trying to do in schools" (CP/I/40).

Give me your opinion as to whether or not the training was adequate.

All three mentor coaches thought that the training was adequate, but two of the three stated that they needed more time to implement it. Orange stated that the training was adequate in structure because it gave everyone the tools and the "jumping off point"

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(CO/I/25). One of his suggestions "was to front load the establishment of the relationship and expectations on structure" (CO/I/25).

Yellow thought that what he got was good but that the mentor coaches needed more of it and more time to develop it. He suggested that retirees would be great mentor coaches. He said, "As a retired principal, would I be interested in doing something like this. See this would be right up my alley" (CY/I/35). He explained that he has time now.

Pink stated that the training was more than adequate because adequate means that you just meet the bar; however, he thought that the training went beyond that. He added, "The only thing we didn't have is time to implement it all. Because you are working full time" (CP/I/45).

IV – Conclusion of Interview

Of the 10 leadership skill dimensions that we just discussed, which one or ones do you feel that your mentee experienced the most change during the 2006-2007 school year?

Two of the three mentor coaches stated "understanding strengths and weaknesses" (CO/I/26) (CY/I/38) as their answer. The third gave a different answer. Orange explained that his mentee experienced the most change in understanding her own strengths and weaknesses because she moved to a different environment, meaning from elementary to high school. He said that she had the skill set but that she had questions regarding the high school level. Most of their discussions were about that, and she wanted feedback.

Yellow also explained that his mentee experienced the most change in understanding his own strengths and weaknesses primarily because of the NASSP 360 assessment. Yellow thought that it was a very helpful assessment instrument. Pink stated that his mentee experienced the most change in developing others and then teamwork.

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Based on the discussions that you had with your mentee, what was the single-most factor

that led to this change or changes?

The responses to this question were completely different. Orange explained that

his mentee understood her own strengths and weaknesses because they had the

opportunity to be together on a regular enough basis and that opportunities presented

themselves. Also, there was an acceptance of the process on her part. Orange ended with

saying, "The structure that helps you to give good feedback and then the acceptance and

the willingness to participate are the critical" (CO/I/27).

Yellow thought that his mentee better understood his own strengths and

weaknesses because of the NASSP 360. He said, "I think you open yourself up. You put

information out there. I mean it's kind of humbling to have your staff assess you"

(CY/I/39).

Pink's answer pertaining to why his mentee changed in developing others and

teamwork was very concise. He stated, "He really wanted to increase the graduation rate

and decrease the ninth grade failure rate at his school" (CP/I/46).

Do you think that the VASSP Mentoring and Coaching program was a worthwhile

experience for your mentee last year? If so, why? If not, why?

The three mentor coaches thought that it was and gave very positive answers as to

why the program was worthwhile. Orange said that it was worthwhile because that was

what his mentee had stated. He said, "She said it was, and I felt it was" (CO/I/28).

Yellow said that it was because the mentee's superintendent explained that they could all

grow through the experience. Yellow thought that is was worthwhile for his mentee

because he went into it open-minded, wasn't afraid to look at the data, and was open to

constructive recommendations. Pink explained that it was worthwhile for the mentee because his school got some money to use to develop programs for the students based on the data and what was happening instructionally. Regarding the actual mentoring and coaching program, Pink stated, "And through this dyad we were in, it brought the importance of more of a focus on what they need to do in that school and the way to find some answers to change what is happening in that school" (CP/I/46).

Are you and your mentee continuing the mentoring and coaching relationship this year?

Two of the three mentor coaches stated that they were not continuing the mentoring and coaching relationship. Orange explained that they did for a while via email and a couple of conversations, but then they both got busy.

Ten Leadership Skill Dimensions Discussed in Mentor Coach Interviews

After the transcriptions were given to the researcher and then examined by the participants, she imported the document into NVivo and began to code the data. The 10 NASSP leadership skill dimensions were the tree nodes, and they correspond to ten of the research questions in this study. As seen in Figure 7, the researcher placed the total number of times that the skill dimension was discussed with the mentee according to the mentor coach in the interview. As seen in the interview protocol for mentor coaches (see Appendix B), the questions pertained primarily to the mentoring and coaching relationship and program.

The 10 NASSP Leadership Skill Dimensions were discussed throughout the responses in the interviews with the mentor coaches. These dimensions were discussed as they pertained to their mentees. While using the transcripts to summarize the responses

Figure 7. Ten NASSP leadership skill dimensions in mentor coach interviews using NVivo coding

10 NASSP Leadership Skill Dimensions	Orange	Yellow	Pink
Setting Leadership Direction	5	4	10
Teamwork	4	5	6
Sensitivity	3	2	3
Organizational Ability	3	0	2
Judgment	2	0	2
Results Orientation	8	6	5
Oral Communication	0	2	1
Written Communication	0	1	0
Developing Others	6	4	7
Understanding Own Strengths and Weaknesses	3	10	3

to the questions, the researcher made a matrix and simply placed an "X" if the skill dimension was discussed with the mentee according to the mentor coach in the interview, or a "NO," if it had not been discussed. The zeroes in Figure 7 should match the blocks that indicated, "NO," in the matrix written while summarizing the answers as seen in Figure 8. The researcher did this in an attempt to "trace the evidentiary process backward" (Yin, 2003, p. 105). Also, this process strengthens the internal validity because the researcher attempted to use a pattern matching logic meaning that if the patterns coincide, the internal validity is strengthened (Yin, 2003). The researcher underlined "NO," in Figure 8 to indicate the eight discrepancies. Most occurred with the

Figure 8. Ten NASSP leadership dimensions in mentor coach interviews using matrix

10 NASSP Leadership Skill Dimensions	Orange	Yellow	Pink
Setting Leadership Direction	X	X	X
Teamwork	X	X	X
Sensitivity	X	NO	NO
Organizational Ability	X	NO	X
Judgment	X	NO	NO
Results Orientation	X	NO	X
Oral Communication	NO	NO	NO
Written Communication	NO	NO	NO
Developing Others	X	X	X
Understanding Own Strengths and Weaknesses	X	NO	X

mentor coach Yellow, with the skill dimension understanding own strengths and weaknesses showing the biggest discrepancy. The data show that there were only three discrepancies with Pink and none with Orange. The careful, word-for word analysis using NVivo indicated that Green referred to judgment twice in his interview. This chain of evidence using the NVivo database and the matrix created by the researcher also strengthened the reliability of the study.

The data in Figures 7 and 8 indicate that the following leadership skill dimensions were discussed very little or not at all with the mentees, according to the mentor coaches: (a) judgment, (b) oral communication, and (c) written communication. The data show that the following six leadership skill dimensions were discussed by all three mentor

coaches: (a) setting leadership direction, (b) teamwork, (c) sensitivity, (d) results

orientation, (e) developing others, and (f) understanding own strengths and weaknesses.

Other Themes Discussed in Mentor Coach Interviews

While examining the interview transcripts, the researcher noticed that other

themes bubbled to the surface. There were three in addition to the ones that surfaced in

the interviews of the mentees. They were (a) mentor coach advantage, (b) self-

confidence, and (c) training for mentoring. The researcher created free nodes in NVivo to

accommodate these new topics. As they were repeated, she shaded and dragged pieces of

the transcripts into the appropriate free node. Figure 9 is a result of the NVivo coding

and indicates the number of times that a mentor coach talked about the new theme, or

free node as it pertained to his mentee.

The researcher managed the data in the same way as the NASSP leadership skill

dimensions meaning that she used a pattern matching logic to test for internal validity.

The researcher constructed Figure 10 while summarizing the interview questions. While

using the transcripts to summarize the responses to the questions, the researcher made a

matrix and simply placed an "X" if an additional theme was discussed with the mentor

coach's mentee as seen in the interview, or a "NO," if it had not as indicated in Figure 10.

After examining both matrices, the researcher underlined the areas in Figure 10 where

there were discrepancies; there were 11 discrepancies.

When coding the data, the researcher may have missed one word or phrase

pertaining to one of the free nodes, meaning the additional themes. This is why it was so

important to complete both matrices so the researcher can see exactly what was discussed

Figure 9. Additional themes in mentor coach interviews using NVivo coding

Additional themes	Orange	Yellow	Pink
Athletics	1	2	1
Care of Self	0	0	2
Central Office	0	0	0
Community	1	5	5
Crisis	1	0	3
Day-to-Day Issues	2	2	0
Delegation	2	2	0
Dyad	15	5	5
Emotional Intelligence	4	2	3
Family Time	0	0	0
Instruction	0	0	0
Isolation	4	2	0
Life-Long Learning	0	0	0
Mentor Coach Advantage	5	0	0
Mentor Coach Attributes	2	7	1
Motivation	2	2	1
Networking	0	0	0
Professional Learning	4	1	5
Refresh	0	1	0
Role Clarification	2	1	0
Self-Confidence	0	5	0
Socialization	4	2	0
This Year	1	0	1

Time Management	0	0	0
Training for Mentoring	1	6	1
VASSP Program	10	9	6

and what was not discussed between the mentor coach and the mentee. This "double-check" strengthened the reliability of the study.

The data in Figures 9 and 10 show that the following additional themes were discussed with the mentees according to the mentor coaches: (a) athletics, (b) community, (c) dyad, (d) emotional intelligence, (e) mentor coach attributes, (f) motivation, and (g) VASSP mentoring and coaching program. Two of the three mentor coaches indicated that they discussed the following themes with their mentees: (a) crisis, (b) day-to-day issues, (c) delegation, (d) instruction, (e) isolation, (f) role clarification, (g) socialization, and (h) this year.

The researcher examined Figure 7 and Figure 9 and made the adjustments, according to the underlined areas of discrepancy in Figures 8 and 10. Figure 11 shows these adjustments which consisted of changing a "NO" to an "X" if evidence existed on the other figure that the two in the dyad did discuss the specific skill dimension. The researcher used the same procedure by examining Figure 3 and Figure 4 and making an adjustment, as displayed in Figure 11, for the leadership skill dimension, judgment, for MGreen. The researcher did the same using Figures 5 and 6 with all adjustments displayed in Figure 12. The researcher used the codes "M" to indicate that a particular color was a mentee and a "C" to indicate that a particular color was a mentor coach. The mentees and mentor coaches are listed according to the first letter of their color name. For

Figure 10. Additional themes in the mentor coach interviews

Additional themes	Orange	Yellow	Pink
Athletics	X	X	X
Care of Self	NO	NO	X
Central Office	NO	NO	NO
Community	X	X	X
Crisis	X	NO	X
Day-to-Day Issues	X	X	NO
Delegation	X	X	NO
Dyad	X	X	X
Emotional Intelligence	X	X	X
Family Time	NO	NO	NO
Instruction	<u>X</u>	NO	<u>X</u>
Isolation	X	X	NO
Life-Long Learning	NO	NO	NO
Mentor Coach Advantage	X	NO	NO
Mentor Coach Attributes	X	X	X
Motivation	X	X	X
Networking	NO	NO	NO
Professional Learning	X	<u>NO</u>	<u>NO</u>
Refresh	NO	X	NO
Role Clarification	<u>NO</u>	<u>NO</u>	NO
Self-confidence	NO	<u>NO</u>	NO
Socialization	<u>NO</u>	<u>NO</u>	NO
This Year	<u>NO</u>	NO	<u>NO</u>

Time Management	NO	NO	NO
Training for Mentoring	X	X	X
VASSP Program	X	X	X

example, the mentee, Blue is MB, and her mentor coach Orange is CO. Also, she placed the colors in the figure by dyads, meaning that the pairs are grouped together.

The results presented in Figure 11 indicate clearly that the dyads discussed the majority of the NASSP leadership skill dimensions. The MBlue/COrange dyad did not discuss oral and written communication skills. The MViolet/CPink dyad also did not discuss written communication skills, but they did discuss oral communication skills. MGreen did recollect discussing his organizational ability and judgment; however, his mentor coach, CYellow does not. CYellow remembered discussing results orientation and oral communication, but his mentee MGreen did not.

The results presented in Figure 12 clearly indicate that all three dyads discussed the following additional themes: (a) dyad, (b) emotional intelligence, (c) mentor coach attributes, (d) motivation, (e) professional learning, and (f) VASSP mentoring and coaching program. The data indicate that the MBlue/COrange dyad discussed (a) athletics, (b) community, (c) crisis, (d) delegation, (e) dyad, (f) emotional intelligence, (g) instruction, (h) isolation, (i) mentor coach attributes, (j) motivation, (k) professional learning, (l) role clarification, (m) socialization, (n) this year, and (o) VASSP mentoring and coaching program. The data indicate that MGreen/CYellow dyad discussed (a) day-to-day issues, (b) delegation, (c) dyad, (d) emotional intelligence, (e) isolation, (f) mentor coach attributes, (g) motivation, (h) professional learning, (i) refresh, (j) role clarification, and (k) VASSP mentoring and coaching program. The data indicate that MViolet/CPink dyad discussed (a) athletics, (b) care of self, (c) community, (d) crisis, (e) dyad,

Figure 11. Ten NASSP leadership skill dimensions in interviews of mentees and mentor coaches

10 NASSP Leadership Skill Dimensions	MB	CO	MG	CY	MV	CP
Setting Leadership Direction	X	X	X	X	X	X
Teamwork	X	X	X	X	X	X
Sensitivity	X	X	X	X	X	X
Organizational Ability	X	X	X	NO	X	X
Judgment	X	X	X	NO	X	X
Results Orientation	X	X	NO	X	X	X
Oral Communication	NO	NO	NO	X	X	X
Written Communication	NO	NO	X	X	NO	NO
Developing Others	X	X	X	X	X	X
Understanding Own Strengths and Weaknesses	X	X	X	X	X	X

(f) emotional intelligence, (g) mentor coach attributes, (h) motivation, (i) professional learning, (j) this year, and (k) VASSP mentoring and coaching program.

Additional Data Sources

Mentee Shadowing Protocol

Either before or after the interview with the mentee, the researcher shadowed the mentee throughout his or her high school. The researcher recorded field notes using a protocol for shadowing (see Appendix C). The protocol for shadowing follows the 10 NASSP leadership skill dimensions so the researcher could record any evidence of a particular skill dimension. For example, while walking with MBlue, the researcher observed her using judgment while she was

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Figure 12. Additional themes in the interviews of mentees and mentor coaches

Additional themes	MB	CO	MG	CY	MV	CP
Athletics	X	X	NO	X	X	X
Care of Self	X	NO	NO	NO	X	X
Central Office	X	NO	NO	NO	NO	NO
Community	X	X	NO	X	X	X
Crisis	X	X	NO	NO	X	X
Day-to-Day Issues	NO	X	X	X	X	NO
Delegation	X	X	X	X	NO	NO
Dyad	X	X	X	X	X	X
Emotional Intelligence	X	X	X	X	X	X
Family Time	NO	NO	X	NO	NO	NO
Instruction	X	X	NO	NO	NO	X
Isolation	X	X	X	X	NO	NO
Life-Long Learning	X	NO	NO	NO	NO	NO
Mentor Coach Advantage	NO	X	NO	NO	NO	NO
Mentor Coach Attributes	X	X	X	X	X	X
Motivation	X	X	X	X	X	X
Networking	X	NO	X	NO	NO	NO
Professional Learning	X	X	X	X	X	X
Refresh	NO	NO	X	X	NO	NO
Role Clarification	X	X	X	X	NO	NO
Self-Confidence	NO	NO	NO	X	NO	NO
Socialization	X	X	NO	X	NO	NO
This Year	X	X	NO	NO	X	X

Time Management	X	NO	X	NO	X	NO
Training for Mentoring	NO	X	NO	X	NO	X
VASSP Program	X	X	X	X	X	X

conversing with one of her assistant principals who stopped her to report that a teacher did not

turn in paperwork for a field trip that she wanted to take. MBlue responded that the teacher must

solve this problem. While being with MViolet, the researcher witnessed some construction and

maintenance workers stop by his office to let him know that they needed to test some sound

systems in the school, and MViolet told them that lunches were about to begin and that the sound

tests needed to take place after the lunches. While with MGreen, the researcher did not notice any

situation that required him to use judgment. Of course, this was evidence captured during an

experience that only lasted approximately two hours. Later, the researcher typed the protocol for

shadowing, imported it into NVivo, and coded the data. Figure 13 displays the NVivo coding for

the three mentee shadowing protocols.

The results presented in Figure 13 indicate clearly that the mentees exhibited five or six

of the NASSP leadership skill dimensions during the shadowing experience in the study. The

researcher saw no evidence of the mentee setting leadership direction, written communication, or

understanding own strengths and weaknesses while shadowing the mentee. The researcher

observed that all three mentees were sensitive to the needs of their staff and students, were very

organized, and had excellent oral communication skills.

MGreen and MViolet treated others like they were a part of a team. When the researcher

first arrived to MGreen's office, he invited her in and introduced her to his administrative team

and an assistant superintendent who were meeting in his office to discuss a fight that had occurred

at an away basketball game the night before. He treated the group as a team, and they worked

together to analyze the situation and decide what to do next regarding the students who were in

the altercation. During the shadowing experience with MViolet, the researcher observed that he

Figure 13. NVivo coding for protocol for shadowing mentees

Skill Dimensions	MBlue	MGreen	MViolet
Setting Leadership Direction	0	0	0
Teamwork	0	1	1
Sensitivity	1	1	1
Organizational Ability	1	1	1
Judgment	1	0	1
Results Orientation	0	1	0
Oral Communication	1	1	1
Written Communication	0	0	0
Developing Others	1	1	0
Understanding Own Strengths and Weaknesses	0	0	0

worked with the ladies in the office like they were all a part of a team. The researcher observed MGreen in the process of developing others when he introduced her to a teacher who is taking classes in educational administration; MGreen used very encouraging words pertaining to his future in administration when addressing him. The researcher observed that along with using good judgment, MBlue also was developing others when she explained to her assistant principal that the teacher who did not fill out the proper paperwork for a field trip needed to solve her own problem. She was developing the assistant principal in terms of teaching him how to handle that particular situation, and she was striving to develop a teacher who failed to do necessary paperwork. MGreen was the only mentee who displayed results orientation, and this occurred when he explained the attendance policy that is in place at his school that increased the attendance rate from 91% to 98%.

Mentor Coach Reflection Log Protocol

Figure 14. NVivo coding for mentor coach reflection log protocol

Skill Dimensions	COrange	CYellow	CPink
Setting Leadership Direction	3	1	1
Teamwork	4	0	0
Sensitivity	0	1	0
Organizational Ability	1	1	0
Judgment	2	0	0
Results Orientation	5	3	1
Oral Communication	2	0	0
Written Communication	1	1	0
Developing Others	2	0	1
Understanding Own Strengths and Weaknesses	3	0	1

After the interviews were complete, the researcher went to the VASSP main office to get a copy of the three mentor coach reflection logs. Throughout the mentoring and coaching program, the mentor coaches were required to keep a reflection log that they turned in at a meeting that took place in May 2007. The researcher used a reflection log protocol (see Appendix D) as she examined the logs. This protocol was aligned with the mentee shadowing protocol meaning that it listed the 10 NASSP leadership skill dimensions. The researcher noted entries and passages in the logs that indicated a specific skill dimension. While reading the logs, the researcher typed her information into the reflection log protocol so she could later import the document into NVivo and code it. Figure 14 indicates the results from this coding. COrange kept a very detailed reflection log that had many entries. This can also be seen by the data above. All three mentor coaches wrote in their logs that they had worked on setting leadership direction and results orientation with their mentees. COrange explained in his reflection log that he and his mentee discussed 42 specific strategies or ideas to be implemented

or utilized in their schools during the 2006-2007 school year. In his October 3, 2006 entry he wrote that they discussed structures for the school improvement plan. On December 13, 2006, they discussed the school improvement plan draft that integrated the division goals, five-year plan, reading across the curriculum, performance sub-groups, and curriculum development. COrange had many pages of entries similar to this. CPink wrote in his reflection log on October 4, 2006 that he attended a Chamber of Commerce breakfast with his mentee where the mentee's superintendent's speech provided him with the insight into the goals for student achievement; CPink stated that he also shared his expectations for the VASSP mentoring and coaching initiative with his mentee. On November 15, 2006, CYellow wrote that he wanted to meet with his mentee to discuss his Individual Development Plan.

COrange had many entries in his reflection log that pertained to discussions that he had with his mentee about assessment results. For example, on November 15, 2006 and January 17, 2007, they discussed common assessments and all that surround them such as teacher assistance, essential knowledge, observation of teachers, pacing guides, curriculum alignment, and use of outside consultants. CPink did not date entries but instead wrote comments in general categories. He wrote much pertaining to results orientation and what he had discussed with his mentee. He stated that they had discussed a review of achievement data, construction of a three-year School Improvement Plan, strategies to address the ninth grade failure rate, and measures of academic success for the following year which was the 2007-2008 school year. CYellow wrote in his reflection log that he discussed personal goal setting with his mentee and his mentee's primary focus which was ninth grade retention rate. For example in his entry on November 16, 2006, he wrote, "grade nine transition continues to be top priority."

The results presented in Figure 14 also indicate that teamwork, sensitivity, judgment, and oral communication were the skill dimensions listed the least in the reflection logs. Only one out of three mentor coaches wrote that they discussed these skill dimensions in their reflection logs.

Figure 15. Total number of sources and references for 10 NASSP leadership skill dimensions

Skill Dimensions	Sources	References
Setting Leadership Direction	11	41
Teamwork	9	32
Sensitivity	10	29
Organizational Ability	10	22
Judgment	8	17
Results Orientation	9	39
Oral Communication	7	9
Written Communication	4	4
Developing Others	10	39
Understanding Own Strengths and Weaknesses	11	31

Triangulation of Data Sources

As mentioned in the beginning of this chapter, the researcher imported and coded the following 12 data sources using NVivo: (a) three interviews with mentees, (b) three interviews with mentor coaches, (c) three mentee shadowing protocols, and (d) three mentor coach reflection logs. By doing so, it enabled the researcher to triangulate the data which strengthens the study. Patton stated, "Triangulation strengthens a study by combining methods" (2002, p. 247). He also explained that this means using several kinds of methods or data (Patton, 2002). In this study, the researcher used four techniques to acquire 18 pieces of data with 12 of them triangulated in Figure 15. During the coding process, the researcher sometimes coded one passage under two different codes. For example, in CYellow's mentor coach reflection log, he indicated that he had emailed MGreen on January 30, 2007 and apologized for the delay in written communication; MGreen responded back on February 5, 2007 that he was glad to hear that his dad was getting

Figure 16. Total number of sources and references of additional themes

Additional Themes	Sources	References
Athletics	4	6
Care of Self	1	2
Central Office	1	1
Community	6	15
Crisis	5	9
Day-to-Day Issues	4	6
Delegation	5	18
Dyad	9	40
Emotional Intelligence	6	27
Family Time	1	2
Instruction	1	1
Isolation	5	10
Life-long Learning	1	1
Mentor Coach Advantage	1	5
Mentor Coach Personal Attributes	6	16
Motivation	6	20
Networking	1	1
Professional Learning	10	28
Refresh	3	3
Role Clarification	2	3
Self-Confidence	2	6
Socialization	3	8
This Year	5	7

Time Management	2	7
Training for Mentoring	4	10
VASSP Program	7	48

better and listed dates and times when he could meet. Because this passage pertained to written communication and sensitivity, the researcher coded it under both tree nodes. Figure 15 shows the total number of data sources and the total number of references for the NASSP 10 leadership skill dimensions.

The data presented in Figure 15 indicate that the dyads discussed the following three NASSP leadership skill dimensions the most during the VASSP mentoring and coaching program: (a) setting leadership direction, (b) results orientation, and (c) developing others. The researcher based this on the total number of references for these three dimensions. The data presented in Figure 15 clearly indicate that the dyads discussed the NASSP leadership skill dimensions oral communication and written communication the least.

The researcher used the same triangulation with the other themes that emerged during the study, meaning the free nodes in NVivo terms. Figure 16 indicates the triangulation of the same 12 data sources that were mentioned in creating Figure 15.

The data presented in Figure 16 clearly indicate that the dyads discussed the following three additional themes the most: (a) VASSP Program, (b) dyad, and (c) professional learning. Because of the large number of additional themes, the dyads discussed many other topics as well. The data indicate that only one data source mentioned the following themes (a) central office, (b) instruction, (c) life-long learning, and (d) networking. The researcher does want to point out that instruction was included in the discussions of the dyads pertaining to setting leadership direction and results orientation. As mentioned earlier in this chapter, instructional strategies, curriculum, and teachers were topics woven throughout these discussions.

NASSP 360 Self and Observer Assessments

From the 12 data sources triangulated above and the summaries of the interviews outlined earlier in this chapter, the researcher can present findings regarding specific changes in leadership behavior that the mentees experienced as well as what led to a specific leadership change. However, the researcher thought that adding six other sources of data to the study would provide more depth to the study. Therefore, she decided to include the results of the 21st Century School Leadership Skills 360 Self and Observer Assessment Report based on the assessment that the mentees participated in during the 2006-2007 school year and the 2007-2008 school year. The researcher included this in her study to see if there was improvement in any of the 10 NASSP leadership skill dimensions from one year to the next. Because the number of observers varied and some of the samples were too small, the researcher did not give any statistical analyses. Then, the researcher wanted to juxtapose these findings with the findings from Figure 15.

When each mentee received the results of the NASSP 360, he or she noticed many pages of data. One page includes the NASSP 10 leadership skill dimensions along with the following information: (a) observer mean, (b) self rating mean, (c) difference, and (d) observer standard deviation. Figure 17 includes this information for MBlue who completed the NASSP 360 during the 2006-2007 school year on November 26, 2006, and she had 10 observers participate in the assessment. During the 2007-2008 school year, she completed the assessment on May 30, 2008 and had four observers participate. In Figure 17 the researcher abbreviated the word, difference, by writing, "diff." and standard deviation by writing, "St. Dev."

The data presented in Figure 17 indicate that MBlue's leadership improved in all ten of the NASSP skill dimensions from one year to the next. The greatest area of improvement was in developing others where the observer mean went from a 4.133 to 4.652 with a standard deviation of .573 during the 2007-2008 school year. The second greatest area of growth was results orientation where the observer mean went from 4.280 to 4.650 from one year to the next with the observer standard deviation being a .587

Figure 17. NASSP 360 results for MBlue

Skill Dimension	06/07 Observer Mean	06/07 Self Rating Mean	06/07 Diff.	06/07 Observer St. Dev.	07/08 Observer Mean	07/08 Self Rating Mean	07/08 Diff.	07/08 Observer St. Dev.
Setting Leadership Direction	4.356	4.000	.356	.676	4.514	4.500	.014	.562
Teamwork	4.588	4.857	-.269	.696	4.714	4.857	-.143	.535
Sensitivity	4.478	3.444	1.033	.782	4.833	3.333	1.500	.378
Organizational Ability	4.414	3.250	1.164	.670	4.704	3.875	.829	.465
Judgment	4.350	4.300	.050	.642	4.538	4.400	.138	.555
Results Orientation	4.280	3.600	.680	.730	4.650	4.200	.450	.587
Oral Communication	4.714	3.857	.857	.486	4.857	4.714	.143	.356
Written Communication	4.641	4.000	.641	.668	5.000	4.500	.500	.000
Developing Others	4.133	3.833	.300	.724	4.652	4.000	.652	.573
Understanding Own Strengths and Weaknesses	4.600	3.667	.933	.563	4.750	4.000	.750	.452

during the 2007-2008 school year. The third greatest area of growth was written

communication, and the fourth was sensitivity.

Figure 18 includes the NASSP 360 information for MGreen who completed the

assessment during the 2006-2007 school year on November 17, 2006 with 27 observers.

During the 2007-2008 school year, he completed the assessment on May 30, 2008 and

Figure 18. NASSP 360 results for MGreen

Skill Dimension	06/07 Observer Mean	06/07 Self Rating Mean	06/07 Diff.	06/07 Observer St. Dev.	07/08 Observer Mean	07/08 Self Rating Mean	07/08 Diff.	07/08 Observer St. Dev.
Setting Leadership Direction	3.718	2.889	.829	1.091	4.073	5.000	-.927	1.004
Teamwork	3.675	2.714	.961	1.157	3.827	4.857	-1.030	1.185
Sensitivity	3.696	4.000	-.304	1.256	3.824	4.000	-.176	1.189
Organizational Ability	3.903	2.250	1.653	1.194	4.082	3.750	.332	.960
Judgment	3.748	4.300	-.552	1.153	3.952	4.300	-.348	1.032
Results Orientation	3.748	4.400	-.652	1.144	3.919	4.400	-.481	1.014
Oral Communication	4.209	4.000	.209	1.109	4.194	4.286	-.092	1.005
Written Communication	4.243	3.000	1.243	.868	4.058	4.000	.058	.903
Developing Others	3.799	3.500	.299	1.114	3.829	4.500	-.671	1.118
Understanding Own Strengths and Weaknesses	3.976	3.667	.309	1.100	3.991	4.000	-.009	1.038

had 39 observers. The researcher used the same abbreviations in Figure 18 as were done

in Figure 17.

The data presented in Figure 18 indicate that MGreen's leadership improved in

eight of the ten NASSP leadership skill dimensions. He improved the most in setting

leadership direction where his observer means went from 3.718 to 4.073 from one year to

Figure 19. NASSP 360 results for MViolet

Skill Dimension	06/07 Observer Mean	06/07 Self Rating Mean	06/07 Diff.	06/07 Observer St. Dev.	07/08 Observer Mean	07/08 Self Rating Mean	07/08 Diff.	07/08 Observer St. Dev.
Setting Leadership Direction	4.434	5.000	-.566	.786	4.677	5.000	-.323	.729
Teamwork	4.150	5.000	-.850	1.047	4.619	5.000	-.381	.751
Sensitivity	4.234	5.000	-.766	.997	4.637	5.000	-.363	.829
Organizational Ability	4.284	5.000	-.716	1.052	4.689	4.875	-.186	.712
Judgment	4.402	5.000	-.598	.793	4.715	5.000	-.285	.719
Results Orientation	4.340	5.000	-.660	.865	4.752	4.800	-.048	.613
Oral Communication	4.574	5.000	-.426	.706	4.727	5.000	-.273	.657
Written Communication	4.488	5.000	-.512	.751	4.648	5.000	-.352	.723
Developing Others	3.995	5.000	-1.005	1.093	4.572	5.000	-.428	.856
Understanding Own Strengths and Weaknesses	4.326	5.000	-.674	1.039	4.648	5.000	-.352	.832

the next with the observer standard deviation during the 2007-2008 being a 1.004. His

second greatest area of growth was in results orientation where the observer mean went

from 3.748 to a 3.919 from one year to the next ending with an observer standard

deviation of 1.014. MGreen's third and fourth areas of greatest growth were very close.

His third area of greatest growth was judgment, and his fourth was developing others.

The data in Figure 18 indicate that the areas of oral communication and written communication weakened from one year to the next.

Figure 19 includes the NASSP 360 information for MViolet who completed the assessment during the 2006-2007 school year on February 1, 2007 with 32 observers. During the 2007-2008 school year, he completed the assessment on May 1, 2008 and had 61 observers. The researcher used the same abbreviations in Figure 19 as she did in the previous two figures.

The data presented in Figure 19 indicate that MViolet's leadership behavior improved in all 10 NASSP leadership skill dimensions from the 2006-2007 school year to the 2007-2008 school year with the greatest area of growth being teamwork. In this area, the observer mean went from a 4.150 to 4.619 from one year to the next with the observer standard deviation for the 2007-2008 school year being a .751. Second is results orientation with an observer mean of 4.340 for the first year and a 4.752 for the second year with the observer standard deviation being a .613 for the second year. The third area of greatest growth was oral communication, and the fourth was organizational ability.

Juxtaposition of NASSP 360 Assessments and Other Data Sources

In preparation for the analysis needed to write Chapter 5, the researcher juxtaposed the NASSP 360 observer means for each mentee with the coding results from other pieces of data. She created a matrix for each mentee and included the following categories along the top: (a) 06/07 Observer Mean, (b) 07/08 Observer Mean, (c) difference between the 06/07 and 07/08 Observer Means, (d) mentee NVivo coding interview, (e) mentee final coding, (f) mentor coach coding interview, (g) mentor coach final coding, (h) mentee shadowing protocol, and (i) mentor coach

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Figure 20. MBlue matrix of NASSP 360 assessments and other data sources

Skill Dimension	06/07 Obser. Mean	07/08 Obser. Mean	Diff. betw. Means	MB NVivo Coding Inter.	MB Final Coding Inter.	CO NVivo Coding Inter.	CO Final Coding Inter.	MB Shad. Prot.	CO Log Prot.
Setting Leadership Direction	4.356	4.514	.158	8	X	5	X	0	3
Teamwork	4.588	4.714	.126	3	X	4	X	0	4
Sensitivity	4.478	4.833	.355	3	X	3	X	1	0
Organ. Ability	4.414	4.704	.29	5	X	3	X	1	1
Judgment	4.350	4.438	.088	4	X	2	X	1	2
Results Orientation	4.280	4.650	.37	6	X	8	X	0	5
Oral Comm.	4.714	4.857	.143	0	NO	0	NO	1	2
Written Comm.	4.641	5.000	.359	0	NO	0	NO	0	1
Developing Others	4.133	4.652	.519	7	X	6	X	1	2
Understand Own Strengths and Weaknesses	4.600	4.750	.15	4	X	3	X	0	3

reflection log. The two columns pertaining to "final coding" refer to the coding done by

the researcher when she placed an "X" if the topic was discussed or a "NO" if it was not

discussed. In Figures 20, 21, and 22, the researcher had to abbreviate some words. The

researcher referred to the mentees with a capital "M" plus the capital letter of their color

name; therefore, MBlue is "MB." Likewise, the researcher referred to the mentor coaches

Figure 21. MGreen matrix of NASSP 360 assessments and other data sources

Skill Dimension	06/07 Obser. Mean	07/08 Obser. Mean	Diff. betw. Means	MG NVivo Coding Inter.	MG Final Coding Inter.	CY NVivo Coding Inter.	CY Final Coding Inter.	MG Shad. Prot.	CY Log Prot.
Setting Leadership Direction	3.718	4.073	.355	4	X	4	X	0	1
Teamwork	3.675	3.827	.152	2	X	5	X	1	0
Sensitivity	3.696	3.824	.128	4	X	2	X	1	1
Organ. Ability	3.903	4.082	.179	3	X	0	NO	1	1
Judgment	3.748	3.952	.204	2	X	0	NO	0	0
Results Orientation	3.748	3.919	.171	0	NO	6	X	1	3
Oral Comm.	4.209	4.194	-.015	0	NO	2	X	1	0
Written Comm.	4.243	4.058	-.185	1	X	1	X	0	1
Developing Others	3.799	3.829	.03	7	X	4	X	1	0
Understand Own Strengths and Weaknesses	3.976	3.991	.015	1	X	10	X	0	0

with a capital "C" plus the capital letter of their color name; therefore, COrange is "CO."

The word, interview, is abbreviated as "inter." The word, shadowing, is abbreviated as

"shad." The word, protocol, is abbreviated as "prot." The word, log, stands for the mentor

coach reflection log.

Figure 22. MViolet matrix of NASSP 360 assessments and other data sources

Skill Dimension	06/07 Obser. Mean	07/08 Obser. Mean	Diff. betw. Means	MV NVivo Coding Inter.	MV Final Coding Inter.	CP NVivo Coding Inter.	CP Final Coding Inter.	MV Shad. Prot.	CP Log Prot.
Setting Leadership Direction	4.434	4.677	.243	3	X	10	X	0	1
Teamwork	4.150	4.619	.469	6	X	6	X	1	0
Sensitivity	4.234	4.637	.403	10	X	3	X	1	0
Organ. Ability	4.284	4.689	.405	4	X	2	X	1	0
Judgment	4.402	4.715	.313	3	X	2	X	1	0
Results Orientation	4.340	4.752	.412	4	X	5	X	0	1
Oral Comm.	4.574	4.727	.153	1	X	1	X	1	0
Written Comm.	4.488	4.648	.16	0	NO	0	NO	0	0
Developing Others	3.995	4.572	.577	3	X	7	X	0	1
Understand Own Strengths and Weaknesses	4.326	4.648	.322	3	X	3	X	0	1

In Chapter 5, the researcher used the results from Chapter 4 to determine mentee change in leadership behavior during the VASSP mentoring and coaching program that took place during the 2006-2007 school year. From Figures 20, 21, and 22, she determined if a mentee experienced a change in one or more of the NASSP leadership skill dimensions. Then, she examined the other results in Chapter 4 to determine what led

to the change in leadership behavior. This is included in Chapter 5 along with how the

findings compare to the researcher's conceptual framework.

CHAPTER V

Discussion, Findings, Implications for Practice, and Recommendations for Future

Research

The purpose of this collective case study was to determine in what ways the

mentees' behavior changed during the formal mentoring and coaching program

conducted during the 2006-2007 school year in Virginia and what accounted for the

change(s). This study attempted to answer the following overarching question: How did

the VASSP administrative mentoring and coaching program change the behavior of the

mentees in terms of the 10 leadership skills identified by NASSP and closely related to

the standards endorsed by ISLLC, and what were the changes and the variables that

affected the changes in leadership behavior of the mentee? This overarching question

then led to 10 sub-questions based on the categories, which are the 10 leadership skill

dimensions, that are on the NASSP 360 self and observer assessments.

In the research sub-questions, the 2006/2007 NASSP 360 assessment is T1, and

the 2007/2008 NASSP 360 assessment is T2. The sub-questions are the following: (a)

What accounts for the change in setting leadership direction between T1 and T2? (b)

What accounts for the change in teamwork/team leadership between T1 and T2? (c) What

accounts for the change in sensitivity between T1 and T2? (d) What accounts for the

change in organizational ability between T1 and T2? (e) What accounts for the change in

judgment between T1 and T2? (f) What accounts for the change in results orientation

between T1 and T2? (g) What accounts for the change in oral communication between T1

and T2? (h) What accounts for the change in written communication between T1 and T2?

(i) What accounts for the change in developing others between T1 and T2? (j) What

accounts for the change in understanding your own strengths and weaknesses between T1 and T2?

This study involved the collection of data through interviews, shadowing, reflection logs, and the NASSP 360 self and observer assessments taken by the mentees during the 2006/2007 and 2007/2008 school years. The researcher used four different techniques to gather data in this study. Specifically, the researcher extracted and triangulated data from the following 18 sources: (a) interviews with three mentees, (b) interviews with three mentor coaches, (c) three mentee shadowing protocols, (d) three mentor coach reflection log protocols, (e) the mentees' 2006-2007 NASSP 21st Century School Leadership Skills 360 Self and Observer Assessment Report, and (f) the mentees' 2007-2008 NASSP 21st Century School Leadership Skills 360 Self and Observer Assessment Report.

Because parts of this chapter allude to the interviews of the mentees and the mentor coaches, the researcher used capital letters and numbers pertaining to the participant, the interview, and the specific page number of the interview transcript. Each mentee begins with the letter "M" and each mentor coach begins with the letter "C' followed by the first letter of their color name. Therefore, MBlue would be MB. All interviews are referred to by "I" followed by the page number of the transcript where the statement came from. If a statement came from page 20 of MBlue's interview, it would look like MB/I/20.

This chapter is organized primarily by the findings in the study. The researcher presented the findings as they pertain to mentee change in leadership behavior by examining the NASSP 10 leadership skill dimensions. Embedded in the findings are the

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sub-questions. The researcher examined all of the data sources when doing a cross-case analysis for each sub-question. There is also a conceptual framework for eight of the ten skill dimensions based on the findings that emerged in the data. Two of the leadership skill dimensions, oral and written communication, did not have enough data to produce a conceptual framework.

Findings and Discussion

It can be concluded from this collective case study that the mentoring and coaching program in Virginia was effective in changing eight of ten leadership behaviors of the NASSP leadership skill dimensions. The study revealed that the three mentees who participated in the formal mentoring and coaching program in Virginia improved in leadership behavior in eight of the ten NASSP leadership skill dimensions. All three mentees improved in the following: (a) setting leadership direction, (b) teamwork, (c) sensitivity, (d) organizational ability, (e) judgment, (f) results orientation, (g) developing others, and (h) understanding own strengths and weaknesses. Two of the three mentees experienced slight improvement in oral communication; one did not improve. Two of the three mentees experienced improvement in written communication; one did not. This study revealed several findings pertaining to these leadership skill dimensions and what accounted for the change in leadership behavior.

Setting Leadership Direction

The three mentees improved in the leadership skill dimension pertaining to setting leadership direction; and the history of the mentees, the characteristics of their mentor coaches, and the administrative mentoring and coaching program accounted for the

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changes. One of the sub-questions in this study is the following: What accounts for the change in setting leadership direction between T1 and T2?

As Figures 20, 21, and 22 indicate, all three mentees improved in the skill dimension pertaining to setting leadership direction according to a comparison of the NASSP assessment results. MGreen improved the most in this area. The interview data support this as well because when asked about which of the 10 leadership skill dimensions he experienced the most change during the year of the mentoring and coaching program, he replied that it was setting leadership direction (MG/I/18).

The data show that the three mentees discussed this skill dimension with their mentor coaches within the mentoring and coaching program, and that all three mentor coaches wrote about this at least once in their reflection logs. The researcher did not see any evidence of this skill dimension while shadowing. According to MViolet, he and his mentor coach discussed leadership overall (MV/I/7). Research by Zellner (2002) indicates the importance of reflection on leadership practice and the importance of linking theory to practice.

The analysis of the interview transcripts indicates that the MBlue/COrange dyad and the MGreen/CYellow dyad also discussed delegation during their discussions pertaining to setting leadership direction. The MBlue/COrange and MViolet/CPink dyads also discussed instruction, community issues, and athletics as they pertained to setting leadership direction. The MBlue/COrange dyad focused on instructional delivery models and the MViolet/CPink discussed data analysis and how it drives instruction as seen in Figure 23. Data analysis was discussed as it pertained to instruction. MBlue and COrange also spent time discussing organization and how it pertains to day-to-day issues.

MGreen and CYellow discussed the need to become refreshed and how this drives leadership direction by refocusing on the need to be an instructional leader. In Figure 23 this is referred to as rejuvenation. MGreen and his mentor coach worked on understanding role clarification. This matched one of the findings in the study conducted by West (2002) where participants indicated that their formal administrative mentoring and coaching program provided them with a clear understanding of their role as a principal.

Figure 23 illustrates that there was a change in mentee behavior regarding setting leadership direction. All three mentees experienced improvement in this area. A cross-case analysis of the data indicates that there were several variables that accounted for this change in leadership behavior.

The data indicate that themes emerged pertaining to the history of the mentee which accounted for the improvement in setting leadership direction. CPink stated that his mentee's emotional intelligence impacted this particular skill dimension the most because the community looks to the leader and observes how he walks, talks, speaks to others, and recognizes others (CP/I/32). According to Lovely (2004), this pertains to the emotional component that she refers to as relationship management as seen in Figure 2. This pertains to synergy and the ability to build rapport which CPink alludes to when describing his mentee. The transcripts reveal that during the interview, COrange mentioned that he believed that professional learning activities helped MBlue with setting leadership direction. Also, the transcripts reveal that all three mentees mentioned that motivation was a factor in their ability to set leadership direction.

As shown in Figure 23, many of the themes that emerged pertained to the history of the mentee which accounted for the changes in setting leadership direction. The emotional intelligence and motivation of the mentee as well as the professional learning activities that he or she experienced during the year of the mentoring and coaching program accounted for the change.

As shown in Figure 23, one of the themes that emerged pertained to the characteristics of the mentor coach. The personal attributes of the mentor coach including knowledge of athletics helped to improve the mentees' ability to set leadership direction. Within the conceptual framework regarding this particular skill dimension, the researcher chose to keep knowledge of athletics separate as it pertained to a specific personal attribute of the mentor coaches.

As shown in Figure 23, within the overall administrative mentoring and coaching program, the dyads discussed the following themes that contributed to the change in leadership behavior in the area of setting leadership direction: (a) crisis/community issues, (b) delegation, (c) understanding role clarification, (d) rejuvenation, (e) converting theory into practice, and (f) instruction with a focus on data analysis. Within the conceptual framework regarding setting leadership direction, the researcher chose to keep data analysis separate as it pertained to a specific theme that was discussed during the mentoring and coaching program. The data indicate that another theme emerged that affected a change in setting leadership direction of the mentees; and the theme, organizational ability, is one of the ten leadership skill dimensions. Organizational ability is in a block of its own and in bold print signifying that it is one of the 10 leadership skill

Figure 23. Conceptual framework for setting leadership direction

Emotional Intelligence			
Motivation	History of Mentee		
Professional Learning Opportunities			

Personal Attributes		Mentee Change in Leadership Behavior: Setting Leadership Direction	
Knowledge of Athletics	Characteristics of Mentor Coach		

Organizational Ability

Delegation	
Crisis/Community Issues	
Understanding Role Clarification	Administrative Mentoring Coaching Program
Rejuvenation	
Converting Theory into Practice	
Instruction	Data Analysis

dimensions. Figure 23 is the conceptual framework for this change in leadership behavior

pertaining to setting leadership direction.

Teamwork/Team Leadership

The three mentees improved in the leadership skill dimension teamwork/team

leadership; and the history of the mentees, the characteristics of their mentor coaches, and

the administrative mentoring and coaching program accounted for the changes. One of

the sub-questions in this study is the following: What accounts for the change in

teamwork/team leadership between T1 and T2?

As Figures 20, 21, and 22 indicate, all three mentees improved in the skill

dimension pertaining to teamwork according to a comparison of the NASSP assessment

results. MViolet improved the most in this area. The interview data support this as well

because when asked about which of the 10 leadership skill dimensions he experienced the

most change during the year of the mentoring and coaching program, he replied that it

was "definitely teamwork and team leadership" (MV/I/36). When asked the same

question pertaining to his mentee, CPink replied with teamwork as second on the list of

areas that showed the most change during the 2006-2007 school year (CP/I/45).

The data show that the three mentees discussed this skill dimension with their

mentor coaches during the mentoring and coaching program. One mentor coach,

COrange, alluded to teamwork four times in his reflection log, but the other mentor

coaches did not mention it in their logs. Conversely, the researcher did not see evidence

of teamwork during the shadowing time with MBlue but did see it with the two other

mentees.

During the mentoring and coaching program, MBlue and MGreen discussed with their mentor coaches the importance of empowering people and forming partnerships rather than dictatorships. MBlue's mentor coach COrange mentioned that they discussed instruction and school improvement in a standards-driven environment while they were focusing on teamwork (CO/I/8).

The data indicate that themes emerged pertaining to the history of the mentee which accounted for improvement in teamwork. In the interviews, MBlue and MGreen mentioned that motivation was a factor in their ability to strive for teamwork at their schools. The data show that MBlue's mentor coach, COrange stated that MBlue's emotional intelligence (CO/I/19) and the professional learning opportunities (CO/I/15) that she encountered throughout the year had an impact on her teamwork. MViolet's mentor coach, CPink also stated that professional learning activities helped his mentee with team leadership (CP/I/24). MViolet stated in the interview that he used money to conduct team-building workshops for all of the teams at his school (MV/I/8); he had a strong focus on teamwork and team leadership. As mentioned in the Wong (2005) study, programs for principals should contain elective elements that principals can choose based on their own needs. MViolet chose staff development programs based on his biggest need, teamwork, and he improved the most in this particular area. In addition, during the year of the mentoring and coaching program, he invited his mentor coach to attend faculty and team meetings which he did. The data also show that while CPink visited MViolet's school, he also discussed how to work with the assistant principals in terms of team leadership.

Figure 24 illustrates that there was a change in mentee behavior regarding teamwork. All three mentees experienced improvement in this area. A cross-case analysis of the data indicates that there were several variables that accounted for this change in leadership behavior.

As shown in Figure 24, many of the themes that emerged pertained to the history of the mentee which accounted for the changes in teamwork. The emotional intelligence and motivation of the mentee as well as the professional learning activities that he or she experienced during the year of the mentoring and coaching program accounted for the change.

As shown in Figure 24, one of the themes that emerged pertained to the characteristics of the mentor coach. The personal attributes of the mentor coaches influenced change.

As shown in Figure 24, within the overall administrative mentoring and coaching program, the dyads discussed themes pertaining to instruction as well as to converting theory into practice, and these contributed to the change in leadership behavior in the area of teamwork. Figure 24 is the conceptual framework for this particular change in leadership behavior.

Sensitivity

The three mentees improved in the leadership skill dimension sensitivity, and the history of the mentees and the administrative mentoring and coaching program accounted for the changes. One of the sub-questions in this study is the following: What accounts for the change in sensitivity between T1 and T2?

Figure 24. Conceptual framework for teamwork
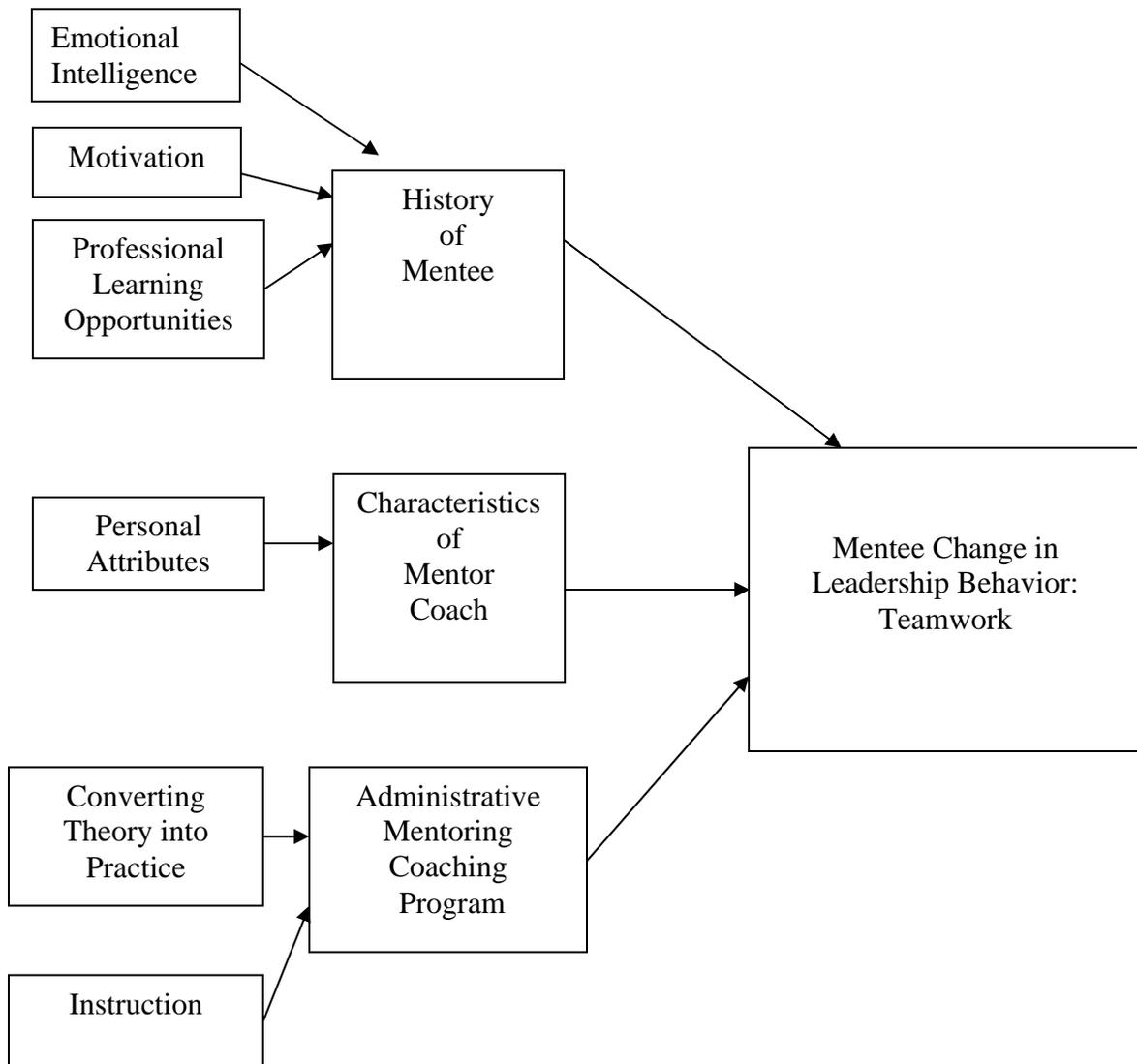
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┌──────────────┐
│ Emotional    │────────┐
│ Intelligence │        │
└──────────────┘        ↓
┌──────────────┐   ┌──────────────┐
│ Motivation   │──→│ History      │
└──────────────┘   │ of           │──────┐
┌──────────────┐   │ Mentee       │      │
│ Professional │──→└──────────────┘      │
│ Learning     │                         ↓
│ Opportunities│              ┌────────────────────┐
└──────────────┘              │ Mentee Change in   │
                              │ Leadership Behavior:│
┌──────────────┐ ┌──────────┐ │ Teamwork           │
│ Personal     │→│ Charact- │→│                    │
│ Attributes   │ │ eristics │ └────────────────────┘
└──────────────┘ │ of Mentor│      ↑
                 │ Coach    │      │
                 └──────────┘      │
┌──────────────┐ ┌──────────┐      │
│ Converting   │→│ Adminis- │──────┘
│ Theory into  │ │ trative  │
│ Practice     │ │ Mentoring│
└──────────────┘ │ Coaching │
┌──────────────┐ │ Program  │
│ Instruction  │→└──────────┘
└──────────────┘
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As Figures 20, 21, and 22 indicate, all three mentees improved in the skill

dimension pertaining to sensitivity according to a comparison of the NASSP assessment

results. These data also show that within the administrative mentoring and coaching

program, the three mentees discussed this skill dimension with their mentor coaches.

Only one mentor coach, CYellow, alluded to it in his reflection log. During the

shadowing experience, the researcher saw evidence of sensitivity for all three mentees. MGreen and MViolet stated in their interviews that they discussed this with their mentees; however, MBlue stated that they did not spend a lot of time on that. Her mentor coach, however, recollected "having a number of discussions about that" (CO/I/9). The MBlue/COrange dyad discussed other variables as they pertained to sensitivy such as crisis/community issues including the death of a student, the confederate flag issue, and how to deal with constituencies within a community in general. They also discussed athletics and how to deal with the activities director. The MGreen/CYellow dyad also discussed community issues such as how to reach out to the community. In addition, they discussed day-to-day issues and how they pertain to sensitivity. These included issues with the staff such as child care and sick parent issues that staffs have to cope with at times.

The data indicate that themes emerged pertaining to the history of the mentee which accounted for the improvement in sensitivity. For all three mentees, emotional intelligence was a variable that affected their change in leadership behavior pertaining to sensitivity. MBlue's mentor coach stated that he thought that her emotional intelligence had an impact on her sensitivity (CO/I/19). The data indicate that MGreen thought that emotional intelligence had an impact on his sensitivity as a leader when he stated, " the sensitivity is one thing that I really worked on from my standpoint and realized from a personal standpoint that there are a lot of things beyond my control" (MG/I/14). He later added, "I guess I've become more at peace you know with my role and my own emotions" (MG/I/14). These data support the literature pertaining to the first domain of emotional intelligence which is self-awareness which includes the ability to recognize

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your emotions (Lovely, 2004). As the data indicate when MViolet was asked what impact his emotional intelligence had on a specific skill dimension, he stated, "I think I would say sensitivity. My teachers would probably say that I am sensitive. They probably would say that, even I would say that it does help me to understand people's situations" (MV/I/31). These data support the literature pertaining to the fourth domain of emotional intelligence, empathy, which is the ability to understand how others feel (Lovely, 2004).

Figure 25 illustrates that there was a change in mentee behavior regarding sensitivity. All three mentees experienced improvement in this area. A cross-case analysis of the data indicates that there were several variables that accounted for this change in leadership behavior. There were no variables pertaining to the characteristics of the mentor coach that led to any change on the part of the mentee in terms of sensitivity. Therefore, this is not in Figure 25.

As shown in Figure 25, one theme emerged pertaining to the history of the mentee which accounted for the changes in sensitivity. The emotional intelligence of the mentee accounted for the change in sensitivity.

As shown in Figure 25, within the overall administrative coaching/mentoring program, the dyads discussed the following themes that contributed to the change in leadership behavior in the area of sensitivity: (a) day-to-day issues, (b) crisis/community issues, and (c) athletics. Figure 25 is the conceptual framework for this particular change in leadership behavior.

Organizational Ability

The three mentees improved in the leadership skill dimension organizational ability, and the history of the mentees and the administrative mentoring and coaching

Figure 25. Conceptual framework for sensitivity
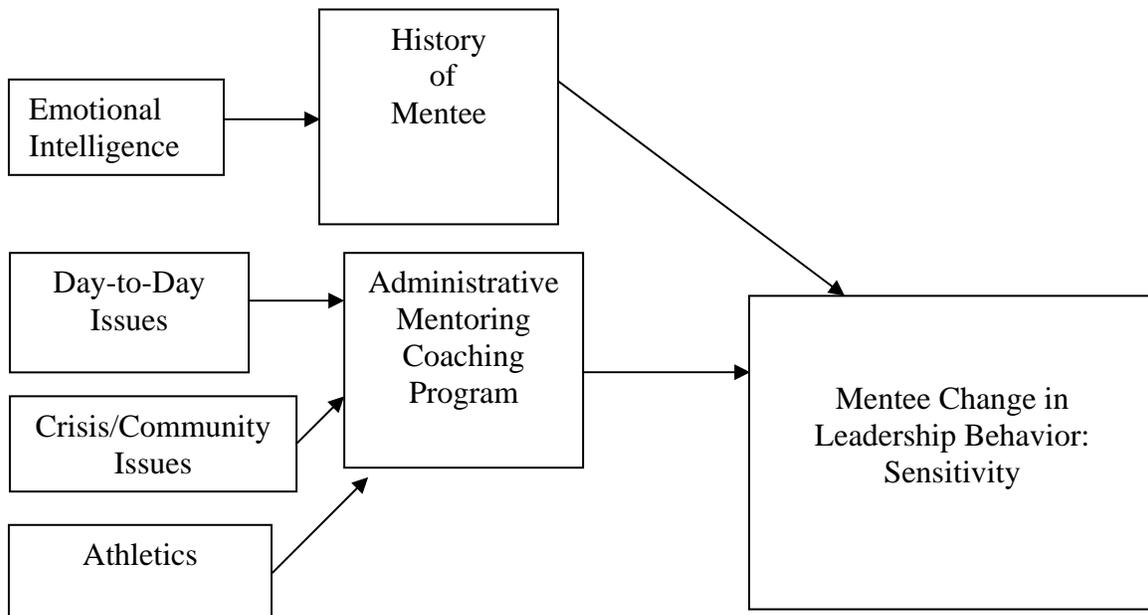
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┌──────────────┐
│   History    │
│     of       │
│   Mentee     │
└──────────────┘
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 program accounted for the changes. One of the sub-questions in this study is the

following: What accounts for the change in organizational ability between T1 and T2?

As Figures 20, 21, and 22 indicate, all three mentees improved in the skill dimension

pertaining to organizational ability according to a comparison of the NASSP assessment

results. These data show that MBlue and MViolet discussed this with their mentor

coaches during the mentoring and coaching program. Two of the three mentor coaches

mentioned this in their reflection logs. MViolet's mentor coach, CPink did not allude to

this in his reflection log. However, MBlue's mentor coach, COrange wrote in

his reflection log on September 27, 2006 that organizational needs were discussed; and

on December 13, 2006, he wrote, "ISLLC reflections: very organized." During

shadowing, the researcher saw evidence of organization with all three mentees.

Regarding the mentoring and coaching program, MGreen stated that he and his mentor coach discussed making lists, managing time, and "delegating some things that the assistants or someone else can do" (MG/I/8). The data show that his mentor coach did not recollect discussing anything pertaining to organizational ability. When asked what kinds of strategies he and his mentee discussed regarding organizational abilities, CYellow stated, "I don't think we broached the subject" (CY/I/11).

All three mentees discussed time management with their mentor coaches. MGreen and MBLue also discussed delegation with their mentor coaches. The data show that when discussing delegation, MBlue discussed it in terms of better understanding her role as a high school principal. She stated, "Focusing in, letting some things go; giving maintenance up because my role has changed" (MB/I/7). Previous studies of administrative mentoring and coaching programs revealed that principals needed a clear understanding of their role as principal (Reynolds, 1999; West, 2002; Alsbury and Hackman, 2006). CPink discussed his mentee's school improvement plan because he wanted his mentee to understand the importance of data and "how what gets measured gets done" (CP/I/14). In the interview, he stated during his answer regarding organizational abilities that he wanted his mentee to understand his old saying, "You have to inspect what you expect" (CP/I/14).

The data indicate that themes emerged pertaining to the history of the mentee which accounted for improvement in organizational skills. The data indicate that during the discussion pertaining to motivation, when the researcher asked if it had any impact or bearing on the 10 skill dimensions and if so which ones, all three mentees included organizational skills in their answers. Their motivation had a direct impact on their ability

to improve their organizational skills. In the review of literature pertaining to motivation, Battley explained that results are affected profoundly by even small incremental gains (2006).

Figure 26 illustrates that there was a change in mentee behavior regarding organizational ability. All three mentees experienced improvement in this area. A cross-case analysis of the data indicates that there were several variables that accounted for this change in organizational ability. There were no variables pertaining to the characteristics of the mentor coach that led to any change on the part of the mentee in terms of organizational ability. Therefore, this is not in Figure 26.

As shown in Figure 26, one theme emerged pertaining to the history of the mentee which accounted for the changes in organizational ability. The motivation of the mentee accounted for the change in organizational ability.

As shown in Figure 26, within the overall administrative mentoring and coaching program, the dyads discussed the following themes that contributed to the change in organizational ability: (a) understanding role clarification, (b) time management, (c) delegation, and (d) school improvement plan with a focus on data. Figure 26 is the conceptual framework for this particular change in leadership behavior.

Judgment

The three mentees improved in the leadership skill dimension judgment, and the administrative mentoring and coaching program accounted for the changes. One of the sub-questions in this study is the following: What accounts for the change in judgment between T1 and T2?

Figure 26. Conceptual framework of organizational ability
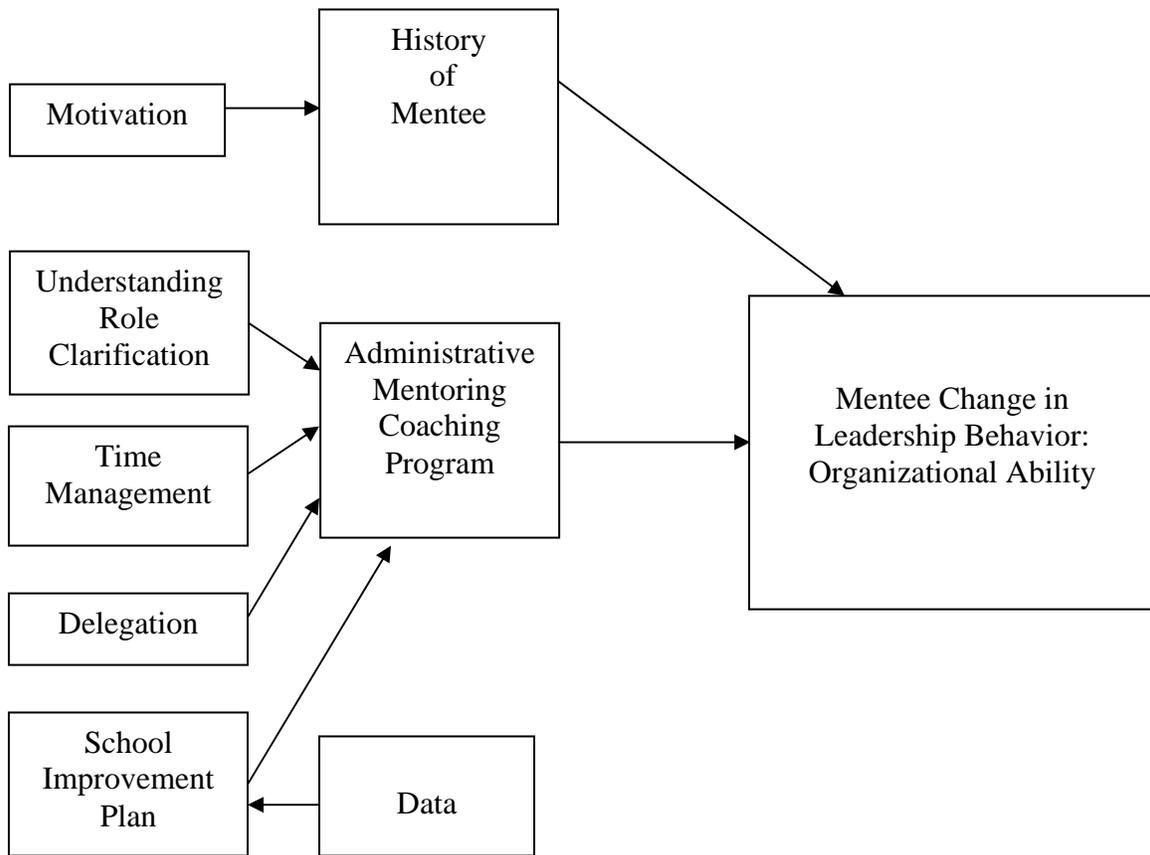
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  ┌──────────────┐        ┌──────────────┐
  │  Motivation  │──────▶ │   History    │
  └──────────────┘        │     of       │
                          │   Mentee     │
                          └──────────────┘ ╲
                                            ╲
┌──────────────┐                             ╲      ┌─────────────────────┐
│Understanding │                              ╲     │                     │
│    Role      │╲                              ▶    │  Mentee Change in   │
│ Clarification│ ╲      ┌──────────────┐            │ Leadership Behavior:│
└──────────────┘  ╲     │Administrative│            │Organizational Ability│
                   ▶    │  Mentoring   │──────────▶ │                     │
┌──────────────┐  ╱     │  Coaching    │            │                     │
│    Time      │ ╱      │  Program     │            └─────────────────────┘
│ Management   │╱       └──────────────┘
└──────────────┘  ╱         ▲
                 ╱
┌──────────────┐╱
│  Delegation  │
└──────────────┘

┌──────────────┐
│   School     │╲
│ Improvement  │ ╲      ┌──────────────┐
│    Plan      │◀─────  │     Data     │
└──────────────┘        └──────────────┘
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As Figures 20, 21, and 22 indicate, all three mentees improved in the skill

dimension pertaining to judgment according to a comparison of the NASSP assessment

results. Two of the three dyads discussed judgment during their time together while

participating in the mentoring and coaching program. CYellow did not recall discussing

judgment, but when his mentee was asked if his judgment may have improved because of

discussions with his mentor coach, he replied, "And maybe it re-focused me, and you do

need to take some time before you do some things or make certain decisions" (MG/I/9).

The only mentor coach to allude to his mentee's judgment in his reflection log was

COrange; the other two mentor coaches did not write about it. During shadowing, the

researcher observed evidence of judgment with MBlue and MViolet but not with MGreen during that particular block of time.

MBlue shared that her discussions with her mentor coach regarding judgment pertained to time management and results orientation with the school improvement plan being the focus. She stated, "How to spend my time and being more…interjecting more of my goal in school improvement talks. The other thing he did was talk to me about how central office can help" (MB/I/8). Her mentor coach also stated that they had shared professional strategies. He stated, "As you know, the principalship is a very lonely place. There are not many people you can sit down and have a conversation and have somebody really understand what you are going through" (CO/I/10). The literature states that the primary rationale for having mentoring and coaching for the professional development of education leaders is because the role of the leader is a lonely effort (Daresh, 1995), and for that reason, many principals flounder as they attempt to juggle a multitude of responsibilities and learn new things in isolation (Lovely, 2004).

MViolet explained that his discussions with his mentor coach regarding judgment pertained to community issues such as how to share the facility and be a good neighbor politically and day-to-day issues that pertain to crises such as fires and bomb threats. His mentor coach CPink recalls discussing community issues as they pertain to parental involvement. Overall, the data show that the dyad of MGreen and CYellow did not discuss judgment as a separate theme or topic.

Figure 27 illustrates that there was a change in mentee behavior regarding judgment. All three mentees experienced improvement in this area. A cross-case analysis of the data indicates that there were several variables that accounted for this change;

Figure 27. Conceptual framework of judgment

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┌──────────────────┐
│   Day-to-Day     │
│     Issues       │
└──────────────────┘
┌──────────────────┐
│ Crisis/Community │
│     Issues       │                ┌──────────────────┐         ┌──────────────────────┐
└──────────────────┘                │  Administrative  │         │                      │
┌──────────────────┐                │    Mentoring     │         │   Mentee Change in   │
│      Time        │                │    Coaching      │────────▶│  Leadership Behavior:│
│   Management     │                │     Program      │         │       Judgment       │
└──────────────────┘                └──────────────────┘         │                      │
┌──────────────────┐                                             └──────────────────────┘
│    Reducing      │
│    Isolation     │
└──────────────────┘
┌──────────────────┐
│      School      │
│   Improvement    │
│       Plan       │
└──────────────────┘
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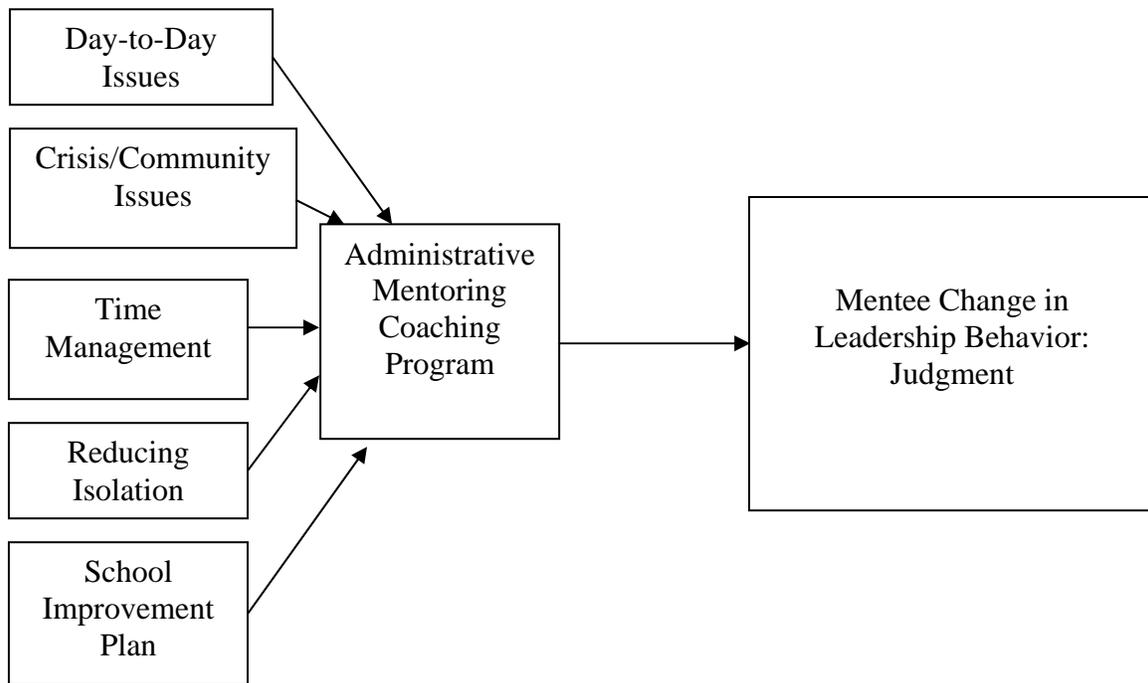
however, all of the variables pertained to the administrative mentoring and coaching

program. None of them pertained to the history of the mentee during the year of the

program or the characteristics of the mentor coach. Therefore, these two areas of study

are not included in Figure 27.

   As shown in Figure 27, within the overall administrative mentoring and coaching

program, dyads discussed the following themes that contributed to the change in

leadership behavior in the area of judgment: (a) day-to-day issues, (b) crisis/community

issues, (c) time management, (d) reducing isolation, and (e) school improvement plan.

Figure 27 is the conceptual framework for this particular change in leadership behavior.

Results Orientation

The three mentees improved in the leadership skill dimension results orientation; and the history of the mentees, the administrative mentoring and coaching program, teamwork, and judgment accounted for the changes. One of the sub-questions in this study is the following: What accounts for the change in results orientation between T1 and T2?

As Figures 20, 21, and 22 indicate, all three mentees improved in the skill dimension pertaining to results orientation according to a comparison of the NASSP assessment results. These data indicate that during the mentoring and coaching program, MBlue and MViolet discussed results orientation with their mentor coaches; however MGreen did not recollect discussing this. His mentor coach stated, "We were moving in that direction" (CY/I/15). All three mentor coaches alluded to results orientation in their reflection logs. During shadowing, the researcher observed evidence of this skill dimension only with MGreen.

Within the administrative mentoring and coaching program, several themes emerged that affected change in leadership behavior in results orientation for the mentees. MBlue discussed this leadership skill dimension with her mentor coach. In her interview she said, "But my focus, where I want to see the results right now are with those kids who are not seeing themselves academically focused" (MB/I/13). The data indicate that she also talked a lot to her mentor coach about teamwork and how it pertains to school improvement; she wanted to raise test scores 10% in sub-group areas. For

example, they discussed common assessments. Her mentor coach mentioned that they discussed how data impact instruction in terms of results and need to be used when developing the school improvement plan. These data also indicate that she had to use judgment pertaining to school improvement and strategies in the particular area of math.

The data indicate that MViolet also discussed the school improvement plan with his mentor coach when discussing results. They discussed goals and staff development needed to achieve the results. MViolet also talked specifically about his dyad stressing that his mentor coach really respected his opinions. His mentor coach, CPink stated that they discussed the 4 x 4 schedule, grades, and attendance when discussing results orientation.

The data indicate that themes emerged pertaining to the history of the mentee which accounted for the improvement in results orientation. MBlue explained that she attended professional learning opportunities during the year of the mentoring and coaching program that helped her in that area. She attended one on brain-based learning and a Dan Mulligan in-service. She stated, "I think doing brain-based learning and the Dan Mulligan in-service helped me with results orientation" (MB/I/11). During the interview when asked to describe his mentee's motivation on the job as a high school principal, COrange stated, "It was about helping them be successful. Helping her staff be successful. It wasn't about her" (CO/I/22).

Figure 28 illustrates that there was a change in mentee behavior regarding results orientation. All three mentees experienced improvement in this area. A cross-case analysis of the data indicates that there were several variables that accounted for this change in leadership behavior. There were no variables pertaining to the characteristics of

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Figure 28. Conceptual framework for results orientation
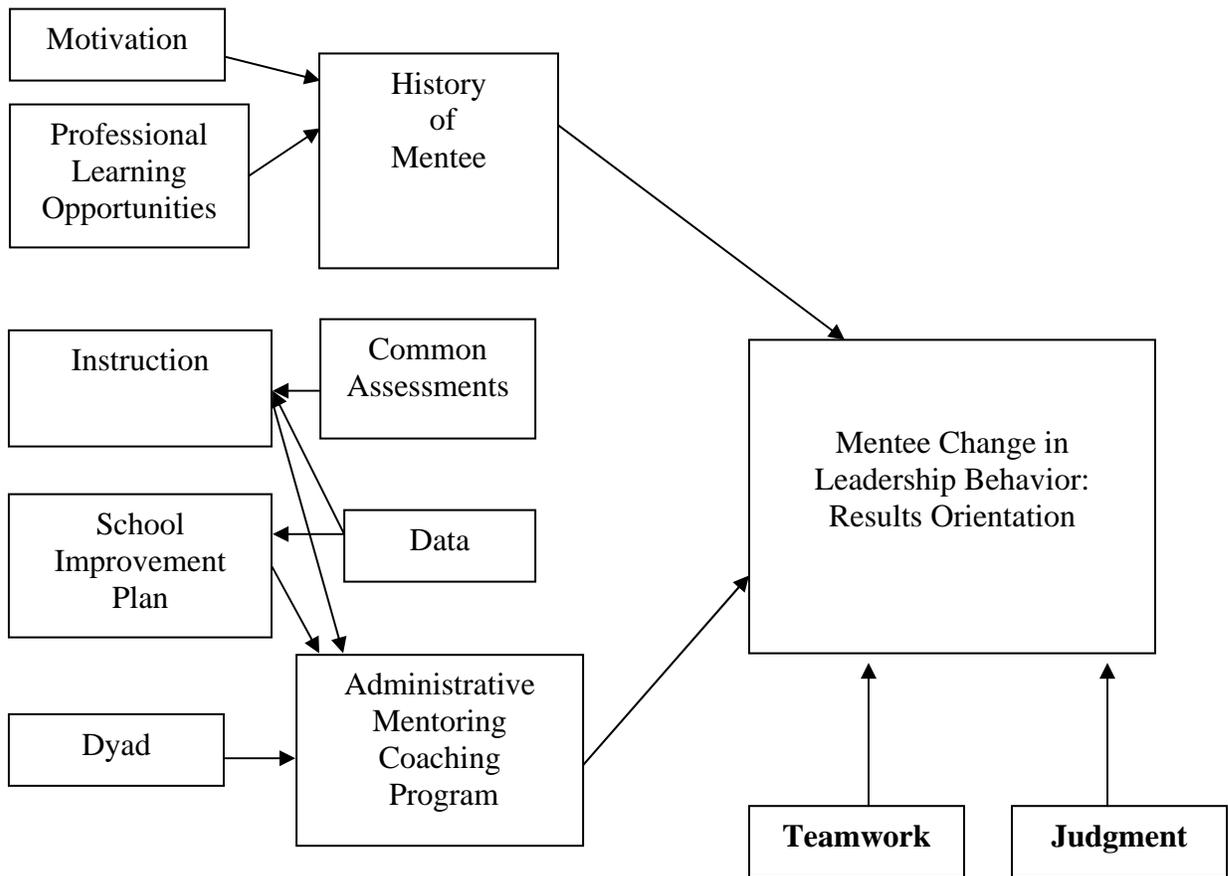
 the mentor coach that led to any change on the part of the mentee in terms of results

orientation. Therefore, this is not in Figure 28.

As shown in Figure 28, two themes emerged pertaining to the history of the

mentee which accounted for the changes in results orientation. The motivation and

professional learning opportunities of the mentee accounted for the change.

As shown in Figure 28, within the overall administrative mentoring and coaching

program, the dyads discussed the following themes that contributed to the change in

leadership behavior in the area of results orientation: (a) school improvement plan

including data, (b) instruction including data and common assessments, and (c) dyad. The researcher chose to keep common assessments and data separate as they pertain to two specific themes in Figure 28. Common assessments pertain only to instruction, and data pertain to instruction and school improvement plan.

As shown in Figure 28, these data indicate that two other themes emerged that affected a change in the results orientation of the mentees, and these two themes are actually two other leadership skill dimensions, namely teamwork and judgment. These are in bold print. Therefore, teamwork and judgment work in tandem to improve the school leaders' ability to determine what results are needed and to get them. Figure 28 is the conceptual framework for this particular change in leadership behavior.

Oral Communication

Two of the three mentees experienced slight change, meaning improvement, in oral communication, and one did not improve. One of the sub-questions in this study is the following: What accounts for the change in oral communication between T1 and T2?

As Figures 20, 21, and 22 indicate, two of the three mentees improved little in the skill dimension pertaining to oral communication according to a comparison of the NASSP 360 assessment results. These data indicate that MGreen's oral communication skills did not improve. His observer mean went from 4.209 to 4.194 from one year to the next. These data also indicate that he did not recollect discussing oral communication skills with his mentor coach. His mentor coach, CYellow explained that he did not see it as an issue at all. He remembered his mentee telling him to wait a minute and then made a PA announcement right from his desk. CYellow stated, "Again, I think he does not see

himself as being a strong oral or written communicator, and that's unfortunate." (CY/I/16).

The researcher saw evidence of good oral communication skills when shadowing all three mentees. The NASSP 360 assessments indicate that MBlue's oral communication skills were ranked seventh in terms of improvement from one year to the next. Her observer mean went from 4.714 to a 4.857. MBlue's mentor coach COrange was the only one to write about her oral communication skills in his reflection log on February 17, 2007 when he stated, "Choose one or two main goals for full attention building wide. Continue to work on all goals but give intention and attention to consistent communication and actions on these key areas."

MViolet stated that he and his mentor coach discussed oral communication as it pertained to team meetings and faculty meetings. His mentor coach, CPink did not recollect discussing oral communication skills, specifically, but did remember observing his oral communication skills. During the interview, CPink stated, "He did a great job running faculty meetings, talking to kids, talking to parents" (CP/I/18). The NASSP 360 assessments indicate that MViolet's oral communication skills were ranked last in terms of improvement from one year to the next. His observer mean went from a 4.574 to a 4.727.

The data indicate that there was slight improvement in oral communication skills for MBlue and MViolet and no improvement for MGreen. Furthermore, the data indicate that this topic was discussed little or not at all by the dyads in the mentoring and coaching program. The data did not indicate any evidence of professional learning activities on this topic. The data did not show anything that would account for a change in oral

communication skills for the mentees. Therefore, there is nothing to illustrate regarding the conceptual framework for this particular leadership skill dimension. Because none of the observers' means had a score of a five on both of the NASSP 360 self and observer assessments, the researcher concluded that there is improvement that could be done in this area.

Written Communication

Two of the three mentees experienced change, meaning improvement, in written communication; however, one did not. One of the sub-questions in this study is the following: What accounts for the change in written communication between T1 and T2?

As Figures 20, 21, and 22 indicate, two of the three mentees improved in the skill dimension pertaining to written communication according to a comparison of the NASSP assessment results. The data indicate that MGreen's written communication skills did not improve. His observer mean went from 4.243 to 4.058 from one year to the next. The data show that his mentor coach, CYellow, stated that he had strong oral and written communication skills as noted above. In his reflection log, CYellow alluded to MGreen's written correspondence one time. The data indicate that the MBlue/COrange and MViolet/CPink dyads did not discuss written communication during the mentoring and coaching program. COrange alluded to it once in his reflection log as noted above when he stated the need for consistent communication when working on specific goals within a school. The NASSP 360 assessments indicate that MViolet's written communication skills were ranked ninth in terms of improvement from one year to the next meaning that he experienced very little improvement. His observer mean went from 4.488 to 4.648.

The researcher did not see any written communication on the part of the mentees during the shadowing time.

As Figures 20, 21, and 22 indicate, overall, the observers' means for written communication were lower than those for oral communication with the exception of MBlue whose observer mean for the 2007/2008 assessment was a 5.0. These data indicate that there is improvement that could be done pertaining to this particular skill dimension.

The data indicate that there was slight improvement in written communication skills for MViolet and no improvement for MGreen. As mentioned above, MBlue's written communication improved with an observer mean of five during the second assessment. Furthermore, the data indicate that this topic was discussed little or not at all by the dyads in the mentoring and coaching program. The data did not indicate any evidence of professional learning activities on this topic or anything else pertaining to the history of the mentee. Therefore, there is nothing to illustrate regarding the conceptual framework for this particular leadership skill dimension. Because only one of the observers' means had a score of a five on one of the NASSP 360 self and observer assessments, the researcher concluded that there is improvement that could be done in this area.

Developing Others

The three mentees improved in the leadership skill dimension developing others; and the history of the mentees, the administrative mentoring and coaching program, and teamwork accounted for the changes. One of the sub-questions in this study is the following: What accounts for the change in developing others between T1 and T2?

As Figures 20, 21, and 22 indicate, all three mentees improved in the skill dimension pertaining to developing others according to a comparison of the NASSP assessment results. MBlue improved the most in this area. The data also show that the three mentees discussed this skill dimension with their mentor coaches during the mentoring and coaching program. CYellow was the only mentor coach who did not allude to this skill dimension in his reflection log. During shadowing, the researcher saw evidence of the mentee developing others with all of the mentees except MViolet. For example, the researcher observed MBlue explain to an assistant principal that one of her teachers needs to solve her own problem regarding a field trip and her lack of paperwork. While shadowing MGreen, the researcher was introduced to a teacher by MGreen, and he used very encouraging words when explaining that the teacher was taking classes to become an administrator. He used very encouraging words when addressing the teacher.

The data indicate that themes emerged pertaining to the history of the mentee which accounted for the improvement in developing others. For all three mentees, their emotional intelligence accounted for this change in leadership behavior. The data indicate that when all three were asked what impact their emotional intelligence had on a specific skill dimension, all three mentees answered that it had an impact on developing others. MBlue explained that she developed this skill when she came into the principalship and added, "I'm a teacher, so I'm trying to make everyone successful and I need to do that" (MB/I/16). When asked the same question regarding the emotional intelligence of the mentees, only COrange, MBlue's mentor coach, responded that it had an impact on her ability to develop others. It is not surprising, then, that she improved the most in this particular skill dimension.

MGreen and MViolet stated in their interviews that their emotional intelligence had an impact on their ability to develop others. MViolet stated, "So I like to work to develop leaders and young teachers. I try to give opportunity to teachers and try to develop them because someone helped me. I'm a career switcher" (MV/I/31). The literature supports the impact that emotional intelligence had on the three mentees in terms of how they develop others. Relationship management is the fifth domain of emotional intelligence and it pertains to the ability to understand the emotional fibers of others, to treat them accordingly, and to persuade and initiate change (Lovely, 2004).

The data indicate that all three mentees, when asked if their motivation had any impact or bearing on the ten leadership skill dimensions and if so which ones, referred to developing others in their answers. MBlue was the only one who stated that motivation had an impact on all of the skill dimensions. Her mentor coach, COrange, when asked the same question pertaining to his mentee mentioned in his answer that her motivation was exemplary and that, "It was about helping them be successful. Helping staff be successful" (COrange/I/22). The data indicate that MGreen immediately stated at the beginning of his answer, "The developing others. Obviously, allowing the other administrators to grow" (MG/I/17). The data also indicate that MViolet thought that his motivation had an impact on the area of developing others.

When working as a dyad in the administrative mentoring and coaching program, the mentees, MBLue and MGreen stated in their interviews that they discussed delegation and how that can help to develop others. MGreen stated that he discussed the role of the principal with his mentor coach and then realized, "How are they going to grow if I make all of the decisions? So, once I realized that, it has taken a lot of that off of me and I've

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kind of redirected what I do and how I do it" (MG/I/5). The literature states that it is difficult to comprehend all of the responsibilities associated with the role of principal until principals actually experience them (Reynolds, 1999). According to a study conducted by Alsbury and Hackman, that is why an important component of mentoring and coaching programs is the development of a supportive mentor/coach relationship with an emphasis on socialization into the profession, reflective conversation, and role clarification (2006). MBlue discussed the role of the assistant principal and how it's the obligation of the principal to give them the experiences that they need.

The data indicate that MViolet stated that he and his mentor coach talked about the development of others "by being mentors and in teaming and things like that" (MV/I/23). MViolet went on to explain that he assists teachers with their internships and observations and gives them opportunities for leadership. Like MGreen, MViolet concluded, "I'm learning that helps me to free up some of my time" (MV/I/23).

Figure 29 illustrates that there was a change in mentee behavior regarding developing others. All three mentees experienced improvement in this area. A cross-case analysis of the data indicates that there were several variables that accounted for this change in leadership behavior. There were not any characteristics of the mentor coach that accounted for change in this skill dimension. Therefore, this is not in Figure 29.

As shown in Figure 29, two themes emerged pertaining to the history of the mentee which accounted for the changes in developing others. The emotional intelligence and motivation of the mentee accounted for the change.

As shown in Figure 29, within the overall administrative mentoring and coaching program, the dyads discussed the following themes that contributed to the change in

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Figure 29. Conceptual framework of developing others
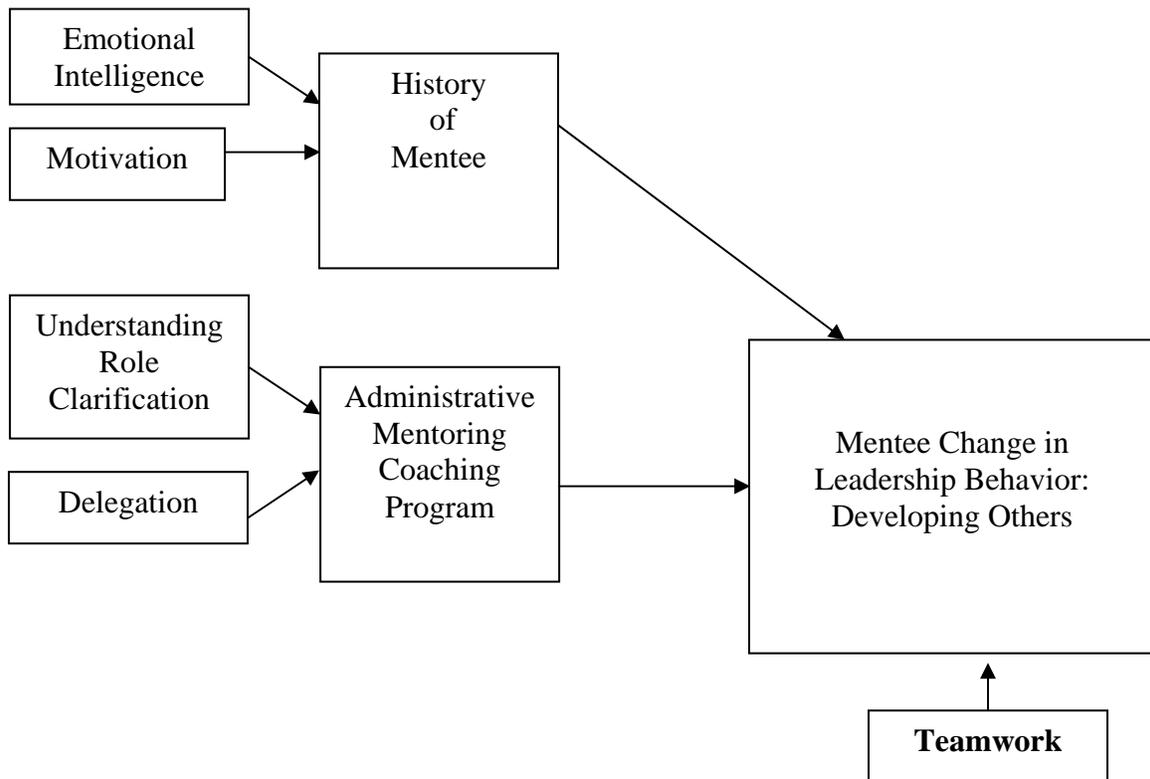
leadership behavior in the area of developing others: (a) understanding role clarification and (b) delegation. The data indicate that another theme emerged that affected a change in developing others with one of the mentees. This theme is teamwork which is another one of the leadership skill dimensions. This is indicated in bold print in Figure 29. Therefore, teamwork can work in tandem to improve the school leaders' ability to develop others. Figure 29 is the conceptual framework for the particular change in leadership behavior known as developing others.

Understanding Own Strengths and Weaknesses

The three mentees improved in the leadership skill dimension understanding own strengths and weaknesses; and the history of the mentees, the characteristics of the mentor coaches, and the administrative mentoring and coaching program accounted for the changes. One of the sub-questions in this study is the following: What accounts for the change in understanding own strengths and weaknesses between T1 and T2?

As Figures 20, 21 and 22 indicate, all three mentees improved in the skill dimension pertaining to understanding their own strengths and weaknesses according to a comparison of the NASSP assessment results. The data also show that the three mentees discussed this skill dimension with their mentor coaches during the mentoring and coaching program. CYellow was the only mentor coach not to allude to this in his reflection log. The researcher did not see any evidence of this skill dimension during the shadowing time.

The data indicate that when the mentor coaches were asked of the 10 skill dimensions, which one or ones did they feel that their mentee experienced the most change during the 2006-2007 school year, COrange and CYellow stated strengths and weaknesses. COrange immediately stated, "Strengths and weaknesses especially in regards to her change in requirements upon her professionally. She's moved into a different environment. She has a skill set. She's applied them successfully in the past, but now it's in a different mode. That's as I said that's where most of her questions, most of our discussion, the feedback that she wanted" (CO/I/26). Again, principals often have a need to understand the role that they are in, better known in the literature review as understanding role clarification.

COrange's mentee, CBlue described how he helped her to understand her strengths and weaknesses. She explained that she is the only high school principal in her school system. She stated, "Just to talk about them. Once you talk about where you think you're failing and you know that with your superintendent. But you also know your superintendent is evaluating you." She went on to explain that her mentor coach was an "automatic colleague" whom she could complain to and talk to. He would talk to her and get her to create an action plan for particular problems. Her comments allude to a common theme in the literature pertaining to mentoring and coaching programs which is reducing isolation. MBlue's discussions with her mentor coach not only helped her to better understand her own strengths and weaknesses, but they also enabled her to not feel so isolated in a principalship with roles unfamiliar to her. The data also indicate that MBlue stated that the VASSP program helped her to articulate what her needs were as well as her strengths and weaknesses.

The data indicate that the characteristics of MViolet's mentor coach, CPink had an impact on MViolet's ability to understand his own strengths and weaknesses. MViolet explained that this occurred because CPink was very involved in what he was doing at his school. As mentioned earlier, CPink would walk around the building, sometimes alone, and talk to staff. He also attended meetings. MViolet explained that this could occur because he was a central office administrator; therefore, it was easier for him to go to his mentee's school to visit because he did not have to worry about leaving his own building.

The data indicate that one theme emerged pertaining to the history of the mentee which accounted for the improvement in understanding own strengths and weaknesses.

MBlue and MViolet indicated that their motivation had an impact on understanding their own strengths and weaknesses.

Figure 30 illustrates that there was a change in mentee behavior regarding understanding their own strengths and weaknesses. All three mentees experienced improvement in this area. A cross-case analysis of the data indicates that there were several variables that accounted for this change in leadership behavior.

As shown in Figure 30, one theme emerged pertaining to the history of the mentee which accounted for the changes in understanding his or her strengths and weaknesses. The motivation of the mentees accounted for the change.

As shown in Figure 30, two themes emerged pertaining to the characteristics of the mentor coaches which accounted for the changes in understanding his or her own strengths and weaknesses. The characteristics of the mentor coach including personal attributes and the type of mentor coach accounted for the change.

As shown in Figure 30, within the overall administrative mentoring and coaching program, the following themes were discussed: (a) understanding role clarification and (b) reducing isolation. Figure 30 is the conceptual framework for this particular change in leadership behavior.

History of the Mentee

This study revealed that the history of the mentee accounted for change in leadership behavior. As mentioned in the review of literature, the history of the mentee received no attention by researchers in the literature in terms of how it accounts for improvement in leadership behavior. The authors of books and journal articles alluded to the importance of emotional intelligence, motivation, and professional learning

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Figure 30. Conceptual framework for understanding own strengths and weaknesses

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┌────────────┐
│ Motivation │────┐
└────────────┘    │
              ┌─────────┐
              │ History │
              │   of    │──────────┐
              │ Mentee  │           \
              └─────────┘            \
┌────────────┐                        \
│  Personal  │                         \      ┌────────────────────┐
│ Attributes │────┐                     ▶│                    │
└────────────┘    │   ┌──────────────┐      │ Mentee Change in   │
              │   │ Characteristics│──────▶│ Leadership Behavior:│
┌────────────┐    │   │      of      │      │ Understanding Own   │
│  Types of  │    │   │   Mentor     │      │ Strengths and       │
│  Mentor    │────┘   │    Coach     │      │ Weaknesses          │
│  Coaches   │        └──────────────┘      │                    │
└────────────┘                               └────────────────────┘
                                                    ▲
┌──────────────┐                                   /
│ Understanding│                                  /
│     Role     │────┐                            /
│ Clarification│    │  ┌──────────────┐         /
└──────────────┘    │  │Administrative│────────┘
                │  │  Mentoring   │
┌──────────────┐    │  │  Coaching    │
│   Reducing   │────┘  │   Program    │
│   Isolation  │       └──────────────┘
└──────────────┘
```
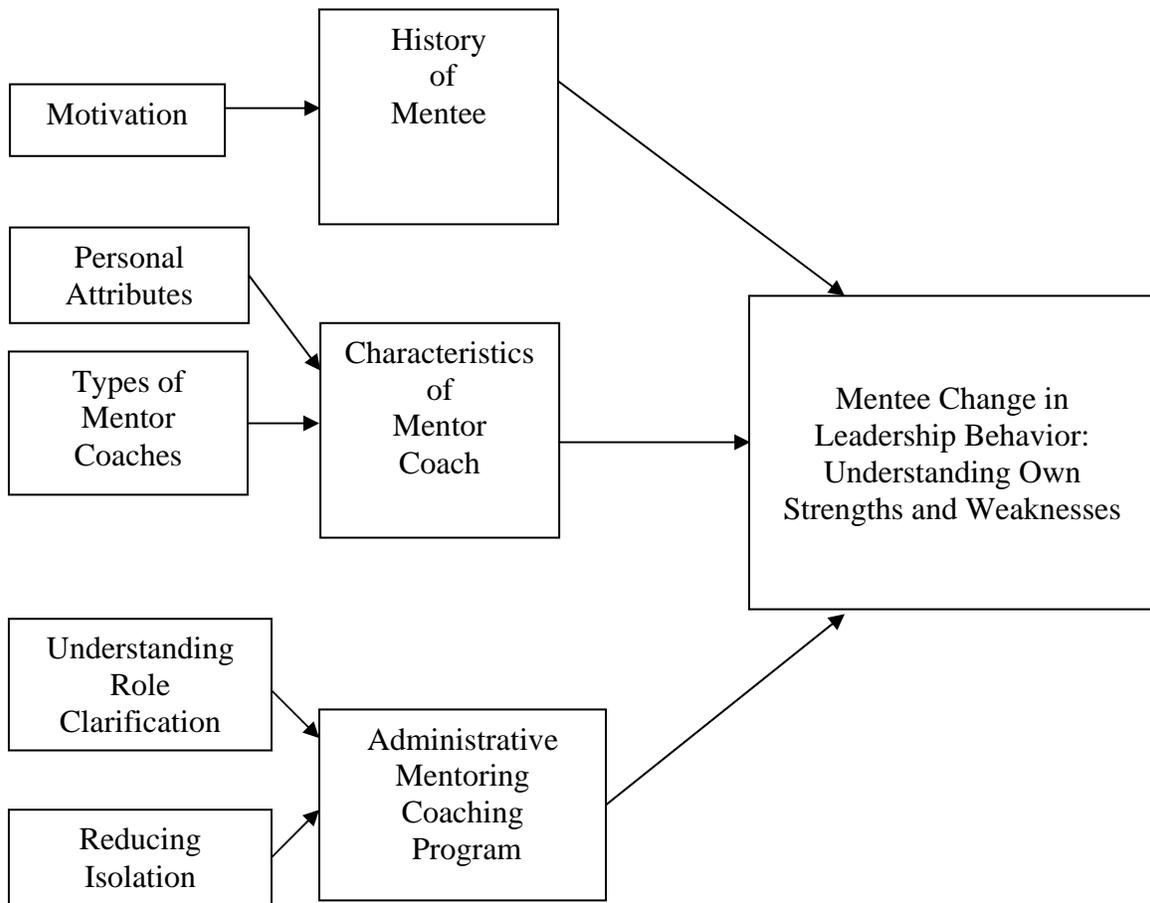
 opportunities when it comes to leadership; however, it did not mention specifically how they may account for changes in leadership behavior in specific areas of leadership. This study revealed that the history of the mentee accounted for improvement in six of the ten leadership skill dimensions in tandem with the administrative mentoring and coaching program and/or the characteristics of the mentor coach. The emotional intelligence, motivation, and professional learning activities comprised the history of the mentee which accounted for the mentees' changes in leadership behavior.

This study revealed that emotional intelligence accounted for improvement in the following leadership skill dimensions: (a) setting leadership direction, (b) teamwork, (c) sensitivity, and (d) developing others. These data indicate that MViolet's emotional intelligence accounted for his improvement in setting leadership direction. His mentor coach explained that MViolet's emotional intelligence impacted this particular skill dimension the most (CP/I/32). These data indicate that MBlue's emotional intelligence accounted for improvement in teamwork. According to the data for all three mentees, emotional intelligence was a variable that affected their change in leadership behavior pertaining to sensitivity and developing others.

This study revealed that motivation accounted for improvement in the following leadership skill dimensions: (a) setting leadership direction, (b) teamwork, (c) organizational ability, (d) results orientation, (e) developing others, and (f) understanding own strengths and weaknesses. These data indicate that the motivation of all three mentees accounted for improvement in setting leadership direction, organizational ability, and the development of others. In the interviews, MBlue and MGreen mentioned that motivation was a factor in their ability to strive for teamwork at their schools. During the interview when MBlue's mentor coach was asked about her motivation on the job as a high school principal, he explained that she was motivated to get her students and staff to be successful (CO/I/22). She was interested in their results and not in herself. Finally, MBlue and MViolet indicated that their motivation had an impact on understanding their own strengths and weaknesses.

This study revealed that professional learning opportunities accounted for improvement in the following leadership skill dimensions: (a) setting leadership

direction, (b) teamwork, and (c) results orientation. The data indicate that professional learning opportunities accounted for improvement in these three leadership skill dimensions for MBlue. Professional learning opportunities accounted for improvement in teamwork and team leadership for MViolet. His mentor coach stated that professional learning activities helped him with team leadership (CP/I/24).

Characteristics of the Mentor Coach

This study revealed that characteristics of the mentor coach account for improvement in leadership behavior on the part of his or her mentee. The characteristics of the mentor coach work in tandem with the mentoring and coaching program as well as what the mentee contributes to the relationship in terms of his or her history.

The personal attributes and types of mentor coaches comprised the characteristics of the mentor coaches which accounted for changes in leadership behavior of the mentees. The personal attributes of the mentor coach accounted for improvement in the following leadership skill dimensions with the mentees: (a) setting leadership direction, (b) teamwork, and (c) understanding own strengths and weaknesses. The data indicate that one of the specific personal attributes mentioned that improved setting leadership direction was knowledge of athletics.

The type of mentor coach accounted for improvement in understanding own strengths and weaknesses for MViolet. His mentor coach MPink worked in a central office in a different school system and had the ability to visit MViolet's high school frequently and was very visible and engaged with staff during visitations. The literature would describe MPink as a primary mentor coach meaning that he provides the mentee with a wide scope of assistance and in-depth mentoring and coaching in professional,

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career, and personal matters (Crow & Matthews, 1998). As stated earlier, MPink discussed school matters with his mentee and encouraged him to look toward advancing his career.

Administrative Mentoring and Coaching Program

The interaction between the mentor coach and the mentee in these areas accounted for change in leadership behavior: (a) pairing of dyads, (b) time management, (c) understanding role clarification, (d) reducing isolation, (e) converting theory into practice, (f) data use and analysis, (g) crisis/community issues, (h) rejuvenation, (i) delegation, (j) athletics, and (k) instruction. The literature did not reveal that dyads discussed the following themes: (a) data use and analysis, (b) crisis/community issues, (c) rejuvenation, (d) delegation, (e) athletics, and (f) instruction. However, the dyads in this study did discuss them, some at great length. The literature revealed that dyads spent time on realizing socialization and networking; however, these themes did not emerge during this study.

Figure 31 is the conceptual framework that illustrates the findings of this collective case study on mentee change in leadership behavior during a formal mentoring and coaching program in Virginia. Overall, there was change in leadership behavior because of the history of the mentee, the characteristics of the mentor coach, and the administrative mentoring and coaching program. The framework illustrates the themes that affected the change regarding these three major components. In addition, the framework illustrates three leadership skill dimensions in bold print that are separate but yet account for change in leadership behavior with the mentees. The researcher

Figure 31. Conceptual framework of collective case study on mentee change in leadership behavior

Emotional Intelligence

Motivation

Professional Learning Opportunities

History of Mentee

Judgment

Personal Attributes

Types of Mentor Coaches

Characteristics of Mentor Coach

Mentee Change in Leadership Behavior

Pairing of dyads

Instruction

Athletics

Teamwork

Organizational Ability

Time Management

Understanding Role Clarification

Administrative Coaching Mentoring Program

Delegation

Reducing Isolation

Converting Theory into Practice

Refresh

Day-to-Day Issues

Crisis/Community Issues

Data Use/Analysis

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concluded that judgment, teamwork, and organizational ability work in tandem with one another and with the other components in the framework to improve leadership behavior.

Implications for Practice

Based upon the findings of this study, the researcher suggests the following practical implications:

1. Administrative mentoring and coaching programs must continue and be expanded to all school divisions, so high school principals experience improvement in leadership skills. This study revealed that the three mentees who participated in the formal mentoring and coaching program experienced improvement in eight of the ten leadership skill dimensions identified by NASSP. The mentoring and coaching program accounted for change in leadership behavior, meaning improvement, in eight of these leadership skill dimensions. Mentoring and coaching programs such as the one in Virginia must continue because they have an impact on the leadership skills of high school principals.

2. Formal mentoring and coaching programs need to devote more time to communication skills to include oral, written, and non-verbal. Perhaps these communication skills have not been stressed because people assume that anyone chosen to be a principal would have to have these skills going into the job; furthermore, because we are in the age of accountability, perhaps this has been overlooked because school leaders are devoting so much time to all areas pertaining to high-stakes testing.

3. In the future, all mentor coaches need to be trained on the following very specific topics that high school principals need to discuss: (a) time management, (b) delegation, (c) crisis/community issues, and (d) data use and analysis. This study revealed these themes accounted for change in leadership behavior for the mentees because they discussed them with their mentor coaches. Mentor coaches need to know that mentees are clamoring for help, guidance, or just a good listener regarding these needs. It would be prudent for the mentor coaches to bring these topics up very early in the relationship.

4. All school systems need to provide new high school principals with a mentor coach and expand the programs to include elementary and middle school principals. CYellow stated in his interview when asked what his opinion was of the VASSP mentoring and coaching program, "I would love to see it become a formal program that's funded and available to really all administrators at least building level principals K-12. It should not just be for high school. We've got building principals at the middle and elementary level that need just as much assistance" (CY/I/27). Of course, an organization like VASSP only deals with secondary schools; therefore, the possible onus of expanding a mentoring and coaching program such as the one in this study to include elementary principals would not fall on them.

5. If school systems expand administrative mentoring and coaching programs, they should bring in retirees who once served as building principals to implement the programs. In fact, while talking about expanding the program, CYellow mentioned that perhaps retirees could devote time to expand mentoring and

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coaching programs; his first year of retirement was the year after the mentoring and coaching program. He added, "As a retired principal, would I be interested in doing something like this? See this would be right up my alley" (CY/I/35). CYellow stated, "I'm in the best position perhaps to assist somebody, but it's hard for me to assist them when I'm trying to run my own building. I know that there are programs out there where retired teachers, principals, etc. are doing the work" (CY/I/28). If this were to happen, it would be prudent to have retirees be the mentor coaches to mentees at the level in which they served. For example, a high school principal retiree would be a mentor coach to a current high school principal.

6. If school systems expand administrative mentoring and coaching programs, they should involve central office personnel who once served as building principals to serve as mentor coaches. As mentioned in this study, CPink was a central office administrator during the year that he had spent mentoring and coaching his mentee. It was revealed that he could spend a lot of time with his mentee because he did not have the problem of breaking away from his own building. CYellow explained in his interview that high school principals in small schools find it to be quite a burden to leave their buildings because they do not have assistant principals to take over in their absence. If this were to happen, it would be prudent to have central office personnel be the mentor coaches to mentees at the level in which they served. For example, a central office administrator who was a high school principal would be a mentor coach to a current high school principal.

7. All high school principals new to the position need immediate training on athletics as they pertain to their school, their athletic district and region, and the league that governs their state in terms of policies, procedures, and eligibility of athletes. This study revealed that one of the mentees, CBlue, had many questions for her mentor coach that pertained to athletics because she was appointed a high school principal after serving as an elementary principal. She did not know exactly how to deal with the athletic director at her school or how things ran within her athletic district. School systems must be cognizant of this and not make the assumption that new principals are knowledgeable about athletics, a topic that is never taught in educational administration and supervision courses. In terms of community issues and politics, it is imperative that all high school principals have a working knowledge of athletics. Because of the formal and mentoring coaching program in this study, one mentee obtained the knowledge that she desperately needed from her mentor coach.

8. School systems need to offer professional learning opportunities that focus on leadership skills and encourage all school leaders to take advantage of them. In this study, professional learning opportunities of mentees accounted for improvement in behavior for three of the leadership skill dimensions. School systems must have staff development departments that provide school leaders with opportunities to learn. Also, they must encourage school leaders to attend conferences and take graduate classes. School leaders must be life-long learners.

9. School systems need to offer professional learning opportunities that focus specifically on emotional intelligence for school leaders because this study

revealed that it does account for improvement in leadership behavior. This study supported what the literature had revealed. Bloom et al. stated that emotional intelligence is essential to school leadership but is neglected as an area of focus in professional development programs (2005).

10. A formal mentoring and coaching program for principals needs to be expanded to two years. One year is not enough time to implement everything that the mentor coach learned in the training, establish a rapport with the mentee, and reach all of the goals that the mentee desires as he or she focuses on student achievement. During the interview when asked if the VASSP training was adequate, one of the mentor coaches, CPink, replied, "It was more then adequate. Adequate to me means you just meet the bar. Just enough to say you did it. It was beyond that. The only thing we didn't have is time to implement it all" (CP/I/45). Extending the mentoring and coaching relationship of the dyad by one year could further strengthen the leadership skills of the mentee.

Recommendations for Future Research

1. It is recommended that research be done on principals who have served in the position for several years and are wondering if they are being effective and/or should remain in the position. It is recommended that administrators within school systems decide which principals would benefit from a mid-career mentoring and coaching relationship with another principal. A study could then be done which examines the dyads.

2. It is recommended that a follow-up study be done on mentees who had participated in a formal mentoring and coaching program to see if the mentoring and coaching process had any long-term benefits.

3. It is recommended that a study be done to determine the effect the mentoring and coaching process has on the mentor coach. Whether it is the scenario described in the first recommendation or dyads similar to the one in this study, the researcher recommends that research be done to study the effects that a mentoring and coaching program has on the mentor coach. The purpose of the study would be to determine if the mentor coach's leadership skills improve because of the mentoring and coaching program and relationship with his or her mentee. The epilogue in this dissertation alludes to the role reversal that the researcher experienced during the same mentoring and coaching experience in Virginia.

4. It is recommended that research be done on the effectiveness of mentor coaches who are currently principals running a building as opposed to mentor coaches who are either retired or serving in central office positions. The purpose of the study would be to determine if mentees benefit more from one or the other.

5. It is recommended that trainers include emotional intelligence, motivation, and professional learning opportunities in their dialogs with emerging and existing school leaders.

6. It is recommended that research be done on at least two mentoring and

   coaching programs going on simultaneously to determine the effectiveness of

   one over the other based on the training that the mentor coaches received.

Concluding Statements

The findings in this collective case study led the researcher to conclude that the

mentees who participated in the formal mentoring and coaching program during the

2006-2007 school year did experience change in leadership behavior in the form of

improvement in eight of the ten leadership skill dimensions identified by NASSP which

are closely related to the standards endorsed by ISLLC. The variables that accounted for

the changes in leadership behavior fell under the following three main areas of study: (a)

history of mentee, (b) characteristics of the mentor coach, and (c) the administrative

mentoring and coaching program. The history of the mentee and many variables

pertaining to the formal program accounted for the most changes. The results of the study

indicate that the actual mentoring and coaching program did account for much of the

improvement in leadership skills that the mentees experienced; however, the emotional

intelligence, motivation, and professional learning opportunities that the mentee

experienced during the same year as the program contribute to the changes as well. None

of the variables in isolation accounted for changes in leadership behavior. Instead, they

worked in tandem with one another.

Because the high school principals in this study improved their leadership skills in

large part because of the formal mentoring and coaching program, it is imperative that

organizations like VASSP and NASSP continue to forge ahead with the development of

such programs across the nation. High school principals, everywhere, need mentoring and

coaching because school districts nationwide are finding it harder to hold on to principals as standards get tougher and the list of demands from state and federal governments gets longer (Hill & Banta, 2008). For example currently there is a proposal on the desk of Virginia's governor whereby high schools would have to meet a graduation-rate benchmark in addition to benchmarks for high-stakes testing to receive state accreditation and avoid repercussions (Meola, 2008). In Texas, high turnover is particularly apparent in high schools where 61% of principals leave their schools or the field within three years, and by the fifth year, the figure jumps to 76% (Hill & Banta, 2008). Therefore, it is encouraging that on November 15, 2007, the House Education and Labor Committee approved a bill to reauthorize the Higher Education Act (HEA). These funds will be used to develop and implement initiatives to promote the retention of highly qualified teachers and principals, including programs that provide teacher or principal mentoring from exemplary teachers and principals ("Bill Provides Enhanced Principal and Teacher Preparation and Development," 2008). This study indicates that the funds will be well-spent.

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EPILOGUE

During the last week of April at a large, comprehensive high school, all teachers and students were focused on review and remediation for the state-mandated, high stakes tests that were only three weeks away. The principal, who is the instructional leader, prepared the staff, students, and community for this all year. Students were using their school-issued laptop computers to take practice tests in preparation for the real tests which were all going to be taken online for the first time.

One day during this busy week, a substitute teacher told her students to pack up at the end of the first instructional block. Within minutes, everyone, including the substitute teacher, started to cough. Their eyes were watering, and their throats hurt. The substitute ran to the teacher in the classroom next door and asked her to help. The teacher went into the substitute's room to see what was wrong, and she, too, got instantly ill. By this time, everyone was complaining of terrible headaches. Within minutes, approximately 100 fire, police, and HAZMAT were on the scene. Triage was in place. It was the first time in the history of the county that police and fire set up an incident command post together. The director of public information for the school district arrived and stayed on a street next to the campus with the press. Helicopters were flying over the school, and the principal, the instructional leader, faced the most difficult day of her career, on her campus, with no assistance from anyone other than her staff.

Because it was a campus-style school, the problem was confined to one building, so the principal put the rest of the campus on lockdown. Students used their laptops to watch the local and national coverage of their school. They text-messaged their parents. The principal sent two emergency phone-automated calls to all homes to inform them of

what was happening and that only one building was affected; however, soon, parents began to embark on the school, and the police had to shut down one lane of traffic on a very busy street in front of the school. Two teachers and 15 students were transported to four hospitals by ambulance because a student emitted pepper spray in the classroom. It took several hours and a school investigation to discover exactly what had happened. At one point, high-ranking officers from both fire and police were sitting at the conference table in the principal's office. When her phone rang, she answered it to find that it was her mentee, the person whom she enjoyed mentoring and coaching all year. He cheerfully said, "Hey, how are you?" He did not have his TV on at school, and had no idea what was happening at his mentor coach's school. When she alluded to a problem and told him that it was on TV, he said, "Keep your chin up." That brief conversation and those final words wiped away the feelings of loneliness and anxiety that the principal felt for hours. It was all because of a mentor coach/mentee relationship that started in August as a result of a formal mentoring and coaching program in Virginia.

APPENDIX A

Interview Protocol for Mentees

Part I – General Information

1. What is your name?

2. What is the name of your school?

3. How many years have you been an educator?

4. How many years have you been an administrator?

       a. Administrative intern?
       b. Assistant Principal?

5. How many years have you been a high school principal?

6. Have all of those years been at this school? If not, where were the other years served?

Part II – Mentoring/coaching relationship and program

Think of the mentor that VASSP assigned to you during the 2006-2007 school year. Tell me about the mentoring and coaching experience with that person.

1. How would you describe your mentor coach in terms of personal attributes?

2. A mentor coach and a mentee, together, are called a dyad. How would you describe your dyad? Please describe the relationship.

3. In what ways did you and your mentor coach communicate?

4. How often did you and your mentor coach communicate?

5. What did you and your mentor coach discuss pertaining to setting leadership direction in your school?

6. Did any of your discussions regarding leadership pertain to teamwork and your role in team leadership?

       a. If so, can you describe these discussions?
       b. If not, can you tell me why you did not discuss teamwork?

7. What did you and your mentor coach discuss regarding sensitivity and how it pertains to your job as a principal?

8. What kinds of strategies did you and your mentor coach discuss regarding organizational ability?

9. Do you think that any of the discussions that you had with your mentor coach helped you to improve your judgment as a principal?

    a. If so, what did you discuss?
    b. If not, are there any other factors that may have led to improved judgment for you as a principal?
    c. In what areas do you think that your judgment may have improved?

10. What did you and your mentor coach discuss in terms of results orientation?

11. Do you think that any of the discussions that you had with your mentor coach helped you to improve your oral communication skills?

    a. Your written communication skills?

12. Did you and your mentor coach discuss ways in which you can assist in the development of others?

    a. If so, what did you discuss?
    b. If not, what are your general thoughts about this?

13. What professional learning opportunities did you experience last school year?
    a. Of all the professional learning opportunities that you had last year, which ones, if any, do you think helped you to improve any of the 10 leadership skill dimensions?
    b. Please describe how it helped a particular leadership skill dimension.

14. Describe how your work with your mentor coach helped you to understand your strengths and weaknesses.

    a. Would you describe your emotional intelligence, meaning the manner in which you regulate your feelings, interactions, and communication, as a strength or weakness as it pertains to your role as a principal?
    b. How would you describe your emotional intelligence on the job?
    c. Do you think that your emotional intelligence had any bearing on any of the 10 leadership skill dimensions that we have been discussing and that were also in the NASSP 360 self and observer assessment?
        i. If so, what impact did your emotional intelligence have on a specific leadership skill dimension?
    d. Have you done anything to change your emotional intelligence in any way last school year?

15. Of all of the discussions that you had with your mentor coach, which one was the most memorable and why?

16. What is your opinion of the VASSP mentoring and coaching program?

    a. In what way did the program help you the most?

17. How would you describe your motivation on the job as a high school principal?

18. Do you think that your motivation has had any impact or bearing on the 10 leadership skill dimensions that we have been discussing?

    a. If so, which ones and how did it impact them?
    b. In what ways has your motivation led to a change in your leadership behavior?

Part III – Conclusion of Interview

1. Of the 10 leadership skill dimensions that we just discussed, which one or ones do you feel that you experienced the most change during the 2006-2007 school year?

    a. What was the single-most factor that led to this change or changes?

2. Do you think that the VASSP Mentoring and Coaching program was a worthwhile experience for you last year?

    a. If so, why?
    b. If not, why?

3. Are you and your mentor coach continuing the mentoring and coaching relationship this year?

APPENDIX B

Interview Protocol for Mentor Coaches

Part I – General Information

1. What is your name?

2. What is the name of your school?

3. How many years have you been an educator?

4. How many years have you been an administrator?

     a. Administrative Intern?
     b. Assistant Principal?

5. How many years have you been a high school principal?

6. Have all of those years been at this school? If not, where were the other years served?

Part II – Mentoring/coaching relationship and program

Think of the mentee that VASSP assigned to you during the 2006-2007 school year. Tell me about the experience that you had mentoring and coaching that person.

1. A mentor coach and a mentee, together, are called a dyad. How would you describe your dyad?

2. In what ways did you and your mentee communicate?

3. How often did you and your mentee communicate?

4. What did you and your mentee discuss pertaining to your mentee setting leadership direction in his/her school?

5. Did any of your discussions regarding leadership pertain to teamwork and your mentee's role in team leadership?

     a. If so, can you describe these discussions?
     b. If not, can you tell me why the two of you did not discuss teamwork?

6. What did you and your mentee discuss regarding sensitivity and how it pertains to the mentee's job as a principal?

7. What kinds of strategies did you discuss with your mentee regarding organizational ability?

8. Do you think that any of the discussions that you had with your mentee helped him/her to improve his/her judgment as a principal?

    a. If so, what did you discuss?
    b. If not, are there any other factors that may have led to improved judgment on the part of our mentee?
    c. Based on the discussions that you had with your mentee, in what areas do you think that his/her judgment may have improved?

9. What did you and your mentee discuss in terms of results orientation?

10. Do you think that any of the discussions that you had with your mentee helped he/she to improve his/her oral communication skills?

    a. His/her written communication skills?

11. Did you and your mentee discuss ways in which your mentee can assist in the development of others?

    a. If so, what did you discuss?

12. Did you and your mentee discuss any professional learning opportunities that the mentee may have experienced last year?

    a. If so, what were they?
    b. Please describe how it helped the mentee in a particular skill dimension.

13. Describe how your work with your mentee helped him/her to understand his/her strengths and weaknesses.

    a. Would you describe your mentee's emotional intelligence, meaning the manner in which he or she regulates his or her feelings, interactions, and communication, as a strength or a weakness as it pertains to his or her role as a principal?
    b. How would you describe your mentee's emotional intelligence on the job?
    c. Do you think that the emotional intelligence of your mentee had any bearing on any of the 10 leadership skill dimensions that we have just discussed and that were also in the NASSP 360 self and observer assessment?
        i. If so, what impact did your mentee's emotional intelligence have on a specific leadership skill dimension?
        ii. Had your mentee done anything to change his/her emotional intelligence in any way last school year?

14. Of all of the discussions that you had with your mentee, which one was the most memorable and why?

15. What is your opinion of the VASSP mentoring and coaching program?

    a. In what way did the program help your mentee the most?

16. How would you describe your mentee's motivation on the job as a high school principal?

III – Characteristics of the Mentor Coach

Now let's talk about you for a few moments.

1. Describe the personal attributes that made you an effective mentor coach in the VASSP program?

2. In your own words, describe your role as a mentor coach to your mentee.

3. Describe the training that you received in the VASSP mentoring and coaching program that prepared you for the role of a mentor coach to another high school principal.

    a. Give me your opinion as to whether or not the training was adequate.

IV – Conclusion of Interview

1. Of the 10 leadership skill dimensions that we just discussed, which one or ones do you feel that your mentee experienced the most change during the 2006-2007 school year?

    a. Based on the discussions that you had with your mentee, what was the single-most factor that led to this change or changes?

2. Do you think that the VASSP Mentoring and Coaching program was a worthwhile experience for your mentee last year?

    a. If so, why?
    b. If not, why?

3. Are you and your mentee continuing the mentoring and coaching relationship this year?

APPENDIX C

Color: **Mentee Shadowing Protocol**

Skill Dimensions	Comments
Setting Leadership Direction	
Teamwork	
Sensitivity	
Organizational Ability	
Judgment	
Results Orientation	
Oral Communication	
Written Communication	
Developing Others	
Understanding Own Strengths And Weaknesses	

APPENDIX D

Color: **Mentor Coach Reflection Log Protocol**

Skill Dimensions	Comments
Setting Leadership Direction	
Teamwork	
Sensitivity	
Organizational Ability	
Judgment	
Results Orientation	
Oral Communication	
Written Communication	
Developing Others	
Understanding Own Strengths And Weaknesses	

Other skills discussed:

Telephone Recruitment Script
Gwen E. Miller
A Cross-case Analysis of Mentee Change in Leadership Behavior during a Mentoring
and Coaching Program in Virginia

Script when calling a mentee

When I call a high school principal to invite him or her to participate in my study, I would like the conversation to flow and to be friendly. The following are points that I want to discuss or explain in the order that I prefer; however, I cannot write a script that includes the everyday niceties.

Good morning or good afternoon, my name is Gwen Miller and I am currently a doctoral candidate at VA Tech where I am preparing to conduct a study on mentee change in leadership behavior during a mentoring and coaching program that was conducted with the help of VASSP last year. I am also a high school principal in Virginia and truly appreciate your taking the time to speak to me today. I know how busy you are! It's my understanding that you were a mentee in the program titled, The Administrative Coaching Program: NGA School Principals, Mentors and Coaches, last year. Am I correct?

I was also involved in the program last year, and during one of our sessions Randy Barrack alluded to my decision to write my dissertation on an aspect of the program. At that time, I wasn't sure what to concentrate on because I hadn't begun my research yet, but now I know that I want to focus on what accounts for the change of leadership behavior of the mentees chosen for the study in terms of the ten skill dimensions that are on the NASSP 360 Self and Observer Assessment. I have chosen you as a possible participant in the study because according to VASSP, you took the assessment last year. Do you recall taking this?

Well, what I would like to do as a part of the study is to have you take the NASSP 360 Self and Observer Assessment again. NASSP told me that they would pay for you to take it again. Then, with your permission and consent, I would like to compare the results from last year to this year to examine the growth in the 10 skill dimensions. Of course, you would get to see the results as well, which, as you know, could be of benefit to you. Finally, I would like to come to your school to conduct a 90 minute interview with you because I want to also find in my study what accounts for the change in leadership behavior. With your permission, I will tape record the interview and have it transcribed so I can analyze the data. I am very excited about coming to your school to do this. I would also like to shadow you for approximately two hours to give me an opportunity to take any field notes. Of course, as a high school principal, I love visiting other high schools.

Please know up front, that if you choose to participate, I will never use your name or the name of your school in any way in anything that I write pertaining to the study. And of course, I will have a consent form for you to sign as well.

I am planning on color-coding everything, so anything with your name on it will be blackened, and your code name, such as Mr. Green, will be written instead. Your real name along with your code name will be locked in a file drawer in my home until the study is complete.

After I complete and defend my dissertation, write any articles or papers on the topic, and/or present any papers on it, I will destroy all tapes and data.

So, would you be interested in participating in the study? Again, you would just need to take the NASSP 360 again and choose a date and time when I may come to your school to interview you and shadow you.

APPENDIX F

Telephone Recruitment Script
Gwen E. Miller
A Cross-case Analysis of Mentee Change in Leadership Behavior during a Mentoring
and Coaching Program in Virginia

Script when calling a mentor coach

When I call a high school principal to invite him or her to participate in my study, I would like the conversation to flow and to be friendly. The following are points that I want to discuss or explain in the order that I prefer; however, I cannot write a script that includes the everyday niceties.

Good morning or good afternoon, my name is Gwen Miller and I am currently a doctoral candidate at VA Tech where I am preparing to conduct a study on mentee change in leadership behavior during a mentoring and coaching program that was conducted with the help of VASSP last year. I am also a high school principal in Virginia and truly appreciate your taking the time to speak to me today. I know how busy you are! It's my understanding that you were a mentor coach in the program titled, The Administrative Coaching Program: NGA School Principals, Mentors and Coaches, last year. Am I correct?

I was also involved in the program last year, and during one of our sessions Randy Barrack alluded to my decision to write my dissertation on an aspect of the program. At that time, I wasn't sure what to concentrate on because I hadn't begun my research yet, but now I know that I want to focus on what accounts for the change of leadership behavior of the mentees chosen for the study in terms of the ten skill dimensions that are on the NASSP 360 Self and Observer Assessment. I have chosen you as a possible participant in the study so I can ask you questions regarding you as a mentor coach, your mentee, and your mentor coach/mentee relationship.

With your permission and consent, I would like to come to your school to conduct a 90-minute interview. With your permission, I will tape record the interview and have it transcribed so I can analyze the data. I am very excited about coming to your school to do this. Are you agreeable to this?

Also, if I have your permission, I would like to go to the VASSP office and read your reflection log and record any notes. Do you recall turning in your log to Mike Newman with VASSP? If you didn't have an opportunity to do this, do you have the reflection log, and if so, would you be willing to give it to me to read and record notes? I could do this while I visit your school, or I could hand deliver it to the VASSP office, turn it in, and do it there. Are you agreeable to permitting me to read the log and record notes?

Please know up front, that if you choose to participate, I will never use your name or the name of your school in any way in anything that I write pertaining to the study. And of course, I will have a consent form for you to sign as well.

I am planning on color-coding everything, so anything with your name on it will be blackened, and your code name, such as Mr. Green, will be written instead. Your real name along with your code name will be locked in a file drawer in my home until the study is complete.

After I complete and defend my dissertation, write any articles or papers on the topic, and/or present any papers on it, I will destroy all tapes and data.

Thank you so much.

APPENDIX G

Virginia Polytechnic Institute and State University

Informed Consent for Participants

In Research Projects Involving Human Subjects

Title of Project: A Cross-case Analysis of Mentee Change in Leadership Behavior

During a Mentoring and Coaching Program in Virginia

Investigator (s):   Gwen E. Miller, Travis W. Twiford (faculty advisor)

I.   Purpose of this Research Project

The purpose of this study is to determine in what ways did the mentees' behavior

change during the formal mentoring and coaching program conducted during the 2006-

2007 school year in Virginia and what accounted for the change(s). Information obtained

in this study pertaining to a formal mentoring and coaching program and whether or not it

changed the leadership behavior of mentees can be used to develop future mentoring and

coaching programs for high school principals.

This proposed qualitative study takes a collective case study approach that will

focus on collecting information regarding the leadership skills of high school principals

who had worked with a mentor coach during the 2006-2007 school year. This study will

involve three mentoring and coaching dyads from high schools in Virginia. The potential

participants are six high school principals who were involved in the formal mentoring

and coaching program titled, The Administrative Coaching Program: NGA School

Principals, Mentors and Coaches.

II.   Procedures

The procedures for this study include the NASSP 360 Self and Observer Assessment for the mentees, audio-taped interviews, recording of field notes during shadowing time with the mentees and examination of the reflection logs of the mentor coaches. If you are a mentee in the VASSP program titled, The Administrative Coaching Program: NGA School Principals, Mentors and Coaches, you will be asked to take the 2007/2008 NASSP 360 Self and Observer Assessment; NASSP has agreed to pay for this assessment. You will also be interviewed at your high school or at another location mutually agreed upon by you and the researcher; the interview will take approximately 90 minutes. Finally, the researcher would like to shadow you in your school for approximately two hours and record field notes.

If you are a mentor coach in the VASSP program, you will also be interviewed at your high school or at another location mutually agreed upon by you and the researcher for approximately 90 minutes. In addition, the researcher would like to examine your reflection log; you may have turned this in to VASSP.

All interviews will be audio-taped and will last for approximately 90 minutes. Upon completion of the interview, if clarification of any material is needed, you may be contacted for further explanation. The interview will be transcribed by a transcriber. Your name and the name of your school will be omitted from the transcription and properly coded. The researcher will mail you a copy of the transcript, and you will have the opportunity to review it and add hand-written comments to the contents.

III. Risks

There are no more than minimal risks involved in this study. There is the possibility that participants may be identified because of the position that they hold,

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the description of the high school where they work, and any prior knowledge on the

part of the reader of any written documents pertaining to the study of the mentees and

the mentor coaches' involvement in the VASSP mentoring and coaching program.

The researcher will never write the name of the principal and the name of the school

in any documents written about the study. Because the researcher will use

pseudonyms and never mention the names of the schools, the risk will be minimal,

but the possibility that the participant will be identified is always there.

IV.   Benefits

No promises or guarantees of benefits have been made to encourage you to

participate. Society will gain a new perspective regarding mentoring and coaching

programs for principals and what accounts for a change in leadership behavior for the

mentee during the one year of a mentor coach/mentee relationship. The mentees may find

it beneficial to take the NASSP 360 Self and Observer Assessment again and receive the

report. At the conclusion of the research project, participants may contact the investigator

for a summary of the research results.

V.   Extent of Anonymity and Confidentiality

Neither the name of you, the participant, nor the high school where you are employed

will be mentioned in the study. The researcher will use a pseudonym, which corresponds

to the color-coding being used with the data, in the presentation of the findings. The

researcher may use direct quotes in any document pertaining to the study; however, a

pseudonym will be used for the quote.

Audiotapes and transcripts of the interviews will remain in the possession of the

researcher with the exception of when being transcribed by a transcriber. Data will be

retained until the completion of the study and the defense of the dissertation, publication

of any associated papers, and the presentation of materials at conferences. All data will be

shredded and tapes will be destroyed at the culmination of the previously mentioned

activities. It is possible that the Institutional Review Board (IRB) may view this study's

collected data for auditing purposes. The IRB is responsible for the oversight of the

protection of human subjects involved in research.

VI.   Compensation

There is no monetary compensation for participation in this study.

VII.   Freedom to Withdraw

Your participation in this study is strictly voluntary, and, in no way, will your

participation or lack of participation influence your current position at this time or at any

time in the future. If you decide to be a participant in the study and then later want to

withdraws, that is your option and, again, in no way will you be penalized. You have the

right to withdraw from this process at any time. In addition, you are free to refuse to

answer any question in the interview process or to not participate in other aspects of the

study such as the taking of the NASSP 360 Self and Observer Assessment, permitting the

researcher to shadow you at your high school, and/or permitting the researcher to

examine reflection logs.

VIII.   Subject's Responsibilities

I voluntarily agree to participate in this study. I have the following responsibilities as

a mentee participating in the study:

- to take the 2007/2008 NASSP 360 Self and Observer Assessment

- to participate in a 90-minute, audio-taped interview

- to permit the researcher to shadow me for approximately two hours at my high school and record field notes

I have the following responsibilities as a mentor coach participating in the study:

- to participate in a 90-minute, audio-taped interview

 -to permit the researcher to examine my reflection log and record any notes

IX.   Subject's Permission

I have read the consent form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

_____   _____   _____

Subject name (Please print)   Subject signature   Date

Should I have any pertinent questions about this research or its conduct, and research subjects' rights, and whom to contact, I may contact:

Gwen E. Miller   804-756-5111/gwenmiller61@comcast.net

Investigator/researcher   Telephone/email

Travis Twiford   757-363-3930/ttwiford@vt.edu

Faculty Advisor   Telephone/email

David M. Moore   540-231-4991/moored@vt.edu

Chair, IRB   Telephone/email

Office of Research compliance

Research & Graduate Studies

The Informed Consent is valid from _____ to _____.

Subjects will receive a complete copy of the signed informed consent.

VirginiaTech

Office of Research Compliance
Institutional Review Board
2000 Kraft Drive, Suite 2000 (0497)
Blacksburg, Virginia 24061
540/231-4991 Fax 540/231-0959
e-mail moored@vt.edu
www.irb.vt.edu

FWA00000572(expires 1/20/2010)
IRB # Is IRB00000667

DATE: December 17, 2007

MEMORANDUM

TO: Travis W. Twiford
             Gwen Miller

FROM: David M. Moore

Approval date: 12/17/2007
Continuing Review Due Date:12/2/2008
Expiration Date: 12/16/2008

SUBJECT: **IRB Expedited Approval:**   "A Cross-Case Analysis of Mentee Change in Leadership
             Behavior During a Mentoring and Coaching Program in Virginia" , IRB # 07-635

This memo is regarding the above-mentioned protocol. The proposed research is eligible for
expedited review according to the specifications authorized by 45 CFR 46.110 and 21 CFR 56.110.
As Chair of the Virginia Tech Institutional Review Board, I have granted approval to the study for a
period of 12 months, effective December 17, 2007.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in previously approved human subject research
    activities to the IRB, including changes to your study forms, procedures and
    investigators, regardless of how minor. The proposed changes must not be initiated
    without IRB review and approval, except where necessary to eliminate apparent
    immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events
    involving risks or harms to human research subjects or others.
3. Report promptly to the IRB of the study's closing (i.e., data collecting and data
    analysis complete at Virginia Tech). If the study is to continue past the expiration
    date (listed above), investigators must submit a request for continuing
    review prior to the continuing review due date (listed above). It is the researcher's
    responsibility to obtained re-approval from the IRB before the study's expiration date.
4. If re-approval is not obtained (unless the study has been reported to the IRB as
    closed) prior to the expiration date, all activities involving human subjects and
    data analysis must cease immediately, except where necessary to eliminate
    apparent immediate hazards to the subjects.

Important:
If you are conducting **federally funded non-exempt research**, this approval letter must state that the
IRB has compared the OSP grant application and IRB application and found the documents to be
consistent. Otherwise, this approval letter is invalid for OSP to release funds. Visit our website at
http://www.irb.vt.edu/pages/newstudy.htm#OSP for further information.

cc: File

Invent the Future
VIRGINIA POLYTECHNIC INSTITUTE UNIVERSITY AND STATE UNIVERSITY
An equal opportunity, affirmative action institution

Virginia Polytechnic Institute and State University

Consent to Release 2006-2007 and 2007-2008

NASSP 21[st] Century School Leadership Skills

360 Self and Observer Assessment Reports

Title of Project: A Cross-case Analysis of Mentee Change in Leadership Behavior

During a Mentoring and Coaching Program in Virginia

Investigator (s):   Gwen E. Miller, Travis W. Twiford (faculty advisor)

The purpose of this form is to seek your consent to use your NASSP 360 Self and

Observer Assessment results from the 2006-2007 and 2007-2008 school years. The

following is from the telephone script that I had read to you when inviting you to

participate in my study:

I was also involved in the program last year, and during one of our sessions Randy Barrack alluded to my decision to write my dissertation on an aspect of the program. At that time, I wasn't sure what to concentrate on because I hadn't begun my research yet, but now I know that I want to focus on what accounts for the change of leadership behavior of the mentees chosen for the study in terms of the ten skill dimensions that are on the NASSP 360 Self and Observer Assessment. I have chosen you as a possible participant in the study because according to VASSP, you took the assessment last year. Do you recall taking this?

Well, what I would like to do as a part of the study is to have you take the NASSP 360 Self and Observer Assessment again. NASSP told me that they would pay for you to take it again. Then, with your permission and consent, I would like to compare the results from last year to this year to examine the growth in the 10 skill dimensions. Of course, you would get to see the results as well, which, as you know, could be of benefit to you. Finally, I would like to come to your school to conduct a 90 minute interview with you because I want to also find in my study what accounts for the change in leadership behavior. With your permission, I will tape record the interview and have it transcribed so I can analyze the data. I am very excited about coming to your school to do this. I would also like to shadow you for approximately two hours to give me an opportunity to take any field notes. Of course, as a high school principal, I love visiting other high schools.

According to NASSP, you have completed or are in the process of completing the 2007-2008 NASSP 360 Self and Observer Assessment; therefore, the researcher would like to secure a copy of your 2006-2007 and 2007-2008, 21st Century School Leadership Skills 360 Self and Observer Assessment Reports to use in her study.

Subject's Permission

I have read the consent form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

_____   _____   _____

Subject name (Please print)   Subject signature   Date

Should I have any pertinent questions about this research or its conduct, and research subjects' rights, and whom to contact, I may contact:

Gwen E. Miller   804-756-5111/gwenmiller61@comcast.net

Investigator/researcher   Telephone/email

Travis Twiford   757-363-3930/ttwiford@vt.edu

Faculty Advisor   Telephone/email

David M. Moore   540-231-4991/moored@vt.edu

Chair, IRB   Telephone/email

Office of Research compliance

Research & Graduate Studies

The Informed Consent is valid from _____ to _____.

Subjects will receive a complete copy of the signed informed consent.

APPENDIX J

Certificate of Completion

This certifies that

Gwen Miller

Has completed

Training in Human Subjects Protection

On the following topics:
Historical Basis for Regulating Human Subjects Research
The Belmont Report
Federal and Virginia Tech Regulatory Entities, Policies and Procedures

on

June 29, 2007

David Moore, IRB Chair