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A QUALITATIVE STUDY OF THE MENTORING EXPERIENCES OF SCHOOL  
COUNSELORS WITHOUT TEACHING EXPERIENCE IN THE STATE OF OHIO  
(166 pp.)

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The purpose of this qualitative study was to examine the mentoring relationships of school counselors in the State of Ohio without teaching experience or a teaching license. The State of Ohio passed legislation effective January of 2003 allowing individuals without teaching experience or a teaching license to become school counselors (PL 3301-24-05). School counselors in Ohio who do not have teaching experience, but possess a master's degree can become licensed upon successful completion of the PRAXIS II: Specialty Area Exam, completion of an approved program of preparation, and a one-year induction under the supervision of a licensed school counselor (Ohio School Counselors Association, 2003, Revised Rule Related to School Counselor Licensure section). As part of the induction year novice school counselors are paired with a mentor who is an experienced school counselor in the district.

There were a total of four participants in this study, two mentors and two mentees. The mentees did not have a teaching license or experience and were employed as school counselors. The mentors were identified by the mentee and were also employed as school counselors. All were involved in their mentoring relationship for at least one year. Two interviews were conducted separately with each participant. Data was analyzed using a collective case study approach. NUD\*IST version 6 was used to organize the data.

Themes emerged from the data within the individual participants and across all four participants. More specifically, a total of 12 themes emerged for the individual participants. These themes included: Show Mentee the Procedures of the Job, Help Mentee Learn to be Prepared, Provide Encouragement to the Mentee, Decrease Isolation from Other School Counselors, Being a Resource for the Mentee to Access, Passing on Knowledge/Experience to the Mentee, Appreciating Professional Views (Worldviews), Processing Days Events with Mentor, Convenience of Being in the Same Building, Process of Doing the Job Effectively, Overwhelming Expectations, and Gratitude to Mentor. In addition, 11 themes spanned all four participants. These themes included: Challenges of Mentoring, Collegial Relationship, Definition of Mentoring, Modeling for the Mentee, Supporting the Mentee, Learning the School Environment, Open to Learning, Teaching Experience, Benefits of Mentoring, Motivations for Engaging in Mentoring, and Mentoring Contributing to Professional Development.