MENTORING FOR BEGINNING TRADE AND

INDUSTRIAL VOCATIONAL EDUCATION
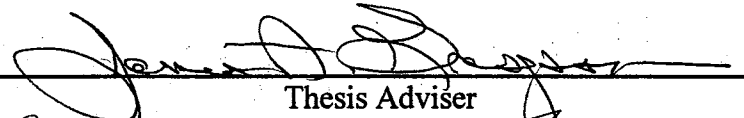
TEACHERS: A CASE STUDY

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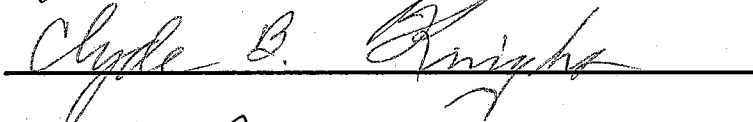University of Central Oklahoma
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assistance and positive influence, I might have lost heart.

It would be extremely neglectful if the study's eighteen participants, who must remain anonymous, were left unmentioned. The valuable time they gave and the experiences and perceptions they shared in interviews and focus groups must be recognized.

To all those, named and unnamed, may I offer my sincere appreciation.

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CHAPTER I

INTRODUCTION TO THE STUDY

Neophyte teachers, once welcomed into teaching ranks, may now be forced to contend with the least physically desirable classrooms; with fewer supplies, materials and furniture; and with the most troublesome and challenging students (Glickman, 1990). Despite their completion of a four-year teaching degree including observation and practice teaching opportunities, nearly 30 percent of teachers in the United States leave teaching in the first five years of their profession. Some school districts experienced even greater attrition rates. Even worse, research points out that the most gifted and talented of these new teachers are those most apt to abandon their teaching careers (Gonzales & Sosa, 1993; Halford, 1998).

New vocational teachers are placed into the classroom with the same expectations of accomplishment as common education teachers. Vocational education suffers the same exodus of teachers as does common education. Heath-Camp and Camp (1990) stated that, at the national level, fifteen percent of newly hired vocational teachers vacate their teaching positions after their first year, and 48 percent of trade and industrial (T&I) teachers leave before the third year has ended.

This increase may well be due to the fact that only a few teachers teaching in the T&I areas have had the benefit of pre-service teacher training. In 1994, the National

Assessment of Vocational Education (NAVE) reported that more than 45 percent of secondary T&I teachers do not possess baccalaureate degrees. At the national level, the average credit hours of college level professional education teaching courses held by beginning T&I teachers is only five (Heath-Camp & Camp, 1993, 1990). They do, however, have an average of 17 years of occupational experience.

Throughout the history of federally-assisted vocational programs, beginning with the Smith-Hughes Act of 1917, occupational teachers have been employed based upon their trade or professional experience. This practice stems from the philosophy of Charles Prosser, the Federal Board of Vocational Education's first director, who believed the teacher's trade experiences directly correlated with the student's learning and vocational successes: "the more the better" (Lynch, 1996, p.6).

Adequately preparing beginning vocational teachers to the degree that they do not abandon the profession is crucial. The induction phase has been identified as the most critical facet in the professional life of a vocational teacher. This activity must forewarn teachers about the magnitude of their responsibilities (Heath-Camp & Camp, 1990). As new employees, teachers must have a precise description of duties, responsibilities, and avenues to locate the support they need. Additionally, beginning teachers may well be just as concerned with other personnel, school policies and procedures, and roles and responsibilities as they are with teaching skills (Enz, 1992).

With the identification of that critical need, the Oklahoma Department of Vocational and Technical Education (ODVTE) has offered induction programs to increase beginning teacher effectiveness, dubbed "teacher survival," since 1975. The new teacher workshops consisted of delivering information regarding classroom and

laboratory management, curriculum alignment strategies, safety concerns, teaching methodologies, vocational student organizations, and certification requirements (Knight, 1998).

Professional development of all new teachers is costly to school districts and state agencies. Unfortunately, induction efforts to bring new teachers "up to speed" appear often to fall far short of intended goals. Despite various induction efforts, when teachers do not experience some degree of success, they become frustrated, feel isolated, and often choose to leave the teaching profession (Napper-Owen, 1992; Paese, 1990).

In an attempt to combat new teacher despair and eventual exodus, as well as to promote the professional development of vocational teachers, the ODVTE, charged with supervising vocational education in Oklahoma, formed a professional development committee.

> As a result of ongoing local evaluation of the quality and quantity of vocational teachers on the local level, the teacher development system evolved to promote a stronger alignment between all stakeholders in the teacher development process for vocational education in Oklahoma (Warner, 1997, p. 4).

The membership consisted of agency division supervisors, vocational school administrators, teacher educators, and "master" vocational teachers.

The Professional Development Committee began meeting in October, 1996, to identify needs of both new and incumbent teachers and determine strategies to bring improvement into the system. Among the committee's goals, it sought to align and enhance services available for training new teachers, and to provide quality, just-in-time training and resources for teachers just entering the vocational system.

Several approaches were identified and products were developed by the committee to improve the preparation of vocational teacher inductees. Products conceived by the committee included a professional development assessment tool, a planner/calendar, master teacher portfolio design, "best practice" spotlights, and local delivery processes for bringing "incumbent teachers to mastery" (Warner, 1997, p. 4). Warner has developed a list of 13 competencies beginning teachers strive toward during their first year while the list of competencies for masterful incumbent teachers is three times as extensive.

Mentoring is the significant approach, identified by new teachers as the most important tool assist them toward becoming a successful master teacher (Heath-Camp & Camp, 1990). The ODVTE's implementation of a peer mentoring program was initiated. Within this initiative, as a result of the professional development committees findings, local school administrators were encouraged to begin mentoring strategies within their school systems whereby new teachers were assigned mentors. The ODVTE offered $500.00 subsidies to selected veteran teachers to serve as mentors plus mentor instructional support through the development and sponsorship of mentor training workshops.

It also provided inducements like substitute teacher pay and travel expenses so the new teacher and/or mentor could be involved in as many as four off-campus observations (Warner, 1997). Administrators from 19 of the 29 area vocational school accompanied selected mentor candidate(s) to a day-long workshop held September 26, 1997. Workshop sessions included but were not limited to: the local school orientation phase of mentoring, the instructional phase of mentoring, a description of the Oklahoma residency

program (first year induction programs within the common education system which

provides inductees with veteran teacher mentors), and information on "being a mentor"

for peers (Warner, 1997, p. 1).

This effort reflected national trends which indicate the increased use of assigning

mentors to new teachers. Its purpose was to increase the inductee's teaching skills, and

improve socialization and retention of new faculty.

Background of the Problem

Organized mentoring, where veteran teachers (mentors) and inexperienced

teachers (mentees) are matched by third parties (e.g., instructional supervisors within the

vocational school setting), is designed to help beginning teachers become more effective

and experience more success. In fact, successful beginning teachers, able to function with

only minimal support, have identified the experience with an appropriate support teacher

as most helpful (Hoffman, Edwards, O'Neal, Barnes, & Paulissen, 1986). Mentors,

willing to respond to whatever specific concerns beginners express, are able to provide

valuable support to new teachers (Enz, 1992).

However, not all mentor-mentee relationships are considered effective or

beneficial. Some can actually be devastating to the new vocational teacher apprenticeship

activity (Dean, 1993; Robinson, 1992). Examples often cited as problems include a

misuse of power by the mentor, mentor abandonment, excessive reliance on one or the

other, incongruous values or ethics, vulnerability to hero/heroine worship, or other

difficulties which prove restrictive to the professional development of the mentee or

mentor (Daloz, 1990). When these problems occur, the effectiveness of the relationship

is certainly jeopardized and could even result in the new teacher's career abandonment.

Reasons for inconsistency between beneficial or devastating relationships include:

• Mentors are <u>not</u> adequately screened prior to being matched, especially

for their reasons for wanting to become mentors (Reiman, Head, Thies-

Sprinthall, 1992);

• Matching techniques do <u>not</u> include a method of determining shared

interests (i.e., leisure time activities, age relationships, or other

denominators between mentor and mentee) (Robinson, 1993);

• Mentors are <u>not</u> informed adequately prior to the relationship's formation

in terms of relationship objectives, commitment, time, etc. (Enz, 1992);

• Mentors are <u>not</u> given the appropriate instruction relative to stages of

apprentices' cognitive or psychological development, open

communication, problem solving strategies, and conflict resolution

(Robinson, 1993); and

• Mentors are <u>not</u> provided adequate incentives (intrinsic and extrinsic

rewards) and support during the relationship (Aaronson, 1996).

Certainly not all difficulties lie in the mentor's lack of ability. Some difficulties

with mentees may include:

• Mentees may feel intimidated by the mentor's knowledge or practice.

They do not want to appear inexperienced or ineffective, consequently

they do not ask for needed assistance (Gratch, 1998);

• Mentees may not respect mentors because they may identify certain mentors as inept in communicative, technical, and teaching abilities, or perceive them to be lacking in integrity;

• Mentees may not share the same philosophy, moral standards, or ideals of their mentors (Robinson, 1993);

• Mentees may not trust the mentors because of mentor involvement in evaluation processes, connections with administration, or for other reasons (Fairbetter, 1998);

• Mentees may not understand their own personal roles, nor the role of the mentors;

• Mentees may not share the same expectations from the relationship as do the mentors (Gratch), and/or

• Mentees simply do not want a mentor assigned to them.

Similarly, difficulties relative to the administrator might include:

• Administrators may use the "good ole boy" approach for selecting a mentor for a mentee simply because the administrator wants to provide an opportunity for extra income (mentor's monetary compensation) to a friend;

• Administrators may choose mentors simply because they are assured the mentor will echo the attitudes and approaches in support of the administration rather than advocate for the mentee (Knight, 1998); or

• Administrators may not take into consideration the time involved to effectively interact as a mentor nor provide adequate compensation or time away from typical teaching duties (Robinson, 1993).

Theoretical Construct

The theoretical construct upon which this research is developed is based upon the philosophical movements of Humanism and Progressivism. Central to the humanistic movement in education is the desire to create environments which provide a "safe, trusting, and nurturing atmosphere free from intense competition, coercion, and the fear of failure in which teachers may practice autonomy" (Elias & Merriam, 1995, p. 10). Progressivism would seek to advance the teacher's ability in order that the teacher might eventually impact the amelioration of social ills through a trickle down effect from the classroom to society.

An instructional supervisor's role in the Humanist environment seeks to enable teachers to make free choices, and to help them reach their full potential. The Humanist supervisor would seek to eliminate the "us against them" mentality based on the lack of trust among teachers and administrators. Communication between administrator and teachers would be at the core of professional development "focusing on growth as educators together" (Sahakian & Stockton, 1996, p. 50).

In the Progressive setting, an administrator likely would seek to engage the mentor and mentee in joint activities to solve common problems (Dewey, 1936). Assigning a peer mentor to a beginning teacher would be the administrator's first logical step in building communication links via teacher networking. "Teachers feel more

efficacious in gaining the knowledge needed when they have access to teacher networks, enriched professional roles, and collegial work" (Darling-Hammond, 1996, p. 9).

Progressive mentors linked to Humanist beginners likely will not be utilized as often as one might suspect. Those new teachers would be self-directed. Conversely, the Humanist mentor may not offer the direction a Progressive mentee might requre (Zinn, 1990). Mentors are often perceived as helping protégés engage in activities to assist the protégé to define and reach life goals. Mentors are seen as those "doing more than is expected, making sacrifices, taking risks, and walking the extra mile" (Maack & Passet, 1994, p. 15). Obviously, mentors see the act of mentoring as an opportunity to assist the novice, but the performance may also be seen as an attainment of personal growth for them. Findings are clear that faculty mentors feel positively toward instructional consultation with mentees. "Participants report high satisfaction, more interaction with other faculty members, increased motivation, and renewed interest in teaching" (Menges, 1987, p. 87; Millis, 1994, p. 76).

In a study conducted by the Faculty Development Total Quality Management (TQM) Committee, it was confirmed that 83 percent of mentors involved in a mentoring program and responding to a questionnaire "'agreed' or 'strongly agreed' that the program positively affected behavior through improvement and reinforcement of effective teaching practices." The reason: it provided for Progressivists "opportunities for mutual learning experiences" (Millis, p. 76) and, for Humanists, it provided personal growth for both mentor and mentee. Therefore, mentoring relationships are closely linked to the aims of both Humanism and Progressivism, bringing about improvement and self-

efficacy of the parties involved and thereby improving education and perhaps, ultimately, the society.

Statement of the Problem

While there is evidence in the literature that a formal mentoring program can have a positive impact on the preparation of beginning trade and industrial teachers, some mentoring efforts may actually be harmful to the new vocational teacher apprenticeship activity. Further, there is lack of data about perceptions of mentoring about the Oklahoma mentoring initiative for beginning trade and industrial teachers. Consequently, there is a need to study mentoring relationships for Oklahoma's beginning T&I vocational teachers.

Purpose of the Research

The purpose of this study is to determine how parties involved in mentoring relationships for beginning Trade and Industrial (T&I) teachers inducted into Oklahoma's vocational school system perceived the experience. The mentoring processes' dynamics, including the matching of mentors to mentees, training needed, as well as the parties' perceptions of challenges, successes, strengths and limitations of the mentoring relationships, will be examined.

This study is significant because it will provide additional data to the research base for vocational education's new teacher mentoring approaches. This examination can contribute to a greater understanding of the mentoring relationships studied, extend the knowledge base dealing with selected aspects of mentoring, provide directional

possibilities for future mentor training workshops, and encourage investigation by future

researchers in dealing with situations related to peer mentoring practices in vocational

education.

Research Questions

The following research questions guide the study:

1. What perceptions do mentoring team members have of their mentoring

    experiences;

2. Upon reflection, how do mentoring team members think the mentoring

    process might be improved; and

3. What aspects of the mentoring experience are reflected in or fail to support

    Humanism and Progressivism?

Rationale for a Qualitative Design

Research is an investigative process in which the researcher makes gradual sense

of a social phenomenon through the means of contrasting, comparing, replicating,

cataloging, and classifying the object of study (Creswell, 1994). Creswell's definition of

qualitative study refers to the process of understanding a social or human problem

through inquiry, based on a complex, and holistic report detailing informants' views, and

conducted in a natural setting. Qualitative design permits investigation and inductive

logic as the researcher endeavors to understand what is occurring in a setting without

placing expectations on the phenomenon, and it describes in words, rather than in

numbers, the depth and detail of the research. Qualitative research reasons from general

principles to specific situations. The study deliberates from the age old theory that mentors are loyal advisors and coaches to the more specific – do mentor-protégé relationships, a primary component of many teacher induction programs, really influence novice teachers' practices in a positive manner?

Case studies fall within the qualitative research realm and explore a single item or circumstance bounded by time and activity event, and collect detailed information by using a variety of data collection procedures over a period of time. Case study research is recognized as a legitimate research design and should be used when questions are raised about a certain phenomenon (Merriam, 1988). Therefore, the qualitative case study was selected for this research effort as the ideal design approach for interpreting the nature of the mentoring phenomenon. It provides for a focus on discovery, insight, and understanding from the perspective of those within the mentoring relationships being studied.

The strategy for collecting information for case study investigation involves open-ended interviews which are audio-taped, transcribed verbatim, analyzed, and reanalyzed. Information is constantly compared, sorted, catalogued, and interpreted to allow the research strands to emerge. These comparisons, coupled with member checks between the researcher and participants as interviewees read and respond to the interviews' transcribed text, provide opportunities for triangulation. More feedback is extracted as information is gathered from field notes taken during interviews and other observations.

As a participant observer, the researcher can analyze events and interviews utilizing audio recording tapes and making field notes as activities occur. Notations are recorded on a note pad during interviews, focus groups, and other activities. The

interviewer simply informs participants that in addition to recording interviews, handwritten notes are taken. These notations serve as aids for the researcher in identifying questions for additional probing and as reminders to the observer of perceived concerns and attitudes reflected in the interviewee's tone, expressions and body language. If, after the interview of other observations, notes are sketchy, the researcher rewrites them in an effort to maintain the meaning until further interpretation and comparison is necessary.

It is crucial that the researcher establish a high degree of trust among those within the study. Only when trust is distinct will participants reveal honestly what their perceptions of mentoring relationships are. All participants within the study must recognize that absolute anonymity will be maintained throughout the course of the research and beyond, and that every effort to protect the individuals within the study will be made. Trust is maintained throughout the research effort by offering copies of transcriptions and discussing analyses with the participants as needed.

Among the criticisms of qualitative research is the consideration of researcher bias. Obviously bias is of concern, but this method utilizes comparative methods to find associations and contrasts to interpret and explain. Ongoing analyses and comparisons allow for the establishment of research credibility. To offset researcher bias and provide trustworthiness to the study, checks and balances are built in. Analyzing data from repeated interviews with each participant and focus group members, plus the utilization of member checks will contribute to a form of triangulation. Triangulation is the "qualitative researcher's most effective defense against the charge of being subjective" because it "buttresses what she has observed with the material that reinforces these

observations from semi-independent sources" (Lancy, 1993, p. 20). The ability to triangulate between various strands of data and use insight to extract details from observations and interviews guides the holistic elicitation of narrative material.

Researcher Bias

The researcher involved in this study favors a mentoring approach for inducting new teachers, recruited directly from industry, into vocational classroom settings. Serving actively on the teacher professional development committee, the researcher played a role in establishing the mentoring initiative in Oklahoma's vocational school system. Despite this contribution, the researcher is fully aware that not all mentoring relationships function effectively. Some may actually be dysfunctional and therefore detrimental to the new teacher induction processes. Research from the National Center for Research on Teaching and Learning suggests that although mentoring relationships may indeed help teachers adjust situationally to teaching and increase retention, it does not guarantee increased teaching skills (Gratch, 1998). In fact, "the notion that mentors improve teaching performance is a myth" (p. 22).

Significance of the Study

The significance of this study will help to develop insights into mentoring support processes designed to provide assistance to beginning teachers so they become more effective and experience more success. The study will answer questions relating to mentoring relationships, most especially to Oklahoma's vocational teacher mentoring initiative, by revealing how partners within the relationships perceive their mentoring

experiences, and upon reflection how the mentoring processes might be improved. Within the reach of the study, the extension of the knowledge base dealing with selected aspects of mentoring is possible. It can provide additional direction for further investigation by future researchers in dealing with situations related to peer mentoring practices. It could bring a more thorough understanding of the dynamics of mentoring and offer input to those responsible for preparing mentors and mentees for involvement. The study may offer insight into how mentoring relationships can be improved to better facilitate the beginning vocational teacher, mentor, school system, community, and, perhaps, ultimately improve society by assisting in the education of its members.

Assumptions

The following assumptions were made regarding the study:

4. All interviewees and participants in focus groups have been honest in their responses.

5. All persons involved in each mentoring relationship were interested in improving the beginning teacher's successful entry into his/her teaching career and improvement in his/her teaching techniques.

6. That data collected from interviews, focus groups, field observation notes, and member checks contributed to a form of triangulation.

Limitations

The following limitations were considered in the study:

1. The number of participating mentor teams involved in interviews and focus groups.

2. The limitation of time involved in the study existing partially because this study deals with the first year the initiative by the Oklahoma Department of Vocational-Technical Education to provide mentors to new teachers has been actively supported.

3 The limitation of choice of mentor-mentee relationships due to the limited parties' involvement in the initiative's first year of implementation.

Definitions Related to Study

For the purposes of this study, the following definitions are provided to assist the researcher in explaining terms and concepts used within the study.

Alternative Certification – A license to teach issued typically by a state department of education in which the teacher is trained through a means other than the characteristic route involving the completion of a four year education degree. This certificate is usually offered for short periods of time until compliance with specific criteria is met (Fowler, 1990).

Content Mentor – An occupational teacher selected by the state program administrator who excels as an occupational vocational teacher and/or specifically excels in targeted skills for professional development as noted by the requesting school.

Instructional Supervisor – The individual to whom the beginning teacher looks for instruction and supervision in the teaching position. The individual may be the campus principal, vice-principal, trade and industrial supervisor, or hold a similar title.

Mentor – One who deals with the overall life adjustment behavior in order to "advise, counsel, and/or guide" individuals with regard to "problems that may be resolved through legal, scientific, clinical, and/or other professional principles" (*Dictionary of Occupational Titles*).

Natural mentoring – The matching of mentor to mentee which existed naturally in most societies where fathers, members of extended families, coaches and teachers developed mentoring relationships with novices.

Organized mentoring – A situation in which beginning teachers and mentors are assigned by a third party, usually a supervisor.

Teaching certificate – A license or a privilege granted by the state to practice the teaching profession.

Summary and Overview of the Study

Recruiting people trained by industry, capable in their particular trades and interested in devoting their lives to a teaching career, is a costly and difficult experience for school districts. Advertising, interviewing, background checks, and hiring practices are only a few of the elements which factor into the cost. Once hired, adequate induction into the system and preparation of beginning teachers must promote their desire to stay in the teaching profession. If teachers do not experience some degree of success, they may become discouraged and, consequently, leave teaching.

In an effort to improve new teacher retention and develop teaching professionals, the ODVTE has endorsed the mentoring of new vocational teachers and offers support to school districts via mentor training workshops (Warner, 1998). This research effort seeks

directly to determine what perceptions mentoring team members have of their mentoring experiences; how do mentoring team members think the mentoring process might be improved; and what aspects of the mentoring experience are reflected in or fail to support Humanism and/or Progressivism.

Organization of the Study

This study is organized in the following manner: Chapter I serves as an introduction. Chapter II presents the literature review relevant to the study. Chapter III details the study's procedures, while Chapter IV will address data analysis and present the findings. Chapter V states conclusions and makes recommendations relative to the study's findings.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In some instances mentoring has been an effective approach in business and industry, in institutions, and in public schools to retain new teachers and make them more successful in their teaching roles. This literature review presents information relating to the issues which effect new teacher retention including certification and induction questions. By the same token, it seeks to provide information about mentors' roles in the induction processes in business and industry, institutions, common schools, and in vocational schools. Some of the concerns and limitations prominent in mentoring relationships which include planning, selection, relationship duration, compensation and training are addressed.

Issues Relating to New Teacher Induction

The prototypical beginning teacher in the United States completed a teacher preparation program within a four-year higher education institution. Within that teacher preparation program there are opportunities to observe teaching in real classroom settings and experience hands-on teaching apprenticeships as student teachers. Some beginners are afforded another year-long internship in graduate-level teacher prep programs.

Despite eager and enthusiastic beginnings, many new teachers are virtually unprepared for the four to five different course preparations for which they are responsible, the student behavior, attendance, and learning difficulties with which they must cope, and the isolation they experience. With the feeling of disillusionment and their idealism shattered, many leave teaching to pursue other fields. Observers often say that education is the profession that actually "eats its young" (Halford, 1998, p. 33).

In fact, recent studies indicate nearly 30 percent of U.S. teachers leave teaching in the first five years of their profession. Some school districts experienced even greater attrition rates. Even worse, research points out that the most gifted and talented are those most apt to abandon their teaching careers (Halford, 1998).

Vocational education suffers a similar exodus of teachers. In fact, some say it is worse than that of common education. Jensen stated in 1987 that fifteen percent of newly hired vocational instructors vacated their teaching positions after their first year. Fifty percent left before their sixth year of teaching was complete (Heath-Camp & Camp, 1990).

Heath-Camp and Camp reported that stresses in fledgling vocational teachers' first year included both "student-presented" and "system-presented" problems. Examples of the student-presented stresses included student motivation, maintaining time on task for students, and student behavior. System-presented problems included a lack of orientation to the job, forms, equipment, facilities, curriculum, vocational student organizations, red tape, etc.; a lack of time to get the job accomplished and monumental requirements of teachers' time; a lack of materials, equipment, space, and clerical help; a lack of proper placement of students into classes who are neither ready or do not

belong; and being left virtually on their own to learn by trial and error (Heath-Camp &
Camp, 1990).

<div align="center">Issues Relating to Certification Requirements</div>

Adding to the already stressful life of vocational teachers are certification
concerns. Teachers typically entered the vocational program settings through various
pathways:

1. As new teachers from teacher preparation programs with vocational
    endorsements;

2. As experienced teachers transferring from common schools;

3. As new teachers entering through "alternative certificate" pathways with
    four year degrees in technical disciplines; and

4. As new teachers who enter based on skill competence and occupational
    experience – some with only a high school diploma, others in various
    stages of degree attainment.

With the exception of paths one and two, teacher preparation degrees typically are
not earned prior to employment. In a 1990 study, Mann concluded that nearly 63 percent
of new T&I teachers had "some form of post-secondary training" upon entering their
teaching career. However, a significant amount of that post-secondary training was in
their occupational speciality area. Within the fourth pathway, the post-secondary college
credit hours averaged 58, with only 5.1 credit hours relating to teacher education or
professional education course work.

In Oklahoma, new trade and industrial (T&I) vocational educators may be employed on basis of occupational competence if they meet specific qualifications (i.e., three years bona fide industrial experience within the last five years). This strategy is thought to ensure current and competent trade experience. Oklahoma is consistent with most states that do not test vocational teachers for pedagogical and professional teaching skills (Olsen, 1993), although that change will occur in the future. Newly hired teachers could be Provisionally Certified at Level I, a certificate which required annual renewal. Renewal of the certificate required that the new teacher prove occupational competence via the successful completion of an occupation competency exam (National Occupational Competency Institute, Automobile Service Excellence, or other test nationally accepted) before the completion of the first year of teaching. Thereafter, the new teacher must have completed a minimum of six credit hours per year toward the aim of completing a degree and earning a standard teaching certificate. Figure 1 illustrates these steps and outlines the requirements for Provisional II certification and the eventual Standard Certification attainment. Meeting these standards require that new teachers spend their limited spare time taking course work.

To meet the needs of the new teachers, teacher preparation institutions scheduled trade and industrial pedagogical instruction in evening classes, over weekends, or summer settings. Regardless of scheduling conveniences and distance learning options, meeting certification renewal conditions necessitated that the beginners relinquish leisure and family time.

STEPS TOWARD STANDARD CERTIFICATION
IN TRADE AND INDUSTRIAL EDUCATION

Minimum Certification Requirements	Comments
Prior to the 1st Year of Teaching •Form 8 Approval with Okla. Dept. of Vo-Tech •Certification Application, Degree Plan on File •Attend New Teacher Workshop	
First Year of Teaching (Provisional I) •Competency Examination NOCTI (or equivalent usually given in Fall and Spring	Take NOCTI May begin your course work
2nd Year of Teaching (Provisional I) •At least six hours of the Basic 16	Renew Provisional I Certificate During the summer, fall, or spring semesters.
3rd Year of Teaching (Provisional I) •At least six additional hours of basic sixteen •Record 24 hours for your competency examination	Renew Provisional I Certificate During the summer, fall, or spring semesters. Record 24 hours from NOCTI when you have 12 hours on transcript.
4th Year of Teaching (Provisional I & II) •Finish Basic 16, 8 addtl. hours toward degree •Begin other general or professional education requirements •New Degree Plan on file	File for a Provisional II if you have at least 48 semester hours. Specific degree requirements will depend on previous college work, whether your degree will be in T&I, and university you are working with.
Every 5 years of Teaching (Prov. II) •Work on your requirements •Complete 15 hours every 5 years •Courses must be on your degree plan •Visit with your advisor once each year •Courses may be taken at other schools --	Maintain a 2.50 grade average. Apply for admission to Teacher Education after 45 hours or after completing your general education courses. Plan ahead when enrolling in professional education, courses -- they fill up early. Stay in touch with your advisor.
Standard Certificate •Bachelor's Degree •Admitted to Teacher Education after most of Gen. Ed requirement complete •Grade point average of 2.50 in major, and overall GPA of 2.50	Degree needs not be in T&I, although it usually is the most appropriate degree. CONTACT: Your Advisor at _____ or _____ for information regarding certification process.

Figure 1. Steps Toward T&I Teacher Standard Certification

Additionally, there appears to be a national trend, especially at secondary levels, to increase certification and degree requirements (Olson, 1993). With foreseeable increases in certification demands, there is little doubt that these issues will continue to haunt new vocational teachers for years to come.

Induction efforts by school districts and state agencies to bring new teachers "up-to-speed" appear to fall short of intended goals, bringing additional frustration to new teachers. When compared to American businesses, schools are peculiar in their efforts to introduce new employees to the values, norms, and ways of the school. A beneficial orientation to the state vocational education agency's, the school district's, and the school's culture, vision, and mission are critical to beginners as they encountered their first teaching assignments. It must be more that "here are the keys, here are the procedures" (Halford, 1998, p. 34). As new employees, teachers need to have a precisely defined description of duties and responsibilities. The school's policies and procedures concerning students, student behaviors, and dealing with coworkers and their behaviors must be outlined in induction efforts.

Effective orientations must forewarn teachers about the magnitude of their responsibilities as custodians of school equipment, about the intricacies of inventory procedures, requisitioning processes, proposing budgets, securing quotes, ordering supplies and equipment, and even how to "scrounge" supplies and equipment. Also critical for vocational teachers was the live-work component in which the teacher oversees students as they work on projects for clients. Liability questions were of concerns regarding student safety on project sites both on and off school property. Student produced products offered additional liability issues for T&I teachers.

Vocational teachers were also responsible for student follow-ups, pre-tests and post-tests, vocational student organizations, coordinating on-the-job training, and making student referrals to potential employers (Gathercoal, 1988). Teachers who had not been exposed to teacher preparation courses needed additional information to be provided (i.e., student and teacher rights, negligence and liability issues, and controversies like search and seizure, prayer in schools, and others) (Johnson, et al., 1994).

<div align="center">Induction Issues</div>

The induction phase was identified as the most critical phase in the professional life of a vocational teacher (Mann, 1990). Because there are so many things a new teacher must learn, many induction efforts result in inadequate orientations, or those that deliver too much information too fast. New teacher orientation planners should recognize adult learning characteristics in order to bring about effective induction assistance and ensure learning takes place. Short and frequent workshops and professional development sessions utilizing discussions, interaction, participation, cooperative learning, and team efforts should be implemented (Silberman, 1990).

Real induction progress was seen when the new teacher was provided a mentor. Kennedy (1991) stated that mentors were successful in helping beginning teachers with emotional adjustments, and reducing attrition among first year teachers. A recent California report found that among the many new teacher supporting approaches, the most effective was the relationship between the new teacher and the mentor. Mentor teachers were recognized as a professional lifeline for new colleagues (Halford, 1998). Heath-Camp and Camp recounted that the most often stated need of new teacher was "a

helping and encouraging mentor, preferably in their own teaching area, to explain, lead, and provide feedback on how they are doing" (1990, p. 15).

In Oklahoma, new teachers entering the profession with a teacher preparation degree are provided with a cooperating teacher mentor during the first year's induction effort. In that induction assistance, the experienced teacher is available to serve the beginning teacher in an advisory capacity (Garrett, 1994). If teachers enter without benefit of the diploma, as a large percentage of new T&I teachers do, they are "exempted" from this state mandated requirement. Consequently, beginning T&I teachers often do not have an experienced teacher assigned to them as a mentor (Sharpton, 1998).

The Mentor's Role

In Homer's epic, The Odyssey, Odysseus placed the role of nurturing his son Telemacheus in the hands of his trusted friend Mentor. As nurturer, Mentor was responsible for sharing his wisdom and insight, offering support, and protecting Telemacheus as Odysseus went off to battle during the Trojan War. Odysseus, according to Anderson and Shannon (1988), realized the importance of selecting the appropriate advisor for his son and looked for specific characteristics.

According to the *Dictionary of Occupational Titles*, mentors deal with the overall life adjustment behavior in order to "advise, counsel, and/or guide" individuals with regard to "problems that may be resolved through legal, scientific, clinical, and/or professional principles." They are often perceived as helping protégés engage in activities to assist the protégé to define and/or reach life goals. Mentors are seen as those

who do more than expected, make sacrifices, take risks, and walk that extra mile" (Maack & Passet, 1994; Phillips, 1977).

Specific characteristics for cooperating teachers in the mentor's role, although varying from state to state, usually require that the mentor possess a valid teaching certificate and a minimum of three years' teaching experience (preferably in the content area). The mentor should receive a favorable recommendation from an administrative coordinator, and be willing to serve.

Peer mentoring involves a very large commitment of time and communication by the mentor. When mentors are selected, all partners in the learning experience must be cautious to avoid an over-commitment of time and responsibilities. Overloading a mentor could be devastating to the mentoring effort (Bey & Holmes, 1992).

Another consideration is physical proximity. If mentors are to do the work of a mentor, that is, provide specific instructional guidance and emotional support to learners, frequent and open communication becomes a necessity. In the school-site, the mentor should be in close proximity. Additionally, because mentoring likely will involve a commitment of time before, during, and after work hours, mentors need to be in a position to respond to the learners' questions and concerns privately and quickly.

Beyond willingness, availability of time, and convenience, Odell (1990) specified that the excellence of the mentor as a classroom teacher be obvious. Recognizing their role as contributor to their profession and sharer of knowledge and skills, the mentor should be recognized by peers as highly competent in the teaching profession. Additionally, the mentor should be effective in teaching adults as well as children, knowledgeable in the methods and theories of teaching, and capable of transmitting

knowledge to assist the new teacher as he or she works amid administrators, peers, students, and parents.

In citing Kram, Maack and Passett (1994) indicated that mentors are unselfish, altruistic, caring individuals who provide both career and psychosocial functions. Career functions include information sharing, strategizing, offering feedback, giving advice on pedagogical concerns, and more. Psychosocial functions involve confirmation, emotional support, positive feedback, encouragement, and friendship. As further stated, the relationship's character should not be static, but should actually evolve as the mentee's needs and circumstances change.

Enz (1990) asked beginning teachers to weight-rank in a survey what mentoring functions were most vital. The survey revealed professional issues (i.e., personnel policies and procedures, their own roles and responsibilities and those of district personnel, school and community expectations), and instructional matters (i.e., lesson planning, locating appropriate resources and materials, establishing classroom routines, effective discipline, classroom management) were of concern. The beginning teachers indicated a desire to be observed in their classroom performance, and to receive feedback. But most importantly, they wanted someone who was willing to provide personal support and encouragement.

Mentors must be willing to respond to whatever specific concerns beginners express and be able to provide support (Enz, 1990). Regardless of how expert the mentors' technical skills may be, their ability and willingness to articulate explicitly the intricacies of their own practice with beginners is perhaps even more critical.

Institutional and Organizational Mentoring

Obviously, mentoring is not limited to the teaching profession. Mentoring is a long established employee development strategy. The essence of the mentoring relationship focuses primarily on the protégé's growth experience. Mentored employees have a stronger sense of commitment and allegiance to their professions, and consequently to their institutions (Otto, 1994).

Within mentoring relationships there are definite advantages to others in the organization, as well. Mentors benefit from the generative revitalization sought by senior workforce members. Whether acknowledged or not, because mentoring relationships are constituted within the organization, they are always done within the context and culture of the organization. Therefore, the institution becomes the third party to realize advantage. The "mentor/protégé/institution dynamic" will meet both personal and institutional needs. The most ideal concept is that in which the organization, through sponsorships supportive of mentorship, becomes an integral part of the mentoring threesome with the mentors and their protégés (Wunsch, 1994).

Mentoring in Business and Industry

Skill mentors have been used in a variety of situations in diverse organizations throughout the world. On-the-job improvements in performance is a result of skill mentoring was documented at banks, hospitals, manufacturers, government agencies, and service industries. Mentors have been used not only in developing skills of workers and managers in technical areas, but also in developing interpersonal skills (Byham Pescuric,

1996). Dalton, Thompson, and Price, cited by Maack and Passett (1994), studied

mentoring as it related to the professional fields of science, engineering, and accounting

and identified its importance. Their findings indicated that working with a competent

mentor was the most effective way for new employees to make the transition from their

academic graduation into their newly chosen careers.

Schedlbauer (1996) encouraged organizations to "build your own talent, don't buy

it" (p. 19) by implementing more mentoring strategies into new employee training and

skills updated for regular employees. Learners feel comfortable asking questions of peer

mentors. Mentoring also served as a follow-up support service to ensure educational and

skill-training goals were met. It enlisted an ideal check point to analyze employees'

learning during formal training, and determined if specific areas need to be re-addressed.

Schedlbauer also recognized mentoring as . . .

> particularly important when companies adopt object technology.
> Discovering object models and finding the right design and
> implementation strategy requires the eye and experience of an expert...A
> mentor can fill the role not only by guiding the learners and teaching them
> with a real example, but also by leading the team in building the
> architecture of the software (p. 19).

One of the biggest advantages of mentoring processes in organizations was

mentees were taught at teachable moments when their motivation was high and need was

critical. Every nuance of the training was absorbed and put into immediate application

(Byham & Pescuric, 1996). Mentoring encourages learning on-the-job activities at the

precise time the lesson is needed because it offers one-on-one learning from a reliable,

accomplished, respected associate or supervisor who is insightful about the fine

distinctions of the organization and its complexities (eastpt@tiac.net, 1998).

Research performed by Eastern Point (1998) indicated eighty percent of America's top executives experienced mentoring in their beginning careers and regard it as a critical component for developing exceptional manager. Experienced mentors led the aspiring beginners past the pitfalls and pointed the way toward greater levels of success early in the game. Additionally, Eastern Point recognized that successful mentoring programs could benefit an organization. Contributions to organizational interests included increased productivity, choice employees, higher morale, qualified leadership, and positive retention. Benefits to the mentor were categorized in these areas: stronger reputation, skill upgrading, sense of pride, wider influence, and upward mobility. Protégé impact was felt through performance improvement, greater visibility, work gratification increase, rapidity of promotions, and access to "insider" information.

Public service entities across the country also utilize mentoring programs as integral components of recruiting, hiring, and training processes as they work with new employees. The 1996 International Association of Chiefs of Police conference in Phoenix, Arizona, recently recognized Fairfax County, Virginia, Police Department as a model for law enforcement because of their approach to disturbing retention rates. A critical look at their overall recruiting, hiring, and orientating strategies brought about the integration of a mentoring program as an essential component in the induction process. Veteran officers, trained in mentoring skills, were paired with new employees for the purpose of introducing and anchoring them to the department.

This mentoring effort ensured that the introduction of the new hire to the police department was a positive experience by providing support and encouragement to the new hires as they focused on completing their orientation and training processes. The

mentoring program was hailed because it was recognized as a force that was conducive to retaining employees. The department's previous inability to keep new employees significantly strained financial resources and reduced the ability to sustain satisfactory staffing levels, resulting in a reduction in service to the public (Fairfax County Home Page, 1996).

<div align="center">Mentoring in Common School Settings</div>

The National Commission on Teaching's executive director Darling-Hammond, cited by Halford (1998), asserted that in retaining new teachers, two things must be done: design good schools in which to teach and utilize mentoring. In a possible response to that call, some initiatives have been taken.

In California $17 million has been recently earmarked to provide mentors, technically called support providers, to beginning teachers. In Ohio mentors were provided release time to observe mentee' classrooms and mentee similarly to observe mentors in their classroom settings. Moreover, they each have been provided four days release time to visit other school sites to collect instructional ideas. Local teacher unions negotiated for the release time and $1000 stipends for mentor teachers (Halford, 1998).

In Oklahoma residency programs have been established for new teachers. One component within the program is the assignment of a site-based mentor to the first-year teacher. The novice receives a minimum of 72 clock hours of support, advice, and counsel from the experienced teacher. The mentor, in turn, receives a $500 stipend from the state (Garrett,1994).

Mentoring in Vocational School Settings

Heath-Camp and Camp (1990) identified the need for a mentor as the number one request of new teachers in vocational settings. Although a plethora of information is available on mentoring in education, little exists that relates specifically to vocational education. The vocational education agency in the state of Oklahoma (ODVTE) has taken a particular interest in mentoring at the vocational school level. The ODVTE sponsored a Mentor/Instructional Leadership Workshop in September of 1997.

In the workshop topics concerning the development of local mentoring programs were discussed. Steps which addressed the school orientation phase and the instructional phase of mentoring were covered. Mentor roles were divided into two areas – assisting the newcomer with problems associated with school policies and procedures and assisting the newcomer with actual instructional tasks. A listing of problems identified by former new teachers within the schools was formulated. These listings helped the school administrators develop tools to assist in the mentoring processes. Tools ranged from acronym definitions, maps, organizational charts, and others (Vaughn & Robinson, 1997). Assessment inventories were developed to assist mentor and the new teacher in identifying specific needs of the new teacher. Efforts to implement action plans were initiated. Mentors were provided with a registry of resource people on staff and directories of various instructional material providers to provide assistance in meeting new teacher needs (Warner, 1997).

In some cases mentors were selected by administrators from within the particular school setting and assigned to protégés to perform the tasks in both procedural and

instructional areas. In other cases specific content mentors were assigned to new vocational teachers from another school. In still other instances, a local mentor and a content mentor could be assigned to the new teacher. Content mentors may be accessed through contacts with state program administrators who identify teachers excelling in a specific targeted topic or technical skill. Content mentors are capable of providing additional support when occupational/program specific information, and/or skills could be beneficial to the new teacher.

The ODVTE established guidelines which allow up to four one-day content mentor/protégé visits to be held throughout a school year on either the campus of the protégé or the mentor's campus. Compensation is provided to the school to cover the cost of a substitute teacher for the mentor or the new teacher who must leave his/her campus. Additionally, the occupational division pays travel expenses incurred by either the mentor or mentee (Warner, 1997).

"Buddy systems" are established at still another Oklahoma site. Veteran teachers, identified as capable in both instructional and procedural competencies, are encouraged to attend a social gathering with new teachers for the express purpose of assisting the newcomers and making collaborative ties. At these functions potential mentors and mentee become acquainted, share interests, and eventually gravitate naturally to each other. The mentoring relationship is entered into consensually. Bi-weekly luncheons are held where all mentor-mentee sets on campus meet with administrators to socialize, to share problems and successes, to network, to plan strategies, and to provide "just-in-time" training and updates (Crawford, 1998).

Mentoring Issues

Mentor, the model of mentors from <u>The Odyssey</u> had specific directions relating to the goals which would guide young Telemacheus. These goals were based on the technical and interpersonal skills to enable the protégé to become a warrior, a leader, and, eventually, the king. The mentoring path which was followed was neither informal nor haphazard, but carefully structured. Additionally, it was frequently supplemented with efforts from other mentors as well.

Mentor Selection – Formal or Informal?

Informal mentoring, according to Otto, depends largely upon happenstance. This natural and mutual selection is based on personality meshing. Usually it develops over time as the road to trust and respect is gradually opened. The process is not only time consuming, but it takes on a rather passive role with mentors controlling the timing and learning of the protégé and protégés relying on the experiences, commitment, and competencies of the mentor's status and energy.

While some felt informal mentoring operates more slowly, unsystematically, and unpredictably, others indicated mentoring was more effective and relationships stronger when mentees could naturally select their mentors. But, because new teachers usually are unfamiliar with those in the potential mentor pool at the school site in which they have been employed, this natural selection proves difficult and rarely occurs.

Wunsch (1994) related that formal mentoring, that which is sponsored by the institution, is both systematic and comprehensive. Wunsch states,

There will be continuing tension between those who view mentoring as an easy, informal, and personal activity between two individuals with good intentions and those who attempt to make it designed, structured, and institutionalized. However, if mentors, protégés, and institutions are to benefit fully, those who create and administer mentoring programs need to consider all components as complex and interrelated (p. 33).

Planning Issues

Several issues which must be considered in the planning evaluation process of formal mentoring processes included: taking into account the time which must be devoted to the activity, matching the mentor to the mentee, selecting appropriate mentoring activities, and discussing the relationship's life cycle process.

In light of the commitment of time, participants are encouraged to meet regularly, establishing goals for each meeting. Failure to take these steps often resulted in a dissatisfaction of goal accomplishment. "The informal 'Call me if you need me' or 'Here is your mentor' model creates more barriers than interaction" (Wunsch, 1990, p. 30).

Selection Issues

In formal mentoring, a rationale for selecting members of the mentor pool and pairing those pooled members to the novices is required. Among the details to consider these stand out:

1. Should mentees select personally from the pool or should pairs be matched by an objective third party (i.e., school principle or instructional supervisor)?

2. Should pairs be matched by gender, ethnicity, or teaching discipline?

3. Should limits be placed upon age discrepancies within the pairs?

4. Should prescreening interviews of participants occur so compatibility may be predicted?

Unfortunately, these questions are difficult to answer because research on pairing is limited.

Another factor which could be critical in selecting appropriate mentors would be physical proximity. If mentors are to provide specific instructional guidance and emotional support to beginners, then frequent contact is necessary. Close proximity of classrooms and offices of mentor/mentee would encourage frequent communication and, perhaps, increase the duration of time the pair could spend together (Enz, 1992).

In selecting the mentoring activities, the institution/mentor/mentee triad should have a consensus and clear focus of its own goal. These should be identified and clarified so realistic expectations will guide the activities and determine what can and cannot take place (Gratch, 1998).

Mentoring relationships have identifiable life cycles, and its important that formal mentoring triads realize the phases. According to Maack and Passett (1994), there are many models of the mentoring relationship's developmental cycles. Among the models cited by Maack and Passett are Hall's, Hunt and Michael's, and Kram's. The developmental stages of Hall's model are *exploration, advancement, maintenance* and *withdrawal.* Hunt and Michael's proposed model started with the *initiation* stage, followed by the *protégé* stage, then the *break-up* stage, and finally, the *lasting friendship* phases. Kram's model, developed in 1983, ws based on four predictable, yet not entirely distinct phases: initiation, cultivation, separation, and redefinition.

The crux of the developmental stages related to the fact that any relationship must develop before it can begin to be effective. "Healthy mentor/protégé relationships evolve through a progression from relative dependence to the beginning of the relationship to autonomy and self-reliance as the protégé grows into a colleague and peer" (Head, et al, p. 12). When mentoring is no longer essential, eventual break up will occur, but the end of the established friendship is not necessary.

Obviously, Wunsch (1994) asserted, some forethought must be given initially to determine the length of the sponsored mentor relationship. Basing the lengths upon the academic timetables within the school setting might be appropriate (i.e., over one school year, over two school years, etc.). Ideally, the effort might extend over a two- to three-year period, but that probably is neither practical nor affordable.

Compensation Issues

Compensation, other than the satisfaction of making a contribution to their field, is rarely received by the majority of faculty and staff volunteer mentors. Regardless, a clear agreement should be made. As discussed above, mentors must have a clear understanding of the amount of time the process will involve and exact expectations should be outlined before agreeing to participate. When mentors are compensated it often consists of release time (if the program requires time-intensive interaction), rewards (i.e., gifts of books, material, equipment, audiovisual materials for the mentor teacher's program), or assistance in the form of an aide or student helper.

When monetary stipends are provided, the amount usually is relatively small and rarely extrinsically beneficial to the mentor. The $500 stipend offered Oklahoma's

experienced teachers for mentoring efforts equates to $6.94 per hour for the 72 hour

commitment to the beginning teacher (Garrett, 1994). Singularly, however, money has

not proven to be a valid incentive.

The reward a mentor should receive may be based upon the culture and values of

the institutions in which he or she is employed. Rewards might be in the form of a formal

letter of recognition from the highest ranking school administrator or an "attaboy"

certificate, recognition at a formal celebration banquet or free lunch certificates, a gold

pen set or a T-shirt with the program logo, travel and funding for a professional

association meeting or release time to attend a local trade fair, university tuition waivers

or paid registration to a computer workshop, publicity in a prestigious national

professional journal or a photograph and caption in the local newspaper (Wolfe, 1992;

Wunsch, 1994).

Whatever reward is chosen, there must be evidence that the institution appreciated

the efforts of the mentor.

> . . . We're not talking rocket science here. Engaging people as a part of a
> cause or mission is something that works. It doesn't even require a lot of
> money. What it does take is recognition of people and the role they play in
> making any endeavor work. Author William Manchester, commenting on
> human motivation during World War II once noted, "You'd never get a
> man to sell you his life, but he'll give it to you for a few pieces of colored
> ribbon" (Koonce, 1996, p. 25).

Intrinsic rewards must be evident to the mentor. Feedback to verify mentee

growth must be witnessed. Mentors must realize that their protégés have capacities for

interdependence and self-direction. They want to see beginners who feel safe to learn.

Mentors hope their nurturing brings about responsibility, reliability and empowerment

(Aaronsohn, 1996). A mentor sees the act of mentoring as an opportunity to assist the

novice, but the performance may also be seen as an attainment of personal growth for him or herself. Intrinsic motivation was made obvious when comments like the following were made. High satisfaction is reported, faculty interact with their peers, motivation is increased, and a renewed interest occurs in teaching. (Millis, 1994; Menges, 1987).

Mentoring often is a reciprocal activity because it can transform the norm of teaching in isolation into a norm of collaboration. When mentors find their work intrinsically meaningful, collaborative norms develop in the institution. When teachers collaborate regularly they are able to reflect, analyze, and refine their teaching practices. With reflection and analysis, mentors are empowered to make wise and informed choices relating to their own instructional delivery, curriculum, and student learning (Robinson, 1993).

The Fairfax County Police Department's nationally recognized mentoring program for new hires offers no additional compensation to veterans serving as mentors. Each veteran "derives a strong sense of pride because they feel they are giving back and are instrumental in creating the future pool of good police officers in the department (Fairfax County Home Page, 1998).

An induction effort equipped with a mentoring program can contribute to broadening perspectives for the mentor in addition to providing great opportunities for the protégé. The mentor-protégé partnership's reciprocity may be viewed from many perspectives. The influential power of mentors increases, as does their respect from within the organization, and their personal satisfaction on the job. Organizations discover higher morale, and increased commitment and loyalty from both mentors and mentees (eastpt@tiac.net) . Teachers involved as peer mentors can learn a great deal from their

mentee as well through the association and networking. In the vocational setting, veteran teachers are exposed to the latest trends and technologies used in industry because new teachers come directly from industrial settings (Sharpton, 1998).

Training Issues

Specialized training has been identified as a necessity for mentors. Topics considered important for inclusion in mentor training programs are:

• Discussion of the research on adults as learners, including stages of cognitive and emotional development, and the passage through teacher career cycles;

• Enhancement of verbal communication and listening skills, problem solving and decision making techniques, and conflict resolution;

• Development of techniques vital to teaching through coaching and modeling;

• Employment of strategies to employ observation, conferencing, and instructional analysis while avoiding entry into an evaluative phase;

• Development of an awareness toward a typical mentee's needs; and

• Advance provision of the purposes, goals, responsibilities, and complexities of the mentoring process to the mentor (Wolfe, 1992).

Veteran teachers and novices who were once students in typical classes realize teachers usually work in isolation. Therefore, veteran teachers and novices alike are resistant to working in collaboration with other teachers. In addition to mentor training,

new teachers would benefit from training which would assist them in developing skills

needed to communicate and collaborate with other teachers (Gratch, 1998).

Mentoring Relationship Limitations

Providing a mentor for the beginning teacher does not ensure a pleasant or

successful first year experience. Potentially, a dysfunctional relationship "can do more

harm than good to both the person mentored and the institution" (Caine, 1990, p. 454).

As identified in Chapter I, reasons for dyfunctionality could include:

• Mentors are not adequately screened prior to being matched, especially

for their reasons for wanting to become mentors (Reiman, Head, & Thies-

Sprinthall, 1992);

• Matching techniques do not include a method of determining shared

interests (i.e., leisure time activities, age relationships, or other

denominators between mentor and mentee) (Robinson, 1993);

• Mentors are not informed adequately prior to the relationship's formation

in terms of relationship objectives, commitment, time, etc. (Enz, 1992);

• Mentors are not given the appropriate instruction relative to stages of

apprentices' cognitive or psychological development, open

communication, problem solving strategies, and conflict resolution

(Robinson);

• Mentors are not provided adequate incentives (intrinsic and extrinsic

rewards) and support during the relationship (Aaronsohn, 1996); and

• Personalities of the mentee/mentor simply do not mesh.

Each mentor and mentee pair can experience "intense feelings of a love-hate relationship. Viewed within the context of benefits for each pair, the mentor may experience the weight of deprivation, envy, or resentment of the protégé's greater ratio of benefits: (Baldanado & Clayton, 1995, p. 387). Mentors may feel cheated, experience jealousy, or even impure thoughts (related to cross-gender mentorships). Some detriments to the relationship on the part of mentors might be exploitation, undercutting, envy, smothering, and oppressive control; and on the part of the mentee, greed, demand, clinging admiration, self-denying gratitude, or arrogant ingratitude might exist (Baldanado & Clayton).

If the possibility of a sexual relationship could develop, according to experts, "the sexual tie could not only jeopardize the careers of both mentor and protégé, but threaten the integrity of the protégé's professional development . . . these days, female mentors are seen as a better way to develop women" (Galleze, 1993, p. 23).

Darling (1985) contends that every field has its bad mentors, and refers to these mentors as "toxic", classifying them into four portrait types: avoiders, dumpers, blockers, and destroyers. Avoiders are those mentors who are never accessible, capable of vanishing into thin air when they see a mentee coming. Dumpers abdicate their responsibility and throw mentees into sink or swim situations causing "transition trauma that leaves lasting scars on the junior person" (p. 43). Blockers withhold information or refuse the requests of mentees. Finally, the destroyer may undermine in subtle or overt ways. Belittling, criticizing, and nagging are tools of the destroyer.

Additionally, while data may suggest that mentors may help beginners adjust emotionally to teaching, or reduce attrition rates among first year teachers, it does not

guarantee the new teacher will teach more effectively. When newcomers observe

traditional teachers, the power of "apprenticeship of observation" may hold tremendous

sway. Despite the mentees' intention, they may teach the way they were taught, making it

difficult to interject their own creativity into instructional strategies. Possibly, too,

mentors assigned to mentees may not be teachers who teach challenging content.

Furthermore, even when mentors are selected to serve because their teaching ability in the

classroom, they may not be expert in teaching teachers simply because they are good at

teaching students. "Their knowledge may be tacit, so that they don't know how to

explain their own practices or guide novices" (Kennedy, 1991, p. 15).

Role Issues and Expectations

All too often mentoring is dominated by the role of assessor or evaluator. Veteran

instructors who think about their own teaching practice contend that beginners do not

suddenly realize mastery of teaching skills but grow and develop skills over a period of

continuous reflection on and improvement of their practice. Mentors may feel very

uncomfortable in assessing skill mastery or playing an evaluator role. Mentees may feel

even more uncomfortable asking assistance from their "friend", if he or she plays an

assessment or evaluation role. Mentoring should go beyond the assessment role to

involve modeling and learning together. Mentors and new teachers should feel like co-

constructors of teaching proficiencies. Opportunities to visit with veteran teachers about

teaching skill development would combat the idea that teachers should not have to ask for

help with their teaching practices (Gratch, 1998).

Within the formal mentoring relationship, a third party, the supervisor who initiates the relationship, exists and plays an important role in the success or failure of the activity. The relationship requires that trust, understanding, care, and warmth be evident from all parties. The initiator must provide a good fit between the mentor and novice. "To best facilitate a good match, it is necessary to identify congruence between mentor and protégé's perceptions about mentoring relationship and goals" (Caine, 1990, p. 453).

Summary

Mentoring of new employees is a popular theme. It is predicted to be necessary for future well being within the work environment. It can be defined as a humanistic social relationship between people in which one individual serves as a tutor, guide, faithful adviser, and/or role model, and another individual functions as a protégé. It must be an active process involving direction, sharing, and nurturing. It should involve activities and investment toward specific goals within institutions to mutually benefit the protégé, the mentor, and the institution (Caine, 1990).

Many states and districts now provide each new teacher with a mentor. That issue is now receiving attention in the Oklahoma vocational education system as many vocational schools are initiating mentoring programs for inductees. A significant purpose is to retain the protégé and to enable his or her growth from beginner to a self-reliant, capable, autonomous, self-efficacious professional. As a conjoined, communicated experience, effective mentoring can assist in meeting the societal needs of the new teacher (Elias & Merriam, 1995). Involvement in cooperative activities and

forming relationships built on trust are key concepts of humanism and progressivism (Knowles, 1990).

In this review of the literature, effectiveness of formal and informal mentoring has been discussed and varying opinions have been stated. Selection, compensation, and training of mentors has been recognized as a need and strategies to implement the process have been presented. The qualitative case study with the long interview, participant observation, and focus groups serving as tools will provide the basis for an in-depth study of the mentoring initiative of T&I vocational teachers in the state of Oklahoma.

CHAPTER III

METHODOLOGIES

Introduction

The purpose of this study is to determine how parties involved in mentoring relationships for beginning Trade and Industrial (T&I) teachers inducted into Oklahoma's vocational school system perceive the experience. The mentoring processes' dynamics, including the matching of mentors to mentees; training needed, as well as the parties' perceptions of challenges, successes, strengths, and limitations of the mentoring relationship experience will be examined.

In conducting this research, the following questions guide the study:

1. What perceptions do mentoring team members have of their mentoring experiences;

2. Upon reflection, how do mentoring team members think the mentoring process might be improved; and

3. What aspects of the mentoring expereince are reflected in or fail to support Humanism and Progressivism?

The discussion of methodologies in this chapter presents the rationale for both the employment of qualitative research and the case study research design. It offers a theoretical concept founded on the Humanist and Progressive philosophies, followed by a

discussion of the study's methodological implementation including a special emphasis on the case study data collection strategies including long interview, focus groups, and participant observation. Parameters of the study including participants involved, interview schedules, interview question selection, transcribing, member checks, sorting, coding, and others are described.

<p align="center">Rationale for a Qualitative Study</p>

This section will provide the rationale for the use of qualitative research. Qualitative research, concerned primarily with process rather than outcomes or products, is interested in meaning. This meaning relates to "how people make sense of lives, experiences, and their structures of the world" (Creswell. 1994, p. 145). Meaning in this particular study relates to the understanding of the nature of mentoring relationships formed for the sake of assisting the new T&I instructor typically recruited directly from industry. Unlike quantitative research, where data is derived through the use of inventories, questionnaires, surveys, or other instruments, the qualitative researcher is the primary instrument for both collecting and analyzing data. The data is collected through fieldwork in which the researcher visits people, locations, or institutions to observe and record behavior in its natural settings. Qualitative research capitalizes on ordinary ways of becoming very familiar with things. What is learned at the research site is dependent upon the interaction between the researcher and the context; and the characteristics of the categories for theory development cannot be understood until they are viewed. The design then "must be played by ear, it must unfold, cascade, roll, emerge" (Lincoln & Guba, 1985, p. 209).

The qualitative research approach was chosen because the increased understanding of the mentoring phenomenon was the purpose of the study. Through naturalistic inquiry the methodology of the study seeks determine perceptions of those involved in beginning T&I teacher mentoring relationships existing currently in the Oklahoma vocational system. Qualitative study interprets the nature of phenomenon and provides a deep and insightful opportunity to observe the perspectives of the participants involved in the phenomenon. Qualitative design permits investigation and inductive logic as the researcher endeavors to understand what is occurring in the setting(s) without placing expectations on the phenomenon (Merriam, 1988).

Rationale for the Case Study Design

Qualitative case study design is used as a lens for the understanding of a particular circumstance identifying interaction within its context. It is particularly adaptable to studying educational programs and phenomenon (Stake, 1995), but can accommodate a variety of disciplinary and philosophical perspectives. Case studies are capable of building or testing theory, may include both quantitative or qualitative data, and incorporate random or purposive sampling (Merriam, 1988).

In qualitative case studies emphasis is placed on interpretation. This interpretation occurs through an analysis of observations from the field, through objectively recording those observations, and through the simultaneous examination or substantiation of the meanings. Its aim is thorough understanding. On the basis of that understanding, conclusions are elicited from the observations and from the conclusions assertions are drawn. Assertions are extracted from understandings deep inside the

researcher, derived from a "hidden mix of personal experience, scholarship, assertions of other researchers . . . We try hard to understand how the . . . people being studied, see things" (Stake, p. 12, 1995). Although the ultimate interpretations may emphasize the researcher's interpretation rather than of those held by people studied, the qualitative case researcher strives to "preserve the *multiple realities*, the different and even contradictory views of what is happening" (p. 12).

Panter (1997), in citing Helmstadter, reported some distinctive features of the case study which include:

1. Dual functioning – which elucidates that rather than detailing general knowledge, case studies examine information with respect to solving scientific problems;

2. Results are hypotheses – which explains that case studies lead to empirically developed hypotheses;

3. Flexibility – which illustrates the freedom on the part of the case study investigator to define the type and amount of data to be gathered, the origin of information, and the techniques to use in assembling data; and an

4. Application to trouble situations – which relates to using the application in a preventive manner rather than as a remedial treatment after the situation has failed.

Yin (1984) also recognized the case study as empirical inquiry. It investigates a coexisting phenomenon within the real life context when limits between phenomenon and context are not clear. The investigation uses multiple sources of evidence. Certainly mentoring is phenomenon that coexists in a real life context. This research effort works

to clarify the mentoring phenomenon for new T&I teachers within the vocational education system.

Essential characteristics of case studies are identified by Merriam (1988) as being particularistic, descriptive, heuristic, and inductive. When a case study is particularistic it focuses attention on the way particular groups of people holistically approach and confront specific problems. The term descriptive defines the final "thick" interpretation of the events within the study, documented by events, quotations, samples, or artifacts. When a case study is heuristic it carefully directs the reader's understanding of the events under scrutiny. And finally, inductive case studies rely on inductive reasoning, characterized by the discovery of new relationships rather than by verifying predetermined hypotheses.

Researchers using qualitative methods as the primary data gathering instruments, must have, according to Merriam (1988), enormous tolerance for ambiguity. The lack of structure is the very thing that makes this research so appealing to many. This requires the ability to adapt to unforeseen events and directional changes to pursue accurate meaning. The researcher must react in detective-like fashion searching for pieces of the puzzle. This presents definite problems for the researcher who seeks structured situations and is impatient with ambiguity.

Another trait that Merriam (1988) listed was sensitivity. It demands that the researcher be sensitive to all the variables within the study including the setting, the people, the agendas and both the verbal information and non-verbal behavior. Merriam, citing Lincoln and Guba, reminded the case study researcher that all research has its bias, but good communicators are aware of "how they slant and shape what we hear, how they

interface with our reproduction of the speaker's reality, and how they transfigure truth

into falsity" (p. 39).

The third characteristic sees the case study investigator as a good communicator.

This trait is fundamental because it is necessary to build rapport, ask pertinent questions,

elicit satisfactory responses through empathy, and practice effective listening. The ability

to communicate with warmth and empathy often is what delineates whether the researcher

can collect data well or poorly.

The qualitative method is important because it can take us into the lives of the

respondent, but it is not straightforward. The rigors and demands of qualitative inquiry

are great. Because respondents lead hectic, segmented, privacy-centered lives, few

scientists have the time at their disposal to provide sufficient time to observe respondents

adequately. (McCracken, 1988).

<div align="center">Theoretical Framework</div>

The theoretical framework upon which this study is formed stems from a

philosophical base. Traditional philosophies are concerned with developing a "system of

thought about all aspects of the world: God, human persons, nature, knowledge, values

and beauty" (Elias & Merriam, 1995, p. 182). Because a philosophy promotes an

understanding of human relationships; sensitizes one to various needs associated with

human interactions; provides a framework for distinguishing, separating, and

understanding personal values; and promotes flexibility and consistency in working with

learners, it appears that a philosophical approach is appropriate for a conceptual

framework within a given research effort. A philosophy is capable of providing the

means to acquire, interpret, organize, and use information to make decisions and take action. In short, the main power of philosophy is its ability to help people better understand and appreciate the activity in which they are involved (Elias & Merriam, 1995; Hiemstra, 1982).

Elias and Merriam (1995) provided an overview of philosophies which take precedence in adult education. They categorized the commanding philosophies into Liberal, Progressive, Humanistic, Radical, and Analytic adult education philosophies. It appears difficult, and perhaps unwise, to identify a single philosophy upon which to develop a theoretical framework for a research effort. Quoting Eduard Lindeman, Zinn supports that statement:

> Each of us must be allowed to possess two or three philosophies at the same time, for the purpose . . . of saving thought from the deadly formality of consistency. No one can write about education, particularly adult education, without deserting at various points all schools of pedagogy, psychology, and philosophy. Incongruities are obvious: one cannot, for example, be a determinist and at the same time advocate education; nor can idealism be made to fit the actualities of life without recognition of the material limitations which surround living organism. One cannot, that is, make use of these opposed points of view if they are perceived to be mutually exclusive (Zinn, 1990, p. 49).

Two specific schools of philosophic thought – Humanism and Progressivism -- have been winnowed from myriad possibilities for this research effort's conceptual framework. This sifting is largely due to the good fit between Humanism and Progressivism with the research topic. As indicated in Chapter I, central to the Humanistic movement in education is the desire to create environments which provide a safe, trusting, and nurturing atmosphere where teachers can practice autonomously without fear of coercion, competition, or failure. Central to Progressive thought, the

teacher's ability is advanced to the point that he or she may eventually impact society's growth and development (Elias & Merriam, 1995).

Humanism, according to Elias and Merriam, holds dignity and autonomy of human beings sacred; emphasizes freedom and dignity of individuals; and is concerned with the "development of the whole person" (1995, p. 109). At Humanism's roots are Aristotelian goals of cultivating a disposition that leads to readiness, ability, and willingness to be a part of excellence. Humanist designers Erasmus, Comenius, Rousseau, and Pestalozzi all set forth to maximize knowledge, virtue, piety, and social, emotional, and intellectual development. Rousseau sought self-sufficiency for his learners.

In addition to being concerned with self-growth, the Humanist philosophy contends that it is one's responsibility to work for the good of others. Relating mutually with others is critical because a human is not only a social being, but must interact with others to meet personal needs for love, recognition, and esteem (Elias & Merriam, 1995). The goal of the Humanist is, according to Maslow, bringing about the development of a person by "helping that person to become the best that he is able to become" (p. 123).

To successfully encounter another person in a relationship based on common goal achievement (i.e., successful new teacher induction into the world of teaching), mentors must be able to do a minimum of four things. These are: (1) empathize; (2) translate the finer points of the art and science of teaching into an understandable form; (3) act courageously upon the principles of dignity, equity, and justice; and (4) be able to meet the needs of the protégé (Head, Reiman, & Theis-Sprinthall, 1992).

Conditions which should be provided by the mentor include: (1) a frequent acknowledgment of the novice's accomplishments; (2) the display of reciprocity between novice and mentor to reduce any sense of indebtedness; (3) the modeling of reflection and inquiry; (4) the ability to make learning accessible; (5) the demonstration of juggling teaching load and mentoring responsibilities without exhibiting high stress levels; and (6) the willingness to advocate courageously for the beginner when teaching assignments or administrative requests are inappropriate (Reiman, Head, & Theis-Sprinthall, 1992).

Aaronsohn (1996) echoed concern regarding the isolated and frightening atmosphere many new teachers feel in their school's community when a beginning teacher wrote:

> So many barriers, both personal and institutional, inhibit and prohibit true dialog . . . where after the morning bell rings, doors shut, teachers never see each other, let alone talk to each other, for the rest of the day, or year for that matter. Who has a voice? Who doesn't? Who is listened to? Who is silenced? (p. 16).

The Humanist would seek to eliminate the "us against them" mentality based on the lack of trust among teachers and administrators. Assigning an experienced teacher as a mentor, who is still able to remember what it was like to be new to a beginning teacher, would be a first step. This step would provide trust, emotional support, and reinforce growth. Mentors can nurture growth by creating crucial safe environments to facilitate healthy mentee growth.

Mentors and administrators within the Progressive viewpoint would seek to form capacities in the new teacher aligning with the following:

• problem solvers adept at developing solutions to emerging and recurring problems;

• collaborators able to work and communicate with others through

participation and sharing of experiences;

• makers of meaning who engage in systems and reflection to provide new

ideas and alternative approaches to problems;

• lifelong learners who understand the processes of learning and the need

for continuous education;

• change agents who can adapt to and accept the certainty of change; and

• who embrace a democratic classroom where democratic processes guide

activity (Miller, 1996).

The new teacher, as a result of the mentoring experience should be "experiencing,

reconstructing experiences, creating meaning, and becoming" while being actively

engaged in the teaching role (Miller, 1996, p. 60). The mentor and the administrator

serve as facilitators who direct the mentee's learning. Together they utilize solution

development, collaboration, reflection, problem solving, change adaptation, and

democratic processes as tools.

To summarize, the Progressive and Humanistic adult education viewpoints are

offered in Table I. The table presents abbreviated descriptions of the two philosophies,

excerpted from Zinn's (1993) Philosophy of Adult Education Inventory.

Progressivism's chief exponent relative to education is John Dewey. His

influence on both the progressive branch of philosophy and on education is immense.

Within this influence is his idea that the "dependence of growth of the mind upon

participation in shared activities . . . and the necessity of utilizing individual differences

in desire and thinking to produce changes in society" (Elias & Meriam, 1995, p. 49).

TABLE I

PHILOSOPHIES OF ADULT EDUCATION

	Progressive	Humanistic
Purpose	To transmit culture and societal structure; to promote social change; to give learner practical knowledge and problem-solving skills.	To enhance personal growth and development; to facilitate self-actualization.
Learner (Mentee)	Learner needs, interests, and experiences are key elements in learning; people have unlimited potential to be developed through education.	Learner is highly motivated and self-directed; assumes responsibility for learning.
Teacher (Mentor)	Organizer; guides learning through experiences that are educative; stimulates, instigates, and evaluates learning process.	Facilitator; helper; partner; promotes but does not direct learning.
Concepts/ Key Words	Problem-solving; experience-based education; democracy; lifelong learning; pragmatic knowledge; needs assessment; social responsibility.	Experiential learning; freedom; individuality; self-directedness; interactive; openness; cooperation; authenticity; ambiguity; feelings.

Note: Descriptions excerpted from Elias & Merriam (1980)

Dewey saw education as synonymous with growth and believed that growth lead

to more growth. He insisted that teachers should have objectives for their chosen

activities and that students should be involved in setting the objectives for their own

learning (Noddings, 1995).

> There is . . . no point in the philosophy of progressive education which is
> sounder than its emphasis upon participation of the learner in the
> formation of the purposes which direct his activities in the learning

process, just as there is no defect in traditional education greater than its failure to secure the active cooperation of the pupil in construction of the purposes involved in his studying (p. 28).

In the context of this research topic, the mentee plays the role of learner; the mentor is cast as the teacher. Effective relationships require that objectives be consensual and that activities direct growth through objective attainment.

According to Noddings, Dewey developed a method of instruction known primarily as the scientific method, also termed problem-solving

> Thinking begins with a nagging sense that something is problematic . . . unsettled. Initial exploration yields a hypothesis that must be tested. Next the thinker has to devise a plan – a set of means – by which the hypothesis can be tested. In each stage of exploration, the thinker considers alternatives . . . Then of course, the plan must be enacted. Careful thinkers reflect on the process . . . How might what they have learned here be used in future situations. (Noddings, 1995, p. 29).

Just as in the manner described above, mentoring relationships can address the nagging sense teaching difficulties create and assist the new teacher through the unsettling experience. Once the problem is solved, the effective mentor can help the mentee transfer that learning to other problems that will inevitably surface.

First-year teachers and many non-tenured teachers appreciate plans that focus on growth rather than on evaluation checklists and ratings. "Growth and development are best achieved in an environment marked by mutual respect and trust" (Edwards, 1995, p. 72). As a result of nurtured professional growth through mentoring programs, new teachers felt more supported in their teaching efforts.

Another mentor responsibility that aligns with Progressivist and Humanist philosophies should be to assist the new faculty member find a balance between autonomy within the Humanist philosophy and successful integration into the school

community, which seems to fit in the Progressive philosophical thought pattern. "The mentoring relationship is one that provides an environment that supports adults while they continue to learn and develop themselves. It is a supportive environment that allows closeness and distance and recognizes the similarity as well as the individuality of both the mentor and the protégé" (Otto, 1994, p. 16).

Communication between administrator, mentor, and teacher would be at the core of what mentoring relationships should do: "focus on growth as educators together" (Sahakian & Stockton, 1996, p. 50). Supervisor and mentor commitment, driven by dedication and caring, stems from the sincere belief in the value of good teachers (Steadman & Stroot, 1998). In fact, according to Head, Reiman, and Theis-Sprinthall (1992), the "heart and soul of mentoring is an outgrowth of the belief in the value and the worth of people, and an attitude toward education that focuses upon passing the torch to the next generation of teachers" (p. 5). Both Humanists and Progressivists contend that persons are born with unlimited potential for development and growth (Elias & Merriam, 1995).

Whether or not mentoring team members recognize or affirm their alignment with the Humanist or the Progressive philosophical viewpoint, there appears to be a genuine desire, and perhaps need, to help beginning teachers succeed. Both the instructional supervisor's and mentor's role is to enable new teachers to make free choices, to help them reach their full potential, and perfect instructor skills so the novice may more effectively teach other members of society. When self-efficacy needs are met, teachers are more positive about staying in their profession (Darling-Hammond, 1996). New faculty can experience a smoother process in gaining tenure and remain in their positions

longer. The lonely isolation often described by beginning teachers can be transformed

into a mutual sense of obligation, loyalty and fulfillment (Otto, 1994) as all parties within

the triad experience growth.

Methods Employed

This section is written to describe the procedures used in conducting the study.

Within the section a description of research methodology, the case study development,

the study's implementation, plus the analysis, verification, and synthesis of the research

are presented.

Depth and detail are the goals of data collected in qualitative research. Qualitative

data depends largely on data obtained through interviews, focus groups, observations, and

documents. The use of multiple methods of collecting data is called "triangulation."

Triangulation combines methods like interviews, observations, and focus groups to study

one unit (i.e., mentoring for vocational teachers). The opportunity to incorporate multiple

methods of data collection is a major strength of qualitative studies (Otto, 1994, p. 69).

The Long Interview

Long interviews, conducted in face-to-face fashion with each member of the

mentoring team, glean information relating to backgrounds, experiences, expectations,

perceived roles/responsibilities, and perceived benefits/limitations of the relationships.

The interviews should take place privately, in a naturalistic setting comfortable to the

interviewee. The setting typically was the interviewee's office or within the school site

(i.e., conference room or faculty lounge) in which the interviewee was employed (Yin, 1994).

The long interview is one of the most powerfully revealing tools in the qualitative researcher's entire toolbox. No other method allows the researcher to step into the mentality of the respondent. This method provides more than a mere glimpse into his or her perception of the universe. The qualitative researcher hopes to realize and have insightful awareness of how cultures intercede in human behavior. The long qualitative interview will aide the researcher by situating the numbers and/or data in their fuller social and cultural context (Stake, 1995).

Qualitative interviews are usually extraordinarily abundant in content, capable of opening a virtual "Pandora's Box," so the researcher must be able to control the data by imposing order and structure. Designing well thought out questionnaires or constructing a series of prompts are strategies to structure the interviews so they are controllable. The questionnaire must be composed of open ended questions to ensure that essential exploratory, unstructured responses are forthcoming. It cannot be allowed to destroy the "elements of freedom and variability within the interview," nor should it abolish the "messiness of qualitative data" (Merriam, p. 25).

Participant Observation

As a qualitative researcher acting as an observer, a good account of events should be recorded to ensure a seemingly indisputable portrayal for a time when future analysis is made. During the observation, the researcher dwells on key events by category and pays attention to conditions in the background which might effect any subsequent

analysis. In one respect, the observer is close-minded, avoiding the chance of expanding or refining the design in any way. But in another respect, open-minded, in that he or she tests every tally and event, determining if anything might happen to amend the final tally (Stake, 1995).

Focus Groups

Additional data, gathered from four focus groups, consists of input from mentees only, mentors only, administrators only, and various combinations of mentees, mentors, instructional supervisors (representatives from the school sites and the Oklahoma Department of Vocational Technical Education). A scripted list of questions was used. Even though questions asked in focus groups were similar to those asked in face-to-face interviews, reflection, precipitated by scheduling the focus group discussion sometime after the interviews, and input from other participants elicited more in-depth answers.

The final information was provided from field notes derived from participant observation. The participant observation notes were compiled during face-to-face interviews, focus group facilitating, and while attending mentor training workshops and planning sessions.

Population and Sample

A distinction between qualitative and quantitative methods lies in the matter of emphasis. The quantitative researcher studies "aggregates of the population" while the qualitative researcher studies "the uniqueness of individual lives" (Stake, 1995, p. 36). Merriam (1988) stated that there are two types of sampling: probability and non-

probability, and non-probability is the method qualitative studies use. "In probability

sampling there is no way of estimating the probability that each element has some chance

of being included." Statistical generalization is not a goal connected with

qualitative research, so probability sampling is not a justifiable or necessary approach.

"Thus the most appropriate sampling in non-probabilistic – the most common form of

which is called purposive. . . Purposive sampling is based on the assumption that one

wants to discover, to understand, gain insight" (p. 46-47).

In citing Goetz and LeCompte, Merriam (1988) described sampling strategies.

The sampling strategy which best fits this study is the "typical-case selection: The

researcher develops a profile of attributes possessed by an average case and thus seeks an

instance of this case" (p. 50). Typical-case selected mentoring triads, consisting of the

beginning teacher (mentor), the experienced teacher (mentor), and the instructional

supervisor, were notified of the research and of its possible benefit to the vocational

community. They were then asked to participate. Because it was important that an entire

team participate in the study, if any individual within the team chose not to be involved,

the whole team was excused.

Of the six new teachers finally selected: none had experienced the benefit of a

teacher education degree nor student teaching; none had prior teaching experience of any

sort; one had 10 credit hours of pedagogical course work and several hours of general

education requirements; and one had completed a four-year degree from a liberal arts

college. All had a minimum of five years in industry, four had over 12 years in industry.

Mentors assigned to the new teachers included three teachers with a standard teaching

certificate with twelve to eighteen years of teaching experience, the remaining three

mentors held Provisional II certificates with teaching experience ranging between six and twelve years. In one case, the mentee had completed more formal education and two were older than their mentors. In all but one case, mentors were still in teaching ranks, the exception was a teacher recently elevated to a supervisory level position (but not over the same area as the protégé's). Similarly, in all but one case, new teachers and their mentors were of the same gender and of the same race.

Initially, teams sought worked within a certain radius from the researcher's home base. Eventually, the radius had to be extended to locate an adequate number of teams willing to participate. Eventually, six triads from six different school sites agreed to be involved in the study. These participants provided a large percentage of the data for the research.

Additional data was gathered from four focus groups, consisting of mentees only, mentors only, instructional supervisors only, and a combination of various mentee, mentor, and instructional supervisors. A scripted list of questions was used. Even though questions asked in focus groups were similar to those asked in face-to-face interviews, participants had time to reflect on their responses. That reflection and input from other participants elicited more in-depth answers.

The final information was provided from field notes derived from participant observation. The notes were compiled during face-to-face interviews, focus group facilitating, and while attending various mentor training workshops and planning sessions.

With the intent to contribute to triangulation, the data was compiled, referenced and cross-referenced. Through careful examination of the data, determining varying

points of view was permitted. Striving to gather all neutral, positive, and negative

viewpoints, it was intended that the information could be used in the future for program

analysis and, perhaps, to guide any program revisions deemed necessary.

Pragmatics of the Study

Case study research was selected as the methodology for this study. According to

Leedy (1997), case studies fall within the qualitative research realm and explore a

> single entity or phenomenon ('the case') bounded by time and activity (a
> program, event, process, institution, or social group) and collects detailed
> information by using a variety of data collection procedures during a
> substantial period of time. Almost any phenomenon can be examined. . .
> (p. 157).

Qualitative case study is an ideal design approach for interpreting philosophical

perspectives on the nature of research because it provides for a focus on discovery,

insight, and understanding from the perspective of those being studied. Citing Guba,

Merriam (1988) added that what is learned at the research site is dependent on the

interaction between the researcher and the context; and the nature of the categories for

theory development cannot be known until they are observed.

As Panter (1997) cited from Erlandson, Harris, Skipper, and Allen, several steps

exist in conducting case studies. These steps include: process of inquiry, design

selection, scheduling, gathering and analyzing data (via interviewing, focus groups, and

observation), analyzing documents, triangulating data, and, finally, preparing the report.

The steps listed above will be described as they relate to this study in the order presented

above.

Process of Inquiry

The process of inquiry concentrates on the study's findings (Panter, 1997). During the study the researcher took considerable precautions to maintain and preserve trustworthiness, verifiability, and transeferability of all data collected.

This case study examines six mentoring relationship teams (i.e., new teacher or mentee, mentor, and administrator or instructional supervisor) from six different vocational education sites. Each of the participants within the study are protected through anonymity. No references to names or sites in which participants are employed have ever been made. Rather, numbers are assigned to sites and participants. The format below provides an indication of numbering codes. These too are pseudo numbers.

Site 1 - 001	Mentor, Mentee, Instructional Supervisor	001A, 001B, 001C
Site 2 - 002	Mentor, Mentee, Instructional Supervisor	002A, 002B, 002C
Site 3 - 003	Mentor, Mentee, Instructional Supervisor	003A, 003B, 003C
Site 4 - 004	Mentor, Mentee, Instructional Supervisor	004A, 004B, 004C
Site 5 - 005	Mentor, Mentee, Instructional Supervisor	005A, 005B, 005C
Site 6 - 006	Mentor, Mentee, Instructional Supervisor	006A, 006B, 006C

The number codes were retained as the participants progressed into the focus group discussions.

The initial contact with the participants explained through a scripted request (Appendix A) that participation was purely voluntary. Because it was important that an entire team be involved in the study, if any individual within the team chose not to be involved, the whole team was excused. A permission form (Appendix B), requiring the signature of the participant, was presented before the first interview. At all subsequent meetings, participants were again reminded that their participation was voluntary (Appendix C).

Participants were informed that the purpose was to discuss the dynamics, successes, and problems encountered in their individual experiences in the mentoring relationship in which they were involved. In the interviews each participant was questioned using the same scripted list of questions (Appendix D). Likewise, in the focus groups, questions were also scripted (Appendix E). In both cases, participants were encouraged to express themselves openly and freely. Responses from the participants in the face-to-face interviews and the focus groups allowed the researcher to probe with further questions to expand the study and elicit deeper meaning from the data.

During the entire inquiry process, interviewees and focus group participants were advised that their participation was voluntary and that at no time would names or school locations be revealed. The results would not jeopardize them in anyway because the whole purpose of the study was merely to determine how parties involved in mentoring relationships perceive the experience.

As a means to provide verifiability member checking, which is a process Stake (1995) used to describe the examination of interview transcripts, was utilized. If a participant found anything objectionable in the verbatim transcript of an interview, it might have been negotiated to redefine what the participant may have said.

Instrumentation

The questions used in this study were developed by the researcher working with a team of experts consisting of a representative from the Oklahoma Department of Vocational Technical Education, a vocational school administrator who also served on the developing committee for mentoring workshops, and an experienced master

vocational teacher/ mentor. Researchers have long recognized the need for maintaining accuracy in measurement and for acting logically in interpreting the meaning of the measurements. Citing Cronbach, Stake (1995) reminds us that measurement must be reliable and valid. Validity applies to descriptive data as well. Granted, case studies deal with very complex phenomenon and issues for which consensus is nearly impossible, yet an ethical obligation remains to minimize misunderstanding and misinterpretation. Protocol and procedure, going beyond simple repetition of data, is expected if validity is to be found. Triangulation in case study is a way to find meaning. More specifically, in "data source triangulation" a name given by Denzin, the researcher looks

> to see if phenomenon remains the same at other times, in other spaces, or
> as persons interact differently. . . Data source triangulation is an effort to
> see if what we are observing carries the same meaning when found under
> different circumstances (Stake, 1995, pp. 112-113).

Construct validity can be addressed with triangulation because multiple sources of information provide multiple measures of the particular events (Yin, 1994).

Case study protocol is the major method used to increase reliability. It is more than instrumentation because it also consists of the rules and processes that are followed in implementing the instrument. The protocol should contain the following:

1.   Purpose including key features of the Case Study Method and organization of the protocol,

2.   Procedures including scheduling, verification, and special documents (if applicable),

3.   Determination of persons to be interviewed, and

4.   Case Study Protocol and questions (Yin, 1994).

In this triangulation, the data was examined and reexamined searching for emerging themes. This process involved preparing verbatim transcripts of interviews and focus groups transcripts. Audio tapes of the interviews and focus groups were linked to field notes to interpret pauses, body language, facial expressions, and other indicators which might reflect sarcasm, cynicism, emotion, and similar nuances. Verbatim transcripts were read and reread to illicit core ideas, concepts, and emergent themes. Data were sorted and categorized according to the unfolding themes. Thorough analyses examined content similarities, inconsistencies, and contradictions. Triangulation was used in searching for additional interpretations other than from one single meaning (Stake, 1995).

Scheduling

Obtaining information in the study was a result of face-to-face interviews, focus groups, and participant observation. The researcher herself was a significant instrument for gathering and interpreting the data. As with many naturalistic approaches, the researcher was allowed a degree of innovation and creativity as she explored unexpected data collecting opportunities, while still maintaining a degree of structure utilizing a pre-set series of questions for all participants.

The time schedule in Table II was followed as the study progressed.

TABLE II

TIME SCHEDULE

DATE	ACTIVITY
June, 1997 - September, 1998	Participant Observation
January - November, 1998	Face-to-face interviews
November - December, 1998	Focus Groups
May, 1998 - January, 1999	Analyze findings
February, 1999	Complete study

The face-to-face formal interviews with individual members of the mentoring

teams began with a few main questions designed to cover the overall subject. These

questions (assembled with input from the state vocational technical education agency, a

vocational school assistant supervisor, and a past mentor with experience in state new

teacher residency committees) will serve as the basis for additional probing and follow-up

questions (Rubin & Rubin, 1995).

Gathering and Analyzing Data

A listing of all T&I vocational teachers being inducted into teaching in the school

year 1997-98 was secured from the ODVTE. Persons selected were representative of new

teachers entering through atypical pathways with alternative teaching certificates as

identified in this research paper's Chapter I. Each of the participants within the study

were assured repeatedly that their anonymity would be protected.

Participants were informed of the research purpose and face-to-face interviews were conducted with each participant. Responses were elicited from the same scripted list of questions (Appendix D). Similarly focus groups, using scripted questions (Appendix E), were conducted. The questions used in this study were developed by the researcher working with a team of experts including a school administrator, a state agency representative, and a former mentor teacher recognized statewide as outstanding.

In all contacts, participants were encouraged to express themselves openly and freely. Because the researcher herself had been a provisionally certified teacher in the same system, researcher sensitivity led to establishing trust between interviewees and interviewer. Field notes were taken as the researcher conducted interviews, facilitated focus groups, and attended workshops. These notes were handwritten on a legal pad and filed. Once completed, audio recordings made during the discussions were transcribed verbatim. Member checking allowed all participants an opportunity to read interview and focus group transcripts to verify that what was written was indeed what they had said.

Once interview transcripts were read by the interviewers for verification, the analysis began. Data was examined and reexamined searching for emerging themes. Audio tapes of the interviews and focus groups were linked to participant observer's field notes to interpret pauses, body language, facial expressions, and other indicators which might reflect sarcasm, cynicism, emotion, and similar nuances. As more and more verbatim transcripts were collected, they were read and reread to illicit core ideas, concepts, and still emerging themes. Data were sorted and categorized according to the unfolding themes. Examinations sought content similarities, inconsistencies, and

contradictions and, by means of triangulation, a search for additional interpretations was conducted.

Because qualitative methods produce a wealth of information about a small number of people, a greater understanding of the case studied should obviously be gleaned. The case study triangulation should promote a deeper understanding of mentoring experiences as a whole and lay the groundwork in determining the value of mentoring assistance for beginning T&I teachers.

Issues of Rigor

To provide different perceptions of the mentoring relationship among participants mentoring triads, all information from interviews, focus groups, and participant observation was compiled. This pooling of information, rather than just relying on the researcher's holistic understanding, helped to establish validity, and to construct convincing and rigorous explanations about the events that were studied (Merriam, 1988). Additionally, the multiple sources of data provided thick descriptions and reflections from many viewpoints (Panter, 1997).

A major strength of the case study lies in the opportunity to use many sources of evidence. Yin argues that the "need to use multiple sources far exceeds that in other research strategies such as experiments, surveys, or histories" (Panter, 1997, p. 91). The use of many evidence sources permits the researcher to address broad ranges of historical, attitudinal, and behavioral issues. Yin defines the term as a form of triangulation that results in a finding or conclusion that is apt to be more persuasive and accurate when

based on several different sources of information. Without multiple varieties of input, the advantage of the case study would prove inestimable.

Preparing The Report

Preparation of the report, as Panter (1997) cited Erlandson, Harris, Skipper, and Allen, involves the incorporating of several components. These are listed and described as follows:

1. Problem explanation – includes the problem statement, the study's significance, the research questions, operational definitions, assumptions, limitations and/or delimitations.

2. Literature review – research which relates to studies collected and analyzed from documents, people, organizations, and etc. (Merriam, 1988).

3. Methodology – an explanation which describes the naturalistic inquiry and information which defines the population, instrumentation, procedures, data analysis, and the audit trail.

4. Findings – a report which describes senses detected; transactions and processes observed in the settings; discusses important themes, trends, issues, and patterns; provides a description of the working hypotheses; and lastly, communicates the realities constructed by the respondents.

Verbatim transcripts of interviews and focus groups were member checked to verify and provide complete responses. The actual report writing followed the

preparation phase which consisted of organizing and cross-referencing data. Outlines were prepared to ensure completeness and logical flow.

Summary

The case study methodology is a form of naturalistic inquiry that utilizes qualitative research. This case study's purpose is to shed light on the mentoring phenomenon. This chapter addressed key methodological issues, discussed the research strategies which were utilized in the study, and identified the population and sample. Serving as an outline of the study's development, it presented the inquiry process, instrumentation, scheduling, and data collection procedures. Interviews, focus groups, and participant observation were explored and an explanation of how they are utilized was offered. Triangulation of the data is essential in qualitative research because it provides both validity and reliability. Finally, interpretation of how the study is to be reported was submitted. With those factors addressed, the next phase of the study "Data Analysis and Findings" progressed.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

The purpose of this study was to determine how parties involved in the mentoring relationships for beginning trade and industrial (T&I) teachers inducted into Oklahoma's vocational school system are perceived by the parties concerned. It also was designed to examine the mentoring processes' dynamics and the parties' perceptions of the challenges, successes, strengths, and limitations of the relationship.

Three specific questions emerged to guide the research study:

1. What perceptions do mentoring team members have of their mentoring experiences;

2. Upon reflection, how do mentoring team members think the mentoring process might be improved; and

3. What aspects of the mentoring experience are reflected in, or fail to support, Humanism or Progressivism?

Initially, a review of the literature was conducted. A summary of the finding from the literature review will follow.

Summary of Findings of the Review

Of the Literature

Mentoring has a long history as a useful strategy for assisting newcomers to adapt

to new environments. Businesses frequently use mentoring to assist in the development

of employees. That use is seeing a marked increase since the early 1980's. Mentors

provide for both career and psychosocial functions for new employees. Career functions

include sharing, strategizing, offering feedback, giving advice, and more. Those

functions involving confirmation, emotional support, positive feedback, encouragement,

and friendship are identified as psychosocial.

Effective mentoring is said to contribute to protégés/mentees, mentors and the

organizations in which the mentoring activity is instigated. It is believed to help mentees

through performance improvement, access to insider information, and better socialization.

One of the biggest advantages was mentees were taught at teachable moments when their

need was critical and motivation was high. Mentor benefits include recognition, higher

morale, pride, and upward mobility. Organizations realize better production, qualified

leadership, and positive retention from both mentee and mentor.

Many students preparing to be teachers and newly-employed instructors in the

United States have experienced mentoring as cooperating, veteran teachers acting as

guides and advisors. This activity may have occurred through a semester of student

teaching, through a year of residency teaching, or both. With the national drive to

increase educational standards in education, mentoring will likely play an increased role

in assisting new teachers.

In trade and industrial disciplines within vocational education, new teachers often enter ranks of teaching with only industrial experience. Though their industrial experience is lengthy and often diverse, their formal education, especially in pedagogical training, often is limited. Teachers entering Oklahoma's T&I ranks without benefit of a four-year degree ordinarily are not afforded the opportunity to serve an apprenticeship under an experienced mentor. Through an initiative recently implemented by the ODVTE, a plan was put in place to pay mentors a $500 stipend to serve mentees as a guide and advisor. The mentoring initiative was started to better facilitate induction of the new vocational teachers, enable beginning educators to grow in skills and confidence, and encourage higher levels of professionalism among both new and veteran teachers (Warner, 1998).

Although informal relationships, where mentor and mentee naturally and mutually gravitate to each other over time, have been the norm over history, mentoring in most school settings is more formalized. Formal mentoring relationships, in which the instructional supervisor selects the seasoned veteran, are established to help the new teacher with "system presented" and "student presented" problems. System-presented problems typically refer to paperwork, equipment, facilities, curriculum, red tape, and time management. Student-presented stresses include student behavior, motivation, time-on-task, and others.

Mentors are required to be seasoned teachers with a minimum of three years teaching experience, and certified in vocational education (Garrett, 1997). Beyond that, the characteristics instructional supervisors identify as critical for mentor selection include: high level of competence as an instructor, knowledgeable in teaching methods

and theories of teaching, capable of transmitting knowledge to the new teacher, willingness to be involved, and availability of time. A large commitment of time and patience is required. Another consideration is physical proximity.

Mentoring is often considered reciprocal. Both mentee and mentor "give to" and "get from" their collaborative efforts which bring about reflection, analyzing, refining of teaching practices, and often, especially in vocational education, exposure to the latest trends and technologies. Incentives for the mentor include the extrinsic reward which might be the stipend and the intrinsic reward received from perpetuating the teaching profession.

As a result of mentoring, new teachers are more likely to stay in the profession longer and enjoy a smoother process toward tenure. The isolation so many new teachers express diminishes when the instructional supervisor, mentor, and mentee collaborate effectively to enable beginning teachers to grow, become autonomous, and reach their goals. According to studies, mentoring has been identified as the number one request of new teachers in vocational education.

To avoid dissatisfaction with mentoring activities, participants are encouraged to establish objectives for each mentee/mentor/instructional supervisor team. The entire triad should be involved in the establishment of goals and come to consensus on them. Once the focus is clear, the team should meet regularly. For each meeting, planning goals should be set. Without those precautions, more barriers than interaction are thought to be created.

Selecting appropriate mentors for mentees also requires careful consideration. Unfortunately research on pairing mentors is limited, so definitive answers cannot

ascertain the perfect formula to select the most appropriate mentor. Factors that are often taken into account, however, are age, gender, ethnicity, and teaching discipline. Some research indicated female mentors have developmental success with other females.

The review of the literature found only limited information about mentoring programs in vocational school or class settings. No research was found relative to whether matching should also be based on curriculum delivery systems, student learning ability/disability levels, or live-work versus project-based programs.

Findings from the Case Study

Using a case study approach in which long interviews, focus groups, and participant observations were utilized, qualitative data was gathered. Eighteen members comprising six different mentoring teams were interviewed using two to three rounds of questioning. Typically, each mentor and mentee was involved in three rounds and each administrator participated in two rounds. For time limitations and logistical reasons, one team's involvement amounted to only one round of interviews per team member. The overall endeavor resulted in over forty face-to-face interviews. Four focus groups met to openly discuss structured questions.

Team members' interest in the study and dedication to the mentoring commitment are important factors in this study and should be noted. In all but one focus group meeting, four of six persons invited accepted and participated. The fourth focus group was not well attended, only two of the six participated. Poor timing and driving distances were the reasons cited. The group meetings fell just prior to the winter break and some participants would have been required to drive 80 to 100 miles round trip to the meetings'

site. Beyond that obstacle, four persons attending the study's focus groups either missed a faculty holiday party of left the festivities early to participate in the discussions, and at least three participants drove the long distances. In light of the sacrifices those attending actually made, the researcher believed that it was the mix of administrator, mentor, and mentee which was the actual deterrent. Focus groups that were well attended were homogenous, either all administrators, all mentors, or all mentees. No attempt was made to reschedule the heterogenous focus groups.

In addition to conducting interviews and facilitating focus groups, the researcher · attended two mentoring workshops and engaged in note-taking throughout all activities. This chapter will present that data which will supply information concerning the perceptions of mentoring relationships within the Oklahoma vocational system's mentoring initiative.

In Chapter II the review of the literature presented specific issues which appear inherent to mentoring relationships. These issues include, but are not limited to: the appropriate selection of mentors, satisfactorily matching mentor to mentee, adequately determining mentor roles, and setting suitable expectations for the relationship's outcome. These issues, as well as the research study's questions, were analyzed as a team of experts formulated the interview question format.

The result was a "grand tour" instrument which was used over three rounds of interviewing. The first round of interview questions asked participants to address the issues of mentor and mentee backgrounds, characteristics, various roles and expectations perceived by members of the mentoring teams. Interview rounds two and three dealt more directly with the mentoring team members' perceptions of the mentoring process.

Focus groups discussed perceptions, especially placing emphasis on their perceptions toward possible improvement of the mentoring process. Although no interview questions were dedicated specifically toward Humanistic and Progressive philosophical views, probing and an ongoing analysis of the themes and strands were conducted to determine philosophical reflections.

The course of direction Chapter IV will pursue will present the remaining data analysis and finding to discuss mentor team member backgrounds. That will be followed with a discussion of each of the three research questions, which were used to guide the study.

As a point of information to the readers of this research effort, all remaining data will be presented using randomly assigned numbers for teams, administrators, mentors, and mentees. Using numbers randomly throughout the report of the research findings will allow for the separation of statements made by participants in various categories. This step is taken purposefully so no one may identify specifically which participant may have made any particular statement or belonged to any particular team.

<p style="text-align:center">Mentoring Team Member Backgrounds</p>

Of the six teams chosen for this research, the following information was gathered relating to both the mentor and mentee: industrial experience, previous teaching experience, and educational background. Additionally, age relationships, gender, and ethnicity will be indicated.

Mentees and mentors all had considerable industrial experience, ranging from five years to twenty years. Four of the six mentees had more experience in industry than their mentors.

Mentees had only limited prior formal teaching experience. One had served as a substitute teacher several times in the specialty area over a one-year period; another had served as a short-term instructor for the business and industry training division within the same school in which permanent employment was secured. Another beginner had served as a teaching assistant in the same school the previous year. One of the six had been involved in teaching classes in his place of worship and one-on-one to fellow employees. The two remaining new teachers had no teaching experience. Mentors' teaching experience ranged from six years to 24 years. The average was 13.1 years full-time teaching experience.

No discernible difference in confidence or performance levels could be detected by the researcher in texts of interviews. Mentees seemed to have similar levels of stress regardless of previous teaching experience. Mentors, with the exception of one who had mentored in other new teaching settings, appeared to have similar levels of concern as well.

The administrators had varied experiences, as well. One administrator, a former T&I instructor, was in the first year of service as an instructional supervisor. Another, a former health occupations instructor, was in the second year supervising T&I instructors. One more with initial experience as a vocational marketing teacher had been an instructional supervisor in a junior high school within the common education system, but was in the first year of administrative duty at a vocational site. The remaining each had

over twelve years experience as instructional supervisors in the vocational setting. Of the last three, one had been a former T&I instructor, the remaining two had been teachers and administrators in the common education arena.

Educational background of the mentees and mentors varied. The data is reflected below:

Team 1	Mentor --Baccalaureate degree	Mentee -- 0 college hours
Team 2	Mentor -- Baccalaureate degree	Mentee -- 0 college hours
Team 3	Mentor -- (Senior year of college)	Mentee -- 3 college hours - T&I only
Team 4	Mentor -- Associate degree	Mentee -- Bachelor of Arts degree
Team 5	Mentor -- Masters degree	Mentee -- 13 hours - T&I only
Team 6	Mentor -- (Associate degree)	Mentee -- 6 college hours

Gender differences were minimal. Only one team was composed of mixed genders – a male mentee and a female mentor. In all but one case the mentor and mentee shared the same ethnic race. The dissimilarity of both race and gender were recognized as advantages by both mentee and mentor within that particular team. Comments relating to race and gender made by the mentor and mentee follow.

Mentee #1:
Our program is a mixed-race program and being provided a mentor with a different race and gender was important. I mean, there are not many male teachers in cosmetology, so I think it was good for my mentor and for the students. I think it was good for us all the way around . . . Differences in skin tone and hair texture are essential components in our curriculum. When _____ (new teacher) brought that expertise into the classroom, it not only was beneficial to our students, it helped me as well.

Mentor #1:
In this particular field, a female mentor can caution a male about working with women. Of course, _____ (mentee) had shop experience, but not with high school age students. We talked about being really careful about what was said. Being really careful how he judged women to be, especially cautious about touching women. In cosmetology we touch people all the time, so its not real unusual for us to walk down and put our hands in someone's hair or on their shoulder or to massage their neck, if they have headache. People interpret that differently, if they are not a

cosmetologist or a doctor or something along that line. So, you have to watch that, especially with young people. So, I shared my concern and I also cautioned _____ (new teacher) about facial rooms . . . and dressing rooms. Real basic things like that. Same gender mentors and mentees might not ever have thought about it.

All other teams were composed of same gender, same race members.

Let it be further explained that any reference to gender thus forward in the presentation of findings will be avoided. Additionally, because most of the participants are male, all references from this point on will refer to "he" rather than making reference to a specific gender. This precaution is taken to further protect the anonymity of the participants.

Age differences between mentor and mentee vary somewhat. These differences are identified and outlined below:

Mentors older than mentees by ten years or more:	2
Mentors older than mentees by five years or more:	2
Mentee less than five years older than mentor:	1
Mentee more than five years older than mentor:	1

Only one team member within the eighteen people involved in the study felt age was a factor in the mentoring relationship.

Mentor #1:
I think that my age may have been a reason why _____ (new teacher) did not come to me with more questions. When I gave advice it was accepted and heeded, but I think if I had been older, _____ (mentee) would have felt more comfortable in coming to me.

Based on the input from this study's participants, age differences were of little concern to 92 percent of the participants, or 83 percent of the teams involved. It is possible then that age factors may not be vital in matching a trade and industrial veteran to novice.

Administrator #1:
I don't think age is a factor. It's more experience, and not necessarily a lot of experience, and the capability of acting and getting the job done. It's really more capability than experience.

Because two of the mentors had been employed previously (although in capacities other than as vocational instructors) at the school in which they were hired, the mentors knew and had a year's previous work experience with the mentees prior to the formation of the mentoring relationship. In one of these occurrences, the mentor actually participated in the employment selection interview(s) of the beginning teacher. In two other cases, the person eventually chosen as mentor was a member of the new teacher selection process for the school. Comments made by those mentors regarding the employment selection interviews were:

Mentor #1:
I think I was chosen to be on the interview team because I have kids at heart. That was one of the things that was obvious when we interviewed _____ (new teacher). When he left the interview, the first thing that came out was that he seemed to have an interest in the kids. Now, if I hadn't liked him, and I had been one of the ones on the interview team, I might not have wanted to be his mentor. But, meeting him, I wanted to help and I felt like it was a bit of an honor that they asked me to do it.

Mentor #2:
I was on the interview team that selected _____ (new teacher) so I had an additional motivation to make sure it (mentoring process) worked. I wanted to cover myself because selection processes put on a lot of pressure. When you are the one that helps make a decision, you want to be sure you made the right decision. So, you do whatever you can to ensure success.

Except for the cases cited, mentors and mentees had no former acquaintance or connection and formed no previous relationships.

Findings Based on Research Questions

<u>Research Question One</u>

What Perceptions Do Mentoring Team Members Have of their Mentoring
Experiences?

As stated in Chapter II, Telemacheus, the son of Odysseus, was placed in the

hands of Mentor. The father held Mentor responsible for the nurturing of his son. Mentor

was expected to use his insight and wisdom as he advised Telemacheus during the

absence of Odysseus.

<u>Perceptions of Mentor Characteristics and</u>

<u>Matching Efforts</u>

In all six of the mentoring relationship teams researched in this study, the

administrator or instructional supervisor of the new teacher assigned the mentor to the

new teacher. Obviously, Mentor was chosen by Odysseus because he manifested certain

characteristics. Perhaps, just as obvious, administrators look for certain characteristics

before assigning mentors to new teachers. Certain characteristics were identified as

important by the vocational supervisors within this study.

The following excerpts are taken from the transcribed conversations acquired in

interviews with the instructional supervisors of the six new T&I teachers:

> Administrator #1:
> A mentor must be a person the new teacher can feel comfortable with.
> Someone who won't make them feel like they are imposing because they
> are asking them 6,000 questions the first year.

The mentor must recognize the importance of the kids in the class – really cares – and that is what is really important. He not only cares about his kids, he cares about education. A mentor must really take seriously that what he or she is doing here is dealing with people's lives and futures, and what you do as a teacher impacts them forever. It's very important that mentors have that mind-set, if they are to convey that to the new teacher.

The first administrator added this component in the same interview.

A good educational mentor obviously has to be a good teacher, and that is, in my estimation, someone who perceives his profession as a calling and not a job. They must understand that teaching is a team sport. It's not a lone- wolf operation, so you've got to work with administration. You've got to work with peers. You've got to work with janitors. You've got to work with everybody, if its going to be effective. That's the type of attitude you look for in a mentor because that is what he is going to convey to the new teacher.

The second administrator made these comments:

A mentor should be an outstanding teacher . . . someone that's perceived that way by other teachers and also recognized by students, as well as the administration office, for those qualities (sic).

I think they need to be qualified in the area that they are teaching, and as a matter of fact, we could use terms like master craftsman, or whatever would best describe them in their level of expertise.

They should be receptive (to mentees) . . . someone with good people skills, good customer skills, and good communicating, well written and an oral communicator as well, I'll say.

Administrator #3 described characteristics of mentors as strong, capable, helpful, and mothering.

Mentors should be caring, mothering. . . Mothers take care of their children. They listen to them in a light no one else can. They remember what its like to be a 14 year-old before they come down on a kid too much. So, mentors who are mother-ers, remember what it was like to be a new teacher. They remember the problems, concerns, difficulties, and everything a new teacher encounters. They know what can be overlooked or explained away. But they are also aware of what needs to be corrected and corrected now.

A mentor is a person willing to help the new teacher grow, become everything that he or she can be – not just a teacher but also a connected person within the work place.

Mentors should be very capable teachers – strong, outgoing, organized, able to move well throughout the classroom, capable with working well with students as a teacher.

Additionally, administrator #3 identified the ability to utilize adult teaching

methods as important.

Mentors should have an understanding of learning styles and adult teaching techniques.

Administrator #4 indicated mentor and mentees should share similar backgrounds.

A mentor should be experienced and it's helpful if they (mentor and mentee) have similar technical backgrounds because it is important to have someone that you can bounce off content questions. . . backgrounds of the mentor and mentee should compliment each other.

The mentor has to be somebody who is a good communicator, flexible. Somebody who will listen and give some feedback. Yet mentors should not be so set that their way is the only way.

A mentor should be able to help new teachers work through getting to their strengths.

Our best mentors are those people who are real team players, they listen really well, and they take the time. They are willing to listen to the teachers' frustrations and teachers' ideas and take them from there.

Since the major problem many new teachers have is with control and discipline of students, I think a mentor should have a good classroom management style and a good rapport with students.

Finally, administrator #4 supported the review of the literature's indication that

trust between mentor and mentee is critical.

A mentor has to be able to instill trust. I know _____ (mentor) had already started mentoring _____ (mentee) before we ever assigned him. That showed _____ (mentee) that this was a guy who is really going to do

it anyway. He was serious and sincere. That's where a lot of trust came from.

The fifth administrator saw the willingness to share knowledge about teaching

skills as critical. He also felt program similarities were meaningful.

> A mentor should be a good teacher. That is an understatement! That is the key. They ought to have some great teaching skills and should have the ability to share these skills and be willing to share those skills also. They don't necessarily have to be in the same field with the (new) teacher. But, they should work with the same kinds of students that the new teacher will be working with -- adults, secondary and adults -- and also be working in the same delivery system that the new teacher will be working under. Of course, in our case that's the individualized system with LAPs (Lesson Activity Packets). I think that's a must.

> I don't know if a mentor has to be a friend. I think a mentor has to be someone the mentee looks up to and has respect for, and they can see that. You know, if I follow some of the directives of this mentor, that I am going to pick up something that is worthwhile. But friend? (pause) That would be the icing on the cake.

The sixth administrator expected mentors to be willing role models who could

exhibit enthusiasm and patience. Additionally, organized skills were desirable.

> Characteristics I think I would identify – one would be – enthusiasm would have to be a characteristic. A good role model. One that leads by his or her action. He should have patience and virtue would have to be there. Willing to take the time, good time management. . . good organization skills . . . But the mentee is not going to be able to find all the answers in a single mentor. Not one person, they will not, and I don't think they should.

A synthesis of administrator comments elicited certain characteristics. Beyond

being a good teacher, these traits include, but are not limited to: possessing a capability

of: recognizing the value students and mentees; realizing the importance of education and

its impact on student lives; anticipating growth in mentees; putting mentees at ease;

instilling trust; and being capable of communicating, especially through listening.

Because mentors and mentees should work with each other, it was considered

critical by the researcher, to determine what characteristics each member within the team

thought the mentor should possess. The mentors in this study actually recognized these

characteristics as important:

> Mentor #1:
> I think you have to be patient if you're going to be a mentor and you've
> got to be interested in the person. You also have to be someone who can
> give a person credit for what they already know and not expect them to
> know everything when they come in.

Realizing new teachers come in with many abilities and lack others, the mentor

added:

> I think you have to know that you are not going to clone another person to
> be exactly like you . . . I don't believe that you can look at a mentee and
> think that they should be at the same level I am at after I've taught twenty-
> some years.

> I think you have to be real forgiving. And you have to be able to follow-
> up on your instruction. You need to be sure they understand something
> and be sure that they don't forget something important. And then, be
> willing to overlook the things that don't really matter anyway.

Mentor #2 thought it was important for mentors to allow new teachers to learn

through experimentation.

> You've got to be someone who is able to listen to the new teacher's ideas
> and let him experiment.

By indicating the importance of keeping the mentee informed of deadlines and

requirements, he also emphasized the necessity to react appropriately when things go

amiss.

> It helps if you are organized so you can remind (the mentee) specifically
> of what reports are due and keep checking up to make sure they are being
> done. And then when reports don't get done and they are due in one hour,
> you've got to work with him to get them done. And to do that, you have to

be able to be there. You have to be able to help out when he gets stuck. A mentor has to be there for his mentee. You've got to be someone who lets them have a little latitude. Everybody makes mistakes, that's how we learn.

Accessibility, capability, and gentleness were among the characteristic descriptions of another mentor.

A mentor has to be able to be there when the mentee needs to talk.

I feel I was chosen as a mentor because I get along with teachers really well. At least, I know I try. I try to hear them out. I'm one of those people – I can see what I need to do and get the job done, but I don't think you have to do something real harsh to get there. You have to be able to get people where they need to be without that roughness and make it smooth for them and smooth for you, too.

The fourth mentor thought experience was the essential characteristic.

You have to like your job and know how to play the hoop game. Part of a mentor's job is showing the new teacher, "Here are the hoops you jump through right now, those are the hoops you jump through later."

Interest in the new teacher and the ability to listen for underlying problems was key to another mentor.

Characteristics that I should have as a mentor are to be willing to have an open ear and listen to them -- really anticipate what their problems are. Realize that they have his own sets of problems (sic). Be available. Have a desire to see the new teacher succeed.

An organized, capable professional recognizing the value of the student was the last mentor's impression of desired characteristics.

(There are) a couple of things that I felt were important. . . I am a successful teacher, I have kids at heart, I place my kids (into employment), and do what it takes for the kids. I stay updated and I want to stay current. I think a mentor has to stay current in his profession and needs to be respected in his profession. Do a good job and do things right. If he is not doing the things right that make a good teacher, then I don't think he would be a good mentor. . . I am real organized. . . I've got good control of the classroom.

The new teachers had their own ideas relating to the characteristics mentors should possess. These comments were given early in the new teachers' first year of teaching. Mentee's comments reflecting ideal mentor traits follow:

Mentee #1:
A mentor must be willing, able, and have the capacity to talk with you. He must be very confident and show that in his mannerisms and voice. He's got to be someone who has taught long enough to be able to tell you that you will survive. He's got to have experience with the type of kids you have.

Mentee #2:
A mentor has to be a good teacher with a lot a varied experiences. The mentor should be a friend because you've got to confide in them. Not only professionally but personally. Personally, if its just related to professionalism, you are defeating your own purpose because you have to confide in this person. You've got to. I figure if it is my mentor, then I should be able to talk to him about my department and my personal life.

Mentee #3:
I hoped my mentor would have somewhat the same disposition that I have and understand all the stupid questions that I ask . . . they have to have a lot of patience, understanding, and some foresight as far as events and decisions that would be coming up that might need a little extra thought about and pre-think it. Someone who is aware of what's going on and can give prompters.

Mentee #4:
My mentor is organized and has excellent rapport with his students. He gives them autonomy and he gives that to me as well. His classroom management is great. Besides the fact that he's a good teacher, I know he has my interest at heart. He wants me to be a successful teacher. He wants to share his expertise with me.

Mentee #5:
A mentor should be very personable, easy to talk to. Somebody that you don't have any hesitation in calling them up and asking them a question, even if you think it may have been a stupid question. They will answer it and not laugh at you behind your back.

Mentee #6:
Well, the mentor needs to be someone willing to share, open, and able to go when you have questions. Of course, the mentor has to be someone

with experience in the area and kind of a veteran teacher. That kind of ties it up, I think.

Mentees expressed that their mentors needed to be experienced and capable teachers. They wanted a resource person who was available, open and honest, easy to talk to, patient, encouraging, and trustworthy. Trust is one of the most important components in any relationships.

Mentee #1:
A mentor should be very personable, easy to talk to. Somebody that you don't have any hesitation in calling them up and asking them a question, even if you think it may have been a stupid question. They will answer it and not laugh at you behind your back.

Trust must be a two-way street. The mentee must have faith in the mentor, just as the mentor must have faith in the mentee.

Mentor #1:
The quality in any relationship lies in quality, lies in communication and trust. We hammer and hammer that because I feel like you have to be being able to communicate to go beyond. . . There are times with a student (pause) you know you just go off on them because we all have bad hair days. But you go off on them and come back to realization (sic) and you apologize. That carries more weight than anything that I have ever seen before. My mentee was right there with me and saw all this take place. He got to see it and saw how, even though it appeared that it was strictly personal to me, it was not. There is a difference between personal and professional and it was strictly professional. There is no way you can learn to (perform your occupational skill) sitting in there reading. You should be out in the shop performing. But this kid just got back in my face over this and we went around the circle for a long time over this. Finally we talked it out. I am just as vulnerable to having a bad hair day as anybody else is and when a mentee sees that and a student sees that, it is a very human thing. You don't have the answers to every problem in the world and you have problems just like they do. So, to a mentor, these type things are a hard thing to admit to, but for the new teacher to see me the mentor make mistakes, too. But I knew too that I could trust my mentee not to get all upset. . . And, similarly, if I were in a situation where I had a mentee going directions he shouldn't, I would just to go him and say, "Look, I am your mentor and that action may not mean anything to you, but I know the direction where you are going and it is someplace you don't

want to go." I will continue to remind him. I am a strong believer in communications and trust. I certainly wouldn't go to the boss because the boss is totally outside of this probably, and sometimes they don't understand on a regular day, an ongoing basis, what is taking place. However, I am a three strike kind of guy, strike three and you are out. So at the third strike I may have to go to whoever is in charge.

A second mentor indicated another reason for establishing trust.

The biggest challenge might be establishing that trust issue. He is around other teachers that might not offer the best advice. If you know what I'm talking about . . . teachers that are giving advice that is not good, not professional. He has to realize that I am going to help him and make sure that he does it right and make sure that he gets the best advice. So the first thing was, he had to trust me so he would realize what I was saying was not politically motivated.

An administrator had this comment regarding a mentor's ability to instill trust.

It provides another ear. . . They (mentees) know that I am responsible for re-hiring so there is probably a little bit of a barrier there for me to be true advice, counsel, and coach (sic). The mentor serves as that third party, and that is why we really try to make them someone who is truly going to be a third party (sic). They (mentees) know that they (mentors) have no stake in a thing (re-hiring) and they can really say, "What can I do to do this? How can I have a better student rapport?" Etc. Etc. And they are not thinking of it as a talk to an administrator who is making decisions about performance.

When mentors and mentees are respectful of each other and can be trusted to "take what is good and use it . . . take the good and throw away the bad," then relationships will be more successful.

The second round of interviews was scheduled approximately three months after the first. As a means to provide a triangulation of data, follow-up questions relating to perceptions of roles and responsibilities revealed additional descriptions of mentor characteristics.

From the mentor who indicated a mentor basically only needed to be experienced,

a more in-depth realization emerged later in the school year.

> (Laughing) Patience. I learned you just have to show patience when things go wrong. You have to realize that teachers are human, and they make mistakes, especially new teachers. . You can't twist off and get totally excited about whatever goes wrong. You can't say things and realize later you shouldn't have said them.

Other mentors soon discovered these additional characteristics were necessary.

> A mentor has to have a sense of awareness. I find myself having to point out things that seem so obvious to me. If I weren't aware, I might not be able to see that he needs help with the ins and outs.

> You've got to be someone who can encourage. I just continue to encourage him not to be discouraged

Mentor #3.
You've got to be available.

Mentor #4.
Being accessible to me was a big help to him.

Mentor #5.
A mentor has to be at least familiar with the program the mentee is operating. In that way, you can anticipate what is coming up - forms, follow-up surveys, inventory, student organizations, and all the other things that present deadlines for the new teacher. If you can't anticipate, something is always getting lost in the cracks.
You also have to be able to get in there and dig. I've had to dig out some things in policies and procedures that I probably wouldn't have known were there, and they might be really small details, but they're important to the new teacher at the time. . . When you know the rules, you know how to function.

You have to be an advocate. I'm not really sure my mentee ever knew I went to bat for him, but I did. And it helped.

Mentor #6.
You have to be pretty creative to figure out how you can manage your time so you can spend time together and work out some of the problems. When they have specific problems trying to come up with an idea of how to get them through it -- that can be difficult.

The second round of questioning verified the findings of the first, placing even greater emphasis on patience, availability, insight, and trust.

Although not a specific question on the interview instrument, the attitude and characteristics of new teachers in mentoring relationships also emerged. The following characteristics of successful mentees arose from the interviews with administrators:

Administrator #1:
I think the mentee is going to have to show a keen level of interest, a willingness to learn, to make observations of their own using that mentor as a role model (sic). They should try to refine what that person does, but make sure that your eyes and ears are open to other staff and faculty that you work with. Use those people. The mentee wants to be careful about what he or she uses in their observations. You don't necessarily want to utilize it all. I guess, I could wrap that up by saying, "take what is good and use it. Take the good and throw away the bad."

Administrator #2:
Certainly an open-mindedness, and a willingness to change. They need some of the same characteristics as mentors -- good people skills, good customer skills, and good communication skills.

Administrator #3:
I think it's pretty natural with new teachers. I remember when I was a new teacher. I didn't want to look dumb, I wanted to look good. . . I wanted to be strong, and be hired back the second year. . . I can see that, yeah, you could be a little paranoid about somebody pointing out weaknesses that you don't really want pointed out. But we picked _____ (new teacher) because we thought he would be the type of person who would be willing to talk about that, and not try to pull the wool over anybody's eyes to cover up weaknesses.

Administrator #4.
A new teacher must be willing to accept the fact that he is a beginner, and he's in it to learn. He doesn't have all the answers and only experience and a lot of help will provide those answers. If he's not willing to accept advice, he's probably not going to make it.

Mentors, as well, identified critical characteristics for mentees.

Mentor #1:
If they (mentees) are not willing to say, "Hey, I'm in a heck of a mess here, help me out!" Or, if they think they can do it and don't need you or somebody, they're probably not going to make it. But _____ (mentee) was willing to listen to everything he was told, no matter when it was or where it came from.

Mentee #1:
You have to be willing to take criticism and to accept ideas and suggestions.

The study indicated that certain characteristics of mentees were considered primary to the success of the mentoring relationship. These most often specified that mentees had to be willing to learn and to change based on that learning, to accept criticism, and to recognize it is acceptable to make and admit mistakes, if learning is occurring.

The review of the literature indicated that a great deal of success in mentoring relationships was based on the effectiveness of the matching of the mentor to the mentee. It was suggested that factors like personality, gender, age, and similar interests should be taken into consideration. This research effort sought to discover methods or strategies administrators employed in the matching process. It also sought answers to reasons mentors and mentees thought they were paired. The first statements offered are from comments made by administrators as they shared how they paired mentors with mentees.

The first administrator utilized this plan.

The individual I assign to a new teacher must be someone you can come to with a problem and feel comfortable about walking in and talking about whatever is going on. I selected this particular mentor because he has a reputation as being an outstanding teacher. He has excellent results in his students, excellent rapport, I should say. Does a good job. So I think he meets the qualifications.

Another statement provided insight into the connection of the mentor-mentee set.

The two have worked together in the past and are in very close proximity, share the same classroom, in fact.

Administrator #2 chose a particular mentor to assist the new teacher in becoming more open to students and peers.

> I picked this particular mentor because of her mothering characteristic. _____ is very capable, strong, outgoing, moves well throughout the classroom, works constantly as a teacher. . . is an excellent one-on-one counselor for students . . . Because of the (mentor's) personality, and I really looked at personalities, I thought _____ would assist _____ (new teacher) in coming out of the shell.

> If I were to ask you which teacher in your lifetime made the biggest impact on you life, you wouldn't say, "Mrs. Smith because she knew her English real well." Rather, it would be that Mrs. Smith impacted me because she made me realize my strengths, or made me feel good about myself, or something like that. I selected _____ partially to serve as a role model because he makes students feel good about themselves and recognize their self-worth.

> I felt _____ (mentor) would be able to assist the mentee in identifying teacher roles without making him feel uneasy. Help the mentee connect. Connect with the students, faculty, administration, school policies, procedures. . .to get a real feel for the people he worked with and the students he served.

The third administrator had a two-fold reason. First, it was important to provide a strong teacher in the same trade as a resource to the new teacher. Second, the professional development of the mentor was a factor.

> I selected _____ (mentor) because of his similar trade background and because of his teaching abilities. . . Another thing I liked about _____ (mentor) working with _____ (new teacher) was he was strong in student organizations. . . _____ (mentor) had already started mentoring before he was even assigned. He took the job on naturally.

> Because _____ (mentor) eventually wants to be at an assistant superintendent level, director-type level administrator sometime in his life and career, this would be a good experience for him. It was really done for the professional development of both parties.

The fourth administrator connected the two teachers because of compatibility issues. Beyond that, the instructional supervisor chose the mentor exhibiting a positive attitude toward students and education.

> You've got to look for a person the other person can work with. You know, you've got to look for that person that you feel like the other teachers can work well with, first of all. Then, someone you feel has the teaching skills. _____ (mentor) is not going to be teaching the new teacher how to teach a particular subject matter, but he is going to show him how to do classroom management, course outline, scope and sequence, dealing with kids and all those really critical issues. I felt _____ (mentor) has all those. I had watched him teach, and I saw what happened in his program .

> And _____ (mentor) cares, and that is really important. He not only cares about his kids, he cares about education.

Administrator #5 indicated personality compatibility, occupational specialization similarity, and proximity were factors he considered.

> I wanted the mentee to feel comfortable with the mentor and I looked at occupational similarity as the key. . . With the occupational similarity they could feed off each other a little bit. And the proximity. You know the distance (between teachers' classrooms) will cut down on communication.

And finally, administrator #6 made the connection partially because of an earlier link in an employment interview.

> A mentor basically is very carefully picked to work with that person and take them under their wing (sic). . .The mentor we chose had been on the employment selection interview panel. That's one reason. He has good organizational skills, and he's a good motivator of young men and ladies. He, I think, provides an example. His rules of order in the classroom are very good. His expectations are high. He follows through well, and runs a great shop.

Administrators wanted role models capable of assisting the beginning teacher grow in socialization, school procedures, classroom management, and teaching methods. They looked for program similarities, proximity issues, comfort levels, and personalities

that would complement those of the mentee. With the possible exception of the instructional supervisor who was concerned about new teacher warmth and openness, no administrator indicated matching was based on findings from an assessment of new teacher strengths or weaknesses.

Mentors, too, had perceptions of why they were chosen to assist in the induction efforts of new teachers. The variation of their understanding of the selection process is listed below:

Mentor #1:
It was just the natural thing to do. I don't think he (new teacher) would have related to someone from a different occupational area, you know, within the same business. I don't believe he could have made the transfers as well. It's really overwhelming here because we are such a big school here, to get all the policies and procedures down without having to change from one teaching program to another. I think that was a big factor. The other factor probably was the years of experience and just the fact that we had worked really well together in the past.

Mentor #2:
I think I was chosen to be _____'s mentor because I was in on his selection interview process. I am real organized. I have good control of the classroom.

Mentor #3:
I had just left the teaching program so I was assigned to help _____ (new teacher) because he was replacing me in the shop and, basically, (because) of my knowledge of the trade, the students, and the situations in the shop. Plus, the issues that concern the safety and training in that shop environment. I think that was the biggest part of it, and because of my years of experience. I was in the program for 14 years.

Mentor #4:
Well, I'm not sure, but I've experienced some major changes in my teaching profession in the past three years . . .with some new techniques in total quality learning in the classroom . . . I learned some things that I had already been doing but not thought much about, about learning to trust your students, empowering them, and showing them when they are empowered that they know what they are here for, that they can go so much further without me having to motivate them . . .I think that

(mentoring) sort of came about because they (administration) see similar things that I am doing that are working for the students.

My bosses know that I love my job here (laughs) and just about anything they ask me to do, I've appreciated them asking me to do it. I would have continued my own personal mentoring with him even without their official selection.

Mentor #5:
I think I was chosen because I do have ten years of teaching experience, and I believe I have a good working relationship with my students. I believe we work real well. I think that shows through (student job) placement, through enrollment, through retention. . . Like I say, I have a good working relationship with students and I think that carries over into working with my mentee. I think _____ (administrator) can see that and work with that from there.

Mentor #6:
Well, we (mentor and administrator) had only known each other for a short time, but I know whatever I was asked to do, I got done. I get along with the other teachers really well. I know I try to hear them out. Perhaps because we all have different personalities and I'm one of those people -- I can do what I need to do and get the job done, but I don't feel like you have to do anything harsh to get there. You can get there without that roughness and make it smooth for yourself, too. I really think _____ (administrator) maybe saw some of that and maybe even heard some of that through some of the things the school district went over that summer -- like negotiation processes and things like that -- that I was involved in over the summer. . . Because I feel like everybody has their own way of leading.

Mentor statements indicated perhaps the biggest factors were experience and abilities to get along with peers and manage teaching. In five of the six cases, mentors indicated informal mentoring had already begun to occur naturally, at least to some degree, even without the formal appointment. The sixth was appointed at the onset of the new teacher's employment. Three mentees also recognized informal mentoring bonds were beginning to form prior to the actual appointment of mentee to mentor. The

researcher notes that, once again, no indication was evident that new teachers were assessed for strengths or weaknesses before mentor assignments were made.

These following comments made by new teachers in the interview provide insight into their impressions as to why their particular mentor was chosen for them. One was convinced it was purely logic, but the others were not sure, only assumed, or guessed at reasons.

> Mentee #1:
> Uh, I don't know. He's an outstanding teacher, he shares the same philosophical approach as the administration . . . He's in teaching because he believes in kids, he's successful. Location maybe, because he is close. If something started wigging out in here, he might be able to come over and be one of the first people on site.

> Mentee #2:
> My mentor probably knows more about my specialty area than others. He was a very successful instructor. I guess I would say that he is respected well with the administration. I know he is interested in seeing the program do well.

> Mentee #3:
> My mentor sat next to me in the (employment selection) interview process and we kind of clicked in the interview. As far as his teaching skills as a teacher and instructor, I know he has done real well in his field, but I didn't have any advance knowledge of that. . . he seemed real interested in the interview. I assume it was that, but I don't really know. I know _____ (administrator) picked him. I think it had to do with his general knowledge, plus the success he had in his program.

> Mentee #4:
> I haven't thought about that really. I was thinking we were assigned to each other because I had been the assistant, and I moved up to instructor. We just started working together. . . My mentor obviously knows my field and I respect _____ (mentor) a lot. Any teacher who has taught for 20-some years, I want to learn under.

> Mentee #5:
> I worked with my mentor before when I held another position on campus. Now our shops are right next to each other. We even share the same

classroom. It was a logical choice. And _____ (mentor) is an excellent teacher, very experienced, who has real success with his students.

Mentee #6:
I don't really know for sure. Although, maybe it was because there were only three other (same gender) here on campus. One was new, another was mentoring another teacher. My mentor was really the only other (same gender) left to do the mentoring. My new mentor was an experienced teacher, respected by peers. I never really asked.

It is the researcher's observation that mentors were chosen because of their strengths rather than because of the weaknesses of the mentees.

Although mentees were not asked the specific question "Why do you think you were assigned a mentor?", the following conversations were by-products of the long interview process.

The first mentee seemed to think because he was experiencing such difficulty and expressed a need for a mentor, that he was granted his wish. He seemed unaware that all new teachers should be assigned a mentor.

When I took this class over, it needed lots of work and I had no idea of what kind of work. It was maybe three weeks into the semester when I was hired. I had nothing to work with and it scared me to death. The liabilities, I had no idea what those were; I just knew someone could get hurt. Personally, it was the hardest thing I've ever done in my life. I was feeling my way every inch. I was absolutely miserable. Finally, (and I don't know why it took me so long, I should have asked for help sooner) I called a teacher with a similar program (in an adjacent school district) and said, "Man, please, I am neck deep down here, and I can't breathe." He came down and it was like a breath of fresh air for a little while. He said you need to do this and do that. I virtually set up everything like he said. He also told me that I needed a mentor teacher. I said, "By gosh, you're right!"

Other mentors indicated they felt the same way.

Mentor #2:
Probably because I really needed one (laughs). I jumped into education from industry and it is really a big step. It has been a lot more learning that

I thought. Even though I had an association with a couple of instructors over the years and had a chance to get to know them and talk to them a lot -- even though I have learned a lot from them in the past, actually getting into was a real learning experience. Having someone there that you go to and ask questions and talk with is very helpful.

Mentee #3:
My mentor was like a Mom and I was like a baby. I really needed someone to make sure I went by all the right procedures.

Most mentees indicated that they were assigned mentors because "they needed one." It does not seem apparent that mentees recognized it as standard operating procedure designed to help the novice through the induction process. What does appear certain however is that the need was real at the onset of their employment. Also apparent was the diversity of need: liability issues, classroom and facility management, procedural difficulties, and others.

Mentors made comments regarding their appointment to the position of new teacher mentor and their willingness to be involved.

Some mentors felt honored to have been asked.

I gave it some thought, but I was excited about it. I thought it would be fun! I thought that it would really be interesting, because I had been in the new classroom and saw how that teacher interacted with students. I guess in a sense we had that (mentoring situation) a little bit already, without it being official.

Sometimes when I think of a mentor, and I know it's true, I have more years (experience) but there's always something you can learn from them, too. You know, that you have forgotten or missed out on, or they bring back that excitement, and I needed that. And I thought, "This is the way!" They could help me get back that excitement that you had when you walked in the door that first day and they say, "Here's your keys" . . . now what (laughing)?

Others had already taken the new teacher under wing.

I've appreciated them asking me to do it (mentor the new teacher). Even though I affirm that this may be some busy work or *stuff*, they trust me and I trust them. When they asked me to do it, I just said, "Fine, I'll be glad to do it!" I would have done my own personal mentoring with him anyway. He had already asked me a lot of questions and I had been able to share some of the things that worked for me and I thought would work for him.

Mentor #3:
That (new teacher's classroom and lab) is where I spent 13 years, so I have an interest that things are in line. I wanted to be his mentor. I don't think I have too high an expectation. I wanted to give him ideas, if he can use it (sic). He will take it if he wants to or leave it . . . I just want to see him be successful.

Mentor #4:
I don't see how you could put a teacher into a program without providing a mentor. There are just too many things that are too complicated in teaching now to do that. It's vital and I was really willing to do it . . . I felt like I was doing it with him anyway. I wanted to try to help him learn to manage our students.

Others recalled the need for a mentor when they started teaching.

Mentor #5:
I wished I had a mentor when I started teaching. I only had _____ (another teacher in same specialty area) who was 15 miles away. I could talk to him every time I ran into a problem . . . I don't know how many times I interrupted him, but I just needed to know the answers. Being able to mentor now with him (new teacher) will relieve him -- to have somebody there.

Mentor #6:
I wish I had (a mentor) my first year, I didn't. Whenever I had a problem I used my department head, and I could utilize her. I think it is necessary the first year. I don't care if its public education, special education, vocational education, or higher education. I think there has to be somebody there who has at least five years experience doing this. Where, if they have a problem, they have some place to turn. I really feel it has to be there. I'm glad I was there for _____ (mentee).

Though all seemingly appreciated their mentor's efforts, not all mentee's felt the mentor chosen for them was necessarily appropriate. Three shared the following comments about their perceptions regarding matching:

Mentee #1:
Looking back, I almost think it would have helped, if they would have let me have some input on who they picked, which I didn't (sic). I was just told, "this person will be your mentor." I really would have liked some input because I think I could have found somebody a little closer to my demeanor. Of course, they may know better, I don't know.

Mentee #2:
Was I pleased with the selection? Well, yes and no. I don't want to discredit my mentor or anything, don't get me wrong. But his program and mine don't operate in the same way. I wish they would have aligned the programs more closely.

Mentee #3:
I guess I expected a little more guidance. I guess, because my mentor only came down maybe twice the entire year to observe in the classroom. And he didn't really observe, we really just talked about various things. He asked some questions. And, I don't know, maybe if he had watched the classroom a little more, he could have seen something that I could have done to help, possibly. I don't know. He didn't observe. It was more of a visit. I don't know if it would have made a difference or not, actually. Things are so crazy the first year. Anything would have made a difference the first year.

Half of the mentees within the study shared that they would have selected another mentor if they had been given the opportunity. These were the same individuals who did not recognize the formation of informal mentoring bonds prior to appointment. They considered their assigned mentor capable and helpful, and credited him with successful efforts in helping the new teacher progress. However, they held stronger ties to other individuals on their respective campuses. All three indicated a desire to have input into the selection process.

Summary of Mentor Characteristics and

Matching Efforts

Characteristics identified by this study's participants seemed to reflect those

identified in the review of the literature. The review stated that one of the reasons for

inconsistency between beneficial or devastating mentoring relationships included

matching mentor to mentee. Matching efforts often do not include a method of

determining shared interests, leisure time activities, age relationships, or other

denominators between the mentee and mentor. In this study, the concern over age

differences seemed minimal.

The findings relating to team members' perceptions of the characteristics an

effective mentor should possess tend to take different pathways based on roles within the

mentoring teams. Instructional supervisors focused more often on high levels of

competence in technical or occupational areas, teaching abilities, classroom management,

and communication. They considered the ability to instill trust, identify strengths and

weaknesses, impart the value of students, and act as a team player as important

characteristics to the mentor's success.

Mentors, perhaps due to humility, did not identify outstanding teaching or

technical expertise as regularly as their team members did. Rather, they concentrated

more often on accessibility, understanding, patience, creativity, flexibility, and

organizational skills, especially in handling paperwork, as key characteristics of mentors.

They also thought mentors should be capable of listening to and encouraging beginners.

The mentees indicated they wanted mentors who were trustworthy, available, understanding, patient, proactive in identifying problems, and reactive in solving problems. They wanted them to model good teaching and be excellent listeners.

It was also perceived that mentees should possess certain characteristics if mentoring relationships are to be effective for new teachers. These include being open-minded, truthful about strengths and weaknesses, willing to ask for help, capable of accepting criticism and advice, and willing to change.

Matching efforts were of apparent concern to the instructional supervisors involved in the study. Administrators appeared also to take shared interests into consideration when selecting mentors for mentees. All mentor/mentee teams were matched within their divisional area in that no one crossed into divisions other than trade and industrial. All mentors and mentees had worked in industry prior to their teaching careers. If matches in technical areas could not be accomplished, similarities were sought.

Except for one case, matching of mentor to mentee did not cross gender or race lines. Matching gender appeared to be an important consideration in at least one of the cases. There appeared to be no apparent effort to match based on age. Mentors, as stated earlier, ranged from at least 10 years older to as much as 10 years younger than the mentee. The age factor appeared to be unimportant with the exception of one mentor only. There also appeared to be no pre-identification of strengths or weaknesses of the new teachers in this study.

All administrators expressed a desire to identify mentors in which the mentee would feel comfortable. They sought to complement the new teachers' personalities with

the personality strengths of the veteran teachers. They also were concerned with location of mentor to mentee. Most wanted the mentee to be in close proximity to the mentor – in two cases no walls divided them. In two other cases, the mentor was as near as twenty-five yards. In the final two, down a length of hallway but probably less than 150 yards.

Within the study, half the mentees expressed a concern that mentors have compatible personalities. This half also recognized no initial bonding or informal mentoring existed between their mentor and themselves. These same individuals expressed a desire to have some input into the selection process.

Perceptions of Mentor Roles

Attendance as a participant observer at two mentoring workshops provided by the ODVTE for the mentoring initiative granted the researcher an insight into perceptions held by some people within Oklahoma vocational schools. One of the key perceptions deals with identification of mentor roles.

The following listing of roles was provided by Janice Johnson with the Tulsa Public Schools during the first of two mentoring workshops. The roles are identified and defined below:

> Advisor -- one who communicates the formal and informal realities of progression in the organization; recommends training opportunities for the mentee; reviews the development plan on a regular basis; helps the mentee identify obstacles to career progression; and takes appropriate action.

> Advocate – one who intervenes in behalf of the mentee, representing the mentee's concern to administrators on specific issues; and arranges for the mentee to participate in high visibility activities within or outside the school.

Broker – one who expands the mentee's professional network of contacts; and helps bring together different mentees who might mutually benefit through interchange with each other.

Coach – one who clarifies performance goals and developmental needs; teaches and role models skills which are critical in the classroom environment; reinforces effective instructional performance; recommends specific behaviors in which the mentee needs improvement; and clarifies and communicates organizational goals and objectives.

Communicator – one who encourages two-way communication; establishes an environment in which open interaction flourishes; and acts as a sounding board for ideas and concerns.

Counselor – one works with the mentee to identify and understand skills, interests, and values; and helps the mentee plan strategies to achieve mutually agreed-upon personal goals.

Referral agent -- one who identifies resources to assist the mentee in solving specific problems and follows-up to ensure the resources were useful.

The specific role names as identified by Johnson are not necessarily consistent with those used in conversation with the mentees, mentors, and administrators during the study's interviews. Many of the definitions Johnson offers, however, do coincide with those the study's participants provided. These similarities will be presented as roles outlined by administrators, by mentors, and finally by mentees.

Administrators were forthcoming with their perceptions of mentors' roles. Perceptions from the administrators were:

Administrator #1:
I think to work with the individual you are assigned, and to some degree befriend them, gain their confidence, and have them gain confidence in you as a mentor, they must see you as a resource.

That new teacher has to be able to come to the mentor when they have a problem and feel comfortable walking in and talking about whatever is going on. They have to have this peer they can talk to and they know its going to stop there unless its a crisis or something and I have to be called.

The first administrator elaborated on mentor roles and responsibilities when he

added:

> The mentor has . . . to be able to observe, watch, make suggestions because that mentee may not even realize there is a problem here. Or even better, the mentor must be able to make an observation, maybe point out something before a problem before it ever occurred, be proactive in the kind of help they give a new person. You can get into the details and scope of what they are supposed to do, but in reality its really anything they can do to help that teacher become a better teacher quicker in the classroom. So, that is a kind of broad scope.

Administrator #2 focused on the counseling role but added communicator,

advocate, and "mother".

> I notice that some of our best mentors are almost like counselors. As you know, a lot of new teachers go through the experience of wanting to quit. They really do, its just reality. They think, "Gosh, I didn't know it was this hard. I didn't know I had to deal with all these problems. I didn't know the parents wouldn't back me up. I didn't know all this *stuff*!" So, someone has to counsel them through that frustration and help them deal with those frustrations because maybe they went through it themselves. That's when listening skills help. And asking the right questions like "What is the reason for your frustration?" Then, let's examine that and maybe there is something you can do to make it less frustrating for the teacher.

> I would want them to observe mentees in real tense situations. We ask them to do that, not just burst into the classroom at the end of a session, first of a lesson, or middle of a lesson, but in several situations -- even when they are working on student organization type activities, leadership activities. I would want them to make regular contact with the teachers they are mentoring and set up some type of schedule -- like on Friday afternoons after class sessions – "Let's talk." Set up 30 minute sessions. They could set it up either way -- anytime you want to come to me – just so they set up some kind of consistent schedule that seems helpful. . . When observing you may say, "I want to see how you start your classes, or maybe close a lesson. Especially check to see if they are checked for understanding, to be sure every student involved in that lesson is pretty much in understanding of the subject. But if you weren't looking for something specific, drop in observations are fine.

I see them as observers, counselors, and communicators between mentor and mentee. Kind of an informal role is communicating to their supervising administration. I depend on that a lot. I want them to visit pretty regularly. "What do you think about the new teacher? How is he doing at this point? Is there something we can do to support him better, you know, with the content, material, equipment he has? Is it adequate for what he is trying to do? Is there some other training we can send him to strengthen his skills? Is there something that looks like maybe a gap that he needs? Maybe a college course? A special seminar? Talk like that is pretty important to us. That's why we have to choose effective teachers as mentors.

A mentor should be a good one-on-one counselor, able to listen, advise, mother, and be an advocate for the new teacher.

Communicator and coach titles align well with responsibilities administrator #3 assigned to the mentor.

I think the mentor has to be available for the instructor to be mentor to the mentee. There needs to be a relationship between the two so they can talk and feel comfortable in asking questions. Both of them need to be able to communicate back and forth in asking questions, and both of them need to be able to communicate back and forth according to the newest directive's needs.

The mentee would need to depend upon the mentor to show them how to set up grade books, files, take roll, do learning activity packets, that sort of thing. The mentor must be someone the new teacher can rely upon. Tell them. Just be there close by, help them get through the day-to-day problems that they are going to run through. I used the word "problems". I shouldn't say problems . . . because nothing is *really* a problem. With a new teacher, it just *seems* like everything's a problem (to the new teacher). It would be better to say just to "learn the sequence, the scheduling, how to do the things a teacher must do on a regular basis".

Trusted and respected guide was administrator #4's perception.

I think a mentor has to be somebody that the mentee looks up to and has respect for as a teacher. They can see that, you know, if I follow some of the directives of this mentor that I am going to pick up something worthwhile.

And certainly, there has to be a lot of guidance. I mean, you share your ideas, you follow-up with the mentee to make sure there is progress and some understanding.

Administrator #5 identified a coaching role for the mentor.

It's important that new teachers realize the different roles and responsibilities they have as teachers that extend far beyond the teaching role. Both the mentor and mentee must know how to relate to a class and how to relate to each other. And, not all classes are alike, either.

The mentor must be someone who can help new teachers connect. Connect with the students, the other faculty, the administration. . . "Connecting" is understanding the school's culture and fitting into it. It means understanding the procedures, policies, little ins-and-outs, about collecting money and fund raisers, etc.

It's definitely more about "connecting" than it is about teaching. Teaching is something you can learn and will most likely will learn on your own. With a little practice, you will be able to do it or not. But a mentor has to talk to the new teacher about ethics, and prejudice, and touching, and all sorts of issues.

Finally, administrator #6 chose terms like guide and encourager.

Well, they are guiding this particular person that they are wanting to be in the profession. You don't hire people to fail. A mentor basically is very carefully picked to work with that person and take them under their wing because that is what you are showing and telling all the time you are spending with that mentee. That is going to be part of you that they are taking back into that classroom or that shop, so it is a great responsibility they are assuming, it's not to be taken lightly. So they need to spend time with them, they need to be sure what they are telling them is in an encouraging manner, particularly if you are telling them some things you need to be working on. He (mentor) probably can do that. He can spend quality time with the mentee. He can be honest with them in the process.

Instructional supervisors' perceptions of mentor roles most often aligned with the advisor, and coach roles as Johnson defined. Her description of counselor coincides with administrators' perceived notions as well, except for one component, as this researcher distinguishes. That discrepancy lies in the role definition stating the counselor assisted

in strategies to achieve "mutually agreed-upon personal goals." At question is: are goals truly mutually agreed upon, or are goals set primarily by the administrator?

Mentors had some ideas of their own relative to roles and responsibilities of their new assignments. Early interviews with the newly assigned revealed these insights:

Mentor #1:
A mentor has some responsibilities to his mentee that include helping him with curriculum updating, control of the classroom; job assignments – helping students keep busy, making them pay attention; don't put up with that nonsense type of stuff.

I guess, number one is to make him a successful teacher. We started right off the bat. I went up one- to two-days a week and would check with him all the time. I opened the door so he could come down to my classroom any time he needed to. And he did! Being accessible was a big help to him.

Mentor #2:
Mentors roles and responsibilities? Giving encouragement to make sure he knows he is on the right track. To be there to try to encourage him and let him know he is doing all right. To advise him if he needs to make any changes. To make him aware of the school's expectations of certain things in safety, in classroom and shop management. To keep him aware of certain reports. It may kind of slip by if he doesn't have his follow-ups or pre-tests, so I check and ask about those. Advise him that he needs to document everything about a student. Keep a close track of students, records, and little things that are just daily responsibilities that he needs to be informed of. Because he walked in and he had never been there before. It's hard to realize all the details that go with that job.

This mentor offered a more detailed description of his role and responsibility perception.

I dealt with him specifically in dealing with students in his shop, working with the equipment he may not have been familiar with. We talked about rearranging the shop and things like that. Paperwork, I worked with him to make sure his paperwork was complete.

Something the administration wanted us to do was to observe him. I have not done a formal supervisory observation of him in the classroom, but I have been in the shop while he is working with students, observed him,

and watched, things like that. I tried to give him information about different behaviors of students and how to deal with those students. A lot of it, mostly from making sure that there are specific tasks for every student to work on and stay on. We talked about maintaining detailed lists of student responsibilities and making sure students are reminded on a regular basis about where they are supposed to be and what they are supposed to be doing. I really emphasize that with him.

With a new teacher, survival is the key. New teachers come in with the idea that they are going to really focus on their trade and work with students who want to learn. And after the first nine weeks they realize they only spend 40 percent of their time working on the trade and 60 percent of their time working on discipline and procedures and giving directions and stuff like that. So, its a shock to new teachers. They really envision themselves coming to teach welding or printing or automotive and they realize they are managing people. You have to survive that and become a manager. If you can't manage, you can't teach. So that is definitely a part of it.

Mentor #3 gave these comments when discussing mentor roles.

Roles of mentors? Guidance, and to be there to answer questions. Maybe to answer questions before they are asked. I try to do that for all new teachers, whether I'm the assigned mentor or not. This is coming up, or have you thought to do this. You know to be available for that. But also for support. I said I get excitement from them, but sometimes you have to pump them up, too. You know, "Just come back tomorrow and it will be okay!"

A mentor has to share teaching techniques and teaching methods. Help them with school policies and procedures. I guess I understand more of that now since I've been active as union president, and that's why I say that (laughs). I've had to get in there and get in things that I probably would not have known were there and they might be really small details, but they're important. So, in that respect, I think people need to understand that when you know the rules, you know how to function.

Most everything is pretty open here, so there aren't any hidden agendas. But there are some things you tell them, you know, watch so and so if they are having a bad day (laughs) and that sort of thing. Every school has its own distinct way of operating, so that's important to convey.

I know there's paperwork involved in this process (laughs) and I know there are observations, but I see it as more than that. You need to be able to come by periodically during class or at lunch or after school and just

check-in on the mentee. It may mean sitting down and talking. It may mean working on a project together, just responding to E-mail.

The fourth mentor shared his perceptions of responsibilities.

I see my role as a mentor as a safety net (laughs). You know, purchasing, requisitioning, developing budgets, communications, and the lack of it (laughs). You know, that is probably the biggest downfall of an organization -- the lack of communication -- and the larger it gets the tougher it gets to communicate everything. Communication is the big thing. Finding out who to ask what questions as it relates to what is -- that's the big pitfall.

I think sometimes, as a mentor, I need to remind my mentee and perhaps even the administration, that we lose focus as to what we are here for. It's not production or live work. We are here for the students, we are here to provide them for industry, to teach them whether its _____ (mentee's specific occupational area) or _____ (mentor's specific occupational area), our main initiative is to teach them how to be responsible and work, and if they happen to learn something about the program they are enrolled in -- that's just icing on the cake.

Mentor #5 felt his role and responsibility involved "being there" to encourage and

communicate.

A mentor has to be willing to be there. I try to be, like I say, I check-in on my mentee every week. How is it going? Do you need to talk about something – because there are stressful days. There are days when the new teacher feels like, "My God, why did I ever want to be a teacher?" And the mentor has got to be there. He ought to be able to come to me and say, "Hey, look, I've got a problem here." At the same time, I can't stifle _____ (mentee). I mean, that's his shop over there and this is my shop right here. I don't want to go in there and say you need to be doing this, you need to be doing that. I don't feel it is my place to tell him what needs to be done. I think it *is* my place to say, "Hey, what do *you* want to do? Well, this is how we might be able to get it done!" Sometimes they just don't understand. They just need to look at it another way.

I look at it as I am here to help him when he needs to talk. I'm here when he gets stuck. I'm here to help him out when he gets behind on his paperwork that has to be done. And, you know the astronomical amount of paperwork that is just now starting to hit. The mentee may think, "Ah, it's going to be easy!" But, then budgets are next, and then comes more, and here comes more, and here comes even more.

Johnson's identification of guide and communicator seemed to be the roles the last mentor described as characteristics a mentor should possess.

> I think the mentoring idea is excellent from the standpoint that I am assigned a certain responsibility. Anything that I am told is my job is a more serious thing to me than something that I just kind of take on.

> I think, first of all, that I need to be sure he understands the rules. You know the school rules. Like leaving time for students. You can't just let them walk out the door, if they say I'm leaving to do this. They have to check-out through the office. The absences that they have and how we count grades based on why they were absent. The grading system, how to grade, and to be sure to verify the grades and the backup that you need. Try to have everything down in writing so we can respond. How to be systematic . . . how to purchase, exactly how that (purchasing) process goes, where the red flags are, how to track the money we take in from live-work, how to get it turned in.

> It's important that he learn the school system. Because it's an all new government. It's like changing countries when you change schools. Things that you thought were absolutely law, were the way we did things there. But, not the way they do it here. It's just getting used to the system.

> I think it deals more with the frustrations of the system and the paperwork, than the dealing with the kids. The (occupational) skills we know so well because that's what we do, that's who we are. It's the system and how it works that must be taught.

> Most of the time . . . we like the shop and the work, but paperwork can get overwhelming real easy. For a new teacher, there are so many things to learn. I don't know how you would teach all of that in a year, or even two. I think the mentoring system has to be in place with new teachers.

> I think you have to understand that you are not out to clone another person to be exactly like you. I think you have to be real forgiving. I don't believe that you can look at a mentee and think that they should be at the level I'm at after 21 years. Nor do I think you should look down on them and think, you know, you can't do things as well as I can. It's all a matter of practice. It's all a matter of learning process.

It seems to this researcher that the mentors recognized their roles as coach communicator, and counselor. Also of note, a point made by mentor #6 related the seriousness an assigned role takes over a role taken on informally.

> I think the mentoring idea is excellent from the standpoint that I am assigned a certain responsibility. Anything that I am told is my job is a more serious thing to me than something that I just kind of take on.

Finally, the new teachers had perceptions of what the mentor's roles were and how those responsibilities impacted them as new vocational teachers. The ideas stated by the mentees in this study are:

> Mentee #1:
> A mentor must be willing, capable, and able to pick up the slack when you drop the ball, because new teachers do drop the ball. We just pray that it's not something earth shattering or extremely major. You need to have someone there to help you pick up the pieces and put it back together. And, it has to be someone who's good at it. You just out and out have to have somebody that you can rely on. I feel like I can probably go in there and say "I've really screwed up with this!" And he would simply say, "Well, hey, we're just the boys that can fix it, bring it over!"

> A mentor has to be able to help you cope. . . to be able to talk you through times when you have worked your heart out for a kid and the next minute the kid just dumps on you, to put it mildly."

> Mentor #2:
> I guess it's obvious. Just be there and answer questions. Any area that I'm not sure about, I would hope my mentor would be there to answer questions that would get me through the difficult task, procedure, or whatever I needed. These could include trying to organize the shop in the manner that I don't have to walk so far to keep everybody at a reasonable distance -- so I don't have to walk all the way across the shop just to take care of a single student. Keep them close and handy and visible at all times.

> I think it's really good that he (mentor) can observe and be willing to observe. I have always appreciated what anybody would say to me to help me improve. Yeah, I wanted someone to tell me you could do better with this or that, instead of saying that everything is fine. I hoped I would see

even more. I think that would have helped me out. I wanted some reinforcement and constructive criticism.

I think I could have used more help with school policies and different things such as that. He didn't seem to cover that very much.

Mentor #3:
A mentor's responsibility is making sure that I go by the right procedures. My mentor made sure I stayed on track and did the right things. . .would explain things, like for instance – performance tests, how to work grades, put them in the book correctly. My mentor made sure I could do all the little things that I was not familiar with and did not really take an interest in. I didn't think some were important, but as the year went on, I learned how much some of the little things can impact the student. What I do at the beginning of the school year impacts the year's effectiveness. I've got to get things together and get them in on time (laughs) and how things have to be. Actually, there was a lot of reminding. If you didn't have a mentor, you wouldn't know.

And, personally, my mentor has been a helper and a director for me. Umm, I don't know how to say it. Maybe, my mentor was my backbone (laughs). When you lose your backbone, they are there to put it back. When you fall down and get discouraged, a mentor is the backbone that pulls you back up – realizes your frustration and says, "Why don't you go get a coke. I'll watch the classroom for awhile." You know what I mean . . . only someone who has been there before can realize the frustration you are going through.

Mentor #4:
Well, I expect to get help in methods of teaching and ideas in that area, but also the way the program and the school run – paperwork, events coming up, how I need to manage my time, what I need to prepare for. I hoped the mentor would have something of the same disposition that I have and be able to understand all the stupid questions that I ask, and I do ask a lot of stupid questions.

Mentor #5:
He really took an interest in me and what was going on down here. That probably made it.

Mentor #6:
A mentor should be a guide. Someone willing to help you determine what you need and when you need it. To make sure that you are aware of what they are going to be asking for next week, like six week grade reports, or when a particular function is coming up. There is no way a newcomer can

be aware of everything that's going to happen or what they will need to know.

Excerpts from the interviews which were listed on the preceding pages reflect some of the roles identified by Johnson in her mentoring workshop presentation. That reflection will be discussed.

The role of "Coach" is one where similarities existed throughout administrator, mentor, and mentee responses. Representatives from all groups perceived clarification and communication of the organizational goals and objectives as critical. All indicated the mentor's role was to teach and role model classroom management and instructional processes. Observation of the mentee by the mentor, and of the mentor by the mentee appeared to be obvious to all. This critical process could offer reinforcement of effective instructional performance and identify "gaps" that needed to be filled in. However, mentees voiced disappointment in the feedback they received from mentors. They hoped for more constructive criticism and recommendations for specific behaviors to employ to correct any existing problems.

Another role identified by Johnson as "Communicator" offered a recurring fit. All groups stressed the encouragement of open communication. However, Johnson's reference to "two-way" communication seems incongruent with an administrator's reference to communication "between mentor and mentee and, informally, between administration."

Another match is recognized in the role entitles "Counselor." All groups perceived the mentor's role as helpers in understanding and identifying teaching and management skills, school interests, and cultures. They were all consistent in their belief

that mentors should assist mentees plan strategies to become better teachers and survive the first year of teaching.

While administrators expected mentors to serve as referral agents capable of identifying resources to assist the new teacher with specific problems, the other groups did not see this as a role. Both mentor and mentee groups indicated the mentor should be able to "have answers to all questions."

Only rarely in interviews did team members indicate they referred the mentee to other experts in the field. One mentee's instructional supervisor assigned a second mentor to act as an additional resource. Yet, in the focus group meeting, administrators discussed a need for mentors to broker connections with resource people beyond the mentor. A particular school site was beginning to pull together an "expert" list so mentors could use that as a tool to expand professional network contacts. One more instructional supervisor identified the possible need for an industry-based mentor in addition to the school-based mentor for information interchange.

Another role described as "Advisor" lacks a good match. In the analysis of the transcribed interviews and focus groups, no indication was evident that a "development plan" was communicated to the new teachers. Mentors often stated a desire to see the new teacher become successful, but no strategies were outlined to plan for that development. Discussions of mentees' perceptions of development needs seemed lacking. No plan seemed to be in place to communicate to the mentee opportunities for career progression beyond teacher.

One administrator used the term "advocate" and in a final interview with one of the mentors the term "advocate" was used again.

You have to be an advocate. I'm not really sure my mentee ever knew I went to bat for him, but I did. And it helped.

Because the term was found so seldom in the transcribed interviews, the researcher is uncertain that mentors felt comfortable with the role and mentees felt befriended enough to expect advocacy.

Perceptions of the Expectations of

Mentoring Relationships

Another area of concern the review of the literature identified with mentoring relationships for new teachers is the lack of clearly defined objectives or expectations of mentoring relationships for new teachers. Because this issue was so prevalent in the review of the literature, the interview questioned participants about their expectations of the mentoring relationships. Again, these discussions are classified into responses given by the administrators, mentors, and mentees.

One administrator said:

When the new teacher works with a mentor, he is going to feel more comfortable and a better teacher will be the result. In this particular case, they had to work together and so I hoped that the two could become closer.

The funny thing is, there was an instructional assistant that we moved up. I wanted him to realize he was no longer the instructional aide. That the two are teachers now and that each has as much say about the program and the curriculum as the other. The mentor understood and accepted that from the first. But the mentee, he had a little trouble accepting that at first. We had to get him to thinking, "Hey, I am really an instructor now just like _____ (mentor) is!" There needed to be a consistent behavior between the two with handling of students, the grading system, the philosophy. And you know, I really expected that to happen. And, I think we achieved it.

A second administrator responded:

You know, I never perceived this activity as a "mentoring program." It is though. When you bring a new teacher in, whether it be a new teacher, predominately new teacher, or even a seasoned teacher, they need an individual to help them, first of all, through all the organizational ropes. It is real critical for the teacher to feel comfortable. I think about how all the things are done and who to go see for what, and all the questions you run into. . .You can't sit down in a one hour orientation session end even begin to answer all the things they come up with. So, there has to be someone there for them. I expect the mentoring program to provide someone to kind of be there for them to go to. I expect the mentor to get the teacher to the level that you feel they are a good teacher and so that they feel comfortable that they are a good teacher. And, most important, to provide a better classroom environment and better teaching process for those kids. And, it's a tough deal.

Administrator #3 stated his expectations:

I expect the new teacher to get better and that the things _____ (mentor) does will make it easier for the new teacher. I expect the mentor to grow from it, too.

I hoped that there would be some feedback to me when the mentor works with the mentee. One of the difficulties we discovered about our new teacher was his ability to deal with the public with projects he took on and with his lab work. His mentor was a great resource because he had been through all this before. If I say to him, "I want you to mentor _____, and this is why . . ." and then I say to the mentee, "Here's your mentor, and here's what is going to happen!" then things are clear. There is a commitment that's not there with informal expectations. If I don't give them clear expectations with what is going to happen at the end as the result, you won't get the quality you could with it done the formal way.

Mentoring programs should assist the teacher in seeing the big picture of the whole operation of the school.

Another administrator shared a short and simple expectation:

My expectation was that the mentor would be that someone that the new instructor could rely on to tell them, be close by, to just help them get through the day-to-day problems that they are going to run into.

Administrator #5's expectations was stated as:

My expectation was that the mentor will assist the new teacher in understanding the school culture and fit into it. A mentor has to talk about ethics, money, prejudice, touching, all sorts of issues. I'm very straight forward with them. This is what I expect you to do and it may be difficult to do. But, if you treat it in a nurturing way, the new teachers will accept it.

And finally, the sixth administrator anticipated some specific signs.

Some of the specifics I expected the mentor to watch for and help with, and for the mentee to watch for as he observed his mentor, were discipline, how he interacted with students, time on task, what the students were doing. Was it basically something that if the student asked a question, would you go immediately to him or her and say, "This is how you do it?" Or, did you allow them to try and work it out for themselves. How to kick class off, take role, get back into the classroom for closure and follow-up activities, and what happens tomorrow? . . And, I asked for their input as to strengths and weaknesses. . . And, I guess, give him a breaking net here, if you will, to embrace him and make him successful.

Administrators' goals suggested a focus on getting the teacher through the first year by making that beginner more comfortable in the system and the classroom environments.

Data gathered from mentors relating to expectations of mentoring relationships in which they were involved elicited these comments. Four mentors simply expected survival and success.

My expectation is that we, my mentee and myself, will survive – get through this (laughing) – without getting into trouble. If we can get through this without our students feeling frustrated, if we can meet the expectations of our supervisors, obey the school's laws, help our kids who've had a rough time, fail on only a few, keep our averages up, teach the students about life and survival. I don't know. So much is not measurable. Look at your group and see, that will be the key. Win more then we lose.

My expectation is that my mentee will have come back for a second year. He will have to have some real good success stories. I want to see him all excited about changing student behaviors and getting things back on track. This year I expect him to come over and ask me for advice and listen to what I have to say. He won't have to do what I say, he might think it's the craziest thing in the world, but I want him to come over and ask me and at least listen to it and consider it. Next year, I expect him to stand more on his own.

My expectation is to see him be successful. I want to see him do well. I want to encourage him to change things, and move things, and do whatever it takes to make it work for him, because that what he needs to do to be able to be successful in the classroom.

My number one goal is to make him a successful teacher. He's a real likable and nice guy that has the kids at heart (sic). I want to have him be able to come to me anytime to get help and to relieve some of the pressure.

Mentor #5 expected other peers to be involved in mentoring the new teacher and for many to enjoy success.

My expectations? Positive success . . . for everyone involved. (In this open classroom environment where four programs operate without walls) we're all unconsciously and unknowingly mentors for each other now. I can see what this teacher is doing, another teacher is doing, maybe even another. It's back and forth all the way across, so it's serving a unique opportunity. I'm the one with the mentor title, but I see these other guys nearby that are involved in the effort as being a strong part of the mentoring process. I can saunter down there and look in. But it puts more responsibility on me because when I'm down here dealing with something, he (mentee) can stroll down here and observe me. That physical observation aspect of mentoring is a valuable step in learning how to teach. Good teaching habits and bad teaching are hard to hide in a situation like this. You hope he learns from the good and you hope you throw away the bad habits before they wind up hitting you in the face.

Mentor #6 hoped the new teacher could enjoy a degree of self-sufficiency.

I expect my mentee to be able to do what he needs to do by next year without assistance from anyone else. Well, you're never without anyone's assistance, but you're able to make most of the decisions by yourself, and maybe just occasionally feel the need to run something by someone. We will always have to encounter something new.

While most administrators indicated they had some specific objectives outlined for the mentoring relationship, mentors identified their concern was with the mentee's self-sufficiency. This researcher sensed a prevailing vagueness when mentors and instructional supervisors described their expectations of the mentoring process. New teachers seemed even more uncertain. Descriptions of their expectations are reflected in the following:

Mentee #1:
Actually, I wasn't sure what to expect, other than someone had been assigned to me. That someone was there so that I could confide in and look to for guidance. That's basically what I found. I have an ingrained sense of doing all I can for myself and very quickly found that I was extremely inadequate.

Mentee #2:
What I expected was that my mentor would be someone I could check with when I had no idea how to proceed. I found it saved me a lot of trouble, because I could go in there and ask _____ (mentor) what he thought before I went the wrong way. What I am talking about are a lot of things we were dealing with – some conflict resolution things with students and different things like that. You know, when you have that first big fight break out in your classroom. He made sure that I got my documentation down, things like that. I expected him to come to my aid if I needed him, and he did just that.

Mentee #3:
I expected my mentor to be my support. _____ was really good support, knew the students, knew the paperwork. There wasn't too much I would ask of him that he didn't have the answer for. He would make me try to put it together, but if I couldn't he was there to support. He was a good teacher. We expected progress. If he hadn't been with me, things probably would have happened differently than they have. I knew he would cut the line at some point. After the first year I knew I couldn't be leaning on him too much, I had to be ready on my own.

Mentee #4:
I expected a general overall type of assistance. I expected to get help in methods of teaching and ideas in that area. Also, I expected to learn how the program and the school operated as far as paperwork. I wanted to

know events coming up, and how to plan and manage my time. What were the things I needed to prepare for.

Mentee #5:
I don't think I knew what a mentor was supposed to do, initially. I was kind of told. You know, we had an initial meeting, the team did, and I was given a sample of the evaluation (instrument), but not really what the mentor was going to do. So, I don't think I had any prior idea.

Mentee #6:
I expected to get the help I needed to get me through the first year. Like managing the shop, how to handle 19-20 students at a time in a shop, keeping them busy, supervising them. I hoped to get some tips. I knew he was going to come down and watch me a couple of times, but I don't know if it was in an evaluating capacity officially.

Two new teachers admitted they did not know what the expectations of the mentoring relationship were. One of those thought peer evaluation was a major component of the process. The remaining four simply expected to receive support, general assistance, and short cuts to processes.

Only two of the administrators indicated they had defined specific goals and expectations of the mentoring processes they had initiated. One indicated he wanted mentee/mentor pairs to meet regularly, perhaps once per week.

I would want them to make regular contact with the teacher they are mentoring and set up some kind of a schedule. Like on Friday afternoons after class sessions, let's talk. Set up a 30 minute session. . . Just so they set up some kind of consistent schedule that seems to be helpful.

Yet, the mentor indicated no specific schedule had been established by the mentor/mentee team.

It was more laid back. I would be down there at all different times. It might be at the beginning of class to just visit and see what was going on. Make sure he is starting class off right. It might be in the middle of the day, just to go down and visit. It might be at the end of the period, just to see if he was doing a closure type of thing. It might be after school. A lot of times, if it was after school, he would initiate it. He would come up to

see me, and we would sit and talk 10-30 minutes, or whatever. Just to encourage him to start off the day right, maintain control, or to end the day properly. So, as far as to set up a schedule, I didn't do that.

The administrators expected feedback from the mentor relative to the mentee's

strengths and weaknesses. They wanted to be informed of progress.

Administrator #1:
I want to visit with them pretty regularly. What do you think about
_____ (new teacher)? How is _____ (mentee) doing at this point?
I think that to us is pretty important.

Administrator #2:
I asked their input about what they saw as strengths and weaknesses.

Administrator #3:
I constantly seek opportunities to ask how _____ (new teacher) is doing?

A follow-up with the administrators indicated that objectives were verbalized

informally, but not laid out definitively.

The first thing we do, of course, is to identify who is going to be the mentor . . . and then bring that mentor in and talk to them (sic) about maybe how some things have gone in the past and what good mentors have done. We give examples of how it worked really well. We talked about some that didn't work real well. We talked about ways to be consistent throughout the year . Then, I don't really lay down the objectives to the mentor, we just verbally cover that. It has worked out pretty well, and sometimes it hasn't.

A second administrator indicated a "straight-forward attitude" toward establishing

objectives was taken in relaying expectations to mentors.

What an administrator feels with "baby" (beginners with only student teaching or no former teaching background) teachers is, "Are they going to bite me?" Are they going to break some policy that they are unaware of? Are they going to mishandle or misappropriate moneys? Are they going to handle fund raising properly? Are they going to discipline a child improperly? . . . When I have someone new, like a T&I teacher, who maybe doesn't have a bachelors degree, who maybe doesn't have any formal teaching training, I have all those apprehensives (sic). I have to watch closely and ask lots of questions. You constantly kind of find

opportunities to ask what that "baby" teacher is doing. And, depending on the dependency or independence of that new teacher, the mentor has a responsibility with those "baby" teacher issues. I have discussions like this with my mentors. I tell them. I have to be honest, if we are about helping teachers make improvements, then that means telling it like it is.

Perhaps, instructional supervisors also see mentoring programs as a means to keep themselves and their school systems out of trouble, in addition to assisting their new teachers.

Checking with mentors however divulged that they did not have a clear picture of what expectations were, nor how to meet the expectations. Mentors and mentees could only recall a very brief meeting at the beginning of the year which served more as an introduction of the mentor to the mentee. Expectations and objectives of the mentoring effort were simply "glossed over."

Mentor #1:
I knew there was some paperwork and some observing, two formal observations. I knew I would be answering my mentee's questions and helping out when I was needed. The first meeting was a very short meeting. Its primary goal seemed to be dispense the observation forms and to fill out paperwork.

Mentor #2:
I think it might be a good idea if the obligations or jobs or objectives were spelled out better. We had no idea what we were supposed to do when we came into the program other than achieve a school year together with more students, and we have done that. But I can see in other situations where it might really need to be defined.

Evidently, mentors were at a loss to pinpoint measurable or well defined objectives. Additionally, no mentor within the entire study was aware that he or she should spend a recommended 72 hours with the mentee toward providing assistance. All indicated there was an genuine effort "to stop by", take a break together, or have lunch at least once a week. However, only one mentor/mentee team felt the 72 hour

recommendation was unmet. Three teams felt the recommendation had been surpassed. The final two teams estimated it was "pretty close" to accurate. No time frame or meeting schedule (other than that covered by Oklahoma's residency committee requirements) was arranged by any team, however all pairs were unanimous in that there was an "open-door", call-me-any-time-you-need-me-with-any-problem-you-have-policy in place.

Mentees were not informed of the objectives behind the relationship either. In only one case did the mentor feel he had been involved in setting the objectives. The school administrators "actually met (with the mentors) and told them specifically what they would be doing and gave objectives, and asked their input about what they saw as strengths and weaknesses" concerning the mentoring relationships. However, mentees were not involved in that particular meeting in which objectives were set.

Perceptions of the Relationships' Successes

As presented in the study's review of the literature mentoring relationships are often seen as successful in assisting new teachers adapt to their first year of teaching. Additionally, veteran teachers, chosen to act as mentors, report satisfaction with the process and increased motivation. Some recognize a renewed interest in their teaching. In this section, statements, taken from interviews with participants in the study, will address the team members' perceptions of success related to the new teachers' adaptation to teaching. This section will also outline member's perceptions relating to mentor benefits or rewards.

The following excerpts address the interview question, "What are the relationship's successes?" The first statements presented are from interviews with administrators.

Administrator #1:
The success I immediately think of is the program is a better program. This is a team teaching program. The skills the mentee brings to the table is part of it (sic). Together they handle the whole area, the whole class. One does some lecturing, and is probably better in front of a group of students, teaching a skill while the other is better one-on-one. But, the relationship has assisted both. One comes across, well, it's almost like the mommy/daddy syndrome. The students try to play one against the other. Daddy won't let me do this, maybe mommy will. The mentoring relationship has helped them grow. The mentor helped the mentee see that and minimize it. They both have progressed. One has become less rigid, another is tougher.

Administrator #2:
I don't claim to have all the answers or claim to have to know how to do anything totally. I think you have to call upon the people in the trenches everyday, doing the things that are for their customers – their students. Those mentors provide a means for new teachers to get from A to Z, where we want them. And that's the biggest success in mentoring.

Administrator #3:
The real successes (pauses). To me, it is kind of two issues, I guess. One thing is the whole pedagogy issue – skills and educational processes that your expert, your mentor, shares and teaches. The other is the philosophical base. Matter of fact, I have to take one over the other. Give me the pedagogical issue and I can teach you this one. But the philosophical base you have to come in with it and you have to develop it, and if you don't develop it, I don't think you ever need to be a teacher. So, having a mentor who has concern for kids, has dedication to providing the best teaching experience that you can humanly do and still maintain another life, getting someone to see that and understand how important that is the ultimate goal of mentoring. I promise you, _____ (mentor) models that. Not only in his actions, but he models it in his conversations with his mentee . . . When we have a mentee start to think in that vein, we can find a way to do everything else. I don't know if I answered your questions or not, to me that's the value and that's the success of this relationship.

Administrator #4:
Well, obviously, a lot of the characteristics that I appreciate most in the
mentoring instructor I can see developing in the new instructor. One
characteristics the mentor does very well is his ability to work with
students who have learning problems, attention deficit, lack of motivation,
immaturity. I now see the new instructor being able to work with those
students and build on those situations.

Administrator #5:
Mentoring pairs two people together for a mothering influence. In that
pairing, the mentor explains the ins and outs of the system, and relays
information important to the new teacher . . . It also provides a way to ask
another source how "baby" teachers are doing.

Administrator #6:
The new teacher has a completely new ear to bend than the
administrator's. One benefit is, they (mentors) have no stake in the
employment or re-employment of that individual (new teacher). They
merely are going to be the advice and counsel (sic). So, that is helpful to
me as an administrator, because I want the advice and counsel to a new
teacher, or any employee for that matter, to be consistent.

They (mentees) know that I am responsible for re-hiring so there is
probably a little bit of a barrier there for me to be true advice, counsel, and
coach (sic). The mentor serves as that third party, and that is why we
really try to make them someone who is truly going to be a third party
(sic). They (mentees) know that they (mentors) have no stake in the thing
(re-hiring) and they can really say, "What can I do to do this? How can I
have better student rapport?" Etc. Etc. And they are not thinking of it as a
talk to an administrator who is making decisions about performance.

Administrators saw successes as stronger teachers and programs. Two observed

success as providing another ear to which mentees could speak. That ear could provide

advice and counsel, or, as the first statement implies, disclose new teacher performances.

These statements from different administrators seem to indicate contradictory motives.

The researcher sees a possibility of a breach of trust between mentor and mentee if

disclosing information about new teacher performance truly is a mentor responsibility.

Mentors recognized some mentee successes with their involvement in the

relationships. Those identified successes are:

Mentor #1:
It gave my mentor the opportunity to fall back in someone besides administration. My mentee had the opportunity to come to me to ask questions. For instance, one week, two kids started fighting in the new teacher's classroom. They didn't throw no punches (sic), just started pushing on each other. The mentee came to me to ask how I would have handled that. Well, I would have just talked to them and told them that sort of behavior will not be accepted, and then I would have cut them loose at that point in time. Well, he said he did the same thing. He didn't see it was necessary to bring administration into it at that time. I said he was right. Try to handle as much as you can before you send it to administration. That's what I've been trying to portray all through the mentoring process. So that's success.

Mentor #2:
We advise and counsel and lots of different things (as mentors) all year long. You talk to them about how important it is to get control of the class and be tough. When they get half-way through the year, they realize they weren't nearly tough enough, like you had been telling them. But, they have to experience that. Then when they start the second year, they realize we were serious about discipline and things that it takes to get control of your class and earn student respect. I just talked to my mentee this year to see how he's doing? Even though he has a considerably larger class, he's having a better year. The first year, sometimes it is just survival and you are out there just hanging in.

Mentor #3:
My mentee survived the first year even though there were some difficulties. Part of those difficulties led to being assigned a mentor for a second year. But, there's been a lot of growth and the new teacher is still here. And, I think, doing the job more comfortably.

Although the year long formal mentoring process was complete, one mentor

indicated the relationship would endure.

Mentor #4:
The mentoring process has helped our relationship grow stronger. I think it's caused all four programs down here to come closer together. All the teachers down here can see how the interaction has helped. Now that the

first year is over, we will continue to work together. It won't be, "Okay,
it's over. Swim or drown." It will be an ongoing thing.

My mentee no longer equates teaching to working in industry. Yes, our
responsibilities are to students and to industry, you can't have one without
the other. But you can't let production overpower you. You've got to do
what's right for your students. His concern originally was doing major
production work and worrying about 100 percent of what industry was
going to think about him. Stay focused on the needs of your students. I
know he knows what production schedules are. We need to teach about
productions schedules, but production schedules should not be driving the
school. But, if we truly are an individualized, competency-based
instructional school, then we have to meet the needs of our students, one at
a time, and try not to lump them all into trying to meet production
schedules. So, I think he has slowly made that transition.

Another mentor felt the relationship was successful because it was good for both

veteran and beginning teachers.

The successes have been the students that we (as team teachers in the
mentor/mentee relationship) have turned out together – that we helped. It
is really strange that the problems you come up against. Some don't have
anything to do with school. And since we are on the LAP (learning
activity packets) system we do a lot of fluctuating things per individual.
It's chaos when its springtime, but I can't think of any major failures we
have had. I can't say enough about the necessity for a person to have
support. It's good for the older teachers, its good for the new teachers.

The new teacher's positive reaction to student behavior was a sign of success for

the last mentor.

You realize success when you watch him (mentee) tell a kid to do
something and the kid looks back and gives him that *Okay! Fine!*-look, but
that new teacher doesn't back down. Finally, the student does exactly
what he was told to do. You say to yourself, "*All right!* That's the way to
get it done!" And then when the kid did it, he'd kind of kid around with
the student, like all right. That's good. And then you say to yourself,
"That's what it's all about!" He's going to make a good teacher because
he's had successes.

Mentors agreed with administrators when they defined successes. They saw

improved teachers, improved programs, and improved students. Beyond that, they saw

teachers more comfortable with and even interacting with their peers. As mentors, they felt they provided necessary advice and counsel and felt good about their involvement.

The successes attributable to mentor/mentee relationships which the new teachers described are listed below:

Mentee #1 realized he was more at ease because of the support he received.

> The mentee/mentor relationship was more effective than I thought it would be. I think, there again, that _____ (mentor) is kind of the one, he made it that way. I didn't really know at first that it was going to be any different than like I had always gone to ask him about stuff. But he really took an interest in me and in what was going on down here. I think he kind of made me more at ease because I used to go around, and there were a couple of people I kind of leaned on, but when I knew it was part of my mentor's responsibility, I sort of took advantage of it.

Mentee #2 was more hesitant about naming successes. Even in his second year of teaching, he experienced disappointments. Still, he realized that his mentor helped him understand his students better.

> Well, successes as far as my own successes are hard to count. Success to me will be seeing those kids going out and getting jobs and being successful themselves. I am not sitting here saying that its my doing, because I know it isn't. I'm just glad they are able to get those jobs and I'm grateful for all the input I got that made it work for me and the kids. There were disappointments. I came into teaching thinking that I would pretty much grab it by the horns, go with it, and change the way the world works, you know. Come to find out it's a lot slower changing, a lot slower changing. My mentor helped me realize that there are some you can't reach, and some don't want to be reached, or don't care. I realize now that it's not a reflection on me. My mentor told me that there are a lot of bags those kids bring in with them, and I have begun to discover that I can see why a lot of them are the way they are and the way they do. But, I'm still willing to try. I don't know if that answered your question, or not.

Because things were going more smoothly, the third mentee felt the mentoring relationship was a successful endeavor.

Yes, my mentor told me the second year would be smoother. He told me if I could just get through the first year, things would go more smoothly. The thing I'm getting used to is the students, how they act, how to control them. My mentor and experience got me to that point. He kept encouraging me and motivating me.

Mentee #4 realized improved teaching skills and recognized he had gained a friend.

I think it was successful. My mentor helped me in teaching and personally. I've got a good friend out of it and I'm a better teacher because of it. My mentor knows when I'm up and when I'm down. My mentor is a friend as well as a working companion.

The fifth mentee was grateful for the assistance the successful relationship provided.

The biggest asset I saw with the relationship was having someone who had some experience, was familiar with what they were doing, had overcome some of the problems themselves, had experience with students, and could handle students well – having that person available to me. The biggest success I had was with the vocational student organization. I had lots of questions about it and my mentor was probably the most informed person on campus. I got a lot of assistance there. Only three classes participated out of 20 some odd. I took seven students to contests.

Receiving encouragement was the biggest asset mentee #6 identified when successes were addressed.

I had resigned myself to the fact that I would at least survive the first year, hell or high water. By gosh, I was going to live through the first year and be a better man for it! But, no one was going to make me re-up for this! But by spring, everything had turned around so much and things were working so well. I expect it to be a whole lot better this year still. But from the beginning of that first year, I can't think of anything harder that I have ever done. I didn't need my mentor to encourage me from quitting, not that way. Whenever he came by and asked me how I was doing, popped his head in, he would check. Whenever I had problems I could always pull out this stuff I was having problems with, and he would sit down and educate me. He was very accessible. That's what I needed.

Mentees expressed that they were pleased with the outcomes. They appreciated having an expert available to them. No mentee was too discouraged to return to teaching the second year. Although varying degrees of satisfaction with the outcomes of the mentoring relationships were discussed, no mentoring team member interviewed suggested that the mentoring relationships were without merit.

Despite shortcomings, successes were evident in all situations, even where the mentors or mentees felt the matching was not the best choice. However, success statements appeared to this researcher to be vague. One might wonder how the process could be successful when objectives were only partially formulated. How much more successful could mentoring programs be if objectives had been identified and measurement of the benefits had been less subjective?

Perceptions of the Relationships' Disadvantages

Disadvantages were minimal, in fact many team members could recall no problems or limitations. The following statements discuss and identify all those to which reference was made:

The first statement was expressed by a mentee who saw no disadvantage but realized a disadvantage would certainly exist if personalities conflicted.

> I didn't experience any disadvantage but I think if you had difficulty getting along with your mentor, that would create a problem. I feel comfortable with my mentor. We're not close friends, but and I can talk to him and I consider him a friend. If there was something that rubbed you raw about your mentor, that would be a definite disadvantage. You wouldn't feel comfortable asking stupid questions. I am certain that I have come up with many stupid questions.

Three of the six mentees expressed a concern that they were imposting upon their mentors.

> Sometimes I felt like I was infringing on his time. I knew he was willing and he was happy to help. I never doubted that and he never gave me any other impression. Yet, I knew he was busy, and I was infringing on his time.

Mentee #2:
> My mentor was down a long hallway from me so sometimes it was more expedient to call on the teacher across the hall. That program was more similar to mine, but he was a relatively new teacher. I asked so many questions that I felt like I was a bother. It could be a bother, but I never really received that kind of response from those I was asking questions of. They were always helpful.

Mentee #3:
> The biggest disadvantage we had was my mentor has 50 students and he is consumed with that. Plus, not only does he have teaching responsibilities, he has production and quality of the output in his shop is critical. He has to stay on top of it all the time. You know, there was not a lot of time for me and I can understand because you get snowed under, you know. I think I was too hesitant, because I knew he was swamped. I know he has taught for a long time and he really has it down, but he is still very busy.

Another statement considered by a mentee to be a disadvantage was:

> My mentor's program is just so different. My program is an open entry-open exit environment. My mentor's is a lock-step.

Mentees expressed no limitations except program dissimilarities, distances between classrooms, and the feeling of imposition. Feeling they were "a bother" however seemed to have an impact on the frequency they left their questions unanswered. Mentors voiced concerns similar in nature to mentee concerns.

Time lost to his own program or time he could not provide to his mentee was a real concern to the first mentor.

Some of the disadvantages I see is I am running 18 students in the morning, 18 students in the afternoon. I am busy most of the time. Yes, I have a full-time lab assistant, and that's great. But there are a lot of times I don't have the time to go over there and spend time in his (mentee's) class with him. That is something that I just don't know how to cure. There's not enough free time for me to go over and watch how he teaches or maybe give him some advice. Don't get me wrong, I think it's good that they find someone who is in the trenches to work with new teachers. And let them ask the questions. Of course, I always try to find a way to answer questions or solve problems. I always try to find a way, just like I always try to find a way for my kids. Somehow, some way.

Establishing trust was a concern held by another mentor.

Probably the biggest disadvantage, challenge might be a better way of saying it, was establishing that trust issue. He is around other teachers that might not offer the best advice. If you know what I'm talking about . . . teachers that are giving advice that is not good, not professional. He has to realize that I am going to help him and make sure that he does it right and make sure that he gets the best advice. So the first thing was, he had to trust me so he would realize what I was saying was not politically motivated. I wanted him to have the same philosophical view of students and teaching as the school held. I had to just openly tell him to stay away from some people. Don't spend too much time with this person because it can distort a new teacher's perspective of the entire school. One bad teacher seems ten times louder than good teachers sometimes.

A third mentor considered an extended leave to be a disadvantage to the mentoring relationship.

The biggest disadvantage was that I had to be away for eight weeks in the middle of the year. No replacement was made. I'm not sure it made a difference but I could not share the time with the mentee that I should have. Looking back, I'm not sure it was wise to appoint me. At the time, no one thought it would be a problem, but it may not have been the best decision.

Additionally, our program delivery system is pretty different. The only real similarity was we were both T&I, both were VICA (Vocational Industrial Clubs of America), and we're both _____ (gender) (sic).

Having only a limited knowledge about his mentee's occupational specialization was recognized as a disadvantage by another veteran teacher.

> Probably the biggest disadvantage was not knowing enough about his trade. If he were another teacher in my specific trade it would really click. I don't mean he didn't know his trade, because he has more skills than we had equipment for. But if I was more knowledgeable in his area, I could have helped him set up his equipment – lab arrangements, look at his work-flow and his live work procedures, establishing goals for his students. I know his students needed to have job assignments, but I didn't know how to tell him how to get there.

The difficulty interruptions can bring about were considered disadvantages to one mentor.

> The biggest disadvantage, if there is one, I would probably say is that sometimes I am interrupted and lose my train of thought. But, I accept that because he doesn't realize it. I think it has strengthened our relationship somewhat because when I am really busy I have learned to say, "I am busy, can it wait?" Of course, if it's critical, we get right to it.

The final mentor was hard-pressed to name any disadvantages.

> We've done real well. We've had a great year. It's hard to come up with a single disadvantage from this relationship. I think mentoring has definitely got to be there for a new teacher to survive. I guess if you didn't have a good personality match with your mentor that would be a real disadvantage. I can't think of anything worse than having to mentor someone you weren't comfortable with.

Interruptions (either in the mentoring connection or in the mentor's day), time consumption, and an occasional feeling of ineptness were the biggest concerns expressed by mentors. Though no one expressed a current difficulty with maintaining trust or with personality mismatches, a definite disadvantage would have prevailed if either of these possibilities did exist. Despite these obstacles, mentors acknowledged that the advantages far surpassed the disadvantages.

Perceptions of Other Mentoring Relationship Issues

Mentoring should be a reciprocal activity because it can transform the norm of teaching in isolation into a norm of collaboration. When mentees feel there is no reciprocity, that giving is all one-sided, the review of the literature indicated the relationship between mentee and mentor is less effective. The following statements indicate both administrators and mentors felt reciprocity was present.

Three administrators were certain mentors gained either technical and pedagogical skills, or both, as a result of being teamed with their mentees.

Administrator #1:
Of course they (mentors) gain something from the mentee. You can't tell me that somebody, especially in an adult-adult relationship, a mentor-mentee relationship, that the mentee doesn't bring something to the table. It's not like the mentee just fell off the turnip truck in his own technical field. They are bringing in fresh expertise straight from industry.

Administrator #2:
Does the mentor get something out of it for himself! Sure! It's, to me, kind of like is there any reciprocity between a student and a teacher. You learn from your students in your classroom. The first thing a good mentor should realize is that they don't know everything. So they enter into it realizing that the mentee brings in new blood. That mentee may walk in and view a process in a totally different manner, and say, "Why don't we do it this way?" And it may be an idea you've never even contemplated. You can actually even get a new technique from someone who knows nothing. That happens all the time. I think if you are a mentor to a good teacher, you can see how they deal with students. You may be able to observe that new person who gets better response from the students because he acts and reacts in a certain way. I think there are all kinds of things you can learn as long as you don't enter into it as the high mogul of the operation (laughs).

Administrator #3:
If you remember when you started teaching, you learned more about your technical field than you knew before you came in. The mentors have that too. You learn more about the teaching field when you are helping this new teacher.

The second instructional supervisor named another skill mentors often gain from their protégés.

> Organizational skills could easily be one of the things a mentor could gain from the mentee. I think that might probably be, and I don't want to make this sound like a sexually biased statement, but a female mentee would probably come in with better organizational skills in terms of clerical things and things of that nature. Just because they are used to handling the materials. They might be able to share or teach organizational skills to a mentor if that mentor was a male.

Another administrator recognized that teachers are like students. They appreciate praise and gain self-esteem when they are given special responsibilities. This administrator was convinced of mentor gain.

> I think educators, mentors, appreciate the fact that some of the responsibility to make better teachers falls on them, not just administrators. Stroke their ego. Stroke their self-esteem. Sometimes, that recognition could come in the title of "mentor."

> They realize they have a responsibility for the ethics and development of the professional. When they mentor they know they are a gatekeeper (sic), and that is rewarding to some.

Mentors one and two recognized a gain in skills when they thought about what the mentoring relationship did for them.

> Mentor #1:
> You know, I can always pick up things from people, we all do. The teacher I'm mentoring now is a perfect example. He has the greatest sense of humor. And _____ (mentee who is involved in the study) is probably the most caring individual I have ever seen. I mean he has respect for each person in his special needs population. He probably cares more about his kids than I do mine, and you know I care. But, yeah, sure I do, I gain a lot.

> Mentor #2:
> I felt I got a friend out of it. I would say the relationship has helped me. Yes. There were a couple of times that we found different ways of doing things. I would think, "Hey, that will work in my shop, too!" He taught me some computer graphics and stuff that I use. We used to cut and paste pictures in for the posters we would make to advertise our _____

(vocational student organization activity). Well, in working with him, he showed me how to do that stuff so my students and I now know how to do it. And drawing our own in there on computer. Moving them from the word pad and doing different things in perspective. I learned a lot doing that. I probably learned more about patience with kids as I watched him work with his.

Mentor #3 benefitted from the friendship which can now be relied upon.

It wasn't a "have to" thing, it was kind of a "jump right in" thing. I knew I wanted to do the mentoring. It has been great, I'd do it again. And, well, the friendship we have established has really been nice. You don't have to call on people very often, but its' nice to know that when you do, they will respond. There is security in that. For me as a single person, that has been really good. He doesn't live far from where I live, and if I thought someone were breaking in to my house or if I was a little bit scared, I would call. But you know, I think watching him succeed has been great. I knew on the industry side he knew what he was doing. I didn't see any problem with that. But we still are working on the teaching side and we still have some changes. But we are succeeding.

One mentor realized he grew in supervisory skills because of the opportunity to

help beginner understand teaching basics.

When I took on this mentoring role, I had just left a teaching position and began a new role as a supervisor of nighttime programs. The mentoring that I did for _____ (mentee) reinforced the same thing when I started teaching. The most important thing is learning to back up and teach the basics to students regardless of what your trade is. Sometimes you take everything for granted. So it is the same way, you have to back up and teach the very basic things that you have kind of forgotten about. You have to be sure that those are right or you can't succeed as a craftsperson. You have to back up the same way with your mentee, remember all the basic things that made your life easier as a teacher. I had forgotten about those things. I can use that understanding I gained when working with _____ (mentee) now in my new position when I work with the teachers I am supervising.

Another mentor was revitalized by the experience and realized growth and

progress over the period of teaching tenure.

I'm pretty excited about it. I needed that shot in the arm, too (laughing). My mentee is so excited, you know. He goes to class and comes back and

tells me things that are working in class. We think processes through. It reminds me of how I was so excited when I started teaching. And, I look back and see how difficult things were then. And, now the things are just second nature to me. It shows me how far I've come.

Initially the final mentor to be quoted could see no reciprocal gain in the mentor/mentee relationship. In a later interview, however, he twice rescinded his first remark. The contradictory statements are found below.

I don't think there has been any advantage to me because, and this is going to sound selfish, but there are lots of things that I have not been able to get accomplished because of the time spent in the mentoring program. But I would continue to do it again. I think it is valuable. I think it is an honor for somebody to think that they would like for me to help model or shape somebody into what a _____ (school name) employee should look like.

Well, I didn't know too much about _____ (mentee's teaching field). I learned a lot about it. And, some of that relates to my field as well. Being with someone who is new, you get a whole new, fresh perspective from industry. I've been in teaching a long time. You get somebody who has been out in the real world and you realize the changes that have taken place. Quality is a big issue.

You know I saw this sometimes as a more helpful thing for me than for my mentee. This gives me an opportunity to strategize or hypothesize over whatever you might want to do in your classroom. We were able to think of different theories and techniques to use.

Despite the 100 percent endorsement from mentors that benefits existed for the mentor, new teachers exhibited feelings that the giving was one-sided.

Mentee #1:
I hope the mentors can gain from the experience, but I can't say that they did. Actually, I know my current mentor came in and sat and watched some performance tests. He's writing new LAPs and wanted to see how LAPs worked in my classroom.

Mentee #2 and Mentee #3 both made the exact statement.
I don't know. You'd have to ask my mentor.

Mentee #4:
I would probably say it was all receiving. . . All I do is apologize and thank him for his help, really. No, I don't feel that I gave him anything except maybe I was not as big a pain in the butt as someone else might have been for him. And maybe I was, I don't know. I hope I wasn't.

Mentee #5:
We can do a lot of shared teaching now. And I know he learned something about my field of expertise.

Mentee #6:
Yeah. He picked up on some of my skills. And got a friend.

Comments made by mentors indicate that they felt intrinsically rewarded for their mentoring efforts. This mirrored the review of the literature's determination that participating mentors have high satisfaction with the interaction with new faculty, increased motivation, and renewed interest in teaching. Veteran teachers in vocational education have the added advantage of being exposed to the latest trends and technologies coming directly from industrial settings through collaboration with new teachers.

However, based on their comments especially the one repeated below, mentees often feel intimidated by the mentor's knowledge or experience.

You know, I really wanted to and hoped that I could give something to the relationship. But after dealing with my mentor, he has so much on the ball that I don't even know if that is possible.

The review of the literature indicated when that situation prevailed, new teacher requests for assistance diminished (Gratch, 1997). Additionally, for a more effective relationship, there should be a display of reciprocity between the novice and the mentor to reduce the sense of indebtedness (Reiman, Head, & Theis-Sprinthall, 1992).

Extrinsic incentive was an element that arose in this study as a recurring theme. Five out of the six mentors in this study received a stipend. No explanation was garnered

as to why one did not, unless it was because the teacher had been promoted to an

administrative post. Both mentors and mentees made comments relating to the $500

stipend paid by the Oklahoma Department of Education for degreed teachers, or by the

ODVTE for non-degreed teachers:

Mentor #1:
I was given, and I'm trying to think what it was, $300, $500. I don't
know. But it was nothing. It was a thank you which I appreciated. But as
far as did it pay for the time utilized? No! It was just a nice thing, you
know. They didn't have to give me that, I probably still would have done
it. When you are answering questions everyday, does it pay for the time
you lose, not really. But it is a nice thank you.

Mentor #2:
Well, I didn't turn it down when they gave it to me. But, I had forgotten it
was coming, so it was a nice surprise. In a way, I almost felt guilty for
taking it. I would have done it anyway, because I think it's an important
duty.

Mentor #3:
I have received the stipend in the past for mentoring other teachers, but I
did not this time. But, the money is not important. It is something I think
is valuable and I would do without any money. Well, obviously, because I
am. I think we have a responsibility to the profession and to the new
teachers.

Mentor #4:
Yes, I received a stipend. My mentee and I laugh about that. When we
have had a rough day, he teases me. "Well, you really earned your money
today, didn't you." But, when the day goes well, we will say, "Imagine
getting paid for having so much fun." . . . But he would readily tell you
that they are not paying near what you deserve and it does take a lot of
time.

These perceptions relating to incentives illustrate the same points that the review

of the literature established. Mentors are willing to take on the task with or without

monetary rewards because they feel it is their professional responsibility. The honor of

being selected to be involved and witnessing mentee growth appear, at first, to be

incentive enough. However, the mentee might feel even more indebted to the mentor if no reward at all was received. Consequently the relationships would not be as effective without compensation. Mentees, in fact, are in favor of raising compensation for mentors.

> Mentee #1:
> If there was one thing I'd like to change, it would be the pay for mentors. They put in tremendous help. But that's not my jurisdiction. I wish it was.

> Mentee #2:
> Five hundred dollars? That's what he gets? (Laughs.) That's not much. That's not nearly enough. Especially when you think of the time involved.

Mentors were asked what additional incentives they would like. No mentor asked for more money or anything of extrinsic value. Their responses came in these forms:

> Mentor #1:
> How can you help me by giving me more time, there's just 24 hours in a day (sic).

> Mentor #2:
> An assistant to help out? No, because then I'd have two beginners to train. And, sometimes an assistant is in the way. I had 24 kids in the morning and 26 in the afternoon and it (classroom) is set up for 14 to 16 kids. When I've got an assistant in there, he is literally in my way. I mean literally. The joke was that if all the kids took a breath at the same time, we would all pass out because all of the air would be out of the classroom, it was that cotton picking crowded. No, that wouldn't work.

Mentees recognize that mentors are overworked and underpaid. This seems to present a serious flaw in the mentoring initiative, especially in light of this instructional supervisor's comment:

> We invariably end up using the same mentor over and over until you find out who can do this and who can't.

Mentors and mentees must recognize that both parties are benefitting. Mentors cannot be

overused nor taken advantage of because it may easily lead to mentor burnout, and even

worse, teacher burnout. Although stipends are rarely seen as incentive enough for

mentors, rewarding them more appropriately could make mentees feel less guilty about

demanding their time and attention.

<u>Research Question Two</u>

Upon Reflection, How Do Mentoring Team Members Think the Mentoring Process Might Be Improved?

There were six school sites involved in this study. Each site's instructional

supervisor was asked to explain the mentoring implementation process.

The instructional supervisor from site one explained:

Well, probably the first thing we do, of course, is to identify who is going
to be the mentor. We pick that mentor by matching them up with content
or program similarity. Then we bring that mentor in and talk to him about
maybe how some things have gone in the past. What good mentors have
done in the past, some good examples of how it worked real well and
some that didn't work real well. About ways that you can stay consistent
throughout the year. The main thing (we are concerned with) is that
teacher going to be close by, is the teacher in the same building, is it a
teacher from another school? We have had some of those. Is it going to
be someone maybe at the other campus? We really have tried to avoid
that unless we can't find a close match, you know matching programs.
Then I don't really lay down objectives to a mentor, but we just verbally
cover that. It has worked pretty well and sometimes it hasn't. We
invariably end up using the same mentor over and over until you find out
who can do this and who can't. Some people are good coaches and some
people aren't, but they have other strengths.

Site two's administrator offered this description:

In addition to assigning mentors, the instructional directors get together
and we developed a new teacher survival guide. Our instructional
directors took on a group of new teachers and they sat down and went

through this whole piece (points to notebook used as new teacher tool – see Appendix F) and designed what ought to go in it and how it ought to work. Of course, we realize you can't really have a structured program because everybody's needs are different. You can kind of go through some of the pieces and broad things they need, but it just has to be so individualized.

This piece (workbook) right here, this gives a lot of information about the school itself and processes which everybody needs, unless they have been within the system and are moved into an instructional position. We have had some of that in the office and secretarial area. Most of the time though, our new teachers are people coming in from industry. They need this survival guide on the school. Everybody needs that, and of course, the poor ones that need this and the instructional piece, too . . . I think the mentor is critical for both of them because there are so many little things that have to be covered.

The mentor can tell them how to do things, how to write purchase orders, how to get student activity forms done, who to see for whatever. I know we put all of that in there (the workbook), but it is pretty overwhelming – when you come into a place that has 220 people in it – to learn how everything operates. We did a pretty shoddy job up until the last few years. We really started working on that. And to put together what we did – needed to do, we put a group of instructors that were either new to _____ (site), or new to teaching, or new to both, in to develop what ought to go in here. Then the instructional directors took that, pulled all the content together, and made it happen.

Another administrator described the strategy from the site he represented.

In the past, mentors have only been assigned to new teachers who come in with four year degrees. They operate the first year on the state's residency committee. When the ODVTE decided to provide the $500 stipend for mentors, we decided it was something we should get all new teachers involved in. Our first two teachers to go through that process are _____ and _____ (one of the new teachers within the study). We didn't start the process until late, so I had about seven or eight weeks of observation. Based on that observation I selected a mentor trying to match personalities appropriately. I wanted the mentor's personality to complement the mentee's. And we began the process.

Site four's process was provided as:

Our process in this organization, when we hire people, and in this particular case a T&I instructor, we involve all of the staff, i.e., faculty

members, in that process. If they are going to take the time in this process
to interview, then they are going to embrace the person they hire. . . We
picked two teachers for the interviewing process. (Eventually both became
mentors to the new teacher) . . . It was not protocol, it just so happened
that they were in the selection process, and since they were and helped
make the selection, I just felt it was a good opportunity to use those
particular persons. (One became the mentor at the onset, the second was
assigned a few months later, to provide additional assistance.) The first
mentor spent a lot of time initially in the new teacher's classroom,
observing, assisting, talking about things. The second mentor actually
spent some time in the summer, between the new teacher's first and
second year, with organization and curriculum . . . So, we were able to
bring _____ (second mentor) in, pay him a daily salary, a daily wage for
working with the new teacher.

A final administrator gave this scenario.

When you bring a new teacher in, whether it be new teacher,
predominately new teacher, or even a seasoned teacher, they need an
individual to help them (sic). First of all, through all the organizational
ropes. It is real critical for the new teacher to feel comfortable, I think,
about how things are done and who to go see, and all the questions you run
into. . . The other side of it, is the teaching arena part of it. . . the thing they
lack most is the pedagogical skills. Hopefully, you put them with a mentor
to provide some help for those new teachers. They try to get the teachers
to the level that they feel comfortable that they are being a good teacher.

Across the sites, the processes had similarities. The mentor was selected by an

administrator or administrative-panel to serve for a period of usually one year.

Dissimilarity existed in the study, where two sites opted to extend the mentoring process

to a second year. In one the first mentor was joined by a second mentor after a period of

about five or six weeks. The two mentors worked collaboratively with the mentee the

remainder of the first year and into the second year. In the other instance, a totally new

mentor was assigned for the second year.

Elements that were identified as key areas of concern in this research study and in

focus group discussions include satisfactorily matching mentor to mentee, connecting

mentors with mentees as quickly as possible, setting expectations and objectives for the

relationship's outcome, providing a sense of reciprocity and adequate compensation, and

coping with the consumption of the mentor's time. Strategies for improvement of the

mentoring program were suggested. These suggestions were offered in interviews and by

focus group participants.

To address the first concern of matching mentor to mentee, suggestions to be

studied when making appropriate matches would be personality compatibility, program

delivery similarity, learning ability of students, proximity, and availability.

> Administrator #1:
> Personality matches would be easier to make when the mentor can be
> involved in the employment selection interview. It just makes sense that a
> person who was helping us select the employee would make a good
> mentor. The same reason we picked them to be on the interviewing team
> was the same reason we picked them to be a mentor (sic), something
> connecting in the relationship like a common program, a common
> department, common potential students. . . . The mentor feels like they
> have an additional responsibility to the mentee and to the school because
> they were responsible for hiring them (sic).
>
> I think it makes a teacher that gets selected feel important too when they
> see that you are bringing a content person into the interview (sic). That is
> the way we look at it. There is your content person on your interview team,
> that teacher. You know we (administrators) don't know that content. So,
> we bring in that content person and we say, "Okay, what about your
> technical skills?" The teacher-content person can identify if they have a
> sound background (sic), and that is all important. The teacher that you just
> hired thinks, "They really pay attention to my technical background and if
> I know my stuff." So, I think it starts things off on the right foot that way.
>
> Administrator #2:
> If a mentor is in on the interview, then they would help select a person that
> is a suitable match with their personality (sic). They aren't going to select
> a person that doesn't. Of course, there is no guarantee the newly hired
> teacher would find the match suitable.

New teachers indicated a desire to have an opportunity to be involved in the mentor selection process. Their possible solutions to that concern are indicated below:

Mentee #1:
It's really important to me that you have a mentor assigned to you immediately, but it would be nice to know them as well. Maybe you could meet several possible mentors and have the opportunity to go to lunch or visit socially. Then make your own decisions from those the administration had selected.

Mentee #2:
I knew several people on campus already and felt more comfortable asking them questions. I would have liked input on that decision, maybe chosen one of those I already knew.

Mentee #3:
I kind of connected with the person on the employment selection team. I knew he was interested in the program because he was on the interview team. We just sort of clicked.

Mentee #4:
When a mentor is appointed to you, they should be someone who has expertise in your weaknesses. How do they know a mentor can be of any assistance to you, if they don't know what your weakness is? You don't need an expert in your field, if you already know it. You need an expert in the fields that you *don't* already know. And, a new teacher may not know what their weakness is, if they have never been exposed to teaching. May be you need a list of experts.

Mentors and mentees alike indicated that they thought it appropriate to be matched by program similarities or student learning abilities. They described that need as:

Mentee #1:
My program is open-entry/open-exit. My mentor's program was completely different from mine. He has a lock-step program, mine is LAP driven. My biggest problem was dealing with the fact that I had 18 students in each class at different points in the program. I didn't know how to deal with that and my mentor didn't either because the programs were so different.

Mentor #1:
I wish I knew more about his program. I couldn't help him with student assignments because I just didn't know the industry.

Mentor #2:
Many of his students are IEP students and mine mostly have math and reading skills at the 12.9 (12th grade, ninth month) level. There was so much difference in his students and mine. So we sat down after about five or six weeks and brought in a second mentor who works specifically with special needs students in his program. Then we both helped him out.

Mentor #3:
Matching definitely has to be with another T&I program. Apples to apples. Classroom organization should be similar, individualized matched with individualized, live work with live work. We're not only concerned with matching personalities, but we're also concerned with matching other important components.

Mentees sometimes expressed concern because their classroom environments required that they operate equipment they were unfamiliar with. Mentors who were not within the same trade discussed a feeling of inadequacy when mentee asked for assistance with equipment or trade-related problems. Some mentees had outside contacts and could find assistance on their own. Others could not. Administrators offered this possible remedy.

> One of the things I am really thinking about doing is to have a mentor that is from the industry that they (mentees) are involved in. We do industrial updates and stuff like that in the summertime and the teacher goes to work somewhere out in industry. When they are there, they develop some rapport with somebody there that continues on. (Why not) set it up so that it is some association that occurs during the first year of teaching, maybe once a month, where the new teacher goes out half a day and just spends time with that industrial mentor? So, let's say the person is working in the graphics arts industry, and they talk about how I am telling the kids that this is what happens in desktop publishing. Am I telling them right? You know, this is like a sort of hands-on connection. Then when they need technical assistance or trend information, they have that real strong connection with an advisory committee member, not just a superficial one, but a genuine connection.

Experienced vocational teachers develop that over time and will have somebody in industry that they always call back, maybe two or three people. But the new teachers that we are just bringing in, especially like one from another part of the state, don't know too many industry people in the area. It made it difficult to team him up with somebody (for those technical questions that he needed help with). In this case, he was able to do it on his own and the relationship is really going good now. But new teachers may be hesitant to do that. I really think that idea would work, especially if the mentor teacher is not in the trade.

A nearly unanimous plea came from mentees asking that mentoring begin at the onset of hiring. New teachers have immediate needs and desperately seek answers and quick fixes. In this study, one teacher was hired the day before classes started, two were hired three weeks after classes started. Only one of those was provided with a mentor at the onset. Three worked "seven or eight weeks" without an official resource person to help them get through the rough spots.

I am doing something totally new to me. Even though my parents, both of them are within the public school system, were giving me advice, I quickly found out that every teacher will give you different kinds of advice. I needed to know how to set up my grade book, but I don't think there is one that does it the same way as another. I needed help, though I never said anything to anyone and I look back at that and have thought to myself that I was a fool.

To avoid that panic a new teacher feels, a mentor must be ready to interact early. Teachers suggested that mentee-mentor connections be formed before classes begin. Preferably in time to give advice in setting up classrooms, labs, and curriculum.

Setting expectations and objectives was a recurring theme with mentors and mentees alike. Solutions to that concern were offered by mentees.

Mentor #1:
I think it would be a good idea if obligations or jobs or expectations of the mentee or mentor were outlined a little better. We had no idea what we were supposed to do when we came into the program other than achieve a successful school year together. The only real disadvantage I can think of

is that the responsibilities are not defined for each of us (sic). I don't want either of us to make a major mistake.

Mentee #1:
I would like to see the specifics of the program identified more closely. What are the things I need to be aware of. What are some of the things they know I will want to ask questions about. When I first came on things were so confusing. I was so distracted. I didn't even know what questions to ask.

And, if your mentor is not someone very near by, an established meeting time should be arranged. Just little pop-in visits probably at the end of the day while your problems are still vivid in your memory, yes. But if it was a mandatory thing that you meet once a week, it would probably have been better for me.

At first those meetings should be more frequent. Later, when the new teacher has a better grip on the situation just reminder meetings or planning meetings should be held. Things that are coming up on the calendar could be addressed, or VICA (Vocational Industrial Clubs of America) plans could be made. Have you started on this? Or, remember this is due in two weeks. It would probably make the transition into certain parts of the year, like grades, follow-up, inventory, check-out at the end of the year, go a little easier. You don't want them to become so rigid because I needed all those impromptu meetings. But you want to avoid things like, "This darn thing is due today and it was buried on my desk, I forgot all about it, so now what do I do?

Administrators indicated they needed to be more specific with both mentees and

mentors in setting up objectives. Evidence of that was found in the statements:

We've got to raise the level of concern of the mentor. They need to know that they should be concerned with what kind of discussion did you have with your new teacher, how did the observation go? You may need to talk to your mentee about this or that.

And the new teacher should know that they've got to express their concerns, talk about their frustrations. We really do want those new teachers to get out there and try things and make mistakes. If teaching was all black and white, like a restaurant menu, there would be a whole lot more people doing it. It is not like that. You can show new teachers all the theory and procedures you want, but when the 16 and 17 year-olds walk into that classroom, you can throw all that out the window because nobody knows how to deal with them perfectly. We can give you some

hints, and better teachers can tell you what they have tried that works and so on, but it is really a learning experience. We want them (new teachers) to try stuff, and screw up. Because if they are not screwing up they are not working at it.

Then, we, as administrators, need to give some follow-up to mentors after we get the mentorship thing kind of rolling. It seems, if there is anyplace that we drop the ball at _____ (school) after we get it rolling, is getting follow-up to that teacher and that mentor. We have done all of the up-front stuff and the meetings and everybody is talking about their observations and we have had good discussions about it, but we also need the follow-up on it. That is wrapping it up real good.

It is just like when we teach a lesson we set objectives, have a good flow of the content and then you should have a good close. The same thing should be done with that mentor. Strengths and weaknesses. What have the new teachers been trying? What's working real well and stuff like that. Follow-up to the mentor is important.

It seems strange that education stresses that students be trained through the establishment of measurable objectives, yet, truly measurable objectives are apparently not formulated carefully when induction training of new teachers is directed.

Follow-up is also considered an important component of education. Team members stated the follow-up meetings might serve as an opportunity to provide feedback to assess progress. It might also be an opportunity to share with mentees the reciprocity mentors experienced.

Mentor #1:
Have more meetings with the whole team involved. Share our accomplishments. Talk about our feelings.

Mentor #2:
Maybe we need to share with them, share with each other what the mentors do get from the mentee. He has taught me several ways to be patient with special needs children, kids in general.

Mentor #3:
I think we just serve as a buffer for each other all the time.

Two training sessions for vocational school mentoring teams have been conducted. An instructional supervisor and a mentor pair attended the first from 29 vocational school sites. The second meeting involved only 10 pairs. Of the 10, at least half were newcomers to the training. The first workshop was touted as "helpful" by mentors in attendance with the exception of one. That mentor felt his time could have been "better spent." Only one of the mentors attending the first workshop was in attendance at the second. That mentor indicated the second workshop was far more beneficial than the first to the mentor because it dealt with "real" mentoring issues like roles, responsibilities, difficult situations to avoid, and some issue related scenarios. It was perceived the first meeting's approach dealt with "administrative implementation initiatives" only.

As the researcher observed, three very obvious problems existed with the first mentor training workshops: the training's timing was inappropriate, it mixed audiences and agendas, and it was far too general and non-specific. Mentor training should be provided early to be of benefit to the parties involved. When mentors are trained after assignment to a mentee has been made, some mistakes may have already occurred. Mentors must be aware of critical components like trust and accessibility.

The first mentoring workshop likely would have been considered more successful had mentors and administrators been separated after a short overview of the mentoring initiatives had been presented. This separation would have allowed for more accurately focused instruction for all parties. A more open environment in which participants are able to discuss issues candidly is more conducive to learning. Mentor Workshop II was

were not involved because they did not recognize the need to attend nor expect any

benefit.

Finally, coping with the consumption of the mentor's time was a factor all

mentors wanted to solve and all mentees felt guilty about. One solution has already been

entered, but it will be restated.

Mentor #1:
. . . we sat down after about five or six weeks and brought in a second
mentor who works specifically with special needs students in his program .
. . . Then we both helped him out.

Administrator #1:
There are so many talented people in our school with different strengths
that to expect a mentor to be the best at everything is not really very
realistic. Now we have done this kind of informally but we have not
formalized it yet. We identify people throughout the school who might
have really good advisory committees, who deals well with special needs
students; etc. With this listing the mentor has a resource throughout the
school that they can work with the mentee on. They don't have to do
everything themselves and they don't have to know how to do everything.
But, they do have to have contacts who can do that. It's something I think
we need to develop. So even though a person is not another person's
mentor, they can still work with new teachers. It is good in other ways as
well because it helps the new teacher get to know teachers in other areas.
Last year we had a lot of new teachers, we brought in teachers who were
doing really good things, organizational things, time savers, and all sorts
of stuff so our new teachers and their mentors could see their presentations
on how to do this, that and the other. There were five or six different
presentations from instructors across campus. They came in and talked to
this whole group and shared their good ideas. In that way everything is not
just on that one mentor.

There is so much individualism that has to go into this process. There are
some new teachers that are very procedural and there are others that like to
learn by doing. I found that the procedural ones want to be told everything
up front and the ones learning by doing, they didn't even recall being
taught or told how to fill out this form because we just did that. They want
it just in time. They perceive it more like pouring water into a funnel and
running out just as fast as you pour it in. Whereas the very procedural
people, they will make their notes and they would pay attention to that. I
think in selecting a mentor if you selected a procedural type mentor for

that just in time learner, that would be a terrible mismatch. That is why it would be difficult to do that when selecting somebody in the interview because, frankly, when you are interviewing somebody you don't know for sure if that is your candidate or not. Who is going to be in your interview, but anyway that is a few thoughts I have on it (sic).

Providing a second mentor, a mentor from industry, or identifying experts across campus for mentors to tag for assistance, all seem to be viable strategies to help alleviate the load placed on mentors.

Obviously, mentoring programs offer many advantages. But rarely, if at all, are mentoring relationships perfect. There are many things that need to be improved. To summarize this section on perceptions of improvements in mentoring programs, a quote from one of the administrators who gave input in the focus groups is used.

> I don't think there is just one or two ways to do it. There is a lot of individuality and a lot of personality of the mentor and mentee that makes the difference. I think that has to be taken into consideration. If you assign a mentor that lacks something you really want the teacher to learn, like individualized instruction, or help to spend more time with curriculum or someone, or another teacher who has good instructional flow in their program, you want to fill the gaps in. You still want the mentee to be mentored. And, you want it to be the same one they started out with.

Research Question Three

What Aspects of the Mentoring Experience Are Reflected In, or Fail to Support, Humanism or Progressivism?

As stated in the conceptual framework of this study, mentors and administrators within the progressive viewpoint would serve as facilitators directing the mentee's learning. Together the mentor/mentee/supervisor team utilizes solution development, collaboration, reflection, problems solving, change adaptation, and democratic processes

as tools. The new teacher, as a result of the mentoring experience should be "experiencing, reconstructing experiences, creating meaning, and becoming" while being actively engaged in the teaching role (Miller, 1996, p. 60).

Central to the humanistic movement in education, the team would create environments in which a safe, trusting, and nurturing atmosphere exists. New teachers would be able to practice autonomously without fear of coercion, competition, or failure. Central to progressive thought, the teacher's ability is advanced to the point that he or she may eventually impact society's growth and development.

Humanism is concerned with the development of the whole person, cultivated by a disposition that leads to self-sufficiency, ability, and social, emotional, and intellectual development. In addition to being concerned with self-growth, the humanist philosophy contends that it is one's responsibility to work for the good of others. The goal of the humanist is to bring about the development of a person by "helping that person to become the best that he is able to become" (Elias & Merriam, 1995, p. 123).

To identify recurring themes suggesting philosophical aspects of Humanism and Progressivism are supported, or fail to support within this study, Zinn's instrument was selected as a tool. Statements taken from face-to-face interviews and focus groups will be compared and contrasted to characteristics of Progressive and Humanistic philosophies as outlined by the tool. The tool juxtaposes the two philosophies' purposes. Progressive purposes include transmitting culture and societal structure; promoting social change; and giving learner's practical knowledge and problem-solving skills. Humanist purposes seek to enhance personal growth, and facilitate self-actualization.

Statements within the transcribed input from participants which support the

Progressive purposes of transmitting culture are provided. The first comments that relate

to culture from mentors follow:

Mentor #1:
Every school system is different. Every time you change systems it's like
going to a new government. Everything is different. Things you assumed
were almost law before weren't . . . I needed a person to help me with the
system when I came. I think that's true of any new teacher coming into a
system, whether they have previous teaching experience or not.

Mentor #2:
A new teacher has to know about the school organization overall, who to
go to for what. . . I think it was my responsibility to make him familiar
with the purchasing system, the record keeping process, with the chain of
command type things. . . even the telephone system.

Mentor #3:
Even from department to department, things change procedurally. And
within the same school, from site to site. We have routines that we follow
over here (one school's site) that may not be in line with what goes on
over there (same school's other site).

Mentor #5:
Well, there are some things you tell them, you know, watch out for so and
so if they are having a bad day (laughs). That kind of thing. . . Every
school has its own way of operating. . . I think people need to understand
that when you know the rules, you know how to function.

Mentor #6:
Mentors should be assigned as quickly as the new teacher comes on board.
Even before the August vocational teachers conference. The more social a
teacher can be the closer and sooner they are going to become a part of the
school's culture.

Administrators spoke of elements of culture as well.

They must understand that teaching is a team sport. It's not a lone-wolf
operation, so you've got to work with administration. You've got to work
with peers. You've got to work with janitors. You've got to work with
everybody, if its going to be effective. That's the type of attitude you look
for in a mentor because that is what he is going to convey to the new
teacher.

Administrator #2:
The mentor must be someone who can help new teachers connect.
Connect with the students, the other faculty, the administration. . .
"Connecting" is understanding the school's culture and fit into it. It means
understanding the procedures, policies, little ins-and-outs, about collecting
money and fund raisers, etc. It's definitely more about "connecting" than
it is about teaching.

Administrator #3:
When you bring a new teacher in, whether it be a new teacher,
predominately new teacher, or even a seasoned teacher, they need an
individual to help them, first of all, through all the organizational ropes. It
is real critical for the teacher to feel comfortable. I think about how all the
things are done and who to go see for what, and all the questions you run
into.

Mentees wanted to fit into the culture of the schools and wanted that information

to come from someone they could rely upon.

I can talk to him not only about the workings of the system, but a little bit
of politics too. Who do I need to talk to about this? Or, I just had a run in
with so and so and this person was just as rude as they can be! (sic) They
must have had a bad day! And then I find out from him (mentor) that this
person is going through a divorce or . . . It is like you have someone on the
inside who knows. That really makes a big difference.

Based on statements similar to the above, all parties involved in mentoring felt

information about the culture of the organization was passed along. The impact that the

cultural knowledge will have on the mentee fitting into the school's society seems to be

noteworthy.

Only one statement from an administrator and one from a mentee indicated the

mentoring effort could amount to changing society as a whole. These were seen only as

trickle down effects linked to changing society because you have changed a new teacher

who will eventually have impact on many students. Societal change, however, was not

identified as a realistic capability.

Administrator #1:
To me, if you don't see education and teaching kids as a calling, like
serving a pastorhood and serving the Lord, in all honesty you should not
be a teacher. If not, they really don't have their heart and soul into it. If
when a kids fails or something happens to that kid, and it doesn't break
your heart, it is a bad deal. If a kid isn't cutting it because of things that
are going on in that kid's life, and it's not really hurting the teacher, then
the teachers are in the wrong business (sic). If you don't care about the
welfare of the people you have a responsibility to, then you need to do
something with that machine (laughs). When teachers develop skills, they
provide a better educational environment for the students.

Mentee #1:
I feel teachers are here for the students, to help students and thereby help
society. When you have a mentor with the same goal, you are both
preparing people. That's what we are here for.

Another purpose within the Progressive side of the outline dealt with providing

the learner/mentee with practical knowledge. When the roles and responsibilities of a

mentor were described, all parties indicated a major portion of the mentoring relationship

was consumed in delivering and gaining practical knowledge. A typical mentor statement

indicated a desire to provide the practical information.

My idea was to help this person learn every process he possibly could in a
year's time. . . New teachers have to learn things like the computer
systems, telephone systems, purchasing systems, plus teaching techniques.

Briefly, practical information that was learned included cultural, procedural,

technical, pedagogical, philosophical, psychological, and personal. All participants

indicated they felt their learning had increased because of the experience.

Problem solving skills are critical in today's work places and in vocational

schools. Administrators repeatedly saw a need to match mentors capable of recognizing

and solving problems for mentors. These brief statements were selected from interviews

with team members, the first four are from administrators, the remainder from mentors or

mentees.

They (need to) remember problems, concerns, difficulties, and everything a new teacher encounters.

Mentors should be able to help new teachers work through getting to their strengths.

The mentor has to . . . be able to observe, watch, make suggestions because that mentee may not even realize there is a problem here. Or even better, the mentor must be able to make an observation, maybe point out a problem before it ever occurred.

A mentor has to be able to . . . help them get through the day-to-day problems that they are going to run through.

Mentors and mentees saw the need for problem recognition and solving as well.

Mentors knew they had to be proactive in identifying difficulties before they occurred and capable of reacting when emergencies arose.

The following list identifies the need for problem solving as mentors saw them.

I should be able to really anticipate what their problems are. Be available.

I find myself trying to point out things that seem so obvious to me. If I weren't aware, I might not be able to see that he needs help with the ins and outs.

You also have to be able to get in there and dig. I've had to dig out some things in policies and procedures that I probably wouldn't have known were there.

I wanted to give him ideas.

Mentees indicated they really needed solutions at times.

I called . . . and said, "Man, please, I am neck deep down here, and I can't breathe." He came down and it was like a breath of fresh air . . . He said you need to do this and you need to do that.

A mentor should be someone who is aware of what's going on and give prompters.

I could talk to him every time I had a problem. I don't know how many times I interrupted him, but I just needed to know some answers.

It occurs that problems are very real in the lives of new teachers. Mentors involved in this study were expected to be cognizant of what constituted problems and often possessed the skills and generated ideas to solve those problems.

Humanist's desires for personal growth seemed also to be supported in mentoring relationships. Statements like "I wanted to make that person be as successful as they could be," and "I expect the new teacher to get better and that the things the mentor does will make it easier for the new teacher. I expect the mentor to grow from it, too," are evidenced throughout the transcribed interviews from mentors and administrators. They hoped teachers would be able to be self-sufficient, as well.

> I wanted to make that person be as successful as they could be, and at the same time, while supporting not be a crutch(sic). Be a helper, not a crutch. You have to help a person learn to do it for themselves (sic).

The interviews and focus groups fell short of finding any aspects of promoting self-actualization in the mentee. No indication was evident that new teachers were informed of development beyond their teacher role. "My number one goal was to make him a successful teacher," appeared to be the developmental destiny for the new teacher. However, at least two administrators felt very strongly about developing the mentor to higher levels of development and to facilitate self-actualization.

> Administrator #1:
> I would absolutely select a mentor if I thought that person might be capable of filling my shoes some day. You do that. You start grooming. I think every good administrator I've ever met is trying to pull people up and see if they have good qualities that would make them good administrators. You always encourage staff development. Of course, sometimes you might be treading on dishonesty, because maybe you don't think they would make a good administrator. Of course, you want them to better their education, but you have seen people in administrative classes that you know are never going to be an administrator. I have to be a cheerleader for all the teachers on this campus. You have to encourage

that, but you can do it more strongly for the ones you are convinced have the potential. Of course, not all people I would select for mentors are good administrator material, either.

Administrator #2:
I was hoping . . . that the mentor could help the new teacher get better, do things to help _____ (mentee) and that _____ (mentor) would grow from it too. Because _____ (mentor)was a person who wants to be an assistant superintendent level or director level superintendent at some time in his life and career, (I thought) this would be a good experience for him.

Based on the data reflected in the study's data gathering, it appears that more emphasis is placed on promoting mentors to self-actualization. The immediate concern for new teachers appeared to be more of retaining them and building their skills to the appropriate level for their current role.

Experience is a word common to both Humanism and Progressivism when methods of teaching are discussed. Both Malcolm Knowles and John Dewey are proponents of the value of experience in learning. The participants involved in the study seemed to indicate that experience in learning was an important key to success.

Mentor #1:
I don't think there is a way to head off every problem. I would sure be a Pollyanna to think there weren't going to be any problems. That is like thinking you can figure out life. New teachers have to have some problems, make some mistakes, before they can really learn.

I didn't try to tell him, "No, you can't do that." We all live and learn by doing. I've tried sometimes to tell him why something he has tried didn't work. This strategy sometimes works for the bad, but usually it works for the good, but you always learn from it.

We really do want those new teachers to get out there and try things and make mistakes.

Aspects of collaborative learning also are reflected in the two philosophies. The statements below offer a sampling of the collaboration the relationships brought about:

Mentor #1:
I don't see how a person is going to survive without someone to help them along. We do paper work together. I have even helped with his college homework assignments. . . We get a chance to go back and forth and talk about it. You can do a lot and learn a lot by listening to other people's ideas and feelings and just expressing them to somebody else.

Mentor #2:
You know I saw this sometimes as a more helpful thing for me than for my mentee. This gives me an opportunity to strategize or hypothesize over whatever you might want to do in your classroom. We were able to think of different theories and techniques to use. He continually picks my brain and I continue to pick his to the point that I consider that he is as much a mentor to me as I am for him, now that we continue.

Mentor #3:
We probably sat down together 20 hours the first week. Every time he would have a discipline problem or something like that, we would sit down and discuss it.

Mentor #4:
When he came into the job everything was in total disarray. There was nothing he could use to get started with so we had to develop something. We pulled from my files and my curriculum. Just changed the name of the program and that type of stuff.

Mentee #1:
It's good for the students, too. They see us interacting as a team, as well as setting a leadership example.

Self-directed learning is a component of Humanistic thought. The researcher cannot link that component as one attainable by the typical new teacher even within in a mentoring relationship. This study indicates the mentees often expressed such high frustration levels during their first year that directing their own self-directed learning seemed an insurmountable task.

Mentee #1:
Things were so crazy the first year. I didn't know what I needed to know or what questions to ask. You don't know what you need. All you're doing is trying to survive.

Mentors, on the other hand, did identify some self-directed learning for themselves. Mentors within the study saw a need to learn more about creativity, problem solving, learning styles, and conflict resolution.

> Mentor #1:
> Sometimes I think I know why they singled me out (for this position as mentor). I don't know if he (mentee) has given me wisdom, but I have observed some things about him and myself. I don't do as well with strangers as he does. I am a pre-occupied person, not a real open person. . . I probably need a lot of help with things like that. I am trying to pick up some things from him. Maybe a class on conflict resolution . . .

Autonomy is a factor within humanism that was noted several times in this particular study. Often mentors wanted to ensure autonomy in their mentees, and mentees seemed honored that they were allowed to work autonomously. The following statements reveal how autonomy worked in this study.

> Mentor #1:
> We never did the "I'm the teacher -- you're the learner thing." We just did a co-worker thing. We let each other lead according to our strengths.

> Mentor #2:
> Students and mentee alike need to be empowered to make their own decisions. I've shown him (mentee) how to bring a team of students together and allow them to resolve the situations by coming up with a solution. We've done it ourselves. Work together until we arrived at a plan, I gave him ownership of making the solution happen. When they own the solution it makes them feel better about it . . . if the solution turns out to not be a solution, and sometimes that happens for some reason or another, that's okay too as long as they fail forward. Fail, but still learn from the whole situation and not fall back into a similar trap.

> Mentee #1:
> (My mentor) said, "Okay now, you're leaning on me too much. It is time for you to take on things yourself. Of course, if I stumbled I received help, but after awhile I was ready to act on my own.

> Administrator #1:
> I don't think the mentoring thing needs to be prolonged over the first year. It would seem that we just keep expanding it and expanding it. It reminds

me of when I had my first teaching experience and was assigned a mentor.
Some people want to have that mentoring cut quickly. Quite frankly, I
wanted it cut quick. I wanted to do my own thing. I wanted to be out there
doing it my way. It's the same with students and their learning process.
You have to give them a chance to build their own castle. I wanted to build
it, and I was ready. I had a lot of them fall down, but that's how I learned.

Summary of Research Question Three Findings

Mentees and mentors both seemed to recognize at least some growth in the environments created by the mentoring relationships within this particular study. The aspects of their mentoring activities appeared also to reflect both philosophies, especially Progressivism. In most cases the mentees' interests seemed to be carefully considered when mentor selections were made. Mentors indicated that they worked diligently and carefully guided their mentees toward task accomplishment. They were protective to certain limits providing safe environments, but believed in the power of experimentation so they avoided overprotection or serving as a crutch. Administrators and mentors, while they perhaps would have like the new teachers' experiences to be as painless as possible, displayed a Progressive stance when they stated that they expected, even wanted, the new teacher to make mistakes. "If they aren't making mistakes, they are trying things." Learning through experience, especially through mistakes, is the best way to learn. The mentors' own personal experiences, it seemed, leaned toward more Humanistic aspects. Their personal growth and development was evidenced in the positive comments that were elicited when asked what they got out of the experience. They were the helpers, the partners, who sought to promote learning rather than direct it.

Summary of the Findings from the Case Study

Six new teachers, six mentors, and six instructional supervisors were contacted and face-to-face interviews were conducted using two to three rounds of questioning each. The eighteen were members of six separate triads which comprised mentee/mentor/supervisor teams from six different area vocational school sites. Four focus groups convened to discuss mentoring relationships. One focus group consisted of the teams' mentees only, one of mentors only, another with administrators only, and the final with representation from all three groups.

Interview questions were concerned with team members' backgrounds and perceptions of mentor characteristics, matching techniques utilized, roles and responsibilities of mentors, expectations of the mentoring teams, challenges and successes of the mentoring experiences, and advantages and disadvantages of the experiences. Focus groups shared perceptions of the mentoring relationships' encounters and methods that might improve future mentoring efforts. No interview questions were dedicated specifically toward Humanistic and Progressive philosophical views, but probing in the interview sessions and analysis of the themes and strands were conducted to determine philosophical reflections. The researcher attended two mentor training workshops as a participant observer. Additionally hand-written notes were taken at all data collecting opportunities when explanation of statements or emphasis deemed it important.

All interviews, focus groups, and workshops were audio-taped and transcribed verbatim. Notes taken by the researcher during the activities were matched to the transcriptions to facilitate clarification.

The following listing summarizes the findings based on the interviews, focus groups and participant observation. This listing is delineated into 13 specific items. The items listed one through four deal directly with team member backgrounds and perceptions of mentor characteristics.

1.   Team members' backgrounds indicate that in all cases but one the mentors had more formal education than the mentee to whom they were assigned. In all cases but one mentors matched in gender and race. In four cases out of six the mentor was older than the mentee.

2.   Perceptions of mentor characteristics are classified by team members contributions. Instructional supervisors focused on competence in teaching ability, communication, ability to instill trust, recognize mentee strengths and weaknesses, transmit the value of students, and act as a team player.

Mentors concentrated on accessibility, understanding, patience, creativity, flexibility, organizational skills, and listening skills. Mentees expected the modeling of good teaching skills and displays of trustworthiness, availability, understanding, patience, proactive problem identification, and reactive problem solving.

3.   Perceptions of desired mentee characteristics expressed by mentors and instructional supervisors included open-mindedness, truthfulness,

willingness to seek and accept help, constructive criticism and advice, and willingness to change.

4. All mentors were selected by their instructional supervisors based on perceptions of the following similarities: shared interests (in that all were industrial trades people), similarity in technical areas whenever possible, same gender (except in one case which was an intentional cross-gender selection), comfort level between mentor and mentee, complementing personalities, and close proximity.

Items five through 11 report the findings based on research question one which asks, "What perceptions do mentoring team members have of their mentoring experiences?"

5. Mentors were perceived as being willing, ready and able to perform these roles and responsibilities: communicate the culture of organization; intervene in behalf of the mentee; expand the mentee's professional network; teach and role model skills critical to classroom environments, reinforce instructional abilities, identify behaviors in which the mentee may need improvement, communicate, listen attentively to concerns, bounce-off ideas, observe strengths and weaknesses, locate resources, be pro-active whenever possible and reactive when necessary to problem solve, provide follow-up, and give feedback.

6. The perceptions of the team members' expectations were vague. Most indicated they wanted the mentee to survive, learn more about teaching, be able to be self-sufficient and eventually successful. Of the 18 interviewed

only two indicated specific objectives were established to meet expectations. Mentees indicated they had no input into the expectation setting or objective formulation. Mentors indicated they had only limited input.

7. Administrators identified successes as: improved programs, teacher and mentor growth; better student behavior management, increased pedagogical skills, and characteristics of the mentor had been adopted. The mentoring relationships were said to provide a means to get from "A to Z" and enabled mentees to accept the school's philosophical base.

Mentors indicated the activity was a success because mentees had someone to confide in other than administration; stronger relationships were formed between the mentee and mentor and other teachers on staff as well; and growth was identified in the new teachers. It was noted that beginners stayed more focused on the needs of the students and were beginning to produce successful students. All mentees had been able to "survive." Mentees felt they had received the help they needed, were more at ease, understood student behaviors better, developed friendships, improved in pedagogical skills, and "survived" the first year.

8. Disadvantages and challenges were minimal. Administrators thought there were no disadvantages but recognized that if they had mis-matched mentee to mentor there would have been difficulties. One mentee and one mentor indicated similar feelings with a nearly identical statement. Mentees' biggest concerns were that they felt they were infringing on the mentors' time and that they were a bother at times. Mentors indicated

interruptions were sometimes difficult to handle, and that their help to the mentee was limited because time is such a precious commodity.

9. The relationships' reciprocity was evident to administrators and mentors. Instructional supervisors within this case study quickly pointed out that mentees "bring to the table" new technical information, techniques, and industry trends which can be shared with mentor teachers. Supervisors and veteran teachers felt mentors' pedagogical skills improved. This came about because of the analysis process that is inevitable when new teachers are taught teaching strategies.

Mentees however felt the collaborative effort was decidedly one-sided, mentors always giving, mentees always receiving. Their comments indicated that some were awed by their mentors' abilities and were embarrassed because they had to ask "stupid" questions. Others felt they were imposing too much and appeared to limit their questions to those they considered extremely important. They indicated often they did not ask for the help they needed. Mentees seemed to minimize the fact that they had brought new technical skills or brought innovative classroom teaching strategies to their mentors through collaborative efforts.

10. Mentees felt the monetary incentive mentors received was hardly notable. Mentors agreed, but appreciated the stipend. Mentors also indicated they would have taken on the task with no monetary incentive.

11. Trust was another factor in the mentoring relationships. Mentees and mentors indicated trust was mutual in their relationships. Mentees held their mentors in high regard and respected them throughout the

relationships. All acknowledged a degree of comfort in sharing information between each other. Both mentees and mentors appeared to appreciate the fact that their partner would not reveal privileged information to others, nor "laugh at them behind their back." Even when personality matches weren't as close as mentees may have liked, no concern about lack of trust was stated.

Items number twelve is the summarization of the findings based on research question number two, "Upon reflection, how do mentoring team members think the process might be improved?"

12. Focus group participants shared perceptions of their concerns and methods that might be implemented to improve future mentoring efforts. One concern was appropriate matching of mentee to mentor based on personalities, program delivery systems, close proximity, and student learning capabilities. Mentors and mentees wanted to have input in the pairing process. They thought the team should come to consensus in setting objectives, and have follow-up meetings on a scheduled basis. Established meeting times should be scheduled, as well as impromptu meetings for mentor/mentee discussions. Resource people should be identified to assist the mentor in providing specific help for the mentee. Possible industry mentors should be established for new teachers as well. Other possibilities would be to provide two mentors, each with different strengths, to assist the mentee during the first year. Although some

suggested extending the mentoring process to a second year, others within the process felt one year was sufficient.

Finally, item number 13 restates the finding of the last research question. This summarization answers "What aspects of the mentoring experience are reflected in, or fail to support, Humanism or Progressivism?"

13. The philosophical aspects of Humanism and Progressivism seemed to be supported in the mentoring relationships for new T&I teachers. The persons within the mentoring relationships expressed outcomes that align strongly with the Progressive purposes of transmitting culture and societal structure; providing practical knowledge to the learner/mentee; giving problem-solving skills. Humanistic purposes were evident, but perhaps not as strong as the former. It was obvious the purpose of the mentoring relationship was to enhance the personal growth of the mentor and mentee. The mentor's self-actualization may have been facilitated, or, at the very least, initiated. However, the extent to which the mentees' self-actualization was facilitated appears questionable.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine how parties involved in the mentoring

relationships for beginning Trade and Industrial (T&I) teachers inducted into Oklahoma's

vocational school system are perceived by the parties concerned. It also was designed to

examine the mentoring processes' dynamics and the parties' perceptions of the

challenges, successes, strengths, and limitations of the relationship.

An initial interest in the nature of mentoring relationships for beginning

employees, and more directly beginning teachers, combined with an awareness of high

attrition rates for beginning T&I education teachers prompted this study. The review of

the literature revealed that mentoring of new employees is a popular theme. It is

predicted to be necessary for future well being within the work environment. It can be

defined as a social relationship between people in which one individual serves as a tutor,

guide, faithful adviser, and/or role model, and another individual functions as a protégé.

It must be an active process involving direction, sharing, and nurturing. It typically

involves activities and investment toward specific goals within institutions to mutually

benefit the protégé, the mentor, and the institution.

An extended review of the literature reported mentoring efforts were successful in facilitating emotional adjustment and reducing attrition among beginning teachers. Many states and districts provide each new teacher with a mentor. That issue is now receiving attention in the Oklahoma vocational education system as many vocational schools are initiating mentoring programs for inductees. A significant purpose is to retain the protégé and to enable his or her growth from beginner to a self-reliant, capable, autonomous, self-efficacious professional. As a conjoined, communicated experience, effective mentoring can assist in meeting the societal needs of the new teacher (Elias & Merriam, 1995). Involvement in cooperative activities and forming relationships built on trust are key concepts of Humanism and Progressivism (Knowles, 1990).

The researcher's initial interest and an awareness of attrition rates coupled with the implementation of the Oklahoma Department of Vocational Technical Education's (ODVTE) initiative to promote mentoring for new T&I teachers resulted in three specific questions. These questions emerged to guide the research study:

1. What perceptions do mentoring team members have of their mentoring experiences;

2. Upon reflection, how do mentoring team members think the mentoring process might be improved; and

3. What aspects of the mentoring experience are reflected in, or fail to support, Humanism or Progressivism?

Qualitative data for the research was gathered using a case study approach in which long interviews, focus groups, and participant observations were utilized. Eighteen mentoring team members comprising six different mentoring teams were interviewed in

over forty sessions and four focus groups. In addition to conducting interviews and facilitating focus groups, the researcher attended two mentoring workshops and engaged in note-taking throughout all activities. Documents produced by these activities were analyzed and reported as findings in Chapter IV. Chapter V reports the conclusions which identify the emergent themes within the mentoring relationships studied and discusses similarities, incongruencies, and contradictions found in comments made by participants in interviews, focus groups and observations. The chapter concludes with recommendations for further research studies, implications of this research, and recommendations for practice.

<div align="center">Similarities, Incongruencies, and Contradictions

In Participants' Perceptions</div>

In comparing mentoring relationship members' perceptions, some observations were made by the researcher. These will be reported as similarities, incongruencies and contradictions within three areas: perceptions of roles, perceptions of benefits, and perceptions of ways to improve the mentoring processes.

In the perceived roles of the mentor the mentoring triad of instructional supervisor, mentor, and mentee all similarly recognized that the mentor should serve as the socialization link for the mentee. All indicated the mentor should teach the culture, structure, and the procedures for the new employee's place of employment. Supervisors seemed to think it was important for mentors to share and to assist new teachers in understanding and accepting the school's philosophical approach. The mentor's perception relating to philosophical thought usually took the same vein, although on

occasion some dissimilarity was evident. The mentor felt duty bound to forewarn the mentee about certain aspects of the school and its cutlure. This was done more for the protection of the mentee rather than for buy-in from the mentee.

Administrators hoped that mentees would try new techniques and strategies. Most administrators took the Progressive approach, rather than the humane approach one might connect with Humanism, and were eager for new teachers to try things and learn from their experiences, even if mistakes were involved. Mentors did not feel it was their responsibility to give step by step instructions to their charges, rather they were to serve more as someone to bounce ideas off of and to assist in lesson strategizing or problem solving.

Administrators also hoped that the mentor would in some way be able to protect the school, the administrator, and the students by preventing the new teachers from making mistakes that might be too disastrous. As one administrator put it, I don't want that baby teacher to bite me. Mentors often expressed they were there to let the new teacher sink a little, but knew when to come to the rescue before drowning actually occurred. This was evident when mentors would remind new teachers about deadlines. Mentors all too often felt their warnings were ignored. When the novice realized a deadline or opportunity had come and gone, panic set in and an immediate desperate plea for help surfaced. Mentors were ultimately able to save the day, but certainly this strategy was not one the mentee would soon forget.

As a "coach" a mentor is expected by administrators and mentees to offer feedback to reinforce instructional performance and identify gap filling measures. In most cases the mentor felt confident in that role. In fact, mentors were pleased to have an

opportunity to reflect on what they were now seeing as strengths in their own teaching abilities. Unfortunately, mentees really wanted more feedback from the observations that they usually received. They wanted more than an approval. They really were seeking ways to make them stronger. It is the researcher's concern that mentors may be able to recognize when things are done correctly and incorrectly, but may not have the expertise or ability to identify alternatives for new teachers to employ.

As a communicator, the mentor had a responsibility to communicate not only with the new teacher, but also with the administration. On one hand administrators are expecting the mentor to serve as an "ear" to the mentee. Yet on the other, the mentor must inform the administrator about the new teacher's progress or areas of concern. This can become problematic. When does the communication become a breach of confidence? And when confidence is breached, what happens to trust? For this reason it is absolutely critical that all parties in the triad know at the onset that the mentor must be a go-between. The mentee must be fully aware that it is necessary for the mentor to communicate with the administration. And when, out of necessity, information is divulged it must be open, honest, and fair.

One role that was mentioned by only two members of the eighteen participants involved in the study was that of advocate. This role may be critical for the success of the mentee. All members of the triad must be aware of that role and realize what advocacy means, including standing up for the rights of the new teacher even when it may feel very uncomfortable to do so.

In this research effort the researcher saw that rarely did the mentor refer the new teacher to new sources for information, even when the mentor expressed a degree of

ineptness about one particular area or another. The mentor appeared to want to have all

the answers for the mentee, after all, the administration has assigned a fledgling to the

expert. Mentors must realize that administration does not expect mentors to know it all

or do it all for their mentees. In fact, administrators wanted others to be involved, even

some from other schools or from industry. Some instructional supervisors are in the

process of formulating lists or resources and identifying experts on campus for mentor

referral use. Mentees need answers more than they need to be totally awed by their

mentor's knowledge. Therefore, mentors should not be afraid to say "I don't know, but

I'll find somebody who does!"

The final mentor role or responsibility in which inconsistency was discovered was

that of the evaluator. Every person in the study named the role "evaluator." Mentees

expected to be evaluated, not only by their administrators, but by their mentors as well.

In fact, one thought everyone who came into his classroom was really there to make an

evaluation. Many mentees welcomed the evaluation, if it provided feedback that was

constructively offered. Mentors felt certain their role was to evaluate but they felt

extremely uncomfortable doing so. Administrators seemed uncertain as to whether or not

evaluation should be a part of the process. Sometimes, they even contradicted

themselves. Evaluation seemed to be a scary word because it was too often connected

with job retention.

Administrators must determine exactly how much mentors are to be involved in

evaluation of the mentee. Evaluation must be formative in nature to assist the newcomer

in gaining skills and confidence. Evaluation from the mentor, however, should never be

required to be summative. A responsibility for the administrator is to ensure that the

mentor realizes the depth and breadth of that role. That responsibility must be discussed with both mentor and mentee, and backed up with training for the mentor.

When one reads and rereads the transcriptions relating to perceptions of benefit, there are no dissimilarities or contradictions. Unanimously participants felt mentoring relationships were of benefit to the mentee, mentor, and administrator. Mentees learned from their mentors, were more readily accepted into the school's socialization, and felt stronger as teachers. Mentors were excited about the growth they saw in their mentees and the new found enthusiasm in their own teaching. They also appreciated what their mentees brought to the table to share with them. Administrators felt some of the burden lifted from themselves because they had an "in the trenches" professional working with the new teacher. They could see stronger teachers, both mentee and mentor, improved programs, and consequently improved students.

When reading comments team members made about the mentoring process and ways to perfect it, these comparisons surfaced. Administrators do not assign mentors to mentees for the single reason of appropriately inducting new teachers. Administrators had other reasons: giving a veteran teacher an additional spark, complimenting a teacher for faithful duty, training a good teacher for a role beyond teaching, or exposing a teacher to other teaching styles. Yet mentees were all under the impression that their mentors were the best in the school at what they do. Mentees are often in awe of the mentor and feel they can give little to someone as experienced and capable as a mentor. This is a feeling that needs to be diminished somewhat because eventually the mentee becomes embarrassed that he or she must ask yet another "stupid question." Mentees must know that they too are giving to the partnership.

When stipends were discussed with the teams, mentors felt the amount they were given was trivial, a nice "thank you." Mentees usually were unaware that a stipend was awarded to the mentor. When they were told and the dollar amount named, mentees agreed that the amount was too small, often laughable. Administrators thought mentees need to be told that "Mentors are given a stipend to do service as a mentor." It seems administrators may not have a true conception of the time and work involved in the mentoring process. If both worker and service receiver feel the stipend amount received is insignificant, then management probably doesn't have a firm grip on the reality of the work load. This appears even more established when one realizes that mentors are chosen again and again for mentoring responsibilities. To continuously work the workhorses without recognition or adequate incentive, is to break the spirit of the workhorse.

Time was a factor that mentors wholeheartedly agreed was their biggest limitation. Mentees agreed that they used a lot of their mentor's time, and really needed more of it. Administrators wanted the mentors and mentees to spend more time together, but no one could determine where the time should come from. This indicates a systemic change is necessary. Some suggestions are offered as recommendations of this dissertation, but this problem is certainly one that must be addressed immediately.

Similarities in training topics were identified by participants. They named topics including, but not limited to: time management, conflict resolution, active listening, classroom management, individualized learning, learning styles, and working with special needs students. Most agreed that advanced course work in psychology might be helpful but not feasible, nor likely to occur.

Discussion relating to lengthening the duration of the mentoring process emerged. Some felt the length of one year was adequate, others felt it is impossible to learn all you need to know in a single year, others felt it simply depended upon the individual being inducted. Some thought two mentors should be assigned to each mentee, while others thought one was sufficient provided that mentor used other resources.

Mentees stressed the importance of assigning a mentor to the new teacher at the onset of employment. Mentors and administrators approved of the involvement of possible mentors to be involved in employee selection processes including employment interviews. Mentees wanted to be involved in selecting their mentors, but administrators wanted to ensure that mentors were those whose philosophies aligned with the school's philosophical approach toward education.

Conclusions

This investigation examined the mentoring of beginning trade and industrial education teachers in Oklahoma. Its purpose was to gather information using a case study of six different mentoring triads. The research effort sought (a) to determine what the strengths and limitations of the mentoring relationships are, (b) to offer insight as to what challenges and successes occurred in the relationships, (c) to determine if mentoring relationships are perceived as beneficial to the parties involved, (d) to ascertain why participants involved in the relationships feel as they do, and (e) to learn more about the dynamics of mentoring relationships in the identified vocational education system. The following conclusions emerged from this study.

Conclusions Based on Mentoring Relationships

<u>Strengths</u>

One of the biggest strengths of the mentoring initiative for new T&I teachers in the state of Oklahoma is the show of support for the new teacher by the ODVTE and within the vocational schools. Every mentee within the study was grateful for the help they received in the mentoring program. Mentors seemed proud that they had been singled out to assist the new teacher. Though the $500 incentive provided by the ODVTE was considered as unnecessary by all mentors, they considered it to be an appropriate "Thank You."

Beyond that, trade and industrial education in Oklahoma, and nationally, enjoys a very diverse mix of trades people who teach their skills in a variety of ways in the vocational education system. Trade and industrial skill areas in a single school could include automotive technology, cosmetology, construction trades, computer networking, plastics manufacturing, machining trades, graphic arts, heating and air-conditioning, welding, and even others. Despite that diversity, all teachers within the division hold several things in common; they each have considerable industrial experience; they each are recognized in their field as outstanding; and they each turned from a successful career to the teaching profession to teach their trade to students.

Those items held in common were recognized and appreciated by participants within this case study. All participants noted the unquestionable skill of their mentoring c counterparts. Administrators have two matching components automatically built in when they match T&I teachers with T&I teachers, rather than T&I teachers with health

occupations instructors, or T&I instructors with business teachers. These built in components are: a commonality pre-exists, and a mutual respect for their partner's technical ability is already established before the mentoring relationships are initialized. Therefore, it is considered another primary strength of the mentoring initiative.

Another strength was the aspect of Progressivism and Humanism prevalent in the purposes of the mentoring programs. Administrators utilized progressive concepts in working with the mentors and mentees. Mentors did the same in their efforts to help new teachers develop and grow to their potential through the educational services they provided. Although concepts within Humanism seemed to be more limited for the mentees, both mentee and mentor attained personal growth. Mentors, however, were more apt to move toward self-efficacy. Mentees were able to survive, perhaps able later to move on to their own self self-efficacy.

A unique element arose in this study of mentoring of new T&I teachers. Four of the six mentors in the case study were involved in the employment selection interview teams for the mentee they eventually mentored. This seemed to the investigator to be a real strength. The strategy presented yet another opportunity to match personalities and to make the formally-matched teams work more cohesively.

Mentors selected by administrators in this study were capable of recalling what it was like to be a new teacher. They remembered experiences from systems-produced stresses, student-produced stresses, and stresses inherent with technical programs like equipment obsolescence/malfunctions/shortages, production schedules and live-work factors, safety details, liability issues, and the list goes on. This ability to "remember"

contributed to the sincere interest, understanding and empathy the experienced mentor provides to a new T&I teacher.

Trust was another factor that lead to the success of the mentoring relationships. Mentees continuously held their mentors in high regard and respected them throughout their relationships. All indicated a moderate to large degree of comfort in sharing information with their mentor. Likewise, a mentor was not concerned with the fact that the mentee may have observed him "on a bad hair day." Both mentees and mentors appeared to have a bridge built on trust between them and appreciated the fact that the other team member would not reveal privileged information to the administration, nor "laugh at them behind their back." Even when personalities weren't matched as closely as mentees may have liked, no concern about a lack of trust was stated.

Instructional supervisors usually were careful to select mentors whose philosophies were thought to align closely with that of the school's. Because of that alignment, new teachers were taught appropriately about the school's culture and the societal issue's within the school. Mentors role-modeled cooperation between students, staff, faculty, and administration. It seemed when alignment of philosophies occurred, successes were identified more readily.

Limitations

Limitations of the study were identified as minimal, but most mentees and mentors expressed confusion on just what the real expectations of the mentoring relationship were. Many expressed a desire to see specific objectives established and roles and responsibilities of team members defined.

Instructional supervisors did not look at the mentors' involvement as an evaluator. In fact, several stressed that if an evaluative role was taken by the mentors, bridges built by trust would be broken down. Rather, administrators indicated mentors' responsibilities were only to observe and make recommendations to the mentee toward improved teaching techniques, relations with students and peers, and record-keeping and organizational activities. Mentors and mentees, on the other hand, seemed to think some degree of evaluation was involved. Mentors felt uncomfortable with an evaluative role without training. Mentees, however, because they were new to the position, seemed to expect to be evaluated and accepted it. Distribution of evaluation instruments which are dispensed through the state's residency committee for new teachers by the Oklahoma Department of Education apparently reinforced the evaluation role in the minds of the teachers. Distinction between summative and formative evaluation must be determined and roles of mentors related to evaluation must be made clear to all parties within the triad.

Mentees often did not call on the mentor as often as they would have liked because they felt they were imposing. On occasion, the perceived inability to provide reciprocation was a difficulty for some mentees. They felt they were simply imposing too much and had substantially little to offer their mentor in return. Additionally, answers to questions or solutions to problems were so immediate, mentees felt compelled to turn to other resources because of the inaccessibility of mentors. In turn, mentors sometimes felt that mentees waited until the last minute to seek help, putting undue burdens on the mentors. Some mentors complained of non-critical classroom interruptions. Mentors and mentees both expressed a desire to meet frequently and on a fairly regular schedule to

remind new teachers of upcoming events and requirements. All team members, including instructional supervisors, expressed a desire to meet more often so the entire team could receive feedback.

Time was stated as the most limiting factor for mentors. They realized the needs of the mentees and wanted earnestly to give mentees the support needed. Unfortunately, time away from the mentors' own obligations was required to provide the support necessary. Under the current system mentors were unable to determine a means to find more time. Even providing an assistant to the mentor was deemed unlikely because there simply is not enough time in the day to break away for the new teacher's benefit.

Mentors expressed frustration with not knowing enough about the particular field of study of their new teacher. Similarly, mentees expressed frustration with the mentors' lack of knowledge about their programs. Areas of concern included instructional delivery methods (i.e., lock-step or individualized), student learning abilities or disabilities, and nature of student behaviors. Proper identification of campus or advisory committee experts could provide the mentor with a resource list of information-suppliers to suitably direct the mentee.

Training was another limitation. Mentors appreciated the initial training with five out of six mentors attending. However, when a second session was offered only one out of six attended. Some mentors indicated the first training appeared directed more to addressing the administrator's implementation needs. It is the researcher's observation that mentors attending the first training workshop were disillusioned by the training's effectiveness once they were "in the trenches" with their protégés. It was further observed that mentors felt unable to spare the time to be away from direct responsibilities.

<u>Successes</u>

Successes are numerous in the mentoring relationships within this case study of mentoring for new T&I teachers. Administrators recognized that the mentoring connections were successful in helping new teachers adapt to their first year of teaching. Additionally, they saw veteran teachers who were chosen to act as mentors, grow in skill levels, and increase in job satisfaction and motivation. Mentors recognized their renewed interest in teaching and expressed a certain excitement about working with new teachers. New teachers grew in pedagogical areas and were able to focus more clearly on student needs. Beginners' socialization into school cultures went smoothly as they were accepted by their peers, with some even involved in cooperative teaching activities with other teachers. Mentees appreciated the assistance they received and considered it vital to their survival. Mentors felt honored to be called upon to serve, and administrators recognized stronger programs.

<u>Challenges</u>

Challenges with the mentoring relationships are finding adequate time the mentors need for mentees' development and perceived emergencies; selecting appropriate matches; ensuring that mentees have someone to turn to in the event a mentor is inaccessible or away; and equipping mentors with support and training when they feel inept at satisfying mentee needs or overburdened by their mentees' difficulties. Although, currently not a problem because the mentoring initiative is so new, an additional challenge, as administrators alluded, might be burn-out of mentors. Mentors

are often used over and over again because identifying veteran teachers who are ready, willing, and able to serve as mentors is an arduous task.

Benefits

Individuals within the mentoring relationships perceived several benefits. Administrators indicated their jobs were easier because they were providing training using a qualified teacher currently serving in the trenches. Mentors were revitalized in their teaching efforts, and discovered new skills, technical information, and methods of performing as a teacher that they might not have thought of without the teaming. Mentees grew in socialization and classroom skills. New teachers benefited because they had an expert they could turn to other than an administrator. Administrators and mentors seemed convinced of the necessity for a mentor to assist the new teacher to survive the first year. Some mentees indicated they might have survived without the assistance, but one indicated he would not have "re-upped" without the support his mentor supplied. Although there was disagreement about the degree of benefit, all participants within the case study acknowledged the program was beneficial and supported the continuation of a mentoring initiative for new T&I teachers.

Relationships

The varying forces operating within the case study's mentoring relationships, as it seems to the researcher, are responsibility, cooperation, collaboration, feedback, trust, education, and development or growth. These dynamics will be described in the sequence given.

The instructional supervisor and the mentor feel a sense of responsibility to "society" and the teacher. That responsibility is to assist the new teacher so that the beginner will meet the demands teaching requires. "Society" to the administration refers to the school, its staff, the students, and parents of the students. To the mentor, society included the aforementioned, but also included the profession of teaching. The mentee's responsibility was to become self-sufficient as a teacher and grow in teaching abilities.

Cooperation is necessary on the part of the mentor and the mentee. The mentor cooperates with the school's administration in offering and providing help to the novice. The mentee, in turn, cooperates with the administration and the mentor in accepting suggestions and criticism and making adaptations as recommended.

Instructional supervisors, mentors, and mentees connect to solve problems and work through issues. The collaborations often formulate creative solutions that not only assist the mentee but often open up new avenues for teaching for the mentor or other peers within the campus. Collaborative efforts bring new concepts and theories into play that would have not been produced without that connection. Networking among teachers within the school can not only facilitate socialization of the new teacher, but also increase the credibility of the novice.

Learning requires two critical components – feedback and application. Feedback, reinforces application and makes learning stick. When mentors give feedback quickly, appropriately, and positively, improper techniques new teachers may initially use will be corrected. When proper classroom management strategies and teaching techniques are put into place, new teachers will be less likely to become discouraged, and consequently

stay on the job. Similarly, feedback to verify mentee growth must be witnessed by the mentor, as well, so the veteran receives reward for effort expended.

Trust is essential for communication. In informal mentoring, trust usually develops over time, and respect is gradually gained. In formal mentoring relationships where the instructional supervisor initiates the relationship, trust plays an important role in the success or failure of the activity. The ability to instill trust is one of the characteristics instructional supervisors within this case study looked for when they selected mentors. Trust and understanding must be evident from all parties involved in the relationship before mentees or mentors are willing to discuss problems or solutions openly.

The essence of mentoring relationships focuses primarily on the development or growth experience of the protégé. A crucial purpose is to enable the mentee to develop from beginner to a self-reliant and capable professional. The mentee's personal growth must be evident to avoid discouragement and career exodus, but the mentee's performance may also be seen as an attainment of personal growth for the mentor.

Recommendations

The case study conducted to examine mentoring of trade and industrial teacher in Oklahoma yielded data that prompted the following recommendations for practice and for conducting further research.

Recommendations for Practice

By drawing conclusions from the analysis of the findings and combining information gained from this study, seven recommendations are suggested and are listed below:

1. Personality conflicts between mentor and mentee appeared to be of concern to the mentoring teams within this study. Whenever a mentor pool is available to mentees, mentees should be provided an opportunity to be involved in their own mentor selection process. If an inadequate supply of mentors is available within a school to form a pool, mentor candidates' involvement in employment selection interviews should be sought. In this way, mentee and mentor personality meshing may be more likely and an earlier association could be formed. An association between mentee and mentor should occur as quickly as possible to ensure the novice a higher level of comfort. It is critical that an expert resource on campus be pinpointed so the new teacher can utilize that resource at the onset of employment.

2. Due to the fact that there was a relatively high level of confusion as to exactly what the expectations of the mentoring relationships studied were, an initial meeting between instructional supervisor, mentor, and mentee should be conducted in a consensual setting. Within the meeting, objectives could be established and precise roles and responsibilities of all team members identified. In this way the educators could focus on growth

together. Again, this should occur as quickly as possible to ensure proper

direction by all team members. Mentors should not be expected to fulfill

roles or perform functions within the relationship that might destroy the

trust factor (i.e., be asked to divulge privileged information or to serve in a

summative evaluation role in the re-hiring of the new teacher). When each

new member is fully aware of roles, responsibilities, and objectives the

mentoring relationship will function more effectively.

3.   It is recommended that mentees and mentors establish frequent and

regularly scheduled meetings to share problems and concerns.

Additionally, these meetings should focus clearly on an agenda which

would assist the new teacher to meet approaching deadlines and

requirements (i.e., scheduled events like advisory committee meetings,

student follow-ups, vocational student registrations, inventory lists). By

tackling obligations before they reach emergency status, the mentee would

learn time-management skills and the mentor would have fewer untimely

interruptions.

4.   Mentors should be accessible, but there are times when maintaining that

availability is impossible. When a mentor must be away, cannot spare

time to assist the new teacher presently, or feels inept with handling a

certain situation, a resource list of experts on campus must be in place for

the mentor's use. In that way, when the mentee asks for help, the mentor

can delegate responsibility in certain areas to another expert. Or, if the

mentor must be away, the mentee can be redirected to an interim advisor.

Mentors should never be "protected" from beginning teachers by teaching assistants or other staff members. Mentees should never feel their needs are being skirted or their contacts are being avoided. An assignment to a second mentor on campus or a technical mentor in industry or a nearby school are other considerations that could alleviate mentor overload.

5.   Pro-active training offered in advance of reactive need should be provided to adequately inform the administrator, mentor, and mentee of their respective roles. Mentors should be supplied with coping skills including, but not limited to: time management, conflict resolution, critical listening, constructive criticism, and offering feedback. Specialized skills like observing and formative evaluating should be finely honed, if these are considered actual roles within the mentoring relationship.

Administrators should be given instruction on how to establish direction, feedback, and follow-up for the mentoring relationships. They need to be aware of the critical need for mentors and mentees to find time to plan. Brainstorming for strategies to eliminate inaccessibility and time constraints for mentors would be worthwhile activities for administrators to discuss during the workshops.

Mentors should be forewarned of responsibilities and roles, and given suggestions relative to time management, observation, and evaluation. A second training sessions should be preceded with a needs assessment to determine difficulties the teams were having. Presenters able to deal with those difficulties should provide the content for the second workshop, and, if necessary a third or even fourth. When first training efforts are

worthwhile, participants seldom have to be persuaded to attend additional meetings because the benefit was obvious.

Mentees should also attend workshops so they are made aware of their own mentoring relationship roles. They should be informed also that mentors receive extrinsic reward so they will not feel so indebted to the mentors.

Because time is so critical to all team members involved in mentoring relationships it is vital that none of it be wasted by requiring members to attend workshops that are not relevant. Therefore, training must be very specific to each group's needs. It would be unfair to ask an administrator to sit through the same training a mentor might and vice versa. It would also be foolish to mix the groups if you truly expect to generate candid discussions.

6.   Follow-up meetings whereby the instructional supervisor, mentor, and mentee collectively offer feedback and follow-up should also be conducted. These meetings, perhaps held quarterly, should require input from all parties to share identified strengths, weaknesses, and concerns. This strategy would allow for redirection of efforts or specialized training, if necessary, and identify growth of both mentee and mentor. This could offer encouragement to both mentee and mentor and allow the former to see the reciprocity involved in the connection.

7.   Finding the time for the activities listed above will generate additional problems that relate to time-starved relationships. Therefore mentoring teams will be required to think in new paradigms. Meetings may need to be held over lunch or breakfast. Substitute teachers may need to take

mentor's and mentee's classes in combination to open up planning periods

in which the duos could work together. These "substitutes" do not need to

be paid, rather staff members like career counselors or job placement

officers could work with the mentor's and mentee's classes in

employability skills. Professionals from Toastmasters International could

work with students in speaking and leadership classes. Other teachers

could team with safety classes.

Recommendations for Further Research

This case study of the mentoring of Oklahoma's new T&I teachers has granted

the investigator a rich description of perceptions held by the mentoring triads. Although a

plethora of information is available relating to mentoring efforts for new teachers, very

little exists concerning new trade and industrial teachers, especially in Oklahoma.

Therefore, the researcher feels initial goals to add to the limited resources in research files

relating to mentoring of T&I teachers has been successful. If the study has achieved that

goal, then it is likely that insight into mentoring relationships has also been gained.

Obviously one study neither provides all the answers nor offers a strong research

base related to mentoring in the vocational education arena. More study should be

conducted and is enthusiastically encouraged, especially in the areas of informal versus

formal mentoring, objective setting for mentoring relationships, mentor-mentee matching,

accessibility problems, paired mentoring efforts, time spans related to mentoring

initiation and allotted to duration, reciprocity, and others.

This study dealt only with mentoring relationship within area vocational schools. There are over 500 comprehensive high schools with vocational programs in the state. These vocational teachers have matching issues very different from teachers in schools that are 100 percent vocationally directed. Mentoring relationships within comprehensive high school settings should be examined as well, especially in terms of matching issues.

Because other vocational educators in Oklahoma's vocational system are sometimes employed directly from industry with no prior teaching experience (i.e., health occupations teachers, short term adult program teachers, and others), mentoring relationships may also be utilized for their induction. Those relationships will experience many of the same challenges and limitations. It is recommended that other vocational teaching divisions within Oklahoma's vocational system induction and mentoring efforts be examined through further research.

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APPENDIXES

APPENDIX A

SCRIPTED REQUEST SOLICITING PARTICIPANT(S)'S

INITIAL INVOLVEMENT IN CASE STUDY OF

MENTORING FOR BEGINNING TRADE

AND INDUSTRIAL VOCATIONAL

TEACHERS

SCRIPT TO SOLICIT PARTICIPANT(S)'S
INITIAL INVOLVEMENT

Because of your involvement in a mentoring relationship for beginning T&I vocational instructors, I seek to involve you in a research study to determine advantages, disadvantages, successes, and challenges of mentoring relationships for beginning vocational teachers. The general processes for this study will include face-to-face interviews and focus group discussions which will be audio-recorded, transcribed, and analyzed for recurring themes. Results of the analysis and quotations from the interviews will be published in the final research paper. At no time will your name or school's name or location be revealed to a transcriber or any committee member, nor will it be linked in anyway to the final document. To ensure this, codes will be assigned to participant names and cites. The principal investigators (Dr. James Gregson and myself) only will maintain and have access to code sheets and recordings.

You will be involved in two to three face-to-face interviews, and one to two focus group discussions. The face-to-face interviews and focus group discussions will last approximately 30-45 minutes each. Upon the completion of each interview and focus group you will be furnished with a copy of the transcription. If you disagree with the transcribed information, it can be discussed and a more satisfactory interpretation may be negotiated.

At any time during an interview or focus group discussion you may ask to have the recorder turned off, and information shared at that time will not be included in the research effort. If at any time you choose not to be involved in the study, you may request to be removed.

If you are agreeable to these terms and choose to be involved in this research

effort, please read and sign the consent form. Additionally, if you would like to receive a

summary of the final paper, you will be provided with a copy.

Thank you for your involvement in this research study.

APPENDIX B

CONSENT FORM FOR PARTICIPANTS IN CASE STUDY

OF MENTORING FOR BEGINNING TRADE AND

INDUSTRIAL VOCATIONAL TEACHERS

RESEARCH STUDY CONSENT FORM

I, _____, hereby direct Dr. James A. Gregson and Virginia M. Osgood, to perform the following procedure:

1. Subjects will be one of six new teachers, six mentors, six instructional supervisors and an Oklahoma Department of Vocational Technical Education program specialists for the new teachers. All subjects will be involved in face-to-face interviews and focus group discussions. Interviews and focus groups will be recorded and transcribed.
2. Subjects will be involved over a period of approximately one year. Interviews and focus group discussions will begin once approval from the Institutional Review Board is received. Activities will commence as quickly as possible with all activities concluding prior to the new teacher's second year of teaching.
3. All interviews and discussions will be audio taped and transcribed verbatim. Results of the analysis and quotations from the interviews will be published in the final research paper. At no time will subject's name or school's name or location be revealed to a transcriber or any committee member, nor will names or cites be linked in anyway to the final document. To ensure this, codes will be assigned to all participants and sites. Only principal investigators will maintain and have access to code sheets and recordings.
4. Possible benefits for the vocational teaching system include the laying of some groundwork in determining the benefit of mentoring assistance designed to specifically address needs and issues of beginning T&I vocational teachers. It might also bring to surface obscure facts about mentoring relationships to encourage interpretation and/or further research.

This is part of an investigation entitled:
MENTORING FOR BEGINNING TRADE AND INDUSTRIAL VOCATIONAL TEACHERS: A CASE STUDY

The purpose of this process is to determine whether mentoring relationships for beginning trade and industrial (T&I) teachers inducted into Oklahoma's vocational school system are perceived as beneficial by the parties involved. Challenges, successes, strengths, and limitations will be examined through an analysis of data received in face-to-face interviews, focus groups, and participant observation. The examination will contribute to a greater understanding of the mentoring relationships studied, extend the knowledge base dealing with selected aspects of mentoring, and provide possible direction for further investigation by future researchers in dealing with situations related to mentoring practices for beginning vocational teachers.

"I understand that participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director. I may contact Dr. James A. Gregson at telephone number 405-744-9200 or Virginia Osgood at telephone number 405-341-7648. I may also contact Gay Clarkson, 405-744-5700, Executive Secretary, 305 Whitehurst, Oklahoma State University, Stillwater, OK 74078.

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: _____   Time: _____ A.M./P.M.

Signed: _____   _____
                Signature of Subject   Person authorized to sign for
subject, if required

Witness(es) if required   _____

                              _____

I certify that I have personally explained all elements of this form to the subject or his/her representative before requesting the subject or his/her representative to sign it.

Signed: _____   Date: _____
Time: _____

APPENDIX C

SCRIPT OF ORAL REMINDER GIVEN TO PARTICIPANTS PRIOR

TO EACH ROUND OF QUESTIONING IN FACE-TO-FACE

INTERVIEWS AND FOCUS GROUPS FOR THE CASE

STUDY OF MENTORING FOR BEGINNING TRADE

AND INDUSTRIAL VOCATIONAL TEACHERS

ORAL REMINDER GIVEN TO PARTICIPANTS PRIOR TO EACH
ROUND OF QUESTIONING IN FACE-TO-FACE
INTERVIEWS AND FOCUS GROUPS

Thank you for agreeing to be a part of this research study. The general procedure for this activity will consist of face-to-face interviews and/or focus group discussions which will be audio-taped and transcribed verbatim. There will be two to three interviews and one to two focus group discussions in which you will be involved. Findings resulting from interview and focus group comment analysis and select quotations from the interviews and focus groups will be published in the final research paper. At no time will your name or your school's name or location be revealed to the transcriber, any committee member, or published in any form in the finished document. Rather than listing your name in the document or any subsequent material, you will be referred to as a number or a pseudonym. Principal investigators only will have access to code sheets or recordings. If at any time you choose not to be involved in the study, you may request to be removed. Your request will be honored.

APPENDIX D

SCRIPTED QUESTIONS FOR PARTICIPANTS IN ROUNDS

OF FACE-TO-FACE INTERVIEWS IN THE CASE STUDY

OF MENTORING FOR BEGINNING TRADE AND

INDUSTRIAL VOCATIONAL TEACHERS

SCRIPTED QUESTIONS FOR PARTICIPANTS IN
FACE-TO-FACE INTERVIEWS

The following questions, categorized by round and respondents, will be asked in face-to-face interviews.

First round - Mentees
Describe your occupational experiences. To what extent are your previous experiences related to teaching?
Describe your educational experiences. To what extent are your previous educational experiences related to teaching?
What characteristics should a mentor possess?
What do you perceive the roles and responsibilities of a mentor to be?
Why do you think your particular mentor was assigned to you?
What are your expectations of the mentoring relationship?

First Round - Mentors
Describe your occupational and educational experiences.
What characteristics should a mentor possess?
What do you perceive the roles and responsibilities of a mentor to be?
Why do you think you were selected as a mentor?
What are your expectations of the mentoring relationship?

First round - Instructional supervisors
What characteristics should a mentor possess?
What do you perceive the roles and responsibilities of a mentor to be?
Why did you assign this particular mentor to the menteee?
What are your expectations of the mentoring relationship?

Second Round - Mentees
How has your perception of the roles and responsibilities of a mentor changed?
Discuss strengths and limitations of the mentoring relationship.
How are your expectations of the mentoring relationship being met?
How has this relationship helped you meet your challenges and achieve success, at this point?

Second round - Mentors
How has your perception of the roles and responsibilities of a mentor changed?
Discuss strengths and limitations of the mentoring relationship.
How have your expectations of the mentoring relationship changed?
At this point, what have been the relationship's challenges and successes?

Second round - Instructional leaders
How has your perception of the roles and responsibilities of a mentor changed?

Discuss strengths and limitations of the mentoring relationship.
How have your expectations of the mentoring relationship changed?
At this point, what have been the relationship's challenges and successes?

Final round - Mentees
How did the mentoring process make your year more successful?
What are the successes associated with the relationship?
What were the challenges associated with the relationship?
Were your expectations of the mentoring process met and why or why not?
Final round - Mentors
How did the mentoring process make your year and the beginning new teacher's year more successful?
What are the successes associated with the relationship?
What were the challenges associated with the relationship?
To what extent were your expectations of the mentoring process met or not met and why?
What rewards and/or incentives did you receive?

Final Round - Instructional leaders
How did the mentoring process make your year and the beginning new teacher's year more successful?
What were the successes associated with the relationship?
What were the challenges associated with the relationship?
To what extent were your expectations of the mentoring process met or not met and why?
What change(s) will you make in future beginning teacher induction efforts?

APPENDIX E

SCRIPTED QUESTIONS FOR FOCUS GROUPS

PARTICIPANTS IN THE CASE STUDY OF

MENTORING FOR BEGINNING TRADE

AND INDUSTRIAL VOCATIONAL

TEACHERS

QUESTIONS TO BE ASKED OF MEMBERS OF
MENTORING RELATIONSHIP TEAMS
IN FOCUS GROUPS

The following questions, categorized by respondent groups, will be asked in focus group settings. Although some questions appear to be similar to face-to-face interview questions, group dynamics will illicit deeper and more reflective thought and dialog.

Focus Group -- All Six Mentees
Discuss the advantages you experienced in your mentoring relationship.
Discuss the limitations you discovered in your mentoring relationship.
Discuss the successes and the challenges in your relationship with your mentor.
If you were asked to serve as a mentor, what factors would you consider before making the commitment?

Focus Group -- All Six Mentors
Discuss the advantages you experienced in your mentoring relationship.
Discuss the limitations you discovered in your mentoring relationship.
Discuss the successes and the challenges in your relationship with your mentor.
What factors would you consider before you agreed to enter into another mentoring relationship?

Focus Group -- Mixed Mentor/Mentee/Supervisors/ODVTE Trade Specialist
Members of this group will consist of one person from each mentoring team and a trade specialist from an area other than that in which the mentees are involved. Once again, redundancy may enter into the questioning. However, the length of time that will lapse between face-to-face interviews and/or focus group discussions and group synergy may elicit deeper and more reflective thought and dialog._

What were the advantages of the mentoring relationship in which you were involved?
What were the limitations of the mentoring relationship in which you were involved?
What successes/challenges are attributable to the mentoring relationship?
What conditions or preliminary knowledge might have improved the mentoring experience?
Based on your current knowledge and experience, how valuable is the mentoring activity for the beginning teacher? for the mentor? for the instructional supervisor?

APPENDIX F

PROPOSAL FOR NEW TEACHERS ORIENTATION

NOTEBOOK PRODUCED BY ANONYMOUS AREA

VOCATIONAL TECHNICAL CENTER ENTITLED

NEW TEACHER ORIENTATION SURVIVAL

GUIDE MAY 13, 1997

NEW TEACHER ORIENTATION

PROPOSAL

Developed by

New Teacher Orientation Committee Members:

_____ ., Co-Chair

_____ ., Co-Chair

May 13, 1997

_____ NEW TEACHER ORIENTATION

PROPOSAL

PURPOSE: The purpose of this committee was to develop a proposal for major improvement of orientation provided to new teachers in the school district -- by providing valuable timely information, guidance and support through mentors, supervisors and resource people. This proposal is in response to the following recommendations of the "Instructional Process Mapping" Team (with codes from their report):

"Establish mandatory new (to ⌊_⌋) teacher orientation:
- Instructional directors will create a two-week program (July 15-August 1) to cover all facets of _____.
- Provide a mentor to each new teacher for first year at___,
- Provide a check-list for mentor to assist with mentoring responsibilities. (G, p. 16)"

Other related mapping team recommendations, that were considered in the proposal development, included the following (with codes from their report):

"Instructional Directors should be the "Instructional Leaders" and an integral part of the curriculum/instructional process:
- Assist in setting and enforcing standards,
- Assist in setting and communicating instructor priorities,
- Require mandatory curriculum development training for all instructors,
- Provide guidance,
- Provide for training needs of the staff. (B, p. 8)

Assistant superintendent of instruction will provide mandatory continuous teacher training:
- Teacher training should include LAP development, testing, and incorporation of critical thinking activities in curriculum. (F, p. 15)

Instructional director will ensure that instructors are provided adequate time to locate and develop resources. (H, p. 18)"

ANTICIPATED OUTCOMES: After completing New Teacher Orientation, new_____ ____ teachers will be able to:

- Identify and utilize available resources to maximize job performance,
- Utilize curriculum for competency-based instructional program,
- Utilize a variety of teaching techniques to maximize student learning, and
- Maintain a classroom environment which is conducive to learning.

RESOURCES REQUIRED: New Teacher Orientation (NTO) requires the following financial and personnel resources:

1. New teacher's salary for one month prior to beginning teaching assignment, either during July--or for one month during school year before teaching. COST: One month's salary per teacher.

2. Mentor assigned to each new teacher for a period of one year. COST: $500 for one year of service (includes the Oklahoma State Department of Education's resident teacher committee mentor teacher--does not duplicate this $500 stipend.

3. Mentor's salary during July for selected days to orient new teacher. The exact number of days will vary depending upon new teacher's needs and both teacher's schedules. COST: varies

ADMINISTRATION SUPPORT REQUIRED: New Teacher Orientation requires commitment of instructional directors and administrative support, as follows:

1. Commitment of supervisors, curriculum specialist and other resource people who are requested to conduct portions of the orientation schedule and/or support this process during their work day. Identification of a NTO "process owner". Refer to attached orientation schedule and chart that indicates responsible parties.

2. Commitment of administration to request that ODVTE release _____ new teachers from their four-day "New Teacher Institute" scheduled during July.

   Rationale: the proposed comprehensive New Teacher Orientation is customized for _____ teachers with relevant topics supported in a positive environment, which is effective "just in time" learning. Mentors and supervisors provide guidance and support for an integrated approach of training and application. Teacher priorities are established for each person's needs through completion of an individual "Learning Needs Self-Assessment". Other topics will be addressed throughout the year in ongoing monthly inservice sessions.

PROCESS OWNER: New Teacher Orientation requires identification of a "process owner" for effective coordination and planning. The following questions must be addressed:

1. Who will be the "process owner" for new teacher orientation?

   We recommend that coordination of an annual new teacher orientation is a Human Resources function. However, Instructional Directors should play a key role in planning and coordinating the orientation, and should assume primary responsibility for coordinating orientation of any teacher hired during the school year.

2. Who will handle development and maintenance of the new teacher "Survival Guide"?

We recommend that development and coordination of updating this resource guide be a shared responsibility of Human Resources and Instructional Directors. This will require planning and coordination of updating documents annually (in the Spring) for use in June and July for new teachers.

ORIENTATION CONTENT:

New Teacher Orientation content is identified as core, program related and general topics. Responsible parties, time frame, related documents and possible format are included in the chart attached. These topics have been identified with codes and placed on an orientation schedule with a proposed timeline for July orientations. Responsible parties have been identified for planning purposes. Related documents may be obtained from involved parties or may be provided in the "Survival Guide". Refer to the following documents attached:

- "New Teacher Orientation Content" (chart)
- "New Teacher Orientation Schedule" (proposed timeline for July)
- "New Teacher Orientation Survival Guide" (Table of Contents)

NEW TEACHER ORIENTATION SURVIVAL GUIDE

TABLE OF CONTENTS

Orientation Agenda
Learning Needs Self-Assessment
Orientation Check-List for Completion

I.   **GENERAL INFORMATION**
        _____'s Table of Organization
        Department Mission Statement
        Quality Principles
        Core Values
        Vision Statement
        Strategic Plan, "The Future of Learning"
        !_____! Campus Maps & Floor Plans of Buildings

II.   **SCHOOL CALENDAR**
        School calendar for FY
        Feeder School's Calendars

III.   **CAMPUS DIRECTORY**
        Pictorial Directory with phone numbers
        List of names of contact people and emergency numbers
        Substitute Instructors names and numbers (and process)

IV.   **GENERAL FORMS**
        Explanation of Types of Leaves
        Employee Absence Report Request Form
        Facility Request Form

V.   **PROGRAM BUDGETS**
        Process Explained
        Program Operating Budget and Equipment Budgets
        Purchase Order Requisition form (sample)
        Authority to Pay Voucher form (sample)
        Expense Reimbursement Claim Form (sample)
        Request for Travel Form for Out-of-State travel (sample)

VI.   **SUPPORT DEPARTMENTS**
        Campus Administration/Attendance Office
        Career Planning Center
        School-to-Work
        Educational Enhancement Center and Pre Voc Lab
        Emerging Instructional Technologies

MIS - Customer Support process
Risk Management - Required Safety Inservices, Emerg. Procedures, & Security
Facility Management

VII. STUDENT ORGANIZATIONS
Description of Student Organizations
Bylaws (sample)
Handling Student Organization Funds/Fundraising
Activity Funds
Field Trip form and bus request
Student approval forms/timelines

VIII. TEACHER EVALUATION
Job Description
Employee Feedback Process (EFP) Purpose & Definition
Individual Action Plan (IAP) form (and a sample)
Employee Feedback Session document
Vocational Teacher Appraisal System (VOTAS) Formative Review form
VOTAS Summative Report form
Minimum Teacher Criteria/Indicators & Criteria
VOTAS Individual Professional Growth Plan form
Student Evaluations of Program/Teacher, etc. (samples)

IX. STAFF DEVELOPMENT
Staff Development Plan
Staff Development Activity Report form (and a sample)
Computer Training - self-paced materials; STA classes; contact person
Application for Directions

X. CURRICULUM DEVELOPMENT
Curriculum Development Process
Use of Curriculum Specialist as Editor
Use of secretarial support for typing and format
Curriculum Development form
Copy Center form
Summer Activities Contract Proposal form (10 mo. teachers only)

XI. NEW TEACHER INFORMATION AND FORMS
Teacher Certification Info./forms (10 month teachers only)
Teacher Educators and college contact persons names/numbers
College Transcripts -- copies to   , ODVTE and Supervisor

XII. MISCELLANEOUS
Vo-Tech Acronyms
Class Roster
Advisory Committee Roster

NEW TEACHER ORIENTATION CONTENT

Customers: New Teachers Starting in July for Orientation for August Teaching Positions

Orientation Topics	Responsible Parties	Time Frame	Related Documents	Format
CORE: History & Philosophy; Organizational Structure; Who Does What at FT? C1	_____ _____ Admin.	Aug. 1st wk 1+ hours	Pol. & Proc. Manual Video?	group
CORE: Teacher Certification for 10 month teachers C2	_____ Admin.	July-2nd day 1 hr	Handouts from OSDE in Survival Guide	group or individual
CORE: FT Pol. & Proc. Handbook C3.1 Employee Benefits Briefing; Workers Comp. Video; Employee Assistance Program; Personnel Data form; College transcripts for file; leave requests C3.2	_____, HR _____ HR	Aug. 2nd wk July 1st day 1 hr	Pol. & Proc. Manual Pol. & Proc. Manual	group group or individual - video
CORE: Professional Organizations OVA/AVA; Role of ODVTE; Staff Develop.; "Directions" C4	_____ Admin.	Aug. 2nd wk 1 hr	Survival Guide Info	group
CORE: Check out keys; gate card; sign form to drive school vehicles C5	_____ Admin.	July 1st day 15 min	Obtain from _____	individual
CORE: FT Foundation Tour of Francis Tuttle C6	_____ BISC	Aug. 2 wk 2-3 hrs.	Obtain from _____	group
CORE: Telephone System; Obtain long-distance access #; obtain pager, if applicable C7	_____ MIS	July 2nd day 1 hr	Obtain from _____	group or individual
CORE: Computer System and Customer support; select password C8	_____ MIS	July 2nd day 15 min	Survival Guide Info	individual
CORE: GroupWise network training and Windows software training C9	_____ (or schedule class w/CPC)	July 1st wk	Obtain from _____	individual
CORE: Emergency Procedures; Security; required Safety inservices C10	Human Resources	July 4th wk	Survival Guide Info	group and individual inservices as appropriate

Orientation Topics	Responsible Parties	Time Frame	Related Documents	Format
CORE: Filling out purchase requisitions, travel requests, and expense reports	l_____ Financa	July 4 wk	Survival Guide Info	group and individual inservices as appropriate
PROG: Curriculum Review: course syllabi, LAPs, LAP list, list of occupations P1	Mentor or Supervisor	July 1st wk	Program Files	individual or small group
PROG: Program Outcomes: academic transcript, competency list, completion certificates, follow-up P2	Mentor or Supervisor	July 3rd wk	Program Files	individual or small group
PROG: Advisory Committee Role, National accreditation standards (if applicable); Marketing materials/info. P3	Mentor or Supervisor	July 3rd wk	Program Files PIG, brochures	individual or small group
PROG: Overview of competency-based curriculum and LAPs; use of LAPs, and use of copy center P4	_____ EIT & Dept. Curric. Secretary	July 1st wk 1 hr	"LAP on LAPs" Notebook Obtain from _____	group
PROG: Student Organization: bylaws, fees, school budget, officers, meetings, handling funds, fundraising, field trips/buses, approval forms & timelines, contact persons, regional, state & natl. conf., & community service P5	Mentor or Supervisor	July 3rd wk	Survival Guide Info.	small groups by stud. org. plus ongoing meetings, if needed
PROG: Instructional Resources: inventory lists, to include books, AV aids/equipment (& trng. to use), software, equipment, lab supplies, and use of bookstore/central supply/copy center P6	Mentor or Supervisor	July 1st wk	Office Files and program storage areas	individual
PROG: Classroom Management: filing system, school calendar; sample teaching plan, organizing/tracking of instruction; supervising learning; skills tests; teaching strategies; CAI; lab safety & facility cleanliness/maint.; budget./POs process P7	Mentor or Supervisor	July 2nd wk	Office files	individual or small group

Orientation Topics	Responsible Parties	Time Frame	Related Documents	Format
PROG: Recordkeeping: Gradebook, attendance records; SIS computer system; pre/post tests; competency tests; grades & progress reports; student discipline & referrals, due process forms, parental contact; job placement data P8	Mentor or Supervisor	July 2nd wk	Office files	individual or small group
PROG: Work Based Learning (WBL): how to arrange & set-up, forms, transportation, supervision, paid positions, STW support P9	Mentor or Supervisor	July 3rd wk	Office files	Individual or small group
PROG: Available Support/Resources: CPC, Finan. Aid/Emerg. loans, EEC, Pre Voc Lab, Campus Admin./Attendance Office; & Emerg. Needs: food, clothes, lunch waivers, referrals; STW; EIT; Facility Management P10	Representatives	July 4th wk 2 hrs	Handouts and Survival Guide Info	group
PROG: Teacher Evaluation; Job Description; Individual Action Plan, Employee Feedback Sessions, Effective Teaching Criteria & VOTAS; Resident Teacher Comm./Consultant; Student Evals. of Prog., Curric, Teacher, WBL sites P11	Supervisor	July 4th wk	Survival Guide Info	individual or small group
PROG: Shadowing/observation of peer teacher; observation at WBL sites; industry visits P12	Mentor--various settings; & self	July 3rd wk (or in Aug.)	n/a	individual
General: Teacher Inservices (ongoing monthly) ex: Teaching strategies, classroom management, student discipline, professional development needs, networking, ADA compliance, legal issues, curriculum develop. training, & ODVTE issues G1	Appropriate Person	Each month optional mtgs	Handouts at mtg	group
General: personal needs, ie. order calendar, business cards, name tags, desk plate, office door sign; Order uniforms/lab coats, if applicable G2	Dept. Secretary	July 1st wk	Obtain business card form from secretary	individual

Orientation Topics	Responsible Parties	Time Frame	Related Documents	Format
General: informational items--working hours, breaks, mail procedure, use of copy machine G3.1	Dept. Secretary or Mentor	July 1st wk	n/a	individual or small group
Completion of ODVTE Teacher Info. forms; write bio for marketing brochures; have picture taken through Marketing Dept. G3.2	Secretary or Supervisor	July	Sample Brochure	Individual or small group

NEW TEACHER ORIENTATION SCHEDULE
PROPOSED TIMELINE FOR JULY ORIENTATION

CODES: RESPONSIBLE PARTIES INVOLVED:

First Week:
C2, C3, C5, G3.1   _____ Mentor or Secretary
                                   Discuss possible college courses w/college contact or Supervisor

C7, C8, C9, G2 & G3.2   _____ Secretary
                                   &/or Supervisor
                                   Computer and Network training as needed

P4, P1, P6   _____ & Dept. Curriculum Secretary, Mentor/Supervisor
                                   Orient to office files and program facilities

Second Week:
P7 & P8   Mentor and/or Supervisor

P12   Mentor or available teachers, if possible
                                   (or observe at another school or visit WBL sites)

                                   Instructional Planning Time

Third Week:
P5 & P2   Mentor and/or Supervisor

P3, P9 & P12   Mentor and/or Supervisor

                                   Instructional Planning Time and Industry Visits
                                   and Curriculum Development as needed

Fourth Week:
P10, C10,   Department Representatives, Risk Management

P11   Supervisor

                                   Instructional Planning Time and Required Safety Inservices
                                   and Curriculum Development as needed

August School Inservice Days: (schedule around faculty and team meetings)

C1, C3.1, C4, C6   _____

August 1st week   ODVTE Summer Conference

APPENDIX G

INSTITUTION REVIEW BOARD (IRB)

APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: March 11, 1998   **IRB #: ED-98-092**

**Proposal Title: MENTORING FOR BEGINNING TRADE AND INDUSTRIAL VOCATIONAL
TEACHERS: A CASE STUDY**

Principal Investigator(s): James A. Gregson, Virginia Osgood

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT
NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE
APPROVAL PERIOD.
APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR
PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE
SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature: _____   Date: March 17, 1998

Chair of Institutional Review Board
cc: Virginia Osgood

VITA

Virginia M. Osgood

Candidate for the Degree of

Doctor of Education

Thesis: MENTORING FOR BEGINNING TRADE AND INDUSTRIAL
VOCATIONAL EDUCATION TEACHERS: A CASE STUDY

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma on December 9, 1942, the
daughter of John Allen, Jr. and Christina Hazel (Grove) Simon

Education: Graduated from Northwest Classen High School, Oklahoma City,
Oklahoma in May, 1960; received Bachelor of Science in Education
degree from Central State University on July 28, 1989; received Master of
Education degree from University of Central Oklahoma on May 10, 1991.
Completed the requirements for the Doctor of Education degree at
Oklahoma State University, May, 1999.

Professional Experience: Free-lance Graphic Designer, 1970-86; Career
Exploration Instructor , Francis Tuttle Area Vo-Tech Center, Oklahoma
City, Oklahoma, 1986; Graphic Arts Instructor, Canadian Valley Area Vo-
Tech Center, El Reno, Oklahoma, 1986-1994; Nighttime screen Process
Printing Instructor, Canadian Valley Area Vo-Tech Center, El Reno,
Oklahoma, 1990-91; Nighttime Instructor of Desk Top Publishing,
Canadian Valley Area Vo-Tech School, 1991-94; Adjunct Instructor of
Trade and Industrial Education, University of Central Oklahoma, Edmond,
Oklahoma 1992-93; Trade and Industrial Education Teacher Educator,
University of Central Oklahoma, 1994 to present.

Professional Associations: American Vocational Association, American Society
of Training and Development, Association for Supervision and
Curriculum Development, Vocational Industrial Clubs of America,

American Association of University Professors, American Association of University Women, Oklahoma Vocational Education Professional Development Association, Oklahoma Vocational Association.

Publications: *Leading the journey to success.* Tech Direction, February, 1998: *Professional Development Program.* (Curriculum task force member); Vocational Industrial Clubs of America, February, 1995; *Color me involved.* VICA Professional Journal, Fall, 1994; *Total Quality Management Advisor's Guide.* (Curriculum task force member) Vocational Industrial Clubs of America, February, 1994; *New Committee Member Section – Policy and Procedures Handbook.* American Vocational Association, T&I Division, December, 1991; *Live Work in the Classroom.* Vocational Education Journal, January/February, 1989.