

INVESTIGATING THE EFFECTIVENESS OF A FORMAL PRINCIPALS'
MENTORING PROGRAM

by

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of

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DEDICATION

To my mom and dad who have always provided unlimited support for all of my academic endeavors, to my nieces and nephews, Sarah Jane, Daniel Ray, Christopher, Garrett, Claire, Hannah, Emily and J.P., this dissertation is dedicated to you.

To Cheryl, I wish you could have been apart of this journey with me, but I know in my heart you were always sending good thoughts to me to complete this goal.

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TABLE OF CONTENTS

1. INTRODUCTION	1
Background of the Study	1
Problem Statement	14
Purpose of Study	15
Research Questions	18
Independent and Dependent Variables	19
Dependent Variables	19
Independent Variables	20
Overview of Research Design and Procedures	21
Definitions	22
Assumptions, Limitations, and Delimitations of Study	27
Significance of the Study	28
Chapter Summary	29
2. LITERATURE REVIEW	31
Introduction	31
Characteristics of Effective School Leaders	33
Defining Mentors	35
Mentoring for Business	36
Mentoring for Teachers	39
The Need for Mentoring for New Principals	42
Value of Mentoring Programs for Corporate and Educational Leaders	46
Limitations of Mentoring Programs	48
Value of Principal Mentoring Programs	50
Informal vs. Formal Principal Mentoring Programs	54
Informal Programs	54
Formal Programs	55
Formal Principal Mentoring Programs in United States	58
Indicators of Effective Formal Mentoring Programs for New Principals	63
Mentor Commitment	67
Mentor Attributes	69
Matching Mentors with Protégé	71
Mentor/Protégé Input	73
Mentor and Protégé Training	73
Program Understanding	75
Evaluating the Effectiveness of Mentoring Programs	75

TABLE OF CONTENTS – CONTINUED

Chapter Summary	77
3. MEHTODOLOGY	80
Background and Purpose	80
Participants.....	82
NAESP National Principals Mentor Certification Program (NPMCP)	82
Instruments.....	88
Demographic Items.....	90
Mentor Commitment Items.....	91
Perceived Program Effectiveness Items.....	92
Perceived Program Understanding Items.....	92
Participation, Input and Training Items	93
Pilot Questionnaire Study	96
Research Design.....	97
Procedures.....	99
Data Collection and Analysis.....	103
Chapter Summary	104
4. RESULTS	105
Introduction.....	105
Participants (Response Rate)	107
Mentor Participant Characteristics.....	107
Protégé Participant Characteristics	112
Protégé Analysis	117
Confirmatory Factor Analysis of Protégé Items	117
Descriptive Analysis for Mentor Commitment, Program Understanding, and Perceived Program Effectiveness for Protégé	119
Descriptive Analysis for Input and Training Factors	123
Path Analysis of Protégé Results	124
Analysis for Research Question One	127
Analysis for Research Questions Two and Three	131
Mentor Analysis.....	135
Confirmatory Factor Analysis of Mentor Items.....	135
Descriptive Analysis for Mentor Commitment, Program Understanding, and Perceived Program Effectiveness for Mentors	138

TABLE OF CONTENTS – CONTINUED

Descriptive Analysis for Input and Training Factors	141
Path Analysis of Protégé Results	143
Analysis for Research Question Four	144
Analysis for Research Questions Five and Six	149
Chapter Summary	152
 5. DISCUSSION AND IMPLICATIONS	 154
Introduction.....	154
Summary of the Problem and Intent of the Study.....	154
Literature Review.....	156
Findings from the Protégé Analysis.....	166
Research Question One.....	166
Research Question Two	168
Research Question Three	169
Findings from the Mentor Analysis	170
Research Question Four.....	170
Research Question Five	171
Research Question Six	171
Results Situated within the Context of the Formal Mentoring Literature	172
Mentor Commitment.....	173
Mentor Commitment and Training	174
Program Understanding	175
Protégé-Mentor Input.....	176
Voluntary Participation.....	178
Implications.....	179
Recommendations for Future Research	182
Summary and Conclusions	185
 REFERENCES CITED.....	 188
 APPENDICES	 203
APPENDIX A: Mentor Evaluation Questionnaire	204
APPENDIX B: Protégé Evaluation Questionnaire	212
APPENDIX C: Consent Form for Mentors	219
APPENDIX D: Consent Form for Protégés.....	222
APPENDIX E: Cover Letter from NAESP	225
APPENDIX F: Email Letter from NAESP	228

LIST OF TABLES

Table	Page
1. Program Attributes Variable Clusters	16
2. Specifications for Protégé Items	94
3. Specifications for Mentor Items.....	95
4. Researcher Timeline	100
5. Frequency and Percent of Mentors by Gender	107
6. Frequency and Percent of Mentors by Age Group	108
7. Frequency and Percent of Mentors by Race	109
8. Frequency and Percent of Mentors by Educational Role	110
9. Frequency and Percent of Mentors by Educational Experience	111
10. Frequency and Percent of Mentors by Years of Principal Experience	112
11. Frequency and Percent of Protégés by Gender	113
12. Frequency and Percent of Protégés by Age Group	113
13. Frequency and Percent of Protégés by Race.....	114
14. Frequency and Percent of Protégés by Educational Experience	115
15. Frequency and Percent of Protégés by Educational Role	116
16. Frequency and Percent of Protégés by Years of Principal Experience	117

LIST OF TABLES - CONTINUED

Table	Page
17. Means and Standard Deviations for Protégé Responses for Mentor Commitment	120
18. Means and Standard Deviations of Protégé Responses for Program Understanding.....	121
19. Means and Standard Deviations for Protégé Responses for Perceived Program Effectiveness.....	122
20. Descriptive Statistics for Protégé Input, Training Quality and Training Hours	123
21. Descriptive Statistics for Protégé Perceptions of Training and Voluntary Participation	124
22. Correlation Matrix of Program Characteristics with Perceived Program Effectiveness for Protégé.....	126
23. Summary of Path Analysis Regressions for Protégés.....	128
24. Standardized Direct and Indirect Effects for the Protégés' Path Analysis.....	134
25. Means and Standard Deviations of Mentor Responses for Mentor Commitment	138
26. Means and Standard Deviations of Mentor Responses for Program Understanding.....	139
27. Means and Standard Deviations of Mentor Responses for Program Effectiveness.....	140
28. Descriptive Statistics of Mentor Responses for Mentor Input, Training Quality and Training Hours.....	141
29. Descriptive Statistics of Mentor Responses for Training and Voluntary Participation.....	142

LIST OF TABLES - CONTINUED

Table	Page
30. Correlation Matrix of Program Characteristics with Perceived Program Effectiveness for Mentors	145
31. Summary of Path Analysis Regressions for Mentors	146
32. Standardized Direct and Indirect Effects for the Mentors' Path Analysis.....	151

LIST OF FIGURES

Figure	Page
1. Relationship Between Formal Mentoring Program Characteristics, Mentor Commitment, Program Understanding and Perceived Program Effectiveness.....	98
2. Standardized Direct Effects for the Unmediated Model for Protégés	131
3. Standardized Direct Effects of Program Factors on Perceived Program Effectiveness for Protégé Mediated Mode	135
4. Standardized Direct Effects for the Unmediated Model for Mentors	147
5. Mediated Model Standardized Direct Effects of Program Factors on Perceived Program Effectiveness for Mentors	152

ABSTRACT

The purpose of this study was to investigate the relationships between the National Association of Elementary School Principals formal mentoring program attributes and perceptions of protégés and mentors of program effectiveness. Program attributes examined included training prior to mentoring, input into the mentoring process, Mentor Commitment and Program Understanding. The participants for this quantitative study consisted of 201 mentors and 80 protégés who participated in the National Association of Elementary School Principals' (NAESP) formal mentor certification program.

Both mentors and protégés were asked to complete a questionnaire adapted from research conducted by Allen, Eby & Lentz (2006b) to assess their perceptions of Mentor Commitment, Mentor Program Understanding, training prior to participation in formal mentoring, input into the mentoring process and Perceived Program Effectiveness. Data from both protégé and mentor questionnaire using multiple regression was used to develop a path model to investigate the relationships between formal mentoring program attributes and Perceived Program Effectiveness for NAESP's formal mentor certification program. Results from the analysis of the protégé questionnaire responses found the program attributes variables to have a significant and direct relationship with Perceived Program Effectiveness were Training Quality and Program Understanding. The effects of Training Quality on Perceived Program Effectiveness was significantly mediated when passing through Program Understanding but not Mentor Commitment. Similar results were found for the multiple regression analysis used to determine the path coefficients for the mentor results. In addition to Training Quality and Program Understanding, received training and match-input was also significantly related to Perceived Program Effectiveness. Training hours, match input and voluntary participation were not found an important attributes for explaining protégés Perceived Program Effectiveness. For the mentors, the relationship of the program attributes variables of Received Training and Training Quality with Perceived Program Effectiveness was found to be significantly mediated by Program Understanding only. Findings from this study suggest including training prior to formal mentoring and the quality of training is essential for creating an effective formal mentoring program. Establishing mentoring programs that create committed mentors and promoting Program Understanding through quality training will increase the effectiveness of the mentor experience for both protégés and mentors.

CHAPTER ONE

INTRODUCTION

Background of Study

The character of today's schools is markedly different than schools of decades past. Various factors have contributed to the transformation of schools including technological advances, school choice, increased accountability, demographic shifts, economic changes, and increased pressure from parents, communities, and politicians (Fenwick & Pierce, 2002; Task Force on the Principalship, 2000). In light of these ever prominent concerns, skillful leadership is as major key to school success. With a shrinking pool of qualified candidates the retention of skilled principals is a significant concern to both the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP). The job of principal has become more difficult, and the expectations of the job have become more ambitious. That is coupled with the shortage of qualified principal candidates and leaders moving into these key positions. Although candidates coming into the principalship may have all the innate skills to succeed, what they don't have is the kind of experience that in the past prepared principals to step into the job (Bloom, Castagna & Warren, 2003). As instructional leaders retire or leave the profession for other reasons, qualified teachers show little interest in assuming leadership roles (Daresh, 2004).

Mullen and Cairns (2001) suggest that the most significant factors influencing principals to leave the profession through retirement or choice include the isolationist

nature of school leadership; an insufficient reward system for aspiring leaders; and the overwhelming number of decisions that must be made on a daily basis. Furthermore, schools are seeing increased diversity in their student population and now cater to transient students, immigrants, and students from widely differing socioeconomic classes, which creates a vastly different context “for teachers and principals who were socialized in homogenous settings with students of the same race, ethnicity, socio-economics status, and language.” (Crow, p .315) Principals also must be sensitive to cultural differences and the various instructional approaches required. The statistics are worrisome when considering the vital role the principal plays in determining the quality of the school. As stated by Marzano, Waters, & McNulty, (2005, p.5) the principal has been identified as the “single most influential person in a school”. For example, their research shows that the effectiveness of school principals is positively related to student achievement.

Formal mentoring programs have been identified as one method for building leadership capacity by helping pre-service and in-service principals overcome the barriers that have contributed to the current and projected principal shortage. Jackson & Kelley (2002) further argue that pre-service leadership programs provided by universities should consist of internships with formal mentoring to support novice leaders learn the practical and necessary skills required of the job in the context of a supportive and developmental relationship. The increased numbers of school administrators opting for retirement indicates that public schools must be prepared to move aspiring school administrators into the leadership roles vacated by retirees (Hansford & Erich, 2006). This fact combined with the ever increasing complex leadership tasks that building principals are

required to undertake has suggested a need for a new group of instructional leaders who “hit the ground running” when assuming these leadership roles (Spiro, Mattis & Mitgang, 2007). Many studies (Moir & Bloom, 2003) have found that one of the most effective ways to prepare and support principals for this type of entry into a high stake administrative environment is to provide a mentoring program. Providing new principals with mentoring support early in their careers will help them to more efficiently translate learned theory into practice (Alsbury & Hackmann, 2006). Guiding schools in the implementation of sound instructional practices is a critical leadership skill that principals must acquire early in their careers to better ensure that their students meet important district, state and national achievement goals (DeVita, Colvin, Darling-Hammond & Hancock, 2007).

With high-stakes accountability and increasing demands on school leaders, it is more important than ever that experienced and trained mentors guide principals toward effective instructional practices. Gray, Fry, Bottoms & O’Neill’s (2007) recommend a research-based framework for designing and implementing principal mentoring programs. Their report indicates that support programs designed to recruit high performing professionals into leadership positions include real-world training experiences. Additionally these programs should incorporate leadership skills that can direct instruction and plan curriculum necessary for reaching improved student performance levels required to meet local, state and national achievement goals.

Daresh (2001) suggests effective mentoring programs that are developed to support instructional leadership among novice principals requires an investment of time,

with intentional interactions by both the protégé and mentor focused on practices and goals, and that promotes professional development. The idea of mentoring and coaching for principals is not a new concept. In the research by Moir & Bloom (2003), they found that investment in relationships is the key factor contributing to coaching effectiveness. Coaching provides the opportunity for reflective dialogue that is vital to the adult learning process. Where a coach or mentor exists, the chance for reflective dialogue exists. Research by Bloom and Krovetz (2001) found the desired outcomes of mentoring varied but shared one common theme: developing the protégé's strengths and abilities by deliberately compelling him or her to engage in accurate and productive self-reflection. The mentor behaviors deemed most effective for cultivating this habit includes asking probing questions, provide honest feedback, listen, analyze decisions, propose alternative viewpoints, encourage independence, foster life-long learning, and offer caring support. Creasap (2003) supported the benefits of sustained reflection on the professional growth of an early career principal. Hopkins-Thompson (2000) also identified the importance of establishing clearly defined program goals and fostering communication skills that allow mentors to provide protégés with supportive feedback. In addition, she recommended that effective mentoring programs secure support from the organization where protégés are employed, devise a selection process that matches mentors with protégés, and trains program participants to engage in collaborative exchanges that promote introspection about their leadership skills and behaviors. Research conducted by Fink & Resnick (2001) identified attributes similar to those of Daresh (2001) and Hopkins-Thompson (2000) when studying successful principal mentoring programs as one component of the

successful school reform efforts undertaken by Community School District 2 located in New York City. The success of support programs for new principals like those found in New York City's Community School is dependent on competent mentors. Quality mentors are those experienced principals who can provide day-to-day feedback and coaching that will help protégés transition from the role of classroom teacher (or other roles) to that of school leader.

A range of principal mentoring programs have been established in the United States. For example, Albuquerque Public Schools' Extra Support for Principals (ESP) program began in 1994 by matching experienced principals with newly appointed principals (Malone, 2001; Weingartner, 2001). Another example is the Southern Regional Education Board's (SREB) Leadership Academy that assigned coaches to teams of district administrators (Crews & Weakley, 1996). In Santa Cruz County California, the "Growing Your Own" mentoring program was established to support assistant principals with experienced building principals. These mentoring programs and others emphasize collaboration aimed at producing qualified leaders for public schools across the United States (Bloom and Krovetz, 2001).

The Texas A&M Principals Center has designed and implemented several training initiatives that provide mentoring for novice school principals such as School Leadership Initiative Program, the Richardson Mentor Program, and the Aspiring Principal Program (Zellner & Erlandson, 2002). A cooperative project between Iowa education agencies and the University of Iowa's College of Education pairs experienced principals and other district administrators with students working toward master's degrees in educational

administration (University of Iowa, 2004). These are just a few examples of the many principal mentor programs targeted at professional development initiatives for both novice and experienced principals that are emerging across the United States (Mullen & Cairns, 2001).

The National Association of Elementary School Principals (NAESP) (2001) has recommended education agencies at the local, district, and state levels provide professional development opportunities such as mentoring and coaching for elementary and middle school principals during their first year as new school leaders. NAESP recognizes that there is a significant linkage between school leadership and student outcomes when combined with a mentor program. The NAESP Mentor Program was developed by NAESP in 2003. This program reinforces the urgent need of providing early-career principals with leadership development and support. It is a national effort that trains retired and active seasoned professional to provide a crucial support system, advice and counsel to aspiring, new, and experienced elementary and middle school principals. Leveraging the knowledge, experience, and direct connection to principals from around the country enables NAESP to be a leader in supporting and advocating for those committed to students and the overall success of the profession. The NAESP Mentor Program has created a model for experienced principals to receive mentor training which is consistent with professional standards and addresses the specific needs of school principals and other administrators (NAESP, 2004).

Formal mentoring programs for a principalship are critical to the success of new administrators and the development of their leadership skills. Mentor certification begins

with principals attending a multiple day Leadership Immersion Institute (LII). The workshop focuses on the actual mentoring process, where participants explore the theoretical foundations of adult development, adult learning, and mentoring. Once grounded in these theoretical foundations, the participants learn various practical techniques and strategies of the mentoring relationship under the guidance of the Leadership Immersion Institute training team. Upon completion of the Leadership Immersion Institute (LII), the National Principals Mentor Certification Program (NPMCP) participants transition into the Mentor-In-Training (MIT) internship component of the program. The internship component is a nine-month process of mentor and protégé engagement. The process begins with the identification and selection of a protégé who agrees to participate in the MIT. (With the supervision of a trained coach, the mentor, engage in effective listening and questioning strategies, and provide guidance and support to the protégé.) Each month the mentor and protégé interact (electronically or in person) for a total of seventy-two contact hours. The mentor reports his or her work each month to the coach who has been assigned to his or her team of MITs. The coach has been trained in the National Principals Mentor Certification Program (NPMCP) and is a graduate of the NPMCP. The coach guides the internship activity for the team members and ensures that the team is a rich resource. Collaboratively, the MITs share their experiences and learning during the internship phase of the project. The nine-month internship consists of protégé activities, professional readings, electronic discussion postings, and team interaction. The threaded discussions include the mentoring process, lesson learned, recommendations, as well as periodic portfolio submissions. The coach

serves as the facilitator of the certification process and is in active communication with each team member (electronically or in person). A final project is completed regarding the mentoring process. The Certification process is an application of the Leadership Immersion Institute skills and knowledge. The on-site Leadership Immersion Institute must be completed prior to the Certification program (NAESP, 2004).

The benefits of NAESP's Mentor Program is supported by Hansford & Erich's (2006) research which suggests that principal mentoring can be a source of needed professional development and support for principals regardless of the developmental stage of their administrative careers. Aspiring principals engaged in internship experiences during university preparation are considered in the pre-service stage, while first year principals are considered to be in the induction stage of their administrative careers. Like with experienced teachers, in-service is descriptor used to characterize the career phase for veteran principals. Gray, Fry, Bottoms & O'Neill (2007) have recommended a comprehensive mentoring program to support the internship activities for pre service principals. Their research suggests that principal preparation programs must provide formal mentoring program that use experienced mentors to support the challenges protégés are likely to experience in real-school situations. The overarching goal of principal preparation mentoring programs is to provide interns with school-based, clinical experiences that allow them to practice implementing research-based instructional leadership skills linked to improved student achievement.

Training veteran administrators to provide mentoring support to new principals has been identified as an effective leadership practice (Chapman, 2005). Multiple studies

suggest that one of the most important components for principal mentoring programs for new principals is the development of supportive mentor-protégé relationships (Browne-Ferrigno & Muth, 2004). Supportive relationships are developed when mentors and protégés engage in reflective conversations about professional practices and expected roles of the principalship (Mohen & Machell, 2005). The literature further suggests that effective mentors also recognize that new administrators are extremely busy and that a protégé time for engaging with mentors is limited (Alsbury & Hackmann, 2006). Daresh (2004) suggests that mentoring programs maintain a focus on high quality activities that are perceived and identified as promoting protégé professional growth rather than activities that are unrelated to professional contexts. It has been addressed by Ackerman and Maslin-Ostrowski (2004) that leadership loneliness and burnout is endemic in the current culture of high-stakes testing, accountability demands, and shifting reform. They identified a common fear of inadequacy among instructional leaders but noted that such fears were rarely acknowledged in public. If these fears are internalized they may lead to stress, disillusionment, loss of motivation, and stagnancy. Therefore, it is important for individuals to address uncertainties and proactively seek solutions. Mentors can provide intraprofessional support that frequently contributes to career success and the development of leaders. Programs must be designed to expose potential candidates to the challenges of the job and to assist them in understanding their own particular capacities to lead. However, the notion of principal mentoring has become a recent phenomenon within many districts (Spiro, Mattis, & Mitgang, 2007).

When veteran administrators act as mentors, they also realize an increase in their leadership capacity (Browne-Ferrigno & Muth, 2004; Mullen, Gordon, Greenlee & Anderson, 2002). Under a mentorship model, a more experienced principal guides new principals as they learn to handle the day-to-day challenges of the principalship.

Mentors give professional advice, help their less experienced protégés solve complex work problems, advocate on their behalf, and serve as partners in processing situations and experiences (Hopkins-Thompson 2000; Malone 2001; Sheets, Young, &

Kesner 2003). For example, NAESP National Principals Mentor Certification Program (NPMCP) mentors experience a deeper understanding of professional practice when engaged in reflective discussions that help guide protégés toward professional practices that best address the leadership issues they face as new principals (NAESP, 2001).

Researchers have found that mentors and protégés alike are provided with an incredible opportunity for leadership capacity building when engaged in collaborative problem-solving activities (Browne-Ferrigno & Muth, 2004). The mentor-protégé relationships that emerge from mentoring programs are part of larger professional communities of practice that have been identified as critical for steadily improving the performance of both new and experienced school administrators (Lave & Wegner, 1991).

To date, most of the research investigating the formal principal mentoring programs is predominately descriptive and does not provide evidence of a causal relationship between program practices and effectiveness (Sprague & Hortinsky, 2002). However, research conducted with formal mentoring programs used in the corporate environment and industry can provide guidance for identifying Program Characteristics

that can be assessed and analyzed to establish a causal relationship between mentoring program practices and program effectiveness. Research conducted by Clutterbuck (2005) addresses some of the typical workplace programs implementing formal mentoring programs in Northern Europe which included British Petroleum's reverse mentoring program, a global program to educate its executives about the real work through learning dyads with young people from different backgrounds. He also studied a Norwegian project to develop women in middle management to become business leaders and peer mentoring between senior businesspeople and head teachers, prison governors, and executive of charities. Research by Allen, Eby & Lentz (2006b) studied the design features of existing formal mentoring programs for employees from four different organizations including a healthcare organization, an oil company, a technology firm and a manufacturing firm found that mentor-protégé input, training, Mentor Commitment, and Program Understanding were significantly related to Perceived Program Effectiveness.

Crow and Matthews (1998) suggest that input by both mentors and protégés is a necessary element for establishing effective mentoring relationship. Their research indicates that the ideal mentor-protégé match occurs when professional goals, interpersonal styles, learning needs, and other variables are considered prior to establishing the mentor-protégé match. The process required to establish mentoring relationships based on these personal characteristics will involves mentors and protégés engaging in preliminary discussions that offer input to guide the matching process. Alsbury & Hackman (2006) research suggest mentoring is more productive for protégés

when the mentoring relationship is established at the beginning of the school year. Their research also indicates that the input from mentors and protégés be considered early on to guide the creating of effective mentoring-protégé matches.

Mentors and protégés should engage in some type of training prior to mentoring activities suggest the studies investigating the Program Characteristics of formal mentoring programs for aspiring and novice educational administrators (Alsbury & Hackman, 2006; Williams, Matthews & Baugh, 2004). For example, Alsbury and Hackman (2006) found that orientation sessions prior to mentoring activities for first year principals was beneficial for providing participants with an overview of program purposes, goals and participant responsibilities. In addition, they suggested that these training sessions also provided socialization activities that served to initiate and promote interpersonal relationships between mentors and protégés. Searby's (2010) work further supports the need for training prior to formal mentoring activities. Her research investigated the use of formal graduate coursework to teach aspiring principals the knowledge, skills and dispositions needed to be productive protégés when in a mentoring relationship. Training sessions prior to formal mentoring activities are important to orient participants about program requirements, procedures, activities and participant responsibilities. However, just as importantly, these training activities can also promote a greater understanding of the theory and practice that form the basis of the programs' intended outcomes (Silva & Dana, 2001).

Program Understanding has been identified as an essential element related to participants Perceived Program Effectiveness (Allen, Eby & Lentz, 2006b). For example,

one of the intended goals for the National Principals Mentor Certification Program formal mentoring program sponsored by the National Association of Elementary School Principals (NAESP) is for mentors to gain skills in guiding their protégés toward best leadership practices recommended by the Council of Chief State School Officers, Educational Leadership Policy Standards: ISSLC 2008 known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (CCSS0, 2008). By the end of mentoring activities, protégés are expected to be fully engaged in leadership activities that are aligned with those recommended as best practices by the ISLLC standards. However, it is doubtful that mentors or protégés would have a clear understanding of the NAESP's National Principals Mentor Certification Program and their role as program participants without some sort of intentional instructional preparation specifying the program's focus and expectations.

Mentor Commitment has been identified as key component to the success of formal mentoring programs (Zachary, 2000). In the context of formal mentoring for novice principals, mentors are successful principals who are committed, willing, and able to invest sufficient time and effort to develop the next generation of educational leaders (Crow & Matthews, 1998). A report by the Southern Regional Educational Board suggests that good mentors are those who have the knowledge, time, and commitment necessary to guide aspiring principals through a set of rich experiences that enable them to develop their leadership competencies. A key factor in defining Mentor Commitment is the time that mentors spend devoted to interacting with their protégés (Alsbury & Hackman; Allen & Eby, 2008). For example, the time experienced principals spend

voluntarily engaged in training activities to learn effective mentoring skills is a good indicator of the level of Mentor Commitment they bring to the mentoring relationship (Crow & Matthews, 1998).

Problem Statement

The lack of experienced educators interested in pursuing elementary and secondary school principal positions has been identified as a major concern by the educational leadership literature (Bloom, Castagna & Warren, 2003). In response to this shortage, states, professional organizations, and universities have implemented formal principal mentoring programs in efforts to attract, train and retain experienced teachers to fill the school leadership gap left by the vast numbers of retiring principals (Moir & Bloom, 2003).

Formal mentoring programs have been recommended as one method for recruiting and training elementary and secondary school principals. Hall (2008) indicates that establishing formal rather than ad hoc relationships between principal mentors and novice administrators is a critical component of effective principal mentoring programs. The development of formal mentoring relationships are necessary for creating an environment where novice principals are supported and encouraged to engage and internalize leadership practices that are aligned with the current standards of best practices (NAESP, 2001). The benefits of mentoring for elementary and secondary principals during pre-service, inductions and in-service stages of practice have been well documented in the literature (Alsbury & Hackmann, 2006; Hansford & Erich, 2006).

Although a number of studies have documented the benefits of formal mentoring for new principals, very few of these studies have empirically investigated the relationships between formal mentoring program attributes and the effectiveness of formal mentoring programs for new principals. Despite the fact that the NAESP's National Principals Mentor Certification Program has been in place for nine years, there has been no examination of the relationships between formal mentoring Program Characteristics and program effectiveness.

Purpose of Study

The purpose of this correlational study was to investigate the relationship between Mentor and Protégé Program Characteristics which included Input and Training, Program Understanding, Mentor Commitment and Perceived Program Effectiveness of NAESP's National Principals Mentor Certification Program. Three clusters of variables were used to determine their relationships with Perceived Program Effectiveness during formal mentoring. Three demographic variables, five program characteristic variables and two mediating variables were analyzed using multiple regressions to determine their relationships with protégés' and mentors' Perceived Program Effectiveness. For clarification, these variable clusters are shown in Table 1.

Table 1. Program Attributes Variable Clusters

Demographic Variables	Age , Race, Gender
Program Characteristic Variables	
Input	Match-Input, Voluntary Participation(only for protégés)
Training	Received Training, Training Hours, Training Quality
Mediating Variables	Program Understanding and Mentor Commitment

The relationship between the demographics and Perceived Program Effectiveness was not significant for the mentors or the protégés. However, the Program Characteristics to be a significant and direct relationship with Perceived Program Effectiveness for the protégés were Training Quality. The effects of Training Quality on Perceived Program effectiveness was significantly mediated when passing through Program Understanding but not Mentor Commitment. Similar results were found for the mentors. In addition to Training Quality and Program Understanding, Received Training and Match-Input was also significantly related to Perceived Program Effectiveness. In addition, the relationship of Program Characteristics variables of Received Training and Training Quality with Perceived Program Effectiveness was found to be significantly mediated by Program Understanding only.

This study used a path analysis model adapted from previous research conducted by Allen, Eby and Lentz (2006b) when researching formal mentoring programs for major corporations. Understanding the relationship between these formal mentoring program variables (Perceived Program Effectiveness, Program Understanding and Mentor Commitment) used in corporations will provide valuable information for the NAESP

program administrators about Program Characteristics used to evaluate the effectiveness of NAESP National Principals Mentor Certification formal mentoring program for elementary and secondary school principals. The National Principals Mentor Certification Program (NPMCP) sponsored by the National Association of Elementary School Principals (NAESP) trains experienced principals to support novice principals through mentoring activities.

For the purposes of this study:

- Program Characteristics are defined as Input and Training.
 - Input is the method for matching mentors and protégés with their choice in participating in the mentoring program. The factors of input include voluntary participation and match input.
 - Training, in the context of formal mentoring is the orientation activities that both mentors and protégés participate in prior to the NPMCP formal mentoring activities. The factors of training are received training, the number of hours engaged in training and the quality of training. These activities are critical to mentor and protégé understanding of the program goals and expected outcomes.
- Mentor Commitment is the time and efforts that mentor in training (MIT) contribute to establish and sustain a productive relationship with their protégé.

- Program Understanding is defined as mentors' and protégés' perceived knowledge and understanding of formal mentoring goals and intended program outcomes.
- Program effectiveness on the other hand is considered the perceptions of satisfaction that mentors and protégés express about their experiences as participants in the NAESP Mentor Program.

Research Questions

The following questions provide the direction for investigating the use of a formal mentoring evaluation model used previously in business to evaluate the effectiveness of the NAESP National Principals Mentor Certification formal mentoring program for elementary and middle school principals.

1. Is there a relationship between protégé perceptions of the NAESP formal mentoring Program Characteristics and Perceived Program Effectiveness?
2. Will protégé perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of the NAESP formal mentoring program input factors, a subset of Program Characteristics, and Perceived Program Effectiveness?
3. Will protégé perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of NAESP formal mentoring program training factors, a subset of Program Characteristics, and Perceived Program Effectiveness?

4. Is there a relationship between mentors' perceptions of NAESP formal mentoring Program Characteristics and Perceived Program Effectiveness?
5. Will mentor perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of the NAESP formal mentoring program input factors, a subset of Program Characteristics and Perceived Program Effectiveness?
6. Will mentor perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of the NAESP formal mentoring program training factors, a subset of Program Characteristics, and Perceived Program Effectiveness?

Independent and Dependent Variables

Dependent Variables Perceived Program Effectiveness – mentors and protégés overall perceptions of the effectiveness of the NAESP formal mentoring program. Perceived Program Effectiveness was assessed by nine items for the protégés and ten items for the mentors. These items were averaged for the mentors and the protégés to create one aggregate Perceived Program Effectiveness variable.

Program Understanding – the mentor and protégé understanding of their roles, responsibilities and the program goals of NAESP's formal mentoring program. Program Understanding was measured by six items for both protégés and mentors. Responses to

the Program Understanding items for each respondent were averaged to create one Program Understanding variable.

Mentor Commitment – the mentor and protégé perceptions of mentor engagement with protégés. Mentor Commitment for both protégés and mentors was assessed by four items. Responses for each respondent to the Mentor Commitment items were averaged to create one aggregate Mentor Commitment variable.

Independent Variables The independent variables for this study were divided into two categories of Program Characteristics. The input factor consisted on voluntary participation and match input. Voluntary participation was measured by two items. The first items asked both protégés and mentors to indicate if they volunteered to participate (1 = Yes, 0 = No) in the formal mentoring program. The second item asked both protégés to indicate how much input they had into determining their mentor/protégé (1 = None, 2 = Very Little, 3 = Moderate Amount, 4 = Great Deal). Program training factors were measures using three items. The first training item asked protégés and mentors to indicate if they received training or an orientation prior to formal mentoring (1 = Yes, 0 = No). The second question asked them to indicate the number of training hours they participated in prior to formal mentoring. The last training item requested that they rated the quality of their training (1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent).

Program Understanding and Mentor Commitment were also used as independent variables for a portion of this study. The protégé and mentor questionnaires items for these variables are located in Appendices A and B.

Overview of Research Design and Procedures

The participants for this study included 521 mentors and their protégés, 230 who have completed the NAESP National Principals Mentor Certification formal mentoring program since February 2003. An electronic questionnaire was used to assess mentor and protégé perceptions of Program Characteristics which include voluntary participation, input into the mentor protégé –match, participation in training, training quality and hours of training. In addition, the questionnaire collected data on protégé and mentor perceptions of Program Understanding, Mentor Commitment and program effectiveness of the NAESP National Principals Mentor Certification Program formal mentoring program. Allen, Eby and Lentz (2006b) originally developed 24 of the 38 items on the mentors' questionnaire in order to assess these same program attributes in large corporations. Likewise, they also developed 24 of the 32 items on the protégés questionnaire in this study were also developed by Allen, Eby and Lentz (2006b). The questionnaire for the mentor and the protégé is located in Appendices A and B. The original questionnaire was validated through the use of factor analysis. The subscales assessing each program attribute were reported to have adequate internal consistency reliability (alphas ranged from .74 to .89). A small-scale pilot study was conducted to determine the reliability for the mentor and protégé responses for participants involved in this study. Path analysis was used to develop a path model for both mentors and protégés from data collected on their perceptions of mentor-protégé Program Characteristics, the training, Program Understanding, Mentor Commitment, and Perceived Program Effectiveness.

Definitions

The following definitions are used for the purpose of this study:

1. “Coaching” is a process used by mentors to foster reflection and extend thinking for mentees. Coaching includes careful listening, observing, gathering data, and providing feedback to enhance knowledge, dispositions, and skills, while encouraging protégés to build their competence and confidence (Creasap, 2003).
2. “Confirmatory Factor Analysis” is appropriately used when the researcher has some knowledge of the underlying latent variable structure. Based on knowledge of the theory, empirical research, or both, he or she postulates relations between the observed measured and the underlying factors a priori, and then tests this hypothesized structure statistically (Byrne, 1998).
3. “Formal Mentoring” is an opportunity to build influential leadership capacities by helping pre-service and in-service principals learn the practical and necessary skills required of the job in the context of a supportive and developmental relationship (Jackson & Kelley, 2002).
4. “Instructional Leadership” is defined as a set of leadership behaviors. Instructional leaders prioritize student and adult learning by activating the community’s support for school success, setting high expectations for performance for students and teachers, and creating a culture of learning. They collect multiple sources of data, analyze them and use the findings to

drive decisions on instruction and to address barriers to student learning (DuFour, 2002; National Association of Elementary School Principals, 2001).

5. “Interstate School Leadership Licensure Consortium” (ISLLC) Standards for School Leaders” represents the latest set of high-level policy standards for education leadership. It provides guidance to state policymakers as they work to improve education leadership preparation, licensure, evaluation, and professional development (CCSSO, 2008).

6. “Leadership Immersion Institute” (LII) is the beginning of mentor certification with NAESP. The principals attend a multiple day institute with the focus on the mentoring process; explore the theoretical foundations of adult development, adult learning, and mentoring (NAESP, 2001).

7. “Mediation” a hypothetical causal sequence of three (or more) variables, the middle variable is considered a mediator (indirect effect) that represents at least part of the chain of events leading to changes in the dependent variable (Tbachnick & Fidell, 2007).

8. “Mentor” is an experience, well matched, respected professional who, after formal training, guides the professional development of a colleague new to the profession or position, using listening, coaching techniques, and other tools to build competence and confidence (Gray, Fry, Bottoms & O’Neill, 2007).

9. “Mentor Commitment” is the time and effort that NAESP Nationally Certified Mentors contribute to establishing and sustaining a productive relationship with their protégé (Allen & Eby, 2008).
10. “Mentor-In-Training” (MIT) Upon completion for the Leadership Immersion Institute (LII) the National Principals Mentor Certification Program (NPMCP) participants transition into the Mentors-In-Training internship component of the program. The internship component is a nine-month process of mentor-protégé engagement (NAESP, 2004).
11. “Mentor-Protégé Input” is the information that mentors and protégés communicate about their professional goals, personality styles, and learning needs to the coach who is a NAESP Certified Mentors consider when facilitating the mentor-protégé match (NAESP, 2004).
12. “National Association of Elementary School Principals” (NAESP) is a national organization serving all elementary and middle level principals in the United States and abroad. NAESP headquarters is located in Alexandria, VA.
13. “National Association of Elementary School Principals (NAESP) National Principals Mentor Certification Program (NPMCP)”. This program experienced three name changes since its inception in 2003. Principals Advisory Leadership Services (PALS) Corps-2003, Peer-Assisted Leadership Service (PALS)-2007, and finally in 2009 to the NAESP National Principals Mentor Certification Program (NPMCP).

14. “National Principal Mentor Certification Program” (NPMCP) was established jointly by National Association of Elementary School Principals (NAESP) and NSU (Nova Southeastern University) to create a core of experienced principals with appropriate skills and tools to promote leadership consistent with NAESP (2001) standards and to create a model for mentor training which addresses the specific needs of school principals (NAESP, 2004).

15. “Nova Southeastern University” (NSU) located in North Miami Beach, FL partnership with NAESP to begin the initiative of the principal mentor training and certification program. Participants in NPMCP have the opportunity to earn doctoral degree credit while participating in their Mentor-in-training engagement.

16. “Path Analysis” allows one to see the relationships and patterns among a number of variables. The outcome of a path analysis is a diagram that shows how variables are related to one another (Klem, 1995).

17. “Program Characteristics” is defined while mentors and protégés engage in some type of training prior to mentoring activities. Orientation sessions prior to mentoring activities suggest an overview of program purposes, goals, participant responsibilities and socialization activities to promote interpersonal relationships between mentors and protégés (Alsbury & Hackman, 2006). Additionally for the purpose of this study,

Program Characteristics are defined as input into the mentoring process and training prior to mentorship.

a. “Input into the Mentoring Process” (a) whether or not participation in the program is voluntary and (b) the degree of input participants have regarding the mentor-protégé match (Allen, Eby, & Lentz 2006b).

b. “Training Prior to Mentorship” (a) whether or not training was received, (b) the number of hours of training received, and (c) the quality of training received (Allen, Eby, Lentz, 2006b).

18. “Program Effectiveness” is considered the perceptions of satisfaction that mentors and protégés express about their experiences as participants in the NAES mentoring program (Allen, Eby & Lentz, 2006b; Alsbury & Hackman, 2006).

19. “Program Understanding” is defined as mentors’ and protégés’ perceived knowledge and understanding of formal mentoring goals and intended program outcomes (Silva & Dana, 2001).

20. “Protégé” is a professional in a new position guided by a formally trained, mentor colleague. (NAESP, 2004).

221. “Training” in the context of formal mentoring, are the orientation activities that both mentors and protégés participate in prior to the NAESP formal mentoring activities (Alsbury & Hackman, 2006; Williams, Matthews & Baugh, 2004).

Assumptions, Limitations and Delimitations of this Study

The use of formal mentoring has been used for many years in private industry to recruit and train professionals and has been suggested as an effective model for transitioning experienced educators to the principalship (Gray, Fry, Bottoms, & O'Neill, 2007). Mentoring is thought to enhance the cognitive development of novice principals by providing opportunities for them to experience how effective, more experienced leaders think, make decisions, and solve problems (Hansford & Erich, 2006). It is assumed that all mentors will answer the NAESP National Principal Mentor Program questionnaire with honesty. The protégés will also be asked questions about their experience as a protégé in the NAESP National Principal Mentor Program. However, mentor and protégé perceptions of these factors used to evaluate the NAESP National Principals Mentor Certification Program may be influenced by other factors unrelated to their experiences with formal mentoring. For example, a difficult school setting might influence protégés view of Program Characteristics or a tenuous relationship with the protégé's supervisor might influence the mentors' perceptions. Although both mentors and protégés receive training in the form of an orientation to the NAESP National Principals Mentor Certification Program, there will be differences in how both mentors and protégés interpret their individual responsibilities as they pertain to the mentoring relationship.

The participants for this study are mentors and protégés, who have completed the NAESP National Principals Mentor Certification Program since its inaugural session June of 2003 in North Miami Beach at Nova Southern University Fischler Campus. This

includes 35 attendees and six committee members' participants. The mentors are acting or retired principals who are Nationally Certified Mentors by NAESP. Some of the mentors currently serve the role as an elementary, middle school or high school principal, central administration, or a university professor. The protégés are aspiring elementary, middle school or high school principals.

The certification program embodies the assumptions that formal mentoring for elementary and middle school principals as in corporate America can be used to retain and train effective leaders by pairing them with experienced leaders who can use reflective interactions to guide decision-making and problem-solving. Results from the outcomes of this study are therefore limited to the certified mentor principals and protégés who participated in the NAESP National Principals Mentor Certification Program (NPMCP) since its inception in June of 2003.

Significance of the Study

Since January 2002, when the No Child Left Behind (NCLB) legislation was signed into law, attention has been increasingly focused on the need for educators to provide students with a high quality education. Failure to meet annual progress goals can lead to penalties, including replacement of the principal. The leaders of NAESP have long recognized the increased demands being placed on principals as well as the increasing shortage of quality candidates for the principalship.

New and less experienced administrators are at risk of failure when faced with the ever-increasing demands forced upon principals. However, formal mentoring programs have been suggested as one solution to this problem (Chapman, 2005). The support that

trained mentor principals can offer to novice principals can be a valuable source of professional development that may help to reduce the chance of critical errors made by new school leaders during their early years of practice. However, the effectiveness of the mentor-protégé relationship is dependent on the quality of training that experienced principal mentors receive in order to establish productive mentoring relationships (Alsbury & Hackmann, 2006). Results from this study will contribute to the thin research based related to formal mentoring programs for novice elementary and secondary school principals. Specifically this study will serve to provide an evaluation model that administrators of the NAESP National Principals Mentor Certification Program and other organizations can use as a foundation for evaluating the effectiveness of their formal mentoring programs. The results of this study will be used to inform education leadership program institutions and the NAESP National Principals Certification Program about what mentoring skills are most effective for mentoring pre-service or novice principals.

Chapter Summary

This chapter has introduced the importance of formal mentoring programs for supporting new principals in their efforts to become effective instructional leaders. Although principal mentoring has been identified as an important tool to the success of new principals, there is a lack of research related to evaluating the effectiveness of formal mentoring programs that train elementary and secondary school principals. This study investigated the relationship between NAESP National Principals Mentor Certification formal mentoring program attributes and program effectiveness through the use of path

analysis. The outcomes of this proposed study are limited to the mentor principals and their protégés who participated in the NAESP National Principal Mentor Certification Program (NPMCP) since its inception in June of 2003.

The successful implementation of a formal principal mentoring program is assumed to result in increased retention and satisfaction of school principals and a large, more competent cadre of new principals to fill a growing need in American public schools. Aspiring instructional leaders need mentoring programs to provide them with hands-on leadership experiences and feedback from knowledgeable mentors. The research findings gathered through the implementation of this study will also provide organizations that use formal mentoring to train new principals' guidance toward evaluating the success of their mentoring programs. This will enable professional organizations in charge of training school principals to continue to make valuable improvements to their programs. Chapter two reviewed the literature base regarding the effectiveness of Program Characteristics for mentoring new principals toward successful careers as educational leaders to define the theoretical framework for this study.

CHAPTER 2

LITERATURE REVIEW

Introduction

There is considerable need for both practitioners and researchers to turn their attention toward the improvement of leadership development and support. An important avenue to preparing qualified principals is through a mentor program, as the mentoring relationship is seen as a way to improve how school leaders are prepared to carry out their craft in the ‘real world’ (Daresh, 1997, p. 7). There is widespread support in the educational literature of the importance of these acting principals as a ‘critical influence’ in preparing students for the principalship (Malone, 2001; Mullen & Cairns, 2001; Young & Petersen, 2002). Hess and Kelly (2005) write that school principals are key to school improvement and that they are the frontline managers charged with implementing strategies that promote effective practice and greater student achievement. They further suggest that the current emphasis on accountability requires that principals are able to use data effectively to make decisions that will lead to results that show positive gains toward the accomplishment of school improvement goals.

Understanding the perception of mentoring principals for building leadership capacity is important to education leadership faculty, policy makers and school district central administration. As Fullan (2002) explains, “Only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement.” (p. 16). Equally important is the

understanding of how a formal mentoring program can provide new principals with mentoring support early in their careers will help them to more efficiently translate learned theory into practice (Alsbury & Hackmann, 2006). This information can provide the basis for replicating or revising program elements to further strengthen a formal mentoring program for the pre-service and in-service principals. The purpose of this correlational study will be to investigate the relationships between the mentor –protégé Program Characteristics to include Input and Training, Program Understanding, Mentor Commitment and Perceived Program Effectiveness of National Association of Elementary School Principals (NAESP) National Principals Mentor Certification Program. The results from this study will be used to assess NAESP's National Principals Mentor Certification Program based on a model researched by Allen, Eby and Lentz, (2006b) used with formal business mentoring programs.

Chapter two presents a review of literature that introduces the multifaceted role of the school principal and how mentoring can help principals become more effective leaders. An in-depth review of the research is presented related to mentoring in both the corporate and educational professions with special attention to the informal and formal mentoring programs for school principals. Lastly, this section will discuss research focused on the characteristics of effective formal mentoring programs and their relationships.

Characteristics of Effective School Leaders

With the various factors that have contributed to the transformation of schools, including technological advances, school choices, and increased accountability, skillful leadership is a major key to school success. According to Davis, Darling-Hammond, La Pointe, Meyerson (2005), school leaders must be educational visionaries, assessment experts, disciplinarians, community builders, public relations and communication experts, budget analysts, facility managers, and special program administrators; they must oversee legal, contractual, and policy mandates. They require high level of communication and relationship-building skills as they negotiate the needs of students, parents, teachers, district office official, unions, and state and federal agencies. In addition, principals are expected, first and foremost, to be instructional leaders. Research findings from notable education reformers critique informal mentoring programs and identify formal mentoring program components necessary to develop the instructional leader to lead the 21st century schools.

The role of the principal in the 21st century has become even more complex and effective principals must be skilled instructional leaders, change initiators, managers, personnel directors, problem solvers and visionaries (Blasé & Kirby, 2000, Sergiovanni, 2001). All of these roles must be fulfilled within a public landscape that is influenced by state accountability policies centered on high-stakes standardized tests (Thompson, 2001). In fact, the principal role for K-12 schools is defined by the standards-based movement. Research by Desimone (2002) has found that principals are effective at improving schools are leaders who are (1) inclusive and facilitative, (2) focused on

student learning, (3) efficient at managing and (4) skillful at garnering support and applying pressure to motivate others. But with the myriad demands on a principal, it is hard for them to focus on increasingly developing these capacities. In response, school and district environments are instituting professional development programs to encourage and support principal leadership. Such programs are creating opportunities for principals to increase their skills, be reflective of their practice, and learn from one another.

Research by Gray, Fry, Bottoms and O'Neill (2007) suggests that without a mentoring component, principals-in-training will reap limited benefits from their internship experiences. A greater investment in resources in the form of time, people and finances are essential for producing high quality school leaders that are able to facilitate the creating of effective learning environments. One method for supporting new principals in this effort is to provide opportunities for mentoring by an experienced peer. However, research by Gray, Fry, Bottoms, and O'Neill (2007) suggests that both informal and formal mentoring programs need to be knowledgeable about effective strategies for selecting and training mentors. Mentors will also need to undergo training to participate in mentoring programs for new principals so that they have clear understanding of the responsibilities they will assume and the role of documenting and evaluating their protégé's competencies. If schools are to have the benefit of higher-quality leadership that result in improved teaching and learning, a greater investment in resources that include time, people and finances on the part of the states, universities and school district are essential.

Defining Mentoring

Mentoring is a creative method of promoting professional development that encourages self-actualization and growth and focus on developing the whole person (Clutterbuck & Megginson, 1999; Talley & Henry, 2008). The role of the mentor in part is that of support but another aspect involves challenging the protégé to consider solutions to problems (Smith, 2007). The various aspects of the mentor's role is summarized by Smith (2007) a mentor is an advisor, critical friend, guide, listener, role model, sounding board, strategist, supporter, and teacher who questions, challenges productively, encourage risk taking, offer encouragement, provide feedback, promotes independence, and shares critical knowledge. Both mentor and protégé profit from the relationship in terms of increased satisfaction, knowledge, and wisdom (Talley & Henry, 2008).

Positive outcomes for protégés identified by Hansford and Ehrich (2005) include support, empathy, and counseling, sharing ideas, problem solving, professional development, and improved confidence. Their research suggests that mentors are able to cultivate leadership skills and bridge the gap between theory and practice. While mentoring focuses on individual growth, coaching is a performance-oriented job with specific performance objectives.

A range of definitions have been used in literature related to the research on mentoring programs and outcomes. Wanberg, Welsh and Hezlett (2003) pointed out that although there is a lack of definitional consistency, there is consistency in the general concept of mentoring, as least for traditional mentoring relationships. Most commonly

mentoring is considered an experience, well matched, respected professional who, after formal training, guides the professional development of a colleague new to the profession or position, using listening, coaching techniques, and other tools to build competence and confidence (Gray, Fry, Bottoms, & O'Neill, 2007). Regardless of how mentoring is conceptualized, scholars need to carefully consider how they operationalize the mentoring construct when involving participants and generalizing the results of their research. When studies do not provide precise definitions for mentoring constructs is difficult for researchers and practitioners alike to evaluate results as they relate their own contexts.

Mentoring for Business

Kram (1985) is a most often cited source for a definition of mentoring in the workplace. The traditional mentor is considered to be a senior individual who provides guidance and assistance to a more junior individual. Kram's research identified career and psychosocial functions as two broad categories of mentoring for protégés. Career mentoring functions involve specific mentor behaviors supportive of the protégé's career progress, which directly enhance the likelihood of the protégé becoming successful in his or her career. Whereas mentoring in the corporate world functions directly help the protégé becoming successful in his or her career, psychosocial functions are equally important because they offer more personal aspects of the mentoring relationship that tend to enhance a protégé's sense of professional competence and identity.

Examples of mentoring programs in the corporate world offer much insight into practice strategies for professionals in education. PricewaterhouseCoopers has one of the best-known mentoring programs within the consulting industry. The strategy they use for integrating new consultants is through the formal assignment of the new person, regardless of level, to a more senior consultant who is responsible for the new employee's initial orientation and coaching. A similar mentoring strategy used by Gartner Consulting assigns a new consultant to a "buddy" who is responsible for the initial orientation and socialization, and a "coach" who is responsible for formal guidance and coaching. In both cases, there may or may not be a preexisting relationship between the new employee and the advisor but there is a distinct hierarchical structure (Underwood, 2001).

In 1990, Gayle Holmes, the founder of MENTTIUM, a niche consulting firm, conducted her own research to discover why women were not reaching senior-level position in *Fortune*-ranked companies. As part of her research, she asked senior female executives to identify the key to their success in the attainment of top management positions. Holmes identified three critical factors: having a mentor or several mentors to provide guidance, on-going business education, and networking. This informal research became the foundation for the formal mentoring programs currently in place at MENTTIUM today. The executives at MENTTIUM considers the organization's strategic business and talent development goals, along with the current culture and practices, when implementing hierarchical or peer mentoring program. The three main formal mentoring programs offered by MENTTIUM include: MENTTIUM 100 ®,

MENTTOR™, and *circles*™. Each program was developed in response to MENTTIUM'S distinct business needs. The implementation of this ten step program spans over a year with *Fortune 500* companies that initiate and implement innovative mentoring solutions. P-Sontag, Vappie, and Wanberg Giscombe (2000) have found during their efforts to establish mentoring programs with *Fortune 500* companies that the use of an organization's resources, their sponsorship, and the priorities placed on mentoring female business leaders play a key role helping women advance through the glass ceiling. Dawson and Watson (2007) conducted mentoring research with both business and educational professionals and found that the initial relationship is formal, hierarchically based, tactically focused and could best be described as advisory or directive rather than mentoring. Results from their study further suggested that this relationship lasts between 3 and 4 years and involves a business mentor assisting the new employee in understanding the corporate culture, getting appropriate work supplies, completing required forms, getting placed on an initial project and guiding the new professional through recurring yearly actions such as performance appraisals. The relationship is tactical and is designed to enable the employee to quickly become productive. However, when an advisory relationship diminishes over time, it is not a sign of ill health but may be part of a natural separating.

Informal learning situations that involve mentoring relationships are often described as open-ended, with few time restrictions, no specified curriculum, no predetermined learning objectives, no external certification (Malcolm, Hodkinson & Colley (2003). From the theoretical perspective, location and setting are key parts of

authentic practice. It is the relationship between professional practices and setting that ensures successful learning with the context of informal mentoring programs. This assumption is based on the notion that effective learning through informal mentoring processes is mainly attained in informal settings using informal processes. However, this approach raises the possibility of effective learning through other more formal settings as well. Billett (2002) suggests that although mentoring may be considered informal in the context of a non-educational setting, these environments also have strongly formalized dimensions, which should not be overlooked.

As our review of business mentoring revealed, gender and race misunderstandings were frequently the source of incompatibility between mentors and protégés (Thomas, 1989, White, 1990). These problems highlight the need for planners of mentoring programs to be vigilant in the matching process so that cultural, racial, and gender factors are taken into account. Along with the dimensions of personality and professional ideology are also critical in the matching process of mentors and protégés within all professions such as medicine, business and education.

Mentoring for Teachers

Typical of theory underlying induction is Zey's (1984) mutual benefits model, drawn from social exchange theory. This model is based on the premise that individuals enter into and remain part of relationships to meet certain needs, for as long as the parties continue to benefit. Zey extended this model by adding that the organization as a whole (in this case the school) that contains the mentor and protégé also benefits from the

interaction. Our review confirmed, in educational contexts, that mentors, in particular, and protégés, to a lesser extent, consider reflection to be fundamental to the overall development of an educator. Reflection, which emerges as a positive outcome is unique to the education studies only. Schon (1987), a proponent of the reflective practitioner movement, suggest that the key to development for teachers lies in their ability to reflect on their own learning. This process is also called reflection in action. Schon (1983, 1987) maintains that the process or act of reflecting has considerable power in enabling a person to change his or her work practices, personal beliefs, or both. Thus, the mentoring process has been identified as a vehicle in facilitating reflection because it provides opportunities for mentors and protégés together and alone to reflect on their practice, reconsider what they are doing and why, and work toward improving their professional practice.

However, teaching has relatively high turnover compared to many other occupations and professions, such as lawyers, engineers, architects, professors, pharmacists, and nurses (Ingersoll, 2003; Ingersoll & Perda, 2011) and teacher turnover is especially high in the first years on the job. Moreover, the data show that beginning teachers, in particular; report that one of the main factors behind their decision to depart is a lack of adequate support from the school administration. These are the kinds of occupation ills that effective employee orientation and induction programs seek to address, and in recent decades a growing number of states, school districts, and schools have developed and implemented induction support programs for beginning teachers. Our background analyses of national data show that the percentage of beginning teachers

who report that they participated in some kind of induction program in their first year of teaching has steadily increased over the past two decades from about 40% in 1990 to almost 80% by 2008. By 2008, 22 states were funding induction programs for new teachers (Education Week, 2008).

The theory behind induction holds that teaching is complex work, that pre-employment teacher preparation is rarely sufficient to provide all of the knowledge and skill necessary to successful teaching, and that a significant portion can be acquired only while on the job (Feiman-Nemser, 2001; Ganser, 2002; Gold, 1999; Hegstad, 1999). Hence, this perspective continues, there is a necessary role for schools in providing an environment where novices are able to learn the craft and survive and succeed as teachers. The goal of these support programs is to improve the performance and retention of beginning teachers, that is, to both enhance and prevent the loss of teachers' human capital, with the ultimate aim of improving the growth and learning of students.

There is a growing consensus that high levels of teacher attrition, especially among beginners, are not cost-free. Teachers are an important resource, their production, training, and recruitment all entail costs, and the performance of newcomers improves if given sufficient time is not as high as that of veterans. As a result, in recent decades a growing number of states, school districts, and schools have developed and implemented induction programs for beginning teachers. The objective of these support programs is to improve the performance and retention of beginning teachers, that is, to enhance, and prevent the loss of, investments in teacher's human capital.

Overall, the studies that have been reviewed provide empirical support for the claim that beginning teachers who participated in some kind of induction had higher satisfaction, commitment, or retention. Likewise, for teachers' classroom practices, most of the studies reviewed showed that beginning teachers who participated in some kind of induction performed better at various aspects of teaching, such as keeping students on task, developing workable lesson plans, using effective student question practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management. Finally, for student achievement, almost all of the studies reviewed showed that students of beginning teachers who participated in some kind of induction had higher scores, or gains, on academic achievement tests (Ingersoll & Strong, 2011).

The Need for Mentoring for New Principals

Like classroom teachers, mentoring during induction is critical for supporting new principals to perform effectively in their roles as educational leaders. In the pressure of high-stakes testing accountability environment, the K-12 principal must not only know administrative theory, but is often held accountable through state accountability systems to demonstrate educational standards as identified in written mandated state standards of administrator performance. The standards have served as benchmarks of accountability, but the challenge for leadership preparation programs is to increase practitioner oriented to the principalship (Thompson, 2001). The shift that has occurred from highly centralized education systems towards school-based management has bestowed upon

principals new opportunities for operational discretion in the running of schools (Hess & Kelly, 2005), but also new demands of autonomy, efficiency and accountability (Wildy & Louden, 2000). Most recently, standards-based initiatives for educational leaders have led to developing written standards, such as the Interstate School Leaders Licensure Consortium (ISLLC), formed in 1994. The Interstate School Leaders Licensure Consortium (ISLLC) standards have as a primary objective to strengthen school leaders by improving preparation programs, by upgrading professional development for school leaders and by creating a framework of accountability for evaluating candidates for licensure (Murphy, 2001).

Another accountability initiative is the National Council of Accreditation for Teacher Education (NCATE), which includes standards for administrator leadership program (Hoyle, 2001). The Interstate School Leaders Licensure Consortium (ISLLC) and the National Council of Accreditation for Teacher Education (NCATE) standards were incorporated into the Educational Leadership Constituent Council standards (ELCC) and became effective in evaluation university preparation programs seeking NCATE accreditation as of January 2002 (Wilmore, 2002).

Principals are confronted regularly with the challenges of providing both strong and shared leadership; using resources effectively while working collaboratively; being responsible for decisions made by or with others; and being responsive to local needs within a framework of system priorities (Wildy & Louden, 2000). Indeed, Day, Harris, and Hadfield (2001) have suggested that it is dilemmas and tensions that encapsulate much of what is problematic about school leadership. Having access to a mentor is

opportunity for the new principal to share their concerns and finding a proper balance between the complexity of the principalship and life outside of the schoolhouse.

While mentoring programs have been established for quite some time for teachers, programs for school leaders are few and far between (Woods, Woods & Cowie, 2009). The job of the mentor appears to be one that will continue to play a visible role in future schemes designed to improve the quality of educational personnel in general. For the most part, these efforts have been directed toward assisting classroom teachers to become more effectively socialized to the world of schools during the earliest phases of their professional careers. During the past 10 years, 32 states have also enacted laws and policies that now call for support programs designed to assist school administrators as well. Although, there is value to providing mentoring, or peer coaching, for veteran principals, all of the mandated administrator mentoring programs are designed for individuals in the earliest stages of their work lives. An emphasis has been placed on efforts to find strategies for preparing school leaders that go beyond traditional university-based programs, there is a corresponding awareness that mentoring is an important practice with implications for the ways in which aspiring and beginning principals and other administrators might enjoy more successful socialization and transitions from the world of teaching to the world of administration (Daresh, 2004).

Daresh (2004) emphasizes that mentoring has at least two potential applications to improve the ways in which people become effective school administrators. The first of these is related to the identification of individuals who would serve as appropriate role models and guides for beginning administrators. It is critical that a mentor would be able

to provide feedback to the novice principal concerning the extent to which they have been able to master the traditional skills associated with effective performance in administrative roles. Secondly, the mentor for the novice administrator is found in its application to personal and professional formation. This is a time when the novice administrator considers one's personal commitment to the role of educational leader, and to decide the extent to which one is willing to make the changes that may be necessary to become an effective administrator. It is also a time when one reflects on one's personal definitions, sense of self, and moral and ethical stances regarding important educational issues.

The idea of mentoring and coaching for principals is not a new concept. Daresh (2001) suggests that effective mentoring programs that are developed to support instructional leadership among novice principals requires an investment of time by both the protégé and mentor, mentor interactions that support effective protégé practice and goals that promote professional development for both mentor and protégé. Additionally the research by Moir and Bloom, (2003) found that investment in relationships is the key factor that most contributes to coaching effectiveness.

Coaching is a process used by mentors to foster reflective dialogue that is vital to the adult learning process. When a mentor is in presence, the chance for reflective dialogue exists. Creasap (2003) supported the benefits of sustained reflection on the professional growth of an early career principal. Hopkins-Thompson (2000) also identified the importance of establishing clearly defined program goals and fostering communication skills that allow mentors to provide protégés with supportive feedback. In

addition, she recommended that effective mentoring programs secure support from the organization where protégés are employed, devise a selection process that matches mentors with protégés, and trains program participants to engage in collaborative exchanges that promote introspection about their leadership skills and behaviors.

Research conducted by Fink and Resnick (2001) identified attributes similar to those of Daresh (2001) and Hopkins-Thompson (2000) when studying successful principal mentoring programs as one component of the successful school reform efforts undertaken by Community School District 2 located in New York City. The success of support programs for new principals like those found in New York City's Community School is dependent on competent mentors. Quality mentors are those experienced principals who can provide day-to-day feedback and coaching techniques that will help interns transition from the role of classroom teacher (or other roles) to that of school leader.

Value of Mentoring Programs for Corporate and Educational Leaders

The advantages of formal mentoring programs for new and experienced school principals are well-documented and have been conceptualized according to several theoretical frameworks (Alsbury & Hackman, 2006; Allen, Eby & Lentz, 2006b). For example, the work of Leithwood, Begley and Cousins (1992) suggests that one of the advantages of formal principal mentoring programs is that they promote the cognitive development of educational leaders. In this context, mentors provide leadership development by modeling about the ways that effective leaders think, make decisions,

and solve problems. Thus, a reasonable framework for examining principal mentoring might be through the lenses of those who would identify the mentor's role as a guide to cognitive development by novice administrators. In this perspective, the role of the mentor is best described as someone willing to assume the challenge of assisting another in the formation of ideas and patterns of thinking (Daresh, 2004).

Another important benefit of formal mentoring programs for principals is that they not only guide the individual administrator but also serve to improve organizational practice. This perspective has its traditional advocates in the world of business management (Kanter, 1977). Here mentors are best viewed as individuals who will assist others in achieving their goals by ensuring that those who work are guided in positive career paths. Several articles have suggested that mentoring may help professionals such as principals learn to cope with stressful change situations in organizations. For example, research by Kram and Hall (1989) and Scandura and Siegel (1995) concluded that mentoring could improve adjustment to organizational change by helping employees learn skills associated with adaptability, flexibility, and coping with uncertainty.

Studies focused on formal mentoring indicate that a single, traditional mentoring relationship can no longer meet the learning needs of employees facing diverse and dynamic organizational contexts and careers (Sosik, Lee & Bouquillon, 2005). For example, Eby (1997) points out that in the context of organizational transitions, individuals need to develop a diversified set of skills that will enable them to be marketable as a job related skill and career- related skills to their organizations. She offered a comprehensive typology of alternative forms of mentoring, which include intra-

team mentoring, inter-team mentoring, coworker mentoring, manager-subordinate mentoring, hierarchical mentoring, external collegial peer mentoring, internal and external sponsor-protégé mentoring, and group professional association mentoring. de Janasz, Sullivan, and Whiting (2003) suggested that executives need multiple mentors to address three critical career competencies: people's beliefs and identities, knowledge and skills, and networks or relationships with people. Individuals may need a diverse network of mentors inside the organization, members of professional organizations, executive mentors, friends and coworkers to assist them in continuous learning and development of new expertise.

Hamilton and Scandura (2003) have discussed , e-mentoring, a newly emerging form of mentoring, which establishes supportive relationships through the use of the internet to address barriers to traditional face-to-face mentoring as a result of non-traditional work environments outside the four walls of the organization. They explained how e-mentoring may enhance task and personal learning in several ways. First, electronic communications may enable more honest feedback and openness in sharing information than face-to-face communication. Second, it can facilitate the management of a network of mentors or help a team leader support the learning among team members. Lastly the benefit of e-mentoring is that mentors and protégés can utilize computer technology to more effectively shared information on the interpersonal and organizational aspects of their jobs, thereby enhancing the learning process in the relationship.

Limitations of Mentoring Programs

Although numerous advantages and benefits have been identified in relation to the use of mentoring programs for supporting the growth of school principals in their profession, there are some shortcomings to this practice. Some of the limitations to a mentoring program include sustaining focus, availability of resources to enable continuing program development, restriction of programs to limited populations, inadequate preparation of mentors and those who are mentored and most significantly, a tendency among administrators to lose sight of mentoring as an important support system (Daresh, 2004).

Through the research of Ragins and Kram (2007) it has been addressed that all development initiatives bring with them their own set of challenges. In the mentoring process, clients experience challenges that fall into two categories: organizational issues and participant issues. Organizational challenges typically surface when leaders fail to position mentoring as a key initiative of their employee developmental strategy, when they attempt to use it as a onetime fix, especially for diversity applications, or when they do not provide the resources needed for sustained effort. Research indicates as noted by participants that the top-two reasons partnerships can fail are lack of commitment on the part of the mentor or protégé and misaligned expectations on the protégé or mentor. One of the most difficult philosophical issues for protégés, mentors, and program administrators is the idea that the development agenda should be driven by the protégé. Assessing one's skills, knowledge, and abilities is a learning process in and of itself. Mentoring is not a stand-alone process. It is one option in an organization's employee

development strategy. It is best utilized in conjunction with other strategies, such as assessment of current strengths and development needs, challenging experiences, and supportive environments (Van Velsor & McCauley, 2004). However, when these experiences are not available principal mentoring programs are less effective.

Value of Principal Mentoring Programs

Assisting leaders is viewed as an important part of ensuring that schools can be made more effective. A strategy frequently proposed for supporting principals and other educational leaders has been the initiation of mentoring and peer coaching programs (Crow & Matthews, 1998). Effective mentoring results from a deliberate process designed by the university and the school district to provide real-world leadership experiences for aspiring principals. These experiences challenge interns to translate professional standards into everyday practice and to meet rigorous expectations and program requirements by experiencing the actual responsibilities of a school leader. An effective mentoring process ensures that each intern is provided a range of experiences and coaching to develop the critical competencies needed to work with faculty and the community to create a high performance learning environment (Gray, Fry, Bottoms & O'Neill, 2007).

Professional standards for educational administrators set the bar for what principals must know and be able to do to improve teaching and learning. Standards build around research-based competencies that are known to improve student learning can produce leaders who know how to support teachers, manage curriculum and

instruction to promote student achievement, and transform schools into more effective organizations that foster powerful teaching and learning for all students (Davis, Darling-Hammond, La Pointe & Meyerson, 2005).

While it is not unusual for teachers to be involved in mentorship and induction programs (Maroney, 2000), planned induction programs for new principals are less frequently found in school organizations today (Woods, Woods & Cowie, 2009). However, in recent years, the value of mentorship and coaching programs for principals has become nationally and internationally recognized (Spiro, Mattis, & Mitgang, 2007). Woods, Woods and Cowie (2009), in a study of Scottish principals, highlighted the importance of support and mentorship of the new principal. Similarly, in Canada, Sackney and Walker (2006) observed without such support systems; early career principals find it difficult to survive the multifaceted complexities of school leadership. Combining coaching with mentoring, develops competency by building individuals and team learning capacity (Robinson, Horan, & Nanavati, 2009); it also supports job-embedded, result-driven professional development that is specific to context (Nishimura & Shape, 2007).

For school to ride the waves of reform requires skilled, competent, and stable leadership. Support for school leaders in the form of mentoring, coaching, and peer networks is therefore imperative (Canales, Tejeda-Delgado, & Slate, 2008). Internships must be managed by professional practitioners who have the knowledge, time and commitment to determine whether aspiring principals are engaged in a rich set of experiences that enable them to develop their leadership competencies. Good mentors

are the key and they can provide the day-to-day feedback and coaching that will help the intern's transition from the role of the classroom teacher or other roles to that of school leaders. Mentors know how to structure opportunities for the protégé to solve a range of school problem, first through observing and participating and then by actually leading teams in identifying, implementing and evaluating improvement interventions. Skillful mentoring helps interns shape beliefs about whole-school change, students' capacities to learn, relationships with staff and community members, and ethical leadership practices (Gray, Fry, Bottoms & O'Neill, 2007).

Daresh (2003b) suggests that individuals who have been protégés in formal mentoring programs have identified at least five major benefits derived from their involvement. Protégés report that they feel more confident about their professional competence. He further stated, a protégé's feeling of success and self-esteem related to the principalship is dependent on the amount of ongoing support mentors are able to supply.

When experienced colleagues begin to invest their limited time and attention to ensure long-term success by inexperienced colleagues, a strong message is sent that organizations truly see great potential in beginners; they are worth it. Daresh (2004) asserts that mentoring programs assist newly appointed school principals to begin to see "daily translations of educational theory into daily practice" (p. 504). Having a mentor who already speaks the language of school administration as an ally ready to interpret real-world problems allows the novice to begin to understand subtle relationships

between what was learned in books with what now must be learned through daily interaction with parents, teachers, staff and students.

Communication skills by beginning principals are often said to be increased through mentoring schemes. Regular interactions between experienced and inexperienced administrators bring about a sharing of views often not seen in settings where principals work in isolation from their colleagues (Forret, Turban, & Dougherty, 1996). Mentoring programs brings about discussion concerning a wide array of issues of concern to mentors and protégés, collegiality begins to develop.

Through a mentoring program protégés have the opportunity to learn some of the tricks of the trade from colleagues. Finally, mentoring makes people feel as if they belong in their new settings. The fact that another, more experienced school administrator engages in behavior that signals care about another's personal and professional well being is a powerful statement that suggests that a newcomer will be taken care of in the school. Mentors can provide support by enabling inexperienced principals to feel a sense of comfort when moving in a new direction. Having an advocate and supportive colleague may enable a new principal to take risks that might otherwise be ignored. This notion is supported by Wasden (1986) who suggests that

The mentor is a master at providing opportunities for the growth of others, by identifying situations and events which contribute knowledge and experience to the life of the steward. Opportunities are not happenstance; they must be thoughtfully designed and organized into logical sequences. Sometimes hazards are attached to opportunity. The mentor takes great pain to help the steward recognize and negotiate dangerous situations. In doing all this, the mentor has an opportunity for growth through service, which is the highest form of leadership (p.17).

Mentoring is viewed as a key part of individuals becoming effective leaders and also as a part of socialization to leadership roles. This perspective is most clearly the basis of work carried out by Daloz (1999), and many others who see the value of mentoring as a way to guide individuals in their assumption of new roles, new job identities, and organizational expectations. It is also an effective approach to acquiring new knowledge, skills, and behaviors needed to achieve career success and personal satisfaction. This frame was selected as most appropriate because of its parallel with the identified needs of individuals as they engage in transformation from one education role to another.

Informal vs. Formal Principal Mentoring Programs

Informal Programs

Rather than setting up formal mentoring programs, which can be time consuming and expensive and depend on careful matching of mentor to protégé, districts can promote principal collaboration and collegiality to form informal support networks. For these types of networks, it requires creating a district climate of trust and culture that focuses on resource sharing rather than interschool competition. Such a culture can only be achieved when there is a holistic focus on district-wide achievement rather than comparison between schools. In the area of mentoring, districts must first ascertain the fields in which their administrators need development (Duncan & Stock, 2010).

Unlike formal mentoring programs, informal mentoring just happens. There are no set agendas, meetings to attend, just two people who are compatible who have a

common interest, share ideas and learn from each other. One takes on the role as the mentor or teacher and the other acts as the student or the protégé (Lynn, 1998). Eby and Lockwood (2005) argued, however that formal mentoring relationships serve a ‘different purpose than informal mentorships’ (p.455) and thus have unique benefits. Formal programs provide the opportunity to be exposed to a high level leader outside of one’s regular network. Thus, the challenge is not to somehow combine informal and formal learning, for informal and formal attributes are present and interrelated, whether we will it so or not. The challenge is to recognize and identify them, and understand the implications (Malcolm, Hodkinson, & Colley, 2003).

Formal Programs

Mentoring programs can have very specific goals or purpose, such as transferring technical knowledge, advanced career goals, learning management savvy or addressing performance deficiencies. At other times, the goals and objectives are less structured and are determined by the mentor and protégé as the mentoring unfolds. For the purpose of this study I will be reviewing the avenues that are suited for mentors to be used in an educational setting, preparing the new principal.

When implementing a mentor program Lynn (1998) suggest that formal mentoring implies an expectation. The expectation needs to be clear for both the mentor and the protégé. Otherwise it is easy at the end of the mentoring cycle to feel that the process was a waste of time. It was also noted by Lynn (1998) that formal mentoring programs need regular reminders and pick-me-ups to keep the people focused and motivated. Energizing the mentoring process through posters, newsletters, emails and

Webinar are useful tools to keep the momentum of the mentoring process alive. Through formal mentoring, doors are open to people who may not normally be mentored through informal channels.

Formal mentoring programs have been identified as one method for building leadership capacity by helping pre-service and in-service principals overcome the barriers that have contributed to the current and project principal shortage. Jackson and Kelley (2002) further argue that pre-service leadership programs provided by universities should consist of internships with formal mentoring to support novice leaders to learn the practical and necessary skills required of the job in the context of a supportive and developmental relationship. The increased numbers of school administrators opting for retirement indicates that public schools must be prepared to move aspiring school administrators into the leadership roles vacated by retirees (Hansford & Erich, 2006). This fact, combined with the ever increasing complex leadership tasks that building principals are required to undertake has suggests a need for a new group of instructional leaders who “hit the ground running” when assuming these leadership roles (Spiro, Mattis & Mitgang, 2007). Many studies (Moir & Bloom, 2003) have found that one of the most effective ways to prepare and support principal in their careers is to provide a mentoring program. Providing new principals with mentoring support early in their careers will help them to more efficiently translate learned theory into practice (Alsbury & Hackmann, 2006). Experience guiding schools in the implementation of sound instructional practices is a critical leadership skill that principals must acquire early in

their careers to better ensure that their students meet important district, state and national achievement goals (DeVita, Colvin, Darling-Hammond & Hancock, 2007).

One of the most common recommendations for formal mentoring programs is that participants should receive training prior to the start of the mentorship, but training does not occur as a natural part of the informal mentoring process. Practitioners typically suggest that formal mentoring programs be designed so that participation is voluntary and participants are given some voice as to who will be their mentoring partner. Research regarding voluntary participation in the training domain has shown that employees given a greater degree of choice regarding whether or not to attend training workshops had greater motivation and satisfaction than did those given less choice (Mathieu, Tannenbaum, & Salas, 1992). In addition, providing more input into the mentoring process gives the mentoring participants more control. This is important in that perceived control has been related to favorable employee job attitudes such as perceptions of fairness and job satisfaction, better job performance, and enhanced self-esteem (Terry & Jimmieson, 1999). One critical ingredient necessary for the success of these programs is the participation of mentors who are committed to their protégés and to the mentoring relationship (Ragins, Cotton, & Miller, 2000).

Formal mentoring can prove to be fruitful if the organization has specific goals in mind for launching the mentoring programs. Mentoring is an opportunity to honor the human factor in business and holds sacred the magic that can occur when people touch the human spirit to bring out the best in one another (Lynn, 1998). Because administrators' time constraints can be diminish the effectiveness of mentoring programs

(Daresh, 2004), it is vital that programs maintain a focus on high-quality activities that are perceived and identified as promoting protégés professional growth, rather than activities that are of marginal usefulness.

Formal Principal Mentoring Programs in United States

A range of principal mentoring programs have been established in the United States. For example, in 1994, Albuquerque Public Schools created the Extra Support for Principals (ESP) program to support new principals employed in their district by matching experienced principals with newly appointed principals (Malone, 2001; Weingartner, 2001). The Southern Regional Education Board's (SREB) Leadership Academy created a mentoring program for principals by assigning mentor coaches to teams of district administrators (Crews & Weakley, 1996). In Santa Cruz County California, the "Growing Your Own" mentoring program was established to support assistant principals' efforts with mentors who were experienced building principals. These mentoring programs and other emphasize collaboration aimed at producing qualified leaders for public schools across the U.S. (Bloom and Krovetz, 2001).

The Texas A&M Principals Center has designed and implemented several training initiatives that provide mentoring for novice school principals such as School Leadership Initiative Program, the Richardson Mentor Program and the Aspiring Principal Program (Zellner & Erlandson, 2002). The Iowa Administrator Mentoring and Induction (IAMI) program was a two-year pilot program encompassing the academic years 2002-2004, funded through a \$350,000 grant from the Iowa Department of Education. Participating

partners included the School Administrators of Iowa, which is the state's professional organization for building and district level administrators, and the 15 Area Education Agencies, which are the intermediate school agencies within the state. The program was intended for superintendents and principals who were completing their first years in leadership positions. The program established specific goals that included the strategic recruitment, selection, and pairing of mentors with novice administrators, a comprehensive training program for mentors, development of training materials, and ongoing program assessment (Alsbury & Hackmann, 2006). A cooperative project between Iowa education agencies and the University of Iowa's College of Education paired experienced principals and other district administrators with students working toward masters degrees in educational administration (University of Iowa, 2004).

In Washington School District, specifically Edmonds, The Washington Leadership Institute was developed to address the challenges and demands on the leader. This leader require a substantial support systems of professional development not only to hone leadership skills but also to sustain the energy of principals in an increasingly, stressful environment. The Institute developed principal-focused component for building and sustaining principal leadership. The Institute was designed with the overarching value of developing a culture of collaboration, such a culture being viewed as vital to sustaining school leaders during this period of school reform and increasing pressures from the public for school accountability. The Institute incorporates two major programs; a mentoring program for leaders new to their roles within the District, and a broader program of professional development for all current administrators. Both programs

provide a balance of opportunities for administrators in three essential areas of school leadership; content, interpersonal skills and personal growth. The principal mentoring program provides direct support to new principals and assistant principals through a matched mentor program, monthly group seminars and a yearly retreat. These are just a few examples of the many principal mentor programs targeted at professional development activities for both novice and experienced principals that are emerging across the United States (Mullen & Cairns, 2001).

The National Association of Elementary School Principals (NAESP) (2001) has recommended education agencies at the local, state and district levels provide professional development opportunities which include mentoring and coaching to support elementary and middle school principals during their first year as new school leaders. The Peer Assisted Leadership Service (PALS) program that was developed by NAESP in 2003 is a national effort that trains retired and active seasoned professionals to provide a crucial support system, advice and counsel to aspiring, new, and experienced elementary and middle school principals. The Peer Assisted Leadership Service (PALS) is a National Principals Mentoring Certification Program where experienced principals receive training to become certified mentors (NAESP, 2004). The program experienced a name change in 2007 to Peer-Assisted Leadership Services and finally in 2009 to the NAESP National Principals Mentor Certification Program which is its title today. Mentor certification begins with principals attending a two and half-day Leadership Immersion Institute (LII). Participants explore the theoretical foundations of adult development, adult learning, and mentoring. Once grounded in these theoretical foundations, the

participants learn various practical techniques and strategies of the mentoring relationship under the guidance of the LII training team. Future mentors also learn how to create models of instructional leadership that are consistent with professional standards necessary to address the leadership needs of newly assigned principals. After initial training, intern mentors under the supervision of a trained coach, choose a protégé, engage in effective listening and questioning strategies, and provide guidance and support to the new principal. Mentors-In-Training (MIT) interns interact with coaches and other interns through electronic bulletin boards, chats, and threaded discussions, as well as periodic portfolio submissions.

Since the NAESP mentoring program began in 2003, it has incorporated strategies and standards that represent the continuously changing climate and expectations of the principalship. The ongoing support and engagement of the certified mentors with NAESP has also ensured that their work in the field with new administrators is a strong comprehensive program. Ongoing feedback from mentors, protégés, and school districts have provided a large data-base of information that makes this program relevant, aligned with current practice, research and standards, and flexible enough to quickly respond to needs of principals in the field.

Currently, NAESP is working with New York City Leadership Academy to enlarge its national cadre of mentors and provide an enhanced tier of mentor development using the Leadership Performance Planning Worksheet and Facilitative Competency Based (FCB) coaching training. The additional training in fifteen Dimensions of Leadership will be available to certified mentors in 2010-2011 for a Tier Two Training.

The training is based on a New York City Leadership Academy project funded by the Wallace Foundation which has demonstrated student achievement results through a strong, embedded mentor program preparing aspiring principals in the New York City Schools. It will include participation in a research project to assess the connection between sustained, effective mentoring, principal leadership, and high quality coach training with improved student achievement in schools being led by novice, newly assigned, or turnaround principals.

NAESP recognizes that there is a significant linkage between school leadership and student outcomes and the mentor program reinforces the urgent need of providing early career principals with leadership development and support. Leveraging our knowledge, experience, and direct connection to principals from around the country enables NAESP to be a leader in supporting and advocating for those committed to students and the overall success of the profession (Scott & Riley, 2011).

The benefits of NAESP's National Principals Mentor Certification Program is supported by Hansford and Erich's (2006) research which suggests that principal mentoring can be a source of needed professional development and support for principals regardless of the developmental stage of their administrative careers. Aspiring principals engaged in internship experiences during university preparation are considered in the pre-service stage, while first year principals are considered to be in the induction stage of their administrative careers. Like with experienced teachers, in-service is a descriptor used to characterize the career phase for veteran principals.

Gray, Fry, Bottoms and O'Neill (2007) have recommended a comprehensive mentoring program to support the internship activities for pre service principals. Their research suggests that principal preparation programs must provide formal mentoring program that use experienced mentors to support the challenges interns are likely to experience in real-school situations. The overarching goal of principal preparation mentoring programs is to provide interns with school-based, clinical experiences that allow them to practice implementing research-based instructional leadership skills that have been linked to improved student achievement.

Beginning and more established principals emphasize the value of interaction, collaboration, and peer networking with leaders from other schools as sources of practical advice and information, brainstorming, and examples of positive change. Socialization of principals to new contexts and new skills is integral to their effectiveness (Duncan, 2009; Woods, Woods, & Cowie 2009). For instance, school principals in Brady's (1993) Australian qualitative study noted cross-fertilization of ideas as being a beneficial outcome of mentoring. Additionally the research of Hansford and Ehrich (2006) identify the receiving of support, empathy and counseling as a beneficial outcome arising as a consequence of participating in a mentoring program.

Indicators of Effective Formal Mentoring Programs for New Principals

The perception of mentor benefits may be related to the method used to match the mentor and protégé. Mentoring programs vary in the amount and form of participation in the matching process (Finkelstein & Poteet, 2007). Allowing the mentor to have a say in

the selection process, rather than simply having a third party make the mentor-protégé assignments, provides the mentor with more control over the relationship (Allen, Eby & Lentz, 2006b) and may increase the probability that more benefits will be derived from the program (Lee, Dougherty & Turban, 2000). The ability to be able to choose a protégé who is perceived to be compatible, and who shares similar interests, goals or background with the mentor should make communication easier and the relationship more enjoyable (Lee, Dougherty & Turban, 2000; Roberts & O'Reilly, 1979). Furthermore, recent research has shown mentor input to the matching process perceived the mentoring relationship to be of higher quality and provided greater career mentoring (Allen, Eby & Lentz, 2006a). Overall, having input to the matching process should increase the likelihood that mentors should derive more benefits from the experience.

Training veteran school administrators to provide mentoring support to new principals has been identified as an effective leadership practice by the literature (Chapman, 2005). Multiple studies suggest that one of the most important components for principal mentoring programs is the development of a supportive mentor-protégé relationship (Browne-Ferrigno & Muth, 2004). Mohen and Machell (2005) maintain that supportive relationships when mentors and protégés engage in reflective conversations about professional practices and expected roles of the principalship are beneficial to both parties. The literature further suggests that effective mentors also recognize that new administrators are extremely busy and that a protégé time for engaging with mentors is limited (Alsbury & Hackmann, 2006). Daresh (2004) suggests that mentoring programs maintain a focus on high quality activities that are identified and perceived as promoting

protégé professional growth, rather than activities that are unrelated to their professional contexts and are recognized as of marginal usefulness. Ackerman and Maslin-Ostrowski, (2004) found that leadership loneliness and burnout is widespread in the current culture of high-stakes testing, accountability demands, and shifting reform. They identified the common fear of inadequacy among instructional leaders but noted that such fears were rarely acknowledged in public. When internalized these fears may lead to stress, disillusionment, loss of motivation, and stagnancy. It is important that mentoring programs address these uncertainties and proactively seek solutions to reduce protégés feelings of inadequacy during their new experiences as educational leaders. Mentors can provide intraprofessional support that frequently contributes to career success and the development of leaders when involved in mentoring programs designed to expose potential candidates to the challenges of the job, address their fears and assist them in understanding their own particular capacities to lead.

An important outcome of mentor-protégé relationships is veteran administrators acting as mentors also realize an increase in their leadership capacity (Browne-Ferrigno & Muth, 2004; Mullen, Gordon, Greenlee, & Anderson, 2002). Under a mentorship model, a more experienced principal mentor, who provides supportive supervisions, guides new principals as they learn to handle the day-to-day challenges of the principalship. Mentors give professional advice, help their less experienced protégé solve complex work problems, advocate on their behalf, and serve as partners in processing situations and experiences (Hopkins-Thompson 2000; Malone 2001; Sheets, Young, & Kesner 2003). For example, NAESP mentors experience a deeper

understanding of professional practice when engaged in reflective discussions that help guide protégés toward professional practices that best address the leadership issues they face as new principals (NAESP, 2001). Researchers have found that mentors and protégés alike are provided with an incredible opportunity for leadership capacity building when engaged in collaborative problem-solving activities (Browne-Ferrigno & Muth, 2004). The mentor-protégé relationship that emerge from mentoring programs are part of larger professional communities of practice that have been identified as critical for steadily improving the performance of both new and experienced school administrators (Lave & Wegner, 1991).

A cohesive network of support can be developed through mentoring relationships (Talley & Henry, 2008). For example, a mentor may help acculturate a new principal to the norms and values of the organization or act as a listener and guide. Those with a greater self-awareness of them are likely to be more receptive to others' feedback and make efforts to improve their relationship with others. More self-aware mentors may be able and willing to modify their behavior in responses to protégé needs and in so doing foster higher quality exchange (Godshalk & Sosik, 2000).

Crow and Matthews (1998) suggest that input by both mentors and protégés is a necessary element for establishing effective mentoring relationships. Their research indicates that the ideal mentor-protégé match occurs when professional goals, interpersonal styles, learning needs, and other variables are considered prior to establishing the mentor-protégé relationship. However, the process required to establish mentoring relationships based on these personal characteristics will involve mentors and

protégés engaging in preliminary discussions that offer input to guide the matching process. Alsbury and Hackman (2006) research states that mentoring is more productive for protégés when the mentoring relationship is established at the beginning of the school year. Their research indicates that the input from mentors and protégés be considered early on to guide the creating of effective mentoring-protégé matches.

Mentor and protégé mismatches in terms of values, personalities, and work styles have been identified as barriers to relationship effectiveness by protégés and mentors (Eby & Lockwood, 2005). On the other hand, there may also be value in matching individuals who are dissimilar on some characteristics. For instance, Eddy, Tannenbaum, Alliger, D'Abate, and Givens (2001) note that organizations often match formal mentors and protégés from different departments or business units in an effort to enhance ones learning, an opportunity to conquer a challenge. It is important to note that Kram (1985) advocates the development of complementary relationships that respond to the needs of both mentor and protégé. The close relationships literature also discusses the importance of mutuality, where both partners gain from the relationship and complement one another rather than demonstrate high similarity (Levinger, 1983).

Mentor Commitment

Mentor Commitment has been discussed as the key to the success of formal mentoring programs (Zachary, 2000). In the context of formal mentoring for novice principals, mentors are successful principals who are committed, willing and able to invest sufficient time and effort to develop the next generation of educational leaders

(Crow & Matthews, 1998). Researchers Gray, Fry, Bottoms, and O'Neill, (2007) suggests that good mentors are those who have the knowledge, time and commitment necessary to guide aspiring principals through a set of rich experiences that enable them to develop their leadership competencies. A key factor in defining Mentor Commitment is the time that mentors spend devoted to interacting with their protégés (Alsbury & Hackman 2006); Allen & Eby, 2008). For example, the time experienced principals spend voluntarily engaged in training activities to learn effective mentoring skills is a good indicator of the level of Mentor Commitment they bring to the mentoring relationship (Crow & Matthews, 1998). Mentors also open the doors to authentic learning by providing a problem-focused internship experience. The challenge for mentors and their school districts is to provide opportunities for an intern to develop competence in leading change and solving actual student achievement problems of the school within the scope of the internship and prior to administrative licensure (Gray, Fry, Bottoms & O'Neill, 2007).

Eby and Lockwood (2005) reported that unmet expectations and mentor neglect, both of which may stem from lack of Mentor Commitment, were two of the most commonly reported problems among protégés participating in formal mentoring programs. Because mentors may be coerced or reluctantly recruited into participating in formal mentoring programs, there may be a considerable variation the commitment of mentors within formal programs (Ragins & Cotton, 1999). Research conducted by Allen, Eby and Lentz (2006b) concludes that nonvoluntary participation on the part of the

mentors may reduce their willingness to mentor others in the future. Thus voluntary participation may attribute to retaining willing mentors within a program across time.

Mentor Attributes

Certain behaviors have predicted whether principals would make good mentors. For example, Daresh and Playko (1990) suggested several characteristics that mentors should have that included demonstrating leadership qualities, communication well with others, being able to think outside the box and being risk-takers.

Clutterbuck (1987) noted that the greatest number of rewards for mentors is found in the area of increased job satisfaction. Mentors find that grooming a promising new administrator is a challenging and stimulating personal experience, particularly if the mentor has reached a point in his or her own career where a lot of the earlier excitement is disappearing. Mentors often find that their service in this capacity is an opportunity to be reenergized in the profession. An example of this can be found when the protégés are successful and perform their jobs well. Mentors have reported a sense of satisfaction in seeing the values of culture of a school handed over to a new generation. Mentors have also indicated that the mentoring experience is worth it because they get increased recognition from their peers (Daresh & Playko, 1993). This is demonstrated when mentors have identified and tapped talented teachers and other staff members in their schools to consider careers as school administrators. Finally, mentors also indicate that they find satisfaction in their role because it gives them opportunities for personal career advancement. A major payoff is found in the way mentors benefit from the energy and

enthusiasm of their protégés. By allowing protégés to add their own insights into the ways the organizational problems are addressed, mentors receive new ideas and perspective. Mentors who are attentive to the potential of the protégés are able to capitalize on a new source of knowledge, insight, and talent. This in turn may translate into the mentor's own professional growth and advancement.

Hallinger's (2003) study of the conceptual understanding of instructional leadership interprets the instructional leadership model as being somewhat more top-down, with an emphasis on coordinating and controlling others. However, others such as Spillane, Diamond and Loyiso (2003) suggest that protégés should be mentored to seek distribution of leadership and develop expertise to empower others to change, learn and build capacity. They argue that school leadership is best understood as a distributed practice, stretched over the school's social and situational contexts. 'It is not simply a function of what a school principal, or any other individual leader does' (p 535). Spillane, Diamond and Loyiso (2003, p 542) 'speculate the view that educational leaders who cannot promote leadership capacity with others will not be very successful'. This distributed perspective leads into the crucial issues of creating a professional learning community in the school and of inducing an ethic of inquiry among staff as an enduring professional necessity. For example if the district decides to adopt new literacy materials at all the elementary schools, the adoption is supported with professional development activities for principals held in conjunction with training for teachers. Conversations around the literacy adoption aimed to deepen principal understanding about effective

reading instruction, effective supervision techniques for teaching instruction, and building-level staff development to support improved instruction.

Grossman, Wineburg, and Woolworth (2001) define a professional learning community as having two distinct aspects. It must be concerned equally with student learning and teacher learning. The challenge, they maintain, is to 'heed both aims simultaneously; to maintain a focus on students while creating structures for teachers to engage as learners with the subject matter they teach' (p.951). The fact that all successful strategies are socially based is reinforced all the time when professional learning communities are developed that were not there before (DuFour, Eaker, & DuFour, 2005). Kanter's (2004) research identifies collaboration as one of the three key elements in confidence and winning streaks. The other two elements are accountability and initiative, both of which are reinforced by collaboration.

Matching Mentors with Protégés

While the literature on mentoring places great importance on matching the protégés needs with a mentor's strengths, this relatively minor consideration, influencing far fewer decisions than the convenience of a close site or a familiar principal. Many interns are assigned to the schools where they already work, they have the advantage of knowing their mentors and site, yet they remain in passive positions of observations and participation. It is more difficult for interns to establish leadership credibility among their peers, with whom they have a teacher-to-teacher relationship (Gray, Fry, Bottoms & O'Neill, 2007).

Gray, (1998) suggest that mentor-protégés match is best made on the basis of similar attitudes. Research examining perceived similarity indicates that mentors and protégés who perceive their mentoring partner to be similar to themselves report greater relationship quality and more mentoring behavior (Allen & Eby, 2003). While assigning an aspiring principal to work with an active principal mentor has become a popular component in university principal preparation programs, often there is a disconnect between what is expected of instructional leadership and standard-based accountability, and what is modeled in the ‘real world’. Additionally, the data collection of Harris, Ballenger and Leonard (2004), suggestion the selection of principal mentors should consider age and years of experiences as well as gender. The data collections also suggest that mentor principals in suburban areas are more likely to model standard-based behavior than rural mentor principals.

Recommendations commonly advocate that participation in formal mentoring programs be voluntary (Kram & Hall, 1996). However consistent with Ragins, Cotton and Miller (2000), they find no evidence that voluntary participation directly or indirectly relates to protégé reports of program effectiveness. Formal mentoring programs are designed to meet the development needs of the protégé. As the primary beneficiaries, protégés may view the program favorably whether their participation is required or is voluntary.

Mentor/Protégé Input

The findings of Allen, Eby and Lentz (2006b) indicate that a participant input into the mentor-protégé match is an important program characteristic. Both mentor and protégé input into the matching process relate to Perceived Program Effectiveness through their relationship with Mentor Commitment and Program Understanding. This is an opportunity to provide participants a voice regarding the matching process to facilitate perceptions with the intention of the mentor is psychologically engaged in the relationship. Mentor Commitment seems essential given so as to meeting program goals hinges on the mentor's actions to help the protégé develop. Input also relates to perceptions of Program Understanding, as it facilitates greater information acquisition and reflection before entering the program.

Mentor and Protégé Training

Training is considered a key component of formal mentoring success (Baugh & Fagenson-Eland, 2007; Kuyper-Rushing, 2001; Lee, Dougherty & Turban, 2000; Megginson, 2000; Ragins, Cotton & Miller, 2000), especially because first time formal mentors may have no experience to draw upon. The relatively short duration of a formal program (often a year or less) with the purpose of participants are able to work toward their objectives immediately. Training can play an important role in getting started (Scandura & Williams, 2002), and should help prepare mentors for their responsibilities, manage their expectations (Finkelstein & Poteet, 2007), and increase their personal competency and self-efficacy (Bandura, 1995). Using training to communicate the

benefits of mentoring may be useful for recruiting mentors to the program and for setting realistic expectations (Eby, Durley, Evans, & Ragins, 2006; Lee, Dougherty & Turban, 2000). The research of Allen, Eby and Lentz, and (2006b) recently found that mentors who received training had greater understanding of the formal mentoring program, higher commitment to the relationship, and perceived the program to be more effective. Their results also showed that perceptions of the quality of training were positively related to Program Understanding and Perceived Program Effectiveness. Furthermore, mentors who evaluated the training as more effective also tend to report providing more psychosocial mentoring (Allen, Eby, & Lentz, 2006a). Overall, effective training is likely to help improve the perception of benefits that mentors can derive because they should have an increased awareness of benefits, a more rewarding and fulfilling experience, and improved performance and commitment as a mentor (Allen, Eby, & Lentz, 2006a; Allen, Eby, & Lentz, 2006b; Finkelstein & Poteet, 2007).

Specifically, protégés who receive high quality training may attribute higher commitment to their mentors because the organization is viewed as investing more in the program, and mentors are symbolic representatives of the organization. By contrast, the mentor's own commitment may also relate to other unmeasured variables, such as their own motives for mentoring, the extent that they have competing demands on their time, and beliefs about the benefits they may receive by mentoring others (Allen, Eby, & Lentz, 2006b).

Program Understanding

Program Understanding has been identified as an essential element related to participants Perceived Program Effectiveness (Allen, Eby & Lentz, 2006b). For example, one of the intended goals for the NAESP National Principals Mentor Certification Program sponsored by the National Association of Elementary School Principals (NAESP) is for mentors to gain skills in guiding their protégés toward best leadership practices recommended by the Council of Chief State School Officers, Educational Leadership Policy Standards: ISSLC 2008 known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (CCSS0, 2008). Likewise, it is expected by the end of mentoring activities that protégés are fully engaged in leadership activities that are aligned with those recommended as best practice by the ISLLC standards. However, it is doubtful that mentors or protégés would have a clear understanding of the NAESP National Principals Certification Program and their role as a program participant without some sort of intentional preparation instructing them about the NAESP National Principals Certification Program's focus and expectations. Through the research of Harris, Ballenger and Leonard (2004) it is important for universities and other leadership training organizations to consider possible programmatic revisions to align curriculum and related activities to focus closely on state-mandated standards and relate that behavior to real-world experiences.

Evaluating the Effectiveness of Mentoring Programs

Given that protégés are the recipient of support and guidance in a mentoring

relationship, program effectiveness are influenced by how much mentoring they receive and the extent so as to their career is enhanced by the relationship through promotions, learning new skills, and preparation for more challenging roles within the organization. In contrast, mentors may gauge program effectiveness more in terms of how effectively they were utilized by their protégés. Mentors with protégés who better understand the program and who believe their mentor is committed to the program may more effectively use their mentor and be more committed themselves to their mentorship, which in turn makes the program more rewarding for the mentors. In addition, protégés with a greater understanding of the mentoring program may be less likely to have unrealistic expectations regarding the relationship, which can dampen a mentor's assessment of the effectiveness of the mentoring program.

Goals for the relationship may be important to consider in relation to program effectiveness. There may be situations where similarity (or dissimilarity) is more or less important. For instance, if the protégé hopes to gain psychosocial support and friendship then similarity in demographic characteristics and personality may be particularly important to foster identification and liking (Ragins, 1997). In contrast, if the protégé enters the program to gain a better understanding of the organization and to learn new skills to prepare him or her for upward mobility, then dissimilarity with the mentor, particularly in terms of job type, background, and educational specialty may be important. Thus, protégé relationship goals may moderate the relationship between Program Characteristics and perceived effectiveness.

Gray, Fry, Bottoms and O'Neill (2007) expresses that mentors are integral to implementing a valid and meaningful evaluation process. Mentors are on the front line with aspiring principals and are in a good position to accurately assess their competencies and readiness for the principalship. Performance measures, meeting the performance standards, rather than time parameters, should determine the end of the internship and the intern's readiness to begin the role of school leader. It is also noted, such a system requires that mentors and protégés at the very outset of the mentorship are clear about the expectations for satisfactory performance on each standard. The challenge for states, universities and districts is to ensure that mentorship performance evaluations move beyond checklists and satisfaction questionnaires, to evidence of leadership performance and problem-solving skills that will influence program completion, licensure and hiring decisions.

Chapter Summary

Stating that a school district or state department of education has a mentoring program for new principals has not been a difficult claim to make. Ensuring that the program is well designed and effective is another matter. When faced with the requirements to provide a mentor to each newly hired principal, school districts have simply identified mentors based on seniority. The same lack of preparation has plagued those being mentored. As principal preparation programs are reviewed across the nation, curricula continue to include such staples as school law, finance, supervision, personnel and other traditional courses. There is little research suggesting that knowledge about

such content is not needed by those charged with leading schools. On the other hand, there are few examples of efforts to prepare future principals to learn on the job. There are, of course internship requirements in the majority of states to help principals learn how to do the job. The research reviewed in this chapter suggests that there is also a value in assisting people in learning how to learn. It can be argued that learning by being mentored may not be a skill that can be acquired through a required course at a university.

Future principals might be made more ready to carry out their important duties if they assume their jobs with a sense that they will always have more to learn. If such an attitude is not cultivated, it is not likely that any mentoring will have an effect on beginning or experienced school principals. To bring out the very best in our leaders, to sustain them during difficult times and to energize them to meet the goal of high achievement for all students a mentoring program faces multiple challenges. Meeting these challenges is critical to the bold goal of creating schools where all students are successful.

In contrast to the early work on mentoring, we now have several new paradigms for describing mentoring relationships and processes that more fully account for variations in their purpose, structure, and quality. Three primary paradigm shifts have influenced the mentoring arena. First, and perhaps most dramatic, is the acknowledgment that mentoring occurs within the context of developmental networks (Higgins, 2007; Higgins & Kram, 2001; Higgins & Thomas, 2001; Molloy, 2005). Second, there is increasing recognition of the dyadic and reciprocal nature of mentoring

relationships and the critical role that mutuality and reciprocity play in relationship structure, processes, learning, and outcomes. Third, we now recognize that mentoring relationships fall along a continuum of quality, and we have made important inroads into understanding when and why relationships are of high quality, marginal quality, or even dysfunctional (Ragins & Verbos, 2007).

These paradigms must now be operationalized and evaluated to determine which programs offer effective support for novice principals. Unfortunately there has been little to no research which empirically evaluates the effectiveness of program elements for mentoring new principals toward successful careers as educational leaders. Research from the business world suggest that effective mentoring programs include elements that address input by mentors and protégés into the matching process, mentor-protégé training , mentor-protégé Program Understanding, Mentor Commitment, and program effectiveness. Investigating these factors within the context of an established nationally recognized formal mentoring program for new principals will help to guide future efforts in designing similar types of programs. Chapter three provided an explanation of the research design, data collection and analysis methods used in this study.

CHAPTER 3

METHODOLOGY

Background and Purpose

The purpose of this correlational study was to investigate the relationship between mentor and protégé Program Characteristics which included Input and Training, Program Understanding, Mentor Commitment and Perceived Program Effectiveness of NAESP's National Principals Mentor Certification Program. The study was intended to identify the factors influencing the effectiveness for formal mentoring for the novice principal. The results of this study will be used to inform education leadership program faculty and the National Association of Elementary School Principals (NAESP) program director of the mentor certification program the elements of a formal mentoring program to support the instructional leaders to lead the 21st century schools. This chapter describes the purpose, participants, instruments, pilot questionnaire study, research design, procedures used to gather data as well as the statistical methods and verification techniques used for this study.

The following questions provided the direction for investigating the use of a formal mentoring evaluation model used in business to evaluate the effectiveness of the NAESP National Principals Mentor Certification Program for elementary and middle school principals:

1. Is there a relationship between protégé perceptions of the NAESP formal mentoring Program Characteristics and Perceived Program Effectiveness?
2. Will protégé perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of the NAESP formal mentoring program input factors, a subset of Program Characteristics, and Perceived Program Effectiveness?
3. Will protégé perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of NAESP formal mentoring program training factors, a subset of Program Characteristics, and Perceived Program Effectiveness?
4. Is there a relationship between mentors' perceptions of NAESP formal mentoring Program Characteristics and Perceived Program Effectiveness?
5. Will mentor perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of the NAESP formal mentoring program input factors, a subset of Program Characteristics, and Perceived Program Effectiveness?
6. Will mentor perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of the NAESP formal mentoring program training factors, a subset of Program Characteristics, and Perceived Program Effectiveness?

Participants

The participants for this quantitative study consisted of 521 mentors and 230 protégés who have completed the NAESP National Principals Mentor Certification Program since its inception in 2003. A list of potential participants was obtained from the National Association of Elementary School Principals (NAESP) which included the emails of the mentors and protégés who completed the NAESP's National Principals Mentor Certification Program. The protégé participants were aspiring, elementary, middle school/jr. high, assistant/vice principal, high school principals, as well as supervisor/coordinator, and superintendents from across the United States. The mentors included in this study were experienced elementary, middle school/jr. high, high school and retired principals, as well as supervisors/coordinator, central office administrators, superintendents, and college/university professors.

NAESP National Principals Mentor Certification Program (NPMCP)

The National Association of Elementary School Principals (NAESP) and Nova Southeastern University (NSU) developed a formal mentor program for principals as they recognized the growing need for effective school leadership. The marriage of these two outstanding institutions took place in June of 2003. In response to the national need, a commitment was made to collaborate in this national project. It was a groundbreaking partnership between an institution of higher education and a national professional organization.

Educators are well aware of the growing shortage of qualified candidates for principal positions and the challenge of retaining highly experienced principals. In addition, recent federal and state legislative mandates are imposing greater burdens of accountability on school principals and, in some states, mandating the introduction and use of mentors for new principals. The job of the principal is challenging, as well as highly rewarding, and support systems need to be in place for these school leaders. The principalship is a fundamentally different job than it was a decade ago (Levine, 2005; Marzano, 2005). Behind, emergent state and district accountability systems, and moral and practical imperatives to serve high-need students, government entities have shifted their approach to evaluating quality leadership. The dramatic shift requires that principals be able to serve as effective change agents who articulate a clear vision of high expectations and describe mechanisms to achieve that vision. Principals create the condition so that high functioning teams of adults work diligently and collaboratively on behalf of student outcomes. Furthermore the principals set up systems to evaluate student, teacher, department, and school-level data to determine next steps at every level. The instructional leader also align resources time, people, money and space to support and accelerate the work and effectively engage families and community organizations in service of improved student outcomes and expanded opportunities.

NAESP was committed to promoting excellence in instructional leadership and management, as evidenced by the National Association of Elementary School Principals' *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do*, Second Edition document and programmatic focus on leadership practice.

The profession of principal to principal mentoring was evolving in response to these identified changes. It is the intention of the formal mentoring program to promote effective school leadership and to enhance student achievement.

The mission of the National Principals Mentor Certification Program (NPMCP) was to develop a highly qualified cadre of trained mentors to assist new/newly assigned principals transitioning into their positions to ensure effective school leadership succession and to positively impact student achievement. Where as the vision of NPMCP was to provide trained principal mentors for new/newly assigned principals to encourage effective school leadership, promote improved student achievement, and foster academic success.

The National Principals Mentor Certification Program (NPMCP) is a cutting edge training designed to create a cadre of mentors whose expertise is channeled to support school supervisors. The training program integrates research-based mentoring best practices with participants' experiential knowledge. The program has two major tracks of engagement, a two and half-day Leadership Immersion Institute (LII) and a nine-month certification internship, Mentor-in-Training (MIT).

The comprehensive approach of the dual track offers participants the theory and methodology of mentoring and the application of learning and experience under the caring and watchful eye of trained coaches. Throughout the nine-month internship, the MITs interact electronically or in person with their coaches and team members. This online learning experience includes a strong technical assistance component to assist

participants in meeting program expectations. Upon successful completion of program requirements, the MITs are awarded National Principals Mentor Certification.

The NPMCP offers a “win-win” opportunity for school systems across the nation. School supervisors working with a certified mentor are assured to receive high caliber support from expert mentors and coaches. Nationally, school superintendents have an opportunity to seek these qualified mentors as resources in their efforts to provide quality professional support to their staff and to provide a forum for a sustainable succession plan. Ultimately, the MITs, once certified, have an opportunity to nurture the next generation of school leaders as they create the conditions for every student to meet the academic standards requirements. It is the belief of effective school leadership, positively impact student achievement, and foster academic success.

As a joint National partnership sponsored by two major organizations, NAESP and NSU, the goals and objectives of the NPMCP are comprehensive and extensive.

The program goals are:

1. 1. To create a cadre of experienced principal mentors who have the appropriate knowledge, skill sets, and behaviors to train new/newly assigned elementary/middle school principals to be effective school leaders.
2. To train national principal mentors to promote effective school leadership consistent with Leading Learning Communities:
Standards for What Principals Should Know and Be Able to Do, Second Edition.

3. 3. To create a model for instructional school leadership mentor training that is aligned with School Leadership Mentor Standards and is in response to the growing needs of school leaders.
4. To train national principal mentors in strategies and techniques that serve to support new/newly assigned principals to be effective instructional leaders impacting academic achievement and skills attainment by every students.

The program objectives are:

- 1 To use the standards from Leading Learning Communities to guide the work of the participants.
- 2 To ensure the program serves as a national model for leadership mentor training.
- 3 To promote ongoing development of professional principal mentoring.
- 4 To provide professional training, guidance, and support for NPMCP coaches.
- 5 To revise the NPMCP to ensure its alignment with national school leadership directives and mandates.

Formal quality mentoring programs in the principalship are critical to the success of new administrators and the development of their leadership skills. The NAESP Leadership Immersion Institute and the National Principals Mentor Certification project's goals are to create effective mentoring practices.

The multiple days Leadership Immersion Institute (LII) is the opening event of the program. Once grounded in these theoretical foundations, the participants learn various practical techniques and strategies of the mentoring relationship under the guidance of the LII training team. Upon completion of the LII, the National Principals Mentor Certification Program (NPMCP) participants have the option of transitioning into the Mentors-In-Training (MIT) internship component of the program. The on-site Leadership Immersion Institute must be completed prior to the Certification program.

The Certification program is a nine-month process of mentor-protégé commitment. The process begins with the Mentor-in-Training identifying and selecting a protégé who agrees to participate in the MIT program. Each month the mentor and protégé interact (electronically or in person) for a total of seventy-two contact hours. The 72 hours include preparation time, phone calls, emails, etc. The mentor reports his or her work to the coach who has been assigned to his or her team of MITs. The monthly coach-facilitated discussions include posting lessons learned as MITs proceed with and reflect upon their interactions with protégés. Electronic on-line chats or conference calls are also held monthly for discussions of the mentoring process, lesson learned, and recommendations. Portfolio documents are to be based upon interactions with protégés as well as other mentor development activities. Each Mentor-in-Training (MIT) maintains an electronic portfolio in conjunction with the coach. The mentor reflection form includes identifying the specific mentor standard addressed, a brief description of the activities to meet the criteria, documentations, and reflection/insights. The coach's

role is to provide the MITs with guidance and support throughout the certification process and to gather the necessary documentation for the MIT's portfolio folder.

Each MIT is expected to complete a final project as a culmination activity. It should be a quality product which contributes to the literature and research on mentoring. To meet this requirement, MITs must document or provide a copy of a professional product, paper or article published in a state or national profession education publication, workshop proposal, outline and handouts/multimedia materials; training materials used with national or state professional organization.

Following the awarding of certification, NAESP involves mentors in focus groups at the NAESP convention, data collection, program analysis, continued communication, and association engagement opportunities. Many certified mentors have developed programs for school districts, hired as consultants, published articles and completed doctoral work (NAESP, 2010).

Instruments

Two instruments based on Allen, Eby and Lentz's (2006b) research investigating the relationship between formal mentoring Program Characteristics and Perceived Program Effectiveness were used to collect data from protégé and mentor participants for this study. The items for both instruments were developed to assess both protégé and mentor perceptions of formal mentor Program Characteristics which included participant input into protégé-mentor pairings, training prior to the mentoring relationship, training quality, training hours, Mentor Commitment, Program Understanding and Perceived

Program Effectiveness. Participants' Perceived Program Effectiveness is likely to play a large role in determining continued mentor and protégé participation ultimately impacting the sustainability of formal mentoring programs (Eby and Lockwood, 2005). The work of Allen, Eby and Lentz (2006b) contends that Mentor Commitment and Program Understanding are key variables that link Program Characteristics with Perceived Program Effectiveness.

Twenty-five of the questionnaire items comprised for both the protégés and mentors in this study were originally developed by Allen, Eby and Lentz (2006b) for assessing these same formal mentoring program attributes for several large corporations. The original twenty-five item questionnaire developed by Allen, Eby and Lentz (2006b) for the protégé and mentor were validated through the use of factor analysis. Results from their analysis found that the 3 subscales assessing Mentor Commitment, Program Understanding and Perceived Program Effectiveness were reported to have adequate internal consistency reliability with Coefficient alphas ranging from .74 to .89.

Table 2 shows the alignment between the protégé items used in this research developed by Allen, Eby and Lentz (2006b) and the researcher for Mentor Commitment, Program Understanding, Perceived Program Effectiveness, the Input factors and the Training factors. The protégés questionnaire consisted of 32 questions. Twenty-five items were taken from the validated questionnaire developed by Allen, Eby and Lentz (2006b) to assess protégés perceptions of formal mentoring programs in business. Seven additional questions were developed by the researcher to specifically assess principal

protégés' perceptions of Mentor Commitment, Program Understanding, program effectiveness and demographic characteristics.

Table 3 shows the alignment between the mentor items used in this research developed by Allen, Eby and Lentz (2006b) and the researcher for Mentor Commitment, Program Understanding, Perceived Program Effectiveness, the Input factors and the Training factors. The mentors' questionnaire consisted of 38 items. Again, twenty-five of the questions were used from Allen, Eby and Lentz's (2006b) study of formal mentoring programs for organizations that had existing formal mentoring programs, including healthcare organizations, an oil company, a technology firm and a manufacturing firm. In addition, thirteen additional questions written specifically to assess program attributes specific to the mentors' role in the NAESP National Principals Mentor Certification Program. Questions 32 -37 were developed to assess mentors' perceptions of their participation the Leadership Immersion Institute (LII), which provides mentors with the opportunity to explore the theoretical foundation of adult development, adult learning, and mentoring prior to formal mentoring with their protégés. However, responses for these six items were not analyzed or used to answer any of the research questions posed for this study.

Demographic Items

Demographic information was measured with six items for both the mentors and the protégés, questions one through six. Allen, Eby and Lentz, (2006b) designed four of the six items and question 5 and 6 specifically asking the protégés "which best fits your

current role” and “indicate your years of experience as a principal”. Demographic items for the mentors were “What was your role when you mentored your protégé?” and “Indicate your years of experience as a principal”. These demographic items were added to allow the researcher to have a perspective of the mentors and protégés who participated in the NAESP National Principals Mentors Certification Program.

Mentor Commitment Items

Mentor Commitment was measured with four items to evaluate protégé and mentors perceptions of the protégé-mentor relationship. These four items were from the study of Allen, Eby and Lentz (2006b). Participants used a six point Likert scale using the following descriptors: Strongly Agree (6), Agree (5), Mildly Agree (4), Mildly Disagree (3), Disagree (2) and Strongly Disagree (1). Higher scores indicated greater Mentor Commitment. The protégé versions assess Mentor Commitment with items written specifically to assess protégé perceptions of the relationships with their mentors during the year-long formal mentoring program. Likewise, items assessing Mentor Commitment for mentors were written specifically to assess mentor perceptions of their mentoring relationships with their protégés. The four items for Mentor Commitment were from the study of Allen, Eby and Lentz (2006b) for both the mentors and protégés. These were items seven, eight, nine, and ten.

Perceived Program Effectiveness Items

Ten questions were developed to assess protégés Perceived Program Effectiveness while nine items were used to assess perceptions of program effectiveness for mentors. The protégés questionnaire items number 11, 12, 16, 17, 18, 19, and 20, along with items numbers 11, 12, 13, 14, 15, 16, and 19 for the mentors using the language, “the company’s formal mentoring program” was replaced with, “The National Association of Elementary School Principals Mentor Program”. Items were answered using a six point Likert scale using the descriptors, Strongly Agree (6), Agree (5), Mildly Agree (4), Mildly Disagree (3), Disagree (2), and Strongly Disagree (1). Higher scores indicated greater Perceived Program Effectiveness. The researcher added item numbers 13, 14, and 15 to the protégés questionnaire and item number 17 and 18 to the mentors’ questionnaire to assess the perception of program effectiveness for both the protégés and mentors.

Perceived Program Understanding Items

Perceived Program Understanding for both protégés and mentors were measured using six common items concerning the extent to which they understood the mentoring program. Again, responses for these items were made using the same six point Likert scale as that used for the Mentor Commitment items anchored by Strongly Agree (6) to Strongly Disagree (1). Higher scores indicated greater Program Understanding. Four of the six items were from the study of Allen, Eby and Lentz (2006b) for both mentors and protégés. For the mentors it was questions 20, 21, 22, 23 and for the protégés it was

questions 21, 22, 23, and 24. Question 24 and 25 for the mentors and questions 25 and 26 for the protégés were written by the researcher with the purpose to assess Program Characteristics specific to the NAESP National Principals Mentor Certification Program.

Participation, Input and Training Items

Six program elements were also assessed by the protégé and mentor questionnaires. For the protégé questionnaire items 27 through 32 and for the mentor questionnaire items 26, 27, 28, 30, 31, and 38 answered questions related to Program Characteristics. Both protégés and mentors were asked to indicate if they received orientation to prepare them for formal mentoring “Did you receive training or orientation about your role and responsibilities as a protégé/mentor prior to participating as a protégé/mentor?” and the number of hours they spent in orientation sessions to prepare them for participation in NAESP’s formal mentoring program. In addition, both protégés and mentors were asked to rate the quality of their orientation, preparation and training for participating in the mentoring program using the five point Likert scale: Excellent (5), Very Good (4), Good (3), Fair (2), Poor (1). Both protégé and mentors provided information how they were matched to their mentors by answering a question where they chose the following statements: (1) My protégé selected me; (2) I selected my protégé; (3) My protégé and I selected each other; (4) My protégé and I were randomly assigned; (5) My protégé and I were assigned to each other through a prescreening process; (6) I am not sure.

Input was also assessed by asking participants to answer the question, “How much input did you have into determining your protégé/mentor?” using the scale: (1) None, (2) Very Little (3) Moderate Amount, (4) Great Deal. Finally, both protégés and mentors were asked to indicate if their participation was voluntary (1=Yes, 2 = No). The research asked the mentors if they were paid for their services (1=Yes, 2= No) item 29. The mentors also rated the effectiveness of the six modules that they participated in during the multiple days of the Leadership Immersion Institute (LII) using the scale: Excellent (5), Very Good (4), Good (3), Fair (2), Poor (1) which were items 32-37.

Table 2. Table of Specifications for Protégé Items

Item Cluster	Item Numbers
Mentor Commitment	
Items developed by Allen, Eby and Lentz (2006b)	7,8,9,10
Program Understanding	
Items developed by Allen, Eby and Lentz (2006b)	11,12,13,14,15,16
Items developed by the researcher	17,18,19,20
Perceived Program Effectiveness	
Items developed by Allen, Eby and Lentz (2006b)	21,22,23,24
Items developed by the researcher	25,26
Demographic Items	
Items developed by Allen, Eby and Lentz (2006b)	1,2, 3, 4,
Items developed by the researcher	5, 6
Voluntary Participation	
Items developed by Allen, Eby and Lentz (2006b)	27
Input	
Items developed by Allen, Eby and Lentz (2006b)	28, 29
Training	
Items from Allen, Eby and Lentz (2006b)	30,31,32

Table 3. Table of Specifications for Mentor Items

Item Cluster	Item Numbers
Mentor Commitment	
Items developed by Allen, Eby and Lentz (2006b)	7,8,9,10
Program Understanding	
Items developed by Allen, Eby and Lentz (2006b)	20,21,22,23
Items developed by the researcher	24,25
Perceived Program Effectiveness	
Items developed by Allen, Eby and Lentz (2006b)	11,12,13,14,15
Items developed by the researcher	16,17,18,19
Demographic Items	
Items developed by Allen, Eby and Lentz (2006b)	1,2,3,4
Items developed by the researcher	5,6
Voluntary Participation	
Items developed by Allen, Eby and Lentz (2006b)	26
Input	
Items developed by Allen, Eby and Lentz(2006b)	27, 28, 29
Training	
Items developed by Allen, Eby and Lentz (2006b)	30, 31, 38
Items developed by the researcher	32, 33, 34, 35, 36, 37

Evidence to support the content validity for the modified instrument was collected by having the NAESP program director and mentors who have completed the mentoring program review the questionnaire. Comments from these reviewers were used to revise items to reflect a more accurate assessment of the program attributes that specifically characterize the NAESP National Principals Mentor Certification Program. Once these revisions were made, both the protégé questionnaire were piloted with former protégés and mentors who completed NAESP's formal mentoring program to obtain feedback about the understandability, appropriateness, and accuracy (both word use and grammar) and to estimate the internal consistency reliability of both instruments.

Pilot Questionnaire Study

In September of 2011, the NAESP Director of the National Principals Mentor Certification Program and six former or currently practicing principals from Montana, Wyoming and Missouri were asked to pilot the questionnaire for internal consistency, congruency and syntax. The pilot study questionnaire consisted of 38 items for the mentors and 32 items for the protégés that were measured on a six point Likert scale ranging from Strongly Agree (6) to Strongly Disagree (1). Questions were asked of the mentors about Mentor Commitment, program effectiveness, Program Understanding, Program Characteristics and training. The same questions were also asked of the protégés. The reason for the pilot was to create new question items and/or modify the existing question items from Allen, Eby and Lentz (2006b) to reflect a more accurate assessment of the program attributes that specifically characterize the NAESP National Principals Mentor Certification Program.

The questionnaires were sent electronically to the pilot study participants. There were a total of seven participants who participated in the pilot study. Four were females and three were males with principal experience ranging from 15 to 30 years. These seven participants were current or former elementary principals. Only one of the participants was a current principal, the others were comprised of two program directors from NAESP formal mentoring program, one executive director for a state wide school administrator organization, one university professor, one special education director and one independent contractor for a state department of education. One principal was also a protégé who participated in the NAESP formal mentoring program.

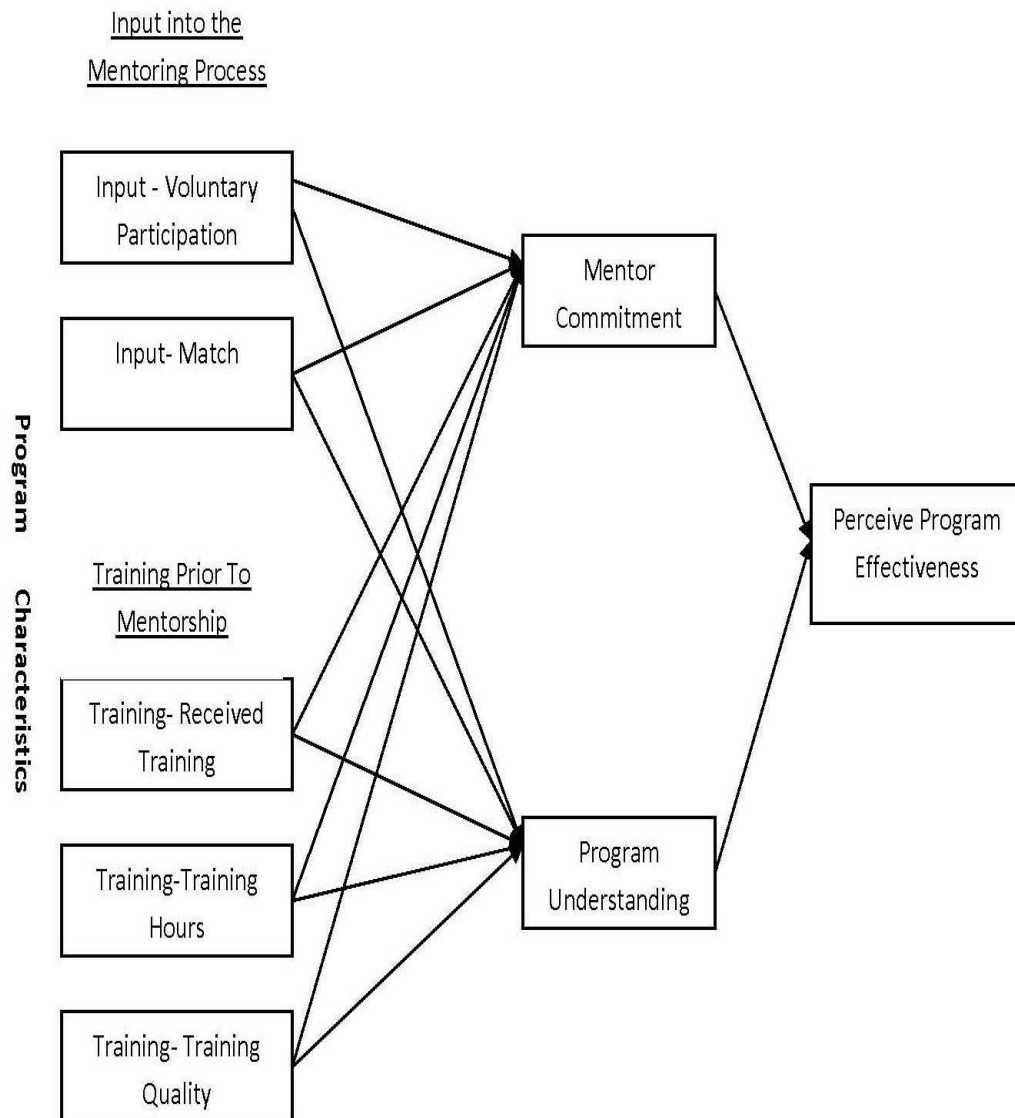
All participants had experience as a mentor in a formal principal mentoring program. The pilot study questionnaires were electronically delivered to each participant. Each of the questions was accompanied by a textbox where participants could make suggested comments about item revisions. All seven questionnaires were returned within two weeks. Follow-up phone calls or face to face visits were made to each of the instrument pilot study participants asking for their input about the ease of the questionnaire, as well as its face validity. Feedback obtained from comments made on the questionnaire questions and discussion with the pilot participants indicated that the items were perceived to be understandable and appropriate to the study. The instrument pilot study participants reported that the questionnaire addressed important areas of a formal mentoring program to train new principals for future leadership roles.

Research Design

Following the procedures outlined by Allen, Eby and Lentz (2006b) both the protégé and mentor questionnaires were subjected to confirmatory factor analysis to determine if the items assessing Program Understanding, Mentor Commitment and program effectiveness fit the data and was appropriate for use with the subsequent path analysis. Once the psychometric properties of the instruments developed for this were considered to be valid and reliable indicators, a path analysis was conducted to investigate the direct relationships between the Input and Training factors of mentoring with Perceived Program Effectiveness for both mentors and protégés. In addition, a path analysis to determine the relationships between the Input and Training factors with the

mediating variables of Program Understanding and Mentor Commitment was also conducted. The final path set of relationships identified by the path analysis were those showing direct relationships between Program Understanding and Mentor Commitment with Perceived Program Effectiveness. The path analysis model illustrated in Figure 1 was used to analyze these relationships.

Figure 1. Relationships between Formal Mentoring Program Characteristics and Perceived Program Effectiveness



Procedures

Permission was obtained through the Montana State University Institutional Review Board to conduct this human subjects' research (Appendices C and D). The National Association of Elementary School Principals (NAESP) Mentor Evaluation Questionnaire and the National Association of Elementary School Principals (NAESP) Protégé Evaluation Questionnaire were chosen to gather data from mentor principals and their protégés who participated in the NAESP National Principals Mentor Certification Program (NPMCP) since its inception in June 2003. Both the protégé and mentor questionnaires were sent to the NAESP program director and program leaders for review. Based on their comments, the questionnaires were revised and then sent to former NAESP certified mentors and protégé for further comment and review. Comments from the NAESP certified mentors and protégé were used to provide additional revisions to the questionnaire. The final form of the questionnaires were sent to all former NAESP mentors and protégés who participated in the National Association of Elementary Principal's formal mentoring electronically via email. Follow-up emails were sent after two weeks to prompt potential respondents to complete the NAESP formal mentor program evaluation questionnaire. The informed consent letter introducing the questionnaire explained that participants' responses would remain confidential and anonymous (Appendices C and D). Mentors and protégés were advised that their completion of the questionnaire indicated permission to use their perception in the overall study. They were also informed their participation in this study will contribute to the understanding of formal mentoring programs and may guide future efforts to guide the

development of effective mentor programs for principals. A timeline of the research procedures is presented in Table 4.

Table 4. Research Timeline

Research Activity	Date
IRB approval	November, 2011
Expert Review of the Protégé and Mentor Questionnaires By NAESP principal mentoring program director and Certified mentors.	October, 2011
Protégé and mentor questionnaires were revised based on NAESP principal mentoring program director and certified mentors.	October, 2011
The revised questionnaire based on expert review was sent to seven pilot study participants.	October, 2011
Electronic letter was sent by Carol A. Riley, Professional Development and Special Services Director for the NAESP Principals Mentor Certification Program encouraging protégés and mentors to complete questionnaires.	November, 2011
The final revised forms of the questionnaires were sent to all former NAESP mentors and protégés electronically via email.	November, 2011
Follow-up emails were sent after two weeks encouraging potential respondents to complete questionnaires.	December, 2011
Electronic letter was sent by Carol A. Riley, Professional Development and Special Service Director for NAESP Principals Mentor Certification Program to mentors for updated protégés contact information.	November, 2011
Follow-up emails with an incentive were sent to encourage Protégés to complete the mentor questionnaire.	December, 2011
Data downloaded from electronic questionnaire program and analyzed	January, 2012 – March, 2012

The informed consent letter introducing the questionnaire explained that participants' responses would remain confidential and anonymous (Appendices C and D). Mentors and protégés were advised that their completion of the questionnaire indicated permission to use their perception in the overall study. They were also informed their participation in this study will contribute to the understanding of formal mentoring programs and may guide future efforts to guide the development of effective mentor programs for principals.

Prior to sending the questionnaire, a letter was sent electronically by Carol A. Riley, Professional Development and Special Services Director for the NAESP Mentor Certification Program during the third week in November 2011, requesting that protégés and mentors complete the questionnaire to provide feedback about the quality of NAESP's formal mentoring program (Appendix E). Both the mentor and protégé questionnaire were sent through Questionnaire Monkey, an online questionnaire service to the email addresses of 521 mentors and 230 protégés who completed the NAESP's formal mentoring program. This questionnaire was followed by the letter from Carol A. Riley, Professional Development and Special Service Director for the NAESP Mentor Certification Program. The geographic span of these participants was represented by all 50 states. One of the features made available by the Questionnaire Monkey software was to track those individuals who had not responded and efficiently resend the questionnaire with a follow-up email encouraging their participation by taking time to complete the questionnaire.

The first emailing of mentor questionnaires resulted in a total of 142 questionnaires were returned for a 27% response rate. The researcher sent follow-up emails out during the second week of December to the non-responders asking again for their participation. The follow-ups helped to garner a 39% response rate with 201 mentors responding to the questionnaire. Researchers Cook, Heath and Thomson (2000) report an average response rate of 40% for electronic questionnaire. The final response rates for this research study were comparable to the findings of Cook, Heath and Thomson (2000). After the first two weeks of the study, only 35 protégé questionnaires were returned for a 17% response rate prompting the researcher to contact Carol A. Riley at NAESP to secure updated protégé contact information. The first week of December 2011, Carol A. Riley sent a letter to all NAESP Mentors asking for protégé contact information to provide an updated list that could be used to contact additional protégés and request that they complete the questionnaire developed to assess the characteristics of NAESP's formal mentoring program. The protégés from the updated list and the non-respondents were sent the questionnaire along with an incentive to win a \$25.00 gift card from Amazon during the second week of December. The incentive for non-respondents and protégés who were not previously contacted to complete the questionnaire increased the number of protégé responses to 80 yielding a 35% response rate (Appendix F). The findings of Bosnjak and Tuten (2003) suggest that a random prize drawing incentive produced a greater response rather than either pre-paid or promised incentives in their web-based questionnaire. This supported my decision to add an

incentive gift card to the protégés who had not responded to the questionnaire, which yielded an additional 18% response rate.

Data Collection and Analysis

A confirmatory factor analysis was conducted with responses from both the protégé and mentor questionnaires assessing their psychometric properties and appropriateness for use with this study. The Program Understanding, Mentor Commitment and program effectiveness items were found to load on their respective subscales indicating that they were appropriate for use with the subsequent analysis to examine the relationships with Program Characteristics and program effectiveness. Results from this psychometric analysis also provide information about the internal consistency reliability for the Mentor Commitment, Program Understanding and program effectiveness factors. Descriptive statistics were reported for both mentor and protégé results by item and construct subscale.

The Program Characteristics hypothesized to define input into NAESP's formal mentoring process was analyzed through the use of path analysis to describe their relationships with protégés' and mentors' perceptions of Mentor Commitment, Program Understanding, and program effectiveness. In addition, this analysis tested the mediation effects of Mentor Commitment and Program Understandings on the relationship between Input and Training factors on Perceived Program Effectiveness.

Chapter Summary

This study investigated the relationship between mentor and protégé Program Characteristics which included their Input and Training, Program Understanding, Mentor Commitment and Perceived Program Effectiveness of NAESP's National Principals Mentor Certification Program. Chapter three describes the purpose, participants, design and instruments used to obtain data from the mentors and protégés who participated in the NAESP's National Principals Mentor Certification Program regarding their perception of formal mentoring program attributes and program effectiveness. Chapter three also presented information about the pilot questionnaire study which assisted in establishing instrument validity and reliability. The two developed instruments for this study were based on Allen, Eby and Lentz's (2006b) research investigating formal mentoring Program Characteristics and Perceived Program Effectiveness for existing formal mentoring programs which included a healthcare organization, oil company, technology firm, and a manufacturing firm.

Five hundred and twenty one mentors and two hundred and thirty protégés who participated and completed the NAESP's National Principals Mentor Certification program were sent the Mentoring Evaluation Questionnaire that was developed for this study. Both protégés and mentors were sent their respective versions of the Mentoring Evaluation Questionnaire developed for this study. Chapter four presents the quantitative findings through the use of path analysis of both mentor and protégé results to describe the relationships between Program Characteristics which included Input and Training, Program Understanding, Mentor Commitment and Perceived Program Effectiveness.

CHAPTER 4

RESULTS

Introduction

The purpose of this study was to investigate the relationship between mentor-protégé input into the mentoring process and training prior to mentorship, Program Understanding, Mentor Commitment and program effectiveness of NAESP National Principals Mentor Certification Program. The model developed by Allen, Eby and Lentz (2006b) to assess formal mentoring used by corporations was used to evaluate NAESP's National Principals Mentor Certification Program. The NAESP National Principals Mentor Certification Program has been implemented the past nine years to provide formal mentoring support for elementary and middle school principals. Path analysis was conducted to determine the relationships between the program characteristic variables that have been identified as important elements of formal mentoring programs.

The research questions posed for this study are as follows:

1. Is there a relationship between protégé perceptions of the NAESP formal mentoring Program Characteristics and Perceived Program Effectiveness?
2. Will protégé perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of the NAESP formal mentoring program input factors, a subset of Program Characteristics, and Perceived Program Effectiveness?

3. Will protégé perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of NAESP formal mentoring program training factors, a subset of Program Characteristics, and Perceived Program Effectiveness?
4. Is there a relationship between mentors' perceptions of NAESP formal mentoring Program Characteristics and Perceived Program Effectiveness?
5. Will mentor perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of the NAESP formal mentoring program input factors, a subset of Program Characteristics, and Perceived Program Effectiveness?
6. Will mentor perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of the NAESP formal mentoring program training factors, a subset of Program Characteristics, and Perceived Program Effectiveness?

Chapter four presents the results of the data analysis and findings from mentor and protégé responses to a questionnaire that was used to gather perceptions of their Perceived Program Effectiveness as a result of their participation in the National Association of Elementary Principals' (NAESP) National Principals Mentor Certification Program. One questionnaire was developed for mentors that contained 38 items and a separate questionnaire for protégés that contained 32 items. The questionnaire items by Allen, Eby and Lentz (2006b) to evaluate formal mentoring used by corporations, were

modified for both the mentors and protégés questionnaire. The results are also included in the chapter, aligned with each of the six research questions.

Participants

Mentor Participant Characteristics

After eliminating incomplete questionnaires, a total of 201 mentors responded to the formal mentoring program questionnaire yielding a response rate of 39%. Table 5 indicated that 71% of the mentors were females with the minority gender as males at 29%.

Table 5. Frequency and Percent of Mentors by Gender

	Frequency	Percent
Gender		
Male	58	29
Female	143	71

Table 6 reports the percent and frequency of mentors who completed the NAESP program evaluation questionnaire. Results from this analysis indicate that mentors (32%) classified themselves in the 56-60 year old age group while 24% of the mentors identified with the aged 61 years and beyond group. Mentors in age groups 41-45 and 46-50 comprised 12% and 13% of the participants respectively while 14% of mentors identified with the 51-55 age groups. The remaining 3.5% of mentor indicated their age as in the 31–40 years old age group. Two percent of the mentors choose not to identify their age.

Table 6. Frequency and Percent of Mentors by Age Group

Age Range	Frequency	Percent
31-35	1	0.5
36-40	5	3.0
41-45	24	12
46-50	26	13
51-55	29	14
56-60	65	32
Over 61	48	24
Prefer not to Respond	3	1.5

When disaggregating by ethnicity, 82% of the mentors indicated their race as White/Caucasian with 12% identifying themselves as African American. Mentors identifying themselves as Hispanic comprised 2% of the participants. The remaining 2.6% of mentors classified themselves as Asian (1%), American Indian/Native American (1%) or other (.5%). One percent or two mentors preferred not to identify their race/nationality. The frequency and percent of mentor participants is reported in Table 7.

Table 7. Frequency and Percent of Mentors by Race

Race	Frequency	Percent
Caucasian	165	82.1
African American/Black	25	12.4
Hispanic	4	2.0
Asian	2	1.0
American Indian/N.A.	2	1.0
Other	1	0.5
Prefer Not to Respond	2	1.0

The frequency and percent of mentor participants disaggregated by role is reported in Table 8. The largest and most frequent role of elementary principal was selected by 65% of mentors. The next most frequent role identified by mentors was retired administrator (8%). The mentors roles for the remaining 27% of the participants were distributed across a variety of categories which included high school principals (5%), middle school principals (3.5%), assistant vice principals (1%), superintendents (1.5%), central office administrators (5%), supervisor/coordinators, and college professors (4%). The other category was identified by 6.5% of the mentor participants. These categories were thought to be mentors who had been in an administrative role and participated in NAESP's mentor training prior to formal mentoring.

Table 8. Frequency and Percent of Mentors by Educational Role

Role	Frequency	Percent
Elementary Principal	131	65
Middle School Principal	7	3.5
Assistant/Vice Principal	2	1.0
High School Principal	10	5.0
Supervisor Coordinator	3	1.5
Central Office/Administrator	10	5
Superintendent	3	1.5
College/University Professor	5	2.5
Retired Administrator	17	8.5
Other	13	6.5

Forty two percent of mentors indicated that they had 31-40 years of educational experience, while 37% of the respondents had between 21-30 years of experience in education. Nine percent of the mentors had less than 20 years of experience. The remaining 10% of mentors had between 41-50 years of experience in education. The frequency and percent of mentors' years of experience are reported in Table 9.

Table 9. Frequency and Percent of Mentors by Educational Experience

Years Experience	Frequency	Percent
Under 20 years	19	9.5
21-25 years	40	20
26-30 years	35	17.5
31-35 years	36	18
36-40 years	49	24
41-45 years	19	9.5
46-50 years	3	1.5

Table 10 reports the frequency and percent of categories used to describe mentors' years of principal experience. Principals with ten years or less experience accounted for 57% of the respondents, while 22% of respondents had 11-15 years of principal experience. The next principal experience groups capturing 11% of mentors was 16-20 years of experience. Principals with 21 years of experience or more made up the remaining 10% of the mentor respondents. Interestingly, 7 % or fourteen mentors reported themselves as aspiring principals. This suggests that some of the mentors had little to no years of principal experience. However, this group may have had other related administrative experience such as performing as a lead teacher or department chair.

Table 10. Frequency and Percent of Mentors by Years of Principal Experience

Years of Experience	Frequency	Percent
Aspiring	14	7
1-5 years	46	23
6-10 years	54	27
11-15 years	44	22
16-20 years	23	11
21-25 years	10	5.0
26-30 years	4	2.0
31-35 years	4	2.0
Over 50 years	2	1.0

Protégé Participant Characteristics

This section reports the descriptive statistics for the demographic data collected for the protégés who participated in this study. The protégé data was examined to determine if any of the respondents' data should be eliminated as a result of failure to complete the entire questionnaire. A total of 80 protégés records were retained yielding a response rate of 35% after eliminating records for protégés who started the NAESP Mentor Program Questionnaire but did not complete it. The first demographic analysis was conducted to determine the percent of males and females protégés who participated

in this study. Table 11 indicates that 75% or 60 of the protégés were female. The remaining 20 or 25 % of the protégés were male.

Table 11. Frequency and Percent of Protégés by Gender

Gender	Frequency	Percent
Male	20	25
Female	60	75

The categories describing the protégés' age range is reported in Table 8. Thirty eight percent of the sample was between the ages of 31 -40 while 2% were younger than

Table 12. Frequency and Percent of Protégés by Age Group

Age Range	Frequency	Percent
> 31	2	2.5
31-35	10	12.5
36-40	20	25.0
41-45	17	21.3
46-50	16	20.0
51-55	9	11.3
56-60	6	7.5

31 years of age. Principals 41 years of age to 50 accounted for 41% of the sample.

Nineteen percent of respondents were between the ages of 51-60.

Results reported in Table 13 indicate that the majority (65%) of protégés identified themselves as Caucasian with 21% classifying themselves as African American/Black. The remaining 11% of protégés were classified as American Indian/Native American (3.8%), Hispanic (2.5%), Asian (1.3%), or Other (3.8%). Three percent of the protégés preferred not to respond.

Table 13. Frequency and Percent of Protégés by Race

Race	Frequency	Percent
Caucasian	52	65
African American/Black	17	21.3
Hispanic	2	2.5
Asian	1	1.3
American Indian/N.A.	3	3.8
Other	3	3.8
Prefer Not to Respond	2	2.5

When examining protégés educational experience, 60% indicated they had less than 20 years of educational experience, while 21.3 % of the respondents had between 21-25 years of experience with 12.6% indicating 26-30 years of educational experience. Approximately, 2% of the protégés had 31-35 years of experience while the remaining 4% of protégés had between 36-40 years of experience in education.

Table 14. Frequency and Percent of Protégés by Educational Experience

Years Experience	Frequency	Percent
Under 20 years	48	60
21-25 years	17	21.3
26-30 years	10	12.6
31-35 years	2	2.5
36-40 years	3	3.8

The largest percentage (32.5%) of protégés completing the NAESP formal mentoring program questionnaire indicated they were elementary principals with 26% indicating that they were assistant/vice principals. Almost 14% or eleven of the protégés were aspiring principals suggesting that these participants were not in any full-time role as an educational administrator during their participation in formal mentoring. The remaining 28% of protégés participating in this study were distributed across a variety of roles which included middle school principal (6.3%), high school principal (3.8%), supervisor/coordinators (6.3%), superintendents (1.3%), and other (9.7%). Protégés describing themselves by the “other” thought to be those who were in quasi-administrative positions. For example, a lead teacher in a rural school, the department chair for a high school science content area or uncertified but acting principal may have been some of the roles described by the other category. The frequency and percent of protégés by role is reported in Table 15.

Table 15. Frequency and Percent of Protégés by Educational Role

Role	Frequency	Percent
Aspiring Principal	11	13.8
Elementary Principal	26	32.5
Middle School Principal	5	6.3
Assistant/Vice Principal	21	26.3
High School Principal	3	3.8
Supervisor Coordinator	5	6.3
Superintendent	1	1.3
Other	8	9.7

Table 16 reports the frequency and percent of protégés by years of principal experience. Protégés with 1-5 years of principal experience comprised the vast majority of respondents for this study. Ten percent of the protégés indicated that they had 6-10 years of principal experience while only one protégé (1.3%) indicated 11-15 years of principal experience. Twenty-seven percent of the protégés indicated that they were aspiring principals suggesting they did not have any experience as a practicing principal. Interestingly, three protégés (3.8%) indicated they had never served as a principal. This finding suggests that these protégés may unlike aspiring principals have new full-time positions as a principal and were enrolled in formal mentoring to help them through their induction year. The majority of protégés that participated in this study had some principal experience prior to formal mentoring suggesting that there were three types of protégés

who participated in this study. One group would be principals with some experiences ranging from 1 – 15 years. Another group is aspiring principals who may have been involved in field-experience or part-time internship activities. The other group in the study may have been teacher leaders or central office administrators who had no formal principal experience.

Table 16. Frequency and Percent of Protégés by Years of Principal Experience

Years of Experience	Frequency	Percent
Aspiring Principal	22	27.5
1-5 years	46	57.5
6-10 years	8	10
11-15 years	1	1.3
Never Served As a Principal	3	3.8

Protégé Analysis

Confirmatory Factor Analysis of Protégé Items

Confirmatory factor analysis was used to assess how well the protégé questionnaire items written to measure Perceived Program Effectiveness, Mentor Commitment, and Program Understanding aligned with their respective constructs. Prior to conducting the confirmatory factor analytic procedures, protégé responses to the items assessing Mentor Commitment, Program Understanding and Perceived Program Effectiveness were subjected to tests of normality and skewness. Overall the items were

found to be significantly negatively skewed ($M = -1.26$, $SD = .561$), $W_{18}=.727$, $p < .001$. The kurtosis ($M = 3.51$, $SD = 7.63$) for all of the items was also found to be significant ($W_{18}=.559$, $p < .001$). The failure of the data collected from the questions created using an ordinal response scale to fully meet the assumptions of normality is not unusual. Because the protégé distributions for the Mentor Commitment, Program Understanding and Perceived Program Effectiveness were non-normal, polychoric correlations as recommended by Bryne (1998) were used when conducting confirmatory factor analysis for each subscale.

The confirmatory factor analysis factor analysis was conducted using Lisrel 8.80 (Jöreskog & Sörbom, 2005). Results from this analysis found the factor model representing the items associated with Mentor Commitment; Program Understanding and Perceived Program Effectiveness fit the data well. The Root Mean Square Error of Approximation (RMSEA) for this analysis was .066 with both the Comparative Fit Index (CFI) and the Non-Normed Fit Index (NNFI) yielding values of .99. Coefficient alphas for the three scales were as follows: Mentor Commitment = .83, Program Understanding = .95 and Program Effectiveness = .93. The reliability for these subscales was found to be adequate based on criteria identified by Ponterotto and Ruckdeschel's (2007) research.

There is no clear consensus regarding the indices that are most appropriate for evaluating the model fit of items loading onto their hypothesized constructs. However, Byrne (1998) and others (Bentler, 1980, 1992; MacCallum, Browne & Sugarwara, 1996) have suggest that the Root Mean Square Error of Approximation (RMSEA), the Comparative Fit Index (CFI) and the Non-Normed Fit Index (NNFI) provide optimal

information for evaluating model fit. The Root Mean Square Error of Approximation (RMSEA) has been recently recognized as an informative index of fit because it provides a value that describes the discrepancy or error between the hypothesized model and an estimated population model derived from the sample (Bryne, 2001).

According to Bryne (2001) an RMSEA of .05 or less are indicative of a good fit, with values ranging from .08 to .10 indicating a mediocre fit. Both the CFI and the NNFI indexes developed by Bentler (1980) are advantageous for evaluating model fit because they consider both sample size and model complexity. CFI and NNFI values equal to or greater than .90 are indicative of good model fit (Byrne, 2001). When evaluated against these criteria, the Mentor Commitment, Program Understanding and Perceived Program Effectiveness items were found to fit the protégé data well. The descriptive statistics for Mentor Commitment, Program Understanding and Perceived Program Effectiveness items subscales are reported in Tables 17-19.

Descriptive Analysis of Mentor Commitment, Program Understanding, and Perceived Program Effectiveness for Protégés

Table 17 indicates the results from the descriptive analysis of the Mentor Commitment items found that the highest average rating was for the item “I feel my mentor was committed to developing an effective and productive mentoring relationship”. This result suggests that overall protégés felt that their mentors were committed to engaging in a relationship that would help the protégé in their role as building principal. The two lowest rated items were “I often felt my mentor was a burden to me” and “I often felt my mentor did not have enough time to devote to our

mentorship”. These findings indicated that in general protégés felt that their mentors had adequate time to develop the mentor-protégé relationship and that they did not perceive themselves to be a burden to their mentors.

Table 17. Means and Standard Deviations for Protégé Responses for Mentor Commitment

Item	Mean	SD
I feel my mentor was committed to developing an effective and productive mentoring relationship	5.29	1.82
I often felt my mentor did not have enough time to devote to our mentorship.	2.61	1.50
I often felt as though I was a burden to my mentor.	1.94	1.34
My mentor made the development of our mentorship a priority	4.94	1.26

Note. The means were calculated based on the response scale for all items which was weighted according the following scale Strongly Agree (6), Agree (5), Mildly Agree (4), Mildly Disagree (3), Disagree(2), Strongly Disagree(1).

A review of the descriptive statistics for the items developed to assess Program Understanding found high average ratings across the six items assessing this construct. These results are listed in Table 18 suggest that protégés clearly felt that they understood their role and responsibilities as protégé participants in the NAESP National Principals Mentor Certification Program. In addition, these results indicated that protégés understood the purpose of the mentoring program.

Table 18. Means and Standard Deviations of Protégé Responses for Program Understanding

Item	Mean	SD
I understood the purpose of the mentoring program.	5.14	.897
I understood my responsibilities as a protégé in the mentoring program.	5.07	.960
I understood what was expected of me as a protégé.	5.08	.926
I was counseled on how to get the most out of my mentoring relationship.	4.53	1.20
The National Association of Elementary School Principals Mentor Program helped me to focus on effective leadership practices as defined by the Interstate Leadership Licensure Consortium (ISLLC) standards.	4.67	1.16
The National Association of Elementary School Principals Mentor Program supported the use of leadership practices aligned with the Interstate Leadership Licensure Consortium (ISLLC) standards.	4.93	.962

Note. The means were calculated based on the response scale for all items which was weighted according the following scale Strongly Agree (6), Agree (5), Mildly Agree (4), Mildly Disagree (3), Disagree(2), Strongly Disagree(1).

The means and standard deviations for the Perceived Program Effectiveness items are presented in Table 19. Results from this analysis revealed high average ratings across items that asked protégés about their satisfaction with NAESP’s formal mentoring program. The Perceived Program Effectiveness item with the highest mean rating was “I believe the National Association of Elementary School Principals Mentor Program is very effective” and “I felt that my participation in the National Association of Elementary School Principals Mentor Program helped me to become a better principal”. Results from this analysis also revealed high average ratings for items that asked

protégés about their satisfaction with NAESP’s formal mentoring program (“I am very satisfied with the National Association of Elementary School Principals Mentor Program.” and “The National Association of Elementary School Principals Mentor Program met my needs.”). Overall, results indicated that protégés expressed positive perceptions of the effectiveness of the NAESP formal mentoring program.

Table 19. Means and Standard Deviations for Protégé Responses for Perceived Program Effectiveness

Item	Mean	SD
I believe the National Association of Elementary School Principals Mentor Program is very effective.	4.81	.995
I think the National Association of Elementary School Principals Mentor Program needs considerable improvement.	4.29	1.22
The National Association of Elementary School Principals Mentor Program is well designed.	4.66	.913
My school district has a formal and well-structured mentor program for new administrators.	3.43	1.68
My state has a formal and well-structured mentor program for new administrators.	3.24	1.35
There appears to be considerable support for the National Association of Elementary School Principals Mentor Program from the supervisors in my school district.	3.87	1.48
I am very satisfied with the National Association of Elementary School Principals Mentor Program.	4.62	1.12
I am not very happy with the National Association of Elementary School Principals Mentor Program.	4.67	1.23
The National Association of Elementary School Principals Mentor Program met my needs as a new principal.	4.55	1.14
I felt that my participation in the National Association of Elementary School Principals Mentor Program helped me to become a better principal.	4.72	1.25

Note. The means were calculated based on the response scale for all items which was weighted according the following scale Strongly Agree (6), Agree (5), Mildly Agree (4), Mildly Disagree (3), Disagree(2), Strongly Disagree(1).

Descriptive Analysis for Input and Training Factors

Descriptive statistics for the input factors for the NAESP National Principals Mentor Certification Program that were investigated in this study are presented in Table 20. Protégé input related to their perceptions of the amount of input they had in determining the protégé-mentor match was measured using the scale: None (1), Very Little (2), Moderate Amount (3) and a Great Deal (4). The average Match Input score for protégés was 2.03 indicating that on the average, protégés felt they had “little” input into determining who their mentor would be during their participation in the formal mentoring program. Training Quality was measured using the scale: Excellent (5), Very Good (4), Good (3), Fair (2) and Poor (1). Overall, protégés felt that the Quality of their Training was very good as evidenced by an average rating of 3.68($SD = 1.20$). Protégés also indicated that they spent on average 3.48 ($SD = 3.82$) hours in orientation/training for their participation in formal mentoring. The proportions of protégés who indicated

Table 20. Descriptive Statistics for Protégé Input, Training Quality and Training Hours

Input Factors	Mean	SD
How much input did you have into determining your mentor? (Match Input)	2.03	1.27
How would you rate the quality of your orientation and preparation for participation in the mentoring program? (Training Quality)	3.65	1.20
Training Hours	3.48	3.82

that they volunteered to participate in formal mentoring and those who indicated that they were provided with orientation or training prior to their involvement in formal mentoring are presented in Table 21. These findings show that the majority (81%) of protégés volunteered to participate in formal mentoring. Likewise, seventy-nine percent indicated that they had received some type of orientation or training to prepare them for mentoring.

Table 21. Descriptive Statistics for Protégé Perceptions of Training and Voluntary Participation

Match Input	Yes	No
Did your mentor or another person orient and prepare you for mentoring activities by explaining your role and responsibilities as a protégé?(Received Training)	79%(63)	21%(17)
My participation in the program was voluntary? (Voluntary Participation)	81%(65)	19%(15)

Note. Numbers in parentheses are frequencies

Path Analysis of Protégé Results

Path analysis was used to answer research question one which was posed to investigate the relationships between protégés perceptions of the NAESP formal mentoring program attributes and Perceived Program Effectiveness. In addition, research questions two and three were posed to determine if Mentor Commitment and Program Understanding mediated the relationships between the protégés' perceptions of NAESP formal mentoring program Input and Training Factors, a subset of Program Characteristics on Perceived Program Effectiveness. The relationships investigated for this study are displayed in Figure 1 presented in chapter 3.

The correlations between the protégé Program Characteristic variables investigated by this study are presented in Table 22. The largest and most significant correlations for the Input and Training factors were for Mentor Commitment ($r = .628$), Program Understanding ($r = .709$), and Received Training ($r = .454$). Mentor Commitment was also found to have a smaller yet significant correlation with Match Input ($r = .305$). In addition large and significant correlations were found for the relationships between Mentor Commitment the Program Characteristics of Program Understanding ($r = .694$), Received Training ($r = .460$), and Training Quality ($r = .603$). Received Training was also found to correlate strongly with Voluntary Participation ($r = .503$) and Training Quality ($r = .475$). The largest correlation between all Program Characteristics was found for the relationship between Training Quality and Hours of Training ($r = .872$). Training Quality also had a smaller yet significant correlation with Match Input ($r = .393$).

The initial analysis of relationships included age gender and race to control for the influence of those variables. However, gender ($r = -.025$), age ($r = .062$) and race, ($r = .222$) were not included in subsequent analyses due to their small and insignificant correlations with Perceived Program Effectiveness and the other Program Characteristics. A path analysis using IBM SPSS version 19 with imported polychoric correlations was conducted using a series of regression analysis to describe the relationship between Perceived Program Effectiveness and the Program Characteristics of Voluntary Participation, Match Input, Received Training, Training Hours, Training Quality, Mentor Commitment, and Program Understanding.

Table 22. Correlation Matrix of Program Characteristics with Perceived Program Effectiveness for Protégés

	PE	MC	PU	VP	MI	RT	HT	TQ	G	R	A
Program Effectiveness (PE)	1.00										
Mentor Commitment (MC)	.628**	1.00									
Program Understanding (PU)	.710**	.694**	1.00								
Voluntary Participation (VP)	.240	.298*	.324*	1.00							
Match Input (MI)	.305*	.221	.310	.259	1.00						
Received Training (RT)	.454**	.460**	.608**	.503**	.118	1.00					
Hours of Training (HT)	.200	.048	.087	.126	.133	-.003	1.00				
Training Quality (TQ)	.620**	.603**	.713**	.475**	.393**	.872**	.108	1.00			
Gender (G)	-.025	.180	.155	-.091	-.024	.279	.051	.070	1.00		
Race (R)	.222	-.007	-.021	-.119	.005	.160	-.098	-.045	-.332	1.00	
Age (A)	.062	-.054	.065	.130	-.007	-.050	.147	.090	-.302	.200	1.00

Note. * $p < .05$, ** $p < .001$

Analysis for Research Question One

Research question one, “Is there a relationship between protégé perceptions of the NAESP formal mentoring Program Characteristics and Perceived Program Effectiveness?” was analyzed using four separate multiple regression analyses.

- The first analysis was for the mediated model that examined the relationships between Voluntary Participation, Match Input, Received Training, Training Hours and Training Quality, Perceived Program Effectiveness.
- The second analysis was for the full or unmediated model examined the direct effects of Voluntary Participation, Match Input, Received Training, Training Hours, Training Quality, Mentor Commitment and Program Understanding on Perceived Program Effectiveness.
- The third analysis examined the direct effects of Voluntary Participation, Match Input, Received Training, Training Hours and Training Quality on Program Understanding.
- The fourth analysis examined the direct effects of Voluntary Participation, Match Input, Received Training, Training Hours and Training Quality on Mentor Commitment.

The first analysis is considered the full, unmediated model because Voluntary Participation, Match Input, Received Training, Training Hours and Training Quality are not mediated by Mentor Commitment or Program Understanding.

The items comprising the Mentor Commitment, Program Understanding and Program Effectiveness subscales were averaged so that each respondent had a mean Mentor Commitment score, Program Understanding score and program effectiveness score for use in the analysis. This procedure has been recommended when the data suffers from

Table 23. Summary of Path Analysis Regressions for Protégés

	β	SE	B	p
Mentor Commitment	$R^2=.39, p < .001$			
Voluntary Participation	.156	.242	.071	.644
Match Input	-.094	.081	-.135	.254
Received Training	.933	.520	.404	.077
Hours of Training	.020	.095	.020	.837
Training Quality	.728	.175	.971	.000
Program Understanding	$R^2=.51, p < .001$			
Voluntary Participation	-.062	.217	-.028	.776
Match Input	.029	.073	.041	.697
Received Training	-.044	.466	-.019	.924
Hours of Training	.018	.085	.018	.837
Training Quality	.517	.157	.689	.002
Perceived Program Effectiveness	$R^2=.58, p < .001$			
	Full Model			
Voluntary Participation	-.083	.206	-.038	.688
Match Input	-.010	.070	-.014	.890
Received Training	.650	.454	.282	.156
Hours of Training	.032	.081	.033	.689
Training Quality	.340	.167	.454	.045
Mentor Commitment	.162	.095	.192	.092
Program Understanding	.436	.126	.436	.001
Perceived Program Effectiveness	$R^2=.42, p < .001$			
	Unmediated Model			
Voluntary Participation	-.080	.237	-.036	.736
Match Input	-.015	.080	-.022	.849
Received Training	.810	.510	.351	.116
Training Quality	.706	.172	.941	.000
Hours of Training	.044	.093	.044	.640

Note. β = Unstandardized coefficient, SE= Standard Error, B = Standardized Coefficient.

multicollinearity and items subscales are sufficiently homogenous as evidenced by acceptable internal consistency reliabilities (Marcoulides & Schumacker, 2009). Both standardized and unstandardized regression coefficients as well as their level of significance for the four protégé regression analyses are reported in Table 19.

Standardized regression coefficients are important to report because they allow direct comparisons to be made among Program Characteristics.

Standardized regression coefficients are important to report because they allow direct comparisons to be made among Program Characteristics. The importance of these results can be evaluated using the effect size criteria established by Cohen (1988). R^2 values of .13 and below are interpreted as a “small” effect, those ranging from .13 to .25 are considered “moderate” and those R^2 values above .25 are considered “large effects”. All of the R^2 results reported for the protégé data are considered to be large effects.

The first regression analysis was conducted to obtain the path coefficients for the unmediated model where the five Program Characteristics were used as independent variables with Perceived Program Effectiveness as the dependent variable. The only program characteristic with a significant relationship to Perceived Program Effectiveness was Training Quality (.941, $p < .001$).

Results of the multiple regression analysis for the full, mediated protégé model with Voluntary Participation, Match Input, Received Training, Hours of Training, and Training Quality as the independent variables and with Program Effectiveness as the dependent are reported in Table 23. Results from this analysis show that all Program Characteristics explained 58% of the variance in Perceived Program Effectiveness.

However, Program Understanding (.436, $p = .001$), and Training Quality (.454, $p = .045$) were the only Program Characteristics that significantly contributed to protégés' Perceived Program Effectiveness. The path analysis for the unmediated model is represented in Figure 2.

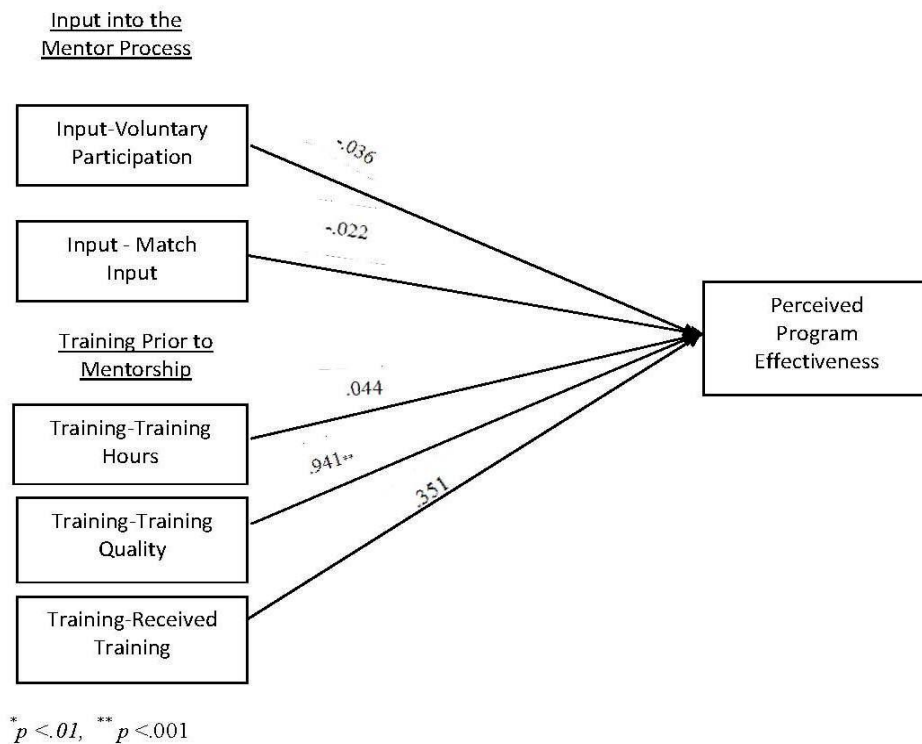
The second regression analysis was conducted to examine the effects of protégé input (Voluntary Participation and Match Input) and training (Received Training, Training Hours and Training Quality) variables on Program Understanding only. Results from this analysis found that these five Program Characteristics explained 51% of the variance in Program Understanding. However, Training Quality (.689, $p < .001$) emerged as only significant program characteristic significantly contributing to the variance in Perceived Program Understanding scores.

The third regression analyses used the input attributes (Voluntary Participation and Match Input) and the training attributes (Received Training, Training Hours and Training Quality) as independent variables with Mentor Commitment as the dependent variable. Results from this regression analysis found that the five Program Characteristics explained 39% of the variance in protégés' mentors commitment scores. Similar to the analysis for Program Understanding, Training Quality (.971, $p < .001$) was the only Program Characteristic found to contribute significantly to the variance in Mentor Commitment scores.

The mediator variables, Mentor Commitment and Program Understanding were also used as dependent variables alone with Perceived Program Effectiveness as the dependent variable. Results from this analysis found that both Mentor Commitment

(.262, $p < .001$) and Program Understanding (.528, $p < .001$) evidenced significant regression coefficients and explained 54% of the variance in Perceived Program Effectiveness.

Figure 2. Standardized Direct Effects for the Unmediated Model for Protégés



Analysis for Research Questions Two and Three

Research questions two and three were posed to determine if Mentor Commitment and Program Understanding mediated the relationship between the protégés' perception of the NAESP formal mentoring program Input and Training Factors, a subset of Program Characteristics and Perceived Program Effectiveness. The analysis for the mediation effects of Mentor Commitment and Program Understanding on

protégés' Perceived Program Effectiveness were analyzed separately using the procedures outlined by Baron and Kenny (1986). Baron and Kenny (1986) steps used to determine the mediation effects are as follows:

1. Determine that the independent variable is correlated with the outcome variable. Use Y (in this case Perceived Program Effectiveness) as the criterion variable in a regression equation and X (Program Characteristics) as a predictor to estimate the path coefficient. This step establishes that there is an effect that may be mediated.
2. Determine that the initial variable (in this case a Program Characteristic) is correlated with the mediator. Use M (in this case either Mentor Commitment or Program Understanding) as the criterion variable in the regression equation and X (Program Characteristics) as a predictor (estimate and test path *a*). This step essentially involves treating the mediator as if it were an outcome variable.
3. Determine that the mediator affects (either Mentor Commitment or Program Understanding) the outcome variable. Use Y (Perceived Program Effectiveness) as the criterion variable in a regression equation and X (Training and Input Factors) and M (Mentor Commitment or Program Understanding) as predictors.
4. To establish that M (Mentor Commitment or Program Understanding) completely mediates the X-Y relationship (the relationship between a Program Characteristic and Perceived Program Effectiveness); the effect of X (a Program Characteristic) on Y (Perceived Program Effectiveness) controlling for M (either Mentor Commitment or Program Understanding) should be zero.

Results for the mediation effects of Mentor Commitment and Program

Understanding are reported in Table 24. The only Program Characteristic that was specified in the path analysis to be mediated by both Mentor Commitment and Program Understanding that had a significant relationship with Perceived Program Effectiveness in the full regression analysis was Training Quality. This was the only program attributes to pass the first step of Baron and Kenny's (1986) mediation analysis procedures.

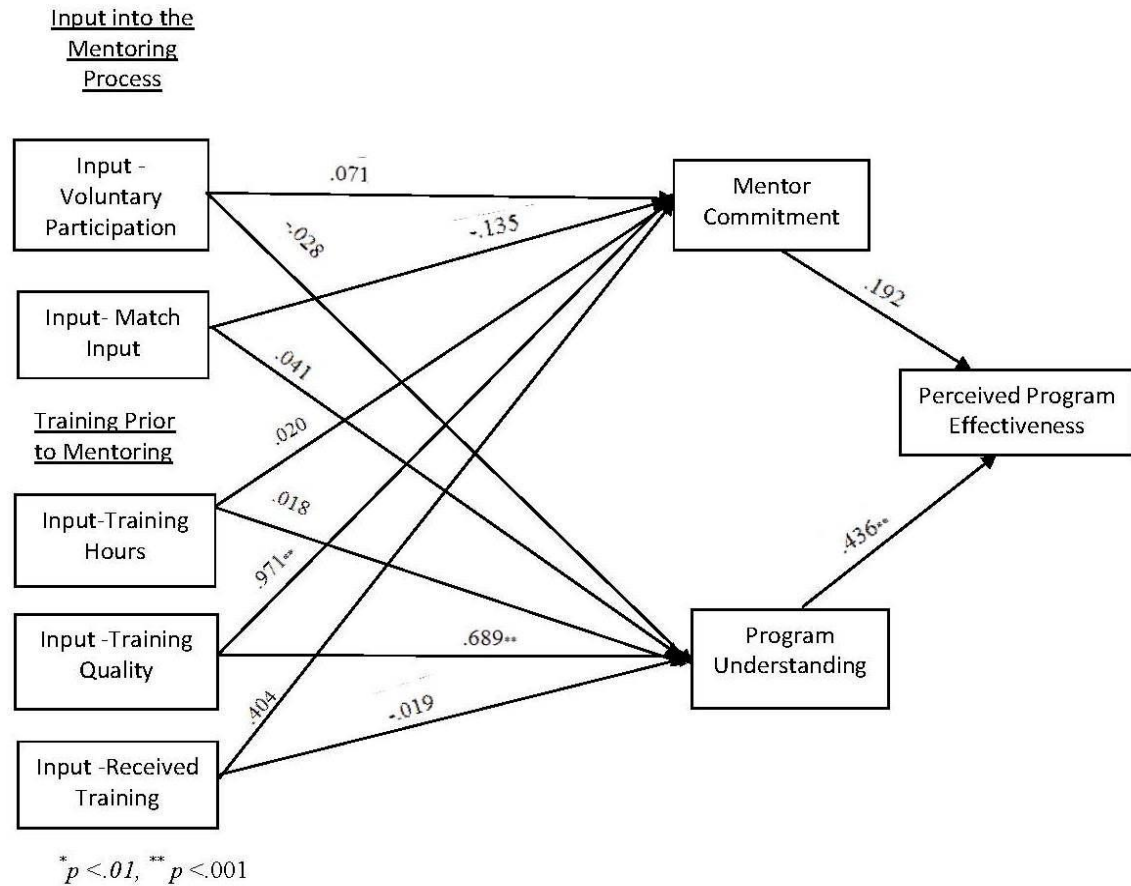
Training Quality was the only Program Characteristic to pass the criteria for the next three Baron and Kenney (1986) steps for the mediation analysis to continue for that variable. The indirect effects of Training Quality on Perceived Program Effectiveness was not found to be significant when passing through Mentor Commitment (.186, Sobel Statistic = 1.57, $p > .05$). However, the indirect effects of Training Quality on Perceived Program Effectiveness were significant when passing through Program Understanding (.300, Sobel Statistic = 2.40, $p > .05$). Although the indirect effects of Training Quality on Perceived Program Effectiveness when passing through Mentor Commitment was significant, this indirect effect is considered small in magnitude when considering Cohen's (1988) criteria.

Table 24. Standardized Direct and Indirect Effects for the Protégés' Path Analysis

	Mentor Commitment (MC)	Program Understanding (PU)	Perceived Program Effectiveness (PE)
Voluntary Participation			
Direct Effects	.071	-.028	-.038
Indirect Effects	.014	-.012	
Match Input			
Direct Effects	-.135	.041	-.014
Indirect Effects	-.030	.020	
Received Training			
Direct Effects	.404	-.019	.282
Indirect Effects	.077	-.010	
Hours of Training			
Direct Effects	.020	.018	.033
Indirect Effects	.005	.008	
Training Quality			
Direct Effects	.971 ^{***}	.689 ^{**}	.454 [*]
Indirect Effects	.186	.300 ^{**}	
Mentor Commitment			
Direct Effects			.192
Program Understanding			
Direct Effects			.436 ^{***}

Note. * $p < .05$ ** $p < .01$, *** $p < .001$ two-tailed test

Figure 3. Standardized Direct Effects of Program Characteristics on Perceived Program Effectiveness for Protégé Mediated Mode



Mentor Analysis

Confirmatory Factor Analysis of Mentor Items

Confirmatory factor analysis was used to assess how well the protégé mentor questionnaire items that were written to measure Perceived Program Effectiveness, Mentor Commitment, and Program Understanding aligned with their respective constructs. Prior to conducting the confirmatory factor analytic procedures the mentor

data for the items assessing Mentor Commitment, Program Understanding and Perceived Program Effectiveness were subjected to tests of normality and skewness. Overall the items were found to be negatively significantly skewed ($M = -1.19$, $SD = 1.37$), $W_{25} = .784$, $p < .001$. The kurtosis ($M = 4.04$, $SD = 9.54$) for all of the items was also found to be significant ($W_{13} = .373$, $p < .001$). The failure of the data collected from questions created using an ordinal response scale to fully meet the assumptions of normality is not unusual. Because the mentor data distributions for the Mentor Commitment, Program Understanding and Perceived Program Effectiveness were non-normal, polychoric correlations as recommended by Bryne (1998) were used when conducting confirmatory factor analysis for each subscale.

The confirmatory factor analysis factor analysis was conducted using Lisrel 8.80 (Jöreskog & Sörbom, 2005). Results from this analysis found the factor model representing the items associated with Mentor Commitment; Program Understanding and Perceived Program Effectiveness fit the data well. The Root Mean Square Error of Approximation (RMSEA) for this analysis was .059 with both the Comparative Fit Index (CFI) and the Non-Normed Fit Index (NNFI) yielding values of .98. Coefficient alphas for the three scales were as follows: Mentor Commitment = .61, Program Understanding = .82 and Perceived Program Effectiveness = .83. Although the reliability for Mentor Commitment was somewhat low, these coefficients were found to be acceptable for according to criteria identified by Panterotto and Ruckdeschel (2007) research. Allen, Eby and Lentz (2006b) found a similar reliability coefficient for Mentor Commitment

when investigating formal mentor Program Characteristics and their relationship to mentors' Perceived Program Effectiveness.

There is no clear consensus regarding the indices that are most appropriate for evaluating the model fit of items loading onto their hypothesized constructs. However, Byrne (1998) and others (Bentler, 1980, 1992; MacCallum, Browne & Sugarwara, 1996) have suggest that the Root Mean Square Error of Approximation (RMSEA), the Comparative Fit Index (CFI) and the Non-Normed Fit Index (NNFI) provide optimal information for evaluating model fit. The Root Mean Square Error of Approximation (RMSEA) has been recently recognized as an informative index of fit because it provides a value that describes the discrepancy or error between the hypothesized model and an estimated population model derived from the sample (Bryne, 2001).

According to Bryne (2001) an RMSEA of .05 or less are indicative of a good fit, with values ranging from .08 to .10 indicating a mediocre fit. Both the CFI and the NNFI indexes developed by Bentler (1980) are advantageous for evaluating model fit because they consider both sample size and model complexity. CFI and NNFI values equal to or greater than .90 are indicative of good model fit (Byrne, 2001). Results from this analysis found the factor model representing the items associated with Mentor Commitment, Program Understanding and Perceived Program Effectiveness fit the mentor data well. The descriptive statistics for the two mediating variables (Mentor Commitment and Program Understanding) and Perceived Program Effectiveness analyzed by the confirmatory factor analysis are reported in Tables 25-29.

Descriptive Analysis for Mentor
Commitment, Program Understanding
and Perceived Program Effectiveness for Mentors

Results from the descriptive analysis of the Mentor Commitment items found that the highest average rating was for the item “I was committed to developing an effective and productive mentoring relationship.” This result suggests that overall mentors felt

Table 25. Means and Standard Deviations of Mentor Responses for Mentor Commitment

Item	Mean	SD
I was committed to developing an effective and productive mentoring relationship.	5.84	.484
I often felt that I did not have enough time to devote to the mentoring my protégé.	4.08	1.49
I felt that my protégé was sometimes a burden to me.	1.66	.930
I made the development of our mentorship a priority.	5.16	.839

Note. The means were calculated based on the response scale for all items which was weighted according the following scale Strongly Agree (6), Agree (5), Mildly Agree (4), Mildly Disagree (3), Disagree(2), Strongly Disagree(1).

they were fully committed to engaging in a relationship that would help their protégés develop in their role as building principal. The lowest rated item was “I felt that my protégé was sometimes a burden to me” suggests in general that mentors did not perceive their mentoring relationship with their protégés to be inconvenient considering that the majority of the mentors also maintained responsibilities as building principals.

A review of the descriptive statistics for the items developed to assess Program Understanding found high average ratings across the six items assessing this construct.

Table 26. Means and Standard Deviations of Mentor Responses for Program Understanding

Item	Mean	SD
I understood the purpose of the mentoring program.	5.74	.503
I understood my responsibilities as a mentor in the mentoring program	5.75	.480
I understood what was expected of me as a mentor.	5.74	.461
I was counseled on how to get the most out of my mentoring relationship.	5.12	.964
The National Association of Elementary School Principals Mentor Program helped me to focus on effective leadership practices as defined by the Interstate Leadership Licensure Consortium (ISLLC) standards.	5.37	.761
The National Association of Elementary School Principals Mentor Program supported the use of leadership practices aligned with the Interstate Leadership Licensure Consortium (ISLLC) standards.	5.45	.662

Note. The means were calculated based on the response scale for all items which was weighted according the following scale Strongly Agree (6), Agree (5), Mildly Agree (4), Mildly Disagree (3), Disagree(2), Strongly Disagree(1).

These results suggest that mentors felt that they had a good understanding of their role and responsibilities for mentoring recently appointed principals participating in the National Association of Elementary School Principals (NAESP) National Principals Mentor Certification Program. In addition, these results indicated that mentors clearly knew that NAESP's formal mentoring program was designed to focus their efforts on the use of leadership practices that were aligned with the Interstate Leadership Licensure Consortium (ISLLC) standards.

The means and standard deviations for the Perceived Program Effectiveness items are presented in Table 27. Results show that the item with the highest mean rating was

for “I believe the National Association of Elementary School Principals Mentor Program is very effective.” High mean ratings for items that asked mentors about their

Table 27. Means and Standard Deviations of Mentor Responses for Program Effectiveness

Item	Mean	SD
I believe the National Association of Elementary School Principals Mentor Program is very effective.	5.41	.72
I think the National Association of Elementary School Principals Mentor Program needs considerable improvement.	2.28	1.10
There appears to be considerable support for the National Association of Elementary School Principals Mentor Program from the supervisors in my school district.	4.28	1.37
I am very satisfied with the National Association of Elementary School Principals Mentor Program.	5.21	.816
I am not very happy with the National Association of Elementary School Principals Mentor Program.	1.69	.950
The National Association of Elementary School Principals Mentor Program met my needs as a mentor.	5.20	.835
I feel my protégé grew as a leader during the mentoring process.	5.23	.700

Note. The means were calculated based on the response scale for all items which was weighted according the following scale Strongly Agree (6), Agree (5), Mildly Agree (4), Mildly Disagree (3), Disagree(2), Strongly Disagree(1).

satisfaction with NAESP’s formal mentoring program were also found (“I am very satisfied with the National Association of Elementary School Principals Mentor Program” and “The National Association of Elementary School Principals Mentor Program met my needs as a mentor.”). The Program Understanding item that was rated

lowest by mentors was “I am not very happy with the National Association of Elementary School Principals Mentor Program” suggesting that mentors disagreed with this statement. Overall, these results suggest that mentors were satisfied with their involvement in a formal mentoring relationship with their protégés.

Descriptive Analysis for Input and Training Factors

Descriptive statistics for the input factors for the NAESP formal mentoring program that were investigated in this study are presented in Tables 28.

Table 28. Descriptive Statistics of Mentor Responses for Mentor Input, Training Quality and Training Hours

Input Factors	Mean	SD
How much input did you have into determining your protégé? (Match Input)	3.33	1.01
How would you rate the quality of your orientation and preparation for participation in the mentoring program? (Training Quality)	4.43	.786
Training Hours	20.10	22.8

Mentor Input related to their perceptions how much input they had in determining the protégé mentor match was measured using the scale: None (1), Very Little (2), Moderate Amount (3) and Great Deal (4). The average Match Input score for mentors was 4.45 indicating that on average mentors felt they had “a moderate amount” of input into determining who their protégé would be during their participation in the formal mentoring program. Training Quality was measured using the scale: excellent (5), Very

Good (4), Good (3), Fair (2) and Poor (1). Overall, mentors felt that the Quality of their Training was very good as evidenced by an average rating of 4.43 ($SD = .786$). Mentors

Table 29. Descriptive Statistics of Mentor Responses for Training and Voluntary Participation

Match Input	Yes	No
Did your receive training or an orientation about your role and responsibilities as a mentor? (Received Training)	79%(63)	21%(17)
My participation in the program voluntary? (Voluntary Participation)	100% (201)	0% (0)

Note. Numbers in parentheses are frequencies

also indicated that they spent on average 20.1 ($SD = 22.89$) hours in orientation/training for their participation in formal mentoring. This large average number of hours is not unusual for mentors they many spend two to three full days preparing for mentoring duties. Protégés on the other hand only receive training or orientation during their first meeting with mentors. All 201(100%) mentors indicated that they volunteered to participate in the formal mentoring program.

Table 29 presents results for mentor perceptions of input during formal mentoring. All of the mentors in this study volunteered to participate in the formal mentoring relationship. Interestingly, 80% indicated that they participated in some type of training or orientation prior to participation in the formal mentoring program.

Path Analysis of Mentor Results

Path analysis was used to answer research question four which was posed to investigate the relationships between mentors' perceptions of NAESP formal mentoring Program Characteristics and Perceived Program Effectiveness. In addition, research questions five and six were posed to determine if Mentor Commitment and Program Understanding mediated the relationship between the mentors' perceptions of the NAESP formal mentoring program Input and Training characteristics, a subset of Program Characteristics on Perceived Program Effectiveness. The relationships investigated for this study were displayed in Figure 1 presented in chapter 3.

The correlations between the variables analyzed in this study are presented in Table 30. The largest and most significant correlations in magnitude for mentors were those found between Perceived Program Effectiveness and Program Understanding ($r = .559, p < .001$) and Perceived Program Effectiveness and Training Quality ($r = .544, p < .001$). A smaller yet significant correlation was also found between Perceived Program Effectiveness and Received Training ($r = .283, p < .01$). Significant correlations were also found between Program Understanding and both Received Training ($r = .317, p < .01$) and Training Quality ($r = .292, p < .001$). The only other moderate and significant relationship was found between Received Training and Hours of Training ($r = .403, p < .001$). The initial analysis of relationships included gender, race and age to control for the influence of those variables. However, gender ($r = -.124$) and age ($r = -.086$) were not included in subsequent analyses for mentors due to its small and insignificant correlation with Perceived Program Effectiveness.

A path analysis using IBM SPSS version 19 with imported polychoric correlations was conducted using a series of regression analysis to describe the relationship between Perceived Program Effectiveness and the Program Characteristics of Voluntary Participation, Match Input, Received Training, Training Hours, Training Quality, Mentor Commitment, and Program Understanding.

Analysis for Research Question Four

Research question four, “Is there a relationship between mentors’ perceptions of the NAESP formal mentoring Program Characteristics and Perceived Program Effectiveness?” was analyzed using four separate multiple regression analyses.

- The first analysis was for the unmediated model where the relationships between Match Input, Received Training, Training Hours, Training Quality and Perceived Program Effectiveness were examined.
- The second analysis was for the mediated model examined the direct effects of Voluntary Participation, Match Input, Received Training, Training Hours, Training Quality, Mentor Commitment and Program Understanding on Perceived Program Effectiveness.
- The third analysis examined the direct effects of Voluntary Participation, Match Input, Received Training, Training Hours and Training Quality on Program Understanding.
- The fourth analysis examined the direct effects of Voluntary Participation, Match Input, Received Training, Training Hours and Training Quality on Mentor Commitment

Table 30. Correlation Matrix of Program Characteristics with Perceived Program Effectiveness for Mentors

	PE	MC	PU	MI	RT	HT	TQ	G	R	A
Program Effectiveness (PE)	1.00									
Mentor Commitment (MC)	.126*	1.00								
Program Understanding (PU)	.571**	.170	1.00							
Match Input (MI)	.131	-.001	.056	1.00						
Received Training (RT)	.278*	-.080	.315**	-.180	1.00					
Hours of Training(HT)	.152	-.054	.243**	.070	.418**	1.00				
Training Quality (TQ)	.681**	.115	.396**	.020	.150	.134	1.00			
Gender(G)	-.124	.090	-.220*	-.010	-.034	-.107	-.156	1.00		
Race (R)	.211*	-.099	.064	-.110	.175	.140	.077	-.225	1.00	
Age (A)	-.086	-.211**	.034	.082	.265**	.035	-.131	-.074	-.198	1.00

Note. * $p < .05$, ** $p < .001$

The first analysis is considered an unmediated model because Voluntary Participation, Match Input, Received Training, Training Hours and Training Quality are not mediated by Mentor Commitment or Program Understanding. The items comprising the Mentor Commitment, Program Understanding and Perceived Program Effectiveness subscales

Table 31. Summary of Path Analysis Regressions for Mentors

	β	SE	B	<i>p</i>
Mentor Commitment	$R^2 = .02, p > .05$			
Match Input	-.014	.030	-.034	.638
Received Training	-.093	.097	-.077	.340
Hours of Training	-.003	.016	-.014	.859
Training Quality	.030	.033	.066	.358
Race	-.074	.088	-.061	.404
Program Understanding	$R^2 = .19, p < .001$			
Match Input	.026	.021	.081	.221
Received Training	.282	.076	.269	.000
Hours of Training	.035	.024	.102	.156
Training Quality	.118	.029	.261	.000
Race	.008	.030	.017	.800
Perceived Program Effectiveness	$R^2 = .55, p < .001$			
	Mediated Model			
Match Input	.099	.030	.162	.001
Received Training	.274	.092	.171	.003
Hours of Training	-.024	.015	-.089	.102
Training Quality	.249	.031	.408	.000
Mentor Commitment	.082	.067	.062	.221
Program Understanding	.469	.070	.369	.000
Race	.298	.080	.186	.000
Perceived Program Effectiveness	$R^2 = .42, p < .001$			
	Unmediated Model			
Match Input	.129	.038	.190	.001
Received Training	.475	.110	.265	.000
Hours of Training	-.016	.018	-.052	.388
Training Quality	.345	.037	.508	.000
Race	.336	.100	.188	.001

Note. β = Unstandardized Coefficient, SE = Standard Error, B = Standardized Coefficient.

were averaged so that each respondent had a mean Mentor Commitment score, Program Understanding score and Program Effectiveness score for use in the analysis. Parceling has been recommended when the items suffer from multicollinearity and items subscales are sufficiently homogenous as evidenced by acceptable internal consistency reliabilities (Marcoulides & Schumacker, 2009). The importance of these results can be evaluated using the effect size criteria established by Cohen (1988). R^2 values of .13 and below are interpreted as a “small” effect, those ranging from .13 to .25 are considered “moderate” and those R^2 values above .25 are considered “large effects”. Regression analyses are reported in Table 32. The use of standardized coefficients is important to report because they allow direct comparisons among Program Characteristics.

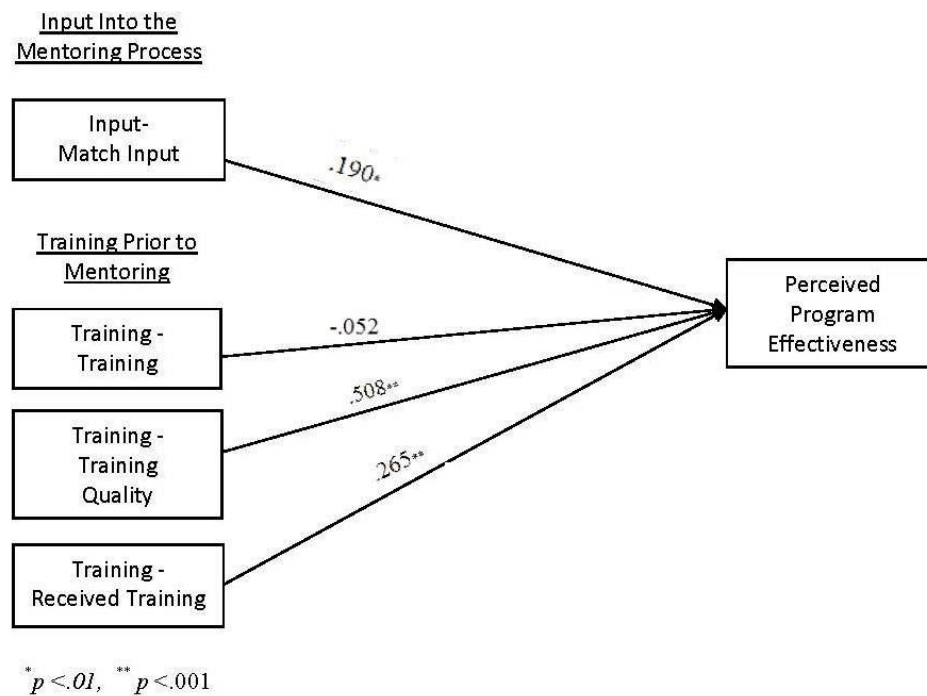
All of the R^2 results reported for the mentor results are considered to be large effects. Both standardized and unstandardized regression coefficients as well as the level of significance for the four regression analyses are reported in Table 31.

The first regression analysis was for the unmediated model where Match Input, Received Training, Training Hours, and Training Quality were used as independent variables with Perceived Program Effectiveness as the dependent variable. Results from this analysis found that Match-Input (.190, $p < .01$), Received Training (.265, $p < .001$), Training Quality (.508, $p < .001$) and Race (.188, $p < .01$).

Results of the multiple regression analysis for the full, mediated mentor model with Match Input, Received Training, Training Hours, and Training Quality as the independent variables and with Perceived Program Effectiveness as the dependent are also reported in Table 31. Race was entered into this analysis and all subsequent

regression analyses to control for its influence on Perceived Program Effectiveness. Voluntary Participation was not included in this analysis because all mentors indicated that they participated in NAESP's formal mentoring program. Results for the full, mediated model with all Program Characteristics accounted for 55% of the variance in Perceived Program Effectiveness. The Program Characteristics for the mediated model

Figure 4. Standardized Direct Effects for the Unmediated Model for Mentors



were found to contribute significantly to the variance in Perceived Program Effectiveness were Match Input (.162, $p < .001$), Received Training (.171, $p < .009$), Training Quality (.408 $p < .001$), Program Understanding (.369, $p < .001$) and Race (.186, $p < .001$). The third regression analysis was conducted to examine the effects of Input into the

Mentoring Process (Voluntary Participation and Match Input) and Training Prior to Mentorship (Received Training, Training Hours and Training Quality) variables on Program Understanding only. Race, Training Quality, Hours of Training, Received Training and Match Input were found to explain 19% of the variance in mentors' Program Understanding scores. The Program Characteristics significantly contributing to the variance Program Understanding scores were Training Quality (.261, $p < .001$) and Received Training (.269, $p < .001$). The fourth regression analysis used the same five Program Characteristics as independent variables with Mentor Commitment as the dependent variable. This analysis found that Match Input, Received Training, Training Hours and Training Quality were not significant and only accounted for 2% of the variance in Mentor Commitment scores.

A final regression analysis was conducted to show the effects of Mentor Commitment, Program Understanding and Race without the other program characteristic variables on Perceived Program Effectiveness. Results from this analysis found that Program Understanding (.530, $p < .001$), Race (.216, $p < .001$) and Mentor Commitment (.043, $p = .454$) explained 35% of the variance in Perceived Program Effectiveness. However, only Program Understanding and Race significantly contributed to the variance in mentors' Perceived Program Effectiveness.

Analysis for Research Questions Five and Six

Research questions five and six were posed to investigate if protégés' perceptions of Mentor Commitment and Program Understanding mediated the relationship between the mentors' perception of the NAESP formal mentoring program Input into the

Mentoring Process (Voluntary Participation and Match Input) and Training Prior to Mentoring (Received Training, Training Hours, and Training Quality) a subset of Program Characteristics and mentors' Perceived Program Effectiveness. The analysis for the mediation effects of Mentor Commitment and Program Understanding on mentors' Perceived Program Effectiveness were analyzed separately using the procedures outlined by Baron and Kenny (1986).

The indirect effects of the Program Characteristics passing through Mentor Commitment and Program Understanding are reported in Table 28. The same steps recommended by Baron and Kenny (1986) that were used to analyze the mediation effects of Program Understanding and Mentor Commitment on the Input and Training factors for protégés were also used for the mentor analysis. The only Program Characteristics identified by the first regression analysis to be used in the mediation analysis that met the criteria specified by the first step in Baron and Kenny's (1986) analysis steps were Match Input, Training Quality and Received Training. However, only Training Quality and Received Training met the criteria for step 2 of the mediation analysis procedures for Program Understanding but not Mentor Commitment. For step 2 the program factor variables must be correlated with the mediator variable. Results from the mentor regression analyses reported in Table 32 show that only Received Training and Training Quality were significantly related to Program Understanding as a result of the regression analysis that used all Program Characteristics as independent variables with Program Understanding as the dependent variable. In addition, these variables were

not found to be significantly related in the regression analysis when used as independent variables with Mentor Commitment as the dependent variable (see Table 32).

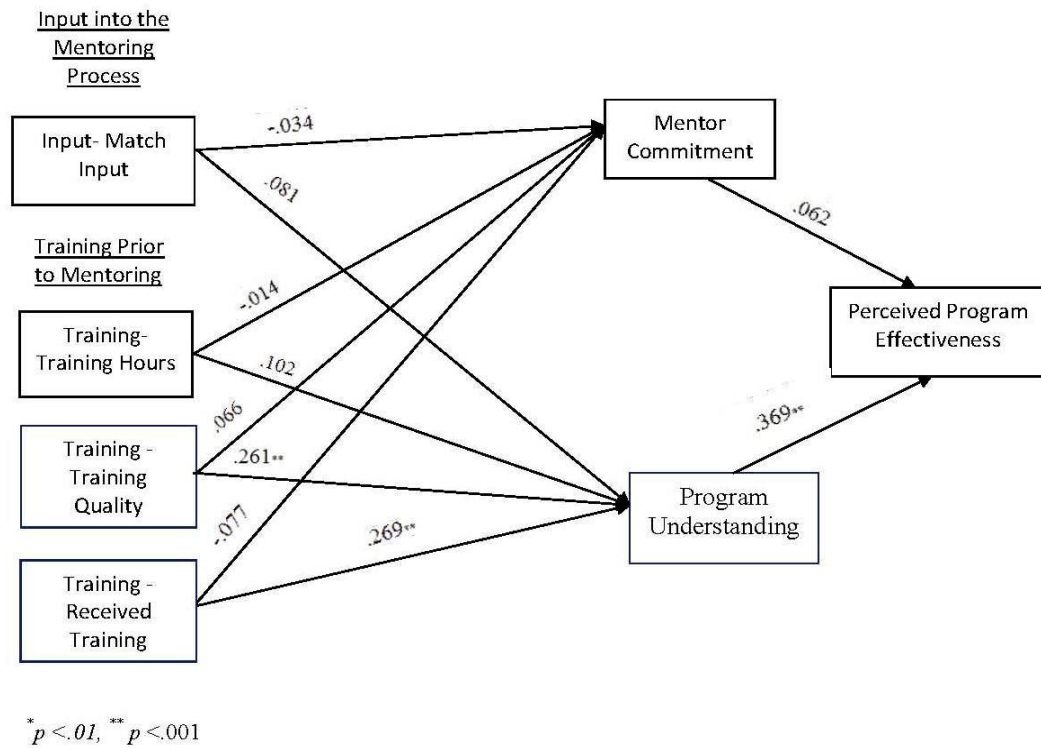
Table 32. Standardized Direct and Indirect Effects for the Mentors' Path Analysis

	Mentor Commitment (MC)	Program Understanding (PU)	Perceived Program Effectiveness (PE)
Race			
Direct Effects	-.061	.017	.186**
Indirect Effects on PE	-.003	.006	
Match Input			
Direct Effects	-.034	.081	.162**
Indirect Effects on PE	-.002	.030	
Received Training			
Direct Effects	-.077	.269***	.171**
Indirect Effects on PE	-.004	.100***	
Hours of Training			
Direct Effects	-.014	.102	-.089
Indirect Effects on PE	-.001	.040	
Training Quality			
Direct Effects	.066	.261	.408***
Indirect Effects on PE	.004	.096***	
Mentor Commitment			
Direct Effects	--	--	.062
Program Understanding			
Direct Effects	--	--	.369***

Note. ** $p < .01$, *** $p < .001$

The Sobel test developed by Preacher and Leonardelli (2001) was used to determine the significance of the mediation effects of Program Understanding, Received Training and Training Quality. The indirect effects of Received Training (.100, Sobel

Figure 5. Mediated Model Standardized Direct Effects of Program Characteristics on Perceived Program Effectiveness for Mentors



Statistic = 3.24, $p < .01$) and Training Quality (.096, Sobel Statistic = 3.53, $p < .01$) on Perceived Program Effectiveness were found to be significant when passing through Program Understanding. Although significant, these indirect effects are considered small in magnitude when considering Cohen's (1988) criteria.

Chapter Summary

Chapter four has presented the results from the confirmatory factor analyses of the questionnaire items written to assess protégés and mentors perceptions of Program Understanding, Mentor Commitment and program effectiveness found solid support for the construct validity of the items subscales and adequate internal consistency reliability. A path analysis was conducted as a method for investigating the relationship

between the Program Characteristics included in NAESP's formal mentoring program and Perceived Program Effectiveness for both the protégés and mentors.

Results from the protégé path analysis found that Training Quality, Received Training, Program Understanding and Mentor Commitment had direct significant effects on Perceived Program Effectiveness. In addition, results from this analysis also found that Training Quality had significant indirect on Perceived Program Effectiveness passing through both Mentor Commitment and Program Understanding. This result indicates that both Mentor Commitment and Program Understanding significantly mediated the relationship between Training Quality and Perceived Program Effectiveness.

The path analysis of mentor results found significant direct effects on Perceived Program Effectiveness for Program Understanding, Training Quality, Received Training and Match Input. Received Training and Training Quality also had significant direct effects on Program Understanding. Significant indirect effects were only found for Received Training and Training Quality when passing through Program Understanding. Mentor Commitment did not mediate the relationship between any of the Input or Training attributes and Perceived Program Effectiveness. Chapter five presents an overview of this quantitative study and the answers to the six research questions. A discussion of the findings, recommendations and suggestions for further research will also be presented.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

Introduction

Chapter 5 will present a summary of the study, its intent, research methodology and findings. Conclusions of the study will be presented through review the answers to the six research questions. The theoretical contributions of this study to the existing body of literature will also be addressed in the implications section of the chapter. Furthermore, recommendations for further research and its importance will be discussed. Finally, an overall summary of the study will conclude the chapter.

Summary of the Problem and Intent of the Study

Formal mentoring programs have been recommended as one method for recruiting and training elementary and secondary school principals in the profession. Hall (2008) indicates that establishing formal rather than ad hoc relationships between principal mentors and novice administrators is a critical component of effective principal mentoring programs. The development of formal mentoring relationships are necessary for creating an environment where novice principals are supported and encouraged to engage and internalize leadership practices that are aligned with the current standards of best practice (NAESP, 2001). The benefits of mentoring for elementary and secondary principals during pre-service, induction and in-service stages of practice have been well documented in the literature (Alsbury & Hackmann, 2006; Hansford & Erich, 2006).

Although, a number of studies have documented the benefits of formal mentoring for principals at all stages of their career, very few of these studies have empirically assess the skills of effective mentors and the training programs designed to teach those skills. Despite the fact that the formal mentoring program for principals have been in place for some time, there has been little quantitative assessment conducted to support the relationship between formal mentoring Program Characteristics and program effectiveness in the NAESP's National Principals Mentor Certification Program. It is within this question that this study finds its genesis and significance.

The overarching purpose of this correlational study was to investigate the relationship between mentor-protégé Program Characteristics to include Input and Training, Program Understanding, Mentor Commitment and Perceived Program Effectiveness of NAESP's National Principals Mentor Certification Program. This adapted model study will use a path analysis model developed by Allen, Eby, and Lentz (2006b) to evaluate formal mentoring used by corporations to evaluate NAESP's National Principals Mentor Certification Program that has been implemented over the past nine years to provide formal mentoring support for elementary and middle school principals. Understanding the relationship between these formal mentoring program variables used in corporations will provide valuable information for the NAESP program administrators about Program Characteristics used to evaluate the effectiveness of NAESP National Principals Mentor Certification Program for elementary and secondary school principals. The National Principals Mentor Certification Program (NPMCP)

sponsored by the National Association of Elementary School Principals (NAESP) trains experienced principals to support novice principals through mentoring activities.

Literature Review

Formal mentoring programs have been identified as one method for building leading leadership capacity by helping pre-service and in-service principals overcome the barriers that have contributed to the current and project principal shortage. Jackson and Kelley (2002) further argue that pre-service leadership programs provided by universities should consist of internships with formal mentoring to support novice leaders learn the practical and necessary skills required of the job in the context of a supportive and developmental relationship. The increased numbers of school administrators opting for retirement indicates that public schools must be prepared to move aspiring school administrators into the leadership roles vacated by retirees (Hansford & Erich, 2006). This fact, combined with the ever increasing complex leadership tasks that building principals are required to undertake has suggests a need for a new group of instructional leaders who “hit the ground running” when assuming these leadership roles (Spiro, Mattis & Mitgang, 2007). Many studies (Moir & Bloom, 2003) have found that one of the most effective ways to prepare and support principal in their careers is to provide a mentoring program. Providing new principals with mentoring support early in their careers will help them to more efficiently translate learned theory into practice (Alsbury & Hackmann, 2006). Experience guiding schools in the implementation of sound instructional practices is a critical leadership skill that principals must acquire early in

their careers to better ensure that their students meet important district, state and national achievement goals (DeVita, Colvin, Darling-Hammond & Hancock, 2007).

With high-stakes accountability and increasing demands on school leaders, it is more important than ever that principals are guided toward effective instructional practices by experienced and trained mentors. Gray, Fry, Bottoms and O'Neill's (2007) recommend a research-based framework for designing and implementing principal mentoring programs. Their report indicates that support programs designed to recruit high performing professionals into leadership positions include real-world training experiences. Furthermore these programs should incorporate leadership skills that can direct instruction and plan curriculum necessary for reaching levels of improved student performance required to meet local, state and federal achievement goals.

Daresh (2001) suggests that effective mentoring programs that are developed to support instructional leadership among novice principals requires an investment of time by both the protégé and mentor, mentor interactions that support effective protégé practice and goals that promote professional development for both mentor and protégé. The idea of mentoring and coaching for principals is not a new concept. In the research by Moir and Bloom, (2003) they found that investment in relationships is the key factor that most contributes to coaching effectiveness. Coaching provides the opportunity for reflective dialogue that is vital to the adult learning process. Where a coach or mentor exists, the chance for reflective dialogue exists. Creasap (2003) supported the benefits of sustained reflection on the professional growth of an early career principal. Hopkins-Thompson (2000) also identified the importance of establishing clearly defined program

goals and fostering communication skills that allow mentors to provide protégés with supportive feedback. In addition, she recommended that effective mentoring programs secure support from the organization where protégés are employed, devise a selection process that matches mentors with protégés, and trains program participants to engage in collaborative exchanges that promote introspection about their leadership skills and behaviors. Research conducted by Fink and Resnick (2001) identified attributes similar to those of Daresh (2001) and Hopkins-Thompson (2000) when studying successful principal mentoring programs as one component of the successful school reform efforts undertaken by Community School District 2 located in New York City. The success of support programs for new principals like those found in New York City's Community School is dependent on competent mentors. Quality mentors are those experienced principals who can provide day-to-day feedback and coaching that will help interns transition from the role of classroom teacher (or other roles) to that of school leader.

A range of principal mentoring programs have been established in the United States. For example, a mentoring program that proved to be beneficial was Albuquerque Public Schools' Extra Support for Principals (ESP) program began in 1994 by matching experienced principals with newly appointed principals (Malone, 2001; Weingartner, 2001). Another example is the Southern Regional Education Board's (SREB) Leadership Academy which assigned coaches to teams of district administrators (Crews & Weakley, 1996). In Santa Cruz County California, the "Growing Your Own" mentoring program was established to support assistant principals with experienced building principals.

These mentoring programs and other emphasize collaboration aimed at producing qualified leaders for public schools across the U.S. (Bloom and Krovetz, 2001).

The Texas A&M Principals Center has designed and implemented several training initiatives that provide mentoring for novice school principals such as School Leadership Initiative Program, the Richardson Mentor Program and the Aspiring Principal Program (Zellner & Erlandson, 2002). A cooperative project between Iowa education agencies and the University of Iowa's College of Education pairs experienced principals and other district administrators with students working toward masters degrees in educational administration (University of Iowa, 2004). These are just a few examples of the many principal mentor programs targeted at professional development activities for both novice and experienced principals that are emerging across the United States (Mullen & Cairns, 2001).

The National Association of Elementary School Principals (NAESP) (2001) has recommended education agencies at the local, state and district levels provide professional development opportunities which include mentoring and coaching to support elementary and middle school principals during their first year as new school leaders. NAESP recognizes that there is a significant linkage between school leadership and student outcomes and the mentor program reinforces the urgent need of providing early-career principals with leadership development and support. The NAESP National Principals Mentor Certification Program was developed by NAESP in 2003 is a national effort that trains retired and active seasoned professionals to provide a crucial support system, advice and counsel to aspiring, new, and experienced elementary and middle

school principals. Leveraging our knowledge, experience, and direct connection to principals from around the country enables NAESP to be a leader in supporting and advocating for those committed to students and the overall success of the profession. The NAESP National Principals Mentor Certification Program has created a model for experienced principals to receive mentor training which is consistent with professional standards and addresses the specific needs of school principals and other administrators (NAESP, 2004).

The benefits of NAESP's National Principals Mentor Certification Program is supported by Hansford and Erich's (2006) research which suggests that principal mentoring can be a source of needed professional development and support for principals regardless of the developmental stage of their administrative careers. Aspiring principals engaged in internship experiences during university preparation are considered in the pre-service stage, while first year principals are considered to be in the induction stage of their administrative careers. Like with experienced teachers, in-service is descriptor used to characterize the career phase for veteran principals. Gray, Fry, Bottoms and O'Neill (2007) have recommended a comprehensive mentoring program to support the internship activities for pre service principals. Their research suggests that principal preparation programs must provide formal mentoring program that use experienced mentors to support the challenges interns are likely to experience in real-school situations. The overarching goal of principal preparation mentoring programs is to provide interns with school-based, clinical experiences that allow them to practice implementing research-

based instructional leadership skills that have been linked to improved student achievement.

Training veteran administrators to provide mentoring support to new principals has been identified as an effective leadership practice by the literature (Chapman, 2005). Multiple studies suggest that one of the most important components for principal mentoring programs for new principals is the development of supportive mentor-protégé relationships (Browne-Ferrigno & Muth, 2004). Supportive relationships are developed when mentors and protégés engage in reflective conversations about professional practices and expected roles of the principalship (Mohen & Machell, 2005). The literature further suggests that effective mentors also recognize that new administrators are extremely busy and that a protégé time for engaging with mentors is limited (Alsbury & Hackmann, 2006). Daresh (2004) suggests that mentoring programs maintain a focus on high quality activities that are perceived and identified as promoting mentee professional growth, rather than activities that are unrelated to mentee professional contexts and are recognized as of marginal usefulness. Mentors can provide intraprofessional support that frequently contributes to career success and the development of leaders. Programs must be designed to expose potential candidates to the challenges of the job and to assist them in understanding their own particular capacities to lead. However, the notion of principal mentoring has become a recent phenomenon within many districts (Spira, Mattis, & Mitgang, 2007).

An important outcome of mentor-protégé relationships is veteran administrators acting as mentors also realize an increase in their leadership capacity (Browne-Ferrigno

& Muth, 2004; Mullen, Gordon, Greenlee & Anderson, 2002). Under a mentorship model, a more experienced principal mentor, who provides supportive supervisions, guides new principals as they learn to handle the day-to-day challenges of the principalship. Mentors give professional advice, help their less experienced protégés solve complex work problems, advocate on their behalf, and serve as partners in processing situations and experiences (Hopkins-Thompson 2000; Malone 2001; Sheets, Young, & Kesner 2003). For example, NAESP National Principals Mentor Certification Program (NPMCP) mentors experience a deeper understanding of professional practice when engaged in reflective discussions that help guide protégés toward professional practices that best address the leadership issues they face as new principals (NAESP, 2001). Researchers have found that mentors and protégés alike are provided with an incredible opportunity for leadership capacity building when engaged in collaborative problem-solving activities (Browne-Ferrigno & Muth, 2004). The mentor-protégé relationship that emerge from mentoring programs are part of larger professional communities of practice that have been identified as critical for steadily improving the performance of both new and experienced school administrators (Lave & Wegner, 1991).

To date, most of the research investigating the formal principal mentoring programs is predominately descriptive and does not provide evidence of a causal relationship between program practices and effectiveness (Sprague & Hortinsky, 2002). However, research conducted with formal mentoring programs used by business and industry can provide guidance for identifying Program Characteristics that can be assessed and analyzed to establish a causal relationship between mentoring program

practices and program effectiveness. Research by Allen, Eby and Lentz (2006b) studied the design features of formal mentoring programs for employees from four different organizations and found that mentor-protégé input, training, Mentor Commitment, and Program Understanding were significantly related to Perceived Program Effectiveness.

Crow and Matthews (1998) suggest that input by both mentors and protégés is a necessary element for establishing effective mentoring relationships. Their research indicates that the ideal mentor-protégé match occurs when professional goals, interpersonal styles, learning needs, and other variables are considered prior to establishing the mentor-protégé relationship. However, the process required to establish mentoring relationships based on these personal characteristics will involve mentors and protégés engaging in preliminary discussions that offer input to guide the matching process. Alsbury and Hackman (2006) research suggests mentoring is more productive for protégés when the mentoring relationship is established at the beginning of the school year. Their research indicates that the input from mentors and protégés be considered early on to guide the creating of effective mentoring-protégé matches.

Studies investigating the Program Characteristics of formal mentoring programs for aspiring and novice educational administrators suggest that mentors and protégés engage in some type of training prior to mentoring activities (Alsbury & Hackman, 2006; Williams, Matthews & Baugh, 2004). For example, Alsbury and Hackman (2006) found that orientation sessions prior to mentoring activities for first year principals was beneficial for providing participants with an overview of program purposes, goals and participant responsibilities. In addition, they suggested that these training sessions also

provided socialization activities which served to initiate and promote interpersonal relationships between mentors and protégés. Searby's (2010) work further supports the need for training prior to formal mentoring activities. Her research investigated the use of formal graduate coursework to teach aspiring principals the knowledge, skills and dispositions needed to be productive protégés when in a mentoring relationship. The three themes emerging from this study was that all aspiring principals acknowledge that they gained a greater understanding of the need for protégé preparation and the benefits of the mentoring relationship with a more experienced administrator. Training sessions prior to formal mentoring activities are important for oriented participants to program requirements, procedures, activities and participant responsibilities. However, just as importantly, these activities can also used to promote a greater understanding of the theory and practice that form the basis of the programs' intended outcomes (Silva & Dana, 2001).

Program Understanding has been identified as an essential element related to participants Perceived Program Effectiveness (Allen, Eby & Lentz, 2006b). For example, one of the intended goals for the NAESP National Principals Mentor Certification Program sponsored by the National Association of Elementary School Principals (NAESP) is for mentors to gain skills in guiding their protégés toward best leadership practices recommended by the Council of Chief State School Officers, Educational Leadership Policy Standards: ISSLC 2008 known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (CCSS0, 2008). Likewise, it is expected by the end of mentoring activities that protégés are fully engaged in

leadership activities that are aligned with those recommended as best practice by the ISLLC standards. However, it is doubtful that mentors or protégés would have a clear understanding of NAESP's National Principals Mentor Certification Program and their role as a program participant without some sort of intentional preparation instructing them about the NAESP's National Principals Mentor Certification Program's focus and expectations.

Mentor Commitment has been identified as key component to the success of formal mentoring programs (Zachary, 2000). In the context of formal mentoring for novice principals, mentors are successful principals who are committed, willing and able to invest sufficient time and effort to develop the next generation of educational leaders (Crow & Matthews, 1998). A report by the Southern Regional Educational Board (SREB) suggests that good mentors are those who have the knowledge, time and commitment necessary to guide aspiring principals through a set of rich experiences that enable them to develop their leadership competencies. A key factor in defining Mentor Commitment is the time that mentors spend devoted to interacting with their protégés (Alsbury & Hackman; Allen & Eby, 2008). For example, the time experienced principals spend voluntarily engaged in training activities to learn effective mentoring skills is a good indicator of the level of Mentor Commitment they bring to the mentoring relationship (Crow & Matthews, 1998). Allen, Eby and Lentz (2006b) investigated two major aspects of formal mentoring program design participant input into the mentoring process and training prior to the mentorship, used by major US Corporation and their relationship to protégé and mentor Perceived Program Effectiveness. This study

examined the relationships between the same program factors and Perceived Program Effectiveness of protégés and mentors who participated in the formal mentoring program for novice principals sponsored by NAESP.

Findings from the Protégé Analysis

Research Question One

The first three research questions for this study were posed to investigate the relationship between the NAESP's formal mentor program factors and Perceived Program Effectiveness. The first research question, "Is there a relationship between protégé perceptions of the NAESP formal mentoring Program Characteristics and Perceived Program Effectiveness?" was answered with results from a multiple regression analysis that investigated the relationships between all Program Characteristics and Perceived Program Effectiveness for protégés. Results from this analysis found that protégés perceptions of Mentor Commitment, Program Understanding and training quality a direct and significant relationship to their perceptions of program effectiveness. Interestingly, Mentor Commitment had a significant relationship to Perceived Program Effectiveness only when used with Program Understanding as an independent variable. It is hypothesized that the high correlation between Mentor Commitment and training quality reduced the effects of Mentor Commitment on Perceived Program Effectiveness when both were analyzed in the full regression model.

The results from this study used to answer research question one are similar to those found by Allen, Eby and Lentz (2006b) when examining the same Program

Characteristics for formal mentoring programs used by large U.S. corporations. Their research found that Mentor Commitment, Program Understanding and the quality of training to prepare protégés for mentoring were directly and significantly related to protégés perceptions of the effectiveness of their formal mentoring experiences. Like this study, Allen, Eby and Lentz's (2006b) also found that voluntary participation, training hours, and protégés input for selecting a mentor was not directly related to protégés Perceived Program Effectiveness. However, their research did find a significant relationship between protégé input for selecting a mentor, voluntary participation and training with both Mentor Commitment and Program Understanding. These program factors were not significantly related to Mentor Commitment or Program Understanding for this study.

The only program factor for this study that was significantly related to Mentor Commitment and Program Understanding was protégés perceptions of training quality. This finding suggests that although input into matching and voluntary participation are considered important program features, they do not directly relate to protégés perceptions of interactions with their mentors or the depth of Program Understanding gained from the quality of their interactions with mentors prior to formal mentoring. Although, studies related to formal mentoring programs for principals have reported the importance of protégé input and voluntary participation through descriptive statistics and observation, none have used path analysis or other statistical methods that allow researchers to draw conclusions about the magnitude and significance of the relationships between the program factors examined in this study and Perceived Program Effectiveness for formal

mentoring programs for principals (Alsbury & Hackman, 2006; Erich, Hansford & Tennet, 2004).

Research Question Two

The second research question posed by this study was, “Will protégé perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of the NAESP formal mentoring program input factors, a subset of Program Characteristics, and Perceived Program Effectiveness?” This question was answered by using multiple regression techniques to determine the significance and magnitude of the path coefficients for each of the program factors’ effects on Perceived Program Effectiveness passing through both Program Understanding and Mentor Commitment. None of the input factors were found to be significantly mediated by Program Understanding or Mentor Commitment. The results from this analysis found that these program factors were not significantly related to either Program Understanding or Mentor Commitment. As such, the indirect effects of the voluntary participation and match input on Perceived Program Effectiveness passing through Mentor Commitment and Program Understanding were found to be very small in magnitude and non-significant. There was no evidence found to support the mediating relationship between Mentor Commitment and Program Understanding for the relationship between program input factors and Perceived Program Effectiveness.

Research Question Three

The same multiple regression technique was used to answer the third research question, “Will protégé perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of NAESP formal mentoring program training factors, a subset of Program Characteristics, and Perceived Program Effectiveness?” The results from the regression analysis conducted to answer this research question are almost identical to findings from the analysis for the second research question. In this case the indirect effects of the training attributes which included training quality, training hours and received training on Perceived Program Effectiveness when passing through Mentor Commitment and Program Understanding were also very small in magnitude. The only training attribute that was significantly related to Mentor Commitment and Program Understanding was training quality. However, results from the mediation analysis found that there were small indirect effects of training quality on Perceived Program Effectiveness when passing through Program Understanding but not Mentor Commitment. Allen, Eby and Lentz (2006b) found that Mentor Commitment significantly influenced the effects of training quality on Perceived Program Effectiveness. However, their research did not find Program Understanding to significantly mediate the influence of training quality on Perceived Program Effectiveness.

Findings from the Mentor Analysis

Research Question Four

Research questions four, “Is there a relationship between mentors’ perceptions of NAESP formal mentoring Program Characteristics and Perceived Program Effectiveness?”, was answered with results from a multiple regression analysis that investigated the relationships between all Program Characteristics and Perceived Program Effectiveness for mentors. Results from this analysis found that Mentor Commitment, Program Understanding, training quality and received training had a direct and significant relationship to their perceptions of program effectiveness. However, Mentor Commitment was not found to be significantly related to Perceived Program Effectiveness when entered into the regression analysis with only Program Understanding. The large correlation between Mentor Commitment and Program Understanding is thought to be responsible for this outcome suggesting that both Mentor Commitment and Program Understanding are so highly related that they are measuring a similar construct. However, the correlation between Mentor Commitment and Perceived Program Effectiveness was small suggesting that Program Understanding may not have had any moderating effects on Mentor Commitment. These results mirror those of Allen, Eby and Lentz (2006b) research which found the same program factors were significantly related to Perceived Program Effectiveness when not mediated by Program Understanding or Mentor Commitment. Similar to the outcomes from this study, Allen, Eby and Lentz (2006b) also did not find significant and direct relationships between mentor input or training hours and Perceived Program Effectiveness.

Research Question Five

Research question five, “Will mentor perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of the NAESP formal mentoring program input factors, a subset of Program Characteristics and Perceived Program Effectiveness?” This question was answered by using multiple regression techniques to determine the significance and magnitude of the path coefficients for each of the program factors’ effects on Perceived Program Effectiveness when passing through both Program Understanding and Mentor Commitment. None of the input factors were found to be significantly mediated by Program Understanding or Mentor Commitment. The results from this analysis found that these program factors were not significantly related to either Program Understanding or Mentor Commitment. As such, the indirect effects of the voluntary participation and match input on Perceived Program Effectiveness passing through Mentor Commitment and Program Understanding were found to be very small in magnitude and non-significant. There was no evidence found to support the mediating relationship of Mentor Commitment or Program Understanding and mentor input and Perceived Program Effectiveness. These findings coincide with outcomes from Allen, Eby and Lentz’s (2006b) research on formal mentoring programs in the corporate environments.

Research Question Six

The same multiple regression and path analysis methods were used to answer the sixth and final research question, “Will mentor perceptions of Mentor Commitment and Program Understanding mediate the relationship between their perceptions of the

NAESP formal mentoring program training factors, a subset of Program Characteristics, and Perceived Program Effectiveness?” Received training and training quality were found to have small yet significant indirect effects on Perceived Program Effectiveness when passing through Program Understanding but not Mentor Commitment. These results are somewhat similar to those of Allen, Eby and Lentz’s (2006b) who found that received training had significant indirect effects when passing through Program Understanding but not Mentor Commitment. However, outcomes from their study found that training quality did not have a significant indirect effect on Perceived Program Effectiveness when passing through Program Understanding as findings from this study indicated.

Results Situated within the Context of the Formal Mentoring Literature

The most salient findings from this research were Mentor Commitment and Program Understanding was directly and significantly related to Perceived Program Effectiveness for protégés. Analysis of mentor results on the other hand found that Mentor Commitment did not explain a significant proportion of the variance in Perceived Program Effectiveness. Additionally, results from the protégé analysis found that training quality was directly and significantly related to Perceived Program Effectiveness, Program Understanding and Mentor Commitment. Results from analysis of the mentor data differed from protégé results in that training quality was directly related to perceive program effectiveness and Program Understanding, but not to Mentor Commitment. In addition, mentor results also identified received training as being significantly related to

Perceived Program Effectiveness and Perceived Program Understanding. However, received training was not significantly related to Perceived Program Effectiveness for the protégé results.

When examining the mediation effects, the results from this study were not as remarkable. The mediation analysis for the protégé results identified only one significant indirect effect for training quality when passing through Program Understanding only. The mentor results were similar to those of the protégés. However, the mediation analysis for mentors identified significant indirect effects for both received training and training quality when passing through Program Understanding only. Results from analysis of the mentor data differed from protégé results in that training quality was directly related to perceive program effectiveness and Program Understanding, but not to Mentor Commitment. In addition, mentor results also identified received training as being significantly related to Perceived Program Effectiveness and Perceived Program Understanding. However, received training was not significantly related to Perceived Program Effectiveness for the protégé results.

Mentor Commitment

Research investigating the effects of formal mentoring programs for principals suggest that both protégé and mentor perceptions of the effectiveness of formal mentoring is dependent on the protégé-mentor relationship (Hansford & Erich, 2006; Wallace Foundation, 2007; Scott, 2010). Particularly important to the protégés' perceptions of effectiveness of formal mentoring as found by this study is Mentor

Commitment. A comprehensive review of the mentoring literature conducted by Hansford and Erich (2006) found that the most frequently identified positive outcomes associated with effective mentoring programs included a mentoring relationship where protégés had opportunities to share ideas and problem-solve, receive support and counseling when needed and motivated to reflect on their work as professionals. Protégés are more likely to be committed in their relationships with mentors and experience the benefits of involvement in formal mentoring programs when they have opportunities to be in relationships that offer collegiality, networking, and opportunities to reflect (Erich, Hansford & Tennet, 2004).

Mentor Commitment and Training

Ensuring that mentors have adequate time to engage in a supportive relationship with protégé and providing protégés with a clear understanding of their roles and responsibilities is critical for developing effective formal mentoring programs (Hansford & Erich, 2006; Wallace Foundation, 2007). Research conducted by the Wallace Foundation (2007) across several formal mentoring programs for school principals also found that lack of time mentors were able to commit to the relationship with their protégés as a major weakness of formal mentoring programs. Their report suggests that an effective mentoring relationship must begin with a serious commitment to training mentors in the skills and knowledge necessary to support new principals as they enter the profession. Interestingly, results from the mentor analysis found that Mentor Commitment was not significantly related to Perceived Program Effectiveness. One

explanation for this result may be that the questionnaire items designed to assess Mentor Commitment were not specific enough to assess Mentor Commitment in terms of the mutually-enhancing benefits for mentors. For example, asking questions that elicited responses that were indicators of Mentor Commitment while at the same time highlighting the benefits of mentor participation such as those identified by Erich and Hansford (2006). Questions such as “I was committed to sharing ideas and problem solving with my protégé” or “I spent the time I need to engage in reflective discussions with my protégé” may have provided responses that were more related to mentors Perceived Program Effectiveness.

Program Understanding

Findings from this study and from the formal mentoring literature suggest that protégés perceptions of effective mentoring programs are related to mentors who are committed to spending the time required to develop the protégé-mentor relationships that support new principals by guiding them to make sound decisions based on reflective, problem-solving interactions that promote professional growth and development. In terms of formal mentoring, Crow and Matthews (1998) suggest that mentors are often successful principals who are committed, willing and able to invest sufficient time and effort to develop the next generation of educational leaders.

The significant effects of protégé and mentor perceptions on Program Understanding and Perceived Program Effectiveness found by this study is supported by outcomes from other research investigating formal mentoring programs. The positive

outcomes of formal mentoring for both protégés and mentors are dependent on their understanding of their roles and responsibilities in the mentoring relationship (Erich & Hansford, 2006; Scott, 2010; Wallace Foundation, 2007). Erich and Hansford (2006) specifically found that training prior to formal mentoring was key to the perceived satisfaction that protégés and mentors experienced in a formal mentoring relationship. Dukes' (2001) concluded that one of the essential characteristics of formal mentoring programs is a clear set of expectations and guidelines about the roles and responsibilities of protégés and mentors. Sullivan-Brown (2002) goes on to further suggest that protégés and mentors should be involved in discussions prior to formal mentoring in efforts to solidify the goals and purposes of formal mentoring programs. It is not unreasonable to expect that protégés and mentors participate in an orientation or training session that explains program goals, expectations and expected outcomes prior to their engagement a formal mentoring program. The notion of providing both protégés and mentors with an training prior to the formal mentoring program is important in light of the fact that a good number of formal mentoring studies suggest that there is a lack of training to provide an understanding of program goals that protégés must understand to gauge the effectiveness of their mentoring experience (Wallace Foundation, 2007; Alsbury & Hackman, 2006).

Protégé-Mentor Input

This study found that providing protégés and mentors with input into protégé-mentor match was not a significantly related to Perceived Program Effectiveness, Mentor Commitment or Program Understanding. This outcome is contrary to results from studies

and recommendations found in the formal mentoring literature. However, none of the studies specific to formal mentoring programs for principals has used inferential statistics to describe the magnitude and test the significance of the relationship between protégé and mentor input Perceived Program Effectiveness. There is no question that it is important for protégés and mentors to have choice about who they will participate with in the mentoring relationship (Wanberg, Welsh, & Hezlett, 2003). However, this study suggests that protégés general perceptions of Mentor Commitment are more important to their views of the effectiveness of their participation in formal mentoring programs. This explanation is plausible when considering that protégés perceptions of their mentors is based on more perceptions of their mentors' level of training and their willingness to devote the time it takes to support them in their work through idea sharing, problem-solving and reflection (Erich, Hansford & Tennet, 2004; Daresh, 2004).

The analysis of mentor results also found that their input for determining the protégé-mentor match was not an important program factor related to program effectiveness, Mentor Commitment or Program Understanding. Again, the literature suggests that mentor input into determining the protégé-mentoring is an essential component of formal mentoring programs and is necessary for mentors' satisfaction when engaged in formal mentoring programs (Allen & Eby, 2008). However, results from this study indicate that the quality of training that mentors receive is significantly more important than opportunities to provide input for the protégé-mentor match. In fact, protégés indicated that they had "little" input into determining their mentor. This finding suggests that the training and more importantly the quality of the training that mentors

receive would help to enhance the protégé-mentor match over and above their input. Although, it is important to attempt to match protégés and mentors on personal goals, interpersonal styles, learning needs and other variables, it is nearly impossible to engage in such perfect matching practices (Crow, 2003; Daresh, 2004). However, mentors who receive quality training in adult learning and in specific strategies designed to support principals in their professional practice are more likely to perceive the personal benefits and general effectiveness formal mentoring programs even when they have minimal input into the protégé –mentor match.

Voluntary Participation

Voluntary participation has also been identified as important for creating a beneficial mentoring experience for both protégés and mentors (Mathieu, Tannenbaum & Salas, 1992). Goodwin, Stevens and Bellamy (1998), found voluntary participation of mentors to be one of the most important program attributes of mentoring programs. For this study, all mentors indicated that they had volunteered to participate in the NAESP's formal mentoring program preventing this variable from being used in the regression analysis. However, 81% of protégés indicated that they volunteered to participate in mentoring while the remaining 19% indicated that they did not volunteer. When included in the regression analysis for protégés voluntary participation was not found an important factor for explaining protégés Perceived Program Effectiveness. As Allen, Eby and Lentz (2006b) suggest, protégés may view formal mentoring as beneficial whether their participation is required or is voluntary. Voluntary participation has been investigated and

found to be related to Perceived Program Effectiveness of formal mentoring programs (Praise and Foret, 2008). It is not unreasonable to expect that principal protégés like their mentors may have negative perceptions of formal mentoring programs when forced to participate in a relationship that is not aligned with their personal and professional goals regardless of the quality of professional development that occurs (Crow 2003; Allen, Eby & Lentz, 2006b).

Implications

The purpose of this dissertation was to investigate the relationship between mentor-protégé Program Characteristics which included Input and Training, Program Understanding, Mentor Commitment and Perceived Program Effectiveness of NAESP's National Principals Mentor Certification Program. This topic was addressed by surveying mentors and their protégés who participated in the NAESP Mentor Program. Results from this analysis found that Mentor Commitment, Program Understanding, training quality and received training had direct and significant relationship to perception of program effectiveness for protégés. However, for mentors the same relationships were found except that Mentor Commitment was not found to be significantly related to their Perceived Program Effectiveness. These findings suggest that like in the mentoring programs for business organizations, the Input and Training Program Characteristics as well as activities that promote Mentor Commitment and Program Understanding be incorporated into formal mentoring programs for K-12 principals.

A major outcome of this study was the only program characteristic to be mediated by Mentor Commitment or Program Understanding was training quality. The effects of training quality on Perceived Program Effectiveness for protégés were significantly mediated by Mentor Commitment and Program Understanding while training quality was only significantly mediated by Program Understanding for the mentors. This finding indicates that the relationship between the quality of training prior to formal mentoring and Perceived Program Effectiveness for protégés is dependent on their perceptions of the degree to which their mentors are committed to establishing an effective mentoring relationship with them. Likewise, although the protégé and mentor perceptions of training quality prior to engagement in formal mentoring is important, just as important to their perceptions of mentoring effectiveness is their understanding of their roles, responsibilities and expected program outcomes.

This outcome suggests that quality of the training that protégés and mentors receive prior to training and perceived mentoring effectiveness is also partially dependent on the quality of the protégé –mentor relationship. Similarly, the quality of training prior to mentoring and participants perceptions of Perceived Program Effectiveness is also partially dependent on both mentor and protégé understanding of the Program Characteristics of the formal mentoring program as it relates to their own unique roles. These findings suggest that the training that occurs prior to formal mentoring may be improved even more if intentional efforts are made to promote the protégé-mentor relationship and create greater awareness of formal program expectations as well as an understanding of the participant's roles and duties during the mentoring relationship.

This notion is further supported by the strong relationship that this research found for both Mentor Commitment and Program Understanding with Perceived Program Effectiveness.

Results from this study can also be used by organizations to guide their development of formal mentoring procedures and activities for novice principals. Gay, Mills and Airasian (2006) suggest that outcomes such as those found in this study are important for institutions looking to make programmatic changes or revisions. Their recommendation is especially pertinent for formal principal mentoring programs. According to the Wallace Foundation (2007) efforts aimed at reforming and improving principal mentoring programs are occurring in the continued absence of hard evidence of the efficacy or benefits of mentoring. This study offers a framework that the National Association of Elementary School Principals (NAESP) can use to evaluate the goals and objectives of National Principal Mentor Certification Program (NPMCP). As suggested by the Wallace Foundation, it is imperative that data be collected on an annual basis to evaluate program effectiveness to guarantee that the program retains its “cutting edge” status.

An on-going evaluation of the NPMCP program using a model similar to the one used for this dissertation study will provide feedback from participants that directors can use to ensure that the program activities are aligned with the contemporary concerns of new or newly assigned principals. The changing political landscape of school leadership demands that the NPMCP mentors be attuned to the current reforms and change initiatives impacting student achievement and academic success (NAESP, 2010).

This study contributes to the growing knowledge base on this highly interpersonal, complex, and dynamic learning relationship. It is not a new or surprising finding that good principals are needed if we are to have effective school. As more individuals begin to step into the many openings for principals now found across the nation, it is critical that novices get off to positive beginnings in their career. Mentoring is a way to assist those beginnings. Support for mentoring is truly a small price to pay for a chance at the kind of reform and renewal now needed in many schools.

According to the National Center for Education Statistics (2006), 56% of current public school principals are age 50 or over, which puts them within reach of retirement age. As principals we need to become more active players in the development and maintenance of mentoring programs for inexperienced colleagues. NAESP has open the doors by creating a Principal Mentor Certification Program that trains current principals to be mentors who will guide, nurture, and support their protégé in a quasi-apprenticeship. Mentoring is a two-way relationship which includes mutual growth and fulfillment. Good mentoring pays off for both parties: the protégé gets new skills, accomplishments, and career growth. The mentor gets the satisfaction of helping their protégé learn, grow, and achieve, as well as the pleasure of investing in the future of their organization.

Recommendations for Future Research

The Wallace Foundation (2011) is launching a six year \$75 million initiative to help six urban school districts develop a much larger corps of effective school principals

and to determine whether this improves student achievement across the district, especially in the highest needs schools. Based on ten years of research, the Wallace Foundation has identified four key parts of a “principal pipeline” that can develop and ensure the success of a sufficient number of principals to meet district needs. The key mentoring components identified by the Wallace Foundation include rigorous job requirements, high-quality training, selective hiring, and on the job evaluation and support. These Program Characteristics in addition to those examined in this study should also be investigated to determine how they influence the effectiveness of principal mentoring.

The Wallace Foundation has also made additional grants to support the districts in their efforts to strengthen and complete their “principal pipelines”. These include \$600,000 for Education Development Center (EDC), a global nonprofit organization, to work with each district to assess the quality of its leader training programs using a tool previously developed by EDC with Wallace support. Based on that assessment, EDC will recommend ways to improve principal training to each district and its training program. As recent as March, 2012, Carol Riley, Director of NAESP National Mentor Certification Program presented to the assessment team (EDC) the components of a high quality mentor training program the NAESP Leadership Immersion Institute (LII). The critical components include:

- An effective mentor sets high expectation for self-development in high quality professional growth opportunities.

- An effective mentor has knowledge of and utilizes mentoring and coaching beset practices.
- An effective mentor is active in instructional leadership.
- An effective mentor respects confidentiality and a code of ethics in the mentor protégé relationship.
- An effective mentor contributes to the body of knowledge as it pertains to principal and administrative mentoring.
- An effective mentor fosters a culture that promotes formal and informal mentoring relationships.

Further research then should be undertaken to determine if mentor participation in the NAESP Leadership Immersion Institute (LII) makes a difference in the quality of the protégé-mentor relationship during formal mentoring. In addition, NAESP is establishing data collection procedures that can be used to determine the success rates of the mentors and the protégés. These measures will be validated through the Wallace Foundation as the “principal pipeline” will have four interlocked parts: defining the job of the principal and assistant principal, high-quality training for aspiring school leaders, selective hiring and leader evaluation and on the job support. Research conducted to determine the Program Characteristics of formal mentoring that are most influential on the principal effectiveness would provide information that would benefit other schools and organizations interested in developing formal principal mentoring programs. For some organizations, the goal of formal mentoring is to recruit and select only the people with the potential and desire to become effective principals while at the same time provide

them with high-quality training. For example, Prince George's County School District (near Washington, D. C.) has agreed to collaborate with NAESP to develop a program that will help them identify suitable principals to meet their growing needs. Research relate to this large principal preparation effort could also support already identified and unknown program factors that are important for effective principal mentoring and training.

Daresh (2004) suggests that mentoring has the potential to help individuals become effective school administrators. However, his thesis should be tested with further research designed to determine if new principals who participate in formal mentoring programs are more effective in their positions when compared to new principals who do not engage in formal mentoring. For this type of research, it is important that the criteria to assess the effectiveness of principals are based on professional standards and research-based practices (Davis, Darling-Hammond, La Pointe & Meyerson, 2005).

Summary and Conclusions

The need for good educational leaders is more crucial than ever as societal and accountability demands on the public schools have increase incrementally over the years. Compared to a decade ago, there are fewer educators advancing to leadership roles, regardless of the fact that adequate numbers of educators have secured the credentials to serve as principals. Teacher leaders do not typically seek administrative openings because of the long work day, increase responsibilities and demands from multiple constituents (Levine, 2005; Marzano, 2005).

Administrators who have worked with mentors credit their colleagues with providing high degrees of support and rapid growth. The power of an effective mentoring partnership is immense. However, an ineffective or nonexistent mentoring relationship may have destructive consequences for the new principal. The NAESP National Principals Mentoring Certification Program provides a formal mentoring model which other school organizations could use to establish their own programs. Following a strengths-based approach to mentoring for effective leadership, the education profession is now embracing a new vision of professionalization at the administrator level where experienced principals serve as mentors, guiding less-experienced principals, formally and intentionally, building bridges to the future of school leadership (Hall, 2008).

The implications of this research may serve to assist university preparation programs and other organizations as they evaluate the effectiveness of their programs and consider program designs that provide aspiring and new principals with the highest quality training experiences possible. Training prior to formal mentoring, with quality training and an understanding of the program attributes is essential for creating an effective formal mentoring program. In conclusion, when experienced principals choose to give back to the profession by becoming mentors, as a mentor their participation in a mentor certification program provides them with the training required to guide a novice principal to success. The fact is many times new principals have traditionally been thrown into their jobs without a lifejacket and expect to sink or swim. The ability to have someone help them to anticipate potential challenges and discuss solutions before they become critical issues benefits the new leader, strengthens the skills of the mentor and

ultimately benefits the school district and its stakeholders. Experienced principals who participate in the NAESP National Principals Mentor Certification Program are likely to experience a renewal of their professional energy and a renewed purpose for their remaining years in the profession.

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APPENDICES

APPENDIX A

MENTOR EVALUATION QUESTIONNAIRE

Mentor Evaluation Questionnaire

Investigating Factors that Influence Program Effectiveness for Formal Mentoring Programs

This questionnaire was developed for a Doctoral Research Study and is not affiliated with the National Association of Elementary School Principals. However, the findings will be used to inform NAESP on program development and content. Thanks you for participation.

Demographic Information

1. Please indicate your gender.

Male__

Female__

Prefer not to respond __

2. Please indicate your age in years.

Below 31 __

31 – 35 __

36 – 40 __

41 – 45 __

46 – 50 __

51 – 55 __

56 – 60 __

Over 61 __

Prefer not to respond __

3. Please indicate your race/nationality.

Caucasian/White__

African American/Black__

Hispanic__

Asian__

American Indian/Native American __

Other__

Prefer not to respond__

4. Please indicate your years of experience in education.

Under 20 __

21 – 25 __

26 – 30 __

31 – 35 __

36 – 40 __

41 – 45 __

46 – 50 ____
 51 – 55 ____
 56 – 60 ____
 Over 61 ____
 Prefer not to respond ____

5. Which category best describes your role when you mentored your protégé?

Elementary Principal ____
 Middle School Principal ____
 Jr. High Principal ____
 Assistant/Vice Principal ____
 High School Principal ____
 Supervisor/Coordinator ____
 Central Office Administrator ____
 Superintendent ____
 College or University Professor ____
 Retired ____
 Other ____

6. Please indicate your years of experience as a principal:

1 – 5 ____
 6 – 10 ____
 11 – 15 ____
 16 – 20 ____
 21 – 25 ____
 26 – 30 ____
 31 – 35 ____
 36 – 40 ____
 41 – 45 ____
 46 – 50 ____
 Over 50 ____
 Have never served as a principal ____

Please indicate your level of agreement with each of the following statements by selecting the following descriptors that best describes your opinion for each question:
Strongly Agree (6), Moderately Agree (5), Slightly Agree (4), Slightly Disagree (3), Moderately Disagree (2), Strongly Disagree (1).

Mentor Commitment

7. I was committed to developing an effective and productive mentoring relationship.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

8. I often felt that I did not have enough time to devote to the mentoring my protégé.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

9. I felt that my protégé was sometimes a burden to me.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

10. I made the development of our mentorship a priority.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

Program Effectiveness

11. I believe the National Association of Elementary School Principals Mentor Program is very effective.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

12. I think the National Association of Elementary School Principals Mentor Program needs considerable improvement.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

13. There appears to be considerable support for the National Association of Elementary School Principals Mentor Program from the supervisors in my school.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

14. I am very satisfied with the National Association of Elementary School Principals Mentor Program.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

15. I am not happy with the National Association of Elementary School Principals Mentor Program.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

16. The National Association of Elementary School Principals Leadership Mentor Program met my needs.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

17. The Leadership Immersion Institute Mentor Workshop met my needs as a mentor.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

18. The nine month Certification Program provided support and growth of my mentoring skills.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

19. I feel my protégé grew as a leader during the mentoring process.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

Program Understanding

20. I understood the purpose of the mentoring program.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

21. I understood what my responsibilities as a mentor in the mentoring program.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

22. I understood what was expected of me as a mentor.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

23. I was counseled on how to get the most out of my mentoring relationship.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

24. The National Association of Elementary School Principals Mentor Program helped me to focus on effective leadership practices as defined by the Interstate Leadership Licensure Consortium (ISLLC) standards.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

25. The National Association of Elementary School Principal Mentor Program supports the use of leadership practices that are aligned with the Interstate Leadership Licensure Consortium (ISLLC) standards.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

Program Characteristics

26. My participation in the program voluntary?

1 = Yes

2 = No

27. How much input did you have into determining your protégé?

1 = None

2 = Very little

3 = Moderate amount

4 = Great deal

28. Please choose one of the following statements which best describes how your mentor-protégé match was determined.

My protégé selected me.

I selected my protégé.

My protégé and I selected each other.

My protégé and I were randomly assigned.

My protégé and I were assigned to each other through a prescreening process.

I am not sure.

29. I was paid for my services as a mentor.

Yes

No

30. Did you receive training or an orientation about your role and responsibilities as a mentor prior to the participating as a mentor?

Yes

No

31. How would you rate the quality of your training (three day Leadership Immersion Institute) for participation in the National Association of Elementary Principals Mentor Program?

Excellent

Very Good

Good

Fair

Poor

Please rate the effectiveness of professional development for each of the modules you participated in during the three day Leadership Immersion Institute.

Use the following scale: Excellent (5), Very Good (4), Good (3), Fair (2), Poor (1).

32. **Module One**: Mentoring New School Leaders: A Journey of Discovery
(A review of the mentor research and information about the complexity of the process.)

Excellent (5) Very Good (4) Good (3) Fair (2) Poor (1)

33. **Module Two:** Changing Lives through the Principalship.
(A close look at school culture and principal standards)

Excellent (5) Very Good (4) Good (3) Fair (2) Poor (1)

34. **Module Three:** Now Discover Your Strengths
(Understanding your strengths and the strengths of others to maximize their talents in the school community.)

Excellent (5) Very Good (4) Good (3) Fair (2) Poor (1)

35. **Module Four:** The Art of Effective Feedback
(Understanding the complexity of adult learning skill development.)

Excellent (5) Very Good (4) Good (3) Fair (2) Poor (1)

36. **Module Five:** The Art and Science of Mentoring
(Practice and developing questioning skills.)

Excellent (5) Very Good (4) Good (3) Fair (2) Poor (1)

37. **Module Six:** Supporting Effective Mentoring: Pay it Forward!
(Using positive phrasing and efficacy of the mentoring relationship.)

Excellent (5) Very Good (4) Good (3) Fair (2) Poor (1)

38. Please list below about how many hours of training (orientations) you received to prepare you for participating in the National Association of Elementary School Principals Mentor program.

APPENDIX B

PROTÉGÉ EVALUATION QUESTIONNAIRE

Protégé Evaluation Questionnaire

Investigating Factors that Influence Program Effectiveness for Formal Principal Mentoring Programs

This questionnaire was developed for a Doctoral Research Study and is not affiliated with the National Association of Elementary School Principals. However, the findings will be used to inform NAESP on program development and content. Thanks you for participation.

Demographic Information

1. Please indicate your gender.

Male__

Female__

Prefer not to respond __

2. Please indicate your age in years.

Below 31 ____

31 – 35 ____

36 – 40 ____

41 – 45 ____

46 – 50 ____

51 – 55 ____

56 – 60 ____

Over 61 ____

Prefer not to respond __

3. Please indicate your race/nationality.

Caucasian/White____

African American/Black____

Hispanic____

Asian____

American Indian/Native American ____

Other____

Prefer not to respond____

4. Please indicate your years of experience in education.

Under 20 ____

21 – 25 ____

26 – 30 ____

31 – 35 ____

36 – 40 ____

41 – 45 ____

46 – 50 ____

51 – 55 ____
 56 – 60 ____
 Over 61 ____
 Prefer not to respond ____

5. Which best fits your current role?

Aspiring Principal ____
 Elementary Principal ____
 Middle School Principal ____
 Jr. High Principal ____
 Assistant/Vice Principal ____
 High School Principal ____
 Supervisor/Coordinator ____
 Central Office Administrator ____
 Superintendent ____
 College/University Professor ____
 Other____

6. Please indicate your years of experience as a principal:

0 (Aspiring Principal) ____
 1 – 5 ____
 6 – 10 ____
 11 – 15 ____
 16 – 20 ____
 21 – 25 ____
 26 – 30 ____
 31 – 35 ____
 36 – 40 ____
 41 – 45 ____
 46 - 50 ____
 Over 50 ____
 Have never served as a principal ____

Please indicate your level of agreement with each of the following statements by selecting the following descriptors that best describe your opinion for each question:
Strongly Agree (6), Moderately Agree (5), Slightly Agree (4), Slightly Disagree (3)
Moderately Disagree (2), Strongly Disagree (1).

Mentor Commitment

7. I feel my mentor was committed to developing an effective and productive mentoring relationship.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

8. I often felt that my mentor did not have enough time to devote to our mentorship.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

9. I often felt though I was a burden to my mentor.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

10. My mentor made the development of our mentorship a priority.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

Program Effectiveness

11. I believe the National Association of Elementary School Principals Mentor Program is very effective.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

12. I think the National Association of Elementary School Principals Mentor Program needs considerable improvement.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

13. The National Association of Elementary School Principals Mentor Program is well designed.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

14. My school district has a formal and well-structured mentor program for new administrators.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

15. My state has a formal and well-structured mentor program for new administrators.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

16. There appears to be considerable support for the National Association of Elementary School Principals Mentor Program from the supervisors in my school district.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

17. I am very satisfied with the National Association of Elementary School Principals Mentor Program.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

18. I am not very happy with the National Association of Elementary School Principals Mentor Program.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

19. The National Association of Elementary School Principals Mentor Program met my needs.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

20. I felt that my participation in the National Association of Elementary School Principals Mentor Program helped me to become a better principal.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

Program Understanding

21. I understood the purpose of the mentoring program.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

22. I understood my responsibilities as a protégé in the mentoring program

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

23. I understood what was expected of me as a protégé

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

24. I was counseled on how to get the most out of my mentoring relationship.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

25. The National Association of Elementary School Principals Mentor Program helped me to focus on effective leadership practices as defined by the Interstate Leadership Licensure Consortium (ISLLC) standards.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

26. The National Association of Elementary School Principals Mentor Program was to support the use of leadership practices aligned with the Interstate Leadership Licensure Consortium (ISLLC) standards.

Strongly Agree 6 5 4 3 2 1 Strongly Disagree

Program Characteristics

27. My participation in the program voluntary.

1 = Yes

2 = No

28. How much input did you have into determining your mentor?

1 = None

2 = Very Little

3 = Moderate Amount

4 = Great Deal

29. Please choose one of the following statements which best describes how your mentor-protégé match was determined:

1 = My mentor selected me

2 = I selected my mentor.

3 = My mentor and I selected each other

4 = The mentor and I were randomly assigned,

5= The mentor and I were assigned to each other through a prescreening process.

6 = I am not sure.

30. Did your mentor or another person orient and prepare you for mentoring activities by explaining your role and responsibilities as a protégé?

1 = Yes

2 = No

31. How would you rate the quality of your orientation and preparation for participation in the mentoring program?

5 = excellent

4 = very good

3 = good

2 = fair

1= poor

32. Please list below about how many hours of orientation with your mentor or another person you received to prepare you for participating in National Association of Elementary School Principals Mentor Program.

APPENDIX C

CONSENT FORM FROM MENTORS

**Subject Consent Form
For
Participation in Human Research at
Montana State University**

**Investigating Factors that Influence Program Effectiveness for
Formal Mentoring Programs**

Kareen M. Skillestad-Bangert
22 Crazy Mountain RD
Montana City, MT 59634
406-581-6668

You are being asked to participate in a research study to investigate perceptions of mentoring experiences for mentors of new school principals. You were identified by the National Association of Elementary School Principals (NAESP) as having participated in NAESP Mentor Program. The knowledge gained from this study may help us better understand how to effectively prepare principals for school leadership.

Your participation in this study is voluntary. If you agree to participate you will be asked to answer 38 short questions about your experience as a participant in the NAESP National Principal Mentor Program. The time required for completing the questionnaire questions should take approximately 10 – 15 minutes. You can choose to not answer any questions you do not want to answer and/or you can stop answering questions at anytime and exit the questionnaire.

There are no foreseeable risks involved in participating in this research and there are no direct benefits to you as a participant. However, your participation in this study will contribute the understanding of formal mentoring programs and may guide future efforts to guide the development of effective mentor programs for principals.

Your participation in this study is confidential. Email addresses of respondents will be removed from individual results and those results will be assigned a randomly generated code to ensure anonymity. All data records for this study will be stored electronically and deleted after the study is completed. Published results from this study will not include any individual responses or any other information that can be used to identify participants. All results from this will be reported as group data.

If you should have any questions regarding this research project, you can contact me, Kareen M. Bangert by email at kbangert@helena.k12.mt.us or at 406-581-6668. Any additional questions about the rights of human subjects can be answered by the chairwoman of my doctoral committee Dr. Joanne Erickson (406-994-2290; jle@montana.edu) at Montana State University located in Bozeman, MT.

Additional questions about the rights of human subjects can be answered by the Chair of the MSU Human Subjects Committee, Dr. Mark Quinn (406-994-4707; mquinn@montana.edu)

AUTHORIZATION: I have read the above and understand the discomforts, inconvenience and risk of this study. I agree to participate in this research. I understand that I may later refuse to participate, and that I may withdraw from the study at any time. Please feel free to print a copy of this consent form for your own records.

Participant Signature

Date

Witness Signature

Date

Investigator Signature

Date

APPENDIX D

CONSENT FORM FROM PROTÉGÉS

**Subject Consent Form
For
Participation in Human Research at
Montana State University**

**Investigating Factors that Influence Program Effectiveness for
Formal Mentoring Programs**

Kareen M. Skillestad-Bangert
22 Crazy Mountain RD
Montana City, MT 59634
406-581-6668

You are being asked to participate in a research study to investigate perceptions of your mentoring experiences as a new principal. You were identified by the National Association of Elementary School Principals (NAESP) as having participated in the NAESP Mentor Program. The knowledge gained from this study may help us better understand how to effectively prepare principals for school leadership.

Your participation in this study is voluntary. If you agree to participate you will be asked to answer 32 short questions about your experience as a protégé in NAESP National Principal Mentor Program. The time required for completing the questionnaire questions should take approximately 10 – 15 minutes. You can choose to not answer any questions you do not want to answer and/or you can stop answering questions at anytime and exit the questionnaire.

There are no foreseeable risks involved in participating in this research and there are no direct benefits to you as a participant. However, your participation in this study will contribute the understanding of formal mentoring programs and may guide future efforts to guide the development of effective mentor programs for principals.

Your participation in this study is confidential. Email addresses of respondents will be removed from individual results and those results will be assigned a randomly generated code to ensure anonymity. All data records for this study will be stored electronically and deleted after the study is completed. Published results from this study will not include any individual responses or any other information that can be used to identify participants. All results from this will be reported as group data.

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AUTHORIZATION: I have read the above and understand the discomforts, inconvenience and risk of this study. I agree to participate in this research. I understand that I may later refuse to participate, and that I may withdraw from the study at any time. Please feel free to print a copy of this consent form for your own records.

Participant Signature

Date

Witness Signature

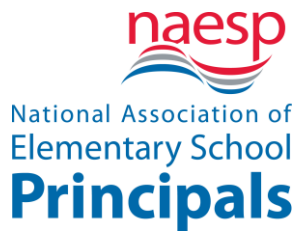
Date

Investigator Signature

Date

APPENDIX E

COVER LETTER FROM NAESP



Letter to the NAESP Mentors and Protégés from
Carol A. Riley Professional Development and Special Services, Director NAESP Mentor
Certification Program

November, 2011

Dear NAESP Mentors and Protégés,

As you, as a mentor, have reflected on your training during the NAESP Leadership Immersion Institute, and as you, as a protégé, have reflected on your relationship with your mentor in the mentee role, I encourage you to participate in this short questionnaire. Kareen Bangert, a National Association of Elementary School Principals Nationally Certified Mentor, is completing her doctoral dissertation and has chosen to focus on mentor programming and the quality of the results in supporting our new leaders.

Although this questionnaire was not developed by the NAESP Mentor Program we recognize that all data, knowledge, and research gleaned from a study such as this can assist to inform our work.

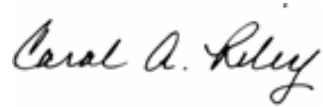
We are committed to keeping the mentor program current and engaging in developing new administrators and in creating highly-skilled mentors. We also know that the day to day work that you do often leaves precious little time to build a mentor and protégé relationship. However, we are supportive and steadfast in our beliefs that mentoring works and highly-skilled mentors make the difference to recruiting, retaining, and sustaining school leadership.

We also commend those states and school districts which have developed outstanding programs to sustain leadership and guarantee the future success of all students! The NAESP Mentor Program began with the first training in the 2003-04 school year and has developed an eight year history of knowledge and understanding of complexity of the mentoring process.

Thank you for your participation in these efforts!

If you have any questions, please contact me at criley@naesp.org and continue to let me know of your work in the field!

Sincerely,

A handwritten signature in cursive script that reads "Carol A. Riley". The signature is written in black ink and is positioned below the word "Sincerely,".

Carol A. Riley
Director, NAESP Mentor Program and Special Projects

APPENDIX F

EMAIL LETTER FROM NAESP

Bangert, Kareen

From: Carol Riley <CRiley@naesp.org>
Sent: Monday, November 28, 2011 10:11 AM
To: Pam Willis
Cc: Bangert, Kareen; Ernie Mannino
Subject: NAESP Mentor Program

Dear NAESP Mentors,

I hope that you have had a wonderful Thanksgiving and are looking ahead to a great December and the holidays to come!

We are updating our list of protégés contact information. This is happening for two reasons, first, we are doing some research with the protégé survey to get feedback on our program for improvements as well as to give us a fishbowl look at their perspective of the mentoring process, and second, we will be encouraging those who are not members to realize the importance of being a member of their professional organization. With this information we can better serve our novice principals, support our mentor program, and also plan to secure funding sources for program development.

We do have some updated names and email addresses of the protégés whom you have worked with or are currently working with but would you please send those again to Pam Willis at pwillis@naesp.org so we can do a quality check with our current list. With individuals changing positions, we must continuously keep our records current. Also, if you have worked with more than one protégé, please send their information as well. This will tremendously help us and networking with you is so critical to our program.

If you have not filled out the survey from Kareen Bangert on the NAESP Mentor Program, please take a few minutes to complete it. If you did not receive the survey, let me know and we can resend it to you.

Thank you in advance for your support!

Happy Holidays!

Sincerely,

Carol

Carol A. Riley
Professional Development and Special Services
Director, National Principals Mentor Certification Program

National Association of Elementary School Principals
 1615 Duke Street
 Alexandria, VA 22314
 Direct 703-518-6271
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