

**STUDY OF SUPPORT
AND GUIDANCE PRACTICES
FOR NEW SCHOOL PRINCIPALS
AND VICE-PRINCIPALS**

collaboration
complexity
development
complexity
competencies



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The following organizations participated in conducting this study:

Fédération des commissions scolaires du Québec
Association des directeurs généraux des commissions scolaires du Québec
Association des cadres scolaires du Québec
Fédération québécoise des directeurs et directrices d'établissement d'enseignement
Association of Administrators of English Schools of Quebec
Association montréalaise des directions d'établissement scolaire
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DEFINITION OF CONCEPTS

Candidate

A person registered in an educational leadership program for school administrators offered at a Québec university, or a person whose name is in a school board's reserve pool.

Mentee

School principal or vice-principal (for the purposes of this document, referred to as school administrator) who has held this position for five years or less (that is, since August 1999 at the latest) and who receives training, support and guidance.

Mentor

A person whose role is to contribute his or her knowledge and skills, and devote time and energy to developing the work skills of at least one mentee (that is, a person who has been working as a school administrator for five years or less).

School organization

A generic term that refers to the council of commissioners, senior management, various administrative and pedagogical services, and schools within a school board.

Support and guidance structure

All measures instituted as part of training, professional development or support and guidance activities for new school administrators who have held these positions for five years or less, with a view to favouring their professional integration and increasing their level of job ease and competence.

INTRODUCTION

Québec has undergone a general restructuring of its school system in the past few years, as have a number of Western nations. School administrators undoubtedly play a strategic role when it comes to implementing such changes and are called upon to take action, regardless of the type of reform that is taking place. School administrators play an important role, whether in terms of changes resulting from the adoption of the *Education Act*, curriculum and education reforms, the establishment of organic ties with the surrounding community or the development of an educational project that takes into account the values espoused by professionals in the school. This type of restructuring also leads to profound changes in school administrators' duties, rendering them more complex.

Since all these changes involved the rapid replacement of school administrators and a decline in school enrollments, it was necessary to develop support and guidance measures whose ultimate aim was to encourage the successful integration of the greatest number of new school administrators. To this end, this study, entitled *Study of Support and Guidance Practices for New School Principals and Vice-Principals*, is designed to provide an account of the various forms that support and guidance can take. It seemed appropriate that the study be carried out jointly by representatives of all parties involved in the training, support and guidance of new school administrators, that is, school organizations, universities, professional associations and the Ministère de l'Éducation, du Loisir et du Sport (MELS).

Following an invitation by the Direction de la formation et de la titularisation du personnel scolaire (DFTPS) of the MELS in March 2004, a meeting of representatives of the following organizations was held: Fédération des commissions scolaires du Québec (FCSQ); Association des directeurs généraux des commissions scolaires du Québec (ADIGECS); Association des cadres scolaires du Québec (ACSQ); Fédération québécoise des directrices et des directeurs d'établissement d'enseignement (FQDE); Association of Administrators of English Schools of Quebec (AAEAQ); Association montréalaise des directions d'établissement scolaire (AMDES); Association québécoise du personnel de direction des écoles (AQPDE); and the school administration departments of Université du Québec à Chicoutimi and Université Laval. Also in attendance were newly appointed school administrators and a candidate for such a position, a student registered in an educational leadership program at the Université de Sherbrooke. Participants at the first meeting agreed to conduct a joint study on support and guidance practices for new school administrators. Moreover, they agreed to form a committee to coordinate the operations needed to conduct the study. This initiative attests to the importance the coordinators of the study place on new school administrators' integration, and the individual and collective value of performing this study in partnership.

Members of the coordinating committee demonstrated increasing levels of enthusiasm and determination throughout the study. They began by developing action plans, and then assigned each partner's specific tasks and responsibilities. In addition, they put in place mechanisms for monitoring, regulating and evaluating operations following joint decisions made at the meetings.

Experts from a number of fields specializing in either the study topic or methodology were occasionally brought on board to assist the coordinating committee.

In short, the success of the *Study of Support and Guidance Practices for New School Principals and Vice-Principals* is the result of cooperation among various specialists who made occasional contributions and members of the coordinating committee who contributed their expertise on a more regular basis.

PART I INFORMATION ON THE STUDY

CHAPTER 1

CONTEXT, OBJECTIVES AND
METHODOLOGY OF THE STUDY

CONTEXT

School administrators in Québec have experienced significant changes in the past decade. In addition to undergoing demographic changes as a group (e.g. rejuvenation, feminization and rapid replacement), administrators are also assuming more complex duties, in a context of declining enrollments in the youth sector, professional practices under review and schools that are constantly evolving.

These changes are described below.

Demographic changes:

Fluctuating staff levels:

The number of school administrators declined between 1989 and 2002, going from 3753 in 1989 to 3377 in 2002, representing a drop of more than 7% during this period. The decline was felt more intensely at the beginning of the period; however, a slight increase was observed between 1998 and 2002, which continued until 2004. The fluctuating levels of administrators correlate directly with those of school enrollments. However, for the next four years, the number of students enrolled in school boards will decrease yet again, dropping by slightly more than 3% annually, with the number of school administrators decreasing as well, in response to this trend.

The feminization of personnel:

An increasing number of school administrators are women: slightly more than 55% of all administrators as of September 30, 2004, compared with 27% in 1989.

The rejuvenation of staff:

After rising for nearly three years from 1989-1990 to 1996-1997, the average age of school administrators has been dropping steadily, a clear indicator that they are getting younger. The proportion of persons 50 years of age or older rose from 27% to approximately 53% during the 1989-1999 period. Since 1999, this proportion has been declining steadily, and stood at 40% in 2004. Another indicator that school administrators are getting younger is that the proportion of persons under 35 years of age, which was relatively stable between 1989 and 1997, has been rising constantly to the previously unattained level of 10.6%.

Work context:

For the past 10 years, the context in which school administrators have been working has changed in a number of significant ways. More specifically, the decentralization of power, participation-based management and the obligation to be transparent have redefined the roles of various stakeholders in the education system. Schools are also evolving, that is, the foundations they have been based on until recently are being systematically reviewed; the principles, values and standards they adhere to are being brought into question; and the practices they adopt are being reformed. These factors directly impact a manager's role. Consequently, the management framework guiding the professional practice of school administrators is currently being redefined, and the social view of their role, in which their professional identity is rooted, is being reconstructed.

The regulation regarding the conditions of employment of school administrators requires that administrators complete a graduate university program in educational leadership for school administrators. To apply for an administrator's position, a candidate must have earned at least six of the program's 30 credits. Eight universities in Québec have education faculties offering this type of program. In addition to the training prescribed by the September 2001 regulation, the massive influx of new administrators in recent years has resulted in various measures being implemented to help them successfully integrate into their new positions.

In 2002, following the Charuest report of August 2001,¹ the Fédération des commissions scolaires du Québec (FCSQ) published a guide to assist school administrations in developing succession plans.²

In addition to emphasizing the selection and training of school administrators, the succession plan contains an entire chapter on the guidance that administrators require while integrating into their positions, a period that experts believe may take from three to five years. Most of the recommendations in the succession plan have been implemented, but work still remains in terms of providing new school administrators with guidance.

The five professional associations of school administrators have been offering their members training and professional development activities since at least 2001. Most of the activities are designed for school administrators on the job, which allows for opportunities for fruitful exchanges among experienced and new administrators. Four of the associations offer activities exclusively for new school administrators that are aimed at welcoming administrators into their new position, providing them with information and helping them consolidate their knowledge. The associations also assume part of the costs of the graduate educational leadership program that is compulsory for new school administrators. Lastly, one association organizes an annual information meeting for candidates aspiring to be school administrators.

As part of this reform of parameters regarding the profession of school administrator and of the various activities aimed at facilitating their professional integration, in March 2004, the Ministère de l'Éducation, du Loisir et du Sport (MELS) and the different organizations involved in providing Québec's school administrators with training, professional development and supervision conducted this study on support and guidance practices for new school administrators. It focuses on the support and guidance structure and models adopted by school organizations.

The support and guidance structure comprises all the measures adopted by school boards, universities and professional associations of school administrators to facilitate the professional integration of new school administrators. A support and guidance model comprises the activities and strategies that school organizations implement in order to provide their new administrators with support and guidance.

1. Charuest, Jacques L., *Enquête sur la relève: L'attrait pour la fonction de direction d'établissement, Rapport final* (Fédération des commissions scolaires: August 2001).
2. Fédération des commissions scolaires du Québec, *Guide en vue de l'élaboration d'un plan de relève des directions d'établissement*, Document no. 6214, 2002.
3. The organizations that participated in this study and the list of committee members who contributed to preparing and conducting it are included in Appendix 2.

OBJECTIVES

The objectives of the study were to classify and analyze existing support and guidance practices for new school administrators in order to help improve and adapt these practices to the needs of both the people and the school organizations concerned.

This study thus focuses on practical rather than theoretical aspects. It describes and analyzes the situation of new school administrators, their views and perceptions, as well as their needs and the characteristics of the support and guidance measures that facilitate their professional integration.

In addition, within the limitations of the conditions imposed by the research, this study sheds light on school administrators' needs with respect to support and guidance and on the means of meeting these needs. It also provides information that could be used to coordinate and complement the support and guidance measures adopted by the various parties involved in this process (school boards, associations and groups, universities) and thus improve the overall support and guidance measures offered to new school administrators.

METHODOLOGY

With its primary objective being to describe the current situation so that it can be better understood and explained, this study takes an interpretive position. It combines a quantitative and qualitative approach to data collection by using questionnaires and interviews. Regardless of the method used to collect data, the objective of the study was to construct formalized knowledge based on the information provided by persons involved in some capacity in support and guidance measures for new school administrators.

PARTICIPANTS

In order to clearly understand the issue addressed by the study, we surveyed the persons first and foremost concerned, that is, new school administrators as well as persons and organizations involved in assisting these administrators to integrate into their positions. To clarify and more appropriately direct future support and guidance practices, we also surveyed persons aspiring to become administrators who had completed the compulsory educational leadership program or who were in the process of completing it. The study's participants can therefore be grouped into one of the following six categories of respondents:

- **MENTEES:** school administrators who have held their positions for five years or less (that is, since August 1999 at the latest) and who receive training, support and guidance
- **MENTORS:** people whose role is to contribute their knowledge and skills, and devote time and energy to developing the work skills of at least one mentee
- **SUPERVISORS:** school board senior management responsible for implementing support and guidance practices for new school administrators

- **CANDIDATES:** people registered in an educational leadership program offered at a Québec university, or people whose names are in a school board's reserve pool
- **UNIVERSITY INSTRUCTORS:** educators associated with the practical training of school administrators and those responsible for educational leadership programs
- **Representatives of FIVE PROFESSIONAL ASSOCIATIONS** of school administrators that offer their members professional development activities and that are therefore involved in the professional integration of new school administrators.

DATA COLLECTION

The mentees, mentors, candidates, supervisors and university instructors were surveyed by means of a questionnaire, while the professional associations took part in semi-structured interviews. Investigative interviews were also conducted in some school boards to complete the information collected. After a validation was conducted with 20 mentees, 12 mentors and 10 candidates, the questionnaires were administered in the spring of 2005. Participants returned their completed questionnaires in a sealed envelope to a designated person in each school board, or if they wished, they could return them directly to the MELS study coordinator.

**“THE MENTEES, MENTORS,
CANDIDATES,
SUPERVISORS AND
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SCHOOL BOARDS
TO COMPLETE THE
INFORMATION
COLLECTED ...”**

Identification of potential study participants

In the fall of 2004, all Québec school boards were invited to participate in the study, with 44 agreeing to take part. Thus, virtually all the school administrative regions are represented, with the exception of Nord-du-Québec only. Each participating school board indicated to the study coordinator the number of new school administrators who had received support and guidance measures in 2004-2005, as well as the number of mentors in their organization. Candidates were found in the school boards' reserve pools if applicable, or otherwise, were identified by the university professors teaching educational leadership courses. School boards distributed the questionnaires to the persons concerned under their responsibility and the university professors did the same for candidates in their courses.

Response rates

Response rates were as follows:

- 745 questionnaires were distributed to mentees and 372 were filled out and returned, for a response rate of 50%
- 324 questionnaires were distributed to mentors and 130 were filled out and returned, for a response rate of 40%
- 664 questionnaires for candidates were sent to school boards and universities and 328 were filled out and returned, for a response rate of 49%
- 42 out of 44 supervisors filled out and returned their questionnaires, for a response rate of nearly 100%
- universities received 41 questionnaires and 13 were filled out and returned, for a response rate of 32%

We are aware that the number of mentees indicated by the school boards is lower than the number in the MELS' data⁴. In fact, when the study was being prepared in 2004, there were 1609 administrators who had been working five years or less in the participating school boards. The explanations that follow may account for school boards identifying only 745 mentees. Firstly, school boards were asked to identify only the new school administrators who were receiving training, support or guidance. Therefore, the difference in the number of mentees may be attributable to this variable. Moreover, at the time the questionnaires were being filled out, some new school administrators had already completed their university training but were not receiving any type of organized or structured support, while others did not consider this type of assistance relevant or did not think they had enough time to benefit from the support and guidance made available to them. Finally, another reason may be that others had only received support during the first two years in their position and were in their third, fourth or fifth year on the job.

ANALYSIS AND PRESENTATION OF RESULTS

The data to be collected was chosen based on the perceptions of the role of a support and guidance structure presented in the literature reviewed. Fully operational, such a structure would have a three-fold objective: to help new school administrators act effectively in a constantly changing and increasingly unpredictable context; to help them feel more at ease in their position by promoting greater well-being; and lastly, to contribute to conveying organizational values, practices and beliefs and thus create a suitable environment in which the objectives of the school board's strategic plan may be integrated.

In order to correctly place a support and guidance structure in the context of school management, it was necessary to determine how the job of school administrator is viewed, the reasons that lead a person to occupy such a position, the needs that must be satisfied in order for people to assume their responsibilities, and the school organization's needs with regard to its expectations of school administrators. The characteristics of the structure and those of the school organization's main support and guidance model were then identified. To conclude, the level of achievement of objectives targeted by the measures and the degree of participants' satisfaction was assessed.

The chapters that follow present primarily a descriptive analysis of the data collected. The quantitative and qualitative data collected from the respondents were examined in order to obtain an overview of the situation, to understand it and to discuss it. Courses of action are also recommended with a view to improving the overall support and guidance process for new school administrators.

When feasible, the responses of mentees, candidates, mentors and supervisors were incorporated in the same table in order to make this report more user friendly. This was possible because the content and internal organization of the survey questionnaires were almost identical for the four groups of respondents, and any adaptations concerned only the wording of questions, with the exception of questions addressed to the specific groups. The results of interviews with representatives of the five professional associations of school administrators and the investigative interviews conducted in three school boards are presented in Part III of this document, which also contains an analysis of the information collected from university instructors.

It is important to take into account the fact that each group's description of the elements identified by the questionnaires is based on their individual experience and perceptions. Given that the mentees experience support and guidance as recipients, this group therefore best describes overall the support and guidance situation that prevails in schools participating in the study. On the other hand, the mentors are involved in a specific support formula and are not present in all schools, which implies that their point of view is less representative than that of the mentees. With regard to the supervisors, they have an overview of their school boards' guidance practices, but discretion must be used when comparing their answers with those of the mentees and mentors, because each of them supervises a different number of persons. Finally, with respect to the candidates, their questions were formulated so as to describe the support and guidance structure they expect to receive when they take on the task of becoming new administrators. As a result, their answers were incorporated into those of the other groups whenever possible.

4. MELS, PERCOS system

PART II PRESENTATION OF DATA AND RESULTS

CHAPTER 2

RESPONDENT PROFILE

RESPONDENTS' AGE AND SEX

The mentees were relatively young—nearly two thirds were under 45—with women making up 58.8% of the group. The candidates were even younger: 80% were under 45 and women made up 63.4% of the group. Most of the mentors were 45 and over (86.1%), with men comprising 52.7% of the group. Among the supervisors, 90% were 45 and over and most were between the ages of 45 and 54. Men made up 59.5% of the group.

EDUCATION AND PROFESSIONAL EXPERIENCE

Education

Among the mentees, 30% had a graduate university certificate and 17%, a Master's degree. Slightly more than half had a Bachelor's degree, which shows that they had not yet completed the compulsory graduate program. Slightly more than two thirds of the candidates had a Bachelor's degree, while 18.3% had a graduate university certificate and 13.1%, a Master's degree. Therefore, the majority of candidates had yet to complete the university training required of a school administrator. Among the mentors, 42% had a Master's degree, 24%, a graduate university certificate and close to one third, a Bachelor's degree. With respect to the supervisors, 52.4% had a Master's degree and 26.2%, a graduate university certificate, but only 19% had a Bachelor's degree, making for a highly educated group.

TABLE 1 RESPONDENTS' AGE

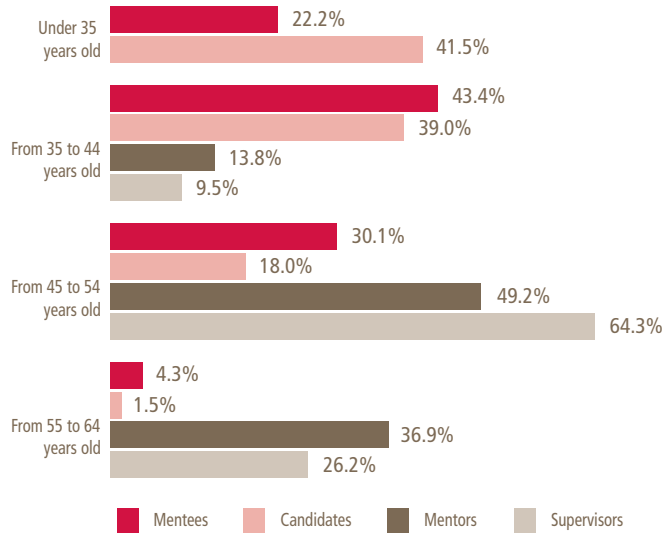
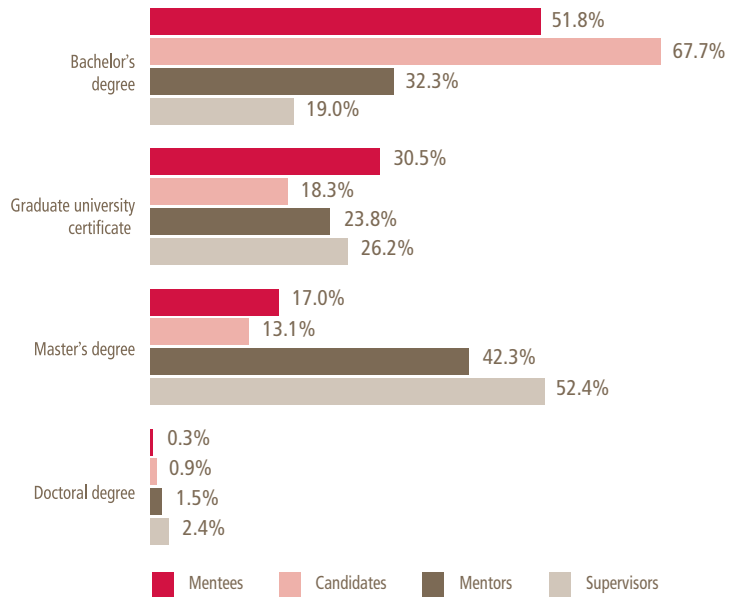


TABLE 2 HIGHEST LEVEL OF EDUCATION COMPLETED BY RESPONDENTS

DEGREE OBTAINED



Professional experience

All the mentees had teaching experience, on average 12.8 years. A small number of them (10.2%) were non-teaching professionals for 5.2 years on average. As the cumulative total of mentees working as vice-principals and principals was 120%, it can be concluded that 20% of the mentees worked as vice-principals before becoming principals. In both cases, the average amount of experience was 2.3 years.

Almost all candidates had teaching experience, on average 11.1 years, and three quarters were teaching at the time of the survey. Although 15.2% of candidates had held positions as a senior staff member or official for an average of 2.9 years, none were in such positions at the time of the survey. Moreover, 14% of candidates had held non-teaching professional jobs for 5.5 years on average, with 7.7% of them still in the position at the time of the survey. The questionnaire did not give this group the option of indicating experience as vice-principal or principal; therefore, no data exists on these positions, even though 15.3% of the candidates stated that they currently held such a position. We could hypothesize that they were in the positions on an interim basis.

Practically all mentors had teaching experience, on average 11.6 years, with most of them having also worked as a principal (90%) for 10.3 years on average, while close to two thirds had worked as a vice-principal. Slightly more than 20% of them had occupied non-teaching professional positions for 7.0 years on average, while 16.1% had worked as a senior staff member or official in their school board for 6.8 years on average. A large majority of the mentors had worked as principals (68.7%), or had held such positions before retiring (11.4%). In all, nearly 20% of the mentors were retired, including 90% who were at the school board and working as a mentor at the time of the study.

Nearly 90% of the supervisors had teaching experience, an average of 11.9 years. Slightly more than three quarters were principals and slightly more than 60%, vice-principals, having spent a greater amount of time in the position of principal than for that of vice-principal: 7.8 years on average versus 3.9 years. Close to two thirds of the supervisors worked as a senior staff member or official, for 9.9 years on average. At the time of the survey, slightly more than 60% of the supervisors held a senior management position at their school board. The others were senior staff members or officials, or worked in an unspecified position.

REASONS FOR CHOOSING THE JOB OF SCHOOL ADMINISTRATOR

In order to explore the reasons for choosing the job of school administrator, we asked respondents to state two factors that motivated them to apply. The responses were grouped into five categories:

- encouraged to do so by a school administrator, a school team or another person
- the desire for a new challenge, a need for change and an opportunity for personal development
- job appeal, greater social status and salary increase
- practical experience leading to such a position
- other factors, including being inspired by role models

All the mentees mentioned that they applied for a position as a school administrator because they were encouraged to do so. Other reasons cited by far fewer new administrators were as follows: a third mentioned job appeal, greater social status and salary increase, and a little more than a quarter mentioned the desire for a new challenge.

TABLE 3 PREVIOUS POSITIONS HELD BY RESPONDENTS, AVERAGE NUMBER OF YEARS IN EACH, AND CURRENT POSITION HELD (%)

POSITION	MENTEES		CANDIDATES		MENTORS		SUPERVISORS	
	Experience		Experience	Current position	Experience	Current position	Experience	Current position
Teacher								
% who occupied the position	98.3		98.7	75.2	95.3		88.1	
Average years	12.8		11.1		11.6		11.9	
School vice-principal								
% who occupied the position	79.1			12.0	64.6		61.9	
Average years	2.3				5.3		3.9	
School principal								
% who occupied the position	41.0			4.3	90.0	68.7	78.5	
Average years	2.3				10.3		7.8	
Non-teaching professional								
% who occupied the position	10.2		14.0	7.7	21.5		26.2	
Average years	5.2		5.5		7.0		4.2	
Senior staff member or official								
% who occupied the position	1.9		15.2		16.1	6.9	64.2	19.0
Average years	5.4		2.9		6.8		9.9	
School board senior management	4.8							19.0
	6.1							
School board middle management								33.3
Other positions				0.9		6.9		28.6
Retired school administrator						11.4		
Retired senior staff member or official						6.1		

■ Mentees ■ Candidates ■ Mentors ■ Supervisors

TABLE 4 FACTORS MOTIVATING CANDIDATES TO APPLY FOR A SCHOOL ADMINISTRATOR POSITION AND PERCENTAGE OF MENTEES STATING ONE OF THESE FACTORS (%)

FACTOR	MENTEES
Encouraged to do so by a school administrator, a school team or another person	100.0
Job appeal, greater social status and salary increase	33.2
The desire for a new challenge, a need for change and an opportunity for personal development	26.8
Practical experience leading to such a position	9.5
Other	8.9

■ Mentees

PARTICIPATION IN SUPPORT AND GUIDANCE MEASURES

Duration of participation

Slightly more than one quarter of mentees participated in support and guidance measures for a relatively short time, that is, less than a year. One third participated for one to two years, and the others, for more than two years. Mentees seemed to participate for five years or more when school boards offered support and guidance measures not only to new school administrators, but also to administrators entering new positions at a different level of education.

Mentors seemed to have quite a deal of experience with support and guidance: one third participated in measures for one to two years, and 36.1%, for two to five years. Only slightly less than 20% of mentors participated for less than a year.

Mentors reasons for participating in support and guidance measures for new school administrators

The reasons motivating mentors to participate in support and guidance measures were identified by means of an open-ended question. Respondents could give three reasons, which were then grouped into seven categories:

- To provide assistance and support to new school administrators
- As a result of a school board request or program
- An opportunity to share acquired experience
- A matter of interest and personal satisfaction
- To pass on what they received or wished they had received
- For their personal development
- Other

An opportunity to share acquired experience was the reason that most mentors gave for offering guidance to new school administrators. The second reason was to provide assistance and support. School board solicitation was the third, followed by interest and personal satisfaction.

Professional development activities

Mentors and supervisors were asked how they learned to provide support and guidance, and had the option of indicating more than one training or professional development activity. Mentors participated in slightly fewer training or professional development activities than supervisors, that is, two activities on average, compared with 2.6 on average for supervisors.

The main professional development activities for mentors were self-training (e.g. courses or reading) (60%) and participation in a training session offered by a university (53.2%). Other activities included mentoring or coaching by someone with more mentoring experience, involvement in action research, and involvement in professional mentoring networks. Fewer than a quarter of the mentors participated in one of these last three activities.

Self-training was the most popular form of professional development among supervisors (88.1%), followed by involvement in professional mentoring networks, and participation in a training session.

TABLE 5 THE DURATION OF PARTICIPATION IN SUPPORT AND GUIDANCE MEASURES, ACCORDING TO MENTEES AND MENTORS (%)

DURATION	MENTEES	MENTORS
Less than 1 year	27.2	18.0
From 1 to 2 years	33.7	36.7
From 2 to 5 years	36.1	36.7
More than 5 years	3.0	8.6

■ Mentees ■ Mentors

TABLE 6 MENTORS' REASONS FOR PARTICIPATING IN SUPPORT AND GUIDANCE MEASURES FOR NEW SCHOOL ADMINISTRATORS (%)

REASON	MENTORS
An opportunity to share acquired experience	45.6
To provide assistance and support to new school administrators	38.4
As a result of a school board request or program	28.8
A matter of interest and personal satisfaction	19.2
To pass on what they received or wished they had received	8.8
For their personal development	4.8
Other	16.8

■ Mentors

TABLE 7 PROFESSIONAL DEVELOPMENT ACTIVITIES, ACCORDING TO MENTORS AND SUPERVISORS (%)

PROFESSIONAL DEVELOPMENT ACTIVITY	MENTORS	SUPERVISORS
Self-training (e.g. courses or reading)	63.0	88.1
Participation in a training session	53.0	47.6
Mentoring or coaching by someone with more mentoring experience	23.9	26.2
Involvement in action research (education system and schools)	23.1	30.9
Involvement in professional mentoring networks	21.5	52.4
Other	6.2	19.0

■ Mentors ■ Supervisors

Establishment of mentors' professional development objectives

Half of the mentors stated that the school organization set the objectives for their professional development activities. In 20% of the cases, the mentors were involved in specifying the objectives for their training, either in collaboration with the school organization, or on their own.

THE CHARACTERISTICS OF ORGANIZATIONS MANAGED BY MENTEES

A very large majority of the mentees (88.1%) managed French schools, and some, English schools (5.1%) or bilingual schools (6.8). Slightly more than half (54.2%) managed schools offering preschool and elementary education or elementary education alone. A small number (4.1%) ran elementary and secondary schools; nearly one third (32%) were in charge of secondary schools. Close to 10% were responsible for a vocational training or adult education centre.

TABLE 8 THOSE RESPONSIBLE FOR ESTABLISHING PROFESSIONAL DEVELOPMENT OBJECTIVES, ACCORDING TO MENTORS (%)

RESPONSIBLE FOR ESTABLISHING OBJECTIVES	MENTORS
School organization	51.6
School organization and mentor	12.5
Mentor alone	7.0
Other	20.3
Don't know	8.6

■ Mentors

FINDINGS

Quite significant age differences distinguished the groups of respondents, and it was noted that the age varied depending on the respondents' professional situation. Candidates in a school administrator position were the youngest group, followed closely by the group of new administrators. The majority of supervisors and mentors were either age 45 or older, and none were under 35.

A basic trend that was noted is that the number of female school administrators is steadily rising. Thus, the youngest groups were also those with the most women, indicating that there are likely to be even more female school administrators in the future. Moreover, significantly more mentees were women, compared with school administrators as a whole (58.8% versus 56%).

The highest level of education completed by more than half of the mentees and nearly two thirds of the candidates was a Bachelor's degree. A considerable number of them, especially the candidates, were in the process of completing the compulsory graduate educational leadership program. The study shows that two thirds of the mentors and four fifths of the supervisors had completed a graduate level or higher. A Master's degree was the most frequently held degree by these two categories of respondents. Completion of a graduate university program has only recently become a prerequisite for a school administrator position. The significant number of mentors (experienced school administrators), whether they occupied the position or were retired, who had not completed their compulsory university training can be largely explained by the fact that this minimal qualification has been in effect only since September 1, 2001 under the new regulation regarding the conditions of employment of school administrators. Thus, school administrators who occupied a position before September 1, 2001 were not required to earn at least 30 credits in a graduate program.

Respondents occupied various positions throughout their careers. It is interesting to note that almost all held teaching positions and had a comparable number of years of teaching experience. These results reveal that respondents wished to reorient their careers after having acquired a little more than ten years of teaching experience.

Those with considerable experience as school administrators were entrusted with guidance roles, and most continued to hold these positions. Supervisors benefited from a variety of professional development activities and participated in more professional development activities than mentors.

Finally, the importance of encouragement from a school administrator or school team as a reason for choosing the job of school administrator should be highlighted. We can conclude that those already holding such a position play an important role in ensuring the continuity of their profession.

CHAPTER 3

**VIEWS OF THE JOB OF SCHOOL
ADMINISTRATOR**

The job of school administrator requires numerous competencies. They are based on job requirements and the school board's expectations of how school management satisfies the needs of the community and adheres to its strategic plan and the existing legal frameworks. Those working as school administrators and those who support them have views that are especially important to consider. Some of these competencies may have been acquired previously through teaching, an ideal springboard to a position of school administrator. We have therefore identified the relationships that may exist between the jobs of school administrator and teacher. These aspects are presented in this chapter.

JOB SKILLS NEEDED FOR THE POSITION OF SCHOOL ADMINISTRATOR

Competencies Required

Mentees, candidates, mentors and supervisors were asked to indicate the three main competencies that they believe a school administrator should have. As the question was open-ended, the responses were grouped into eight categories, as follows:

- interpersonal competencies, which make it possible to communicate, listen and express ideas
- managerial competencies, which include human, material and financial management as well as operations management
- leadership, which makes it possible to guide and support individuals, and to mobilize, motivate and influence those associated with a school project
- appropriate attitudes, which involve self-knowledge, self-control, stress management, professional development and ethics
- competencies with a collective dimension, that make it possible to construct and share visions, to reconcile viewpoints, to work in teams, to contribute to common objectives and to manage diversity and conflict
- metacompetence, which makes it possible to grasp, analyze and interpret the reality of their environment, to analyze their professional practice, to understand all the aspects of the organization and to act consistently in this respect. Metacompetence also includes policy-making competencies.
- knowledge required and prerequisite to the development of a competence
- the residual category "Other"

Respondents were not required to state the competencies in order of importance. All the competencies mentioned, regardless of the order in which they appeared, were grouped. Thus, an overview was provided and the views of the four groups concerning the job of school administrator could be compared. The tables presenting the competencies in the order in which they were mentioned are included in Appendix 1.

Leadership was the competency most mentioned by all groups of respondents, with interpersonal competencies coming next. The least mentioned were metacompetence and knowledge. The three other competencies did not appear in the same order for each group. The mentees indicated managerial competencies more frequently than competencies with a collective dimension and appropriate attitudes. Candidates did the reverse, placing appropriate attitudes before competencies with a collective dimension and managerial competencies. The mentors and supervisors indicated competencies with a collective dimension more than the other two competencies.

Given the importance that each group accorded to a competency, irrespective of the order, the following conclusions may be drawn:

- Leadership is a competency that all respondents consider essential for the job of school administrator.
- Leadership is more important to supervisors than to the other three groups.
- Interpersonal competencies are equally important to all respondents.
- Managerial competencies are less important to supervisors than to the other groups.
- Appropriate attitudes are more important to candidates than to the other groups.
- Metacompetence is more important to mentors than to the other groups, and candidates consider it the least important competency.
- Knowledge, although very infrequently mentioned, is slightly more important to candidates and mentees than to mentors and supervisors.

These findings reveal that all those at school organizations who are involved in the professional integration of new school administrators generally share the perception of the competencies required for the job of school administrator. Above all, the job requires leadership and interpersonal competencies.

TABLE 9 COMPETENCIES REQUIRED TO PERFORM THE JOB OF SCHOOL ADMINISTRATOR, ACCORDING TO MENTEES, CANDIDATES, MENTORS AND SUPERVISORS (%)

COMPETENCY	MENTEES	CANDIDATES	MENTORS	SUPERVISORS
Leadership	23.9	24.6	23.9	29.8
Interpersonal competencies	21.5	20.0	19.7	22.6
Managerial competencies	15.8	13.3	14.4	8.9
Competencies with a collective dimension	15.2	14.5	17.2	16.1
Appropriate attitudes	13.8	18.9	12.4	12.9
Metacompetence	7.9	5.6	10.4	7.3
Knowledge	1.5	2.2	0.3	0.8

* The residual category "Other" and the category "Don't know" are not included in the table, therefore, some of the columns total less than 100.0.

COMPETENCIES ACQUIRED IN TEACHING THAT ARE ADAPTABLE OR TRANSFERABLE TO THE JOB OF SCHOOL ADMINISTRATOR

To complete the list of competencies required of school administrators, respondents were given a series of 12 competencies⁵ developed by teachers during their initial training and their professional teaching experience and asked if they considered the competencies to be adaptable or transferable to the job of school administrator. Four responses were possible: "Completely adaptable or transferable," "Very adaptable or transferable," "Somewhat adaptable or transferable" and "Not at all adaptable or transferable," as well as a "Don't know" option. Two categories of responses were created in order to facilitate analysis of the data:

- "Adaptable or transferable," which includes the "completely" and "very" adaptable or transferable responses
- "Somewhat or not at all adaptable or transferable"

Generally, the vast majority of respondents considered the competencies developed in initial teacher training programs and continuing education as well as during professional teaching experience to be adaptable or transferable. There appears to be a close relationship between the competencies required of a teacher and of a school administrator. Consequently, teaching experience seems to be an asset to new school administrators. Not all of the 12 competencies indicated, however, had the same degree of *adaptability* or *transferability*.

More than 90% of the respondents considered generic competencies that are not specific to teaching to be adaptable or transferable. These competencies are:

- to act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students (slightly fewer than 90% of the mentors indicated this competency)
- to communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching
- to demonstrate ethical and responsible professional behaviour in the performance of their duties
- to engage in professional development individually and with others

More than 95% of respondents viewed competencies with a collective dimension and involving cooperation with the different groups in a school community as adaptable or transferable. They are:

- to cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school
- to cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned

Approximately 70% to 80% of respondents felt that competencies referring to teaching/learning situations were adaptable or transferable. They are:

- to develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study
- to pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study
- to evaluate student progress in learning the subject content and mastering the related competencies

Finally, responses varied for three of the 12 competencies stated; therefore the respondents' positions were less convergent for these competencies:

- To plan, organize and supervise a class in such a way as to promote students' learning and social development was considered adaptable or transferable by 87% to 95% of respondents, with mentors and supervisors considering this competency the most adaptable.
- To adapt their teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps was considered adaptable or transferable by 85% to 93% of respondents, with more mentees considering this competency adaptable.
- To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes was viewed as adaptable or transferable by more than 90% of mentees, candidates and mentors as well as by 81% of supervisors.

5. Québec, Ministère de l'Éducation, Direction de la formation et de la titularisation du personnel scolaire, *Teaching Training, Orientations, Professional Competencies* (Québec: Gouvernement du Québec, 2001).

TABLE 10 COMPETENCIES ACQUIRED IN TEACHING THAT ARE ADAPTABLE OR TRANSFERABLE TO THE JOB OF SCHOOL ADMINISTRATOR, ACCORDING TO MENTEES, CANDIDATES, MENTORS AND SUPERVISORS (%)

COMPETENCY	MENTEES	CANDIDATES	MENTORS	SUPERVISORS
To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching	98.6	99.7	100.0	100.0
To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school	97.8	98.5	100.0	100.0
To demonstrate ethical and responsible professional behaviour in the performance of their duties	97.6	98.2	100.0	100.0
To engage in professional development individually and with others	96.2	96.9	100.0	100.0
To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned	95.9	97.2	97.7	97.6
To adapt their teaching to the needs and characteristics of students with learning disabilities, social maladjustments or handicaps	93.0	88.0	90.8	85.7
To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes	92.7	93.5	91.5	81.0
To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students	91.1	92.7	88.2	100.0
To plan, organize and supervise a class in such a way as to promote students' learning and social development	88.6	87.4	90.0	95.2
To evaluate student progress in learning the subject content and mastering the related competencies	81.9	74.9	79.2	76.2
To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study	75.9	71.4	78.5	78.6
To develop teaching/learning situations that are appropriate to the students concerned and the subject content with a view to developing the competencies targeted in the programs of study	69.7	68.3	70.8	71.4

EXPECTATIONS OF THE SCHOOL ORGANIZATION

School organizations have expectations regarding the different components of a school administrator's role. Respondents were also asked to specify a school organization's expectations. They were given 11 duties related to the position (nine duties were proposed for mentors) and were asked to indicate to what extent the duties corresponded to the expectations of their school organization. Four responses were possible: "Fully expected," "Somewhat expected," "Not very expected" and "Not at all expected," as well as a "Don't know" option. Two categories of responses were created in order to facilitate the analysis of the data:

- "Component expected" which includes the "completely" and "somewhat" responses
- "Component not very or not at all expected"

Overall, more than 90% of the mentees, mentors and supervisors felt that the 11 duties proposed in the questionnaire corresponded to the school organization's expectations of school administrators. Candidates differed slightly from the other groups because fewer of them felt that six of the duties corresponded to the school organization's expectations. Lastly, it is interesting to note that the mentees stood out from other groups in their belief that exploring new programs of study, teaching methods and teaching strategies was a major expectation of the school organization.

TABLE 11 DUTIES THAT A SCHOOL ORGANIZATION EXPECTS A SCHOOL ADMINISTRATOR TO PERFORM, ACCORDING TO MENTEES, CANDIDATES, MENTORS AND SUPERVISORS WHO BELIEVE THE DUTY IS EXPECTED (%)

DUTY OF A SCHOOL ADMINISTRATOR	MENTEES	CANDIDATES	MENTORS	SUPERVISORS
Provide student support	98.7	96.3		90.5
Solve problems and settle conflicts	98.7	94.1	98.4	100.0
Establish a network and associate with various partners	98.4	88.0		95.2
Manage the material and financial resources under their responsibility	98.4	97.2	98.4	100.0
Oversee the quality of teaching	97.3	86.6	95.3	97.6
Oversee the implementation of measures prescribed by the school board	97.3	92.0	96.9	95.2
Motivate staff with positive feedback	97.0	87.6	93.8	100.0
Manage the human resources under their responsibility	96.2	96.0	98.4	100.0
Explore new programs of study, teaching methods and teaching strategies	95.7	84.8	89.1	85.7
Act as school team facilitators and mediators	94.3	87.6	99.2	95.2
Aim for a high level of academic performance by students	93.8	87.2	93.0	85.4

* Empty boxes indicate that the competency was not proposed to the group.

FINDINGS

The results clearly show that respondents shared views on the competencies required to perform the job of school administrator. The two competencies most frequently mentioned—leadership and interpersonal competencies—were the same for all groups. Although the other competencies did not appear in the same order for each group, they were perceived as necessary for successful job performance.

The vast majority of respondents considered that the competencies acquired in teaching were adaptable or transferable to the job of school administrator. Those viewed as adaptable or transferable by fewer respondents concerned the competencies related to teaching/learning situations. Consequently, analysis of the data clearly demonstrates that teaching seems to serve as a foundation on which new administrators are able to build competencies.

Furthermore, the fact that competencies related to teaching/learning situations were those considered transferable by somewhat fewer respondents suggests that candidates, who have yet to perform the job duties, and mentees, who have done so for only a short period of time, have distanced themselves from their professional teaching experience. It is, however, interesting to note that the mentees stood out from other groups in their belief that exploring new programs of study, teaching methods and teaching strategies was a major expectation of the school organization. This opinion, in relation to views on the transferability of competencies related to teaching/learning situations, suggests that new administrators believe that it is their responsibility to assume educational leadership that is closely tied to teaching/learning measures.

All respondents recognized that the 11 duties proposed in the questionnaire corresponded to the school board's expectations of school administrators. This illustrates the scope of responsibilities that a school administrator must assume, as well as the fact that new school administrators and candidates are well aware of this situation.

CHAPTER 4

**THE NEEDS OF NEW SCHOOL
ADMINISTRATORS AND THOSE
OF THE SCHOOL ORGANIZATION**

The support and guidance measures intended for new school administrators satisfy two types of needs. On the one hand, they enable new administrators to fulfill their role with greater ease; on the other, they monitor the school organization's expectations regarding its administrators' accomplishments.

THE NEEDS OF NEW SCHOOL ADMINISTRATORS

Mentees indicated the needs of new school administrators by responding to the following question: "As a new administrator, what are your three primary needs in terms of being able to effectively perform your duties?" The question was open-ended and respondents could check the option "Don't know." The wording of the question was adapted for the other groups. The needs mentioned were grouped into ten categories:

- guidance (mentoring, coaching, training)
- development of networks for exchanging and sharing
- appropriation of the vision and culture of the organizational structure, policy-making skills and resource management skills
- increased basic knowledge constituting a manager's learning (Education Act, basic school regulations, programs of study, teaching or evaluation approaches, theoretical frameworks, etc.)
- training and support
- constructive feedback
- time for reflection, distancing and integration of new knowledge
- authentic communication and climate of confidence required to express their problems, feelings and concerns
- recognition of their progress and actions
- information
- the residual category "Other"

The proportion of each group of respondents that mentioned one or more of the needs was established, making it possible to clearly define the situation of new school administrators and to compare it against the needs indicated by the candidates, mentors and supervisors.⁶

Appropriation was a need that almost all the mentees considered important, with the other needs being mentioned much less frequently. Next came guidance, indicated by slightly more than one third of the mentees, followed by increased knowledge, mentioned by more than one quarter of the mentees. Training and support placed fourth, selected by one quarter of them, and finally, time for reflection, distancing and integration and networks for exchanging and sharing.

Appropriation was also the first need mentioned by three quarters of the candidates, followed by guidance, specified by half of them. The third need was increased knowledge, the fourth, training and support and networks for exchanging and sharing, mentioned by one fifth of the candidates. Few candidates thought time for reflection, distancing and integration as well as recognition were important. Finally, 10% of the candidates stated they were not aware of the needs of new administrators.

Mentors also thought appropriation was the most important need, followed by guidance and networks for exchanging and sharing. The fourth need indicated—constructive feedback—was less important to the other groups.

Supervisors thought guidance was the most important need, followed by appropriation, networks for exchanging and sharing, increased knowledge, and training and support.

When the importance of each need for each group is compared, irrespective of the ranking, the following conclusions can be drawn:

- Appropriation is less important to supervisors than to the other three groups.
- Guidance is considerably less important to mentees than to the other groups; it is the most important to supervisors.
- Increased knowledge is particularly important to candidates while it is not very important to mentors.
- Networks for exchanging and sharing are more important to mentors than to mentees and candidates.
- Time for reflection, distancing and integration is more important to mentees than to the other groups. Candidates rarely mentioned this need.
- Constructive feedback is much more important to mentors than to the other groups.

TABLE 12 THE NEEDS OF NEW SCHOOL ADMINISTRATORS, ACCORDING TO MENTEES, CANDIDATES, MENTORS AND SUPERVISORS (%)

NEED	MENTEES	CANDIDATES	MENTORS	SUPERVISORS
Appropriation	98.0	77.5	88.3	48.8
Guidance	36.7	50.6	51.3	65.8
Increased knowledge	28.7	42.4	9.9	26.8
Training and support	25.2	19.0	16.2	24.4
Time for reflection, distancing and integration	21.1	1.9	13.5	9.8
Networks for exchanging and sharing	20.0	20.6	40.5	31.7
Communication and climate of confidence	15.3	7.6	10.8	9.8
Constructive feedback	10.6	10.7	33.3	9.8
Recognition	7.6	0.9	12.6	2.4
Information		2.8		
Don't know	1.9	10.4		

* An empty box indicates that the group did not mention the need.

6. Tables containing the breakdown of needs according to the order in which they were mentioned are included in Appendix 2.

The needs met by parties involved in providing support and guidance

All the groups of respondents, with the exception of candidates, were asked to indicate the proportion of needs of new school administrators that are directly met by each of the three parties involved in providing support and guidance, that is, their school organization, the associations of school administrators and university instructors. According to respondents in the three groups, the school board's support and guidance measures met the needs of 40% to 50% of new school administrators, 36% to 41% of university instructors, and 20% to 23% of associations of school administrators. It is important to remember that each party plays a specific role and that none are singly able to meet all of the needs.

THE NEEDS OF THE SCHOOL ORGANIZATION TO BE MET BY MEANS OF SUPPORT AND GUIDANCE MEASURES

In order to determine a school organization's interest in implementing support and guidance measures for new school administrators, the mentees, mentors and supervisors were asked about the needs that such measures could meet. A list of seven statements corresponding to the accomplishments that a school organization could expect of school administrators was proposed. For each statement, respondents were asked to indicate, on a scale of 1 to 10, to what extent the need corresponded to a major need for the school organization. Three categories were created in order to facilitate the analysis:

- "Major need," for scores of 8, 9 and 10
- "Moderately important need," for scores of 4, 5, 6 and 7
- "Low need," for scores of 1, 2 and 3

Since few respondents fell into the category of "Low need," it was not included in the table below.

It can be observed that for a large majority of respondents, all the accomplishments contained in the questionnaire constituted a major need for the school organization. There were, however, some notable differences.

Respondents' answers varied the most with respect to improving educational services and ensuring greater academic success of students. Just over 80% of mentees and candidates considered these major needs, compared with approximately 70% of mentors and slightly more than 90% of supervisors.

The mentees, mentors and candidates had similar views in terms of understanding the role of new school administrators and their contribution to the organization's mission: approximately 75% (from 74% to 78%) of them considered this a major need, compared with 85% of supervisors. More supervisors than the other groups also thought that managing new school administrators and matters that have a direct impact on the school and continually improving competencies were important.

The proportions of respondents who felt that consolidating professional practices and integrating new school administrators into the organizational culture were major needs were similar for all groups, ranging from 66% to 70% and from 71% to 79%, respectively.

TABLE 13 THE PROPORTION OF NEEDS MET BY THE THREE PARTIES INVOLVED IN PROVIDING NEW SCHOOL ADMINISTRATORS WITH SUPPORT AND GUIDANCE, ACCORDING TO MENTEES, MENTORS AND SUPERVISORS (%)

PARTIES INVOLVED	MENTEES	MENTORS	SUPERVISORS
School board's support measures	42.1	40.9	50.7
University instructors	38.0	36.2	41.5
Associations of school administrators	23.1	22.6	20.2

TABLE 14 NEEDS OF THE SCHOOL ORGANIZATION IN TERMS OF THE ACCOMPLISHMENTS EXPECTED OF SCHOOL ADMINISTRATORS THAT SUPPORT AND GUIDANCE MEASURES CAN MEET, ACCORDING TO MENTEES, CANDIDATES, MENTORS AND SUPERVISORS (%)

ACCOMPLISHMENT EXPECTED	MENTEES	CANDIDATES	MENTORS	SUPERVISORS
Ensure greater academic success of students	15.3	14.2	22.8	7.3
Moderately important need	82.5	82.4	70.9	92.7
Major need				
Improve educational services	16.1	13.4	27.6	7.3
Moderately important need	80.6	81.7	69.3	90.2
Major need				
Integrate new school administrators into the organizational culture	16.9	15.5	28.3	24.4
Moderately important need	79.8	76.8	71.7	75.6
Major need				
Continually improve competencies	17.5	20.4	28.3	17.1
Moderately important need	79.2	74.6	71.7	82.9
Major need				
Understand the role of new school administrators and their contribution to the organization's mission	20.4	19.6	21.3	14.6
Moderately important need	77.4	74.5	78.0	85.4
Major need				
Manage new school administrators and matters that have a direct impact on the school	20.2	18.9	28.3	17.1
Moderately important need	76.0	73.9	68.5	80.5
Major need				
Consolidate professional practices	25.2	28.0	28.3	29.3
Moderately important need	70.1	66.8	69.3	70.7
Major need				

FINDINGS

Overall, there were no contradictions between the needs that the mentees felt must be satisfied in order to effectively perform their new duties and the perceptions of mentors and supervisors. Differences concerning three particular needs, however, brought to light the specific concerns of each category of respondent. Although appropriation was a need that all mentees considered important, it was less important to mentors and even less so to supervisors. Mentors and supervisors placed greater importance on guidance than did mentees. The third need, the time to take a step back from one's actions, to reflect and to integrate new knowledge was much more important for mentees than it was for the other two groups.

For the mentees, the individual need to appropriate organizational vision and culture, as expressed by all groups, was entirely consistent with the importance they placed on the school organization's expectations regarding integration into cultural organization and the understanding of their role and their contribution to the organization's mission.

Candidates clearly understood the needs of new administrators. The needs that they considered most important were the same ones mentioned by mentees describing their own reality. The shared views of these two groups suggest that support and guidance measures that take mentees' needs into account will also allow candidates to integrate into their new position as administrators. The need for increased knowledge, more important among candidates than among mentees, will undoubtedly be satisfied to a great extent by the compulsory training that they are receiving.

This chapter describes the characteristics of the support and guidance structure adopted by the parties concerned, and covers the foundations of such a structure, the objectives and aims, the activities involved and the tools used.

FOUNDATIONS OF THE STRUCTURE

The four groups of respondents were asked about the foundations of the support and guidance structure. The three foundations of such a structure were stated as follows in the questionnaire: 1) the development of competencies required to plan, organize, coordinate and monitor; 2) the development of critical thought and analysis; 3) and the development of competencies required to lead, motivate, mediate and evaluate.

The great majority of mentees, mentors and supervisors believed that the measures from which new school administrators benefited are based on the three foundations stated. The differences in perceptions of the three groups were minimal, although fewer mentees and mentors recognized the importance of developing competencies required to lead, motivate, mediate and evaluate.

Candidates, for their part, practically all agreed that support and guidance measures should be based on the three previously mentioned foundations that appeared in the questionnaire.

GOALS OF THE SUPPORT AND GUIDANCE STRUCTURE

Objectives of the Support and Guidance Structure

In order to identify the training objectives of the support and guidance structure, mentees, mentors and supervisors were presented with a list of 11 objectives and were asked to indicate which ones pertained to the support and guidance structure. Candidates indicated the objectives they thought should be pursued. Respondents could check more than one objective in the list.

Overall, mentees and mentors agreed on the objectives targeted by the support and guidance structure, while the supervisors' perceptions differed slightly for some of the objectives.

Training individuals to be educational leaders and training individuals to manage academic success were considered almost equally important, mentioned by three quarters of the mentees and mentors. More than 90% of the supervisors felt these objectives were even more important.

Some 50% to 60% of mentees believed that these four objectives were pursued: 1) training individuals to manage continuous change; 2) training individuals to manage both themselves and relations with others; 3) training individuals to manage human resources; and 4) training individuals to be ethical. Moreover, training individuals to manage organizational development was mentioned by slightly less than half the mentees. The mentors' perceptions were almost identical to that of the mentees.

According to mentees and mentors, the least pursued objectives were the following: 1) training individuals to manage material resources; 2) training individuals to use their intuition and creativity; 3) training individuals to manage school-environment relationships; and 4) training individuals to develop institutional assessment mechanisms.

TABLE 15 FOUNDATIONS OF THE SUPPORT AND GUIDANCE STRUCTURE, ACCORDING TO MENTEES, CANDIDATES, MENTORS AND SUPERVISORS (%)

FOUNDATION	MENTEES	CANDIDATES	MENTORS	SUPERVISORS
Development of competencies required to plan, organize, coordinate and monitor	84.0	98.8	87.5	95.2
Development of critical thought and analysis	86.3	97.9	93.0	92.8
Development of competencies required to lead, motivate, mediate and evaluate	78.2	99.1	78.9	88.1

■ Mentees ■ Candidates ■ Mentors ■ Supervisors

TABLE 16 OBJECTIVES OF THE SUPPORT AND GUIDANCE STRUCTURE, ACCORDING TO MENTEES, CANDIDATES, MENTORS AND SUPERVISORS (%)

OBJECTIVE	MENTEES	CANDIDATES	MENTORS	SUPERVISORS
Training individuals to be educational leaders (to lead, supervise, motivate)	77.9	91.3	79.5	95.1
Training individuals to manage academic success	74.8	72.9	74.6	90.2
Training individuals to manage continuous change	59.5	60.9	64.8	60.9
Training individuals to manage both themselves and relations with others	57.5	67.7	55.7	73.1
Training individuals to manage human resources	56.7	77.5	54.9	51.2
Training individuals to be ethical	50.4	60.9	54.9	63.4
Training individuals to manage organizational development	47.3	57.2	51.6	58.5
Training individuals to manage financial and material resources	37.9	57.5	41.8	39.0
Training individuals to use their intuition and creativity	35.7	41.8	41.8	48.8
Training individuals to develop institutional assessment mechanisms	34.3	35.1	36.9	56.1
Training individuals to manage school-environment relationships	26.9	48.0	36.1	41.4

■ Mentees ■ Candidates ■ Mentors ■ Supervisors

The supervisors placed more importance than the other two groups on training individuals to develop institutional assessment mechanisms, training individuals to be ethical, and training individuals to manage both themselves and relations with others.

Candidates' perceptions were comparable to those of the other groups, differing only with respect to placing more importance on training individuals to manage human resources.

Aims of the Support and Guidance Structure

To further explore what the support and guidance structure aims to develop in new school administrators, four aims related to the competencies of new school administrators were proposed to respondents. Respondents were asked to indicate, on a scale of 1 to 10, to what extent each measure is targeted by the support and guidance structure. Candidates were asked if the measures should be targeted. Three categories were created in order to facilitate the analysis:

- "Completely targeted" for scores of 8, 9 and 10
- "Moderately targeted" for scores of 4, 5, 6 and 7
- "Somewhat or not at all targeted" for scores of 1, 2 and 3

According to mentees, mentors and supervisors, the four aims were generally consistently targeted by the support and guidance structure, as evidenced by the breakdown between the "Completely targeted" and "Moderately targeted" categories.

As mentees are the main players and they, more than any other group, have an overview of the support and guidance practices in effect at participating school boards, their opinion was particularly informative. Slightly more than 50% of the mentees considered that improving theoretical knowledge and communication and interpersonal skills was completely targeted, and very few indicated that it was not at all targeted. However, developing ideas and creativity as well as implementing strategies and developing policy-making skills seemed to be less important. In fact, only 30.7% and 39.0% of the mentees maintained that creativity and policy-making skills, respectively, were completely targeted. More significant, however, was that 12.9% and 14.7% of the mentees thought that creativity and policy-making skills, respectively, were not at all targeted.

With respect to improving theoretical knowledge, it is interesting to note that mentors more than any other group considered this aim somewhat or not at all targeted. Since not all participating school boards have mentors, this opinion is reflective of only some school organizations.

More candidates than other groups hoped that improving communication and interpersonal skills as well as implementing strategies and developing policy-making skills could be targeted by the support and guidance structure.

TABLE 17 AIMS OF THE SUPPORT AND GUIDANCE STRUCTURE, ACCORDING TO MENTEES, CANDIDATES, MENTORS AND SUPERVISORS (%)

Aim	MENTEES	CANDIDATES	MENTORS	SUPERVISORS
Improving theoretical knowledge				
Completely targeted	52.6	47.1	48.0	47.6
Moderately targeted	40.6	42.7	38.6	50.0
Somewhat or not at all targeted	5.4	9.9	13.4	2.4
Developing ideas and creativity				
Completely targeted	30.7	54.0	49.6	50.0
Moderately targeted	54.8	40.7	42.5	45.2
Somewhat or not at all targeted	12.9	4.9	6.3	2.4
Improving communication and interpersonal skills				
Completely targeted	53.4	85.8	62.2	57.1
Moderately targeted	39.8	12.7	34.6	42.9
Somewhat or not at all targeted	5.4	0.6	1.6	0.0
Implementing strategies and developing policy-making skills				
Completely targeted	39.0	70.1	48.8	47.6
Moderately targeted	44.1	25.9	43.3	42.9
Somewhat or not at all targeted	14.7	3.4	7.9	7.1

■ Mentees ■ Candidates ■ Mentors ■ Supervisors

* Given that the "Don't know" category is not included in the table, some of the totals are less than 100%.

SUPPORT AND GUIDANCE ACTIVITIES

The importance of various elements associated with support and guidance activities was documented by means of a question that asked mentees, mentors and supervisors to indicate the importance of 12 elements listed in the questionnaire. Four responses were possible: "Very important," "Somewhat important," "Not very important" and "Not at all important," as well as a "Don't know" option. Two categories of responses were created in order to facilitate analysis of the data:

- "Important element," which includes the "very" and "somewhat" important responses
- "Not very important element," which includes the "not very" and "not at all" important responses

Very few respondents chose the "Don't know" option, therefore, the table includes results only for the "Important element" category.

It should be noted that not all the same type of elements were proposed. Three of them—formal courses, lectures by experts and group discussions—concerned the type of activity. Four focused on learning strategies: role-playing, analysis of a simulated or hypothetical situations, actual case studies and solving day-to-day problems that mentees encounter. Two others pertained to metacognition: reflective and distancing activities as well as knowledge consolidation and transposition activities for use in real-life situations. And lastly, three of the elements focused on personalized follow-up of the support and guidance: preparation of a personalized development plan, development of a performance benchmark and the implementation of a plan integrating knowledge and competencies.

The mentees' responses showed that group discussions were the most widely used activity, followed by lectures by experts and formal courses. Although formal courses ranked last, slightly more than half of the mentees nonetheless considered them an important type of activity in the support and guidance structure. For activities involving learning strategies, actual case studies and solving day-to-day problems were considered important by more than 70% of the mentees. The two learning strategies not based on observation (analysis of simulated or hypothetical situations and role-playing) were less important. Three quarters of the mentees thought the two metacognition activities were important, and slightly more than half considered personalized follow-up valuable.

Mentors mentioned group discussions most frequently, followed by lectures by experts and formal courses. Less than one third considered formal courses to be important. Just as did the mentees, mentors most favoured the teaching/learning strategies based on actual case studies. The largest number of mentors indicated that metacognition was the most important activity. Finally, mentors considered personalized follow-up to be less important than the mentees.

TABLE 18 ELEMENTS RELATED TO THE SUPPORT AND GUIDANCE STRUCTURE, ACCORDING TO THE MENTEES, MENTORS AND SUPERVISORS WHO CONSIDERED THE ELEMENT IMPORTANT (%)

ELEMENT RELATED TO THE ACTIVITIES	MENTEES	MENTORS	SUPERVISORS
Type of activity			
Formal courses	52.2	29.3	29.3
Lectures by experts	67.5	54.0	65.9
Group discussions	86.9	77.8	95.1
Teaching/learning strategies			
Analysis of a simulated or hypothetical situations	66.8	55.2	65.9
Role-playing	40.8	33.3	48.8
Actual case studies	76.1	68.3	82.9
Solving day-to-day problems mentees encounter	76.4	85.5	92.5
Metacognition			
Reflective and distancing activities (taking a step back from their practices, views and ways of conducting themselves and learning)	78.5	84.1	95.0
Knowledge consolidation and transposition activities for use in real-life situations	71.2	64.5	90.0
Personalized follow-up			
Preparation of a personalized development plan	57.5	55.6	82.1
Development of a performance benchmark	51.9	48.4	82.5
Implementation of a plan integrating knowledge and competencies	56.0	48.4	70.0

■ Mentees ■ Mentors ■ Supervisors

SUPPORT AND GUIDANCE TOOLS USED

A number of support and guidance tools are available for use. The mentees, mentors and supervisors were asked to indicate their use of the eight instruments mentioned in the questionnaire. Four responses were possible: "Frequently used," "Somewhat used," "Infrequently used" and "Not at all used," as well as a "Don't know" option. Two categories of responses were created in order to facilitate analysis of the data:

- "Tool used," which includes the "frequently" and "somewhat" used responses
- "Tool infrequently used," which includes the "infrequently" and "not at all" used responses

Support and guidance tools were seldom used. The mentees' logbook—the most frequently used tool—was employed by only roughly half of the mentors and by slightly more than a third of the mentees.

TABLE 19 USE OF SUPPORT AND GUIDANCE TOOLS, ACCORDING TO THE MENTEES AND MENTORS WHO INDICATED USE OF EACH OF THE TOOLS (%)

TOOL USED	MENTEES	MENTORS
Mentee's logbook	37.0	37.0
Reference framework of core competencies	32.5	32.0
Mentee's knowledge evaluation grid	27.9	20.6
Mentee's work portfolio	25.1	24.2
Mentee's progress report	24.5	25.6
Scales of competency levels	20.4	20.5
Project evaluation grid	19.8	15.6
Mentor's observation logbook	16.5	32.2

■ Mentees ■ Mentors

FINDINGS

The objectives targeted by the support and guidance measures, as presented by the mentees indicate a strong trend toward training individuals to be educational leaders and to manage academic success. The fact that mentees made little mention of objectives aimed at training individuals to design and develop institutional assessment mechanisms and to manage school-environment relationships suggests that these two aspects are not very well integrated in the schools.

The use of intuition and creativity in school management is currently uncommon in support and guidance measures for new school administrators. Can this be an indication that the support and guidance measures currently in place favour the reproduction or adaptation of existing models over innovation? In addition, the little value that seems to be placed on implementing strategies and developing policy-making skills suggests that individuals are not being sufficiently well prepared to fully assume these responsibilities, which cannot be ignored in the current context of school management.

The importance of activities that involve learning strategies based on observing real-life case studies or transferring professional experience and, conversely, the weakness of those that are based on hypothetical cases, indicate that support and guidance practices are well established in the field. Moreover, they enable new school administrators to act directly in accordance with the realities of their schools.

Finally, since only a little more than half of the mentees considered personalized follow-up to be important, how can the various practices encourage the development of a new professional identity. Also, questions remain about the poor use of tools for recording aspects of what was done, determining what remains to be done and regulating support activities.

THE CHOICE OF SUPPORT AND GUIDANCE MODEL

The training of new school administrators is generally based on the requirements of the job itself, the organization's expectations, as well as the characteristics and needs of new school administrators. Thus, the school organization may carry out a number of operations in order to determine the most appropriate model for the situation. The questionnaire asked mentees, mentors and supervisors to indicate the steps leading to a choice of a support and guidance model. Respondents were presented with six steps and chose which ones they felt had influenced the choice of the support and guidance model adopted by their organization.

The number of operations provided by each group, given the total number of respondents in each, indicates that school organizations carry out at least two operations in order to make an informed choice of a support and guidance model.

The three groups shared similar views regarding the operations presented in the questionnaire. Respondents most often mentioned setting competency development objectives on the basis of the characteristics and needs of a number of new school administrators. A considerable number also indicated: 1) determining competencies that will enable them to improve their school management performance and skills; and 2) identifying their expectations with respect to the school organization's need for progress and innovation. Holding individual meetings with new school administrators and school administrators' requests were mentioned less frequently by mentees, but more often by mentors and supervisors. Moreover, mentors' skills and experience were not significantly taken into account. Finally, a sizable number of mentees and mentors responded that they were not aware of what led to their organization's choice of a support and guidance model.

THE OBJECTIVES OF SUPPORT AND GUIDANCE ACTIVITIES

Responsibility for Determining Development Objectives

According to mentees and mentors, the responsibility for determining development objectives for new school administrators was assumed either by the school organization, or by new school administrators in conjunction with the school organization. Supervisors believed the responsibility fell primarily on new school administrators in conjunction with the school organization. Few of the respondents believe that new school administrators, either individually or as a group, are responsible for determining the objectives. It should be noted that a large number of mentees, and to a lesser degree of mentors, said they were not aware of who was responsible for determining the objectives. These results reveal that developing a support and guidance model for new school administrators is perceived first and foremost as the school organization's responsibility.

TABLE 20 THE OPERATIONS PREREQUISITE TO CHOOSING A SUPPORT AND GUIDANCE MODEL, ACCORDING TO MENTEES, MENTORS AND SUPERVISORS (%)

PREREQUISITE OPERATION	MENTEES	MENTORS	SUPERVISORS
Setting competency development objectives on the basis of the characteristics and needs of a number of new school administrators	24.5	19.5	22.8
Determining competencies that will enable them to improve their school management performance and skills	20.8	17.1	18.4
Identifying their expectations with respect to the school organization's need for progress and innovation	19.6	19.9	19.3
Holding individual meetings with new school administrators in order to develop a plan adapted to their varied needs	9.8	8.0	14.9
Setting competency development objectives on the basis of the skills and experience of each mentor involved in the guidance process	6.7	8.0	8.8
Formulating requests by new school administrators concerned	7.0	18.1	14.0
Don't know	11.6	9.4	1.8

■ Mentees ■ Mentors ■ Supervisors

TABLE 21 RESPONSIBILITY FOR DETERMINING OBJECTIVES, ACCORDING TO MENTEES, MENTORS AND SUPERVISORS (%)

RESPONSIBLE	MENTEES	MENTORS	SUPERVISORS
School organization	35.0	39.5	24.4
New school administrator and school organization, together	32.2	33.3	61.0
Each new school administrator, individually	8.7	8.8	0.0
New school administrators, as a group	1.6	3.4	2.4
Other	3.3	5.4	4.9
Don't know	19.1	9.5	7.3

■ Mentees ■ Mentors ■ Supervisors

Development Objectives Related to Activities

The mentees, mentors and supervisors were asked to identify the development objectives related to support and guidance activities. They were given 16 objectives in the questionnaire and asked to indicate, on a scale of 1 to 10, to what extent each objective was targeted. Responses were grouped into three categories:

- The first category (scores 8, 9 and 10) indicates that the objective is completely pursued.
- The second category (scores 4, 5, 6 and 7) indicates that the objective is somewhat pursued.
- The third category (scores 1, 2 and 3) indicates that the objective is pursued very little or not at all.

Because of the wide range of responses in the three categories, an overall score was given to each objective so that the objectives could be compared against each other. Given the frequency of the "Don't know" responses by mentors and supervisors for a number of the objectives, their responses were not included in this chapter; however, data for the three groups are presented in Appendix 1.

Firstly, although the percentages do not appear in the table below, it should be noted that 80% of the mentees thought that all the objectives were pursued (either completely or somewhat). However, half of the mentees believed that none of the objectives were completely targeted. Of the 16 objectives, 15% to 19% of the mentees considered that the following six were pursued very little or not at all: 1) observation of model practices and transfer to everyday duties; 2) the construction of schemas that are transferable to professional practice; 3) competency development based on the competencies acquired in a previous position and that are transferable to the current one; 4) the development of competencies related to mediation and evaluation; 5) the development of ideas and creativity; and 6) the implementation of strategies and development of policy-making skills.

To facilitate the comparison, the objectives were grouped into three categories according to the extent to which they were pursued in the guidance activities:

- Category 1: 40% to 48% of the mentees considered the objective completely pursued
- Category 2: 37% to 40% of the mentees considered the objective completely pursued, and 10% to 15% of them thought the objective was pursued little or not at all
- Category 3: one third or fewer of the mentees considered the objective completely pursued, and 15% to 19% of them thought the objective was pursued not very much or not at all

The first category corresponds to objectives that respondents felt were the most pursued. It should be noted that none of the objectives exceeded 50%, that the second category corresponds to objectives that were somewhat pursued, and that the third category reflects the least pursued objectives.

TABLE 22 CLASSIFICATION OF OBJECTIVES ACCORDING TO THE EXTENT TO WHICH THEY ARE PURSUED

<p>CATEGORY 1 Objectives closely related to target activities</p>	<ul style="list-style-type: none"> ■ Acquisition of knowledge and mastery of concepts ■ Solving of real problems ■ Competency development on the basis of practical operational models ■ Improvement of planning and organization ■ Development of critical thinking and reflective skills ■ Improvement of theoretical knowledge ■ Improvement of communication and interpersonal skills
<p>CATEGORY 2 Objectives somewhat related to target activities</p>	<ul style="list-style-type: none"> ■ Development of theory- and concept-based competencies ■ Development of competencies based on distancing and metacognitive processes ■ Development of competencies related to leadership and motivation ■ Implementation of strategies and development of policy-making skills
<p>CATEGORY 3 Objectives only remotely related to target activities</p>	<ul style="list-style-type: none"> ■ Observation of model practices and transfer to everyday duties ■ Construction of schemas transferable to the professional practice ■ Competency development based on the competencies acquired in a previous position and that are transferable to the current one ■ Development of competencies related to mediation and evaluation ■ Development of ideas and creativity

SUPPORT AND GUIDANCE ACTIVITY TOPICS

Choice of Topics

The mentees, mentors and supervisors were asked to indicate how topics were chosen for activities.

The majority of respondents in each group specified that the topics covered during support and guidance activities were adapted to the needs of new school administrators. However, nearly one fifth of the mentees and mentors said that the topics were presented in a predetermined order, and almost as many mentors and mentees maintained they were not aware of how the topics were chosen. The diversity of these responses is most likely a reflection of the variety of situations in the school organizations.

Topics Covered During Support and Guidance Activities

In order to identify the topics covered during support and guidance activities and to understand how pertinent they are for new school administrators, 23 topics were proposed. Respondents were asked to indicate if each of these topics had been or would be covered during support and guidance activities.

According to mentees, developing a success plan was the topic most often covered. Managing stress was next, followed by the legal framework of the Québec school system and managing psychological harassment. Three quarters of the mentees also mentioned human resources management and planning. Besides daycare management and vocational training centre management, which concerned only a portion of the mentees, the topics that 40% or less of the mentees indicated as being covered were: understanding political issues affecting the school organization; factors in student retention; the art of effective meetings; and public speaking.

The relative importance of topics can be explained by the methods for choosing them. The most widely used method for choosing topics was a survey of all new administrators. The requests or suggestions might appear to be the result of experiences involving new duties or problems encountered.

TABLE 23 THE METHOD OF CHOOSING A TOPIC TO BE COVERED DURING SUPPORT AND GUIDANCE ACTIVITIES, ACCORDING TO MENTEES, MENTORS AND SUPERVISORS (%)

CHOICE OF TOPICS	MENTEES	MENTORS	SUPERVISORS
Topics adapted to the needs of new school administrators	53.5	59.1	77.5
Topics following a predetermined order	19.4	18.9	10.0
Other	7.5	5.5	2.5
Don't know	19.7	16.5	10.0

■ Mentees ■ Mentors ■ Supervisors

TABLE 24 TOPICS COVERED DURING ACTIVITIES, ACCORDING TO THE TOPICS THAT MENTEES INDICATED WERE COVERED OR WOULD BE COVERED (%)

TOPICS COVERED OR TO BE COVERED	MENTEES
Developing a success plan	87.3
Managing stress	82.7
Legal framework of the Québec school system	80.3
Managing psychological harassment	80.3
Managing human resources	76.3
Strategic planning	75.7
Accountability	71.2
Managing the organization's budget	65.8
Educational supervision	64.4
Managing difficult employees	63.9
Ethical requirements and the job of principal	60.8
Managing change	59.6
Motivating teaching staff	57.7
Establishing networks and sharing responsibilities	56.9
Analyzing the organization's situation	55.5
Managing and maintaining material resources	51.9
Managing learning	46.6
Understanding political issues affecting the school organization	39.6
Daycare management	32.6
Factors in student retention	26.9
The art of effective meetings	26.7
Vocational training centre management	17.8
Public speaking	12.9

■ Mentees

SUPPORT AND GUIDANCE MODELS IMPLEMENTED BY SCHOOL ORGANIZATIONS

In order to identify which support and guidance model most corresponds to the one implemented by the school organization, three models were proposed in the questionnaire, and respondents were asked to choose only one. The number of mentees who checked "Other" was sufficiently high to warrant further exploration of this response; as a result, other models that are a combination of those proposed were identified. Candidates were asked about the model that they would like to see in place at the school organization, and their responses were processed in a manner similar to those of the mentees.

A portrait of the support and guidance models implemented in the participating school organizations can be drawn from the mentees' responses, because they are the only group with an overview of the situation. In fact, mentors, by virtue of their role, deal with a particular form of support, which means that they do not have such an overview. Moreover, close to two thirds of the mentors indicated that one-on-one mentoring was the main model of support in their school organization. As for supervisors, 21.4% did not answer the question, therefore, their responses were not retained.

The model most frequently used by mentees was one-on-one mentoring pairing mentor and mentee in accordance with a structured framework (29.2%). It was followed closely by group discussions, which deal with the topics that concern most new school administrators (26.2%). A series of lectures on topics related to the duties of new school administrators ranked third (21.9%).

Nearly 10% of the mentees benefited from a combination of models. Discussion groups combined with one-on-one mentoring was the most popular. Although the combination of models did not change the relative ranking of each one, it increased the proportion of mentees who benefited from the models available. As a result, 36.5% of mentees experienced one-on-one mentoring, 34.9% participated in group discussions, and 26.5 attended a series of lectures.

Half of the mentees hoped to benefit from one-on-one mentoring and more than a third wished to participate in group discussions. Attending a series of lectures was by far the least popular model.

TABLE 25 SUPPORT AND GUIDANCE MODELS IMPLEMENTED BY SCHOOL BOARDS, ACCORDING TO MENTEES (%)

SUPPORT AND GUIDANCE MODEL	MENTEES
One-on-one mentoring pairing mentor and mentee (new administrator) in accordance with a structured framework	29.2
Discussion groups for reviewing topics of concern to new school administrators (organized by any department in your school organization)	26.8
Series of lectures on topics related to the duties and responsibilities of new school administrators	21.9
Discussion groups and one-on-one mentoring	4.6
Series of lectures and discussion groups	1.9
Series of lectures, discussion groups and one-on-one mentoring	1.6
Series of lectures and one-on-one mentoring	1.1
Other	11.2

■ Mentees

TABLE 26 SUPPORT AND GUIDANCE MODELS DESIRED BY CANDIDATES (%)

SUPPORT AND GUIDANCE MODELS	CANDIDATES
One-on-one mentoring pairing mentor and mentee (new school administrators) in accordance with a structured framework	48.9
Discussion groups for reviewing topics of concern to new school administrators (organized by any department in your school organization)	36.3
Series of lectures on topics related to the duties and responsibilities of new school administrators	10.5
Discussion groups and one-on-one mentoring	0.6
Series of lectures and discussion groups	0.9
Series of lectures, discussion groups and one-on-one mentoring	0.3
Series of lectures and one-on-one mentoring	0.3
Discussion groups and one-on-one mentoring	1.8
Other	

■ Candidates

ONE-ON-ONE MENTORING

One-on-one mentoring was explored more than the other support and guidance models by means of several questions that focused on the reasons for choosing this type of model as well as the type of relationship that exists between the mentee and mentor with this model.⁷

The main reasons for choosing one-on-one mentoring were to favour the integral development of the mentee and to better prepare him or her to become involved in the development of his or her school organization. Fewer than 20% of the mentees and mentors mentioned the other two reasons: to promote the mentee's acquisition of knowledge; and to rapidly improve the mentee's performance and develop his or her aptitudes.

The method of pairing a mentee and mentor was not perceived in the same manner by the two groups. Fifty per cent of the mentees felt the pairing should be based on a free and mutual decision by both parties, whereas only 15.6% of respondents from this group indicated that mentees should choose their mentors from a bank of candidates. The mentors, however, perceived these two methods of pairing similarly: 39.6% for a free decision and 35.2% for a bank of candidates.

Mentees and mentors qualified the type of relationship that exists between them in the same way. A little more than 60% described it as a relationship that alternates between a pedagogical relationship, a professional relationship and personal friendship. A quarter of them indicated that it was more of a professional relationship between two individuals working together as equals.

TABLE 27 REASONS FOR CHOOSING ONE-ON-ONE MENTORING, ACCORDING TO MENTEES AND MENTORS (%)

REASON INDICATED	MENTEES	MENTORS
Promote the mentee's acquisition of knowledge	17.5	21.7
Rapidly improve the mentee's performance and develop his or her aptitudes	18.0	21.7
Favour the integral development of the mentee and better prepare him or her to become involved in the development of his or her school organization	58.0	51.7
Don't know	6.6	4.9

■ Mentees ■ Mentors

* The responses retained were only those of the mentees and mentors who stated that one-on-one mentoring was the model that most corresponded to the one implemented at the school organization.

TABLE 28 THE METHOD OF PAIRING MENTEES AND MENTORS, ACCORDING TO MENTEES AND MENTORS (%)

PAIRING OF MENTEE AND MENTOR	MENTEES	MENTORS
Based on a free and mutual decision by both parties working in the school organization	49.2	39.6
The mentee chooses the mentor from a bank of candidates	15.6	35.2
The mentor chooses the mentee from the new school administrators who are currently in a position	8.6	7.7
Other	18.8	17.6
Don't know	7.8	0.0

■ Mentees ■ Mentors

* The responses retained were only those of mentees and mentors who stated that one-on-one mentoring was the model that most corresponded to that of their school organization.

TABLE 29 THE TYPE OF RELATIONSHIP BETWEEN MENTEE AND MENTOR, ACCORDING TO MENTEES AND MENTORS (%)

TYPE OF RELATIONSHIP	MENTEES	MENTORS
A relationship that alternates between a pedagogical relationship, a professional relationship and a personal friendship	62.9	62.6
A professional relationship between two individuals working together as equals	25.8	29.7
A pedagogical relationship teaming up a mentor and a mentee	7.2	4.4
A personal friendship with an emotional bond between two individuals	3.1	2.2
Other	1.0	1.1

■ Mentees ■ Mentors

* The responses retained were only those of mentees and mentors who stated that one-on-one mentoring was the model that most corresponded to that of their school organization.

7. Questions concerning meetings were included in the questionnaires but were not processed because too many respondents answered "Don't know."

FINDINGS

Results show that the support and guidance model was chosen on the basis of the needs and expectations of a large number of mentees, as well as on those of the school organization responsible for its implementation. It is also clear that the responsibility for determining development objectives was assumed in large part by the school organization, which consulted school administrators and worked with them to establish needs and objectives. Since the school organization was responsible for overseeing the support and guidance of new school administrators, the model reflected its culture and vision.

The large number of development objectives pursued by school organizations, combined with the multitude of topics covered during support and guidance activities, suggest that some topics are being dealt with superficially and inconsistently.

More than three quarters of all respondents considered the five objectives proposed in the questionnaire concerning the evaluation of the support and guidance structure to be achieved. In addition, over 92% of supervisors considered the objectives to be achieved. In all, 86% to 93% of the mentors believed that all the objectives were attained. Among the mentees, 87% thought that objectives pertaining to the following were achieved: properly addressing the needs of new school administrators, and transmitting the knowledge school administrators require to perform their duties. Close to 80% of the mentees thought that these objectives were attained: clearly identifying the needs of new school administrators, more clearly identifying the problems frequently encountered by new school administrators, and preventing certain problems frequently encountered by new school administrators. Overall, the extent to which objectives were achieved is therefore very good.

The responses of mentees, mentors and supervisors are presented for each element of the support and guidance structure. Next, the mentees' responses are compared with the main support and guidance model in which they participated. When the mentees indicated that their school organization used a combination of one-on-one mentoring and another of the two models, these responses were incorporated in the one-on-one mentoring category for the purpose of evaluating the support and guidance structure.

Finally, respondents were asked to indicate the three main actions to be carried out as a priority in order to improve the support and guidance process.

OBJECTIVES ACHIEVED, COMPETENCIES DEVELOPED AND EFFECTS OF THE SUPPORT AND GUIDANCE MEASURES

Objectives achieved

More than 75% of all respondents considered the five objectives listed in the questionnaire to be achieved; however, some interesting differences were noted. The supervisors were more positive, as over 92% felt that all the objectives were achieved. The mentors differed slightly in their response from the supervisors, with 86% to 93% considering the objectives to be attained. On the other hand, the mentees were slightly less positive: 90% believed that none of the objectives were achieved and fewer than 80% considered three of the objectives to be attained. These objectives were: clearly identify the needs of new school administrators; more clearly identify the problems frequently encountered by new school administrators; and prevent certain problems frequently encountered by new school administrators.

Over 90% of the mentees who participated in discussion groups thought the objectives were achieved. The perception of those who experienced one-on-one mentoring differed slightly. The objectives related to properly addressing the needs of new school administrators and transmitting the knowledge that new school administrators require to perform their duties were considered to be achieved by 90% of these two groups of mentees. However, identifying the needs of new school administrators and determining the problems that new school administrators frequently encounter were considered achieved by 86.5% and 83.5%, respectively, of the mentees who experienced one-on-one mentoring; 78.9% of them felt the objective related to preventing certain problems frequently encountered by new school administrators was achieved.

The mentees who attended a series of lectures were considerably less positive about the achievement of objectives: 70% thought the objectives related to identifying the needs and problems of new school administrators were achieved, and 73.8% considered the objective pertaining to preventing certain problems frequently encountered by new school administrators to be attained. However, 83.8% and 86.3%, respectively, of the mentees in this support and guidance model felt that the objectives related to properly addressing the needs of new school administrators and transmitting the knowledge school administrators require to perform their duties were achieved.

TABLE 30 THE OBJECTIVES ACHIEVED BY MEANS OF THE SUPPORT AND GUIDANCE STRUCTURE, ACCORDING TO MENTEES, MENTORS AND SUPERVISORS WHO AGREE WITH EACH OF THE STATEMENTS CONCERNING THE ACHIEVEMENT OF AN OBJECTIVE

STATEMENT CONCERNING THE ACHIEVEMENT OF AN OBJECTIVE	GROUP OF RESPONDENTS (%)			MENTEES ACCORDING TO GUIDANCE MODEL (%)			
	MENTEES	MENTORS	SUPERVISORS	One-on-one mentoring	Discussion groups	Series of lectures	ALL MENTEES
Properly address the needs of new school administrators	87.7	93.0	95.1	83.5	93.9	68.9	87.7
Transmit the knowledge school administrators require to perform their duties	87.5	86.6	92.7	91.0	95.9	83.8	87.5
Clearly identify the needs of new school administrators	79.6	87.5	100.0	90.2	94.9	86.3	79.6
More clearly identify the problems frequently encountered by new school administrators	79.1	91.4	95.1	86.5	91.8	65.0	79.1
Prevent certain problems frequently encountered by new school administrators	78.7	89.8	95.1	78.9	91.8	73.8	78.7

■ Mentees ■ Mentors ■ Supervisors

■ One-on-one mentoring ■ Discussion groups ■ Series of lectures

Competencies developed

The portrait provided by respondents regarding the competencies developed in the support and guidance structure, while being very positive, is slightly less enthusiastic than that concerning the achievement of objectives, except for the supervisors.

According to all of the mentees (all support and guidance models combined), developing core competencies required to perform their duties and developing professional management competencies were the most favoured. Thus, 80% of the mentees felt that implementing such a structure allowed them to feel comfortable and fulfilled in their jobs and to internalize and personalize their professional duties; 75.7% maintained it allowed them to assume their full responsibilities with initiative and creativity as individuals; and 73.0% considered that they had developed complex professional competencies that extend beyond management. The mentors were slightly more positive than the mentees but less positive than the supervisors, more than 90% of whom felt that the support and guidance structure had achieved the results mentioned above by the mentees.

The mentees who participated in discussion groups were very positive (over 95%) about the following competencies: develop the core competencies required to perform their duties, develop professional management competencies, and feel comfortable and fulfilled in their jobs. Approximately 85% considered the other competencies to be developed. Mentees who experienced one-on-one mentoring very positively perceived (just over 90%) the development of core competencies and the development of professional management competencies. Slightly more than 85% thought competencies related to feeling comfortable and fulfilled in their jobs as well as internalizing and personalizing their professional duties were developed. Lastly, 80% of the mentees considered that complex professional competencies and the possibility of assuming their full responsibilities with initiative and creativity were improved by implementing the support and guidance structure.

The mentees who attended a series of lectures positively evaluated (approximately 85%) the development of core competencies and professional management competencies. Fewer than 70% considered the other four competencies to be developed, and 57.5% felt that complex professional competencies were developed.

TABLE 31 THE COMPETENCIES THAT THE SUPPORT AND GUIDANCE STRUCTURE ALLOWS MENTEES TO DEVELOP, ACCORDING TO MENTEES, MENTORS AND SUPERVISORS WHO AGREE WITH EACH OF THE COMPETENCIES STATED

COMPETENCY STATED	GROUP OF RESPONDENTS (%)			MENTEES ACCORDING TO GUIDANCE MODEL (%)			
	MENTEES	MENTORS	SUPERVISORS	●	⦿	⦿	ALL MENTEES
Develop the core competencies required to perform their duties	89.6	92.2	97.6	91.6	96.9	86.3	89.6
Develop professional management competencies	88.3	89.8	97.6	90.2	98.0	83.8	88.3
Feel comfortable and fulfilled in their jobs	82.8	88.3	95.1	80.3	85.7	57.5	82.8
Internalize and personalize their professional duties	80.3	88.3	90.2	86.4	98.0	67.5	80.3
Assume their full responsibilities with initiative and creativity	75.7	79.7	90.2	80.3	84.7	61.3	75.7
Develop complex professional competencies that extend beyond management	73.0	72.7	87.8	87.9	85.7	68.4	73.0

 Mentees	 Mentors	 Supervisors	 One-on-one mentoring	 Discussion groups	 Series of lectures
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The effects of the support and guidance structure

Respondents evaluated the effects of the support and guidance structure very differently, depending on whether they were referring to the effects on the personal development of new school administrators or the effects on educational services and student success rates. Nearly 80% of the mentees and mentors considered the effects on the development of a sense of belonging and a common frame of reference important. The effects on the development of an individual and collective sense of worth were considered significant by 73.8% of mentees and 80% of mentors. It should be noted, however, that a large number of the mentors' responses fell into the "Don't know" category. More than 92% of the supervisors thought that the support and guidance structure had a considerable impact on these three elements.

The effects on educational services were considered important by 60.1% of mentees and 73.2% of supervisors. The effects on student success rates were considered important by 51.2% of mentees and 63.4% of supervisors. With regard to these two elements, too many mentors answered "Don't know" and their responses were therefore not taken into account.

Overall, the mentees who participated in discussion groups were more positive about the effects of the support and guidance structure than those who experienced one-on-one mentoring, and both were more positive than those who attended a series of lectures. There was, however, one exception: among the elements affecting the personal development of administrators, mentees who experienced one-on-one mentoring and those who attended a series of lectures judged the development of a common frame of reference in the same way (78%). However, this element was the most appreciated by mentees who participated in discussion groups (93%). More than 80% of the mentees who participated in discussion groups and mentees who experienced one-on-one mentoring considered the development of a sense of belonging and the development of an individual and collective sense of worth important. However, only 75% and 62%, respectively, of mentees who attended a series of lectures thought these elements were important.

Approximately 70% of the mentees who participated in discussion groups and close to 60% of the mentees who experienced one-on-one mentoring considered the effects on educational services significant. Slightly more than 50% of the mentees who attended a series of lectures positively evaluated the effects on educational services, and approximately 40% considered the impact on student success rates to be important.

TABLE 32 THE EFFECTS OF THE SUPPORT AND GUIDANCE STRUCTURE, ACCORDING TO MENTEES, MENTORS AND SUPERVISORS

EFFECT	GROUP OF RESPONDENTS (%)			MENTEES ACCORDING TO GUIDANCE MODEL (%)			
	MENTEES	MENTORS	SUPERVISORS	●	⦿	⦿	ALL MENTEES
Development of a common frame of reference (vision and understanding shared by the group)							
Positive effect	79.2	80.8	92.7	78.6	93.9	78.8	79.2
Little or no effect	17.5	11.2	4.9	18.3	6.1	18.8	17.5
Don't know	3.3	8.0	2.4	3.1	0.0	2.5	3.3
Development of a sense of belonging							
Positive effect	78.7	80.2	95.1	81.7	88.8	75.0	78.7
Little or no effect	18.9	9.5	4.9	16.0	11.2	22.5	18.9
Don't know	2.5	10.3	0.0	2.3	0.0	2.5	2.5
Development of an individual and collective sense of worth							
Positive effect	73.8	80.0	92.7	80.2	84.7	62.5	73.8
Little or no effect	22.7	10.4	7.3	17.6	13.3	33.8	22.7
Don't know	3.6	9.6	0.0	2.3	2.0	3.8	3.6
Educational services provided to the school clientele							
Positive effect	60.1	57.3	73.2	61.8	71.4	53.8	60.1
Little or no effect	33.3	21.0	17.1	30.5	25.5	41.3	33.3
Don't know	6.6	21.8	9.8	7.6	3.1	5.0	6.6
Student success rates							
Positive effect	51.2	48.4	63.4	52.7	68.0	41.3	51.2
Little or no effect	42.5	27.4	24.4	42.0	28.9	51.3	42.5
Don't know	6.3	24.2	12.2	5.3	3.1	7.5	6.3

■ Mentees ■ Mentors ■ Supervisors

■ One-on-one mentoring ■ Discussion groups ■ Series of lectures



THE ROLE OF THE RELATIONSHIP EXPERIENCED AS PART OF THE SUPPORT AND GUIDANCE STRUCTURE

The role of the relationship experienced as part of the support and guidance structure was explored by means of nine statements describing the relationship. Since there were no responses in the "Don't know" category (with the exception of the mentees for the statement "contributes to the self-worth of mentors"), only the positive evaluations are presented below.

The three groups of respondents evaluated the role of the relationship experienced as part of the support and guidance structure differently. Overall, supervisors and mentors considered the relationship more positively than the mentees. This is especially the case for supervisors, 90% of whom agreed with all of the statements. The mentors' responses were more qualified: approximately 95% agreed that the relationship facilitates problem solving for the mentee; it contributes to the free expression of ideas and feelings; and it is notable for its kindness, empathy and encouragement. From 80% to 89% of the mentors agreed that the relationship contributes to the self-worth of mentors; it helps identify progress made by the mentee; it helps regulate support and guidance actions and procedures as well as those undertaken by the mentee in his or her duties; and it facilitates integration of the mentee into the organizational culture. Slightly less than 70% of the mentors agreed that the relationship encourages development of general strategies that enhance the mentee's professional competencies.

These two statements concerning the relationship "climate" were judged positively by 80% to 85% of the mentees: the relationship contributes to the free expression of ideas and feelings; and it is notable for its kindness,

empathy and encouragement. The three statements concerning job performance were positively evaluated by 78% to 88% of the mentees: the relationship facilitates problem solving for the mentee, it facilitates integration of the mentee into the organizational culture; and it helps regulate actions and procedures by the mentee in the performance of his or her duties. The statements pertaining to the organization and the structure itself came last: the relationship helps identify progress made by the mentee (66.8%); it encourages development of general strategies that enhance the mentee's professional competencies (71.8%); and it helps regulate support and guidance actions and procedures (74.5%).

The mentees' assessment of the characteristics of the relationship experienced as part of their support and guidance model completes the information above. Very little is known about the relationships experienced within the support and guidance model. One-on-one mentoring is based on an individual relationship between a mentor and a mentee, but the relationship in other models has not been documented. For support and guidance measures consisting of a series of lectures, reference was not made to individual or group relationships, but because the mentees who attended these lectures responded positively to the statements and almost none answered "Don't know," we can hypothesize that relationships of one type or another exist within this type of model. The comments below do not take into account the statement "contributes to the self-worth of mentors" as a high number of respondents answered "Don't know."

The mentees who participated in discussion groups as the main support and guidance model were the most positive about the characteristics of the relationship: 77% to 95% agreed with the statements. Those who experienced one-on-one mentoring came next (74% to 92%). Mentees who attended a series of lectures were the least positive (56% to 83%). Overall, the difference between the perceptions of the mentees in one-on-one mentoring and those in discussion groups was slight, whereas the gap between the perceptions of the mentees who attended a series of lectures and those of the other two groups was quite significant.

TABLE 33 THE ROLE OF THE RELATIONSHIP EXPERIENCED AS PART OF THE SUPPORT AND GUIDANCE STRUCTURE, ACCORDING TO THE MENTEES, MENTORS AND SUPERVISORS WHO AGREED WITH THE FOLLOWING STATEMENTS

STATEMENT ABOUT THE RELATIONSHIP	GROUP OF RESPONDENTS (%)			MENTEES ACCORDING TO GUIDANCE MODEL (%)			
	MENTEES	MENTORS	SUPERVISORS	●	●●●	●●●●	ALL MENTEES
Facilitates problem solving for the mentee	88.0	97.6	97.6	91.7	95.9	83.8	88.0
Contributes to the free expression of ideas and feelings	85.2	97.6	95.1	92.5	93.8	75.0	85.2
Is notable for its kindness, empathy and encouragement	83.6	96.8	95.1	75.2	77.1	56.3	83.6
Facilitates integration of the mentee into your organizational culture	82.0	89.6	92.7	76.7	87.4	66.3	82.0
Helps regulate actions and procedures by the mentee in the performance of his or her duties	78.9	83.2	95.1	83.3	87.5	73.8	78.9
Helps regulate support and guidance actions and procedures	74.5	80.0	92.5	74.4	78.9	70.0	74.5
Encourages development of general strategies that enhance the mentee's professional competencies	71.8	69.1	90.0	85.0	94.8	82.5	71.8
Helps identify progress made by the mentee	66.8	84.0	97.5	89.5	94.8	80.0	66.8
Contributes to the self-worth of mentors	76.3	87.9	90.2	88.0	87.6	65.0	74.3

■ Mentees ■ Mentors ■ Supervisors ■ One-on-one mentoring ■ Discussion groups ■ Series of lectures

OVERALL SATISFACTION WITH THE SUPPORT AND GUIDANCE STRUCTURE

Mentors evaluated the support and guidance structure more positively than the other two groups of respondents, but mentees followed close behind. Supervisors were the least likely to be satisfied with the structure, with the gap between the other two groups being quite significant.

Although a small number of respondents were not very or not at all satisfied, the mentees were most likely to be dissatisfied (6.3%) and the mentors, the least likely (1.6%).

Mentees who attended a series of lectures were the least satisfied: only 25% of them were very satisfied, compared with 76.3% and 68.9%, respectively, for the other two groups.

TABLE 34 DEGREE OF SATISFACTION WITH THE SUPPORT AND GUIDANCE STRUCTURE, ACCORDING TO MENTEES, MENTORS AND SUPERVISORS

DEGREE OF SATISFACTION	GROUP OF RESPONDENTS (%)			MENTEES ACCORDING TO GUIDANCE MODEL (%)			
	MENTEES	MENTORS	SUPERVISORS	One-on-one mentoring	Discussion groups	Series of lectures	ALL MENTEES
Not very or not at all satisfied	6.3	1.6	4.9	4.5	1.0	4.5	6.3
Somewhat satisfied	36.9	41.3	51.2	25.0	22.7	25.0	36.9
Very satisfied	55.3	57.1	43.9	68.9	76.3	68.9	55.3

IMPROVEMENT OF THE SUPPORT AND GUIDANCE STRUCTURE

Respondents were asked to prioritize three ways of improving the support and guidance structure. The question was open-ended and answers were grouped into 14 categories:

- Provide greater flexibility in the guidance process (mentoring, coaching).
- Organize and structure the guidance process.
- Provide administrators with on-site guidance during their first years on the job.
- Ensure greater consistency between the training of new administrators and school boards' expectations.
- Give individuals greater consideration, improve the human dimension of the guidance process.
- Provide feedback and greater recognition.
- Promote personal development and continuing education and training.
- Present the various departments during the initiation.
- Modify and provide greater flexibility with university training.
- Increase the practical component of university training.
- Ensure greater consistency between university training and the training offered by the school boards.
- Ensure greater consistency between university training and school boards' expectations.
- Increase the financial resources allocated to the guidance process.
- Other

Suggestions for the three priorities⁸ differed according to the importance accorded by mentees and supervisors, but all three priorities concerned the support and guidance structure itself: 1) provide greater flexibility in the guidance process; 2) organize and structure the guidance process; and 3) provide administrators with on-site guidance during their first years on the job. Mentors placed more value on organizing and structuring the guidance process but little on the other two priorities.

The suggestions also covered different aspects of university training for new school administrators: modify and provide greater flexibility with university training; ensure greater consistency between university training and school boards' expectations; ensure greater consistency between university training and the training offered by the school boards; and increase the practical component of university training. When all the suggestions regarding university training are grouped, they account for 14.4% of the mentees' recommendations, 14% of the supervisors', and 8.6% of the mentors'.

Finally, 10.8% of the priorities proposed by the mentees, 10.4% of those suggested by the mentors and less than 1% of those put forth by the supervisors involved giving individuals greater consideration, improving the human dimension of the guidance process, and providing feedback and greater recognition.

8. The table presenting the figures is included in Appendix 1.

FINDINGS

Overall, the supervisors were the ones who most positively evaluated the support and guidance measures. The mentors offered a similar evaluation. The group of mentees gave the measures a more moderate evaluation, which varied depending on the model used. None of the groups negatively judged any of the elements that were being evaluated.

The effects of the support and guidance structure on the personal development of new school administrators that can be felt more immediately were judged more positively than the effects on educational services and student success rates, effects which are more difficult to measure and that can be evaluated only in the medium term.

Mentees evaluated the relationship experienced as part of the support and guidance structure differently, depending on the aspect in question, that is, the relationship climate, job performance, or the organization and the measures themselves.

Lastly, it is important to note that the evaluation of the structure depends on the school organization's main support and guidance model. All elements were judged more positively by respondents who participated in discussion groups, slightly less by those who experienced one-on-one mentoring and much less by respondents who attended a series of lectures.

PART III **COMPLEMENTARY INFORMATION**

CHAPTER 8

**IN-DEPTH INTERVIEWS: POINTS OF VIEW OF
PROFESSIONAL ASSOCIATIONS AND
UNIVERSITY INSTRUCTORS**

Throughout 2004, school boards were asked to furnish those responsible for the study with the materials used to ensure support and guidance for their new school administrators. An analysis of these materials, made up of all the tools and documents related to the support and guidance measures, made it possible to identify three specific support models. It was then decided that the information collected by means of the questionnaire would be completed by interviewing users of these three models. Interviews were conducted during the autumn of 2005.

The interview format followed that of the questionnaires. The description below presents the characteristics and organizational context for each of the three models, the objectives and an evaluation of the benefits according to the main participants concerned (a mentee, a mentor, a supervisor and, where applicable, a program coordinator or university instructor). Three tables at the end of Part III provide a summary of the three models and the findings.

MODEL A

Special Characteristics of the Model

This model was developed jointly by five school boards and a university. However, only school board participants and a university program coordinator were interviewed.

Model A is applied during a school administrator's first year on the job. Six compulsory training credits are earned through activities organized jointly by the new school administrator's school board and the university.

Sharing of Roles and Responsibilities

The model includes three types of activities conducted alternately by those in charge of the support and guidance structure: university courses, meetings with representatives of school board departments and coaching activities.

The school board organizes meetings with new school administrators and directors of various departments (DES, DRH, DRM, etc.). These meetings are intended to provide administrators with the information they need to perform their duties. The meetings occasionally serve more of a training function, providing an ideal opportunity for reflection and activities that favour adaptation to the organizational culture.

The university offers an introductory course on the roles and competencies of administrators and supervises integration initiatives in order to ensure consistency among the different activities. It also provides support for individual guidance and coaching activities to people playing a guidance role, as well as to new school administrators who have been paired with mentors. It should be noted that the coaches are selected by the school boards, which also pair up mentees and mentors.

During the first year on the job, new school administrators perform their duties under the supervision of university instructors. Thus, they take stock of their practices and establish coherent connections between the content proposed during meetings organized by their school board's departments and the training and reflection conducted alternately at the school board and at the university.

Objectives

The professional integration phase is a critical step in all respects, but especially in terms of new administrators' personal and professional development, the organizational development of school boards and the progress of university training plans. The following objectives are pursued:

- to optimize learning by school administrators during their first year on the job
- to introduce measures that will allow the school board and university to organize complementary activities, with a view to optimizing the learning process
- to facilitate appropriation of the organizational culture specific to each school board

Evaluation of the Model by Participants

THE MENTEE

The mentee interviewed received support and guidance for three years, with one full year under Model A. At the time of the interview, this respondent had earned 12 credits of the compulsory training for school administrators.

The mentee confirmed that her concerns focused more on developing a relevant and adapted professional practice than on acquiring theoretical knowledge ("I am more practical than theoretical"). This respondent ascribed value to each of the three types of training activities, value that varied depending on the perceived practical benefit. Thus, she specified that coaching activities allowed her to make the most progress in her professional practice, and that school board meetings gave meaning and direction to daily activities. University courses and assignments seemed to have contributed less to her development of competencies because she lacked the time to devote to her studies. However, the respondent recognized that these three types of types of activities are complementary and that combining them provides relevant, high-quality training.

Following this brief classification of training activities specific to Model A, the mentee emphasized the importance of coaching for new school administrators to be able to progress with their learning. She specified, however, that certain conditions must be adhered to in order to ensure that the desired results are achieved for the school organization. The pairing process is a major aspect of coaching. It is important that the two parties, coach and coachee, choose each other freely and mutually so that the trust essential to developing a fruitful professional relationship can be quickly established. A minimum of five formal, planned meetings, in addition to telephone and electronic communications depending on the needs, would help maintain ideal contact between a coach and coachee. A final factor in successful coaching is the relative importance that the school board senior management places on this type of activity. Thus, the respondent specified that: "If the director general is a proponent of coaching, he or she will implement mechanisms to promote the success of such a process within the school organization. He or she will provide the impetus necessary for a coaching program to be organized and will respect the golden rule of confidentiality in the relationship between the coach and coachee."

THE MENTOR

The mentor interviewed was a school principal. During 2004-2005, in response to the request of the school board's assistant general director, he became a mentor for the first time and was paired with a person he did not really know, namely, someone who had recently taken on the job of school administrator. He specified that coaching activities, as well as training for coaching, were not compensated financially or in any other way, even though they added to a principal's workload.

During his interview, the mentor indicated that his coaching activities renewed his professional practice and even clarified it. This was largely attributable to distancing and reflective activities, "two virtues" resulting from his coaching duties. He felt that the four training meetings for coaching held by the university instructors were fertile ground for enriching discussions among coaches. In addition to instilling confidence in the coaches, these discussions allowed each of them to adapt the theoretical aspects of the models proposed to their individual personality, according to their strengths and weaknesses.

The coach said that he held five formal, prepared meetings with the coachee. Several other more informal and spontaneous meetings also took place, depending on the coachee's needs and requests.

In brief, the mentor generally considered that the support and guidance model carried out jointly by the university and the school board produced positive results for both the new school administrators and the more experienced administrators acting as coaches. The combined efforts of the university and school board promoted the development of additional individual competencies and also provided an ideal venue for developing collective competencies.

THE SUPERVISOR

The person in the position of supervising school administrators at the school board also coordinated the activities carried out under this model in 2004-2005. She has been an assistant director general at the school board since 2003.

The supervisor first specified that the joint model was a result of the school boards' need to combine the integration of new school administrators into the organizational culture with the compulsory initial training, and this, starting when the administrators first enter their new positions. She felt that the main standards and predominant values, the practices and procedures implemented, as well as the planning and strategies adopted by a school board, should be included in the first six credits to be earned by a new school administrator. Thus, for 2004-2005, the school board senior management and department heads organized and held 4.5 days of training and information in order to allow new school administrators to integrate the organizational philosophy, to become familiar with the school board's strategic planning, and to adhere to their school's action plan.

The supervisor confirmed that mentors are school administrators with a number of years of experience, identified and paired with a new administrator by senior management. It would appear that the guiding principle followed throughout the pairing process is an absence of a hierarchical relationship. The supervisor also felt that mechanisms should be instituted for the school board and the university to work together to ensure that the mentee clearly understands the close ties among university courses, training/information activities under the school board's responsibility and coaching meetings.

The supervisor specified that the support and guidance measures implemented at her school board promote "the training of managers who adhere to the organization's values, mission and strategic planning, which is in line with creating and advancing the milieu."

Finally, the supervisor added that the model chosen allowed her school board to participate in developing a university training plan.

THE UNIVERSITY PROGRAM COORDINATOR

As the university is one of the two parties involved in the joint training model, an interview was conducted with the university program coordinator for new administrators. This person had herself negotiated the agreement that led to the conditions for cooperation inherent in the model described above.

The university program coordinator felt that professional integration was a major issue for new school administrators and their career development, for school boards and their organizational development as well as for universities offering support and guidance measures or constructing knowledge in the field of school administration. She attributed the responsibility for professional integration to each of the three parties mentioned. In addition to the learner actively engaging in the professional integration process, the director felt that the actions of the school boards and the university are complementary in the context of the compulsory training for school administrators. She maintained that the main factors motivating a university-school board alliance were varied: optimization of the integration of new school administrators; their excessive workload; the expectations and demands of school boards that are perceived as both the "clients" and collaborators; the impact of cognitive shock as experienced from the perspective of either of the parties. All these factors played a positive role in the development of the joint training model.

However, organizing and maintaining initial training based on cooperation give rise to three types of challenges:

- respect for each person's roles and responsibilities (respect of individual zones of intervention)
- organizational coordinating (accommodating the activity schedules of the various parties, identifying schedules conducive to working together, etc.)
- the quality of learning resulting from a new way of proceeding, more specifically, the integration of knowledge and its transfer to professional practice

In spite of these considerable challenges, the experiment conducted by the university regarding the joint training of new school administrators seems sufficiently profitable and it would appear justified to extend this model to all school boards.

In addition, an evaluation designed by the university and validated by the school boards concerned was conducted in June 2005 with 21 new school administrators participating in the joint training model in 2004-2005. It revealed that the combination of training/information activities offered by school boards, the university courses and the coaching activities greatly facilitate the professional integration of school administrators. Moreover, the activities that the new school administrators most appreciated were the coaching activities.

MODEL B

Special Characteristics of the Model

Model B is based primarily on a two-year support and guidance program that was developed and implemented by school board senior management. It includes two types of guidance, one under the university's supervision, and a training/information component. The three elements of the support and guidance program are:

- initial guidance, which takes the form of supervised coaching by the university, which grants three credits. Its structure is formal and its terms and content are largely predetermined. The coaches are appointed by the school board and trained by the university. The school board oversees the pairing. Although group activities are occasionally carried out during the first year, activities are generally individual in nature.
- additional guidance coordinated by the school board. The formula is flexible and designed to provide a quick and practical solution for a specific need. This type of support is given to school administrators in the first two years of their new job. The guidance is provided by a resource person appointed by school board senior management.
- a training/information component provided by school board managers who organize learning activities for new school administrators

These elements are organized according to three focuses of development that interact and evolve in a synchronized fashion: professional development, organizational development and personal development. Professional development is provided primarily through training/information and coaching activities. The goal of the group training/information capsules is the integration of essential knowledge and knowledge of useful resources; these capsules thus help new administrators develop the core competencies required to perform their duties. During the first year on the job, individual and sometimes group coaching meetings help new administrators understand a frame of reference corresponding to professional development objectives and give them the opportunity to reflect on, put into perspective and analyze their professional practices.

Support for personal and professional development is provided through individual guidance during the first two years. The school board assigns a resource person (an experienced administrator) to an administrator who is new to the job. This type of support and guidance is primarily intended to reduce stress levels and instill confidence in the new administrator. The resource person guides and supports the new administrator in implementing a framework for managing daily activities in his or her school as well as in developing a personal management approach (for priorities, time, stress, etc.).

As organizational development relies on individual competencies and their combined effect, the support strategies implemented by the school board favour the ability of new administrators to act independently and effectively. This guidance also allows new administrators to adapt to the organizational culture and to learn how to make the best possible use of support networks and experts.

Objectives

This support and guidance program is part of the professional development plan for school administrators. In implementing it, the school board hopes to encourage the development of its administrators' personal, interpersonal, intellectual and managerial competencies. The program more specifically targets two objectives:

- to provide individual and flexible support and guidance tailored to the specific needs expressed
- to equip administrators with the means to perform their duties by providing them with the necessary tools and information

Evaluation of the Model by Participants

THE MENTEE

In this model, the mentee who was interviewed had received support and guidance for three years, two of which were under the program described above. Having moved into an administrator position, first part-time and then full-time, she quickly completed the 30 credits of the university training required to maintain the position. She felt that participating in the professional integration program allowed her to more easily gain the credibility required to perform her duties with ease. She explained that: "The knowledge acquired as well as the professional judgment and ability to be objective that were developed during the program activities made it possible for me to 'walk the talk.' This is probably what has earned me credibility and trust among the people I work with, and it would undoubtedly have taken me much longer to achieve this without the program."

This mentee evaluated the benefits of the program in terms of the program's two components.

The guidance component allowed the mentee, by means of discussions during coaching meetings, to give meaning to her professional practice and establish benchmarks serving as bases for her new professional identity. She added that coaching activities also helped reduce isolation by providing her with a support network outside her school board. She also said that she chose her coach according to the professional aspects that she wanted to work on and based on mutual affinity. She confirmed that this "valuable resource person" helped her develop confidence in her competencies, as well as pride and satisfaction in being able to persevere with and make progress in the program.

The mentee felt that the training/information component, offered entirely by school board managers in the form of capsules, played an important role in her being able to integrate the knowledge she was lacking, the school board's protocols and procedures, and practical tools. She considered that the training capsules helped her access a network of experts and a vast database.

**“SHE ALSO SAID
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PROFESSIONAL
ASPECTS THAT SHE
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ON MUTUAL
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Finally, this principal added that the program's guidance and training/information components were both necessary and complementary. She emphasized that a relationship of trust must exist between the mentor and mentee, regardless of whether the structure is formal or informal.

THE MENTOR

The interview with the mentor clarified the support and guidance practices adopted by this school board. Much of the interview was spent making distinctions between coaching and the support and guidance provided by the resource person. In addition to the specific characteristics of the two types of guidance, the mentor specified that school board senior management defined the mandate of resource persons according to ministerial requirements, the school board's strategic planning and the individual needs of the new administrators.

This mentor has enviable experience in support and guidance. For the last eight years, this school principal has been a coach as well as a resource person. He emphasized the importance of establishing a relationship of trust and of maintaining absolute discretion with respect to the confidential nature of the information exchanged during the guidance process. Just as did the mentee, this mentor emphasized that the two types of guidance were not the same and that they targeted different needs, which when met, led to successful professional integration.

In conclusion, this principal added that the school board's current professional integration program benefited both mentors and mentees as well as the school organization. In his opinion, however, the mechanisms for welcoming school administrators into their positions should be reviewed and the continuing education and training of resource persons should be structured and organized.

THE SUPERVISOR

The director general of the school board is responsible for the professional development program and ensuring its supervision.

The director general interviewed maintained that personal and professional development must be consistent with a school board's organizational development. Therefore, she considered the development of new school administrators as a more or less convergent vector in terms of the strategic choices regarding organizational development. Consequently, in order to develop the school board's effectiveness, the school principals' competencies must be optimized. To this end, a profile of competencies and a development plan tailored to the various needs of new school administrators were developed. The next logical step, she claimed, was for the school board to prepare a competency development plan adapted to administrators' diverse needs, regardless of their experience. Moreover, this director general firmly believed that one of the conditions essential for successful implementation of the competency development plan is a strong, visible and ongoing commitment on the part of school board senior management. Without this, she thought that the plan would not be implemented or would be limited to several isolated experiments.

The supervisor felt that the school board's professional integration program should be extended one more year so that a personalized development plan could be introduced for each new administrator. Right from the start, new administrators would have to do the following for their respective plans:

- determine their specific target objectives and the competencies they would like to develop during their integration period
- specify the conditions that need to be in place in order for them to attain their objectives and develop their competencies, as well as the resources required for them to carry out their training plan
- prepare and implement a plan for the ongoing evaluation of their results and processes
- at the end of the three-year program, take stock of what they have accomplished and what remains to be done to consolidate their learning and correspond to the profile of competencies prepared by their school board

**“HE EMPHASIZED
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A RELATIONSHIP OF
TRUST AND OF
MAINTAINING
ABSOLUTE DISCRETION
WITH RESPECT TO THE
CONFIDENTIAL NATURE
OF THE INFORMATION
EXCHANGED DURING
THE GUIDANCE
PROCESS.”**

MODEL C

Special Characteristics of the Model

Model C is a mentoring program made up of two components:

- a six-credit training component, which includes compulsory training activities from the university training program, some of which are under the school board's responsibility
- a support and guidance component for which the school board is entirely responsible, made up of support activities that are consistent with some of the guidelines contained in the school board's strategic plan. New school administrators within that school board are required to participate in this component.

In order to better understand the mentoring program in question, it is important to specify the specific context in which the program was introduced. Thus, the support and guidance component was implemented in 2004-2005 in this school board which is located in a remote region and covers a territory of 275 km. Dealing with continual staff turnover, the main issue for this school board's managers is the retention of trained and experienced school administrators. In an effort to alleviate problems resulting from remoteness and isolation, the school board implemented a mentoring program intended for all classes of personnel. The two components of the mentoring program for new school administrators are offered during their first two years in the job.

The training component is made up of a minimum of six group activities per year involving discussions about professional practices and the roles and responsibilities associated with the job. Two full days, determined in advance, are dedicated to developing a school management framework adapted to the needs of the school and the MELS. Individual meetings are held at least four times a year, and the dates and duration of the meetings vary according to participants' needs and availability. Over the course of these meetings, the means of exchange facilitate the establishment of reliable benchmarks and the development of reflective competencies.

The other program component, which focuses more on support and guidance, includes eight compulsory meetings a year, each one lasting approximately 90 minutes. Participants meet in pairs throughout the school year. The meetings focus on developing the potential of the new administrator and target the discovery of personal and professional resources. A ninth one-day meeting brings together the mentors, the mentees and the coordinator of the support and guidance component, who is appointed by the school board's director general. Its aim is to evaluate the knowledge acquired by those who participated in the program, to provide a summary of activities and to make the changes that will lead to a more focused achievement of the target objectives. School board senior management is actively involved in the various steps—planning, preparing and conducting activities, or appointing and training mentors—in addition to implementing conditions for the success of each.

Objectives

The primary aims of the program are to develop professional competencies adapted to the needs and requirements of the institutions, and to foster a sense of belonging to the organization and the education community.

Evaluation of the Model by Participants

THE MENTEE

The mentee interviewed has been an administrator for two years. Because the mentoring program described above was implemented for the first time in 2004-2005, the mentee felt that it was premature to judge its effects. The mentee mentioned, however, that program activities (support and guidance component) provided an opportunity to learn and reflect as well as to acquire knowledge and develop skills. He felt that there should be more individual and group meetings of a shorter duration, where the content is structured and the meeting schedule has been set in advance. He was, however, aware that the frequency and duration of these meetings were subject to the constraints related to the size of the school board's territory and the small number of mentors (three). Generally, he was hopeful that implementing this program would allow target objectives to be met in the medium term, that is, to meet the individual needs of the new administrators, as well as organizational needs, so that the school board may have stable and competent administrators.

THE MENTOR

Playing the role of mentor, the school principal interviewed has a total of six years of experience in this position. Last year, his school board's senior management asked him to mentor two new administrators. Believing in the virtues of reflection, he felt that he improved his own management practices. Applying the support and guidance model favoured by the university in his region, he was pleased to have been able to support a new administrator integrating into the position. This principal thought that the mentoring relationship was an ideal opportunity for those involved in the process to develop professional competencies. Thus, he felt that he better understood his role as principal, more effectively assumed his responsibilities, and was more aware of his resources and personal limitations since guiding and supporting new school administrators. Just as did the mentee who was interviewed, the mentor felt that it was premature to judge the effects of this mentoring program, which has been in existence only a year. But one thing is certain: "People have changed, they have grown, they have learned and they have shared," and this, as a result of the mentoring program. However, he felt that if the mentee's concerns or questions were more specifically identified before a meeting, then the mentor could prepare more effectively for the meeting and the meeting would be more profitable.

THE COORDINATOR OF THE SUPPORT AND GUIDANCE COMPONENT

The program coordinator interviewed indicated that the support and guidance component is obviously centred on professional development for new school administrators, but that it is generally reinforced through concrete projects. Thus, this component focuses more on the development of practical rather than theoretical knowledge. The coordinator stressed the importance of ensuring that the principles and rules of the learning community remain part of the program: "Hierarchical relationships would not adequately serve our purposes, in particular, developing a sense of belonging to the organization and education community." He offered the following assessment: the 2004-2005 mentees gained greater confidence as the mentoring relationship progressed, and the tools developed for and with them made it possible to implement a more structured and organized management approach.

In the future, this principal would like to see a move toward a more personalized learning approach. He confirmed that the use of monitoring tools allowing an understanding of the progress made, of outstanding questions, and of views and perceptions is essential to all forms of support and guidance: "Without tools, we cannot take action," he concluded.

The following three tables present a summary of the in-depth interviews described above.

TABLE 35 SUMMARY OF MODEL A

MODEL A (p.54-55)						
Objectives	<ul style="list-style-type: none"> To optimize learning by new school administrators (NSAs) during their first year on the job To introduce measures that allow the school board (SB) and the university to organize complementary activities To appropriate the SB's organizational culture 		Special characteristics	Tool developed jointly by five SBs and one university	Duration	One year
Activities	Roles and responsibilities		Evaluation			
	School board	University	Mentee	Mentor	Supervisor	Program director
SB meetings	<ul style="list-style-type: none"> Information meetings on the way in which the SB operates and its various departments Opportunities for exchange and reflection on professional practices Adaptation to the organizational culture 	<ul style="list-style-type: none"> Ensuring consistency between information received at the SB and the university training offered 	<ul style="list-style-type: none"> SB meetings give meaning and direction to daily activities 	<ul style="list-style-type: none"> No financial compensation 	<ul style="list-style-type: none"> SB middle management <p>Basic principle:</p> <ul style="list-style-type: none"> Adaptation to the organizational culture and compulsory training for NSAs 	<p>Basic principle:</p> <p>Shared responsibility among:</p> <ul style="list-style-type: none"> NSAs SB the university <p>Positive evaluation of the model</p>
Coaching	<ul style="list-style-type: none"> Choice of coaches Pairing 	<ul style="list-style-type: none"> Training for coaches and coachees 	<ul style="list-style-type: none"> Coaching results in the most significant progress Pairing is a major issue Confidentiality must be ensured The involvement of school board senior management (SBSM) is important 	<ul style="list-style-type: none"> Renewed professional practice thanks to distancing and reflective activities Rewarding training Five formal meetings Development of individual and collective competencies 	<ul style="list-style-type: none"> SBSM pairs beginners with mentors Rule observed: no hierarchical relationships 	<ul style="list-style-type: none"> Considerable appreciation for coaching
University courses		<ul style="list-style-type: none"> Introductory course on roles and competencies for administrators 	<ul style="list-style-type: none"> Not enough time to complete the work 		<ul style="list-style-type: none"> SB values and practices incorporated into the training 	<p>Challenges of cooperative initiative:</p> <ul style="list-style-type: none"> respect for roles and responsibilities organizational cooperation quality of learning based on integration and transfer
Other		<ul style="list-style-type: none"> Initiatives to establish consistency among the various activities 	<ul style="list-style-type: none"> These activities are complementary. They ensure relevant and quality training. 	Greater appreciation for coaching	<ul style="list-style-type: none"> Cooperation between SB and university to ensure consistency among activities 	

TABLE 36 SUMMARY OF MODEL B



MODEL B (p.56-57)						
Objectives	<ul style="list-style-type: none"> To provide individual support and guidance that is flexible and tailored to specific needs To enable administrators to perform their duties by providing them with the necessary tools and information 		Special characteristics	Two types of guidance: <ul style="list-style-type: none"> university component training/information component 	Duration	Two years
Activities	Roles and responsibilities		Evaluation			
	School board	University	Mentee	Mentor	Supervisor	
SB meetings (professional development)	Training/information component: <ul style="list-style-type: none"> SB managers organize learning activities for NSAs sharing of professional practices and group discussions 		<ul style="list-style-type: none"> SB information capsules help with the assimilation of knowledge, protocols, procedures and practical tools 	<ul style="list-style-type: none"> The mandate of resource persons is defined by SBSM. 	<ul style="list-style-type: none"> SBSM Basic principle: <ul style="list-style-type: none"> Consistency among personal, professional and organizational development Strong commitment from SBSM 	
Coaching	<ul style="list-style-type: none"> On-site guidance by an experienced resource person appointed by the SB Choice of coaches Pairing 	Coaching supervised by the university (three credits) <ul style="list-style-type: none"> Formal structure Predetermined conditions Established and scheduled content Individual and occasional group activities 	<ul style="list-style-type: none"> Gives meaning to professional practice and establishes reliable benchmarks for the new professional identity Breaks isolation Creates networks Choice of coach based on affinity 	Insistence on: <ul style="list-style-type: none"> the importance of a relationship of trust absolute discretion <ul style="list-style-type: none"> Advantageous for the people involved and the organization Welcoming and training mechanisms to be reviewed 	<ul style="list-style-type: none"> SBSM pairs beginners with mentors Rule observed: no hierarchical relations 	
University courses		<ul style="list-style-type: none"> Compulsory graduate university program 			<ul style="list-style-type: none"> SB values and practices incorporated into the training 	
Other	Organizational development focused on the value and sharing of individual competencies		<ul style="list-style-type: none"> Program helps earn credibility Both types are necessary and complementary 	<ul style="list-style-type: none"> Both forms of guidance are distinct and satisfy different needs 	<ul style="list-style-type: none"> Development of a competency profile Competency development plan tailored to specific needs 	

TABLE 37 SUMMARY OF MODEL C

MODEL C (p.58)							
Objectives	<ul style="list-style-type: none"> To develop professional competencies tailored to specific institutional needs and requirements To develop a sense of belonging to the organization and education community 		Special characteristics	<ul style="list-style-type: none"> Two components: <ul style="list-style-type: none"> – university training (six credits) – SB support and guidance Large territory far from urban centres Mentoring offered to all categories of personnel Challenge: retaining trained and experienced administrators 		Duration	In place since 2004-2005
Activities	Roles and responsibilities		Evaluation				
	School board	University	Mentee	Mentor	Supervisor	Coordinator	
SB meetings			<ul style="list-style-type: none"> More individual and group meetings should be held Desire for more stable and competent administrators 		<ul style="list-style-type: none"> Involvement by SBSM 	Guidance component centred on professional development and reinforced through concrete projects	
Mentoring	<ul style="list-style-type: none"> Eight compulsory meetings per year Focus of meetings on developing the potential of the new administrator 9th meeting: mentors and mentees (summary) 		<ul style="list-style-type: none"> Opportunity to reflect on and develop behaviours 	<ul style="list-style-type: none"> Belief in reflective activities Improved practices Need for improved preparation of resource people 	<ul style="list-style-type: none"> No hierarchical relations 	<ul style="list-style-type: none"> Mentees have more confidence More structured management process thanks to tools provided 	
University courses		<ul style="list-style-type: none"> Group activities involving exchanges and sharing of professional practices Understanding of the roles and responsibilities related to the duties of SAs Minimum of six meetings per year 					
Other			<ul style="list-style-type: none"> Premature to pass judgment on the effects 	<ul style="list-style-type: none"> Premature to pass judgment on the effects 		<ul style="list-style-type: none"> Desire for a more personalized approach Importance of tools 	

FINDINGS

The three models explored demonstrate the importance of basing support and guidance on measures that are diverse, complementary and integrated around well-defined objectives, with the roles and responsibilities of each party being clearly defined in advance. Each type of measure contributes in a specific way to the professional integration of new school administrators, as well as to the school board's organizational development.

The description of the three models makes it possible to identify the conditions required for each measure to be effective. Firstly, the absolute commitment of school board management is essential, especially if individual guidance is to be taken seriously and be profitable. The method of pairing mentee and mentor is a major issue: it must be based on a free and mutual decision by both parties and on mutual affinities; a hierarchical relationship must not exist between the mentee and mentor; and absolute discretion regarding any discussions must be respected.

Individual guidance must be formal and structured. It must be based on previously determined content, preferably by the mentee and mentor, and there must be a minimum of five meetings a year. Occasional guidance that meets immediate needs is also desirable, but must not replace the formal, structured guidance.

Finally, it is important to point out the advantages for mentors, especially when they receive some type of support and supervision from the university and they can participate in a network of mentors who discuss their professional practices. The mentors then have an opportunity to reflect on their individual professional practices as school administrators and improve them. The professional integration program thus allows the collective competencies of a school board's administrators to be developed as well.

CHAPTER 9

**POINTS OF VIEW OF PROFESSIONAL
ASSOCIATIONS AND UNIVERSITY
INSTRUCTORS**

INTERVIEWS WITH PROFESSIONAL ASSOCIATIONS OF SCHOOL ADMINISTRATORS

Representatives of five professional associations of school administrators were interviewed. Generally, the interviews focused on the same topics as those covered in the survey questionnaires.

VIEWS OF THE COMPETENCIES REQUIRED OF SCHOOL ADMINISTRATORS

All the associations agreed that the most important competency of school administrators was their management and administrative skills, followed by interpersonal skills. General knowledge and skills were also considered important. For one association, however, policy-making skills were of notable importance.

THE ASSOCIATIONS' TRAINING AND PROFESSIONAL DEVELOPMENT PROGRAM

The associations' program comprises two components: professional development activities and guidance for new school administrators. The guidance component promotes assistance by means of reflective and distancing activities or support in the case of difficulties. In this situation, a new administrator may be paired with an experienced administrator from another school board.

Professional development activities may be related to a specific dossier and may take place periodically, or they may focus on developing competencies and enriching the professional practice. Theory is not considered useful if it is not combined with practice.

NEEDS MET BY THE ASSOCIATIONS' PROGRAM

The need of school administrators most often mentioned was the acquisition of essential knowledge and skills. Two other needs—establishing a new network to break the isolation and the need for security to reassure the individual in his or her choices—were also mentioned.

The school organization requires administrative personnel who are adapted to the organizational culture. It also requires school administrators who adhere to the school board's strategic plan and who can implement educational projects that are consistent with the plan and that satisfy the needs of the school community. Finally, one association stated the need to design strategies for cooperation.

THE TARGET OBJECTIVES

The school administrators associations want to train educational leaders, human resource managers, financial and material resource managers as well as managers with policy-making competencies. The other objectives targeted by one or another association involve training individuals to manage school-environment relationships, to manage continuous change, to manage both themselves and relations with others and to manage academic success. None mentioned training individuals to use their intuition and creativity or to develop institutional assessment mechanisms.

THE CHARACTERISTICS OF THE ASSOCIATIONS' PROGRAM

THE TYPE OF PROFESSIONAL DEVELOPMENT ACTIVITIES

The professional development activities were primarily group activities, but could occasionally be individual activities. In four associations, individual meetings with a permanent staff member took place, but only rarely. It should be noted that one association's activities led to earning credits, which was not the case for the other four associations.

Lectures were the most frequent type of activity, and they generally took place before group discussions.

THE CONTENT OF PROFESSIONAL DEVELOPMENT ACTIVITIES

Two of the associations determined their training or professional development needs by surveying members, and then developed an action plan accordingly. In the other associations, chapter coordinators proposed topics based on the needs identified by new administrators.

For three of the associations, the topics followed a predetermined order that complied with the association's action plan. Associations generally determined their professional development activities by surveying members or by asking chapter coordinators to identify their training requirements. The choice of themes took into account changes in legislative and educational frameworks.

Solving real problems related to the school administrators' duties was the most common theme of the activities. In one association, putting into practice or experimenting with previously acquired and transferable skills played an important role. In another, putting into practice or experimenting with new knowledge in matters of development was increasingly predominant because it corresponds to needs expressed by members. Finally, there was little focus on designing and putting into practice management measures that are personalized and adapted to the needs of each administrator but it is hoped that they will play a more important role in the future.

THE TOOLS USED

Generally, the associations used few tools, and sometimes none at all. But five tools were used frequently by one or another association: the mentee's progress report, the mentee's work portfolio, the project evaluation grid, scales of competency levels, and the reference framework of core competencies.

EVALUATION OF THE ASSOCIATIONS' PROGRAM

The program of three associations identified and met the administrators' needs and also enabled them to pinpoint the most frequently observed problems. Two associations said that their program also made it possible to develop competencies required to perform the job of administrator, to develop complex competencies that extend beyond management and to feel fulfilled in their jobs. It should be noted that the association representatives who responded negatively with respect to the objectives targeted and the competencies mentioned said that these did not correspond to their association's objectives.

The effects of the professional development program were judged positively in terms of improving educational services and student success rates. However, this program had little impact on developing a sense of belonging to a community, developing an individual and collective sense of worth, and developing a common frame of reference.

In addition, three associations positively evaluated the relationship of support that is established as part of the professional development program.

EVALUATION OF THE SUPPORT AND GUIDANCE STRUCTURE

Representatives of the professional associations had mixed reviews of the support and guidance structure. The overall satisfaction was low for one of the persons interviewed, average for two others and good for one respondent who claimed to be “nice” in his evaluation.

The strengths of the support and guidance structure concerned the recognition and value of the profession; the development of a professional practice increasingly consistent with the expectations of the school boards, the MELS and the general public; and the fact that all aspects of the profession are covered by the structure. Participants are called upon to adopt a complementary and coordinated approach because situations are increasingly requiring them to tackle challenges together.

The weaknesses of the support and guidance structure included training that was too piecemeal, insufficient requirements for filling the administrator position, and the lack of resources; these aspects were evaluated as poor or average. Two respondents felt there were enough participants, two others thought there were not enough, and one felt the number would be insufficient in the near future, given that many individuals will be retiring and even if they were replaced in their school organization, the nature of their mandate would be modified.

Creativity and intuition playing a small role in the support and guidance structure can be explained by the fact that school administrators have little leeway. Their workload is too heavy and decentralization has not yet been completely attained. It was pointed out that the support and guidance structure greatly shapes the professional identity of new administrators.

Respondents indicated that the support and guidance structure could be improved by offering more organized support and supervision on a provincial and local level, by making it easier to earn the 30 compulsory credits in five years, and by appointing an assistant to new administrators so that they would have the time to integrate their new knowledge and take the necessary distance. Increased cooperation between universities and school boards was also desired.

INTERVIEWS WITH UNIVERSITY INSTRUCTORS

Data was collected from university instructors using a questionnaire of the same type as those used for other groups. However, most of the elements listed concerned the training that these persons gave as part of the support and guidance structure for new school administrators. As already shown, the response rate for university instructors was only 32%. These respondents also belonged to four of the eight universities that offer a graduate university program in educational leadership. The data collected should therefore be interpreted with caution, while generalizations about university training in the field should not be made. However, those in charge of this study who are quite familiar with the situation believe that the information obtained accurately reflects reality.

THE JOB OF SCHOOL ADMINISTRATOR

The competencies required by the job and those acquired in teaching that are transferable

When asked about the competencies that school administrators should possess, university instructors first identified leadership. Interpersonal competencies came in second, followed by appropriate attitudes, managerial competencies, and metacompetence, the competency which consists in grasping and analyzing the reality of their environment and their professional practice. The acquisition of knowledge was the element least frequently mentioned.

The teaching competencies mentioned in the questionnaire were all considered adaptable. Almost all the university instructors considered the more generic competencies that are not specific to teaching to be adaptable as well as those involving cooperation with the different groups in a school community. Competencies referring to teaching/learning situations were viewed as adaptable or somewhat adaptable by half of the respondents and completely adaptable by the others. The use of information and communications technologies was also viewed as completely adaptable.

The reasons for choosing the job of school administrator

Encouragement by a school administrator or school team was mentioned by the largest number of university instructors. The other reasons—a need for change, salary increase and the desire for a new challenge—were mentioned by only a few.

THE NEEDS OF NEW SCHOOL ADMINISTRATORS

The main need of a new school administrator was to be a mentee. Appropriation of the culture of the organizational structure as well as the acquisition and development of policy-making and management skills followed. A few respondents mentioned other needs: development of networks for exchanging and sharing, time for reflection, distancing and integration of new knowledge, and increased basic knowledge.

THE CHARACTERISTICS OF THE TRAINING PROGRAM

According to the university instructors, their training program focuses on the nine aspects of the job of school administrator mentioned in the questionnaire.

Several parameters were used to establish instructional methods and training content: a reference framework of competencies, needs emerging during the training, the needs established in accordance with education system guidelines, needs highlighted with the group of students, needs determined by the university, needs defined by the school organizations, the means and content considered essential by the scientific community and, lastly, needs identified by students individually.

According to respondents, the training program aims at training individuals to be educational leaders, to manage academic success, to manage both themselves and relations with others as well as to be ethical. The large majority of respondents also identified the following target objectives: training individuals to manage human resources, to use their intuition and creativity, to manage continuous change and to manage school-environment relationships. Developing institutional assessment mechanisms, managing financial and material resources as well as managing organizational development were objectives that were present but mentioned less frequently by the university instructors.

Almost all respondents felt that the relationships between the program's theoretical and practical aspects could be described as follows: a spiral relationship that goes from practice to theory and back again, and a linear relationship between ideal practice and actual practice. Fewer respondents mentioned a linear relationship between theory and practice.

The preferred pedagogical approaches were a reflexive approach, a socioconstructivist approach, an approach promoting the transfer of theory into practice and a comprehensive approach. The transmissive approach was rarely used.

Five competencies that could be targeted by the training program were listed and respondents were to indicate if each had been effectively pursued. All the respondents felt that two of the various target competencies stood out in particular: developing interpersonal competencies (ability to motivate people, direct teams), and developing analytical competencies (reflective practice, metacognition). Three other competencies were also pursued, but less intensely: developing an individual's creativity in solving recurring problems, developing competencies related to analyzing and interpreting situations and understanding issues as well as developing theoretical knowledge essential to performing the job.

EVALUATION OF THE TRAINING PROGRAM

Evaluation of the quality of the training program's aspect was mixed. The time spent on the program was the most positively judged. The quality of the operating budget was average, while the quality of the material resources varied from average to poor.

The overall degree of satisfaction was high for more than half of the respondents and average for the others.

With respect to the achievement of the training program's objectives, all respondents were positive about the following: clearly identifying the needs of new school administrators, properly addressing their needs, transmitting the knowledge school administrators require to perform their duties, identifying the problems frequently encountered by new school administrators, and preventing certain problems.

The training program also allowed the following competencies to be developed: core competencies required to perform their duties, professional management competencies, complex professional competencies that extend beyond management, the competency related to feeling comfortable and fulfilled in their jobs, and the competency allowing them to internalize and personalize their professional duties. Only one competency—assume their full responsibilities with initiative and creativity—although judged positively by the majority of respondents, did not garner unanimous support.

The strength of the training program resided in its ability to adapt to the needs of new school administrators and to link theory to practice. This can be seen as much through the juxtaposition of scientific concepts and real-life situations as through the quality of the professionals who, in many cases, are experienced administrators.

One of the weaknesses revealed, however, involved a lack of consistency in various training elements: student assignments, instructional approaches, modules and courses. Concerns were raised about the degree of theoretical knowledge needed for a graduate university program, along with questions about the need to hold workshops on management problems that new school administrators are called upon to solve. The other weaknesses mentioned were the guidance and follow-up of students and the limited recruitment pool for instructors.

The improvements suggested for the training program were primarily based on the weaknesses observed. In addition, respondents indicated that it would be interesting to strengthen the ties between the universities and school boards and to have professional associations participate in planning the training.

SUPPORT AND GUIDANCE ACTIVITIES

University instructors were asked about the importance of diverse support and guidance activities. Of the types of activities identified, that is, formal courses, lectures by experts and group discussions, only formal courses were used infrequently. Almost all respondents used learning strategies, that is, analysis of simulated or hypothetical situations, role-playing, actual case studies, and solving real problems encountered by students, but they used role-playing slightly less frequently. Almost all respondents considered the content of activities providing opportunities for distancing, that is, a reflective and distancing activity and a knowledge consolidation and transposition activity for use in real-life situations to be important. Finally, training follow-up activities, that is, preparing a personalized development plan, implementing a plan integrating knowledge and competencies and developing a performance benchmark were important to a very large majority of respondents, with the exception of the latter, which was considered slightly less significant.

A very large majority of university instructors felt that using the following support and guidance tools was important: the mentee's logbook, the mentor's observation logbook, the mentee's progress report, the mentee's work portfolio, the mentee's knowledge evaluation grid, the project evaluation grid, scales of competency levels, and the reference framework of core competencies.

FINDINGS

The professional development activities of associations focused mainly on managerial and administrative issues. Since little attention was given to theoretical matters, professional development activities were centred on professional practice. Solving real problems related to the school administrators' duties was the most common theme of the activities. The acquisition of knowledge and skills was another of the more common themes.

The data collected from university instructors revealed the key characteristics of the training offered.

Several parameters were used to establish instructional methods and training content: a reference framework of competencies, the needs established in accordance with education system guidelines, the needs expressed by the various participants of the support and guidance measures and, finally, the means and content considered essential by the scientific community.

Two of the various competencies to be acquired stood out in particular: developing interpersonal competencies (ability to motivate people, direct teams) and developing analytical competencies (reflective practice, metacognition).

The relationships between the program's theoretical and practical aspects could be described as follows: a spiral relationship that goes from practice to theory and back again, and a linear relationship between ideal practice and actual practice.

The preferred pedagogical approaches were a reflexive approach, a socioconstructivist approach, an approach promoting the transfer of theory into practice, and a comprehensive approach.

The strength of the training program resided in its ability to adapt to the needs of new school administrators and to link theory to practice. This could be seen as much through the juxtaposition of scientific concepts and real-life situations as through the quality of the professionals who, in many cases, are experienced administrators.

One of the weaknesses revealed, however, involved a lack of consistency in various training elements: student assignments, instructional approaches, modules and courses. Concerns were raised about the degree of theoretical knowledge needed for a graduate university program, along with questions about the need to hold workshops on management problems that new school administrators are called upon to solve.

CONCLUSION

OVERVIEW AND PERSPECTIVES

The aim of the study on support and guidance for new administrators was to list and analyze existing practices in order to help improve them and adapt them to the needs of both the people and the school organizations concerned. The study was designed to provide additional information about new administrators and the means of offering them support. It was also intended to acquire knowledge useful in coordinating measures implemented by the various parties concerned. The research data and the opinions of the coordinating committee made it possible to gain an overview of the structure, to specify the elements to which those responsible for the induction of new administrators should pay special attention and to recommend initiatives.

A SUMMARY OF THE SUPPORT AND GUIDANCE STRUCTURE

Characteristics

The support and guidance structure was introduced to help new school administrators in their first years on the job. This structure must enable new administrators to adapt to their school board's organizational culture and to develop the competencies required to perform their duties. New school administrators are not all at the same point in their professional integration process: some have completed the compulsory university training, while others have already acquired experience in managing a school through interim positions. The support and guidance measures that are implemented are based largely on the needs of new administrators and those of school board officials, who have certain expectations about how their schools should be managed. The university training required to perform a school administrator's duties is a major component of the measures and, as a result, its guidelines serve as an important foundation.

There are four main participants in a support and guidance structure: new school administrators, who must be personally involved in the learning process in order to foster their own professional integration; school boards; professional associations and universities, each contributing to the process according to their respective mandate.

New school administrators generally participate in support and guidance measures adopted by the school boards for one to three years. Compulsory university training can extend over five years, the maximum amount of time specified in the regulation regarding the conditions of employment of school administrators.

Focuses of development and dimensions of the learning process

Support for new school administrators is three-fold in that it encompasses personal development, professional development and organizational development. The learning process in which new administrators are engaged comprises three dimensions: information, training and transformation.

Personal development

Personal development presupposes the acquisition of knowledge required to perform the job. It generally relies on individual guidance in the form of mentoring or coaching, making it possible to satisfy the specific needs of each individual. The mentee establishes his or her new professional identity, consolidates certain competencies and develops new ones. Through reflective analysis, he or she is able to take a step back, resulting in a transformation of his or her understanding and practices.

Professional development

Professional development requires thorough knowledge of the school organization's operations, policies, procedures and management standards. Moreover, new school administrators must acquire the management tools from their school organization. Information activities give them an opportunity to establish networks for exchanging and sharing. On the one hand, group guidance is an opportunity to share experiences and to develop a sense of their new reality. On the other hand, individual guidance makes it possible to enhance both mentees' and mentors' management practices. Sharing experiences, formalizing knowledge and specifying links between theory and practice facilitate the integration and transfer of knowledge.

Organizational development

Organizational development relies on appropriating the culture specific to the school organization. It is reinforced through meetings with managers of school organization services and the creation of information networks. It helps develop a sense of belonging to the organization. Increased individual competencies, especially among new school administrators, represent a definite value for the organization. Combining these competencies with those of personnel already in place contributes to organizational development and the establishment of a community that continues to learn. As a result, established management practices are sometimes brought into question and ultimately improved.

**THROUGH REFLECTIVE
ANALYSIS, HE OR SHE
IS ABLE TO TAKE A
STEP BACK,
RESULTING
IN A TRANSFORMATION
OF HIS OR HER
UNDERSTANDING
AND PRACTICES.**

The sharing and complementary nature of roles and responsibilities

According to the study's results, each participant in the support and guidance structure plays a specific role and assumes certain responsibilities.

New administrators

New administrators must make every effort to collect the information they need and to create networks that will help support and sustain them. They must also fully dedicate themselves to their training through active participation, reading and assignments. In addition, they must take the time to reflect, take a step back and integrate their new knowledge into their professional practice.

School organizations

School organizations are responsible for communicating their guidelines, values and expectations regarding school management by implementing support and guidance measures. In the case of a model focusing on individual guidance, they define the terms for choosing a mentor and of the pairing. Ensuring confidentiality during meetings between mentor and mentee is essential to the process. School organizations provide the necessary human, financial and material resources. They are also responsible for overseeing the measures, setting the terms for monitoring new administrators and implementing a competency development plan.

Universities

Universities are responsible for implementing teaching/learning strategies that favour the assimilation of concepts related to the roles, duties and competencies of school administrators. The training that they provide helps establish a link with their students' professional practice. They are also responsible for the activities and initiatives required to incorporate and monitor the training plan.

Professional associations

Professional associations ensure the availability of information and professional development activities. Through the Comité de perfectionnement des directeurs d'établissement d'enseignement (CPD) or the Comité de perfectionnement des cadres et gérants (CPCG), they manage the funds granted by the MELS for school administrators' initial and continuing education and training. They are also involved in establishing the job requirements and professional development needs of school administrators.

Observations and initiatives

Those responsible for improving local support and guidance measures must examine them in terms of the following four elements:

- **Quality:**
 - of the dimensions of the learning process
 - of guidance and those who provide it
 - of mentee follow-up
 - of commitment of all concerned parties
 - of human, material and financial resources allocated to the measures
 - of the guidance structure
- **Balance:**
 - in the time allocated for information meetings, individual and group guidance, and compulsory training
 - between the school organization's performance expectations and university requirements
- **Consensus:**
 - on the identification of new administrators' needs
 - on an appropriate response to those needs
 - on optimal and realistic learning conditions
 - on follow-up procedures for new administrators
- **Cooperation:**
 - in order to reach a shared understanding
 - in order to define common objectives
 - in order to make joint decisions
 - that takes into account the expertise and complementary competencies of each participant, while maintaining a steady course with regard to collective achievement

The initiatives resulting from an examination of the measures would focus on the following points:

- the duration and form of the guidance, which must be consistent with the mentee's progress
- the need to take into account the three focuses of development (personal, professional, organizational)
- the need to further specify school administrators' areas of involvement
- the need to have a shared reference framework of competencies, which serves as the basis for the professionalization of school administrators
- the need to arrange the learning content and strategies in accordance with the needs of new administrators
- the need to systematically monitor the development of competencies of new administrators and to include this follow-up in a personalized development plan
- the need to include the dimensions of the learning process (information, training and transformation) for each year of the workplace integration phase
- the need to take into account the support and professional development needs of mentors whose ability to provide guidance is the underlying strength of the guidance measures

ENSURING

CONFIDENTIALITY

DURING MEETINGS

BETWEEN MENTOR

AND MENTEE IS

ESSENTIAL TO THE

PROCESS

Avenues for development

The results of the study elucidated several common points for those concerned. Firstly, the ultimate objective for everyone was the development of competencies required for school administrators. There was a strong consensus around leadership and interpersonal competencies, followed by managerial and collective competencies and attitudes. A large number of participants also considered metacompetence to be important.

Secondly, everyone agreed on the importance of implementing guidance measures that would support and facilitate the transition to new administrative duties. A more in-depth examination revealed three focuses of development—personal, professional and organizational—for these measures. Since both individual and collective aspects are taken into account, everyone can benefit from the adopted measures.

Thirdly, the learning process at the heart of these measures allows for the ongoing development of competencies. Information, training, transformation and duration contribute to the acquisition and integration of knowledge, which leads to competent action. Each of the participants was invited to take part in the process and to contribute according to his or her role, responsibilities and expertise.

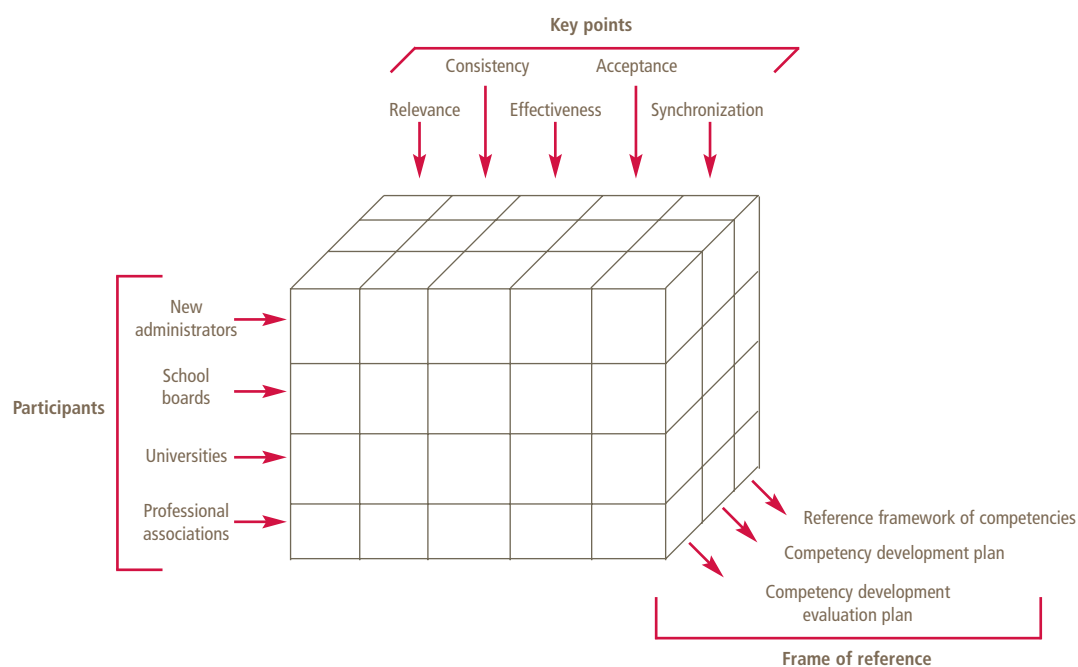
According to Le Boterf (2002)⁹, acting competently is the result of the intersection of three axes:

- 1) knowing how to act: based on training that sustains the pool of resources, the training needed to use these resources effectively, the analysis of professional practices that makes it possible to take a step back and to take advantage of opportunities to construct competencies
- 2) wanting to act: motivated by meaning attributed to the action, a realistic and positive self-image, a context of recognition and trust that encourages competent action
- 3) being able to act: made possible through effective work organization and implementation of competencies, a facilitating context that brings together the necessary means, networks of resources / proximity of equipment

It is necessary to act simultaneously and consistently on each of the three axes to significantly increase the development of professional competency. Consequently, the training programs contribute significantly to knowing how to act. Wanting to act is reinforced through individual and collective guidance, which establishes a sense of duty and professional identity. Being able to act involves establishing favourable learning conditions and access to networks that help sustain the process.

The experiences and the high degree of satisfaction of most participants confirm that the effects of successful professional integration warrant a major investment. This study suggests establishing key items to be monitored and avenues to be explored.

To ensure the quality of the guidance measures and the development of competencies for new school administrators, several elements must be considered and united in a context of systemic interaction, as illustrated in the following figure. Considering how these elements interact suggests a structure that combines the precision and flexibility needed to appropriately respond to the problems facing new school administrators.



9. G. Le Boterf, *Ingénierie et évaluation des compétences* (Paris : Éditions d'Organisation, 2002), p. 121. [free translation]

Everyone involved must identify their needs and specify their roles and responsibilities in a spirit of cooperation and sharing. The key points are consistency, relevance, effectiveness, acceptance and synchronization. They serve as benchmarks for success and mechanisms that help determine adjustments required to offset any difficulties encountered.

A shared understanding is essential to achieving the desired results. Also, the starting point, the process undertaken and the end point must be identified in a common frame of reference that harnesses efforts, not toward uniform theoretical models, but toward a strong and unifying collective vision. A shared reference framework of competencies could provide support for the individual competency development plan and be a part of the initial training and continuing education plan that supports it. These means would make it possible to monitor competency development in a more rigorous, albeit more stimulating and satisfying manner.

Guaranteeing the quality and support of competency development in school administrators requires an effective mobilization and combination of all of these elements.

The MELS should organize a roundtable made up of school administrators, and representatives of school boards, universities and professional associations in order to explore these avenues and sustain or further develop these cooperative mechanisms. The roundtable could elaborate on the observations, thoughts and initiatives highlighted in this study and recommend a framework that would both guide the initial training and continuing education of school administrators, and orient support and guidance practices for those who are new to the job.

This would be a tremendous opportunity to develop the competency to cooperate, which, again according to Le Boterf (2002),¹⁰ includes the following three axes:

- 1) knowing how to cooperate through exchanging practices, shared knowledge and competencies and the designing of a common set of tools
- 2) wanting to cooperate through sharing in collective problems, reference points that become visible spaces for professional growth, mutual trust and friendliness
- 3) being able to cooperate through the organization of emerging professionals, the introduction of processes that lead to progress, regulatory bodies and indicators of collective performance

This research on support and guidance for new school administrators has provided greater knowledge of existing practices and of perspectives that will ensure that those who play a determining role in the Québec school system are able to successfully integrate into their new positions. It is hoped that these well-received initiatives continue to evolve with the support of this study's results.

**“A SHARED
UNDERSTANDING
IS ESSENTIAL
TO ACHIEVING
THE DESIRED
RESULTS.”**

10. *Ingénierie et évaluation des compétences*, p. 157.

TABLE 1 MENTORS' REASONS FOR PARTICIPATING IN THE SUPPORT AND GUIDANCE OF NEW SCHOOL ADMINISTRATORS (%)

REASONS	MENTORS		
	1st reason	2nd reason	3rd reason
An opportunity to share acquired experience	23.2	32.8	47.1
To provide assistance and support to new school administrators	25.6	26.2	
As a result of a school board request or program	23.2	9.8	5.9
A matter of interest and personal satisfaction	12.0	9.8	17.6
To pass on what they received or wished they had received	5.6	6.6	
For their personal development	2.4	1.6	11.8
Other	8.0	13.1	17.6

■ Mentors

TABLE 2 FACTORS MOTIVATING CANDIDATES TO APPLY FOR A SCHOOL ADMINISTRATOR POSITION, ACCORDING TO MENTEES (%)

FACTORS	MENTEES	
	1st factor mentioned	2nd factor mentioned
Encouraged to do so by a school administrator, team or another person	69.7	39.5
Job appeal, greater social status and salary increase	10.1	29.0
The desire for a new challenge, a need for change and an opportunity for personal development	13.0	17.4
Practical experience leading to such a position	3.5	7.6
Other	3.8	6.5

■ Mentees

CHAPTER 3 VIEWS OF THE JOB OF SCHOOL ADMINISTRATOR

TABLE 3 COMPETENCIES REQUIRED TO PERFORM THE JOB OF SCHOOL ADMINISTRATOR, ACCORDING TO MENTEES (%)

COMPETENCY	MENTEES		
	1st competency mentioned	2nd competency mentioned	3rd competency mentioned
Leadership	35.3	22.3	13.8
Interpersonal competencies	21.7	23.4	19.5
Managerial competencies	11.1	16.7	19.8
Competencies with a collective dimension	15.0	15.6	15.0
Appropriate attitudes	8.6	15.6	17.2
Metacompetence	7.2	4.5	12.1
Knowledge	0.6	1.7	2.3
Other	0.6	0.3	0.3

■ Mentees

TABLE 4 COMPETENCIES REQUIRED TO PERFORM THE JOB OF SCHOOL ADMINISTRATOR, ACCORDING TO CANDIDATES (%)

COMPETENCY	CANDIDATES		
	1st competency mentioned	2nd competency mentioned	3rd competency mentioned
Leadership	38.3	21.3	14.1
Interpersonal competencies	18.7	22.3	18.9
Managerial competencies	7.3	14.0	18.6
Competencies with a collective dimension	15.5	15.6	12.5
Appropriate attitudes	11.4	17.5	27.9
Metacognition	6.0	6.4	4.5
Knowledge	2.2	1.6	2.9
Other	0.6	1.3	0.6

■ Candidates

TABLE 5 COMPETENCIES REQUIRED TO PERFORM THE JOB OF SCHOOL ADMINISTRATOR, ACCORDING TO MENTORS (%)

COMPETENCY	MENTORS		
	1st competency mentioned	2nd competency mentioned	3rd competency mentioned
Leadership	40.0	19.3	12.1
Interpersonal competencies	19.2	21.8	18.1
Managerial competencies	10.0	16.0	17.2
Competencies with a collective dimension	15.0	20.2	16.4
Appropriate attitudes	9.2	10.9	17.2
Metacognition	5.8	8.4	17.2
Knowledge		0.8	
Other	0.8	2.5	1.7

■ Mentors

TABLE 6 COMPETENCIES REQUIRED TO PERFORM THE JOB OF SCHOOL ADMINISTRATOR, ACCORDING TO SUPERVISORS (%)

COMPETENCY	SUPERVISORS		
	1st competency mentioned	2nd competency mentioned	3rd competency mentioned
Leadership	33.3	43.9	12.2
Interpersonal competencies	21.4	22.0	24.4
Managerial competencies	4.8	2.4	19.5
Competencies with a collective dimension	23.8	12.2	12.2
Appropriate attitudes	14.3	9.8	14.6
Metacognition	2.4	7.3	12.2
Knowledge			2.4
Other		2.4	2.4

■ Supervisors

TABLE 7 MENTEES' NEEDS, ACCORDING TO MENTEES (%)

NEED	MENTEES		
	1st need	2nd need	3rd need
Appropriation	33.4	43.2	29.4
Guidance	12.1	11.2	17.0
Increased knowledge	11.2	3.8	6.2
Training and support	10.4	11.2	9.5
Time for reflection, distancing and integration	10.1	5.3	7.2
Networks for exchanging and sharing	7.1	10.9	9.5
Communication and climate of confidence	3.3	3.0	2.0
Constructive feedback	3.0	3.3	5.6
Recognition	3.0	5.3	8.8
Other	2.7	2.7	4.9
Don't know	3.6		

■ Mentees

TABLE 8 THE NEEDS OF NEW SCHOOL ADMINISTRATORS, ACCORDING TO CANDIDATES (%)

NEED	CANDIDATES		
	1st need	2nd need	3rd need
Appropriation	32.3	22.6	36.4
Guidance	21.8	19.6	16.9
Increased knowledge	10.8	28.1	10.7
Training and support	3.2	10.7	9.3
Time for reflection, distancing and integration	0.9	1.1	
Networks for exchanging and sharing	9.2	8.9	5.3
Constructive feedback	2.2	3.3	8.0
Recognition	0.6		0.4
Information	1.9	1.1	
Other	4.4	2.6	7.6
Don't know	10.1	0.4	

■ Candidates

TABLE 9 THE NEEDS OF NEW SCHOOL ADMINISTRATORS, ACCORDING TO MENTORS (%)

NEED	MENTORS		
	1st need	2nd need	3rd need
Appropriation	25.4	31.3	32.1
Guidance	20.2	19.6	11.3
Increased knowledge	3.5	1.8	4.7
Training and support	6.1	4.5	5.7
Time for reflection, distancing and integration	3.5	2.7	7.5
Networks for exchanging and sharing	15.8	13.4	11.3
Communication and climate of confidence	5.3	1.8	3.8
Constructive feedback	14.0	15.2	3.8
Recognition	2.6	1.8	8.5
Other	3.5	8.0	11.3

■ Mentors

TABLE 10 THE NEEDS OF NEW SCHOOL ADMINISTRATORS, ACCORDING TO SUPERVISORS (%)

NEED	SUPERVISORS		
	1st need	2nd need	3rd need
Appropriation	29.3	11.8	16.7
Guidance	34.1	20.6	25.0
Increased knowledge	14.6	14.7	
Training and support	4.9	5.9	24.0
Time for reflection, distancing and integration	2.4		12.5
Networks for exchanging and sharing	2.4	32.4	4.2
Communication and climate of confidence	2.4	5.9	4.2
Constructive feedback	7.3		4.2
Recognition		2.9	
Other	2.4	5.9	8.3

Supervisors

CHAPTER 6 THE SUPPORT AND GUIDANCE MODEL ADOPTED BY THE SCHOOL ORGANIZATION

TABLE 11 OBJECTIVES RELATED TO SUPPORT AND GUIDANCE ACTIVITIES, ACCORDING TO MENTEES, MENTORS AND SUPERVISORS (%)

OBJECTIVES	MENTEES	MENTORS	SUPERVISORS
Acquisition of knowledge and mastery of concepts			
Objective completely pursued	47.1	40.2	48.7
Objective moderately pursued	42.5	45.7	38.5
Objective somewhat or not at all pursued	8.4	10.2	5.1
Don't know	1.9	3.9	7.7
Observation of model practices and transfer to everyday duties			
Objective completely pursued	33.1	45.6	48.7
Objective moderately pursued	46.4	38.4	41.0
Objective somewhat or not at all pursued	17.7	12.0	5.1
Don't know	2.8	4.0	5.1
Solving real problems			
Objective completely pursued	41.8	73.0	65.0
Objective moderately pursued	45.1	20.6	27.5
Objective somewhat or not at all pursued	11.2	5.6	2.5
Don't know	1.9	0.8	5.0
Construction of schemas transferable to the professional practice			
Objective completely pursued	29.6	27.8	33.3
Objective moderately pursued	48.5	44.4	46.2
Objective somewhat or not at all pursued	17.0	17.5	10.3
Don't know	4.9	10.3	10.3
Development of theory- and concept-based competencies			
Objective completely pursued	38.5	34.1	43.6
Objective moderately pursued	47.8	40.5	48.7
Objective somewhat or not at all pursued	10.9	16.7	0.0
Don't know	2.7	8.7	7.7
Competency development on the basis of practical operational models			
Objective completely pursued	45.3	52.8	57.5
Objective moderately pursued	41.2	34.4	32.5
Objective somewhat or not at all pursued	9.1	4.8	0.0
Don't know	4.4	8.0	10.0
Development of competencies based on distancing and metacognitive processes (taking a step back, reflecting on a situation after the fact)			
Objective completely pursued	39.0	49.6	38.5
Objective moderately pursued	43.4	32.3	51.3
Objective somewhat or not at all pursued	12.9	9.4	0.0
Don't know	4.7	8.7	10.3

Mentees Mentors Supervisors

(continued on next page)

OBJECTIVES	MENTEES	MENTORS	SUPERVISORS
Competency development based on the competencies acquired in a previous position and that are transferable to the current one			
Objective completely pursued	30.6	33.9	45.0
Objective moderately pursued	48.8	40.9	42.5
Objective somewhat or not at all pursued	16.5	12.6	5.0
Don't know	4.1	12.6	7.5
Improvement of planning and organization			
Objective completely pursued	43.4	49.2	47.5
Objective moderately pursued	46.7	37.3	45.0
Objective somewhat or not at all pursued	7.2	8.7	0.0
Don't know	2.8	4.8	7.5
Development of critical thinking and reflective skills			
Objective completely pursued	48.2	67.5	66.7
Objective moderately pursued	38.3	27.8	28.2
Objective somewhat or not at all pursued	11.0	2.4	0.0
Don't know	2.5	2.4	5.1
Development of competencies related to leadership and motivation			
Objective completely pursued	36.5	38.6	46.2
Objective moderately pursued	46.4	47.2	41.0
Objective somewhat or not at all pursued	14.4	9.4	5.1
Don't know	2.8	4.7	7.7
Development of competencies related to mediation and evaluation			
Objective completely pursued	28.4	32.0	38.5
Objective moderately pursued	52.6	52.0	51.3
Objective somewhat or not at all pursued	15.7	7.2	0.0
Don't know	3.3	8.8	10.3
Improvement of theoretical knowledge			
Objective completely pursued	42.0	42.5	30.8
Objective moderately pursued	46.4	44.1	61.5
Objective somewhat or not at all pursued	8.3	8.7	0.0
Don't know	3.3	4.7	7.7
Development of ideas and creativity			
Objective completely pursued	30.4	46.8	46.2
Objective moderately pursued	47.2	39.7	43.6
Objective somewhat or not at all pursued	19.1	7.1	2.6
Don't know	3.3	6.3	7.7
Improvement of communication and interpersonal skills			
Objective completely pursued	43.9	52.4	67.5
Objective moderately pursued	42.9	35.7	25.0
Objective somewhat or not at all pursued	10.2	6.3	0.0
Don't know	3.0	5.6	7.5
Implementation of strategies and development of policy-making skills			
Objective completely pursued	37.4	43.3	52.5
Objective moderately pursued	43.8	36.2	30.0
Objective somewhat or not at all pursued	15.5	11.8	10.0
Don't know	3.3	8.7	7.5

Mentees
 Mentors
 Supervisors

TABLE 12 THE MAIN ACTIONS TO CARRY OUT TO IMPROVE THE SUPPORT AND GUIDANCE STRUCTURE, ACCORDING TO ALL MENTEE, MENTOR AND SUPERVISOR RESPONSES (%)

ACTIONS TO CARRY OUT	MENTEES	MENTORS	SUPERVISORS
Provide greater flexibility in the guidance process (mentoring, coaching)	25.8	9.3	15.0
Organize and structure the guidance process	11.4	26.1	35.5
Provide administrators with on-site guidance during their first years on the job	14.7	5.8	15.9
Ensure greater consistency between the training of new administrators and school boards' expectations		3.1	
Give individuals greater consideration, improve the human dimension of the guidance process	7.1	5.2	0.9
Provide feedback and greater recognition	3.7	5.2	
Promote personal development and continuing education and training	7.1	6.9	4.7
Present the various departments during the initiation	4.2	2.1	
Modify and provide greater flexibility with university training	6.1	4.5	2.8
Increase the practical component of university training	2.9	3.4	2.8
Ensure greater consistency between university training and the training offered by the school boards	1.3		3.7
Ensure greater consistency between university training and school boards' expectations	4.1	0.7	5.6
Increase the financial resources allocated to the guidance process	0.4	1.4	5.6
Other	11.3	27.5	7.5

■ Mentees
 ■ Mentors
 ■ Supervisors

COORDINATING COMMITTEE

Composition

Chairperson

SYLVIE TURCOTTE,

Director of training and certification of school personnel (Direction de la formation et de la titularisation du personnel scolaire – DFTPS), Ministère de l'Éducation, du Loisir et du Sport (MELS)

Members

YVON BELLEMARE, Fédération québécoise des directrices et des directeurs d'établissement d'enseignement (FQDE)

MICHEL BERGERON, Association québécoise du personnel de direction des écoles (AQPDE)

SERGE BOUTIN, Université Laval

CÉLINE CRÉPIN, student at the Université Laval and new school administrator

CHRISTIANE DROLET, JACQUES DELFOSSE, GAÉTANE LEGAULT (alternating), Association montréalaise des directions d'établissement scolaire (AMDES)

ROBERT FORGET, Association of Administrators of English Schools of Quebec (AAEAQ)

MARTINE GAUTHIER, Direction de la formation et de la titularisation du personnel scolaire (DFTPS)

ROGER GUILLEMETTE, DANIEL BRASSARD (alternating), Université du Québec à Chicoutimi

PIERRE LAPOINTE, student at the Université de Sherbrooke and candidate for school administrator

SERGE LEFEBVRE, HUGUETTE RICHARD (alternating), Association des directeurs généraux des commissions scolaires du Québec (ADIGECS)

MONIQUE POULIN, Fédération des commissions scolaires du Québec (FCSQ)

JACQUELINE REID, Association des cadres scolaires du Québec (ACSQ)

LOUISE SAVARD, Director General of the Commission scolaire des Bois-Francis

Mandate

The coordinating committee was made up of 14 education representatives from the youth and adult sectors in the French and English school systems as well as MELS representatives. They were responsible for the strategies to be implemented and the tasks required to obtain the highest possible number of respondents in the sectors that each represented. Collectively, they conscientiously ensured the rigour and research methodology of the study in order to make sure that the results were credible, valid and useful to each representative.

RESEARCH TEAM

Composition

MARTINE GAUTHIER, education specialist, project coordinator,

Direction de la formation et de la titularisation du personnel scolaire, MELS

LUCIE GAGNON, study and survey technician, Direction de la recherche, des statistiques et des indicateurs, MELS

THÉRÈSE NAULT, professional integration specialist for teachers and school administrators, professor and researcher at the Université du Québec à Montréal

LOUISE SIMON, specialist in education management, training and guidance, associate professor at the Université de Sherbrooke

Mandate

The research team was comprised of four "researchers." Thérèse Nault and Martine Gauthier developed a conceptual framework and a theoretical framework for the study and designed the questionnaires. Lucie Gagnon entered and processed the data collected by means of questionnaires and interviews. Louise Simon and Martine Gauthier analyzed and cross-referenced data from the questionnaires and interviews.

SCIENTIFIC COMMITTEE

Composition

YVON BELLEMARE, FQDE

ROGER GUILLEMETTE, Université du Québec à Chicoutimi

HUGUETTE RICHARD, ADIGECS

MONIQUE POULIN, FCSQ

Mandate

The scientific committee was comprised of four members of the coordinating committee, who revised and corrected the documents designed and written by the research team.



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