

BAR-ILAN UNIVERSITY

**Mentoring Prospective Principals
in the Principals' Training Program:
Determinants of Meaningful Mentor-Mentee Relationship
as Perceived by the Mentoring Principals**

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ABSTRACT

Principals' training programs in Israel and worldwide focus on providing the trainees administrative and pedagogical skills along with active learning. The practical part includes individual mentorship which is gaining an ever growing place in training programs. The aim of this research is to discover the determinants of a meaningful mentor-mentee relationship as viewed by the mentoring principals.

The research has been conducted along qualitative guidelines, and included semi structured interviews with fifteen principals mentoring in the Principals' Training Program in two research institutions in central Israel. The results were analyzed according to the four steps of Richards & Morse (2013): organization and coding of data; formulation of preliminary themes; examination of the proposed themes; formulation of theory emerging from the raw database.

The analysis of the interviews yielded six main determinants of a meaningful mentor-mentee relationship in the principals' training program: 1. The mentor's willingness to share doubts and difficulties and allow the mentee to encounter the school staff and the variety of their tasks; 2. The ability of the mentoring principal to center the attention on the mentee, to focus on his needs and aspirations and adapt the training program accordingly; 3. The mentee's availability for the learning process and his willingness to face difficulties and weaknesses with courage and integrity; 4. The mentee's ability to enrich the mentoring principal with original insights or with new perspectives on his school; 5. The time and frequency of the encounters of the mentors with the mentees; 6. The professional framework assisting the mentee in organizing and clarifying the insights acquired during the training process.

The research will provide conclusions relevant to policy makers, to mentoring principals as well as to mentees partaking in principals' training programs all over the

country. The importance of this research consists in the help it may provide directors of the programs to better the training of the aspiring principals by focusing attention on determinants depicted by the mentoring principals, thus making the mentorship period all the more meaningful to mentors and mentees alike.