Impact of Mentoring on Novice School Principals: A Qualitative Case Study

by

Michelle H. Pegram

Dissertation Proposal Submitted to the Doctoral Program

of the American College of Education

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

November 2020

The Impact of Mentoring on Novice School Principals: A Qualitative Case Study

by

Michelle H. Pegram

Approved by:

Dissertation Chair: Katrina Schultz, EdD

Committee Member: Julius Wynn, EdD

Abstract

Formal novice principal mentoring programs recommended to support and develop professional competencies for novice principals have benefits beyond the novice principal to the mentor, mentee, school, and school district. Although the benefits of principal mentoring are recognized, mentoring of new principals is not a common practice in many school districts. Literature related to mentees' perspectives of mentoring experiences is limited. The purpose of this qualitative case study was to learn about the experiences, opinions, and attitudes of participants in a formal mentoring program in a large urban district. Experiential learning theory and transformational leadership theory were used to ascertain the impact of involvement. Semi-structured interviews were conducted with 18 novice principals with 2–3 years' experience after previously participating in the Comprehensive Principal Induction Program (CPIP) to gain insights into experiences with and perceptions of mentoring. The study examined in-depth answers to semi-structured interview questions concerning the principalship after partaking in the formal mentoring program in a large school district in Maryland. Member checking was used after data collection. Data were triangulated for precision and accuracy and were analyzed through a coding process in the computer-assisted qualitative data analysis software program, NVivo, to reveal trends and themes. Findings from this study provided insights into gaps in qualitative methodologies from mentees' perspectives after actively participating in formal novice principal mentoring programs. As a result of this study, school district administrators can apply findings to adapt novice principals' systemic mentoring program components.

Dedication

This dissertation is dedicated to my children, Brittany and Brent Pegram; my parents, Richard and Lillie Hubert; my sister, Lorri F. Hubert; and my nephews, Tyler Hubert and Jonathan Coleman. Additionally, I must mention the constant love and support of my Spring 88 Alpha Eta Tremendous Ten line sisters (Delta Sigma Theta Sorority, Incorporated), and numerous family members and friends.

I am blessed to have loving and encouraging individuals who constantly served as a support system and foundation of my motivation. I am forever thankful! My hard work and determination have paid off. Thank you for loving me, unconditionally. All of you have been my biggest cheerleaders. This dissertation and resulting doctoral degree are symbols of what we have accomplished as a family. This one is for us!

I give a heartfelt thanks to my Almighty God, who bestowed upon me the power and strength to yield this research. Through the Grace, Mercy, and guidance of God, I am forever grateful for affording me the tenacity, perseverance, and wisdom to accomplish this monumental task.

Acknowledgments

I would like to express my heartfelt gratitude to the American College of Education (ACE) for

letting me fulfill my dream of becoming a Doctor of Education. I would like to express my

deepest appreciation to my Committee Chair, Dr. Katrina Schultz, who has provided inspiration,

praise, and encouragement during my doctoral journey. Furthermore, I would like to thank my

Committee Member, Dr. Julius Wynn, who diligently assisted and guided me toward the finish

line with sincerity and an attitude of excitement related to my novice principals' mentoring

research topic. Hence, all of the aforementioned professors warranted that my writing was done

in a scholarly manner. Thank you for your assistance, guidance, persistence, and suggestions to

make my dissertation achievable.

Table of Contents

List of Tables

Table

List of Figures

Figure

Chapter 1: Introduction

In 2013, the U.S. Department of Education National Center for Education Statistics (NCES) conveyed approximately one fifth of the country's 114,330 principals either left the occupation or relocated to other schools (Sun, 2018). Of these, two thirds retired the respective year. School districts have yet to entirely prosper at setting up significant on-the-job practicums for sizeable numbers of imminent principals. District administrators should create a successful professional development program for all aspirant leaders to obtain the hands-on familiarities thought dynamic to their preparation (The Wallace Foundation, 2016). Mentors are indispensable for the accomplishment of their mentees. Given the challenges schools face now, it is imperative principals and school districts establish mentoring programs (The Wallace Foundation, 2016).

Formal principal mentoring programs vary from state to state, creating inequities of applicable support to novice principals. The awareness of novice school principals obtaining direction has only lately been documented as a critical phase to supplementary applicable school leadership. Mindfulness is evolving within the educational organizations in which mentoring is an obligatory custom, empowering potential and novice principals to mutually experience an enhanced evolution from a teaching responsibility to an administrative obligation (Schechter, 2014). Mentoring programs help the organization, as they construct supervision permanence, improve worker preservation, increase efficiency, transform interdepartmental interaction, and lead to an enhanced combination of personnel in structural customs (Karakose, Yirci, & Kocabas, 2014). One of the most significant contributing factors to maintaining the focus of mentoring programs was the school districts' support and involvement with the initiative (Della Sala et al., 2013). The lack of consistent formal mentoring programs to prepare novice principals has become a problem for effectively supporting new school leaders.

Further studies can help distinguish novice principals' perceptions after participating in a formal mentoring program. Throughout this chapter, the main focus was to investigate the significance of mentoring participation by novice principals. This research contributed knowledge regarding the program attributes because data were collected from a school district in Maryland, which had a formal new principal mentoring program titled, Comprehensive Principal Induction Program (CPIP) or New Principal Academy. School districts with formal novice principal mentoring programs could use findings from educational research to redefine components afforded to novice principals during mentoring program participation. The meaningfulness and essence of mentoring involvement were explored from the mentees' perspective.

Background of the Problem

Fears of impending principal shortages due to the projected retirement of 40% of school leaders have accelerated the increase of principal mentoring (Davis, 2016). Moreover, NCES (2013) conveyed 12% of the nation's principals leave the profession yearly. According to the NCES, 65% of existing public-school principals are 50 years old or older, which means turnover can occur due to retirement. Sixty-five percent of nearly 100,000 principals is an abundance of openings. With a mutually recognized shortage of professionals to yield the jobs mentioned earlier, district leaders could execute operational mentoring programs to increase novice principals' leadership competence. Existing data attributed the problem of filling leadership positions to numerous issues, such as applicants lacking the required skill sets, vacancies generated by retirements, standard attrition, and teachers lacking the impetus to move into school administration (J. E. Bryant, Escalante, & Selva, 2017). As novice principals navigate new jobs, several supervisory and governance encounters become distinct (Wiezorek & Manard, 2018).

Employing quality applicants was extremely challenging due to a deficiency in mentoring, low incomes, geographical separation, and inadequate resources (Versland, 2013). Numerous human capital development implements to improve workforce enactment were coaching, coordination, mentoring, advice, and counseling, among others (Chidi & Victor, 2017). Novice principals should be cognizant of innovative concepts, acquaintance, and growth in their corresponding organizations within continual preparation and retraining plans. Mentoring is a process whereby a more proficient individual provides guidance, direction, and support to a novice individual to augment abilities and understanding (Chidi & Victor, 2017).

Mentoring programs aim to provide collaboration and assistance as veteran principals mentor beginning principals during the first year or two of their new positions (Gettys, Martin, & Bigby, 2010). Although research has authenticated the usefulness of administrator mentoring programs, little research exists from the mentees' perspective on involvement in a formal mentoring program. A review of the literature on mentoring revealed much of the written discussion is from the mentor's point of view or for the mentor (Rieckhoff, 2014). This study aimed to gain insight from the principals to understand the transition experience and perspectives of school principals during their involvement in a formal mentoring program.

Statement of the Problem

Novice principals' apprehension has prompted an increase in principal mentoring (Dos Reis & Yu, 2018). Another factor is the projected retirement of up to 40% of school leaders (Davis, 2016). Moreover, NCES (2013) conveyed 12% of the nation's principals leave the profession yearly. According to the NCES, 65% of existing public-school principals are 50 years old or older, which means turnover can occur due to retirement. Sixty-five percent of nearly 100,000 principals is an abundance of openings, and with a collectively acknowledged shortage

of professionals to yield the jobs as mentioned earlier, the necessity for operational mentoring programs should be executed to increase the leadership competence of novice principals. Existing data attributed the problem of satisfying leadership positions to numerous issues, containing applicants who lack the obligatory skill sets, vacancies generated by retirements, standard attrition, and teachers lacking the impetus to move into school administration (J. E. Bryant et al., 2017). As novice principals navigate in their new job, numerous supervision and governance encounter become distinct (Wiezorek & Manard, 2018).

Lack of mentoring, low incomes, geographical separation, and inadequate resources make employing quality applicants tremendously challenging (Versland, 2013). There were various functions to improve job performance, and these include coaching, coordination, mentoring, advice, and counseling, among others (Chidi & Victor, 2017). Novice principals should be cognizant of innovative concepts and growth in their corresponding organizations within the need for preparation and retraining plans. Mentoring is a process whereby a more proficient individual affords guidance, direction, and support to a newer principal to enhance proficiencies and understandings (Chidi & Victor, 2017).

Mentoring programs reinforce and help as veteran principals work with beginning principals during the first year or two in these new positions (Gettys et al., 2010). Although research has demonstrated the usefulness of administrator mentoring programs, little research has been afforded from the mentees' perspective on involvement in a formal mentoring program. A review of the literature on mentoring revealed much of the written discussion was from the mentor's point of view for the benefit of the mentor (Rieckhoff, 2014). This study aimed to gain insight from the principals' perspectives to understand the transition experience and meaningfulness of their involvement in a formal mentoring program.

Purpose of the Study

The purpose of this qualitative case study was to learn about the experiences, opinions, and attitudes of participating principals in a formal mentoring program in a large urban district. The mentoring relationship disclosed how being mentored relates to leadership development and efficacy, and being a mentor adds to the mentees' leadership capacity (Hastings, 2016). This study provided evidence to support the inclusion of practical leadership components for novice principals while enrolled in a formal mentoring program. Without this research, novice principals might not feel supported and provided with the essential tools to increase leadership capacity, which can eventually influence student achievement. This qualitative study was a bound case study, selected as the research design for this in-depth study to explore novice principals' perceptions of formal mentoring experiences within its real-world context (Yin, 2018). The methodologies used suggested a comfortable environment, demonstrating additional consistency to answers and meticulous explanations from the mentees. Questionnaires were used to gather data from novice principals in a large urban school district in Maryland. The targeted population included novice principals with 1–2 years' experience after completing a year in the CPIP, known as New Principal Academy. The CPIP was a monthly meeting, whereas mentors and mentees attend professional development sessions and then have prospects to work collectively, contingent upon the mentee's needs.

A resilient leader is crucial for a school to be productive. The principal is the instructional leader who should produce this leadership (Karakose et al., 2014). Leadership performances disclosed by principals straightforwardly affect teachers, students, parents, and other stakeholders. According to Schechter (2014), the conception for novice school principals to acquire support has only been recognized lately as a vital step on the path to more operative

school leadership. The additional scrutiny was mandatory to assess the basis of a productive mentor-mentee relationship that fosters novice principals' growth.

Significance of the Study

The study's significance was pertinent to the large school district in Maryland offering the CPIP and to other school districts offering novice principal mentoring programs. Being attentive in supporting novice principals creates a disclosure of leadership for modification and type of mentor direction, which was not the paradigm among present state or district programs (Davis, 2016). Most researchers have used quantitative or mixed methods to study mentoring (Van Jaarsveld, Mentz, & Challens, 2015). Qualitative dissertations associated with the perceptions of mentoring from the novice principals' perspectives were not easy to discover. The mentees' perceptions were not as evident as to ascertain the value of participating in a formal mentoring program. The population studied was not embodied in the literature about mentoring (Geesa, Lowery, & McConnell, 2018).

Qualitative data from sources, such as open-ended questionnaires, field notes, and documents, were recorded as reported, typically as word phrases, rather than counted and analyzed statistically (Cook & Cook, 2016). This qualitative case study afforded discoveries about how novice principals explained the significance of participating in a formal mentoring program from their perceptions after Year 1 of mentoring involvement. The study results were shared with the Office of Talent Development for the large urban district where evidence was collected. Consecutively, results were disseminated with principal novice participants and with various urban school districts that have a formal mentoring program for novice principals. Finally, published findings can be employed to expand the wisdom of future researchers.

Research Questions

Constructing open-ended and realistically aligned research questions to the intended study were obligatory. The determination of applicable questions alignment should be evident and recognized as plainly feasible, demarcating investigation (Fasola, Cilluffo, Nenna, & La Grutta, 2018). The following research questions guided the study:

Research Question 1: How do novice principals with less than 3 years' experience explain the significance of mentoring involvement?

Research Question 2: What perceptions do novice principals who participated in a formal mentoring program have regarding the experience?

Theoretical Framework

The theoretical framework used the transformational leadership theory and the experiential learning theory. Bass discovered leadership methods and techniques (Oberfield, 2014). Transformational leadership was defined as a procedure that transforms and converts individuals and merged with morals, integrity, and paradigms (Begum, Begum, Rustam, & Rustam, 2018). In the 21st century, transformational leadership theory materialized as a contemporary method directed to how mentors exercise school leadership behaviors to impact mentees' job efficacy. Understanding the transformational leadership theory's dimensions to support the professional relationship between the mentor and mentee during the formal mentoring program is vital to ascertain the mentees' perspectives related to the effectiveness of participating in a mentoring program. Subsequently, the adult education experience is one of the stipulations of actual skill usage during practicum and workshop, consequently acknowledging experience as knowledge (Kuk & Holst, 2018).

Experiential learning theory afforded a manner of recognizing how learning transpired by placing importance on a specific encounter at the focus of learning (Kuk & Holst, 2018). The theory was applied to advocate for adult learners transitioning through the formal mentoring program. According to Peterson, DeCato, and Kolb (2015), universal educational occurrences empower learners to complete this cycle of experiencing, reflecting, thinking, and acting to depict how learners come to desire some learning approaches over others. Understanding adult learners' life circumstances helped anticipate students' needs (Bohonos, 2014).

Definitions of Terms

Definitions of essential terms are provided to enhance readability and understanding for the reader. Identifying definitions fostered an understanding of concepts. All definitions include accompanying references.

Adult learners. In contrast to traditional scholars, adult learners have distinctive individualities, such as varied educational experiences and ambitions, and desire to reveal their educational progression (M. Kara, Erdoğdu, Kokoç, & Cagiltay, 2019).

Case study. A case study is a concentrated, all-inclusive depiction and examination of a single-bound constituent, whereas imparting an understanding of the case is vital for data analysis (Merriam & Tisdell, 2016).

Case study research. Case study research is described as a qualitative method in which the investigator studies a real-life, bounded system (case) or numerous bound systems (cases) over time, through meticulous, comprehensive data assortment. It encompasses several foundations of substantiation and accounts of delineation and case themes (Alpi & Evans, 2019).

Mentee. Universally, mentoring is a relationship in which one person (i.e., mentor) assists another person (i.e., mentee) with professional development (Cleaver & Fincheme, 2017).

Mentor. The mentor is a specialist who inaugurated the mentee into the organization's background and expectancies (Geesa et al., 2018).

Mentor-mentee relationships. Mentor-mentee relationships are cooperative and generate various benefits for both participants, incorporating job retention and contentment and acquainting with firsthand opportunities (Hammond et al., 2018).

Mentoring. The operational framework of mentoring denotes experienced individuals who educate less experienced individuals on attributes concerning their work, familiarize them to associates and the duties of the business or organization, and participate in job-related societal and personal matters (Neuwirth & Wahl, 2017).

Mentoring programs. Mentoring programs foster experience through regular transmission of knowledge (Bear, 2018).

Mentorship. Mentorship is universally demarcated as an active, mutual affiliation in a work setting among a superior occupation incumbent (mentor) and a novice (mentee) aimed at encouraging the growth of both persons (Sheehan, Gonzalvo, Ramsey, & Sprunger, 2016).

Novice principals. Principals with 0–3 years of experience are denoted as novice principals (Hvidston, Range, McKim, & Mette, 2015).

Assumptions

The qualitative nature of this study allowed exploration of critical assumptions. In every study, assumptions occurred from a point of need and enablement (Creswell, 2018). Assumptions were uncontrollable areas and disappearance from the study would be irrelevant (Yazan, 2015). Case study research sought to promote a comprehensive understanding of a bound case within a real-life setting (Yin, 2018). According to Merriam and Tisdell (2016), expressing an understanding of the case was vital in scrutinizing the data, and data management

are exceptionally significant. An epistemology was a mode of affording a philosophical foundation for determining what varieties of experience are conceivable. Due to the study's theoretical and philosophical nature, the first assumption was that all participants answered the interview questions candidly and straightforwardly. An additional assumption acknowledged responsibility in construing the elucidated perspectives from novice principals as truthful, concurring with participants' authenticity without the investigator's insinuations. Member checking was assumed to be an enhanced form of validity to aid in safeguarding participants' transcriptions amid precisely captured experiences, meanings, and perceptions.

Scope and Delimitations

Delimitations, unlike the options concerning methodology and design resulting in limitations, were created from the thoughtful choices (Theofanidis & Fountouki, 2018). The investigator pursued the CPIP for this research study. The decision was based on personal relevance and a perceived gap discovered throughout the literature review. The number of years passed since participants completed CPIP was regulated, limiting it to 1–2 years.

Participants were identified by sending email requests for volunteers. Participation was narrowed to 2nd- and 3rd-year novice principals who met the criteria and voluntarily consented to participate. Due to the diverse participants encompassing elementary, middle, and high school levels, the transferability of outcomes from this study embodied a valid sampling and representation of former CPIP participants and perceptions into the New Principals' Academy.

Limitations

Limitations related to the nature of the research design included dependability and transferability. Qualitative researchers construct internal validity using ethical parameters and integrity to warrant reliable results (Creswell & Poth, 2018). Limitations were preventive aspects

which were outside the power of the researcher (Theofanidis & Fountouki, 2018). External validity, or the transferability of findings, was pertinent to the large school district in Maryland that offered the CPIP and to other school districts that provide novice principal mentoring programs. In qualitative research, validation is an effort to measure the discoveries' precision, as best explained by the investigators, participants, and reviewers (Creswell & Poth, 2018). The dependability and reliability of the research outcomes were validated through member checking and triangulation of data.

Qualitative researchers use several approaches to document and create research data rather than one method (Glesne, 2016). Semi-structured interviews, transcribed interviews, and transcript notes with participants' feedback were used to triangulate the objectivity and reliability of data. The qualitative single case study bound in principal mentoring guided the development of open-ended interview questions regarding the novice principals' perceptions of participating in a formal principal mentoring program. A researcher needs to set aside predetermined views and biases to assure the critical goal of understanding is accomplished (Merriam & Tisdell, 2016).

Eighteen face-to-face, semi-structured interviews were audio recorded. This research limited an equal representation of novice principals in the large urban district in Maryland. The computer-assisted qualitative data analysis software (CAQDAS), NVivo, provided transcripts. Member checking of transcribed notes, thematic analysis, and coding separated data into groupings to ensure validity and reliability of experiences and perceptions. The recurring contrast of transcribed data was coded into distinct innovative categories to expand validity and diminish bias (Saldaña, 2016).

Chapter Summary

The chapter offered an introduction and background information concerning the foundation for the study. The purpose of this qualitative case study was to learn about the experiences, opinions, and attitudes of participants in a formal mentoring program in a large urban district. The chapter identified the purpose and significance of this study. Research questions were stated, and definitions of essential terms were established. Delimitation and limitations were identified, and assumptions were described. The next chapter presents the literature review and theoretical framework delineating interconnected research for mentoring novice principals.

Chapter 2: Literature Review

Accountability has been distinguished as authorities' responsibility, in association with senior authorities, considering the use of influence and obligation (Argon, 2015). Various responsibility collaborations were interconnected to several dyadic affiliations among the accountor (agent) and the accountee (principal), which was assumed as a principal-agent model (Ryu & Chang, 2017). Principals have a significant level of accountability for school accomplishment, educator efficacy, and student success. The expectations were the same, whether the principal was a veteran or a novice. As the level of obligations for principals continued to expand, support from school systems was imperative in assisting principals who encountered the confronts of effective classroom instruction and higher student achievement. This support included mentoring programs and ongoing professional development opportunities (Peters, 2010).

Mentoring was considered an effectual means exemplified as an inspiring, developing connection for acquiring relationships and transferring knowledge from a more experienced individual to a less experienced individual (Kahle-Piasecki & Doles, 2015). The mentoring of others inspired wisdom through self-reflection or detailed deliberation of respective practices (Jenkinson & Benson, 2016). C. J. Bryant, Hilton, and Green (2016) described the mentoring professional development involvement as a process-oriented association which comprised knowledge of acquisition, application, and critical reflection. The magnitude of a trusting relationship among the mentor and mentee was critical to warrant a functioning rapport, which is apparent and advantageous.

Many mentoring programs exist in various disciplines across the United States and abroad (Steinberg & Cox, 2017). Mentoring programs, established through continuous

professional development, stipulate powerful techniques for learners to gain acquaintance in day-to-day practice (Hansman, 2001). In a review of mentoring programs, Manson (2016) discovered how mentors stressed the urgency of obtaining precise skill sets interrelated to respective academic settings.

Mentoring is cooperative. Ideally, mentors and mentees participate as companions through give-and-take behaviors such as preparation, performing, reflecting, inquiring, and problem-solving. Additional pragmatic substantiation, accompanied by applicable mentoring practices in specified focuses, is required (Hudson, 2009). To address the scarcity of training and standardization in successful mentoring approaches, numerous federal funding agencies, such as the National Institutes of Health, have emphasized the requirement for research on mentoring, the outcomes of which can lead to the establishment of evidenced-based work (Pfund, Byars-Winston, Branchaw, Hurtado, & Eagan, 2016).

Mentoring was discussed in this chapter and was used to obtain mentees' perspectives after participating in a CPIP, a formal mentoring program in a large school district in Maryland. CPIP was a yearlong mentoring program provided for novice principals after appointment to the new position. The experiential learning theory was suited for this study because the CPIP mentoring program followed many of the same adult learning constructs. Transformational leadership was a secondary theory due to the coherent course of adult learning and skillsets used in mentoring and career professional development.

In most states, the emphasis on mentoring in education for administrators is not nearly as prevalent as for teachers. Many school districts required and implemented teacher mentoring but lacked principal mentoring (Mendels & Mitgang, 2013). Novice principal mentoring programs were vital for developing reliable leaders, as evidenced by management skills and sound

instructional leadership (Van Jaarsveld et al., 2015). There was a need to mentor principals with ongoing professional development opportunities to continue the learning process (Steinberg & Cox, 2017).

According to Van Jaarsveld et al. (2015), novice principals do not receive adequate preparation and training before job appointments. The purpose of this qualitative case study was to learn about the experiences, opinions, and attitudes of participants in a formal mentoring program in a large urban district. The research problem was limited to novice principals' perspectives related to the effectiveness of participating in a formal mentoring program. This qualitative study helped fill a gap in the literature, as most studies on this topic have been quantitative or mixed methods. Transformational leadership, experiential learning, and adult learning were theoretical framework theories for this study. The literature review encompassed the following sections: theoretical framework, literature search strategy, mentoring, mentor-mentee process, mentoring urgency, novice principals, mentoring programs, professional development for school leaders, a gap in the literature, and chapter summary.

Literature Search Strategy

The determination of literature searching was to improve the search power to distinguish relevant articles aimed at an explicitly demarcated research question. Subsequently, a search strategy commenced with a systematized association of pertinent theoretical and practical terminologies interconnected to the prospective research topic (Badenhorst, 2018). Numerous search engines and data sources were utilized from both formal and informal resources. Electronic databases provided a practical exploration in facilitating prompt admittance to review literature support. Searches were conducted through Academic Search Complete, CINAHL Complete, the Elton B. Stephens Company (EBSCO), E-Book Collection (EBSCOhost), the

Educational Resources Information Center (ERIC), Education Source, Google Scholar,

ProQuest, and SAGE. The literature search included subject headings, phrases, keywords, and

general terms.

All searches used keywords. The search generated a sorting method where substantiation

accompanying the dissertation focus endured (Machi & McEvoy, 2016). The search area was

defined using a combination of terms in the American College of Education (ACE) library to

find only full-text articles with dates beginning in 2015 to currently dated articles and journals,

which helped narrow the possibilities for available documents. Search options denoted peer-

reviewed full-text sources. Key terms included mentoring, mentoring process, mentoring

importance, novice principal mentoring, mentoring best practices, relationship building, principal

leadership, transformational leadership theory, experiential learning theory, informal and formal

mentoring, mentoring importance, and mentoring programs. Instead of using a pre-outlined

exploration tactic to retrieve studies, citation probing uses acknowledged pertinent documents to

distinguish supplementary documents (Wright, Golder, & Rodriguez-Lopez, 2014). The

associated articles were summarized to create a list separated by themes. All publications were

placed in a thematic grid, reference calculator, and archival system, cataloged by author, main

idea, terminology, subject, theme, year, and notable quotes for additional exploration.

Theoretical Framework

Experiential learning theory and transformational leadership theory were used for this

research. The two theories were used as a method to examine the research questions of this

study. Specific information about both are discussed next.

Experiential Learning Theory

This experiential learning theory model used was based on the design by David Kolb (Kuk & Holst, 2018). Four components of the experiential learning theory were: (a) actual involvement, (b) observation and reflection, (c) the creation of theoretical ideas, and (d) testing in a new setting (Widiastuti & Budiyanto, 2018). The humanistic thought established within the innovative demonstrations gave practical prevalence to the individual, which aided experiential learning from a routine to a theory by conceptualizing it as a logically transpiring, psychological process (Seaman, Brown, & Quay, 2017).

The provision of learning experiences offered different interventions to meet various types of learners as delineated in Kolb's theory (Bublitz, Philipich, & Blatz, 2015). A learning style indicated the favored methods to understand, such as absorbing, processing, and managing information, by remembering, reasoning, and problem solving (Sudria, Redhana, Kirna, & Aini, 2018). Experiences were comprised of authentic involvement, and the transformation was accomplished through core reflection and functional engagement (Bower, 2014).

In adult education, experience is regularly considered a demand inclusive of actual skills among practicum and workshop, consequently recognizing experience as knowledge (Kuk & Holst, 2018). Experiential learning theory affords a manner of recognizing how learning transpired by placing importance on an encounter at the focus of knowledge. This theory was applied to advocate for adult learners transitioning through the formal mentoring program. Universal educational occurrences empowered learners to complete this cycle of experiencing, reflecting, thinking, and acting and can depict how learners come to desire some learning approaches over others (Peterson et al., 2015). Understanding adult learners' life circumstances helped educational providers anticipate students' needs (Bohonos, 2014).

Experiential learning theory demonstrated knowledge is at the center of the management progression, which involves feedback from experiences (Richards & Marshall, 2019). The stages of experiential learning theory include experiencing, reflecting, thinking, and acting. Kolb explained the learning cycle's structural process by describing two adaptive dialects rooted in Piaget's aspects of thought and their eventual resolution (Smith & Rayfield, 2019). In a classroom environment, discovering new information was evident. A novice principal had multiple chances to practice learning through active participation in a formal mentoring program. The key concepts from experiential learning were used to hone both adults' and students' skills to elevate performances, respectively (Richards & Marshall, 2019).

Intellectualizing experiential learning inspired an importance on knowledgeable variation expected to structure human experiences (Seaman et al., 2017). The discovery method of personal capabilities was candidly associated with learning. The progression was a constant spiral as innovative mindsets become the ground for new experiences (Ozar, 2015). Educators are responsible for pupils' discovery, just as mentors are responsible for facilitating mentees' learning through valuable experiences.

Transformational Leadership Theory

Transformational leadership theory was selected as an ancillary context interconnected to the mentoring process with adult learners. A former professor at the University of Binghamton, Bernard Bass, is considered the originator of transformational leadership theory (Barbinta, Dan, & Muresan, 2017). Burns' pursuit to describe the methods leaders use to effect and develop worker performance initiated the framework of transformational leadership, which moved away from the traditional male-dominated, dictatorial style to a new cooperative model with an improved emphasis on connections (Acton, 2018). Transformational leadership encompassed

four dynamics: ideal guidance, encouraging inspiration, intellectual motivation, and individualized thoughtfulness (Alatawi, 2017). Applying this manner of leadership fostered positive outcomes explicitly associated with the individual and organization.

Bass discovered leadership methods and techniques. Transformational leadership was defined as a procedure that transforms and converts individuals and merges with morals, integrity, and paradigms (Begum et al., 2018). In the 21st century, transformational leadership theory materialized as a contemporary method directed to how mentors exercise school leadership behaviors to impact the mentees' job efficacy. The advancement of competent leaders was a direct outcome at any given place of the leaders' behaviors, throughout any context or at any given time (Landis, Hill, & Harvey, 2014).

Transformational leaders focused on the people around them and their relationships, values, beliefs, feelings, and attitudes (Lee & Kuo, 2019). One of an effectual leader's traits was the capability to employ inventive or progressive approaches to accomplish objectives (Pradhan & Jena, 2019). Transformational leadership focused on organizational and task consistency through fairness, social justice, shared achievement, and sustainability. Transformative learning framework encompassed thoughtful self-reflecting variations in actions, approaches, and contemplations through decision-making adaptations in an organization or social context (Terblanche, Albertyn, & Van Coller-Peter, 2018). In education settings, transformational leadership has led to an intensification in test results and scholastic performance, continuous improvement programs, improved student enthusiasm, enhanced job contentment, obligation, and trust in leadership (Kovach, 2019).

Transformational leadership has been associated with change management and effective organizational change. Deschamps, Rinfret, Lagacé, and Privé (2016) found this leadership

conveyed honesty and modeled collaborative expectations, which afforded staff members to go beyond occupation descriptions, higher staff motivation levels, and resilient structural integrity focused on the common good. Leaders using this method have the aptitude to motivate others and desire to change, to progress, and to be led (Ewell, 2018). Leading by example promoted and supported ethical standards, which fostered a sense of belonging and a quality workforce (Nygaard, Biong, Silkoset, & Kidwell, 2017). Leaders modeling truthfulness distribute ethical performance and standards in a trusting and accepting environment.

Leaders who exemplified fundamental transformational leadership theory emphasized change (Harris & Mayo, 2018). A benefit and central component of transformational leadership include helping followers transcend self-interest for company benefits (Effelsberg, Solga, & Gurt, 2014). Understanding the transformational leadership theory's dimensions to support the professional relationship between the mentor and mentee during the formal mentoring program was vital to ascertain mentees' perspectives on the effectiveness of participating in a mentoring program.

Theory Amalgamation

Transformational leadership, experiential learning, and adult learning theories had a direct prominence on leader behaviors. When the leader used a transformational method, the inspiration and development of employees' scholarly potential were encouraged. Correspondingly, the coaching leadership technique was used as a comprehensive and elaborate description of how learners construe, validate, and reformulate the meaning of experiences (Wang, Zheng, & Zhu, 2018); the novice principals' learning transpired amid problem solving or conversations. The review of the mentoring process can lead to the progressing behaviors of the mind and points of view (Fazio-Griffith, & Ballard, 2016).

During experiential learning, novice principals can transfer knowledge acquired from real-life experiences into personal explanations. As a result of continuing actions, learning is an apparent transformation in behavior (Ertuğrul & Tağluk, 2017). The way people ascertain information, flourish, and develop effects the thinking progression and conveys comprehension. Knowledge, when expressed, generates transformational experiences. Theory development specifies a foundation for data collection, data analysis, and the interpretation of the results (Brown, Brown, & Nandedkar, 2019).

Mentors used these theories while working with mentees to warrant the learning styles. Leadership attributes were evident to enhance the professional development components and best practices of the novice principals. Using experiential learning and transformational leadership theories helped delineate the research and questions of this study by examining the significance of mentoring involvement.

Research Literature Review

Research regarding novice principals' perspectives related to the effectiveness of participating in a formal mentoring program was limited. There was still a shortage of proven familiarity for aspiring leaders (Davis, 2016). More specifically, there is the distinction of the multiethnic and nationally reactive aptitudes compulsory by 21st-century urban school leaders. Research has demonstrated novice principals are astounded with the new position (Karakose et al., 2014). The principal's role is all consuming, as the instructional leader is expected to directly interact with all school stakeholders, collaborate with the many constituents in the schoolhouse, and serve as an expert in numerous areas outlined by leadership standards (Hansen & Lárusdóttir, 2015). This literature review includes the following sections: mentoring, formal and

informal mentoring, novice principals, effective mentoring programs/mentorship, professional development for school leaders, counterargument, gap in literature, and summary.

Mentoring

Numerous definitions of mentoring exist in literature and vary depending on the relationship connections. Martin, Gourwitz, and Hall (2016) define mentoring as a developmental sharing relationship where the mentor invests time with a mentee to enhance knowledge and skill. The context of the mentoring relationship can focus on personal and career development. In a career-oriented formative definition, Hansman (2016) delineated mentoring as a paramount relationship between knowledgeable colleagues working with less adept persons to advocate professional growth.

Mentoring was an insightful, complementary process involving informal communication, typically face-to-face and over a continuous period (Schechter, 2014). The mentor provided the mentee with fundamentals such as advice, counseling, professional development, and reflective thinking through open-ended questions. In a mixed-methods study by Martin et al. (2016), mentoring was depicted as an inspiring association. In contrast, the distinction of a trusting affinity among the mentor and mentee is crucial to maintain a promising working relationship. The mentoring role was generally classified as encompassing three main features: explicitly helping, stimulating, and enabling a professional vision (Lucey, O'Sullivan, Collins, & Céilleachair, 2018).

Mentoring Aim

A longitudinal study by Higgins (2010) showed the amount of psychosocial support acknowledged by a mentee was unequivocally correlated to additional confidence in job performance (as cited in Janssen, van Vuuren, & de Jong, 2016). Mentoring was deemed to

foster mentees to their full potential (Dos Reis & Yu, 2018). Frequently, organizations and school systems assign mentors to novice professionals. An idyllic mentor was termed as an individual who functioned as an advisor, supporter, exemplar, and guide to a novice transitioning from dependency and inexperience toward independence and competence (Carr, Holmes, & Flynn, 2017).

Mentoring Induction Programs

Mentoring and induction programs permitted novice principals to acquire new capabilities and increased awareness of multidimensional efforts. Guidance from mentors substantiated in the familiarity of research, best practices, and present-day matters constructed a crucial distinction in the first year of training where strong knowledge ensues (Augustine-Shaw & Liang, 2016). Mentoring programs focus on many goals over a designated timeframe (Carr et al., 2017). Administrators need support in new leader task organization and performance, whereas an educator may need to improve student engagement, instructional best practices, and classroom management.

Organizations progressively fostered mentoring programs to promote professional relationships to improve individual and organizational efficacy (Vatan, 2016). Although the delineation of mentoring varies among diverse occupations, mentoring relationships shared the consistent rudimentary notion in which a more veteran mentor performed as a guide and teacher for a less skilled mentee to share pertinent vocation sustenance and assistance (Muschallik & Pull, 2016). The single-source study by Welsh and Dixon (2016) contained 312 mentee members working in 24 diverse associations. Welsh and Dixon inspected how the job context variable of *occasion to practice new skills* and the variable of *accumulated fulfillment with encouragement for mentoring* were concomitant with mentee capability growth and employee commitment. A

third party was accountable for governing the numerous programs conveyed to yield a 1-year mentoring program. Measures were inclusive of scales, pre and post competency approaches, and questionnaires. ANOVA revealed a substantial variance through associations. Findings portrayed mentoring relationships, worker commitment, and significant transformations interrelated to mentees' gratification with relevant programs (Welsh & Dixon, 2016). Study implications conveyed mentees were afforded a myriad of chances to practice what was being taught and to be mindful of employee engagement suitable to respective organizations. Similarly, Vatan (2016) found a well-planned mentoring program contributed positively to the institution and its employees.

Mentoring Relationships

Mentoring relationships transpired when a more knowledgeable employee vigorously inspired a less experienced employee by offering encouragement, aim, and advice. Holt, Markova, Dhaenens, Marler, and Heilmann (2016) used multisourced data in a mixed methods study and found mentoring relationships affect the cultivation of a positive relationship, whether formal or informal mentoring were employed. It was vital to creating meaningful relationships to augment the mentor-mentee affiliation. Both formal and informal mentoring relationships supported mentees to learn during day-to-day job performance, primarily when mentoring affiliations were situated in training situations made more significant by daily contexts (Hansman, 2016). Surveys estimated one-third to two-thirds of workers have participated in a mentoring relationship (Srivastava, 2015). The mentoring relationship benefited both the mentee and the mentor.

Bear (2018) conducted a quantitative study comprised of 143 pairs of mentors and mentees to examine organizational support and affective trust. Trust was defined as the extent to

which a person is confident and willing to act based on the words, actions, and decisions (Evans, 2018). Bear thought emotional trust enabled more assured relationships, where more can be accomplished. According to Holt et al. (2016), mentoring relationships evolved through stages of trust and confidence in one another are built over time spent together. Mentees begin to trust their mentors when they are perceived as caring, concerned, and open, reliable, dependable, and competent (Gupta & Kabadayi, 2010). There was less in the literature on how mentors develop trust for mentees. Bear found formal mentoring programs as affective trust optimistically connected with characteristic erudition, and the level of mentee apparent organizational sustenance was related to mentor learning.

Evans (2018) piloted a case study to ask questions related to how trust was generated in a formal setting. Interviews occurred with 24 participants; seven mentors and 17 mentees. Within the bounded location, data were gained from numerous ways to observe relationships and practices (Yin, 2018), including interviews and documents. The outcomes advised that trust was an essential element of successful mentoring within dyads. Once the dyads have encountered more significant interactions, the influence of demographic correspondence on mentorship's eminence is anticipated to diminish and be interchanged by psychological similarities (P. R. Hernandez, Estrada, Woodcock, & Schultz, 2017).

One of the challenges in mentoring relationships was to recognize the genuine concerns encountered by mentees. Mentoring relationships included the fundamental notion of a knowledgeable mentor representing a director and instructor for a less knowledgeable mentee by offering pertinent occupation encouragement and guidance (Muschallik & Pull, 2016). The mentoring relationship stipulated a regulation period to promote the mentees' professional skills. In higher education institutions, mentoring services are initiated by concerned scholastic staff at

the university level willing to function as mentors to guide mentees in educational, occupation, and social growth capacities (Mat Nor, Mohammad, & Yaacob, 2019). Frequently amid teacher edification, colleague mentoring programs have concentrated on the apprentice educator's relationship and the mentor who is an experienced educator in a school location (Jenkinson & Benson, 2017). The integration of mentoring in the institutional structure was recognized in the new principals' impetus for career enactment, resourcefulness, and the acknowledgment of obligation through conviction (Oladipo, Adebakin, & Iranloye, 2016). Mentors should be experienced and competent to help mentees efficiently throughout the mentoring relationship.

Formal and Informal Mentoring

Formal and informal mentoring were two specific forms of mentoring. The main distinctions amid formal and informal mentoring were the concentration, obligation, duration, and edifice of the relationship (Bynum, 2015). More than 71% of Fortune 500 corporations employ mentoring to entice, cultivate, and retain employees (Bynum, 2015; Holt et al., 2016). Mentoring became prevalent in school administrator expansion and teacher education. Formal mentoring was extensively supposed to positively impact mentees, professional outcomes, and personal welfare (Srivastava, 2015). Specific research indicated sizeable scale evidence to provide the significance of mentoring is not secure, which may adversely impact the funds organizations are willing to invest in formal mentoring programs (Mylona et al., 2016).

Organizations improved levels of structural obligation, maintenance, organizational progression, and efficiency by supporting mentoring. These benefits have been revealed chiefly in informal mentoring relationships that cultivate effortlessly among individuals (Sosik, Lee, & Bouquillon, 2005). Some researchers argue a formal mentoring program was preferred in which an established mentor-mentee relationship has been assigned (Bynum, 2015). Since mentoring

can be a rigorous process, aimed with commonly formal and informal mentors would be extremely discerning in picking a mentee. Surveys administered by Mylona et al. (2016) proposed merely 26% of staff members had a formal mentor at respective organizations even though 61% believed mentoring is vital.

Formal mentoring referred to a structured process supported by the organization and concentrated on respective target populations. Srivastava (2015) surveys estimated one third to two thirds of workers have participated in a mentoring relationship. Specific worker populations were generally used with formal mentoring programs. This mentoring method was used in the progression of socioprofessional acclimatization or throughout the formulation of participants of the organization for management tasks (Bortnowska & Seiler, 2019). Formal mentoring programs were intended to stimulate employees' growth through purposes, schedule, training for the mentor and mentee, and assessment (Oladipo et al., 2016).

Generally, formal mentoring relationships were coordinated at the job to aid in developing careers. There are values-oriented, formal mentoring programs, while social mentoring and different styles concentrated exclusively on career development (Oladipo et al., 2016). To continue to stimulate mentoring relationships, schools should contemplate designing more formal mentoring prospects for staff members at each rank throughout their professions (Mylona et al., 2016). Frequently, formal mentoring was alleged to positively impact mentees' occupation results and individual welfare such as advancements, salary, organizational obligations, employment contentment, and self-assurance (Srivastava, 2015). Evidence signified formal mentoring programs were more productive than informal programs (Muschallik & Pull, 2016).

As mentoring becomes more formal, research proposed the level of collaboration and the eminence of information distributed reduced, ensuing less long-term benefits for mentees and mentors. Organizations, as paralleled to mentoring interactions, developed automatically and willingly amid established capability and interactive contentment (Holt et al., 2016). Organizations benefited from mentoring relationships by abridged turnover, improved productivity, and constructing a resilient workforce (Bynum, 2015). In comparison, informal mentoring transpired when mentors and mentees decided to work jointly on collective indulgences, concentrations, and purposes.

The research proposed informal mentoring methods can be as advantageous as formal mentoring for personal and professional growth (Bynum, 2015). Informal or psychosocial mentoring provided poignant encouragement to increase mentees' assurances and convictions to advance their careers (Hansman, 2016). Informal mentoring relationships were commenced by participants and were motivated by both mentor and mentee. In contrast, formal mentoring relationships are coordinated by a third party to meet the organization's wants (Janssen et al., 2016).

Mentor-Mentee Process

Mentoring has a long history as an educational process. Mentoring has been around since Homer's time in ancient Greece and has continued throughout history (Bynum, 2015). Mentoring has been a means in which a qualified person (the mentor) guides another person (the mentee or mentee) in the progression of their ideas, learning, and personal or professional expertise. Mentoring used transformational theory through logical consideration in an open-minded style and addressed the andragogic principle of experience as the essential foundation for adult

learning (Klinge, 2015). In a learning organization, adult development was encouraged for both mentees and mentors in a mutual and correlative learning partnership.

Thorough groundwork and persistent assessment verify the mentor and mentee's objectives are being met during crucial formations of an outstanding mentoring program (Martin et al., 2016). Novice principals were empowered to discern new proficiencies and augment huge hindrances' selectivity through methods, and performances specified invaluable mentoring programs. A thoughtful selection process matching mentor and mentee was a significant method, and staff characteristics were essential to fostering trusting and confidential interactions (Augustine-Shaw & Liang, 2016). The mentoring relationship should integrate considerate factors for mentors to aid in developing worthwhile encounters. Throughout mentor-mentee collaboration, significant correlations and sustained focus with evolving cooperative leadership performances were created.

Preparation was fundamental to become an operative school leader. Components include education, training, experience, and the development of self-study. Leadership necessitated prompting others to achieve an objective and govern the organization to generate additional tenacity and consistency (Erhabor, 2018). A person's behavior was determined by individual self-efficacy. Subsequently, the qualitative principal self-efficacy case study by Versaland and Erickson (2017) portrayed a set of viewpoints, which empowered a principal to perform strategies and methods fostering the effectiveness of a school. The importance of a trusting affiliation among the mentor and mentee was central to safeguard a significant, evident, and advantageous working relationship. There was an obligation to establish a leadership background grounded on trust rather than management. A leadership practice compliments individual competence, a responsibility to unified transformation amid all staff members, and collaborative

relationships were discovered in a qualitative study that used a narrative method (Allison & Ramirez, 2016). Creating a mentorship culture inclusive of training and leadership competencies is vital (E. Ng, Wang, Keow, & Yoon, 2015).

Mentoring occurred in numerous forms, diverging from formal growth-related connections, such as coaching conferences, to continuing and powerful affiliations (Janssen et al., 2016). Both formal and informal mentoring relationships assisted mentees in increasing critical leadership capacity characteristics through real-life experiences daily. Meaningful and useful professional development and mentoring, including how to properly work in the respective communities, were essential for principals during the first year of job experiences. Discovering how to mentor was a process entailing chances to practice, reflect, and evaluate the process, as mentioned earlier. The mentoring process required the mentor and the mentee to work collaboratively to achieve fixed goals and strengthen leadership capacity, which increased success (Augustine-Shaw & Liang, 2016). The mentor should provide feedback for the mentee to benefit from the mentoring process. Yielding new principals with fundamental questions prompted self-reflection on professional practice, and self-inquiry permitted mentees with the foundation to become independent decision-makers and change agents (Schechter, 2014).

Mentoring Importance and Urgency

Due to retirement, schools are left without an instructional leader, as there are not enough principal prospects to fill vacancies. School districts should proactively identify and increase the capacity of school leaders. In a qualitative comparative case study, Russell and Sabina (2014) indicated principals were fundamental to teaching and learning success, which was directly correlated to student achievement. Furthermore, a qualitative methodology of mentoring was shown to meaningfully expand retention and mentee fulfillment (Lamm et al., 2017). Mentors

were fundamental to assist new individuals in an organization and were imperative to collaborate with novice principals. In addition, mentoring had an indispensable impact on principals' performance. Subsequently, mentoring addressed individual needs and the myriad opportunities to enhance the novice principals' growth and leadership styles (Schechter, 2014). Taylor, Pelletier, Trimble, and Ruiz (2014) piloted a three-parallel mixed-method study, which determined principals who completed the preparatory program were perceived as more prepared to lead a school.

Novice Principals

According to Pineda-Báez, Bernal-Luque, Sandoval-Estupiñan, and Quiroga (2019), a qualitative research study of principals with discernible prominence, proposing newly assigned principals' socialization practices assisted in the shifts or rites of passage obligatory to approach their job and strengthen their affiliation. Novice principals' perceptions and experiences in a particular framework were afforded. The leadership literature specified the importance of newly appointed principals fostering trust, encouragement, and networking occasions with teachers and its correlation with school progress (Szeto & Cheng, 2018). With career preparation, most novice principals denoted fundamental learning transpired through trial and error and reflection on professional experiences and lessons learned while in the principal position (Wiezorek & Manard, 2018).

Typically, novice principal leadership involvement was described as overwhelming. Educational leadership exploration had classified the contextual influence on principals' perceptions and practices of instructional leadership (Wiezorek & Manard, 2018). Studying interactions among novice school principals developed acquaintance of the new principalship. Spillane, Harris, Jones, and Mertz (2015) investigated how novices' developing understanding of

the principalship may empower and confine leadership methods. In a study in Columbia, Pineda-Báez et al. (2019) conveyed novice principals should practice governance, which fostered relationships of trust, respect, and responsiveness with all stakeholders to achieve educational goals.

Principal Leadership

Over the past three decades, school leadership responsibilities have been defined to improve the skills of principals. Recent accountability mandates for student achievement in public schools directly impact the performance of principals. Principals' leadership practices aligned with student performance (Hvidston et al., 2015). To understand the occupational development of principals and proposed continuing of various professional development necessities, investigators evaluated the wants of administrators centered on the experience continuum (Srivastava, 2015).

Principal leadership was affiliated with student performance achievement. Instructional leadership and organizational leadership were critical components for effective principals. To grasp the job-related growth of principals and afford continual sustenance to encounter diverse professional development necessities, researchers analyzed the opinions of administrators centered on a range of experiences (Hvidston et al., 2015). According to Hvidston, McKim, and Mette (2016), superintendents conveyed first-year principals were missing managing abilities and educational leadership proficiencies. Approximately 50% of principals departed the profession within the first 5 years of practice, and several of these principals departed within the first 3 years of service (Wiezorek & Manard, 2018). Superintendents and a designee should spend additional time in novice principals' buildings, visiting schoolrooms and providing advice

to improve novice principals' functioning and generate a trusting rapport, conceivably resulting in the preservation of successful principals (Hvidston et al., 2016).

Succession Planning

A pilot of cross-case examination of school districts in the United States discovered larger urban districts were inclined to have more formal plans for fulfilling administrative positions (Zepeda, Bengtson, & Parylo, 2012). In contrast, smaller districts had less formal succession plans. Succession plans for anticipated leadership conversions encompassed generating a collection of in-house aptitude from which a successor was selected. A fundamental feature of succession planning for anticipated changes was a vigorous professional development sequencer, which contained each echelon of leadership in the institution (Cavanaugh, 2017). Both formal and informal mentoring programs can consistently provide beneficial learning opportunities. Studies demonstrated school districts' effective succession planning should connect characteristics of association, initiation, conjecturing, and continuing administrator erudition (C. J. Bryant et al., 2017).

In a World Bank study in Hong Kong by S. W. Ng (2013), evidence revealed most educators recognized hard work and discipline should be apparent to prove their abilities before becoming principals. The Department of Ministry in Nigeria appointed teachers as principals without any experience, and they were unsuccessful (Oladipo et al., 2016). Being aware of how to use leadership components successfully was vital for administrators. Succession planning contained mutual leadership and orientation of school policies and practices aided in keeping successful school leaders. Competency in the area of collective governance should be sustained within selection exercises for the principalship, suitable professional development, and

assessment of managerial effort (Hardie, 2015). Processes by which administrators are selected should be based on qualifications.

In South Africa, there were no all-embracing principal preparation or accreditation program. In contrast, in Singapore, individuals seeking the principalship were mandated to acquire their diploma in Educational Administration before administrator employment. The National Department of Education's task team accentuated the importance of principals' and school administrators' development of the necessary leadership and management skills to manage schools effectively (Oladipo et al., 2016). Recently, the Department of Education implemented the Advanced Certificate in Education School Leadership and Management to increase the governance and supervision proficiencies and acquaintance of school leaders (Naidoo, 2019). Every year in Turkey, a directive about principal selection and preparation has been put into practice (Akbasli, Sahin, & Gül, 2017). Ongoing professional development was evident for instructional leaders to increase their aptitude and proficiency levels to orchestrate school improvement. In advanced countries, principal applicants were taught not to obtain conventional managing abilities but to obtain leadership proficiencies.

As principal applicant groups were decreasing, the problem was intensified by the number of applicants who were not eligible for the position (Pijanowski & Peer, 2016). The United States was thought of as the pioneer for principal training. The various states were in charge of educational matters, and respective powers were positioned in political privileges. According to Akbasli et al. (2017), school administration certification was evident for principal candidates in the United States, which is typically achieved after 5 successful years of teaching experience, 3 years' administration experience, completion of the principal training program, and passing a license examination. Educational leadership researchers have declared the competence

of leadership compulsory by school and district leaders, contingent on their leadership preparation experiences (Guerra, Zamora, Hernandez, & Menchaca, 2017).

School governance was vital to the accomplishment of educational institutions. Rising numbers of educational leadership programs were rearranged to expose innovative exploration outcomes to construct efficient supplementary programs for leaders (R. Hernandez, Roberts, & Menchaca, 2012). Preparation programs were anticipated to comprise cooperative learning. Current leaders did not execute externally visualized standards but somewhat worked to create combined significances and ideals, which respected numerous edifying resources and declarations (Shaked & Schechter, 2017). A curriculum was employed for leadership, which comprised a set of advocated leadership performances (Quin, Deris, Bischoff, & Johnson, 2015).

Effective Mentoring Programs/Mentorship

There was a mounting requisite to support the novice principals as they acclimated to new functions and obligations as an organization's instructional leader. In schools, mentorship fostered the expanse of acquiring knowledge and attentiveness through self-reflection or analytical contemplation of individual practices (Jenkinson & Benson, 2017). Formal and informal mentoring programs were essential in providing advice and support for new principals (Gümüs, 2019). Student teaching was considered a type of mentoring as an experienced individual works with someone less experienced. Accordingly, it is mandatory for cooperating teachers tasked with mentoring aspiring teachers to demonstrate expertise in pedagogy, practical communication skills, a positive attitude, and a passion for helping others increase their competencies (Galamay-Cachola, Aduca, & Calauagan, 2018).

Mentoring programs have been highlighted as an imperative approach to developing principals' eminence to discover supplementary leadership skills needed in the 21st century

(Gümüs, 2019). The mentor-mentee relationship was crucial to mentoring success. The rapport characteristic of mentoring was an element of each mentoring model (Southall, 2018). Mentoring programs had effectual mentors with relational characteristics, such as active listener, empowering, trustworthy, honest, altruistic, accessible, engaged, and experienced (Jenkinson & Benson, 2017). Effective mentoring programs were seen as essential development tools to support individuals in enhancing their aptitude related to job performance, organizational components, and culture (Boerema, 2011). Consequently, mentoring programs were designed to provide professional feedback, socialization, and role clarification.

Mentoring Activities

Equipping for leadership reflected the mentor's efforts to provide intellectual, emotional, and political resources to prepare the mentee to lead (Eliades, 2017). Mentorship activities were fundamental to enhance the mentoring process. Mentoring activities were the mentor and organization's precise engagements, which accelerate the mentee's professional growth (Weese, Jakubik, Eliades, & Huth, 2015). Behaviors cultivating leadership expertise and confidence in the mentee were integrated into mentoring activities.

Mentoring Benefits

In the literature, mentorship and mentoring programs were recognized to stipulate vital benefits to the mentees; conversely, there is limited research on the mentor (Gümüs, 2019). Hansford and Ehrich (2006) conveyed benefits for the mentor as trust, collegiality, professional development, and networking. Job embedded professional development through real-life learning activities are afforded to mentees. Significant benefits recognized from the mentoring experience for novice principals are self-confidence, effective communication, and daily acquiring practical knowledge and skills (Gümüs, 2019). School systems have acknowledged

several mentoring program benefits, incorporating having a qualified team, enhanced awareness of confidence amid educators, better efficiency outcomes, and better job fulfillment (Sparks et al., 2017).

Mentoring and Coaching

School districts employed practices such as mentoring, coaching, and, more recently, self-mentoring, to transition new hires into school settings. For school administrators, finding quality mentors or coaches is a challenge for preservice programs, but the importance cannot be ignored when it comes to teacher recruitment, retention, and attrition (Carr et al., 2017). Mentoring was a process and is not designed for short-term skill development. Often, mentoring programs concentrated on many goals over an extended period. The mentor controls the meetings' focus, which should be systematized and provide two-way communication at all times (Hastings & Kane, 2018). Conversely, the process of coaching stances is a short-range period with a particular and focused goal. A coach used analytical performances to direct the coachee to career development while depending on the coachee to reply directly and genuinely to commendably amplify the benefits of the coach's inquiry (Bureau & Lawhead, 2018).

<div align="center">

Professional Development of School Leaders

</div>

A qualitative research study by Gümüs (2019) occurred in Georgia to collect evidence from primary and secondary principals related to mentoring programs and processes. The literature denoted mentorship plays a critical function in supporting school leadership. There was a positive relationship between principal effectiveness and principals' participation in formal mentoring programs (Grissom & Harrington, 2010). Before embarking on mentoring in any situation, being aware of fundamental strategic skills was necessary. Awareness of mentoring

skills was significant as it warrants mentors the chance to reflect through a mentoring lens and assess their ability to mentor others and consider the commitment (Jenkinson & Benson, 2017).

Counterargument

Mentoring programs were recognized as ineffectual when program engagement and mismatching of mentors and mentees were inapt (Goodsett & Walsh, 2015). Dysfunctional mentoring affiliations were triggered by inconvenience in meeting time, scarcity of available workforce, lack of determination mutually from mentor and mentee, generation gap, and matching of mentor and mentee (Cheah et al., 2015). When mentors did not attempt to construct trusting cooperative partnerships, mentorship had to coerce facets of novice individuals' professional practice attributes (Crutcher & Naseem, 2016).

Gap in the Literature

There was a gap in the literature concerning novice principals' perceptions of mentorship. Quantitative methods have mainly been used to evaluate principals' professional development (Tang, 2018). Only 5% of qualitative methods have been used to disclose how mentoring works or does not work (Srivastava, 2015). Studies have occurred related to mentoring in general but not from the lens of the mentees (Karakose et al., 2014). Researchers examined mentoring and the benefits of programs (P. R. Hernandez et al., 2017). Future studies could develop an awareness of mentoring's interpersonal purposes and progressions (Janssen et al., 2016). This qualitative study intended to gather evidence related to novice principals after participating in a formal mentoring program. Previous research on the meaningfulness and essence of participating in a mentorship program was limited when studied from the novice principals' perspectives.

Chapter Summary

 Mentoring can be used to develop employees' knowledge and skills and directly implement objectives through the development of competencies among external stakeholders (Bortnowska & Seiler, 2019). A comprehensible mentoring method should be visible when ascertaining first-hand discernments into mentoring experiences and progression (Krishna, Toh, Mason, & Kanesvaran, 2019). An effective mentoring program should be established and executed in an all-inclusive and well-resourced manner (Bynum, 2015). The mentoring program should be piloted with a balance of different necessities from mentee, mentor, and host organization. Mentoring relationships, structure in the form of mentoring standards, codes of conduct, and standards of practice confine mentoring to acceptable parameters.

School system leaders should knowledgeably appraise the existing mentoring platforms for satisfaction and efficacy when creating and refining a program (Sparks et al., 2017). Over the last two decades, there has been a change in principal preparation programs from a theory-to-practice method to a knowledge-to-practice method (Langdon, 2017). There was a need for successful instructional leaders, who should be afforded real-life involvement in principal preparation (Gray, 2018). Organizations invested in preparing leaders to help build competency, cultivate talent, develop persons, and inspire innovation (Harris & Mayo, 2018).

The leadership theories about this study were substantiated in a behavioral approach. Transformational leadership, experiential learning, and adult learning theories had a direct prominence on leader behaviors. The purpose of this qualitative case study was to learn about the experiences, opinions, and attitudes of participants in a formal mentoring program in a large urban district.

Exploration of this topic was to contribute to the limited research on mentoring from the mentees' perspectives. The themes from each topic afforded in this literature review can impact formal novice principal mentoring programs. This study's findings were shared with the Office of Talent Development, participating mentees, executive cabinet members, and leadership development coaches. Based on results of this study, school districts' may standardize novice principals' systemic mentoring program components.

The study of mentee experiences offered a distinctive occasion to recognize the mentoring method and collaborations in a program using a dependable and precise novice mentoring method and encompassed a visibly presented mentor and mentee population (Krishna et al., 2019). A search for peer-reviewed articles using the American College of Education (ACE) databases for the standard 5-year timeframe (2014-2019) disclosed numerous articles on mentoring overall. Only 5% used qualitative means to investigate mentoring (Srivastava, 2015).

Although mentoring, coaching, and guiding positively offered leadership growth, each should generate distinctive leadership (Carr et al., 2017). Evolving a connection between mentor and mentee was imperative due to the emphasis on particular improvement, whereas coaching and guiding do not inevitably oblige the expansion of a close relationship (Hastings & Kane, 2018). Coaching was recognized as a personalized growth-related manner in a one-on-one, formal, short to medium-term counseling rapport, concentrated on continuous performance elaboration and reformation in the coachee (Bureau & Lawhead, 2018).

This study's focus addressed an identified gap in the literature. Literature related to the mentees' perspectives of mentoring experiences was minimal. Mentoring researchers will benefit from these findings, which provided an understanding of the meticulous association amid mentoring and progressive outcomes (Janssen et al., 2016). Various research studies have been

conducted on mentoring; however, a gap existed on qualitative methodologies from the mentees'

perspective after actively participating in a mentoring program.

Chapter 3 addresses the qualitative research design, using a case study to ascertain novice

principals' perceptions about the meaningfulness of a formal mentoring program. According to

Creswell and Poth (2018), the assurance of a worthy qualitative study bestows an in-depth

knowledge of the case. The rationale for selecting a qualitative bound single case study is

discussed. An expert panel validated research questions used for semi-structured face-to-face

interviews. Data collection and analysis, ethical considerations, reliability, and validity were

addressed. Interview transcripts were shared with participants for member checking and

reflection.

Chapter 3: Methodology

The purpose of this qualitative case study was to learn about the experiences, opinions, and attitudes of participants in a formal mentoring program in a large urban district. Case studies are a method of investigation in which the researcher fosters an in-depth exploration of a case of a program, event, activity, process, or individuals (Creswell & Creswell, 2018). According to Glesne (2016), bounded cases incorporated what will or will not be encompassed inside the boundaries. The formal principal mentoring program bound this study in a large school district in Maryland.

The mentoring relationship disclosed how being mentored related to leadership development and efficacy, and being a mentor added to the mentees' leadership capacity (Hastings, 2016). This study was vital to ensure useful leadership components are afforded to novice principals while enrolled in a formal mentoring program. Principal training programs, which contribute significantly to the principal pipeline, provide and develop distinct groups of leaders to encounter challenges facing schools today (Peters, 2010). School district leaders were disposed to concentrate on recruiting, employing, and coaching novice principals to warrant every school is administrated by a principal who can meet the intensified confronts, interconnected with the responsibility processes and data usage necessary to fulfill role effectively (Della Sala et al., 2013).

This intended qualitative study was a bound single case study approach for data compilation. Semi-structured questions and face-to-face interviews were included to gather data. The target population included novice principals with 1–2 years' experience after completion of the CPIP. The principal mentorship program was a monthly meeting where mentors and mentees

attended professional development sessions and then had opportunities to work cooperatively contingent upon the mentees' needs.

According to Merriam and Tisdell (2016), a fundamental feature of all qualitative investigation was a supposition of people erect authenticity in contact amid their social worlds. Qualitative case study research incorporated investigating a real-life bounded system over time, through meticulous, profound data compilation (Creswell & Poth, 2018). According to Creswell and Creswell (2018), case studies were bounded by occasion and events, which were essential for an investigator to gather specified information. Yin (2018) asserted case studies were ideal when studying a specific modern experience. This qualitative, bound single case study attempted to discover and explain novice principals' perceptions after participating in a formal mentoring program. Collecting data from novice principals presented an opportunity for in-depth analysis to explored lived experiences, leading to a better impact of participating in a formal principal mentoring program (Merriam & Tisdell, 2016).

Research questions led to original work that produced new discernments and did not replicate preceding research (Mattick, Johnston, & de la Croix, 2018). According to Fasola et al. (2018), open-ended and authentically aligned research questions should be discernable and recognized as practical to the intended study, demarcating investigation areas. The study's questions were sustained to exhibit potential effects of participating in a formal principal mentoring program. The following research questions sought to address the purpose of this qualitative bound single case study:

Research Question 1: How do novice principals with less than 3 years' experience explain the significance of mentoring involvement?

Research Question 2: What perceptions do novice principals who participated in a

formal mentoring program have regarding the experience?

This chapter addressed the research design and rationale for this qualitative bound single

case study. The researcher's role, research procedures, reliability and validity of the study, and

ethical procedures were described in this chapter. The collection and analysis of the data

methods for this chapter were defined.

<div align="center">

Research Design and Rationale

</div>

Qualitative research was used to enable individuals to share personal stories, hear

individual voices, and curtail the power rapports which habitually occur among a researcher and

the participants in a study (Creswell & Poth, 2018). A qualitative bound single case study

research method afforded an investigation of real perspectives using semi-structured

questionnaires in face-to-face interviews. Qualitative studies are advantageous for acquiring a

discernment of people's experiences and perceptions (Glesne, 2016). According to Creswell and

Creswell (2018), an inductive method comprised erecting from the documents to broad topics to

a comprehensive model or theory. An inductive investigative strategy was used, yielding a

descriptive product.

The distinctive requirement for case studies descended from the desire to understand

shared incidents (Yin, 2018). Case study research methodically inquired into real-life

circumstances in-depth and within its contemporary perspective incorporating multiple streams

of data combined in creative ways (Alpi & Evans, 2019). According to Ridder (2017), a single

case study had conceivable benefits acknowledged in the elaborate description and probe to

depict a better grasp of how and why things ensue. Typically, in bound case studies, there is

nonrandom sampling because there is not a sample representing the greater community (Glesne,

2016). The research design of semi-structured interviews and questionnaires outlines the configuration for data collection and data analysis (Gog, 2015). The rationale for using a case study design allowed the investigation of real perspectives using semi-structured questionnaires and interviews. As prescribed by research literature, a case study method granted numerous benefits above other investigation methods related to the study comprehensive of real-world problems (Tetnowski, 2015).

This research study's questions were designed to examine the significance, quintessence, and perceptions of participating in a formal principal mentoring connection. Case studies were deemed a design on investigation using numerous data collection components to cultivate in-depth inquiry of a case (Yin, 2018). These considerations, paired with novice principals' perceptions, warranted the case study research for this study (Creswell & Creswell, 2018). Advantages and benefits of the qualitative research design permitted access to participants' lived experiences and personal understandings and explanations of the experiences (Grafanaki, 2012). Additionally, case study methodology reinforced the inquiry of socially diverse experiences, thereby providing an extensive, all-inclusive understanding of experiences (Kothari et al., 2016).

Role of the Researcher

The role of the researcher was as a participant-observer, collecting data from semi-structured interviews by using a semi-structured questionnaire. Qualitative researchers use an evolving qualitative method to conduct an investigation, gathering data in a prospective location subtle to populations and places in the study (Creswell & Poth, 2018; Yin, 2018). Qualitative researchers use data inquiry, which is mutually inductive and deductive, to ascertain themes or patterns.

The study's researcher was a National Certified Principal Mentor, employed in a large school district in Maryland. Since professional relationships with several mentees in the intended large school district have been formed, participation was not requested of novice principals in which direct contact was previously evident to exclude bias. A virtuous case study researcher endeavors for paramount ethical principles while conducting research. Researchers are obligated to erudition, be authentic, prevent dishonesty, and accept accountability for corresponding work (Yin, 2018). A researcher's goal can identify potential bias in the study design and implementation to minimize identified bias where feasible (Malone, Nicholl, & Tracey, 2014). The researcher created a calm and relaxed atmosphere, which encompassed a trusting rapport with novice principals.

Ethical considerations were carefully reviewed, given the use of the researcher's current school district. This manner was explained in greater detail in Ethical Procedures. Conflicts were not evident because there were not dual roles amid the researcher and participants. Although there was no influential power over the participants, the issue was acknowledged. Additionally, incentives were not used for participation.

Research Procedures

Creswell and Poth (2018) asserted qualitative data collection entailed a sequence of interconnected events expected to gather suitable evidence to answer research questions. This portion of the chapter denoted the target population and sample selection, recruitment, informed consent, instrumentation, data collection, and data analysis to describe the study's research procedures. The details of each focus are described as the chapter progresses.

Population and Sample Selection

This qualitative single case study bound in the context of principal mentorship occurred in a large school district in Maryland. A bound single case study research methodically inquired into a real-life circumstance in-depth and within its contemporary perspective incorporating multiple streams of data combined in creative ways (Alpi & Evans, 2019). According to Ridder (2017), a single case study has conceivable benefits acknowledged in the elaborate description and probe to depict a better grasp of how and why things ensue. The rationale for using a case study design allowed the investigation of real perspectives using semi-structured questionnaires administered during face-to-face interviews. The research design outlined the configuration for data collection and data analysis (Gog, 2015).

The participation criteria consisted of novice principals with 1–2 years' experience after participating in a formal mentoring program. The novice principals were able to share perceptions of the meaningfulness and essence of the program. Purposeful sampling was used on the supposition the investigator desired to discern, comprehend, and gain awareness and may select a sample from which the most can be studied (Merriam & Tisdell, 2016). The nonrandom sample group entailed 18 novice principals in the respective school district for the case study.

Permission to conduct this study was requested and approved by the supervisor of the Office of Research and Evaluation (see Appendix A). The criteria for participants in this study required completion of the CPIP, the formal mentoring program in the large school district. After the Institutional Review Board (IRB) approved the intended study, an email was created and sent to all principals in the school district to gather 2nd- and 3rd-year novice principals who met the criteria. Potential participants received an email denoting the rationale for the research, anticipated timeframe for the method and procedures, and the benefits of the intended study.

Upon agreement to volunteer, participants received an electronic copy of the informed consent (see Appendix B). Informed consent included details about the research purpose, necessitated timeframe, conceivable benefits, and anticipated outcomes, including participant ability to exit the study at any given time without penalty. A second email was not sent out following the initial email, as sufficient volunteers were secured.

The researcher contacted participants to schedule face-to-face interviews, which lasted approximately from 10 to 20 minutes. An open-ended questionnaire was used to ascertain information (see Appendix C). Semi-structured interviews were used to collect data and to investigate new thoughts appearing throughout the 18 interviews. ACE requires a minimum of 15 participants in a qualitative study; consequently, 18 were approximated in case an unfortunate event obliged a volunteer to eradicate from the study. After the interviews were conducted with the participants, transcripts were shared to ascertain clarity and due diligence with data collection (Seidman, 2013).

The responses were coded to discover references to theming data (Saldaña, 2016). A secured password tool was applied for transcribed data encoded and saved on a password-protected computer. To ensure ethical treatment throughout the research process, the investigator used vital components discovered while completing training and certification for human research through the Collaborative Institutional Training Initiative (CITI; see Appendix B). To protect participants during and after this qualitative bound single case study, pseudonyms selected by the participants were used.

Instrumentation

Interview methods were beneficial in acquiring valuable intuition into a subject matter (Acheampong & Anto, 2015). Customarily, interviews were a common qualitative data

compilation tactic and steered in person, employing a face-to-face structure (Rivaz, Shokrollahi, & Ebadi, 2019). The research instrument for this study was an open-ended questionnaire used during face-to-face interviews at a location of the participants choosing to gain perspectives on the impact of participating in a formal mentoring program from novice principals. Siedman (2013) emphasized the importance of interviewers being adaptable to accommodate participants' choice of location, time, and date. Face-to-face interviews created trust through rapport versus phone calls in terms of data collection due to relative proximity (Nandi & Platt, 2017).

Semi-structured interviews were audio recorded and presented as carefully designed progressions of conversations, created to acquire perceptions on a distinct field of relevance in an open-minded, nonthreatening setting (Halaweh, Dahlin-Ivanoff, Svantesson, & Willén, 2018). In semi-structured interviews, the central questions were established before interview commencement. The interviewer used the same questions while having the capability to investigate some of the answers given and keeping within the interview protocol. Collaboration was a central function of this approach, in which the conversations amid the participants generated the data of the studied topic (Seidman, 2013). According to Seidman (2013), though the interviewer comes to the interview with vital questions that yield the purpose and concentration of the interviews, participants' replies were afforded follow-up, explanations, and the chance to pursue specific elements by the interviewer. Consistent interview questions were encompassed for each person, specifically if additional questions arose during the face-to-face meetings. The open-ended questionnaire functioned as an instrument, the discoveries of which were triangulated with the respondent's perspectives in reply to the interviewer's open-ended questions (McIntosh & Morse, 2015). The research process of semi-structured interviews

enabled the investigator to inspect authentic lived experiences uniquely without influencing the participants to formulate outcomes.

The description of the lived experiences and the specific semi-structured questions aligned with research questions to construct a newly established instrument. An expert panel of five individuals from the Office of Talent Development or central office personnel in the large school district where the research was planned were asked to field-test the semi-structured interview questions. Each field test participant used a rubric to give advice on ways to improve the interview questions. Suggestions were used to edit and update the interview questions. The 10 questions aligned with the two overarching research questions for the study. Interview questions (see Appendix C), an email for potential expert panel members, the Informed Consent for Experts, and an interview validation rubric (see Appendix D) were shared and systematized with the volunteer field experts. An email was sent to mentoring experts seeking assistance (see Appendix E). Respondent validation, denoted as member checking, included seeking feedback from people interviewed (Merriam & Tisdell, 2016). Table 1 demonstrates the alignment of interview questions to the study's two research questions.

In addition to field-testing the semi-structured questionnaire, member checking was used to determine reliability and validity. Content validity denoted the magnitude to which elements on a tool signify an effectively organized delineation of a concept (Rutherford-Hemming, 2015). The active development of a semi-structured questionnaire was established through content validity and permitted novice principals to share their perceptions of the meaningfulness and essence of participating in a formal mentoring program.

Table 1

Alignment of Interview Questions to Research Questions

Research questions		Corresponding interview questions
RQ1: How do novice principals with less than three years' experience explain the significance of the mentoring involvement?	1.	How many years have you been a principal in your current district?
	2.	How did the Comprehensive Principal Induction Program (CPIP) also known as New Principals' Academy support leadership development of novice principals in your school district?
	3.	How do you suggest involvement in a formal mentoring program indicates a level of significance for novice principals?
	6.	What attributes from the formal mentoring program (coaching, mentoring and monthly learning) contributed to the meaningfulness of CPIP?
	8.	As an instructional leader and operational manager, how did involvement in CPIP/New Principals' Academy properly prepare you in your role as school principal?
	9.	How important was mentoring in developing you as a novice principal? Why?
	10.	Describe the elements of CPIP/New Principals' Academy that were meaningful to you and how have they been utilized in your current role as a novice principal?
RQ2: What perceptions do novice principals who participated in a formal mentoring program have regarding the experience?	4.	What from your estimation are the benefits of principal mentoring?
	5.	What from your estimation are the challenges associated with principal mentoring?
	7.	Now that you are a practicing principal, what aspect of CPIP/New Principals' Academy most prepared you for your current position?

A request for permission to conduct research was requested and approved by the supervisor of research and evaluation (see Appendix A). Upon final approval from the IRB and the school district's research and evaluation supervisor, a dated letter of consent was sent and collected from participants before their voluntary involvement (see Appendix F). The research purpose necessitated that timeframe, conceivable benefit, and anticipated outcomes of the research were revealed in the letter of consent. Once consent and approval requirements were gathered, the semi-structured interviews were conducted within a 1-week timeframe.

Based upon investigational information, specific interviewing exploration amid the framework of interviews had intellectualized rapport building as an encouraging affiliation, started by generating a helpful, approachable, and relaxed atmosphere among interviewer and interviewee (Vallano, Evans, Schreiber Compo, & Kieckhaefer, 2015). A rapport was built with participants to create a conducive environment to discover the principal mentoring experience's facts. The interviewer welcomed and engaged participants in conversation before commencing the interview process.

Data Collection

The importance of the data collected in an interview was created and affected by the investigator's proficiencies, the recall of the interviewee, and the collaboration connection among the two of them (Karagiozis, 2018). Prospective participants were sent recruitment inquires through an email describing the study's purpose, requesting signed informed consent (see Appendix F). If the participant declined an invitation to participate, a replacement was identified from the list of applicable participants afforded by the principal email responses. As previously stated, with initial contacts, potential participants rotating into contact lists should meet the criteria of a qualitative bound case study. Participants willing to join a research study were sent a follow-up email requesting potential face-to-face interviews and applicable dates and times.

Using interview transcripts to write descriptively allows readers to distinguish perspectives aimed at by the qualitative research project (Glesne, 2016). Upon completing the recorded interview, an email was sent to participants with transcript data to request member checking for validity, reliability, and accuracy. Detailed, rich textual descriptions were included to help transport participants back to the actual interview setting during the participant member-

checking process (Merriam & Tisdell, 2016). Each data collection step was completed in full for the interview to be included in the data analysis. Thoughtful explanations aid in providing a shared component to the mentoring interactions and warrant participants to present additional elements of their account (Creswell & Creswell, 2018).

Member checking was a common strategy for ensuring internal validity or credibility (Merriam & Tisdell, 2016). Saturation was accomplished once no new information appeared to materialize through coding, demonstrating no new themes or patterns existed (Saldaña, 2016). Theoretical saturation meant following investigation of details without repetition; the data collected was comprehensive and cohesive (Glesne, 2016). After the research study, participants can obtain a copy of the research outcomes as part of the conclusion.

Data Preparation

Qualitative research is defined by the importance of understanding people's perspectives and connections, and the explanations and significances they convey and give to incidents and circumstances (Astin & Long, 2014). A qualitative case study required the investigator to coordinate a superior-quality study due to the boundary amid the topics considered and the data collected (Yin, 2018). Gathered essential qualitative evidence was imperative to appraise the progress of a data cleaning design. Data assortments, the variables, and related data, the trustworthiness of the recording of these variables, and the methods through which the study's data were interrelated, are vital descriptions (Tran, Havard, & Jorm, 2017).

Before the pilot, a digital sound recording device was purchased to use during the research. A CAQDAS, the NVivo 12 Mac Plus online computer program, was purchased to help manage, identity, and examine qualitative data. Numerous transcripts were read autonomously to

fostered a list of codes (Creswell & Poth, 2018). Precise data were used from the transcription for accurate descriptions.

The qualitative investigation required reliable concentration on language and images and insightful deliberation of human involvement's yielding patterns and implications (Saldaña, 2016). Inadequate data, such as partial correspondences, investigations, or a misrepresentation of data throughout the study, were not used in the research outcomes or data analysis. In qualitative research, themes called categories are large units of information consisting of several codes aggregated to form a common idea (Creswell & Poth, 2018). Attentiveness was focused on themes and patterns identified in the data collection. Data winnowing was used to concentrate on transcription data (Creswell & Creswell, 2018), which is applicable to novice principal mentoring. Five themes interrelated to the research questions materialized.

Creswell and Creswell (2018) promoted the convention of field testing as content validity, and reliability and intelligibility of questions were recognized in the method. An expert panel was composed of five central office leadership team members knowledgeable about principal mentoring. The panelists were used to field test semi-structured interview questions to ensure the questions logically, succinctly, and candidly aligned with research questions. The forms provided to the expert panel members were semi-structured interview questions (see Appendix C), email to panelists explaining participation criteria, informed consent, and interview questions validation rubric (see Appendix D).

Organizing Data for Analysis

The inductive method was used to review and evaluate the raw transcript into a succinct summary configuration and create well-defined connections between the research purposes and the summary results. Additionally, a model concerning the fundamental structure of novice

principals' experiences, practices, or perceptions resulted from the coding of the transcript data

(Liu, 2016). Themes and patterns emerged from data when an inductive approach was used.

Qualitative researchers work inductively in a continual approach to erect patterns, topics, and

classifications (Merriam & Tisdell, 2016).

Face-to-face interviews were recorded using a digital audio device. The CAQDAS NVivo

was used because it provided platforms for employing constant analyses to identify emerging

themes in data (Min, Anderson, & Chen, 2017) and for converting the audio files for initial

coding. A technological device was used to systemize the evidence collected by nodes to

represent the interviewees' responses. Nodes are the digital correspondents of a storage

container. As suggested by Glesne (2016), thematic analysis procedures separated the data into

groupings while probing for themes and patterns (Glesne, 2016). A datum was primarily, and as

necessary, secondarily coded to classify and label its affluence and implication reflecting the

analysis (Saldaña, 2016). Codes and categories were further distinguished through subsequent

reading, reviewing, and recoding. The investigator repositioned and reclassified coded data into

distinctive, more conceptual and abstract, and even new classifications, inductively (Saldaña,

2016).

Safe Storage

Digital audio recordings of the semi-structured interviews were transcribed and coded

using pseudonyms as identifiers, then safeguarded on a password protected device in the

investigator's home in a locked file cabinet. Transcribed data were afforded a conforming

identifier code, systematized, and safeguarded on a password-protected computer, locked in the

investigator's home office. The transcriptions, themes, and patterns were placed on a password

protected portable hard drive. The digital audio recordings, informed consent forms,

transcriptions, notes, validation rubrics, and questions will be destroyed 3 years after completing the study, as stipulated by CITI.

Confidentiality

It was imperative to sustain confidentiality during the research by employing pseudonyms as identification, password protected devices, and a locked file cabinet in the investigator's home office. Ethical behaviors were evident when working with human participants. When the investigator and IRB employ the word confidential in studies, they should preserve the confidentiality of the names of participants who are the foundation of the reports, audiotapes, and transcriptions, potentially distinguishing participants (Seidman, 2013). The "Protection of Human Subjects" CITI requirements (see Appendix B) and IRB guidelines have been followed with fidelity. Once the study was complete, participants received a copy as part of the exit procedures and benefit from the study's involvement. The investigator is the only person who has access to participants' data in a locked cabinet.

<div align="center">

Data Analysis

</div>

Data analysis involved deliberately and inductively coding, moving from explicit raw information to conceptual classifications and perceptions (Merriam & Tisdell, 2016). Thematic analysis was used as it separated data into groupings by themes and codes. A strength of thematic analysis includes assistance with disclosing fundamental similarities and differences (Glesne, 2016).

A case study was an all-inclusive depiction and examination of novice principal mentoring program experiences. Imparting an understanding of the case is vital for successful research (Merriam & Tisdell, 2016). Qualitative data from sources such as open-ended questionnaires and field notes were recorded as reported, typically as word phrases, rather than

counted up and analyzed statistically (Cook & Cook, 2016). In qualitative research, data analysis is comprised of planning and categorizing the data for analysis; next, reducing the data into themes within a progression of coding and abbreviating the codes; and lastly, demonstrating the data in figures, tables, or a discussion (Creswell & Poth, 2018). NVivo is operational to administer wide-ranging simultaneous coding to complex passages of qualitative data (Saldaña, 2016).

During the first stage of analysis, interview transcriptions were read four times. Data management was imperative as information was amended, redundancies were categorized, and the case documentation was systematized for rigorous data analysis (Merriam & Tisdell, 2016). Audio recordings from the semi-structured interviews were uploaded into NVivo to accumulate, organize, classify, analyze, and display a visual representation of data. Themes were placed in storage containers denoted as nodes. Scripting notes in the transcriptions' borders assisted in the initial progression of using NVivo (Creswell & Poth, 2018). Once the verbatim transcription was complete, information was fact checked. If necessary, the editor feature of NVivo was used to make corrections to the nodes. A table was printed to indicate themes from the semi-structured interviews.

Respondent validation embodied the necessity of revealing data transcripts to participants for comment (Varpio, Ajjawi, Monrouxe, O'Brien, & Rees, 2017). Member checking was used to certify data and discoveries while focusing on patterns and insights related to the study's purpose. To conclude, the transcripts were reviewed four times to ascertain a thorough comprehension of exposed themes and categories related to the novice principals' perceptions related to the CPIP program.

Reliability and Validity

Researchers safeguard validity and reliability and are cognizant of biases to circumvent any effects when overseeing the case study research (Yin, 2018). In two phases of the research study, member checking was used. Initially, participants reviewed their transcripts to specify agreement with data captured. Second, participants were asked to examine the concluding data analysis to validate researcher data (Varpio et al., 2017).

Triangulation was a powerful tactic for increasing the trustworthiness of research's internal legitimacy (Merriam & Tisdell, 2016). Validation strategies were used with the bound single case study through triangulating data from multiple resources, member checking, field testing interview questions, and employing other researchers to review procedures (Creswell & Poth, 2018). Reliability safeguards, dependable and established research techniques, and data analyses were evident. For reliability to be achieved in qualitative studies, conditions should be manipulated so the replicability can be assessed (Merriam & Tisdell, 2016).

Ethical Procedures

The central attention of recognized ethical directive is participant wellbeing (H. Kara & Pickering, 2017). While conducting research, ethical concerns are the maximum significance to safeguard the participants are protected from any harm. Research Ethics Committees and Institutional Review Boards have a vital responsibility in the governing practice (Ballantyne, Moore, Bartholomew, & Aagaard, 2020). The four main moral principles in ethical texts identified respect for autonomy, beneficence, nonmaleficence, and justice (Varkey, 2020). This qualitative study followed the principles.

The "Protection of Human Subjects" CITI requirements (see Appendix B) and IRB guidelines were followed with fidelity. The rationale for the research, anticipated timeframe for

the method, and techniques were distributed. Participants received a letter of consent to read, complete, and submit after discovering the qualitative bound single case study's intent.

To protect all participants during and after the qualitative study, participants' selected pseudonym names for confidentiality (see Table 2). Face-to-face interviews occurred at the location of the participants choosing. When fairness helps tractability, interviewers may discover interview arrangements in a way to ensure participants were satisfied with the resultant schedule (Siedman, 2013). The investigator ensured participants were protected from harm. An impenetrable secured password tool was applied to all transcribed data, which was encoded and saved on a password-protected computer, locked in the researcher's home office. The digital audio recordings and transcriptions have been secured in a locked file cabinet. Member checking occurred to ascertain the accuracy of the initial and final transcribed data.

The privacy of all participants' identities was safeguarded during the research study. The novice principals volunteered and had the option to withdraw at any time. Once completed, participants received a copy of the findings as part of the exit procedures and benefit of involvement in the study. The uploaded audio files to the digital analysis tool were password protected. The audio files, transcripts, field notes, and validation rubrics will be destroyed 3 years after completing the study as per CITI guidelines (see Appendix B).

Chapter Summary

Chapter 3 delineated the qualitative research design. The bound single case study design was used to ascertain novice principals' perceptions about a formal mentoring program's meaningfulness and quintessence. According to Creswell and Poth (2018), a worthy qualitative study bestows an in-depth knowledge of the case. Due to a qualitative methodology, case study research incorporates more complexity than a typical case report. Subsequently, data streams

allow researchers to comprise descriptions of the case, collect substantiation regarding the case, and contextualize findings (Alpi & Evans, 2019). The rationale for selecting a qualitative bound single case study was discussed. An expert panel validated research questions used for semi-structured face-to-face interviews. Data collection and analysis, ethical considerations, reliability, and validity were addressed. Interview transcripts were shared with participants for member checking and reflection. Chapter 4 depicts data compilation, evaluation, results, validity, and reliability.

Chapter 4: Research Findings and Data Analysis Results

The purpose of this qualitative case study was to learn about the experiences, opinions, and attitudes of participants in a formal mentoring program in a large urban district. A case study was selected as the research design for this in-depth research study to explore the novice principals' perceptions of formal mentoring experiences within its real-world context (Yin, 2018). Data collected from 18 face-to-face interviews are summarized in this chapter. The research findings answered the two guiding research questions. This section encompasses research procedures, themes, and results from interviews.

Research Questions

Eighteen novice principals with 1–2 years of job experience after participating in a formal mentoring program volunteered for this qualitative investigation. The objective of this study was to learn about participants' experiences, opinions, and attitudes. The following research questions were designed to guide this study:

Research Question 1: How do novice principals with less than 3 years' experience explain the significance of the mentoring experience?

Research Question 2: What perceptions do novice principals who participated in a formal mentoring program have regarding the experience?

Data Collection

Emails were sent to 222 principals in the Maryland school district to obtain volunteers who fit study criteria related to having 1–2 years of experience after participating in a formal mentoring program. Eighteen novice principals volunteered and were interviewed to explore the significance, quintessence, and perceptions of mentoring. The research consisted of three types of data collection: semi-structured in-person interviews, transcriptions, and transcription notes

with participants' feedback for member checking. The occurrence of data collection included one interview, a transcription, and one member checking a document for each of the 18 participants.

A brief email explaining the research study and how participants in the interview would help the study was provided to novice principals in the district (Welch et al., 2017). Participation in the interview process was completely voluntary and confidential. After 8 weeks, the supervisor from the Office of Research and Evaluation from the corresponding school district granted participation to conduct interviews of novice principals.

The qualitative case study used a criterion sample size of 15–18 participants, as described in Chapter 3. The criteria established for purposeful sampling directly reflected the study's purpose and guided in the identification of an information-rich case for the study. Participants met the following criteria:

- Completed the CPIP/New Principal Academy during the first year of appointment.

- Second- or 3rd-year principal in the bound Maryland school district.

The initial email to potential participants included details about the project and an informed consent letter for signature and approval (see Appendix F). It designated the aspects of the research and contact information. Interested participants were asked to contact the researcher directly to gather additional information, ask questions, or consent to participate in the study. Eighteen individuals met the criteria and were willing to participate in the study. Voluntary participation was evident after receiving signed consent forms for the study; there was no requirement to participate. Google calendar was used to schedule the date, time, and location of face-to-face interviews, respective of participants choosing. Participants were aware retraction from the study at any time was permissible without consequence. The 18 participants were an amalgamation of 2nd- and 3rd-year novice male or female principals, leading either an

elementary, middle, academy (Pre-K–8), or high school (see Table 2). The majority of novice

principals were women working within the Maryland school district under study.

Table 2

Descriptive Summary of Novice Principal Participants

Participant number	Pseudonym name	Gender	Years as novice principal	School level
1	Sheree	F	2	Elementary
2	Lisa	F	3	Middle
3	Tanya	F	2	Middle
4	Renee	F	2	Academy
5	Stella	F	3	Elementary
6	LaJewel	M	2	Middle
7	Sunshine	F	2	Middle
8	Janet	F	3	Middle
9	Lynn	F	2	Elementary
10	Tenisha	F	2	Elementary
1	Dave	M	2	Elementary
12	Sariyah	F	3	Elementary
13	Janae	F	2	Elementary
14	Turk	M	2	High
15	Jade	F	2	Elementary
16	Charlie	F	3	Elementary
17	Kindness	F	3	Middle
18	Joy	F	3	Elementary

Semi-structured interview questions were created to acquire an understanding of novice

principals' perceptions of mentoring after participating in a formal mentoring program. Interview

questions (see Appendix C) were established by the investigator and validated by a panel of

experts in the field using the Validation Rubric for Expert Panel (VREP; see Appendix D).

Recommendations from the expert panel members were taken into account to refine the 10 semi-

structured interview questions.

Interviews were scheduled according to the participants' availability. Initially, the

interviews were expected to take a month. Coincidentally, the preferred dates and times were

during a 5-day timeframe. Semi-structured, face-to-face interviews occurred at various locations

chosen by the participants. All participants were provided an informed consent (see Appendix F),

which explained the purpose of the study and informed participants of the option to withdraw

from the study at any time during the interview. Each participant provided written permission to be recorded on a digital audio recorder. To protect the identity of participants, each selected a pseudonym. Signed consent forms are stored in a locked file cabinet in the investigator's home office. All participants' names were safeguarded and not disclosed at any point in the research. Data collected through interviews had an anticipated timeframe of 45 minutes per interview but ranged from 5:41 to 18:44 minutes. Upon completion of the in-person interviews, audio recordings were saved as MP4 files and transcribed through NVivo transcription online service. The digital recording device was stored in a locked cabinet at the investigator's home.

One deviation from the proposed data collection was distinct. Originally, novice principals' names were going to be provided by the director of talent development. After 8 weeks, the supervisor of research and development from the Maryland school district indicated employee professional development was confidential on the approved systemic IRB approval. As indicated in Chapter 3, novice principals' name could not be given. The investigator's personal email was used to contact 222 principals in the school district. Within 2 days of sending emails about the study with criteria included, the targeted number of participants, 18 novice principals, volunteered and were later interviewed.

The purpose of member checking is to permit participants the chance to expound information and to incorporate any supplemental clarifications concentrated on additional discernment (Saldaña, 2016). Participants were individually contacted once transcriptions intended for member checking were completed. Clean data were provided for well-defined, succinct transcription. Creswell and Creswell (2018) conveyed the importance of allowing participants to rephrase transcriptions for precision or to include more details. The data collection

procedures described in Chapter 3 were followed with no substantial occurrences encountered throughout the gathering of data.

Data Analysis

Eighteen participants answered 10 semi-structured, face-to-face interview questions to share personal experiences of involvement in a formal principals' mentoring program during the first year of principalship. The researcher was the only person who knew the names of participants. Pseudonyms were selected by the respective volunteers to ensure data confidentiality. Transcripts of recorded interviews were reviewed by each participant to confirm the applicable documentation of answers given. The investigator listened to the taped interviews and edited misspelled and missing words after using the NVivo transcription services. Member checking occurred by the participants immediately after transcripts were edited.

Data Groundwork Progression

After approval from IRB, an email was sent to all 222 principals in the large urban Maryland school district, requesting participation based on novice principals' criteria. Once 18 participants were secured, the Informed Consent was sent and completed. Semi-structured interview questions were used to collect answers to 10 questions related to the two research questions. All interviews were conducted at a location chosen by each participant. After the interviews were recorded and transcribed through the NVivo transcription platform, the respective transcripts were emailed to the participants to ensure responses were accurate involvements. Face-to-face interview experiences using pseudonyms selected by participants' were uploaded to the CAQDAS, NVivo, for qualitative research.

Coding Procedure and Thematic Identification

NVivo was used to establish patterns and themes through word frequency reports, nodes, and queries. The materialized word patterns from the 18 participants were used to discover respective viewpoints or words within data sets. The nodes established 11 categories, demarcated and developed to determine five main themes dependent on 60% or higher from the interview key terms. The iterative process of using nodes and themes was used to afford connections concerning each research question. Data were manually coded into each identified theme using NVivo. Descriptions from the 18 transcriptions were reread to categorize similarities and quotes and were color coded and pinpointed as a node or theme (see Table 3).

Table 3

Open Coding Thematic Process From Data

Thematic nodes	Number of participants mentioned this theme (18 possible)
Significance of principal mentoring	
• Beneficial	14
• Meaningful collaboration	12
• Professional development	16
Novice principals mentoring experience perceptions	
• Relationship importance	17
• Time	15

Thematic inquiry aided in determining a repetition among the semi-structured interviews and data. NVivo was used to complete the coding through nodes, words, and themes. The database emphasized significances and stipulated emphasis on the progression of examining qualitative data (Vaughn & Turner, 2016). Interview data were reassessed repetitively to govern the ample depth, applicability, robust credibility, and assertions telling the experiences. The method encompassed the documentation of themes with importance explicit to the research emphasis and the research questions (see Table 4). The semi-structured interview questions and answers facilitated a repetition of theme development.

Table 4

Research Questions Themes Alignment

Research questions	Themes
RQ1: How do novice principals with less than three years' experience explain the significance of the mentoring involvement?	• Beneficial • Meaningful collaboration • Professional development
RQ2: What perceptions do novice principals who participated in a formal mentoring program have regarding the experience?	• Relationship importance • Time

The data displayed emerging themes for Research Question 1, which indicated a comprehension of how a formal mentoring program had benefited, enhanced collaboration amid mentors and mentees, and increased professional aptitude through concrete professional development opportunities. When novice principals attended a formal mentoring program during the first year after Board of Education appointment, professional development opportunities were provided to enhance their practice. An imperative opinion of formal novice principals' mentoring was expressed by the words of Joy, stating, "I think that this program, being a nonnegotiable coming into the principalship out the gate, set the tone that it was significant and the district's value in terms of preparing you and supporting you that first year."

The keywords and concepts pertaining to novice principals' perceptions regarding the formal mentoring experience were expressed as important for relationship building among the mentor and mentee and to increase job performance, along with time being a mitigating factor of deliberation. LaJewel conveyed:

So, I would have to say my mentor was the best thing out of the mentor program. Having known my mentor for a while and then knowing her working style and she knows my work style and my work style preferences and just knowing who I was. She really knew how to tap into me as a learner.

The process of thematic analysis was frequent and spherical until discernment of the data was systematized into a coherent categorization of logical nodes and themes. Axial coding was applied to discover mutual themes. The axial coding route associated codes with corresponding themes interrelated to novice principals' mentoring. Creswell and Creswell (2018) recognized how to explore data and revealed the progression comprises emerging codes, constructing groupings, and identifying the responses by themes. The two research questions regarding meaningfulness, quintessence, and principals' perceptions of a formal mentoring program were characterized into five main themes. Table 5 reveals themes, explanations, and codes. Percentages of 60% or higher indicated the main codes were inclusive of the five main themes.

Table 5

Classifying, Explaining, and Coding

Themes	Explanations	Codes
Benefits	The manner in which formal mentoring assisted novice principals	• Discovery • Professional practice • Structure
Collaboration	The manner in which novice principals worked to increase their aptitude to their new appointment	• Mentor/mentee • Novice principals • Systemic group activity
Professional Development	The manner in which job-related attributes enhanced job performance	• Adaptive • Beneficial • Instructional • Operational • Policies • Technical
Relationships	The manner in which alliances were formed to increase professionalism	• Collaboration • Mentor/Mentee pairing
Time	The manner in which the cooperation amid the mentor and mentee formed a bond and the frequency of interactions	• Challenges • In-person • Virtually • Phone conferencing

Results

The theoretical frameworks recognized for this qualitative case study in Chapter 2 included the experiential learning theory designed by David Kolb (Kuk & Holst, 2018) with the provision of transformational leadership theory from the originator Bernard Bass (Barbinta et al.,

2017), which addressed the two research questions. Understanding the specialized affiliation among the mentor and mentee during the formal mentoring program was imperative to determine novice principals' perceptions consistent with involvement in a mentoring program. Following an appraisal and evaluation of the data from the 18 participants' responses, themes were revealed to address the two research questions.

Research Question 1

Research Question 1 explored how novice principals with less than three years' experience explain the significance of mentoring involvement. Data were collected from 18 novice principals in their 2nd- or 3rd-year of principalship after participating in a formal mentoring program during Year 1. Data analysis resulted in three themes: beneficial, meaningful collaboration, and professional development. Participant data were organized in tables and quotes.

Theme 1: Beneficial. The CPIP, known as New Principals Academy, was a monthly meeting mentors and mentees attended. Each month, a different type of professional development occurred. The first theme supported the meaningfulness of the mentoring sessions. One common theme evolving from the data was the formal mentoring program was beneficial as myriad opportunities were afforded to the novice principals (see Table 6).

Theme 2: Meaningful collaboration. The second theme supported mentors and mentees working collectively during the first year after the novice principals' appointments. Jade stated:

And having that relationship outside of the CPIP program was important also because I had specific questions or scenarios and situations that occurred at my school within that first year that some of those questions weren't necessarily answered in CPIP or I needed that one or one support. And so, I think that that element of the CPIP model really

provides the additional support that is needed for someone in this position just because

you know, it is lonely school as the principal as well, being able to not only have

mentors, but also have other people in that cohort who are going through a lot of the same

things that I am going through at the same time.

Table 6

Participant Responses: Beneficial Theme

Participant (pseudonym)	Responses
Charlie	"I believe the CPIP program was an opportunity and an avenue for novice and brand new principals to be paired up with a mentor principal so they would have somebody they could reach out to ask questions that they may not feel comfortable asking a large group. I think that I think that's one of the highest benefits so that you're not afraid to ask a question because you're not under view of that evaluation."
Dave	"I think that I think that's one of the highest benefits so that you're not afraid to ask a question because you're not under view of that evaluation. You're able to call on your mentor anytime and they check on you to the mentee. My mentor checked on me every now and then. And if I had a question whether was small or large, she was available. So, those were the benefits."
Jade	"So, the CPIP program allowed new principals to cover a variety of topics from management to instructional leadership and staffing. We covered every topic that you could possibly encounter as a principal, new or seasoned. There were a lot of visitors that came to give presentations and deliver information so that we would be prepared in the principalship. For me it was significant. I believe a formal mentoring program is essential to the success of novice principals."
LaJewel	"CPIP, it was very beneficial in the sense of knowing the ins and outs of managerial procedures as relates to the budget, as it relates to just being able to ask those questions that should be declared to you as it related to leadership. Formal mentoring indicates a level of significance when those principals are mainly for the simple fact is a good person to have a think partner with. So, therefore being able to have a think or thought partner to mentor you through it and just kind of help you through the process is very beneficial."
Sheree	"I believe it supports leadership development for novice principals in a variety of ways. One, we have opportunity to read current statistics as it relates to leadership in a school. We have opportunities to book studies as well. We have opportunity to actually talk to other novice principals as well as those who have been in the principalship for many years. I think it's very impactful in terms of the significance, because so often, I guess many years ago coming from a family of educators and my grandmother was 93, did not have that level of support."
Stella	"And with the program did for me is to really give me an orientation to what the principalship entails, the different best practices, a principal we should do in team building and managing observations and just the day to day work of the principalship. I mean, it was essential, it was critical and significant. So, the benefit is just having that network of colleagues, both those who were novice principal and then those who were experienced principals to really grapple with and solve problems."

Note. Number of times referenced was 30 or higher.

Kindness articulated:

> And so for me, I think I think for me, just having something that's dependable that you can come back to and ask for clarification and help is huge for support and coming back to a table with a lot of other people who have similar experiences because you can almost laugh at what you don't know.

Theme 3: Professional development. The third theme related to Research Question 1 was connected to professional development. The monthly CPIP, New Principals Academy, was a forum to offer diverse types of training and informational sessions in a nonjudgmental and safe environment. Dave stated:

> One of the elements of the CPIP was the observation process completing the formal observations, but also diving deep into our informal observations. The six steps of Effective Feedback were beneficial to my professional practice. I discovered how to sit down with the teacher, go through six steps of feedback related to a formal or informal observation. I would also say budgeting.

Janae previously worked in a different school district before appointment in this Maryland school district, and shared:

> I think the monthly learning for me helped the most being new to this district. So, to know how to find what you need, navigate the different pieces of the FFT, and go through the core progressive discipline for teachers. So, those technical pieces were beneficial to me coming in. Again, those parts for like scheduling, managing your time, you know, planning out your observations, different leaders shared by templates and tools to use the kind of help in organizing yourself because that is a big part of school leadership.

Joy articulated:

> So CPIP supported novice principals in my school district by allowing this space and
>
> opportunity for novice principals to participate in a monthly professional learning
>
> opportunity. However, I think ultimately, aside from it being mandatory, it had to be
>
> significant to the individual so that they would take advantage of the opportunities that
>
> presented themselves in terms of the learning, but then also the follow up with their
>
> mentor.

Renee stated, "It allows us to have some more independent training that principals experienced

principals already know. So, it does provide us with professional development in that area. Some

of the professional development and connections with Central Office, for example."

Research Question 1 examined the responses of 18 participants about the meaningfulness

of mentoring involvement. All participants denoted the top three themes mentioned. The data

were displayed in a table with quotations that conveyed actual evidence. Collection of diverse

responses necessitated displayed findings dependent on the higher number of coded references or

percentage of respective transcriptions.

Research Question 2

Research Question 2 explored perceptions of novice principals who participated in a

formal mentoring program regarding the experience. There were two themes. Participants

provided responses related to relationship importance and time.

Theme 4: Relationship importance. The first theme was the importance of relationships

among the mentor and mentee. All 18 participants mentioned the two themes identified. Data

collected expressed 17 participants mentioned relationship importance more than eight times

each during interviews. In contrast, time was mentioned more than four times each by a lower number of participants (15; see Figure 1).
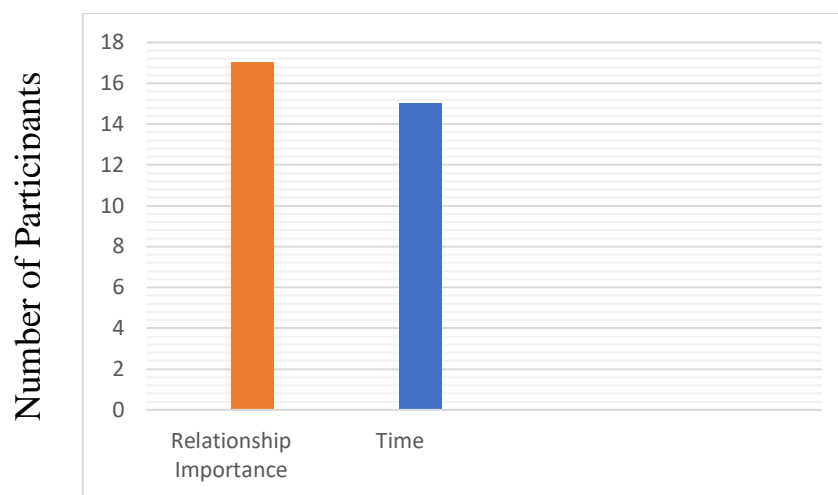

Figure 1. Frequency of themes in response to Research Question 2.

Joy's response was in alignment with the relationship theme:

> That relationship that hopefully was established and then personally is significant to me because 3 years later, I still keep in contact with my mentor. Well, definitely, as I said, I think that first year having that mentor available kind of and assist the forced relationship, because you don't know what you don't know and you don't know what you need until you need it. For me, the mentoring relationship that was developed, it was a level of accountability that came along with our relationship. Our relationship was vital.

Supportive and meaningful relationships amid the mentor and mentee were initially created following the mentor-mentee pairing. Six out of 18 novice principals mentioned the mentor-mentee pairing could have afforded a better match interconnected with similar schools (Comprehensive Special Education Program, Fine Arts, Academy, Pre-K-8, Title 1). Opportunities to support one another enhanced the professional relationship, which in many cases, was fostered after Year 1. Stella articulated:

Mentoring just gives you support in a way that is just nonjudgmental. It is nonevaluative. I built relationships with all of my mentors, where I could be very transparent and ask for assistance that I may not have been as comfortable with asking my supervisor.

Turk denoted the importance of discovering how to build relationships with the students, staff, and community:

For me, coming in as a new principal, trying to build relationships with my community was a significant piece for me. Come in, and I think for any person trying to build those relationships, not only with your students and your staff, but you have to get that community on hand. So just building those relationships, I think that was the most meaningful piece for me.

Theme 5: Time. The next theme of Research Question 2, discussed by principals, was the perception of time as it related to the mentoring experience. All participants mentioned time. Ten out of 18 participants revealed time as a challenge. Kindness's answer aligned to the theme:

I guess to everybody it's time because that is always an issue. So, I think the time to meet it was probably for me, just the issue, particularly in my situation where I was starting with only one AP at my middle school because my other person was on leave. As a new principal, I was worried about leaving but building but needed time with my mentor. Also, finding a standard time to get together when our schools are at least 20 minutes apart. Time is a definite challenge.

Jade's response supported the theme related to time:

A second challenge would be time for the novice principal. In my first year of the principalship, I felt overwhelmed with the number of meetings and mentoring type of meetings that were just offered to me or that I was attending.

Research Question 2 explored novice principals' perceptions regarding a formal mentoring experience. The data documented how the two themes of relationship importance and time supported Research Question 2 and were specified by all participants. The responses indicated a higher percentage of transcription coding coverage or number of references, as signified in NVivo.

In summarizing the two research questions, nodes, and themes, the data demonstrated numerous similarities between participants' perceptions and explanations interrelated to the significance of mentoring involvement. The majority of the participants (17 out of 18) indicated mentoring involvement increased their professional capacity. One participant was unsure if mentoring assisted her, likely because her mentor was placed on sick leave within 4 months of the novice principal's appointment, and another mentor was not assigned. The mentor and mentee relationships were meaningful as long as secured time was provided to generate a professional relationship. In numerous interviews (16 out of 18), the mentees communicated mentors were still supportive during the 2nd- and 3rd-year tenure.

Reliability and Validity

Triangulation is a powerful approach for increasing the trustworthiness of research's internal legitimacy (Merriam & Tisdell, 2016). Data triangulation was necessary for reliability and validity within data collection, transcription, coding, and member checking. The same criteria were used to secure the volunteered participants. The processes in the interview procedure were identical for each participant (Creswell & Creswell, 2018). The compilation of semi-structured interview questions, face-to-face interviews, the recording of the interviews, and member checking allowed for exploring the purpose and problem statement. The 18 interview transcriptions were read several times and analyzed for nodes and themes to safeguard reliability.

Validity supports the dependability of data to specify an accurate account of participants' lived experiences.

As stated in Chapter 3, credibility was authenticated by mentoring field experts employing the Validation Rubric for Expert Panel (VREP; see Appendix D). Member checking of transcripts from interviews permitted participants to guarantee the integrity of collected information. Confirmability recognized in this research was free from any implicit biases and derived from the data collected within semi-structured interviews.

Chapter Summary

The findings of this qualitative case study of a formal mentoring program expressed the meaningfulness of the experience for novice principals. The three themes for Research Question 1 demonstrated the importance of formal mentoring for novice principals during their first year after appointment. Research Question 2 had two themes that interrelated the novice principals' perceptions of how professional relationships and appropriate time usage are imperative for beneficial mentoring experiences.

The five main themes in this qualitative case study were reviewed in detail and disclosed consistencies associated with mentoring experiences and involvement. Themes logically transpired to address and answer the two research questions using the participants' responses. The following chapter presents an analysis of the findings, interpretations, recommendations for future research, limitations, and summary for this study.

Chapter 5: Discussion and Conclusion

Interpretations, conclusions, limitations, recommendations, and implications for leadership are drawn from the data presented in Chapter 4 and discussed in this chapter. The problem leading to this research study was the literature gap regarding novice principals' perceptions of mentorship. Studies have related to mentoring in general but not from the lens of the mentees (Karakose et al., 2014). The purpose of this qualitative case study was to learn about the experiences, opinions, and attitudes of participants in a formal mentoring program in a large urban district (Lamm et al., 2017).

The study's major outcomes could enlighten professional development personnel with methods to create formal principal mentoring programs. This chapter's organization includes a summary of the study, a summary of key findings, interpretations, conclusions, and limitations, with implications and recommendations for leadership. Grounded on the study's overall purpose, the requisite to acquire novice principals' experience can help lead to recommendations for principal mentoring program changes. The following research questions guided the study:

Research Question 1: How do novice principals with less than 3 years' experience explain the significance of mentoring involvement?

Research Question 2: What perceptions do novice principals who participated in a formal mentoring program have regarding the experience?

The methodology employed was a qualitative case study using semi-structured face-to-face interviews with 18 novice principals. The answers to the research questions revealed novice principals' perceptions in their 2nd- or 3rd-year after participating in the Comprehensive Principal Induction Program (CPIP). The research followed the experiential learning theory. In adult education, involvement was one regularly considered necessity inclusive of genuine

experiences during practicum and workshop, recognizing experience as knowledge (Kuk & Holst, 2018).

Eighteen face-to-face interviews were conducted, recorded, and transcribed to evaluate and explore repetitions, trends, and irregularities in the data. Three data collection tools were used to triangulate data to ensure data reliability and validity: semi-structured interviews, transcripts, and participant member checking of transcriptions for accuracy. The examination of the data in Chapter 4 revealed five central themes: RQ1. Novice principal mentoring in a formal program is beneficial amid appropriate collaboration and professional development; and RQ2. Novice principals believed relationship building among the mentor and mentee was significant, as was the time investment for an operative and worthwhile connection.

Findings, Interpretations, Conclusions

The subsequent section details the findings, interpretations, and conclusions of the data. The descriptive findings of a qualitative case study revealed five themes during data analysis related to the two research questions which guided the study. Each research question was addressed and further explained by themes discovered from data analysis. As outlined in Chapter 2, the theoretical framework for this study was developed using the experiential learning and transformational leadership theories (Lawrence, 2017). The study's findings reflected the benefits of professional development and how the mentor relationship impacted participants' professional aptitude as associated with novice principals. The data confirmed principal mentoring was indispensable to enhance job-embedded growth during the first year after appointment and as a practical component of programs and acknowledged means for efficacious mentor-mentee relational quality (McNeven, McKay, & Main, 2020).

The combination of articles in the literature review exhibited the experiential learning theory. The enlightenment of principal mentoring provided the method for differentiating how learning transpired by identifying the importance of a specific encounter at the focus of knowledge. Using a recognizable improvement manner to understand how established endeavors of leading highlighted training as significant and normative (Wilkinson & Kemmis, 2015). The experiential learning theory was suitable for this study since the CPIP pursued adult learning paradigms. Transformational leadership was an ancillary theory due to the logical progression of adult learning and skill employed in mentoring and career professional development. Two research questions were created to fill the gap perceived in research and developed the foundation for this qualitative case study research.

Research Question 1 explored novice principals' experiences in a formal mentoring program for 1-year after the Board of Education and superintendent appointment. The analysis of data indicated novice principal participants overwhelmingly agreed mentoring involvement was significant and essential. The mentoring of others inspired collective intelligence through self-reflection or meticulous consideration of individual performs (Jenkinson & Benson, 2016).

The first research question permitted novice principals to discuss approaches currently used to determine how applicable each was. Dependent upon the 18 participants' involvement with the principals' formal mentoring program, the data indicated mentoring pairing, mentor-mentee involvement, and professional development were beneficial to increase professional aptitude corresponding to job performance. Comparing the findings of this research with the literature review, both found a need for principal mentoring with ongoing professional development occurrences to ensure the growing and learning process (Steinberg & Cox, 2017).

Another theme from the data analysis regarding mentoring involvement specified substantiation of meaningful collaboration for both mentors and mentees. Formal and informal mentoring were vital in stipulating new principals' essential guidance and encouragement (Gümüs, 2019). As Turk specified:

> Having a mentor is having somebody like a friend to gage things, talk to, and ask questions. I just need someone that understands the role of being a principal and to be able to listen to what I am saying. The camaraderie is extremely helpful in gaining the skills and knowledge that my new job needs. The collaboration is like none other.

Research Question 2 explored the perceptions of novice principals regarding the mentoring experience. The findings presented showed 17 out of 18 participants (94%) mentioned building relationships was mandatory, with an 80% or higher response rate as NVivo transcriptions suggested. Jade had the largest percentage of the 18 participants related to discussing relationship importance and stated:

> You must build relationships and a strong camaraderie within the principalship because it's hard to talk to other people who don't understand what you're going through or have been through. You have to have a strong mentor that is not judgmental. I tell my mentor things, and she would say, I've done that before, and this is what you can do, or that is what I did. For me, the mentoring relationship that was developed was grounded on trust. It was a level of accountability that came along with our relationship, which is critical.

Lynn agreed relationships were meaningful but did not discuss it in-depth. Lynn articulated, "It's really just depended on that collegial relationship between us." Mentoring relationships evolved through stages of trust, and confidence in one another was built over time spent together (Holt et al., 2016).

Another theme interconnected to the perception of mentoring experiences was the factor of time. As found in the literature review, leadership training revealed the mentor's motivation to stimulate intellectual, emotional, and political resources to prepare mentees to lead (Eliades, 2017). Although most novice principals believed building meaningful relationships and making time for one another were prominent during the mentoring experience, three participants did not discuss time in an in-depth quantity. All 18 participants interconnected the importance of a formal principal mentoring program. In the literature review, the opposition to mentoring was related to awkwardness in designating meeting time, scarcity of workforce, lack of fortitude from the mentor and mentee, and matching of mentor and mentee (Cheah et al., 2015).

Many school districts required and implemented teacher mentoring but lacked the requirement for principal mentoring (The Wallace Foundation, 2016). Findings from the literature demonstrated the necessity for principal mentoring with ongoing professional development occasions to continue growth and the learning process (Steinberg & Cox, 2017). Novice principals denoted the importance of mentoring benefits, collaboration, professional development, relationship building, and time. By affecting these five areas, mentees articulated a meaningful and significant formal principal mentoring program that positively heightened the principalship transition.

The findings confirmed knowledge found in the peer-reviewed literature outlined in Chapter 2; a formal principal mentoring program potentially increased principal efficacy and decreased a feeling of isolation. The findings of this qualitative research and the literature review found the need to explain the significance of the mentoring involvement and novice principals' perceptions correlated to the experience. Studies have occurred related to mentoring in general but not from the lens of mentees (Karakose et al., 2014).

Limitations

One primary limitation of the research study was the small population sample size. One large school district was considered in isolation. Although results originated from perspectives of novice principals employed in the case study, findings may be dissimilar based on the personal experiences of novice principals in varied school districts. The purposeful sampling encompassed novice principals in the 2nd- or 3rd-year of the principalship after participating in a formal principal mentoring program during Year 1. Various districts may have a formal principal mentoring program for 2 years, examining novice principals with supplementary on the job experiences.

Dependability of qualitative research was attained, as the study design procedures were followed as outlined so other researchers could duplicate results (Creswell & Creswell, 2018). Participants may have inaccurately represented their lived experiences. Credibility was established through triangulation of data sources and member checking of transcriptions to ensure the reliability of perspectives, mentoring involvement, and participant experiences.

Recommendations

The research concentrated on a sample of novice principals' perspectives in a large urban school district. The district has an Office of Talent Development responsible for planning all professional development for employees. A practical recommendation for modifications in policies and procedures within the large urban school district was supported by results finding a novice principal formal mentoring program should last at least 2 years. The chief and director of the Office of Talent Development should meet with the Board of Education to get supplementary funding to support a cohesive and longer principal mentoring pipeline.

The results disclosed five main themes of novice principal mentoring. A recommendation based on findings is to systematize each theme into a series of open-ended questions to reveal additional discernments into each theme. Another recommendation is to use quantitative methods, using survey data organized to employ the five themes from this study to enhance research analysis constructs. A final recommendation is to use the five themes from this study to evaluate novice principals in the 4th- and 5th-year principalship after participating in formal mentoring during Year 1. A broader audience with a stratified sampling is recommended to construct further insight and stipulate outcomes comprehensive of a higher population.

This research study's significance should inform the central office staff, professional development teams, and policymakers considering the useful continuation of formal mentoring programs for novice principals. This study revealed the significance, quintessence, and perceptions afforded by 2nd- and 3rd-year novice principals regarding mentoring involvement and experiences in a formal mentoring program. Discernments from the research should enlighten the respective school district and potentially state and national agencies related to novice principal mentoring programs.

Implications for Leadership

The results of this study provided further understanding of the research topic of principal mentoring. Based on the literature review, significant findings, and conclusions, two leadership implications were classified as research and practice. The research considered the literature mentioned in Chapter 2. Implications of practice were actions associated with leadership, which could be considered and acted upon later. Both practice and leadership are contributory dynamics in adult educational leadership.

Research

Experiential learning theory and transformational leadership were the frameworks selected for this study due to the logical sequence of adult learning and leadership skills represented in the formal mentoring program for novice principals. Mentoring aligned during the investigation, inspiring learners to experience, reflect, think, and perform anticipated learning tactics in conjunction with others (Peterson et al., 2015). Understanding the transformational leadership theory to support the professional relationship among the mentor and mentee throughout a formal mentoring program was fundamental to determine the mentees' perspectives related to the effectiveness of participating in a mentoring program.

The research was limited when considered from the novice principals' perspectives on the meaningfulness of participating in a mentoring program. Although studies exist related to mentoring, these are not from the lens of the mentee (Karakose et al., 2014). The findings of this study endorsed the impact of principal mentorship after the appointment.

Associations discovered during mentor-mentee research were essential in contributing to formal mentoring programs. This study could benefit school systems attempting to initiate or enhance a formal principal mentoring program. An effective mentoring program should be established and executed in an all-inclusive and well-resourced manner (Bynum, 2015).

Practice

The study results confirmed the necessity for principal mentorship to ensure novice principals have a myriad of opportunities to increase their professional aptitudes. Participants in this research study shared the importance of professional development, collaboration, relationship, time, and benefits. School districts should use the three spheres of areas for mentoring (instructional leadership, personal, and management) and experiential learning to

build a mentoring structure to meet the needs of the novice principal and respective school system. Novice principals in this study expressed the importance of feeling supported by upper management. There was a positive relationship between principal effectiveness and principals' participation in formal mentoring programs, a finding supported by Grissom and Harrington (2010). Using the study's findings, the central office staff, professional development specialists, Board of Education, and policymakers could generate guidelines regarding consistent formal mentoring programs for novice principals.

The procedural method used with the study, the use of the semi-structured questions, and face-to-face interviews produced a design for possible future researchers to follow. Leadership can look at the study results, coupled with future studies, to provide additional information to improve novice principals mentoring involvement, perceptions, and real-life experiences. Participants' shared experiences reinforced elements of the research by identifying components important to be encompassed in a formal principal mentoring program. The findings of the research confirmed the significance of mentoring involvement and experience.

Conclusion

The purpose of this qualitative case study was to learn about the experiences, opinions, and attitudes of participants in a formal mentoring program in a large urban district (Lamm et al., 2017). Eighteen novice principals in the 2nd- or 3rd-year of principalship participated in one-on-one interviews. The findings revealed five themes from volunteers: participants' experiences, professional development, relationship building, time factors, and benefits.

Principals have a multifaceted job with enormous demands, and novice principals are held to the same standards as seasoned principals. In addition to the daily instructional leadership and administration activities, principals should manage the job's characteristics. A resilient

leader is crucial for a school to be productive; the principal is the instructional leader who should produce this leadership (Karakose et al., 2014). The mutual experiences of participants reinforced research elements by identifying elements associated with experiential and transformational learning theories. The study established a necessity for supporting novice principals after Year 1 of the principalship.

References

Acheampong, F., & Anto, B. P. (2015). Perceived barriers to pharmacist engagement in adverse drug event prevention activities in Ghana using semi-structured interview. *BMC Health Services Research, 15*, 361–368. doi:10.1186/s12913-015-1031-9

Acton, K. S. (2018). The tale of two urban school principals: Barriers, supports, and rewards. *Alberta Journal of Educational Research*, *64*(3), 304–317. Retrieved from https://journalhosting.ucalgary.ca/index.php/ajer/article/view/56464

Akbasli, S., Sahin, M., & Gül, B. (2017). Selection process of school principals in Turkey and some other countries: A comparative study. *Universal Journal of Educational Research*, *5*, 2251–2258. Retrieved from http://www.hrpub.org/journals/

Alatawi, M. A. (2017). The myth of the additive effect of the transformational leadership model. *Contemporary Management Research*, *13*(1), 19–29. doi:10.7903/cmr.16269

Allison, V. A., & Ramirez, L. A. (2016). Co-mentoring: The iterative process of learning about self and becoming leaders. *Studying Teacher Education: Journal of Self-Study of Teacher Education Practices, 12*, 3–19. doi:10.1080/17425964.2016.1143809

Alpi, K. M., & Evans, J. J. (2019). Distinguishing case study as a research method from case reports as a publication type. *Journal of the Medical Library Association, 107*, 1–5. doi:10.5195/jmla.2019.615

Argon, T. (2015). Teacher and administrator views on school principals' accountability. *Educational Sciences: Theory and Practice*, *15*, 925–944. Retrieved from https://www.estp.com.tr/

Astin, F., & Long, A. (2014). Characteristics of qualitative research and its application. *British Journal of Cardiac Nursing*, *9*, 93–98. Retrieved from https://www.magonlinelibrary.com/loi/bjca

Augustine-Shaw, D., & Liang, J. (2016). Embracing new realities: Professional growth for new principals and mentors. *Educational Considerations, 43*(3), 10–17. doi:10.4148/0146-9282.1016

Badenhorst, C. (2018). Citation practices of postgraduate students writing literature reviews. *London Review of Education, 16*, 121-135. doi:10.18546/LRE.16.1.11

Ballantyne, A., Moore, A., Bartholomew, K., & Aagaard, N. (2020). Points of contention: Qualitative research identifying where researchers and research ethics committees disagree about consent waivers for secondary research with tissue and data. *PLoS ONE*, *15*(8), 1–18. doi:10.1371/journal.pone.0235618

Barbinta, A., Dan, I. S., & Muresan, C. (2017). Bernard Bass – Fondator al teoriei leadershipului transformațional [Founder of the transformational leadership theory]. *Review of Management & Economic Engineering*, *16*, 758–762. Retrieved from http://www.rmee.org/

Bear, S. (2018). Enhancing learning for participants in workplace mentoring programs. *International Journal of Evidence Based Coaching & Mentoring*, *16*, 35–46. doi:10.24384/000462

Begum, N., Begum, S., Rustam, A., & Rustam, S. (2018). Gender perspectives of transformational leadership style and leadership effectiveness: A case study of Pakistan and Turkey. *Dialogue, 13*, 211–224. Retrieved from http://www.qurtuba.edu.pk/thedialogue/

Boerema, A. J. (2011). Challenging and supporting new leader development. *Educational Management Administration & Leadership*, *39*, 554–567. Retrieved from https://journals.sagepub.com/home/ema

Bohonos, J. (2014). Understanding career context as a key to best serving adult students. *Adult Learning, 25*, 28–30. doi:10.1177/1045159513510144

Bortnowska, H., & Seiler, B. (2019). Formal mentoring in nonprofit organizations: Model proposition. *Management*, *23*, 188–208. doi:10.2478/manment-2019-0011

Bower, G. (2014). Theory and practice: Utilizing Dewey's experiential learning theory to implement a 5k road race. *Journal of Hospitality, Leisure, Sport & Tourism Education*, *15*, 61–67. doi:10.1016/j.jhlste.2014.06.001

Brown, M., Brown, R. S., & Nandedkar, A. (2019). Transformational leadership theory and exploring the perceptions of diversity management in higher education. *Journal of Higher Education Theory & Practice*, *19*(7), 11–21. doi:10.33423/jhetp.v19i7.2527

Bryant, C. J., Hilton, A. A., & Green, P. A. (2016). Mentoring as a profession development for African American Ph.D. students pursing the professoriate. *Western Journal of Black Studies, 40*, 61–71. Retrieved from https://education.wsu.edu/wjbs/

Bryant, J. E., Escalante, K., & Selva, A. (2017). Promising practices: Building the next generation of school leaders. *Journal of School Administration Research and Development*, *2*, 32–41. Retrieved from http://www.jsard.org

Bublitz, B., Philipich, K., & Blatz, R. (2015). An example of the use of research methods and findings as an experiential learning exercise in an accounting theory course. *Journal of Instructional Pedagogies*, *16*, 1–11. Retrieved from www.aabri.com/jip.html

Bureau, D. A., & Lawhead, J. (2018). Assessing student leadership development from

    mentoring, coaching, and advising. *New Directions for Student Leadership*, *2018*(158),

    73–85. doi:10.1002/yd.20289

Bynum, Y. P. (2015). The power of informal mentoring. *Education*, *136*, 69–73. Retrieved

    from https://www.jstor.org/journal/jeducation

Carr, M. L., Holmes, W., & Flynn, K. (2017). Using mentoring, coaching, and self-mentoring to

    support public school educators. *Clearing House*, *90*, 116–124.

    doi:10.1080/00098655.2017.1316624

Cavanaugh, J. C. (2017). Who will lead? The success of succession planning. *Journal of*

    Management Policy & Practice, *18*(2), 22–27. Retrieved from http://jmppnet.com/

Cheah, W. L., Hazmi, H., Kiu, L. H., Lee, S. E., Lee, W. N., & Wong Huey Shin, V.

    (2015). Perceptions on mentoring concept and mentoring practices among medical

    mentors: A mixed-methods study. *Education in Medicine Journal*, *7*(2), 27–38.

    doi:10.5959/eimj.v7i2.343

Chidi, N., & Victor, A. A. (2017). Principals' human capital development practices for

    enhancing staff personnel administration in secondary schools in Oyo State, Nigeria.

    International Journal of Advanced Research and Publications, 1, 356–361. Retrieved

    from http://www.ijarp.org/

Cleaver, J., & Fincheme, C. (2017). How to be a good mentee. *TCE: The Chemical Engineer*,

    915, 48–51. Retrieved from https://www.thechemicalengineer.com/

Cook, B. G., & Cook, L. (2016). Research designs and special education research: Different

    designs address different questions. *Learning Disabilities Research & Practice, 31*, 190–

    198. doi:10.1111/ldrp.12110

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed method approaches* (5th ed.). Thousand Oaks, CA: Sage.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design* (4th ed.). Thousand Oaks, CA: Sage.

Crutcher, P. A., & Naseem, S. (2016). Cheerleading and cynicism of effective mentoring in current empirical research. *Educational Review*, *68*, 40–55. doi:10.1080/00131911.2015.1058749

Davis, J. (2016, February). *Improving university principal preparation programs: Five themes from the field.* Retrieved from The Wallace Foundation website: https://www.wallacefoundation.org/knowledge-center/pages/improving-university-principal-preparation-programs.aspx

Della Sala, M. R., Klar, H. W., Lindle, J. C., Reese, K. L., Knoeppel, R. C., Campbell, M., & Buskey, F. C. (2013). Implementing a cross-district principal mentoring program: A human resources approach to developing midcareer principals' leadership capacities. *Journal of School Public Relations*, *34*, 162–192. doi:10.3138/jspr.34.2.162

Deschamps, C., Rinfret, N., Lagacé, M. C., & Privé, C. (2016). Transformational leadership and change: How leaders influence their followers' motivation through organizational justice. *Journal of Healthcare Management*, *61*, 194–212. doi:10.1097/00115514-201605000-00007

Dos Reis, K., & Yu, D. (2018). Peer mentoring: Enhancing economics first years' academic performance. *South African Journal of Higher Education*, *32*, 234–250. doi:10.20853/32-6-2979

Effelsberg, D., Solga, M., & Gurt, J. (2014). Getting followers to transcend their self-interest for the benefit of their company: Testing a core assumption of transformational leadership theory. *Journal of Business & Psychology, 29*, 131–143. doi:10.1007/s10869-013-9305-x

Eliades, A. B. (2017). Mentoring practice and mentoring benefit 6: Equipping for leadership and leadership readiness- An overview and application to practice using mentoring activities. *Pediatric Nursing*, *43*, 40–42. Retrieved from http://www.pediatricnursing.net/

Erhabor, N. I. (2018). Developing leaders through mentoring in environmental education. *Electronic Green Journal, 1*(41), 2–10. doi:10.5070/g314134454

Ertuğrul, Ö. F., & Tağluk, M. E. (2017). A novel machine learning method based on generalized behavioral learning theory. *Neural Computing & Applications*, *28*, 3921–3939. doi:10.1007/s00521-016-2314-8

Evans, C. (2018). Trust and connection in formal, virtual mentoring. *International Journal of Evidence Based Coaching & Mentoring*, *16*, 154–164. doi:10.24384/000544

Ewell, J. (2018). Revitalizing a student organization by applying transformational leadership. *Journal of Leadership Education*, *17*, 208–218. doi:10.12806/v17/i3/a2

Fasola, S., Cilluffo, G., Nenna, R., & La Grutta, S. (2018). From research question to dissemination: How to design, analyze and present study results. *Breathe, 14*, 232–234. doi:10.1183/20734735.020018

Fazio-Griffith, L., & Ballard, M. B. (2016). Transformational learning theory and transformative teaching: A creative strategy for understanding the helping relationship. *Journal of Creativity in Mental Health, 11*, 225-234. doi:10.1080/15401383.2016.1164643

Galamay-Cachola, S., Aduca, M. C. M., & Calauagan, F. C. (2018). Mentoring experiences, issues, and concerns in the student-teaching program: Towards a proposed mentoring program in teacher education. *IAFOR Journal of Education*, *6*(3), 7–24. doi:10.22492/ije.6.3.01

Geesa, R., Lowery, K., & McConnell, K. (2018). Mentee perspectives of a first-year peer mentoring program for education doctoral (EdD) students. *International Journal of Doctoral Studies*, *13*, 471–495. doi:10.28945/4148

Gettys, S. G., Martin, B. N., & Bigby, L. (2010). Does mentoring assist in developing beginning principals' instructional leadership skills? *International Journal of Evidence Based Coaching & Mentoring*, *8*, 91–110. Retrieved from https://www.brookes.ac.uk/iccams/

Glesne, C. (2016). *Becoming qualitative researchers: An introduction* (5th ed.). New York, NY: Pearson.

Gog, M. (2015). Case study research. *International Journal of Sales, Retailing & Marketing, 4*(9), 33–41. Retrieved from http://www.ijsrm.com/ijsrm/home.html

Goodsett, M., & Walsh, A. (2015). Building a strong foundation: Mentoring programs for novice tenure-track librarians in academic libraries. *College & Research Libraries*, *76*, 914–933. doi:10.5860/crl.76.7.914

Grafanaki, S. (2012). 'Learning from research': Therapist perspectives on the benefits and challenges of participating in a longitudinal, systematic case-study. *Counselling & Psychotherapy Research*, *12*, 194–203. doi:10.1080/14733145.2012.689310

Gray, J. A. (2018). Leadership coaching and mentoring: A research-based model for school partnerships. *International Journal of Education Policy & Leadership*, *13*(12), 1–17. doi:10.22230/ijepl.2018v13n12a844

Grissom, J. A., & Harrington, J. R. (2010). Investing in administrator efficacy: An examination of professional development as a tool for enhancing principal effectiveness. *American Journal of Education, 116,* 583–612. doi:10.1086/653631

Guerra, F. R., Zamora, R., Hernandez, R., & Menchaca, V. (2017). University strategic planning: A process for change in a principal preparation program. *International Journal of Educational Leadership Preparation*, *12*(1). Retrieved from https://www.icpel.org/ijelp.html

Gümüs, E. (2019). Investigation of mentorship process and programs for professional development of school principals in the U.S.A.: The case of Georgia. *International Journal of Educational Leadership and Management*, *7*(1), 2–41. Retrieved from http://www.researchlinkjournals.com/IJEPLM/about-journal.php

Gupta, R., & Kabadayi, S. (2010). The relationship between trusting beliefs and Web site loyalty: The moderating role of consumer motives and flow. *Psychology & Marketing*, *27*, 166–185. doi:10.1002/mar.20325

Halaweh, H., Dahlin-Ivanoff, S., Svantesson, U., & Willén, C. (2018). Perspectives of older adults on aging well: A focus group study. *Journal of Aging Research, 2018*, 1–9. doi:10.1155/2018/9858252

Hammond, D. A., Holt, T. R., Harris, S. A., Caylor, M. M., Kopp, B. J., & Hamblin, S. (2018). Perceptions of critical care pharmacists participating in a formal mentor-mentee program. *American Journal of Health-System Pharmacy*, *75*, 1691–1693. doi:10.2146/ajhp180230

Hansen, B., & Lárusdóttir, S. H. (2015). Instructional leadership in compulsory schools in

Iceland and the role of school principals. *Scandinavian Journal of Educational Research,*

59, 583–603. doi:10.1080/00313831.2014.965788

Hansford, B., & Ehrich, L. C. (2006). The principalship: How significant is mentoring? *Journal*

of Educational Administration, *44*, 36–52. doi:10.1108/09578230610642647

Hansman, C. A. (2001). Mentoring as continuing professional education. *Adult Learning*, *12*(1),

7–8. Retrieved from https://journals.sagepub.com/home/alx

Hansman, C. A. (2016). Mentoring and informal learning as continuing professional education.

New Directions for Adult & Continuing Education, 2016(151), 31–41.

doi:10.1002/ace.20193

Hardie, R. (2015). Succession planning for sustainable leadership for the school

principalship. *Antistasis*, *5*(1), 7–10. Retrieved from

https://journals.lib.unb.ca/index.php/antistasis

Harris, J., & Mayo, P. (2018). Taking a case study approach to assessing alternative leadership

models in health care. *British Journal of Nursing*, *27*, 608–613.

doi:10.12968/bjon.2018.27.11.608

Hastings, L. (2016). Intersecting asset-based service, strengths, and mentoring for socially

responsible leadership. *New Directions for Student Leadership, 2016*(150), 85–96.

doi:10.1002/yd.20173

Hastings, L. J., & Kane, C. (2018). Distinguishing mentoring, coaching, and advising for

leadership development. *New Directions for Student Leadership*, *2018*(158), 9–22.

doi:10.1002/yd.20284

Hernandez, P. R., Bloodhart, B., Barnes, R. T., Adams, A. S., Clinton, S. M., Pollack, I., . . .
Fischer, E. V. (2017). Promoting professional identity, motivation, and persistence:
Benefits of an informal mentoring program for female undergraduate students. *PLoS
ONE, 12*(11), 1–16. doi:10.1371/journal.pone.0187531

Hernandez, P. R., Estrada, M., Woodcock, A., & Schultz, P. W. (2017). Protégé perceptions of
high mentorship quality depend on shared values more than on demographic
match. *Journal of Experimental Education*, *85*, 450–468.
doi:10.1080/00220973.2016.1246405

Hernandez, R., Roberts, M., & Menchaca, V. (2012). Redesigning a principal preparation
program: A continuous improvement model. *International Journal of Educational
Leadership Preparation*, *7*(3). Retrieved from https://www.icpel.org/ijelp.html

Holt, D. T., Markova, G., Dhaenens, A. J., Marler, L. E., & Heilmann, S. G. (2016). Formal or
informal mentoring: What drives employees to seek informal mentors? *Journal of
Managerial Issues*, *28*, 67–82. Retrieved from https://www.jstor.org/journal/jmanaissues

Hudson, P. (2009). Mentoring preservice teachers in primary mathematics. *The International
Journal of Learning*, *16*, 119–132. doi:10.18848/1447-9494/CGP/v16i04/46207

Hvidston, D. J., McKim, C. A., & Mette, I. M. (2016). Principals' supervision and evaluation
cycles: Perspectives from principals. *Education Leadership Review, 17*, 100–113.
Retrieved from https://www.icpel.org/ed-leadership-review.html

Hvidston, D. J., Range, B. G., McKim, C. A., & Mette, I. M. (2015). The views of novice and
late career principals concerning instructional and organizational leadership within their
evaluation. *Planning & Changing*, *46*, 109–126. Retrieved from
https://education.illinoisstate.edu/planning/

Janssen, S., van Vuuren, M., & de Jong, M. D. (2016). Informal mentoring at work: A review and suggestions for future research. *International Journal of Management Reviews*, *18*, 498–517. doi:10.1111/ijmr.12069

Jenkinson, K. A., & Benson, A. C. (2016). Designing higher education curriculum to increase graduate outcomes and work readiness: The assessment and mentoring program (AMP). *Mentoring & Tutoring: Partnership in Learning*, *24*, 456–470. doi:10.1080/13611267.2016.1270900

Jenkinson, K. A., & Benson, A. C. (2017). The assessment and mentoring program (AMP): Final year pre-service physical education peer mentors' perceptions of effective mentoring. *Journal of the Scholarship of Teaching and Learning, 17*(2), 35–44. doi:10.14434/josotl.v17i2.20769

Kahle-Piasecki, L., & Doles, S. (2015). A comparison of mentoring in higher education and fortune 1000 companies: Practices to apply in a global context. *Journal of Higher Education Theory & Practice, 15*(5), 74–79. Retrieved from http://www.na-businesspress.com/jhetpopen.html

Kara, H., & Pickering, L. (2017). New directions in qualitative research ethics. *International Journal of Social Research Methodology*, *20*, 239–241. doi:10.1080/13645579.2017.1287869

Kara, M., Erdoğdu, F., Kokoç, M., & Cagiltay, K. (2019). Challenges faced by adult learners' in online distance education: A literature review. *Open Praxis*, *11*(1), 5–22. doi:10.5944/openpraxis.11.1.929

Karagiozis, N. (2018). The complexities of the researcher's role in qualitative research: The

    power of reflexivity. *International Journal of Interdisciplinary Educational*

    Studies, *13*(1), 19–31. doi:10.18848/2327-011X/CGP/v13i01/19-31

Karakose, T., Yirci, R., & Kocabas, I. (2014). A qualitative study of the novice principals'

    problems in the school management process and solutions. *Pakistan Journal of*

    Statistics, *30*, 1365–1378. Retrieved from https://www.pjsor.com

Klinge, C. C. (2015). A conceptual framework for mentoring in a learning organization. *Adult*

    Learning, 26, 160–166. doi:10.1177/1045159515594154

Kothari, A., McPherson, C., Gore, D., Cohen, B., MacDonald, M., & Sibbald, S. L. (2016). A

    multiple case study of intersectoral public health networks: Experiences and benefits of

    using research. *Health Research Policy & Systems*, *14*, 1–12. doi:10.1186/s12961-016-

    0082-7

Kovach, M. (2019). Transformational leadership produces higher achievement outcomes: A

    review in education and military contexts. *AURCO Journal, 25*, 137–147. Retrieved from

    http://aurco.org/journal/2019

Krishna, L., Toh, Y. P., Mason, S., & Kanesvaran, R. (2019). Mentoring stages: A study of

    undergraduate mentoring in palliative medicine in Singapore. *PLoS ONE*, *14*(4), 1–16.

    doi:10.1371/journal.pone.0214643

Kuk, H. S., & Holst, J. D. (2018). A dissection of experiential learning theory: Alternative

    approaches to reflection. *Adult Learning, 29*, 150–157. doi:10.1177/1045159518779138

Lamm, K., Sapp, R., & Lamm, A. (2017). The mentoring experience: Leadership development

    program perspectives. *Journal of Agricultural Education, 58*(2), 20–34.

    doi:10.5032/jae.2017.02020

Landis, E. A., Hill, D., & Harvey, M. R. (2014). A synthesis of leadership theories and styles. *Journal of Management Policy and Practice, 15*, 97–100. doi:10.15640/jmpp

Langdon, F. J. (2017). Learning to mentor: Unravelling routine practice to develop adaptive mentoring expertise. *Teacher Development*, *21*, 528–546. doi:10.1080/13664530.2016.1267036

Lawrence, R. L. (2017). Understanding collaborative leadership in theory and practice. *New Directions for Adult & Continuing Education*, *2017*(156), 89–96. doi:10.1002/ace.20262

Lee, Y. D., & Kuo, C. T. (2019). Principals' transformational leadership and teachers' work motivation: Evidence from elementary schools in Taiwan. *International Journal of Organizational Innovation*, *1*(3), 90–113. Retrieved from http://www.ijoi-online.org/

Liu, L. (2016). Using generic inductive approach in qualitative educational research: A case study analysis. *Journal of Education and Learning*, *5*, 129–135. Retrieved from http://www.ccsenet.org/journal/index.php/jel

Lucey, B., O'Sullivan, S., Collins, L., & Céilleachair, R. Ó. (2018). Staff mentoring in higher education: The case for a mentored mentoring continuum. *AISHE-J: The All Ireland Journal of Teaching & Learning in Higher Education, 10*, 3651–3656. Retrieved from https://www.aishe-j.org/

Machi, L. A., & McEvoy, B. T. (2016). *The literature review: Six steps to success* (3rd ed.). Thousand Oaks, CA: Corwin.

Malone, H., Nicholl, H., & Tracey, C. (2014). Awareness and minimisation of systematic bias in research. *British Journal of Nursing*, *23*, 279–282. doi:10.12968/bjon.2014.23.5.279

Manson, S. M. (2016). Early-stage investigators and institutional interface: Importance of organization in the mentoring culture of today's universities. *AIDS & Behavior*, *20*, 304–310. doi:10.1007/s10461-016-1391-0

Martin, S., Gourwitz, J., & Hall, K. P. (2016). Mentoring urban school leaders: A model. *Journal of School Leadership, 26*, 314–333. doi:10.1177/105268461602600205

Mat Nor, M. Z., Mohammad, J. A., & Yaacob, N. M. (2019). The USM mentoring inventory: A construct validity and reliability exercise. *Education in Medicine Journal*, *11*(2), 15–26. doi:10.21315/eimj2019.11.2.3

Mattick, K., Johnston, J., & de la Croix, A. (2018). How to . . . write a good research question. *The Clinical Teacher, 15*, 104–108. doi:10.1111/tct.12776

McIntosh, M. J., & Morse, J. M. (2015). Situating and constructing diversity in semi-structured interviews. *Global Qualitative Nursing Research, 2*. doi:10.1177/2333393615597674

McNeven, S., McKay, L., & Main, K. (2020). The lived experience of professional mentorship and its implications for school-based mentoring programs. *Journal of Education*, *200*, 89–96. doi:10.1177/0022057419875129

Mendels, P., & Mitgang, L. D. (2013). Creating strong principals. *Educational Leadership*, *70*(7), 22–29. Retrieved from http://www.ascd.org/publications/educational-leadership.aspx

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass

Min, M., Anderson, J. A., & Chen, M. (2017). What do we know about full-service community schools? Integrative research review with NVivo. *School Community Journal*, *27*, 29–54. Retrieved from http://www.schoolcommunitynetwork.org/SCJ.aspx

Muschallik, J., & Pull, K. (2016). Mentoring in higher education: Does it enhance mentees'

    research productivity? *Education Economics*, *24*, 210–223.

    doi:10.1080/09645292.2014.997676

Mylona, E., Brubaker, L., Williams, V. N., Novielli, K. D., Lyness, J. M., Pollart, S. M., . . .

    Bunton, S. A. (2016). Does formal mentoring for faculty members matter? A survey of

    clinical faculty members. *Medical Education*, *50*, 670–681. doi:10.1111/medu.12972

Naidoo, P. (2019). Perceptions of teachers and school management teams of the leadership roles

    of public school principals. *South African Journal of Education*, *39*(2).

    doi:10.15700/saje.v39n2a1534

Nandi, A., & Platt, L. (2017). Are there differences in responses to social identity questions in

    face-to-face versus telephone interviews? Results of an experiment on a longitudinal

    survey. *International Journal of Social Research Methodology*, *20*, 151–166.

    doi:10.1080/13645579.2016.1165495

Neuwirth, E., & Wahl, I. (2017). Effects of the similarity between mentees and mentors on the

    evaluation of the mentoring for migrants program. *International Journal of Evidence

    Based Coaching & Mentoring*, *15*, 140–154. doi:10.24384/IJEBCM

Ng, E., Wang, X., Keow, J., & Yoon, J. Y. (2015). Fostering mentorship for clinician-

    investigator trainees: Overview and recommendations. *Clinical and Investigative

    Medicine, 38*(1), E1–E10. doi:10.25011/cim.v38i1.22408

Ng, S. W. (2013). Equipping aspiring principals for the principalship in Hong Kong. *Educational

    Management Administration & Leadership*, *41*, 272–288.

    doi:10.1177/1741143212474807

Nygaard, A., Biong, H., Silkoset, R., & Kidwell, R. (2017). Leading by example: Values-based strategy to instill ethical conduct. *Journal of Business Ethics*, *145*, 133–139. doi:10.1007/s10551-015-2885-9

Oberfield, Z. W. (2014). Public management in time: A longitudinal examination of the full range of leadership theory. *Journal of Public Administration Research & Theory*, *24*, 407–429. doi:10.1093/jopart/mus060

Oladipo, S. A., Adebakin, A. B., & Iranloye, O. F. (2016). Mentoring and succession of administrators: Critical issues in public and private secondary schools in Lagos state, Nigeria. *Bulgarian Journal of Science & Education Policy*, *10*, 19–38. Retrieved from http://bjsep.org/

Ozar, R. (2015). Sharing a room with Emile: Challenging the role of the educator in experiential learning theory. *Philosophical Studies in Education*, *46*, 90–100. Retrieved from www.ovpes.org/journal/

Peters, A. (2010). Elements of successful mentoring of a female school leader. *Leadership & Policy in Schools*, *9*, 108–129. doi:10.1080/15700760903026755

Peterson, K., DeCato, L., & Kolb, D. A. (2015). Moving and learning: Expanding style and increasing flexibility. *Journal of Experiential Education, 38*, 228–244. doi:10.1177/1053825914540836

Pfund, C., Byars-Winston, A., Branchaw, J., Hurtado, S., & Eagan, K. (2016). Defining attributes and metrics of effective research mentoring relationships. *AIDS & Behavior*, *20*, 238–248. doi:10.1007/s10461-016-1384-z

Pijanowski, J. C., & Peer, D. K. (2016). Launching a principal preparation program for high needs rural schools. *International Journal of Educational Leadership Preparation*, *11*, 104–115. Retrieved from https://www.icpel.org/ijelp.html

Pineda-Báez, C., Bernal-Luque, R., Sandoval-Estupiñan, L. Y., & Quiroga, C. (2019). Challenges facing novice principals: A study in Colombian schools using a socialization perspective. *Issues in Educational Research*, *29*, 205–222. Retrieved from http://www.iier.org.au/iier.html

Pradhan, S., & Jena, L. K. (2019). Does meaningful work explains the relationship between transformational leadership and innovative work behaviour? *Vikalpa*, *44*(1), 30–40. doi:10.1177/0256090919832434

Quin, J., Deris, A., Bischoff, G., & Johnson, J. (2015). Comparison of transformational leadership practices: Implications for school districts and principal preparation. *Journal of Leadership Education*, *14*(3), 71–85. doi:10.12806/V14/I3/R5

Richards, M. B., & Marshall, S. W. (2019). Experiential learning theory in digital marketing communication: Application and outcomes of the applied marketing & media education norm (AMEN). *Journal of Marketing Development & Competitiveness*, *13*, 86–98. Retrieved from www.na-businesspress.com/jmdcopen.html

Ridder, H. (2017). The theory contribution of case study research designs. *Business Research,* *10*, 281–305. doi:10.1007/s40685-017-0045-z

Rieckhoff, B. S. (2014). The development of faith leadership in novice principals. *Journal of Catholic Education*, *17*(2), 25–56. Retrieved from https://ejournals.bc.edu/index.php/cej/index

Rivaz, M., Shokrollahi, P., & Ebadi, A. (2019). Online focus group discussions: An attractive approach to data collection for qualitative health research. *Nursing Practice Today*, *6*, 413–415. doi:10.18502/npt.v6i1.386

Russell, J. L., & Sabina, L. L. (2014). Planning for principal succession: A conceptual framework for research and practice. *Journal of School Leadership, 24*, 599–639. doi:10.1177/105268461402400402

Rutherford-Hemming, T. (2015). Determining content validity and reporting a content validity index for simulation scenarios. *Nursing Education Perspectives*, *36*, 389–393. doi:10.5480/15-1640

Ryu, S., & Chang, Y. (2017). Accountability, political views, and bureaucratic behavior: A theoretical approach. *Public Organization Review*, *17*, 481–494. doi:10.1007/s11115-016-0349-z

Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). Thousand Oaks, CA: Sage.

Schechter, C. (2014). Mentoring prospective principals: Determinants of productive mentor-mentee relationship. *International Journal of Educational Reform*, *23*, 52–65. doi:10.1177/105678791402300103

Seaman, J., Brown, M., & Quay, J. (2017). The evolution of experiential learning theory: Tracing lines of research in the JEE. *Journal of Experiential Education*, *40*(4), NP1–NP21. doi:10.1177/1053825916689268

Seidman, I. (2013). *Interviewing as qualitative research* (4th ed.). New York, NY: Teachers College Press.

Shaked, H., & Schechter, C. (2017). Integrating learning from problems and learning from

    success in a principal preparation program. *Planning & Changing*, *48*, 86–105. Retrieved

    from https://education.illinoisstate.edu/planning/

Sheehan, A. H., Gonzalvo, J. D., Ramsey, D. C., & Sprunger, T. L. (2016). Teaching certificate

    program participants' perceptions of mentor-mentee relationships. *American Journal of*

    Pharmaceutical Education, *80*(3), 1–5. doi:10.5688/ajpe80342

Smith, K., & Rayfield, J. (2019). STEM knowledge, learning disabilities and experiential

    learning: Influences of sequencing instruction. *Journal of Agricultural Education*, *60*,

    222–236. doi:10.5032/jae.2019.02222

Sosik, J. J., Lee, D., & Bouquillon, E. A. (2005). Context and mentoring: Examining formal and

    informal relationships in high tech firms and K-12 Schools. *Journal of Leadership &*

    Organizational Studies, *12*, 94–108. doi:10.1177/107179190501200208

Southall, A. B. (2018). Across the domains: Examining the best practices in mentoring public

    school educators throughout the professional journey. *Curriculum & Teaching*

    Dialogue, *20*, 161–164. Retrieved from https://www.infoagepub.com/series/Curriculum-

    and-Teaching-Dialogue

Sparks, J., Tsemenhu, R., Green, R., Truby, W., Brockmeier, L. L., & Noble, K. D. (2017).

    Investigating new teacher mentoring practices. *National Teacher Education Journal*, *10*,

    59–65. Retrieved from https://ntejournal.com/

Spillane, J. P., Harris, A., Jones, M., & Mertz, K. (2015). Opportunities and challenges for taking

    a distributed perspective: Novice school principals' emerging sense of their new

    position. *British Educational Research Journal*, *41*, 1068–1085. doi:10.1002/berj.3166

Srivastava, S. B. (2015). Network intervention: Assessing the effects of formal mentoring on

  workplace networks. *Social Forces*, *94*, 427–452. doi:10.1093/sf/sov041

Steinberg, M. P., & Cox, A. B. (2017). School autonomy and district support: How principals

  respond to a tiered autonomy Initiative in Philadelphia public schools. *Leadership &*

  Policy in Schools, *16*, 130–165. doi:10.1080/15700763.2016.1197278

Sudria, I. B. N., Redhana, I. W., Kirna, I. M. K., & Aini, D. (2018). Effect of Kolb's learning

  styles under inductive guided-inquiry learning on learning outcomes. *International*

  Journal of Instruction, *11*, 89–102. doi:10.12973/iji.2018.1117a

Sun, A. (2018). Grow your own leaders: On-the-job mentoring for aspiring assistant

  principals. *Journal of Behavioral & Social Sciences*, *5*, 107–117. Retrieved from

  http://www.jbssjournal.org/

Szeto, E., & Cheng, A. Y. (2018). Principal-teacher interactions and teacher leadership

  development: Beginning teachers' perspectives. *International Journal of Leadership in*

  Education, 21, 363–379. doi:10.1080/13603124.2016.1274785

Tang, J. J. (2018). The professional development of Macau school principals: Making the most

  of the best. *Chinese Education & Society, 51*, 307–323.

  doi:10.1080/10611932.2018.1510696

Taylor, R. T., Pelletier, K., Trimble, T., & Ruiz, E. (2014). Urban school district's preparing new

  principals program 2008-2011: Perceptions of program completers, supervising

  principals, and senior level school district administrators. *International Journal of*

  Educational Leadership Preparation, 9(1). Retrieved from https://www.icpel.org/

Terblanche, N., Albertyn, R., & Van Coller-Peter, S. (2018). Using transformative transition

    coaching to support leaders during career transitions. *African Journal of Business*

    Ethics, *12*, 60–77. doi:10.15249/12-1-166

Tetnowski, J. (2015). Qualitative case study research design. *Perspectives on Fluency & Fluency*

    Disorders, *25*, 39–45. doi:10.1044/ffd25.1.39

Theofanidis, D., & Fountouki, A. (2018). Limitations and delimitations in the research process.

    Perioperative Nursing, *7*, 155–163. doi:10.5281/zenodo.2552022

Tran, D. T., Havard, A., & Jorm, L. R. (2017). Data cleaning and management

    protocols for linked perinatal research data: A good practice example from the smoking

    MUMS (Maternal Use of Medications and Safety) Study. *BMC Medical Research*

    Methodology, *17*, 1–15. doi:10.1186/s12874-017-0385-6

Vallano, J. P., Evans, J. R., Schreiber Compo, N., & Kieckhaefer, J. M. (2015). Rapport-building

    during witness and suspect interviews: A survey of law enforcement. *Applied Cognitive*

    Psychology, *29*, 369–380. doi:10.1002/acp.3115

Van Jaarsveld, M. C., Mentz, P. J., & Challens, B. (2015). Mentorskap vir

    beginnerskoolhoofde [Mentorship for beginning principals]. *Tydskrif Vir*

    Geesteswetenskappe, 55, 92–110. doi:10.17159/2224-7912/2015/v55n1a7

Varkey, B. (2020). Principles of clinical ethics and their application to practice. *Medical*

    Principles and Practice. doi:10.1159/000509119

Varpio, L., Ajjawi, R., Monrouxe, L. V., O'Brien, B. C., & Rees, C. E. (2017). Shedding the

    cobra effect: Problematising thematic emergence, triangulation, saturation and member

    checking. *Medical Education*, *51*, 40–50. doi:10.1111/medu.13124

Vatan, F. (2016). A leadership development program through mentorship for clinical nurses in Turkey. *Nursing Economic$*, *34*, 242–250. Retrieved from http://www.nursingeconomics.net/cgi-bin/WebObjects/NECJournal.woa

Vaughn, P., & Turner, C. (2016). Decoding via coding: Analyzing qualitative text data through thematic coding and survey methodologies. *Journal of Library Administration, 56*, 41–51. doi:10.1080/01930826.2015.1105035

Versland, T. M. (2013). Principal efficacy: Implications for rural "grow your own" leadership programs. *Rural Educator*, *35*(1), 13–22. doi:10.35608/ruraled.v35i1.361

The Wallace Foundation. (2016). Building principal pipelines: A job that urban districts can do. *Perspective.* Retrieved from https://www.wallacefoundation.org/knowledge-center/Documents/Perspective-Building-Principal-Pipelines.pdf

Wang, Y., Zheng, Y., & Zhu, Y. (2018). How transformational leadership influences employee voice behavior: The roles of psychological capital and organizational identification. *Social Behavior & Personality, 46*, 313–322. doi:10.2224/sbp.6619

Weese, M. M., Jakubik, L. D., Eliades, A. B., & Huth, J. J. (2015). Mentoring practices benefiting pediatric nurses. *Journal of Pediatric Nursing, 30*, 385–394. doi:10.1016/j.pedn.2014.07.011

Welch, V., Turner-Halliday, F., Watson, N., Wilson, P., Fitzpatrick, B., Cotmore, R., & Minnis, H. (2017). Randomisation before consent: Avoiding delay to time-critical intervention and ensuring informed consent. *International Journal of Social Research Methodology*, *20*, 357–371. doi:10.1080/13645579.2016.1176751

Welsh, E. T., & Dixon, P. M. (2016). Improving mentoring outcomes: Examining factors outside the relationship. *Journal of Managerial Issues*, *28*, 231–247. Retrieved from https://www.jstor.org/journal/jmanaissues

Widiastuti, I., & Budiyanto, C. W. (2018). Applying an experiential learning cycle with the aid of finite element analysis in engineering education. *Journal of Turkish Science Education*, *15*, 97–103. doi:10.12973/tused.10261a

Wiezorek, D., & Manard, C. (2018). Instructional leadership challenges and practices of novice principals in rural schools. *Journal of Research in Rural Education*, *34*(2). Retrieved from https://jrre.psu.edu/

Wilkinson, J., & Kemmis, S. (2015). Practice theory: Viewing leadership as leading. *Educational Philosophy & Theory*, *47*, 342–358. doi:10.1080/00131857.2014.976928

Wright, K., Golder, S., & Rodriguez-Lopez, R. (2014). Citation searching: A systematic review case study of multiple risk behavior interventions. *BMC Medical Research Methodology*, *14*(1), 1–16. doi:10.1186/1471-2288-14-73

Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report, 20*, 134–152. Retrieved from https://nsuworks.nova.edu/tqr/vol20/iss2/12

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Thousand Oaks, CA: Sage.

Zepeda, S. J., Bengtson, E., & Parylo, O. (2012). Examining the planning and management of principal succession. *Journal of Educational Administration, 50*, 136–158. doi:10.1108/09578231211210512

Appendix A: Preliminary Approval to Conduct Research

MEMORANDUM

TO: Doctoral Dissertation Advisors
American College of Education

FROM:

DATE: May 16, 2019

RE: Conducting Research within

---

welcomes applications to conduct research from employees within the district in fulfillment of the requirements for advanced degrees pursuant to Administrative Procedure (AP) 4131.34. To gain authorization student researchers must submit an application to the Office of Research and Evaluation (ORE) through the online tool that is accessed via the ORE website. Applicants must comply with all requirements outlined in the referenced AP and submit all required documents before the review process begins. All research proposals that will use students or employees as research subjects or require the release of personal data must be accompanied by relevant consent forms.

ORE generally approves research applications submitted by employees in furtherance of their education so long as all procedures are followed, the privacy of students and employees is maintained and the research activities do not burden staff or disrupt student learning.

Appendix B: CITI "Protecting Human Research Participants" Certificate

Completion Date 04-May-2019
Expiration Date 03-May-2022
Record ID   31499137

This is to certify that:

Michelle Pegram

Has completed the following CITI Program course:

Social-Behavioral-Educational Researchers (Curriculum Group)
Social-Behavioral-Educational Researchers (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

American College of Education

Collaborative Institutional Training Initiative

Appendix C: Interview Questions

1. How many years have you been a principal in your current district?

2. How did the Comprehensive Principal Induction Program (CPIP) also known as New Principals' Academy support leadership development of novice principals in your school district?

3. How do you suggest involvement in a formal mentoring program indicates a level of significance for novice principals?

4. What from your estimation are the benefits of principal mentoring?

5. What from your estimation are the challenges associated with principal mentoring?

6. What attributes from the formal mentoring program (coaching, mentoring and monthly learning) contributed the meaningfulness of CPIP?

7. Now that you are a practicing principal, what aspect of CPIP/New Principals' Academy most prepared you for your current position?

8. As an instructional leader and operational manger, how did involvement in CPIP/New Principals' Academy properly prepare you in your role as school principal?

9. How important was mentoring in developing you as a novice principal? Why?

10. Describe the elements of the CPIP/New Principals' Academy that were meaningful to you and how they have been utilized in your current role as a novice principal?

Appendix D: Interview Questions Validation Rubric for Expert Panel

Interview Validation Rubric for Expert Panel - VREP©
By Marilyn K. Simon with input from Jacquelyn White
http://dissertationrecipes.com/

Criteria	Operational Definitions	Score 1 = Not Acceptable (major modifications needed) 2 = Below Expectations (some modifications needed) 3 = Meets Expectations (no modifications needed but could be improved with minor changes) 4 = Exceeds Expectations (no modifications needed)				Questions NOT meeting standard (List page and question number) and need to be revised. *Please use the comments and suggestions section to recommend revisions.*
		1	2	3	4	
Clarity	• The questions are direct and specific. • Only one question is asked at a time. • The participants can understand what is being asked. • There are no *double-barreled* questions (two questions in one).					
Wordiness	• Questions are concise. • There are no unnecessary words					
Negative Wording	• Questions are asked using the affirmative (e.g., Instead of asking, "Which methods are not used?", the researcher asks, "Which methods *are* used?")					
Overlapping Responses	• No response covers more than one choice. • All possibilities are considered. • There are no ambiguous questions.					
Balance	• The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone.					
Use of Jargon	• The terms used are understandable by the target population. • There are no clichés or hyperbole in the wording of the questions.					
Appropriateness of Responses Listed	• The choices listed allow participants to respond appropriately. • The responses apply to all situations or offer a way for those to respond with unique situations.					
Use of Technical Language	• The use of technical language is minimal and appropriate. • All acronyms are defined.					

Application to Praxis	• The questions asked relate to the daily practices or expertise of the potential participants.					
Relationship to Problem	• The questions are sufficient to resolve the problem in the study • The questions are sufficient to answer the research questions. • The questions are sufficient to obtain the purpose of the study.					
Measure of Construct: A: Research Question 1	• The survey adequately measures this construct. * • **Research Question 1: How do novice principals with less than three years' experience explain the significance of the mentoring involvement?**					
Measure of Construct: B: Research Question 2	• The survey adequately measures this construct. * • **Research Question 2: What perceptions do novice principals who participated in a formal mentoring program have regarding the experience?**					

* The operational definition should include the domains and constructs that are being investigated. You need to assign meaning to a variable by specifying the activities and operations necessary to measure, categorize, or manipulate the variable. For example, to measure the construct *successful aging* the following domains could be included: degree of physical disability (low number); prevalence of physical performance (high number), and degree of cognitive impairment (low number). If you were to measure creativity, this construct is generally recognized to consist of flexibility, originality, elaboration, and other concepts. Prior studies can be helpful in establishing the domains of a construct.

Comments and Suggestions

Types of Validity

VREP is designed to measure face validity, construct validity, and content validity. To establish criterion validity would require further research.

Face validity is concerned with how a measure or procedure appears. Does it seem like a reasonable way to gain the information the researchers are attempting to obtain? Does it seem well designed? Does it seem as though it will work reliably? Face validity is independent of established theories for support (Fink, 1995).

Construct validity seeks agreement between a theoretical concept and a specific measuring device or procedure. This requires operational definitions of all constructs being measured.

Content Validity is based on the extent to which a measurement reflects the specific intended domain of content (Carmines & Zeller, 1991, p. 20). Experts in the field can determine if an instrument satisfies this requirement. Content validity requires the researcher to define the domains they are attempting to study. Construct and content validity should be demonstrated from a variety of perspectives.
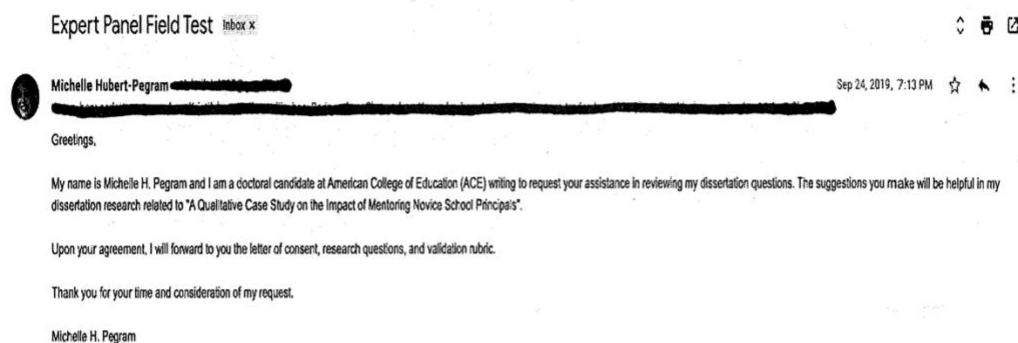
Criterion related validity, also referred to as instrumental validity, is used to demonstrate the accuracy of a measure or procedure by comparing it with another measure or procedure which has been demonstrated to be valid. If after an extensive search of the literature, such an instrument is *not* found, then the instrument that meets the other measures of validity are used to provide criterion related validity for future instruments.

Operationalization is the process of defining a or construct that could have a variety of meanings to make the term measurable and distinguishable from similar concepts. Operationalizing enables the concept or construct to be expressed in terms of empirical observations. Operationalizing includes describing what is, and what is not, part of that concept or construct.

References

Carmines, E. G., & Zeller, R. A. (1991). *Reliability and validity assessment*. Newbury Park, MD: Sage.

Fink, A. (1995). *How to measure survey reliability and validity, 7*. Thousand Oaks, CA: Sage.

Appendix E: Request for Field Test and Subject Matter Expert Responses

Expert Panel Field Test Inbox ×

Michelle Hubert-Pegram ▬▬ Sep 24, 2019, 7:13 PM

Greetings,

My name is Michelle H. Pegram and I am a doctoral candidate at American College of Education (ACE) writing to request your assistance in reviewing my dissertation questions. The suggestions you make will be helpful in my dissertation research related to "A Qualitative Case Study on the Impact of Mentoring Novice School Principals".

Upon your agreement, I will forward to you the letter of consent, research questions, and validation rubric.

Thank you for your time and consideration of my request.

Michelle H. Pegram

Interview Questions

1. How many years have you been a principal?

2. How does the Comprehensive Induction Principal Program (CPIP) support novice

   principals in your school district?

3. Do you suggest involvement in a formalized mentoring program indicated a level

   of significance for novice principals?

4. Are there benefits of principal mentoring?

5. Are there challenges of principal mentoring?

6. Did any fundamental dynamics from involvement in CPIP contribute to your

   effectiveness as a school principal?

7. What attributes from the formal mentoring program contributed the

   meaningfulness and quintessence of CPIP?

8. How do you suggest that involvement in the formalized mentoring program

   assisted in your role as a new principal?

9. How did involvement in CPIP assist with your growth as a novice principal?

10. How did involvement in CPIP properly prepare you in your role as school

    principal?

11. Does mentoring denote a level of importance for novice principals?

12. Can you describe the different parts of the CPIP program that were meaningful to

    you as a novice principal?

Comment [LY1]: I am assuming some things: first, you are trying to ascertain the effectiveness of the CIPP or CPIP? on novice principals. So to ask how long one has been a principal is irrelevant unless it has been in the district under study. So perhaps question one should be restructured to read—in your current district?

Comment [LY2]: I'm not sure what you're asking, rewrite for clarity

Comment [LY3]: to get to what people are thinking, never ask yes or no questions. better: What from your estimation are the benefits of principal mentoring? likewise in question 5, what from your estimation are the challenges associated with principal mentoring?

Comment [LY4]: all of these questions, I think try to get at the same thing- although worded differently- they can be reworded for clarity and to point toward the answer you're looking for. For instance, in question 9, you might ask, Now that you're a practicing principal, what aspects of the CPIP program most prepared you for your current position? I don't see it in your questions, but a question like, "what element/s do you wish the CPIP had placed more emphases on? why?

Comment [LY5]: Again, question 11 is a yes or no questions which is never good in these types of surveys. "How important was mentoring in developing you as a novice principal? Why?

Comment [LY6]: Not can you, but Describe the elements of the CPIP program that were meaingful to you and how they have been utilized in your current role as a novice principal

Interview Validation Rubric for Expert Panel - VREP©
By Marilyn K. Simon with input from Jacquelyn White
http://dissertationrecipes.com/

Criteria	Operational Definitions	Score 1=Not Acceptable (major modifications needed) 2=Below Expectations (some modifications needed) 3=Meets Expectations (no modifications needed but could be improved with minor changes) 4=Exceeds Expectations (no modifications needed)				Questions NOT meeting standard (List page and question number) and need to be revised. *Please use the comments and suggestions section to recommend revisions.*
		1	2	3	4	
Clarity	• The questions are direct and specific. • Only one question is asked at a time. • The participants can understand what is being asked. • There are no *double-barreled* questions (two questions in one).			X		Refer to Comments
Wordiness	• Questions are concise. • There are no unnecessary words		X			6,7
Negative Wording	• Questions are asked using the affirmative (e.g., Instead of asking, "Which methods are not used?", the researcher asks, "Which methods *are* used?")				X	
Overlapping Responses	• No response covers more than one choice. • All possibilities are considered. • There are no ambiguous questions.				X	
Balance	• The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone.		X			Refer to Comments
Use of Jargon	• The terms used are understandable by the target population. • There are no clichés or hyperbole in the wording of the questions.		X			6,7
Appropriateness of Responses	• The choices listed allow participants to respond appropriately.			X		Refer to Comments

Listed	• The responses apply to all situations or offer a way for those to respond with unique situations.			X		Refer to Comments
Use of Technical Language	• The use of technical language is minimal and appropriate. • All acronyms are defined.			X		6, 7
Application to Praxis	• The questions asked relate to the daily practices or expertise of the potential participants.				X	
Relationship to Problem	• The questions are sufficient to resolve the problem in the study • The questions are sufficient to answer the research questions. • The questions are sufficient to obtain the purpose of the study.			X		Refer to Comments
Measure of Construct: A: (Research Question 1)	• The interview questions adequately measure this construct **Research Question 1:** How do novice principals with less than three years' experience explain the significance and quintessence of the mentoring involvement?				X	
Measure of Construct: B: (Research Question 2)	• The interview questions adequately measure this construct. **Research Question 2:** What perceptions do novice principals participating in a formalized mentoring program have regarding the experiences?		X			Refer to Comments

* The operational definition should include the domains and constructs that are being investigated. You need to assign meaning to a variable by specifying the activities and operations necessary to measure, categorize, or manipulate the variable. For example, to measure the construct *successful aging* the following domains could be included: degree of physical disability (low number); prevalence of physical performance (high number), and degree of cognitive impairment (low number). If you were to measure creativity, this construct is generally recognized to consist of flexibility, originality, elaboration, and other concepts. Prior studies can be helpful in establishing the domains of a construct.

Permission to use this survey, and include in the dissertation manuscript was granted by the author, Marilyn K. Simon, and Jacquelyn White. All rights are reserved by the authors. Any other use or reproduction of this material is prohibited.

Comments and Suggestions

- Questions 6 & 7: Terminology, such as, "fundamental dynamics" and "quintessence" may be unclear and/or have different connotations for respondents. Consider replacing with standard vocabulary or defining key terminology to ensure common understanding.
- Questions 3, 4, 5, & 6: Are you intending these to be closed ended (yes/no) responses?
- Other: Most questions are "positive-leaning" which might not allow for respondents share negative perceptions or gaps in programming. Consider reframing leading questions to make them neutral. i.e., *How would you describe the impact of CPIP on your role as a school principal?*

Does the level or type of school make a difference?

Interview Questions

1. How many years have you been a principal? *How many years have you been a principal in the current district?*

2. ✓ How does the Comprehensive Induction Principal Program (CPIP) support novice principals in your school district?

3. Do you suggest involvement in a formalized mentoring program indicated a level of significance for novice principals? *Reword to include impact of mentoring.*

4. Are there benefits of principal mentoring? *What are the benefits of principal mentoring?*

5. Are there challenges of principal mentoring? *List the challenges of principal mentoring, if any*

6. Did any fundamental dynamics from involvement in CPIP contribute to your effectiveness as a school principal? *Such as coaching, mentoring or attending monthly meetings.*

7. ✓ What attributes from the formal mentoring program contributed the meaningfulness and quintessence of CPIP?

8. ✓ How do you suggest that involvement in the formalized mentoring program assisted in your role as a new principal?

9. How did involvement in CPIP assist with your growth as a novice principal? *What aspects of CPIP most prepared you for your current position?*

10. ✓ How did involvement in CPIP properly prepare you in your role as school principal?

11. Does mentoring denote a level of importance for novice principals? *Closed ended - Delete*

12. ✓ Can you describe the different parts of the CPIP program that were meaningful to you as a novice principal?

Interview Questions

1. How many years have you been a principal?

   Comments:

   -You may want delineate this question somewhat by asking respondents to identify the levels and types of schools in which they led. Later, this may help you to discover some trends later in the responses of your investigation.

   -I was wondering if you may want to ask a primer or follow up question regarding the number of years served as an assistant principal and/or school leader before ascending to the principal position. For instance, you may notice that the amount and style of mentoring individuals need may differ with regard to the number of years served in the AP role before coming into the principalship. Also, you may find that principals who move from one level to another (an AP who moves from HS to ES) requires more intense mentorship or support.

2. How does the Comprehensive Induction Principal Program (CPIP) support novice principals in your school district?

   Comments:

   -You may want to add "New Principals Academy" in parenthesis. The two terms have become synonymous in our district. Also, it may alleviate confusion.

   -Also, you may consider adding "leadership development" between the words support and principals --- or creating a separate question that along the lines of:

How does the Comprehensive Induction Principal Program (CPIP) enhance the leadership development novice principals in your school district?

3. Do you suggest involvement in a formalized mentoring program indicated a level of significance for novice principals?

Comments:

-I am wondering if you want to uncover their beliefs about the impact of mentoring programs. If so, you may want to reword this question just a bit. By asking what they feel the impact of mentoring indicates a level significance for novice principals may read more objective and solicit a wider range of responses.

4. Are there benefits of principal mentoring?

Comments:

-You may want to scaffold this question into a part "A" and "B". In part "A" may want to ask what are the top 3 benefits. Then, in part "B" ask if there are any other benefits. In part "A" ask them to explain and/or elaborate on their choices.

-Scaffolding will help with your analysis and make it easier to reveal trends in the responses.

5. Are there challenges of principal mentoring?

Comments:

-You may want to scaffold this question into a part "A" and "B". In part "A" may want to ask what are the top 3 benefits. Then, in part "B" ask if there are any other challenges.

-Scaffolding will help with your analysis and make it easier to reveal trends in the responses.

6. Did any fundamental dynamics from involvement in CPIP contribute to your effectiveness as a school principal?

Comments:

-I am wondering if you may consider adding, in parenthesis, the components of the program (coaching, mentoring and monthly learning) into the question. I fear that respondents would only relate to the monthly meetings and not the entire program.

7. What attributes from the formal mentoring program contributed the meaningfulness and quintessence of CPIP?

Comments:

-That may be somewhat of a clarity issue with this question. I thinking about the possible responses to the question, I am wondering about how most would define the formal mentoring program. You may choose to be a bit more direct with this question.

8. How do you suggest that involvement in the formalized mentoring program assisted in your role as a new principal?

Comments:

-I am wondering if you may consider scaffolding this question into 2 areas: (1) as an instructional leader and (2) operational manager. etc.

-In pipeline programs such as CPIP, district all over the Country are wondering about the balance of instructional learning versus non-instructional learning and developing a curriculum which has the proper balance.

9. How did involvement in CPIP assist with your growth as a novice principal?

Comments:

-Perhaps, you can have some followup to this question that may reveal some very important insight about the leadership development in certain areas. I would want to know about growth in: Instructional Feedback, Managing School Teams, Managing Personnel, Using Data to Lead Instruction, Developing Mission, Vision and Core Values, Building Positive Climate etc.

10. How did involvement in CPIP properly prepare you in your role as school principal?

Comments:

-For this question, you may want to replace ALPSS and/or RPPP for CPIP. These are the 2 programs with the pipeline which prepare APs and and aspiring school leaders to become principals.

-I am also wondering about a question regarding responders feeling and thoughts about the rigor of the university/college program they may have matriculated through for school leadership. This may lead to yet another question about CPIP and mentoring filling the gap between college school leadership programs and performing well in the actual job of principal.

11. Does mentoring denote a level of importance for novice principals?

Comments:

-You may want to examine this question more critically. At the core, what do you want to learn from asking this question? Its ok to be very direct with your question(s).

-For example, you could be very direct and ask one a likert scale of 1 to 5, how important do feel/believe mentoring is for a new principal. Then, ask can you explain or elaborate on your rate of....

12. Can you describe the different parts of the CPIP program that were meaningful to you as a novice principal?

Comments:

-This is part of the scaffolding that I mentioned above. Once you begin the process of coding to reveal trends it helps a great deal. It helps to clarify your findings as well.

Interview Questions

√1. How many years have you been a principal?

√2. How does the Comprehensive Induction Principal Program (CPIP) support novice principals in your school district?

√3. Do you suggest involvement in a formalized mentoring program indicated a level of significance for novice principals?

√4. Are there benefits of principal mentoring?

or combine question

√5. Are there challenges of principal mentoring?

Will the participants provide/describe the benefits/challenges? Or write yes/no

6. Did any fundamental dynamics from involvement in CPIP contribute to your effectiveness as a school principal? *similar to #9*

7. What attributes from the formal mentoring program contributed the meaningfulness and quintessence of CPIP?

√8. How do you suggest that involvement in the formalized mentoring program assisted in your role as a new principal?

√9. How did involvement in CPIP assist with your growth as a novice principal?

10. How did involvement in CPIP properly prepare you in your role as school principal?

11. Does mentoring denote a level of importance for novice principals? *similar #3*

√12. Can you describe the different parts of the CPIP program that were meaningful to you as a novice principal?

Identify what barriers/benefits of principal mentoring?
What are the benefits of a mentoring program for novice principals?

Appendix F: Research Participant Consent Letter

Project Information

Project Title: The Impact of Mentoring on Novice School Principals: A Qualitative Case Study

Researcher Contact:
Dissertation Chair: Dr. Katrina Schultz, American College of Education, (XXX) XXX-XXXX, (xxxxx@ace.edu)
Researcher: Michelle H. Pegram, American College of Education, (XXX) XXX-XXXX, (xxxxx@gmail.com)

Introduction
I am a doctoral candidate at American College of Education (ACE). I am conducting research under the supervision and leadership of Dr. Katrina Schultz, Dissertation Chair, ACE. I will afford some information about the research project and invite you to be a part of this research. Before you decide, you can talk to anyone you feel comfortable with about the research. This consent form may contain words you do not understand. If you have questions later, you can ask them then.

Study Purpose
The purpose of this qualitative case study was to learn about the experiences, opinions, and attitudes of participants in a formal mentoring program in a large urban district.

Research Design and Procedures
The study will use a qualitative methodology and bound single case study design. Participants will be recruited from an email list provided by the Supervisor of School Leadership Programs during the 2019-2020 academic year. If you agree to participate you will be asked to sign the consent for participation via email to the researcher at xxxxx@gmail.com within 2 weeks of receiving the initial contact email. Please note: ACE program office will not have a record of your choice to participate or decline participation.

The semi-structured face-to-face interview will last approximately 45 minutes at a location of your choosing. The research will take place over a 1-month timeframe, I will interview you once. The interviews will be recorded (mandatory) and transcribed to ensure accuracy. A copy of the transcript from a computer assisted qualitative data analysis software (CAQDAS) NVivo will be provided to you. Interview participants are asked to review the transcriptions for accuracy, make changes, or add notes on the transcription copy to clarify perceptions, experiences, or meanings within 14 days of the date of the interview.

Participant Selection
You are being invited to take part in this qualitative research because of your participation in the Comprehensive Principal Induction Program (CPIP) also known as New Principals' Academy during your first year of the principalship. Participation selection criteria: second- and-third-year novice principals. can contribute to our cognizance of the program's ability to effectively support novice principals.

Voluntary Participation
Your participation in the study is voluntary. It is your choice to participate. If you choose to participate, you have the right to withdraw any time during the study without any repercussions.

Risks

The interview will not contain questions sensitive in nature or could potentially cause harm or shame. You have the right to not answer any questions during the interview without giving a reason.

Benefits

While there will be no direct financial benefit to you, your participation is likely to help us discover more about how CPIP contributed to your leadership skills. The interview questions will focus on your perceptions, meaning and essence of the formal principals mentoring program. I hope to publish results so that other interested individuals may learn from the research. The potential benefits of this study will aid the Office of Talent Development, educational leaders, and other school districts with formal mentoring programs on the significance, quintessence and perceptions of a formal principal mentoring program.

Confidentiality

I will not share information about you as that is confidential. I will be the only one that knows which codes correlate to which name. The information collected will be coded to protect participants' names and stored in a locked file cabinet in the Principal Investigator's home. Recordings and transcripts will be stored on a password protected computer at my home. Best practices will be followed to protect information through all reasonable efforts; no guarantees can be made. Evidence collected will be destroyed two years after the publishing of this study in accordance with CITI regulations.

Questions About the Study

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact Michelle H. Pegram (Researcher), at (XXX) XXX-XXXX or xxxxx@gmail.com. If you have any questions regarding your rights as a research participant or the study, you may contact the Dissertation Chair, Dr. Katrina Schultz at (XXX) XXX-XXXX or xxxxx@ace.edu. The qualitative bound single case study research plan has been reviewed and approved by the Institutional Review Board (IRB) of American College of Education. This is a committee whose role is to ensure research participants are protected from harm. If you desire to ask questions of this group, email IRB@ace.edu.

Certificate of Consent

I have read the information about this study, or it has been read to me. I acknowledge why I have been asked to be a participant in the research study. I have been provided the opportunity to ask questions about the study, and any questions have been answered to my satisfaction. I certify I am at least 18 years of age. I consent to voluntarily to be a participant in this study.

Print or Type Name of Participant: _____

Signature of Participant: _____

Date: _____

Written Consent for Interview

I have read the Letter of Information in this consent document. I understand the nature and purpose for the research. By completing and signing this document, I agree to participate in a semi-structured interview (recorded and transcribed).

I agree to be audio recorded for the purpose of this research. Yes_____ No_____

I consent to the use of unidentified and unattributed quotes from the interview. Yes_____ No_____

Print or Type Name of Participant: _____

Signature of Participant: _____

Date: _____

I confirm that the participant was given an opportunity to ask questions about the study, and all questions asked by the participant have been answered to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily. A copy of the Consent Form has been provided to the participant.

Print of Type Name of Lead Researcher: _____

Signature of Lead Researcher: _____

PLEASE KEEP THIS INFORMED CONSENT FORM FOR YOUR RECORDS.