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Analysis of the Benefits of Being a Mentor in a Formal Induction Program

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ANALYSIS OF THE BENEFITS OF BEING A MENTOR

IN A FORMAL INDUCTION PROGRAM

by

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Doctor of Philosophy

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DEDICATION

To my father and mother

Joseph and Ann Fina

and

To my beloved family

Tom, Tommy, Joey and Mary Ann

with

Love and Affection

ACKNOWLEDGEMENTS

VITA

The author, Georgiann Fina McKenna is the daughter of Joseph and Ann Fina. She was born on March 25, 1941 in Chicago, Illinois.

Her elementary education was obtained from Queen of Angels Catholic Elementary School. Her secondary education was completed in 1959 at Alvernia High School in Chicago.

In May, 1984, Mrs. Fina McKenna graduated from Alverno College after having been a Dean's List student for three years. She later went to Loyola University to complete an M.A. in sociology in 1971. Mrs. Fina McKenna taught at the elementary, junior high, and senior high levels during the years from 1964-1974.

In 1978 she completed an M.Ed. in Administration and Supervision. She then became the principal of a Catholic elementary school. She later became a public school elementary principal in Clinton, Wisconsin. During these two principalships she became involved in the Ph.D. program at Loyola University.

Georgiann Fina McKenna is the author of one published curriculum guide entitled Lessons in Race Relations, Pflaum Publishers, 1964; "Program Prepares Parents for Screening," Wisconsin School News 41 (March, 1987), 8-9; and "Teaching Beyond the Classroom," Wisconsin School News 42 (August, 1987), 10-11.

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CHAPTER I

INTRODUCTION TO THE STUDY

Mentorship involves one of the oldest instructional models we
know--individualized instruction or tutoring. Individual instruction
goes back to the beginning of civilization. Socrates was a mentor to
Plato, Aristotle to Alexander the Great, and Saul to David.

While mentoring is not new, what is, is the recognition that
this ancient human practice is receiving in major business corpora-
tions, in nursing, higher education, public schools, etc. as a formal
component of career and human resource development.

Mentoring has become the subject of talk shows, business seminars,
journals and magazine articles. The listener or reader is told that
mentoring is the key to career and academic success, as well as a
necessary ingredient in psycho-social development (Merriam, 1983).[1]
Women are advised to find a mentor or to be one to another woman.
"The belief apparently is that everyone must have a mentor or become
one in order to develop fully and successfully" (Clawson, 1980).[2]
Having had a mentor has become associated with everything from--

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[1]Sharan Merriam, "Mentors and Proteges: A Critical Review of
the Literature," Adult Education Quarterly, 33 (Spring, 1983), p. 161.

[2]James Clawson, "Mentoring in Managerial Careers," in Work,
Family and the Career, ed. by Brooklyn Derr (New York: Praeger
Scientific, 1980), p. 144.

earning more money, better education and a greater likelihood of

following a career plan (Roche, 1979);[3] greater knowledge of both

technical and organizational aspects of business (Clawson, 1979);[4]

higher levels of productivity and performance of both mentors and

proteges (Dalton, Thompson, and Price, 1977);[5] to "self-actualization"

of scientists.[6] In fact, the interest in this topic has reached such

proportions that one author speaks of mentor "mania" (Fury, 1979).[7]

Since the application of the concept of mentoring to teacher

training at the University of British Columbia in 1978, it has become

a comprehensive and diversely used term. It can refer to any or all

of the following: (1) as a mode of improving the induction of new

teachers, (2) a way of providing leadership opportunities for career

teachers, (3) and/or as a part of a staff development plan, e.g.,

California Mentor Teacher Program. Across the nation and in varie-

ties of ways experienced teachers are serving as mentors not only to

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[3]Gerard R. Roche, "Much Ado About Mentors," Harvard Business Review, 57 (Jan.-Feb., 1979), p. 15.

[4]James Clawson, "Superior-Subordinate Relationships in Managerial Development," (unpublished D.B.A. dissertation, Harvard Business School, 1979), p.464.

[5]Gene W. Dalton, Paul H. Thompson and Raymond L. Price, "The Four Stages of Professional Careers--A New Look at Performance by Professionals," Organizational Dynamics, (Summer, 1977), pp. 19-42.

[6]Beverly Archer Rawles, "The Influence of a Mentor on the Level of Self-Actualization of American Scientists," (unpublished Ph.D. dissertation, Ohio State University, 1980), p. 171.

[7]Kenneth Fury, "Mentor Mania," Savvy, (Dec., 1979), p. 42.

beginning teachers, but also to colleagues. Anderson (1986), for

example, has identified four different types of mentors in order to

distinguish some division of labor among mentor roles.[8]

Following the numerous reports of the early 1980's on the state

of education in the United States, the mentor teacher program became

the subject of consideration as one way to reverse the decline in

educational excellence. In this context, the mentor teacher is

considered to be an exceptionally capable teacher who would assume

a guiding and assisting role with other teachers.

By May, 1984, the concept was under consideration in thirty-

three states and enacted into law in California, Florida, Tennessee,

and Utah.[9] All of these plans include programs for career stages and

some form of pay or pay incentives for rewarding outstanding teaching.

What is different about each of these programs is the role(s)

these experienced teachers play. Some master teachers are involved

in evaluation; some are not. Some are called mentors, others are not.

Some plans propose that in addition to teaching, master teachers

(mentors) should design teacher preparation programs, teach gifted

students, design and develop curriculum, conduct research projects,

etc. What most of these plans are in agreement with is former

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[8]G. Anderson, "Proposal for the Development of a Comprehensive
Program for Mentoring Beginning Teacher," (unpublished paper,
University of Minnesota, College of Education, Minneapolis, 1986),
p. 5.

[9]Sarah Taylor, "Mentors: Who Are They and What Are They
Doing?" Thrust, (May-June, 1986), p. 39.

Secretary Bell's idea that master teachers serve as mentors to less experienced teachers. As mentors, they would help initiate and assist beginning teachers by observing their teaching and providing suggestions for instructional and classroom management.[10]

Reflecting on the California program, its administrator Laura Wagner (1985) questions how usefully evaluations can be conducted, when the program goals are intangible and difficult to operationalize and the program is different in every site where it operates. Wagner warns, ". . . The Mentor Teacher Program may well become just another bright flash in the fast changing pan that brings educational reform proposals into the light."[11]

Because the word "mentor" is used in such a variety of contexts with very different operationalized definitions, it may just become that "flash" in a fast-changing educational pan and become like other innovations found in the cemetery of "great educational ideas" if its scope is not reconceptualized and researched within specific contexts. The purpose of this research is to do just that by looking at a recent educational catch-me-all-term (mentor) within a formal induction program in order to clarify what that term might really mean, what

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[10]"Bell Asks States and Local Schools to Reward Master Teachers," Phi Delta Kappan, 64 (March, 1983), p. 518.

[11]Laura Wagner, "Evaluation Issues in California's Mentor Teacher Program: Where Can We Go From Here?" (paper presented at the American Educational Research Association Annual Meeting, Chicago, 1985), p. 9.

benefits accrue to the mentor and if the mentor's effectiveness in the classroom is affected in the process.

An Historical Perspective

Mentoring as a success story has a long history beginning with the decision of Odysseus to entrust the education and development of his son to the wisdom of a learned man named in mythology "Mentor."

Telemachus' education was not confined to that of intellectual pursuits. His education was to include every facet of his life-- physical, intellectual, social, moral, and spiritual. Mentor was a teacher, coach, task-master, confidant, counselor, and friend. The relationship between Mentor and Telemachus was characterized by high levels of trust and affection.

The mentor's task was to help his young protege grow in wisdom even if it was difficult to show him at times the error of his ways. As Clawson states, "It was the qualities of the relationship between these two men that made it an effective developmental experience."[12] Thus, the first mentor was an older, more experienced, and trusted individual who took an active interest in developing a younger person in every facet of his life and career. The first mentor-protege rela- tionship had high levels of mutual respect, trust, and affection--all of which contributed to the mutual commitment to the relationship.[13]

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[12]James G. Clawson, in Work, Family and the Career, ed. by Brooklyn Derr, op. cit., p. 146.

[13]Ibid.

In the trade guilds between the sixteenth and nineteenth centuries, the mentoring role extended in scope beyond the family of the Homeric household to include caring for and teaching all of the apprentices who were admitted to the guild. These mentors were called masters. Although these masters had responsibility for virtually every aspect of the lives of their proteges, the guild applicants approached the trade guilds primarily for the occupational training they could receive.[14]

In modern times, the focus changed from that of a life mentor in the Homeric tradition to that of a career mentor. Modern day society does not encourage people to pattern their entire lives after a single individual over a lifetime. So the meaning of mentor in today's society usually refers to career mentor or to one of its constituent roles. Schein (1978), for example, enumerates eight mentor roles.[15] In the mythical world, Mentor played all of these roles and more.

For Clawson (1980), the two dimensions of mutuality and comprehensiveness begin to describe the essence of mentor-protege relationships. The more a relationship is characterized by comprehensiveness and mutuality, the more it is a mentor-protege relationship.[16] But

[14]Ibid.

[15]Edgar H. Schein, Career Dynamics: Matching Individual and Organizational Needs (California: Addison-Wesley Publishing Co., 1978), p. 178.

[16]James G. Clawson, in Work, Family and the Career, ed. by Brooklyn Derr, op. cit., p. 148.

in the modern world people are quick to call mentor anyone who plays

only one or two of these roles.

This brief history reflects two broad perspectives that are

present in today's conceptualizations of the meaning of "mentor." At

one end of the continuum is the Homeric Ideal Type written about by

Haensly and Edlind. These relationships are mutual and comprehensive.

These mentors are referred to as life mentors. At the opposite end is

the Modern Ideal Type characterized by mutual but fragmented mentor

roles.[17] Researchers of this persuasion see mentoring as one role

only or as a combination of two or more roles. These are referred to

as career mentors. Both of the polar opposite meanings, plus the

many intermediate shades of meanings, are used in business and educa-

tion. And as will be discussed later, the research findings in

business and education depend on which definition, or lack of defi-

nition, is provided.

Statement of the Problem

Since the induction period is considered by many educators to

be a very crucial time in a teacher's career, it is not surprising

that it became associated with the concept of "mentor." Most imple-

mented and piloted statewide induction programs draw heavily on the

supporting role of an experienced teacher, usually referred to as a

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[17]Patricia Haensly and Elaine P. Edlind, "A Search for Ideal
Types in Mentoring," in Mentoring: Aid to Excellence, ed. by William
Gray and Marilynne M. Gray (Canada: International Association for
Mentoring, 1986), 1, pp. 1-8.

mentor or master teacher. This "buddy" system or assigning a mentor

to work with the beginning teacher has received wide support in the

literature. Hoffman et al. (1986) identified a peer teacher as a key

figure in induction programs. In Georgia, novices paired with a

"buddy" teacher were more successful than those who did not receive

such support (Tanner & Ebers, 1985). Gray and Gray (1985) reported

that ninety-two per cent of teachers do not ask for help, except

through informal sharing of experiences, unless they are required to

do so. Yet those who receive peer support are more effective teachers

than those who do not.[18]

Some writers allude to and others confirm the reciprocity

involved in a mentor-protege relationship. Very little is known about

the nature of this reciprocity in education. Perhaps there is evidence

that a program designed to aid and assist a first-year teacher does

in fact stimulate the professional growth and development of the

mentor.

This research will focus on the least studied person in the

mentor-protege relationship--the mentor. The context is a formal

induction program connected with the University of Wisconsin at

Whitewater. It is one of six induction programs being tested in the

nation at this time.

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[18]Beatrice A. Ward, "State and District Structures to Support
Initial Year of Teaching Programs," The First Years of Teaching:
Background Papers and a Proposal, by Gary A. Griffin and Susan
Millies (Illinois: Illinois State Board of Education, 1987), p. 4.

Using a very straightforward diagram, the vast majority of
research has studied the protege. Most mentoring programs have as
their focus the development of the protege in one form or another.
The diagram looks like this:

$$M \longrightarrow P$$

But are there any aspects of this relationship that are reciprocal
so that the mentor also gains professionally, in self-esteem and in
classroom skills? What would this reciprocity look like from the
point of view of the mentor:

$$M \longleftarrow P$$
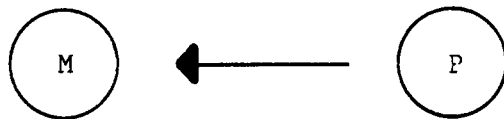
And finally are there any indicators that the classrooms taught by
mentor teachers become more effective because of the mentoring
relationship?

$$M \rightleftarrows P$$
$$M \downarrow$$
$$\boxed{\text{Classroom}}$$
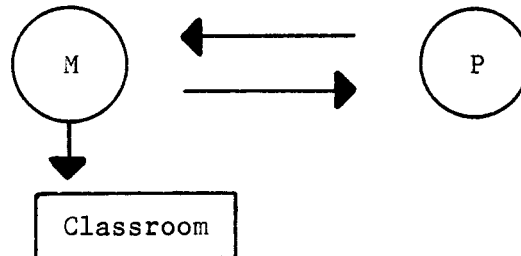
Although mentors in business are known to use varying numbers
of roles and perform several functions, the question remains as to
which roles and functions are characteristic of mentors in a formal
induction program. What does the general job description actually
look like as it unfolds in a concrete school situation?

These inquiries were the impetus that guided the formation of
the following research questions:

1. What are the benefits that accrue to a mentor in a formal
    induction program?

2. How are mentoring roles played out in a school setting?
    Which mentor roles cited in the general literature take
    place in an induction program?

3. Does released time and job satisfaction affect mentor
    benefits, role-functions and/or classroom outcomes?

4. Is there increased effectiveness in the classroom of the
    mentor because of mentoring? (Referred to as mentor
    classroom outcomes.)

Growing Awareness of Induction Programs

Just ten years ago an American educator who was concerned about

the induction of beginning teachers would have found difficulty finding

colleagues with similar interests. A survey of the literature from the

mid-1970's reveals few articles about the problems of induction and

programs to assist beginning teachers. Of the few who were writing

about teacher induction, most were from Great Britain and Australia.[19]

Today, the scene in American education regarding teacher induc-

tion is very different from the mid-1970's. "A survey of the current

literature indicates that teacher induction is a topic that is growing

in popularity. In fact, several major journals have devoted entire

issues to the topic . . . ."[20]

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[18]Leslie Huling-Austin, "Teacher Induction," in Teacher
Induction: A New Beginning, ed. by Douglas M. Brooks (Reston,
Virginia: Association of Teacher Educators, 1987), pp. 3-4.

[19]Ibid., p. 4.

Other signs of intense growth are evidenced by the increasing
numbers of sessions devoted to the topic of teacher induction by the
Association of Teacher Educators, American Association of Colleges of
Teacher Education, American Educational Research Association and the
National Staff Development Council, to name but a few. Recently,
several national conferences focusing totally or partially on teacher
induction have been sponsored by the Research and Development Center
for Teacher Education at the University of Texas at Austin and have
resulted in publications of conference proceedings. The Association
of Teacher Educators has launched a three year National Commission on
Teacher Induction to serve from 1985-88.[21]

On the research scene increasing numbers of studies of beginning
teachers and teacher induction programs have been conducted. Some
major ones include McDonald's study (1980) of the problems of begin-
ning teachers and induction programs, and the Teacher Induction Study
by Hoffman, Griffin, Edwards in 1986 which was a policy-into-practice
study of state-mandated induction programs.[22]

Today, growing recognition for this field is seen in the
increasing number of teacher induction programs being implemented in
this country. Local school districts, colleges, universities,
regional educational service agencies, and state departments of
education, are involved in designing and implementing teacher induction

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[21]Ibid.

[22]Ibid., p. 5.

programs. Most national attention has been given to the California Mentor Teacher Program, Georgia Teacher Certification Program, Florida Beginning Teacher Program, Virginia Beginning Teacher Assistance Program and the Career Development Program of Charlotte-Mecklenberg, North Carolina.[23]

The bottom line purposes of most induction programs are to develop better beginning teachers and to retain promising beginning teachers who without induction might abandon the profession.[24]

Induction programs generally fall into three categories--orientation, evaluation, and assistance. In a nationwide study, the National Commission on Teacher Induction found that generally the principal or someone from the district's central office conducts the induction. "However, a growing number of districts are identifying teachers or department chairpersons to serve and advise inductees under rubrics such as support teacher, mentor, consultant, or cooperating teacher."[25]

<u>Status of Statewide Teacher Induction Programs</u>

Of the fifty states responding to a questionnaire in October of 1985, nineteen reported they had no statewide teacher induction

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[23]Ibid.

[24]Ibid., p. 7.

[25]Ralph Kester and Mary Marockie, "Local Induction Programs," in <u>Teacher Induction: A New Beginning</u>, ed. by Douglas M. Brooks (Reston, Virginia: Association of Teacher Education, 1987), p. 27.

program (STIP) and had no plans for initiating such a program. As of the beginning of 1986, fifteen states had induction programs in the planning stage, six states were testing their program and the District of Columbia and ten states had statewide implementation. Of those states with implemented programs, eleven were legislated mandates. The minimum amount of time beginning teachers must be in STIP varies from six months to two years and the maximum amount of time teachers have to complete their state's induction program is from one to five years.[26]

All STIPs contain assistance and evaluation components. Though delivery of support is diverse the assistance falls into two major categories: (1) direct one-on-one assistance given by support teams or support persons and (2) specific staff development designed for and delivered to beginning teachers. Eight states and the District of Columbia currently have support teams in place having as team members the principal and mentor teachers (also referred to as peer, consultant or support teachers). In some states a third support team category "other teacher educator" is used and refers to resource teachers, central office personnel in local districts and/or faculty members from institutions of higher learning.[27]

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[26]Parmalee P. Hawk and Shirley Robards, "Statewide Teacher Induction Programs," in Teacher Induction: A New Beginning, ed. by Douglas M. Brooks (Reston, Virginia: Association of Teacher Education, 1987), pp. 33-34.

[27]Ibid., p. 35.

In 1985 The Association of Teacher Educators' Commission on Teacher Induction studied beginning teacher programs in 1,100 local school districts in seventeen states. Responses revealed that 112 of these school districts have some type of induction program. The types of strategies employed in local induction programs indicate that special inservice sessions, more frequent evaluations, and use of a peer teacher/assistant far outweigh any other strategies reported. In fact, the category "assign a buddy teacher" was reported by sixty-five (58%) of the 112 responding districts.[28]

Many educators have written on the topic of this mentor teacher (buddy teacher, helping teacher or teacher consultant) and "there is reason to believe that the assignment of an appropriate support teacher may well be the most powerful and cost effective intervention in an induction program."[29]

Hawk and Robards (1987) present the following concise summary of statewide teacher induction programs.

> In the majority of existing STIPs the general configuration of beginning teacher programs are similar to each other. Each state has incorporated its own individual mark on its induction program with most STIP designs having the following components:
> 1. Teacher induction programs are designed to offer the necessary support and assistance for an individual's professional growth during the induction period.
> 2. A support team composed of a mentor teacher and the inductee's principal observes, assists, and evaluates the novice teacher.

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[28]Ralph Kester and Mary Marockie, op. cit., pp. 26-27.

[29]Leslie Huling-Austin, op. cit., p. 14.

3. Classroom observation instruments are used to evaluate each inductee's classroom instruction.
4. Portfolios containing classroom observation data, profes- sional development plans, and evaluations based upon demonstrated performance are maintained for or by each teacher inductee.
5. Upon completion of the STIP the inductee is recommended for continuing certification.

One of the major differences in STIPs is the amount of preparation and training provided to beginning teachers and support team members. One state, North Carolina, provides a 30-hour training program in effective teaching practices to orient their teachers and team members to the items on the state's evaluation instru- ment. In addition, team members participate in 24 hours of training in the use of the state teacher appraisal instrument and 30 hours of training in monitoring techniques. All states provide orientation and training for inductees and support team members; however, few as formalized or extensive as North Carolina.[30]

Hawk and Robards maintain that because of teacher induction

programs, the what and the how of continuing certification has

changed. In six of the STIPs, recommendations for continuing certi-

fication are made by local school system superintendents after

beginning teachers successfully complete the state's induction

program. In Oklahoma, recommendations for continuing certification

are made by a system-wide committee made up of the inductee, the

support teacher, a principal, and a teacher educator from a college

or university.[31]

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[30]Parmalee Hawk and Shirley Robards, op. cit., p. 38.

[31]Ibid., p. 40.

The Specifics of the University of

Wisconsin-Whitewater's TIP

The context for this research on mentoring is the role of the mentor as it is played out in the First Year Teacher Induction Program from the University of Wisconsin-Whitewater. The following description is from the brochure that accompanies the Induction Program Manual.

> Teacher Induction at the University of Wisconsin-Whitewater is a planned program of assistance and support for beginning teachers by a team of professionals from the local school and the University. This program was initiated by the Wisconsin Improvement Program, a consortium of 18 teacher training institutions in Wisconsin in 1971 and implemented in 1974 by the University of Wisconsin-Whitewater. From 1974 to 1984, the Teacher Induction Program was piloted with many changes resulting from this experimentation. In 1984-85, this program worked with 12 first-year teachers from five different school districts. In 1985-86, 21 first-year teachers from 10 different school districts participated in the program.[32]

The Major Goal: To help and support the first year teacher.

The Specific Goals:

1. To reach a level of professional skill and judgment which characterizes a well-qualified career teacher;

2. To raise professional competency to a level distinctly above that of the beginning teacher holding a bachelor's degree;

3. To re-explore numerous teaching techniques strategies and experience others;

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[32]Warren S. Theune and Leonard Varah, "The Teacher Induction Program," available from the College of Education, University of Wisconsin-Whitewater, Whitewater, Wisconsin, 1985, p. 1.

4. To develop extensive professional understanding and familiarity within the inductee's scope of certification.[33]

The role of the mentor:

1. Assist the inductee in:

    a. understanding the nature of the learners;

    b. understanding the curriculum and resources available for use in the subject/grade level

    c. understanding the total school program.

2. Serve as a resource for the inductee

    a. by planning for teaching;

        (1) How much can be covered in a specific time?

        (2) How much can be expected from the students?

        (3) What can be expected from the wide variety of learners?

    b. by informing inductees of administrative reports;

    c. by identifying sources of information about teaching, the school and community.[34]

Program Description

The focus of the Teacher Induction Program is on providing assistance and support for the first-year teacher throughout the

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[33]Ibid.

[34]Leonard J. Varah, Warren S. Theune and Linda Parker, "Beginning Teachers Sink or Swim?" Journal of Teacher Education, 37 (Jan.-Feb., 1986), 32.

entire initial year of teaching. Participating administrators screen and select the inexperienced teacher. When the first-year teacher signs the contract, the Induction Team is formed immediately. This team consists of (1) an administrator of the local school; (2) a mentor teacher--a teacher in the unit school who is teaching in the same subject/grade level as the inductee; and (3) a university consultant who is a specialist in teaching methodology of the subject/grade level of the inductee.

The first-year teacher prepares a Personal Development Plan under the guidance of the Induction Team during the Induction Orientation meetings held in late August. The Personal Development Plan assists the new teachers in identifying their concerns about teaching and organizing those concerns into six major categories. These six major domains are (1) management of student conduct; (2) planning; (3) instructional organization and development; (4) presentation of subject matter; (5) communication; and (6) testing.

The Induction Team assists the first-year teacher in setting goals for achieving/for overcoming concerns identified in the Plan, as well as assisting in identifying the methods and procedures for achieving those goals.

The Personal Development Plan becomes a continuous working document throughout the first year. Through the Plan, the inductee is encouraged to seek assistance from the mentor teacher at daily/weekly conferences and from the university consultant through weekly written reports. Additional support and assistance are provided by the university consultant through monthly on-site meetings of the Induction Team with the inductee. Seminars are held monthly for all members of the Induction Teams. These seminars focus on common concerns of inductees.

Any school system which hires a first-year teacher may participate in the program. The first-year teacher may be hired at 60-100 percent teaching assignment with salary commensurate with load. In addition, $600 of in-service monies for each inductee needs to be generated by the local school.

The Teacher Induction Program requires admission to the University of Wisconsin-Whitewater Graduate School. The inductee enrolls for 3-6 graduate credits per semester which may be applied towards a graduate degree.[35]

To assist the mentor teacher in assuming these responsibilities, the University provides a tuition-free three credit graduate course for mentor teachers. The major emphasis of the course is to explore the role of the mentor teacher, to identify the characteristics of an effective teacher, to develop conference techniques with the

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[35]Theune and Varah, op. cit., p. 2.

inductee in self-evaluation procedures, and to become proficient in supervisory methods.

The University provides a second course for mentor teachers, which also carries graduate credit. The emphasis of the second course is on effective teaching and supervision. In the second course, mentors conduct an in-depth study of effective teaching procedures, model these procedures, and analyze teaching through observation.

The University consultant's contribution to the Induction Support Team includes providing professional expertise in the teaching methodology and learning theories for the inductee, providing assistance to the mentor and inductee through monthly on-site conferences, and providing support for the inductee in self-evaluation and personal planning.[36]

Need for Further Study

The need for further research in mentoring is proposed by authors in induction programs as well as in business and education. Merriam (1983) says, "The phenomena begs for clarification and better means of assessing its importance need to be developed."[37]

Wagner states "At the mentor level most districts are just beginning a formal evaluation process. Systematic evaluations of local programs have not yet been conducted."[38]

Griffin (1985) says it is critical to induction research to use multiple approaches and methodologies. We need to use methodologies that blend and explain the answer and provided needed detail, and that name and describe. This can be accomplished when

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[36]W. Theune, L. Varah, and L. Parker, op. cit., p. 32.

[37]Sharan Merriam, op. cit., p. 171.

[38]Laura A. Wagner, "Ambiguities and Possibilities in California's Mentor Teacher Program," Educational Leadership, 43 (November, 1985), pp. 27 & 29.

complimentary but basically different conceptions of scientific inquiry are used in "tandem."[39]

McCaleb (1985) points out that few studies have been conducted which investigate the effects of specific induction interventions. And few researchers attempt to test the cumulative effects of specific induction programs.[40] Huling-Austin (1987) maintains that we are now at a point in teacher induction research where we can turn attention to the key driving question: "What induction practices work best under what conditions?"[41] To answer this complex multivariate question these researchers suggest it is necessary to investigate not just the effects of specific interactions, but also to carefully document the various contexts in which new teachers function as well as their backgrounds and experiences which they bring with them to their teaching positions. By studying the interaction of these factors, it is conceivable that "if then principles" could be developed and used to guide practice.[42]

Hawk and Robards (1987) relate that because statewide induction programs are in their infancy, research studying the effectiveness

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[39]Gary A. Griffin, "Teacher Induction: Research Issues," Journal of Teacher Education, 36 (Jan.-Feb., 1985), 45.

[40]J. L. McCaleb, "Summary of Research on Induction," (paper presented at the Forum of Teacher Education, Virginia Beach, Virginia), 1985, p. 3.

[41]Leslie Huling-Austin, op. cit., p. 15.

[42]Ibid., pp. 15-16.

and benefits of such programs is inconclusive. However, when the

respondents for STIPs were asked about the perceived strengths and

weaknesses in their particular program, in all cases, the assistance

component of the program was viewed as the major strength.[43]

Most research examines the issue of mentorship from the vantage

point of the protege--the benefits and advantages the mentor relation-

ship brings to the young professional. Little research has examined

the mentor-protege relationship from the perspective of the mentor.

Busch (1985) affirms that few studies have dealt with the mentor's

perspectives of the relationship.[44] Blackburn, Chapman, and Cameron

relate that:

> Few studies have examined either the satisfactions to be gained
> from mentoring or the manner in which mentors exercise their
> influence. If mentorship were more clearly understood and
> patterns of influence could be identified, this important role
> could be more effectively encouraged and utilized.[45]

Some authors cite the functions of mentoring as the greatest need for

further research. Kram says:

> To assess whether a particular relationship is a mentoring
> relationship is not as worthwhile a task as to assess which
> career and psychosocial functions are evident. Some relation-
> ships provide the full range of functions (and therefore

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[43]Parmalee Hawk and Shirley Robards, op. cit., p. 37.

[44]Judith W. Busch, "Mentoring in Graduate Schools of Education:
Mentor's Perceptions," American Educational Research Journal, 22
(Summer, 1985), p. 258.

[45]Robert T. Blackburn, David W. Chapman, and Susan M. Cameron,
"Cloning in Academe: Mentorship and Academic Careers," Research
in Higher Education, 15 (1981), p. 316.

approximate the "classic" mentoring relationship) while many others provide only a subset of the possibilities.[46]

For Schockett and Haring-Hildore (1985), a conceptualization of functions in mentoring allows refinement of investigations. They suggest researchers might investigate such questions as which mentoring functions are most helpful at which stages of a career or which functions are most valued by people in business and education.[47]

When Gehrke and Kay (1984) did their research they found that no one had explored the professional literature to find out whether teachers had mentors.[48] Wagner (1985) says, "Despite all of the evaluation problems, documenting and evaluating are essential if mentor programs are to be improved and continued."[49] Rauth and Bowers (1986) say that problems in studying induction center around the fact that we lack common norms and standards and a shared technical language . . . of various types of assistance in these programs.[50]

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[46]Kathy E. Kram, Mentoring at Work: Developmental Relationships in Organizational Life (Illinois: Scott, Foresman & Co., 1985), p. 43.

[47]Melanie R. Schockett and Marilyn Haring-Hildore, "Factor Analytic Support for Psychosocial and Vocational Mentoring Functions," Psychological Reports, 57 (July, 1985), p. 630.

[48]Nathalie J. Gehrke and Richard S. Kay, "Socialization of Beginning Teachers Through Mentor-Protege Relationships," Journal of Teacher Education, 35 (May-June, 1984), 21.

[49]Laura W. Wagner, op. cit., p. 29.

[50]Marilyn Rauth and G. Robert Bowers, "Reaction to Induction Articles," Journal of Teacher Education, 39 (Jan.-Feb., 1986), 39.

Previous studies like that of Roche (1979)[51] and Levinson (1978)[52] have been largely retrospective in nature and focused on linking present career success with post mentoring experiences. Prospective studies are now needed to determine whether mentoring increased happiness and satisfaction or whether happier/more satisfied persons more often acquire mentors or perceive themselves as mentored.[53] Hunt and Michael (1983) suggest more research is needed to answer questions like: How do mentors and proteges benefit from mentoring relationships? What are the positive and negative outcomes that accrue to the mentor, protege, organization/professions? How do professions benefit from mentoring relationships? How can professions effectively encourage these relationships?[54]

Merriam (1983) says that to date there are no studies which attempt to document the prevalence or seriousness of the negative side of mentoring or its reciprocity.[55]

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[51]Gerard Roche, op. cit., pp. 14-28.

[52]Daniel J. Levinson et al., The Seasons of a Man's Life (New York: Alfred A. Knopf), 1978.

[53]Frances Carter and Raymond C. Norris, "Quality of Life of Graduate Students: Components and Predictors," paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, April 23-27, 1984), p. 25.

[54]Michael D. Hunt and Carol Michael, "Mentorship: A Career Training and Development Tool," Academy of Management Review. 8 (July, 1983), p. 484.

[55]Sharan Merriam, op. cit., p. 171.

Krupp (1984) relates that the majority of mentoring research has been done in the private sector and in institutions of higher learning. Public schools grades K-12 have received attention only by Fagan and Walter (1982) and Purdy (1981).[56]

Significance of the Study

Taking the suggestions of the previously cited researchers seriously, the following study reflects the need to clarify what is meant by mentoring within the context of a formal induction program. As a mentor assists a new teacher what is it that he/she actually does given various degrees of released time and a small stipend? If the mentor roles are not that of supervisor or evaluator, what are they in a solely helping relationship? Finding out what these experienced teachers do and documenting their benefits and possible classroom improvement is a significant addition to the more generalized testimonials frequently cited in the literature.

This study will extend current information by finding out what aspects of being a mentor, so diversely conceived in the literature, apply in an induction program. Perhaps these clarifications will indicate significant content for mentor training programs. Maybe then the role of a mentor will not be criticized for what it is not, but rather for what it is and the benefits that it reaps.

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[56] Judy Arin-Krupp, "Mentor and Protege Perceptions of Mentoring Relationships in an Elementary and Secondary School in Connecticut," (paper presented at the American Educational Research Association Annual Meeting, New Orleans, Louisiana, April 23-27, 1984), p. 5.

Potentially this research may indicate that there is sufficient evidence that induction programs may not be just for the inductee. What a cost effective finding for a program mainly intended for the protege! Knowing more about the reciprocity involved in mentoring may provide information about stimulating already good experienced teachers into even better ones.

Hopefully this study will yield information that will be of help to the Wisconsin Department of Public Instruction as it considers recommendations of the State Superintendent's Task Force on Teaching and Teacher Education "that all first-year teachers participate in a one-year induction program under the auspices of the Department of Public Instruction."[57]

Since most of the induction programs involve the use of an experienced teacher as a mentor, what is found in this study may be of value to other state education agencies and/or institutions of higher education that are interested in planning or refining such programs.

Clarifying the role of the mentor, delineating its benefits and its power to make experienced teachers better, has implications for educational leadership. As noted by Howsam, Corrigan, Denemark and Nash (1976), many new teachers "function in a professional desert, abandoned by the institutions where they receive their preservice

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[57]Wisconsin Department of Public Instruction, Final Report of the State Superintendent's Task Force on Teaching and Teacher Education, Madison, Wisconsin: State of Wisconsin Department of Public Instruction, 1984.

education and neglected by overburdened supervisory personnel."[58]

Perhaps, educational leaders can capitalize on training mentors who have vision for the future, but are also close enough to the daily happenings of the new teacher. These trained mentors may then better help the organization by bringing the goals of the organization and the goals of the new teacher closer together--through mentoring.

This research may add to the already existing body of theory on adult development and motivation. According to Schmidt and Wolf (1980), mentoring has been seen as "one way in which older workers realize the significance of their lives and professional contributions."[59] Mentors make a choice for "generativity" as opposed to "stagnation" and increase the possibilities of positive outcomes in Erikson's last stage of "integrity versus despair."[60] Finding out if mentors in an induction program do indeed make these choices has developmental and organizational significance that is both theoretical as well as practical.

Finally, this study is expected to bring more concrete meaning to the literature on mentoring such as represented by this quote from Levinson (1978):

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[58]R. Howsam, D. Corrigan, and G. Denemark and R. Nash, Educating a Profession (Washington, D.C.: American Association of Colleges for Teacher Education, 1976), p. 101.

[59]Janet A. Schmidt and Janice S. Wolfe, "The Mentor Partnership: Discovery of Professionalism," NASPA Journal, 17 (Winter, 1980), 50.

[60]Ibid.

There is a measure of altruism in mentoring--a sense of meeting
an obligation, of doing something for another being. But much
more than altruism is involved: the mentor is doing something
for himself. He is making productive use of his own knowledge
and skill in middle age. He is learning in ways not otherwise
possible. He is maintaining his connection with the forces of
youthful energy in the world and in himself. He needs the
recipient of mentoring as much as the recipient needs him. It
is time that this simple truth become more widely known.[61]

Definition of Terms

The following terms are considered important to an understanding

of this study.

Induction - the first year of actual teaching experience sub-

sequent to the completion of a teaching preparation program and the

receiving of the appropriate certification or license.

Inductee - is a first year teacher in Wisconsin teaching full

time or with a reduced load, who has completed an approved teacher

preparation program at an accredited college or university and is

enrolled in the First-Year Teacher Induction Experience.

Mentor - an experienced teacher appointed by the administration

in a local school district to provide assistance and support to an

inductee enrolled in the First-Year Teacher Induction Experience

through the University of Wisconsin-Whitewater.

Six Domains - The Personal Development Plan assists new teachers

in identifying their concerns about teaching and organizing those

concerns into six major categories. The six major domains are

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[61]Daniel Levinson, op. cit., p. 252.

(1) management of student conduct; (2) planning; (3) instructional organization and development; (4) presentation of subject matter; (5) communication; (6) testing. (The mentor works very closely with the inductee in developing this Plan.)

CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II attempts to present a review of the literature that
reflects findings that are salient to this dissertation in education.
In addition, the chapter presents a review of mentoring in related
fields in order to provide the broader context for mentoring in educa-
tion and also because the majority of data-based studies have been
outside of the field of education. This chapter is divided into five
parts: (1) mentoring: assistance to new teachers, (2) mentoring in
education in contexts other than induction, (3) mentoring in higher
education, (4) mentoring in business, and (5) roles and functions of
mentors.

In most of the studies on mentoring the focus has usually been
the protege. However, recently researchers have begun to hypothesize
and study more carefully the other actor in the mentor-protege rela-
tionship--the mentor. It is beyond the scope of this research to cite
or even synthesize the studies concentrating on protege benefits.
This review will concentrate on the mentor and report details about
the protege only when they are thought to enhance understandings
about the mentor. It is this literature that provided the content for
the four mentor benefit dimensions and the role-function definitions
that eventually became part of the instrumentation for this study.

Mentoring: Assistance to New Teachers

Zeichner in 1979 reviewed eleven teacher induction programs in the United States from 1965-75. His conclusions concerning specific induction practices included support for: released time for beginning teachers to participate in induction activities, experienced teachers to serve as mentors, released time and training in methods of supervision for those who serve as mentors. Generally all the participants in the eleven programs were enthusiastically positive about their experience. Each program report concludes with an affirmation of the benefits to be accrued from implementing a planned program for beginning teachers. Whether teacher induction programs improve classroom performance is not totally clear from the data which exist.[1]

Zeichner says that he knows of only three attempts to synthesize the evaluation literature on induction programs (Elias et al., 1980; Johnston, 1981; Zeichner, 1979). These three efforts reveal two conclusions: (1) Only a handful of induction programs have been evaluated and reported in the literature. Although there are many descriptions of induction programs and practices, no evaluation or assessment is reported. (2) The evaluation data that do exist do

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[1]Kenneth M. Zeichner, "Teacher Induction Practices in the United States and Great Britain," paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, 1979), pp. 16-21.

little to illuminate the nature of the importance of specific induc-
tion practices on either the immediate or long term development of
teachers.[2]

What Zeichner reports is still evident in the kinds of evaluations
to date. For example, Elmhurst, Illinois School District #205 in 1986
evaluated its Mentor Teacher Program for the district. The basic
design of the program is for an outstanding experienced teacher to
assist either a new teacher or a veteran teacher requesting a Teaching
Mentor. The Teaching Mentor is responsible for assisting the protege
when questions arise and providing leadership to make the protege aware
of current concepts, materials, practices, and appropriate educational
methodologies. The program handbook states that the program provides
an opportunity for experienced staff members to grow professionally
and advance their career by sharing their talents and expertise with
other staff members. This report is in xerox form and contains only
charts of responses. This report is descriptive and does not contain
analyses or recommendations.[3]

Research of this type is representative of what is currently
going on throughout the nation. Very few studies of induction programs
are of the sophistication of the Parker Study. Because of the clarity

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[2]Kenneth M. Zeichner, "Why Bother with Teacher Induction?" in
Research on the Improvement Process in Schools and Colleges, University
of Texas at Austin Research and Development Center for Teacher
Education, R & D Report No. 3153 (1982), p. 27.

[3]Norman C. Bettis, "Teaching Mentor Program Handbook," Elmhurst
School District #205 (May, 1986), p. 40.

of its design and significance of its results, many of its findings

will be presented. The study is also representative of the point of

view most frequently reearched in mentoring--that of the protege.

Varah, Theune and Parker (1986) researched the University of

Wisconsin-Whitewater Teacher Induction Program during the academic

year of 1984-85. The design included twelve inductees in the experi-

mental group and a control group of twelve randomly selected first-year

teachers who were not in an induction program. The objective was to

describe and evaluate the effectiveness of the mentor/inductee develop-

ment program and to describe and evaluate the effectiveness of a

teacher induction program designed to provide assistance and support

to first-year teachers. Some of the research findings are presented

below:

1. All 12 members of the experimental group completed the
    1984-85 academic year; only 10 of the 12 control group
    participants completed the first year of teaching.
2. Nine of the experimental group teachers indicated they
    planned to be teaching in five years; only 3 of the 12
    control group subjects indicated they planned to be
    teaching in five years.
3. Inductees described their first year of teaching in more
    positive terms than did the control group.
4. The results of this study suggested that observation and
    feedback on the beginning teacher's performance by experi-
    enced teachers/mentors are helpful and would be welcomed
    by most first-year teachers.
5. Fewer problems with the first-year teachers when they were
    working with the induction program--fewer student referrals,
    fewer parent calls, fewer student complaints.
6. A close working relationship between first-year teachers
    and the mentors was a primary reason for fewer problems.
7. New possibilities for experienced teachers to serve as
    mentors and to experience the inservices that were
    offered.
8. Most of the mentors (11 of 12) enjoyed working with the
    first-year teachers.

9. All principals in the experimental group schools indicated the program was effective in their schools because of the assistance for the first-year teacher and the professional stimulation for the mentor teacher.
10. Nine of the 12 mentors reported the need for more shared time between mentor and inductee.[4]

Parker (1986), after an intense review of the literature on induction programs, says:

. . . despite the quantity of literature that exists which addresses the problems and concerns of beginning teachers and which describes problematic efforts to meet their needs, there is little information regarding research efforts to examine the effects of formal induction programs.[5]

The Charlotte-Mecklenburg Career Development Plan and the California Mentor Teacher Program are two of the most written about programs to assist new teachers. The heart of both of these career plans is staff development. These programs provide a very broad base within which aid to a first-year teacher is part of a bigger concern.

In Charlotte-Mecklenburg's Career Development Plan, the underlying assumption is that every beginning teacher selected on the basis of appropriate preservice training may become a successful and experienced teacher. Their intensive staff development plan is designed to increase the possibilities that this will happen. All new teachers

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[4]Leonard J. Varah, Warren S. Theune and Linda Parker, "Beginning Teachers Sink or Swim?" Journal of Teacher Education, 37 (Jan.-Feb., 1986), 33.

[5]Linda S. Parker, "The Efficacy of a Teacher Induction Program in Providing Assistance and Support to First-Year Teachers," (unpublished Ph.D. dissertation, University of Wisconsin-Madison, 1986), p. 47.

are engaged in training and practice over a four-to-six year period divided into four steps.[6]

Mentors who play a key role in the staff development process are released from teaching duties one-half day each month to work with new teachers. "Mentors are chosen by the principal as role models who know and apply the principles of effective teaching, communicate effectively, and understand the implications of being an observer, advisor, counselor, and evaluator."[7]

The mentor survey conducted by staff members at the end of the first year revealed several critical concerns: establishing rapport and trust, knowing how and when to provide "confronting feedback," finding quality time to work together and achieving a balance between evaluation and advocacy. "Being expected not only to support and advise, but also to evaluate was difficult for some mentor teachers, as was acknowledging that they were not personally responsible for a provisional teacher's failures or successes."[8]

As part of the first year assessment, beginning teachers were asked to rank the most beneficial aspects of a mentor teacher. The highest rated items were: 67% informal conversations, 29% management

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[6]Robert C. Hanes and Kay F. Mitchell, "Teacher Career Development in Charlotte-Mecklenburg," Educational Leadership, 43 (November, 1985), p. 12.

[7]Ibid.

[8]Ibid.

of student behavior, 19% each for instructional presentation and

content, and 14.5% management of instructional time.[9]

California's Mentor Teacher Program has as its intended focus

to serve as a staff development resource as well as an encouragement

for teachers to stay in the profession.[10]

As part of this staff development, mentors are appointed for one

to three year terms to work with new teachers, other career teachers,

and teacher "trainees" (persons entering teaching right out of under-

graduate schools or mid-career without formal teacher training experi-

ence).

Mentors must be permanent teachers and continue to teach at

least 60 percent of the time. The only legislative guidelines concern-

ing mentor roles and responsibilities are: (1) The primary function

of a mentor teacher shall be to assist and guide new teachers. A

mentor teacher may also assist and guide more experienced teachers.

(2) Mentor teachers may provide staff development for teachers and

develop special curriculums. (3) A mentor teacher shall not partici-

pate in the evaluation of teachers.[11]

> In practice, mentors typically wear many hats for their districts.
> Few do only peer coaching, staff development, or curriculum
> development. A broadly representative sample of 367 districts
> surveyed by the Far West Laboratory in the summer of 1984

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[9]Ibid.

[10]Laura A. Wagner, "Ambiguities and Possibilities in California's
Mentor Teacher Program," Educational Leadership, 43 (November, 1985),
p. 24.

[11]Ibid., pp. 24-25.

(Little and others, 1984) revealed that the five most commonly
assigned mentor responsibilities were: (1) staff development
or consultation with individual teachers on a request basis (53
percent of current mentors), (2) conducting or facilitating
school--or district--level staff development (50 percent),
(3) assisting teachers in locating and organizing curriculum
materials (42 percent), (4) curriculum development in high
priority areas (42 percent), and (5) classroom or other assis-
tance to beginning teachers (41 percent).[12]

Wagner (1985) says that although the Mentor Teacher Program was

originally conceived to encourage outstanding teachers and exemplary

teaching, it has been almost universally received as a way to pay

selected teachers additional money for performing additional tasks.

Wagner states that:

> Mentors work at great risk. They have been selected for their
> expertise, but public recognition of their differential worth
> and contribution challenges the time honored equalitarian rela-
> tionship among teachers. To be accepted, mentors find they must
> minimize differences in status and salary.[13]

"Program evaluation tends to center around the amount (but not

the quality) of curriculum materials that have been produced by mentors

or subjective (and predominantly oral rather than written) expressions

of satisfaction from teachers."[14]

Even within the California Mentor Program the role of mentor is

specific to the district. ABC Unified District (23,000 students, 900

teachers) in the Los Angeles basin has a $200,000 staff development

program which supports instructional resource teachers (IRTs) who

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[12]Ibid., p. 25.

[13]Ibid.

[14]Ibid., p. 29.

function as peer coaches at school sites. When the Mentor Program became available in 1984, to distinguish between mentors and instructional resource teachers, it was decided that IRT functions should be performed solely at the school site while mentors should be a district resource. Mentors were encouraged to collaborate with existing instructional resource teachers to form Mentor-Instructional-Resource Teams (MIRTs) at school sites. At the site level, the teams provide curriculum, instructional and management assistance and upon request, coaching. At the district level, mentors provide model lessons, training or classroom observation and coaching.[15]

A small district in California's Central Valley has only 1600 students, 83 certified staff members and three mentor teachers. The district superintendent views that mentor program as a way to rejuvenate staff and provide opportunities for teachers seeking leadership roles.[16]

Irvine (1986) investigated the role of master teacher (mentors) as perceived by beginning teachers and master teachers in a formalized mentoring program in Douglas County, Georgia during the 1982-83 school year. As mentors these master teachers would help initiate and assist beginning teachers into the profession by observing their teaching and providing suggestions for instructional improvement and classroom

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[15]Ibid., pp. 25-26.

[16]Ibid., p. 27.

management. Master teachers felt that advantages like feeling
needed, enhanced status and self-esteem, improved teaching and grati-
fication from helping others outweighed the disadvantages of time
pressures, absences from their own classrooms, scheduling, and role
conflicts with supervisors.

Two of the master teachers felt the project did not improve their
own teaching performance. They felt they neglected their own students
by focusing on the beginning teacher and his/her classroom. However,
the majority felt differently. The master teachers felt that the
project caused them to analyze their own teaching, the enthusiasm of
the beginning teacher rejuvenated them, prompted their experimentation
with new ideas and techniques that could be used in their own class-
rooms. The majority of master teachers felt that the mentoring project
was an effective tool for diminishing teachers' stress and growing
teacher dissatisfaction.[17]

Programs of mentor assistance to new teachers are also envisioned
within less comprehensive parameters than the research previously cited.
For example, in New York City, sixty-two retired teachers trained
through in-service workshops, mentored 186 new teachers during 1985-86.
The project objective was to provide an outreach to about 10% of the
newly hired teachers. The retired teachers were selected on the basis
of having a positive attitude and ability to work effectively with

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[17] Jacqueline J. Irvine, "The Master Teacher as Mentor: Role
Perceptions of Beginning and Master Teachers," Education, 106 (Winter,
1986), pp. 128-129.

others. A study of new teachers in 1981-82 found that 73% quit by

December (Sacks & Brody, 1985). From data like these, the schedule

for mentor school visits was designed to maximize contact when new

teachers would need it the most--during October, February and March.

The experience of the pilot year indicated that healthy mentoring

relationships developed more confident professionals--all of whom

remained in teaching. Mentor benefits were reported in forms of

success statements such as "my knowledge and experience is passed on,"

"I feel a sense of being able to give of myself," "It's exciting to

help a new teacher avoid anxiety and helplessness that I had felt as

a new teacher," "There is a sense of pride . . ."[18]

In Lincoln, Nebraska, a locally developed Helping Teachers

Program has been in existence for 20 years (Barnes, 1983). In the

beginning the program emphasized meeting the needs of new teachers by

providing a "knowledgeable friend, and immediately useful, concrete

and practical suggestions for the classroom."[19]

Walters and Wyatt (1985) write about an Intern Intervention

Program at Toledo, Ohio, which uses experienced teachers, released

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[18]Susan R. Sacks and Katherine K. Wilcox, "From Master Teacher
to Mentor: Mentor/New Teacher Project," in Mentoring: Aid to Excel-
lence, ed. by William Gray and Marilynne Miles Gray (Vancouver, B.C.
Canada: International Association for Mentoring, 1986), Vol. 1,
pp. 116-121.

[19]Susan Barnes, "Induction Program: Reports from Three Sites,"
in First Years of Teaching: What are the Pertinent Issues?, ed. by
G. A. Griffin and H. Hukill (Austin, Texas: University of Texas at
Austin, R & D Center for Teacher Education, 1983), p. 99.

from regular classroom duties to act as "consulting teachers" in order

to channel all of their energies into training the beginning teachers."

The responsibility of the consultant to the intern is threefold:

(1) to point out a deficiency, (2) suggest a new teaching method, or

(3) demonstrate a sample lesson. These consulting teachers were not

called mentors, but were expected to perform mentor-like roles.[20]

Programs like this one provide very recent models for school district

efforts, whereas, the California program is a workable version of a

statewide effort.

Egan (1987) reports on the kind of support first-year teachers

receive from informal mentoring relationships with one or more experi-

enced colleagues. From semi-structured interviews with 13 experienced

teachers representing the spectrum of grade levels and subject areas

in a school district he found that informal mentoring (not forced or

assigned), had benefits for the mentor.

Mentoring is an empowering relationship that has similar benefits

for the mentor. Mentors become empowered through association with a

new colleague with whom they have established a working relationship.

> The mentors also improve their own skills and sharpen their own
> perspectives through the process of helping a beginning profes-
> sional become an effective educator. Through the process of
> making ideas and methods explicit to another person, mentors
> refine their own long-used ideas. By helping a beginner, some

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[20]Cheryl M. Walters and Terry L. Wyatt, "Toledo's Internship:
The Teacher's Role in Excellence," Phi Delta Kappan, 66 (January,
1985), p. 366.

mentors report that they "clarify things" in their own mind, because they have to look closely at what they are doing. As a result of this interaction the school district gets not one, but two more effective teachers.[21]

The review of mentor programs for new teachers, whether called "induction" or not, reveals that mentors do in fact wear many hats and that mentor roles affect the neophyte. Experienced teachers do furnish the day-to-day assistance that is so important for successful induction of new teachers. This review also points out the truth in Sophocles' statement, "I benefit myself in aiding him."[22] Although not researched extensively, there do seem to be benefits that accrue to the mentor.

<u>Mentoring in Educational Contexts Other Than Induction</u>

Michael Fagan and Glen Walters (1982) conducted a survey which asked 107 public school teachers and a comparison group of 70 police officers and 87 nurses to evaluate and report their experiences as mentors and proteges in informal relationships. They designed their study to assess the frequency and value of mentoring in teaching and to examine the relationship among job satisfaction, job burnout, and personal characteristics.

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[21] James B. Egan, "Induction the Natural Way: Informal Mentoring," paper presented at the Association of Teacher Educator's National Conference (Houston, Texas, February, 1987), p. 14.

[22] Sophocles, <u>Oedipus, The King</u>, lines 1005-1006.

There was no difference in which group received the most mentoring, nor in how mentors were perceived by proteges (60% of nurses saw mentors as peers, 26% as older siblings, 14% as parents) nor in how proteges benefitted.

When all three groups were combined, having one definite mentor was significantly correlated with job satisfaction. Having several mentors was correlated with having multiple burnouts. Also, having one mentor was positively correlated with later becoming a mentor to others. The results also indicated that most beginning teachers found the mentor-protege relationship particularly helpful in gaining self-confidence, learning technical aspects of the job, and better understanding the school's administration. Few subjects learned negative traits from their mentors. Eight teachers claimed their mentors modeled "working too hard"; eleven believed their mentors reinforced "complaining too much about the job." Police and nurses also reported little "negative learning" from their mentors.[23]

The results of this study were more optimistic than was expected. About 75% of the teachers were mentored; this rate did not differ significantly from the rate for nurses and police officers. Furthermore, the percentage of teachers with mentors ranked higher than the percentage of business executives with mentors (64%) in Roche's (1979) study and higher than the rate (61%) found by Phillip (1978)

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[23]Michael Fagan and Glen Walters, "Mentoring Among Teachers," Journal of Educational Research, 76 (Nov.-Dec., 1982), 113-118.

in her study of women business managers. Therefore, a substantial
number of veteran teachers have guided novices into their profes-
sion.[24]

Gehrke and Kay (1984) interviewed forty-one teachers who claimed
to have a mentor during their first year of teaching. To find out
what was meant by mentoring from the point of view of these begin-
ners, protege comments about their mentors were categorized by using
the roles described by Schein (1978). The mentor roles were those of
teacher (reported 25 times), confidant (17), and role model (13),
developer of talents (11), sponsor (11), door opener (4), protector
(2), and successful leader (1).[25]

Using Clawson's (1979) definition, Gehrke and Kay labeled
"mentor" only those persons who had fulfilled at least three of
Schein's eight mentor roles, shared with their protege a mutual
commitment to goals and displayed a comprehensive influence on the
protege's professional and career development. In this context, only
thirteen of the forty-one inductees experienced a real mentor-protege
relationship and that relationship grew in a personal and professional
way. Asked about the benefits their mentors may have received from
the relationship, teachers' most frequent responses were general
"satisfaction," followed by learning new techniques and information.

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[24]Ibid., p. 117.

[25]Nathalie Gehrke and Richard Kay, "Socialization of Beginning
Teachers Through Mentor-Protege Relationships," Journal of Teacher
Education, 35 (May-June, 1984), 21-24.

The authors relate that although teachers do have relationships that fit the mentor-protege relationships, it is disconcerting that only three teachers named a fellow teacher or co-worker as a mentor, and that no teacher named a cooperating teacher as a mentor.[26]

Krupp (1984) studied the effect of a series of eight workshops given in two school districts—one elementary, one secondary. Socialization opportunities were provided for both faculties. The purpose of the workshops was to foster mentoring relationships and by so doing to help staff growth and develop school climate. The results indicate that mentoring was occurring in these schools before the project started. The project did spark older teachers by improving their self-worth and helping them form friendships. It helped younger teachers by giving them personal and professional support in their areas of need. It positively affected school climate in the school with a "cliquey" atmosphere and supported the already fine climate in the other school. Her results suggest that mentoring is a vehicle, already present in our schools, for sparking veteran faculties.[27]

Lambert and Lambert (1985) studied 28 leaders in the field of staff development in order to investigate the mentor's role in the lives of the respondents. The respondents included such individuals

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[26]Ibid.

[27]Judy Arin-Krupp, "Mentor and Protege Perceptions of Mentoring Relationships in an Elementary and Secondary School in Connecticut," paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, April 23-27, 1984), pp. 15-24.

as John Goodlad, Ralph Tyler, Gary Hunt, Madeline Hunter, Bruce Joyce, Elliott Eisner, Wilson Riles as well as practitioners from Marin County and major metropolitan areas of California.

A finding from this study indicates that a mentor was critical to the respondents' own learning and development. "In fact," indicate Lambert and Lambert, "an understanding of these relationships is essential if one is to understand how these participants formed their own identity, developed their thinking, assigned meaning to their lives and emerged as colleagues and leaders."[28]

Bova and Phillips (1984) surveyed 307 men and women in professional associations and graduate programs (ages 19-56). They found that mentors fulfill "generativity" and helping needs. Proteges acquire personally and professionally desired skills, and educational institutions retain satisfied employees and students.[29] Erikson's (1950) "generativity" vs. "stagnation" theory is frequently referred to in the literature.[30] In the context of mentoring, "generativity" or concern for guiding the next generation, could provide purpose to an older teacher's sometimes routine pace. Providing guidance for a young

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[28]Dale Lambert and Linda Lambert, "Mentor Teachers as Change Facilitators," Thrust, (April-May, 1985), p. 28.

[29]Breda M. Bova and Rebecca R. Phillips, "Mentoring as a Learning Experience for Adults," Journal of Teacher Education, 35 (May-June, 1984), 19.

[30]Erik Erikson, Childhood and Society (New York: W. W. Norton Co., Inc., 1950), pp. 266-268.

teacher could give credence to the older teacher's understanding of his own career.

In that same context, Lester and Johnson (1981) relate that mentoring is a basic form of education for human development because it provides an holistic and individualized approach to learning. Adults who work with a mentor grow in their own sense of intellectual competence, sense of purpose, feelings of autonomy, and personal integrity. Mentoring represents experiential learning.[31]

Mentor Studies in Higher Education

Many studies have been focused on institutions of higher learning. A study at the University of Nebraska revealed a high level of acceptance of faculty members, faculty advisors, and counseling center staff as mentors. While serving as "counselor-friend," the mentor helps the protege focus on goal setting in areas such as personal development and developmental learning experiences. Therefore, DeCoster and Brown (1982) maintain that the mentoring process can be a potent tool for an educational system because it can enhance the quality of faculty-student relationships in college and assist in humanizing the general college environment for students.[32]

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[31]V. Lester and C. Johnson, "The Learning Dialogue: Mentoring," Education for Student Development (San Francisco: Jossey-Bass, New Directions for Student Services, No. 15, 1981), pp. 49-56.

[32]D. A. DeCoster and R. D. Brown, "Mentoring Relationships and the Educational Process," Mentoring-Transcript Systems for Promoting Student Growth (San Francisco: Jossey-Bass, New Directions for Student Services, No. 19, 1982), pp. 13-15.

Busch (1985) studied 463 associate professors who had been or were mentors to students in education programs in forty state colleges. Mentors said that mentoring is important to them as well as to their proteges. Sex and professional rank seemed unrelated to being a mentor, but age appeared to be important. "Older mentors' relationships were broader while younger mentors' relationships were deeper."[33] Older mentors may feel less need for the psychological benefits of mentoring. Younger professors may provide such help to students and may need such support themselves.

In this study the most often mentioned benefit of being a mentor was seeing the career and intellectual growth of the mentee. Mentors also mentioned their own career development. The most typical negative aspects were the amount of time needed for a successful relationship and students becoming overly dependent upon the mentor. However, most respondents felt there were no negative aspects of mentoring.[34]

Blackburn, Chapman and Cameron (1981) describe a survey of sixty-two mentor professors at research universities. Mentor professors were surveyed with respect to their most successful "protege." Considered were scholarly production of proteges, the mentorship role and career development. The sixty-two mentors studied were highly productive professors who were predominantly both graduates and employees

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[33]Judith W. Busch, "Mentoring in Graduate Schools of Education: Mentors' Perceptions." American Educational Research Journal, 22 (Summer, 1985), 264.

[34]Ibid.

of research universities. Mentors overwhelmingly nominated as their

most successful proteges those whose careers were essentially identi-

cal to their own (referred to as clones).[35]

Mentors estimated that over the course of their career, they

had sponsored an average of twenty-seven students. Ninety-one percent

of the mentors regarded the mentoring experience as very (57.9%) or

moderately (33.37%) satisfying. None regarded it as a burden. The

mentor's productivity was not significantly related to satisfaction

either with chairing dissertations or with mentoring itself. When

asked to list the types of satisfactions mentors received from mentor-

ing, they related professional and personal satisfactions. For

example, they listed the production of new knowledge and the oppor-

tunity to work with new students.[36]

Carter and Norris (1984) studied the quality of life of forty-

two graduate students ranging in age from 22 to 58 years old. Data

were collected via a biographical data form and seven psychometric

instruments. Level of mentoring experienced was the best predictor

of both overall quality of life and positive adjustment, while sex

of subject was the best predictor of hassles.[37]

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[35] Robert T. Blackburn, David W. Chapman, and Susan M. Cameron, "Cloning in Academe: Mentorship and Academic Careers," Research in Higher Education, 15 (1981), p. 315.

[36] Ibid., pp. 319-325.

[37] Frances J. Carter and Raymond C. Norris, "Quality of Life of Graduate Students: Components and Predictors," paper presented at American Educational Research Association Annual Meeting (New Orleans, LA, April 23-27, 1984), p. 2.

Mentoring practices among women administrators in higher education reveal inconclusive results as to whether mentoring is related to obtaining and holding an administrative position. Less than half of the 89 (of 180 sampled) women administrators in Pennsylvania colleges and universities indicated that a mentor was important to them in their careers (Moore & Sangaria, 1979). Ninety University of Cincinnati administrators reported a lack of mentors in their own lives. They accept their role because they do not know how to get where they want to be (Hepner & Faaborg, 1979). Women administrators in Oregon listed mentors as one suggestion for help in climbing the administration ladder (Erickson & Pitner, 1980). Vanzant (1980) surveyed 273 administrators and professional support women--employed in non-teaching positions in the Dallas Independent School District. No significant relationships were found between mentoring, achievement, motivation, sex-role acceptance, education or age of respondents.[38]

McGinnis and Long (1980) explored the effects of mentors on the subsequent productivity of proteges and the benefits to the productive scientist, who acts as a mentor. Sixty-six male biologists who obtained doctorates between 1957 and 1963 were surveyed. Results indicate no visible mentor effects, unless the post-doctoral context is one in which research productivity is encouraged. Other results

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[38]Sharan Merriam, "Mentors and Proteges: A Critical Review of the Literature," Adult Education Quarterly, 33 (Spring, 1983), pp. 168-169.

indicate that the productivity of former students positively influences the research visibility of the mentor.[39]

"Given the idiosyncratic nature of available studies little can be said with regard to either the prevalence or importance of mentoring for students, teachers, or administrators in educational settings."[40]

Mentoring appears to mean one thing to developmental psychologists, another thing to business people, and a third thing in academic settings. In education, the mentor is a friend, guide, counselor, and teacher. "As yet, studies from educational settings reveal no clear notion of how a mentor is different from an influential teacher and, if they can be differentiated, how pervasive mentoring actually is in the setting."[41]

<div align="center">Mentoring in Business</div>

Much of the excitement about mentoring can be traced to an article by Roche in 1979 published in the Harvard Business Review. His findings included that those who had mentors (sample 4,000 executives listed in "Who's Who" in the "Wall Street Journal") earned more money at a younger age, were better educated, more likely to follow

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[39]Robert McGinnis and Scott Long, "Mentors Have Consequences and Reap Returns in Academic Biochemistry," paper presented at the American Educational Research Association Annual Meeting (Boston, Massachusetts, April 7-11, 1980), pp. 2-4.

[40]Sharan Merriam, op. cit., p. 169.

[41]Ibid.

a career plan, sponsored more proteges, were happier with their career choices and derived greater pleasure from their work.[42]

Since then, there have been numerous articles ranging from conversation pieces informing readers of the advantages of having a mentor to in-depth analysis and its relationship to career development.

One of the in-depth studies that contributed to the defining and measuring of mentoring is that of Alleman et al. (1984). By using two quantitative instruments devised to measure the quality and quantity of mentoring, Alleman, Cochran, Doverspike, and Newman (1984) found mentoring to be a behavioral phenomena independent of personal traits. Their research concluded that mentoring relationships can be established or enriched by learning or encouraging mentor-like behavior rather than by selecting certain types of people to serve as mentors.[43]

Business has undoubtedly produced the greatest number of data-based studies on mentoring. However, for the following review of the literature, the concentration will be to report the findings from studies that relate to the mentor's perspectives.

In this context Kram (1983) relates that by providing a range of developmental functions, the mentor gains recognition and respect from peers and superiors for contributing to the development of a young manager's talents. The senior manager receives confirmation and

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[42]Gerard Roche, "Much Ado About Mentors," Harvard Business Review, 57 (Jan.-Feb., 1979), p. 15.

[43]Elizabeth Alleman, John Cochran, James Doverspike, and Isadore Newman, "Enriching Mentoring Relationships," The Personnel and Guidance Journal, 62 (Feb., 1984), 330-331.

support from the younger manager who seeks counsel, and experiences
internal satisfaction in actively enabling a less experienced person
to become successful.[44]

Keele and DeLaMare-Schaefer studied two different populations.
In one study they surveyed persons identified by the Chronicle of
Higher Education as advancing to new positions in 1980. They studied
36 men and 65 women. In the second study they interviewed 72 managers
(36 men and 36 women) in retailing organizations. Their findings
indicate that the benefits that accrued to the mentee also accrued to
the mentor. Included were benefits such as: job advancement, more
control of the work environment, creating a support system, gaining
more access to system resources, developing a reputation, and personal
satisfaction. They conclude that people who do not have mentors
should become mentors.[45]

In Burke's study (1984) when proteges were asked if they were
aware of any benefits that accrued to their mentors the responses
were as follows: effectively performing subordinates, a sense of
pride in seeing subordinates develop, the perspective and energetic
drive of youth, loyalty, and recognition by others for effective
mentoring.[46]

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[44]Kathy E. Kram, "Phases of the Mentor Relationship," Academy
of Management Journal, 26 (December, 1983), 608-625.

[45]Reba L. Keele and Mary DeLaMare-Schaefer, "So What Do You Do
Now That You Didn't Have a Mentor?" Journal of NAWDAC, 47 (Spring,
1984), 36-40.

[46]Ronald J. Burke, "Mentors in Organizations," Group and
Organization Studies, 9 (September, 1984), p. 361.

Klauss (1981) examined three formal mentor programs in the United States government seeking to find major themes in the mentoring process. The mentor roles he discovered will be discussed later. Findings indicate that senior advisors (mentors) spoke of personal satisfaction as well as opportunities to gain additional perspective on lower operating levels of the organization through the protege. The mentor-protege relationship is seen as one that is very beneficial to the individuals as well as to the organization, but considerable personal investment in these relationships is required.[47]

Phillip-Jones (1982) refers to mentoring as a two-way exchange. Her research indicates the following underlying motivations for most mentors. First, they get more done with the help of the protege; second, they develop a dependable "crucial subordinate"; third, they are rewarded for spotting and developing new talent; fourth, they achieve vicariously through the protege; fifth, mentors gain a future return on their investments; sixth, repay past debts; seventh, they remedy the situation for underdogs; eighth, they look for intimate relationships; and ninth, they resolve an adult ego stage.[48]

The mentor receives both immediate and long-lasting benefits from the mentoring relationship. Halatin (1981) identifies these as

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[47]Rudi Klauss, "Formalized Mentor Relationships for Management and Executive Development Programs in the Federal Government," Public Administration Review, 41 (July-Aug., 1981), pp. 491-495.

[48]Linda Phillip-Jones, Mentors and Proteges (New York: Arbor House, 1982), pp. 50-63.

(1) helping the mentee work toward goals provides satisfaction for the mentor; (2) the building of self-esteem of the mentor when the mentee shows respect, interest in the mentor's success stories and the mentor's advice as an action guideline; (3) lasting relationship based on respect and appreciation as the mentor advances in the organization; (4) sharing knowledge and information with the mentor concerning the work environment; (5) recognizing the mentor's contribution toward team building which contributes toward satisfaction of organizational and personal goals.[49]

Zey (1984) says most analyses concentrate on the effect of the mentor relationship on the protege and refer only casually to the solid benefits that the mentor or the organization may receive from the relationship. However, he maintains that the mentor does not engage in the relationship merely to satisfy an altruistic impulse. Career benefits of the relationship to the mentor may be as striking as the benefits that accrue to the protege. The protege helps the mentor do his job, serves the mentor as a source of organizational information and intelligence, and many times becomes the mentor's trusted advisor.

Zey proposes a Mutual Benefit Model. The mentor gives the protege knowledge, support, and protection and the protege helps the mentor do his job and build his empire. These mutual benefits give to the organization a well-developed manager, and a protege able to

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[49]T. J. Halatin, "Why Be a Mentor?" <u>Supervisory Management</u>, 26 (Feb., 1981), pp. 36-39.

maintain corporate traditions and values. In exchange for these
benefits the organization advanced the position and increased the power
of both the mentor and the protege.[50]

Some studies concentrate on what mentors do from the point of
view of adult development. These studies are mostly *ex post facto* in
nature, provide rich descriptions of mentors, and compare outcomes for
those mentored and not mentored in terms of adult development.

The leading study that is quoted in almost every research
endeavor in this area is Daniel Levinson's Seasons of a Man's Life.
He studied 40 men between the ages of 35 and 45 in which the role of
mentor emerged as multifaceted with an emphasis on the necessity to
support and facilitate the realization of the dream of the protege.
He goes on to state:

> The true mentor . . . fosters the young adult's development by
> believing in him, sharing the youthful Dream and giving it his
> blessing, helping to define the newly emerging self in its newly
> discovered world, and creating a space in which the young man
> can work on a reasonably satisfactory life structure that con-
> tains the Dream.[51]

Weber (1980) says, however, that in reality mentors and proteges
do not speak of dreams, but rather of "hopes, objectives, plans,
events, and actions."[52]

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[50]Michael G. Zey, The Mentor Connection (Harwood, Illinois:
Dow Jones-Irwin, Co., 1984), pp. 10-11.

[51]Daniel J. Levinson et al., The Season of a Man's Life (New
York: Alfred A. Knopf, 1978), pp. 98-99.

[52]C. E. Weber, "Mentoring," Directors and Boards, (Spring,
1980), p. 5.

In Levinson's sample, the most successful men had mentors as young adults whom they sought out in their early adult stage. He concludes that not having a mentor could be a great handicap to one's psychosocial and career development. Mentoring synthesizes characteristics of the parent-child relationship and peer support without being either. "Poor mentoring in early adulthood is the equivalent of poor parenting in childhood."[53]

Weber (1980) relates that mentoring may be detrimental to developmental growth. Mentors may be unfulfilled people trying to live out an alter-ego stage while trying to gain some sort of immortality. Proteges may be compensating for an unhappy childhood. Both of these motivational levels are not likely to lead to a healthy relationship.[54]

In a longitudinal study of ninety-five Harvard graduates, Vaillant (1977) supports the importance that Daniel Levinson gives to mentoring in the adult development of males. Vaillant found that men judged to be the "best outcomes" had been capable of sustained relationships with loving people in both career and personal life. They had mentors until age forty and then became mentors for others. In contrast, those men judged to be the "worst outcomes" did not have mentors, nor did they assume responsibility for mentoring others.[55]

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[53]Danial J. Levinson et al., op. cit., p. 338.

[54]Weber, op. cit., pp. 17-24.

[55]George E. Vaillant, Adaptation to Life (Boston: Little Brown & Co., 1977), p. 337.

"They were able to give less to their children . . . Finally, to the

extent it can be measured in dollars and cents, they gave less of

themselves back to the world."[56]

This ability to give back to the next generation relates to

Erikson's (1959) middle-aged psychosocial issue of "generativity vs.

stagnation." Merriam relates that ". . . mentoring is one manifesta-

tion of this mid-life task."[57]

As successful resolution of generativity increases so does the

probability of positive outcome in Erikson's last stage: "integrity

versus despair." "Mentorship is one way in which older workers may

realize the significance of their lives and professional contribu-

tions."[58]

Kram's study (1985) reveals that the mentor relationship can

significantly enhance development in early adulthood and also the

mid-career stage of the more experienced individual.

> Reappraisal of one's past is a central development task at midlife.
> While helping a young adult establish a place in the adult world of
> work, an individual benefits from providing support and guidance.
> Through helping others, a mentor gains internal satisfaction,
> respect for his or her capabilities as teacher and advisor, and
> reviews and reappraises the past by participating in a young
> adult's attempts to face the challenges of early career years.[59]

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[56]Ibid., p. 350.

[57]Sharan Merriam, op. cit., p. 162.

[58]Janet A. Schmidt and Janice S. Wolfe, "The Mentor Partnership:
Discovery of Professionalism," NASPA Journal, 17 (Winter, 1980), 50.

[59]Kathy Kram, op. cit., p. 3.

"The mentor relationship has great potential to facilitate career advancement and psychosocial development in both early and middle adulthood by providing a vehicle for accomplishing these primary developmental tasks."[60]

Zaleznik (1977) relates that "Psychological biographies of gifted people repeatedly demonstrate the important part a mentor plays in developing an individual."[61] Mentors take risks with people initially betting on talent they perceive in younger people. Mentors also risk emotional involvement in working closely with their juniors. "The risks do not always pay off, but the willingness to take them appears crucial to developing leaders."[62]

Rawles (1980) studied 567 American scientists to investigate if scientists who had mentors were more self-actualized than those who did not. She found that 66.3% of the subjects reported having had a mentor. A positive relationship was discovered between the level of self-actualization (as measured by the Personality Orientation Inventory) and having had a mentor. Scientists who reported serving as mentors to others earned more money and held higher positions than those who did not.[63]

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[60]Ibid., p. 44.

[61]Abraham Zaleznik, "Managers and Leaders: Are They Different?" Harvard Business Review, 55 (May-June, 1977), p. 76.

[62]Ibid.

[63]Beverly Archer Rawles, "The Influence of a Mentor on the Level of Self-Actualization of American Scientists," (unpublished Ph.D. dissertation, Ohio State University, 1980), p. 1348-A.

Organizational Benefits

Shelton (1982) compared formal and informal mentoring. He investigated a mentoring program used by a large, midwestern public utility to integrate women and minorities into the managerial hierarchy. The experimental group consisted of forty lower-level managers who had been with the company's mentoring program for about a year. Although the mentored and non-mentored groups did not differ in salary increase, there was a significant interaction between salary increase and managerial style. Task-oriented managers did better with formal mentoring and people-oriented managers did better in informal mentoring situations. The mentored group proved clearly superior in promotability rating.[64]

Farren, Gray and Kay (1984) found that mentoring brings added power to organizational drive and described what can and usually does happen when mentoring programs are added to the traditional components of organizational career development. They conclude that even though a formal program may have potential problems, the benefits can be exceptional for the mentee, the mentor and the organization if they are developed according to guiding principles.[65]

Gerstein (1985) concludes his article with the statement that in the mentoring relationship, "There are, of course, organizational

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[64]C. Shelton, "Mentoring Programs: Do They Make a Difference?" National Association of Bank Women Journal, 58 (Spring, 1982), 22-24.

[65]Caela Farren, Dreyfus Gray, and Beverly Kaye, "Mentoring: A Boon to Career Development," Personnel, 16 (Nov.-Dec., 1984), pp. 21-22.

pay offs. They can foster the development of employees with high
potential, pass on the corporate culture, increase company loyalty
and promote accepted organizational norms."[66]

Stumpf and London (1981) discovered that some organizations
(e.g., The Jewel Co., Bell Laboratories, and departments of the
United States government) have formalized the mentor role and expect
the mentor to suggest and advise new "up and coming" recruits on
career success matters. They point out in this study of individual
and organizational factors influencing promotion decisions, that
mentors and sponsors play an important role. "Individuals who have
mentors or sponsors involved in the promotion decision process or who
have been identified as having high potential are more likely to be
considered for promotion and to have received developmental experi-
ences to make them ready for promotion."[67]

Zey (1984) speaks of organizational benefits as "spun off" from
the self-interested interactions of the mentors and the proteges. As
the abilities of the organization's members are enhanced through
mentoring, their capacity to produce results for the organization are
expanded. He relates seven benefits to the organization: (1) inte-
gration of the individual, (2) reduction in turnover;

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[66]Martin Gerstein, "Mentoring: An Age Old Practice in a
Knowledge-Based Society," Journal of Counseling and Development, 64
October, 1985), 157.

[67]Stephen A. Stumpf and Manuel London, "Management Promotions:
Individual and Organizational Factors Influencing the Decision
Process." Academy of Management Review, 6 (Oct., 1981), pp. 539-549.

(3) organizational communication, (4) management development, (5) mana-
gerial succession, (6) productivity, (7) socialization to power.[68]

Hunt and Michael (1983) found that mentors are generally highly
placed, powerful, knowledgeable individuals who are willing to share
their expertise, but who are not threatened by the protege's potential
for surpassing them. Mentors are self-confident professionals who are
concerned with the needs and development of their proteges. Mentors
may also bring a need for power to the mentor-protege relationship.
Some mid-level positions within an organization may need additional
power in order to rise further in the organization. "Thus serving as
a mentor is one way for individuals to increase and spread their
power base within the organization."[69]

Stages in the Mentoring Process

Kram's (1983) in-depth interviews in corporate settings reveal
four stages in the mentor-protege relationship: (1) initiation, the
first 6-12 months, (2) cultivation, 2-5 years when the mentor fulfills
five career functions and four psychosocial functions, (3) separation,
when the relationship ends as the protege attains competence and
independence and (4) redefinition, when either friendship results or
feelings of rejection and abandonment.[70]

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[68]Michael G. Zey, op. cit., pp. 93-94.

[69]Michael D. Hunt and Carol Michael, "Mentorship: A Career
Training and Development Tool," Academy of Management Review, 8
(July, 1983), p. 481.

[70]Kathy Kram, "Phases of the Mentor Relationship," op. cit.,
pp. 613-621.

Dalton, Thompson and Price (1977) surveyed 2,500 engineers. They identified four career stages. In stage one a new employee is an apprentice who depends for advancement and socialization on the mentor's help and instruction. In stage two, the employee becomes an independent colleague who can make a valued contribution to the organization. In the third stage the employee becomes an experienced mentor who assumes responsibility for training and helping new employees and others. In the last stage, the mentor is groomed to become a sponsor who exercises power in shaping the organization's direction.

Pertaining to mentoring, the authors found that older participants who moved successfully through these stages received higher performance ratings, while those who remained at early stages were rated lower.[71]

Burke (1982) reviewed the work of Dalton, Thompson and Price and distinguished between mentors and sponsors. He described the movement of mentors from the Apprenticeship stage of dependence on others through a Collegial stage of independent contribution, to the Mentor stage when they assume responsibility for training others to become competent. Sponsors have advanced beyond the Mentor stage to exercise power in shaping the organization's direction and grooming successors to replace themselves.[72]

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[71]Gene W. Dalton, Paul H. Thompson, and Raymond L. Price, "Four Stages of Professional Careers--A New Look at Performance by Professionals," Organizational Dynamics, 5 (Summer, 1977), pp. 19-41.

[72]Ronald J. Burke, "The Role of Mentors and Sponsors in Management," CTM: The Human Element, 15 (Dec., 1982), pp. 10-13.

Rupnow and Bowton (1986) provide a theoretical model that has five stages that imply a developmental hierarchy. The authors suggest that to reach full mentor potential, the fifth level of development may need to be reached. The five stage model is as follows: Level 1, Authoritative; Level 2, Maintainer; Level 3, Promoter; Level 4, Provider; Level 5, Detachment.[73]

In business as well as education, how mentoring is defined depends on how much is found and with which variables it correlates.

Roche (1979) studied 4,000 executives defining "mentors" in the following manner: "At any stage in your career, have you had a relationship with a person who took a personal interest in your career and who guided and sponsored you?" Of the 1,250 who responded, two-thirds had had such a relationship and one-third had two or more.[74]

However, when a Levinsonian definition is used only one person out of 100 interviewed reported having had one. More could name someone who had been helpful to them in their career (Fury, 1979). Roche's definition is closer to a definition of sponsorship whereas Levinson's connotes an intense emotional relationship. This problem in defining mentoring, which very often differs from study to study, probably accounts for the variation in findings and the extensive

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[73]Allan Rupnow and Sandy Bowton, "Communication is the Key: You Can Do It, But Can You Say It?" in Mentoring: Aid to Excellence, ed. by William Gray and Marilynne Gray (Vancouver, B.C., Canada: International Association for Mentoring, 1986), p. 11.

[74]Gerald Roche, op. cit., p. 14.

array of variables with which mentoring correlates. Merriam (1983)
says that a greater incidence of mentoring shows up in studies where
the subjects are interviewed in depth, rather than surveyed by
questionnaire.[75]

It is because of these differing definitions that researchers,
primarily in business, have tried to define and clarify the precise
roles and functions that mentors perform.

<div align="center">Roles and Functions</div>

In education, the roles and funcitons of mentors have been studied
in only a few reported endeavors (Gehrke & Kay, 1984; Krupp, 1982;
Egan, 1987), and generally they use categories taken directly from
studies in business. Because of this, these roles and functions
from business will be reported on extensively in this chapter. This
literature became the basis for part of the instrumentation used in
this study. These roles and functions were then tested for their
occurrence and frequency in a formal induction program.

Schein (1978) provides one of the earliest descriptions of
mentoring roles as they affect careers in organizations. He describes
seven: (a) teacher, coach, trainer, (b) role model, (c) developer of
talents, (d) opener of doors, (e) protector, (f) sponsor, (g) success-
ful leader. These are the categories into which Gehrke and Kay

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[75]Sharan Merriam, op. cit., p. 167.

organize data regarding teacher mentors from the point of view of the

novices. (Reported earlier in the literature review.)[76]

Shapiro, Haseltine and Rowe (1978) have offered a useful con-

tinuum of advisor/supporter relationships. It begins with a more

casual peer-pal role, progresses to the role of guide then sponsor

and culminates at the end point with mentor. Mentors are the most

intense and "paternalistic" of the types of patrons described by the

continuum. "Sponsors" are strong patrons but less powerful than

mentors in promoting and shaping the careers of their proteges.

"Guides" are less able than mentors and sponsors to fulfill the roles

of benefactor, protector, or champion to their proteges, but they can

be invaluable in explaining the system. "Peer Pals" describe the

relationship between peers helping each other to succeed and prog-

ress.[77]

Using the Shapiro, Haseltine and Rowe continuum (1981), forty-

one teacher respondents interviewed in the Gehrke and Kay study (1984)

were categorized as follows: none reported the peer-pal role, 18

claimed a sponsor and 13 described a mentor.[78]

Egan (1987) in his study of informal mentoring found mentors

play many roles. He singles out three mentor roles--model, teacher,

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[76]Edgar Schein, op. cit., p. 178.

[77]Eileen C. Shapiro, Florence P. Haseltine, and Mary P. Rowe,
"Moving Up: Role Models, Mentors, and the Patron System," Sloan
Management Review, 29 (Spring, 1978), pp. 54-56.

[78]Nathalie Gehrke and Richard Kay, op. cit., p. 22.

and counselor--to have had great impact on the professional growth of their proteges. One of the most powerful mentor roles is that of model. Modeling takes several forms: (1) opportunity to observe the mentor in the act of teaching, (2) observing the mentor interact with students, and (3) observing the ways the mentor communicates with parents and other family members.[79]

The second important mentor role was that of teacher. Mentors instruct beginners in practical aspects of child development and its manifestation in expectations and planning. Organizing materials and planning for instruction are among the first areas in which the experienced mentors help proteges. The third role was that of counselor. Egan describes this role as feeling free to pick and choose from suggested techniques, bits of wisdom or advice, while remaining free to do what best fits the protege's style and philosophy.[80]

Burke (1984) found that 80 men and women in management development courses were mentored in the early stages of their careers. The most common mentor roles reported were: (a) builder of self-confidence, (b) role model, (c) teacher, coach, trainer, (d) went to bat for the protege, and (e) used job assignments to develop proteges. Mentors were supervisors in 30% of the cases. This study presented a factor analysis of mentor roles into three major mentor functions: developing careers (7 times), providing psychosocial support (5 times), and being

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[79]James B. Egan, op. cit., pp. 6-8.

[80]Ibid.

a role model (3 items). These functions are compatible with those found by Roche (1979) and Schein (1978). Mentors who performed these three functions had greater influence on personal and career development.[81]

Klauss (1981) examined three formal mentor programs in the United States government in order to extract major themes. From the interviews he identified five major roles: career strategy advising; individual development planning; counseling; sponsoring and mediating; monitoring and giving feedback; and role modeling.[82]

Levinson et al. (1978) conducted intensive interviews with forty selected men. They describe the mentor relationship as "one of the most complex, and developmentally important, a man can have in early adulthood." Levinson cites some of the functions mentors perform:

> The mentor may act as a teacher to enhance the younger man's skills and intellectual development. Serving as a sponsor, he may use his influence to promote the young man's entry and advancement. He may be a host and guide, welcoming the initiate into a new occupational and social world and acquainting him with its values, customs, resources, and cast of characters. Through his own virtues, achievements, and way of life, the mentor may be an exemplar that the protege can admire and seek to emulate. He may provide counsel and moral support in times of stress.[83]

The mentor serves as a transitional figure for a person moving through earlier stages of adult life. Such relationships were found in formal organizations (with a boss or senior colleague) and in

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[81]Ronald J. Burke, op. cit., pp. 353-372.

[82]Rudi Klauss, op. cit., p. 492.

[83]Daniel J. Levinson et al., op. cit., p. 98.

informal situations (e.g., with a long-time friend or relative). This study emphasized mentoring in terms of the functions it served rather than in terms of the formal roles within the organization.[84]

Kram (1985) investigated pairs of junior and senior managers who were currently engaged in a mentoring protege relationship at different career phases in a large northeastern public utility. Using a "Grounded Theory" method of in-depth interviews she inductively derived four stages in the mentor-protege relationship. During the second stage, the mentor fulfills five career functions and four psychosocial functions.[85]

Kram speaks of mentoring functions as those aspects of a developmental relationship that enhance both the individual's growth and advancement. These functions are essential characteristics that differentiate developmental relationships from other work relationships.

Career functions are those aspects of the relationship that enhance learning the ropes and preparing for advancement in an organization. Psychosocial functions are those aspects of a relationship that enhance a sense of competence, clarity of identity and effectiveness of a professional role. Career functions serve primarily to aid advancement in the hierarchy of an organization. Career functions

[84]Ibid.

[85]Kathy Kram, Mentoring at Work: Developmental Relationships in Organizational Life, op. cit., pp. 22-23.

are: sponsorship, exposure-and-visibility, coaching, protection, and challenging assignments. Psychosocial functions affect each individual on a personal level by building self-worth both inside and outside the organization. The psychosocial functions are role-modeling, acceptance and confirmation, counseling and friendship.[86]

Kram gives evidence that career and psychosocial functions are not entirely distinct. She considers several factors that influence which functions are provided in a relationship. First, the developmental task of each person shapes what needs are brought to that relationship. Second, the interpersonal skills brought to the relationship affect how it gets started and how it unfolds over time. Finally, the organizational context shapes the range of functions by affecting formal role relationships, opportunities for interaction and the extent to which persons are encouraged to participate in mentoring activities.[87]

Phillip-Jones (1982) studied more than 500 mentor-protege relationships. She categorizes the roles mentors play into the following categories: traditional mentors, supportive bosses, organizational sponsors, professional career mentors, patrons, and invisible godparents. Traditional mentors are older bosses, teachers, producers or family members who serve as protectors and parent figures for their proteges. Supportive bosses resemble traditional mentors in that these

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[86]Ibid.

[87]Ibid., p. 40.

helpers also act as teachers and guides, but instead of serving as long-term protectors and advocates, they function more as coaches. They encourage from the sidelines. The organizational sponsor, unlike the typical supportive boss, has reached the top eschelon of management. In that position of power he has a major say in deciding who will be promoted to these coveted ranks. Key functions at this stage involve inordinate amounts of guidance and counsel. Professional career mentors are people hired to improve a protege's career, e.g. counselors, psychologists, agents, personal managers, etc. Patrons are people who use their money or other material clout and offer their standing in the community to get a protege started. Lastly, the invisible godparents direct the career goals of a person without that person even being aware of it. In short, they arrange opportunities.[88]

Darling (1984) describes what nurses want in a mentor in terms of attraction (admiration), action (being taught/guides), and affect (being respected, encouraged, supported). The Darling Measuring Mentor Potential Scale is a five point instrument in which fourteen characteristics of mentors are described. The fourteen items can then be reclustered into three major mentoring roles: inspirer, invester, supporter.[89]

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[88]Linda Phillip-Jones, op. cit., pp. 22-24.

[89]LuAnn W. Darling, "What Do Nurses Want in a Mentor?" The Journal of Nursing Administration, 14 (October, 1984), 42-44.

In the California Mentor Teacher Program, Taylor (1986) states
that a mentor teacher is considered to be an exceptionally capable
teacher who assumes the roles of guiding, directing and assisting other
teachers.[90]

Farren, Gray and Kay (1984) use the definition found in the New
Webster Encyclopedia Dictionary: a mentor is "a wise advisor or
monitor." They devise an acronym to describe a mentor's activities:
manage, encourage, nurture, teach organizational responsibility.[91]

In the Schockett et al. model (1983) there are four psychosocial
functions and four vocational functions of a mentor. The psychosocial
functions include: role modeling, encouraging, counseling, and trans-
itional figure. Vocational functions include: educating, consulting/
coaching, sponsoring, and protecting.[92]

The Woodlands Group in Texas (1980) distinguishes between coaches,
sponsors, and mentors. In coaching a "boss" helps the subordinate
meet specific growth needs, while relying on a rich interpersonal
relationship, performance appraisals, and career planning. Sponsors
discover and foster individuals for enhanced placement in other parts
of the organization. Coaches, on the other hand, prepare individuals
for current assignments. They gain access to knowledge about new
openings and use subtle influence to get people with potential assigned

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[90]Sarah Taylor, op. cit., p. 39.

[91]C. Farren, J. Gray and B. Kay, op. cit., p. 20.

[92]Melanie Schockett et al., op. cit., p. 629.

to special projects or committees. The Woodlands Group concludes,

"sponsors are press agents; mentors are everything implied in the

definition of trusted counselor and guide."[93]

Zey (1984) uses the following definition of a mentor in his

study: a person who oversees the career development of another person,

usually a junior, through teaching, counseling, providing psychol-

ogical support, protecting and at times promoting or sponsoring. The

mentor may perform any or all of the above functions during the mentor

relationship.[94]

Zey (1984) interviewed managers over a two year period examining

how mentoring can be employed as a means of gaining upward mobility.

He reports on four levels of mentoring which delineate a rank order

from lowest level of mentoring to the highest. The most basic level

of mentoring is the teaching function. This includes teaching the job,

drawing the organizational road map and career guidance. Level II

refers to the personal support function. This includes psychological

support, confidence building and assistance with personal life. In

Level III the mentor assumes a much more public role in the protege's

career attempting to influence the organization in the protege's favor.

At this level the mentor protects, markets the candidate and provides

access to resources that would ordinarily be unavailable to a junior

member. At Level IV, the mentor's advancement of the protege from

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[93]The Woodlands Group, "Management Development Roles: Coach, Sponsor, Mentor," Personnel Journal, (November, 1980), 918.

[94]Michael G. Zey, op. cit., p. 7.

one organizational position to another requires a deeper commitment.
This is accomplished by either direct or indirect promotion tech-.
niques.[95]

Two writers seem to have tried to study these many mentor roles
and functions in a more comprehensive and less fragmented framework.
The two studies following reflect this effort. Reviewing the preceding
type literature Clawson (1980) says in modern parlance that these frag-
mented mentor roles are individual roles that might more accurately be
characterized as teachers, coaches, sponsors, perspective enlargers,
confidants, friends, and role-models--not easily life mentors or even
necessarily career mentors. For this author, the term mentor becomes
applicable only when a single individual begins to play several of
these roles for another person. His two axes (comprehensiveness and
mutuality) suggest a frame of reference for understanding constella-
tions of roles as opposed to individual mentor roles.[96]

Comprehensiveness of influence suggests for Clawson a continuum
along which senior individuals in developmental relationships can be
classified. The polar opposite points on the continuum would extend
from the senior person having no influence on any part of the junior
person's life to the point where the senior person had influence in
almost every facet of the protege's life.

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[95]Ibid., p. 8.

[96]James G. Clawson, "Mentoring in Managerial Careers," in Work,
Family and the Career, ed. by Brooklyn Derr (New York: Praeger
Scientific, 1980), p. 147.

However, that axis is not enough since dictators have influence, but can hardly be referred to as mentors. The other measure for the corresponding continuum is mutual personal involvement in the relationship. These two dimensions of mutuality and comprehensiveness can be used to describe the range of developmental relationships like that found in mentor-protege relationships. "The more a relationship is characterized by comprehensiveness and mutuality, the more it is a mentor-protege relationship."[97]

It seems appropriate to end this review of the literature with a typology that describes the mentor. Haensly and Edlind (1985) presented a paper at the First International Conference on Mentoring titled "A Search for Ideal Types in Mentoring." These authors have suggested descriptors for the Ideal Type Mentor, the Ideal Type Protege, and the Ideal Type Mentoring Relationship that assist educators in using the mentorship option to its best advantage.[98]

The framework for the typologies came from literature on naturally occurring mentorships in the fields of business, human services, academia and education; coupled with interviews of individuals who had been proteges, mentors, or both. A questionnaire to thirty professionals who participated in a high school mentorship program was used to support and verify the assumption that artificially arranged

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[97]Ibid., pp. 147-149.

[98]Patricia Haensly and Elaine P. Edlind, "A Search for Ideal Types in Mentoring," in Mentoring: Aid to Excellence, ed. by William Gray and Marilynne Gray (Canada: International Association for Mentoring, 1986), 1, p. 1.

mentorships, such as those occurring in educational programs, can and do simulate natural mentorship and are worthy of support and pursuit.

Some descriptors that these authors use in their typology of the mentor are as follows: outstanding knowledge; skills and expertise; enthusiasm; sincere; ability to communicate not only content and process, but also personal attitudes, values and ethical standards; give sensitive feedback and listening; belief in the protege's potential; convey a caring attitude; flexibility; sense of humor; a sense of guidance and a sense of timing.[99]

Haensly and Edlind use this Weberian concept to imply that though not all examples exhibit all of the characteristics, the closer the approximation to the ideal standards, the more ideal the situation will become.[100]

Summary

As this brief review of the literature indicates, whether a mentor is displaying a role or describing a function is different for each study depending on the perspective the researcher wishes to convey. Findings also seem to depend on whether the researcher used already defined categories such as Schein did,[101] or made categories

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[99]Ibid., pp. 4-5.

[100]Ibid., p. 4.

[101]Edgar Schein, op. cit., p. 178.

from qualitative data as did Gehrke and Kay,[102] and finally whether a

formal or informal mentoring situation is being described as did Fagan

and Walters.[103]

The concept of what is meant by a mentor and its roles and

functions are hardly definitive from research in business. In educa-

tion, these roles and functions, practically speaking, represent

"uncharted waters." The concept is not at all clear for educators

who seek to enhance adult development as opposed to just concentrating

on indicators of material success. This review of the literature was

the basis for the definitions that became part of the instrumentation

for this study. Which of the roles and functions employed on the

business scene are used in a formal induction program?

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[102]Nathalie Gehrke and Richard Kay, op. cit., pp. 21-24.

[103]Michael Fagan and Glen Walters, op. cit., pp. 113-118.

CHAPTER III

DESIGN AND METHODOLOGY

Chapter III includes a description of the design and methodology

used in this study which analyzes the benefits, roles and classroom

outcomes of mentoring in a formal induction program. It is comprised

of six sections: (1) conceptual framework, (2) design and rationale

of the study, (3) population and sample, (4) instrumentation, (5) data

analysis, and (6) limitations of the study.

Conceptual Framework and Rationale

Because of the extensiveness of the topic of mentoring, this

researcher believes that a conceptual diagram will help clarify which

aspects of mentoring are being addressed. According to Miles and

Huberman (1984), a conceptual framework explains, either graphically

or in narrative form, the key factors to be studied. The framework

specifies who and what will be studied and what will not be studied.

It also assumes some relationships that are indicated by arrows.[1]

The function then, of the conceptual diagram, is to aid in focusing

on which aspects of which activities will be studied and what kinds

of mentor classroom outcomes will be addressed.

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[1]Matthew Miles and Michael A. Huberman, Qualitative Data
Analysis: A Source Book of New Methods (Beverly Hills: Sage Publi-
cations, 1984), p. 29.

From the conceptual framework it is seen that the key actors in this study are experienced teachers who have been asked to participate in the University of Wisconsin-Whitewater Teacher Induction Program. This key actor (called a mentor teacher), is part of a support team composed of the school principal and university consultant. This study will concentrate on an analysis of mentor roles, benefits, and mentor classroom outcomes from the point of view of the mentor.

Hopefully, this conceptual diagram will allow the reader to focus more easily on what is being studied by leaving out what is not within the scope of this research project.

The research questions relate to each of the numbered graphics in the conceptual diagram.

#1 in the diagram relates to the general data collected about the mentors in this sample. This research seeks to know about the biographical and demographic characteristics as well as the specific conditions under which mentors mentored.

#2 refers to the benefits which accrue to a mentor in a formal induction program.

#3 refers to the roles mentors actually used in particular settings. Which major roles cited in the general literature take place in an induction program?

#4 asks the question, Is there increased effectiveness in the classroom of the mentor because of mentoring? (referred to as mentor classroom outcomes).

The arrows in the conceptual diagram represent the relationships between the various factors in the study. Some relationships will be researched qualitatively; others quantitatively.

FIGURE 1

CONCEPTUAL FRAMEWORK

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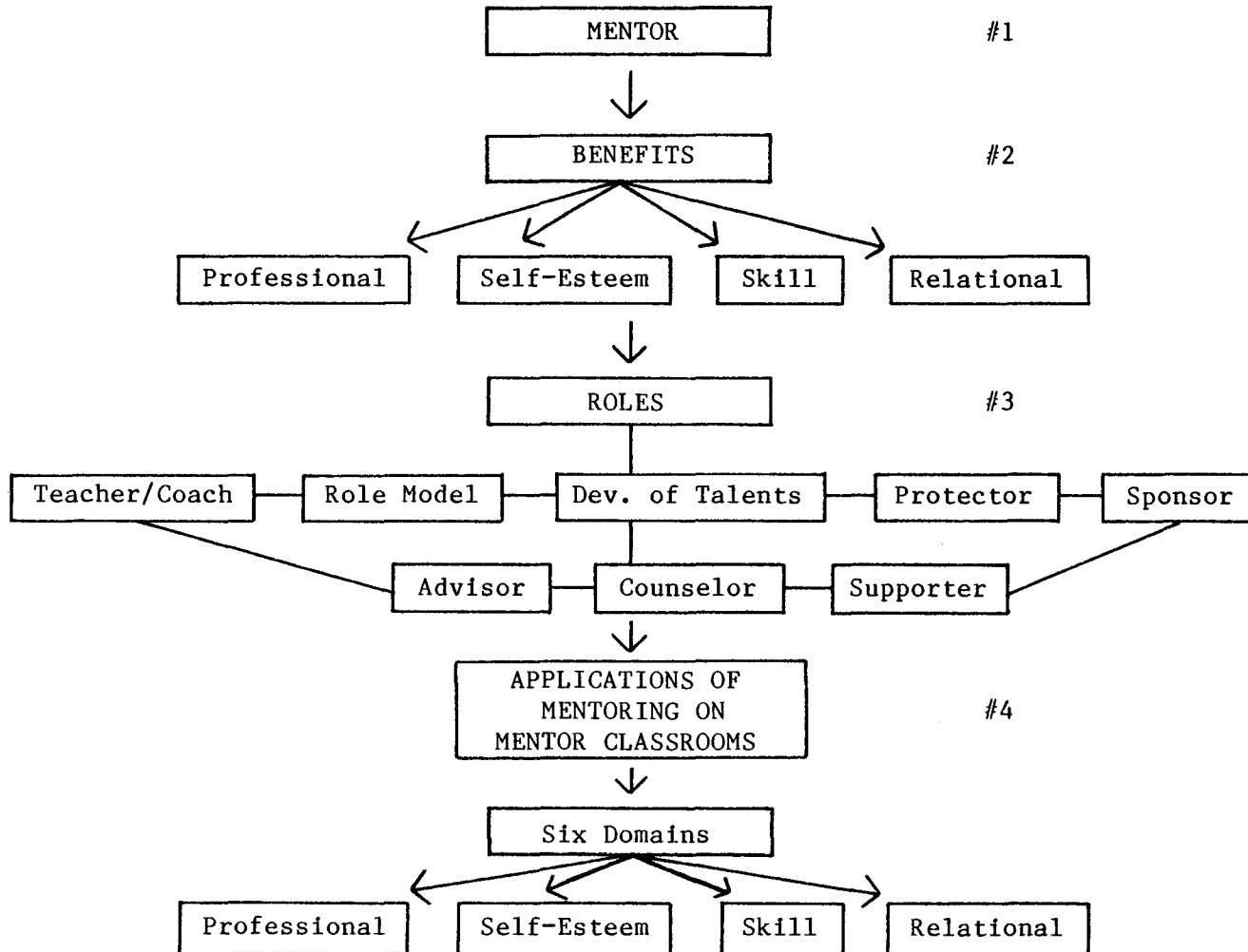
Design and Rationale of the Study

This study is primarily qualitative and descriptive, although it will seek to document relationships with the use of quantitative measures.

Qualitative methods provide rich descriptions of processes involved in portraying mentor roles, benefits and classroom outcomes. This methodology was thought best in order to collect direct quotations from mentors concerning how they perceive the reality of their situations. Their descriptions, in their words, were thought to be an integral part of this study and its unique contribution.

However, this researcher also saw the need to create and use some pre-determined categories grounded in the literature. The frequencies and intensities for these categories were studied by using Likert-type rating scales. (This process will be further explained under the section on instrumentation.) Quantitative correlational methods were used to document already found qualitative relationships and to suggest new relationships that gave direction to further qualitative inquiry. This interaction between methodologies utilized the best each method had to offer.

Like Patton (1980) the researcher values the holistic approach that assumes that the whole is greater than the sum of its parts. ". . . it also assumes that a description and understanding of a program's context is essential for understanding the program. Thus, it is insufficient simply to study and measure parts of a situation

by gathering data about isolated variables, scales, or dimensions."[2]

Therefore, in an effort to view the social context of the mentor more

holistically, a methodological mix was used in this research. This

methodological mix was achieved through three modes of triangulation.

Using data source triangulation, a variety of data sources was used

from business, nursing, career training programs, and education. Also,

data were gathered from dissertations, unpublished studies, and mimeo-

graphed evaluations of programs not yet published. The narrative that

resulted indicates agreement or disagreements with the findings of

this study and that of other studies.

Theory triangulation, "the use of multiple perspectives to

interpret a single set of data" (Patton, 1980), lends itself very well

to the nature of this study.[3] Several theories are associated with

mentoring in business and industry: (1) Erikson's "generativity"

stage, (2) Maslow's "self-actualization" stage, and (3) one researcher

alludes to Herzberg's "motivators" as a possible theoretical frame of

reference. These three theories gave more basis to possible interpre-

tations from the findings of this research.

When speaking of using some quantitative and some qualitative

strategies to study a phenomena, this researcher realizes the impli-

cations of Patton's (1980) statement:

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[2]Michael Quinn Patton, Quantitative Evaluation Methods (Beverly
Hills: Sage Publications, 1980), p. 40.

[3]Ibid., pp. 108-109.

> There are strong epistemological arguments for maintaining the integrity of a comprehensive and pure qualitative methods approach in research that integrates qualitative measurements, holistic-inductive designs based on naturalistic inquiry, and content analysis. Yet, in the real world of program evaluators it may be necessary and desirable to mix different types of measurement, design, and analysis.[4]

This study represents a "methodological mix" that takes the best statistical strategy for the kind of data presented and uses it in combination with open-ended questions and an interview schedule to bring the depth and the context of mentoring into better perspective. Therefore, it was decided to use between method triangulation (quali-tative and quantitative procedures) and within method of triangulation (open-ended survey and interview schedule).

The need in this study was to reorganize and recategorize the vast amount of data already collected from various sources using dif-ferent methods of data collection. By creating quantitative categories, a great variety of what was already known from the literature could be focused in a way that simplified meanings for a particular context. Even though this method limits data collection to pre-determined categories, this synthesis was deemed necessary. The lack of depth that results from such an approach was balanced by the qualitative techniques that allowed for more thick descriptions of processes in a local context.

This study was begun by selecting a formal induction program that had as one of its major component parts the assistance of an experienced

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[4]Ibid., p. 110.

teacher to help in the socialization process that takes place from student to teacher. Shortly after the beginning of the 1986-87 school year, the names of the people participating in the First-Year Induction Program at the University of Wisconsin-Whitewater were secured from the University's Office of Student Teaching and Clinical Experiences.

By means of a letter, each person in the sample was contacted in order to explain the purpose of the study and to describe the research procedures to be used. A letter from Dr. Leonard Varah, the Director of the Induction Program, accompanied the researcher's letter. The purpose of his letter was to indicate to mentors the importance of this study to the University of Wisconsin-Whitewater. A letter was also sent to each of the principals who had a mentor teacher participating in the program. Since half of the mentors in the very large district of Waukesha had the same superintendent, a letter was sent to him also. (Copies of these letters are found in Appendices D-G.)

The survey schedule was developed to collect biographical and demographic information as well as information on mentor roles and benefits. These two aspects were investigated quantitatively in the survey and qualitatively in the interview. The survey instrument also included several open-ended questions which mostly focused on classroom applications. These classroom outcomes were also a major portion of the interview.

This survey was administered to mentors centered geographically around Whitewater at their last meeting on April 8, 1987. Those centered in Waukesha filled out the survey portion on April 15, 1987

at their last meeting. At these respective meetings, mentors were asked to participate at a convenient future time in an in-depth interview. The interviews were conducted from April 13, 1987 to June 4, 1987. This process involved calling each mentor ahead of time and driving to twenty-three different sites to conduct the interviews. The average amount of time spent per person was forty-five minutes.

Population and Sample

The First-Year Teacher Induction Program at the University of Wisconsin-Whitewater was chosen as a focus of the study because it embodied many of the recommendations in Wisconsin's Task Force on Teaching and Teacher Education (Wisconsin Department of Public Instruction, 1984). The University of Wisconsin-Whitewater Teacher Induction Program was developed and implemented in cooperation with the Wisconsin Improvement Program (WIP) as a result of the Wisconsin Improvement Program's 1971 Task Force Report on Teacher Education.

The University of Wisconsin-Whitewater's program was also selected because Wisconsin is one of six states presently piloting an induction program. All of these six states share in common the use of an experienced teacher as a mentor. However, as the review of the literature revealed, in many school districts, even within one state, the definition and job description of the mentor can be very different. For that reason, it was deemed best to study the mentor in one context in which the parameters of the program are clear and job descriptions of mentors are straightforward.

The support system provided the first-year teacher includes an assistance team comprised of the local school administrator, an experienced teacher to serve as a mentor, a series of seminars geared to address the problems commonly experienced by first-year teachers, a handbook and monthly newsletter. The mentor was prepared by an initial orientation lasting a whole day and after regular monthly inductee training sessions. Mentors could, by attending seminars and handing in the necessary components in the Developmental Plan (referred to earlier), earn three graduate credits from the University of Wisconsin-Whitewater.

According to Kerlinger (1964), a purposive sample is one that is characterized by the use of judgment and deliberate effort to obtain representative samples by including presumably typical areas or groups in the sample.[5] This sample of thirty-seven mentors is a purposive sample. In the Induction Program for 1986-87, thirty-seven mentors were surveyed, and thirty-three were interviewed. Four wished not to be interviewed. All mentors were located in southeast Wisconsin.

Realizing, however, the shortcomings in this method of sampling, the researcher was very attentive to the fact that there may have been critical cases or negative cases--those that did not fit the pattern of what was typically found in the purposive sample. The researcher intended to actively seek out more and different information from those

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[5]Fred N. Kerlinger, <u>Foundations of Behavioral Research</u> (2nd ed.; New York: Holt, Rinehart, and Winston, Inc., 1964), p. 129.

mentors categorized as "critical." As will be presented later, critical

cases did not emerge.

The location of the mentor sites in southeast Wisconsin were as

follows:

    Mentor #1   Burlington, Wisconsin
    Mentor #2   Clinton, Wisconsin
    Mentor #3   Darien, Wisconsin
    Mentor #4   Delavan, Wisconsin
    Mentor #5   Delavan, Wisconsin
    Mentor #6   Elkhorn, Wisconsin
    Mentor #7   Fort Atkinson, Wisconsin
    Mentor #8   Fort Atkinson, Wisconsin
    Mentor #9   Fort Atkinson, Wisconsin
    Mentor #10   Janesville, Wisconsin
    Mentor #11   Janesville, Wisconsin
    Mentor #12   Janesville, Wisconsin
    Mentor #13   Milton, Wisconsin
    Mentor #14   Monroe, Wisconsin
    Mentor #15   Monroe, Wisconsin
    Mentor #16   Mukwonago, Wisconsin
    Mentor #17   Oconomowoc, Wisconsin
    Mentor #18   Walworth, Wisconsin
    Mentor #19 through #37 Waukesha, Wisconsin

Of the thirty-seven mentors, nine (24.3%) were male and twenty-

eight (75.7%) were female. Twenty-five (67.6%) of the mentors were in

a mentoring relationship with someone of the same sex, whereas, twelve

(32.4%) were matched oppositely. Twenty-one mentors (56.8%) had a

bachelor's degree and sixteen (43.2%) had master's degrees. The mean

age was 37; the median age was 35. There were six mentors over fifty

years old or older. All mentors were from public schools except three.

Instrumentation of the Study

The primary sources of data for the study were: (1) the survey

which contained open-ended and Likert-type responses, and (2) the semi-

structured interview schedule. The Likert-type responses were the

quantitative measures used to assess the degree certain roles were performed, certain benefits experienced, and the extent to which out-comes were realized in each of the domains. The negative aspects of mentoring were handled in an open-ended question because the literature says very little on this point and representative categories could not be established.

The categories and definitions for the roles were synthesized from all of the literature available in the fields of education, busi-ness and nursing. In the literature many role categories are created from qualitative data and are therefore different from study to study. Other researchers use already created categories and recast qualita-tive responses. This researcher made a chart of all category labels used in the mentor literature on roles. Besides the many roles and functions referred to in the literature portion of this study, previously cited, some other more uncommon ones found in the literature are as follows: facilitator of a dream, motivator, host, guide, leader, confidant, devil's advocate, information provider, mediator, opener of doors. Putting into one term words that connotated the same or very close meanings, the twenty roles referred to in the literature were recast into eight categories that represented most of the meanings intended by all twenty words. The definitions were written and re-written for added clarity. The final rewriting of the role definitions followed the piloting of the instrument. The final definitions represent discrete meanings not necessarily exclusive properties. Because some of the literature refers to roles as "roles" and others characterize the same role as a "function," this study refers to these

parts mentors play on the educational scene as "role-functions"--connotating the part they play and what they do.

Respondents were asked to indicate on a Likert-type scale how often they performed these role-functions. The data gathered from this process allowed the researcher to ask further questions in the interview. In the interview, respondents were asked to rank order the three role-functions they used the most. A question from the interview asking for a descriptive response was, "Pretend I'm a blind person, how would you describe how you performed _____ role-function?" Respondents answered this question for each of three role-functions that they listed as highest on the Likert-type rating for those roles.

A similar process was used to devise the four major indices of benefits that might accrue to a mentor in an induction situation. The literature was searched for every possible benefit that a mentor may have indicated either profited himself directly or his organization indirectly. Some studies reported general responses such as "felt satisfied," others were more specific. About thirty-three different mentor benefits were gleaned from the literature of published and unpublished materials in education, business, and nursing. All of those were included in the indices for benefits and two items were added that seemed particular to this induction program. Such an item is "Provided a valuable link to the university."

All of these thirty-five benefits were then categorized into four Dimensions: Professional Dimension, Personal Self-Esteem Dimension, Skill Dimension, and Relationship Dimension. One Northwestern

University Ph.D. candidate, one elementary school principal, and one teacher sorted the thirty-five benefits into the four Dimensions. Using the following definitions, there was 85% agreement on the classifications of the benefits into these four Dimensions. The Professional Dimension was described to the sorters as enhancing the professional growth of the person or the school. The key here was "teacher as professional." The Personal Esteem Dimension was described as feelings of personal satisfaction associatd with ego needs like recognition, honor, affirmation. Key words were "ego needs." The Skill Dimension referred to reanalyzing, revitalizing old techniques or improvement in interpersonal skills. Key words were "improvement in classroom skills or 'people' skills." The last dimension is the Relationship Dimension. This dimension concentrated on specific kinds of inductee behaviors and mentor responses. Key words were "relationship with inductee."

The Likert-type scale provided the opportunity to collect findings on the four Dimensions of benefits. The first four of these dimensions are on pages 2, 3, 4, and 5 of the survey and relate to frame #2 on the conceptual diagram. These benefit dimensions were also pursued qualitatively in the interview in order to ascertain their possible relationship to mentor applied outcomes.

According to Kerlinger (1964), "Content validation is guided by the question: Is the substance or content of this measure representative of the content or the universe of content of the property being measured?"[6]

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[6]Ibid., p. 458.

The items represented by the four Dimensions of benefits are totally grounded in the literature. This researcher believes the four Dimensions do in fact represent the entire range of items that could be included in an educational setting. Further validation of these dimensions was sought from three professors from the University of Wisconsin-Whitewater. The three professors who content validated the four Dimensions have been very involved in the University of Wisconsin-Whitewater mentor program for many years. They were well versed in the literature in this content area. They have all taught seminars during the year for inductees and mentors. They carefully studied each item affirming or questioning its placement within a particular dimension. They were instructed to critique also the representativeness of the topics for the program under study. Two items were reworded and the placement of one questioned. Consensus resolved both issues.

The entire instrument was then given for further inspection to two professors at Loyola University. Their comments were most appreciated. The instrument was then piloted on five people who were mentors during the 1985-86 school year, but were not mentors during the 1986-87 school year. Some minor corrections were made and the length of the protocol was shortened to accommodate mentors' limited time. The final version took the mentors about thirty-five minutes to complete.

The survey instrument was color coded. Since the Whitewater Center had been piloting an added dimension of released time, the researcher thought perhaps differences would appear in benefits, roles, and classroom outcomes based on the variable "released time." The

Waukesha Center necessitated different questions regarding released time. These instruments appear in Appendices A and B.

The interview schedule was designed to bring depth and detail to the quantitative perspective that was deemed highly limited by itself for this research. There were open-ended responses elicited for each of the research questions. These questions relate back to each of the respective frames of the conceptual diagram.

The interview was audio-taped. Only three respondents asked that the tape recorder be turned off at certain points in order to report on sensitive material. The researcher then made paper and pencil notations. The interviews were then transcribed. The data were typed verbatim and generated 298 pages of typed single spaced documentation.

The interview schedule was content validated by three professors from the University of Wisconsin-Whitewater, one professor from Loyola University, one Ph.D. candidate and one principal. It was revised four times trying to insure the congruence and appropriateness of the interview questions with the research questions and conceptual diagram. The final version was piloted on two former mentors. Only a few minor corrections were necessary. This final version is found in Appendix C.

<u>Data Analysis</u>

Quantitative portions of the survey will be analyzed by frequencies, rank ordering, and coefficient correlations (Pearson r) in order to provide data analysis. Pearson r statistics will be reported in percentages and p value of significance. The <.05 level will be used

to indicate significance. T-Tests were used to see if released time or job satisfaction impacted on mentoring in induction. The same significance level as the Pearson r was utilized for the t-tests. Only the correlations that are significant appear in tabular form. Non-significant correlations will be referred to in the narrative, but will not be presented in tabular form.

The major portion of this research was qualitative in nature and therefore used methods of analysis appropriate to this methodology. Content analysis was performed from open-ended responses on the survey and interview instruments. The major concern in this analysis was to use logic and insight to discover patterns of behavior. These patterns were then placed in general categories to determine complex properties that belonged to a given category of behavior. In this regard, Miles and Huberman's (1984) interactive model was used. For these authors, analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.[7]

Data reduction involves the process of transforming "raw" data by making summaries, coding indicating themes, and writing memos. "Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that 'final' conclusions can be drawn and verified."[8]

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[7]Matthew Miles and Michael Huberman, op. cit., p. 23.

[8]Ibid., p. 21.

In this study, data were simplified and focused initially through the research questions and later by coding and organizing and abstracting themes and patterns.

Data display is the second major flow of analysis activity cited by Miles and Huberman. They define "display" as an "organized assembly of information that permits conclusion drawing and action taking."[9] The display aids in understanding what is happening and indicates either further analysis or action that flows from that understanding. Data in this study were organized into illustrative matrices and into a conceptual model. The conceptual model, "Mentor Mirroring Model," was this researcher's way to take large amounts of information and simplify the information into more easily understood configurations. Miles and Huberman advocate ". . . more systematic, powerful displays" and urge a more inventive, self-conscious, iterative stance toward their generation and use.[10] This approach is illustrated through matrices and the "Mentor Mirroring Model."

The last component of the data analysis activity involves conclusion drawing and verification. ". . . The meanings emerging from data have to be tested for their plausibility, their sturdiness, their 'confirmability'--that is the validity. Otherwise we are left with interesting stories about what happened, of unknown truth and

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[9]Ibid.

[10]Ibid., p. 22.

utility."[11] As patterns became organized into meaningful answers to research questions, they were checked and rechecked to verify the logic of the conclusions.

Limitations of the Study

There are four limitations to this study.

1. The generalizability of the results are limited to programs that are affiliated with a university similar to that of the University of Wisconsin-Whitewater and have a similar context socially and educationally for mentors and inductees.

2. The sample of thirty-seven is small so generalizability of the results is necessarily limited.

3. Since interviewers become part of the instrumentation for data collection, the results of this study are dependent upon the personal characteristics and the research skills of this researcher.

4. In the interviewing process, a question could have been included about the roles mentors played <u>the least</u>. Perhaps, this would have included a perspective that was just as significant as those roles they chose <u>the most</u>.

Summary

The purpose of this research was to investigate the benefits, roles and classroom outcomes that accrue to a mentor in a formal induction program. Two instruments were designed in order to study

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[11]<u>Ibid</u>.

the research questions from a qualitative and a quantitative perspective. Grounded in the literature, mentor benefits were categorized into four Dimensions and role-functions of mentors were categorized into eight, each with corresponding definitions. The classroom outcomes were investigated by means of open-ended questions and in-depth interviews.

The purposive sample included thirty-seven mentors, thirty-three of whom were interviewed at twenty-three different sites in southeast Wisconsin. The survey instruments were given out at the last meeting for mentors in the school year 1986-87. The interviews were conducted during April through June of 1987. It was the data from these two instruments that formed the basis for the analyses to follow in Chapters IV and V.

CHAPTER IV

PRESENTATION AND ANALYSIS OF QUANTITATIVE DATA

Chapter IV presents: (1) demographic data about the sample; (2) mentor benefits on each of the four Dimensions; (3) mentor roles; (4) correlational data for benefits, roles and domains; (5) mentor classroom outcomes; and (6) negative aspects of mentoring.

The data collected with the survey instrument and given to thirty-seven mentors are reported in the context of the four major research questions. In addition to four open-ended questions, this instrument provided the quantitative data used in this study. This chapter presents and analyzes the data from this instrument. The qualitative data gathered by means of the in-depth interview with thirty-three mentors will be presented in Chapter V.

The purpose of this research was to investigate mentor benefits, roles and classroom outcomes that might be found as the mentor-inductee relationship unfolds within a formal induction program. The program was designed to provide assistance and support to first-year teachers. An experienced teacher was selected as a mentor and became part of the induction team with the local administrator and a university consultant. From the perspective of the mentor, the research questions sought to answer the following concerns:

1. What are the benefits that accrue to a mentor in a formal induction program?

2. How are mentoring roles played out in a school setting? Which mentor roles cited in the general literature take place in an induction program?

3. Does released time and job satisfaction affect mentor benefits, role-functions, and/or mentor classroom outcomes?

4. Is there increased effectiveness in the classroom of the mentor because of mentoring? (Referred to as mentor classroom outcomes.)

The analysis of data was accomplished by use of descriptive statistics. Measures of central tendency and rank ordering data are provided for research questions #1, #2, and #4. Correlational data are reported using Pearson r calculations. The Likert-type rating scales provided the data base for the necessary correlations. Research question #3, because it involves comparing two groups, used t-tests.

Sample Demographics

Sample characteristics are presented in Table 1. Briefly summarized, the sample could best be described as primarily female (75.7%), most mentors (56.8%) held bachelor degrees and 56.8% taught at the elementary level. Almost all (83.7%) of the mentors taught at about the same grade level or in the same subject area as their inductees. Almost half of the mentors were between 30-39 years of age. The age range was from 25-54. Most did not receive released time and over half attended five or six of the seminars. Six seminars were offered during the year. Only three mentors (.08%) were paid by their districts for taking on this additional duty. (Two were paid three hundred dollars; one was paid five hundred dollars.) All mentors were paid seventy-five dollars each semester through the University of Wisconsin-Whitewater.

TABLE 1

Frequencies and Percentages on Nominal Level
Demographic Data of Sample Subjects

Variable	N	Frequency	Percentage
Sex	37	Male = 9	24.3
		Female = 28	75.7
Education	37	Bachelor's = 21	56.8
		Master's = 16	43.2
Grade Level	37	Elementary = 21	56.8
Taught		Junior H.S. = 7	18.9
		High School = 9	24.3
Age	37	20-29 = 7	18.9
		30-39 = 16	43.2
		40-49 = 8	21.6
		50-59 = 6	16.2
Released	37	Yes = 14	37.8
Time		No = 23	62.2
Seminars	37	1 = 1	2.7
Attended		2 = 3	8.1
		3 = 4	10.8
		4 = 7	18.9
		5 = 10	27.0
		6 = 11	29.7
		0 = 1	2.7

Only one person had been a mentor in the program before. The reported time spent on mentoring ranged from four hours second semester to eighty hours for the same semester. The mean score was 23.1 hours. Almost half of the mentors observed their inductee at least once or twice. Fourteen (37.8%) did not observe their inductee at all.

Most relationships involved gender matched pairs. Twenty-five pairs (67.6%) were the same gender and twelve (32.4%) were gender-mixed.

The sample of mentors in this study is in some ways representative of the mentors in business and other educational settings and in some ways different. Taylor (1986) studied mentors in the California Mentor Program and found similar profiles. The mentor teacher was a female elementary teacher in her thirties.[1] Krupp's research (1984) finds support for Levinson's (1978) findings that mentors are older than the protege and often past forty.[2] Almost half of the mentors were between 30-39 years of age. This is younger generally than mentors reported in other studies. Only 37.8% were forty and older.

The results of this study, regarding age, approximates the findings of Phillip-Jones (1982) in which she found that mentors are generally older than their proteges, but many are either the same age

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[1] Sarah Taylor, "Mentors: Who Are They and What Are They Doing?" Thrust, (May-June, 1986), p. 39.

[2] Judy Arin-Krupp, "Mentor and Protege Perceptions of Mentoring Relationships in an Elementary and Secondary School in Connecticut," a paper presented at the American Educational Research Annual Meeting (New Orleans, Louisiana, April 1984), p. 25.

or even younger. The key is not age, but rather that the mentor has skills, knowledge or power that the protege does not have, but needs. No mentors in this study were younger than their inductee.[3]

Regarding gender, Kram (1985) confirms Levinson's findings that the essential modeling and identification processes are less evident in cross-gender relationships. She also notes that male-mentor female-protege relationships have particular complexities. Both participants must deal with sexual tensions and fears, increased public scrutiny and stereotypical male/female roles.[4] Sheehy (1976) also confirms that stereotypical roles influence the relationship, interfering with the establishment of a relationship that is supportive of psychosocial development.[5] This perspective is not confirmed by Alleman et al. (1984) in which there were no variations in the activities related to the gender of either the mentor or the protege.[6]

Most mentors taught at about the same grade level or in the same subject area as their inductees. These matchings were done deliberately by the induction administration. Research verifies this

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[3]Linda Phillip-Jones, Mentors and Proteges (New York: Arbor House, 1982), p. 19.

[4]Kathy E. Kram, Mentoring at Work: Developmental Relationships in Organizational Life (Glenview, IL: Scott, Foresman & Co., 1985), pp. 106-108.

[5]Gail Sheehy, "The Mentor Connection," New York Magazine, (April, 1976), pp. 30-39.

[6]E. Alleman, J. Cochran, J. Doverspike and Isadore Newman, "Enriching Mentoring Relationships," The Personnel and Guidance Journal, 62 (Feb., 1984), 331.

practice. More successful pairings of mentor and novice teachers
bring together teachers who teach at the same grade level or in the
same subject area (Gray & Gray, 1985).[7]

Mentor Benefits on Four Dimensions

Mentor benefits were organized into four Dimensions: Profes-
sional Dimension, Personal Esteem Dimension, Skill Dimension, and
Relationship Dimension (subsequently referred to as four Dimensions).
The four Dimensions of mentor benefits were measured by a Likert-type
rating scale with values of 1 to 5. The number one (1) indicated "not
at all"; number two (2) indicated "a little"; the number three (3)
indicated "somewhat"; the number four (4) indicated "quite a bit"; and
the number five (5) indicated "very much." Not applicable was indi-
cated by the symbol "N/A."

Because the means for so many items on each of the four Dimen-
sions were clustered around 3.0-3.9 and no means were above 4.2, it
seemed advisable to categorize the benefits in the following manner:

$$5.0 - 3.5 = \text{Substantial benefits}$$

$$3.4 - 3.0 = \text{Moderate benefits}$$

$$2.9 - 2.0 = \text{Slight benefits}$$

$$1.9 - 0 \quad = \text{No benefits}$$

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[7]William A. Gray and Marilynne M. Gray, "Synthesis of Research
on Mentoring Beginning Teachers," Educational Leadership, 43 (Nov.,
1985), p. 38.

Relationship Dimension

Tables 2 to 5 indicate a rank ordering of mentor benefits in

each of the four Dimensions. When the mean score for each dimension

was calculated and ranked, the Relationship Dimension ranked first,

followed respectively by the Professional Dimension, Skill Dimension

and Personal Esteem Dimension.

The Relationship Dimension concentrated on specific kinds of

inductee behaviors that potentially could elicit certain responses

(benefits for the mentor). The Relationship Dimension revealed that

eight of the nine items were substantial benefits for the mentors. It

is interesting to note that "Established a trusted friendship" ranked

second on this dimension ($\underline{M}$ = 4.1) and kept that rank when all benefits

from all other dimensions were considered. This documents what several

authors have found regarding mentorship and friendship (Krupp, 1984;[8]

Kram, 1985;[9] and Gehrke & Kay, 1984)[10] and is certainly further veri-

fied in the qualitative interviews of this study. Krupp (1984) found

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[8]Judy Arin-Krupp, "Mentor and Protege Perceptions of Mentoring
Relationships in an Elementary and Secondary School in Connecticut,"
op. cit., p. 16.

[9]Kathy E. Kram, Mentoring at Work: Developmental Relationships
in Organizational Life, op. cit., p. 38.

[10]Nathalie Gehrke and Richard Kay, "Socialization of Beginning
Teachers Through Mentor-Protege Relationships," Journal of Teacher
Education, 35 (May-June, 1984), 23.

that when the mentoring relationship ended it usually did so with a feeling of friendship.[11]

The Relationship Dimension revealed that eight of the nine items were substantial. Mentors received substantial benefits from seeing their inductee become more independent ($\underline{M}$ = 4.2) and avail himself/herself of new opportunities ($\underline{M}$ = 4.0). Mentors felt a sense of pride and accomplishment in helping another person get started in the profession ($\underline{M}$ = 4.0); and watching the inductee's professional growth ($\underline{M}$ = 3.9). They were pleased when their inductee found past experiences useful ($\underline{M}$ = 3.8) and they could be part of passing skills of the profession to the next generation ($\underline{M}$ = 3.8). This idea of passing the professional culture to the next generation refers to Erikson's seventh stage and was reported in the review of the literature in Chapter II.

Bova and Phillips (1984) relate that Erikson's concept of "generativity vs. stagnation" has particular significance for the mentor. By making the choice for "generativity," the mentor takes responsibility by caring for adults and attempting to foster their growth and development.[12]

These authors assert that the mentor relationship may not be just crucial in working through the "generativity" stage; it may also

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[11]Judy Arin-Krupp, "Mentor and Protege Perceptions of Mentoring Relationships in an Elementary and Secondary School in Connecticut," op. cit., p. 20.

[12]Breda Bova and Rebecca Phillips, "Mentoring as a Learning Experience for Adults," Journal of Teacher Education 35 (May-June, 1984), 16.

TABLE 2

Relationship Dimension of Mentor Benefits
in Rank Order

Variable	N	Mean	SD	Mode
Happy to see my inductee become more independent	32	4.219	.751	4.000
Established a trusted friendship	37	4.135	.918	4.000
Felt good to see my inductee avail him/herself of new opportunities in the school	35	4.086	.658	4.000
Fostered a sense of pride in helping another get started in the profession	37	4.081	.862	4.000
Provided a sense of accomplishment in seeing professional growth in the inductee	36	3.944	.860	4.000
Pleased me to know that my inductee found my past experiences useful	37	3.892	.774	4.000
Received affirmation and support from my inductee	37	3.865	.822	4.000
Gave me a sense of pride in passing the skills of the profession to the next generation of teachers	36	3.861	.762	4.000
Pleased me when I saw my inductee mirror some of my techniques	32	3.219	1.263	4.000

increase the probability of positive outcomes in Erikson's last stage of "integrity vs. despair." As society becomes older, satisfaction of the older generation becomes an even greater concern. "Mentorship is one of the ways in which older adults may realize the significance of their lives and professional contributions."[13] This research documents the mentor benefits of "generativity" quantitatively at a fairly high level and also it is reported at a high level during the interviews. Also, mentors frequently reported receiving affirmation and support from their inductee during this process ($\underline{M}$ = 3.8).

Although they received affirmation and support from their inductee ($\underline{M}$ = 3.8), mentors did not perceive the necessity to make their inductee's behavior exactly like their own. In fact, they viewed only slightly as a benefit being pleased when they saw the inductee mirrored their techniques ($\underline{M}$ = 3.2). There was little desire for "cloning" as was written about by Blackburn, Chapman and Cameron (1981). In their study, mentors overwhelmingly nominated as their most successful proteges those whose careers were essentially identical to their own.[14]

Professional Dimension

Table 3 rank orders the items found on the Professional Dimension. This dimension describes benefits that directly enhance the

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[13]Ibid.

[14]Robert T. Blackburn, David W. Chapman, and Susan M. Cameron, "Cloning in Academe: Mentorship and Academic Careers," Research in Higher Education, 15 (1981), p. 315.

TABLE 3

Professional Dimension of Mentor Benefits
in Rank Order

Variable	N	Mean	SD	Mode
Felt it could help my school	36	3.917	.770	4.000
Helped reinforce my own professional identity	37	3.865	.976	5.000
Challenged me professionally	37	3.838	.800	4.000
Gave me an opportunity to show my own talents	37	3.676	.818	4.000
Became more aware of the importance of communicating in a professional manner	37	3.649	1.006	4.000
Rejuvenated me professionally	37	3.568	.959	4.000
Helped my own career development	37	3.243	1.038	3.000
Became more aware of my own deficiencies	37	3.081	.954	3.000
Provided a valuable link to university personnel	37	2.351	1.184	2.000

professional growth of the mentor and/or the school. Six of the nine items were categorized as substantial benefits and three were considered moderate benefits. Mentors had a distinct sense of helping the school in the mentoring process ($\underline{M}$ = 3.9) and being reinforced in their own professional identity ($\underline{M}$ = 3.8). While they helped in this socialization process, they felt challenged ($\underline{M}$ = 3.8); and reinforced ($\underline{M}$ = 3.8) and rejuvenated ($\underline{M}$ = 3.5) professionally. It gave them an opportunity to show their own talents ($\underline{M}$ = 3.6) and raised an awareness of the importance of communicating in a professional manner ($\underline{M}$ = 3.6). These benefits are confirmed in the interviews with frequently reoccurring words like "challenged," "reinforced," "rejuvenated," and "helping." These key concepts were verified also in the study by Parker in 1986.[15]

Only moderately did they see mentoring as helping their own career development ($\underline{M}$ = 3.2), although it did make them more aware of their own deficiencies ($\underline{M}$ = 3.0). Perhaps this moderate benefit regarding career development is to be expected in an inductee program that is not connected with a larger staff development concept as in the California Mentor Program and in the Charlotte-Mecklenburg Career Development Plan.

The last item on the dimension is not verified by the qualitative data. From the qualitative data, university professors' roles are seen

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[15]Linda Parker, "Evaluation of the CESA 5 Beginning Teacher Induction Program," unpublished report, 1986, p. 8. Available from CESA 5--RSN 626 E. Slifer St., Portage, Wisconsin 53901.

by twenty-five of the thirty-three mentors as confused, and in need

of redefinition. (More will be said about this induction team member

from the qualitative data in Chapter V.) In the light of the intense

negative feelings toward the university consultant, the mean score of

2.3 indicating the university personnel to be a valuable link is

probably less than the "slight" indicated by the researcher's neces-

sary categorizations.

Skill Dimension

Table 4 refers to mentor benefits that cluster around skill

improvement. This dimension refers to reanalyzing, revitalizing old

techniques or improving interpersonal skills. Three of the nine items

were substantial benefits, five were categorized as moderate benefits

and one was of slight benefit. Mentors did analyze their own teaching

more ($\underline{M}$ = 3.8), received more stimulating ideas to use in their own

classrooms ($\underline{M}$ = 3.5), and generally felt it sharpened their own ability

to effectively help another ($\underline{M}$ = 3.5).

As a moderate benefit ($\underline{M}$ = 3.3), mentors reported improvement in

listening skills ($\underline{M}$ = 3.3) and leadership skills ($\underline{M}$ = 3.2). At that

same level they reported improvement in skills in the classroom and

experimentation with new ideas and techniques ($\underline{M}$ = 3.1). The skill

that was exactly at the moderate level ($\underline{M}$ = 3.0) was "caused me to

choose my words more effectively." At the slight level was the benefit

cited as "kept me on the edge of my own field," ($\underline{M}$ = 2.9).

The interview data document these benefits well. The responses

to the open-ended question on the survey instrument reveal a high

TABLE 4

Skill Dimension of Mentor Benefits
in Rank Order

Variable	N	Mean	SD	Mode
Caused me to analyze my own teaching more	36	3.833	.775	4.000
Stimulated ideas for me to use in my classroom	36	3.556	.909	4.000
Sharpened my ability on how to effectively help another	37	3.514	.932	4.000
Sharpened my listening skills	36	3.333	1.121	3.000
Helped develop my leadership skills	36	3.222	.866	3.000
Prompted me to experiment with new ideas/techniques in my own classroom	36	3.167	.971	4.000
Improved my own skills within the classroom	35	3.057	.938	3.000
Caused me to choose my words more carefully	37	3.000	1.155	3.000
Kept me on the cutting edge of my own field	35	2.914	1.040	3.000

transfer of skills into mentors' classrooms after having worked with an inductee on that respective skill. Also in the literature are found words like "rethink," "analyze," and "stimulating ideas" (Krupp, 1984,[16] Edlind & Haensly, 1985).[17]

Personal Esteem Dimension

Table 5 refers to the Personal Esteem Dimension of mentor benefits. This dimension described the feeling of personal satisfaction associated with ego needs like recognition, honor, affirmation. Of the eight items, three benefits were considered substantial and three moderate and two slight.

At the substantial level, mentors did report being reaffirmed that they could help another (M = 3.6), honored to be selected (M = 3.5), and felt important when asked for advice (M = 3.5). Moderate benefits included: built self-confidence (M = 3.3), was an "ego booster" (M = 3.0), and met my need to be needed (M = 3.0).

Mentors report gaining recognition and status from others for effective mentoring at the "slight" level (M = 2.4). Perhaps, finding "recognition and status from others" at the "slight" level is to be expected in the light of other research. Wagner (1985) has referred to the long tradition in teaching for equalitarian perspectives.

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[16] Judy Arin-Krupp, "Mentor and Protege Perceptions of Mentoring Relationships in an Elementary and Secondary School in Connecticut," op. cit., pp. 19-20.

[17] Elaine P. Edlind and Patricia A. Haensly, "Gifts of Mentorships," Gifted Child Quarterly, 29 (Spring, 1985), pp. 58-60.

TABLE 5

Personal Esteem Dimension of Mentor Benefits
in Rank Order

Variable	N	Mean	SD	Mode
Reaffirmed my perception that I could work with other people	33	3.697	.883	4.000
Felt honored to be selected as a mentor	37	3.541	1.070	4.000
Felt important when my inductee asked for advice	37	3.541	1.095	3.000
Built my own self-confidence	37	3.351	.857	3.000
Was an "ego booster"	37	3.081	1.038	3.000
Met my need to be needed	35	3.000	.939	3.000
Gained recognition and status from others for effective mentoring	37	2.405	1.013	3.000
Satisfied my need for authority "taking charge"	33	2.303	1.075	2.000

Wagner states that although mentors are selected for their expertise, public recognition of their different work and contribution challenges the time honored equalitarian relationship among teachers.[18] In that context, recognition and status from others probably would not be a perceivable benefit until teachers can recognize status differences not as a threat but more as a career possibility.

The lowest mean (M = 2.3) for this dimension was "satisfied my need for authority--taking charge." Slight benefits here relate very well to the qualitative analysis which points out that few mentors chose the role of teacher. They do not seem to derive much benefit from telling and taking charge as in a traditionally defined teacher role. This latter finding was different than that found by Michael and Hunt (1983) showing that in order to rise further in the organization some mentors need additional power. Some mentors may also bring a need for power to the mentor-protege relationship. "Thus serving as a mentor is one way for individuals to increase and spread their power base within the organization."[19] Mentor teachers do not seem to share this perspective.

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[18]Laura L. Wagner, "Ambiguities and Possibilities in California's Mentor Teacher Program," Educational Leadership, 43 (November, 1985), p. 28.

[19]David M. Hunt and Carol Michael, "Mentorship: A Career Training and Development Tool," Academy of Management Review, (July, 1983), p. 482.

Summary

For reader clarity the mentor benefits considered to be substantial have been summarized in Table 6. The majority of benefits (8) were found in the Relationship Dimension. The altruism of mentors in an induction program is very apparent by their ranking of these items. Their greatest source of benefit came from someone who became a friend, grew professionally, and eventually became independent. Mentors felt pride in helping in this process and passing to the next generation a trade in which they seemed to take pride. It pleased a mentor to know that their inductee found their past experiences useful and in return received affirmation and support.

Six substantial benefits were found in the Professional Dimension. Mentoring was challenging, professionally reinforcing, and rejuvenating. The mentoring role gave mentors an opportunity to show their own talents and become more aware of how they communicate professionally.

Three mentor benefits came from the Skill Dimension and the Personal Esteem Dimension respectively. Mentor's classroom and interpersonal skills are refined through the mentoring process. They report sharpened ability to help another, more stimulating ideas for the classroom and reflective analyzing of their own teaching practice. From the Personal Esteem Dimension, they felt honored to be asked to participate as a mentor, important when asked for advice, reaffirmed that they could work effectively with another.

These benefits suggest that a program primarily intended for an inductee has benefits that could be considered a substantial by-product.

TABLE 6

Twenty Mentor Benefits Considered to be "Substantial"

Variable	M	SD
Happy to see my inductee become more independent	4.219	.751
Established a trusted friendship	4.135	.918
Felt good to see my inductee avail him/ herself of new opportunities in the school	4.086	.658
Fostered a sense of pride in helping another get started in the profession	4.081	.862
Provided a sense of accomplishment in seeing professional growth in the inductee	3.944	.860
Felt it could help my school in the long term	3.917	.770
Pleased me to know that my inductee found my past experiences useful	3.892	.774
Received affirmation and support from my inductee	3.865	.822
Helped reinforce my own professional identity	3.865	.976
Gave me a sense of pride in passing the skills of the profession to the next generation of teachers	3.861	.762
Challenged me professionally	3.838	.800
Caused me to analyze my own teaching more	3.833	.775
Reaffirmed my perception that I could work with other people	3.697	.883
Gave me an opportunity to show my own talents	3.676	.818
Became more aware of the importance of communicating in a professional manner	3.649	1.006
Rejuvenated me professionally	3.568	.959
Stimulated ideas for me to use in the classroom	3.556	.909

TABLE 6--<u>Continued</u>

Variable	M	SD
Felt honored to be selected as mentor	3.541	1.070
Felt important when my inductee asked for advice	3.541	1.095
Sharpened my ability on how to effectively help another	3.541	.932

of an already effective program. The qualitative data presented in Chapter V confirm and expand these quantitative perspectives.

<u>Classroom Outcomes--Six Domains</u>

As Table 7 indicates, the mentor classroom outcomes as reflected in the six domains were all at the "slight" level. Although in the open-ended questions mentors were able to relate specific evidence of growth in at least three of the six domains, the outcomes can be categorized as "slight" from the quantitative component. However, one must keep in mind that these mentors are experienced teachers, known for their excellence in the field. Perhaps, "slight" growth in each domain is still indicative of the best becoming better. The qualitative data in Chapter V suggest this assumption is verifiable. In the interviews, mentors were able to give many examples of their own professional growth within many of the topic areas of the six domains.

<u>Roles</u>

As referred to in Chapter II, the many mentor roles written about in business literature were carefully defined for the induction context and content validated for use in this instrument. The following presentation of data is concerned with research question #2. What are the roles cited in the literature that are played out in an induction program?

The following are the role definitions that were used. The Likert-type rating scale used for the mentor benefits was also used for the roles. (See full survey, pp. 6-7, Appendix A.)

TABLE 7

Mentor Applications in the Areas of
the Six Domains

Domain	N	Mean	SD	Mode
Presentation of Subject Matter	37	2.595	1.013	3.000
Instructional Organization	37	2.568	1.119	3.000
Communication - Verbal and Non-Verbal	36	2.528	1.055	2.000
Planning	37	2.459	1.145	3.000
Management of Student Conduct	36	2.083	1.025	2.000
Testing	35	1.857	1.004	1.000

Mentor as Teacher/Coach — I provided instruction in specific knowledge and skills necessary for successful job performance

Mentor as Role Model — I provided many opportunities for my inductee to observe my professional behavior, how I got things done and/or allowing him/her to observe me in my classroom

Mentor as Developer of Talents — I challenged my inductee to assess his/her special abilities and assisted him/her in improving and refining those talents

Mentor as Protector — I watched over my inductee while he/she was learning "the ropes," and insulated him/her from the full consequences of mistakes

Mentor as Sponsor — I encouraged my inductee to serve on important committees and helped give him/her exposure to high-level people so he/she will be considered when new opportunities arise

Mentor as Counselor — I was an empathetic listener who assisted my inductee in coming up with his/her own solutions to situations

Mentor as Advisor — When my inductee asked me I gave specific recommendations as to a preferred course of action

Mentor as Supporter — I encouraged my inductee and looked for opportunities to praise him/her while being realistic when events did not go as planned

From Table 8 it is seen that the roles that were used the most were those of advisor ($\underline{M}$ = 4.1), supporter ($\underline{M}$ = 4.1), and counselor ($\underline{M}$ = 4.0). Using the same levels of demarcation as used for the four Benefit Dimensions, these three roles were considered to be "substantially" used by mentors. At the "moderate" level they used the roles of teacher/coach ($\underline{M}$ = 3.3) and developer of talents ($\underline{M}$ = 3.1).

TABLE 8

Role Definitions Chosen by Mentors
Presented in Rank Order

Role	N	Mean	SD	Mode
Advisor	37	4.189	.811	4.000
Supporter	37	4.162	.688	4.000
Counselor	37	4.081	.862	4.000
Teacher/Coach	37	3.378	1.089	3.000
Developer of Talents	37	3.189	.908	4.000
Protector	36	2.861	1.222	3.000
Role Model	36	2.667	1.146	2.000
Sponsor	35	2.343	1.162	2.000

At the "slight" level they used the roles of protector ($\underline{M}$ = 2.8), role model ($\underline{M}$ = 2.6) and sponsor ($\underline{M}$ = 2.3).

These results were congruent with those found during the interviewing. In fact, when mentors were asked to rank order the three roles they chose the most, many responded by saying that advisor, counselor and supporter go so much together that they could not be ranked independently. Most mentors during interviewing chose these roles. The descriptors of roles used "substantially," those "moderately" used and those "slightly" used turned out to be very accurate descriptors for what actually was described in the qualitative interviews.

When mentors were asked which three roles they felt most comfortable with, twenty-eight (75.6%) chose advisor, counselor or supporter. Only two (.05%) chose the role of teacher. Research in business and industry relate to the role of teacher extensively. It is one of the functions to which career and mobility conscious proteges look (Shein, 1978;[20] Levinson, 1978;[21] Zey, 1984).[22]

In education, Gehrke and Kay (1984) organized their qualitative data into Shein's role categories, and they found proteges reported

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[20]Edgar H. Shein, Career Dynamics: Matching Individual and Organizational Needs (California: Addison-Wesley Publishing Co., 1878), p. 178.

[21]Daniel J. Levinson, The Seasons of a Man's Life (New York: Alfred A. Knopf, 1978), p. 98.

[22]Michael G. Zey, The Mentor Connection (Illinois: Dow Jones-Irwin, Co., 1984), p. 7.

that their mentors played the role of teacher more than any of the other possibilities. Here is where the research perspective becomes a very important variable. Egan (1987) singles out three mentor roles in informal mentoring relationships--one such role is the teacher role. His study also presents the protege's point of view.[23] This raises very interesting questions regarding the teacher role. Perhaps it is viewed differently depending on the mentor point of view or the protege point of view.

The preference for the roles of advisor, counselor and supporter are to be expected in an induction program in which the mentor is not involved in direct evaluation of the inductee. This non-evaluative role is distinctly different from the role of a cooperating teacher during student teaching. From this research, it was very apparent that some of the role conflict mentors felt was that of not wanting to be "teacher" in the sense of the cooperating teacher role, yet not feeling totally comfortable with the role of just mentor.

Correlations Between Roles and Benefits

As Table 9 indicates, the role of advisor correlated with one mentor benefit. Mentors who chose this role found that it reaffirmed their perception that they could work with other people (.33, p<.02) whereas the role of counselor correlated with seven mentor benefits

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[23] James B. Egan, "Induction the Natural Way: Informal Mentoring," paper presented at the Association of Teacher Educators National Conference (Houston, Texas, 1987), pp. 7-8.

TABLE 9

Correlation Between Mentor Advisor
Role and Benefits

Variable	N	r Value	1-Tailed Significance
ADVISOR			
Reaffirmed my perception that I could work with other people	33	.3352	.028

(Table 10). These benefits were they analyzed their teaching more (.36, p<.01); noted sharpened listening skills (.42, p<.005); fostered pride in getting another person started in the profession (.36, p<.01); provided a sense of accomplishment in seeing professional growth in the inductee (.31, p<.05); pleased when they saw their inductee mirror some of their techniques (.29, p<.05); and they felt good to see their inductee avail him/herself of new opportunities (.39, p<.009) and become more independent (.35, p<.02). Five of these seven benefits are from the Relationship Dimension.

Table 11 indicates there are five benefits that were correlated with the role of supporter. Mentors reported that mentoring sharpened their listening skills (.31, p<.03); developed their leadership skills (.38, p<.01); rejuvenated them (.27, p<.04) and reinforced their own professional identity (.32, p<.02). In their supporting role they also relate that it felt good to see their inductee avail him/herself of new opportunities in the school (.35, p<.01).

The roles of advisor, counselor and supporter correlated with benefits that indicate very reciprocal benefit interaction. For example, as the advisor helped the inductee decide on a particular course of action, the mentor is reaffirmed that he/she can work with other people. The counselor who assists the inductee in coming up with his/her own solution to problems finds that his own listening skills are enhanced, and takes pride in the inductee's professional growth and independence. The counselor helps someone get started and avail him/herself of other opportunities in the school. Although the

TABLE 10

Correlations Between Mentor Counselor Role
and Benefits

Variable	N	r Value	1-Tailed Significance
COUNSELOR			
Caused me to analyze my own teaching more	36	.3619	.015
Sharpened my listening skills	36	.4247	.005
Fostered a sense of pride in helping another get started in the profession	37	.3646	.013
Provided a sense of accomplishment in seeing professional growth in the inductee	36	.3103	.050
Pleased me when I saw my inductee mirror some of my tehcniques	32	.2952	.050
Felt good to see my inductee avail himself of new opportunities in the school	35	.3946	.009
Happy to see my inductee become more independent	32	.3557	.023

TABLE 11

Correlations Between Mentor Supporter Role
and Benefits

Variable	N	r Value	1-Tailed Significance
SUPPORTER			
Sharpened my listening skills	36	.3111	.032
Helped develop my leadership skills	36	.3815	.011
Rejuvenated me professionally	37	.2779	.048
Helped reinforce my own professional identity	37	.3231	.026
Felt good to see my inductee avail himself of new opportunities in the school	35	.3596	.017

counselor may analyze his own teaching more, he derives primary benefit from being an opener of doors and expanding the educational horizons of his inductee. Interestingly, even though the counselor role "suggests" and "gives options" the counselor could still take pride in seeing his inductee mirror some of his techniques.

A mentor in a supporting role receives benefits of having his own listening skills and leadership skills developed. As he supported a beginning person his own professional identity as a veteran was enhanced and he felt rejuvenated. He identified positively with his inductee who was availing himself of new opportunities in the school.

As noted in Table 12 the role of teacher is the only role that revealed an inverse relationship between two benefits and that role. There was only one positive correlation with the role of teacher. The two negatively correlated benefits were: felt honored to be selected as mentor (-.27, p<.04) and met my need to be needed (-.30, p<.03). A positive correlation was found between "satisfied my need for authority--'taking charge'" (.29, p<.04).

The qualitative data do little to enlighten the possible reasons for the negative relationships cited above. However, the positive correlations concerning the benefit "taking charge" were verified during the interviews. Mentors who chose the teacher role usually did it for one of three reasons: (1) they had a weak inductee, (2) they were in a highly technological setting, (3) or they "felt it was just their personality to tell and take charge." (More will be said about this matter in the next chapter.)

TABLE 12

Correlations Between Mentor Teacher Role
and Benefits

Variable	N	r Value	1-Tailed Significance
TEACHER			
Felt honored to be selected as a mentor	37	-.2758	.049
Met my need to be needed	35	-.3084	.036
Satisfied my need for authority "taking charge"	33	.2972	.047

The role of developer of talents correlated positively with eight mentor benefits (Table 13). These mentors felt it challenged them (.31, p<.03); rejuvenated them (.35, p<.01), and satisfied their need for authority(.32, p<.03).

From the Skills Dimension, mentors reported it stimulated ideas (.29, p<.03); improved their own skills in the classroom (.32, p<.02); prompted them to experiment with new ideas/techniques (.34, p<.01); and developed leadership skills (.33, p<.02). They were pleased to see their inductee mirror some of their techniques (.32, p<.03).

Most significant about the mentor as a developer of talents is that not only does he feel challenged and rejuvenated, but as he looks for the strengths in another person he is stimulated to experiment and try new techniques as well. In the process his own leadership skills and classroom skills are improved.

Role modeling correlated with nine benefits (Table 14). These mentors felt it would help the school in the long run (.45, p<.003); it reinforced their own professional identity (.37, p<.01) and they became more aware of the importance of communicating in a professional manner (.31, p<.03). They also report mentoring stimulated more ideas for classroom use (.45, p<.003); kept them on the cutting edge of their field (.35, p<.01) and caused them to choose their words more carefully (.28, p<.04).

From the Relationship Dimension they had a sense of pride in seeing the professional growth of their inductee (.31, p<.03); were

TABLE 13

Correlations Between Mentor Developer of Talents Role
and Benefits

Variable	N	r Value	1-Tailed Significance
DEVELOPER OF TALENTS			
Challenged me professionally	37	.3112	.030
Rejuvenated me professionally	37	.3519	.016
Satisfied my need for authority "taking charge"	33	.3228	.033
Stimulated ideas for me to use in the classroom	36	.2994	.038
Improved my own skills in the classroom	35	.3282	.027
Prompted me to experiment with techniques in my own classroom	36	.3464	.019
Helped develop my leadership skills	36	.3388	.022
Pleased me when I saw my inductee mirror some of my techniques	32	.3205	.037

TABLE 14

Correlations Between Mentor Role-Model Role
and Benefits

Variable	N	r Value	1-Tailed Significance
ROLE MODEL			
Felt it could help my school in the long run	35	.4587	.003
Became more aware of the importance of communicating in a professional manner	36	.3135	.031
Helped reinforce my own professional identity	36	.3733	.012
Stimulated ideas for me to use in my classroom	35	.4511	.003
Kept me on the cutting edge of my own field	34	.3584	.019
Caused me to choose my words more carefully	36	.2819	.048
Provided a sense of accomplishment in seeing professional growth in the inductee	35	.3121	.034
Pleased when I saw my inductee mirror some of my techniques	32	.3871	.014
Happy to see my inductee become more independent	32	.3935	.013

pleased to see him/her mirror mentor techniques (.38, p<.01); and happy

to see him/her become more independent (.39, p<.01).

From Table 14, it appears that as a role model mentors do receive

benefits that are very specific to that role. Even though mentors were

pleased to see their inductee mirror some of their techniques, they

were still pleased with inductee independence. It is also congruent

with that role that they would list as a benefit "caused me to choose

my words more carefully." Helping the school as a benefit only posi-

tively correlated with two roles--that of role model and protector.

Considering this concern for the school it does seem logical that their

benefits were more awareness of communicating professionally, and

professional identity.

As seen in Table 15 only three benefits positively correlated

with the role of protector. Those who chose this role felt it could

help the school in the long run (.36, p<.01); it sharpened the mentor's

ability to effectively help another (.28, p<.04); and reaffirmed the

perception that the mentor could work with another (.33, p<.03).

These benefits although few, were confirmed in the qualitative data

from a slightly different perspective. Mentors sometimes felt con-

fusion about protecting a new teacher from some of the harsh realities

of teaching. One mentor did, however, complain to the administration

when it was felt that the inductee was not being treated fairly.

However, no mentor protected a weak inductee. The confusion appeared

only in the form of whom to tell and how. The two benefits of sharp-

ening abilities to help another effectively and helping the school in

TABLE 15

Correlations Between Mentor Protector Role
and Benefits

Variable	N	r Value	1-Tailed Significance
PROTECTOR			
Felt it could help my school in the long run	35	.3628	.016
Reaffirmed my perception that I could work with other people	32	.3373	.030
Sharpened my ability on how to effectively help another	36	.2892	.044

the long run are benefits that were very characteristic of those who chose to be a protector.

The role of sponsor did positively correlate with eight mentor benefits (Table 16). Sponsorship is the only role that correlated with "establishing a trusted friendship" (.30, p<.03). The sponsor was pleased to see the inductee mirror some of the mentor techniques (.40, p<.01); avail himself of new opportunities in the school (.53, p<.001); and yet happy to see the inductee become more independent (.46, p<.004). The sponsor also had a sense of pride in passing on the skills of the profession to the next generation (.37, p<.01) and seeing the inductee's professional growth (.47, p<.002).

From the Skill Dimension mentors sharpened their own listening skills (.36, p<.01) and were prompted to experiment with new ideas and techniques in their own classroom (.31, p<.03).

One would expect the sponsor to feel good about the inductee's independence and reaching out for new opportunities within the school. The sponsor is proud to have a part in passing what he knows to the next generation. A sponsor risks his own reputation by suggesting another for a committee position so it is to be expected that of all the benefits, "trusted friendship," correlated positively only with the sponsor role. In this process of exposing the inductee to people in high level positions, it is also to be expected that the mentor would be pleased when he saw his inductee mirror some of his own techniques.

TABLE 16

Correlations Between Mentor Sponsor Role
and Benefits

Variable	N	r Value	1-Tailed Significance
SPONSOR			
Sharpened my listening skills	34	.3647	.017
Prompted me to experiment with new ideas/techniques in my own classroom	35	.3158	.032
Provided a sense of accomplishment in seeing professional growth of the inductee	34	.4773	.002
Pleased when I saw my inductee mirror some of my techniques	32	.4084	.010
Established a trusted friendship	35	.3021	.039
Felt good to see my inductee avail himself of new opportunities in the school	34	.5353	.001
Happy to see my inductee become more independent	31	.4639	.004
Gave me a sense of pride in passing on the skills of the profession to the next generation of teachers	34	.3723	.015

Age

As is evidenced in Table 17, age positively correlated with four

mentor benefits. The four benefits were: (1) rejuvenated me profes-

sionally (.38, p<.01); (2) became more aware of the importance of

communicating in a professional manner (.36, p<.01); (3) kept me on

the cutting edge in my own field (.36, p<.01); and (4) prompted me to

experiment with new ideas/techniques in my own classroom (.28, p<.04).

These data confirm quantitatively the previous literature that

had qualitatively viewed mentoring as a mode of sparking an aging

faculty while helping younger teachers (Krupp, 1984).[24]

The only role that positively correlated with age was the role of

sponsor (.32, p<.02). This correlation certainly confirms the findings

from business that a sponsor is a well established person who is in a

position to use his/her influence for the benefit of the protege. In

the field of education, a sponsor is one who encourages the inductee

to be on committees that will give him the exposure he needs to prog-

ress in the field. It is not surprising that this role became cor-

related with age. There were no significant correlations found between

age and domains.

Gender

Gender was not found to be a significant variable for mentor

benefits, roles or domains. Neither Sheehy's (1976) research

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[24]Judy Arin-Krupp, "Mentoring a Means of Sparking School
Personnel," Journal of Counseling and Development, 54 (October, 1985),
154-155.

TABLE 17

Correlations Between Mentor Age
and Benefits

Variable	N	r Value	1-Tailed Significance
BENEFITS			
Rejuvenated me professionally	37	.3814	.010
Became more aware of the importance of communicating in a professional manner	37	.3621	.014
Kept me on the cutting edge of my own field	35	.3672	.015
Prompted me to experiment with new ideas/techniques in my own classroom	36	.2864	.045

confirming that stereotypical roles interfere with the relationship,[25] nor Kram's (1985) research in which modeling and identification processes are less evident in cross-gender mentoring relationships, were confirmed in this study.[26] Rather, these data confirm findings by Alleman et al. (1984) in which no variations in mentoring activities were related to gender.[27] Perhaps, these variations in findings reflect the historical evolution of the role of women. Further research is needed to clarify this issue.

This research confirms that in an induction program in 1987, gender is not a relevant variable though it may have been in some earlier studies of mentors.

Education

Generally, education was not found to be a significant variable. There was, however, a difference in mentors with bachelor's degrees and master's degrees on two benefits and on two roles (see Table 18). Bachelor degreed mentors found that mentoring gave them more opportunity to show their talents (M = 3.9) than did master degreed mentors (M = 3.3), $t(27)$ = 1.9, $p<.05$. Also bachelor degreed mentors (M = 4.1)

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[25]Gail Sheehy, "The Mentor Connection," op. cit., pp. 30-39.

[26]Kathy Kram, Mentoring at Work: Developmental Relationships in Organizational Life, op. cit., pp. 106-108.

[27]E. Alleman, J. Cochran, J. Doverspike, I. Newman, op. cit., p. 331.

TABLE 18

Differences in Education on Mentor Benefits and Roles

(Group 1 = Bachelor's Degree; Group 2 = Master's Degree)

Variable	N	Group	Mean	Standard Deviation	Standard Error	t	df	2-Tailed Significance
Gave me an opportunity to	21	1	3.9048	.700	.153			
						1.97	27.95	.059
show my talents	16	2	3.3750	.885	.221			
Received	21	1	4.1429	.573	.125			
affirmation and						2.53	35.00	.016
support from my inductee	16	2	3.5000	.966	.242			
Role model	20	1	2.2500	.910	.204			
						-2.55	27.05	.017
	16	2	3.1875	1.223	.306			
Sponsor	19	1	1.8947	1.049	.214			
						-2.70	31.56	.011
	16	2	2.8750	1.088	.272			

felt they received more affirmation and support from their inductees

than did master degreed mentors ($\underline{M}$ = 3.5), t(35) = 2.5, p<.01.

The only difference in roles between bachelor and master degreed

mentors was for those who chose the role-functions of role model and

sponsor. Master degreed mentors chose role modeling ($\underline{M}$ = 3.1) more

than did bachelor degreed mentors ($\underline{M}$ = 2.2), t(27) = -2.5, p<.01.

Also, master degreed mentors chose the role of sponsor ($\underline{M}$ = 2.8) more

than did bachelor degreed mentors ($\underline{M}$ = 1.8), t(31) = -2.7, p<.01.

These data suggest that perhaps mentors with more formal education more

often chose to be role models and sponsors because they feel more com-

fortable with their own competence and position as a professional. The

benefits of having an opportunity to show mentor talents is, perhaps, a

more valuable experience for the less educated mentor. Perhaps, the

more educated mentor does not feel the need for more opportunities to

display his/her talents. The bachelor degreed mentors receive more

affirmation and support from their inductees. Perhaps suggesting that

those who have been carefully selected as mentors because they are

among the more competent assets to the school, do not need mentoring

in the same way to fulfill desires for affirmation and support.

There were not significant differences found between educational

backgrounds of mentors and the domains.

Released Time and Benefits

Some mentors were given released time by their districts in which

they could work with their inductees, observe in his/her classroom,

plan for the future, fill in reports, etc. Some mentors consistently had two hours a week, some had only two or three times per semester free for mentoring activity. This was the first year that released time was offered. It began second semester. In that light, one would not expect its effect to be major since it was so recently implemented and in such varying degrees. However, several very significant differences were found between the group with released time (N = 14) and the group without released time (N = 23).

Tables 19 and 20 indicate there was a significant difference between the two groups on five benefits and for two roles.

Those with released time scored significantly higher than those who did not have released time on the following benefits: (1) Felt it could help my school in the long run t(33) = 2.08, p<.04; (2) Challenged me professionally t(30) = 2.4, p<.02; (3) Rejuvenated me professionally t(33) = 2.8, p<.007; (4) Helped my own career development t(24) = 2.5, p<.01; and (5) Stimulated ideas for me to use in my classroom t(32) = 2.1, p<.03.

It appears that released time affected the mentors by challenging, rejuvenating them, and helping with their own career development. Also, mentors with released time felt it stimulated their own ideas for classroom use. In the interviews, many mentors commented on the need for released time if they did not have it, because so many things they wanted to do just could not get done.

Perhaps these positive correlations between released time and benefits indicate that in order to stimulate and encourage professional

TABLE 19

Effects of Released Time on Mentor Benefits

(Group 1 = Released Time; Group 2 = No Released Time)

Variable	N	Group	Mean	Standard Deviation	Standard Error	t	df	2-Tailed Significance
Felt it could help my school in the long run	14	1	4.2143	.579	.155			
						2.08	33.6	.046
	22	2	3.7273	.827	.176			
Challenged me professionally	14	1	4.2143	.699	.187			
						2.44	30.0	.021
	23	2	3.6087	.783	.163			
Rejuvenated me professionally	14	1	4.0714	.730	.195			
						2.89	33.1	.007
	23	2	3.2609	.964	.201			
Helped my own career development	14	1	3.7857	1.051	.281			
						2.58	24.3	.016
	23	2	2.9130	.900	.188			
Stimulated ideas for me to use in the classroom	14	1	3.9286	.730	.195			
						2.18	32.6	.037
	22	2	3.3182	.940	.202			

growth for already good teachers, the issue of released time should be seriously addressed.

Released Time and Roles

As seen in Table 20, the released time variable seemed to affect the advisor and supporter roles. Those who chose the advisor role used it more with released time ($\underline{M}$ = 4.5) than those without released time ($\underline{M}$ = 4.0), t(34) = 2.1, p<.04. The supporter role was used more by those who had released time ($\underline{M}$ = 4.5) than by those without released time ($\underline{M}$ = 3.9), t(27) = 2.4, p<.02.

In an induction program that views a mentor not as an evaluator, but rather as a support person, released time would seem to be an important variable. The most commonly referred to negative aspect of mentoring from this sample was the incredible time commitment. Advising and supporting take time. They reflect a helping process that seems to be at the heart of what mentoring means in this induction program. The importance of time was confirmed in Egan's 1987 study. In this research, the significance of released time for effective mentoring is confirmed from interviews, and open-ended questions from mentors.[28]

No differences were found in released time for the six domains.

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[28] James B. Egan, op. cit., pp. 4-5.

TABLE 20

Effects of Released Time on Mentor Roles

(Group 1 = Released Time; Group 2 = No Released Time)

Role	N	Group	Mean	Standard Deviation	Standard Error	t	df	2-Tailed Significance
Advisor	14	1	4.5000	.519	.139			
						2.14	34.9	.040
	23	2	4.0000	.905	.189			
Supporter	14	1	4.5000	.650	.174			
						2.48	27.1	.020
	23	2	3.9565	.638	.133			

Levels of Education Mentors Teach

Are those mentors who teach high school and junior high school different from those who teach on the elementary level in terms of benefits, roles and domains? Using t-tests no differences were found for these two groups in benefits, roles or domains.

Job Satisfaction

At the end of each semester, mentors were asked about their overall job satisfaction and the influence of the mentor-inductee relationship on their job satisfaction. The mean for overall job satisfaction the first semester was 5.5 and at the end of the second semester it was 5.7. On a seven point Likert-type rating scale, the overall job satisfaction of mentors seems to have been high and continued to be so throughout the year. Overall job satisfaction did not correlate significantly with mentor benefits, roles or domains.

When mentors were asked about the influence of the mentoring relationship on their job satisfaction, the mean after the first semester was 5.3 and after the second semester was 5.1. There was a significant positive correlation between first semester and second semester job satisfaction because of the mentoring relationship (.40, $p < .01$).

It would be expected that high satisfaction with the mentoring relationship would result in some significant correlations with mentor benefits. As Table 21 indicates there were ten such benefits. There were significant positive correlations between job satisfaction because

TABLE 21

Effect of Job Satisfaction Because of
Mentoring on Mentor Benefits

Variable	N	r Value	1-Tailed Significance
Rejuvenated me professionally	37	.4118	.006
Helped reinforce my own professional identity	37	.3074	.032
Gave me an opportunity to show my own talents	37	.4043	.007
Was an "ego booster"	37	.4119	.006
Built my own self-confidence	37	.3393	.020
Felt honored to be selected as a mentor	37	.3081	.032
Stimulated ideas for me to use in my classroom	36	.3136	.031
Kept me on the cutting edge of my own field	35	.5218	.001
Improved my own skills within the classroom	35	.3463	.021
Sharpened my ability on how to effectively help another	37	.4083	.006

of the relationship and the following benefits: Mentors felt rejuven-
ated (.41, p<.006); and reinforced in their own identity (.30, p<.03).
Mentors felt mentoring sharpened their ability to work effectively with
others (.40, p<.006), improved their own skills in the classroom (.34,
p<.02), stimulated ideas for use in the classroom (.31, p<.03), and
kept them on the cutting edge in their own fields (.52, p<.001). From
the Personal Esteem Dimension the benefits that positively correlated
with job satisfaction because of the mentoring relationship were
mentors felt honored to be selected (.30, p<.03); being a mentor built
self-confidence (.33, p<.02) and was an "ego booster" (.41, p<.006),
and gave them an opportunity to show their talents (.40, p<.007).

From these data it is clear that the mentoring relationship
satisfied certain ego needs which may have in turn probably helped to
make the mentoring relationship more satisfying.

Mentor Classroom Outcomes

Research question number four addresses the following concern:
Is there increased effectiveness in the classroom of the mentor because
of mentoring? Effectiveness is defined in terms of specific outcomes
such as improvement or new skill/technique development in any of the
six domains. Mentors selected for analysis any three of the six
domains they felt they had worked on most extensively with their
inductee. For each domain the following will be presented: (1) men-
tors' choices of the domains they worked on most extensively with their
inductee, (2) mentors' perceptions of increased or improved skills/
techniques in their own classrooms as a result of working so

extensively with the inductee in the respective domain, (3) mentors' sharing of that skill/technique improvement with another colleague, and (4) mentors' comments regarding the increase or improvement in their own classroom in terms of the three chosen domains.

When asked to select three of the six domains they worked on the most extensively with their inductees, the mentors' responses were respectively: (1) Management of student conduct, 81.1%; (2) Instructional organization, 70.3%; (3) Planning, 64.9%; (4) Presentation of subject matter, 29.7%; (5) Communication, 24.3%; and (6) Testing, 18.9% (Table 22).

Management of Student Conduct

Thirty (81.1%) mentors chose management of student conduct as one of the six domains they worked on the most with their inductee.

When asked, "As a result of mentoring did you increase or improve management of student conduct skills/techniques in your own classroom?" fifteen (50%) mentors said "yes" and thirteen (43.3%) said "no." Two (6.7%) mentors were not sure. Of the thirty mentors who chose this domain, twelve (40%) shared the skill/technique with another colleague, ten (33.3%) said "no"; twenty (20%) did not answer and two (6.7%) responded with "Doesn't apply."

These data suggest that when mentors work with an inductee on managing student conduct, they do indeed learn skills and techniques that apply in their own classrooms. Also, these mentors (40%) shared what they learned with a fellow colleague. This finding indicates that

TABLE 22

Domains Chosen by Mentors Given Three of Six Choices

Domain	N	Percentages
Management of student conduct	30	81.1
Instructional organization	26	70.3
Planning	24	64.9
Presentation of subject matter	11	29.7
Communication	9	24.3
Testing	7	18.9

within this context, mentors not only gained skills and techniques for themselves, but also passed them on to other colleagues, thereby expanding the scope of influence.

Some of the comments from the fifteen (50%) mentors indicated a strong relationship between helping the inductee with a specific domain and receiving tangible classroom outcomes in return. Some mentor comments were the following: "I reevaluated my discipline techniques with disruptive students." "Devised a new system of managing the class for better class control." "I tried to be a good role model and thought more about why and how I managed student conduct so I could help _____." "I have taught a number of years . . . and have become 'set' in some of my discipline methods and helping _____ helped me recall and learn some new techniques and ways to deal with students." In that same context other mentors mentioned, "I specifically used several more positive approaches and reintroduced some techniques I had not used for awhile." "I've tried new ways and have found new ways to make my students feel more comfortable without the usual hassle." "Our conferences with the principal regarding _____helped me to understand his philosophy and expectations regarding student conduct and teacher responsibility." "Made me focus on techniques I used during my own large group rehearsal . . . I had never thought about it that much before."

Several other mentor comments can be summed up in the statement of this mentor: "We tried several techniques together to see if they worked for both of us, one of us, or neither."

Instructional Organization

Twenty-six (70.3%) mentors chose instructional organization as one of the six domains they worked on most extensively with their inductee. When asked, "As a result of mentoring did you increase or improve instructional organization in your own classroom?" fifteen (57.7%) mentors said "yes"; eight (30.8%) said "no"; two (7.7%) were not sure and one mentor (3.8%) did not respond. When asked if they shared these improvements in instructional organization with a colleague, sixteen (61.5%) did; five (19.2%) said "no"; one (3.8%) said the question did not apply and four (15.4%) did not answer at all.

The data reveal that there are mentor outcomes in the domain of instructional organization when mentors work with their inductees. Over half of the mentors who reported having increased or improved skills/techniques, also reported having told a fellow colleague about these skills and/or techniques. The data suggest benefits are not contained solely within the mentor-inductee relationship itself, but do extend to other colleagues.

Some of the comments from the twenty-six mentors who chose instructional organization as one domain that had benefit for them as they worked with their inductee are the following: "Became more aware of timing--importance of filling in those before, in-between, and after times for students" and "Reorganized specific units--changed set sequence of some units as a result of thinking about long range plans." "In suggesting techniques . . . as per her questions, I found

ways in which I too could implement new techniques." Other comments
referred specifically to curriculum improvement. "We developed
individual learning activity packets . . . we're using these guides
for 7-12 curriculum development district wide." "Since my inductee
teaches students years after I work with them, it made it necessary
to reassess my curriculum as I was presenting it to him." "We
developed a curriculum incorporating vocal and instrumental concepts
into one curriculum. It broadened my approach to music curriculum
development thinking of instrumental along with vocal." ". . . I did
more with K-W-L sheets to introduce new concepts in science . . .
also used the overhead when presenting lessons in math and science."

Two mentors specifically mentioned incorporating techniques.
"I worked harder on incorporating higher level thinking skills." "I
planned . . . with my inductee and tried to incorporate many things
that otherwise might have slipped by." Although some comments were
very general like, "I did feel encouraged to change some of my
procedures because of our discussions," the comments indicate a sub-
stantial amount of mentor learning and adaptation.

Planning

Twenty-four (64.9%) mentors chose planning as one of the six
domains they worked on the most with their inductee. When asked "As
a result of mentoring did you increase or improve planning skills and
techniques in your own classroom?", sixteen (66.7%) said "yes"; seven
(29.2%) said "no"; and one mentor was not sure. Of these twenty-four
mentors who chose planning, eleven (45.8%) had shared this benefit with

a colleague; eight (33.35) did not share with anyone; two (8.3%)
said it does not apply; and three (12.5%) chose not to answer.

These data indicate that more than half of the mentors who
planned with their inductees also felt planning skill/technique improve-
ment in their own classrooms. Almost half had also shared these skills
and techniques with a colleague. Once again inductees, mentors and
others in the school gained from benefits to the mentor.

When writing about what they learned as they worked with their
inductee, some mentors concentrated on rewards to students because of
better planning. "Choosing projects that meet each student's skill
level and interest is one new technique I have implemented." "Made me
more aware of planning for individual differences." "Awareness of
pacing, allowances for individual differences, going beyond the
manual." "Got the idea from my inductee to use a behavior modification
system in which students needed written excuses for tardiness."
Several mentors indicated that "it caused me to be more organized . . ."
Some comments like those were: "My inductee is very well organized.
She has helped me to use time more wisely." Some mentors planned
together with their inductee as in team teaching or with curriculum.
". . . planned a descriptive writing three week unit together." "We
tried holistic scoring rather than the usual grading procedures." "I
used her idea of a permanent photo file for creative writing."
"Developed more program instructional packages." "Refocused and
improved planned units. Refocused on end of the year goals."

Other mentors spoke of ways planning had given them new per-
spectives. "New ideas, fresh look at ways of presenting." "Much
insight was gained into alternatives and enriching ways of presenting
material." Two mentors spoke in terms of long range planning. One
reflected on becoming more conscious of why she had developed the plans
she did and one said ". . . I began to follow and make up a large
orange chart for me to follow."

Presentation of Subject Matter

Eleven (29.7%) mentors chose presentation of subject matter as
one of the six domains they worked on the most with their inductee.
When asked, "As a result of mentoring did you increase or improve your
presentation of subject matter in your own classroom?", eight (72.7%)
said "yes"; two (18.2%) said "no"; and one (9.1%) did not respond. Of
the eleven mentors who chose this category, four (36.4%) said they
shared the particular skill/technique in the area of presentation of
subject matter with a colleague, five (45.5%) said "no", and two
(18.2%) did not respond.

Although this domain was not chosen as frequently as the first
three reported, there is evidence that mentors benefitted from working
in this area with their inductee. Some mentor comments were more
general like: "I was challenged to be creative especially when we
shared ideas." "It helped me see there are even more different methods
of presentation for the same material than the ones I already used,"
and "We talked about how to present subject matter to our students . . .
We gave each other a few ideas on what to teach." Some more specific

comments were: "Had good discussion on how to present subject matter . . . appropriate techniques for certain levels." "Tried to improve my opening and closure." "We discussed new strategies for discussing the short story."

Communication

Only nine (24.3%) mentors chose the domain of communication as one of the six domains they worked on the most with their inductee. When asked "As a result of mentoring did you increase or improve communication skills/techniques in your classroom?", six (66.7%) said "yes," three (33.3%) said "no." When asked if they shared the respective communication skills/techniques with a colleague, five (55.6%) said "no," while only three (33.3%) said "yes"; one (11.1%) responded "does not apply."

As these data suggest, even though the number who chose this domain is small, more than half did feel they received communication benefits in their classrooms. In this domain, slightly over half of the mentors said that they did not share this skill/technique with a colleague. This may be due to the more intangible nature of communication as opposed to discussing with a colleague a new tangible classroom technique.

Only four mentors commented on specific communication skill/techniques they gained from working with their inductee. These comments were (1) "I was made more aware of the effects of communication or (non-communication) on my teaching performance." (2) "It helped me to become more aware of the importance of varying the

techniques used over a typical day." (3) "I became more aware of communication skills . . . Improved listening skills." (4) "The team became clearer on communication . . . This sometimes led to our own re-evaluation."

Testing

Seven (18.9%) mentors chose testing as one of the six domains they worked on most extensively with their inductee. When asked, "As a result of mentoring did you increase or improve testing skills/ techniques in your own classroom?", four (57.1%) said "yes," two (28.6%) said "no," and one (14.3%) chose not to answer. When asked if they shared this testing skill/technique with a colleague, two (28.6%) said "yes," one (14.3%) said "no," three (42.9%) said "it doesn't apply," and one (14.3%) chose not to answer.

The amount of mentors choosing testing was small probably indi-cating that the area of testing may not be as pervasive a need for first-year teachers as an area like managing student conduct. The responses from mentors indicate some transfer of benefits from inductee to mentor that can at best be considered "slight." Two mentors of the seven did indicate sharing what they gained in this domain with a colleague. However, the numbers here are too small to permit even limited general statements. The only three written comments about testing were as follows: "Revisions of old testing ideas took place;" "Rewrote several tests to be sure they were testing what I wanted tested;" "Report card grading is very different in exceptional

education. We devised some ways to more objectively measure progress in written language proficiencies, phonics, math facts, etc. . . ."

In summary, when mentors spoke about the domains they most extensively worked on with their inductee, half or over half consistently reported they improved also in the respective domain. Their very concrete examples include generation of new ideas, better use of current classroom procedures and/or curriculum innovations. The data also indicate a significant sharing that the mentor did with a fellow colleague who was not the inducee. Therefore, positive improvements were not confined to mentor-inductee interactions.

Negative Aspects of Mentoring

Because negative aspects of mentoring are seldom concentrated on in the literature, mentors were asked to construct a list of three (3) negative aspects about being a mentor. In Busch's (1985) study of professors as mentors, the most typical negative aspects of mentoring were the amount of time needed for a successful relationship and students becoming overly dependent on the mentor. However, most felt there were no negative aspects to mentoring.[29] Klauss (1981), studying the public sector, found participants accepted the mentoring role as a

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[29]Judith W. Busch, "Mentoring in Graduate Schools of Education: Mentors' Perceptions," American Educational Research Journal, 22 (Summer, 1985), 264.

very valuable one but felt improvements could be made in order to make the relationship more productive.[30]

In this research, the negative aspects of mentoring can be clustered into perceived structural problems within the formal induction program and problems with the mentor-inductee relationship itself.

Structural problems such as the role and expectations of the university consultant were perceived as very confusing. Fifteen (40.5%) mentors expressed the confusing role of the university consultant as a negative aspect of mentoring. Eighteen (48.6%) mentors mentioned the time commitment involved. Their responses ranged from being disheartened by the amount of time they were away from their own students to the demands of spending so many extra hours after school. The specific lack of released time was mentioned as a negative aspect by fifteen (40.5%) mentors.

Seventeen (45.9%) mentors reported that the amount of paperwork was too much and not a necessary component of the program. Six (7.6%) related that the seminar topics were ineffective. Two (.05%) mentioned a need for mentor training.

The other responses addressed problems that more clearly centered on the mentor-inductee relationship. Four (7.0%) mentors reported a lack of supervisory skills. Other concerns were a lack of sharing time with other mentors, dealing with the new teacher's frustrations, having

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[30]Rudi Klauss, "Formalized Mentor Relationships for Management and Executive Development Programs in the Federal Government," Public Administration Review, 41 (July-August, 1981), 493.

an inductee teach a different subject than the mentor, difficulty in giving an independent and confident new teacher ideas. Two (.05%) mentors felt frustrated when other teachers complained about the inductee's problem to the mentor. One reported a lack of understanding on the part of the staff for the inductee. One mentor complained about the erratic nature of the inductee in filling out reports, and another about the inductee's expectation that the mentor be "God." Two (.05%) filled in the open-ended questions asking for negative aspects with very positive responses. One such response was "Personally, I don't feel the experience has been negative in any way. The involvement in my opinion, was a worthwhile investment in my own growth."

These responses to the open-ended questions on the survey were confirmed in the interview. The major concerns over the confused role of the university consultant, time commitment and released time, were themes from the interviews as well. However, very few negative aspects emerged from the mentor-inductee relationship itself. The few that appeared on the survey did not surface in the interviews. In the interviews the concentration was on the poorly defined role of the university consultant and the necessary time commitment.

These data indicate that even though mentoring had some structural problems connected with it, mentors perceive the relationship aspect as mostly positive with very few negative statements about it. These findings are consistent with other research. Busch (1985) found that the most typical negative aspects of mentoring reported were the amount of time needed for a successful relationship and possibly the

protege becoming overly dependent. (The latter was not confirmed in this study.) However, in her study most respondents felt there were no negative aspects to mentoring.[31]

Likewise, Krupp (1987) says "The mentoring process requires time for interaction between protege and mentor . . . and open, honest communication between participants."[32] Burke (1984) also reports the time factor involved in successful mentorships.[33]

In business, a frequently cited negative aspect of mentoring is the consequences of a mentor falling out of favor in an organization (Fury, 1979;[34] Zey, 1984).[35] Fury adds the limitations involved in being exposed only to one other person's (the mentor's) perspective. Zey cites the failure of the mentor to protect the protege in the organization, differing career and organizational expectations and communication breakdowns. These kinds of concerns did not surface in this study.

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[31]Judith W. Busch, op. cit., p. 264.

[32]Judy Arin-Krupp, "Mentoring: A Means by Which Teachers Become Staff Developers," Journal of Staff Development, 8 (Spring, 1987), 13.

[33]Ronald J. Burke, "Mentors in Organizations," Group and Organizational Studies, 9 (September, 1984), p. 370.

[34]Kenneth Fury, "Mentor Mania," Savvy, (December, 1979), p. 46.

[35]Michael G. Zey, op. cit., pp. 137-153.

Summary

In summary, there is sufficient evidence that from the quantitative perspective mentors do receive substantial benefits from the mentoring process. The majority of the benefits are derived from the Relationship Dimension and the Professional Dimension followed respectively by the Skill and Personal Esteem Dimensions.

The roles mentors played in a substantial way were those of advisor, counselor and supporter. The moderately used roles were those of teacher/coach and developer of talents. At the slight level, mentors used the roles of protector, role model and sponsor. Although these later roles were used only slightly, the qualitative data indicate that they were used very consciously and at critical moments in the mentoring situation.

There is also sufficient evidence that as mentors work on three of the six domains with their inductees, they do reap reciprocal positive classroom outcomes. The mentors were able to give very concrete examples that included the generation and incorporation of new ideas, better use of current classroom procedures, and/or curriculum innovations. Negative aspects of mentoring concerned more structural dimensions of the program than negative aspects because of the mentor-inductee relationship itself.

CHAPTER V

PRESENTATION AND ANALYSIS OF QUALITATIVE DATA

Chapter V addresses the four major research questions from the perspective of the qualitative data provided from the interviews. Thirty-three mentors consented to be interviewed. Each interview lasted about forty-five minutes. Mentors were located at twenty-three different sites. The results are presented in the following order: (1) the benefits to the mentor, (2) "thumbnail sketches" giving a composite picture of mentor roles, and (3) mentor classroom outcomes synthesized and formulated in terms of the "Mentor Mirroring Model."

The interview questions for researching the benefits to the mentor were:

1. Now that the year is almost over, how would you describe your experience as a mentor? Include positive and negative aspects.

2. What would you tell a friend who was thinking about being a mentor next year?

Benefits to Mentor

In the process of developing categories relative to the benefits mentors talked about when asked to describe their experiences, it became apparent that every quantitative variable listed under each of the four Dimensions was mentioned except four variables. The four

are (1) Gave me an opportunity to show my talents; (2) Provided a
valuable link to university personnel; (3) Became aware of my defi-
ciencies; and (4) Gained recognition and status from others for
effective mentoring.

From the quantitative data analysis, it became apparent that the
Relationship Dimension provided the highest mean indicating that most
benefits came from this dimension. This finding is verified by the
fact that when mentors were asked to describe their experience as a
mentor the concentration became centered on their relationship to the
inductee--not on the program benefits to themselves nor benefits
directly accruing to them. In fact, in many cases the researcher had
to make deliberate efforts to redirect the conversation to the mentor's
perceptions of benefits explicit to the mentor.

Of the thirty-three mentors interviewed, only two did not, within
the first minutes of the interview, make comments like the following:
"I really enjoyed it." ". . . very interesting and positive year."
". . . a good experience." "I was really happy to be a mentor this
year." "The experience as a whole was extremely positive." "I feel
the mentor program has been a big plus for me." "I thought it was
worthwhile." ". . . fun working with a new teacher." ". . . enjoyed
the mentoring process." ". . . very rewarding." "I thought the posi-
tives were in the relationships, not in the paperwork."

Some mentors referred also to the reciprocity involved in the
relationship. One mentor felt that she should give her stipend to the
inductee since she (the mentor) was possibly getting more out of the

induction year than she (the inductee). "I think I've gained from it as a teacher, as much as she has, maybe more." "I felt that maybe it was more of a growing process for me than maybe even my inductee." "I found myself solidifying my own ideas because it is only my third year, and I have a lot of ideas floating around, but nothing on paper; nothing concrete; nothing I could reach for. And when she needed that stuff and I gave her ideas, we cooperated in writing it down . . . so it was really helpful to both of us."

As mentors described their experience, most began by reflecting on the significance of the relationship, however none began with references to structural parts of the mentor program like seminars, classroom observations, being paid a stipend, released time, etc. Their concentration in answering this question was primarily in terms of the relationship. Some mentors were so concerned about their inductee that the interview began with their concerns about such situations as "lay offs" or their amazement and awe over the "gaining confidence" that took place in their inductee during the year.

Many mentors made general comments like, "The positive part was I got to meet and work with _____." Mentor comments describing the past year in terms of the relationship are characterized by comments similar to, ". . . got to know a first-year teacher in a relationship that I wouldn't if it weren't for the mentor program." The development of a personal relationship with another person was definitely a theme and pattern that emerged. "I don't think I would have gotten the chance to know _____ if I hadn't done the program." "It's almost

a maternal feeling. When she succeeds, I succeed." "I feel it's part
of my responsibility to try to work with these people so they'll be
successful." Beside the perspective of responsibility, many mentors
referred to the relationship as a beneficial, helping one. The
following comments are typical examples. "I'm a firm believer in
helping somebody new in this district work through different situa-
tions." "I think it's really important to have a support person for
a beginning teacher."

Many mentors identified very closely with the plight of new
teachers. This identification seemed to bring them positive feelings
about mentoring. "I had never worked that closely with a first-year
teacher before, and this is my sixteenth year, so I had forgotten what
it was like to be a first-year teacher." "Oh, yeh, I have to say that
I really enjoyed the mentoring process. Brings back a lot of memories
of when I was a first-year teacher." "It's important for new teachers
to get a good start . . . I've been here awhile and know the ropes."
"He would have had a less successful first year . . . especially
being in band, because you can be 'eaten alive' in band. You're out
there by yourself, you don't know when or what time the Memorial Day
Parade starts, . . . nobody tells him, you know . . . so he has some-
body to come to." "Really good experience. I think it's really
important to have a support person for a beginning teacher."

Many mentors related that, "Someone did it for me; I want to do
it for someone else." Although a few did say that no one did it for
them, mentors were still willing through the program to correct that
situation if they could.

Erikson's (1963) concept of "generativity" was also confirmed qualitatively in this research.[1] Mentors do seem to find added significance to their lives by passing the skills of the profession to the next generation. Some mentor comments that indicate this are the following: "I think of what people have passed on to me that were beneficial and I want to do the same." "I think that it has been very profitable for me from the standpoint that you can pass your pitfalls on to somebody else and say now you can avoid them." One mentor in a very specialized area of business education was extremely proud to know that he worked with his inductee in a way that he knew the inductee would continue to carry on the same tradition.

Some mentors spoke in terms of commitment to another as a distinguishing positive factor. These types of comments were typical. ". . . I was glad I could be here for _____." "It made me say, oh, you're hassled yourself, or if you want to leave early that day but _____ needs you, I had to say to myself, no you've got to stay and talk with _____. Or sometimes I wanted to get work done, but _____ needed to talk at that point. It gave me the mind set that I made a commitment to this teacher . . ." ". . . I probably wouldn't have checked on her so closely, had she not been in this program because she's across town and you don't just drop in everyday to see how she's doing. So from that point of view it was really good."

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[1]Erik H. Erikson, Childhood and Society (New York: W. W. Norton and Company, Inc., 1950), pp. 266-269.

During the first interview question most mentors related at
least one or two items that could be found on the Skill Dimension
of the survey. Some referred to mentoring as a way of getting out of
mechanical type reactions in teaching. "Strengthened me as far as
thinking about things after a few years . . . you do things by rote
whether you're supposed to or not and whether you want to admit it
or not." "It made me think about what I do a little bit more . . .,
it made me be on my toes because I knew someone was watching me . . .
I needed that self-evaluation . . . it's accountability to yourself
and to somebody else." ". . . I was able to look at new ways of
teaching and really start to re-evaluate my own teaching . . ."
"Looking at her style I realized there are other ways beside the way
I do things." "It helped me to learn how to communicate with a first-
year teacher . . . that's not always my way of doing it, but your way
is just as good." Most mentors made general comments like "it helped
revitalize my own teaching."

Being revitalized was second only to mentors reporting a con-
siderable amount of exchange of stimulating ideas. "It brought new
ideas . . ." "Making yourself get out of your mold, your path of
continually doing the same thing year after year. It made me search
for new ideas . . . to stimulate myself in my teaching." "He had good
ideas we could share." "Great hearing some of the latest things that
have come out." "It refreshed myself in that it kind of brought back
a college atmosphere. We kept in close contact."

Another theme was expressed by this mentor, "I learned a lot of things about my own classroom in terms of strengths and weaknesses." Others referred to mentoring as a motivating factor for their own classroom. Comments like: "Really good experience . . . made me think about my own teaching and relating professionally," were frequently reported.

There was another theme that emerged that cannot be referred to as pervasive, but the few mentors who referred to it, did it with strong feeling. Therefore, a few comments will be presented. A few mentors felt mentoring had made them feel less isolated and more a part of the faculty. "Last year . . . I felt I was the only one on the team and I just stayed by myself whereas this year . . . I have an inductee. . . . We share a lot." "It was fun for us because we were very close to the same age and this is the first year that I have had anybody that is young and single to work with at all in special education so we did a lot of our work outside of school." One fourth grade mentor relates that this year was a "neat experience" because she had someone to work closely with. "We joke back and forth . . . basically I've been a happier teacher which is definitely positive."

In summary, there are definite major patterns that emerge when mentors are asked to describe their mentoring experience in terms of positive aspects. The significance of the relationship seemed of primary importance. They were in a helping relationship, with a feeling of responsibility for the inductee and identification with their unique problems. They relate a significant commitment to

helping others and are proud to pass on to the next generation what they have learned. Some saw this process as very reciprocal in nature in which they were revitalized and rejuvenated professionally. In short, through the mentoring relationship mentors related feeling valuable, encouraged in their professional identity and improved in their own classroom skills. The qualitative data were very supportive of the categories used in the survey instrument elaborated under the four Dimensions.

In the same context of benefits, mentors were asked if they had a friend who was thinking about being a mentor next year, what would they tell him/her? All thirty-three of the mentors interviewed answered this question very positively. No one said he wouldn't recommend mentoring to a friend. These responses were typical: "I'd encourage him to go ahead." "I think it's well worth the time devoted to it." "I'd say, 'Do it!'" "I'd highly suggest doing it . . ." "Strongly encourage . . ."

Their key advice for their friend was the time commitment involved. "My big concern is the aspect of the time needed in mentor-ing." "It takes some time and if you don't have the time commitment, I wouldn't get involved." ". . . make sure your schedules work . . . otherwise you're going to spend a lot of time on your own." ". . . a good program, but needs more planning time." "I did find times when it was a hassle because of time. I'm very busy. I'm taking a grad-uate course myself and I coach--so does my inductee. It was difficult

to spend as much time as we would have liked to." ". . . if you don't like the idea of spending time, don't do it."

In the process of answering this question, mentors referred to it as being a good and valuable program for their inductee. They also derived benefits. In answering this question, over half of the mentors related benefits to themselves. Some in general terms, ". . . the benefits outweigh the work involved;" others more specifically, "I think they'll (mentors) become stronger teachers because of it. It will strengthen them as long as they're open."

Others gave advice for their friends. ". . . be open," ". . . can't be one sided," ". . . be a good listener," ". . . give options, let them choose," ". . . keep the door opened," ". . . be super organized."

Assuming one would not give a friend deliberately bad advice, these mentors were very positive in their advice to a friend and potential mentor. This reflects their own positive feelings about having been a mentor. The major negative item was not related to the relationship but to structural factors such as time.

"Thumbnail Sketches" of Mentor Role-Functions

On the survey instrument each mentor was asked to respond on a Likert-type rating scale as to the extent that they played certain roles with their inductee. As reported in Chapter IV, the roles used very much by mentors were advisor ($\underline{M}$ = 4.1), supporter ($\underline{M}$ = 4.1), and counselor ($\underline{M}$ = 4.0). "Moderate" use was made of the roles of teacher ($\underline{M}$ = 3.3) and developer of talents ($\underline{M}$ = 3.1). "Slight" use was made

of the roles of protector ($\underline{M}$ = 2.8), role model ($\underline{M}$ = 2.6), and sponsor ($\underline{M}$ = 2.3).

In order to get a picture of what these roles looked like in the actual school setting, the mentors were asked questions only about the roles they indicated they used "very much" (#5) or "quite a bit" (#4). The researcher said, "Pretend I'm a blind person and have no idea of what you looked like as you played out this role with your inductee. How would you describe the role of _____ and _____ to me?" Most mentors had three choices that were in the "very much" category and/or "quite a bit" category. Only a few mentors selected four respectively.

These descriptions became the basis for the following "thumbnail sketches." They represent an inclusive view so that rather than using just direct quotations the perspective of mentors has been paraphrased to represent comments and feelings of many mentors who chose a particular role. Therefore, the "thumbnail sketches" represent a composite portrait including only actual mentor examples.

Advisor

As an advisor I felt my role was to give some input but not to totally drown my inductee in my train of thought or my way of doing things. My inductee frequently asked me for advice. The question frequently began with, "What would you do if . . .?" I'd answer pretty straight forward as to how I'd approach the problem, but I'd also try to give at least a couple other options. The topic area that solicited the most dialogue was that of disciplinary procedures.

Sometimes my inductee was having difficulty with other staff members. I tried to explain some of the behavior he could expect from certain personnel. I tried to direct him into the right groups. Sometimes it was just a matter of giving advice on proper procedures. My inductee came up with a new system for discipline. I encouraged him that before he initiate that procedure he should talk with the assistant principal to make sure that he understood what it was and something he would buy, rather than setting up his "kingdom" with no support behind it.

About mid-year my inductee realized the possibility of having his job eliminated. We talked a lot about how to deal with that. We discussed a lot of contractual things because I've been around for awhile and I could give him some answers. My goal as an advisor was to keep dialogue open so I could know how my inductee felt and thought about a particular issue. I did, though, have confidence that he'd at least try some of my suggestions. When things got hairy which they did at times, there wasn't more that I could say besides "Take heart, everyone has those kind of days."

Counselor

The best thing about the counselor role was that we were able to talk. Sometimes my inductee would just stop in my classroom during a free ten minutes or after school. I tried to get the other person to talk so that hopefully he can begin to solve his own problems. So I might use questions like, "Well, tell me what the parents said?" "Tell me what you said?" "How do you feel about that?" "How did the

parents feel?" "What happened then?" Then if he asks for advice, "Well, this is what I would do and this is what I feel works." But then I'd always indicate it was his decision and choice.

Many times I felt my inductee was talented and could solve most of his own problems. All he needed from me was someone to say "Yes, your idea is fine, go ahead." He only needed someone to bounce ideas off of. I felt good I could be there when he needed reassurance.

After teaching for a number of years, I realize that just about every situation my inductee runs into, something similar has happened to me. And if by chance it hasn't, I know of someone in the building who could help out. So after we talk about trying this or that technique and nothing seems an acceptable solution, I suggest someone like the science teacher upstairs who has used the technique success-fully.

It's hard sometimes to remember that each inductee has a personality of his own. This year I've had to watch myself quite closely. My inductee has a totally different teaching style. We're as different as day and night. I try to appreciate the fact that he isn't going to be like me. I try to respect his individuality. There are many ways for kids to learn; many ways to teach. It's hard to remember this on a day to day basis.

One time this year my inductee was really low. Some parents had singled him out because he was a first-year teacher and because he did things very differently from the previous teacher. It was good he

could come and talk with me and unload these pent up feelings. I could give him the pat on the back and a pep talk when he most needed it.

Most of the time I just listened and identified with the first-year teacher's problems. At one point, my inductee was experiencing difficulty because of personal problems. He said he had no idea teaching would be so difficult and involve so much time in order to do the job that's expected. Even his girlfriend was getting upset at the hours he dedicated to teaching. He'd ask, "How do you fit this all into one life?" I shared that I felt that way myself very often. Sometimes after seeing his facial expression as he walked down the hall, I could tell he was having a bad day. When I told him I was having a bad day also, he seemed shocked as if to say, "How could you have one?" Having your inductee look up to you as if you're "God" is certainly difficult.

Listening to personal problems didn't happen very often. More often my role was to listen to the inductee's concerns in order to help him translate those concerns into goals, to help him think critically about professional growth and ways of achieving that growth. It was like translating his concerns into words and actions.

Sometimes the concern was how to relate better to other staff members. Explaining the informal system isn't always easy, but I tried to give the options and not impose my solution on the inductee.

Supporter

After listening and translating his concerns into achievable
goals, I tried to be available so I could support him while he was
trying to achieve those goals. So he'd come to me with suggestions
about implementing a particular idea, sometimes it would work, some-
times it wouldn't. I wanted him to know it wasn't a one shot deal--
I'd support him whether it succeeded or failed. I encouraged him
when it didn't go well, and praised him when it did.

Sometimes I observed him; sometimes he observed in my classroom.
When he saw some techniques or approach of mine that he wanted to try
I encouraged him to adapt it so it would fit his style and feel good
for him. It was important for me that he discover for himself which
techniques work best for him--especially in the area of discipline.
In a way, I felt like a cheerleader for him. It's very lonely out
there at times and just to know someone's in your corner can ease the
burden of that first year.

I really became identified with the rigorous life of being a
first-year teacher. After doing this for awhile it's easy to forget.
In this area, I was truly a moral supporter. Many many times I
shared with my inductee the frustrations and set backs I felt during
that first year. I kept repeating over and over he could make it
even if he stumbled. One time a parent called and really got him down
on himself. I shared with him that yesterday I got an equally nasty
phone call. It seemed important for my inductee to know that these

are "occupational hazards" that continue to happen to all of us. It's hard to please everyone. My inductee is still trying. I need to support him in this.

As a mentor, I knew my inductee was an excellent teacher already, but some days he'd feel like it may not be worth it to stay in the profession. You don't want to see him get so discouraged. Often it's the good ones we lose, so about all I could do was to reinforce how good he is and that he'll continue to be if he stays as conscientious as he is now. I constantly reminded my inductee that once he experienced this first full year, it's amazing how much better he'll feel. The feeling he had about his own inadequacies were not as related to him as a teacher as much as they related to "first-year-ness."

This is why I feel being a counselor and a supporter go together. As a counselor I gave my inductee lots of opinions and ideas to pick from. But once he did, I tried to "walk him through" his choices and make "course corrections" as necessary.

Sometimes my role as advisor and supporter really overlapped. There were days I felt like a reality therapist. Here's such an example. One day my inductee came up to me saying he'd "killed himself" for this student for over six months, but absolutely nothing was happening. We had a long discussion, my point being that perhaps nothing was going to happen either. "It took fourteen years for this kid to get like this. For you or anyone to think they're going to change this child in six months is just plain unrealistic." Actually, in this situation my principal took the same role. The principal

brought the inductee to the office and showed him the child's previous
report card and the comments written on it. The principal said, "We
know this child is going to put you in the hole, however, he's doing
better than he was before. Improvements have been made over where he
was before." So what I did in this case was to be an affective
listener with a touch of reality therapy. I wish I could tell every
first-year teacher to put under his pillow at night a little tape that
will say the second year will be better, just because it's the second
year.

Teacher

Mentors who chose the teaching role did so for three distinct
reasons. If these three perspectives were amalgamated into one ethno-
graphic account it would not adequately represent the data. Thus,
three narratives are presented illustrating three distinct reasons
why and how mentors assumed this role.

I felt my inductee was really a very weak teacher in this situa-
tion. It wasn't his fault totally because he was trained in _____
and _____ and was teaching _____. He had never student taught in
that area and was now expected to teach nine sections of _____. Some
of the basic tools of the discipline weren't in place. Since he
hadn't received the basic tools, I had to teach him how to attack
grammar properly, attack paragraph writing and deal with basic English
concepts. When he didn't understand how to teach the particular
lesson, I'd start with "These are the steps, etc. . . ."

I think when a mentor-inductee relationship gets involved in a way that reveals inductee professional deficits the relationship is in trouble. It's hard to know if you're a cooperating teacher or a mentor. Also, I felt role conflict because a department chairperson doesn't evaluate and a mentor role is primarily supportive. This was also an extraordinarily busy year for my principal. So I didn't feel that the inductee's problems were adequately attended to either. Even though I felt uncomfortable with the role of being a sort of cooperating teacher, I continued in that path because it needed to be done.

Another mentor reports, his inductee's questions continue to be like "Where's the next lesson, where do I go from here, where should I be by when, how do I set up this reading group, how much can I include in the lesson?" These nuts and bolts items made me feel like I was teaching him the job.

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I think first-year teachers don't have enough experience to come in and know exactly what they're supposed to be doing--especially if they come from closed concept to open concept classrooms. You have to provide time to show them how it works. Even if someone transfers in from another school within the district this open concept learning takes time to get used to. You just have to be very clear about what's expected. There's some things they can do and some things they can't. They just don't know the school climate well enough. Those things I think you can actually be taught only when you get into the classroom. I consider open concept education, special education or

library science to be like very specialized fields involving a lot of
teaching (showing, demonstrating of precise techniques and procedures).
My inductee in special education considers himself a high achiever,
but was rather disappointed when he came here and saw all the tasks
that were facing him and how ill-prepared he felt. Without seeing
how some of these procedures are actually implemented it's really hard
to know and do it properly.

Another area like special education was library science and
business education. In an IMC, today you almost feel sorry for the
new person because there's so much to learn. There were so many
things he was not aware of so I had to act as a teacher helping with
many different types of equipment, making out orders, in selecting
books sometimes and in suggesting procedures.

In the beginning of the year we went through the kinds of lessons
he would present. He'd present plans to me, we'd go over them and talk
about how to make them more meaningful. We don't do that as much any-
more. Now I just go over what's worked for me in the past, show him
how I taught it and he was free to add to it in any way he would
choose.

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Being a teacher is really my bias. "I'm such a teacher-teacher
person and I'm real concrete and to the point, even in my daily life,
so that may have come out as a strong part of my personality . . .
That's the way I approach anything, my house, my fiancee, anything."
So as a teacher, I'd observe him, he'd observe me; we'd talk about

direct instruction. We'd also exchange a lot of specific teaching strategies.

I know I'm a strong teacher. What I do I enjoy and I want to share with my inductee. Especially, I want him to feel good about being a teacher since there's a possibility he'll be laid off I want him to know, there's a job here and he can do it.

Developer of Talents

When I was in that role I tried to get my inductee to focus on his strong points, since it's hard at times to see your strong points. There's a real process involved in helping the inductee even identify those strengths. Sometimes first-year people get so down on themselves, they only see weaknesses. They need to hear you say, "You're really good at that." When I'd go into my inductee's class to observe, I'd leave a little note on his desk about strengths that I see. I hoped it would reinforce the particular phonics skill I'd noticed or even encourage him to try a different approach at another time.

I'd give him examples to guide him in learning more about his own skills. Sometimes his skills in a particular area were weak. I'd usually start our conversation by pointing out an alternate method or technique that would better capitalize on his strengths. I guess the role I played concentrated on helping my inductee enhance his strengths by practicing and embellishing while pointing out a weakness in a most delicate manner. I'd categorize my inductee as a strong new teacher. There weren't many glaring weaknesses. My function was to

keep before him a vision of his strengths so those could be developed further.

I've had to learn, however, that sometimes what you perceive as a weakness or a poor technique for yourself may work very well for your inductee with a totally different style. The inductee I had this year was really different from me. Our styles were at polar opposites. He definitely needed more structure. I could have told him about the three ways I thought the situation could be rectified, but I didn't. I asked him to devise a system that he thought would bring the situation under control. The system he devised had one component that rubbed me the wrong way. He planned so that he didn't have to read everything the kids handed in. "It worked . . . and hasn't gotten at all out of hand." Developing talents means zeroing in on someone else's strengths and putting your own weaknesses behind.

Protector

At times I don't protect, but I _prevent_ by giving "little insights" that will keep my inductee from getting hurt. I give him insights like, ". . . don't expect this, you can ask but it will take forever--keep badgering; go in with a list; keep 'nailing it' until you get the results you want."

I know on a couple of occasions I've gone to the principal and said--"Maybe you could talk with my inductee and put him at ease, about _____. He just stews over things and gets himself agitated and frustrated." You don't want it to be so difficult. You try to make it easier for them, so they won't have to go through what you did.

One Friday afternoon I remember especially well. I was observing my inductee's classroom and the lesson he was teaching was terribly unappealing and of course, the first graders were very "turned off." They weren't standing or running, but neither were they listening. He looked up at me half way through the lesson and I nodded to him to have the kids put their heads on the desks for a five minute time out. I'm sure I did this more for him than those first graders. I knew exactly how he felt, ". . . like where did I lose control; I started out all right."

As a protector I tried to keep my inductee from making mistakes that could have been disastrous, but I also found I had to protect him from fellow teachers as well. There are always teachers who are not supportive of new people in the building. Some teachers were particularly non-supportive of my IMC inductee because the teachers came from totally self-contained classrooms to this new building where there was a new teacher as IMC Director. They had to give up their classroom books in the process, but there's still a feeling of they're "mine." So I had to let these teachers know that it was my inductee's duty to oversee all of these books and all of the program and that veteran teachers need to cooperate so he can do his duties. Well, since I am the director of all the IMC's, they did listen. But I was very protective of him so he didn't get into trouble with the staff or with anyone else.

I've also protected my inductee against outsiders. A while ago we had a lot of consternation over certain books being used in our

school. I acted as a protector to my inductee so he wouldn't get his feelings involved in this situation and what was transpiring in the building. We handled it at the district level so he was not the only one trying to satisfy a dissatisfied party.

Because my inductee had such a different style than the other three teacher team members, it took a while for a good blending relationship to develop. I experienced a lot of conflict as a mentor when members of the team would approach me with, "Why is _____ trying that; we don't like _____." I tried to explain to them why I thought he was using that approach or this technique. I told the teachers I'd mention it to my inductee, but that's when I began to feel the strain of being a mentor teacher. If he were another experienced teacher, those staff members would never have said to me, "You go talk with him." So we did start off roughly, but did eventually all sit down and talk about it. It's hard to start in a building as different as this one is (open concept). Last year we had a long term substitute who told all of us we speak a different language and much of the time she wasn't sure what we were talking about. Our shorthand is confusing and so I tried doubly hard to make life better for my inductee. However, I have to keep reminding myself, that he's a paid professional, ultimately responsible for his own classroom, and he'll make mistakes for which I am not responsible.

One time my inductee planned a unit on humor and intended to show some video tapes of Abbott and Costello, and Laurel and Hardy, etc. It involved about ten minutes for several subsequent class periods. I

knew very well what my inductee was trying to accomplish. However, the AV Director came in to me one day and said, "Do you realize that _____ is going to be showing light-hearted, funny video tapes every day?" I informed the AV Director that I knew the plan, approved it and considered it a creative approach to the unit. I also said, "There's lots of ways to get the job done." I didn't explain a lot to the AV Director. I didn't feel I had to. The principal found out about this, but _____ never had to hassle with the AV Director. That's how I feel I was a protector.

Sponsor

I'm on the committee that oversees all the special education committees. Whenever possible I would say to my supervisors, "Well, I know _____ would like to be on that committee, or I would like to submit her name." I do like her to be in the limelight. She's a very capable professional.

Sometimes my role as supporter and sponsor overlapped. All of the other librarians all had aides except for my inductee. He had to do all the work single-handedly. I was a supporter and sponsor when I sought out aide time for him and went to the district administrator and the principal with my concerns. I also saw to it that the other staff members were aware of this need.

My inductee was a "jet-propelled" person himself--very mature and sought ways to be involved in the district. I would suggest him for projects that I thought would help show off his talents. I felt

he needed to be involved beyond the classroom. I also felt he could
more than handle it.

Role Model

I think teaching is primarily example, so I try to provide a
decent, good example for my inductee to follow. My main concern was
to try to teach dignity and respect by respecting each person, trying
to be a good listener and encouraging them. I was especially conscious
of good example because of our open concept school. We are always
within full view of the other teachers. I was very consicous that my
inductee could see me and perhaps even be thinking, "I'd like to try
that . . . or perhaps, I won't try that because it doesn't fit for me."

I considered I was a role model when my inductee would come in
to my room and observe. I'd show him how to do the particular thing
he was interested in doing and give him materials for future refer-
ence.

Although my inductee's style is so different from mine, I knew
he needed to get more structure into his program. I felt there were
times when his students didn't really understand what was expected of
them. So we would talk about ways that he could structure the environ-
ment better. I showed him how to use a make-up slip for late
assignments. This helped him because otherwise he was complaining
that students weren't doing the make-up work, but he wasn't writing
the work on the make-up slips either.

Summary

These "thumbnail sketches" suggest that mentors did play many roles that were discrete. However, because several roles and functions were performed simultaneously, there was inevitable overlapping in the process. In an induction program not involving summative evaluation, the roles of advisor, counselor, and supporter surface as extremely relevant to the relationship. It was precisely because of their non-judgmental perspective that these roles and functions could be performed in a non-threatening atmosphere.

The roles of teacher and developer of talents although used moderately were also very distinct in their contribution to the mentoring relationship. The role of teacher was only played in the presence of certain conditions. The image the "thumbnail sketches" present support what Gehrke and Kay (1984) found in their research. Teachers who claim to have had a mentor, never chose a cooperating teacher as their mentor.[1] The subordinate-superordinate role of teacher appears to be very uncomfortable in a peer relationship characterized by assistance and support.

Even though the roles of protector, role model and sponsor were not used as much as the other roles, the "thumbnail sketches" point out that they were used at very central moments in the relationship.

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[1] Nathalie J. Gehrke and Richard S. Kay, "Socialization of Beginning Teachers Through Mentor-Protege Relationships," _Journal of Teacher Education_, 35 (May-June, 1984), 22.

The eight roles designated did seem to be sufficient to portray the experience of being a mentor from the mentor's point of view.

Mentor Classroom Outcomes Presented in

"Mentor Mirroring Model"

Research question #4 asks: Is there increased effectiveness in the classroom of the mentor because of mentoring? This effectiveness was operationalized to mean "mentor classroom outcomes."

These mentor outcomes were presented in Chapter IV from the perspective of the six domains. The mentors chose which three of six domains they worked on most extensively with their inductee and reported how that affected them or their students in their own class-rooms. The responses were analyzed from three open-ended questions. The matrix looked like the following:

FIGURE 2

	Domain #1	Domain #2	Domain #3
Mentor Classroom Outcomes			

In the interview the researcher sought mentor classroom outcomes from the perspective of the four Dimensions. The questions used to solicit the responses were the following:

Professional Dimension

1. Do you think you have grown professionally because of mentoring? If so, how? If not, why not?

2. Has your own feeling of professional growth encouraged you to
    perform differently in the classroom?

Personal Esteem Dimension

1. Are there any significant event(s) that stand out in your mind
    that enhanced your own level of esteem satisfaction as you
    mentored?

2. Do you think this situation had any effect on your classroom
    performance?

Skill Development Dimension

1. As you worked with your inductee on skill/technique development,
    what did you see happening to your own skills/techniques?

2. Can you give specific examples?

Relationship Dimension

1. Has your mentoring experience affected the way you relate/
    communicate to students?

2. If so, how would you describe that experience?

    The matrix from which these data were organized is presented
in Figure 3.

    As the responses were categorized and synthesized, the
researcher could not put aside the fact that the responses to the
four Dimension questions seemed to cluster in a particular cyclical
manner. It had become apparent that whether the perspective of the
domains or the perspective of the Dimensions were used, the responses
came to reflect the same pattern.

FIGURE 3

	Relationship Dimension	Professional Dimension	Skill Dimension	Personal Esteem Dimension
Mentor Classroom Outcomes				

After the researcher categorized answers on Figure 3, the
following model emerged as a better way to conceptualize what the
mentor classroom outcomes were and how they interacted to produce
certain effects. Thus, instead of reporting each type of response as
they are categorized by dimension, those responses were put into the
following conceptual model. The data for this model came from the
interview questions on the four Dimensions and verify data found in
the responses to the open-ended questions on the survey.

The model that is presented in Figure 4 points to outcomes for
the mentor in a circular mode showing the start of the cycle and an
end which reinforces the starting point. This cycle is called the
"Mentor Mirroring Process" and is theoretically based on Charles
Cooley's "Looking Glass Self" Concept. The image created by Cooley
is that a person takes a view of himself from observing the way others
respond to him. The person's behavior towards him is the "mirror" in
which the individual sees himself. In this socialization process the
person receives an image of his "self."[2]

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[2]Charles H. Cooley, Human Nature and the Social Order (New York:
Scribner, 1922), p. 184.

FIGURE 4

MENTOR MIRRORING PROCESS

Inductee   I   →   M   Mentor

Mirrors Good
Self-Image
to Mentor

Reinforced
Positive
Self-Image

Positive Feeling
of Self-Worth

Mutual
Feedback

An Atmosphere
of Openness to
Re-evaluate

Freedom to Share
and Experiment with
New Ideas
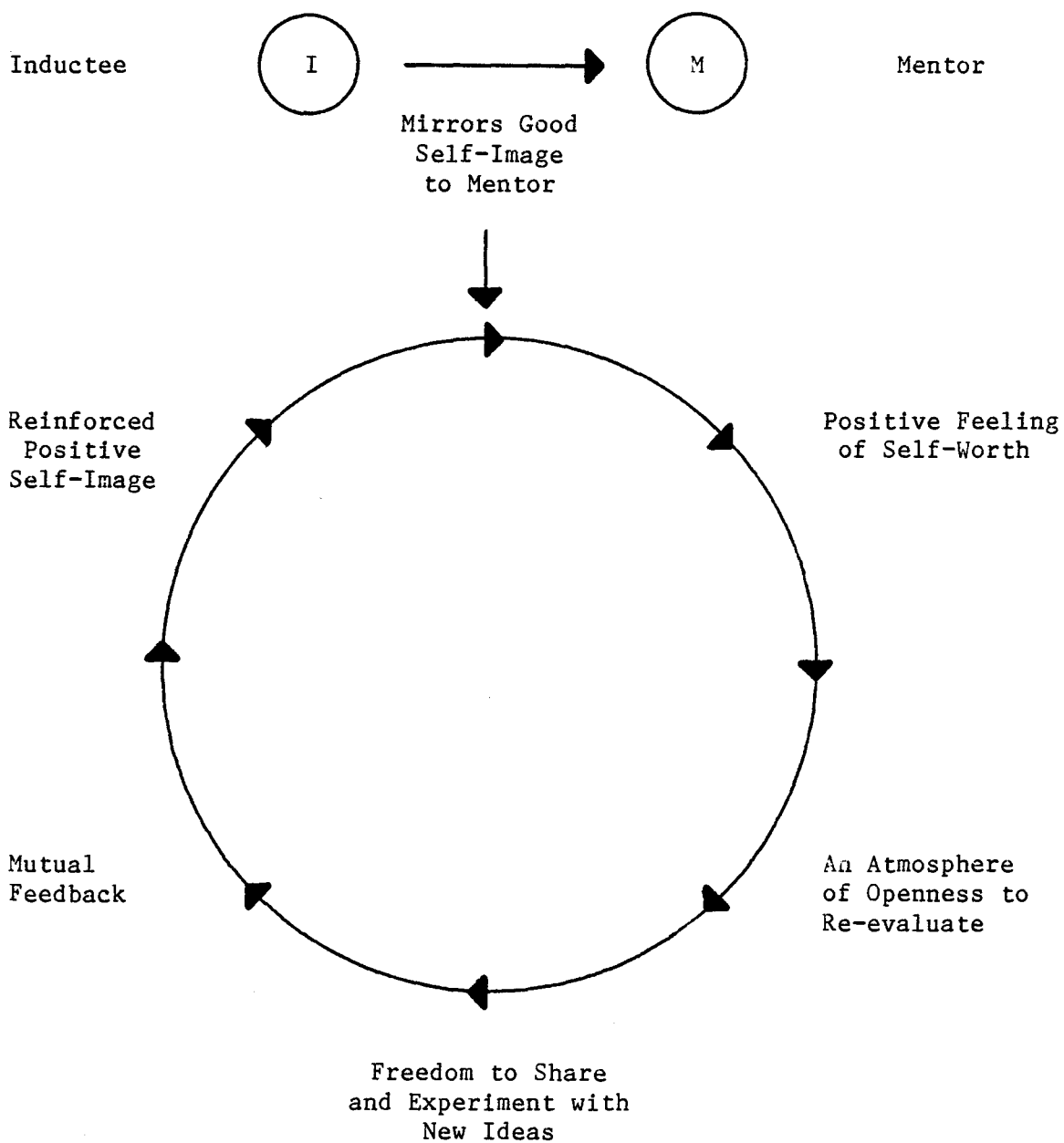
In short, the attitude a person takes toward himself is significantly affected by the attitude of others. "If they approve of his actions or appearance, or he thinks they do, then he too approves of them, and vice versa."[3] The resulting self-image as one's "looking-glass self" seems to have three principal components: ". . . the imagination of our appearance to the other person; the imagination of his judgement of that appearance; and some sort of self-feeling such as pride or mortification."[4]

The interview data reveal that in the mentoring relationship the inductee was the "mirror" by which the mentor saw his own self-worth and teaching abilities. As reported by the mentor, the inductee saw desirable teaching accomplishment and mirrored to the mentor a sense of self-worth that reaffirmed and encouraged the mentor.

The inductee's attitude of admiration for the mentor's accomplishments were communicated to the mentor in many ways. They were pleased to have been asked to mentor, encouraged that someone (inductee) found their past experiences valuable, and would seek mentor input in a counseling, advising and supporting role.

The process by which this happened seemed to be one of feeling good about self, in an atmosphere of openness and non-judgment that allowed the mentor to try new ideas in a very safe environment. The

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[3]Ely Chinoy, _Sociological Perspective_ (New York: Random House, 1968), p. 136.

[4]Charles H. Cooley, _Human Nature and the Social Order_ (New York: Scribner, 1902), p. 152.

honest feedback, that both mentor and inductee gave to each other, reinforced good feelings in the mentor and the cycle began all over.

This model was also verified by the quantitative data presented in Chapter IV and specifically stated in Table 6.

The model begins with a positive self-image for the mentor. The quantitative data supporting that were in the following substantial benefits: Honored to be selected (M = 3.5); Trusted friendship (M = 4.1); Found mentor past experience useful (M = 3.8); Felt important when asked for advice (M = 3.5); Opportunity to show talents (M = 3.6). The next part of the cycle in which mentors reevaluate in an atmosphere of trust was supported by the following items: Challenged me professionally (M = 3.8); and Caused me to analyze my teaching more (M = 3.8).

New ideas that were generated during mentoring were referred to over and over in the interview portion, were part of the conceptual model, and were quantitatively supported--stimulated new ideas for me to use in the classroom (M = 3.5). The feedback portion and reinforcement of positive feelings were supported quantitatively in the following substantial benefits: Received affirmation and support (M = 3.8); Sharpened my ability to help another (M = 3.5); Helped reinforce professional identity (M = 3.8); Reaffirmed my perception that I could work with other people (M = 3.6); Rejuvenated me professionally (M = 3.5); Sharpened my ability to help another (M = 3.5).

These substantial benefits are the quantitative data behind the "Mentor Mirroring Process." The qualitative data are now presented.

Conceptual Model--Positive Feelings of Self-Worth

Whether talking about mentor benefits or direct classroom out-
comes for mentors, the sample, except for six mentors, was able to
give explicit examples of mentor classroom outcomes. Those six were
in agreement that they grew professionally and in self-esteem, but
they were not able to give specific details. All reported growth in
their classrooms, and seven could not give details about the last
interview question of direct effect on students.

As mentors described their experiences in the four Dimensions,
the emergent pattern was one of a good feeling of their own self-worth
because the inductee valued them for who they were and what they knew.
Characteristic of the responses were the following: ". . . it gave me
a better feeling of self-worth, so I'm able to come in more bubbly in
front of my kids and feel stronger . . . If sixth graders sense you
don't feel good about yourself, they can eat you alive . . . it
helped me think through those situations calmly instead of pulling my
hair out of my head."

Another related, "I think the whole thing has been like a 'halo
effect'--if you feel good about something and feel positive about it,
it's going to go better." Another mentor referred to the specific
source of a positive feeling, "I think probably just the encouragement
and the positive attitude of my inductee; she has been very complimen-
tary to me and I think that in itself helps an individual." This
mentor saw this as affecting her students also. "My biggest point
with the children is that if you make a point of complimenting

someone each day; you, yourself, will feel better and I think that
it's a carryover, because if you're complimented, you start doing the
thing that other people do."

Other mentor comments clustered around patterns represented by
the following responses from different mentors. "I think self-esteem
. . . when _____ would thank me for something that you would never
think someone would thank you for doing . . . made you feel really
good." "_____ praised me on my enthusiasm . . . and when someone
gives you a compliment like that you think, oh, I can do that even
better . . . felt definitely more motivated." "I realized more than
ever that the more positive I felt the more positive the kids get and
the more positive I was, the better my classroom went for the day."

Many mentors related that they were so identified with their
inductee that, "When _____ discovered things on her own and all of
a sudden put it together and said, 'Oh, ya, this is happening,' it
made me feel really good."

The idea of being a key person in the inductee's life reinforced
the self-image of the mentor. One mentor related how useful and
needed she felt when her inductee came crying in her room about a
particular incident and she was able to help her.

The image of self-worth began with the selection process itself.
Only five mentors were asked directly by their inductees to be their
mentors. Only one of the five felt it was a burden ". . . put in
my lap." All other mentors were approached by their building
principals and felt honored to be chosen.

Mentor responses follow the pattern of being pleased with the knowledge that their inductees thought well of them. After being in a building for several years, veteran teachers do not compliment or positively value fellow teachers in the same way that a neophyte would. As one mentor reports, "It helps you branch off and if nothing else you feel better about what you're doing and have done. I think we too often close our doors . . . we're a very isolated group and we don't always compliment each other on our own teaching in our own buildings." It's not unusual then that the mentor would be reaffirmed and encouraged by the image he sees when he looks at the image of himself through the eyes of the inductee.

Conceptual Model--Atmosphere of Openness to Reevaluate

The inductee's youth, idealism, and new energy for the teaching fostered a positive healthy atmosphere that in some cases affected the school, but in most cases just affected the mentor.

"I think I've been a little lighter . . . not quite so serious. His humor has been very helpful in changing the climate around here." This mentor reported numerous ways this inductee changed her life during the year. She had been very isolated from the rest of the faculty for years. This young gentleman helped her to feel part of the school once again. Another mentor reported feeling less isolated and also said, "I'm much more calm this year . . . and I actually think she (inductee) helped."

A high school mentor, referring to the isolation they often feel in departments, related that seventh hour frequently became a

sharing time in the department. The mentor said that ". . . maybe (informal sharing) wouldn't have occurred as a department, but since she (inductee) initiated it, other people got involved." Another mentor said, "Just having fresh blood in the building helped me."

The pattern seems to be that inductees changed something in the environment for the mentor. As one mentor said, "Whether you work with a new teacher or student teacher . . . it gives you a lift . . . makes you not get complacent." "Inductees are excited," says one mentor. "He's excited about teaching, then 'yeh it made me feel good . . ." When you feel good, says another mentor, ". . . your attitude, your presence, your state of mind is transferred very easily to the children."

One mentor reported that he didn't have a bad attitude, but, ". . . the fact that she's (inductee) new, she's excited, she's raring to go, how can that not rub off on a teacher that has been teaching for awhile . . . it gets you out of your mold." He went on, ". . . as you are advising your inductee you're also reviewing yourself and your techniques. It makes you reevaluate yourself."

The atmosphere of openness did also foster a freedom for mentors to reevaluate old patterns within a safe environment. These next statements indicating reevaluation, rethinking, and serious refocusing, were all said in the context of feeling very positive about the process. The inductee's positive attitude was so to speak the "agent" whereby the process began. One mentor did say, "I don't think I learned anything new or anything innovative, but I did reexamine."

However, a mentor teaching third grade said about her inductee teaching kindergarten, "it probably made me more aware of what goes on at the very primary part of the school . . . I looked especially at organizational things asking myself 'Do I do this in my room . . . I know I should, but do I?' and I have gone back and done things differently."

Other mentors reported it, ". . . caused me to critically evaluate a specific item." "Just thinking about how to encourage someone else opened my eyes to what I was doing and ways I was acting." Another added, ". . . it ended up giving me some ideas of things that I could do in class that I hadn't been doing."

Other indicators showing a positive attitude toward reevaluation were the following comments from several mentors: "It forced me to look at what I do . . . e.g. when my inductee asked me, 'How do you deal with a student who doesn't do his homework?', it forced me to look at my tools and techniques once again." "It made me rethink things that I have been doing for years." "Yes, just being able to look at things . . . not automatically go through the year like you always did . . . it was just a feeling like you've gained knowledge on how to do things and you're able to pass that on."

Conceptual Model—Freedom to Share and Experiment with New Ideas

Mentors did receive ideas from their inductees and the atmosphere allowed them to feel relaxed about trying them. One mentor reports that, "In writing the technical education curriculum together,

I changed perspective from a rather 'spoon-fed by the teacher concept' to one that places the responsibility for learning on the student."

In an open concept school, one mentor and inductee were part of a team teaching situation. She relates that "what used to work for the three of us didn't for the four of us. So all had to change a little." Although hesitant at first, the mentor related that, after changing some things to better meet the inductee's style, "I would end up liking (the changes) better . . . and some of those changes fit better into my personality."

One time, another mentor had access to a report she wouldn't have had had it not been for her inductee. She blocked off the names and copied that report and kept it in her file because of how excellently the inductee had set up that report. "I've used that in several reports since," notes the mentor.

Another mentor reports that when she had given the inductee some materials the mentor developed, she found that the inductee developed them even better. "His turned out to be even better." Tongue in cheek another mentor said, ". . . my inductee has good ideas. I use them and consider them stolen." Another response was, "I used many of her materials that she shared with me." "You just sort of feel good about yourself and you come in the classroom in the morning in a real upper rather than thinking about the Bucks that lost last night!"

Most mentors spoke in terms of specific curriculum ideas they implemented. The following were typical responses. "We've gone through a radical change from industrial arts to technical education.

My inductee was very versed in technical education and could add many
resources for curriculum. I've learned a lot of good points in
marketing strategies." Another mentor said, "We team teach in social
studies and science and were able to share ideas so it helped both of
our classrooms." Also, a mentor felt that some of the ideas she
gathered from her inductee made things in her own classroom go better.
They did some joint "charting" first semester and the mentor used the
idea second semester.

Another reported her inductee's need was to work on the goal of
better use of time so students were not unproductive. "Although it
was her goal, we worked on it together since it was something I needed
as well."

Specifically, in regard to students, a mentor said it reaffirmed
how important explanations are to students. After teaching for awhile,
"you assume a lot." "I think I was much more patient with kids this
year, a lot more understanding of what was happening . . . I tried
out different types of behavior modifications this year." "Just the
fact that you're motivated and have a better attitude reflects on your
students. They feel it, so they're going to give you something back
in return." ". . . and just the fact that you're trying something
new . . . and it's not routine all the time, I think the kids get more
stimulated or motivated."

Although mentors gave many examples, many mentors spoke in
generalities like, ". . . I felt more self-confident that I knew what
I was talking about . . . and wanted to try out more ideas."

Conceptual Model--Mutual Feedback

The pattern of giving mutual reinforcement through feedback became an apparent characteristic of the mentor-inductee relationship. As one mentor relates, "Sometimes we'd share a new idea and then get back together and say, 'Hey, did it work for you'?" "We tried some motivational and management techniques with her students . . . you try things back and forth . . . If you want to show them enthusiasm, I guess you had better show some enthusiasm back and try some things."

One mentor felt she learned to share a little more in this process. This mentor felt very good about now being able to be more relaxed and comfortable about having someone else in her room. She said, "It's not so judgmental anymore." This mentor gave a very concrete example of mutual reinforcement through feedback. In the beginning of the year her inductee's expectations of students were too high and this resulted in extreme frustration. After discussion, "we realized we had to back off and look at what was more realistic." However, mid-year, "we realized the expectations had to be bumped up for her class . . . we were not asking enough of these kids." Then the mentor reported she'd go in her own class and say, "Perhaps I should be expecting more of my students too. Then I'd bump up my expectations to see what they could handle."

One mentor relates suggesting an idea to an inductee, and then thinking it was worth a try himself. It worked, and both inductee and mentor had a sense of accomplishment. Another related, "_____'s respect for kids was very reinforcing. For _____ kids were number

one. I'm sure if I had stayed in that environment without _____, I would have become like those other teachers up there, which I didn't like. At least I had support."

Most of the time, mentors expressed that mutual feedback was an on-going process and that it left them very reaffirmed in what they were doing. "I felt reaffirmed in what I was doing." This comment was paraphrased over and over again in conversations with mentors.

Conceptual Model—Reinforced Positive Self-Image

Because of the level and amount of discussion between mentors and inductees, the mentor felt good about either his/her trying a new idea, received reinforcing feedback, and was therefore positively encouraged in that mentoring role.

"It's interesting how things evolved. I have a master's degree in physical education. But when I see the level of efficiency in her (inductee's) teaching and knowledge, I'm humbled by it—humbled by what they know. I wonder how I got by sometimes . . . you work at it and do the best you can . . . I feel good that there are professional people teaching things I've been doing. There's a lot of positive reinforcement."

One mentor reports the pride he felt when he gave his inductee "the basic seed for an idea and she used it." One inductee asked her mentor one day to share her reading files with her. The mentor reports looking through files and new books that had just "sat" for years. She reports "I felt good when she used the same type of system."

One inductee saw something in the mentor's classnotes and later reported to her mentor she slowed down the lesson (like the classnotes indicated) and mentioned this with hindsight to her mentor. "I'm so glad I looked at it; I was really having trouble." The mentor said, ". . . that sort of thing reinforced, hey, maybe what I'm doing is okay and it's working out." That response is like that of several mentors who related that the mentoring relationship gave them better feelings about themselves. ". . . sort of reinforced, hey, maybe what I'm doing is okay." Other mentors reported: "It reinforces the concept of being accountable for what you are doing." "It felt good to help another first-year teacher avoid some of the mistakes I made that first year." Some generalized, "It always helps when you're helping somebody. You get the feeling you're doing something; you're succeeding." One mentor and inductee reported on working on a curriculum guide in technical education. The mentor was very proud of the effort and time spent in developing these materials. With the greatest pride of all, he reported that "we're each doing one for DPI through Stout for the coming year."

Another mentor reports how he and his inductee set up a new IMC in the inductee's school. He relates how good he felt when her supervisor wanted to bring a class over to see it. This director related several new collaborative ideas that came out of his feeling so good about the relationship. Several other buildings in the district had come to see their innovations. Our attitude, the mentor relates, was "Look at what we've done here, you might want to consider that in your

building." Also, ". . . our theme idea for the IMC has been carried over to other buildings."

Another mentor relates, "She gave me renewed vigor." "It's nice to see somebody anxious and ready to go and do everything and still believes that even the lowest kid (that no one else could help) can be helped." "That kind of idealism came back a little . . ." Finally, these mentors seem to summarize the process: ". . . affirmation that I'm a good teacher . . . and do have something to share with someone else." "There's somebody out there listening and learning from me, . . . just the strokes I received on a personal basis . . ."

Summary

The "mirroring" model adequately represents the dynamics that were described by mentors in the mentor-inductee relationship. The feeling of self-worth was communicated verbally and non-verbally by the inductee to the mentor. The veteran teacher often taken for granted by peers was now in a position of being an advisor, counselor, and supporter. The roles that mentors played became the means whereby the mentor was affirmed in self-worth. This affirmed positive self-image led to a reevaluation, reanalysis of mentor classroom habits. As many reported, after many years there's a tendency to do things by rote. Mentoring removed many from that mold. And because the atmosphere was one of freedom to experiment, mentors felt free not only to share ideas, but to be the recipient of new ideas with the challenge of trying them out. When the mentor and inductee were

involved in mutual feedback, both seemed at ease to comment on the success or non-success of the particular idea or technique. Having such a dynamic in place, it is no surprise that the mentor would be reinforced in the original positive image that the inductee "mirrored."

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS AND IMPLICATIONS

This chapter is designed to present: (1) a synopsis of the study, (2) a review of the findings and conclusions, (3) implications for practice, and (4) implications for theory and further research.

Summary of the Study

Although the word mentor historically originated in Greek mythology, it was first applied in education as a component for teacher training in 1978 at the University of British Columbia. Since then, the word has been diversely used in many different educational settings. It is currently diversely used to indicate a person who assists and supports a new teacher, assists veteran teachers, plans staff development for new and veteran teachers, and is involved in either formative or summative evaluation (or both) for new teachers.

This research has focused on the mentor who is solely considered an assistant and support person to a new teacher. In that capacity, the mentor is involved in formative but not summative evaluation procedures. The underlying assumption of the mentor program is that after four years of undergraduate education in a teacher education program, the new teacher is not an accomplished teacher and needs support so that his/her induction period need not be traumatic nor characterized by "sink or swim" situations.

The need to assist the new teacher is apparent in the fact that twenty-six states now have mandated induction programs. Although these differ considerably, most share in common the need for a support person for the inductee--called a master teacher, "buddy" or mentor.

This research concentrates on one such program delivered to new teachers through the University of Wisconsin-Whitewater. This state is one of six currently piloting an induction program. The legislature will make final decisions regarding this program in 1988. This program's main concern is the direct assistance to the new teacher through the coordinated support of the principal, university consultant and an experienced teacher known as a mentor.

Although this induction program is primarily concerned with the inductee, it seems from the few studies available that in the process of mentoring, the mentor as well as the inductee profits. This study is qualitative in nature although it does seek to document relationships quantitatively. It focuses on the mentor as a key actor in the mentor-inductee relationship.

The research studied thirty-seven mentors through the use of a survey instrument. In addition, in-depth interviews were conducted with thirty-three of these. The underlying assumption guiding this research was that the person who helps and assists (the mentor), benefits from mentoring as much as the person who is helped and assisted (the inductee). Other research confirms the latter and has been presented in the review of the literature. What remained to be studied was what benefits accrue to the mentor from the point of view

of the mentor. Other studies document that the inductee thinks the mentor receives benefits, but little is known about the mentor from the mentor's perspective.

With that frame of reference, the following four research questions became the focus for this study:

1. What are the benefits that accrue to the mentor in a formal induction program?

2. How are mentoring roles played out in a school setting? Which mentor roles cited in the general literature take place in an induction program?

3. Does released time and job satisfaction affect mentor benefits, role-functions and/or classroom outcomes?

4. Is there increased effectiveness in the classroom of the mentor because of mentoring?

Instrumentation

After an extensive review of the literature concerning the mentor benefits cited in other studies, those benefits were categorized into four Dimensions: Relationship Dimension, Professional Dimension, Skill Dimension, and Personal Esteem Dimension. They were content validated by several experts. A Likert-type rating scale was used with numerical values from 1-5. The same procedure was followed for role-functions that mentors have been known to fulfill. These role-functions were defined in an appropriate manner for an induction context. Once again content validation took place. The role-functions were investigated

using the same Likert-type rating scale as was used for the four Dimensions.

The increased effectiveness of the mentor in his/her own classroom was measured in terms of mentor classroom outcomes. These mentor classroom outcomes were reported in open-ended questions asking for specific examples of outcomes on three domains mentors most extensively worked on with their inductees. Mentor classroom outcomes were also studied from the perspective of the four Dimensions in the in-depth interview portion of the study. Quantitatively, respondents used a Likert-type rating scale indicating how much they felt there were tangible classroom outcomes in their own classrooms as they worked on the six domains with their inductee.

These data on the four Dimensions of benefits, the role-functions, and the six domains were studied from the perspective of age, education, satisfaction level, and released time.

Correlational data were gathered by means of the Pearson Product Moment statistic. The probability level of <.05 was used to ascertain significance. When two groups were studied such as those mentors who had released time and those who did not, t-tests were employed.

The data for the four Dimensions were reported in terms of Pearson r correlations as well as qualitative substantiating evidence. The role-functions also used Pearson r calculations and were qualitatively presented in short ethnographic "thumbnail sketches" in order to give the reader a "feel" and picture for the role-functions as they were played out at the individual school sites. Mentor classroom

outcomes, in terms of the domains, used the same Likert-type rating scale in order to ascertain the levels of frequency or which classroom outcomes were perceived. The mentor classroom outcomes in terms of the four Dimensions used the data gathered from two matrices and were reported in an interactive model called the "Mentor Mirroring Model."

This research represents a mixed methodological approach. Triangulation was achieved through the use of several data sources, consideraton of several possible theoretical bases, and using both qualitative and quantitative perspectives.

The survey instrument was administered to two different mentor groups at their last meeting of the year. The interviews took nearly two months to complete, were audio-taped and transcribed verbatim.

Sample

This purposive sample included all mentors enrolled in the Induction Program at the University of Wisconsin-Whitewater for the school year 1986-87. The University of Wisconsin-Whitewater Teacher Induction experience was chosen for the study because its features were very similar to recommended practices regarding teacher induction made by Wisconsin's Task Force on Teaching and Teacher Education. The mentors were located at twenty-three sites. All sites were visited by the researcher.

Findings and Conclusions

1. <u>The primary finding of the study is that mentors do receive very specific kinds of benefits from serving as a mentor in a formal induction program.</u> Although this induction program has as its primary concern the new teacher, this study points out that there are substantial benefits to the mentor as well.

2. <u>Another major finding is that the role-functions that mentors in this induction program used most often were those of advisor, counselor and supporter, thus characterizing the role of mentor as distinctly different from that of a cooperating teacher.</u>

3. Still another main finding concerns mentor classroom outcomes. <u>Analysis reveals that mentors grow professionally and in self-esteem while in the mentoring relationship, and are able to give very specific detailed examples of improvements in their own classrooms because of mentoring.</u> <u>These concrete improvements include new ideas/techniques tried, curriculum innovations, and/or the embellishment of ideas/techniques currently in use in their classroom.</u>

The major findings were presented in a "Mentor Mirroring Model" in which the relationship between benefits, roles and classroom outcomes are seen as interacting in a way that begins to answer the question, "Why is mentoring so beneficial for a mentor?"

Findings and conclusions for each of the research questions included in this study are briefly reviewed.

1. What are the benefits that accrue to the mentor in a formal induction program?

A. Generally the benefits on the Relationship Dimension were highest, followed respectively by the Professional Dimension, Skill Dimension, and Personal Self-Esteem Dimension.

B. On the Relationship Dimension, mentors benefited by seeing their inductee get started and grow in the profession, become more independent, and avail him/herself of new opportunities in the school. Mentoring established a trusted friendship in which the mentor could be affirmed and supported because the inductee found his past experience useful. Overall, the mentors felt a sense of pride in passing the skills of the profession to the next generation of teachers. This research verifies, then, the claim that mentors find increased significance in their own lives and do fulfill Erikson's concept of "generativity." As the mentor takes responsibility by fostering growth and development in another, they do indeed grow and develop further in their own profession.

C. On the Professional Dimension, mentors felt they were helping the school as an organization. They reported being challenged, rejuvenated and reinforced in their own professional identity. Mentoring gave them an opportunity to show their own talents while becoming more aware of the importance of communicating in a professional manner.

D. On the Skill Dimension, mentors reported they analyzed their own teaching more, received stimulating ideas for use in their own classroom and a sharpened ability to effectively help another.

E. On the Personal Esteem Dimension, mentors were reaffirmed that they could work with other people, were honored to be selected and felt important when asked by their inductee for advice.

Regarding mentoring, Merriam (1983) says, "The phenomenon begs for clarification and better means of assessing its importance need to be developed."[1] It is believed that these substantial benefits indicate the importance of mentoring for the mentor and also clarify how these benefits occur through various specific role-functions.

2. How are mentoring roles played out in a school setting? Which roles cited in the general literature take place in an induction program?

The roles that were played most frequently were that of advisor, supporter, and counselor. These roles took the form of giving specific recommendations to the inductee, providing support for successes as well as failures and offering options from which the mentor could choose a course of action. The roles used moderately were that of teacher/coach and developer of talents. The pattern that emerged was that the role of teacher was used only under three conditions: (1) if the inductee was weak and needed excessive direction, (2) the inductee was in an area of high technology involving many procedural complexities, or (3) the mentor categorized his personality as the "take charge" type.

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[1] Sharan Merriam, "Mentors and Proteges: A Critical Review of the Literature," Adult Education Quarterly, 33 (Spring, 1983), p. 171.

Mentors do not prefer the role of teacher in this induction program. Many who chose to talk about it said it caused them much role conflict when they had to assume that role at great length. The role of developer of talents became associated with inductees categorized as "strong."

The roles that were used slightly were protector, role model and sponsor. The role of protector was used distinctly when the mentor felt the inductee was not being treated fairly or was excessively criticized by other staff members. Most mentors felt there was not sufficient time to role model through classroom observations. Very few mentors chose the sponsor role probably because first-year teachers generally are not in a position to be reaching out beyond the classroom to search for more career development opportunities.

Mentors felt most comfortable in the role of a counselor--one who presents options to a fellow professional allowing the decision making to be made by the inductee.

This research has clarified what mentors do in this program. The results substantiate the significant differences from the role played by cooperating teachers. The role that caused the most role conflict for mentors was that of teacher. Mentors rely heavily on advising, supporting and counseling. This research also sheds light on why teachers answer as they do when asked about former mentors. None chose their cooperating teacher.[2]

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[2]Nathalie J. Gehrke and Richard Kay, "The Socialization of Beginning Teachers Through Mentor-Protege Relationships," Journal of Teacher Education, 35 (May-June, 1984), 22.

3. Does released time and job satisfaction affect mentor benefits, role-functions and/or classroom outcomes?

Released time for mentoring did make a difference on five benefits and two roles. No quantitative differences were found for the domains. Using t-tests, significant differences were found on the following variables. Mentors with released time felt mentoring helped their school in the long run more than did mentors without released time. Mentors with released time felt challenged and rejuvenated more than did those without released time. Those with released time felt mentoring helped their own career development more than those mentors without released time. And lastly, those with released time received more stimulating ideas for use in the classroom than did mentors without released time. Qualitatively, the majority of mentors commented on the importance of released time for a program such as this.

The roles of advisor and supporter were played more by those with released time than by those without released time. Because of the very nature of these roles one could expect mentors to feel that they need more time to perform these roles adequately. This also correlates with the interview responses to the question concerning what they would tell a friend who was thinking of being a mentor. The typical response was "the excessive time commitment."

No significant correlations were found for gender, grade level taught or overall job satisfaction. However, when job satisfaction because of the mentoring relationship was correlated with mentor benefits, nine such benefits were found to be significant. Positive

correlations were found for the following: rejuvenated the mentor, reinforced professional identity, provided an opportunity to show talents, was an "ego booster," built self-confidence, felt proud to be selected, stimulated ideas for the classroom, kept the mentor on the cutting edge of his field, improved classroom skills, sharpened the ability to effectively help another.

Other correlations were computed in an effort to find factors that may be relevant to mentoring. Age was significantly correlated with four mentor benefits. Age correlated positively with the following mentor benefits: rejuvenated the mentor, kept him on the cutting edge of his field, prompted him to experiment with new ideas/techniques and increased awareness of communicating in a professional manner. Age was not significantly correlated with roles nor domains (mentor classroom outcomes). These research findings document Krupp's (1985) findings in which mentoring sparks an aging staff.[3]

Mentors' education was positively correlated with two benefits and two roles. Bachelor degreed mentors found mentoring offered them more opportunity to show their talents than master degreed mentors. And, bachelor degreed mentors received more affirmation and support for their inductees than did master degreed mentors. Master degreed mentors chose the role-functions of "role model" and "sponsor" more than did bachelor degreed mentors. These results may, perhaps, be a

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[3]Judy Arin-Krupp, "Mentoring: A Means of Sparking School Personnel," Journal of Counseling and Development, 64 (Oct., 1985), 154-155.

function of feeling more comfortable professionally, which may be characterized by someone in the profession longer and with more commitment to it through further education.

4. Is there increased effectiveness in the classroom of the mentor because of mentoring? This increased effectiveness is defined in terms of mentor classroom outcomes.

Quantitatively, when the perspective of the domains is used, mentors report "slightly" improving in their own classrooms in the areas of planning, managing student conduct, instructional organization, presenting subject matter, communication and testing. This "slight" effect in the mentor's classroom may reflect the fact that mentors are already the best teachers on staff and are carefully selected for their expertise. One would not expect more than "slight" improvement when the quantitative perspective is used. However, in the open-ended questions, when asked to pick three domains they worked on most with their inductee and relate if any of those domains translated into improvement in their classrooms, most mentors gave positive responses supported by at least two or three such examples.

In the interview, mentor classroom outcomes were approached from the perspective of the four Dimensions. These data indicate significant amounts of classroom outcomes that resulted from the following: the relationship itself, their own professional growth while mentoring, increased self-esteem, and skill improvement. Once again, most mentors could give several examples of improvement in their own classrooms due to the mentoring experience. Their examples included curriculum

innovations, acquiring and experimenting with new ideas/techniques, as well as improving their current procedures.

In trying to explain the emergent patterns of interaction that took place between the mentor and the inductee (from the mentor's point of view) the researcher proposed the "Mentor Mirroring Model." This model describes the process that makes the mentoring relationship beneficial for the experienced teacher. In short, the inductee "mirrors" a sense of competence to the mentor. It is he that the inductee looks to for advice, support and counsel. The mentor's sense of self-worth is heightened to know that someone finds his past experience useful. Being affirmed of his own self-worth by the inductee creates an atmosphere whereby the mentor feels free not only to give new ideas but also be the recipient of new ideas and try them out in a safe environment. As the mentor and inductee share in mutual feedback on successes and failures, the mentor is reaffirmed in his own professional growth. The resulting positive experience creates all the more reason for the inductee to be impressed by the experience and abilities of the mentor. This reinforces the original positive image the inductee "mirrored."

This model does not imply cause and effect but rather certain factors interacting in such a way that the result seems to confirm the major pattern expressed by these thirty-three mentors.

Recommendations

1. This research points out very clearly that mentors gain in many ways from having been a mentor in a formal induction program. It

would behoove administrative leaders planning mentor training programs to advise mentors of these potential benefits. Although most teacher mentors may likely volunteer because of altruistic motivations, there is ample evidence that mentors perceive that they gained as much from the program as did their inductee. As Rogers (1958) explains, "The degree to which I can create relationships which facilitate the growth of others I have achieved myself."[4] This research supports this statement qualitatively and quantitatively. It encourages educational leaders to seek ways that find creative modes whereby such mutual growth can take place.

Merriam (1985) says, ". . . if mentoring can be shown to contribute to the capacity for working, loving, and learning, then educators might not only acknowledge but cultivate such relationships with other adults."[5] From the mentor's perspective, mentoring in an induction program does seem to contribute to the capacity of the mentor for working, loving, and learning. Educational leaders would be remiss by not considering at length the benefits of an induction program for the further professionalization of the mentor.

2. As in Krupp's (1985) research, an aging staff can be rejuvenated by a program that fostered and encouraged mentoring relationships (not necessarily limiting those relationships to a first-year teacher.)[6]

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[4]Carl R. Rogers, "The Characteristics of a Helping Relationship," Personnel and Guidance, (Sept., 1958), 15.

[5]Sharan Merriam, op. cit., 171.

[6]Judy Arin-Krupp, op. cit.

The findings from the present study certainly confirm those findings. They also encourage leaders in educational administration who seek innovative ways to inspire an aging staff to look seriously into mentoring as a form of staff development. Staff development personnel need to be cognizant of mentorship's reciprocal benefits for older more experienced staff members. Perhaps cooperative planning with principals, teachers and the inductees, to which other members of the faculty are invited to participate, may open the doors for more creative and successful mentoring situations. In planning together, perhaps, methods will surface that allow the school as an organization to effectively encourage these valuable relationships. In this context, as schools search for excellence, perhaps mentor programs that have as their goal successful teacher induction, will activate teachers in such a way as to encourage leaders instead of followers, decision makers instead of just workers, and professionals instead of skilled laborers.

3. Mentor training is relatively new, and therefore, the essential components for successful training have not yet been delineated. This research suggests that mentor training, especially the development of the skills involved in advising, supporting, and counseling, could be advantageous for more effective assistance to new teachers. Mentor trainers also need to be very cognizant of the difficulties that mentors encounter when they are forced into the primary role of teacher for the inductee. Perhaps, guidelines for those involved in the program would at least alert mentors to the dynamics behind the role conflict they may encounter.

4. Released time positively correlated with several mentor benefits and two roles. It is clear from this research that mentors who had released time perceived themselves more as helping the school in the long run, they felt more rejuvenated, more challenged and received more stimulating ideas for use in their classrooms than those without released time. Overall those with released time felt it helped their career development more. Since the amount of time mentors were released was not excessive and mentors still maintained their full teaching load, the financial investment in released time for this program would seem to be very profitable. If experienced teachers can be more stimulated to try new ideas, be challenged and rejuvenated by assisting a new teacher, it would seem that the released time component would be a valuable one for such an endeavor. These findings also have serious implications for those in legislative positions deciding on funding for a program such as this one.

5. Mentors generally were very critical of the role the university consultant played in the induction program. Mentors realized his role was not that of a supervisor of cooperating teachers, but what it was supposed to be was not at all clear. The various expectations for the university consultant were the subject of much controversy.

There were also major complaints about the amount of paperwork involved in weekly reports that were required both semesters. These two negative factors were the ones most frequently mentioned by mentors in the interview. These two concerns were also mentioned in the same context but from the inductee's point of view in the Parker (1986)

study.[7] This researcher believes that designers of induction programs need to be aware of these very consistent research results.

Through the university, the induction program continues to grow and expand. However, a more accurate and meaningful job description would help clarify how the role of the university consultant is different from that of a supervisor of student teachers. Also, designers of induction programs that are connected with a university in which graduate credits are offered to mentors and inductees, need to reevaluate the necessity of extensive paperwork. Perhaps new, more innovative approaches need to be scrutinized in order to accomplish accountability regarding goal setting and goal attainment.

6. This research found that overall job satisfaction did not positively correlate with any specific mentor benefits. However, job satisfaction because of the mentoring situation did positively correlate with nine mentor benefits. Educational leaders concerned with motivating staff and increasing job satisfaction may look to mentor programs to provide experienced teachers with that opportunity. A positive correlation between job satisfaction because of the relationship and certain mentor benefits indicate that rather than viewing mentoring as another burden for an experienced teacher, perhaps principals can view it as a way to enhance job satisfaction.

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[7]Linda S. Parker, "The Efficacy of a Teacher Induction Program in Providing Assistance and Support to First Year Teachers," unpublished Ph.D. dissertation, University of Wisconsin-Madison, 1986, pp. 150-168.

7. This research represents a small step in the direction of uncovering information and rationale for those in legislative or policy making positions. Understanding the benefits of mentoring should be an asset in setting appropriate goals, objectives, and evaluaton criteria.

8. Educational leaders interested in how to bridge the gap that exists many times between organizational needs and individual needs, might consider the benefits this type of mentor program could have in potentially satisfying the respective needs at both levels.

Implications for Theory and Further Research

1. A formal induction program tries to insure that the benefits that are attributed to informal mentoring situations do take place. Further research is needed to find out if benefits that accrue to a mentor in a formal program are also reported for those who informally set up mentorships with first-year teachers. For example, would an experienced teacher who, on his own, helps and assists a new teacher reap the same benefits (without seminars, goal-setting, etc.) as reported by the mentors in this study? Findings on issues like this could give direction to policy makers regarding the best situations in which to allocate financial resources.

2. Further research is also needed to find out more about program components that hinder mentoring as a major intervention for induction. How might the role of the university be enhanced? Research and experimentation is needed to ascertain which of the paperwork assignments are relevant and meaningful without creating added stress.

3. Longitudinal studies of mentor relationships are virtually nonexistent. What effects do these mentors still feel a year later? Are the classroom outcomes and benefits they report still benefits and outcomes a year or two later? Do they consistently continue to play certain predominant roles? A follow-up study of these mentors would be valuable.

4. Do mentors in induction programs that involve evaluation perceive their role-functions differently than these mentors in a non-evaluative induction program?

5. The role-function of "teacher/coach" particularly needs to be studied from the point of view of the mentor as well as that of the inductee. Research from the inductee's point of view seems to indicate a high percentage of mentors are viewed in that role. However, mentors in this study do not predominantly perceive themselves in that role.

6. Do mentors who are paid substantial amounts of money with more released time derive more mentor benefits than those who do not receive such fringe benefits? Are there positive correlations between more financial reimbursements and more benefits, and/or job satisfaction?

7. Would a mentor training program designed to increase mentoring skills e.g. communication skills, leadership skills, supervisory skills, significantly increase the benefits to the mentor?

8. Finally, what factors go into making mentoring a generative process? Which mentor-like behaviors are more generative than others?

Which role-functions are more conducive to "generativity?" Are there mentors who would choose "stagnation" over "generativity?" Or are the terms "mentor" and "stagnation" mutually exclusive? Only future research will enlighten these inquiries.

9. When the researcher began this study several theoretical bases presented themselves as possibly being linked with mentoring. Those that were considered were Herzberg's motivational theory, Maslow's hierarchy of needs (particularly the self-actualization level), and Erikson's "generativity vs. stagnation" stage of his adult development theory. Although the two theories mentioned first do help to explain some of the mentor behaviors this study focused on, clearly the theory that explains the most data is Erikson's (1950) "generativity vs. stagnation" stage. "Generativity . . . is an essential stage on the psychosexual as well as the psychosocial schedule."[8]

In choosing "generativity" over "stagnation," the mentor assumes responsibility by caring for others and fostering their growth and development. As Schmidt and Wolfe maintain, "the mentoring relationship may be crucial in triggering and working through this stage . . .[9] This responsibility for another was the major pattern that was the basis for many mentor comments. Quantitatively, mentors felt a sense of accomplishment in seeing the professional growth of their inductee (M = 3.9). They had a sense of pride in passing the skills of the

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[8]Erik H. Erikson, Childhood and Society (New York: W. W. Norton & Co., Inc.), p. 267.

[9]Janet A. Schmidt and Janice S. Wolfe, "The Mentor Partnership: Discovery of Professionalism," NASSP Journal, 17 (Winter, 1980), 50.

profession on to the next generation of teachers ($\underline{M}$ = 3.8). But more than these types of very specific quantifiable responses is the entire context of mentor growth in their own professional identity because of mentoring. This was documented over and over again. Their caring and concern for the growth of another was indeed generative for them and a significant learning for their own development.

Schmidt and Wolfe (1980) suggest that as society becomes older, fulfillment and satisfaction of the older generation also become great concerns. "Mentorship is one way in which older workers may realize the significance of their lives and professional contributions."[10] Perhaps, then, one will view a mentorship as a choice for "generativity" and ultimately for "integrity" instead of "despair" (Erikson's last stage). Since age was a significant variable in this study, and mentors do receive benefits reciprocally with their inductee, perhaps educators will look more seriously at opportunities for encouraging mentoring in the schools. In a society so characterized by fragmentation, a mentor in the classic Homeric sense may be more than unrealistic. However, a career mentorship may contain the sufficient conditions for fostering growth in another, and receiving back the fulfillment of those who give.

Is this concept new? Perhaps Sophocles was correct, "I benefit myself in aiding him."[11]

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[10]Ibid.

[11]Sophocles, Oedipus, The King, lines 1005-1006.

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APPENDIX A

MENTOR SURVEY

I. **GENERAL DATA**

Mentor's Age _____

Mentor's gender   M   F;   Inductee's gender   M   F

Grade level(s) taught by mentor. _____

     If high school, state subject(s) area _____

Grade level(s) taught by inductee. _____

     If high school, state subject(s) area _____

Mentor's highest degree _____

Which Whitewater sponsored seminars did you (the mentor) attend?
(Use a check to indicate attendance.)

       _____1. Orientation--Things to consider before going
               into class on the first day
       _____2. Classroom Management
       _____3. Parent-Teacher conferences
       _____4. Anatomy of a lesson--creative beginnings and
               endings
       _____5. Testing--effective questioning
       _____6. Meeting individual needs--Special Education
       _____7. Attended none

Were you ever a mentor for an Inductee Program before?
Yes_____   No_____

If yes, how many times before were you a mentor?
_____number of times

Were you paid by your district to be a mentor?
Yes_____   No_____

If so, how much? _____

During the second semester, about how much time did you spend with
your inductee?

     1. Report writing _____minutes per week
        (include individual and joint efforts).

2. Conferencing with inductee _____ minutes per week.

3. Include miscellaneous times and estimate the total hours
   you spent with your inductee second semester. _____ hours

How many times during the second semester did you observe your inductee
in the classroom and have your inductee observe you?
_____number of times

Please <u>circle</u> the appropriate <u>number</u>.

The influence of the mentor-inductee relationship on my job satis-
faction has been:

Very low   Very high

1   2   3   4   5   6   7

I would rate my overall job satisfaction this year as:

1   2   3   4   5   6   7

II. <u>DIMENSIONS OF MENTORING</u>

Below are a list of mentor benefits frequently cited in the literature.
Please indicate <u>to what extent</u> they represent your feelings about the
benefit you have received this year as a mentor. Please use the
numbers below to indicate your choice.

PROFESSIONAL DIMENSION

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable
Felt it could help my school in the long term.	5	4	3	2	1	N/A
Challenged me professionally.	5	4	3	2	1	N/A
Rejuvenated me professionally.	5	4	3	2	1	N/A
Became more aware of the importance of communicating in a professional manner.	5	4	3	2	1	N/A

Helped reinforce my own professional identity.	5	4	3	2	1	N/A
Helped my own career development.	5	4	3	2	1	N/A
Gave me an opportunity to show my own talents.	5	4	3	2	1	N/A
Provided a valuable link to university personnel.	5	4	3	2	1	N/A
Became more aware of my own deficiencies.	5	4	3	2	1	N/A
Other_____ _____	5	4	3	2	1	N/A

Comments:

PERSONAL ESTEEM DIMENSION

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable
Was an "ego booster."	5	4	3	2	1	N/A
Built my own self-confidence.	5	4	3	2	1	N/A
Gained recognition and status from others for effective mentoring.	5	4	3	2	1	N/A
Felt honored to be selected as a mentor.	5	4	3	2	1	N/A
Felt important when my inductee asked for advice.	5	4	3	2	1	N/A
Met my need to be needed.	5	4	3	2	1	N/A

Satisfied my need for authority "taking charge."	5	4	3	2	1	N/A
Reaffirmed my perception that I could work with other people.	5	4	3	2	1	N/A
Other_____ _____	5	4	3	2	1	N/A

Comments:

SKILL DIMENSION

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable
Caused me to analyze my own teaching more.	5	4	3	2	1	N/A
Stimulated ideas for me to use in my classroom.	5	4	3	2	1	N/A
Kept me on the cutting edge of my own field.	5	4	3	2	1	N/A
Improved my own skills within the classroom.	5	4	3	2	1	N/A
Sharpened my ability on how to effectively help another.	5	4	3	2	1	N/A
Caused me to choose my words more carefully	5	4	3	2	1	N/A
Sharpened my listening skills.	5	4	3	2	1	N/A

Prompted me to experiment with new ideas/techniques in my own classroom.	5	4	3	2	1	N/A
Helped develop my leadership skills.	5	4	3	2	1	N/A
Other_____ _____	5	4	3	2	1	N/A

Comments:

RELATIONSHIP DIMENSION

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable
Fostered a sense of pride in helping another get started in the profession.	5	4	3	2	1	N/A
Provided a sense of accomplishment in seeing professional growth in the inductee.	5	4	3	2	1	N/A
Pleased me when I saw my inductee mirror some of my techniques.	5	4	3	2	1	N/A
Established a trusted friendship.	5	4	3	2	1	N/A
Received affirmation and support from my inductee.	5	4	3	2	1	N/A
Pleased me to know that my inductee found my past experiences useful.	5	4	3	2	1	N/A

Felt good to see my inductee avail him/ herself of new opportunities in the school.	5	4	3	2	1	N/A
Happy to see my inductee become more independent.	5	4	3	2	1	N/A
Gave me a sense of pride in passing the skills of the profession to the next generation of teachers.	5	4	3	2	1	N/A
Other_____ _____	5	4	3	2	1	N/A

Comments:

If you could construct a list of the <u>negative</u> aspects of being a mentor, what three (3) items would be most important to you?

_____

(Most Important)

_____

(Next Most Important)

_____

(Least Important)

III. ROLE-FUNCTIONS

Mentors play a variety of roles. Please read each definition of the following specific roles and indicate the extent to which you may have played that role. (The roles are not mutually exclusive. They rather represent a major focus of mentoring activity.) Think about the manner in which you mentored. Then ask yourself, "How representative is that particular item for the way that I mentored?"

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable
1. MENTOR AS TEACHER/ COACH e.g. I provided instruction in specific knowledge and skills necessary for successful job performance.	5	4	3	2	1	N/A
2. MENTOR AS ROLE MODEL e.g. I provided many opportunities for my inductee to observe my professional behavior, how I got things done and/or allowing him/her to observe me in my classroom.	5	4	3	2	1	N/A
3. MENTOR AS DEVELOPER OF TALENTS e.g. I challenged my inductee to assess his/her special abilities and assisted him/her in improving and refining those talents.	5	4	3	2	1	N/A

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable
4. MENTOR AS PROTECTOR						
e.g.						
I watched over my inductee while he/she was learning "the ropes," and insulated him/her from the full consequences of mistakes.	5	4	3	2	1	N/A
5. MENTOR AS SPONSOR						
e.g.						
I encouraged my inductee to serve on important committees and helped give him/her exposure to high-level people so he/she will be considered when new opportunities arise.	5	4	3	2	1	N/A
6. MENTOR AS COUNSELOR						
e.g.						
I was an empathetic listener who assisted my inductee in coming up with his/her own solutions to situations.	5	4	3	2	1	N/A
7. MENTOR AS ADVISOR						
e.g.						
When my inductee asked me, I gave specific recommendations as to a preferred course of action.	5	4	3	2	1	N/A

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable

5. MENTOR AS SUPPORTER

   e.g.

   I encouraged my
   inductee and looked
   for opportunities to
   praise him/her while
   being realistic when
   events did not go as
   planned.

	5	4	3	2	1	N/A

If you could pick just one, with which role function did you feel
most comfortable? _____

IV. RELEASED TIME

Whitewater Center Questions

Were you given released time second semester? Yes_____ No_____

If you were given released time at the semester, what did it enable
you to do that you couldn't do before released time?

_____

_____

Did released time affect the quality of your mentoring?
Yes_____ No_____ Comments: _____

V. QUALITY

Which adjectives would you use to describe the quality of your
relationship with your inductee? _____, _____,

_____, _____.

Has your administration asked you to participate or give information
about your inductee for a district evaluation? Yes_____ No_____

VI. <u>DOMAINS</u>

With regards to the domains listed below, how do you think <u>your own</u>
skills/techniques have improved as a result of being a mentor.

	Greatly Improved	Much Improved	Moderately Improved	Slightly Improved	Stayed the Same	Not Applicable
Planning	5	4	3	2	1	N/A
Management of Student Conduct	5	4	3	2	1	N/A
Instructional Organization	5	4	3	2	1	N/A
Presentation of Subject Matter	5	4	3	2	1	N/A
Communication Verbal and Non-Verbal	5	4	3	2	1	N/A
Testing	5	4	3	2	1	N/A

VII. <u>MENTORING OUTCOMES</u>

Which three (3) of the six (6) domains did you work on most intensely
with your inductee?
1. _____ 2. _____ 3. _____

A. As a result of mentoring, did you increase or improve (1) _____
    skills in your own classroom? Yes_____ No_____ Not Sure_____

    If yes, please give an example:

    If not sure, please comment:

Did you ever share that skill/technique with another colleague?
Yes_____   No_____   Does Not Apply_____

B. As a result of mentoring, did you increase or improve
(2) _____ skills/techniques in your own classroom?
Yes_____ No_____ Not Sure_____

If yes, please give an example:

If not sure, please comment:

Did you ever share that skill/technique with another colleague?
Yes_____ No_____ Does Not Apply_____

C. As a result of mentoring, did you increase or improve
(3) _____ skills/techniques in your own classroom?
Yes_____ No_____ Not Sure_____

If yes, please give an example:

If not sure, please comment:

Did you ever share that skill/technique with another colleague?
Yes_____ No_____ Does Not Apply_____

Would you consent to being interviewed? Yes_____ No_____

THANK YOU FOR THE TIME AND ENERGY YOU SHARED IN THIS RESEARCH PROJECT.

APPENDIX B

MENTOR SURVEY

I. GENERAL DATA

Mentor's age _____

Mentor's gender   M   F;   Inductee's gender   M   F

Grade level(s) taught by mentor. _____

    If high school, state subject(s) area _____

Grade level(s) taught by inductee. _____

    If high school, state subject(s) area _____

Mentor's highest degree _____

Which Whitewater sponsored seminars did you (the mentor) attend? (Use a check to indicate attendance.)

    _____1. Orientation--Things to consider before going into class on the first day
    _____2. Classroom Management
    _____3. Parent-Teacher conferences
    _____4. Anatomy of a lesson--creative beginnings and endings
    _____5. Testing--effective questioning
    _____6. Meeting individual needs--Special Education
    _____7. Attended none

Were you ever a mentor for an Inductee Program before? Yes_____   No_____

If yes, how many times before were you a mentor? _____number of times

Were you paid by your district to be a mentor? Yes_____   No_____

If so, how much? _____

During the second semester, about how much time did you spend with your inductee?

    1. Report writing _____minutes per week (include individual and joint efforts).

2. Conferencing with inductee _____ minutes per week.

3. Include miscellaneous times and estimate the total hours you spent with your inductee second semester. _____ hours

How many times during the second semester did you observe your inductee in the classroom and have your inductee observe you? _____number of times

Please circle the appropriate number.

The influence of the mentor-inductee relationship on my job satisfaction has been

Very low   Very high

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

I would rate my overall job satisfaction this year as:

Very low   Very high

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

II. DIMENSIONS OF MENTORING

Below are a list of mentor benefits frequently cited in the literature. Please indicate to what extent they represent your feelings about the benefit you have received this year as a mentor. Please use the numbers below to indicate your choice.

PROFESSIONAL DIMENSION

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable
Felt it could help my school in the long term.	5	4	3	2	1	N/A
Challenged me professionally	5	4	3	2	1	N/A
Rejuvenated me professionally	5	4	3	2	1	N/A
Became more aware of the importance of communicating in a professional manner.	5	4	3	2	1	N/A

Helped reinforce my own professional identity.	5	4	3	2	1	N/A

Helped my own career development.	5	4	3	2	1	N/A

Gave me an opportunity to show my own talents.	5	4	3	2	1	N/A

Provided a valuable link to university personnel.	5	4	3	2	1	N/A

Became more aware of my own deficiencies.	5	4	3	2	1	N/A

Other _____ _____	5	4	3	2	1	N/A

Comments

PERSONAL ESTEEM DIMENSION

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable
Was an "ego booster."	5	4	3	2	1	N/A
Built my own self-confidence.	5	4	3	2	1	N/A
Gained recognition and status from others for effective mentoring.	5	4	3	2	1	N/A
Felt honored to be selected as a mentor.	5	4	3	2	1	N/A
Felt important when my inductee asked for advice.	5	4	3	2	1	N/A
Met my need to be needed.	5	4	3	2	1	N/A

Satisfied my need for authority "taking charge."	5	4	3	2	1	N/A
Reaffirmed my perception that I could work with other people.	5	4	3	2	1	N/A
Other_____ _____	5	4	3	2	1	N/A

Comments:

SKILL DIMENSION

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable
Caused me to analyze my own teaching more.	5	4	3	2	1	N/A
Stimulated ideas for me to use in my classroom.	5	4	3	2	1	N/A
Kept me on the cutting edge of my own field.	5	4	3	2	1	N/A
Improved my own skills within the classroom.	5	4	3	2	1	N/A
Sharpened my ability on how to effectively help another.	5	4	3	2	1	N/A
Caused me to choose my words more carefully.	5	4	3	2	1	N/A
Sharpened my listening skills.	5	4	3	2	1	N/A

Prompted me to
experiment with
new ideas/techniques
in my own classroom.   5   4   3   2   1   N/A

Helped develop
my leadership
skills.   5   4   3   2   1   N/A

Other_____
_____   5   4   3   2   1   N/A

Comments:

RELATIONSHIP DIMENSION

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable
Fostered a sense of pride in helping another get started in the profession.	5	4	3	2	1	N/A
Provided a sense of accomplishment in seeing professional growth in the inductee.	5	4	3	2	1	N/A
Pleased me when I saw my inductee mirror some of my techniques.	5	4	3	2	1	N/A
Established a trusted friendship.	5	4	3	2	1	N/A
Received affirmation and support from my inductee.	5	4	3	2	1	N/A
Pleased me to know that my inductee found my past experiences useful.	5	4	3	2	1	N/A

Felt good to see my inductee avail him/ herself of new opportunities in the school.	5	4	3	2	1	N/A
Happy to see my inductee become more independent.	5	4	3	2	1	N/A
Gave me a sense of pride in passing the skills of the profession to the next generation of teachers.	5	4	3	2	1	N/A
Other _____ _____	5	4	3	2	1	N/A

Comments:

If you could construct a list of the <u>negative</u> aspects of being a mentor, what three (3) items would be most important to you?

_____
(Most Important)

_____
(Next Most Important)

_____
(Least Important)

III. ROLE-FUNCTIONS

Mentors play a variety of roles. Please read each definition of the following specific roles and indicate the extent to which you may have played that role. (The roles are not mutually exclusive. They rather represent a major focus of mentoring activity.) Think about the manner in which you mentored. Then ask yourself, "How representative is that particular item for the way that I mentored?"

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable

1. MENTOR AS TEACHER/COACH

   e.g.

I provided instruction in specific knowledge and skills necessary for successful job performance.	5	4	3	2	1	N/A

2. MENTOR AS ROLE MODEL

   e.g

I provided many opportunities for my inductee to observe my professional behavior, how I got things done and/or allowing him/her to observe me in my classroom.	5	4	3	2	1	N/A

3. MENTOR AS DEVELOPER OF TALENTS

   e.g.

I challenged my inductee to assess his/her special abilities and assisted him/her in improving and refining those talents.	5	4	3	2	1	N/A

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable

4. MENTOR AS PROTECTOR

   e.g.

   I watched over my inductee while he/she was learning "the ropes," and insulated him/her from the full consequences of mistakes.

	5	4	3	2	1	N/A

5. MENTOR AS SPONSOR

   e.g.

   I encouraged my inductee to serve on important committees and helped give him/her exposure to high-level people so he/she will be considered when new opportunities arise.

	5	4	3	2	1	N/A

6. MENTOR AS COUNSELOR

   e.g.

   I was an empathetic listener who assisted my inductee in coming up with his/her own solutions to situations.

	5	4	3	2	1	N/A

7. MENTOR AS ADVISOR

   e.g.

   When my inductee asked me, I gave specific recommendations as to a preferred course of action.

	5	4	3	2	1	N/A

	Very Much	Quite A Bit	Some What	A Little	Not At All	Not Applicable

5. MENTOR AS SUPPORTER

   e.g.

   I encouraged my
   inductee and looked
   for opportunities to
   praise him/her while
   being realistic when
   events did not go as
   planned.

5	4	3	2	1	N/A

If you could pick just one, with which role function did you feel most comfortable? _____

IV. RELEASED TIME

Waukesha Center Questions

Were you given any released time in order to be a mentor?
Yes_____ No_____

If yes, who provided it? _____

If yes, about how much time per month were you given?
_____ hours per month.

If no, do you think not having released time affected the quality of your mentoring? Yes_____ No_____

V. QUALITY

Which adjectives would you use to describe the quality of your relationship with your inductee? _____, _____, _____,
_____.

Has your administration asked you to participate or give information about your inductee for a district evaluation? Yes_____ No_____

VI. DOMAINS

With regards to the domains listed below, how do you think <u>your own</u> skills/techniques have improved as a result of being a mentor.

	Greatly Improved	Much Improved	Moderately Improved	Slightly Improved	Stayed the Same	Not Applicable
Planning	5	4	3	2	1	N/A
Management of Student Conduct	5	4	3	2	1	N/A
Instructional Organization	5	4	3	2	1	N/A
Presentation of Subject Matter	5	4	3	2	1	N/A
Communication Verbal and Non-Verbal	5	4	3	2	1	N/A
Testing	5	4	3	2	1	N/A

VII. MENTORING OUTCOMES

Which three (3) of the six (6) domains did you work on most intensely with your inductee?

1. _____   2. _____   3. _____

A. As a result of mentoring, did you increase or improve (1) _____ skills in your own classroom?   Yes_____   No_____   Not Sure_____

If yes, please give an exmaple:

If not sure, please comment:

Did you ever share that skill/technique with another colleague?
Yes_____   No_____   Does Not Apply_____

B. As a result of mentoring, did you increase or improve
   (2) _____ skills/techniques in your own classroom?
   Yes_____ No_____ Not Sure_____

   If yes, please give an example:

   If not sure, please comment:

Did you ever share that skill/technique with another colleague?
Yes_____ No_____ Does Not Apply_____

C. As a result of mentoring, did you increase or improve
   (3) _____ skills/techniques in your own classroom?
   Yes_____ No_____ Not Sure_____

   If yes, please give an example:

   If not sure, please comment:

Did you ever share that skill/technique with another colleague?
Yes_____ No_____ Does Not Apply_____

Would you consent to being interviewed? Yes_____ No_____

THANK YOU FOR THE TIME AND ENERGY YOU SHARED IN THIS RESEARCH PROJECT.

APPENDIX C

INTERVIEW SCHEDULE

1. Now that the year is almost over, how would you describe your experience as a mentor?

    Probe for positive and negative aspects.

2. What would you tell a friend who was thinking about being a mentor next year?

    Probes; benefits?; drawbacks?

3. Did you have released time?

    What do you think is the significance (importance) of released time in a mentoring relationship?

4. Who asked you to become a mentor? Why did you say "yes"?

5. On a scale from 1-5, one being the lowest and five being the highest, how would you describe the climate in your school?

    What impact do you think your school climate had on your mentoring relationship?

6. Which of your talents do you feel was especially developed this year because of mentoring?

7. You mentioned on the role-function portion of the survey that
   the following roles were particularly representative for you.

   _____   _____

   _____   _____

   _____   _____

   Pretend that I'm a blind person and have no idea of what you
   looked like as you played out these roles with your inductee.
   How would you describe them?

   If you could rank order these roles you have chosen, how would
   you rank them according to the importance they had in the
   mentoring process?

                        8 Lead-In

8. In this last section, we are going to talk about the value that
   mentoring has had for you in the following dimensions:

                        Professional
                        Personal Esteem
                        Skill
                        Relationship

   . . . and finally we are going to look to see if any of those
   dimensions translated (had an effect) in your own classroom.

   Let's begin with the Professional Dimension.

8a. PROFESSIONALLY

   Do you think you have grown professionally because of mentoring?
   If so, how? If not, why not?

   Has your own feeling of professional growth, encouraged you
   to perform differently in the classroom?

   If negative, use appropriate probe questions.

8b. PERSONAL ESTEEM

Are there any significant event(s) that stand out in your mind that enhanced your own level of esteem and satisfaction as you mentored?

Do you think this situation had any effect on your classroom performance?

8c. SKILL DEVELOPMENT

As you worked with your inductee on skill/technique development, what did you see happening to your own skills/techniques?

Can you give specific examples?

8d. RELATIONSHIP DIMENSION

Has your mentoring experience affected the way you relate/ communicate to students?

If so, how would you describe that experience?

9. Is there anything else about your experience this year as a mentor that you feel I have not covered and you would like to add to this interview?

APPENDIX D

UNIVERSITY OF WISCONSIN-WHITEWATER

800 West Main Street, Whitewater, Wisconsin 53190-1790
College of Education

LETTER OF INTRODUCTION

Dear Teacher,

This letter is to introduce Mrs. Georgiann McKenna, Principal, Clinton Elementary School, Clinton, Wisconsin and a doctoral candidate at Loyola University.

For her dissertation, Mrs. McKenna is studying the Teacher Induction Program and is specifically researching the mentoring processes. This research will be valuable to this institution and to the profession because the mentor is a very important part of the Teacher Induction Program. There is a need throughout the profession for research on the mentoring processes. Your expertise will provide another contribution to the profession.

This office is asking for your cooperation and assistance in this very important piece of research. If you are interested, would you please respond by filling out the enclosed form. Included is a self-addressed envelope for your convenience. The coding at the top will be used only for statistical purposes. You can be assured of professional confidentiality at all times.

If you have any questions about this letter or the research project, please feel free to contact this office at any time at 414-472-1895.

Sincerely,
TEACHER INDUCTION PROGRAM

Leonard J. Varah, Coordinator

APPENDIX E

LETTER TO MENTORS

January 10, 1987

Dear

    If the literature on mentoring programs is at all correct, your experience this year has probably included phases and stages as well as ups and downs. It is precisely because of these phases, stages, and ups and downs that continued research is necessary. Since 1974 experimentation at the University of Wisconsin-Whitewater has established the fact that a coordinated Teacher Induction Program is an effective way to develop excellent staff members and to retain and support new members to the teaching profession.

    As a Ph.D. candidate from Loyola University of Chicago, I would like to continue in the Whitewater tradition of studying topics that are relevant to the lives of educators in the field. I am researching the mentoring processes and will need information from mentors and inductees. Data will be collected through the use of one short questionnaire, a survey instrument, and one interview which will be conducted at your school at your convenience. The collected data will provide information about the successes and problems of mentoring and present directions for future policies.

    Because of your experience as a mentor in the University of Wisconsin-Whitewater Teacher Induction Program, you have information and experiences which will help the program and the profession. This study will provide an opportunity for you to make a unique contribution to the profession. I hope that you are interested in being one of the participants in this research project.

    I am very grateful for your serious consideration of this matter. Please do not underestimate the importance of your contribution to this study.

                    Sincerely,

                    Georgiann McKenna

APPENDIX F

LETTER TO WAUKESHA CENTER PRINCIPALS

March 27, 1987

Dear

It hardly seems possible that the Teacher Induction Program through Whitewater will soon be ending for this year. As you are aware, research is a necessary part of improving programs from year to year. This year, I will be assisting Whitewater in an assessment of the mentoring experience from the point of view of the mentor. I am currently the principal at Clinton Elementary School and a Ph.D. candidate from Loyola University.

At the Teacher Induction meeting in April, mentors who consent will have the opportunity to respond to a survey. And if they are willing, they may be involved in an interview lasting about a half hour.

Last week I spoke with Dr. P. DeLuca and he suggested I contact the building principals about setting up a time with the mentor in your building. So I am writing today asking you to allow me to interview the mentor in your building should he/she choose to participate. Knowing how busy you are at this time of the year, would it be all right if I contact the mentor in your building and ask to set up a convenient time for the interview? If this presents a problem for you, please contact me at Clinton Elementary School (608-676-2211). I would be happy to make other arrangements that may better accommodate your needs.

Also, if you are interested in the results, after the data are condensed and summarized, I would be happy to send you a copy. In the research, no schools, principals, nor mentors will be mentioned by name. Only group scores will be reported for statistical purposes. Please be assured of confidentiality for all concerned. My only interest is good research that fosters better education.

I truly appreciate your efforts on behalf of gaining more knowledge about the mentoring process.

Sincerely,

Georgiann McKenna

APPENDIX G

LETTER TO WHITEWATER CENTER PRINCIPALS

March 27, 1987

Dear

It hardly seems possible that the Teacher Induction Program through Whitewater will soon be ending for this year. As you are aware, research is a necessary part of improving programs from year to year. This year, I will be assisting Whitewater in an assessment of the mentoring experience from the point of view of the mentor. I am currently the principal at Clinton Elementary School and a Ph.D. candidate from Loyola University.

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I truly appreciate your efforts on behalf of gaining more knowledge about the mentoring process.

Sincerely,

Georgiann McKenna

APPENDIX H

LETTER TO THE FIVE MENTORS PILOTING

THE SURVEY INSTRUMENT

Dear

    Thanks so much for consenting to help me with my dissertation on mentoring. This is the instrument I will use and want to make sure that it is able to be understood well and can be completed in a reasonable amount of time.

    This year's mentors have worked pretty consistently at the six domains. If this is not true for the year you were a mentor, just relate to those questions as best you can.

    Please write in the margins and also indicate how long it took you to fill in the instrument. Also, please give thought to the scale answers. There is no reason why anyone needs to answer with all "5's." I am very grateful to you for consenting to do this.

    Dr. Varah indicated that you were truly a contributor to the field of mentoring and that you would be willing to help. I really appreciate your effort. I believe the old phrase "If you want a job done, ask the busiest person," is usually true. I know you are busy and I am grateful that you are willing to take on another project.

                       Sincerely,

                       Georgiann McKenna

The dissertation submitted by Georgiann Fina McKenna has been read and approved by the following committee:

Dr. Melvin P. Heller, Director
Professor, Educational Leadership and Policy Studies, Loyola

Dr. Steven I. Miller
Professor, Educational Leadership and Policy Studies, Loyola

Dr. Philip M. Carlin
Associate Professor, Educational Leadership and Policy Studies, Loyola

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

November 25, 1987

Date

Director's Signature