Mentoring for Women on the Road to the High School Principalship

Audrey Rose McClary

Follow this and additional works at: https://scholarcommons.sc.edu/etd

Part of the Education Commons

Recommended Citation

This Open Access Dissertation is brought to you by Scholar Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Scholar Commons. For more information, please contact dillarda@mailbox.sc.edu.
MENTORING FOR WOMEN ON THE ROAD TO THE HIGH SCHOOL PRINCIPALSHIP

by

Audrey Rose McClary

Bachelor of Arts
Limestone College, 1991

Educational Specialist
University of South Carolina, 2011

Submitted in Partial Fulfillment of the Requirements
For the Degree of Doctor of Philosophy in
Education Administration
College of Education
University of South Carolina
2019

Accepted by:
Doyle Stevick, Major Professor
Spencer Platt, Committee Member
Rhonda Jeffries, Committee Member
Ed Cox, Committee Member

Cheryl L. Addy, Vice Provost and Dean of the Graduate School
DEDICATION

I dedicate this dissertation to my husband, Clinton McClary, my children, and their spouses: Quantrel (Chandra), Yolanda, Shamona (Bobby), O’Shaughnessy (Shakira), my grandchildren, Chandler, Kendall, Trey, and to my friend Sharon Jefferies.

I thank my husband, Clinton McClary, who has supported me from day one of this journey. My husband, who is my best friend, was patient and kept me grounded throughout my course work and the writing of my dissertation.

My children encouraged me when I had writer’s block and my grandchildren made me laugh just to lift my spirit. I appreciate their love and support. I sincerely hope I have made my family proud.
ACKNOWLEDGEMENTS

I would like to thank especially Dr. Doyle Stevick for his guidance and advice throughout this entire process. He was gracious in giving his time and assistance to prepare me for a challenging and rigorous task. He responded to all my emails and phone calls. He often sent me articles and other dissertations relevant to my research topic. Dr. Stevick helped me to understand how research plays a significant role in how we view and respond to issues in the world.

I would also like to thank all my USC professors who did an excellent job preparing the course work, and especially Dr. Ronda Jeffries, Dr. Spencer Platt, and Dr. Ed Cox for serving on my committee.

Finally, I would like to thank Lynda Tilley for editing my work and Aaron Brown for creating the data for my research, and all the assistant principals and principals who participated in the interviewing process.
ABSTRACT

This study investigates women who are serving as assistant principals or new principals in high schools, and their mentoring experiences on their journey toward secondary school principalship. Women are significantly underrepresented in secondary school principalships, and they face a number of additional, gender-specific challenges (Thurman, 2004). Mentoring may be both part of the solution and part of the problem. First, it might not be adequate to support and recruit those with strong leadership potential into such positions and second, the dynamics of mentoring may not be sensitive to the particular challenges that women face. Examining the participants’ experiences through the mentoring process could identify those features that women have found particularly helpful, so that they can be adopted more broadly. This study was an inquiry into what women want from mentors - their ideal mentoring situation. What do they think would most help them? With data about their actual and ideal mentoring experiences, I hope to contribute to the development of better mentoring programs for women aspiring to the secondary school principalship. With these insights, we might better help mentors address gender-specific mentoring needs and any potential gender-bias within the mentoring process itself.
TABLE OF CONTENTS

DEDICATION............................................................................................................................ iii

ACKNOWLEDGEMENTS ........................................................................................................ iv

ABSTRACT ............................................................................................................................... v

LIST OF TABLES ......................................................................................................................... ix

LIST OF FIGURES ....................................................................................................................... xi

CHAPTER 1: INTRODUCTION .................................................................................................... 1

  Background of the Problem ................................................................................................... 5

  Statement of the Problem ...................................................................................................... 14

  Subjectivity ............................................................................................................................ 16

  Purpose of the Study ............................................................................................................ 21

  Significance of the Study ..................................................................................................... 22

  Research Questions ............................................................................................................. 23

  Research Design Overview ................................................................................................. 25

  Theoretical Framework ....................................................................................................... 27

  Delimitations/Limitations/Assumptions ............................................................................... 36

  Definition of Terms ............................................................................................................. 37

  Summary ............................................................................................................................... 38

CHAPTER 2: PRINCIPLES OF MENTORING AND LEADERSHIP ............................................ 41

  Overview of the Literature ................................................................................................. 41

  Adult Learning Theory ....................................................................................................... 42
Research Question Two, Narratives, and Themes ........................................ 154
Summary of Research Question Two Results ........................................ 164
Summary ..................................................................................................... 165

CHAPTER 5: DISCUSSIONS AND RECOMMENDATIONS .......................... 169
A General Summary and Discussion of Findings .................................... 170
Four Significant Themes and Related Findings ........................................ 172
Implications and Recommendations ....................................................... 176
Topics for Future Research ................................................................. 183
Conclusion .............................................................................................. 184

REFERENCES .......................................................................................... 186
APPENDIX A: Demographic Survey Form .............................................. 213
APPENDIX B: Career and Social Development Skill Survey .................. 214
APPENDIX C: Face-to-Face Interviewing Questions ................................. 216
APPENDIX D: Thematic Matrix ............................................................... 219
APPENDIX E: Example of Implementing a Mentoring Program ............ 220
APPENDIX F: Mentoring Partnership Agreement .................................... 222
APPENDIX G: Example of Mentee Final Evaluation ............................... 224
APPENDIX H: Example of Mentor Final Evaluation ............................... 226
APPENDIX I: Institutional Review Board Approval Letter ..................... 228
APPENDIX J: Letter of Invitation to Potential Participants ..................... 229
LIST OF TABLES

Table 1.1  Number of South Carolina K-12 Teachers by Race and Gender .................... 9
Table 1.2  Number of Principals in South Carolina, K-12 ....................................... 9
Table 1.3  Number of Assistant Principals in South Carolina, K-12 ......................... 10
Table 1.4  Principals and Assistant Principals by School Levels ............................. 10
Table 1.5  Universal Gender Specific Barriers, Obstacles for the Advancement of Women ................................................................. 12
Table 2.1  Characteristics of a Good Mentor and a Good Mentee ................................ 52
Table 2.2  Potential Barriers within the Mentoring Process ...................................... 60
Table 2.3  Types of Mentoring, Wake Forest School of Medicine ............................. 65
Table 2.4  Four Transitions for Leadership Development ........................................... 78
Table 2.5  Knowles’ Six Principles of Andragogy: Support the Role of the Mentor and Mentee ................................................................. 79
Table 2.6  Active Transformational Leadership Model .............................................. 82
Table 2.7  Integrating Leadership Expectations and Mentoring Principles .................. 86
Table 2.8  Career and Social Development Occupational Skill Survey ...................... 90
Table 2.9  Demographics Frequency Distributions ..................................................... 99
Table 2.10 South Carolina Teachers in Crisis ............................................................. 101
Table 4.1  Assistant Principal Demographic Profile .................................................. 126
Table 4.2  Principal Demographic Profile ................................................................. 127
Table 4.3  Assistant Principal Professional Skills and Trainings for Career and Social Development ................................................................. 128
Table 4.4  Principal Professional Skills and Trainings for Career and Social Development .................................................................129

Table 4.5  Cumulative Demographic Profile Data Analysis .........................................................130

Table 4.6  Professional Trainings and Skills Comparative Analysis .................................131

Table 4.7  Raw Data Analysis .................................................................................................167
LIST OF FIGURES

Figure 1.1  Grounded Theory Framework ............................................................ 28
Figure 1.2  Conceptual Framework ................................................................. 30
Figure 2.1  Components of the Mentoring Process ............................................. 43
Figure 5.1  Alternative Mentoring Relationship Model ..................................... 179
Figure E.1  Example of Implementing a Diverse Mentoring Program ................. 221
CHAPTER 1

INTRODUCTION

How do women who serve as high school principals and assistant principals experience the mentoring process? How does the mentoring process impact the mentee’s career and social development? How do women think induction and mentoring programs could be improved? For many years, more women than men have been employed as teachers in K-12 schools. Nevertheless, most school leadership positions have been filled by men (Thurman, 2004). According to some research, females are significantly underrepresented in high school principalships, and the limited numbers of female principalship positions at the secondary school level is a concern of national significance (Eckman, 2004).

In Chapter 1, I discuss many explanations for why women may lack opportunities for mobility. Female leaders may be experiencing: (a) being unfairly judged when they may be perceived negatively when taking the same action as male leaders, (b) the glass ceiling, a phrase for invisible barriers and artificial barriers that block women and minorities from advancing up the corporate ladder to management and chief executive positions; (c) lack interest because of inflexible working arrangements for women who typically assume the responsibility of early childcare or caregiver for a family member; and (d) the wage gap is still a reality for women. The prevalence of societal stereotyping is also challenging. Women are often perceived as: (a) too passionate (emotional) to
make sound administrative decisions; (b) women are expected to be thin, and passive while men are expected to be muscular, self-directed and aggressive; (c) women are expected to become teachers, nurses, and secretaries while men are expected to become pilots, doctors, and engineers (Johns, 2013, p.2). Because of these barriers, minority groups and women are less likely to be promoted and are more likely to remain at the same rank longer (Liu & Alexander, 2010). How can such barriers be overcome? Can mentoring be a part of the solution? If so, how?

Arifeen (2010) addressed a broad range of studies that show the key role of mentoring in the development process. For example, a study conducted at La Salle University revealed that mentoring for women provided access to promotional opportunities, raised the presence of women in the organization, helped them to develop the skills for these promotions, provided feedback about job performance, and helped women develop the skills that are required to compete in the job market (Tahmicioglu, 2006).

Though many scholars support mentoring as a major benefit, others believe that mentoring is not a cure-all. One of the greatest barriers could be lack of understanding of the dynamics of mentoring. Tahmicioglu (2006) asserted that despite the outcomes and successes related to mentoring, there are still limited opportunities for women to be mentored. Women could experience limited access to a mentor and/or lack of willingness to mentor women. Others (e.g., colleagues) might misinterpret a mentorship approach as a sexual advance. The selection of effective mentors is important for all programs, but it may be critical for programs aimed at women.
Chao, Walz, and Gardner (1992) defined informal mentoring as arranged at the discretion of the mentor. It is unplanned and is seldom recognized by organizations. Wherea, formal mentoring implementations are developed, managed, and monitored by the organization. Many organizations attempted to replicate the benefits of informal mentoring by implementing formal mentoring programs (Burke & McKeen, 1989). Formal mentoring relationships developed with organizational assistance or intervention, which is usually by pairing mentors and mentees. Formal mentoring has been recognized as an emerging trend for training the new millennia (Tyler, 1998). Ragins, Cotton, and Miller (2000) examined 1,162 employees nationally who were mentors. They investigated informal and formal mentoring type relationships for behaviors that took place between job and on the job attitudes. The goal was to identify those characteristic features that suggested the quality of mentoring relationships, and the perceived effectiveness, and purpose a formal mentoring program. The findings suggested that formal mentoring programs may be less effective for women than men (Ragins et al., 2000, pp. 1177-1191).

There is a growing need to recruit and retain highly-qualified administrators to handle the demands of student learning and achievement. These issues are discussed throughout the literature. Chapter 1 of this dissertation unfolds a general and specific snapshot of many facets related to the purpose for this research: First, the establishment of South Carolina’s leadership preparation in the support of novice leaders; Second, a statistical comparison of males, females and minorities in the South Carolina’s school system; Third, a global concern and treatment of women facing discriminations, gender biases and stereotypes; and Fourth, the various perspective of mentoring and how it may
support the mobility of women. Both mentoring and leadership are complex entities that require probing beneath the surface to understand the positive and negative affects they have on the advancement of women. These mentoring complexities are found in Chapters 1 and 2.

In Chapter 2, I developed a comprehensive review from a plethora of sources: journal articles, peer reviews, books, case studies, conference proceedings, and the internet information to build the argument for this study. It includes the theoretical and conceptual framework in the attempt to build an understanding of why the mentoring process may also be the nemesis for women advancing toward secondary leadership positions. I also used existing research to help understand the effects of marginal and dysfunctional mentoring in the process of defining quality mentoring. The literature also included strategies used to align leadership expectations and mentoring principles.

Chapter 3 describes the research methodology. I applied qualitative methodology by interviewing 14 participants from across South Carolina. They responded to 22 questions and two qualitative surveys. Their responses were audiotaped and transcribed; computerized software assisted with the data analysis, and a thematic matrix was used to code and record the data analysis. The data addressed two research questions: (1) How do the female assistant principals and female principals of secondary schools experience the mentoring process? (2) How do the female assistant principals and female principals of secondary schools compare their actual mentoring experience to what they wish it could be?

The study’s findings, results and discussions are included in Chapter 4 and Chapter 5. The raw data of emerging themes are presented in Table 4.7.
Background of the Problem

To address the growing need to recruit and retain qualified school leaders, legislators added section 59-24-5 to the *Education Accountability Act* (EAA) 1998, which states that,

The South Carolina General Assembly finds that the leadership of the principal is key to the success of the school, and support for ongoing, integrated professional development is integral to better schools and to the improvement of the actual work of teachers and staff (SC Code of Laws, Section 59-24-5 (Education Accountability Act [EAA], 1998).

The legislative findings were regarding school principals and their professional development, developmental plans, and evaluations. Under the amendment, 42 states developed comprehensive induction programs designed to develop the skills of new principals. To attain qualified school leaders, South Carolina Department of Education (SCDE, 2017), developed the South Carolina Principal Induction Program (PIP) as a part of the *Education Accountability Act 1998* [EAA], 1998).

The State’s Regulation Board established the Principal Induction Program (PIP) to assist public school districts in providing support and professional development for first year principals. The PIP is a yearlong program (July to June) of support and professional development for new principals in which instructional leadership skills, use of effective schools-research, and planning for curricular improvement through the analysis of test scores are essential components of the curriculum.

The South Carolina State Department of Education (SCDE, 2017) website provided a list for the PIP regulations: (a)The combination of time for New Principals’
Academy and district activities must not be less than twelve days: five days for the New Principals’ Academy Summer Institute, three days for New Principals’ Academy, two days for follow-up meetings; (b) The Leadership Academy designed a curriculum for the New Principals’ Academy program. The New Principals’ Academy curriculum included, but is not limited to, planning, developing, and implementing a standards-driven system; (c) Each new principal must be assigned a mentor principal from another nearby school district to provide support, information, and feedback. The mentor will assist the mentee in developing, refining, and implementing the mentee’s Professional Development Plan based on the mentee’s individual needs; and (d) The Leadership Academy trained mentors for their role. The mentor’s responsibilities included calling and visiting the assigned new principal and having the new principal visit the mentor’s school (p. 2).

The district administrators must also provide professional development for school administrators so that they have a working knowledge of the induction and mentoring programs and develop plans for beginning teachers. The specifics of these professional development activities must ensure that school principals and administrators: (a) are knowledgeable about beginning-teacher development; (b) invent ways to provide ample time for beginning teachers; (c) become knowledgeable about the working conditions that maximize opportunities for the success of beginning teachers; (d) take effective steps to improve or overcome challenges; (e) understand the mentor selection process and requirements; (f) understand the mentor’s role in the induction process; (g) communicate to the mentor the areas of professional development that are recommended for a
particular beginning teacher; and (h) understand and respect the confidentiality that must exist between the mentor and the beginning teacher.

The South Carolina Department of Education designed *The Assistant Principal Program for Leadership Excellence* (APPLE) for first year assistant principals. The program assists them with transitioning from teacher in the classroom to administrator. The program assists in developing management and leadership skills in addition to enhancing leadership aptitude. The South Carolina Transformational Leadership Academy (SCTLA) utilizes a uniquely designed preparation program to equip novice individuals who aspire to be transformational school principals with a “highly-specialized” skill set and intensive practice in honing those skills in real school settings (SCDE, 2017, p. 2).

This investigation approaches the problem from the stance that the various induction programs are necessary but that the program may require improvement. Where is the evidence to validate whether these induction programs are working? Are these induction programs designed to prevent discrimination, sexual harassment, stereotypes, biases, and most importantly, does the program cater to the needs of women and their advancement? When an organization functions as a system, the organization might not be able to devote attention to preventing discrimination within the organization. Organizations’ policies, practices, and programs are enacted with societal influences. Invisible discrimination is difficult to detect, the input may or may not yield discrimination (Gelfand, Nishii, Raver, & Schneider, 2007). Obviously, there is no way to know if South Carolina induction and mentoring programs have purposely embraced organizational discrimination, but the data presented in the tables might initiate questions
to address the gaps between the number of men, women, and minority groups hired for secondary principal positions.

Department of Professional Employees, American Federation of Labor-Congress of Industrial Organizations (DPEAFLCIO, 2016) reported that 52% of public K-12 school principals were women. However, this distribution was not constant across public school types. In public primary schools, for example, 64% of principals were women; however, in public middle schools, only 42% were women and in public high schools, only 30% were women (DPEAFLCIO, 2016, p. 2). The data revealed that South Carolina is one of the states with the lowest percentage (18.8%) of male faculty. Table 1.1 reveals an approximate total of 37,778 female teachers, and an approximate total of 9,118 male teachers for school year 2016. In comparison, Table 1.1, 1.2, and 1.3 do compare with the DPEAFLCIO statistics that show there are more female teachers than male teachers and the data do show approximately one-fourth of South Carolina teachers are also male teachers (9,118 male teachers vs. 37,778 female teachers). The South Carolina Department of Education (SCDE, 2018) disseminated data by race, gender, school year, and position.

The data show that South Carolina had about six times more female teacher than male teachers for two consecutive years. The data revealed marginal increases of male and female teachers from the 2015 to 2016 school years. There is a total increase of 533.5 female teachers, and a total increase of 192.3 male teachers. Data in Table 1.2 and 1.3 also indicate a small number of male and female administrators compared to the total numbers of teachers in Table 1.1. Data in Table 1.2 show only four Hispanic male and female principals combined (SCDE, 2018).
Table 1.1

**Number of South Carolina K-12 Teachers by Race and Gender**

<table>
<thead>
<tr>
<th>Category of South Carolina Teachers by Race and Gender</th>
<th>School Year</th>
<th>White Male</th>
<th>White Female</th>
<th>Black Male</th>
<th>Black Female</th>
<th>Hispanic Male</th>
<th>Hispanic Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2015</td>
<td>7,435.1</td>
<td>31,315.9</td>
<td>1,344.2</td>
<td>5,953.7</td>
<td>Not Reported</td>
<td>Not Reported</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>7,582.9</td>
<td>31,715.8</td>
<td>1,388.7</td>
<td>6,062.3</td>
<td>145.8</td>
<td>540.9</td>
</tr>
</tbody>
</table>

Note: Prepared by South Carolina Department of Education

Table 1.2

**Number of Principals in South Carolina, K-12**

<table>
<thead>
<tr>
<th>Category Full Time Head Principals in South Carolina</th>
<th>White Male</th>
<th>White Female</th>
<th>Black Male</th>
<th>Black Female</th>
<th>Hispanic Male</th>
<th>Hispanic Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>341.4</td>
<td>448.5</td>
<td>123</td>
<td>245</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Note: Prepared by South Carolina Department of Education

South Carolina’s data are consistent with current research data revealing that female teachers outnumbered male teachers. It is also consistent with national data reporting more white educators than non-white. Table 1.3 shows a total of 985.4 female assistant principals and 699.9 male assistant principals. There are 286 more female assistant principals than male assistant principals.

Table 1.4 shows the number of male and female principals and assistant principals assigned to respective school levels in the South Carolina School system. The data is reported by gender, school level, and position. The data show female principals and assistant principals as totals outnumbered male principals and assistant principals. However, at the secondary level, there are more male principals and assistant principals.
Table 1.3

*Number of Assistant Principals in South Carolina, K-12*

<table>
<thead>
<tr>
<th>Category Full Time Assistant Principals in South Carolina</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Male</td>
</tr>
<tr>
<td>493.4</td>
</tr>
</tbody>
</table>

Note: Prepared by South Carolina Department of Education

Table 1.4

*Principals and Assistant Principals in South Carolina School Levels*

<table>
<thead>
<tr>
<th>Middle and High School Principals and Assistant Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Level</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Primary-High School</td>
</tr>
<tr>
<td>Middle-High School</td>
</tr>
</tbody>
</table>

Note: Prepared by South Carolina Department of Education

Do South Carolina schools experience the same discrepancy in the proportion of male to female teacher, assistant principals, and principals? Would South Carolina’s female teachers have a greater chance at leadership if there were more males in the classroom? The gaps presented in the data may depend upon the numbers of retirees, whether data updates are current, level and size of the school, there could be more than one assistant principal for some schools, and whether female administrators are concentrated in a particular region of South Carolina. Even though South Carolina female educators apparently out-numbered male educators and researchers reported the average
male teacher is much more likely than the average female teacher to become a principal (Riehl & Byrd, 1997).

Often inequalities play a significant role in leadership mobility. Gender inequality refers to unfair treatment, unequal pay, unfair promotions and practices, and lack of equal opportunity for men and women in a society of economics, politics, and education. However, discriminatory treatment of women is not isolated to one town, city, state, or country. The Institution of Women Research Policy (IWRP, 2018) presented national data for 50 states and the District of Columbia tracking and comparing the progress of women in seven demographic areas. I selected three of the area’s most relevant to this study representing South Carolina: Poverty and Opportunity, ranked 41th, grade D; Employment and Earnings, ranked 43rd, grade D; and for Work and Family, ranked 28th, grade C- (Institute for Women Research Policy [IWRP], 2018).

The United States Equal Employment Opportunity Commission (EEOC, 2018) has reported that one in four women experienced sexual harassment in the workplace and 72% of sexual harassment charges filed with the EEOC were filed by women. Europe Charter of Fundamental Rights of the European Union reported 40% to 50% of European women experienced sexual harassment (Equal Employment Opportunity Commission [EEOC], 2018).

The mistreatment of women is a global phenomenon and women around the world are beginning to tell their stories and expose the pervasiveness of discrimination and sexual harassment in their societies. The International Labor Organization survey of 23 countries revealed what women already knew that sexual harassment was a major problem for women all over the world. Sexual harassment consisted of dissatisfying
behaviors including but not limited to comments about women’s bodies, pressure for dates, undermining women’s work, disparaging remarks of women, and public humiliation (Webb, 1994).

Major achievements have been made through laws, programs, and the contributions of other civil rights leaders in the triumph of gender equality (Coleman, 2003). Still, universal and specific gender barriers have emerged through the cracks limiting women from attaining leadership positions at higher levels. The United Nations Women (UN Women) organized four world conferences; Mexico City 1975, Copenhagen 1980, Nairobi 1985, and Beijing 1995, concerning the empowerment of women and the global policy on gender equality (UN Women, 1995). The most recent agenda addressed twelve critical global concerns that were gender specific obstacles for the advancement of women. Though there are multiple issues, Table 1.5 details those most relevant to my research. The plan of action taken by the UN Women conference does appear to promote active measures to protect and support women economically and socially.

**Table 1.5**

*Universal and Gender Specific Barriers, Obstacles for the Advancement of Women*

<table>
<thead>
<tr>
<th>Obstacle</th>
<th>Platform for Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Education and Training of Women: 60 million girls are without access to primary education.</td>
<td>Improve women’s access to vocational training in science and technology, and continuing education.</td>
</tr>
<tr>
<td>• Humans Rights of Women: Many women face additional barriers to the enjoyment of their human rights because of such factors as their race, language, ethnicity, culture, and religion.</td>
<td>Promote and protect the human rights of women, through the full implementation of all human rights instruments, especially the Convention on the Elimination of All Forms of Discrimination against Women.</td>
</tr>
<tr>
<td>• Women and the Media: During the past decade, advances in information technology have facilitated a global communication network.</td>
<td>Increase the participation and access of women to expression and decision-making in and through the media new technologies and communication. Promote a balance and non-stereotyped portrayal of women in the media.</td>
</tr>
</tbody>
</table>

Source. Adapted from the UN Women, World Conference of Women (1995)
Apparently, women are faced with unresolved issues in the workplace across the world. According to reports and research, South Carolina’s educators are also experiencing the ill-will of society. Williams and Massinger (2016) found that one in three women science professors surveyed reported workplace harassment and it is double jeopardy for women of color. The idea to keep women in the science, technology, engineering, and math (STEM) pipeline has failed to make a crucial connection that talk of gender biases has leaked out and that women are being harassed out of STEM fields.

South Carolina schools are experiencing their own crippling crisis; experienced teachers leaving the classroom, teacher shortages particularly in rural areas, overwhelming paperwork and student testing, a $10,000-dollar cap on salaries for returning participants of the Teacher Employee Retention Incentive (TERI) program, fewer young people are getting education degrees, and salaries have fallen behind other Southeastern states’ averages. South Carolina’s current average teacher salary is $48,769 while the current Southeastern teacher salary average is $50,127 (Hyde, 2018). Other scholars found women are slow to advance to leadership positions because women do not always have access to know when leadership positions are available (Wellington, Kropf, & Gerkovich, 2003). Though there is no specific data to show how many male or female educators have been sexually harassed, the “MeToo” movement has begun to encourage females in the education workplace to come forward. For instance, New York Daily News reported 11 high-powered — and highly paid — city educational leaders remain on the job even after the city paid out more than $1.5 million in settlements over sexual harassment and unequal pay claims. Both John Case and Carlo Borrero are New York high school principals (Keshner & Chapman, 2018). Though these incidents were not
identified as mentoring relationships, it does bring awareness to the fact that the numbers of women entering the workforce are increasing but men are still considered a better fit for leadership positions. Therefore, in any situation, cross-gender relationships may not produce better results (Weinberg & Lankau, 2011). Weinberg and Lankau (2011), also reported that women are more likely to encounter stereotyping. This leads to a situation in which males may be prone to use stereotyping, thereby creating an inaccurate perception of women and their leadership potential.

Nevertheless, these issues do not lower the significant role women play in society: (1) Women play a significant role in education and their underrepresentation in leadership roles is depriving students and the new generation of teachers of women role models; (2) An increasing number of principals and administrators are retiring and or leaving the education system leaving positions available for women to move into leadership positions; and (3) The study reveals new information for additional research to help equalize opportunity for mobility (Taylor & Martin, 2007).

**Statement of the Problem**

School leaders are in great demand due to retirement, turnover, lack of interest and unskilled applicants (Hyde, 2018). The Center for Educators Recruitment, Retention, and Advancement (CERRA) acknowledged the shortage of principals and administrators. South Carolina began school year 2017 with 481 open teacher positions and it appears that it is getting worst (Ravipati, 2017). According to the United States Department of Education (2011), the school system is expecting to retire 1.6 million teachers (para. 1). However, Table 2.1 depicted a marginal increase in the number of South Carolina teachers from 2015 to 2016. Despite these facts, few women have been regarded in filling
these administrative positions because a teaching career is often viewed as a “feminine”
profession (Davies, 1996, p.60), and educators are predominantly female while formal
school leaders are male and educational administration is still seen as a masculine
occupation (Coleman, 2001).

There are several gaps between mentoring research and practice: (a) formal
mentoring programs continue to gain popularity despite limited research regarding
effectiveness; (b) there is no known research that has examined the relationship between
perceived formal program characteristics and the degree of quality mentoring (Ragins,
Cotton, & Miller, 2000)

According to Boris-Schacter and Lager (2006), the number of female elementary
principals has risen. However, female secondary principals remained disproportionately
low (Thurman, 2004). On the national level, Consortium for Policy Research in
Education (CPRE, 2014) reported only 32% of secondary principals were female, while
72% of middle school principals were female, and 64% of elementary principals were
female. According to CPRE report, the decline in male to female ratio as educators are
not due to males leaving the profession. The reasons could be; female now have more
career opportunities, growing opportunities in the educational sector, both secondary
level and leadership. Much of the research concerning female principals focused on the
discrepancy between male and female employment, leadership style, and gender roles.
Though gender is not the deciding factor for my study, emphasis is placed on the
awareness of gender barriers that may appear during the mentoring process. Yet, the
mentoring process is used as a navigator to help women avoid barriers. For women to be
strong competitors, they need access to new, in-depth and current mentoring programs
that cultivate their professional and social needs (Ingersoll, Merrill, & Stuckey, 2014, p. 14).

Woodd (1997) argued that mentoring is not the same as coaching, peer tutoring or peer assistance. Jacobi (1991) stated that “relative to the mentee, the mentor has a wealth of knowledge and experience and influence within the organization” (p. 513).

According to Feist-Price (1994), mentoring is a vehicle used to promote rehabilitation counseling for students or novice professionals. “Whether informal or formal mentoring programs, women deserve the opportunity to receive the most effective professional development” (p. 13). Feist-Price supports the potentiality of mentoring. In her study, she summarized mentoring as a vehicle for promoting professional development and a rehabilitation agency to help novice graduate degree holders land and transition to a supervisory position.

Subjectivity

As I reflected over my years as middle school assistant principal, I experienced obstacles that were much greater than my gender, race or age. The opportunity to learn the trade of an instructional leader was limited. I was a confident colleague as a classroom teacher but getting the faculty and staff to overcome their uncertainty about my leadership ability was one of my greatest concerns. For three years, I worked with the faculty as a teacher, then I became one of their supervisors. They knew me as an effective disciplinarian. I implemented multiple strategies to sustain classroom management, and my rapport with students and my peers was outstanding.

Although my responsibilities increased as assistant principal, they were concentrated in certain areas. For example, I did not get the most challenging roles, only
activities that involved ordering and distributing books, lockers, discipline, bus duty, and chaperoning afterschool sports. The traditional more challenging leadership roles such as scheduling students to take the state’s standardized assessment, developing school programs, budget planning, and grade level meetings were not within my purview. I remember feeling anxious to do more such as conducting a book analysis for the English Language Arts curriculum or aligning the instructional standards with the state assessment. I wanted to be intensely involved and involve others in the instructional issues related to student achievement. My years as middle school assistant principal were beneficial, but the opportunity to learn new skills was not available. There were no goals. Too many challenges and little experience to resolve them.

My supervisor’s knowledge and propensity for leadership mirrored the managerial approach. He was not an instructional leader by today’s standards, but I respected his role, method, and position. In return, I too, was respected by my supervisor, students and peers. I was very comfortable and respected as a 48-year-old woman of color. Yet, I persevered as I worked toward developing self-efficacy. Though I was comfortable with my position, I could have benefited greatly if I had participated in a well-designed leadership program for a significant time period. I often wanted to communicate to my supervisor my interest in participating in a mentoring program, but I relinquished the thought. Women who are vocal may create an obstacle to advancement. Tannen (1994) expressed that women often find themselves in a difficult situation. If they speak in the manner expected of women, they are more likely to be underestimated. If they speak in the manner expected of men, then they are considered as too aggressive.

Speaking from a principal’s perspective, my ideal mentoring would be a
program that promoted the mentee’s professional and personal development by: (a) establishing and maintaining high expectations for the mentee; (b) using instructional strategies to facilitate learning; (c) providing content knowledge for leadership; (d) monitoring and evaluating the mentee’s performance; (e) continuing professional development to foster positive results; and (f) ensuring that the program allows the mentee to make choices. The content of the specific program would be directly associated to the administrative profession and designed to drive rich innovative learning. The mentor’s performance would be measured through feedback and how well the mentee applied the expectations to management, instructional leadership, school climate, development of people, and student achievement.

I would want to keep the program simple so that the mentor could also evaluate the mentee’s ability to communicate. The mentor might utilize rubrics, surveys, faculty feedback, or a Likert scale. The mentor would assess the mentee’s ability to address curriculum, personnel situations, discipline, goals, budgets, and the community. I would want the mentor to be dedicated to one-to-one mentoring or multiple coaching sessions and make onsite visits twice a month, off campus once a month, and provide timely feedback. The mentor and mentee would be expected to participate for two years and the mentor would be paid a stipend by the organization. For example, an onsite visit where the mentor observed and evaluated the school’s environment would be ideal. The mentor might conduct a follow-up with an analysis through social media. I would expect a mentor to be committed to providing the mentee professional development throughout the mentor/mentee relationship. First, the mentor would establish two measurable goals each year for the mentee to meet. For example, the mentor supports the mentee by
providing quality feedback about the instructional program to guide professional learning from August to December. The mentor develops specific dates to monitor the mentee’s progress at least one day per week. For instance, week one the mentor and mentee discuss goal one and talk about distractions by Skype or email; week two they discuss journal entries, teacher collaboration and feedback face-to-face; week three there is an on-site visit observing instructional and or evaluating the instructional climate and the school’s environment; and week four the mentor conducts a follow-up with an analysis through email or social media. I would expect a mentor to be committed to providing the mentee professional development throughout the mentor/mentee relationship. For instance, the mentor would have utilized research-based strategies comparable to Leithwood and Jantzi’s (2000) active leadership practices. The mentees would be encouraged to sharpen and use technology skills to support academic growth. The mentorship should benefit the mentee, the mentor, and the organization. The mentorship supports the recruitment and retention of teachers, enriches the educational culture and community, and develops an ongoing professional relationship with all participants.

An ideal program would have meaningful and multiple resources to suit the needs of the mentee. The mentee would need access to networking, professional literature, articles, research, professional and technical training, guidelines or training manuals, and other methods of mentoring. The mentee might need one-to-one, group mentoring, online, or multiple methods that would meet the needs of the mentee. The mentee’s social development is just as important as the professional development.

Whether the mentor is selected by the mentee (informal mentoring) or placed with a mentee (formal mentoring), the relationship would require a collaborative effort made
to gain trust, share knowledge and expertise, clarify misconceptions, and focus on the mentee’s career development. The mentor may be assigned by a college, university, or on the job. I would expect the mentor to be in tune with the mentee’s personal and unique needs, strengths, weaknesses, and support the challenging demands of the job. For example, the mentor should demonstrate a commitment to high expectations for self and the mentor and mentee relationship. The mentor would have conversations about the mentee’s confidence, competency, and compassion. Both mentor and mentee would be required to reflect, provide feedback, and evaluate the process. As mentee, I might need coaching on how to build my relationships with staff, or how to remain who I am and yet be open-minded to other ideas and concerns. Both would be required to submit to a contract or written agreement. This contract should contain the policy and practices to which they would adhere throughout the mentoring process. I would want the mentor to be committed to the journey for at least two years. Finding time is the essence to developing an effective professional mentoring relationship. The mentor and mentee would also meet once a month off campus. Technology would be another way to provide the feedback, professional reading, research, and to hone technical skills.

The mentor must be able to teach, guide, and have conversations about strengthening the mentee’s confidence, competency, and compassion. Both would be required to provide feedback and evaluate the process. The contract between the mentor and mentee should frame the reference of the mentoring process. The established contract is there to define the objectives of the training. The training might include but is not limited to: innovative curriculum, formative and summative assessment, standard-based instruction, technology, professional development, learning environment, teacher
evaluation, community stakeholder, school safety and daily operations. The established contract is also based on the communication and productivity and when the mentee has mastered the task, she or he is awarded with a certificate signed by the mentor and both the district and state superintendents.

**Purpose of the Study**

The purpose for this study was to examine female principals’ mentoring experiences. Formal or informal mentoring types are excepted. The research design for this study is qualitative. The population that is used is purposively chosen. Two groups of women were selected for the study. Group one consists of six secondary assistant principals and group two consists of eight secondary principals. The participants must have at least 1-5 years of experience. The female homogeneous group is located across the state of South Carolina. They are interviewed in respect to gathering their feelings about the experiences that impacted their preparation for education leadership advancement. Chapter 2 provides additional knowledge that explains how organizational barriers may hamper the individuals’ work attitude. Therefore, these behaviors are transferred to the mentoring relationship.

Demographic variables (name of the school, assistant principal’s age, ethnicity, education level, gender of the principal, ethnicity of the principal, and school level: elementary, middle, and secondary) are important and pertinent to this study. These variables will be dealt with in a different way to maintain the confidentiality of the participants. The demographic variables are not the only deciding factors of the research, but they may help to understand or close the gaps within the study.
Significance of the Study

Killan, Hukai, and McCarty (2005) asserted that the prevalence of women in school administration has gradually improved in the last two decades, but there still may be new and invisible barriers. They went on to express that the percentage of women in the workplace continues to rise steadily. As organizations make the effort to recruit, hire, and retain qualified women, their success will hinge upon the ability of the organization to continuously meet the specific developmental needs of these women. Though women are hampered by obstacles, women are significant and have contributed to the advancement of our society and to the advancement of other women (Killan et al., 2005).

Women are significant for many reasons, among them are: (a) Women play a significant role in education and their underrepresentation in leadership positions is depriving students, and a new generation of teachers, of women role models. (b) An increasing number of principals and administrators are retiring from the education system leaving positions available for women in leadership. (c) The study may reveal new information for additional research to help equalize opportunity for advancement or find alternative mentoring functions and models.

The education system is not the only organization that has ignored the female significance. Apparently, the Hollywood film industry has not made the effort to support the needs of women in the organization. Nevertheless, this study is timely in relation to the MeToo Movement reports of sexual harassment and inequities in the workforce that have taken a position in the forefront of the national news. For example, the host of Sunday Morning reported that Mika Brzezinski, the host of the Morning Joe news and talk show, proclaimed that Brzezinski’s co-host, Joe Scarborough’s salary was 14 times
higher than hers (Stahl, 2017). Countless numbers of women have accused Bill Cosby and Harvey Weinstein of sexual harassment (Cobb, 2017). These types of treatments have led women to become empowered and stand up for their rights and for equality. This study is also significant because I care about the education of the next generation of students and school leaders. I also have two daughters and one grand-daughter, and I want to know that they can be competitive and treated fairly in the workforce without being subjected to sexual harassment, biases and discrimination. Hall and Sandler (1983) found that these types of situations may fragment mentoringship for both men and women. There are very few females available to become mentors and men often fear the innuendos or rumors.

Wintry (2018) was just one of many celebrities who have corralled the voices in support of the MeToo Movement. Oprah’s #MeToo, #Timesup Speech may have captured the significance of this study with a few poetic lines that somehow was just as empowering as Martin Luther King’s ‘I Have a Dream Speech.’ Oprah clinched her Golden Globe award and said:

I want all the girls watching here now to know that a new day is on the horizon and when that new day finally dawns, it will be because of a lot of magnificent women, many of whom are right here in this room tonight, and some pretty phenomenal men, fighting hard to make sure that they become the leaders who take us to the time when nobody ever has to say ‘me too’ again (para.16).

**Research Questions**

The research questions were designed to investigate the challenges and opportunities female assistant principals and principals experienced during the mentoring
process. Mentoring programs are different from state to state or district to district. I selected secondary female assistant principals and secondary female principals to interview because their perspective could inform us of the efficacy of South Carolina Induction Program. Their perspectives could also help us find solutions to barriers that challenge the advancement of women. The participants were selected as a homogeneous group of 14 female principals and assistant principal who hold current leadership positions within the South Carolina school system. For this research, the participants were identified according to their current position, race, age, level of degrees, school level, location, and years of experience. The participants are employed in schools located across South Carolina. The participants were given pseudonyms to protect their confidentiality. The researcher used a combination of the participants’ first and last name and abbreviations to develop the pseudonyms. The name of their schools and mentors or any identifiable characteristics are abbreviated to protect the participants’ anonymity. All participants were given a $30 gift card for their participation at the end of the study. The researcher created the names and abbreviations from a shorter version the participants actual first and last names. Other information about the participants was gathered from the South Carolina School Directory. These two research questions drive the investigation:

RQ1. How do the female assistant principals and female principals of secondary schools experience the mentoring process?

RQ2. How do the female assistant principals and female principals of secondary schools compare their actual mentoring experience to what it could be?
Research Design Overview

The progress towards equal rights for women and minorities in the United States made revolutionary changes in the workforce. Yet, women are still faced with obstacles that impede mobility for high-leveled positions. To better understand the problem, the study employs rich and in-depth personal views and highlights the positive and negative aspects of mentoring.

The investigation is approached from the perspective that mentoring relationships are either negative, positive, or both. The negative or positive qualities follow the norms of reciprocity that the mentor and the mentee might influence one another (Kram, 1985). Mentoring is not a one-size-fits all solution, a mentor may only utilize some of its functions (Ragins & Cotton, 1999). To understand how the mentoring functions are facilitated, and how it may impact the advancement of women, six female assistant principals and eight female novice principals of secondary schools.

To find plausible answers, the researcher utilized a qualitative method (which is necessary for this type of research) with a purposive selection of participants, site selection rationales, appropriate data collection methods, and data analysis processes. The population consisted of female assistant principals who were interested in becoming secondary principals or who had reached that level. These six assistant principals and eight principals were required to be currently employed and they must have been in some type of leadership development program or have had their supervising principal as their mentor. Secondary schools were located using the online South Carolina Department of Education Directory. The selected participants were employed with school districts across the state of South Carolina. To protect the participants’ confidentiality, none of the
assistant principals and principals worked in the same school. Data collected from each participant included a demographic survey, career and social development questionnaire, personal interviews, and all participants were given the opportunity to read the transcript to add data or to make changes. Data validity were constructed through the triangulation of structured and unstructured interviewing questions, interviews audiotaped and transcribed, and the analysis of demographic surveys. Reliability and validity are based on all participants’ honesty and trustworthiness, and the participants had the option to review the transcript for accuracy. Qualitative Data Analysis computerized software assisted in coding for specific themes, ideas, categories, and text patterns found within the data.

The participants were asked structured and unstructured interview questions to ensure consistency. The participants were interviewed face-to-face and given pseudonyms to protect their identity and they were given $30 to participate in the complete study. The demographic surveys included the following categories: gender, race, age, years of experience, mentors’ background, current school status, current skills, level of education, marital status, and personal characteristics. To understand whether female leaders have the appropriate skills to manage their duties, I created a career and social development questionnaire adapted from the office of (United States Department of Labor [USDOL], 2016). The questionnaire included specific skills that female educational leaders may need to compete (technology skills, global collaboration, using analytical skills, etc.… ) in their upcoming career challenges (United States Department of Labor [USDOL], 2016).
Theoretical Framework

The theoretical framework for this study is embedded or grounded in five core thoughts; academics of mentoring in shaping mentoring roles and the quality of mentoring, mentoring as an active process linked to leadership practices, understanding organization success through organizational theory relative to mentoring, analysis of mentoring in the support of career and social development, and mentoring as an agent to reduce gender biases and stereotypes. The study is complex and needed two frameworks in making a distinctive direction in where to begin and how to develop the research. The first framework (Figure 1.1) provides a visual on how mentoring theories and practices co-exist with learning theories included: Vygotsky’s (1978), Zone of Proximal Development; Knowles’ (1984), Adult Learning Theory; and Levine and Gilbert’s (1998), Transfer of Knowledge. The second framework (Figure 1.2) demonstrates the dynamics of mentoring in relation to career and social development constructs.

The multiple concepts embedded in mentoring and leadership compelled the researcher to design two conceptual frameworks to illustrate its complexity. Figure 1.1 provides a visual to communicate the grounded theory which draws upon the foundation for this research. In Figure 1.2 the conceptual framework shows the woven structures identified for a potential mentoring relationship: mentoring functions, systematic dissatisfying themes identified in career and social development, the effects of intrinsic extrinsic, and organization barriers, alternative methods for mentoring, and the research questions. Figure 1.1 represents the complicated concepts found in the mentoring processes based on Vygotsky, Knowles, and Rice’s learning theories. The rectangular boxes represent the key players (mentor and mentee), and their perspective roles in the
analysis of the mentoring relationship. The figure also demonstrates how both mentor and mentee are involved in the transfer of knowledge. These learning theories facilitate the initial basis for teachers and principals’ training, the purpose for setting standards to improve competence, developing strategic pedagogy for instruction, and establishing the mentor’s role (Rice, 2007).

Figure 1.1 Grounded Theory Framework

Vygotsky’s (1978) theory is also pertinent to this research as it supports social development. When establishing his learning theory, Vygotsky concluded that cognitive development stems from social interactions. He claimed through these interactions, eventually, the individual develops more sophisticated strategies. These strategies are referred to as “higher mental functions.” The foundation for the study begins with respected views of learning theories that have made profound impact on how humans interact with others and make sense the environment around them. Vygotsky’s (1978) described his views on interacting with peers as an effective way for developing
skills and strategies as follows:

Everyone has a Zone of Proximal Development, a developmental level for solving problems. The ZPD is the difference between what a learner can do without help and what he or she can do with help. At some point the level of the problem will require the guidance or assistance from a more capable person (p. 86).

Adult learning is an interactive concept with an emphasis on practice and application. The theory of adult learning was founded by (Knowles, 1984). Knowles (1984) contrasted the concept of andragogy, meaning “the art and science of assisting adults learn” with education, the art and science of helping others to think, problem-solve and learn (Kearsley, 2010, para.1).

Learning involves more than memorization and recall. The goal is to improve the organizational performance by transfer of the knowledge directly to work applications (Levine & Gilbert, 1998). Levine and Gilbert (1998) defined the transmission of knowledge is the ability to broaden what one has learned in one context to new context. They suggested that after the idea is shared, the transfer is encouraged through these methods: codified (numerical or language systematically arranged, often written formal or informal), information formatted as data or processing system, tacit (implied though not directly), or face-to-face contact. For the receiver to interpret the knowledge, the idea must be in a form that is easy and can be made explicit and formal (Szulanshi, 1996).

The constructs in the framework play a key role in identifying similar or additional themes in the lived experiences of the participants. The constructs and the alternative mentoring methods are further discussed in Chapter 2. Rice argued that some
research about mentoring is without a framework. Figure 1.2 provides a conceptual framework that may not be an overall framework for future mentoring research, but it does address the active behaviors that may or may not take place during the mentorship.

Figure 1.2 Conceptual Framework

The framework presents both positive and negative characteristics and the constructs that have been found across systematic research. Research has found these common features:

**Goals:**
1. Identify mentoring barriers that influence female assistant principals’ advancement to the secondary principalship.
2. Determine the quality of mentoring.
3. Collect views about improving the mentoring process.
4. Support positive mentoring attributes: increases professional knowledge, provides career support, provides guidance, friendship, and supports career and social mobility.

**Research Questions**
1. How do female assistant principals and female principals of secondary schools experience the mentoring process?
2. How do the female assistant principals and female principals of secondary schools compare their actual mentoring experience to what they wish it could be?

**Diversity: An Ideal Mentoring Program**
The choice of multiple methods, E-mentoring, Self-mentoring, Team, Coaching, Peer, One-on-One, Develop Mentoring guidelines and expectations, etc.

**Foundation:** Homer’s Odyssey, Vygotsky’s Zone of Proximal Development, Kram (1985); Transfer of Knowledge, case studies, peer reviews, articles, ISLLC, SCPIP, Knowles (1984), Adult Learning Theories, Organizational Theory

**Mentoring Process:**
Complementary relationship + Helping process + Teaching and Learning process + Reflection + Career & Social development + Formalize a role for the mentor
constructs related to career development: commitment/time, competence/knowledge, professional development, induction program(s), mentor/mentee roles and constructive feedback. The mentoring function constructs for social development: conflict resolution, stress, personality characteristics, communicate, and confidence. The framework employed for this study includes the goal and multiple theories to guide the research, and alternative mentoring methods that may be more conducive for women than the traditional model. Like Feist-Price (1994), Rice distinguished learning theories as a vehicle for mentoring but on the other hand, Rice suggested that mentoring is seldom recognized as a learning process between two adults.

Furthermore, Rice acknowledged that mentors are not properly trained. Rice concluded that there may be a dichotomy between what mentors do, and what they say they do. Another point to consider, according to Rice, is that many studies about mentoring lack a conceptual framework. This knowledge compelled the researcher to design a workable conceptual framework (Figure 1.2) that purposefully illustrates the teaching and learning process between two professional adult educators (mentor and mentee). This framework allowed the investigator to peel back the general knowledge of mentoring and conduct an in-depth analysis on what mentors do to support the mentee’s career and social development (Rice, 2007).

The breadth of the study focused on two major domains of mentoring that may harbor negative or positive mentoring behaviors, (marginal and dysfunctional mentoring), and how it may impact the quality of mentoring. These behaviors might reveal new information on the transmission of knowledge. Earlier studies have identified patterns and themes (e.g., competency, conflict, commitment, time, feedback, etc…) that are
reflected in the mentors’ and mentees’ behaviors. These behaviors could result in the mentoring relationships as being satisfying, marginally, dissatisfying and dysfunctional (Ragins et al., 2000).

The educational setting is an organization of complex structures subdivided into assigned roles, responsibilities, policies, and authority to carry out different tasks. To understand these complexities, the utilization of the classic organizational theories helps to bring about change, improve the performance, and balance the harmonization among the people and the organization (Ferdous, 2016). The Organizational Theory is a classic structure that Fayol (1841), Taylor (1911), and Weber (1947) developed to define the characteristics of organizations and the functions that we still utilize today.

Fayol (1841) developed the administrative theory of the organization, the 14 Principles of Management. Of the 14 principles, principles one and six resonate with this study: 1) Division of Work: Productivity would rise as the employees develop gradually expertise and competence on the job, when workforces are specialized; and 6) Subordination of Individual Interests to the General Interest: The interests of a single employee would not be accepted to become more significant than those of the set. The set includes the managers (p. 3).

Taylor (1911) presented his Four Scientific Management concepts. The fundamentals of his concepts may be more relevant today than earlier workforce organizations especially concepts two, three and four: 2) Select, train, show and improve the employee through scientific method; 3) Collaborate with employees wholeheartedly so as to complete the assignment scientifically; and 4) Equally divide the work and the responsibility concerning the management and the worker (p. 3).
Weber (1947) established the formal organization and concepts to increase management efficiency. Being that mentoring and leadership are constructs of arranged conditions and logic, Weber’s (1947) bureaucratic approach provided a spring board for initiating a purpose to integrate leadership expectations and mentoring principles supporting career and social development: (1) Office management requires training and expert knowledge, (2) Scientifically trained workers, (3) Developing a science for each individual's responsibilities, (4) Career advancement dependent on technical skills and competence, and (5) Equal treatment (p. 4). Fayol, Taylor and Weber contributed significantly to the development of classical organization theory (Ferdous, 2016).

According to Weber (1947), “complexity in an organization manifests the highest success which may seem incomprehensible” (p.4). Yet the attempt to integrate the complex theories and concept aligned with mentoring and leadership does simplify the goal for this study (See Table 2.6). I have applied these multiple theories to support the pedagogical purpose, practices, and learning for the many variations of mentoring and leadership styles. Mentoring is not often recognized as a learning process between two adults and therefore, there is little research on the learning relationship between two adults. However, systematic research across many studies has found specific and common themes within a mentoring relationship associated with career and social development.

Kram (1985) described mentoring as a complex and comprehensive structure and Kram’s theory seems to be the only glue holding the multi-dimensional concept together; developing a nurturing mentoring relationship and supporting the mentee’s career development. However, the multiple meanings have added complexity and in some cases
ambiguity. For instance, there are researchers who are rushed and too impatient to provide clarity with troublesome conceptual and analytical problems of mentoring that impact minorities and women. Many of the studies are less useful with no explanation to the problems. Some find it difficult to use existing research and theory to answer fundamental questions about mentoring. Though the mentoring literature may appear fragmented, from Kram’s earlier conceptualization there have been some extensions and some departures from the original mentoring concept (Bozeman & Feeney, 2010). For example, researchers now seek to address the negative outcomes of mentoring, where barriers may limit mentors from providing the mentee effective and supportive guidance. Some have extended their theory to include alternative forms such as peer mentoring, group mentoring, and cross relationship due to race and gender for formal and informal mentoring (Ragins & Cotton, 1999).

The accountability movement has pressured principals to improve students’ performance. They are also are charged with developing and maintaining an orderly climate when the school environment is increasingly becoming hostile and violent. Principals today need preparation to be instructional leaders (Davis et al., 2005). The learning theories support the cognitive development when the adult learner engages in relevant and professional knowledge and experiences (Rice, 2007). A series of learning activities and experiences helps the learner to acquire a greater need to reflect and apply new knowledge and according to Davis, Darling-Hammond, LaPointe, & Meyerson (2005), adults learn best when they are exposed to experimental learning situations. For example, internships and cohorts are experimental situations that can be productive, beneficial, and provide an opportunity for the mentee to grow if the environment is a
non-threatening setting with the support of a mentor (Daresh, 2004). Again, the
conceptual framework (Figure 1.2) is designed to create dialogue with the participants in
this study and try to determine whether mentors do what they say they do: establish a
professional relationship, support career and social mobility, and facilitate goal setting
and problem-solving.

According to Daresh (2004) the primary purpose of mentoring is to help the
mentee to develop the necessary skills of an individual to improve organizations
(Northouse, 2004). According to Daresh (2004) and Scandura and Williams (2004),
transformational leaders serve as role models within organizations. Therefore, mentoring
is an indicator of transformational leadership (Kouzes & Posner, 2007). Consequently,
positive results of leadership in the form of mentoring include career stabilization through
encouragement (Kram, 1985), acclimation to organizational environments and
responsibilities (Daresh, 2004), and a general sense that one is in control of one’s career
(Scandura & Williams, 2004).

As a result, research across years have indicated that the use of mentors had a
positive impact on the leader’s leadership development. The combination of the
leadership training taught by a mentor with expertise encourages the mentee to adopt and
apply mentorship as a contingency for establishing leadership roles in their schools. The
mentor becomes a role model helping the mentee to help others to consider the needs of
others (Daresh, 2004).

There is little research available to guide in-service professional development
programs, but there is a growing consensus that ongoing professional development, such
as leadership preparation, integrated theories and practices, scaffolded learning
experiences under the guidance of experienced mentors, offer opportunities to actively reflect on leadership experiences, and incorporate peer networking (Peterson, 2002). Peterson acknowledged that principals always need a variety of knowledge and skills to perform the many activities and duties that they are responsible for but, the paradigm has changed the work of the principal. Figure 1.2 is a frame of reference to conditions that principals may experience, male or female, negative or positive, as they go about creating a conducive school climate, interacting with employees, students, and the community, and those who may exert political mandates that interfere with the school’s values and beliefs.

**Delimitations/Limitations/Assumptions**

To narrow the scope of this study, it is assumed that all of the participants: (a) are highly-qualified according to South Carolina certification of administration, currently or at some point employed by South Carolina School System; (b) participated in the South Carolina Principal Induction Program, Assistant Principal Program Leadership Excellence mentoring programs; and (c) can be assumed to answer truthfully and accurately the interview questions based on their personal experience, and that participants will respond honestly and to the best of their individual abilities.

The potential weaknesses in the study are: (a) The researcher’s biases and perceptual misrepresentations; (b) The population size was limited due to location and the nature of the phenomenon; and (c) Mentoring designs and policies may be different from school to school.

The delimitation in the study is a homogeneous group, a population size of 14 female participants. Although the sample size is minimal, it does not compromise the
validity of the study. In the interview participants are asked whether they have participated in the South Carolina Induction Program and whether they were mentored by their leading supervisor, a self-selected mentor, or participated in a district leadership program. They are also asked when they realized they had a desire for secondary leadership.

To obtain the sample population, 25 secondary schools were surveyed across the state of South Carolina. The researcher utilized the school online directory to recruit participants. Telephone calls, flyers, emails, and recommendations from other educators assisted in the recruitment. The researcher assumed responses to any of the questions and discussions were authentic and honest. Due to the nature and the specific condition of the study, all participants were given pseudonyms to protect their confidentiality.

**Definition of Terms**

*Dysfunctional mentoring relationships* are those in which the relationship is not beneficial for either the mentor, mentee or both (Scandura, 1998).

*Formal Mentoring* is a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled or experienced person grow and develop specific competencies. It is usually structured by the organization or institution (Feist-Price, 1994)

*Informal mentoring* is a relationship based on mutual interest that is formed by the mentor and the mentee (Feist-Price, 1994).

*Marginal mentoring relationship* is when mentor or mentee performance can fall on a line of continuum anchored with highly satisfying relationships on one end and highly dissatisfying relations on the other, but no one is
Mentoring is a continuing process wherein individuals within an organization provide support and guidance to a mentee, so it may be possible for those individuals to become more effective contributors to the goals of the organization; the relationship between a “senior” and “junior” person (Daresh & Playko, 1992).

Secondary school principals is a school intermediate between elementary school and college and usually offering general, technical, vocational, or college-preparatory courses for children ages (11-18) levels and prepares individuals to serve as principals and masters of secondary schools (Webster).

Summary

Effective leadership is essential to school reform and student success. The success is predicated upon the leaders’ preparation and application. It is not evident whether the educational organization has paid enough attention to the challenges female educators face. However, Laff (2006) alleged that women will continue to struggle if there is not action to understand and support women’s career mobility. Yet, study after study has shown that the training principals typically provided in university programs and from their own school district do not do nearly enough to prepare women for their roles as leaders of learning (Daresh, 2004). A staggering 80% of superintendents and 69% of principals thought that leadership training in schools of education were out of touch with the realities of today’s districts, according to a recent Public Agenda survey (Wallace Foundation, 2013).

According to data, it appears that women are experiencing difficulties becoming leaders at the secondary level. The AFL-CIO reported only 30% of the secondary
principals are women. Research revealed that women world-wide in the workforce are facing challenges. They encounter working long hours, underlying stereotypes and biases, unequal pay for the same job as men, negotiating between family and work, and the glass ceiling effect.

There is very little data revealing the percentage of female principals being harassed but the “Metoo Movement” has begun to drive these accusations to the surface. For example, Spiegelman (2018) reported that teachers and principals are experiencing difficulty in the education profession. Questionnaire results were reported by the National Center of Educational Statistics (NCES) and revealed 55% of the teachers and principals are not satisfied with their salary and job (Spiegelman, 2018). Trying to overcome these challenges may be the most difficult challenge.

Researchers have advocated that mentoring can be a part of the solution or a part of the problem. To promote both aspects of mentoring, this investigation probed into the mentoring experiences of six female assistant principals and eight female principals. The investigation focused on trying to understand the dynamics of mentoring, analyzing the role of the mentor and the mentee, and the relevancy between mentoring and leadership expectations. According to the National Mentoring Partnership, a mentoring relationship is key to making a positive impact on young people and inexperienced professionals when these features are present: as an emotional bond, a collaboration, active guidance, consistency, modeling of positive attitudes and behaviors, and longevity. Mentoring can connect young people to individual development and growth, and social development and economics. When these features are lacking, the mentoring relationship may be of little or no value and may even be harmful (Sciarappa & Mason, 2014).
There is not much research on mentoring from the perspective of the female assistant principals and principals. Chapter two provided an inquiry to investigate mentoring barriers, the quality of mentoring from the perspective of marginal or dysfunctional, and how to improve mentoring programs. The National Policy Board for Educational Administration (NPBEA, 2015) recognizes that principals are now regarded as central to the task of building schools that promote powerful teaching and learning for all students, rather than merely maintaining the status quo (National Policy Board for Educational Administration [NPBEA], 2015).

Though principals are regarded as the instructional leaders and they have the task of making changes. However, change is inevitable but there is a great dilemma. It remains that there is not a solid definition for the “leadership” in education. The meaning of leadership is changing and, in the attempt, to shift to a new paradigm, while the old paradigm has never been understood (Higginson, 2011). The result is a continuous cycle of educational leaders not have enough time, energy, or support necessary to effect the change and sustain the effort, motivation, and vision that can positively impact student outcomes. Research studies have provided opportunity to understand how the mentoring process benefited teaching, learning, and the mentor/mentee relationship. Research data have shown how the novice administrators and their mentor share and carry out activities and programs; including ongoing communication, meetings, assigned readings, and feedback (Wallace Foundation, 2013).

For decades research have suggested that the initial years of the principalship are critically important. Existing research also suggested that mentors are key to transforming classroom teachers to leaders (Wallace Foundation, 2013).
CHAPTER 2

PRINCIPLES OF MENTORING AND LEADERSHIP

In today’s world, the responsibility for improving the curriculum and student learning lie heavily on the shoulders of school principals (Bottoms & O’Neill, 2001). Bottoms and O’Neill (2001) found that some schools are lucky to have effective principals, but a sound leadership development system takes the luck out of the equation. Policymakers create high-stakes systems for school accountability and take the risk believing that all the struggling schools will find a high-performing principal who understands which curriculum best supports student achievement, knows how to help teachers to create positive changes, supports teachers in carrying out instructional practices that will improve achievement and prepares competent teachers to become principals. “Principals of this caliber are scarce, and they constitute the real principal shortage” (p.1). In Chapter Two, I discuss the theories and knowledge that support the quest to understand whether barriers within the mentoring process a potential reason for the underrepresentation of women in secondary school leadership may be.

Overview of the Literature

Chapter Two is an extended discussion of the research and theories related to the mentoring of women for the secondary school principalship included; adult learning theories and their relevancy to mentoring, zone of proximal development, mentoring functions and benefits, the mentoring processes and activities, potential barriers, effects
of marginal mentoring verses performance and quality mentoring, occupational skills for
career and social development, leadership preparation, leadership and leadership
development accompanied by six notable case studies and illustrations. The adult
learning theories set the stage to examine: how the mentoring process and the mentor and
the mentee’s roles are perceived and experienced (Knowles, 1984).

**Adult Learning Theory**

Adult learning is defined as the total range of informal and formal learning
activities involving adults after their initial (informal) education and training, which
results in the acquisition of new knowledge and skills. The new knowledge produces
opportunities for the learner to develop new interests and improve their self-confidence,
interact positively with people, and contribute to society (EEOC, 2018).

**Adult Learning and Its Relevancy to Mentoring: From A Theoretical Basis**

Teachers, principals, and administrators are in high demand and faced with
evolving trends from school reforms. Strong (2013) asserted that leading is challenging
work that requires understanding and patience. Effective leadership also requires
effective preparation because for many decades, principals were thought to be great
building managers and supervisors of operations. In the transition from the traditional
role to instructional and technological leaders, adult learning theory plays a key role in
the outcome. When people are faced with change, those who have little experience will
need guidance (Armano, 2009). One who leads another requires knowledge, patience,
and a prescriptive process. In Rice’s (2007) study, she found that mentoring appears to
have essential attributes of its process: a complementary relationship; a helping process; a
teaching-learning process; a reflective process; a career development process; and a formalized role established for a mentor. Figure 2.1 illustrates the mentoring process.

It provides a definition for each component of the mentoring process. These explanations highlight the importance of mentoring within its quest to support novice principals to become independent and self-assured leaders (Rice, 2007).

<table>
<thead>
<tr>
<th>Mentoring Process Components</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complementary Relationship</td>
<td>Two mature adults, mentor and student, both parties have a mutual understanding, respect each other's time, effort and qualifications. Both gain in some way from the relationship.</td>
</tr>
<tr>
<td>A Helping Process</td>
<td>Good mentors provide quality of instructional support, help develop multiple classroom observations, willingness to observe the behavior of the mentee, goal setting, help beginning principals to become competent and courageous leaders of better teaching and learning in their schools. And support career and social mobility.</td>
</tr>
<tr>
<td>A Teaching and Learning Process</td>
<td>Promote collegial dialogue about expectations, developing managerial skills, technological skills, communication, collaborating, active listening, and writing skills; establish a vision, problem solving, learning to network, designing a budget: The mentor provides non-judgmental feedback and reassessment.</td>
</tr>
<tr>
<td>A Reflective Process</td>
<td>Employ research-based frameworks as the basis for becoming a reflective practitioner, refine conferencing and feedback, to assess the relationship, and the mentoring process.</td>
</tr>
<tr>
<td>A Career and Social Development</td>
<td>Support new ideas, develop profession, develop a network, facing challenges and conflicts, build self-confidence, brighten self-esteem, rehabilitation agent</td>
</tr>
<tr>
<td>Formalize a Role for the Mentor</td>
<td>Coach, instructional leader, counselor, arrange programs for learning parent, role model, friend, guide and facilitate,</td>
</tr>
</tbody>
</table>

Figure 2.1 Components of the Mentoring Process (Adapted from Rice, 2007)
The *more knowledgeable other* (MKO) is the person who has a better understanding or higher ability levels than the learner (McLeod, 2014). Adult learners become ready to apply learning when they experience a situation and need to know or be able to perform more effectively and satisfyingly. The learning is applied through: exploring the benefits of learning; training based on valid needs; training reflecting actual work the learner performs; adults need to be self-directing; learning activities need to be demonstrated to the learner and it needs to be evident where he or she will benefit in their job (Knowles, 1984).

Mentoring has become a significant discussion in research over the decades. However, research may have placed more emphasis on the difference between the types of mentoring, mentored verses the non-mentored, and behavior characteristics rather than the quality of the mentoring (Ragins et al., 2000).

**Mentoring**

When we think of mentoring in the traditional sense, we may recall our world history class that referred to Greek mythologists and scholars who defined mentoring as: people helping people, a trusted friend, a teacher, an authentic relationship, a credible mentor, a parent, and counselor. Levinson, Darrow, Klein, Levinson, and McKee (1978) and Kram (1985) expressed that mentoring involves an intense relationship where the experienced person (mentor) provides two functions for the inexperienced person, one function is to advise, or model career development behaviors and the second function supports personal social development behaviors. Within these mentoring functions, the mentor’s role is to help the mentee to identify career goals, provide career advice, provide suggestions on activities and knowledge, and recommend specific areas to pursue for
professional advancement (Kram, 1985b). Ancient and traditional views were and are still important. Today the meaning for mentor has transformed its purpose and design. New literature defines mentoring most often as: effective mentoring models, recognized for effective mentoring practices, denoted benefits of and barriers to mentoring, and specifies mentoring techniques. The literature has focused attention on women and minorities as well as aspects of the “second generation” of mentoring which includes electronic forms of communication, just-in-time training of mentors, co-mentoring and team mentoring approaches, and multiple year programs for novice teachers and principals (Wehring, 2010).

Bozeman and Feeney (2010) critiqued many theories and research that concerned mentoring. They claimed that 500 or more studies have been conducted and argued that: (a) many of the studies are not theory driven; (b) many of the findings are not useful to encourage new research; (c) some researchers focus explicitly on the individuals’ career development and not the mentee’s social needs; and (d) “research lacked an integrated model or framework” (pp.719-721). It is important to articulate the relationship between leadership expectations and mentoring principles. Therefore, utilizing the grounded theories that were adapted for this study allowed the researcher to build a contextual bridge between the leadership practices and mentoring principles.

The National Policy Board for Education Administration (NPBEA) a consortium of professional organizations committed to advancing school leadership were instrumental in the revised ISLLC, professional standards for school principals. Academic standards were designed to ensure that assistant principals and principals are ready to meet effectively the challenges and opportunities of the job today and the future
as education, schools and society continue to transform (National Policy Board Educational Administration [NPBEA], 2015). To have revised standards may be needed but not knowing how to implement, demonstrate, and apply them to a particular situation may be devastating to novice school leaders. The context in Table 2.6 was created to make a conceptual alignment between mentoring principles and the expectations (ISLLC) for school administrators. This alignment gives the principal a stronger guidepost with expected outcomes. It draws upon multiple sources, including (a) revised ISLLC, (b) beginning principal mentoring program models from multiple sources, (c) transformational leadership behaviors, and (d) additional insights found in the literature review. These parallels may be used to help support women who are aspiring to become principals to focus on areas they need to improve in their leadership practices or mentoring relationship (NPBEA, 2015).

**Mentoring Types, Dyads, and Functions**

Mentoringship is very complex. Just as practices in any profession, mentoring can be difficult and a major challenge to novice practitioners. The formative period where learning requires new knowledge, skills and attitude, the mentoring may become complicated and stressful. To sustain and deepen the learning, the mentor and mentee will need to develop mutual trust and respect. McKimm, Jollie, and Hatter (2003) took part in a study that categorized both mentor and mentee characteristics (see Table 2.1) that may determine the outcome of the mentoringship.

Mentoring is becoming more common, even though it means different things to different people. Weinberg and Lankau (2011) asserted that formal mentoring programs are becoming more popular as organizations cash in on the benefits that have long been
associated with informal mentoring. There are two major distinctions between formal and informal mentoring that are further discussed in this section.

The duration of the mentoring relationships may not only impact the outcome, but composition of relationships may influence the outcome as well. In formal mentoring programs, cross-gender relationships are quite common despite some evidence suggesting that the homogeneous pairing might produce better results (Weinberg & Lankau, 2011).

**Mentoring Types**

**Informal mentoring.** Informal mentoring is usually not assigned by an organization. It is the natural coming together of a mentor and a mentee. Informal mentoring is more likely to engage the mentee in more positive social activities and assign the mentee more challenging assignments (Ragins & Cotton, 1999). Ragins and Cotton found that mentees were much more satisfied with their mentors than mentees with formal mentors. The mentoring is done on behalf of a mutual friendship and usually is a long-term relationship (Ragins et al., 2000).

**Formal mentoring.** Ragins et al. (2000) informal mentoring differs from formal mentoring. For example, they found that formal mentoring is not as powerful as informal mentoring, but they encourage organizations still to pursue mentoring. They urged that the program be planned and well implemented. It is usually done through an organization, and the organization is responsible for developing the program and process for the mentoring to take place. Formal mentoring programs are operated by the organization because the organization has an investment in its people. The mentee is
assigned a mentor in the mentoring process, and the mentoring is done over a long-term period (Ragins et al., 2000).

**Mentoring Dyads**

A traditional description of a mentoring relationship is the professional interaction between a senior mentor and the mentee. However, individual differences such as, personality characteristics, beliefs, and values can play a significant role in the effectiveness of the mentoring relationship. Even the individual differences in gender, race, nationality, religion, and age can influence the relationship. Furthermore, research has often resurged evidence of personality traits, but there has been relatively little systemic research investigating the influence of personality characteristics within mentoring process (Wanberg, Welsh, & Hezlett, 2003). Contrary to personality characteristics research, mentoring researchers have intensely examined the effects of same-gender (male to male and female to female), cross-gender (male to female and female to male), and cross-race on mentoring outcomes (Wanberg et al., 2003). Although there is evidence to indicate that mentoring is beneficial for the mentor and the mentee, again, little research has examined the processes through which mentoring influences career success (Day & Allen, 2004).

**Mentoring Functions: Career and Social Development.**

Mentoring functions are theorized as career and social development. Career development may include coaching, challenging assignments, apprenticeships, exposure to the operation of the organization, supporting events, and sponsorship. The social development functions support the mentee through counseling, modeling, friendship, and building the mentee’s confidence and competence to handle conflict (Kram, 1985).
While some dispute the merit of mentoring within its traditional parameters, when it is expanded to include assistance and advocacy, it is proven to be an essential element of success. It is known to provide mentees with the opportunity to broaden their ability, skills, to build social networks, and to navigate organizational bureaucracy (Warrell, 2017).

**Career Development.** Career development is the lifetime process of managing learning, work, leisure, and transitions toward a personally determined and evolving preferred future. Career function encompasses technical and informational functions of the mentor that support mentee development of appropriate knowledge, skills, attitudes, beliefs, and leadership practices. In mentoring function related to career development, systematic research found these six most common structures to be inadequate: (a) commitment/time, (b) competence/knowledge, (c) professional development, (d) induction program(s), (e) mentor/mentee roles, (f) constructive feedback. These themes have been extrapolated from case studies conducted by (Yob & Crawford, 2012; Benetto, 2010; Rockwell, Leck, & Elliott, 2013).

Dukess (2001) insisted that effective mentors rendered three forms of support to inexperienced principals:

- Mentors become instructional leaders to help new leaders focus on learning issues and offering models of successful practices.
- Mentors provide administrative and managerial support and participate in some of the mentee’s actual work.
- They provide emotional support (social support) by listening carefully and being present at stressful moments and build the mentee’s confidence.
**Social Development.** The other role of the mentor is to provide the mentee social (psychosocial) assistance during the mentoring process. The mentor is assigned to give the mentee emotional support, to encourage the mentee to engage openly in a discussion about anxiety and fears, provide friendship, and provide strategies to handle stress and conflict (Burke & McKeen, 1994). For example, unavoidable challenges produce chaos and an individual without coping skills may not be capable of overcoming the situation. The event may lead to disruption in his or her life and ultimately prevent the individual the opportunity to gain skills and knowledge (Richardson et al., 1990). Vygotsky stressed that the fundamentals of social interaction in the development of cognition play an essential role in the process of making meaning. Vygotsky’s social learning theories acknowledged the importance of the teacher’s role as facilitator. The role is to create the environment where directed and guided interaction can occur.

Adult social development has much to offer teachers and administrators. It provides one more vessel through which an educator can understand learners and therefore better meet their needs (Baumgarter, 2001).

Adult learners become ready to apply learning when they experience a situation and need to know or be able to perform more effectively and satisfyingly. The learning is applied through exploring the benefits of learning; training is based on valid needs; training reflects actual work the learner performs; adults need to be self-directing; learning activities demonstrate to the learner where he or she has benefited in their job (Knowles, 1984).

**Conflict Resolution and Communication.** Yob and Crawford (2012) theorized that a nonconfrontational style of communication and conflict resolution may hinder the
building of trust. Forehand (2008) also asserted that virtues such as trust and integrity, including those in the cognitive, emotional, and relational domains, and competence in knowledge and skills are all important concepts for learning. Dua (2008) connected two parts of mentoring behaviors: the attitudes, knowledge, and behaviors of the profession to be transferred to the learner, and the social and emotional interactions that make the transfer possible. In case study two of this document, Straus, Johnson, Marquez, and Feldman (2013) identified re-occurring themes, including the characteristics of effective mentors and mentees, actions of effective mentors, characteristics of successful and failed mentoring relationships, and tactics for successful mentoring relationships. Successful mentoring relationships were characterized by reciprocity, mutual respect, clear expectations, personal connection, and shared values. Failed mentoring relationships were characterized by lack of commitment, the mentor’s lack of experience, poor time management, and lack of expertise.

**Mentoring Relationships**

Current research appears to validate that women are often faced with several challenges regarding establishing successful mentoring relationships. In an effective relationship, both mentee and mentor must invest considerable time, effort, and patience. The characteristics across successful mentoring relationships include a mutual sense of connection, trust, empathy, and respect (Rhodes, 2002). Both men and women strived to find respected mentors with proven track records. Women more often seek mentors who are approachable, understanding, and female but women are more likely than men to be in a cross-gender mentoring relationship. Often cross-gender mentoring relationships are
perceived as sexual involvement which may explain why there are fewer female mentors-
male mentee relationship (Ragins & Cotton, 1999).

Positive Mentoring Behavioral Characteristics

How personality characteristics impact mentoring relationships may be complex, but scholars have conducted research and created a list to describe behaviors for a successful mentoring relationship. McKimm, Jollie, and Hatter (2003) reported on a study that was part of the “Preparedness to Practice Project” at the Imperial College School of Medicine. As reported in the study, these positive characteristics are expected for the duration of the mentoring relationship as a reflection of the practices and the behavior of both mentor and mentee (McKimm et al., 2003). Table 2.1 is an example of identified characteristics of the good mentors/good mentees that will help to describe mentoring relationship experiences.

Table 2.1

<table>
<thead>
<tr>
<th>Characteristics of a Good Mentor:</th>
<th>Characteristics of a Good Mentee/ Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>• good interpersonal skills</td>
<td>• willing to learn and develop</td>
</tr>
<tr>
<td>• objectivity</td>
<td>• willing to participate</td>
</tr>
<tr>
<td>• role model</td>
<td>• intelligent and learn quickly</td>
</tr>
<tr>
<td>• flexibility</td>
<td>• keen to succeed</td>
</tr>
<tr>
<td>• peer respect</td>
<td>• able to accept power and risk</td>
</tr>
<tr>
<td>• demonstrate competence</td>
<td>• loyal</td>
</tr>
<tr>
<td>• reflective practitioner</td>
<td>• committed</td>
</tr>
<tr>
<td>• nonthreatening attitude</td>
<td>• conscientious</td>
</tr>
<tr>
<td>• facilitator of learning</td>
<td>• able to develop alliances</td>
</tr>
<tr>
<td>• independence</td>
<td>• flexible and adaptable</td>
</tr>
<tr>
<td>• open mindedness</td>
<td>• self-aware</td>
</tr>
<tr>
<td>• approachability</td>
<td>• well organized</td>
</tr>
<tr>
<td>• self-confidence and self-awareness</td>
<td>• able to accept a challenge</td>
</tr>
<tr>
<td>• advocacy</td>
<td>• able to receive constructive feedback</td>
</tr>
</tbody>
</table>

*Source:* Adapted from Preparedness to Practice Project by (McKimm et al., 2003)
The ability to embrace the differences in others may often seem unpopular and uncomfortable. The characteristics of an effective mentor: one who willingly gives of themselves and who is willing to engage in compassionate and mutual search for wisdom is triumphant (Daresh, 2004). While the scholarship of mentoring remains a topic of further discussion, a significant amount of the literature still involves the inputs into the system – definitions, traits, characteristics, benefits, barriers, data, observation, experience, and ways in which to develop a mentoring system (Bell, 1998).

Case Study 1 - Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers

To better understand how mentor and mentee personality characteristics might influence the success of a mentoring relationship, a recent study was conducted at the University of California-San Francisco. Previous studies have shown that mentors and mentees benefit from a strong mentoring relationship. Straus et al. (2013) conducted one of the largest mentoring research studies which further analyzed the attributes of a successful mentor-mentee pairing. Straus and her colleagues interviewed 54 faculty members at the University of California-San Francisco. Their goal was to ask the participants to explain their experiences. Their analysis yielded five major characteristics that represented a successful mentoring relationship: 1) Reciprocity, mentor and mentee gave feedback; 2) Having mutual respect; 3) Clear expectations, especially for the mentee; 4) Having a personal connection 5) The mentor and mentee share common approaches to research, to work, and time for a personal life.

Straus et al. (2013) found that some of the major characteristics of unsuccessful mentoring relationships were poor communication, lack of expertise on the part of the mentor, poor time management on the part of the mentee (often combined with passivity)
and inadequate time. Though communication and listening appeared to be the key factors in a mentoring relationship. Byars-Winston, Branchaw, Pfund, Leverett, and Newton (2015) hypothesized that there are not yet any studies that have determined specific attributes for the outcome of mentoring relationships and career outcomes.

The conclusion of this case study also reflected that poor communication, lack of commitment, personality differences, perceived (or real) competition, conflicts of interest, and the mentor’s lack of experience were key factors in failed mentoring relationships. The successful mentoring relationships were characterized by reciprocity, mutual respect, clear expectations, personal connection, and shared values. The outcome of effective communication and the capacity for listening and solving complex problems began with the mentee. The characteristics in Table 2.1 appeared to support certain traits that may equate to behaviors that could help in determining a failed or successful mentoring relationship.

However, the outcome of the studies did not indicate whether the characteristics were related to gender biases. Would same-gender or cross-gender mentoring relationships have more positive and successful mentoring relationships? For example, in the mentoring relationship where the woman is the mentor and the man the mentee, men and women’s styles are generally different. Females are often labeled as “nags” when giving a male a directive. Males tend to think that women are ordering them around. For example, “women are more likely to do what is asked of them, while men tend to resist” (Tannen, 1994, p. 29). Goh (1991) asserted that a stereotypical bias is a cultural belief that women are emotional and less assertive than men. Goh (1991) added that this is not true for all women and it is not true for all situations, just as it is not true for all men.
Although some studies have shown the benefits of mentorship, less detail has been available on the characteristics and actions of effective mentors and mentees and on the characteristics of failed mentoring relationships (Straus et al., 2013). Clear communication, feedback, commitment, and mutual trust and respect appeared to be key factors to successful mentoring, no matter what the profession happened to be. Szulanshi (1996) discovered when barriers are between source and the participants, it may be difficult for learning to take place.

**Mentoring Barriers**

Mentoring concepts may be fragmented, intensified, and complex. For example, earlier mentoring appeared to be the only solution to a fix all, but researchers have addressed some mentoring outcomes as negative, where they suspect barriers impeded the mentor from providing quality guidance to the mentees. Consequently, what appears to be good mentoring may or may not be beneficial to the mentee. Career guidance and support are not the only aspects of mentoring, but also personal and social life (Kanter, 1977).

Though women have made gains in leadership positions, they are still faced with barriers. Whether they are employed by others (private businesses, government), or self-employed, they can be faced with the challenges of the glass ceiling (Hall & Sandler, 1983). Hall and Sandler have identified the benefits of mentoring, but they also acknowledged how the barriers may be the reason for the underrepresentation of women in leadership. These barriers may cause women to experience: (a) Not enough senior women faculty to serve as mentors. Senior women faculty who did exist, were often overburdened by requests to serve on committees and were disproportionately sought out
by students and junior faculty. (b) Mentors trained in the traditional male approach might overlook promising women. (c) Mentees could be at risk for sexual harassment. (d) Mentors spent less time one-to-one with initiating mentee/mentor relationships. (e) A high percentage of women in temporary positions make it difficult to recruit female mentors. (f) Mentors lack current technological and leadership skills. (g) Senior men feared rumors of sexual involvement with female mentees if mentoring of women was not supported by organizational policies that would make mentoring of all junior faculty a part of job responsibilities for senior faculty (Hall & Sandler, 1983, p. 5).

**External and Internal Career Barriers**

External (extrinsic) motivation is any influence that comes from an outside source. An intrinsic (internal) motivation is any motivation comes from within and provides a sense of satisfaction. These influences can initiate negative motivation, a promise of an unpleasant outcome, that can be avoided if a specific behavior is performed. These influences can affect how an individual function and makes decisions (Hofstede, 1980).

**Cultural Influences.** According to Hofstede (1980), cultural influences can affect leadership in different ways: female managers are often confronted with male-gendered ideologies that link woman to lower wages, marriage and the family, and justify women in lower management positions with limited authority and opportunity (Crowley & Himmelweit, 1992); Female managers are often marginalized by a work situation characterized by mostly male peers (Moore, 1988). Females may be confronted with male ideologies, but Ragins and Cotton’s (1999) study held male mentors for female mentees in high regard. Ragins and Cotton found females were able to obtain more career
promotions with male mentors. They went on to express that this does not mean it is easy for females to secure male mentorships.

**Structural or institutional influences.** Structural influences are concerned with the nature of organizational structures and the organization of work, rather than individuals or gender roles (Timmers, Willemsen, & Tijdens, 2009). There are different views on institutional influences. Iannello (1992) noted that the span of control and single authority are detrimental to women because they have limited access to the decision-making process. The bureaucracies hide their belief that the masculine traits are needed to be successful in the organization (Acker, 1990). For example, one’s position impacting the organizational structure may rest largely on whether one held the belief that the individual made the organization, or that the organization shaped the individual (Kanter, 1977).

**Individual influence.** The individual perspective, referred to as gender-centered, argues that whether women’s unique qualities are derived from gender-role socialization, from actual life experiences, or are biologically determined women are different and see the world differently from men (Gilligan, 1982). For example, women are often identified as the homemaker and the caretaker of small children, and men are identified with the greater working roles. However, Gilligan noted that men are more likely to make moral choices about themselves based on impersonal rules of fairness and rights. Though women are more likely to make decisions out of concern for specific individuals and within the context of the situation. Women, therefore, value the interaction of relationships. In addition, Rothschild (1987) and Gilligan (1982) expressed similar views that women have been conditioned to listen and to be responsive to the concerns of
others. Thus, women tend to have strong group skills that enable them to embrace group problem solving, consensus building, and democratic ways of managing operations. Rosener (1990) stated, “As the workforce becomes more complex and the economic environment increasingly requires rapid change, interactive leadership may emerge as the management style of choice for many organizations” (p. 125). The question is, does gender make a difference in leadership? The phycological difference between gender and leadership may be how the academic discussions are reported and perceived. For example, despite what research show, men may think they are better suited for leadership positions than women. Smith (2009) provided a report to the popular publication, *New York Times*, concluded that “No doubts: Women are better managers” (para 1). An article published by *Psychology Today* reported, “Why women may be better leaders than men” (Paustian-Underdahl, Walker, & Woehr, 2014, p.1129). The reason for such different perceptions may be justified in Moran’s argument. Moran (1992) argued, “because women do not fit the typical description of a leader, they are perceived to lack the qualities that are necessary to lead. Therefore, they are limited to higher level management roles” (pp. 476-477). “As the female leadership participation increases, the idea of incongruity between women and leadership may weakening. Over time stereotypes will gradually change” (Paustian-Underdahl et al., 2014, p.1132).

**Self-Efficacy**

Regarding gender and leadership, it simply may be that some people are more effective than others. Bandura’s (1977, 1997) self-efficacy theory was shaped by the overarching social learning theory which says that expectations of failure can be learned traits (Bandura, 1977). The foundation of social learning theory is that behavior and
psychological functioning is not just challenged by internal mechanisms or the external environment, rather the two continually interact modeling a person’s behavior (Bandura, 1977). What makes some leaders more effective than others? Are there traits that leaders of the most successful enterprises have in common? Do effective leaders use specific practices in comparison with other less thriving executives?

Bandura (1997) identified four sources that contribute to a person’s self-efficacy when they can master successful experiences. (a) Through enactive mastery experiences, a person can experience success, motivating the belief one can continue to be successful. (b) Self-efficacy is a vicarious experience, referred to as modeling. The experience is a result of observing something, listening to or reading about an activity. (c) Verbal persuasion can positively affect the amount of effort expended on a task. (d) People are typically more successful when they are calm and not experiencing stress.

**Potential Barriers within the Mentoring Process: Relative to Career and Social Development**

This study has provided general information about the mentor and mentee’s relationship, but the study will attempt to identify whether there are barriers within the mentoring process that impact the mentee’s career and social development. It is possible that outside barriers may be the same or related to barriers found within the mentoring process. Nevertheless, research has not attempt to address this possibility. Therefore, the researcher based the conceptual framework on applicable constructs derived from career and social development research. These constructs are also listed in the conceptual framework (Figure 1.2). However, mentoring activities have been added to the content (Table 2.2) in the attempt to provide clarity about the mentoring process and the barriers within the process.
Table 2.2

**Potential Barriers within Mentoring Process**

<table>
<thead>
<tr>
<th>Career and Social Development Constructs</th>
<th>Mentoring Barrier</th>
<th>Reference/Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Constructs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment/Time</td>
<td>None or few meetings with purpose</td>
<td>United States Office of Personnel Management (2008)</td>
</tr>
<tr>
<td></td>
<td>Low interest and buy-in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not engage throughout the duration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No evidence of tracking dates of mentoring activities</td>
<td></td>
</tr>
<tr>
<td>Competence/Knowledge</td>
<td>Unable to articulate/understand the pedagogy</td>
<td>United States Office of Personnel Management (2008)</td>
</tr>
<tr>
<td></td>
<td>Lack understanding of mentee goal(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fail to gain capacity to translate values &amp; strategies into productive actions</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>Fail to increase career network and receive greater exposure. Such as workshops,</td>
<td>United States Office of Personnel Management (2008)</td>
</tr>
<tr>
<td></td>
<td>guest speakers, conferences, training, workshops, and events</td>
<td></td>
</tr>
<tr>
<td>Induction Program</td>
<td>Needs more collaboration between universities, colleges, and school districts, and</td>
<td>Best practices in teacher and administrator programs</td>
</tr>
<tr>
<td></td>
<td>partnership programs</td>
<td>(CCSESA)</td>
</tr>
<tr>
<td>Mentor/Mentee Roles</td>
<td>Fail to define a successful mentoring program, develop activities for teaching and</td>
<td>United States Office of Personnel Management (2008)</td>
</tr>
<tr>
<td></td>
<td>learning, training, communicate strengths and weaknesses, and fail to let mentees</td>
<td></td>
</tr>
<tr>
<td></td>
<td>help clarify what their needs are</td>
<td></td>
</tr>
<tr>
<td>Constructive Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>Identifying a crisis from problem solving</td>
<td>United States Office of Personnel Management (2008)</td>
</tr>
<tr>
<td></td>
<td>Fail to develop activity listening skills, body language, role play</td>
<td></td>
</tr>
<tr>
<td>Stress</td>
<td>Fail to provide and practice strategies such as relaxing, coping skills, keeping</td>
<td>Management Training and Leadership Training, Online</td>
</tr>
<tr>
<td></td>
<td>places, or object to feel safe</td>
<td></td>
</tr>
<tr>
<td>Personality Characteristics</td>
<td>Lack of trust and respect</td>
<td>Management Training and Leadership Training, Online</td>
</tr>
<tr>
<td>Communicate</td>
<td>Fail to allow the mentee to develop public speaking through conducting a meeting,</td>
<td>Management Training and Leadership Training, Online</td>
</tr>
<tr>
<td></td>
<td>presentation, develop a PowerPoint, communicate through writing, agendas, news</td>
<td><a href="https://www.mindtools.com/pages/article">https://www.mindtools.com/pages/article</a> (2008)</td>
</tr>
<tr>
<td></td>
<td>articles One-way conversation</td>
<td></td>
</tr>
<tr>
<td>Confidence</td>
<td>Lack of a positive environment, feeling threatened after feedback,</td>
<td>Management Training and Leadership Training, Online</td>
</tr>
<tr>
<td></td>
<td>Lack confidence techniques; reflecting, sharing experiences, afraid to take a</td>
<td><a href="https://www.mindtools.com/pages/article">https://www.mindtools.com/pages/article</a> (2008)</td>
</tr>
<tr>
<td></td>
<td>risk-wrong or right, fear of failing.</td>
<td></td>
</tr>
</tbody>
</table>

*Note:* Adapted from Management Training & Leadership Training (2008)

**Gender Biases**

Chesler and Chesler (2002) who were instrumental in the development of

*Advance Faculty Mentoring Handbook* noted that women in academic settings face many
challenges both personally and professionally especially in fields such as science, math, technology and engineering (STEM). The researchers realized that mentoring programs are not only supported career advancement but personal and social development as well (Chesler & Chesler, 2002; Hall & Sandler, 1983). There are researchers who suggest that the use of technology in mentoring has been a tool that can transcend various obstacles traditionally seen in mentoring, such as location, hierarchical barriers, gender-biases, etc. However, the body of research that addressed whether technology does in fact alleviate gender-bias in mentoring is scarce (Rockwell et al., 2013).

**Case Study 2 - The Influence of Training and Gender in Mentoring on Novice School Administrators**

Benetto (2010) conducted a study while attending Cleveland State University in Ohio. She examined and described the roles and relationships between mentors and their mentees as the mentee prepares to become a school administrator. The primary focus was to examine the impact that gender dynamics had on the mentor/mentee relationship during the training process. Benetto was not concerned with implementation of mentoring programs, but the interest focused on gender and how it influenced the relationship outcomes. She wanted to learn how principals who were assigned a mentor early in their first year on the job describe the experiences and knowledge gained from this relationship. Men are believed to place greater emphasis on individual achievement and to focus more on their rank in the organization and ranking behaviors that will help them move up the hierarchy ladder. Hewlett, Luce, Schiller, and Southwell (2005) noted that gender differences in work relationships, aspiration and goal setting carried out by men and women may have strong connections to the mentoring experience outcomes.
Benetto (2010) developed one primary question and three sub-questions for her research. The primary question was: “How do principals who were assigned a mentor early in their first year on the job describe the experiences and knowledge gained from this relationship” (p.6)? The three sub-questions were: (1) What benefits does a mentor provide to a mentee? (2) What are some behaviors the mentee has observed in the mentor that have either impeded or enhanced the effectiveness of the mentoring experience? (3) In a mentoring relationship, which gender combination dyad is most beneficial?

Benetto examined the experiences of the mentees’ relationship in various mentoring dyads: male mentor-female mentee; female mentor-male mentee; female mentor-female mentee; male mentor-male mentee. This research contains the perspectives of four new principals who all participated in an induction program and had a mentor in their development of becoming a school administrator. The mentees were all novice principals, one African-American, and one who was an assistant for four years and a building principal this current year; and the mentors were all administrators with five or more years of experience.

Benetto’s research concluded that the mentees believed that their experience with the mentors was beneficial. The mentors were able to advise the mentees on how to survive when mentees faced multiple obstacles, how to navigate in the school’s system, how to share ideas, how to manage various events and situations, sharing understanding and knowledge of the informal and political processes that exist in the school system, gaining access to information that is available through those who are veterans of the school system or through members of higher positions of the school system, how to develop relationships with parents and staff.
Three of the mentees said their mentors’ lack of communication hurt the mentoring relationship. Yet, all the mentees felt that the following outcomes benefited them:

(1) professional development from an experienced principal
(2) increased knowledge
(3) the interpersonal relationships (friendship, trust, honesty)
(4) politics of the position
(5) relevant output from the relationship.

Though the mentors in Benetto’s study had good intentions and gave good advice, it appeared that some of the mentors’ experiences did not match the mentees school characteristics which Riggins-Newby and Zarlengo (2003) found to be very important for a successful relationship. For example, Jack, (a white male mentee) spoke of the importance of having an experienced administrator as a mentor; however, he was not overall pleased with his mentor. Jack described him as being old school, loved to tell stories, more concerned with teacher behavior and less with testing. On the other hand, Davey (a white male mentee) thought his female mentor was great. His mentor had a wealth of various experiences throughout her career and was able to relate to many of the situations in which he found himself. It really helped that they taught the same grade and were principals in the same district, at the same time. Davey attended the same school when he was a student.

Benetto’s purpose for the study was to determine whether gender had an impact on mentee and mentor relationships. It appeared in some of the relationships that it did not matter if the mentor was male or female. Gender was not the most important concern.
The mentor and mentee having common experiences and having similar schools seemed to overshadow gender issues. The study did not identify the ages of participants, but there was an assumption that Davey’s mentor was probably older. One of the participant mentors had more than five years of experience as principal. Did the age matter? Was the five years enough experience for a principal to be an effective mentor? Would five years provide the level of experience necessary to provide in-depth knowledge?

There are many gaps in the mentoring literature but according to Bland, Taylor, and Shollenberger (2017), it is best to leave assumptions at the door and resist viewing each other as part of a category based on gender, race, age, or other characteristics. Mentoring is not dependent on personality, but rather on tasks and activities that the mentor and mentee do together. Both mentor and mentee should remember that a comparison of their respective values, worldviews, and interpersonal styles will not always reflect the same image. Eagly and Carli (2003) described male leadership styles as being more transactional, according to Jack’s response, apparently Jack’s mentor did not know his role as a mentor. Benetto’s findings followed the Southern Region Education Board (2006) research, which showed that it is vital that the mentor’s experience and expertise match the conditions of the new principal. Rhodes (2002) also asserted that the relationship should have some mutual connection.

**Alternative Mentoring Methods**

Mentoring has a historical foothold in all aspects of education and has long been considered a traditional route into positions of school leadership (Gardiner, Enomoto, & Grogan, 2000). However, this is the era jobs and careers have become depersonalized by the advancement of technologies. Organizations often lack face-to-face communication.
Today’s communication is dependent on conference calls and email chains, Facebook, texting, and group calls that make it challenging to get to know your partners (Burg, 2013). Wake Forest School of Medicine (2014) presented seven different models to their mentoring program to support the faculty’s professional development. These models are detailed in Table 2.3. They are not exclusive nor operate alone. The description of each model appears to be encouraging mentoring relationships to foster cooperation, safety, creativity, and to innovative work through collaboration (Chesler & Chesler, 2002).

**Table 2.3**

*Types of Mentoring, Wake Forest School of Medicine*

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-On-One Mentoring</td>
<td>One mentor meets with one mentee at a time; this is the traditionally accepted model. The individualized attention that the mentor pays to the mentee allows for greater rapport building. These relationships often last a few years but can be a lifelong partnership. These relationships are highly structured with multiple outcomes, often for both the mentor and the mentee.</td>
</tr>
<tr>
<td>Group Mentoring</td>
<td>One mentor meets with multiple mentees at a time. Mentees typically have a common or similar goal. This method is especially effective in situations where time and mentoring resources are at a premium. This model is also effective for tapping into collective knowledge, where shared knowledge and ideas can trigger larger possibilities.</td>
</tr>
<tr>
<td>Team Mentoring</td>
<td>Multiple mentors work with single mentee. The relationship lasts for a limited time, until the goal is achieved, or the project is completed. The focus of the mentoring relationship is the function of the group, rather than any psychosocial bonding. The mentors are assembled to act as guides and resources, providing feedback on the work, but it is the responsibility of the mentee to bear the burden of learning and to move the project forward.</td>
</tr>
<tr>
<td>Peer Mentoring</td>
<td>Another junior faculty member or members provide guidance and/or feedback to a junior faculty member. These relationships can be one-to-one or as a group and are an informally structured relationship. This type of mentoring can be effective for sharing job related knowledge or to share insight on some of the challenges and experiences the others may encounter.</td>
</tr>
<tr>
<td>E-Mentoring</td>
<td>One mentor works with a single mentee at a time via the Internet. Some programs factor in an initial meeting or periodic face-to-face meetings, if distance is not too much of a barrier, but most do not because to the participants are in vastly separate locales. This type of mentoring is extremely helpful for schools or organizations that have multiple branches around the world. It is also a great way for participants in different locations but common fields to establish mentoring relationships.</td>
</tr>
<tr>
<td>Informal Mentoring</td>
<td>The mentee self-selects their mentor, usually initiated as part of a conversation or because the mentor is someone the mentee has identified as a role model. These relationships develop naturally, may not include any formal agreement, and may not have any formalized structure to them. Most of the relationship progresses at the behest of the mentee and even though there are goals, measures of success are seldom kept tracked.</td>
</tr>
<tr>
<td>Reverse Mentoring</td>
<td>The junior faculty member has more experience or knowledge in an area than the senior faculty member. This kind of mentoring can be used when the senior person needs to know about a kind of new technology or can be used to encourage diversity and cross generational understanding. For this kind of mentoring to be successful, it is important to remove barriers of status and position and to create a safe, open environment.</td>
</tr>
</tbody>
</table>

Source: Wake Forest University
The outcome of the mentorship is based on the responsibilities and the best practices. Regardless of the model, in a successful mentorship relationship, participants should communicate and agree on the expectations and to some degree the reciprocity of all participants benefit: orientation of the participants role, socialization around the academic community, the responsibility to develop a need for teaching, research, and service skills, and, to facilitate growth for future leaders in education leadership (Wake Forest School of Medicine, 2014).

**E-Mentoring Impacts Gender Bias**

There are basically two types of mentoring, formal and informal. Table 2.3 presented several variations that lie between the two types with different designs, complexities, objectives, themes, and results (Ragins et al., 2000).

E-mentoring resembles traditional mentoring but occurs via computer or some type of technological device (Bierema & Merriam, 2002). Both mentor and mentee are required to have basic level technology and literacy skills (Bierema & Merriam, 2002). E-mentoring allows women to establish mentoring relationships with senior women and female role models in a global setting.

**Case Study 3 - Can E-Mentoring Reduce the Gender Bias in Mentoring**

Rockwell et al. (2013) conducted a qualitative study to explore whether gender-bias encountered in traditional mentoring relationships is transcended when using e-mentoring or virtual environments. In addition to the challenge of trying to obtain a mentoring program, women are faced with other hurdles that result in sub-standard mentoring experiences. For example, research has found that gender role stereotypes can consciously or unconsciously cause male mentors to assume that their female mentee
lacks skills and their success is due to luck rather than competence (Deaux & Emswiller, 1974; Noe, 1988).

The researchers of the e-mentoring study explored whether biases typically seen in traditional mentoring applied to the technological environment as well. The researchers selected six mentees, and all were females. Three females and four males were selected as mentors. Five of the mentees had been mentored previously and the mentors had experience as mentors. The researchers utilized surveys that measured various aspects of the e-mentoring program's effectiveness that concentrated on three major facets critical to the success of the relationship between all mentors and female mentees: 1) trust, 2) career related support, and 3) psycho-social support.

The analysis began with a comparison of how trust is established in e-mentoring depending on the gender of the mentor. It then explored the impact of gender on the career-related support provided by the mentor and the psycho-social support experienced by the mentee. In evaluating the implications, it is questionable whether e-mentoring has helped alleviate gender-bias. For example, would e-mentoring allow the mentoring relationship to be more satisfying and positive if there is a well-developed mentoring plan in place? Unfortunately, in case study four, the e-mentoring program was not successful.

Past research has shown that technology ultimately is not the central factor in e-mentoring; it is the quality of the mentoring and the mentoring relationships that are the most important (Headlam-Wells, Gosland, & Craig, 2005). This could be the central reason that this e-mentoring program failed in completely removing gender differences. The e-mentoring would allow the mentee and mentor to adhere to time and commitment if distance is a factor. E-mentoring can also support a safe haven for women. Chesler and
Chesler (2002) encouraged mentoring relationships that support cooperation, safety, and creative and innovative work through collaboration as beneficial to both the mentor and mentee.

The spaces and places in which mentors and mentees convene, connect, communicate, and learn from one another add another context for learning. Zachary (2011) explored some of the approaches and configurations in which mentoring partners connect, and then turns to distance and virtual mentoring connections and to the deeper connections of mentoring. Zachary updated these new features:

- A discussion of virtual mentoring connections (social networking, e-mail, Skype, etc.) that offer new ways to create and enhance positive mentoring relationships
- A sampling of the multiple configurations for mentoring beyond the traditional model of one mentor one mentee
- A discussion of points of connection between mentoring partners and steps mentors can take networking to reduce the burden on any single individual
- Suggestions for connecting on a deeper level with your mentee and
- Suggestions for keeping reflection at the forefront of connection (Zachary, 2011, p. 4).

How the mentoring process is facilitated is a key factor in getting the desired behavioral change. The quality of the mentoring program depends on delineated needs (Chesler & Chesler, 2002).

**Quality Mentoring**

To maximize mentoring success may depend on the quality of the mentoring. Ragins et al. (2000) examined the quality of the mentoring through the job
and career attitudes, the behavior of a mentor, the type of the mentoring (formal or informal), and the design of the program. The quality of the mentoring and the mentoring relationship is paramount for this study. Through the lived experiences of the participants, there is the need to know how the mentor and mentee fostered mutual respect, developed skills, and academic knowledge to impact the mentee’s career and social development. The relationship is important, but could it possibly be that the relationship is successful, and the actual mentoring is marginal or dissatisfying? Are mentors doing what they say they are doing?

According to Olson (2007), mentoring programs are falling short of their potential. The Wallace Foundation (2013) supports mentoring, however, their research affirmed these concerns:

- Vague, ambiguous, or unclear goals,
- Insufficient focus on instructional leadership and/or overemphasis on managerial role,
- Weak, unrelated, or non-existent professional development for mentors,
- Insufficient mentoring time or duration to provide enough sustained support to prepare new school leaders for their multifaceted job challenges,
- Lack of meaningful data to assess benefits or establish a credible case for sustained support, and
- Underfunding that contributes to these shortcomings (p.4).

**Marginal and Dysfunctional Mentoring Behaviors**

According to Ragins et al. (2000), mentoring programs varied considerably in terms of respect, purpose, and quality. The dynamics of mentoring may not be
susceptible to the challenges that women face. However, the purpose and quality of the mentoring is essential to meeting the needs of women. They help to identify the barriers in the mentoring process. As the researcher, I used the characteristics of satisfying, marginal, and dysfunctional mentoring to describe the quality of performance. Performance refers to activities shown in Tables 2.2, 2.5, 2.6, and 2.7 Therefore, is it reasonable to assume that positive or negative behaviors may result in dissatisfying or satisfying performance? It is just the manner of terminology in how mentoring barriers are described and presented?

**Marginal.** Ragins and Scandura (1997) defined marginal as close to the lower limit of qualification, acceptability, or function: barely exceeding the minimum requirements ·a semiliterate person of marginal ability. According to Ragins and Scandura (1997), the mentee can terminate a destructive relationship, but a significant proportion of mentoring may simply be "marginal." These marginal mentoring relationships may have disappointed the mentee or may not meet some or even most of the mentee’s career or social developmental needs. According to Ragins et al. (2000), marginal mentoring can be positive, negative, or both. On the continuum, it fell mid-way between highly satisfied and highly dissatisfied. Koberg, Boss, Chappell, and Ringer (1994) found marginal mentoring existed when male mentees reported more support in career development function than the female mentees. Turban and Dougherty (1994) found no significant difference in either social or career development. Allen and Eby (2004) found that male mentors provided more career mentoring function support, whereas female mentors provided more social mentoring function support. Noe (1988) found that female mentees reported receiving more psychosocial support from
their mentors than male mentees.

**Dysfunctional.** Williams, Scandura, and Hamilton (2001) described dysfunctional mentoring behaviors as: (1) *Negative* relations involved (aggressiveness, bullying, intimidation, describing a difference in culture, and abuse of power). (2) *Difficulty* involved a relationship with good intent but periodically encountered (a problem with personality differences, different work methods, disagreements, unresolved conflicts, the mentor is working on the wrong career track, and over dependence). (3) *Spoiling* reflected a satisfying relationship with good intent is dysfunctional because of poor judgement or a strain on the relationship. (4) Finally, *submissiveness* reflected a power imbalance, the mentee became passive, overly-accommodating, meek and over-dependent).

A dysfunctional mentoring relationship is clearly not a mutual understanding of the process and may be impossible to salvage. Does this mean that marginal mentoring is sufficient for the mentee? Does a positive attitude equate to quality mentoring? Dysfunctional mentoring relations are those in which neither the mentor nor the mentee, or both benefit from the relationship. (Scandura, 1998). Kram (1985) warned that under certain conditions, a mentoring relationship can become destructive for one or both individuals. The question is: Can both male and female mentors equally support the mentee’s career and social development? Although the proportion of dysfunctional or harmful relationships has been found to be relatively low (Ragins & Scandura, 1997), if the relationship is abandoned, what other alternative method can facilitate mentoring?

**Case Study 4 - Marginal mentoring: The effects of type of mentor, quality of relationship, and program design on work and career attitudes**

Ragins et al. (2000) examined the relationship between job and career
attitudes and the presence of a mentor, the mentor's type (formal or informal), the quality of the mentoring relationship, and the perceived effectiveness and design of a formal mentoring program. They employed 1,162 participants for the study.

Research Question 1. Does the type or the presence of a mentoring relationship account for more of the incremental variance in job and career attitudes than the level of satisfaction with the mentoring relationship?

Research Question 2. Does the rank or department of a formal mentor affect a protégé's report of program effectiveness or the mentee's career and job attitudes?

This study was extensive, but there were remarkable results. There were no significant differences found between non-mentored participants and formally mentored individuals with marginal mentor satisfaction. In fact, protégés in dissatisfying formal relationships reported significantly greater intentions to quit than non-mentored participants. In short, the positive attitudes that were associated with the presence of a mentor occurred primarily when the relationship was highly satisfying. Marginal or ineffective mentoring was generally unrelated to positive work and career attitudes.

The first section of the literature review has addressed positive and negative attributes of mentoring. According to the research, mentoring has a significant influence on women career advancement. An effective mentoring program is expected to provide modeling, professional knowledge, guidance, counseling, career and social support, and cater to the needs of the mentee (Ragins & Cotton, 1999). Ragins and Cotton (1999) also explored the flaws of mentoring and found that informal mentoring relationships produce more career and social development and satisfaction than formal mentor relationships.
Additionally, they found that men were more likely to have formal mentoring relationships than women.

Research has also revealed the gender differences, sexual harassment, stereotypes, and biases are challenges women may face in the workplace. Though mentoring is beneficial for women and minority groups, Kram (1985) acknowledged that mentoring has multiple complexities. The available evidence and embedded theories helped to shape the discourse to further investigate the aspects of the mentoring functions. The research has drawn upon Rice’s (2007) conceptualization of the mentoring process as the basis for the investigation. Rice’s mentoring process was instrumental in making a connection between Knowles’ (1984) adult learning theory and the conceptual framework. This connection allowed the scope of the lens to go beyond the characteristics of the relationship. The adult learning theory also facilitates how the mentor’s competency plays a key role assisting the mentee in learning leadership skills, expectations, and knowledge.

**Leadership and Leadership Development**

An executive summary published by the Center for Applied Research and Education Improvement reported that effective education leadership makes a difference in improving learning. The principals influence student learning by helping to promote a vision and goals and assuring that resources and processes are in place to support teachers to teach well. The researchers made the case that there is nothing new or controversial about these ideas (Leithwood, Seashore-Louis, Anderson, & Wahlstrom, 2004, p. 3). Leaders are expected to influence the organization events by their own actions. The action is about school and district leaders creating a powerful culture to produce equitable
learning opportunities for students by motivating or compelling participants take advantage of these opportunities (Knapp, Copland, & Talbert, 2003).

In this section the investigative lens views gender leadership from different perspectives, past, present, and future; leadership styles, theories and practices, leadership standards, and models aligned with the adult learning theory and the mentoring process. The literature in this section supports leadership development related to transformational leadership.

**Leadership Perspectives: Past, Present, and Future**

Leadership has begun a different discussion in education now that many experienced leaders will retire or just leave the profession. Millennials slated to take on these positions face significant gaps regarding lower numbers and less experienced role models. With few people available to take on leadership roles and little experience, this presents both a challenge and an opportunity. We now have the opportunity to examine and reframe our understanding of effective leadership (Albers, 2016). The transformation will not happen unless fresh ideas can be communicated to newcomers in a manner that inspires them fully to act as the leader wants them to act (Ward, 2017).

**Past.** Belenky, Clinchy, Goldberger, and Tarule (1986) found that most leadership theories were established before women were a part of any specific and organized group or movement. These theories excluded women from the conversation (Helgesen, 1995). It is most likely that these male-centered leadership theories reinforced for women the perception that they were incapable of or poorly suited to leadership.

**Present.** Today leadership theories are grounded in the belief that people in all positions with different responsibilities have a necessary and legitimate role
to play in developing a common vision for their schools and working together to guide the school enterprise toward that vision. Effective leaders invest authority and power in others to accomplish a common goal. By sharing authority, effective school leaders empower, inspire and motivate others to work as a unified team toward a shared purpose—student achievement. The leaders invest authority and power in others to accomplish a common goal. The leader is the inspiration and director of the action. He or she is the person in the group that possesses the combination of personality and leadership skills that makes others want to follow his or her direction. (Ward, 2017).

The National Policy Board for Educational Administration (NPBEA, 2015) developed broad guidelines that describe what any school leader needs to know and be able to do regardless of job title or tenure. Policy standards outline leadership knowledge, skills and dispositions, not specific job responsibilities. The theory, practice, and research of the revised (standards) ISLLC suggest that transformational leaders:

- Build a shared vision of student success and well-being.
- Champion and support instruction and assessment that maximizes student learning and achievement.
- Manage and develop staff members’ professional skills and practices to drive student learning and achievement.
- Cultivate a caring and inclusive school community dedicated to student learning, academic success and the personal well-being of every student.
- Coordinate resources, time, structures and roles effectively to build the instructional capacity of teachers and other staff.
Engage families and the outside community to promote and support student success. (p. 7)

Transformational leaders are people who elevate other people, making a vivid picture of a good future from their imagination, they are motivative speakers, project public display of optimism, view results as being positive, and encourage teamwork. Bass and Riggio (2006) differentiated four major characteristics of transformational leaders: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

- Idealized influence includes articulating a vision, leading by example, sharing risk with followers, displaying high levels of ethical and moral conduct,
- Inspirational Influence inspires followers, encouraging all followers to become part of the overall culture, highlighting positive outcomes,
- Intellectual Influence encourages change through intellectual stimulation, encourage innovation, empowers the followers,
- Individualize Consideration includes listening to each follower’s needs, express words of thanks, and undertake individualized career counseling and mentoring (p.6).

Leithwood and Jantzi (2000b) addressed the transactional (management) component of transformational leadership with four additional dimensions: establishing effective staffing practices, mentoring, providing instructional support, monitoring school activities, and buffering staff from excessive and distracting external demands. These dimensions formed a blueprint to guide and promote professional development, career guidance, social development, to promote active leadership practice and support student
learning. However, the trends in leadership theory are based on more collaborative models that have coincided with the increased numbers of women in leadership positions (Eagly & Carli, 2003). Rosener (1990) has studied what she calls the second generation of managerial women. This new generation is making its way “not by adopting the style and habits that have proved successful for men but by . . . drawing on what is unique to their socialization as women and creating a different path to the top” (pp. 119-20).

**Future.** The U.S. Department of Education’s Office of Education Technology discussed that online communities help educators share strategies, reduce isolation, and provide “right on time access to knowledge and expertise.” However, many educators have not yet taken advantage of digital learning. School districts can efficiently enhance their professional development by integrating technology into the opportunity to perfect their profession. The U.S. Department of Education expects future leaders to have a robust infrastructure that can support education technology solutions; to provide personalized learning experiences for students at every age; personal learning networks, and to contribute and collaborate inside and outside the classroom (Culatta, 2013).

**Leadership Development**

Nick Petrie, a leadership developer, described the schools of decades ago as the agricultural era, schools mirrored gardens, children sat in rows. The learners were like products on an assembly line, but now the environment has rapidly changed. The current environment is unpredictable and unclear, skills needed for leadership have also changed—more complex and adaptive thinking abilities are needed, and leaders are developed from on-the-job experiences, training, and coaching/ mentoring; while these are all still important, leaders are no longer developing fast enough or in the right ways to
match the new environment. The problem is organizations are using antiquated methods to develop leaders that have not changed (much) (Petrie, 2014). In Table 2.4, Petrie (2014) provided current and future views for leadership development.

**Table 2.4**

*Four Transitions for Leadership Development*

<table>
<thead>
<tr>
<th>Current Focus</th>
<th>Future Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>The “what” of leadership</td>
<td>The “what and how” of development</td>
</tr>
<tr>
<td>Horizontal development</td>
<td>Horizontal and vertical development</td>
</tr>
<tr>
<td>Human Resource training companies, own development</td>
<td>Each person owns development</td>
</tr>
<tr>
<td>Leadership resides in individual managers</td>
<td>Collective leadership is spread throughout the network</td>
</tr>
</tbody>
</table>

Note. Adapted from Petrie (2014) at the Center for Creative Leadership

Nick Petrie, a senior faculty member at the Center for Creative Leadership informed us that the methods being used to develop leaders have not changed much but society and the environment have changed. In Table 2.4, Petrie (2014) provided current and future views for leadership development: Most leaders are developed from on-the-job experience, training, and mentoring; though these are still important, the production of leaders is no longer developing fast enough or in the appropriate ways to match the challenges in the new environment (Petrie, 2014).

Petrie (2014) concluded that there are two types of development, horizontal and vertical. Horizontal development is the technical learning, having the capacity to learn new skill, abilities, and behaviors. The current and most common methods are training, job assignment, action learning, executive coaching, mentoring, and feedback. Vertical
development refers to the “stages” through which people progress as they “make sense” of their world around them. Vertical Development has shown when cognitive development is expanded at high levels, people tend to perform better in more complex environments. The new paradigm proposed for future leaders manifest competencies through learning agility, self-awareness, being comfortable with ambiguity, thinking strategically and managing change effectively (pp. 9-12). Petrie suggested that horizontal development is still important but what is more important is that we grow our leaders simultaneously in horizontal and vertical directions.

The conceptualization of Knowles’ (1984) adult learning theory is anchored to six principles, activities, and references which in theory may support the mentor and the mentee’s role (see Table 2.5). Rice (2007) advocated formalizing the role for the mentor, the sixth step in the mentoring process.

**Table 2.5**

*Knowles’ Six Principles of Andragogy: Support the Role of the Mentor and Mentee*

<table>
<thead>
<tr>
<th>Principle</th>
<th>Activity</th>
<th>Reference to Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needing to Know (Mentor and Mentee)</td>
<td>Learning needs to be relevant (Mentee)</td>
<td>Schon (1983)</td>
</tr>
<tr>
<td>Being self-directed (Mentee)</td>
<td>The learner sets the direction for the learning (Mentee)</td>
<td>Brookfield (1995)</td>
</tr>
<tr>
<td>Prior experiences (Mentor and Mentee)</td>
<td>Experiences can be used as a resource for learning (Mentor and Mentee)</td>
<td>Schon (1983), Kolb (1984)</td>
</tr>
<tr>
<td>Readiness to learn (Mentor and Mentee)</td>
<td>Comes with maturity and social development (Mentor and Mentee)</td>
<td>Daloz (1986)</td>
</tr>
<tr>
<td>Orientation to learning (Mentor and Mentee)</td>
<td>As a strategy to problem solving, transformative experience (Mentor and Mentee)</td>
<td>Kolb (1984)</td>
</tr>
<tr>
<td>Motivation to learn (Mentor/Mentee)</td>
<td>Develops with maturity. As a result, there is a focus on connecting a sense of purpose with a vision of result (Mentee)</td>
<td>Maslow &amp; Lowery (1998)</td>
</tr>
</tbody>
</table>

Adapted from Rice’s Doctoral Research (2007)
Bozeman and Feeney (2010) noted that mentoring research lacks a theoretical framework. They argued that mentoring is a part of the whole, it has a variety of new and relevant domains but there is little attention on the core of concepts. Despite the disagreement, for this study the core is considered: the role of both mentor and mentee, the what, the why, and the how of learning, the performance, and the outcome. Rice argues that mentoring not only lacks a theoretical framework, but it lacks purpose and it has a definitional problem. She goes on to suggest that many studies on mentoring show a lack of systematic research into mentoring interactions in the work-place. Her study suggested that in education that mentoring may have a different meaning, depending the environment and the context. Knowle seems to suggest that to solve this problem mentors are now expected to operate in a context of the of andragogy. He asserts that the role of the mentor is not just competency-based, but the key differences in the role of the instructor and the purpose for learning between andragogy and pedagogy. In andragogy, teachers guide the learners to their own knowledge rather than supplying them with facts; this approach contrasts with pedagogy where learners rely on the instructor to direct the learning. Knowle’s six principles of andragogy (Table 2.5) support the integration between the practicing behaviors and learning theories.

Rice also found the role of the mentor is often not clearly defined, and it is important that both mentor and mentee understand the mentoring process. The researchers of the Preparedness to Practice project outlined these particular roles of the mentor: challenge the mentee to see clearly the impact of what they are doing and to help them create and see their vision and taking responsibility for both successes and failures, then there is the opportunity to learn from experience and gain insight into the changes
necessary to deliver and expand their achievement of their vision; nurturing and supporting the aims to help the mentee develop a strong positive self-image; helping the mentee improve specific management skills in areas such as communication, team leading and time management; inspire the mentee and to help them answer the question "Where am I going?" (McKimm et al., 2003).

A new approach to leadership may empower women to take ownership in the efficacy to close the gender leadership gap. This approach may be relative to the qualities associated with transformational leaders and the characteristics demonstrated back in Table 2.4, Transitions for Leadership Development. The concept of transformational leadership was initially introduced by leadership expert and presidential biographer James MacGregor Burns. According to Burns (1978), transformational leadership focuses upon motivations and values in assessing how a leader approaches power. This aspect of having that basic ethical system sets leaders apart from those merely aspiring to power.

Later, researcher Bernard M. Bass expanded upon Burns’ original ideas to develop what is today referred to as Bass’s Transformational Leadership Theory. According to Bass (1981), transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect, and admiration from their followers. "Transformational leader’s fundamental goals: (1) maintain a collaborative culture, (2) fostering teacher development, and (3) helping teachers to solve problems. Transformational leaders tend to engage in new activities beyond the classroom. Leithwood and Jantzi (2000) theorized that transformational leadership is conducive to creating a productive school culture and fostering academic optimism. In
Table 2.6 are core classic concepts of Bass and Riggio’s (2006) Transformational Leadership theories. Table 2.6 details an active and updated view of Bass and Riggio’s (2006) Transformational Leadership behaviors.

**Table 2.6**

*Active Transformational Leadership Model*

<table>
<thead>
<tr>
<th>Developing Employee Capability/Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individualized Consideration:</strong> The leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader keeps lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of the unique contributions of each follower.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building Strategically/Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intellectual Stimulation:</strong> The degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Through Change and Translating Action Into Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inspirational Motivation:</strong> The degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provide the energy that drives a group forward.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leveraging Your Emotional Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Idealized Influence:</strong> Provides a role model for high ethical behavior, instills pride, integrity, gains respect and trust. As a development tool, transformational leadership has spread already in all sectors of western societies, including governmental organizations.</td>
</tr>
</tbody>
</table>

Source: Adapted from Bass and Riggio’s (2006) Active Transformational Leadership.

Leithwood and Jantzi (2000) suggested active leadership practices critically associated with the following action: (a) the leader worked directly with teachers to improve learning in the classroom, (b) provided resources and professional development to improve instruction, (c) repeated monitoring teaching and student progress, (d) participated in discussions on educational issues, and (e) promoted parental and community involvement in the school. Therefore, Leithwood, and Jantzi’s active leadership practices may play a role in fostering the mentor’s role as an instructional leadership: helping the mentee to understand curriculum, using data to monitor progress,
and sharing the vision with the stakeholders. Researchers contend that the primary goal of mentoring is to support principals with the knowledge, skills and courage to become leaders of change who put teaching and learning first in their schools (Wallace Foundation, 2013).

**Integrating Leadership Expectations and Mentoring Principles**

Table 2.7 attempts to synthesize the insights from prior research into an integrated framework for structuring a positive relationship between mentors and mentees. Its primary purpose establishes an explicit form of information that supports and encourages the transfer of knowledge. However, the model also implicitly supports the organization’s productivity and the employee’s performance. It is essential that new principals acquire skills and knowledge they need to survive their first year on the job. Lashway’s (2003) research review stated that, “in all accounts new principals experience intense, unrelenting stress as they try to adjust their textbook understanding of leadership to the real world of practice” (p.86). Lashway found that onset of this unrelenting stress is the need to master technical skills; the demands made by the grassroot constituents and stakeholders, personal feeling of self-doubting and lacking confidence; the fast-paced environment; the role of supervising teachers; and most of all, the sense of feeling all along and isolated in their new role (Lashway, 2003).

The mission is to get the mentee from an inductee to an independent and effective principal. While all the pertinent knowledge and skill transmission may not fit completely into one frame, but it does warrant a unified contextual model to support an active role in the mentoring relationship which may uncover gaps in the mentoring theory. Table 2.7 is the attempt to align a relationship between theoretical practices
of school leadership and mentoring principles added as an active measure of leadership. The document contains: a set of performance-based assessments based on the ISLLC standards that are used for the licensure and professional development of school superintendents, principals and other school leaders, and mentoring principles as a guide to help aspiring principals to easily apply the expectations. Southern Regional Education Board (SREB, 2006) reported mentoring for principals-in-training suggested unless universities and local school districts make substantial changes, novice school principals will continue to endure limited benefits from internship experiences (p.12). They reported changes to include: rethinking and restricting the way mentors are selected and trained, and redefine the roles they play in evaluating and documenting the competency of those new and upcoming principals, and there is a need to invest more time, money, and people on the part of the states, universities and districts if schools are to have the benefits of higher-quality leadership that results in improving instruction and student learning (p.12).

Figure 2.1 and this study may be a beginning point to facilitate the changes SREB have proposed in their research based these questions:

- Why is mentoring aspiring school principals important?
- What does the mentoring process look like?
- What are the gaps between effective mentoring and what does it take to close the gaps and produce leaders who can improve learning for all students?

Establishing a relationship with other principals and administrators, joining professional networks, and working with a mentor is essential for leadership preparation. The Legislature realized that it is imperative that new principals have support through induction and mentoring programs, so that they are prepared to foster strong instructional
communities in the schools across the state (South Carolina Department of Education (SCDE), 2018).

Leadership Preparation and Leadership Program Development

According to Peterson (2002), districts were already reporting a shortage of principals. According to the survey’s data, 50% of the superintendents reported difficulty finding qualified principals. Darling-Hammond, LaPointe, Meyerson, and Orr (2007) found three problems contributing to the shortage of principals: (a) traditional preparation programs have not attracted high potential candidates (Knapp et al., 2003); (b) lack of opportunities for advancement in high poverty schools (Richardson et al., 1990); and (c) aspiring and practicing principals are frequently ill-prepared and inadequately supported to take on the challenging work to improve student achievement (Winter, Rinehart, & Munzo, 2002).

Just to know what to do is often not enough to transform and sustain high performing classrooms and schools. Educational leaders also must know why certain practices are necessary, and when they should be used. They must also know how to apply them skillfully in their classrooms and schools. For example, the principal’s responsibilities and practices exhibit but not limited to: promoting cooperation between staff, promoting a sense of well-being, establishing routines regarding the running of school so that staff understand and follow, and protecting instructional time. There are many responsibilities, activities, and practices the principal can focus their attention, energy, time, talent, and manage other dynamics of a school (Marzano, 2003). Figure 2.7 provides a guide exhibiting the principal’s expectations supported by research-based activities performed by mentors.
### Table 2.7

**Integrating Leadership Expectations and Mentoring Principles**

|-------------------------------------|--------------------------------------------------------|----------------------|------------------|-------------------|
| **Communication**                   | Clear communication is essential to improved practices.  
(Brosnan, 2011)  
(Wallace Foundation, 2013) | Collaboration Share the mission, vision, core values, model and advertise central values  
(Wallace Foundation, 2013)  
(Cox & Lindsay, 2013) | Effective mentoring program provides skills in communication (oral, written, technology)  
(Wallace Foundation, 2013) | Develops the capacity effective listening, acceptance of multiple solutions to complex problems, a clear vision  
(Wallace Foundation, 2013) |
| **Knowledge: Curriculum Instruction Assessment** | The curriculum, instruction, assessment on a large-scale found that consistent, organized, content-rich (literacy), curriculum was probably the single largest factor in affecting student achievement.  
(Marzano, 2003)  
(Schmoker & Graff, 2011) | Research Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.  
(Wallace Foundation, 2013) | An effective mentoring program provides beginning principals with support and professional development opportunities to help them grow as instructional leaders focused on high standards, current best practices and data analysis.  
(Mitgang, 2007) | If the leader focused on the curriculum, literacy, and instruction, the leader will have a stronger effect on student achievement.  
(Schmoker, 2016) |
| **Organizational Culture infused with Learning Environment** | An educational leader cultivates an inclusive, caring, and supportive academic success and well-being of each student. | Collaboration Repeated Practices Address matters of equity and cultural responsiveness in all aspects of Community, Students and Professional Stakeholders, create and sustain an | Mentoring relationships and the reflective conversations about teaching that occur within them can move a school culture toward one focused on collaboration between and among teachers and the leaders who support them. | Research shows that a collaborative school culture correlates positivity with student achievement. Recognize diversity, respect, trust, support, openness, collective reflection, and collective efficacy are at heart of a collaborative culture. |
(Wallace Foundation, 2013)
The School Principal as Leader: Guiding Schools to Better Teaching and Learning)

Environment which is valued, cared, trusted, and respected.
(Rawls, 1972)
(Adams, Bell, & Griffin, 1997)

(Danne & Villani, 2013)

(Gruenert, 2005)
(Cox & Lindsay, 2013)

**Professional Training**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
(Wallace Foundation, 2013)

Repeated Practices
Research
Professional development followed by time to practice and with guidance and feedback, then make sure all have mastered the perspective practice.
Provide resources and professional development to improve instruction,
(Leithwood & Jantzi, 2000)

On a district and/or regional level, consistent protocols should be established to ensure program fidelity. These protocols should be closely linked to the mentoring model adopted by the district or regional collaborative and should clearly define expectations about active program participation, professional development, documentation and leadership development.
(The Wallace Foundation, 2013)

The mentee fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
(Cox & Lindsay, 2013)

**Evaluation**

The core purpose of teacher assessment and evaluation should be to strengthen the knowledge, skills, dispositions, and classroom practices of professional educators
(National Association of Elementary School Principals (2000))

Monitor
Reduce
Avoid Distractions
Actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practices.
(Brosnan, 2011)

The most important thing to encourage in a new principal is self-reflection. The mentor behaviors deemed most effective for cultivating this habit include the following: explore alternative options for asking questions or gaining information, give constructive criticism, listen, analyze decisions, propose alternative viewpoints, encourage independence, recognize and evaluate what you can offer to mentee (pp 10-11).
(Hall, & Sandler, 1983)

The beginning principal will be able to problem solve in areas of needed growth.
(Mentors teach mentees to reflect. (Rhodes, 2002)
(Cox & Lindsay, 2013)

**Operation & Management**

Effective educational leaders manage school operations and resources to

Research
Cater to the highest priorities before attending to anything else.

The most important thing to encourage in a new principal is self-reflection. The mentor behaviors deemed most effective for cultivating this habit include the following: explore alternative options for asking questions or gaining information, give constructive criticism, listen, analyze decisions, propose alternative viewpoints, encourage independence, recognize and evaluate what you can offer to mentee (pp 10-11).
(Hall, & Sandler, 1983)

Effective management will empower and motivate teachers and staff to perform at their highest levels of professional
(Cox & Lindsay, 2013)
<table>
<thead>
<tr>
<th>School Improvement</th>
<th>Effective educational leaders act as agent of continuous improvement to promote each student’s academic success and a central part of cultivating leadership in others.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Wallace Foundation, 2013) The School Principal as Leader: Guiding Schools to Better Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>(Wallace Foundation, 2013) The School Principal as Leader: Guiding Schools to Better Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>(Wallace Foundation, 2013) The School Principal as Leader: Guiding Schools to Better Teaching and Learning</td>
</tr>
</tbody>
</table>

*Note.* Table 2.7 Created by the Researcher
Career and Social Development Occupational Skills

Learning is inevitable, however Vygotsky’s ZPD theory demonstrates that there is a point where the individual needs assistance. Therefore, the more knowledgeable other (MKO) requires sophisticated strategies and techniques to assist the learner. According to United States Department of Labor (USDOL), there are six skills that school principals and administrators should plan for becoming an effective leader: (a) Basic skills, the capacity to facilitate learning or the more rapid acquisition of knowledge (for example, use math to solve problems related to work documents), (b) Resource management skills, the capacity to utilize resources efficiently (using funds and appropriate equipment and materials needed to do the work), (c) System skill, the ability to understand monitor, and improve-technical systems (identifying measures or indicators of system performance and the action to improve the systems and connect the work goals), (d) Complex problem solving skills, develop the capacity to identify and evaluate complex problems, (e) Social skills, develop the capacity to work with other to achieve, and (f) Technical skills, have the ability to design, set-up, operate, and connect malfunctions involving application of machines and technological systems (United States Department of Labor, 2016).

While these skills are important for the entire workforce, it is even more essential for women as they look for better careers and make their way to senior-leadership roles, especially in organizations where inclusion is still difficult to achieve (United States Department of Labor, 2016). In Table 2.8, the researcher framed occupational skills and behaviors as another method to gather data about the participants’ mentoring experiences prior to the face-to-face interviews. As the researcher, I want to know whether females in this study understand how to hone their skills and develop a competitive advantage to
close the gender leadership gap. At this point is where Bandura’s (1977) self-efficacy is applied to one’s own capacity and motivation to be productive in developing personal career success. Bandura’s theory is further discussed in another section of the literature review. Table 2.8 is an example of a questionnaire that includes occupational skills for future leaders to experience. The researcher developed the questionnaire as an important part of the methodology. The data gathered from the survey is compared across the participants’ demographics. The questionnaire mode is close ended with a written explanation. This survey (see Appendix B) is also used as an instrument to gather data prior to the face-to-face interviews:

Table 2.8

Career and Social Development Occupational Skill Survey

<table>
<thead>
<tr>
<th>#</th>
<th>Occupational Tasks and Skills</th>
<th>Yes: written response</th>
<th>No: written response</th>
</tr>
</thead>
</table>
| 1  | Have you experienced social development training?  
    1. Conflict Resolution in the workplace?  
    2. Project Management?  
    3. Diversity in the Workplace?  
    4. Work-Life Balance/Time Management? |                       |                      |
| 2  | Have you experienced a webinar or attended a career development workshop?  
    1. Defining and Achieving Professional Goals?  
    2. Developing a Network?  
    3. Building Your Professional Image? |                       |                      |
| 3  | Have you experienced building essential skills for the workforce?  
    1. Research Expo  
    2. Organizational Skills  
    3. Negotiation Strategies?  
    4. Business Writing? |                       |                      |

Note. Adapted from United States Department of Labor (2016).
Case Study 5 - Examining Leadership Development Programs

Darling-Hammond et al. (2007) were commissioned to examine eight exemplary principal development programs for pre-service, in-service, experienced, and new principals. The pre-service programs were sponsored and conducted by four universities like a cohort function: Bank Street College, Delta State University, the University of Connecticut, and the University of San Diego working with the San Diego City Schools. The in-service programs were sponsored and functioned within four school districts: Hartford (CT) School District, Jefferson County (KY) Public Schools (which included a pre-service component), Region 1 in New York City, and the San Diego City Schools. This case study addressed the leadership development programs and the policies that support them and was driven by three research questions:

- What are the components of programs that provide effective initial preparation and ongoing professional development for principals? What qualities and design principles are displayed in these exemplary programs?
- What are the outcomes of these programs? What are principals who have experienced this training able to do? Do graduates of exemplary programs demonstrate instructional and organizational leadership practices that are distinctive and that are associated with more effective schools?
- What role do state, district, and institutional policies play in developing principal development programs? How do states currently manage and fund leadership development? What are the costs of exemplary preparation and professional development programs, and how are they funded?
The research concluded with the universities and school districts forming a close professional alliance. Both programs adopted the *Interstate School Leaders Licensure Consortium* (ISLLC) standards for principal preparation, but states vary in how they have used the standards. All principals had the opportunities available to them through university coursework, conferences, and professional literature, books, and articles. The exemplary districts’ in-service leadership development programs provided ongoing professional development opportunities by paying for conferences and hosting study groups. These districts created their own intensive leadership development strategies by offering such supports as coaching, mentoring, peer observation, and principal networks.

New principals in the exemplary districts program who, as we noted, were more likely to be receiving mentoring and other supports, held more positive beliefs (and fewer negative beliefs) about the principalship. The principals from exemplary in-service programs reported far more participation in a wide range of learning opportunities. The in-service principals participated much more frequently in district-supported professional development that fostered educationally rich peer observations and visits to other schools, participation in principals’ networks and conferences, and participation in professional development activities with teachers. None of the participants reported any gender-based discrimination. The focus remained on developing leadership strategies to improve student achievement. Nearly all the districts engaged principals in guided “walkthroughs” of schools to look at particular practices in classrooms and consider how to evaluate and improve learning and teaching.

There is not one specific strategy, curriculum, leadership model, or method that alone improves student achievement sufficiently, but the teachers and administrators
made the best of every single minute in school (Bambrick-Santoyo, 2012). Though there is no one method, Collins (2001a) argued that simplicity is the key to effective leadership. Clear, focused, and simple leadership reduces overload and confusion and the work is made easier. Apparently, today’s leaders are concerned with work overload for beginning principals. If an inexperienced principal had a family, or was the caretaker for an elderly parent, then work overload and stress could become problematic. Jenson (2000) asserted that work should be made more engaging and enjoyable. Research on more than 2000 school plans reveals that schools with six or fewer priorities have higher gain in student growth (Reeves, 2011).

Darling-Hammond et al. (2007) suggested that schools, colleges, and universities should form an alliance in support of leadership development. The program provided the principals with ongoing professional development, and hands-on experience. The principals were able to conduct “walkthroughs” of other school to evaluate teachers’ instruction and student learning. Whether elementary or secondary, students deserve effective instruction. Chao et al. (1992) asserted, “those who pursued professions such as lawyers, doctors, engineers, educators, and business leaders, have considerable discipline; effort and time to become experts in these types of professions. In most cases, these individuals acquire mastery through some type of tutelage; either formally or less formally, or through some combination of apprenticeship and self-instruction” (p.46).

South Carolina has acknowledged that the demands on school leaders have never been so complex. South Carolina Office of School Leadership has taken the initiative to develop a framework to help teacher and administrative leaders to master their craft and with the hope to also drive students to mastery (SCDE, 2016).
**South Carolina Leadership Preparation Initiative**

Hudson (2009) reported that 42 states launched induction programs, either on the authority of the state legislature, or of the state superintendent. According to Darling-Hammond et al. (2007), “antiquated coursework in principal preparation and development programs often fails to make the connect between theory and practice, it is not aligned with established theories of leadership” (p. 5). However, South Carolina has taken the initiative to take the focus of leadership outside the boundaries of coursework and initial programs. South Carolina Office of Leadership has selected a collective group of teacher and administrator leaders to use their expertise to support the Profile of South Carolina Graduate The key function of the collective leadership model: (1) develop teaching and data-responsive instructional practices; (2) improve perceptions and advancement opportunities within the teaching profession; (3) increase teacher and administrator recruitment and retention.

Portin, Schneider, DeArmond, and Gundlach (2003) supported the argument made by Darling-Hammond et al. (2007) when, in their examination of preparation programs, they found that principal training was out of touch with the needs of building leaders and many felt “short-changed” by their programs (p. 5). Though South Carolina is committed to improving leadership, it is not clear how the advancement opportunities support the female leader.

**Women as Leaders**

Burns (1978) made the observation that “leadership is one of the most observed and least understood phenomena on earth” (p. 5). In the 40 years since his statement, a tremendous amount of research has been conducted on leadership. However, different
leadership styles are still complex and an extremely important issue for today’s organizations. As women became a larger part of the work force, one of the greatest challenges for American organizations has been to accommodate a more diverse labor force into higher level management roles (Morrison & Von Glinow, 1990). The presence of a so-called “glass ceiling” is said to have inhibited both women and minorities from advancing to the highest level of management in most organizations.

Women have begun to crack the proverbial glass ceiling and move into the executive office. However, they are still faced with significant challenges. According to Ryan and Haslam (2005), these women are experiencing the “glass cliff” a concept they identified and documented in many studies since. The glass cliff describes situations where women executives are set up to work in conditions that pushes them to the edge of frustration and defeat. The workplace becomes an environment of dissatisfaction, leaving them feeling disempowered and causing high turnover. For example, in law firms, women are more often given problematic cases which are difficult to win. Now that women are landing more high-profile positions, they are more likely than men to find themselves on a glass cliff. These women’s positions are risky and precarious.

Female principals struggle to find a balance between their careers and their expected roles as mothers and wives: “it is clear that women still take primary responsibility for the care of children, elderly relatives, domestic chores and other family commitments” (Coleman, 2001, p.81). However, the spouse’s attitude towards household work and rearing the children is different in each context, depending greatly on the cultural expectations and traditions (Moorosi, 2007).
The Southern Region Education Board (SREB, 2006) surveys indicated that new principals, often drowning in the complexities, are left to sink or swim. “They reported that highly skilled school leaders are not born — nor are they fully forged in the instructional setting of the school classroom” (p. 7). The most challenging question is, are there patterned differences in the way men and women conduct themselves as leaders? The focus of Moran’s (1992) study was not on men and women in biological terms, but on the social roles of the genders in contemporary society, because these roles are determined primarily by culture. She examined the personality characteristics and behavior patterns of men and women as possible explanations for their lower status:

- Female leadership styles are more transformational—more caring, nurturing (Eagly & Carli, 2003; Fine, 2009).

- This phenomenon was generalized to imply that leadership requires maleness and that, since women were not men, they lacked the qualities that are necessary to be leaders. The assumption that leadership equates with maleness is embedded in both thinking and language (Bass, 1981).

- The female sex role stereotype labeled women as less competent and warmer emotionally than men (Bass, 1981).

- A female leader is frequently regarded as an aberration and “women who become leaders are often offered the presumed accolade of being described as being like men” (Hearn & Parkin, 1987, p. 38).

Case Study 6 - Women and the high school principals: Metropolitan Detroit Principals’ and Superintendents’ perceptions regarding barriers and facilitators for job attainment

The purpose of Kattula’s (2011) case study was to determine whether there was
a significant difference between the perceptions of male and female high school
principals and superintendents regarding the barriers and facilitators for women who
aspire to gain a position as a public high school principal in Michigan. Kattula designed
the survey instruments to collect quantitative data. The purpose of the survey was to
examine whether gender, age and other variables that may influence perceptions of high
school principals within Michigan’s Oakland, Macomb and Wayne County public high
schools. This study was guided by four research questions and associated null
hypotheses:

Research question 1: Is there a significant difference between the perceptions of
men and women high school principals regarding the barriers for women who
want to acquire a high school principalship?

Research question 2: Is there a significant difference between perceptions of men
and women high school principals regarding facilitators for women who want to
acquire a high school principalship in Metropolitan Detroit?

Research question (3): Is there a significant difference between perceptions of
men and women superintendents regarding the barriers for women who want to
acquire a high school principalship in Metropolitan Detroit?

Research question (4): Is there a significant difference between perceptions of
men and women superintendents regarding the facilitators for women who want
to acquire a high school principalship in Metropolitan Detroit? (p. 12)

The responses to the questions for principals and superintendents were analyzed
based on the following demographics: age, gender, ethnicity, number of years of
experience as principal or superintendent, and highest level of education attained.
Instructional leader and managerial leadership styles were the only two styles utilized in the study. The superintendents had one additional response to analyze; the number of years the superintendent served as a principal. The null hypotheses were tested at the .05 level of significance.

Kattula noted that public schools are supposed to be equal opportunity employers. The public school should represent a diverse group of individuals who are hired based on their level of qualifications—not their gender, race, age, or disability. However, upon entering a public school, it becomes apparent that diversity among the employees still does not exist. This disparity was discovered by Bell & Chase (1993). They noticed that each gender has held distinct and separate roles within education: women held most of the teaching position and men held most of the administrative positions.

Demographics such as age, gender, ethnicity, years of experience, level of education, and leadership style were labeled the independent variables. The dependent variables were the perceptions of men and women high school principals and superintendents regarding barriers for women who aspire to gain a position as a public high school principal in Metropolitan Detroit and principal and superintendent’s perception regarding barriers and facilitators for job attainment. The accessible population for the superintendent survey consisted of 83 public superintendents. Of the 257 principals, 110 completed the survey for a response rate of 42.8%. Of the 83 superintendents, 51 completed the survey for a response rate of 61%. Combining the two categories yields a response rate of 161 from 340, or 47.4%. To get clarity of the analysis, the researcher has included two of Kattula’s data charts. (see Table 2.8). Superintendents are not the main focus for my study, but Table 2.9 is evidence
that the negative or positive impact at one level can impact the level below or above. In Table 2.9, Kattula’s demographics frequency distribution seemed to mirror data found in the CPRE and NCES reports on the national levels such as: women have higher degrees, on the average women are usually older than men and their counterparts, and fewer African-Americans and other ethnic groups are principals and superintendents. Kattula’s study reported on 870 public secondary schools in Michigan in which 630 of those secondary schools had (72%) male principals, and the other 240 had (28%) female principals. The percentage of Kattula’s participants for the study was 61.3% males and 38% females. In Table 2.9, the principals’ demographic data support previous research which has shown that female principals tend to have higher degrees than their male counterparts and they often enter the field of administration at an older age than males (Skrobarcek & Stark, 2002; Shakeshaft, 1999).

**Table 2.9**

**Demographics Frequency Distributions**

<table>
<thead>
<tr>
<th>Demographics (N=169) *</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>103</td>
<td>61.3</td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td>38.7</td>
</tr>
<tr>
<td><strong>Profession</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>114</td>
<td>67.5</td>
</tr>
<tr>
<td>Superintendent</td>
<td>55</td>
<td>32.5</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>19</td>
<td>11.3</td>
</tr>
<tr>
<td>Caucasian</td>
<td>139</td>
<td>82.7</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>5</td>
<td>3.0</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>3</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA/BS</td>
<td>1</td>
<td>.6</td>
</tr>
<tr>
<td>MA/MS</td>
<td>57</td>
<td>33.9</td>
</tr>
<tr>
<td>Ed. Specialist</td>
<td>69</td>
<td>41.1</td>
</tr>
<tr>
<td>Ed.D./Ph.D.</td>
<td>41</td>
<td>24.4</td>
</tr>
<tr>
<td><strong>Administrator Leadership Style</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managerial</td>
<td>95</td>
<td>83.3</td>
</tr>
<tr>
<td>Instructional</td>
<td>19</td>
<td>16.7</td>
</tr>
</tbody>
</table>

*Sources: Adapted from Kattula’s study.*
Kattula’s study was conducted to determine whether there is a significant difference between the perceptions of men and women high school principals and superintendents regarding barriers and attaining facilitators for women who aspire to gain a position as a public high school principal in Metropolitan Detroit. Kattula utilized two surveys to elicit opinions of practicing high school principals and superintendents concerning the barriers and facilitators of women attempting to enter the ranks of high school principal. The Likert scale for both surveys ranged from 1 = Strongly Disagree to 5 = Strongly Agree. Principals reported a higher mean on 79% (11/14) on the questions which shows that principals viewed and rated these items as being greater barriers than the superintendents. Principals rated: women married to men whose careers required travel; family career conflict; and the responsibility and stress of evening and weekend work make it an unattractive career to women. Kattula was able to discern those barriers that impact the career path of women in Detroit, but the wage gap appears to be the one common barrier that impacts females in education and other jobs in South Carolina. Nearly 271,000 family households in South Carolina are headed by women. About 36% of those families, or 96,443 family households, have incomes that fall below the poverty level. Eliminating the wage gap would provide much-needed income to women whose wages sustain their households. Experts warn that the wage gap will not close in most women’s lifetimes. If change continues at the same slow pace as it has during the last 50 years, it will take nearly 50 more years – until 2059 – for women and men to finally reach pay parity. A recent report stated that women in South Carolina are paid .81 cents for every dollar paid to men, amounting to an annual wage gap of $8,056 (Fact Sheet, 2017).
Table 2.10 shows multiple barriers occurring in South Carolina school systems that may impact the number of females that will aspire to secondary schools principalships in the future. Self (2018) reported that South Carolina is experiencing a teacher shortage crisis. Low wages were reported as one of the barriers, but it may be the easiest to accept.

**Table 2.10**

*South Carolina Teachers in Crisis*

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Statistics</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low number of aspiring teachers are graduating</td>
<td>1,685 fewer graduates 30% dropped from a high of 2,465</td>
<td>This summer ended a program that allow retired teachers to continue to teach</td>
</tr>
<tr>
<td>Teacher shortage</td>
<td>6,705 quit their jobs, nearly 5000 of those -1 in 10 left teaching in SC</td>
<td>The teacher shortage is alarming parents, employers and lawmakers in a state that heavily depended on the public school system</td>
</tr>
<tr>
<td>Shortage expected to get worse and replacements made by non-education degree candidates</td>
<td>Shortage expected to be 6000 by 2027-2028</td>
<td>Baby boomers are retiring</td>
</tr>
<tr>
<td>Average annual pay is below the Southeastern average</td>
<td>Over 40 hours per week</td>
<td>Lack of support A teach-to-the-test culture</td>
</tr>
</tbody>
</table>

*Source.* The State Online Newsletter Self (2018)

**Summary**

This chapter has shown how mentoring is a complex concept. Mentoring may be formal or informal. The main aspects are mentoring functions (career and social development), dyads (the combination of mentoring relationships, e.g., male-female, black-white), and various mentoring models. The chapter also reviewed case studies, other research, and related theories that shed light on the phenomenon, including adult
learning theories, mentoring process, mentoring relationships, gender leadership, leadership preparation, and leadership development.

This review was guided by the researcher’s concern with gender dynamics and the possibility that gender bias may be an important detriment to effective mentoring (but not the only challenge). Obstacles could lie within the mentoring process itself, which might be susceptible to stereotypes and biases. (1) How do female assistant principals and female principals of secondary schools experience the mentoring? (2). How do the female assistant principals and female principals of secondary schools compare their actual mentoring experience to what they wish it could be?

The study was established on grounded theories and research that laid the foundation. Acknowledging that the playing-ground is not always fair or even, but attempting to find a solution, is satisfying. I do not apologize for the domestic roles women have played, for those roles too have made women powerful. They have made the shoulders of women strong enough for others to stand on. Most importantly, I wanted to know how gender inflects the mentoring of female administrators in South Carolina. Few studies have investigated mentoring from an instructional perspective. However, this study may initiate longitudinal studies that could help to reduce the gap between the genders in leadership.

Researchers have noted that university leadership preparation programs in the United States are coming under increasing criticism for being disconnected from the real word (Davis et al., 2005). Lashway (2003) argued that with “heightened expectations, principals require new forms of training”. Therefore, to get an explicit understanding, the framework included multiple concepts and theories: leadership, leadership preparation,
the generalization of mentoring functions, potential barriers (internal or external and within the mentoring process), and alternative methods or models that are available through mentoring programs, and how these practices manifest into to the transfer of knowledge.

The quality of mentoring relationships from previous case studies were linked primarily to mentor and mentee workplace behavior, gender, age, and race. The investigative lenses probed for in-depth emphasis placed on satisfaction, marginal and dysfunctional mentoring related to the mentee’s career and social development. The participants’ demographics are important for this study, but this information is coded to protect their identities.

Traditional methods of preparation utilizing progression through school based executive positions have provided a vehicle for leadership training and a supply of school leaders. It is becoming evident, however, that this may be not enough. Today’s modern education systems are facing a unique set of circumstances. Large numbers of vacancies will take place within the context of a rapidly changing organization (Hale & Moreman, 2003).

Mentoring is a long-established practice, the history of which can be traced back as far as Homer’s Odyssey. Through this process, corporate knowledge and practical skill of the mentor is passed on within the context of the role. “Mentoring programs connect principals with people who can help them test ideas, reflect on their own practices, model effective practices navigate tough situations, and affirm their approaches” (Riggins-Newby & Zarlengo, 2003).
CHAPTER 3

METHODOLOGY

Chapter Three explains the methodology that was used for this study. The investigation explored how 16 female principals and assistant principals experienced mentoring. The study is shaped by examining the phenomenon from these conceptual perspectives: mentoring process, a facilitative process to promote a professional relationship, learning and training to support career and social develop, and to promote ideal mentoring programs or have alternative methods of mentoring. The researcher adapted Knowles’ (1984) adult learning theory and Rice’s (2007) mentoring process complementary relationship, helping process, teaching and learning process, reflection process, career development process, and formalizing a role for the mentor to help guide the investigation. This chapter includes a description of the selected participants, procedures for interviewing the participants, interview questions, the method for collecting data, instruments for gathering data, data coding, and the data analysis with the assistance of electronic software.

Research Design

A qualitative research design was employed for this case study. The choice of qualitative method was determined by the nature of the research. As established earlier, the primary mode for collecting data was the use of interviews and two surveys. The interviews were conducted using structured and semi-structured interview questions. The
interviewer worked to extract both informative and reflective responses from each participant using guided interview questions. The research design allowed the researcher to probe events, activities, and circumstances that prompted reflections and reactions of the novice assistant principals and principals’ mentoring journeys and leadership preparation. These responses focused on the participants’ career and social development through formal or informal mentorships.

Problem Statement/Purpose

The problem is the disproportionately small number of female principals to male principals in secondary school leadership positions. The purpose of this research is to determine whether barriers within the mentoring process may be the reason that fewer women are represented in secondary schools. However, mentoring may also offer a solution to the problem. The road to a secondary school principal is a challenge, and women face a number of additional, gender-specific challenges, so I sought to discover how women pursuing a secondary school principalship experience mentoring. Mentoring could be inadequate for women in two respects: first, it may not be recognizing women with strong leadership potential to support and to recruit them into such positions, and second, the dynamics of mentoring may not normally be sensitive to the challenges that women face.

Research Questions

In this chapter, the researcher reviews the research questions, interview questions, the population, setting for the study, research design, data collection and data analysis, instruments, tables, rubrics, and an example of implementing a mentoring program. The methodology for this study involved collection of qualitative data to learn what barriers
within the mentoring process might hinder the mobility of women who aspire to secondary school leadership. The data were collected from six female assistant principals and eight female principals in secondary schools. The data were collected to answer the two research questions:

RQ1: How do female assistant principals and female principals of secondary schools experience the mentoring process?

RQ2: How do the female assistant principals and female principals of secondary schools compare their actual mentoring experience to what they wish it could be?

The study sought to find any discernible barriers within the mentoring process that may interfere with their entrance into secondary leadership positions. The outcome of this study maybe beneficial to the improvement of induction and mentoring programs.

Limitations/Delimitations

The investigation took place under the assumption that all of the participants: (a) Hold a South Carolina certification of administration; (b) Were currently or at some point employed by South Carolina School System; (c) Participated in the South Carolina Principal Induction Program, Assistant Principal Program Leadership Excellence mentoring programs, or mentored by the supervisor; and (d) It can be assumed that participants will answer truthfully and accurately to the interview questions based on their personal experience, and that participants will respond honestly and to the best of their individual abilities.

One of the delimitations of this study was the population size, which was due to geographic location and the conditions of the study. The participants were a
homogeneous group of females. Only 14 participants were chosen for this study and due to their time of employment and circumstances of employment, some may not have experienced mentoring. Both assistant principals and principals, were asked if they have participated in the South Carolina Induction Program, if they were mentored by their leading supervisor, a self-selected mentor, or participated in a district leadership program. Though some of the participants may not desire to become a secondary principal, their experience is also critical for the research.

The findings in this study cannot be generalized for all female assistant principals or principals’ experiences in all geographical areas; however, the findings can contribute to further discussions and research on gender equity and mentoring programs. Each school or district may have different mentoring policies and they may have utilized mentoring agencies.

There were three potential weaknesses in the study: (a) The researcher’s biases and perceptual misrepresentations; (b) The population size was limited due to location and the nature of the phenomenon; and (c) Mentoring designs and policies may be different from school to school.

To obtain the sample population, 25 secondary schools were surveyed across South Carolina. The researcher assumed responses to any of the questions and discussions were authentic and honest. Due to the nature and the specific condition of the study, all participants were given pseudonyms to ensure confidentiality.

**Research Method**

This study is a phenomenological study, a form of qualitative case study research in which I attempted to understand how 14 individuals experience a phenomenon. The
qualitative approach provided the most appropriate method to explore how female assistant principals and female principals in secondary schools experience the mentoring process. The lived experiences of the participants allowed them to express their vision of an ideal induction or mentoring programs. These experiences and ideas may close the gaps in how research informs women about gender leadership, the disproportionate gap between the number of males and females hired for secondary principalship, and the variations in the mentoring process.

I gathered qualitative data from structured and semi-structured interview questions, along with a demographic survey that solicited personal characteristics about themselves and their mentors. A secondary survey canvased their professional development and professional skills. The interviews lasted about 60 minutes. Each interview was recorded, transcribed, data categorized, and analyzed for common themes found in the related experiences. The interviews allowed the researcher to gather rich and in-depth content to understand the participants’ thoughts and feelings about their experiences. The researcher will get to view how these experiences have shaped the female administrators’ motivations, leadership outcomes, career advancement opportunities, and social outlooks.

The interviews took place in the public library or private conference rooms. The surveys and questionnaires were sent and returned through email. The demographic surveys contained seven questions and the professional skills and training questionnaires consisted of eight primary close-ended questions with yes or no responses (see Table 4.1 through 4.5). Participants also responded to secondary questions providing more detailed information about their skills and the trainings they have or have not experienced. These
responses are recorded in Table 4.6. The questionnaire is related to the participants’ training for career and social development. All data was collected and compared in relationship to the participants mentoring experiences. The researcher utilized Qualitative Data Analysis and CAT computer software and the research literature to analyze the data.

**Triangulation and Trustworthiness**

Conan, Manion, and Morrison (2008) defined triangulation as an attempt to map out, or explain more thoroughly, the richness and complexity of human behavior by studying it from more than one point of view. For this study, triangulation was established through multiple sources: demographic surveys, professional training and occupational skills questionnaires for preparing future leaders, and interviewing. The surveys allowed the researcher to collect data describing the participant and their mentor, and their professional training and skills. The use of triangulation can assist in documenting the accuracy of the responses of the participants which strengthens the analysis. Triangulation will also help to insure credibility of the research. Though there is no specific sample size for this qualitative study, the researcher utilized multiple voices that lends itself during the analysis; emergence of common and new themes, comparing different perspectives and concepts, and making connections (Glesne, 2006).

The triangulation was used to improve the validity of the finding using these instruments: Table A1 (Appendix A) is designed to obtain the participants and the participant’s mentors’ characteristics: pseudonym, position, age, gender, school setting, years of experience, level of education, mentoring model, and marital status. Knowing these characteristics allowed the researcher to bond with the participants, gain their trust, and build a background for each scenario. Table B1 (Appendix B) is designed to learn the
participants’ responses about their professional training and skills. Table C (Appendix C) consists of 22 open-ended questions that allowed the participant to reflect on their lived mentoring experience. Having the participants respond to the same questions and topics assisted the researcher in the analysis of the common themes and experiences that surfaced from the interviews. Their responses are audiotaped and transcribed. Table D (Appendix D) is a matrix that represents the participant’s final analysis of their overall mentoring experience according to the themes found across systematic research. New themes are discussed in Chapter Five. Finally, the researcher persevered to achieve accuracy by allowing the interviewees the opportunity to discuss additional information and review the transcription. Fielding and Fielding (1986), asserted that these strategies reduce the risk of systemic biases or uncertainties, and allows the researcher to gain a more secure, clear, and broader understanding of the investigation.

In Appendix B, the participants are given a form to check and explain those skills that they have or have not experienced during the mentoring process that would support their career social development. The data collected from the career and social development questionnaire are to make inferences about the participants’ leadership skills and abilities as a future leader. The participants’ responses are compared with the responses given in the face-to-face interview. This form is to be completed through email and before the face-to-face interview with questions from Appendix C. The thematic matrix (Appendix D, Table D1) was utilized to collect and record qualitative data that are most commonly found undeveloped components of the mentoring functions, and participants’ perspectives of an ideal induction program and mentoring program. After the interviews, the data were collected and reviewed multiple
times. I used qualitative data software to analyze most of demographic data. The demographic data highlighted those external and internal factors that may influence decision-making. The qualitative software is also used to help analyze the contextual information from the interviews and determine which mentoring function lacked support. Then data were typed into the Coding Analysis Toolkit (CAT) to determine the mentoring experiences were satisfying, marginal, or dysfunctional. CAT software was used in coding raw text data sets to make a formal judgement about whether the participants’ mentoring status is consistent with their responses. The Qualitative Data Analysis (QDA) software was used in analyzing interviews and identifying new themes and trends. The computerized software devices were selected to manage the reliability and validity of the data. The outcome of the research is determined by reliability, which measured the consistency and the validity focused on how the data impacted the outcome. The outcomes of the mentoring process were classified as satisfactory, marginal or dysfunctional. The participants were also given the opportunity to express their ideal induction and/or mentoring programs. The qualitative approach allowed the participants to examine events from their individual perspectives (Guba, 1978). I gave the participants a gift card of $30 to thank them for participating in the study.

Participants

Though qualitative research does not require a specific sample size, the project’s validity is based on the participant trustworthiness, viewpoint, the multiple techniques, and the in-depth information. The population selected for this study were a homogeneous group. The participants are all female administrators located across the state of South Carolina. I used a purposeful sampling technique to select the participants.
for this study. The participants were researched with the help of the online School System Directory. The participants are six female assistant principals and eight female principals of secondary schools that are/were currently employed by the South Carolina School System. The criteria for the participants: (a) presently or were employed by South Carolina state’s school system, (b) hold state administrative certification, (c) presently or had been an assistant principal, or principal in a secondary school (d) may or may not desire to become a secondary principal, (e) presently or at some time participated in the South Carolina Induction Program, or the supervisor as mentor, or a mentoring program conducted by the district, and (c) have one or more years of experience. The subjects may still participate in the research if they were employed before the implementation of the South Carolina Principal Induction Program.

According to Weiss (1994), there is no specific sampling size for qualitative research. Weiss argued that “there are situations in which purposive sampling is the only feasible way to proceed” (pp. 24-29). For example, in the attempt to learn about a group that is difficult to gain access to, then minimizing the value of the samples are appropriate. I believed the small population size helped me to build a bond with the participants. Trust between the subjects and the investigator played a key component in establishing the reliability and validity of the study. All participants were assigned pseudonyms to protect their confidentiality. The qualitative approach allowed the participants to relate events through their perspective (Guba, 1978).

**Demographics of participants.** The participants in this study were 14 women who are or had been secondary assistant principals and/or principals in secondary schools. Various counties across South Carolina may have different demographics which
may play an important role in understanding how cultural and structural conditions may propose barriers for women’s advancement. All participants were required to complete and submit a profile form (see Appendix A, Table A1) listing the following demographics: pseudonyms name, participant’s age/race, school setting, mentor’s gender/race/age, participant’s years of experience, marital status, and position, participant’s level of education, participant’s mentoring model, and the participant’s marital status. In Appendix B, Table B1, the participants provide information about specific skills related to their career and social development.

**Data Collection Procedures**

Fourteen female leaders employed at different schools across South Carolina were selected to participate in the study. Six of the participants were assistant principals of secondary schools and the other eight were female principals of secondary schools.

Data collection occurred in a specific order, first, I consulted the South Carolina online school directory to locate female principals and female assistant principals of secondary schools, second, I contacted subjects by phone to make a proper introduction, and then explain the procedures to obtain permission for the assistant principal, and principal’s participation; third, I sent participants the IRB letter of invitation and an advertisement flyer through email explaining the expectations and the purpose of the study, fourth, after I obtained permission, I sent the demographic and the preparing future professionals surveys to each participant through email.

As each participant completed the surveys, I collected the information via email as a pdf (Portable Document Format) file and then compiled into one continuous document in Chapter 4. Their actual names and schools were not revealed to protect their
confidentiality. The pseudonyms are one to two syllables and names of their mentors are abbreviated. The pseudonyms were assigned after each survey form was received. All received documents were dated and coded. Fifth, the interviews were conducted. The researcher used the voice recorder on her personal PC with a microphone to record the audible responses as clearly as possible for transcription. The researcher designed 22 open-ended interview questions and each female leader was asked these questions. Each interview lasted approximately 40 to 60 minutes. All interviews were audio-recorded and transcribed by the researcher with the help of the QDA software. The researcher read and reviewed each transcription, in its entirety, to identify general themes. The questions were developed to address the components of career and social development, and the transcriptions were reviewed to let the themes emerge.

**Demographic profile surveys.** The items listed in the demographic profile survey: participant’s pseudonym, participant’s age/race, school setting, level of education, (the participant mentor’s gender/race/age, position, marital status, years of experience), participant’s years of experience, mentoring model, and marital status. These are important in terms of shedding some light on the mentoring relationship in the absence of the mentor. Participants were asked to complete both surveys and return via email. The career and social development occupational skills questionnaire contained analytical and technological skills that are necessary to function effectively as a future leader.

**Professional Development and Skills Questionnaire.** One of the objectives for this study was to determine whether mentors are providing females the opportunity to learn professional skills and training to meet the demands of secondary level positions.
The responses are recorded in Tables 4.3. and 4.4.

1. Have you experienced social development training?
2. Have you experienced a webinar or career development workshop?
3. Have you experienced building essential skills for the workforce?
4. Have you experienced analyzing 3 job postings?
5. Have you experienced writing an analysis?
6. Have you experienced creating an Excel Spreadsheet?
7. Have you experienced conducting a book or curriculum analysis?
8. Have you experienced collaborating outside of your school, profession, state and country?

The professional skill questionnaire was designed to view the instructional component of the mentoring process. The surveys gave the researcher the opportunity to get to know the participants and develop trust. Participants were asked to complete both surveys and return via email.

Though qualitative research does not require a specific sample size, the research’s validity is based on the participant trustworthiness, viewpoint, the multiple techniques, and the in-depth information.

**Face-to-face interviews.** After the survey data were analyzed, I conducted the face-to-face interviewing session with 14 participants. The interviews were audiotaped, and I took fieldnotes. The interviewing questions were grouped into categories: mentoring relationship, career development, social development, and improving induction and mentoring programs. The questions were asked in sequential order. The interviews continued until all who participated were interviewed. The researcher met with
participants off campus. The face-to-face interviews took place after school hours and off campus to help protect the participant’s confidentiality. The interviews were allowed 60 minutes and participants were given a $30 gift card afterward.

The following questions were designed for the face-to-face interviews for both assistant principal and principal participants:

**Mentoring Relationship.**

1. Who have been your most influential mentors on the road to administration?
2. Please tell me how the relationship began and what did you experience?
3. Walk me through the journey of your actual mentoring experience?
4. Mentoring relationships can have an impact on the mentor and mentee’s behavior.
   Tell me how have your mentoring experience impacted the interaction with others in the workplace and outside the workplace?

**Career Development/Skills.**

5. Tell me about your journey as your mentor prepared you for future leadership.
6. During the mentoring experience, how often did you and your mentor meet and what were the conversation about?
7. Please walk me through your experiences while learning leadership? What strategies did your mentor use to help you learn the academic knowledge?
   Provide a specific event.
8. I would like to hear about your experiences while you were going through the induction program.
9. How did the mentor allow you to experience and exhibit new skills to enhance your role? How often do you utilize new skills? Explain.
9. I would like to hear about situations you experienced during the mentoring
process, and how your mentor provided feedback. How often and when?

11. Tell me how you experienced alternative mentoring methods and how did I it benefit you? How does it compare to what you know about mentoring?

12. Tell me about how you experienced leadership preparation and how does it meet the needs of aspiring female principals?

**Social Development.**

13. I would like to hear your experiences when you were faced with challenges during the mentoring process.

14. Tell me about a time during the mentoring process when you experienced conflict, how often did it occur and how did you experience support?

15. Let me hear about the challenging circumstances you have experienced during the mentoring process, and how have you learned to handle your response?

16. Tell me about situations that you have experienced and how did you communicate them to your mentor?

17. Tell about your mentor’s characteristics and how have you applied them to your experiences and what you do as an administrator?

18. Walk me through your experiences during the mentoring process that helped you to build self-confidence and how it impacted what you do as an administrator?

**Improving Mentoring and Principal Induction Programs Overall.**

19. Tell me how you would design an ideal mentoring program.

20. Explain your experiences with the organization as a result of professional development.
Overall Interview Questions

21. In terms of quality, how would you describe the quality of your mentoring experience?

22. From your perspective, do you believe your mentor provided you quality mentoring in the terms of career and social development? How?

Do you have any other thing you would like to discuss?

Data Analysis

The process to analyze the data manifested through many steps. First, an electronic file was developed and only identified by the participants pseudonym. The file was then saved to the researcher’s private computer. Second, the participants’ survey documents were organized and placed in the electronic files. Third, the participants’ interviews were recorded on the researcher’s laptop and then placed in the electronic file. Fourth, the researcher created a schedule to listen and transcribe the interviews with Rev.com to transcribe the interviews. Fifth, the documents were coded for themes, patterns, vocabulary, and phrases generated by the researcher and Qualitative Data Analysis electronic software. The electronic software differentiated the themes by colors. The researcher utilized fieldnotes in the data analysis. The data is thoroughly reviewed and reread multiple times to get an understanding of the information presented. I designed a matrix that organizes and condenses data into simple categories such as generating codes, themes, and other interpretations (Miles & Huberman, 1994). The matrix allowed the researcher to examine and compare data for specific characteristics, generalities, and abstracts at different levels (see Appendix D). The completed matrix contains the participants’ responses coinciding with the constructs representing career
and social development. The mentoring relationship was labeled satisfying, marginal, or dysfunctional (dissatisfying). The symbol (x) was placed in the matrix matching the corresponding status. The interviews were audiotaped and transcribed with the assistance of qualitative software.

There were no set standards for evaluating the validity of qualitative studies, but now that cyberspace is considered as a community as well, this reduces the researcher’s influence (Maxwell, 2005). To help control the researchers’ influence, each interviewee was asked the same set of questions. At the conclusion of the interview, the interviewee was given the opportunity to share any additional information that could benefit the study or reflections that would help convey the sentiments of their experiences.

**Summary**

Chapter 3 provided an overview of the content that supports the investigation of the study. This chapter also included the methodical description of the process used by the researcher to gather and analyze data for this study. The next chapter reveals the results of the data analyses.

The research methodology was designed to provide insight on how barriers within the mentoring process may affect the quality of mentoring. To get an in-depth perspective of these suspected barriers, the participants gave a personal account of their mentoring experiences through interviews, demographic and occupational skill questionnaires to acquire data. The data is audio-recorded, transcribed, compared, and coded for themes and additional phrases pertinent to research. A theme matrix was created to display comparisons found in the mentoring process.
CHAPTER 4

DATA ANALYSIS AND FINDINGS

The research and case studies in Chapter Two guided the investigator for this research toward understanding the complexities of mentoring and leadership. The purpose of this dissertation study was to learn from female novice secondary administrators how mentors contributed to their career and social development. This chapter presents (a) an overview of the context; (b) a description of the data analysis presentations; (c) a profile of the participants; (d) an overview of the participants’ experiences; (e) a discussion of the overarching themes discovered through the data analysis; and (f) the findings for each research question.

Overview of the Content

Multiple theories, research, and practices regarding mentoring support educational leaders and facilitate their readiness to address the expectations designed by schools, districts and other educational organizations. The mission of the researcher in this study was to investigate and clearly understand the lived experiences of 14 females who are serving as assistant principals or new principals across South Carolina secondary schools. Data from two sources, interviews and surveys, the “snowball technique”, were analyzed using the content analysis method. The various mediums were used to contact and solicit possible participants: flyers, emails, phone calls, and referrals. Suggested participants from other educators, administrators and principals were also helpful in the approach.
The snowball sampling refers to a non-probability sampling technique in which a researcher begins with a small population of known individuals and expands the sample by asking those initial participants to identify others that should participate in the study (Crossman, 2018).

The perceptions of these lived experiences were addressed through a qualitative approach. The National Center for Educational Statistics found that women are still significantly underrepresented in secondary school principalships. In accordance with the above, relatively more primary school principals were female (68%) as compared to middle, high, or combined school principals (Taie & Goldring, 2017). Furthermore, it was observed that African Americans still have somewhat limited access to positions of leadership in schools, such as assistant principal, principal, and superintendency. They face stereotypes, biases, and gender-specific challenges for which mentoring may be both part of the solution and of the problem itself. They are usually assigned to schools receiving federal funds to provide intensive interventions and leadership development support to break the cycle of chronic academic failure (Collins, 2013b).

This study is focused on understanding career and social development and its relevance to the mentoring process, the learning of theories, the role of the mentor, professional skills, the quality of mentoring, and a unified framework of mentoring and leadership. Six female novice assistant principals and eight female principals were recruited to share their lived mentoring experiences. The criteria for participants included the possession of a South Carolina issued administrative license and one or more years of experience. Consequently, each participant completed a demographic survey with seven questions that described their personal and professional characteristics,
then the participants shared their experiences related to their professional development and skills through a survey. Subsequently, the researcher identified common themes related to the participants’ experiences through structured and semi-structured interviews, following which were transcribed and coded. Finally, the participants provided a vision of their ideal mentoring program and/or leadership induction program. There are fewer women as secondary principals and men are more likely to become secondary principals than women. African American still face prejudgment and prejudices more than their white colleagues. However, regardless of the race of the women, there seems to be animosity that breeds an unhealthy environment in the workplace (Lee-Alexander, 2014).

The investigation regarding the foundation for this study was seen through Knowles’ (1984) adult learning theory and Rice’s (2007) mentoring process. Through these two theoretical lenses, mentoring is scrutinized for mentoring barriers, the perception of mentoring relationships, and the mentor’s instructional role. Furthermore, through the lens, the participants can give voice to those of the past whose voices were minimized or consequently, excluded altogether. In addition, the lens can clarify the complexities between gender, mentoring and leadership. Ragins and Cotton (1999) characterized mentoring as having two functions, career development and social development. The effects of the mentor and mentee behaviors may impact the mentoring quality and the outcome. The behaviors of the relationship may cause the outcome to be dissatisfying, marginal, satisfying or dysfunctional (Ragins et al., 2000). The educational landscape has changed and to ensure that leaders are properly prepared, the educational organizations have adapted formal mentoring (Daresh, 2004). It is imperative that mentoring contributes to better preparation of principals rather than simply socializing
a new generation to status quo practices from previous years.

**Data Analysis**

The data gathered from the surveys were synthesized and analyzed along with the interview data. The researcher conducted the data analysis to understand the participants’ perspectives and understandings of the principalship journey through the dynamics of mentoring. The participants shared many details, emotions, and situations when retelling their stories and experiences during the in-depth interviews. The participants cried, laughed, and vented as they recounted their reflections.

I managed the data by creating and organizing data files. Software program Rev.com and QDA, online systems for transcription and coding, were used to facilitate analysis for the transcribed interviews. Then I read through the surveys multiple times and categorized and recorded the profiles at the conclusion of the demographic characteristics’ summary (Tables 4.1 and 4.6.). I carefully outlined the profiles of each participant and noted commonalities and themes (Tables 4.1 through 4.6). For the interviews, I listened to all the audio recordings several times to evaluate the audio tape quality, leading comments, and non-verbal responses. Then each recording was transcribed by the researcher with the assistance of computer software. After the interviews were transcribed, I utilized the form (in Appendix D) along with the Qualitative Data Analysis (QDA) computer program, to organize, code, and highlight the transcriptions for key phrases, key words, and themes for comparison. These results are found in the section titled interviewees’ responses.

**Description of Participants**

The data gathered through demographic and professional training and skills
surveys facilitated personal and professional attributes to develop a bond between the researcher and participants. This background data were also incorporated into the introduction of each participant’s narrative. All the females were given pseudonyms to protect their anonymity. The six novice assistant principals were given these pseudonyms: Anna, Blair, Cara, Denise, Eva, and Fran. There were eight novice principals and they were given these pseudonyms: Pat, Quin, Reba, Sandy, Terri, Una, Venus, and Wendy. Tables 4.1 and 4.2 also included the participant’s age, race, school status, position, years of experience, level of education, marital status, mentor, and mentoring model.

Tables 4.3 and 4.4 reflect the participants’ professional training and skills. To gain perspective on how well mentors and mentoring programs are preparing novice leaders, participants responded to close-ended questions in the form of yes and no. They also included written responses that were more detailed. The researcher created eight questions as part of a strategic process, mentors and mentees completed detailed profiles that provided information regarding interpersonal and leadership skills as well as career-social related data. According to Kram (1985), the mentor’s role is to help the mentee to identify career goals, provide career advice, provide suggestions on activities and knowledge, and recommend specific areas to pursue for career advancement.

After the data analysis, the discussion included a summary of the participant perspectives based on the research questions and emerging themes in relation to mentoring relationships, career development, social development, and induction and mentoring programs.
Demographic Profile and Survey Data Analysis

The data presented in Tables 4.1 through 4.2 are based on 14 participants’ demographics, identifiable by pseudonyms. These 14 participants are administrators either in inner city, rural, or suburban schools. The data show all the participants’ ages ranged from 34 to late 49 and had many years of experience before becoming assistant principals. The principals’ total years of experience ranged from 10 to 27 years. Their years of experience as assistant principals ranged from 1 to 11 years. None of the assistant principals have experienced formal mentoring, an assigned mentor, but they all listed someone they could rely on if there were a crisis. The data presented in Tables 4.1 through 4.6 corroborated data from systematic research: (a) female administrators are closer to retirement age while pursuing secondary principalship, (b) more African-American female are leaders at rural schools, (c) limited and antiquated professional development and workshops, and (d) very little networking.

The participants were given a professional training and skill surveys that were both open-ended and close-ended. The surveys were sent through email. The participants simply wrote yes or no for each of the questions or they also had the option to write a response. This survey was designed around 8 questions for each group of participants, assistant principals and principals. Table 4.3 and 4.4 present professional trainings and skills the participants have or have not experienced. The number of yeses and noes are calculated by presented in the form of percentages. A cumulative presentation is placed in 4.6.
### Table 4.1

#### Assistant Principal Demographic Profile

<table>
<thead>
<tr>
<th>Demographic Profile</th>
<th>Assistant Principals Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Anna</td>
</tr>
<tr>
<td>Questions</td>
<td></td>
</tr>
<tr>
<td>1. What is your position, assistant principal or principal?</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>2. What is your age, race, and gender?</td>
<td>Age-42 Race-W Gender-F</td>
</tr>
<tr>
<td>3. What is your school’s setting?</td>
<td>Inner City</td>
</tr>
<tr>
<td>5. What are your (mentee) years of experience?</td>
<td>10 years total 2 years as AP</td>
</tr>
<tr>
<td>6. What is your highest level of education?</td>
<td>EdD</td>
</tr>
<tr>
<td>7. What mentoring model did you experience?</td>
<td>One-on-One</td>
</tr>
<tr>
<td>8. What is your marital status?</td>
<td>Married</td>
</tr>
</tbody>
</table>

Note. Abbreviations: AP, Assistant Principal; P, Principal; F, Female; M, Male; W, White; AA, African-American; B, Black, Yrs. Exp., Years of Experience; Supt, Superintendent
Table 4.2

**Principal Demographic Profile**

<table>
<thead>
<tr>
<th>Demographic Profile</th>
<th>Principals Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Pat</td>
</tr>
<tr>
<td>Questions:</td>
<td></td>
</tr>
<tr>
<td>1. What is your position, assistant principal or principal?</td>
<td>Principal</td>
</tr>
<tr>
<td>2. What is your age, race, and gender?</td>
<td>Age-49 Race-B Gender-F</td>
</tr>
<tr>
<td>3. What is your school’s setting?</td>
<td>Rural</td>
</tr>
<tr>
<td>5. What is your (mentee) years of experience?</td>
<td>25 years total 1st year as principal</td>
</tr>
<tr>
<td>6. What is your highest level of education?</td>
<td>Doctorate</td>
</tr>
<tr>
<td>7. What mentoring model did you experience?</td>
<td>Informal</td>
</tr>
<tr>
<td>8. What is your marital status?</td>
<td>Married</td>
</tr>
</tbody>
</table>

Note. Abbreviations: AP, Assistant Principal; P, Principal; F, Female; M, Male; W, White; AA, African-American; B, Black; Yrs. Exp., Years of Experience; Asst. Supt., Assistant Superintendent; N/R, No Response
### Table 4.3

*Assistant Principal Professional Skills and Trainings for Career and Social Development*

<table>
<thead>
<tr>
<th>Participants</th>
<th>Assistant Principals</th>
<th>% Yes</th>
<th>% No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna</td>
<td>Blair</td>
<td>Cara</td>
<td>Denise</td>
</tr>
<tr>
<td>Questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Have you experienced social development training?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Have you experienced a webinar or attended a career development workshop?</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>3. Have you experienced building essential skills for the workforce?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Have you experienced analyzing 3 job postings?</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>5. Have you experienced writing an analysis?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>6. Have you experienced creating an Excel Spreadsheet?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>7. Have you experience conducting a book or curriculum analysis?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>8. Have you experienced collaborating outside of your school, profession, state and country?</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Note. The percentages present the number of participants who responded to the questions by answering yes or no.
Table 4.4

Principal Professional Skills and Training for Career and Social Development

<table>
<thead>
<tr>
<th>Participants</th>
<th>Pat</th>
<th>Quin</th>
<th>Reba</th>
<th>Sandy</th>
<th>Terri</th>
<th>Unna</th>
<th>Venus</th>
<th>Wendy</th>
<th>% Yes</th>
<th>% No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you experienced social development training?</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>2. Have you experienced a webinar or attended a career development workshop?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>3. Have you experienced building essential skills for the workforce?</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>4. Have you experienced analyzing 3 job postings?</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>5. Have you experienced writing an analysis?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>6. Have you experienced creating an Excel Spreadsheet?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>7. Have you experience conducting a book or curriculum analysis?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>8. Have you experienced collaborating outside of your school, profession, state and country?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>87%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Note. The percentages present the number of participants who responded to the questions by answering yes or no.
Data in Table 4. show the overall characteristics of each participant and their mentor’s age, gender, years of experience, degrees, and marital status. Data reveal many of the participants are approaching retirement age. Their ages ranged from 34 to 56 and they have 10 or more total years of experience in the education system. They all have advanced degrees, 10 of them have master’s degrees and four have a doctoral degree. Ten are married and four are single or divorced. Their mentors’ ages ranged from 40 to 73. 10 are married and the spouses were teachers, administrators, friends, college professors, consultants, and notable community members.

Table 4.5
Cumulative Demographic Profile Data Analysis

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Assistant Principal</th>
<th>Principal</th>
<th>Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Ages ranges from 34-49</td>
<td>Ages ranged from 49-56</td>
<td>Ages ranged from 20-55</td>
</tr>
<tr>
<td>Race</td>
<td>4 Black 2 White 0 Hispanic 0 Other</td>
<td>3 Black 5 White 0 Hispanic 0 Other</td>
<td>6 Black 9 White 0 Hispanic 0 Other</td>
</tr>
<tr>
<td>Gender</td>
<td>All Female</td>
<td>All Female</td>
<td>10 Male 5 Female</td>
</tr>
<tr>
<td>Position</td>
<td>Novice Assistant Principal</td>
<td>Novice Principal</td>
<td>1 College Professor 6 Principals 2 AP 1 N/R 3 Retired 2 Supt.</td>
</tr>
<tr>
<td>Marital Status</td>
<td>6 Married 0 Single</td>
<td>5 Married 2 Single 1 Divorced</td>
<td>2 N/R 10 Married 2 Single</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>Total Yrs. of exp. ranged from 10 to 27 years Yrs. of exp. as AP ranged from 1 to 11 years</td>
<td>Total Yrs. of Exp. ranged from 14 to 20 years Yrs. of exp. As Principal ranged from 1 to 7</td>
<td>Total Yrs. of Exp. ranged from 7 to 60 years</td>
</tr>
<tr>
<td>Highest Education Level</td>
<td>2 MA 4 EdS 1 EdD</td>
<td>3 MA 1 EdS 3 PhD</td>
<td>N/R Needed</td>
</tr>
<tr>
<td>Type Mentoring Model</td>
<td>1 Informal 0 Formal 5 Other</td>
<td>4 Informal 2 Formal 2 Other</td>
<td>N/R Needed</td>
</tr>
</tbody>
</table>
Table 4.6 is a list of the skills, training, workshops, and courses participants have and have not experienced. Table 4.6 revealed that the assistant principals and principals had limited opportunities to experience professional development. The assistant principals’ professional developments were centered around course work and in-house workshops. The novice principals have attended state and national organization meetings for their continuing education. Both have utilized social media as a method of networking. The data show that both groups need professional training in the domain of social development to handle today’s crises.

Table 4.6

Professional Skills and Training Comparative Analysis

<table>
<thead>
<tr>
<th>Assistant Principals</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development Training/Workshops</td>
<td>Career Development Training and Workshops</td>
</tr>
<tr>
<td>Chairperson of academic department</td>
<td>South Carolina Association for School Administration (SCASA)</td>
</tr>
<tr>
<td>School Finance Course</td>
<td>Old English Consortium (OEC), Harvard for Aspiring Principal Academy</td>
</tr>
<tr>
<td>Textbook Adoption Coordinator</td>
<td>Social Development</td>
</tr>
<tr>
<td>Diploma Planning Institute and Dropout Prevention</td>
<td>Work Life-Balance</td>
</tr>
<tr>
<td>Social Development Training</td>
<td>Crisis Prevention Intervention (CPI) Escalation Training</td>
</tr>
<tr>
<td>Diversity in the Classroom</td>
<td>Skills</td>
</tr>
<tr>
<td>Diversity in the Workplace</td>
<td>Organization and Logistics</td>
</tr>
<tr>
<td>Skills</td>
<td>Excel and Google Sheet</td>
</tr>
<tr>
<td>Business Writing</td>
<td>Budget</td>
</tr>
<tr>
<td>Research and Organization</td>
<td>Networking</td>
</tr>
<tr>
<td>Analysis of ELA Standards</td>
<td>Calling previous principals and superintendents and colleagues, LinkedIn</td>
</tr>
<tr>
<td>Networking</td>
<td>Trainings and Skills Not Experienced</td>
</tr>
<tr>
<td>Utilize LinkedIn with other principals across SC, calling colleagues</td>
<td>63% have not experienced essential skills for the workforce</td>
</tr>
<tr>
<td>Trainings and Skills Not Experienced</td>
<td>50% have not experience analyzing 3 job postings</td>
</tr>
<tr>
<td>83% have not experienced analyzing 3 job postings</td>
<td>37% have not experienced; career and social development workshops, and 37% have not experienced writing an analysis</td>
</tr>
<tr>
<td>67% have not experienced a webinar or a career development workshop</td>
<td></td>
</tr>
<tr>
<td>67% have not collaborated outside their job, state, school, profession, country</td>
<td></td>
</tr>
</tbody>
</table>

Description of Participants

This study involves participants with a wide range of experiences, both within, and outside of the field of education. All the females are residents of
South Carolina, however, some have experienced mentoring in other states. All participants have a minimum of five years of teaching experience before entering the principalship program, as required by program guidelines. Many of the 14 participants began individual professional careers in fields outside of education before entering the field of teaching, and eventually, school administration. Some were secretaries, assistant teachers, parental liaisons, or instructional coaches. One novice experienced the subliminal acts of the “good ole boy” system within the mentoring academy. Two of them expressed how they have faced racism and mistreatment from supervisors. They were emotional, but they gave detailed events with care and precision one would need in a trial. The setting for most of the interviews took place in the town’s public library or the school’s conference room to eliminate distractions. Participants were scheduled at different times to protect their confidentiality. The interviewees were given the opportunity to reflect on their perception of their mentoring experiences in relation to their mentoring relationship, career and social development, leadership preparation, as the various dynamics that are part of these experiences.

The interviews began with greetings and the interviewees received a gift card. For the first 30 minutes of the interviews, questions 1-18, focused on mentoring relationships, career development, social development. The second half of the interview, questions 19-22, focused on induction and mentoring programs, and the interviewee’s evaluation of their mentoring process. I also used unstructured and probing questions to gain in-depth information about the participant’s journey.

Research Question One, Narratives, and Themes

The data for this study consisted of the interpretive perceptions of 6 female
assistant principals and 8 principals of secondary schools. The participants were assigned pseudonyms to protect the anonymity. The assistant principals were, Anna, Blair, Cara, Denise, Eva, and Fran. The principals were Pat, Quin, Reba, Sandy, Terri, Unna, Venus, and Wendy. The purpose of this qualitative case study was to investigate how sensitive mentors are to the needs of secondary female administrators facing gender specific challenges. Two research questions guided the study:

1. *How do female assistant principals and female principals of secondary school experience the mentoring process?*

2. *How do female assistant principals and female principals of secondary school compare their actual mentoring experience to what they wish it could be?*

I viewed each narrative (reflection) content for major and sub-themes to give meaning to the problematic experience. The theoretical and conceptual frameworks helped me to contextualize the constructs of mentoring and establish a qualitative value that constitute quality mentoring.

**Introduction to Preparation of Data**

The first two recordings included narratives by (Pat and Blair), which both had similar but unique responses throughout each of the interviewing sessions. I incorporated a qualitative approach to listen to voices of the participating administrators. Then I used audiotaped recordings to extract specific words, sentences, interjections, phrases and emotions. Next, I focused on coding the information. I used QDA, a software program to assist with color coding, sorting, and grouping data. Throughout the process, I viewed transcripts and extracted data multiple times.
Pat and Blair’s responses prepared me to be sensitive and value the importance of emotional data as well as the contextual data. For example, the two participants responded as if they were in a state of emotional distress and they appeared anxious to share their experiences. Their emotions reflected experiences of self-doubt, anxiety, defeated, gender bias, and lack of support from superiors and the educational organization. I observed that their testimonies mirrored my own self-reflection. I utilized demographic data as an introduction of the participants’ narratives to help define and know the participating principals. Pat is an African American female; she is 49 and married. Through perseverance, she earned a Ph.D. and finally, she got the position as head principal at a middle school for this school year. Pat admitted that her journey was a struggle, but without her mentors she would have not been successful. Despite the obstacles, Pat’s success was momentous. Pat expressed that her informal mentoring relationship was satisfying only because her mentors voluntarily supported her while she was facing personal and professional challenges. She acknowledged that her geometry teacher in high school, her college professors, and a profound community leader were her most influential mentors during various stages of her leadership development.

This year, Blair prepared to interview for a principal’s position at a middle school, and she met a young woman with a PhD through LinkedIn who provided Blair some strategies to help prepare for interviewing. The young woman applied for the same position, but neither were chosen for the job. Though Blair was not chosen, she found a younger mentor to support her professional needs. Both Pat and Blair revealed that they were treated unfairly during their administrative journey.
The final analysis for research question one expanded across six major themes including sub-themes: Communication, Building Relationships, Gender/Race, Virtues/Assessment, Stress/Conflict, Training/Skills. For research question two, four major themes including sub-themes were extracted: Diversity/Alternative Methods, Accountability/Accessibility, and Collaboration.

**Research Question 1**

*How do female assistant principals and female principals of secondary schools experience the mentoring process?*

**Theme 1: Communication**

The theme communication emerged throughout the 14 interviews. However, it comprised two unique and different aspects. Pat’s purpose to communicate was to bring about self-awareness and confidence. Her mentor insisted that she improve her communication skills through writing. Communication also helped her to separate her own thoughts, feelings, and wants from others.

This study incorporated Wehring’s most current definition of mentoring that encompass female leaders. The new transformation of its purpose and design defined mentoring as: effective mentoring models and methods, recognized for effective mentoring practices, denoted benefits of and barriers to mentoring, and specifies mentoring techniques. The purpose focused the attention on women and minorities. The design focused its attention to include electronic forms of communication, just-in-time training of mentors, co-mentoring and team mentoring approaches, and multiple year programs for novice teachers and principals (Wehring, 2010).
Pat

Pat is a black female, 46 years of age, and married. She earned a PhD, and she has 23 years total in the school system. This is her first year as principal at a middle school. She experienced informal mentoring and her primary mentor was a black, male, college professor. Pat admitted that the negative situations she experienced as a leader were the very situations that helped her to build self-confidence. She cried:

I was at the lowest point of my life when I met Dr. Peterson. I met him when I was dealing with homelessness, poverty, and displacement. It was Dr. Peterson’s lifelines that kept me going through the ridicule, naysayers, and my self-doubt. He encouraged me how to be an advocate for myself and how to communicate effectively through writing.

After the tears slowly came to a glare, Pat continued:

With each negative situation, I grew stronger in my ability to lead others. My mentors gave me the mental tools I needed to handle just about any professional situations.

Pat acknowledged that all her mentors’ wisdom influenced the quality of her academic work as well as the course of her career. She also gave them credit for teaching her how to interact with people and to help others develop personally and professionally.

Blair

Blair is 47 years of age, black, female and an assistant principal at a rural middle school. She is inspiring and preparing to become a principal. Blair was a teacher for 23 years and an assistant principal for two years. She noted in her demographic profile that her mentor was a white male, 40 years of age and he has 18 years of experience in the
school system. She also noted that her mentoring model was one-on-one, but she was not assigned a mentor. Blair realized that communication is key to career success. Blair suffered a disconnect in communicating with her principal. She indicated that the lack of communication railroaded her ability to do her job. Rice’s contextual structure of the mentoring process noted that feedback and communication are two key elements of the mentee’s and mentor’s roles.

The researcher noted that the mentor is younger than Blair and he has fewer years of experience. Blair could not recall any colleagues that she would describe as an influential mentor:

I can't name or pinpoint anybody who was my biggest cheerleader or supporter. My current principal at the time, kind of gave me a raised eyebrow like…At first it appeared as if our professional relationship was going in the right direction…but last year he just said, "Okay, you can do whatever." So, I never got to open the building and never got to close it with him. I did get to call buses at the end of the school day…I got to call buses…but I never got a walkie talkie. I often asked to let me create the master schedule or put in a work order.

Pat and Blair’s were both driven but distracted by salient factors that made them stronger.

**Theme 2: Building Relationships**

Traditionally, mentoring relationships are defined by its support of career and social development. Successful mentoring relationships are built on the reciprocity of trust and respect, expectations, and both willing to equally participate and learn. Reciprocated patterns of human characteristics emerged from Terri, Cara, Fran and Venus’s narratives; active listening, mutual respect and trust.
Terri

Terri is white female, 55 years of age, married and has earned her PhD. She has a total of 33 years of experiences, but three years as principal at Tee-Bridge High School. Terri was assigned a mentor by SCDE. The assigned mentor was the principal she had worked with while she was teaching but she considered the relationship as informal. Terri acknowledged two primary people that she could call on when needed. Terri listed Dr. Tony, a white male who has 60 years of experience, and from him she learned a lot about leadership. Terri’s original path was not administration, but different experiences and the help of Dr. Tony prepared her for the journey. Terri revealed:

Dr. Tony was my primary mentor whom encouraged and supported me throughout my administrative experience. Dr. Tony was my unofficial assigned mentor with whom I worked before and from him I learned a lot of managerial skills.

Terri continued to reflect on her most influential mentor and their relationship:

Dr. Tony was delighted to have me back as part of his administrative team. So, I did that job for several years. And then they announced they were opening this school and they were getting ready to hire the beginnings of the administrative team. [Terri, Principal]

Cara

Cara is a black, 49 years of age, married, and earned an Ed.S. degree. She began her administrative journey at a suburban middle school where she relied on two mentors to help her learn the essence of leadership. After working as a middle school assistant principal for three years, she became an elementary principal. Cara described her
mentoring as a positive one-on-one experience. Cara acknowledged two mentors in the demographic profile that helped her on her journey. Both of her mentors were white, one female and one male. She indicated that Mr. Carlton had 12 years of experience and Mrs. Carter had 20 years of experience. Though Cara’s experience was positive, she struggled with communicating with parents. Cara explained the benefits of having mentors:

I had good mentors. Most of it was a lot of encouragement to try different things, try different leadership roles, as a teacher and going through that administrative process, the education part, I just took on a few more administrative roles and talked through it with the people that I work with. My mentors helped me to be a better administrator because a lot of qualities my mentors saw in me. I tried to do the same things that they did. Giving them more, not necessarily administrative duties, but more leadership roles and encouraged them more to go on into administration.

Like Pat, Cara’s mentors took a more active role in preparing the mentee for leadership. Cara said while she was going through the administrative coursework, Mrs. Carter would give her various leadership responsibilities. The mentors helped her to handled tough situations with student and parents.

**Fran**

Fran is a black, female and she is 49 years of age. She is an assistant principal at a suburban high school. She has 27 years total of experience and 11 of them as an assistant principal. Fran referred to her mentoring model as one-on-one. She described the mentor as a 55 year old, black, female principal located in Georgia. She
discussed how her mentor inspired her to becoming an administrator. Fran contemplated and said:

Probably my old supervisor in Georgia. She was a principal. Her name was Mrs. Flora. She was the one encouraged me to come out the classroom to do something other than teach. She was able to put me in a position for parent facilitator, where I could work with both students and the parents. Okay, so I was able to do that and that's what made me strong. I already could build relationships with parents, but that made me stronger because I could sit down with them and talk what their student needed, and I could talk with the student, so we could be a team.

Fran described Mrs. Flora as a motherly figure. Fran continued to reflect on her mentoring experience as she defined her leadership role and skills and the many job opportunities. Fran continued the conversation:

She was the one that believed in me so, she hired me as assistant principal.

She was the one that helped to go from teacher to parent facilitator. That's how much she just believed in me. She was a great role model still to this day because she makes her school leader full. In the years I've known her there she helped me to grow. [Fran, Principal]

Fran and Venus described their mentor as a mother-like figure. Venus also participated in the Georgia induction training. Venus described her mentor as “my at work mother.”

**Venus**

Venus is a black, female, 47 years of age. She is divorced and has two children. She earned her EdS degree and plans to get a Ph.D. Venus has a total of 23 years in
education but only two years as a principal. Venus described her mentor/mentee relationship:

Her name was be Mrs. Victor. She was a former principal of mine. I taught with her, under her leadership for about seven years. She always expected excellence. So, she made me hungry for it. Yes, she did. Mrs. Victor was more like “my at work mother” because I remember writing her a note and telling her that she reminded me so much of my mother because it was a take charge attitude, no holds barred attitude.

Cara, Fran, and Sandy described their informal mentoring relationship as a positive journey that will last a lifetime.

**Theme 3: Gender and Race**

The number of females taking on secondary leadership is growing. However, gender and race still emerged as a serious concern. Despite the growth, our research literature and data reflected that females are still faced with challenges. Surprisingly, I was able to recruit seven African-American females of secondary schools to participate in this study. I was not surprised to find race as a sub-theme that emerged from the interviews. Anna confirmed that the “good ole boys” system and the “glass ceiling” are not only practiced in big corporations.

**Anna**

Anna’s experience was like most of the participants; her mentor was not assigned. Like Pat, Anna’s mentor saw her leadership potential. Anna is a white female, 42 years of age, married and earned her Ph.D. She began her career as a middle school science teacher, then an assistant principal at a high school. This school year she will have 2
years of experience as a middle school assistant principal. Anna express how she became a mentee for a formal administrator. She was given small administrative duties such as tardies, textbooks, and occasionally she joined the principal when there was disciplinary problem.

Anna discussed how gender diversity is alive and well:

And when I got done, they said that they were going to create another assistant principal's position and they were going to create it based on all the stuff that I had been working on. Mr. Anderson helped me for a little while and then once he saw that I got it, then he stepped back. Now I had the opportunity to handle some discipline. When a female was stopped for dress code infraction, I was called to help in this situation.

Anna expressed this is one reason why female’s presence is necessary for secondary schools. She continued:

He would say, "I'm always here if you've got questions," And he still is. I call him now to this day, I know this in hindsight, Mr. Anderson, I've got a question. And he'll say, "Well I did this." Or he'll explain whatever. He would wait, and he would say "I'm going do this, you may want to sit in on it?" I mean, after I was done with tardies and then he would say, "I'm pitching to this, you may want to sit in?" And he would let me sit in while he did big discipline, or something like that. If a parent showed up, then I didn't usually sit in for that. He would say, "If you want to," or, "I’ may leave the door open if you want to sit out there and listen you can, but you don't have to." But he would let me sit out when he did discipline with students. [Anna, Assistant Principal]
Later in the interview, Anna implied that the “good ole boy system” might have robbed her from getting a principal’s position. Anna went on to say:

The district said they were grooming us to be future principals. Well, they're obviously not very proud of their work, because the principals that are getting hired are not from our district. So, all of us who are in the academy, only one got hired because he went to the school board. The leader of the academy would ask, "How many of you want to be a principal, raise your hand?" Because everybody's content being done this way, they do not have guts to do anything about it. [Anna, Assistant Principal]

Eva

Eva is a white female, 34 years of age, married, and she an assistant principal at a rural high school. She has 15 years of experience and 3 years as the assistant principal. She is currently enrolled in a doctoral program. Eva was not assigned a mentor, but she acknowledged three white males, ages 48, 55, and 42, the first two were superintendents and the 42 year old was a principal. Their years of experience are 25, 30, and 20. Eva is also concerned about the “good ole boy” cultural and gender diversity along with politics that she has experienced in the workplace. Eva expresses not only men, but women also use gender to inflict jealousy and cruel intentions. She said:

I don't know about your experiences with women, but my experiences with women are very typically very catty. Yeah, they don't have one another's best interest at heart. They don't have that common bond where I want to see you be successful no matter how it impacts me. And I think it's a little different for men, because in some regards, men have that good old boy system.
They don't seem to be as jealous of one another and things like that. They seem to just accept things as they are. I think men, typically, not all men and not all women, but men have this idea that they get all the sports stuff. But I don't know that I'll stay at the secondary level, I'll just be honest with you. At this point I don't really want to because I don't like the politics of the athletics where the athletics take over the academics. And that bothers me. [Eva, Assistant Principal]

**Race.** African-American are often school leaders have been characterized as the “clean-up” women when tasked with turning a chaotic school culture into a positive, successful learning environment (Peters, 2012). Pat became emotional as she spoke about her racial experiences:

**Pat**

My most challenging circumstances deal with stereotypes… Often when people are looking for the “person in charge” they overlook me or ask me if I am the secretary. As an African American female in leadership…Hmm people have different perceptions of me and my leadership abilities. Most people approach me as a “homegirl…” rather than showing me the same respect they would show a white male in my same position. I have often had to display my credentials only to have those same credentials intimidate those in authority over me. I have had to deal with every stereotype related to being black and being a female. I have been called racist and a bitch—all in the same breath. [Pat, Principal]

Reba also found herself feeling skeptical about finding an administrative job as a black female in Reid County.
Reba

Reba is a black, female novice principal at a middle school who was an assistant principal at a high for three years before landing her position as principal. She is 46 years of age and single. Reba has 20 years of experience and 2 years as principal and has earned a master’s degree. Her mentor was a black male, 62 years of age and 35 years of experience. Reba was not assigned a mentor; her experience was an informal mentoring relationship. Reba disclosed her related experiences:

I had a ... I almost had to have a wake-up call with myself that maybe I need to make myself more marketable. I actually had a female retired administrator tell me at SCASA, she says, "Maybe check elementary schools." And I thought, "Hmm." So, all four districts in this county, there were no African-American females in leadership at the secondary level, middle, or high school. They could be assistant principals. And even when I came to Reid County, the middle school principal at Reid Middle, who has one more year experience than I do as a principal, she was the only African-American female secondary, and so now there's myself as the building lead, and now of course Reid County has quite a few. [Reba, Principal]

Reba ended the interview reflecting on the time when there were only a few women in leadership positions on the secondary level. She went on to express that there were even fewer African American females as high school principals in certain districts. Knowing the barriers that females often face, she supports the theory that females are just as capable as men.
Theme 4: Personality Virtues

I chose the phrase personality virtues because its connotation evokes the action of positive and caring feelings that a mentor and mentee need to build a successful relationship. During the interviews, personality virtues emerged as a concern mostly for the assistant principals. Anna thinks it would be easier to be assigned a mentor if both mentor and mentee had a mutual understanding of their personality trait. She suggested a personality assessment like the Myers Briggs inventory. Personality assessment/evaluation was the sub-theme that emerged from the interviews. Anna agreed that the assess aims to establish how a person perceives themselves, the world, how to makes decisions, dividing respondents into 16 personality types. Fran confirmed the same suggestion for particular reasons. She stated:

Fran

People have different backgrounds. They have different perceptions on things. It's nothing personal. It's just business. But, as a principal you're the person that is the leader over instruction and anything else, so they're watching you as a role model, as the leader of the school. So, you always must watch how you carry yourself, how you talk and how you treat people. That's major. [Fran, Assistant Principal] Assessment. As the interviews continued, personality virtues emerged from Anna, Eva, Laura, and Denise’s interviews. They discussed that individual differences, in particular personality characteristics, influence the effectiveness of mentoring relationships. The personality virtues, (positive or negative), do influence the quality of mentoring. Blair’s did not experience mentoring at all. She categorized her relationship with her principal as dysfunctional.
Denise

Denise is 34 years of age, black, female, and an assistant principal at a high school. She has been there one year as an assistant principal. She has earned a master’s degree plus 30 graduate hours, and she is married. Like the other assistant principal, and many of the principals, Denise was not assigned a mentor. The administrative team supports and provides her career and social development. She referred to her mentoring experience as a peer group. She admitted that having different personalities can be awesome in the workplace, but it is not easy. Denise provided an example of a personality assessment in the perspective of coping with the administrative team member and staff. She explained:

Recently, we learned and took a personality test. So, you have the orange, the blue, the green, so on and so forth. And so, what's funny about the situation was we were all a different color and so with we all ... We followed the mission of our school. We know our mission. So, it's just awesome that we're all different personalities but when we worked together, and we trust each other and we're vulnerable to each other. [Denise, Assistant Principal]

Theme 5: Stress

Fran and Unna talked about how the school environment is much different today. During Fran interview, she commented that the job can be stressful. While interviewing Unna she commented about her first year struggles because she missed induction. Patterns of stress and conflict emerged found in many of the interviews. Conflict was the sub-theme that emerged as a contributor of stress. Fran and Unna shared how they dealt with stress. Fran shared her strategy to keeping a healthy attitude:
Fran

No day is the same. All days are different. I take my B12 to make sure, I have a focus of positive attitude with things because you are going to experience something different every day. I've learned how to word things a certain way so that parents remain calm. [Fran, Assistant Principal]

Fran commented that dealing with parents can be traumatizing, but her experience as parent facilitator helped her use a professional approach to resolve issues. At first Terri commented that she had no interest in administration because she lived the experience when her father was a district administrator.

Unna

Unna is a white female, 46 years of age and single. She earned a PhD degree, and this is her first year as principal at a suburban secondary school. Una has a total of 23 years in the school system. Her mentoring experience was one-on-one, and the mentor was a white female with 40 years of experience as an educator. Like Fran, Unna discussed a strategy that her mentor taught her:

She helped me to prioritize time for staff and time for myself…to take time to meditate and clear the mind and organize thoughts. I use Sunday to respond to emails and develop a to do lists. [Unna, Principal]

Conflict. Conflict emerged as a sub-theme and can be a contributing factor of stress. Quin summarized conflicts might be triggered by differences in personal values and beliefs, and the issues of society have found their way into the school settings. Sandy shared how she handled conflict with an employee when her principal left her in charge.
Mr. Sanders, her mentor (principal), was in China. In each narrative, Quin and Sandy expressed their experiences:

**Quin**

We are dealing with new issues in a new way.
My school won an award to be recognized for implementing a program call 7 Mindsets. This program was established in Georgia and it increases teacher morale and retention, reduces behavior issues, and increases student achievement.
I utilized this program to help me remind novice teachers to breathe. There was this one novice teacher that I was often telling her to breathe. If the teachers were feeling discouraged, the students were also feeling the same... Well, it is contagious.

**Sandy**

Sandy is a black female and principal at an inner-city middle school. She is 48 years of age and she has earned two master’s degrees. Sandy has a total of 28 years of experience in the school system with 7 of those years as a principal. She described her mentoring model as one-on-one. Her mentor was a black male who was her supervisory principal and mentor. Presently, Mr. Sanders is an assistant superintendent. Sandy shared her experience:

I experienced one of the employees leaving the building without permission because the employee was having difficulties with her husband. No different than any other administrator, there is a time of conflict and crisis. Yet, administrators call on others to help resolve the issues or face them alone. I believe I handled the
situation well…these are social issues that require special professional
development. Yeah, it was something crazy! [Sandy, Principal]

**Theme 6: Training**

The participants agreed that mentoring can benefit the mentor and the mentee.
The theme training emerged as the key factor to helping both mentor and mentee adapt
and learn leadership roles and leadership skills. I think lack of effective training can
affect the effectiveness of leadership roles. Though formal mentoring was not
experienced, they were able to seek others (informal mentors) to help them when needed.
These informal mentors ranged from parents, community members, formal teachers,
principals and college professors. Unna talked about her father. Pat, who was down to a
breaking point, spoke mentors from all walks of life. Many of the participants expressed
how their mentors were instrumental in helping them to transition from teacher to
administrator. The survey data showed some of the participants attended conferences,
workshops, coursework, academies, and conducted observations. Blair, Cara, and many
of the assistant principals have not experienced much professional development. Wendy
was one who did not attend the induction program until her second as principals, she
admitted how missing the induction program the first year affected her leadership role.
She expressed how Mrs. Williams supported her during her first year:

**Wendy**

Wendy is a white female and 56 years of age. She has earned an Ed.S. degree and
this is her second year as principal of a suburban high school. She is single and has 14
years of experience. Her mentor is a black female principal. She suggested the program
needed more time for training and to develop guidelines. She reflected:
I know when I was going through the induction program…I’m just remembering, I didn’t do the induction program, my induction year. They forgot to send my name in. So, I didn’t do my induction program until my second year. So, my first year I really was running in circles…Ms. Williams has been my person here as I’ve trained. She’s been fantastic. But we worked together as principals together, so we had a different relationship. I don’t see her as a boss, I see her as somebody I can really talk to. I would be lost without her. [Wendy, Principal]

Terri had been an instructional coach for teachers, curriculum facilitator, a grant writing coordinator before becoming an assistant principal. She said:

And they announced that Mr. Tyson., who was the principal of Tyson New High School. He would be the principal to open this new school. And so, I applied to be the assistant principal for curriculum and instruction. And ultimately, I got the job…So, Mr. Tyson. and I started working together during the school year to plan for opening in 2012. So, I made decisions about what curricular programs to offer, hired the faculty, ordered all the furniture. I did everything to help and to give birth to this school. And so, we opened in August, and about two or three weeks into the school year, Mr. Tyson's wife had an aneurysm, and she died a few days later. Never regained consciousness. And literally, he walked out the door, and he said, "You're in charge." Even when he came back to work, we almost functioned as co-principals for the school because he had just turned over everything to me. I was in charge of the entire budget. I took care of all the financial stuff. [Terri, Principal]
Denise admitted that principalship is not easy and therefore, she does not think she is ready to be a high school chief principal. However, she was able to learn valuable pedagogical theories, practices, and strategies on the job. Denise shared an example:

Here at Duncan High School, there are three assistant principals and we all have specific duties. So, my duties include ... overseeing the Blast Program. So basically, with Blast it covers our RTI (Response to Intervention Program for low performing students). So basically, I've created the groups. I just kind of monitor and adjust things as needed. So, as our instructional program to meet their needs.

[Denise, Assistant Principal]

**Skills.** From the participants’ perception the meaning of skills, they are observable behaviors that indicate something they have done well. Throughout the interviews along with collected data from the professional training and skills survey, participants indicated the training and skills that they have and have not experienced. The overall data showed both assistant principals and principals lack the trendy skills and professional development. The assistant principals’ percentages ranked higher in not having to experience professional training and skills than principals. Anna drew my attention to skills that most assistant principals get to experience; “books, buses and butts.”

**Anna**

Yeah, I had textbooks from like year two, that I haven't ever gotten rid of. That I thought I had gotten rid of them at the high school and then they basically said how do you do this, how do you this? So, I got them assigned to me officially. And Mr. Anderson would let me sit in while he did big discipline, or something
like that. He would say, "If you want to," or, "I’ll may leave the door open if you want to sit out there and listen you can, but you don't have to." But he would let me sit out when he did discipline with students. [Anna, Assistant Principal]

However, in many of the narrative, participants recognized technology as trendy and helpful, but the data implied that technological training is needed to be applicable for effective leadership. However, Quin view of technology may seem conflicting. She stated:

**Quin**

Technology is great, but it has interfered with the “human factor.” For example, I have seen people text the person sitting next to them. The human factor is essential in building professional relationships. [Quin, Principal]

**Terri**

Along Terri’s journey she was afforded many opportunities to learn many skills therefore, she was able to recognize that her staff deserved the same opportunity. She explained:

So, I've done things like… I've rotated who was responsible for buses. I've rotated one of my assistant principals who had spent years over facilities and safety, to doing a workman's comp claims, and so forth. Now, all of them have been involved in hiring people and doing background, reference checks, and going through that whole process. I've also rotated the testing program. [Terri, Principal]

**Summary of Research Question One Results**

I expected more of the 14 participants to experience formal mentoring. Quin was the only principal to experience the assignment of formal mentoring relationship, but it
was not fulfilled. Terri and Anna experienced mentoring through the leadership academy conducted by the school district. However, this is not considered informal mentoring. None of the assistant principals were assigned a mentor, therefore according to the definition actual formal mentoring relationships were not established. Yet, the participating administrators call upon other colleagues, friends, parents, and community members, they were satisfied with their mentors’ compassion to assist.

The dynamics of the participants’ mentoring experience expanded across six major themes that emerged from the data: Communication, Characteristics, Gender, Virtues Stress, and Training. Similarities and differences were found across the data, according to the principals’ knowledge, expectation, relationship, professional training and skills. Ann, the one principal, and Blair, the one assistant principal who considered the mentoring relationship dissatisfying and dysfunctional. Most of the experiences were satisfying or needed improvement, but regardless, the voices of our female administrator deserved the opportunity to be heard.

**Research Question Two, Narrative, and Themes**

While the first research question addressed the mentoring experiences in relation to the bigger umbrella; career and social development, research question two focused on the induction program: *How do the female assistant principals and female principals of secondary schools compare their actual mentoring experience to what they wish it could be?* The qualitative narratives in this section highlighted the participants’ perceptions on the development of induction and mentoring programs for novice principals and assistant principals. The participants expressed negative and positive views of the South Carolina induction program. There were 3 major themes extended the focus on mentoring
methods and practices render through the induction program: Diversity/Alternative Methods, Accountability/Accessibility, and Collaboration.

**Research Question Two**

*How do the female assistant principals and female principals of secondary schools compare their actual mentoring experience to what they wish it could be?*

**Theme 1: Diversity/Alternative Methods**

Traditionally, mentoring was defined as one senior of expertise, the mentor, and the mentee was the potential student or apprentice. As participants’ narrative were viewed, various understanding of practices, methods, and resources emerged: coaching, one-on-one, online, formal (structured), informal (unstructured), Skype, LinkedIn, cohort, peer-group and self-discovery. Unna participant described her ideal program as a menu of options. A few of the participants explained their ideal program as a structured program with expectations, checklist, with guidelines and policies. Pat and Unna shared similar views.

**Pat**

Pat described her ideal induction program as being structured and practical and giving the inductee alternative methods. She provided several components that she would include in the development of an ideal induction program. She concluded:

> When I went through the principal induction program, Mr. Peterson was my mentor. He paired our cohort students with current principals who were available to us for the duration of the induction class. The alternate mentoring methods I experienced were one-on-one discussions, working in teams/cohorts. Collaboration and discussion are valuable tools to assist with learning. [Pat, Principal]
Unna

Unna described her feelings toward mentoring as one size does not fit all. She explained that her ideal mentor program calls for diversity with multiple options and resources according to the needs. She explained:

I think ideally, I see it almost like a menu of options. I think when we push differentiation of instruction, when we push individualized focus, that we've got to practice what we preach. I think those alternative means of finding your niche and finding your need, rather than a prescriptive program. It's people, not programs. A healthy balance of like-minded people. [Unna, Principal]

Structured. The literature review contextualized a difference between a formal and an informal mentoring relationship. Formal mentoring is structured, based on specific objectives. It is often measured and brings people together based on compatibility. The mentee is assigned a mentor by the organization. A formal relationship typically lasts for a specified amount of time and then formally ends (although sometimes a mentoring pair may decide to continue their mentoring relationship informally at that time). The data revealed that most of the participating administrators have experience informal relationships. Informal mentoring has very little structure or is loosely structured based upon the chemistry between two partners to be involved in a mentoring relationship.

Denise

Like all the other participants, Denise acknowledged that mentoring is important and stated that the mentoring relationships should be carefully planned because our
experiences and cultures are different. She feels that the mentor cannot always provide the answer, self-discovery could be another approach. She expressed:

I feel that mentoring is important because depending on who you are, we do receive a different experience no matter what person you are. So, for instance, we have four assistant principals. [Denise, Assistant Principal]

Terri

Terri discussed how she felt about the formal aspects of the induction program: Terri’s evaluation of the induction program was not positive. Terri stated that the program was not structured well, and it was not useful, and it was a waste of time. She was frustrated. She reflected:

Alright, so when I went to it in 2015-2016, the way it was structured, I guess we had five two-day meetings. And I would just say, from my personal feeling, I felt like a lot of what we did was useless. It was a waste of my time. I was frustrated of having to be away from my campus. I enjoyed hearing his little stories and stuff. But you know we did Myers-Briggs personality test. Well, I've done that before. I don't need that. [Terri, Principal]

Fran

Fran discussed her ideal mentorship. She expressed that it is a two-way process and it needs some structure. Though she encourages mentoring, she realized that it does not prepare leaders for everything. Fran suggested:

There should be certain criteria and goal oriented with some type of guidelines and policies. [Fran, Assistant Principal]
Venus

Venus expressed having specific expectations in a particular order works better for her. She reflected to when she was a teacher and principals used the Program for Effective Teaching (PET) to evaluate the teacher’s performance. The model was designed to provide students with direct instruction and check for understanding. She prefers a step by step process, somewhat like the checklist she had for graduation. She reflected:

I went through PET (Program for Effective Teaching), I do believe. Yes, but I just remember going through those different performance dimensions because at the time when I graduated, I just knew I had to go through a check list and get those things right. [Venus, Principal]

Diversity. Diversity is defined as a social responsibility of people of many different groups in society, within an organization, or many different things existing together in a group. However, mentoring is known to require a lot of devoted time on the behalf of the mentor and mentee’s relationship. Multiple research studies have compared the differences between male and female characteristics and leadership styles. The literature based these differences on cultural diversity. Usually, cultural diversity considers language, religion, race, sexual orientation, gender, age and ethnicity. The survey data collected for this study revealed that there are fewer female mentors than male mentors and research indicated that a male and female dyad can become problematic. Often, male mentors do have affairs or accused of having affair with their mentees.

Wendy

To ensure quality mentoring, Wendy supported using social media and
face-to-face as alternate methods for mentoring:

    I joke and say I’m still in the 70s. But I think there may be a need for alternative mentoring, like Skype but we need principals to do face-to-face mentoring as well. In terms of the quality, my mentoring was satisfying. [Wendy, Principal]

Anna

    From Anna’s perspective, diversity is not only the differences recognized in gender and race, the outer characteristic, but diversity in one’s personality. Anna expressed that mentoring is a great method to grow professionals, but it should not be used to weed out potential leaders just because of the mentee’s personality may not suit the trainers or those who are on a higher level. She argued:

    I did an internship for administration to get my masters. And it was my ed specialist’. And my principal was my intern supervisor.

Anna went on to say:

    I think in some cases when you're in these programs and when you say you want to be an A.P. I think some people get weeded out because they don't have “that” personality. [Anna, Assistant Principal]

Sandy

    Like Anna, Sandy described her mentoring as an internship. She explained:

    I did not actually do my internship under Mr. Sanders, but I was his assistant principal. So, I guess that would be kind of like a mentor relationship. Right. And so, as his assistant principal, I was able to see him operate, see him put the nuts and bolts together. Oh yeah, this was awesome.

Sandy, like Anna, were also concern about cultural diversity impacting females
mentoring experiences. She concluded that diversity is necessary, but it can alter the mentoring process. She reflected:

I'm thinking, if it's not done correctly, it could hinder females from going to that secondary level. It should be done the proper way, and it could not only be just females, but anybody. I feel like your experiences can determine what you do.[Sandy, Principal]

Eva

Eva method of mentoring began with her formal principal when she was his secretary.

She said:

Mr. Eaton allowed me to be a part of his leadership team as a secretary, although all I did was take notes. He gave me the opportunity to see behind the scenes that happens in an administration,

Reba

Reba suggested that networking online through blogs and attending professional development for females are adequate opportunities to gain a wealth of knowledge for those who are in leadership. She stated:

It would be nice to have that body of people, with wealth of knowledge, even if it's only in ... on a social networking blog, sometimes you ... or just put this question out there and you have someone that you trust their expertise to reply to you. [Reba, Principal]

The survey data indicated that many of the participants have online accounts through LinkedIn.
Theme 2: Accountability and Accessibility

Four of the participants confirmed that there is lack of attention by authorities. The data revealed that the mentoring program is not consistent in following through with enrollment and providing formal mentors for novice administrators. The theoretical framework is based on how mentoring relationship directly affects the amount of learning that can take place within the relationship. Blair, Anna, Wendy, and Quin agreed that accountability and accessibility must be a major part of building relationships.

Blair

Blair did not participate in the induction program and was not able to make a comparison. It appears that the South Carolina Induction Program organization may need to improve the system for inductee recruitment. Blair expressed her dilemma:

I’m so sorry to tell you, but there was no induction program or organized mentoring program for me. I have not been through an induction anything. That’s why I tell you that my superintendent said he didn't realize I wasn't mentored. He didn't realize ... He thought I was being mentored. That's what he said. He said, "I'm going to be your mentor from here on out." I also think that's probably why I got the interview the other day. Only thing I have was superintendent’s lead classes. Oh. Yeah, I did get to observe another principal, as a reprimand. [Blair, Assistant Principal]

Quin

Like Blair, Quin’s mentoring relationship was dismantled in its early stage, but she expressed that mentoring supports the effort for effective leadership. Quin added her supportive view:
Yes, mentoring is the foundation because feedback from others help us to grow. Feedback is one way that can support the mentee’s intellectual growth and career development. It is a way to establish guidelines for adults. We always say it takes a village to raise child, well it also takes a village to raise an adult. [Quin, Principal]

Wendy’s ideal program was only a few steps short of corroborating Rice’s (2007) mentoring process, but she too emphasized technology as an alternative method. She professionally stated:

**Wendy**

My ideal mentoring program…first of all, the mentors do really need to have some training and some guidance to make sure they understand their role. I think the mentee needs to also understand what the role of that mentor is as well. So, I think being clear in those parameters is essential. I think the other key factor for me personally, you got to have that connection and that requires a little bit of time. I don’t think one size fits all…I joke and say I’m still in the 70s. But I think there may be need for alternative mentoring, like Skype but we need principals to do face-to-face mentoring as well. In terms of the quality, my mentoring was satisfying. [Wendy, Principal]

**Theme 3: Collaboration**

The presumed definition of mentoring is a one-on-one relationship between senior member and a junior member in the same organization, but the enclosed research acknowledged that the landscape of education has changed. Technology has transformed education tremendously over the last ten years. According to Bass and Riggio’s (2006)
study, transformational leaders tend to work outside the classroom, and this type of leadership has spread to other sectors of society. The literature explored that mentoring relationships have expanded to the outside in other institutions. Cara provided a strategy for outside collaboration:

**Cara**

I think that all districts should have specific mentors assigned to new administrators just like they do for teachers. Now it could be through the O.E.C. or through SCASA if novice administrators are looking for specific and different things.

**Eva**

Eva outside venue was the university. She shared:

I think ... well and I will say that this was of my own choosing to go on to U of SC after I got my master's, but the influences in that program have helped me probably more than anybody because I do have ... probably one of my closest friends is now a principal at Eaton High School, and I would've never met her without this program. [Eva, Assistant Principal]

**Venus**

Venus expressed having specific expectations in a particular order works better for her. She reflected to when she was a teacher and principals used the Program for Effective Teaching (PET) to evaluate the teacher’s performance. The model was designed to provide students with direct instruction and check for understanding. She prefers a step by step process, somewhat like the checklist she had for graduation. She reflected:
I went through PET, I do believe. Yes, but I just remember going through those different performance dimensions because at the time when I graduated, I just knew I had to go through a check list and get those things right. [Venus, Principal]

**Summary of Research Question Two Results**

Before the interviews were conducted, As the researcher, I expected the participants’ mentoring experiences to be structured and aligned with a developed plan, handbook, a mentor/mentee contract, and specific activities focused on principal’s standards (ISLLC). I also expected both groups to embrace the traditional aspects of mentoring, but they were open-minded and realized that school leaders have different needs. Though themes were no different than found in previous research, the participants provided in-depth examples, scenarios, and descriptions. The dominate themes that emerged from the analysis for research question two were similar to other systematic research, but the participants provided conducive examples of the mentoring relationships and practices. The dominate themes were: Diversity/Alternative Methods, Accountability/Accessibility, and Collaboration. Mentoring is a complex phenomenon. The analysis indicated, whether formal or informal, there are specific responsibilities and must develop a way for both, mentor and mentee to have access to advise: (a) a clear understanding of why you want to be mentored based on criteria relevant to your goals and expectations, (b) model good examples, (c) advise on what you know and admit the things you don’t know, and evaluate the progress.

All the participants agreed that mentoring is important and there are other option to consider. Sandy expressed that the mentoring experience is essential for females that
aspire to be secondary administrators. I thought Sandy’s narrative summarized the significance of the mentoring process. She reflected:

I’m thinking, if it’s not done correctly (mentoring), it could hinder females from going to that secondary level. It should be done the proper way, and it could not only be just females, but anybody. I feel like your experiences can determine what you do.

As the researcher, I was please to know that this group of females explicitly expressed their mentoring experience in terms of how it impacted their leadership role. They were able to define how induction programs and mentoring practices should improve to meet the needs of female administrators.

**Summary**

This chapter presented the findings of a case study in which the researcher explored the quality of mentoring relationship through the contributions of 14 dedicated administrators. The contributions emerged based on substantiation from two research questions dealing with; personal and professional struggles, influential advice, workplace environment, and geographical and political values and beliefs. Mentoring is viewed as a solution to the problem or a problem itself when female educators or on the road secondary leadership positions. However, it is essential that the underrepresentation group of people voices were heard. In the search of evidence, the researcher identified comprehensive aspects of the mentoring relationships that held similar and different meaning for the participants. The findings supported understanding mentoring relationship behaviors through active experiences: role modeling, reflecting, meetings, communicating, conferences, technological skills, and networking through social media.
Though these behaviors were consistent with previous research studies, the researcher identified and extracted in-depth and new themes presented in Table 4.7. These emerging themes employed different perspective that may influence mentoring programs procedure, policy, professional development, employment and career paths, and building ongoing relationships. There were multiple themes for both research questions. The synthesis of the themes made a connection between the research questions, the mentoring process, leadership development, and other future research topics and ideas.

Through the analysis of narratives many themes emerged. To show research questions and themes are connected, I created Table 4.7 as a visual framework for the raw data. The two research questions are in the first column. The dominate themes are presented with bold topic headings in the second column. The additional sub-themes are presented in the third column. Though research defined mentoring types as formal and informal, the qualitative inquiry indicated that informal mentoring can be beneficial in providing the individuals with career and personal development. The data also provided new umbrella headings; mental and physical, self-discovery, personality trait management, and diverse mentoring. The new headings may lead to extensive research or a universal framework.

All 14 administrators agreed that the dynamics of leadership are complicated. Nevertheless, their voices are heard, and the information is helpful in developing professional development and training for leadership preparation. For example, many of the participants experienced feeling stress and sometimes emotional. These female principals’ needs maybe met by reaching out to a counselor or personal trainer as a mentor to help develop activities for emotional intelligence. The assistant principals
experienced little or no professional development. They may need to begin to network with other assistant principals and principals outside their community or district.

**Table 4.7**

**Raw Data Analysis**

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Themes</th>
<th>Sub-themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Question 1:</strong> How do female assistant principals and female principals of secondary schools experience the mentoring process?</td>
<td>Career and Social Development 1. Communication</td>
<td>Skype, LinkedIn, Email, One-on-One, Feedback</td>
</tr>
<tr>
<td></td>
<td>Diverse Mentoring Relationship</td>
<td>Dysfunctional, Supportive/Non-supportive, Lack assigned mentors, Building relationships, Instructional leader</td>
</tr>
<tr>
<td></td>
<td>Cultural Diversity Training</td>
<td>Cultural and Gender Diversity, Stereotypes, Good Old Boy System, Political Views</td>
</tr>
<tr>
<td></td>
<td>Personality Trait Management</td>
<td>Trust, Confidence, Emotional, Self-doubt, Good, Myers-Briggs, Competent</td>
</tr>
<tr>
<td></td>
<td><strong>Career and Social Development 2. Building Relationships</strong></td>
<td>Interaction with parents, students, and staff, Political views, Myers-Briggs</td>
</tr>
<tr>
<td></td>
<td>Diverse Mentoring Relationship</td>
<td>Feedback, Collaboration, Conversations, Political views, Soft/Technical skills, Research</td>
</tr>
<tr>
<td></td>
<td>Self-Directed/Self-Discovery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personality Trait Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mental and Physical Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Career and Social Development 3. Gender and Race</strong></td>
<td>Trust, Confidence, Emotional, Self-doubt, Good, Myers-Briggs, Competent</td>
</tr>
<tr>
<td></td>
<td>Personality Trait Management</td>
<td>Interaction with parents, students, and staff, Political views, Myers-Briggs</td>
</tr>
<tr>
<td></td>
<td>Mental and Physical Health</td>
<td>Feedback, Collaboration, Conversations, Political views, Soft/Technical skills, Research</td>
</tr>
<tr>
<td></td>
<td>Cultural Diversity Training</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Career and Social Development 4. Personality Virtues</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultural Diversity Training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personality Trait Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mental and Physical Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Career and Social Development 5. Stress and Conflict</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultural Diversity Training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personality Trait Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mental and Physical Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Career and Social Development 6. Training and Skill</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diverse Mentoring Relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personality Trait Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mental and Physical Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Research Question Two:</strong> How do female assistant principals and female principals of secondary schools compare their actual mentoring experience to what they wish it could be?</td>
<td>Program Improvement 1. Diversity/Alternative Mentoring Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scheduled enrollment, Provide assigned mentors, If I need you, I'll call you, Notify mentees of training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School/Collages and University, Principals and Assistant Principal, Networking</td>
</tr>
</tbody>
</table>
Beyond a shadow of doubt, it is evident that the informal mentors were significant and supported their mentee’s individual needs. However, formal mentoring was least experienced and there are no guidelines in place to verify the practice. Only one principal preferred to have consistent and current group meetings, and goals setting. Many of them relied on meeting with the administrative team or principal for professional development.

This research study sought to understand what is necessary to provide beginning high school female principals through their mentoring experiences. The findings in the study reflected the same dilemmas found in the case studies in the literature review. The mentoring was not structured and there was no evidence that the informal mentors were trained. All the participants worked in a variety of school settings; rural, urban, suburban, inner city, large, midsize, and small, causing each principal to have a different need for mentoring. Therefore, it is imperative to educational organizations, colleges, universities, and districts collaborate and improve the mentoring process. According to The Wallace Foundation (2013), principals placed a higher value on mentoring when the mentor was focused more on instruction. The Wallace Foundation reported among the principals who thought receiving mentoring, more than 70 percent reported it to be moderately to very valuable.

Through this study, the researcher has recognized the vital role in developing future leaders to take on rapid changes in the education landscape. To increase the development of successful leaders, the mentoring process must be intentional, consistent, and passionate. Future topics for research and success are discussed in Chapter 5.
CHAPTER 5
DISCUSSIONS AND RECOMMENDATIONS

This qualitative research was done in an effort to lay the foundation for a careful investigation in the mentoring process. Fourteen novice South Carolina assistant principals and principals were selected to describe their mentoring experiences. This study elaborated on mentoring as a potential problem and a solution as women take the road to becoming a secondary school principal. Their voices and experiences were brought forth with two research questions that guided the study: (a) How do female assistant principal and female principals of secondary schools experience the mentoring process? (b) How do female assistant principals and principals of secondary schools compare their actual mentoring experience to what they wish it could be?

Data from systematic research indicate that this road is taken less by women because of them being their family’s primary caretaker, apart from reason such as the heavy workload, and long hours. The findings in this study described how these novice administrators experienced the ways in which mentors assisted the novice school leaders with understanding and transitioning into their new roles, developing leadership skills, participating in professional development, resolving difficulties encountered during their mentoring experiences, and their preparation for career and social mobility. This chapter presents (a) a general summary and discussion of the findings, (b) discussion for four significant findings (c) implications for conceptual models and practice,
(c) recommendations for a solution and topics for further research, and (d) conclusion.

**A General Summary and Discussion of Findings**

South Carolina has adopted specific standards (ISLLC) as the guide for what school leaders need to know and be able to do in the performance of their duties and responsibilities under the Education Accountability Act 1998. For the first year, the novice principals must attend the induction program and they are assigned a mentor. They are focused on learning instructional leadership skills, planning curricular improvement, and consequently, to improve student achievement. However, there were no research that focused on the alignment of mentoring practices and leadership expectations (ISLLC). Therefore, this study measured the quality of mentoring through the lived experience of the novice female school leaders: the building of mentor and mentee relationship, promoting career and social development, and evaluating the mentoring process as dissatisfying, satisfying, marginal, or dysfunctional.

The findings revealed that specific themes overlapped for the two research questions. For example, feedback, collaboration, technology and the use of social media were mentioned throughout the interviews. This validated that the themes of communication and professional training and skills are significant components of the mentoring process. Communicating effectively in training and mentoring programs requires breaking down barriers to ensure the trainee receives the advice in the best way. Misunderstandings and misinterpretations undermine this relationship. Techniques to avoid such issues include active listening and paraphrasing to ensure that each participant understands the other person (Duggan, n.d.).

Higher education institutions and state education agencies may use these results
as a guide to improve induction programs and enhance the mentoring experience for
female administrators in training and leadership preparation. The recommendations will
also support further research and assist in the recruitment of future school leaders.

The overall results in this study revealed little evidence of formal mentoring
relationship. A few school districts have developed mentoring academies, but according
to some participants’ reality, the program is rife with bias and prejudice. Only one
participant was assigned a mentor and the mentor was not committed. Thirteen of the
administrators were not assigned formal mentors, but they relied on networking with
outside associates: family members, community role models, friends, and past and
present supervisory principals and superintendents. However, primarily through self-
efficacy and the informal mentors’ assistance, the administrators rated their experiences
as being satisfying.

The results indicated that these novice administrators could have benefited from
assigned mentors who exhibited competence and experience in mentoring dynamics and
leadership domains related to (ISLLC). The data in this study showed that the formal
mentoring process was not implemented with tenacity, commitment and consistency.

There was little or no formal engagement for these novice administrators. The
findings also indicated that these secondary school leaders’ self-efficacy was the
motivation for their career advancement. However, both assistant principals and
principals mostly relied on peer administrators or principals to assist them when they
were faced with complex challenges. The findings suggested that the participants
preferred alternative methods for mentoring, and consequently, one-to-one mentoring
was relatively rare. Unfortunately, mentors are not always a viable option for women
wanting to advance within leadership positions.

In comparison, there were no indications that the participants experienced the mentoring process in same manner that was conceptualized in Rice’s (2007) study: complimentary relationship, a helping process, teaching and learning, career development and social development, and formalizing a role for the mentor. The participants received mentoring by contacting friends and colleagues based on “I’ll call you, if I need you.” There was little or no formal engagement for these novice administrators. Both assistant principals and principals mostly relied on peer administrators or principal to assist them when they were faced with complex challenges. The assistant principals were less likely to experience formal mentoring, and data as shown in Table 4.6 indicated that the assistant principals also are less likely to receive professional development. The possible reason is lack of structure, policy, procedures, and assessment, training, and the alignment of the mentoring process and expectations (ISLLC).

**Four Significant Themes and Related Findings**

The reoccurring themes in this research were consistent with the categories found in the William et al., (2001) study. Their analysis of mentoring relationships relating to career development included: commitment/time, competent development, an induction program, the mentor/mentee role, and constructive feedback. The dominant themes for social development included: conflict, stress, personality characteristics, communication, and confidence. Four significant findings for my study emerged from the themes relating to career development: (a) building relationships; (b) diverse/alternative mentoring; and two significant findings related to social development: (a) communication, and (b) stress and conflict.
Building Relationships

Building a mentor/mentee relationship is complicated and yet, the benefits are life lasting. Such evidence was reflected in Pat’s narrative. Pat testified that her personal and professional struggles almost brought her to a breaking point. She lacked confidence and self-worth, nevertheless, until a few of her mentors, like superheroes, came to her rescue. Blair, Eva, and Anna also ran into some uncomfortable challenges. Eva was concerned about cultural and political views due to values and beliefs of the community. Eva said the community where she teaches is divided by races and gender. For example, often in their administrative team meetings, the opinions of the male coaches and athletic director carry more weight. Anna experienced the “good old boy” system. Blair, an assistant principal, was the only participant who said her mentoring experience was dissatisfying and dysfunctional. Building a mentor and mentee relationship is difficult but regardless of the method, when there is conflict, it is imperative that there is a mutual understanding of trust and respect between mentor and mentee, learn to be an active listener, be willing to understand everybody make mistakes, and be sensitive to cultural, gender, and personality differences that may influence perception (Martin, 2013).

According to Bottomley, a staff member at Michigan State University Extension, she said “building a mentor and mentee relationship can both be intimidating and exciting.” Nevertheless, Bottomley (2012) shared these tips for both mentor and mentee: (a) Take it slow and ease into a relationship. Avoid sharing too much about yourself. (b) Approach the relationship as a team. The mentor can take lead until the mentee is comfortable, but always give the mentee opportunity to provide input.
(c) Be realistic. Changes will happen but not overnight. (d) Be consistent. Show up on time and follow the plan. (p. 1) Bottomley concluded:

Mentoring is a process and not a destination. Good mentors help the mentee consider options and make an informed decision – even if that decision is different from the decision the mentor would make. (p.1)

**Alternative Methods.** Unfortunately, there is one other significant reason, mentors are not always a viable option for women wanting to advance within leadership positions. However, a solution emerged from the various experiences. In the past, Kram’s (1985) study defined mentoring as a one-to-one concept, but for present day, the meaning is changing and there are many options. With the advancement of technology, there is a lower risk of women worrying about sexual harassment and still build a one-to-one mentoring relationship. Consistent research, social media and technology has afforded a plethora of alternatives: (a) group mentoring facilitate interaction between different departments and provide greater opportunities to develop relationships (Darwin & Palmer, 2009); (b) E-learning is focused on instruction but aims to make learning as enjoyable and intriguing as possible by using different mediums such as text, graphics or audio-visual resources, as well as a combination; (c) Networking for leaders not only occur in person, but also via web conference, blogs, or moderated discussion boards; and (d) The coaching and mentoring aspects of a leadership development program are often best in person, but a web cam can be an effective option if the mentor and the mentee are in different geographically locations (Nielson, 2017).

Many of the assistant principals and principals agreed that one method cannot fit all because we all have different needs. However, the mentoring relationship is valuable.
**Communication.** Communicating effectively in training and mentoring programs requires breaking down barriers to ensure the trainee receives the advice in the best way. Misunderstandings and misinterpretations undermine this relationship. Techniques to avoid such issues include active listening and paraphrasing to ensure that each participant understands the other person (Duggan, n.d.). Effective communication is essential to building a trusting and strong mentoring relationship. Blair, one of the assistant principals, experienced a problem communicating with her supervisory principals. The lack of communication affected their relationship, and it impacted how she performed her duties. She was given the opportunity to use walkie-talkies to communicate with other faculty members. The mentor and mentee relationship are based on mutual respect and two-way communication. Strong communication skills show confidence in yourself and your ideas. This is a great quality to have in general and certainly at work. When you are confident in your abilities, it makes others see you as a leader (Bottomley, 2012).

**Stress and Conflict.** Stress and conflict were also significant to the findings in this study. The novice school leaders were conscious of making mistakes, especially when they dealt with parents, staff members and even in their own lives. When faced with conflict, having that experienced individual to consult is invaluable. Terri and Sandy both experienced being left in charged while the principal was not in the building. Terri’s principal left immediately when family suffered an emergency in the family. Sandy spoke about how she had to handle major conflicts when her principal left her in charge while he was gone to China. However, she handled it well. She said:

> I pull a committee together and I said, "Here's the problem. How are we going to address the problem?" [Sandy, Principal]
According to a live virtual group mentoring session at Mentor Happy (2019), Sandy did the right thing in the absence of her mentor. The session suggested getting support from your team. Step back and listen to what the team said and think objectively. Sandy was role was the role of the mentor. It is evident that Sandy’s principal was a valuable role model. The mentor’s responsibility is to address and resolve the issue as soon as possible, maintaining a strong mentor-mentee relationship. Research suggested these tips for the mentor and mentee: find an appropriate space for discussion; agree to some ground rules; specify their needs clearly; be flexible in ways of handling the problem; and develop a solution that works for both the mentor and the mentee (Martin, 2013).

All the assistant principals and principals agreed that administrators have stressful jobs because the school environment has changed. Work overload, little support, and the state of insecurity at the workplace can be factors for stress. In addition, there is little, or no emphasis placed on social development in support of the mentees physical and mental health. However, DuBois and Silverthorn’s (2005a) study showed that informal (natural) mentoring may benefit adults. They found that stress may contribute to mental health problems, particularly among females. They concluded that having a supportive mentor to consult may help adults get a clearer understanding of their passion, leading them to a greater sense purpose in life. Consequently, everyone is responsible for his or her mental and physical health, however, having a caring mentor can provide moral support.

Implications and Recommendations

For decades women who are underrepresented in the upper echelons of academia have participated formally and informally in mentoring programs as viable options for assisting in their pursuit of career tenure and career mobility. The findings in this study
however, demonstrated that meaningful mentoring relationships are not just a program, they are a life-time partnership. The participants in this study benefited, though the majority only experienced informal relationships. The findings in this study also revealed that barriers for women still exist. The finding shown that the mentoring barriers were the limited number of formal mentors and an organization that has not pay attention to mentoring results. The gender barriers maybe deeper than one group can internalize. An article written by Kiersten Essenpreis concluded that the impact of gender is hard to trace. The study found subsequently after 40 years of women pouring into of the workforce, only 6% are currently chief executives. The women who are trying to get to the top or already at the top, found themselves lonely at the top. In addition, they found competition was the only lifeline for survival, or give up and drown. This is a prime example of the “glass cliff,” unwarranted pressure. Some women are still not privy to the same information, resources, and training as their male counterparts; they work excessively to prove their self-worth (Essenpreis, 2017). Personally, I think we have gender and race-based hiring practices. Will a redacted job application of name, age, race, and gender will become the new “equal opportunity” definition?

To improve the mentoring process, my first recommendation is that female administrators should not totally rely on state, district and public induction programs to facilitate what they need to be successful or promoted. The purpose of facilitating mentoring relationships is not simply focused on just to have a program, but rather a strategic plan to create a mutually beneficial relationship by examining all options. They might need to conduct research and make connections to other networking systems conducted within and outside the organization. For example, Figure 5.1 provides a
possible solution that could be applicable for better meeting the needs of future administrators, male and female. It is a Diverse Method that was influenced by the findings in the study, developed by the researcher.

In comparison, other organizations have already explored the triad mentoring model consist of one mentor and two junior mentees (Nemanick, 2011). Because the school environment has changed, the findings indicated that female educators might have different developmental needs and career goals at different times throughout their tenure. The elements of a diverse model is developed to increase: (a) the likelihood of career success: (b) lowers the opportunity for of intimacy, (b) complimentary to the needs and goals of the mentee, (c) makes scheduling easier, (d) access to multiple options when needed, and (e) the opportunity to be flexibility (Nemanick, 2011). Figure 5.1 was also influenced by Wendy’s reflection that she missed the opportunity to participate in the induction program her first year. Blair expressed that she too had not attended the induction program. The findings indicated that some of the assistant principals might be missing the opportunity to advance because they are not the primary person of focus and because they lack accessibility. Diverse mentoring (Figure 5.1) would allow the assistant principals to use other media; chat/face time, Skype, text and email. For example, E-mentoring is defined as mentoring through e-mail and has proven to be a highly effective medium, although it differs in many ways from face-to-face mentoring. One of its positive advantages is that it has built-in reflection time, and can be hard to create during face-to-face mentoring. Another is that e-mail correspondence is associated with lower power distance and less conscious of and hence less influenced by power differentials in the relationship (Clutterbuck & Hussain, 2010).
### Formal Mentoring

- **Guided by Organization**
- **Literary Foundation:** Definition, Framework, Documents; handbook, agreement contract, policy, ISLLC standards, evaluations, limited time
- **Activities:** training, peer assignments, scheduled meetings, skills, academic assignments, research, career path, personality management (Meyers-Briggs), setting goals, evaluation, teaching
- **Trained Mentors for Career and Social Development:** peer administrator, supervisory principal, mentoring agency, personnel director, superintendent, induction program trainer, school nurse, guidance counselor, nutritionist, or psychologist, college professor
- **Mentoring Methods:** one-on-one, cohort, academy, peer administrators, coaching, Skype, online networking, paper

<table>
<thead>
<tr>
<th>Formal Mentoring</th>
<th>Informal Mentoring</th>
<th>Diverse Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guided by Organization</strong></td>
<td><strong>Self-Directed/Self-Discovery</strong></td>
<td><strong>Self-Directed/Self-Discovery and Organizations:</strong></td>
</tr>
<tr>
<td><strong>Literary Foundation:</strong> Definition, Framework, Documents; handbook, agreement contract, policy, ISLLC standards, evaluations, limited time</td>
<td>Mentee’s responsibility to guide the mentoring relationship for an unlimited length of time</td>
<td><strong>Formal and Informal Mentoring Relationships:</strong> The organization accepts both mentoring types to be accredited. Both can be applicable at any time.</td>
</tr>
<tr>
<td><strong>Activities:</strong> training, peer assignments, scheduled meetings, skills, academic assignments, research, career path, personality management (Meyers-Briggs), setting goals, evaluation, teaching</td>
<td><strong>Activities:</strong> general, professional or personal advice as needed, work assignment, instant feedback, cultural diversity, articles…etc.</td>
<td><strong>Activities:</strong> professional/general work assignments, skills, communication, articles…etc.</td>
</tr>
<tr>
<td><strong>Possible Mentors for Career and Social Development:</strong> ministers, family, community member, role model, friend, teacher, school nurse, counselor</td>
<td><strong>Mentoring Methods:</strong> network, phone calls, emails, Skype, LinkedIn, face-to-face, paper, text, phone, cohort</td>
<td><strong>Possible Mentors for Career, Social Development and Mental &amp; Physical Health:</strong> Trained and Non-professionals</td>
</tr>
<tr>
<td><strong>Mentoring Methods:</strong> one-on-one, cohort, academy, peer administrators, coaching, Skype, online networking, paper</td>
<td><strong>Mentoring Methods:</strong> one-on-one, peer group, peer administrator, cohort, paper, phone, text, emails, facebook, cohort</td>
<td><strong>Mentoring Methods:</strong> one-on-one, peer group, peer administrator, cohort, paper, phone, text, emails, facebook, cohort</td>
</tr>
</tbody>
</table>

Figure 5.1 Alternative Mentoring Relationship Model

My second recommendation is based on the fact that female administrators need to experience formal and informal mentoring from both the male and female perspective. The data analysis in Table 4.1 revealed that the participants experienced more male mentors than female. A research study conducted by the Center for Talent Innovation (formerly the Center for Work-Life Policy), found that nearly two-thirds of men in senior positions hesitate to do one-on-one contact with junior female employees because they fear other employees suspect an affair. The study also reported half of junior women reported being nervous about one-on-one contact with senior men for the same reason (Ashford, 2010). Yet, many of the mentees in this study ranked their relationships as satisfying. The close range in age and long-time friendship could be the
common factors.

The data collected for this study indicated that the mentees called upon informal mentors more readily to assist them in the aspect of social issues compared to career advice. According to research, formal mentors may tend to follow the political ideas imposed by the organization and instead of their own voice (Zachary, 2011). A more practical approach for women might be to consider multiple mentors, networks, paper mentors, and resources to meet their needs. Having one mentor placed enormous pressure on that one mentor’s expertise for success, whereas a mentoring network allows faculty to access “mentors of the moment” whose knowledge or expertise is most appropriate. Mentees are exposed to various and more diverse perspectives, professional identities, knowledge and skills who can offer specialized advice to address specific areas of faculty activity and serve different mentoring functions as mentees’ situations evolve (Jyoti, & Sharma, 2015). For example, Darling-Hammond et al. (2007) stated that researchers and educators have continued to create new learning networks to improve leadership through the organizations have continued to create new learning networks to improve leadership. They have provided innovative ideas and built them on successful experiences from around the country addressing the importance of leadership and improving student learning. I agree with the summary of learning found in a study on formal and informal learning by James and Pollard. They suggest that:

Teaching and learning should engage with the big ideas, key processes, modes of discourse and narratives of subjects so that they understand what constitutes quality and standards in particular domains ... Learners should be encouraged and helped to build relationships and communication with others for learning.
purposes, in order to assist the mutual construction of knowledge and enhance the achievements of individuals and groups. Consulting pupils about their learning and giving them a voice is both an expectation and a right ... Informal learning, such as learning out of school, should be recognized as at least as significant as formal learning (James & Pollard, 2008, pp. 17-19).

Rice’s (2007) mentoring process allows the mentee autonomy to fully be engaged in the process; defining the mentor/mentee’s roles, asking questions and getting feedback, setting the goals, reflecting, evaluating and making adjustments. Women can invest in both views, the constructivist (contextual knowledge) and the proceduralist, applying procedural objectives (a mentoring process) to obtain knowledge. The flexibility can make a difference in women for career success (Kegan, 1994).

My third recommendation is that the educational organization provide an explicit meaning of mentoring; connecting a useful meaning to the mentoring types, functions, and incorporate the ISLLIC standards. This recommendation was influenced by Eva’s question, “Alright, tell me what you mean by mentor?”

My fourth recommendation is that the mentee might need alternative methods and multiple resources. This could apply to career coaching, one-on-one, plus peer or group mentoring, reverse, and virtual mentoring. For example, e-mentoring might assist women to establish mentoring relationships with senior women and female role models in a global setting. It could reduce gender biases found in the traditional sense of mentoring. The traditional definition of a mentor is to support and give direction. It is also a strategic way of transferring knowledge, developing skills, and fostering competency and confidence (Rice, 2007). Knowles (1984) asserted in his work andragogy, that adults
have the propensity to know why they need to learn something before they consider learning it; that they must move from a dependent self-concept to self-directing-one; they accumulate more experience, and experience of a different quality than children. The data revealed that more participants experienced informal mentoring and induction program two principals were supposed to get an assigned mentor. This was my rationale for creating a third type of mentoring, as "diverse mentoring," whereas the mentees get to experience informal and formal mentoring at any time they see the need.

My fifth recommendation is that the mentoring process be aligned with the leadership expectations. and implementation of an evaluation plan. This recommendation refers to Knowles' andragogy, in which it is essential to provide evidence that the mentee benefited. Professional learning is not found just in school-based and course-based situations, but in active integration of the two. Performance is the reflection of theory and practice combining, giving the mentee an opportunity to subscribe to self-evaluation. Therefore, the focus is on the mentor and the mentee. The evaluation of the mentoring can provide the necessary adjustments and ultimately determine its effectiveness.

The sixth recommendation is to include supervisory principals as formal mentors. This study revealed that assistant principals are mostly experiencing on the job training. Principals as formal mentors can increase the pool of female mentors and a foundation for developing a stronger connection for networking.

Finally, the seventh recommendation is aimed at schools, colleges, and universities continuing to work together to develop effective policies for training novice administrators. Since most states are required to have induction and mentoring programs for all first-year principals and assistant principals, school districts may need to invest in
the resources to supports diverse methods of mentoring. The emergence of "cultural diversity" was a sensitive area for many of the participants. Cultural differences were barriers for some of the participants who share responsibilities with coworkers and have a conflicting opinion about decision-making. It may be necessary for external forces to provide an opportunity to collaborate and develop a comprehensive plan for induction and mentoring programs to address soft skills and conflict resolution. For example, unavoidable challenges produce stress and conflict and an individual without coping skills might not be capable of coming to a comfortable resolution. The event could lead to disruption in his or her life, ultimately denying the individual the opportunity to gain skills and knowledge (Richardson, Neiger, Jensen, & Kumpfer, 1990).

**Topics for Future Research**

Most research and literature on the topic of mentoring is relatively new – published within the last 40 or so years. Most studies, handbooks, and articles relate to the induction and mentoring for teachers (Zachary, 2011). Although the topic of mentoring principals and assistant principals is an emerging field of study, much more research is needed. Only one participant stated that the assigned mentoring relationship was dissatisfying. However, formal mentoring in the study seems to lie between marginal and dysfunctional. These further topics could benefit from longitudinal research: (a) a longitudinal study measuring the effectiveness of formal versus informal with novice administrators within both mentoring functions; (b) developing a theoretical framework giving both career and social development equal attention; (c) conducting a longitudinal study developing a third dimension of mentoring (diverse mentoring) that ensures the mentee understands his or her role in the mentoring process; (d) extend the use of e-
mentoring which could improve the novice’s ability to transition from teacher to administrator at an accelerated rate, and improve mentoring policy and consistency across the state and nation; and (e) additional research integrating the mentoring concepts and leadership.

**Conclusion**

In conclusion, I have made seven recommendations and five topics for longitudinal study. They were framed from the mentoring dynamics, and from the perspective that novice administrators must take an active role in the mentoring process; to put forth the time and effort to construct a relationship before embarking on other activities, to be patient and tenacious while allowing the mentoring relationship to develop and evolve, and recruit other females to become mentors. Though the data did not indicate mentoring as direct link to the reason why there are fewer female secondary principals, it does indicate that informal and formal mentoring needs improvement. However, this study will open doors for other women and scholars to explore other critical theories and their relationship to mentoring in an attempt to level the playing field and ultimately equalize the existing disparity between men and women in academia. It is imperative that gender diversity is emphasized in all aspects of the program; all are engaged and focused on training; the ideas and knowledge of experienced leaders are used to initiate dialogue and buy-in; a deliberate focus is centered on leadership appointment and succession; a high-level mentoring and sponsorship is established for women in the organization; and a day-to-day dialogue is focused on how the company can assist women in advancing in leadership in the organization, business, and community (Burke & Lupinacci, 2017).
According to Warrell (2017), research suggested that if women don’t reach the critical threshold in their career early enough, they either stop reaching out for support or their organizations stop extending opportunity to them. All of which presents a double opportunity both for women and the organizations in which they work: For women, to be more deliberate in seeking mentors and establishing relationships with influencers, and for organizations to be more proactive in developing mentoring programs that foster a culture of diversity where mentoring is institutionalized, as the value of mentoring often goes well beyond the boosting of individual careers. It provides a means for elevating knowledge transferred across divisions, retaining institutional and practical know-how while keeping mentors in touch with the ‘front-lines’ of the businesses and organizations that they might otherwise become distanced. Warrell suggested that women get clarity about what they want in a mentor or sponsor. An expert can help with a specific challenge such as how to polish one’s presentation style or build a brand in the new workplace. It can provide someone to be a more general sounding board and advocate for the mentee over the long haul (Warrell, 2017).

I would like to thank all the participants for their contributions to this study. I found all of them committed to education, and they love children. I believe women can be feminine and still become great leaders. I wish all of them the best and I conclude with this quote:

“The delicate balance of mentoring someone is not creating them in your own image but giving them the opportunity to create themselves.” — Steven Spielberg
REFERENCES


191


doi: 101080/07491409.2009.10162386


203


https://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/ethical-leadership/main


Winter, P. A., Rinehart, J. S., & Munzo, M. A. (2002). Principal recruitment: An empirical evaluation of a school district’s internal pool of principal certified...


# APPENDIX A

## DEMOGRAPHIC SURVEY FORM

Please provide your response to the demographic survey

Pseudonym: ____________________  Date: ____________________

Table A.1 Number 1-8: Assistant Principals Number 9-16: Principals

### Demographics for Assistant Principals and Principals

<table>
<thead>
<tr>
<th>Your Position: Assistant Principal or Principal</th>
<th>Your Age, Race and Gender</th>
<th>Your School’s setting: Inter-city, Rural, Suburban</th>
<th>Your Mentor’s Gender, Race, Age, Position, Marital Status and years of experience if known</th>
<th>Your Years of Experience</th>
<th>Your Highest level of education</th>
<th>Mentoring Model: one-to-one, formal, informal, peer group</th>
<th>Your Marital Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Created by the Researcher, 2017
APPENDIX B

CAREER AND SOCIAL DEVELOPMENT OCCUPATIONAL SKILL SURVEY

Please type a brief response (when, where, why, and who was responsible) for your experiences in the yes or no boxes. Under the # are the total Y & N responses and WR for written response. Insert Yes or No by each question in the occupational skills box.

Pseudonym: _________________________ Date: __________

<table>
<thead>
<tr>
<th>#</th>
<th>Occupational Skills</th>
<th>Yes or No</th>
<th>Yes, Written Response</th>
<th>No, Written Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Have you experienced social development training?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Conflict Resolution in the Workplace?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Project Management?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Diversity in the Workplace?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Work-Life Balance/Time Management?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Have you experienced a webinar or attended a career development workshop?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Defining and Achieving Professional Goals?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Developing a Network?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Build Your Professional Image?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Have you experienced building essential skills for the workforce?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Research Expo?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Organizational Skills?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Building Leadership and High Performance Teams?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Negotiation Strategies?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Business Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Have you experienced analyzing 3 job postings?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Inside your area (superintendent, human resource director)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. A Business Job Outside Your Area (Building Project Manager, Bank Analyst)?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 5. Have you experienced writing an analysis?
1. Educational Article?
2. Government & Education?
3. Instructional Standards?

### 6. Have you experienced creating an Excel Spreadsheet?
1. School or Project Budget Report?
2. Scientific and Statistical Analysis?
3. Covert spreadsheets to an Online Database?
4. Perform Variance Analysis

### 7. Have you experience conducting a book or curriculum analysis?
1. Grade level Math & Science?
2. Special Education?

### 8. Have you experienced collaborating outside of your school, profession, state and country?
1. Businesses outside the USA?
2. School Principal in another state or outside the USA?

Adapted from U.S Department of Labor/Employment and Training Administration, Occupational Information Network. O*NET 2016
APPENDIX C

FACE-TO-FACE INTERVIEWING QUESTIONS

Face-to-Face Interviewing Questions for Female Assistant Principals and Principals Mentoring Experiences for Secondary Leadership Preparation

Please provide your best response related to Mentoring Relationship, Career Development, Social Development, and Induction Programs/Mentoring Programs that reflect your mentoring experiences.

Pseudonym: ________________ Date: ______________

**Question Indicators:** Mentoring Relationship (MR), Career Development (CD), Social Development (SD), Induction Programs/Mentoring Programs (IMIP)

**Relationship:**

1. Who have been your most influential mentors on the road to administration?

2. Please tell me how the relationship began and what did you experience?

3. Walk me through the journey of your actual mentoring experience?

4. Mentoring relationships can have impact on the mentor and mentee’s behavior.
   
   Tell me how have your mentoring experience impacted the interaction with others in the workplace and outside the workplace?

**Career Development/Skills:**

5. Tell me about your journey as your mentor prepared you for future leadership.

6. During the mentoring experience, how often did you and your mentor meet and what were the conversations about?
7. Please walk me through your experiences while learning leadership? What strategies did your mentor use to help you learn the academic knowledge of leadership? Provide a specific event.

8. I would like to hear about your experiences while you were going through the induction program.

9. How did the mentor allow you to experience and exhibit new skills to enhance your role? How often do you utilize new skills? Explain.

10. I would like to hear about situations you experienced during the mentoring process, and how your mentor provided feedback. How often and when?

11. Tell me how you experienced alternative mentoring methods and how did it benefit you? How does it compare to what you know about mentoring?

12. Tell me about how you experienced leadership preparation and how does it meet the needs of aspiring female principals?

**Social Development:**

13. I would like to hear your experiences when you were faced with challenges during the mentoring process?

14. Tell me about a time during the mentoring process when you experienced conflict, how often did it occur and how did you experience support?

15. Let me hear about the challenging circumstances you have experienced during the mentoring process, and how have you learned to handle your response?
16. Tell me about situations that you have experienced and how did you communicate them to your mentor?

17. Tell about your mentor’s characteristics and how have you applied them to your experiences and what you do as an administrator?

18. Walk me through your experiences during the mentoring process that helped you to build self-confidence and how it impacted what you do as an administrator?

**Improving Mentoring and Induction Programs:**

19. Tell me how would you design an ideal mentoring program?

20. Explain your experiences with the organization as a result of professional development.

**Overall Interview Questions:**

21. In terms of quality, how would you describe the quality of your mentoring experience?

22. From your perspective, do you believe your mentor provided you quality mentoring in the terms of career and social development? How?

Do you have any other thing you would like to discuss?
APPENDIX D

THEMATIC MATRIX

Pseudonym: _____________________________ Date: _________________________

After the audiotaped interviews, all responses are transcribed using qualitative data analysis software. Then an (X) is placed in box representing the final analysis.

Thematic Matrix

<table>
<thead>
<tr>
<th>Mentoring Function: Career Development</th>
<th>Satisfying Status</th>
<th>Marginal Status</th>
<th>Dysfunctional Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment/Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competence/Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentee/Mentor Role</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructive Feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentoring Function: Social Development</th>
<th>Satisfying Status</th>
<th>Marginal Status</th>
<th>Dysfunctional Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict Resolution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stress/Emotional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality Characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is your understanding of the mentoring process?

What is your perspective of an ideal mentoring program/induction program?
APPENDIX E

EXAMPLE OF IMPLEMENTING A MENTORING PROGRAM

It is essential for leadership program developers to recognize that the message of opening opportunities for women must be carried throughout all organizations and businesses. The starting point for implementing a focused effort to establish leadership opportunities for women in the organization is to build a pathway for long-term success. Lasting success will only occur when organizational leaders move from analysis to action. Even with engaging training, measurable success, and organizational support, to obtain long-term sustainable results in developing leadership opportunities for women throughout the organization, a cultural shift will occur every day.

The action steps include prompts of various questions to ask women about how they are doing in certain positions, including support, sponsorship, mentoring and leadership opportunities. An important area of follow-up involves inquiring sincerely about how the leader can assist them and how he or she can help them achieve their goals and ambitions.

To take steps to increase gender diversity in the program include: engaging and focused training, the use of experienced leaders’ ideas to initiate dialogue and buy-in; a deliberate focus on leadership appointment and succession; high-level mentoring and sponsorship for women in the organization; and day-to-day dialogue and focus on how
the company can assist women in advancing in leadership in company offices, groups, company suites and communities (Burke & Lupinacci, 2017).

![Implementing a Diverse Mentoring Program](image)

**Figure E.1**: Example of Implementing a Diverse Mentoring Program

*Source*: (Hansman, 2000; 2001) (Ambrose, 2003) The model created by the researcher, 2017
APPENDIX F

MENTORING PARTNERSHIP AGREEMENT

EXAMPLE OF MENTORING PARTNERSHIP AGREEMENT
This model document presents provisions that are part of a mutual agreement between a mentor and a mentee. In practice, both parties would fill out identical versions of the basic document, appropriately modifying it to reflect his or her role as mentor or mentee. Ideally, both parties would receive a copy of their partner’s completed agreement form and would provide their partner a copy of their own completed agreement form.

PERSONAL COMMITMENTS

I, (Mentor’s name), agree to participate in a Leadership Mentoring Network partnership with (mentee's name). I am undertaking participation in mentoring activities without expectation that the relationship will provide either party with access to any specific jobs or new job-related networking contacts. My role in the partnership is to serve as (mentor or mentee). I will fulfill that role in accordance with the role description attached to this agreement.

BASIC ELEMENTS

- Target length of time for mentoring
- Add alternative methods of mentoring if need be;
- We both will attend a training session as scheduled;
- Be on time for scheduled meetings;
- Notify the program coordinator if I am unable to keep my mentoring meetings;
- Engage in the relationship with an open mind;
- Accept assistance from program support staff;
- Ask program support staff when I need assistance, do not understand something or am having difficulty with my mentoring relationship;
- Notify the program coordinator of any changes in my employment, address and telephone number;
- Notify the program coordinator of any significant change in my mentee;
- Target length for planned meetings;
- Plan frequency of contact and method of contact;
- A list of referrals for networking

Mentor Signature: ________________________ Date: ______________

Mentee Signature: ________________________ Date: ______________
MENTEE GOALS

The mentee should establish with the mentor at least three professional development or personal growth goals. Goals should be specific, measurable, attainable, relevant, and have a time frame.

GOAL # 1

____________________________________________________________________________________________________________

GOAL # 2

___________________________________________________________________________________________________________

GOAL # 3

___________________________________________________________________________________________________________

________________________________________________________________________

Mentor Signature                  Mentee Signature
Date                                Date

Adapted from The Connecticut Mentoring Partnership, Business Guide to Youth Mentoring, and South Windsor Mentoring Program.
APPENDIX G

EXAMPLE OF MENTEE FINAL EVALUATION

Mentee ____________________________  Mentor______________________________

Mentor Title ________________________ Phone ________________________________

Number of Mentee Contacts with Mentor _____ Type of Contacts ________________

Overall, how would you rate the mentoring experience?

5 – Excellent 4- Good 3 – Satisfactory 2- Fair 1- Poor

Comments:

____________________________________________________________________
____________________________________________________________________

Rate the following statements on the scale of 1 - 5.

5 - Strongly agree 4 - Agree 3 - Disagree 2 - Strongly Disagree 1 - Don’t

Know

I feel that I have reached all or some of my goals for personal growth. _____

I feel better about my potential for career and personal growth since

completing the mentoring program. _____

I feel more self-confident since completing the program. _____

My mentor played an important part in my growth and development. _____

I plan to continue my training and education. _____
I plan to continue to work on reaching current and future career goals. ___

I feel the training I received had a positive effect on my career success. ___

I would recommend this program to others. ___

My mentor and I plan to continue our relationship. Yes ___ No ___ Don’t Know ___

I would like to serve as mentor in the future. Yes ___ No ___ Don’t Know ___

____________________________________________  ___________________________
Mentee Signature                                      Date
APPENDIX H

EXAMPLE OF MENTOR FINAL EVALUATION

Mentor ___________________________ Contact Number ____________________________

Employer __________________________ Job Title ____________________________

Number of Mentor Contacts with Mentee _____ Type of

Contacts________________________

Mentee_________________________ Contact Number_________________________

Overall, how would you rate the mentoring experience?
  5 – Excellent 4- Good 3 – Satisfactory 2- Fair 1- Poor

Comments:

________________________________________________________________________
________________________________________________________________________

Rate the following statements on the scale of 1 - 5.

  5 - Strongly agree 4 - Agree 3 - Disagree 2 - Strongly Disagree 1 - Don’t Know

I feel that the mentee reached all or some of his/her goals for personal growth.  ___

I feel better about his/her potential for professional growth since completing the mentoring program.  ___

I observed the mentee having greater self-confidence since we began the mentoring relationship.  ___

I feel I played an important part in the career and personal development of the mentee.  ___

I think the mentee will become a long-term productive employee.  ___
I feel that I have gained from the mentoring relationship. ______

I would encourage others to serve as mentors. ______

I would like to mentor others in the future. ______

I found the mentor role to be too demanding. ______

My mentee and I plan to continue our relationship. Yes __ No __ Don’t Know ______

______________________________________________
Mentee Signature                  Date
APPENDIX I

INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

OFFICE OF RESEARCH COMPLIANCE

INSTITUTIONAL REVIEW BOARD FOR HUMAN RESEARCH
APPROVAL LETTER for EXEMPT REVIEW

Audrey McClary
College of Education
Department of Education Leadership & Policies / Educational Administration
Wardlaw
Columbia, SC 29208

Re: Pro00075777

Dear Mrs. McClary:
This is to certify that the research study Women and the Road to Secondary Principalship was reviewed in accordance with 45 CFR 46.101(b)(2) the study received an exemption from Human Research Subject Regulations on 5/23/2018. No further action or Institutional Review Board (IRB) oversight is required, as long as the study remains the same. However, the Principal Investigator must inform the Office of Research Compliance of any changes in procedures involving human subjects. Changes to the current research study could result in a reclassification of the study and further review by the IRB.

Because this study was determined to be exempt from further IRB oversight, consent document(s), if applicable, are not stamped with an expiration date.

All research related records are to be retained for at least three (3) years after termination of the study.

The Office of Research Compliance is an administrative office that supports the University of South Carolina Institutional Review Board (USC IRB). If you have questions, contact Arlene McWhorter at arlenem@sc.edu or (803) 777-7095.

Sincerely,

Lisa M. Johnson
ORC Assistant Director
and IRB Manager
APPENDIX J

LETTER OF INVITATION TO POTENTIAL PARTICIPANTS

Audrey McClary
864-487-7010

Letter of Invitation:

Dear ____,

My name is Audrey McClary. I am a doctoral candidate in the Education Leadership and Policies College of Education at the University of South Carolina. I am conducting a research study as part of the requirements of my degree in Education Leadership and Policies, and I would like to invite you to participate.

I am studying barriers within the mentoring process as an explanation for the underrepresentation of women in secondary leadership. If you decide to participate, you will be asked to complete a demographic survey about specific characteristics reflecting your mentor and you as a mentee. I will greatly appreciate if you will meet with me for an interview about your mentoring experiences and discussion what you wish an ideal induction and mentoring program would be.

In particular, you will be asked questions about: How has mentoring support your career and social development, and what would be your ideal induction/mentoring program? You may feel uncomfortable answering some of the questions. You do not have to answer any questions that you do not wish to answer. The meeting will take place off campus at a public library or restaurant that we mutually agreed upon time and a safe place and should last about 60 minutes. The session interview will be audiotaped so that I can accurately transcribe what is discussed. The tapes will only be reviewed by members of the research team and destroyed upon completion of the study.

Participation is confidential. Study information will be kept in a secure location at the University of South Carolina. The results of the study may be published or presented at professional meetings, but your identity will not be revealed. Participation is confidential, which means that no one (not even the research team) will know what your answers are. So, please do not write your name or other identifying information on any of the study materials. I will assign you a pseudonym only to be able to organize data.

You will receive a $30 dollars gift card for travel expense and participating in the study.
If you are a student attending USC: Participation, non-participation or withdrawal will not affect your grades in any way. If you begin the study and later decide to withdraw, I will respect your decision.

We will be happy to answer any questions you have about the study. You may contact me at (864-487-7010) and audrey6187@att.com) or my faculty advisor, (Doyle Stevick, 803-777-4158, and stevick@mailbox.sc.edu).

Thank you for your consideration. If you would like to participate, please open the attached survey packet and begin completing the study’s materials. When you completed the information, please send back as a pdf attachment through email. Contact me at the number listed below to discuss participating.

With kind regards,

Audrey Rose McClary
audrey6187@att.net