



**FACULTATEA DE PSIHOLOGIE SI STIINTE ALE EDUCATIEI**

**The Effectiveness of Mentoring In the Field  
Of Social Education**

**TEZĂ DE DOCTORAT**

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## Table of Contents

<b>Chapter</b>	<b>Title</b>	<b>Page</b>
	Table Of Contents	1
	List Of Appendices	4
	List Of Figures	5
	List Of Tables	6
	Introduction	7
<b><u>Chapter 1</u></b>	<b>Theoretical Fundaments of the Research</b>	<b>9</b>
	Preview	9
1.1	Theoretical Fundaments Of The Research	9
	Social Education: Formulating the Concept	9
	Contents and Methods	11
1.2	Development of the Work Model of Social Education	13
	Role Of The Supervisor	14
	Development of Social Education Coordinator Role at School	14
	The Social Education Coordinator - Job Description	15
	Growth and Development of Social Education	17
	The Role Of Homeroom Teachers In Social Education	17
	Social Education - Crossroads	18

	The Essence Of The Social Education's Position Paper	19
	The Social Education Coordinator's Duties Today	19
	The Homeroom Teacher's Work	20
	School Curriculum	20
1.3		
	The Role Of The Headmaster In Molding A Curriculum	21
1.3.1		
	Methods Of Management	26
	Modifying Impact Tactics Against Routine	28
	The Headmaster's Tactics	29
	The New Curriculum For Competences	40
1.4		
	Taxonomy Of School Curriculum	42
1.4.1		
	Bloom's Taxonomy	44
	Knowledge Dimensions Defined	47
	Integrated Curriculum- Social Education	48
	Standards Of The Social Climate	48
1.4.2		
	Standard-Based Work	50
	The Meaning Of Standards	52

	The Goals Of Standard Based Work	53
	Guiding Principles	53
	The Heart of the Moral-Social	58
1.4.3		
	Theories In The Development Of Moral Judgments	60
1.5		
	The Theories Of Moral Education	62
	Kohlberg's Theory Of Moral Development And Education	65
	Moral Education	70
	Summary	73

<b>Chapter</b>	<b>Title</b>	<b>Page</b>
	Elements in Mentor's Work	74
1.6	Effective Mentoring Through Organizational Learning	79
1.6.1	What Is A Learning Organization?	82
	Organizational Learning	83
	Organizational Learning Mechanisms	83
	Organizational Learning Culture	84
	Organizational Mentoring	85
	What Is Organizational Mentoring?	86
	Mentoring Phases	87
1.6.2	Evaluation of Mentoring Effectiveness	88
	Inside and Outside Mentoring	90
	New Mentoring Trends	91
	Supervision in The Mentoring Setting	92
	Mentoring Efficiency	96
	Evaluating Social Education at School	96

	Evaluation Issues	96
	Kirkpatrick's Four Levels Of Evaluation	97
1.7		
	Level 1 – Evaluation Reaction	98
	Level 3 – Evaluation Transformation	99
	Methods of Long Term Evaluation	100
	The Mentoring Process	101
1.8		
	Andragogy	102
1.9		
	The Connection of Mentoring and Andragogy	107
1.10		
<b>Chapte</b>	The Design of the Research-	108
<b>r 2</b>	Methodology, Qualitative & Quantitative Methods	
	Preview	108
2.1	The Research's Essence	109
2.2	The Research Question and Assumptions	113
2.3	Objectives Of The Research	113
2.4	Research's Methodology	113
2.4.1	Research Participants	116
2.5	Qualitative Methods	118

	Principles And Contributions	118
	Semi –Structured Interviews	118
2.6	Qualitative Interviewing	119
	Qualitative Interviewing as Part of Ethnography	119
	Questionnaire Design	120
	Closed-Ended Questionnaire	121
	Documentary Research	122
	Quantitative Methods	125
	The Problem Statement in Quantitative Research	125
	The Purpose Statement in Quantitative Research	125
	A Mixed Method Design: Quantitative and Qualitative Research Approaches in Education	126
2.7	The Weaknesses of Both Research Approaches	127
	Ethnography in Research	128
	Ethnography as a Method	130
2.8	Research Population And Sampling	132
2.9	Content Analysis	133
2.10	Practical Application of Content Analysis	134

	Conducting a Content Analysis	135
	Analyzing the Data	135
	Triangulation	139
2.11		
	Types of Triangulation	140
	Evaluation of Triangulation	141
	Reliability	143
2.12		
	Validity	145
	Generalizability	146
	Measurement	147
2.13		
	Convenience Sampling	151
2.14		
<b>Chapter 3</b>	<b>The Social Programs: "A Key to the Heart" And "Heart To Heart Encounters"</b>	<b>152</b>
	Preview	152
3.1	" A Key to the Heart"	153
3.1.1	Exploring and Inquiring the Value of Respect (Grade 1)	156
3.2	Mentoring Effectiveness In The Social Aspect, and Its	158



Influence on The Homeroom Teacher's and Social And  
Life Coordinator's Views

3.2.1	Mentoring Effectiveness in the Social Aspect, and its Influence on the Homeroom Teacher's and Mentor's Views	159
3.2.2	Mentors, Social and Life Education Coordinators, and Homeroom Teachers: Professional Development	161
3.3	The “Heart to Heart” Programme	167
3.4	Implementation of the “Heart to Heart” Programme Impressions Collected by the Regional Mentors in 2009 – 2010	170
<b>Chapte r 4</b>	<b>Data and Data Analysis</b>	<b>171</b>
	Preview	171
4.1	Method	172
	Sample	172
4.2	Results	174
4.3	Answering the Research Question	181
4.4	The Research Layout	182
4.5	Research Stages Diagram	183

4.6	The Quantitative Stage	184
4.6.2	Category 1: Quality Mentoring	185
4.6.3	Category 2: Interpersonal Communication	188
4.6.4	Category 3: Resources	191
4.6.5	Category 4: Discipline	192
4.6.6	Category 5: Manner Of Delivery	194
4.7	Stage 2: The Qualitative Stage	196
4.7.1	Rationale For Developing The Mentoring Efficiency Questionnaire	198
4.8	Research Findings	200
4.8.2	Correlations of Perceived Effectiveness of Mentoring to Seniority and Number of Mentoring Forums	201
4.8.3	Correlations of Perceived Effectiveness of Mentoring and Level of Professionalization	202
4.9	Discussion of Literature-Supporting Findings	203
<b>Chapter 5</b>	<b>Conclusions and Recommendations</b>	<b>207</b>
	<b>Preview</b>	<b>207</b>
5.1	The Contribution to Existing Knowledge	208
5.2	Mentoring Effectiveness	208
5.3	The Relationships of Mentoring Styles and the Various Team	210

	Culture Dimensions, And Mentoring Effectiveness	
5.4	Improvement of Mentoring Effectiveness through Organizational Learning	211
5.5	The SWOT Model	215
5.6	Mentoring Model – Three Facets of Mentoring	217
5.6.1	Mentoring of Mentoring Model	218
5.6.2	Model Breakdown	219
5.7	Research Limitations	222
5.8	General Conclusions and Summary	223
5.9	Future research and Points for Mentoring Effectiveness Enhancement	227
	Shaping of Organizational Learning Culture	228
	References	231

### **List of Appendices**

Title	page
Appendix 1 Observation of Social and Life Education Mentoring Session	239
Appendix 2: Preparation for the Mentoring Session	246

Appendix 3: The Questionnaire	248
Appendix 4: Mentoring File	252
Appendix 5: Parents' Pamphlet	253
Appendix 6: School Pamphlet – "A Place in Heart"	254
Appendix 7: Websites	254
Appendix 8: Regional Website	255
Appendix 9: Virtual Campus	255
Appendix 10: Regional Virtual Conference	256
Appendix 11: Regional Conference	257
Appendix 12: The Educational Counselor's Role	258
Appendix 13: The Educational Counselor in Israel	259

### **List of Figures**

	<b>Title</b>	<b>page</b>
	Figure: Visual Comparison of the Two Taxonomies	46
	Figure: Cognitive Processes	47
	Figure: Standard Hierarchy	53
	What do you need to learn in school? (Perkins)	72
1.6	Elements in the Mentor's Work	73

	Level 2 Evaluation - Learning	98
	Level 4 Evaluation- Results	99
	Comparison of Test Performance	98
	Evaluation – Results	99
	The Research Layout – Efficient Mentoring in the Social Domain via Examination of the “A Key to the Heart” Programme	115
	Four Levels of Measurement	148
	Month Of Iyar Syllabus For “A Key to the Heart” – Respect	152
	Ratio Interval Ordinal Nominal	154
4.5	Research Stages Diagram	185
	Data Arising from the Qualitative Research	186
4.6.1		
	Perceived Effectiveness of Mentoring by Content Areas	189
	Figure 1: Perceived Effectiveness of Training by Content Areas	200
	Figure 2: Perceived Effectiveness of Mentoring by Level of Professionalization	202

### **List of Tables**

<b>Title</b>	<b>Page</b>
Table: The school structures and promotes relations of caring and respect among everyone in the school. The school cherishes a sense of belonging and social involvement in the school.	56
The Research Layout – Efficient Mentoring in the Social Domain via Examination of the “A Key to the Heart” Programme	115
Table: Qualitative Methods: Advantages and Challenges	123
Table 1: Distribution Of Mentoring Forums For The Specific Programme Of Social Coordinators (N=71)	172
Table 2: Distribution of the perceived effectiveness items (N=71)	174
Table 3: Means and standard deviations for the perceived effectiveness sub-scales (N=71)	177
Table 4: Spearman correlations between the perceived effectiveness of mentoring and background	178

variables (N=71)

Table 5: Means, standard deviations and  $\chi^2$  tests for differences in the perceived effectiveness of mentoring by level of professionalization (N=65) 179

4.6.1 Data Arising from the Qualitative Research 184

Table: Findings Arising from the Qualitative Data 199

4.7.2 Analysis

## Abstract

### **The Effectiveness of Mentoring Through the Implementation Of The Social Programs: “A Key to the Heart” And “Heart To Heart Encounters”**

The development of social education over the years greatly resembles a "mirror" that reflects the moods, values, interests and needs that widespread in the Israeli society in different periods.

The Social Education Department has been engaged in the development of programs designed specifically for the needs of social education in premier elementary schools.

In the early years, the goal was to foster and promote moral-educational domains in school, believing in the school's ability to cope with extensive social problems. There was a strong desire to encourage activity in two directions: educational and social activities in the school, and trying to integrate new subjects, related to Israeli society, Jewish people and the Jewish world.

This is a pioneer study, first of its kind in Israel, within the field of effectiveness of mentoring in the Social Studies education in elementary schools. The study's contribution is highly important, as research findings indicate effective mentoring characteristics, as perceived by Social Studies and Life Education coordinators, trainers, school principals, and homeroom teachers. Those findings may be of assistance to all stakeholders in school toward a more proper utilization of the mentoring as a resource. The findings may also assist in construction and development of different, new mentoring models within the Social Studies disciplines. Furthermore, the findings bear a significant contribution to future research, by setting additional parameters which complement a new level and dimension in the mentoring effectiveness field. The findings indicate that mentoring assists the Social coordinator in optimally



assimilating and implementing the programs. These programs are essential to the social life of the pupils. The contribution of the research is universal and world wide, as it addresses an issue that is relevant to the social wellbeing of pupils worldwide.

## Research Context

This research is about the effectiveness of mentoring in the discipline of Social and Life education through the implementation of the social programs.

In Israel, in addition to the conventional study programs, such as mathematics, history, etc. there is a discipline called 'Social and Life Education' which develops life skills and values among pupils.

Each elementary school in Israel has a social coordinator, who is responsible for the implementation of the social programs: "A Key to the Heart" and "Heart to Heart Encounters". Also he is responsible for the whole Social and life discipline at school. During the past 3 years all of the social coordinators were required to attend professionalization courses, to increase their knowledge.

The connection of the social programs to the research: examination of the mentoring effectiveness, through the implementation of the social programs.

## The research question

The Effectiveness of Mentoring Through the Implementation  
Of The Social Programs:

"A Key To The Heart" And "Heart To Heart Encounters".

## The objectives of the research

1. To examine the effectiveness of mentoring in Social and Life Education through the implementation of "A Key to the Heart" and "Heart to Heart Encounters" programs.
2. To identify the current need of mentoring process (needs and values), and to adapt the mentoring process to the needs of the field.
3. To examine the extent of mentor training effectiveness for elementary school teachers in assimilation of programs, and to add adequate frameworks.

## Month of “Iyar” Syllabus for “A KEY TO THE HEART”

The syllabus is divided by the Hebrew months of the year.

For each month, a value was selected. The value is divided into four circles, Each concerning another skill, which corresponds with the student's age and the connection to it.

Here is a sample syllabus for the month of "Iyar", which is the calendar equivalent of the month of May, in which the students will engage in the value of respect.

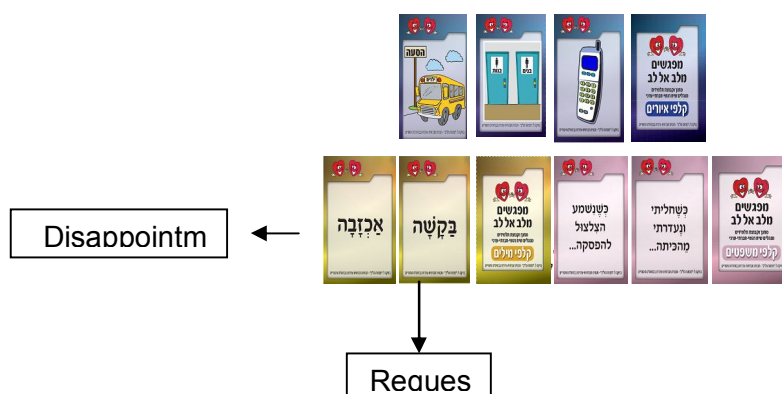
Grade	1	2	3	4	5	6
<b>Core Topics</b>						
Individual-group ties circle. Emphasis on values and skills – respect for the anthem and the state's emblem	Respect for the state's emblem while getting to know different symbols	Respect for the state's flag, while getting to know its different components and personal and national meanings	Respect for the state's emblem while discovering its values and messages	Respect for the state's flag and acquaintance with “The Flag Law” and its meanings	Respect for the state's anthem and acquaintance with events when it is heard and the required behaviour	Respect for the state's anthem and acquaintance with personal and national meanings
Circle of class life	Children activating children emphasizing values and skills relevant to this month			Children involve children in “the story of...” while focusing on social value-related messages from a personal standpoint		
School Life. Circle – Ceremonies	Personal ceremonies – memories and feelings	School ceremony – seeing, hearing, feeling, and behaviour	Independence Day and Memorial day ceremonies and their personal and national meanings	The ceremony as a unifying activity and an opportunity for a common opportunity	Social value-related messages of the ceremony relating to Independence Day ceremony on Mount Herzl, Jerusalem	Different ceremonies in an individual's life and their significance
National Life Circle	Lag Ba'Omer. “Thou shalt love thy neighbour as thyself” related to Rabbi Akiva's philosophy	Jerusalem Day – Social Value-Related aspects in the narrative of Jerusalem	Lag Ba'Omer Safety in Lag Ba'Omer campfires	Lag Ba'Omer. “Be careful with the meek” Attitudes to those who are weak related to Rabbi Akiva's figure	Jerusalem Day – the power of group unity in different situations connected to the narrative of Jerusalem	Israeli Memorial Day – memory and revival
Community Life Circle	Community activities emphasizing Memorial Day, Independence Day, Lag Ba'Omer, Jerusalem Day, Herzl Day, Independence Day celebrations					

## The “Heart to Heart Encounters” program

The “Heart to Heart Encounters” program is directed at homeroom teachers who have to manage encounters with small groups of pupils (up to five pupils) in a discourse about issues that are relevant to the pupils’ world.

The main goal is to deepen the acquaintance between homeroom teachers and the pupils and among the teachers, to nurture social solidarity and empower the group and the individual.

The department of education for life in society constructed two tools for the homeroom teachers: A card stand and a set of cards. The tools help in the implementation of the teacher-pupil dialogue in a variety of ways.



## Main Theories:

### Effective mentoring through organizational learning

(Popper and Lipchitz, 1998)

Popper and Lipchitz (1998) indicate that the existence of learning mechanisms by themselves do not guarantee a productive and efficient organizational learning. To increase the probability of effective learning, a learning culture based on six main values must exist. The six values:

#### Continuous learning

Continuous learning is a value, because it is essential to the survival of organizations in a dynamic and competitive environment.

#### Transparency

The ability to be honest and open, and reveal thoughts and actions to others, in order to get feedback.

#### Inquiry

The ability to continue inquiry and exploration over time, until Understanding and satisfaction are achieved.

#### Integrity

The ability to give and receive full and accurate feedback, as much as possible, without the need to protect oneself and others.

#### Issue orientation

Focusing on the relevancy of the topic information, regardless of social status of the recipient or source.

#### Accountability

The ability of members of the organization to accept the responsibility for learning, as well as for implementing and for learning the lessons from the implementation's results.

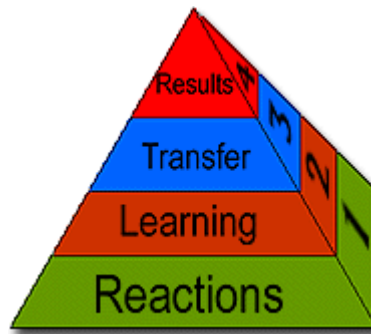
It seems that one of the promising directions for improving school effectiveness as an organization, for developing the teacher's professionalism and for improving the quality of teaching - learning in particular, points to the adoption of organizational learning, namely the development of permanent learning mechanisms, that are systematic and based on a learning culture that enables introspection into the school's work, for constant improvement.

from all the above, it seems important that every mentor, whether a professional one or a holistic one, adopt the organizational learning as a means of improving the mentoring work at school, and improving the school effectiveness as well, and thereby contribute to his own personal-professional development as a mentor, and to the development of professional and learning teachers community.

Following a suggestion for a mentoring process based on a structural / cultural approach for organizational learning (Popper & Lipchitz, 1998).

## Kirkpatrick's Four Levels of Evaluation

### The Theory and the Model



In Kirkpatrick's four-level model, each successive evaluation level is built on information provided by the lower level.

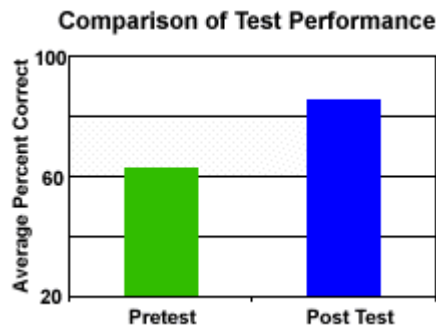
Assessing mentoring effectiveness often entails using the four-level model developed by Donald Kirkpatrick (1994). According to this model, evaluation should always begin with level one, and then, as time and budget allows, should move sequentially through levels two, three, and four. Information from each prior level serves as a base for the next level's evaluation. Thus, each successive level represents a more precise measure of the effectiveness of the mentoring program, but at the same time requires a more rigorous and time-consuming analysis.

#### **Level 1 Evaluation - Reactions**

Just as the word implies, evaluation at this level measures how participants in a mentoring program react to it. It attempts to answer questions regarding the participants' perceptions - Did they like it? Was the material relevant to their work? This type of evaluation is often called a "smilesheet." According to Kirkpatrick, every program should at least be evaluated at this level to provide for the improvement of a mentoring program. In addition, the participants' reactions have important consequences for learning (level two). Although a

positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility.

## Level 2 Evaluation - Learning



To assess the amount of learning that has occurred due to a mentoring program, level two evaluations often use tests conducted before mentoring (pretest) and after mentoring (post test).

Assessing at this level moves the evaluation beyond learner satisfaction and attempts to assess the extent students have advanced in skills, knowledge, or attitude. Measurement at this level is more difficult and laborious than level one. Methods range from formal to informal testing to team assessment and self-assessment. If possible, participants take the test or assessment before the mentoring (pretest) and after mentoring (post test) to determine the amount of learning that has occurred.

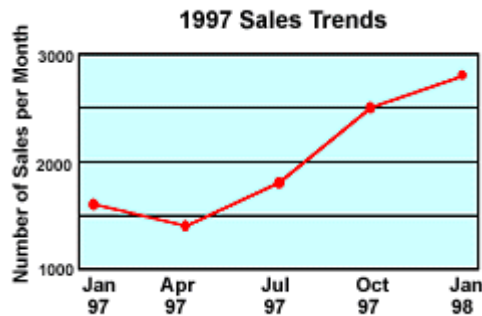
## Level 3 Evaluation - Transfer

This level measures the transfer that has occurred in learners' behavior due to the mentoring program. Evaluating at this level attempts to answer the question - Are the newly acquired skills, knowledge, or attitude being used in the everyday environment of the learner? For many trainers this level represents the truest assessment of a program's effectiveness. However, measuring at this level is difficult as it is often impossible to predict when the



change in behavior will occur, and thus requires important decisions in terms of when to evaluate, how often to evaluate, and how to evaluate.

#### Level 4 Evaluation- Results



Level four evaluation attempts to assess mentoring in terms of business results. In this case, sales transactions improved steadily after mentoring for sales staff occurred in April 1997.

Frequently thought of as the bottom line, this level measures the success of the program in terms that managers and executives can understand - increased production, improved quality, decreased costs, reduced frequency of accidents, increased sales, and even higher profits or return on investment. From a business and organizational perspective, this is the overall reason for a mentoring program, yet level four results are not typically addressed. Determining results in financial terms is difficult to measure, and is hard to link directly with mentoring.

## Main Concepts

- **Social and life education-** Developing life skills and values among pupils
- **Andragogy-** Education of adults (Knowles,1980). The andragogical model focuses more on the educator as a facilitator who makes resources and procedures available to the adult learner.
- **Social programs** -The social programs "Key to the Heart" and "Heart to Heart Encounters“.
- **Homeroom teacher's lesson** – A lesson in which homeroom teachers in Israel are obligated to teach the new social programs.

## Gap in knowledge

There are existing researches of the mentoring effectiveness at schools in general,

but no research in Israel has been conducted about the mentoring effectiveness In the discipline of Social and life education.

This is a pioneer research, examining the mentoring effectiveness in the discipline of Social and life education, mainly through the implementation of innovative programs during the last 3 years.

## Design and Methodology

### Mixed-methods approach

This approach has on one hand the ability of generalizability and on the other hand the capability of understanding the basic parameters of mentoring effectiveness (Soltis,1990).

### **Two Stages:**

- **Stage 1: Qualitative study**

The goal: To explore the extent to which "A Key to the Heart" Program was implemented, as a characteristic of effective mentoring within Social and life education.

- **Stage 2: Quantitative study**

The goal: To gather data to reinforce the findings that emerged from the qualitative stage.

### Research Population

- 107 elementary schools participated in the regional survey
- 30 school principals, homeroom teachers and mentors participated in the interviews
- 70 social education coordinators answered the questionnaire

All of those participants are implementation stakeholders from the northern region.

### Research Tools

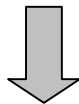
<b>The Research Tools</b>	<b>The Goal</b>	<b>Qualitative Or Quantitative</b>	<b>Data Analysis</b>
Documentary data	To find the extent of program implementation as an indication of effective mentoring	Qualitative	Document Analysis
Interviews	To collect data about the factors that advance or halt programme implementation	Qualitative	Content analysis; Categorizing
Closed-ended questionnaires, (pilot and then for everyone)	To grade factors that influenced implementation according to their importance	Quantitative	Statistics: <ul style="list-style-type: none"> <li>✓ Spearman correlations</li> <li>✓ Kruskal-Wallis</li> <li>✓ Mann-Whitney tests</li> </ul>

## Research Layout

### I. The Qualitative Stage

Data collection from  
107 schools in the northern region.  
30 interviews:  
(First pilot interviews)

Interviews with all participants:  
Homeroom teachers; principals; mentors.



The interview yielded several themes,  
which were perceived as characteristics  
of an effective mentoring by the interviewees.

Those themes yielded five primary categories:

- Optimal mentoring
- Interpersonal communication
- Pooling of resources
- Providing relevant content
- Learning Methods

## II. The Quantitative Stage

Closed-ended questionnaire, developed by the researcher, answered by 70 social coordinators.

The questionnaire consisted of two parts:

1. Background Information.
2. Examination of the effectiveness of mentoring, as perceived by the social and life education coordinators.

## Research findings

### Qualitative Findings

- Research findings indicate that seniority and level of professionalization were positively related to perceived effectiveness of mentoring;
- The longer the teachers have been working as a Social coordinator, and the further they were in the professionalization process, the more effective they tended to perceive the mentoring.
- Social Studies coordinators in their third year of professionalization perceived mentoring as more effective than coordinators who were in the first and second year of professionalization.

## Quantitative Findings

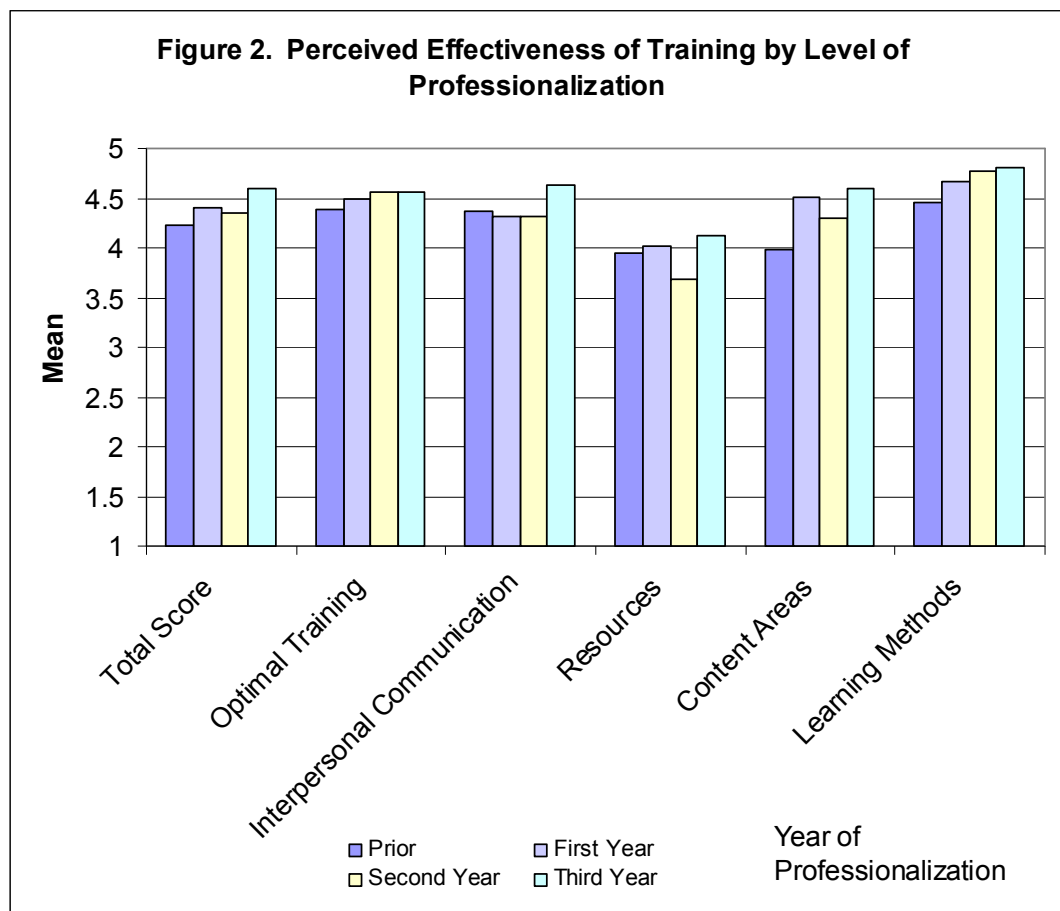


Figure 2 indicates a general trend of perceiving training as high quality as professionalization progresses.

## Contribution to knowledge

### **Theoretical contribution**

Five basic parameters of mentoring effectiveness:

- Optimal training
- Interpersonal communication
- Pooling of resources
- Providing relevant content
- Learning Methods

### **The contribution is universal**

The research is appropriate to other countries/cultures as well, since the subject of mentoring effectiveness is relevant everywhere, not only in the education system in Israel.

Mentoring effectiveness is relevant for other private/public sectors, such as industry, high-tech, etc.



## General Conclusions:

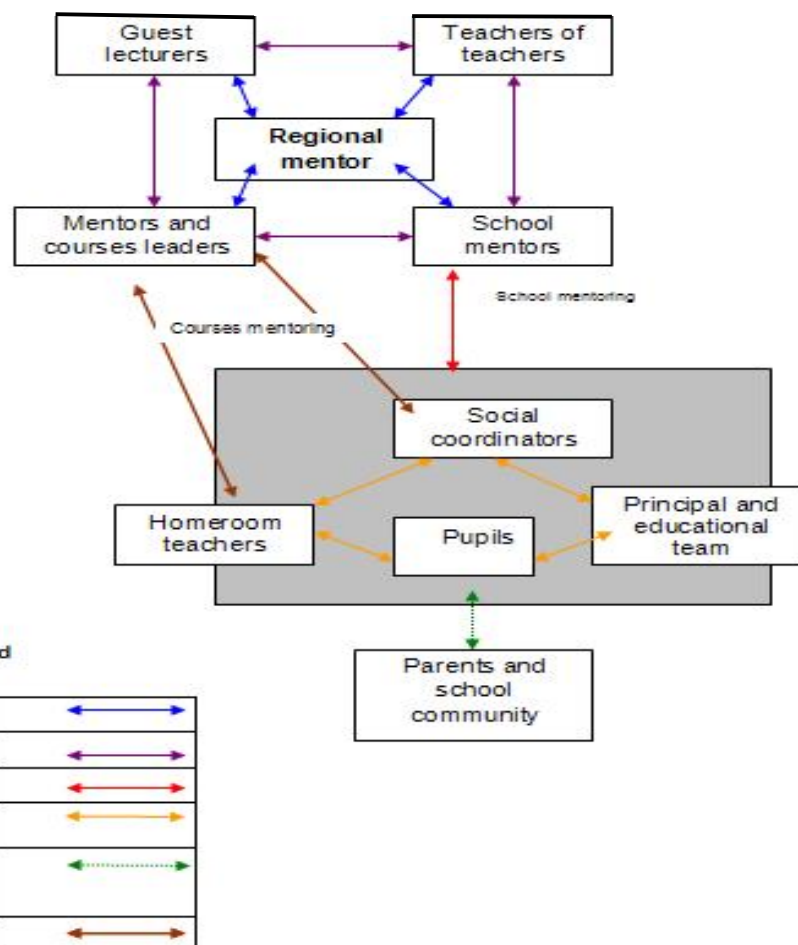
Various mentoring elements are contributing to the perception of mentoring effectiveness:

- professionalization courses
- Courses for homeroom teachers
- Various forums
- Interpersonal communication

## Practical contribution:

A new model of Mentoring Mentors

Mentoring of Mentoring Model  
Developed by Hinanit Loyfer Peled



The mentors fulfill a key role in assimilation and implementation of social programs. The findings indicate that mentoring effectiveness is a rather important subject matter, which is directly related to the programs' implementation. The greater extent of mentoring effectiveness is directly related to the programs' assimilation. Mentoring effectiveness consists of several parameters which were examined in this study. Of all parameters, it may be noticed that several parameters significantly impact effectiveness in the eyes of homeroom teachers, social coordinators, and school headmasters.

One of the most significant parameters is interpersonal communication. Research findings indicate that consistent and continuous teacher mentoring may be a key motivational force in enhancing quality of pedagogy, specifically when it supports school culture evolution, by assisting in forming a regular pattern of collaboration, learning, and teachers' mutual assistance toward enhancement of education and teaching quality (Hargrives & Pollen, 2000).

The research examined the mentoring effectiveness extent through the implementation of the programs "Key to the Heart" and "Heart to Heart Encounters". At this point, it should be stated the immensity of pleasure the researcher experienced in studying this subject matter, and to discover through years of serving as a regional mentor, and the research, the actual effectiveness of mentoring, the extent of evolutions which the education system underwent, both concerning the social coordinator's position, and the approach and evolution of Ministry of Education's attitude toward the social education field.

To conclude, this study extensively discussed mentoring and the mentor. The mentor greatly influences the mentee, while bearing many responsibilities. The mentor should bear many unique skills because of this unique and extremely responsible position.

A decent mentor believes an individual may rise above present challenges, to accomplish great things. He believe in promoting his mentees' personal potential. A decent mentor shares his own frustration with his mentees and in his mode of coping in a supportive and caring way, which yields great trust on his mentees' part (Lasely, 1996). The mentor should be able to pose challenging, development-inductive questions, be selective in the choice of

questions to be posed for the mentee. The questions will challenge the mentee's view, requiring him to employ a reflective thinking. Those questions are stimulating, clarifying, and explanatory (Fuchs, 2002). The mentor should know how to efficiently plan the proceedings of mentoring. The planning stage consists of several aspects, such as identification of learners' population needs, ranking of those needs, goal establishment, selection of contents and appropriate mentoring modes (Fuchs, 2002). Vonk (1993) further states that a decent mentor is required to bear the following attributes; open-mindedness, reflectivity, flexibility, listening skills, empathy, creativity, an assisting attitude. Also, it was found that a mentor's effective supervision stems from the vast experience he has accumulated, thus he expands his mentees' professionalism. The mentor is expected to be a partner, a professional colleague who is able to form socialization processes with the teacher, without posing a threat to the latter (Rubinstein, 2000). The mentor acts as a role model for teachers, those it is important he acts as he preaches to them. It is important that mentor will be acquainted with the theory in order to assist the teacher in constructing his position. Only a few mentors are acquainted with the way in which people learn. Most mentors learn from errors, or based upon the traditional learning and teacher's practical knowledge. The mentor's assistance may allow the novice teacher to develop a methodical approach to the profession, and develop cognitive and affective skills toward students' development. A mentor should learn from the experience, because a decent mentoring will allow the mentee to convert a theory to a specific activity from the planning stage through examining the final outcome (Kirkham, 1982). Interpersonal skills such as listening, clarification, encouragement, negotiation, and problem solving also contribute to a decent mentoring.

***"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."***

*William Arthur Ward*

**Key words:** Value-Related Social Education; "A Key to the Heart", "Heart to Heart", Core Programme, Social and Life Education, Social Programs, Teacher-Training Effectiveness

