THE INFLUENCE OF MYERS-BRIGGS TYPING AND TRAINING ON THE LEARNER-TUTOR RELATIONSHIP IN A WORKPLACE MENTORING PROGRAM

BY

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Lavone M. Lesperance

A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University of Manitoba in partial fulfillment of the requirements of the degree of Master of Education

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ABSTRACT

The research study explored the nature of mentor-student interactions in mentoring relationships, and the influence of Maynard and Furlong's (1995) mentoring model and to the Myers-Briggs Type Indicator. Eight informants, 1 male and 7 females, were either tutors or learners in a workplace training program. Tutors were either Nurses or Nursing Assistants who were expert practitioners, and were paired with learners, who were newcomers preparing for Nursing Assistant roles. An interview series in the naturalistic paradigm followed participants through cycles of learning. Transcribed data were analyzed for emergent themes. Findings were that the tutor role, goal setting, teaching and learning strategies, and support were critical factors to successful learning. The study showed the importance of preparing tutors for effective mentoring.

CHAPTER ONE

Introduction to the Study

The modern workplace is increasingly described as a learning workplace. Today's employers want workers with general skills in communication, reasoning, problem solving, and information processing (Werther, Davis, Schwind & Das, 1990). They also want people capable of thinking analytically, taking initiative, working cooperatively, planning and evaluating their own work, and making decisions (Sorge, 1981; Raizen, 1991). In addition to these key qualifications, there is a need to foster attitudes and behaviours that characterize diligence; attention to overall process, context, and to detail; as well as willingness to work as part of a team (Steek, 1988). To meet these complex requirements, employers are giving attention to apprenticeship training that combines school based instruction and hands-on learning in the workplace. Training programs with components based in the workplace are an important bridge between two cultures: the culture of work and the culture of education. Links between the two cultures are important because learning that is situated in the workplace is a social as well as a cognitive process (Rubenson & Schütze, 1996). If the socialization of new workers is a workplace training goal, training programs often involve mentoring. Mentoring is considered to be an ideal method of achieving the integration of learning and work (Milano & Ullius, 1998).

The design of workplace training programs is discussed by Raizen (1991) who makes several recommendations for instruction in the workplace. First, learning should focus on application of skills as well as on other knowledge and skills being learned. Second, instruction should integrate general theories with context specific situations. Third, the instructor should take into account prior learning to stimulate questions that encourage a range of responses, and that create opportunities to apply learning to various situations. Mentoring is an educational strategy that fits all of Razien's learning recommendations. In a workplace training context "a mentoring relationship involves a more experienced employee

(mentor) and a less experienced employee (protegé) who interact with the primary purpose of promoting the personal and professional development of the protegé" (Ford, 1997, p. 163). The mentor provides personal "guidance and support to the protegé's career that goes beyond any formal supervision requirements" (Ford, 1997, p 143). Similarly, Davis and Davis (1998) state that "mentoring is about being a partner but also a role model, and a mentor may or may not be a supervisor" (p. 389). When structured to provide systematic support to employees, mentoring is a critical component in effective workplace training.

The changing social environment of the caring professions makes mentoring essential to human service fields. In many of these fields, the degree of change could be characterized as a paradigm shift. The forces driving this shift include technology, financial issues, education policy and perhaps most importantly, changing ideologies. These changes are reflected in human service fields such as in child care, gerontology, education, health care, parole work, social work, and home care. In this fluid context, human service workers need to be committed to their respective fields and, at the same time, encouraged to feel optimistic about change.

The researcher's particular area of interest is in the field of services for individuals who have a developmental disability. Like other human service fields, this field is also undergoing major changes. One of the dominant themes in these changes is a shift from a medical service model to one of individual support and empowerment. Trends contributing to this change include: respecting civil liberties; shifting from a behavioral model to humanistic perspective; doing individual, rather than group, planning; and valuing relationships, family support and social inclusion (Knoll & Racino, 1994). The struggle for a new vision has not been easy; however, change has come about through a concert of individual efforts. An increased understanding of the important role of mentoring in sustaining these efforts may have important implications for training in these fields.

This research study explored the role of the mentor-student interaction in helping

students to become competent practitioners. This focus developed out of the researcher's personal interests in the role of mentoring in workplace training, the difficulty students encounter in trying to apply classroom theory to actual work environments, and the challenge of helping beginning practitioners develop professional beliefs and values. Current educational trends, such as service learning (Maynard & Furlong, 1995) suggest that mentoring is an increasingly important option for instructors. Human service fields require students to analyze and to reflect both on the knowledge and on the values presented in the content of their studies. To best facilitate this reflection, students need the opportunity to work through difficult issues with an experienced person in the work environment.

Mentoring and Learning

Mentoring is a valuable way of providing an experience that links individuals who are change agents in a field with a new group of workers and service personnel. Many of the people who are instrumental in changing legislation and translating the importance of reforms are still working in the field. If students are able to discuss concerns with committed individuals who are actively practising, it is likely that they will make more meaningful translations of classroom theory to work experiences. Furthermore, organizations that have embraced the new paradigm are not using the traditional training vehicles, but have developed their own programs for human resource development, often based on mentoring of newcomers by experienced workers (Racino, 1990). Particularly in a rapidly changing field, mentoring may be the only method of transmitting the attitudes of expert practitioners to the newcomers in the field. If these learning relationships are not formed, then the experience and valuable input of these individuals will be lost.

Mentoring is also used because classroom-based education and training meet only some of the learning needs of students involved in workplace training. In addition to classroom learning, training programs often include a practicum component. Practical

application of one's knowledge and skills in the profession is often developed and practiced in the field under the guidance of a mentor. The practicum may involve a mentor in activities such as: demonstrating techniques to the novice; observing the novice; and providing feedback (Maynard & Furlong, 1995). Because of the unique opportunities afforded by a practicum experience, "mentoring has its professional origins in the world of business and over the past two decades it has evolved to become a prominent feature of many professions" (Kerry & Mayes, 1995, p. 1).

The purpose of the present research was to examine critically mentor-learner relationships in a workplace training program designed to provide professional education for human service workers and the role of MBTI profile in that relationship. In this program, expert practitioners served as tutors to new learners in the field. Given the importance of the mentoring process, this aspect of the program was chosen for in-depth study.

Mentoring in the Basic Skills Training Program

The Basic Skills Training (BST) program orients newcomers to "values, attitudes, and skills that promote choices, independence, and quality of life experiences for the people they work with" (McLean, 1994, Module One, p. 2). Characteristics of the BST are that it is based in the workplace, directed by the learner, based on specific competencies, and tutor-supported. In the BST program, a tutor works one-on-one with each learner in a mentoring relationship throughout a eight month training period. As the program is self-paced by the learner, the length of the learner-tutor relationship is determined by the speed at which the individual learner progresses through the program.

Both the importance and the complexity of the mentoring relationship are recognized in the design of the BST program. Each tutor-learner relationship is unique, and how the learning objectives are met was influenced by the learning needs of the student, the learning opportunities afforded by the workplace, and the personality styles of the tutors

and learners. Personality styles are an important variable in the tutor-learner relationships, and one of the tools used in the program to help tutors and learners understand and develop their relationship is the Myers Briggs Type Indicator (MBTI). Early in the BST program individuals received MBTI typing and training.

The MBTI is a widely used personality typing instrument, which distinguishes personality type on four dimensions: extroversion versus introversion, intuition versus sensing, thinking versus feeling, and judgement versus perceiving. Based on Jungian psychology, these distinctions are used to understand differences in preferred ways of learning, teaching, and interacting with others. In the BST program, the MBTI was used as a tool to help learners and tutors understand and optimize the teaching and learning process.

Because the use of the BST program in this particular setting included the MBTI typing and training for tutors and learners, the program provided an excellent opportunity to explore the influence of MBTI typing and training on the mentoring process. Beyond the particular context of the BST program, this investigation provides a useful case study on the use of MBTI as a tool for enhancing both the mentoring process and our broader understanding of the process.

Given the opportunity afforded by the use of the MBTI in the BST program, and the importance of personality as a factor in mentoring relationships, the research questions were:

1. What is the nature of the one-on-one teaching and learning relationships in a workplace training program?
2. Does the Myers-Briggs Type Indicator provide a useful framework for understanding what takes place in a mentoring relationship?
3. What is the influence of MBTI typing and training have on the one-on-one teaching and learning relationships in a workplace training program?

Literature reviewed in Chapter 2 provided the context and the basis for the study as

well as the background of Jungian theory focusing on typology and related theories. The literature review also contains research studies, which partly established a relationship between typology and the learning process. Additional studies that provided supportive findings in the educational context were included.

The qualitative research design was explained in Chapter 3 and the rationale for approaching this investigation from a naturalistic paradigm and phenomenological perspective was developed. The resulting research design is of an experiential nature, each interview affecting and influencing the following ones as informants were followed thorough the learning cycles. The general context of the study was a workplace training program in a facility and the specific context from which the informants came from was their work role orientation in the actual workplace.

In chapter 4, data generated from the interviews with eight informants were presented and analyzed. Themes and categories emerged from the data and these were defined and integrated in the analysis. The data analysis was presented in two ways, one case study and data from partial data sets.

In chapter 5, the results are discussed with respect to mentoring processes and personality type, and implications for practice are articulated.

CHAPTER TWO

Review of the Literature

Enhanced training opportunities in the workplace are needed to manage a number of functions. First, a link between the training and human resource systems provides for a match between personnel and the job requirements. Second, training objectives should fit the organizational objectives as employers work towards creating a continuous learning environment. London (1989) states that "as executives develop business plans, they must also formulate human resource plans to ensure that employees have the needed skills, understand the business needs, and want to contribute to the success of the enterprise" (p. 8). Third, training opportunities also provide for employment security through retraining and continuous learning.

The training and development techniques that are typically utilized in any workplace are on-the-job-training, job rotation, apprenticeships and coaching, lecture and video presentations, vestibule training, simulation, self-study and programmed learning, and computer based training (Werther et al., 1990). Job instruction training involves the trainee being provided with an overview of the job, demonstration of tasks, practice, and feedback. Job rotation is a method of cross-training that involves the employee in learning to perform a second job. Apprenticeship and coaching involve the trainee being paired with an experienced employee who then guides the apprentice through a carefully planned program of skill development. Lecture and video presentations rely more on communication than on modelling or feedback. Vestibule training involves training on equipment away from the regular work area for demonstration, practice, and feedback. Simulation involves a simulated work situation, often used to train managers who might otherwise have to rely on trial and error in decision making. Self-study and programmed learning involve a range of activities from manuals, viewing material, to lock-step series of reading and questions. Computer-based training is increasingly available on a variety of

personal and professional skills. The best methods for a particular setting are designed on the basis of learning principles, and depend on cost-effectiveness, desired program content, appropriateness to facility, trainee preference and capability, and trainer preference and capability (Werther et al., 1990). Given the emphasis on modelling, coaching, and feedback in many of these training methods, mentoring is a strategy that can meet many workplace training needs (Milano & Ullius, 1998).

Mentoring and Workplace Learning

Effective workplace training is based on six principles of adult learning described by Brookfield (1986). The first principle is that learning is voluntary: it is the individual's decision to learn no matter what the external factors. The second principle is that respect among the participants in the learning experience fosters self-worth. The third principle identifies the need for a collaborative, cooperative enterprise in diagnosing needs and setting objectives. The fourth principle is that learning is a praxis, a "continual process of activity, reflection upon activity, collaborative analysis of activity, new activity, further reflection and collaborative analysis" (p. 9). These principles give rise to the fifth principle which is that critical reflection is essential to learning. The sixth principle is that, to empower adults, self-directed learning must be nurtured.

Mentoring is an aspect of workplace training that is consistent with all of the values embedded in Brookfield's principles. Moreover, mentoring provides a broader physical and emotional environment that encourages learners to negotiate learning goals, that adapts information to individual learning needs and styles, that provides opportunities for learners to develop both implicit substantive knowledge of the field, and that reveals the implicit beliefs and values that guide professional practice (Fritts, 1998). The mentoring relationship is key to the novice professional as he or she integrates the knowledge, skills and values of the profession. Used in the context of professional education, mentoring has been defined as:

> a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protege (Anderson, 1987, p. 2).

The developmental process is an essential attribute of this definition. Maynard & Furlong (1995) elaborate on the mentoring process by describing five basic mentoring functions that occur as needed within the context of a caring relationship: teaching, sponsoring, encouraging, counselling, and befriending.

Teaching includes modelling, informing, confirming, disconfirming, prescribing, and questioning--all according to adult education principles (Maynard & Furlong, 1995). For example, the tutor may use teaching to guide the student to develop a skill by telling the important elements to include, demonstrating the skill, observing the student perform the skill, and providing feedback to the student as he or she practices the skill.

Sponsoring involves protecting, supporting, and promoting. In this role, the mentor may inform other team members about the student's strengths. Mentors can also help protect the novice from the work environment, or can manage the learning process by appropriately sequencing and pairing learning experiences to prevent the learner from becoming overwhelmed. For example, the tutor may help the student to focus on change in one or two areas at a time so as to avoid exerting energies in several directions simultaneously. Alternately, support can be given by doing an activity with the novice. As an example, the tutor may accompany the student during an activity, in order to be available for help at a moment's notice. Promoting can take the form of introductions and sharing success of the novice with others. For instance, the tutor may introduce other professionals to the student as they present themselves in the natural course of workday (Maynard &

Furlong, 1995).

Encouraging includes affirming, inspiring, and challenging. For example, the mentor may encourage the learner to explore new activities. As the learner engages in exploration of a new activity, the mentor often acts in the more distant role of counsellor. **Counselling** in the problem solving process involves listening, probing, clarifying, and advising but not performing the task of the learner. In this role, the mentor may also serve as a sounding board for issues that the student encounters.

Throughout the mentoring process, the mentor plays a befriending role. **Befriending** includes accepting and relating. For example, the tutor may listen to the student's plans as they relate to his or her own goals (Maynard & Furlong, 1995). In addition to these basic befriending roles, the mentor introduces the student to other people, invites the student to participate in workplace and social events, informs him or her about usual workplace practices such as breaks, access to stores, and identifies the unofficial key contact people.

The mentoring role is as dynamic as the personal meanings that each brings to the relationship. Fritts (1998) describes mentor tasks in two categories: transitional or transformational. The transitional tasks are planning, organizing, and directing. The transformational tasks are collaborating and motivating. Within an influential mentoring relationship, the learning experiences recast the protege into a new role in the organization (Fritts, 1998).

Ford (1997) describes mentoring as an intense work relationship, usually between two organizational members. "Mentoring relationships are usually transitional, often intense, and often short-lived, but they are always long-remembered, and the mentor becomes an important figure in the inner world of the developing adult (Singer, 1982, p. 51). When Secretan (1996) asked people to share the period in their careers when they were most highly motivated, exhilarated, and passionate about their work they "nearly

always describe a relationship with an individual--a mentor, a caring leader, [or] a teacher" (p. 95). Mentoring involves communication and learning that is focused on the individual learner. Based on the responses of people who had experienced mentoring, Secretan (1996) considers mentoring one of the essential components of learning.

Despite the critical role of mentors in the workplace, formal mentoring programs often involve little training for the mentors. Ford (1997) states that:

> "Gains may be better achieved by training people on topics such as: (a) how to identify a protege for yourself, (b) the phases of mentoring and learning when to let go, (c) how to coach and provide direction without being overbearing, (d) the rewards of being a mentor, (e) how to reinforce company goals and values, and (f) how to work with a protege who is different from you (age, race, gender)" (p. 146).

Mentors and proteges benefit from the mentors gaining knowledge about the learning process. The importance of training is further emphasized by Ford (1997):

> "Information can help mentors to be aware of their actions and influences on protegés. Not only is the mentor's conscious lesson important, it is also relevant for the mentor to know how that lesson is sensed, interpreted, and evaluated by the protegé. The tacit knowledge learned from a mentor can be critical in guiding future interactions and gauging mentoring effectiveness" (p. 146).

Mentoring focuses on improving the fit with the organization (Blanchard & Thatcher, 1999). Whenever a mentor and trainee work together to communicate concepts and exchange ideas, they will transmit attitudes, and in the process learn much about the uniqueness of the other.

Psychological Type

Conceptualizations of psychological type have been used as a way of understanding and managing personality differences within the mentoring relationship or in the classroom

through careful planning of instruction. Psychological type provides a tool for understanding normal differences that occur in people's everyday actions. Educators in every setting are aware of a wide range of differences among students.

The Myers Briggs Type Indicator (MBTI) is a measurement tool that takes a broad perspective on personality and in education, where it has been used in reference to learning styles. The MBTI is a tool designed to assess the characteristic ways in which an individual perceives and makes judgements in his or her daily life (Myers & McCaulley, 1985). Four sets of preferences are identified, each on a separate index. The MBTI indices describe the ways that people get and use their energy (Introversion/Extroversion), gather and take in information (Sensing/Intuitive), make decisions (Feeling/Thinking), and organize their lives (Judging/Perceiving) (Figure 1). Each pair of dimensions forms a bipolar continuum, and on each continuum, most individuals will demonstrate a preference for one end of a continuum over the other. Based on an individual's responses on a standardized instrument, the assignment to one pole of each index identifies the combined four element form of the individual's type. Sixteen different types can be generated by combining the results on each of the continua. Each of the sixteen possible types can be described by characteristics that indicate the primary manner that an individual of that type perceives information and makes judgements about that information. All preferences are of equal value and each personality type can make important contributions to a learning environment.

When Myers and Briggs (1985) designed the MBTI, they sought to identify the basic preferences of people based on self-reports on simple forced-choice items. Despite the categories that results, Type development is seen as a lifelong process of gaining greater command over the major functions of Thinking, Feeling, Sensing, and Intuition. In youth, the task is to develop the dominant and auxiliary functions. In midlife, one can gain command over the less preferred inferior functions. Through selective development, each

Extroversion (E)	Introversion (I)
Get and use energy by interacting with others	Get and use energy by inner resource
Sensing (S)	**iNtuitive (N)**
Gather and take in information with the senses	Gather and take in information as a whole beyond the reach of the conscious mind
Feeling (F)	**Thinking (T)**
Make decisions based on feelings	Make decisions based on thinking and logic
Judging (J)	**Perceiving (P)**
Organize their lives by creating structure and planning ahead	Organize their lives by acting and doing as experiences come to pass

Figure 1. Four Parameters of the MBTI

function achieves proportion in relation to its relative importance to the individual and to its useful relationship to the other processes (Myers & McCaulley, 1985). Each individual usually develops the preferred function first and then the less preferred functions. The ultimate development is balanced, but in reality, most people retain preferences for some functions over others. As a result, many roles require that one stretches one's dominant style.

Myers-Briggs and Jungian Typology

The MBTI is grounded in the work of the psychologist, Carl Jung. The typology of Jung's theory is described in his writings over a period of time, 1913 - 1917 or 1918 (Jung, 1923/1971, p. v). Jung defined type as "a specimen or example which reproduces in a characteristic way the character of a species or class" (p. 482). Jung first described the attitude types which he termed extraversion and introversion. "Everyone possesses both mechanisms, extraversion as well as introversion, and only the relative predominance of one or the other determines the type" (p. 4). The extraverted type is influenced by the outside environment while the introverted type reflects on the inner necessity. These contrary standpoints are two totally different orientations. Jung depicted the contrary attitudes, extraversion and introversion, as expressed by every person in his or her natural life rhythm. "A rhythmic alteration of both forms of psychic activity would perhaps correspond to the normal course of life" (Jung, 1923/1971, p. 5). The complexity of life, both outer and inner, seldom permits the undisturbed flow of psychic energy. Jung (1923/1971) portrays the development of a type as follows:

"One mechanism will naturally predominate, and if this condition becomes in any way chronic a type would be produced; that is a habitual attitude in which one mechanism predominates permanently, although the other can never be completely suppressed since it is an integral part of the psychic economy" (p. 6).

Several years later, Jung refined his classes by describing additional function types which

he termed as follows: thinking, feeling, sensation, and intuition (Fordham, 1966). Items for the MBTI were designed from Myers and Briggs' interpretation of Jung's theory which now defined six types and from statements made by Jung that touched the issues that related to the model. "They extended the model to include the Judging/ Perceiving scale by making explicit one aspect of the theory that was implicit, but underdeveloped, in Jung's work" (Myers & McCaulley, 1985).

To understand the terminology and meaning of the MBTI typology, the Jungian temperaments must be understood (Keirsey & Bates, 1978). Jungian typology is based on the principle of differentiation, in contrast to the belief that people are fundamentally alike. This was not a new idea, but an idea that has been more widely accepted in recent years. Previously, education practices were based largely on principles of developmental psychology. These theories emphasize that all learners develop through a similar series of ages and stages. In contemporary times, the emphasis on developmental stages approach in education is being balanced by attention to individual differences.

Jung's conceptualization of individual differences is rooted in the work of Hippocrates. Twenty-five centuries ago, Hippocrates described behaviour by speaking of four temperaments: choleric, phlegmatic, melancholic and sanguine (Keirsey & Bates, 1978). Jung was also influenced by Goethe, Nietzsche, Plato, and Spitteler, who each used type descriptions from much earlier times.

> Four Greek gods, all of whom Zeus commissioned to make men (sic) more like the gods, represent the temperaments quite accurately albeit metaphorically. These are Apollo, Dionysus, Prometheus, and his brother Epimetheus. Myth has it that Apollo was commissioned to give man (sic) a sense of spirit, Dionysus to teach man (sic) joy, Prometheus to give man (sic) science, and Epimetheus to convey a sense of duty (Keirsey & Bates, 1978, p. 29).

Keirsey and Bates (1978) use the gods to clarify the four temperaments. "Each god--and

each temperament--has its followers. Who follows Apollo (spirit) does not worship Prometheus (science) and who desires Dionysian joy (or release) is not content with Epimethean duty. The four temperaments are different from each other in very fundamental ways" (Keirsey & Bates, 1978, p. 29).

The four temperaments described by Keirsey and Bates (1978) are reflected in the Myers-Briggs framework. The Myers-Briggs system is constructed from four fundamental types which are characterized by both their similarities and their differences (Figure 2). These types are characterized by:

1. Sensing (S) approaches to gathering information and Perceiving (P) approaches to making decisions.
2. Sensing (S) approaches to gathering information and Judging (J) approaches to making decisions.
3. Intuition (N) approaches to gathering information and Thinking (T) approaches to making decisions.
4. Intuition (N) approaches to gathering information and Feeling (F) approaches to making decisions.

These four major groupings are parallel to the four temperaments described by Keirsey and Bates (1978). The Dionysian temperament is reflected in the Sensing Perceivers (SP) who are driven by freedom and action. For these learners, action has its own end; to be impulsive is to really be alive. The SP type must do what (s)he feels the urge to do. SPs are described by friends as "exciting, optimistic, cheerful, light-hearted, and full of fun" (p. 33). The SP type is sociable and enjoys variety. The SP abhors practice, but is often successful in the risks taken in doing. The SPs choose occupations that are full of activity and live fully in the present (Keirsey & Bates, 1978).

The Epimethean temperament is reflected in the Sensing Judger's (SJ) long for duty. The SJ must belong in social units and feels compelled to be bound and obligated.

	Perceiving	Judging
Sensing	Seek stimulation from sensory information. Prefers to spend energy gaining all available information before making a decision. (Dionysian temperament)	Seek stimulation from sensory information. Prefers to decide quickly and will modify with new Information. (Epimethean temperament)
	Thinking	**Feeling**
Intuitive	Seek stimulation from perceiving the whole. Prefers to make decisions based on logic and principles. (Promethean temperament)	Seek stimulation from perceiving the whole. Prefers to make decisions based on the affect of other people. (Apollonian temperament)

Figure 2. Commonalities and Differences Between Keirsey and Bates' Temperaments and Four Major MBTI Groupings (modified from Keirsey & Bates, 1978)

The desire to belong is reflected in memberships and the desire to be useful. For these reasons the SJ's occupation often involves establishing or maintaining institutions. The SJ supports responsibility and parental purposes based on a belief in hierarchial structure. The SJ's actions are preceded by ample preparation and (s)he has a realistic view of errors and shortages. SJs have a preference for traditions and conserving; they are natural historians. The care of others is also a special concern of the SJ. Given the SJ's dedication to established social norms and institutions, a high percentage of educators--teachers, administrators and librarians--are SJs (Keirsey & Bates, 1978).

The Promethean temperament is reflected in the Intuitive Thinker's (NT) desire for power. NTs believe that if nature is understood, predicted, and explained, it can be controlled. The NT strives for competencies, capabilities, abilities, skills, and ingenuity. "Wanting to be competent" is the force behind the NT's quest (Keirsey & Bates, 1978). The NT has a passion for knowing and can develop a large repertoire of competencies. The NT speaks concisely and with urgency in pursuit of goals. The NT's focus on the future, and regard the past as gone. The NTs live in their work: for the NT work is work and play is work. The NTs usually enjoy developing models, exploring ideas, and building systems. In particular, NTs are drawn to the occupations which have to do with formulation and application of scientific principles. (Keirsey & Bates, 1978).

The Apollonian temperament is reflected in the Intuitive Feeler's (NF) engagement in a perpetual search for self, a goal that he or she they feels is never quite achieved. Self-realization for the NF means to have personal integrity. The NFs get caught up in causes and movements. The NFs seek people, relationships, and interaction in their lives. The NF seeks self-actualization in identity and unity as a life-long process. Consequently, occupations where one can transmit ideas and attitudes tend to attract NFs. They prefer to work with words and want to be directly or indirectly in communication with people (Keirsey & Bates, 1978).

The fit between the four temperaments of Keirsey and Bates and these four major Myers-Briggs groupings provides a simplified framework for understanding teaching and learning behaviours. The temperaments provide a useful framework for practitioners, who seek to understand, as opposed to researchers, who will use more detailed information to make predictions.

Pittenger's (1993) review of the utility of the MBTI deserves mention as it presents a different perspective. The researcher agrees with Pittenger's observation that the construct-validity of the MBTI is one of its strengths. However, when Pittenger states a preference for stability in personality testing over time he has overlooked Myers-Briggs' (1985) interpretation of Jung's theory exposed in the statement "type description and the theory include a model of development that continues throughout life" (p. 2). The researcher views the variability in the results over time as a reflection of an individual's development.

Pittenger (1993) also gives the correlation of MBTI with other measures as a weakness of the MBTI. The MBTI has been correlated with personality measures: Adjective Check List (ACL) (Gough & Heibrum, 1983) and the California Psychological Inventory (CPI) (Gough, 1975). The MBTI has been correlated with several other instruments including the Sixteen Personality Factor Questionnaire (16PF) (Cattell, Eber, & Tatsuoka, 1970). The MBTI has been correlated with interest inventories: Kuder Occupational Interest Survey (Kuder, 1968) and the Strong-Campbell Interest Inventory (SVIB-SCII) (Campbell & Hansen, 1981). In addition, the MBTI has been correlated with academic scales such as the Kolb Learning Style Inventory (Kolb, 1976). The researcher views the MBTI correlation with other tools of similar construction as a strength, demonstrating that the MBTI measures congruent with the other theories of personality.

The sixteen independent personality types appear puzzling to Pittenger (1993) as he does not accept the formation from the four dichotomous scales. "Based on the theory,

there are specific dynamic relationships between the scales, which lead to the descriptions and characteristics of sixteen 'types'" (Myers & McCaulley, 1985, p. 2). Throughout the argument, Pittenger (1993) refers to MBTI as a "theory" and attributes a level of prediction that does not exist. In contrast, the MBTI developers argue that the MBTI "is designed to implement a theory; therefore the theory must be understood to understand the MBTI" (Myers & McCaulley, 1985, p. 1). The researcher views the MBTI's utility as a tool that is not for predicting, selecting, and prejudging people, but understanding and valuing the differences among us.

Temperament and Myers-Briggs Type in Education

The usefulness of temperament and type in education lies in an awareness of and an understanding of the diversity of learners, teachers, and personnel within the educational setting. An excellent summary of the MBTI applications of type in teaching is provided by Carskadon (1994). The natural and desirable ways for instructors to teach may leave most students frustrated by learning experiences that do not capitalize on their strengths. The MBTI is one mechanism for taking student personality into account in teaching decisions. The MBTI has a broad personality perspective that describes learning style as well as other personal references. In addition, the MBTI is relatively modest in cost, has intuitive appeal, is easily understood, is easily communicated, is relevant to broad range of fields, and has a positive, non-pejorative emphasis (Carskadon, 1994). For these reasons, the MBTI is widely used in a broad range of education and training contexts.

The MBTI is used in education to understand students, teachers, and administrators. The type theory relates to three aspects of educational achievement: aptitude, application, and interests. Myers and McCaulley (1985) report the findings of Nisbet, Ruble, and Schurr (1982) who observed the kinds of suggestions they used with students of different types in a remedial program. The observed variation in strategies that were successful were consistent with type theory. For instance, sensing types needed to be

taught how to generalize beyond immediate facts. Intuitive types needed to become more accepting of traditional instruction and testing. The intuitive types had to learn not to make multiple choice questions more complicated than the instructor intended. Students with preferences for sensing-perceiving had to be helped to accept practice and routine. The intuitive types were coached to pay more attention to details and not to rely solely on their understanding of general concepts. The intuitive-feelers benefited from personal counselling and ways to redirect extreme idealism (Nisbet et al., 1982). All of these observations are consistent with MBTI descriptions.

Type differences and learning.

Type differences in student learning and how teachers intervene to improve learning have also been studied. "The MBTI is used widely in learning and study centres to help students gain better control of their learning, and by teachers to understand why they reach some students more easily than others" (Myers & McCaulley, 1985, p. 131). As Myer's conceptual framework predicts, the largest differences have been observed to exist between Sensing and Intuitive types. For example, Sensing types appear to prefer and do better in laboratory activities that teach specific content in an organized way. Intuitive types prefer human relations laboratories, where flexibility and understanding of nuances of behaviour are required.

Lawrence (1997) further described the differences among student preferences as characterized in these profiles. Sensing types prefer doing something practical and useful right now, starting with facts, going step-by-step in new material, starting with first-hand experience that gives practice in things to be learned, and starting with hands-on things. In contrast, Intuitive types prefer doing something that catches the imagination, starting with interesting concepts, finding their own way in new material, exploring possibilities, sampling new skills rather than practising familiar ones, and starting with a concept or idea (Lawrence, 1997).

Students with a Thinking type prefer learning organized with logical systems, getting feedback that shows what has and has not been accomplished, having an objective approach to things, and analyzing things. In contrast, Feeling types prefer learning organized around harmony and personal relations, getting feedback that shows appreciation of the student as a person, having personal relationships as the key to learning, studying issues and causes that the student cares deeply about, and situations where helping people is the main work (Lawrence, 1997). The implication of these differences is that different learners respond differently in different kinds of learning experiences.

Seating arrangements based on type preferences are promoted by Carskadon (1994). Depending on the circumstances, type information can be used to help students make quick friends with those who are similar to themselves or to break people into heterogeneous groups. Type information can also be used to facilitate comfort and development of relationships among students. Group projects that assign diverse mix of types to achieve lively groups, expose individuals to the ways and virtues of other types, and may achieve more balanced results. Carskadon (1994) reports student results only. The implication of teacher-learner match or mismatch is missing in the research.

Type differences and teaching.

Type differences among teachers are related to teaching styles. Interviews by Thompson (1984) resulted in representative descriptions for teachers of different Myers Briggs types. The Sensing Thinker (ST) is likely to view the role of teacher as setting an example for students, being a role model, and sharing knowledge and experience. The ST prefers to get ideas for teaching from the curriculum guides, textbooks, and experience. The ST often plans teaching by making complete, detailed plans in advance for the year with specific objectives. The ST's preferred method of teaching is to follow daily routine and to direct activities. The ST teacher frequently evaluates students by using points and percentages in a systematic way. The ST teacher is likely to feel successful if student

grades and behaviour improve (Thompson, 1984).

The Sensing Feeler (SF) is likely to view the role of teacher as instructing, disciplining, encouraging, supporting, providing a role model, and serving others. The SF prefers getting ideas for teaching come from curriculum guides, manuals, textbooks, workshops, other teachers, and experience. The SF often plans teaching by establishing complete objectives and detailed teaching plans using yearly school calendar, taking students' abilities into consideration. The SF's preferred method of teaching is to follow the ordered daily pattern adjusted for person-centred interactions. The SF teacher often evaluates students by using points and percentages, plus extra credit options. The SF teacher is likely to feel successful if student behaviour and grades improve, and there is the feeling of having contributed to students' education (Thompson, 1984).

The Intuitive Feeler (NF) is likely to view the role of teacher as encouraging, inspiring, providing variety and creativity, and motivating students to develop. The NF prefers getting ideas for teaching from the subject area content, courses, reading, knowledge of student development, and "ideas from everywhere" (Thompson, 1984 , p. 198). The NF prefers to use structured plans around general goals, themes, and students' needs, then to adapt plans to students' needs week to week. The NF's preferred method of teaching is to use a flexible pattern depending on the topic and on student needs. The NF teacher often evaluates students by using a number of factors, only one of which is grades. The NF teacher is likely to feel successful if student learning and participation increases and there is the feeling of having contributed to students' education (Thompson, 1984).

The Intuitive Thinker (NT) is likely to view the role of teacher as encouraging, inspiring, and helping students develop as citizens and persons. The NT prefers to get ideas for teaching from subject area concepts, knowledge of students' needs and development, and synthesis of ideas from many sources. The NT prefers to make a plan according to an overall yearly structure, organizing by concepts or themes, and determining

the details by student levels. The NT's preferred method of teaching is to have a flexible daily routine that depends on topics and on student needs, with interaction based on expectations for order and learning. The NT teacher often evaluates students using a number of factors. The NT teacher is likely to feel successful if students have increased involvement with learning (Thompson, 1984).

Thompson's descriptions of teaching styles associated with Myers Briggs type illustrate how type influences teaching decisions. Based on these patterns, it becomes evident that teachers must become aware of the influence of type on both teaching decisions and student learning strategies in order to meet the diverse needs of students in their classes.

MBTI and teacher training.

The MBTI also has been used in teacher training. Montgomery, Simpson, and Lindholm (1995) describe a pre-service teacher education unit on Human Relations. In this unit they demonstrate how teacher educators can empower pre-service teachers to develop a rationale for honouring diversity in their classrooms by building upon an awareness of learning style preferences, cooperative learning, and multicultural, nonsexist education. This integrated approach brings theory to practice. The program model involves 80 students in 3-hour sessions completing a 12 credit-hour course based on appreciating diversity within self and others in various settings. The process involves personalization of concepts through experiential learning. The three components of the program are infusion of learning styles, cooperative learning strategies, and multicultural, nonsexist education. The student-teachers experience strengths of their own style and that of others through a team-teaching format. Awareness and honouring of learning style differences can be the common denominator in helping people accept and appreciate all forms of diversity.

From the perspective of the professors in this unit, the challenge is to stretch one's own style in order to honour all learners. During debriefing, students analyze team teaching

sessions, often looking at varying styles within the team. In this study, Montgomery et al. (1995) demonstrated that the MBTI can be successfully used in teacher training to develop an appreciation of the value of diversity both in students and professor.

Most research in this area focuses on the application of the MBTI to teaching groups of learners. In the group context, the teacher's consideration of individual personality differences can aid in keeping all students in the "game" (Carskadon, 1994). By varying the teaching methods used, teachers teach to the various strengths and preferences of their students, and offer sufficient options to allow each type to be comfortable. A teacher who applies type by appealing to all types present in the classroom provides assurance that the needs of each individual can be met without the need to determine the particular type of any student within the class. However, the one-to-one learning situation typical of mentoring requires another, more specific, use of type that involves meeting the needs of one individual rather than meeting a group of varied needs. The teaching-learning diad also requires specific in-depth consideration of individual needs to keep the one student in the game.

Type differences and teacher effectiveness.

The educational usefulness of the MBTI has been shown as a factor in teacher effectiveness. Barrett (1991) compared personality types with the effectiveness of teacher behaviour. In a study of forty-three high school vocational teachers and their students, the students were assessed as having a "group type" of ESTP. Each teacher was MBTI typed and teacher effectiveness was determined using Classroom Observations Keyed for Effectiveness Research (COCKER) to determine how teaching styles relate to teaching effectiveness. Barrett reported four findings: Kersian and Jungian temperaments were the best predictors of teaching effectiveness with this group of students; SFP teachers consistently had higher teacher effectiveness scores on the COCKER with this group of students; NF teachers were the least effective teachers with this group of students. The only

single letter pair to show a relationship to teaching effectiveness in this study was T-F, with F being more effective. Barrett suggests that the mismatch of NF teachers to students who are largely S types may be one possible reason for the consistently low scores on teaching effectiveness in this context. Despite its important implications, the investigation of effects of match/mismatch between the teacher and learner remains underdeveloped.

Research has demonstrated that individual teachers can use typology to improve teaching. Chapman (1994) describes a case study of an English literature teacher who used MBTI to adjust some behaviours based on personality traits to achieve positive results, as reported in student evaluations. Chapman describes four areas of her teaching style: rule-oriented, structure, expectations, and presentation. Students evaluated Chapman's teaching as low on two areas: the teacher is friendly and approachable, and the teacher is concerned about the processes of the students. Chapman's analysis of student behaviours and teacher behaviours concluded that she was teacher-centred. The MBTI typed Chapman as ISTJ. Chapman studied the positive and negative qualities of ISTJ and the positive qualities of ENFP (her opposite type) to develop her non-preferred processes to a level of adequate competency. Chapman described how she adjusted her teaching style in the four areas mentioned while keeping the aspects, on which she was evaluated as successful. The result was a student-centred environment, where students have a say, motivation becomes more intrinsic and less dependent upon grades. Following her adjustments, students' evaluations indicated that Chapman was friendly and didn't dominate, and that it was easy to talk to her. Chapman's descriptions of her personal journey towards improvement in teaching offers a valuable perspective on use of the MBTI as a tool for individual growth in a teacher. Chapman's work also illustrates how the use of qualitative methodology in the study of the MBTI in education can provide rich descriptions of the teaching-learning dynamic.

Match and mismatch.

The congruency between teaching style and learning style relate to positive student ratings of course and instructor. In a study of 113 students and 16 faculty, Cooper and Miller (1991) typed all subjects to identify the frequencies of student learning style and faculty learning style, to determine the relationship between congruency and course performance, and to determine the relationship between congruency and perceived satisfaction. Congruency was based on Extrovert/Introvert and Sensing/Intuitive match or mismatch between each student and instructor. In selecting these dimensions of type to study, Cooper and Miller followed Kalsbeek (1989), who described learning style as being understood by a person's preferred approach to information processing, idea formation, and decision making; the attitudes and interests that influence what is attended to in a learning situation; and a disposition to seek learning environments compatible with these personal profiles (p. 1-2). Kolb (1976a) had described the differences in learning style along two basic dimensions: abstract-concrete, and active-reflective. The four possible styles that Cooper and Miller (1991) used were as follows: abstract-reflective (Intuitive/Introvert), abstract-active (Intuitive/Extrovert), concrete-reflective (Sensing/Introvert), and concrete-active (Sensing/Extrovert). They found the level of congruency related to course evaluation and instructor evaluations, but did not relate to the final grade. The source of congruity appears to be related to the differences in Sensing and Intuition dimensions where the strongest results were found. These correlations were even higher than congruence between both EI and SN. In reviewing the results from this study, it appears that the concrete-abstract (SN) congruence is a more important dimension to measure than the active-reflective (EI) dimension. The findings of Cooper & Miller indicate that the research reviewed in earlier sections relating to student-to-student interactions may also be relevant between teacher and student. Comfort levels and relationship development between a teacher and learner may relate to similarity or dissimilarity of type.

A study of 38 student teachers and their cooperating teachers was undertaken by Boyd (1994) to determine if pairing student teachers with cooperating teachers based on similar personality types could improve the overall student teaching experience by improving the interpersonal relationships between the two. The student teachers and cooperating teachers were administered the MBTI and the Barrett-Lennard Relationship Inventory (BLRI), which measures relationship satisfaction between two people in the areas of empathy, congruency, unconditionality, and regard. The overall findings showed that as the dyad's number of matches on the MBTI increased, the satisfaction level on the BLRI increased, with one exception. The student/cooperating teachers who scored a perfect match of four MBTI did not score as high on the BLRI as the pairs who had three matches. The statistical examinations of data in this study showed that neither gender nor school level was found to influence the interpersonal relationship of the student/cooperating teachers. It was concluded that pairing student/cooperating teachers based on similar personality traits increased the chances of a satisfactory interpersonal relationship between the two.

In a similar study, Morrison (1994) examined whether greater ease of establishing rapport as perceived by both teachers and students was associated with a high degree of personality type congruence. Forty-seven Junior high school teachers and 290 students enrolled in regular grade 8 and 9 programming from eight different junior high schools completed both the MBTI and Holland's constructs using Self-Directed Search. In addition, the Teacher-Student Relationship Device was used to determine teacher's and student's perceptions of high and low ease of establishing rapport. The overall results provided the basis of a tentative theory regarding various personality factors that appear to affect the ease by which individuals establish rapport. These factors include strength of personal motivation, degree of commonality in relationships, admiration for opposite preferences and gifts, and relationship awareness (Morrison, 1994).

The suggestions from studies like these suggest that students with different type preferences represent the range likely to be present in any classroom. The teacher who uses type will use some suggestions and strategies for each type of student, thereby attempting to cover the possibilities. To a lesser extent, research demonstrated that the MBTI may be a useful tool for individual growth and may also apply to one-to-one educational situations, but that more research was required in these areas. Although research studies directly related to mentor-learner relationships are few, they suggest that type was a factor that influenced mentors and learners in their relationships.

Summary of Literature Review

Mentoring in the form of apprenticeships have long been used in training and education in the trades. Today, most companies use some form of formal or informal mentoring to provide training to new trainees. The task of mentoring is complex, and a review of the existing literature indicated that the Myers-Briggs Type Indicator was a useful tool in understanding the tutor-learner relationships. The Myers-Briggs Type Indicator (MBTI) has a broad personality perspective that describes learning style as well as personal preferences (Myers & McCaulley, 1985), both of which are relevant in a mentoring relationship.

In selecting material for the review of the literature, works that related, directly and indirectly, to the study were reviewed. Materials dealing with mentoring, with Jungian theory, and with the MBTI as used by educators were considered. In particular, research studies regarding the utility of the MBTI for teachers and learners were selected and reviewed. The implications of much of the material support the value of a qualitative study of the influence of MBTI typing and training on the mentoring relationship in the tutor-learner context of the BST program.

CHAPTER THREE

Methodology

Most of the existing research on the influence of Myers-Briggs Type Indicator (MBTI) on teacher-learner relationships was conducted using quantitative research methods (Barrett, 1991; Boyd, 1994; Carskadon, 1994; Cooper, 1991; Morrison, 1994; Nisbet et al., 1982). These previous studies reported correlations between type and specific outcomes or behaviour patterns, but provided limited explanation of why the results occurred. As a result, there was evidence that personality type influenced the teaching and learning process, but little detail on the nature of this influence. However, qualitative elements appeared in a number of the studies reviewed, mostly as an "add on" to primarily quantitative studies (e.g., Cooper & Miller, 1991). These qualitative elements provided glimpses of the rich data that could be generated using qualitative approaches and how these data could be used to explain, rather than only demonstrate, the influences of personality type on the teaching and learning process. Because the purpose of the present study was to examine in depth the influence of MBTI typing and training on the tutor-learner relationship in a workplace training program, a qualitative approach was proposed.

Advantages of the Qualitative Approach

The power of a qualitative approach lies in the descriptions that qualitative research produces. The interview transcripts, field notes, and other records were gathered so that people's own words provide the data which were analyzed in search of understanding the participants' perspectives. These data also provided a level of detail necessary for explanation. As Bogdan and Biklen (1992) pointed out, "description succeeds as a method of data gathering when details face accounting" (p. 31). Description provided the data necessary for a rich understanding of the mentoring process itself, and of how MBTI training influenced the tutoring and learning process, rather than merely demonstrating a correlation.

The qualitative approach focused on the process of teaching and learning. To know the outcome or product was not sufficient to understand the meaning of teaching and learning relationships. "'Meaning' was of essential concern to the qualitative approach" (Bogden & Biklen, 1992, p. 32). The participant's meaning of relationships was understood through his or her perspective; the sharing of self-understanding; and the depth of information gained from each learner and tutor. To capture each participant's perspective, qualitative methods elicited data in each individual's own words. The words of the participants and the researcher were "flexible and unstructured, capturing verbatim reports or observable characteristics" and minimized a priori judgements about the teaching and learning experience (Brink & Wood, 1989, p. 13). These verbal data provided a rich resource from which to interpret meaning.

Several other conditions made a qualitative approach appropriate for this study. As mentioned above, most previous studies had provided quantitative information. The limited use of qualitative elements had indicated that there was much more to be learned about the influence of MBTI on the tutor-learner relationships. Consequently, a qualitative approach was suited to this study because little was known about the topic or phenomenon (Brink & Wood, 1989).

What was known about the influence of MBTI on tutor-learner relationships was based on the generalization of data gathered from other populations or in other types of learning relationships (Carskadon, 1994; Keirsey & Bates, 1978; Morrison, 1994; Myers & McCaulley, 1985; Nisbet et al., 1982; Thompson, 1984). The qualitative method was suited to this study because what was known about the topic or phenomenon was based on experiences in other learning contexts that were not directly transferable to one-on-one mentoring in a work setting; any application would essentially be based on hunches (Brink & Wood, 1989).

A qualitative approach was also appropriate because the researcher wanted to

understand how MBTI typing and training influenced the tutor-learner relationship. The tutors and learners were provided with MBTI typing and training, but it was unknown how the learning influenced their teaching and learning relationships. The qualitative method was suited to this study because of the exploratory nature of the study. There was "something going on but [the researcher is] not sure what it is" (Brink & Wood, 1989, p. 165). The participants' sharing of how the MBTI informed the teaching and learning experience allowed others to learn from the experiences of the participants in this particular context. Taken together, the characteristics of qualitative methods matched the needs of this study.

In particular, the interview approach was selected as a method to gain insight into the meaning of the influence of MBTI typing and training in these particular learning relationships. The interview approach, described in detail in a later section of the proposal, provided a way to get inside of the one-on-one relationship that occurred between each tutor and learner. Through interviews, insights were gained into what happened within the learning relationships, and interview data helped to explain the influence of personal style on learning outcomes. The thick descriptions provided by each tutor and learner made possible a whole picture of the tutor-learner relationship.

Qualitative Methods in a Naturalistic Context

A naturalistic methodology was proposed for this study since the participants' realities were whole, and cannot be "understood in isolation from their context" (Lincoln & Guba, 1985, p. 39). The researcher gathered data in the participants' settings to gain the full understanding of the context. The context was the backdrop in which the participants placed meaning to the experience. Consequently, the data for this study were gathered in the field.

In the naturalistic paradigm, the researcher and participants were the human "instruments" used to gather data through interaction with each other. "Only the human

instrument is capable of grasping and evaluating the meaning of that differential interaction" (Lincoln & Guba, 1985, p. 39). The human instrument communicated the whole picture of the experiences. The human instrument was also important because the naturalistic paradigm tapped tacit knowledge. Intuitive knowledge as well as more explicit factual knowledge was essential to understanding the nuances of body language, patterns of behaviour, and feelings in the interactions that were also valued and appreciated as they elaborated understanding to a different level (Lincoln & Guba, 1985).

Qualitative methods also were "more adaptable to dealing with multiple realities" (Lincoln & Guba, 1985, p. 40). Qualitative researchers may sample a population in ways that purposely reveal a range of perspectives or realities. Qualitative methods also exposed the nature of the interaction between the researcher and participants through thick description, enabling the discrimination of bias and phenomenon description. In the present study, the potential for revealing multiple realities was essential to understanding the tutor-learner relationships among different personalities. Furthermore, the exploration of multiple experiences further minimized bias on the part of the researcher, who was immersed in the work setting being studied.

The potential for revealing multiple realities also extended to qualitative data analysis, which was sensitive to the nuances and patterns that emerged in the data (Lincoln & Guba, 1985) making inductive data analysis a characteristic of the naturalistic paradigm. Inductive data analysis was "more likely to identify multiple realities to be found in those data" (Lincoln & Guba, 1985, p. 40). Data were interpreted in relation to a particular case rather than in relation to a general principle. The meaning of experiences was connected to the individuals, context, and particulars of the situation (Lincoln & Guba, 1985). As a result, inductive data analysis described the context and experience more fully (Lincoln & Guba, 1985).

Because multiple realities informed data collection and analysis, theory emerged

from the data; a priori theory did not constrain the data collected or the meaning constructed. Rather, the naturalistic paradigm had focus-determined boundaries. The "multiple realities define the focus" (Lincoln & Guba, 1985, p. 42). The researcher did not predetermine the boundaries as the full understanding may not emerge (Lincoln & Guba, 1985).

Therefore, emergent design was a characteristic of the methodology. While the researcher had a planned methodological approach, the interaction between the researcher and participants shaped the specific inquiry process and influenced the outcomes (Lincoln & Guba, 1985). For instance, in the present study, a sequence of long interviews had been chosen as the most appropriate data collection strategy, and guiding questions had been defined. However, these questions were elaborated or were changed during a particular interview, or across interview sets, based on interactions with the participants. It was in this sense that interaction between the researcher and participants influenced the inquiry process.

Since data collection, analysis, and interpretation were defined by a particular set of multiple realities, tentative application was a characteristic of the naturalistic paradigm. Multiple realities may not be found to apply elsewhere. The degree of similarity between respondents and contexts determines the relevance of the researcher's findings. The combination of multiple influences makes application to other settings tentative (Lincoln & Guba, 1985).

Because of the degree of interaction between the researcher and the participants, the naturalistic paradigm had special criteria for trustworthiness. Qualitative procedures called for new criteria for trustworthiness than were suited to quantitative studies. The criteria were designed to permit open interaction between researcher and participants. These criteria included a higher degree of self-awareness on the part of the researcher about her own beliefs about the phenomenon under study, her relationships with the informants, and her

decision making process as the research design evolved and throughout data analysis and implementation. Consequently, both the research setting and the methodology are described in detail.

The Research Context

The research setting was a long-term care facility with approximately 500 residents who were diagnosed with developmental disabilities. The facility provided the adult residents with a residence, day programs and various services. Most of the personal care and assistance was provided to residents by direct service workers within the setting. These direct service workers were prepared for their roles through an on-site Basic Skills Training (BST) course. The BST program was specifically designed by the Alberta Association of Rehabilitation Centres (AARC) for direct service workers in rehabilitation services. The BST was a program of self-study for staff in the field of service to people with developmental disabilities. The BST program was being used in some Manitoba agencies to train direct service workers.

The BST had eight bands (units) of study. Each learner was supported by a tutor, who provided a professional model in the work setting and guided the learner through the eight bands of study and in his or her early practice experience. The tutor also evaluated the learner throughout the BST program. Evaluation included tests, observation of the learner, and feedback to the learner. However; continuing employment does not necessarily depend on success in the BST program. In practise continuance is decided by the individual's unit director. The focus in the research described here was on the nature of learning relationships in the one-on-one tutor-learner relationships.

Sketch of BST.

The BST was a program designed specifically for direct service workers in rehabilitation services. The AARC developed the program in 1992 and later modified the learning materials to adapt them for use outside the province of Alberta. The BST was used

to provide a comprehensive orientation of the knowledge and attitudes that promoted effective practice among direct service workers. The successful learners received a certificate from Alberta Vocational College.

The content of the BST was organized into the following bands (MacLean, 1994):

A Introduction to people with disabilities

B Introduction to services for people with disabilities

C Values and attitudes

D Roles and responsibilities of direct service workers

E Communication

F Health, safety, and emergencies

G Skill development

H Personal care

The BST program was based in the workplace and learners received a self-study manual which they completed with the guidance of a tutor. The information in the BST manual was continually applied in the work setting, with the support of the tutor. The learner built basic skills in each band by constantly integrating theory and practice. In addition to being paired one-on-one with a tutor, learners also had opportunities to meet with other learners on a regular three week schedule. The BST program was highly individualized, but most learners opted to attend the group meetings and maintained the group's pace of learning.

Within the group meetings, learners and tutors were offered the MBTI and were given training regarding use of personality type in teaching and learning. During the first group meeting, the Staff Development Coordinator introduced and administered the MBTI, and later scored the forms. During the second meeting, a 1 1/2 hour training session was provided to learners and tutors. The training included a description of psychological type, preferences, and the MBTI preferences. The description of the types and verification of

type occurred, then the scored forms were returned. There was a discussion of the application of type to education, team-building, counselling, and working with others. The focus was on learning: learners were encouraged to understand their preferred and less preferred learning styles, and tutors were encouraged to become aware of type differences in learning to support the learners' growth and development by offering learning situations that are interesting and effective for the learners. MBTI typing and training for learners had been a routine part of the BST group meetings since the Centre began using the BST program for workplace training. For the purpose of the study, senior tutors who were typed a year or more ago were offered a new MBTI at the beginning of their participation in the study.

The Researcher

The researcher was the Staff Development Coordinator at the facility. One of the roles that falls within the scope of Staff Development was the role of Proctor in the BST program. Consequently, tutors worked closely with the researcher in supporting the learners. However, the researcher was not directly involved in the evaluation of the learners, or in the performance review of the tutors' practice in the workplace. The tutors' responsibilities to the learners were evaluated by the learners, and not by the proctor. Concerns about the workplace performance of the tutors or learners were dealt with by the individual's immediate supervisors.

Since the first use of BST at the Centre, the researcher had been involved with training and preparation of the tutors. The researcher facilitated the registration of the employer-identified learners with Alberta Vocational College then assisted with matches of tutors and learners based on the proximity of available tutors once the learners had been identified by the employer. The researcher and two tutors also had developed a series of ten two-hour classes or group meetings provided to learners. MBTI typing and training were provided in the first two classes in this series. The researcher and tutor team delivered the

classes to each group of learners three times each year. In all aspects of the BST program the tutor was the first line of contact for the learner, and the researcher acted as a support to both tutors and learners by being a resource when administrative or academic issues arose within the BST program. Because of the researcher's close association with the program the research design included measures to address researcher bias and conflict of interest. These measures included prolonged engagement in the interview process, peer review of data collected and analysis with the academic supervisor, negative case analysis, and member checking (Lincoln & Guba, 1985).

The MBTI typing and training was of interest to the researcher in that it had been observed to be a tool in improving teaching and learning techniques in other settings. The researcher was first exposed to the MBTI while employed as an instructor at a community college. The researcher was qualified to administer the MBTI instrument and MBTI typing and training had been a part of the delivery of BST programs since the inception of its use at the Centre. The MBTI philosophy of acceptance of the difference among people was appropriate with the field of service to people with developmental disabilities. The researcher believed that service providers improved the care they gave to people with developmental disabilities as they learned more about their own personality, reaffirmed value for the differences among people, and learned to use their strengths in their work.

Building Trust

Building trust between the researcher and each participant was important as it led to credible data. The participants were more forthcoming as they felt trust, integrity, and respect in the researcher. Trust was evident in participant disclosures on three levels:

1. Personal information about previous educational experiences and about their present learning showed trust in the integrity of the researcher.

2. Professional information showed trust in the researcher to use comments in a helpful manner that would not damage their workplace security.

3.Educational information showed trust in the researcher to keep the research roles distinct from the administrative role.

The depth and variety of disclosure showed a commitment on the part of participants to improve the work practises as they invested in the research as something that would improve future training. The information disclosed helped to put comments into a context as the researcher could interpret the personal contexts. Particularly because of the researcher's role in the workplace, trust was developed from the first contact and continued throughout and beyond the study.

The researcher's best efforts were put into building and maintaining trust with each participant. As the researcher was a known person in the work setting, the reputation was seen as an asset to establishing and maintaining trust. This same participation in the workplace required the researcher to maintain strict confidentiality about information shared within the research study. The researcher lived the intention of the study: to learn about the tutor-learner relationship with the goal of improving support for future tutor-learner relationships. The sharing of the insights gleaned from the data participants provided in the study was achieved in an anonymous, respectful manner.

The Participants

Choosing appropriate informants was critical to a qualitative methodology. To optimize a holistic understanding of the tutor-learner relationship, the participants in this study consisted of both tutors and learners so as to capture the experience from both the tutor and learner perspective. Because recency of experience also was an important aspect of obtaining accurate information about the experience, all participants were part of a group who were currently participating in a tutoring-learning relationship. These informants were actually experiencing the process and were in the best position to describe these learning relationships.

All potential participants worked in a setting where the BST for direct service

workers in rehabilitation services was used to train new staff. In this program, a tutor was paired with each learner to assist with the teaching and the evaluation of the learner. Learners and tutors were matched to form stand-alone pairs who worked together for the duration of the BST program.

The potential sample of tutors were Nurses and Nursing Assistants who had from five to twenty years of experience working in the field of developmental disability at the Centre. The participants were drawn from those tutors who were assigned a learner for the training session beginning in September, 1998. Tutors had been selected for their role by the employer through an application and interview process. The selection of tutors by the employer was based on the employer's perception of demonstrated technical skills and humanistic perspective, as well as their ability to teach other staff, and their willingness to help novices in the workplace learn basic skills. The tutors had completed sixteen hours of training on the BST from the Alberta Vocational College, and an additional forty hours of tutoring preparation at the work-site.

The learner participants were identified from a group of employees selected by the employer to begin the BST program in September, 1998. The learners were selected based on the recommendation of their unit director and on their seniority. The BST program was considered to be a progressive developmental opportunity, not a remedial program. From the employers lists of tutors and learners, the researcher planned to accept only pairs in which both tutors and learners consented to participate in the study. However, all volunteers were accepted to participate in the research.

The sampling procedure described was purposive in the sense that participants were chosen to represent "typical" tutor-learner pairs. The researcher attempted to select "typical cases to avoid rejection of information on the grounds that it is known to arise from special or deviant cases" (Lincoln & Guba, 1985, p. 200). The participants were typical tutors and learners in that, the researcher had not sought out the tutor-learner relationships that were

likely to work exceptionally well, nor the tutor-learner relationships that were likely to experience difficulty. However, since the selection of participants occurred at the beginning of the relationship, the researcher could not predict with certainty which relationships may become extremely successful or problem ridden. Each relationship likely was expected to have its own ups and downs as the study progressed.

The researcher had also considered "convenience sampling to save money, time, or effort" (Lincoln & Guba, 1985, p. 200). All of the participants were involved in the BST course at one site. The researcher had access to participants in their workplace for convenience of scheduling interviews. This selection procedure described provided a well qualified group of informants reflecting of a range of tutor-learner experiences.

Sample size.

The sample included four tutors and four learners, for a total of eight participants. This was a manageable sample size in that potentially thirty-two interviews could result. The sample was also large enough to provide variation of experiences that enlightened the analysis and left some room for attrition, which did occur.

Participant rights.

The group of learners and their tutors were given information about the study in September, 1998. Participation was voluntary and informed consent was obtained from each participant. The participants were provided information about the research in a letter of consent which they choose to sign to indicate their willingness to participate. In the consent letter, the participants were provided information about the researcher, the purpose of the study, and specific information about his or her participation. The researcher also provided the informants with information about any risks that may be involved before beginning data collection, and about any risks that arise during the study. Any participant was free to withdraw from the study at any time since the ownership of the data resided with the data provider. Furthermore, participants were assured that participation in the research would

not effect, in any way, their studies in BST or their future in the workplace.

The researcher maintained confidentiality during the data collection and protected the anonymity of the participants when the results were reported. To protect the identity of participants, great care was taken to avoid inadvertently identifying a participant in the data reported. The researcher coded the informants data with a pseudonym as it was collected to prevent any raw data being linked to a specific informant. All audio tapes and transcripts were secured in a locked space. Access to the raw data was only on a need-to-know basis, and was limited to the researcher, her academic advisor, and the participant who provided the data. The results of the research were shared with participants in two different ways. First, the interviews included "member checking" (Lincoln & Guba, 1985), in which each participant was briefed on how the researcher interpreted the data he or she had contributed. Second, each participant will receive a summary of the results of the study when it is completed.

The Long Interview

The long interview method was suited to a study of the one-on-one relationship between learners and tutors. As Seidman (1991) stated, "at the root of in-depth interviewing is an interest in understanding the experience of other people and the meaning they make of that experience" (p. 3). The researcher was interested in knowing about the experience of the learners and tutors from their own perspective. Using the long interview method, the complexities of the relationships and the individual experiences were learned from these expert informants. The data allowed understanding of the influence of personality style on the mentoring relationship, since each participant had an opportunity to tell the researcher about the experience in his or her own words, at his or her own pace, and in the manner that felt right or correct for his or her personality style.

The in-depth phenomenologically-based interview was described by Seidman (1991) as a method that combined life-history interviewing and focused, in-depth

interviewing. Interviewers used primarily open-ended questions: "Their major task is to build upon and explore the participant's responses to those questions" (p. 9). Each participant naturally focused on the aspects of the experience that were particularly meaningful to him or her. The researcher followed participant initiated tangents to explore the depth of the meaning for each participant. The interviewer guided the participant to reconstruct his or her experience using non-directive probes such as "Can you tell me more about that?" The participants were viewed as expert informants and were invited to share the context of the experience and talk about the experience through his or her own perspective. The assumption was that tutors and learners were living the experience, and so only they could talk about how they derived meaning from the relationship.

Interview Method

Elaborating on an interview method described by Seidman (1991), a series of four interviews were to be conducted with each participant. The interviews were semi-structured, in that there was a set of open questions to guide each of the interview sessions. These questions were designed to optimize the gathering of similar categories of data from each informant, while providing opportunities for elaboration and spontaneous responses (Appendix A). Each interview was up to one hour in length.

The first interview was focused on life history, which helped the researcher put the participant's experience into the context of his or her life. The type of questions asked in this interview addressed how the participant became involved in work with people with developmental disability, what led up to this experience, and his or her goals for the tutoring process (Seidman, 1991).

The second interview focused on the details of the teaching and learning experience of the tutor-learner pairs. To help the researcher put the experiences described into the context of the social setting, each participant was asked to talk about his or her experience in the setting (Seidman, 1991).

The third interview was designed to encourage each participant to describe and reflect on the meaning of his or her experience. In this interview, each participant was asked to talk about the connections between his or her work and the teaching and learning experiences (Seidman, 1991). The process of conducting three interviews allowed the interviewer to tap the experiences of tutors and learners throughout the learning program. Each of the interviews were structured to "maintain a delicate balance between providing enough openness for the participants to tell their stories and enough focus to allow the interview structure to work" (Seidman, 1991, p. 13). The researcher followed Seidman's three interview structure and added a fourth and final interview designed to check the researcher's interpretation of the data.

The tutors and learners were colleagues in the workplace. The researcher was aware of the need to foster the working relationships among the participants. Particularly under these circumstances, it was important to maintain confidentiality throughout the data gathering process and anonymity in reporting of the results. The intentions of the researcher were to optimize data collection, not to criticize the performance of individuals. Therefore, the interview questions were designed to invite the participants to share positive, constructive statements, but at no time during the study did the researcher share one participant's experiences with another.

Individual interviews not only helped to avoid comparisons among participants, but also were a good fit to the nature of the BST program. The tutor-learner relationship was created to provide a means of meeting various individual learner's needs in the workplace. Each tutor-learner pair engaged in unique activities and experiences to meet the needs of the particular learner. Individual interviews permitted those variations to emerge. Individual interviews also provided opportunities for triangulation between two data sources on the same teaching and learning experience.

Data Preparation

To capture the richness in the interview data, each interview was audiotaped and the audiotapes were transcribed verbatim. Transcription of each set of fieldnotes began with a heading that included the pseudonym of the person interviewed, time of interview, location of interview, and any other identifying information. The right hand margin was large enough to add coding and comments later (Bogden & Biklen, 1992), and the lines in each data file were numbered for easy reference.

Analysis of the transcribed data took place throughout the study. The researcher wrote memos following each interview, recording any observations and insights that emerged at the time. These notes were used during the study to shape the specific questions in each subsequent interview and during the final data analysis to guide the coding and interpretation process.

Data Analysis

Data analysis began during collection of the first data set and continued throughout all subsequent phases of the study. As the data collection was designed to occur in four stages, the researcher transcribed data, engaged in tentative data analysis, and modified interview plans between each stage of data collection.

As they become available, the interview transcriptions, observations, and the researcher's reflective notes were reviewed in a process of constant comparison and coded into tentative conceptual categories (Lincoln & Guba, 1985). As the categories emerged, the researcher's questions guided further investigation in the field. As the data accumulated, new findings were compared to the initial categories. Attention was given to both confirming and challenging data that emerged. The new data supported the development of additional categories, the modification of the initial categories, and the generation of questions for further exploration in the field. The analysis took a narrative form, with the researcher writing memos to record observations and insights that occurred during the

analysis process (Fraenkel & Wallen, 1996).

The researcher used a process of analytic induction to formulate a working hypothesis about the influence of MBTI typing and training on the teaching and learning relationship. The process began with the definition of the experiences described, and continued with the formulation of a tentative categories of data. As the data analysis continued, the researcher examined the fit between each case and the tentative categories. The researcher actively searched within the data for negative cases and modified the definition or hypothesis according to those findings. This process continued until the full range of cases was examined. The analytic induction process resulted in a detailed examination of the influences of MBTI typing on the learner-tutor relationship.

Limitations of the Study

The limitations of the present study included that:

(1) the participants in the study were volunteers; a factor which may affect the representativeness of the sample to the population from which it was drawn.

(2) the relationship between the participants and the researcher may be a factor that limited the data collected. Participants and the researcher were from the same workplace. This aspect of proximity and anticipation of continuance of working relationship following the study may have affected what was disclosed to the researcher.

(3) the researcher bias may have affected the collection or analysis of the data. The researcher believed that the MBTI influenced the tutor-learner relationships and therefore was looking for that connection in the focus of the study.

The methodology described was designed to minimize these limitations, but they still influenced the investigation.

CHAPTER FOUR

Presentation and Analysis of Data

Eight participants who were either tutors or learners in the Basic Skills Training (BST) program were interviewed. Each learner was paired with a tutor who mentored the learning process and evaluated direct care skills. Informants volunteered to be interviewed at the first class meeting in fall, 1998, when the learners and tutors were approached about participating in the study. All volunteers, regardless of MBTI type or learner-tutor pairing, were invited to participate. The volunteers included two learner-tutor pairs and four individuals who were learners or tutors, but were not paired with each other in the BST program (Table 1). Some volunteers did not complete the interview series because of their time constraints or because they left the workplace before the end of the study. Consequently, there was one complete, rich case study of a mentor-learner pair (LA and TA) completed the full interview series. In addition, a second pair (LC and TC) agreed to participate in the study, but LC left the program shortly after the first interview. TC continued as a participant to the end of the study. The remaining four informants participated in the research, but there respective learner or tutor partners did not. These interviews provided data from a learner or tutor perspective, but not from the perspective of a learner-tutor pair. As a result, the single complete data set for a learner-tutor pair is presented as a detailed case study. These data are then complemented with interview data from 6 individual tutors and learners.

Informants' direct quotes are referenced by a coding method: L or T to indicate whether the informant was a learner or a tutor; A, B, C, or D to indicate and distinguish between individual informants; 1, 2, 3, or 4 to indicate the particular interview; then the line numbers. The coding procedure is used throughout the results chapter.

Data from the Case Study

The case study is presented in depth to illustrate the richness of interaction between

Table 1

Sex, Experience and Interviews by Informants

Informant*	Sex	Experience		Interviews			
		Approximate time at Centre	Previous learners	1	2	3	4
LA	M	1 month		X	X	X	-
LB	F	1 year		X	X	X	-
LC	F	6 months		X**	-	-	-
LD	F	8 months		X	X	-	-
TA	F	7 years	2 learners	X	X	X	-
TB	F	20 years	1 learner	X	X	X	-
TC	F	16 years	none	X	X	X	X
TD	F	24 years	1 learner	X	-	-	-

* LA and TA, and LC and TC were learner-tutor pairs. The partners of the remaining informants did not participate in the study.

** LC left the program shortly after the first interview.

- Data not obtained.

the tutor and learner. The case illustrates the experiences of one learner and one tutor (LA and TA). LA is a male who had approximately 1 month of experience at the Centre. TA is a female with approximately 7 years experience at the Centre. TA had tutored 2 learners previously. The case presentation follows the evolving mentoring relationship over time, alternating between the learner and tutor perspective throughout. This presentation strategy best illustrates the complexity of the relationship and the roles of personality in the mentoring process.

Match Making.

The learner was paired with a mature, experienced tutor who worked in the same residential area. Although the main reason for the pairing was proximity, the match seemed suited to the learner's needs. The learner appreciated that the tutor worked in the same work area because if they "do not work in the same area there could be conflict, more problems" (LA1, 510-512). The Residential Coordinator (RC) made the tutor pairing for this learner by selecting among several tutors in the work area. The RC may have considered shift scheduling, availability, and other possible constraints. The learner felt a connection with the tutor was based on similar type profile. "I was open and she was too . . . In our case it was just a natural match" (LA3, 144, 149-150). The learner found that having several similarities was important to the mentoring relationship.

Personalities match.

When asked about the match between the tutor and learner, the learner stated that the match was good and "our personalities complemented each other" (LA2, 206-207). Reasons for the excellent match were given: "same outlooks," "philosophies are similar," "age factors," "co-worker relationship," "same type of situation," and similar "life experiences" (LA2, 209, 221-225, 230, 273-277). The tutor and learner found they "have a lot in common" especially "where work is concerned, we are also both dedicated to our work, our philosophies are pretty similar, giving them opportunities" (LA2, 218-223). The learner

commented that he can give more reasons.

In particular, "our styles must have been pretty much the same. I think she [was] an outgoing person" and "her style [was] very extrovert" (LA3, 114-116, 120). The learner felt the tutor was "the same kind of people person" with the "same kind of background, the same work styles, and she has the same kind of values" (LA3, 225-229). The learner felt that there was "a good match, I guess, I like to be with people too" (LA1, 996-998). This learner appreciated "a people person, someone else might not want that as a tutor. Someone else might want someone very by the book" (LA1, 1139-1143). The learner described the "social animal aspects of it, I guess like all the geese stick together and the ducks stick together" (LA3, 204-206). Similarities benefited this learner and helped the connection.

The learner felt that their personality match was important: "personalties, experiences, as well as the tutor -- I think that is the key to it all" (LA2, 728-730). He felt that personality similarities contributed to good communication: "to be very similar in ways it makes for a better learning experience because you communicate better" (LA2, 749-751). The learner felt that "it is important for the tutor to be able to relate to the [learner] . . . If you get the right match it is going to work" (LA1, 1119-1121). The learner felt that having a lot "in common, it makes it easier" (LA2, 209-212). The learner also felt that being "born in a certain generation" helps "so we can relate" (LA3, 163-164, 167). The necessary element was finding the "common ground between the tutor and learner" (LA3, 1191-193). The learner commented that if was "a good match, then it is an easy process" (LA2, 803-804). However, he appreciated that a good process required conscious effort on the part of the tutor who "was trying to read how I was taking it in" (LA1, 655-656).

The learner also indicated that difference could be a challenge in comments such as the following:

"If there was a difference in our personalities, then I think that there would have been a clash" (LA1, 490-492).

"If you are completely different, your values, your learning styles, everything is different then I think you will have confrontation" (LA3, 216-219).

"It is a challenge for the tutor, sometimes you might work with someone who does not have much life experiences or there is quite a bit of difference" (LA2, 793-797).

"If there are enough differences and that it will stop the learning process" (LA2, 762-764).

"When they see an individual and the see there is difficulties, they see how to approach them . . [to] help in a positive way" (LA2, 310-314).

The learner appreciated the choice of tutor, finding it was a "natural thing for us to be together" even though they "never discussed about what [was] your learning style" (LA3, 136, 140-141). The learner felt that they would be likely to look explicitly to type if there had been "problems occurring, then we would probably look at, 'Is our learning style the same?'" (LA3, 156-158).

The tutor recognized "a lot of similarities" with respect to learning styles, and found the learner preferred "asking a lot of questions and seeking things out" (TA2, 215-220). The tutor felt that it "was important for [the learner] to just give him the information and just allow him to go and make the mistakes, correct them together, we will work on it together" (TA2, 226-230). The tutor felt they both approached learning by doing.

The tutor "knew" the learner as shown when she stated that "you kind of have to get to know the people that you are working with before you have a unique way of approaching it" (TA3, 159-161). The tutor felt it was important to "be willing to listen" to the learner (TA3, 476). The tutor became aware of the learner's strengths and weaknesses, and worked with that. This approach was appreciated by this learner who commented that "she knows what is me in that sense" (LA1, 370-371). The tutor looked for strengths in the learner and helped him to promote his new ideas. "What I think is a good idea and may work, may not, so I hate to set him up for failure" (TA3, 486-488). The tutor felt that this approach helped the learner focus on abilities and build confidence. "Everyone is so different," so tutors

needed to "pay attention to the person" in order to "focus on what their abilities are" and to "build up confidence in them;" tutors had to "really become aware of that person and you work with that" (TA3, 568, 570, 573-574, 576, 581-582).

MBTI analysis of the match.

In this case, the learner's personality characteristics seemed to be similar to the tutor's characteristics as both are "people persons." Learning needs expressed by the learner were validated by the tutor. The match, although made by chance, helped the learning process. The tutor's strategies fit with the needs of the learner. Few differences were perceived between the tutor and learner. They stated that they knew what to do if difficulties occurred and it seemed that the pair could depersonalize the potential for conflict through open communication. The maturity of the tutor's style was a critical factor in that the tutor encouraged the learner's type to develop by allowing for its expression.

Gender issue.

Beyond personality characteristics, gender difference was a concern for the tutor. TA noticed LA walked away from a group of women staff talking. TA sensed that LA felt "excluded because he is a male" because "he would not interrupt that group talking, he would kind of walk away. That made me realize that we have to watch for that, so that he does not feel" excluded (TA1, 413-414, 439-442). TA supported LA to talk with the other staff and she encouraged others to "pull him in every once in a while and remember that we are all staff here" (TA1, 423-425).

The tutor stated, "this was the first male that [she] tutored and it seemed a little uncomfortable with a few issues" like "Sexual Harassment" which TA found "was harder talking to just like a male employee, who I do not really know" (TA2, 451-453, 100-102). TA revealed that the gender issue "was a barrier that we kind of got over together" (TA2, 109-110).

Discussion with the learner helped to get through the gender issue. LA stated that

"We are working together for hours so talk about it. So, I know that you are helping me learn what to do. You have the experience. It has nothing to do with gender" and "to me gender has never been an issue" (LA1, 869-873, 912-913). The work area had "only one male nurse there and we are rarely working together" (LA1, 891-892). When working with female staff LA "told them that if they saw anything, that if they felt anything, that they need to talk to me about it. I will not take it with a negative attitude" (LA1, 850-854). TA brought out the differences and talked about the issue which directly helped this learner. LA found that it was "one of those things, we can talk about it" (LA1, 940-941). Effective communication was important to the relationship.

Since MBTI individual preferences are found in both genders, socialization was a more likely root of gender differences observed in this case. The perceived issue, on the part of the tutor, was quickly resolved by talking. The use of open discussion fits with the Feeling preferences of both tutor and learner for solving problems.

The Learner's Beginning Perspective

LA presented as positive and open during the interviews. LA was a new employee who worked in a newly developed residence designed for adults with dual sensory impairments when he became involved in the BST program. LA understood the BST was "almost like one of the things all new staff go through" and felt it was "like part of the orientation actually" (LA1, 88-91). Prior training in the field equipped the learner with "experience in adapting to new situations" (LA1, 479-480). LA approached the BST with a mature understanding that he would learn about his role through the program: "I know what is expected of me, tests, classes, that was easy. I got what was expected of me" (LA3, 771-773).

LA also expected to apply his many skills to this workplace and to be involved in the learning process as an adult learner. LA's expectations "were for guidance and information" from the tutor (LA1, 460-461).

Expectations.

LA understood the importance of expectations, but was unclear at the onset about specific expectations. "You have expectations for what the tutor is to you" and "expectations affect how you feel" (LA1, 1137-1138; LA2, 505). When TA planned to meet with LA about the first band of study, LA expressed concern about the unknown. Anticipating the first meeting "got [his] anxiety level up already. What is the discussion going to be?" (LA1, 692-694).

Later, in the befriending stage, LA talked about those feelings. After the meeting turned out to be a positive experience for LA, he emphasized that he felt closer to the tutor, that they were "two people that feel comfortable enough to talk about that" (LA1, 707-708).

Clear expectations at the onset were important to this learner, as expressed in a series of comments:

"Those expectations were very clear so the relationship started off on a right foot because I knew what was expected" (LA3, 749-752).

"She gave me what I needed to know about her in the beginning . . . and that was good for the relationship" (LA3, 755-756, 759-760).

"She expected high quality work" (LA3, 766). LA appreciated that TA had shared expectations with him.

The tutor used befriending to establish the relationship with the learner who commented that "somebody has to know who I am" (LA2, 785-786). The tutor accepted the learner and his skills: "[the tutor] knows there are skills that I bring to it" (LA1, 500-501). The learner was interested in learning new skills related to residential-care work: "Although I know some things from before, I can accept her tutoring to improve my skills" (LA1, 496-498). The tutor and learner accepted each other's expectations. LA wanted "the practical aspect" and he had "expectations on the skills part" (LA2, 478; LA3, 634-635). LA reported that his tutor "assisted [him] with that aspect because [the tutor] was able to help me in the

practical aspect and that was what I was needing" (LA3, 642-645).

First impressions of the tutor.

The learner described TA as someone who took "her job very seriously as a tutor" and was a "keener" (LA1, 373-374, 178). LA talked about the tutor's intense attitude towards her role which had a significant effect on LA's studies. "[The tutor] makes sure that she knows what I am doing and that we talk about things" (LA1, 326-328). LA identified other characteristics of the tutor when he stated that TA was "people friendly" and "she develops people so they want to be with people" and that "she has the skills, she is a good listener. She also [had] a good sense of humour, easy to talk to. She is very positive and encouraging" (LA1, 156-164).

The Tutor's Beginning Perspective

From the onset, the tutor expressed enthusiasm for her work. "It is the only place that I want to work; it is great!" (TA1, 49-50). TA wanted to share her enjoyment of the work with learners and

pursued a unique relationship with the learner. "I think that if you can connect with the person kind of on the same level to start with it is a lot easier" (TA1, 100-102). TA made an effort to get to know the learner. "I have to step back and think about how individual each person" and to "be patient with their successes" (TA1, 125-127). The differing needs of learners were clear to her: "I had two really different circumstances" before being paired with this learner (TA1, 98-99). TA did "a lot of guiding" with her first learner, then found it was "really hard to keep up" to the pace of the second learner (TA1, 87, 97). The tutor adjusted her response to the learner's needs.

From the tutor's perspective, the work environment affected LA's learning. "The area that I am on is very unique" (TA1, 156-157). TA and LA work on "one of the most hectic areas" because the work was dynamic and it was necessary for the tutor to help the new person flow with the daily changes (LA1, 295-296). TA commented that the work on this

unit was "very different from going into a unit where it has been running like that for years" (TA1, 136-139). LA clearly enjoyed the work environment: "It is wonderful, it is so resident focus[ed]" (LA1, 300-301). The daily activities flowed with the resident needs and "all staff on the area give guidance and give input into the daily schedules and routines" (TA1, 394-397). The new unit required a variety of skills and little was routine. TA recognized the complexity of skills as there was "a lot to learn and to grasp all at the same time" (TA1, 188-190).

Working in a new residential area contributed to the learning and created a unique experience where everyone was a learner. TA appreciated the rich learning potential as reflected in her comments that "there are things that have come up and that were dealt with" and "knowing how new we were there, how new staff, how new residents--everything was kind of new" (TA1, 587-588, 592-594). The demands on TA's own learning presented a challenge: "you know that you kind of have to be there for a role model and you are really busy, but you have to take your time" (TA1, 629-632).

TA and LA were acquainted as co-workers before being paired together for the BST learning experience. Upon pairing, TA initiated a meeting with LA to state her expectations, define the roles, and open the relationship with warmth and humanness. LA felt "it was just the natural flow to be with . . . my tutor" (LA1, 108-109).

Process of Relationship Building

Although personality and gender issues were anticipated in the design of the study, the development of this mentoring relationship was dominated by other issues. The first was a clarification of the role of the mentor. LA did not know how to relate to the tutor in the beginning. "I think that he thought I was his boss" (TA2, 81-82). TA described the mentor relationship for the learner. "He kind of became a lot more comfortable when we clarified things, had our meetings and from then it went well" (TA2, 87-90).

A second issue was the need to get to know the learner. TA felt that it was "kind of

hard to know what to do without knowing him" and that "it was kind of hard to make that connection" and "I found it difficult to kind of mark someone when you do not know him" (TA1, 321-322, 325-326, 330-332). TA and LA took time to develop a relationship, met over breaks, and talked about lighter topics.

TA also felt that it was important to present herself as human: "They learn that you are just as human as they are" (TA1, 554-555). TA believed that comfortable relationships were a foundation for learning, and that achieving that comfort took time. TA said that the learner was "a lot more comfortable with me than when we first started . . . [the learner knows] how to take me or what he had to do in this tutoring thing" (TA3, 551-552, 553-555). As the relationship developed, the mentoring process became easier. "You kind of get comfortable with each other and things go well after that" (TA1, 559-560). TA knew how to "make the person that you are tutoring feel comfortable" and new perceptions were shared by the learner, who reported that he felt "very comfortable with [my tutor]" (LA3, 356-357; LA1, 112-113).

TA felt that strong relationships build self-esteem and confidence. "They build their confidence through the tutor-learner relationship" (TA3, 545-547). Openness about the mentoring relationship was important to building the relationship. Furthermore, this pair demonstrated that tutors and learners benefit from building relationships right away, before any problems come up. "We talk about that all right at the beginning, so you know pretty well right there where I stand" (TA2, 553-555). LA hoped that the tutor "would be straight forward" (LA1, 392-393). TA believed that learners "should not feel that they are bothering you because it is for them" (TA3, 665-666). TA felt that the learner's input was important for balance in the relationship. The learner "had a lot of questions" then "he would listen" and "I would listen" before "we put it all together" so "he had a big input into that" (TA3, 116, 117, 118, 127, 129). This perception was shared by LA who reported that the relationship was like "equals" and "we share information between one another" (LA2, 231-232). The

relationship was built on trust, "not one feeling threatened by the other" (LA2, 757-758).

Communication was used to build the relationship and within that process, discussions of care issues led to openness. "We make them feel part of the team" (TA2, 46-47). The learner was a valued team member. "We make him comfortable with the questions" and "I have to let him know that every question is important" (TA2, 48-49, 52-53). One of the important aspects of relationship building for this pair was that they communicated as colleagues. "I think it brings the tutor and learner relationship better, closer, easier to communicate together, you are both on the same level" (TA2, 484-487).

The relationship was necessary because of the intimate nature of one-on-one learning and feedback in the course. In this context, feedback became a personal experience for the tutor as well as the learner. "He makes you feel that he [was] glad that you were with him through this" when "he notices things and makes a comment on it, so it kind of makes you feel important" (TA1, 736-738, 749-752). At the same time, "You have to deal with problems that they are having with this course and call them on things" (TA1, 763-766).

TA was mindful of how the need for improvement and feedback would be received and how the relationship may be affected. "That was a problem for me to say, 'you are not doing things correctly.' That was hard for me because I did not really know him and I did not want to hurt him" (TA1, 385-389). LA understood the tutor's concern: "She was trying to read how I was taking it in" (LA1, 655-656). At the same time, LA realized that the tutor had "to bring up some areas for improvement" (LA1, 662-663). TA raised sensitive topics with LA and found that it was "more difficult if you do not address those things" (TA2, 190-191).

The tutor had a positive attitude towards feedback that she shared with the learner. "The attitude that you have, whether they do good or not; we are all human" (TA1, 564-566). TA told the learner, "do not take things personally because maybe you didn't do as good this time" and that "the good times are great, but the bad times do not have to be so bad" (TA1, 570-572, 574-575).

Communication was critical to the relationship building process. The tutor felt an important aspect of the tutor-learner relationship was to be "able to communicate and to be able to exchange information" (LA2: 752-753). If the tutor was "open to talk to you" it made "all the difference" and when TA "talks about the information, she shares" (LA1, 1085-1087, 720-721). The learner felt that it was also vital for learners to "have a chance to say what we wanted to say" (LA1, 1095-1096). This was true in the practice community, "at the staff meeting everybody [was] involved" as well as one-on-one, "things are going okay, then have some problems, communicate, adjust, always some little things to adjust" (LA1, 1105-1106, 795-798).

This intense personal teaching was possible as befriending continued to strengthen the connection between TA and LA. "There are a lot of issues in this that are quite hard to talk about, to discuss, or [are] uncomfortable" (TA2, 160-162). TA communicated with the learner about problems and contributed points that helped LA make good decisions. Talking kept the lines of communication open between the pair as TA reported: "the more we discussed things, the more open we became" (TA2, 196-198).

Environment Constraints

Environment and time constraint issues do not fit a MBTI framework as they are outside of the realm of personality, but they were critical issues in the mentoring process. The individuals responded to time issues with feelings about needing to find balance for themselves given these constraints. Overall, the constraints were solved together and the relationship developed throughout that process.

The learning environment was characterized by learning "on the fly," often sharing briefly during the shift changes as reflected in these comments:

"Information is passed on about the residents and what was the focus. And for myself what skills I should focus on" (LA1, 274-277). "When we did cross paths it was for very short periods [during] the last four weeks" (LA2, 196-197).

"Right at that time we have to exchange the information so we plan what we will be doing for the day" (LA1, 287-289).

"When the shifts cross that is when it happens . . . We get time to discuss thing when the shifts cross" (LA1, 228-229, 235-236).

In addition to making use of the opportunities at the shift changes, TA and LA "work in common areas, the day hall, snack time" and they "work together occasionally" with "most of the staff interactions happen[ing] during mealtimes" (LA1, 246-247, 254, 258-259).

In this environment, TA often initiated contacts, but also wanted LA to let her know when he wrote tests. "I would rather them come to me" and "he is doing that now which is good" (TA1, 505, 484-485). The tutor's support during the testing phase was critical. "I want to be there to help if they did not pass the test" because learners "need the time to get over it and it is no big deal" (TA1, 532-533, 538-539). To minimize the risk of failure, TA "left it up to [learners] to tell [her] when they have written tests for the band and when they are ready to have me observe" (TA1, 776-780). TA and LA focused on the course work within the constraints of shift work while balancing competing needs of the workplace; their efforts helped them to overcome these time and environment constraints, and showed a high level of commitment to the program.

The Teaching and Learning Process

The learner emphasized that the "tutor plays a very big role" (LA3, 549). Overall, LA felt the "positive experience . . . all depends on some key elements in the personality" such as "personal values" and "attitude" (LA3, 522-527, 530). When these personal attributes were in place, the "assignments in the actual work place become more meaningful to you" (LA3, 536-537). The tutor "must believe in the program" and reinforce the content by helping to "relate it to the actual experience, so it is a better process" (LA3, 548; LA1, 797-799). The role of the tutor went beyond teaching specific skills, and included socialization to the practice community.

From TA's perspective, the tutor was not "the boss," but rather had the role of "giving direction" (TA2, 572). TA also evaluated the learner to "be sure they know and are doing what they are capable of doing" (TA2, 574-575). In addition, TA discussed "all of our policies" and procedures and said that tutors "kind of have to keep up on all of that stuff because it helps when the learners present you with a question" (TA3, 48, 50-53).

The comprehensive tutoring role will be described here in two sections: teaching and learning strategies, and the support role. In this two part description, the teaching and learning strategies comprise the formal tasks of the tutor, and the personal aspects comprise the support role.

Teaching and learning strategies.

The tutor achieved the teaching role by using a range of strategies. When asked about tutor-learner activities TA responded "We discuss a lot of things that happen, like the residents" (TA1, 451-452). The regular dialogue about the work they are doing, was one of the main strategies that the tutor used to guide and evaluate the learner's skill development. Other strategies the tutor used were: teaching, explaining, describing, informing, guiding, as well as providing opportunities for questions.

TA used teaching to inform the learner about the best techniques to use: "She had an easier method and she just kind of pointed that out" (LA1, 610-611). TA's experience was appreciated by LA who felt that "it saves you over 5 or 6 years trying the hard way to finding out the better way to do things" (LA1, 630-632). The learner needed practical skills and the tutor role filled that need through the hands-on teaching of the skills in daily work.

Examples were used to link knowledge with the day-to-day activities of the job. "With that type of information she brought it up and kind of made me aware of it and I remember it" and that made the learner "aware of how it is . . . to actually put those facts into application" (LA1, 774-777, 781-784). When the tutor applied content to the job, TA and LA did not always share the same perspective. "Sometimes I would see it one way and she

would show me another way with the residents" (LA3, 396-398). The tutor demonstrated a "work ethic" and how to "make the life better for the residents" (LA3, 400-403).

The tutor "role model[ed]" and demonstrated "how it actually applies to your situation" (LA1, 723, 729-730). An important lesson that TA gave was modelled at a staff meeting when she advocated for residents to the care team. Her authentic actions clearly elevated the tutor's position in his eyes: "You have to be strong, know what your values are" (LA1, 545-546). LA felt that acting on resident-centred values was a key learning experience. The tutor was described as "very resident focused" which shows the strength of her role modelling of the resident-centred approach (LA1, 552). LA felt encouraged by the tutor's modelling of skills: "There was reinforcement, like I said, at the staff meetings. There she raised issues that showed the resident focus again" (LA1, 521-523). LA learned that "when the stakes are down, you know, she sticks up for her beliefs" (LA1, 1531-532).

The learner stated that TA "does care about the residents" and for him that was "a good role model. She cares about all the specifics and all that. I just find her good to work with" (LA1, 147-151). TA also "stressed that it [was] important to keep the focus on residents, but also to take your time and not stress yourself out" (LA1, 576-579). The tutor sponsored when she advised the learner against over-doing or over-extending himself.

The tutor invited the learner to ask questions and she "always let them know that no question [was] a wrong question or a dumb question" (TA2, 26-28). TA responded to questions in which ever way was helpful: by giving the answer, directing the learner to find it, or by asking someone. TA spoke about a previous learner who "wanted answers right now" and explained that in some aspects it was better that learners find the answers, specifically "with some things I like them to go and look it up" (TA1, 699, 708-709). At other times, when TA did not "know the answer [the tutor would] get it" for the learner (TA2, 31-32). The tutor responded to questions in a gentle manner to encourage further learning. Questions were used as learning opportunities for the learner and the tutor.

To ensure that the learner would be successful, TA needed to find out the learner's understanding of concepts by asking questions. "You have no idea about how they are making out on the area unless you ask" and that was "difficult because you do not want to intimidate them or have them feel that they are wrong or that they do not know something. You think by asking questions, you want to leave all those lines of communication open" (TA3, 102-104, TA2, 119-125). TA checked to see if the learners "interpret things the way I am meaning" because without this feedback on the communication, "I always wondered if they understood what I am meaning about things" (TA2, 141, 154-156).

The tutor coached when opportunities arose within the regular work. LA stated it was "like on-the-job training where there are no planned activities" with the tutor "giving me the skills I need to succeed to do the work well" and she "will help you out, coaching, you know, throughout the task" (LA1, 187-189, 193-195, 197-198). The learner was conscious of the coaching function as LA reported that with new tasks, TA will "coach me through the process so that I do it properly" (LA1, 208-209). TA also coached LA to stay calm in tough situations, such as when she advised him to "not worry about it, take your time, we will get it done" (LA1, 582-583). LA felt that TA was "always encouraging me" (LA1, 124).

The tutor observed LA and "did not want him to think that [the tutor] was always watching him to criticize something" (TA1, 389-391). LA stated that he was "not sensing that I am being observed so much as the teacher [was] standing beside me when I am doing an exam or a demonstration" (LA1, 132-135). LA appreciated when TA "notices things and she will bring some ideas up to stress some of the things" and when the tutor gave "feedback to me" (LA1, 136-138, 200-201).

The tutor talked about test results, and offered feedback to the learner. "We are always talking about how he did on his test . . . [and] things on the area" (TA1, 466-468, 471-472). Feedback was a challenge from TA's perspective as reflected in these comments: "[LA] really tries to persuade you his way . . . [I] try to keep things on track" (TA2, 233-

236).

"Views and wanting things his way because somewhere else they did this or whatever" and "had to bring that focus in and bring the focus in to [the specific workplace]" (TA2, 248-251, 264-265).

"As soon as he started getting off track I said, 'No, we are talking about here" and "I had to keep bringing him back" (TA2, 292-294, 304-305).

"When I need to [I] say 'we focus on here', but when it is a good idea, well we try it" (TA2, 332-334).

"We really have to focus on here, our residents, and what they are like and what their needs are and really bring it down to that" (TA2, 346-349).

"Some of [the learners were] so determined that they get ahead of me with their ideas and they want to change something" (TA3, 534-537).

TA kept LA focused on the goal, the present, and the specific workplace.

The tutor gathered information from other staff. The learner reported that TA talked to "the other staff" who gave "a lot of feedback" on the learner's skills as that was "the main thing" for assessing skill development (LA1, 332, 334-336). LA also stated: "I must be consistent with who I am and so I am not just doing things right when she is observing me" (LA1, 350-353). The tutor fostered growth in the learner when she gave feedback. LA gave an example of feedback: "You get the techniques, but also you need to do some more work here, but do not give up all" (LA1, 819-821). LA felt TA was "very sensitive and intuitive about how [learners] feel and that to be able to give feedback that [was] sensitive" was critical to making the necessary change (LA1, 825-827).

Throughout the evaluation process, the tutor knew what the learner was doing and talked to him about the skills. LA reported that TA "will pass information at the coffee breaks" and "she makes sure that she knows what I am doing and that we talk about things" (LA1, 322-323, 326-327). The tutor evaluated LA's skills and stated she would "hold

[learners] back and kind of teach them and gather information from others as to what they should be doing or how they should be doing something" (TA2, 397-401). TA did "follow through" and "observation; she has been doing it and looking at it to talk to me" (LA1, 647-649). LA viewed this "feedback [as] important" to the "positive experience" and TA gave him "positive feedback" (LA1, 709, 712, 735).

The tutor evaluated the learner when she observed: "I kind of stand back and watch for a while" (TA2, 500-501). TA liked to "see how they do, see how they work with the residents, what their focuses are, see how they are, how the tutoring has changed their opinions on things, and how they are following the bands. So there is a lot before you just sign off. And I do look for all of that" TA2, 506-513). The resident focus was demonstrated by doing "extras" such as volunteer time that was "suitable for him and a benefit to the residents" (TA2, 381-382). Tutor activities included teaching and evaluating the learner in the work place: "He seems to be on the right track" (TA1, 193-194).

Against the backdrop of the friendly, open relationship the teaching was used to give information, question, and provide positive feedback. The practical aspect was meaningful to the learner because it was "not theory of some sort; it is something you can actually see happening in the area" (LA1, 737-739). The teaching aspects were performed so that the learner felt supported.

Support role.

The learner felt that one part of the tutor's role was "to support new people with BST, it is the first learning process for those values" (LA3, 889-892). TA stated that she was "interested in people and helping" and that she wanted to be there in case of problems or "anytime that he has questions" so she "let him know that is why I am there" (TA1, 41, 459-460, 462-463). The tutor communicated a presence for LA who felt that TA was "always there for you" (LA1, 985). The focus on supportive role is consistent with the Feeling type of the tutor.

To create opportunities for support, TA planned meetings with LA and "lead that little meeting" (TA2, 310). "She wants to touch base and find out what I have been doing since the last time that we met" (LA1, 958-961). LA will got a chance "to ask if there is something that I need to know from [the tutor]" (LA1, 973-974). Beyond the planned meeting times, TA and LA check-in with each other from time to time: "He checked that with me," and TA welcomed his inquiries (TA2, 435-436). TA offered to help learners whenever they wanted: "I let [learners] know that they can always get a hold of me and even if I am at home, they can give me a call" (TA1, 797-799).

The tutor's attitude influenced the learner who stated that TA was "really into the program" (LA2, 689-690). LA also felt that he was "influenced a lot by [the] work environment" (LA2, 693-694). LA communicated that TA was "positive about the program and I think you can tell that by the way she interacts and the way she works" that shows her "belie[f] in the resident focus, I picked up that her concern or techniques that are passed on" to the learner (LA2, 707-710; LA3, 851-853). LA felt that when tutors "believe in the BST it will reflect in your actions, in everything that you do" (LA3, 865-867).

The learner found that he could rely on the tutor and "found that if you get yourself into trouble they are there to help you" (LA1, 467-469). TA helped LA when "he asked for [an] opinion" about whether to write a scheduled test or attend a resident party (TA2, 410). She "threw that ball back into his court by giving [an] opinion, but giving him the responsibility" to decide (TA2, 419-421).

The learner expressed that it was necessary for tutors "to be able to communicate, to be able to instill like how they see the course" (LA3, 362-364). LA valued when TA explained "why we do the existing way" (LA3, 373-374). LA felt it was helpful to "think of the philosophy and the way we do things," and to include "that meaningful part of it" (LA3, 391-394). The tutor role involved "trying to include him more" and LA appreciated TA's efforts in this regard as shown when LA stated that TA "was very supportive" (TA1, 447;

LA2, 204).

The tutor demonstrated how to advocate for residents. "You have to be strong, know what your values are. That is really important" (LA1, 545-547). The learner felt that being resident focused was "the key to it all, she is very resident focused" (LA1, 551-552). The tutor "stressed that it is very important to keep the focus on the residents. But also to, you know, do it right, take your time and not to stress yourself out" (LA1, 576-579). TA sponsored and protected the new employee from overextending himself.

The tutor also felt that it was important "to keep focus" on "things directed at your job and directed at the residents" (TA3, 670, 672-673). TA stated that to be a good tutor "you have got to be a juggler" (TA3, 690). TA would "try to make a point to always say something positive to him" and tried to add "a bit of humour" to break up "the serious side of things" finding that LA "figured out that balance" (TA3, 800-802, 804, 807, 816). For support to be achieved, "everybody has to be open, it has got to be everybody on the same track" (LA3, 905-906). LA felt the main issue was "how to make it more pleasant for the resident, the ability to do for self, choices, make it comfortable for the resident" (LA3, 919-923). TA role modeled how to "learn new skills" and to "work as a team" emphasising that at times one needed" to step in to help out" with the "ways to do little things" and to "take time with resident interactions" by always keeping "your focus on the residents" (LA3, 934, 939, 940, 944-945, 949-950).

The other staff were supportive of learning and supported the tutor and learner activities. TA appreciated the support from other tutors as "they know what you are doing" and "tutors know that you kind of have to be ready for anything" (TA1, 224, 299-300).

The tutor role was all encompassing with regards to being the main support for the learner. TA met the learning needs of the learner as well as reached out to the individual for personal connection and meaning in the work that they engaged in together. The supportive role fit with the Feeling preference of both TA and LA. The attention to feelings, shown by

sensitivity when she gave feedback, was critical to success for this learner. LA may have shut out TA had she delivered information without regard to his feelings. TA expressed values in a strong manner that challenged LA to expand his style and to reach to the depths of human connection. In this way, the tutor validated the Feeling aspect that presented strongly in the learner. "He is kind of finding his way now and it is going better now than day one" (TA1, 399-401). TA attended to the resident focus and to the learner's comfort. The calm, slow progression accomplished more than rushing into tasks without considering the person. TA was aware of the learner's personality type and viewed the Feeling aspect of the learner as a strength to work with and develop. The communication aspects were attended to by the tutor to help her understand where the learner was in his learning process and how to help him progress.

The MBTI was at times, an expressed method for problem solving. The learner and tutor stretched their styles by using MBTI to understand each other's point of view. When TA helped the learner to "keep on track" this showed the tutor moved through the area of difficulty towards a focus on the goal. TA listened to the learner, then lead him to letting go of ideas that were off the topic being discussed. The tutor seemed always to listen to the learner's ideas, never shutting him down; and this validated LA's preferences. Keeping on track was resolved when TA lead LA back to the path.

Across these data, teaching, befriending, and encouraging seem to be large overlapping parts of the tutoring role evident in this relationship. In addition the tutor inspired the learner by using her whole personality both on the job with residents and in the tutoring role with the learner. The comprehensiveness of her role made learning successful.

Standards.

Throughout the teaching process, standards constituted a dominant theme. The tutor "has got this standard that, I guess, that she believes in and she will immediately look for me to meet that standard, and I hope that I do" (LA1, 404-408). From LA's perspective, the

tutor "believes in the standards and she believes in the program and I think that is the difference" because standards "keeps [the learner] on the up and up" (LA3, 337-340; LA1, 441).

The tutor stated that "we always strive for high morals, high values, everything for the residents" and there are "standards that have to be met" (TA2, 179-181; TA3, 200). The resident-centred philosophy was set out in the "[Policy] Manual" (TA3, 205-206). TA shared her view of the standards when she said, "my standards are set higher and I do not think that will ever change" (TA3, 226-227). The standards were also addressed in the written guides on the residential area; "Everything is supposed to be aimed at consistency. It is all written down, step by step. So if you are not following it, why did we spend a month and a half writing all of this up?" (TA3, 255-259). The sources of written standards in centre-wide policy and residential area guides support the tutor in upholding the standards with the learner.

The learner came to understand what the standards were and worked according to them. The tutor described a situation where the learner wanted to do things differently from the Centre's standard. TA described feeling challenged when LA said, "'we can just do it like this.' Now we are at odds. It is hard to get back together on things" (TA3, 249-251). TA felt that LA was trying to find an easy way out of some of the work. "We are paid to do a job and if you do not want to do that they should not be here" (TA3, 232-234). The tutor held the learner to work to the standard.

The tutors within an area agreed in principle on general standards, but as the tutor stated, "well maybe your standards are higher on this issue and theirs are higher on another" (TA3, 266-268). The individual differences amongst the group of staff were evidenced in their discussions and there were conflicts about where to set the standards for the new residential area. TA stated that, "it can cause tension" (TA3, 277). This residence was newly formed, with experienced staff from other areas of the Centre: each came in with [his or her]

own vision of how the place will operate. The tutor stated, "Sometimes you have to stand back and reflect on all of that because there is a lot more going on than you first think (TA3, 287-289). The group of staff discussed the issue, came to agreement, and then stuck together on the standards.

The standards also helped the learning process as shown when TA stated, "If I did not have standards I would not be here. I think it is a kind of a teaching thing" (TA3, 406-408). LA experienced working with the various staff on the area and was exposed to what each believes about standards. TA felt that learners "can kind of choose what works best for them" (TA3, 400-402). Staff, even tutors and learners, checked each other on the standards and "we kind of learn from each other like that" (TA3 403-405). The standards contributed to learning: "It helps me because if I did not have standards or expectations or anything like that for myself, I think it would show in the tutoring" (TA3, 369-372).

Learners contributed to the standards, such as when they talked about "the reason why we do things for a resident and [the learner] said, 'It is not right to say things like that in front of the resident' It is not right, I agree" (TA3, 511-515). LA described himself as having "some learning work ethics" (LA2, 825-826). Sharing the work was an issue for LA who described "someone who always takes extended breaks and you are left there carrying the load a bit more" (LA2, 896-898).

The tutor evaluated the learner and let him know that TA was the one "signing the paper" (TA2, 320). TA "found it difficult to have to mark someone when you do not know him" (TA1, 330-332). The tutor held LA back, to meet the standard if required, "I do not want to see him taking the easy way out with things like that. So I told him that he needs to do things the correct way" (TA1, 361-364). Addressing the standards was not easy for TA: "I do not like confrontation and stuff. When something is wrong, it is hard for me to address it" (TA1, 366-369). TA agreed to the role because she wanted to share the "high standards that I kind of have, not for myself, but for the residents. I like things done how they are

supposed to be" (TA1, 54-57).

Relationship With Other Tutors

In an area, several tutors supported learning activities, and the relationships between tutors and the learner and other tutors influenced the learning experience. LA felt "very fortunate to be in my specific area" because co-workers "show me more things and help me" (LA1, 844-845). LA said that he learned more from his co-workers, than from the course. LA felt he had "learned a lot more, to be honest, from the task analysis than I do from this course. I think more from my co-workers than from the BST information. They have more actual on-the-floor theory" (LA1, 881-886). The practical learning was a powerful aspect of learning, even more relevant than book learning.

The tutor modeled good relationships with other staff. "The other staff that I work with now, they are great" (TA1, 212-213). TA introduced the learner to other staff to help him begin relationships. "Everyone gets along" (TA1, 223). TA had "support from other staff," and "They know what you are doing" (TA1, 238, 244). TA provided LA with tips on how to relate to others positively: "A new person coming telling an older person how to do their jobs and that is not going to go over well" (TA3, 1083-186). TA helped LA to build strong working relationships with others too. TA told the learner "if you have a problem and I am not there, you have the nurse in charge of the shift and you have my phone number" (TA2, 545-547). When TA was not present, LA looked towards "my co-workers" because "most of them are more experienced" and "so I use those people also for that" (LA1, 989-993). LA appreciated that they were all "helping you and guiding you, so showing about the system and the situation" (LA1, 486-488).

The learner disclosed that he was "very influenced by [the] environment" (LA1, 999-1000). LA valued "a positive attitude is always something to remember, laugh, and enjoy my work. I do not want to be burdened, okay. I like team efforts" (LA1, 1013-1016). LA felt "lucky to work in this area . . . [because] about 95% of the staff is positive" and that as "the

new person coming on the floor you need reinforcement, you need supporters" (LA1, 1042, 1035-1036, 1065-1067). LA further commented that the area has "no conflict, no struggles going on" (LA1, 1076).

The staff in the area also modelled the serious attitude of the tutor. "There are a lot of people in our area that are serious . . . I feel that is very encouraging. They are very professional" (LA1, 423-426). The tutor and other staff helped the learner to fit in to the work team. "They work very close to me so that I will fit in, you know, and I can tell that they all have a lot of experience" (LA1, 426-429). In addition, they all worked together to help the learner "keep up to the standard" (LA1, 433).

Likewise, the tutors supported each other in times of difficulty. "If I am up against something too big I know that I can talk to one of the other tutors and everything would be kept confidential" (TA1, 285-289). "They know how difficult is can be to be a tutor . . . Know that you kind of have to be ready for anything" (TA1, 2293-294, 299-300). TA appreciated the other tutors on the area. "They are very good tutors; they are easy to talk with, very supportive" (TA1, 308-309). Collectively, staff on the area helped the learner and took satisfaction in his professional development. As TA observed, "They are all very eager to see the progress the residents are making. No matter how small it is, everyone gets all excited" (TA1, 226-229).

The learner expressed similar views about relationships with other tutors. "I would say that we were on the same track" with the tutors being "more like a co-worker helping me," similar to "a brother-sister type of thing" and "I can interact and talk with them on the same level" (LA2, 236, 239, 242, 274-275). LA felt more comfortable when TA was present in the work place and found "it was more challenging at times because the tutor was not around to help you" (LA2, 345-347). Despite this feeling, LA turned to other tutors when TA was not present and received "a lot of feedback" from another tutor (LA2, 326-327). Overall, LA "had the positive experiences of them teaching me, helping me . . . That is something to

just build on from there" (LA2, 849-851, 857-859).

The tutors emphasis was "for the better quality of life for the residents" (LA3, 411-412). Support of the learner extended "from the whole course that is what we talked about the philosophy, the communication, is a kind of resident focus" (LA3, 444-448). LA's positive experience inspired him to consider a future mentoring role. The learner hopes "to help with the new people now" (LA3, 911).

End of Relationship

The learner's statements on the end of the mentoring relationship were captured in these comments:

"Now I see [the tutor] as a friend and a co-worker at the same time" (LA3, 62-63).

"I was fortunate enough to have a positive experience. The learning process was made easier in that sense" (LA3, 76-77).

"She was there to direct me and to encourage me and . . . that was a positive experience" (LA3, 82-85).

"She helps you to develop your own style too, but she gives you direction that you needed" (LA3, 90-93).

"We have certain values that are compatible. That is when I noticed that things were going to be positive" (LA3, 108-110).

"You also have to develop values that you believe in with other people" (LA3, 498-500).

These statements indicate the critical aspects of the mentoring process within their relationship included direction, guidance, recognition of learner's style, compatibility, and values in common.

At the end of the program, the learner felt that he had fit into the unit and shared feeling "equal to your co-workers, you are not dragging them down" and LA was "accepted by majority of co-workers as equals" (LA2, 371-373, 398-399). LA felt that one important aspect of the relationship with co-workers was a "good flow of information" (LA2, 406). LA

commented that the practical, hands-on aspect of the program was an asset to gaining the acceptance that he felt from co-workers, and that there was a "real advantage in learning here. We have the area to work on, the time to practise" (LA2, 427-429).

TA talked about "kind of letting go" of the tutor role. (TA3, 838). "I think after you tutor with someone, you build a relationship," and "I do not think that part will ever change" (TA3, 842-846). Even when letting go of the tutoring aspect, the relationship lasted.

Friendship at Bay

The learner spoke of keeping a budding friendship with the tutor at bay. "Our friendship kind of started to develop towards the end" (LA3, 270-271). The tutor halted the friendship. TA explained to the learner that "other people would think that I was just breezing through" (LA3, 274-275). LA knew that "you also have to be sure that it does not become a conflict of interest, interfere with your judgement" (LA3, 322-325).

The relationship between TA and LA was based on the similarities in their personalities. The tentative beginning quickly moved to a connection that lasted throughout the tutoring process, and a friendship continued after the program ended. LA's relationships with other staff seemed to be based on similar values, work ethic, and open communication, which were important to LA's personality type.

The Learner's Suggestions for Improvement

The learner felt that the tutor must "believe in the program" (LA3, 548). The tutors needed "to be sure that they are focus[ed] on the same thing that you are teaching" and "the only way is to give them the philosophy" (LA3, 563-564, 574-575). LA felt that this commitment to the program was also critical for learners: "It is a good course, but you have got to sell it so people will believe in it. If you do not believe in it you will just go through the motions" (LA3, 838-841).

The learner's perspective on the classroom learning experience was that they "needed to find out what my expectations were and then they might have given me more" (LA3,

1710-712). Expectations was "one of the key things, but we do forget to find out what the learners expect" (LA3, 781-783). If expectations are discovered, instructors can "use that for planning" (LA3, 660). LA suggested that by asking questions like "What is BST for you . . Did you have a choice? Did you come here because you were sent?" instructors could better plan the classroom sessions (LA3, 662, 665-667).

The BST content was also viewed positively by LA who felt that the program suited the workplace needs. "It is beneficial to everyone to be sharing this information" (LA2, 446-448). However, LA stated a preference for a different order: "It would have been better to take band H [health and safety] first" (LA2, 511). LA clearly had his information needs met in the program. "My expectations [were] fulfilled when it was all done" (LA2, 508-510).

Within the classroom learning experience, LA wanted assignments with "some practical things to try out in regards to . . . How it is applied to our area" (LA2, 71-74). LA worked at "trying to pick out what is important" which he determined by "how do you apply it to your work" (LA2, 47, 51-52). LA felt that "people learn from the practical aspects," but that "a lot of it is theory in the beginning" (LA2, 80-81, 95-96). LA suggested the class time "could have speakers, like advocates. We could have someone come in and share their experiences [about] why they are doing like this?" (LA2, 997-101). LA suggested a "question period about the material" or "we can get a discussion going" (LA2, 113, 119). However, LA felt that discussion could be difficult: "It is hard to say because there are some classes that I missed" (LA2, 535-536).

With respect to the workplace learning experience, the learner felt the tutor and learner must be on the same work area because "if they do not work in the same area there could be conflict, more problems" (LA1, 510-512). LA felt that tutors need to be selected carefully because "some people have the gift to do it and some people do not. You cannot find out until you try" (LA2, 282-283).

One important aspect of the workplace learning experience was socialization to the

profession. The socialization process was described by LA when he stated "I am being institutionalized" (LA3, 470). Not all staff were equally qualified for the socialization of new hires. The learner felt that some staff "need a kind of refresher course . . .to refocus . . . get your thoughts going" (LA3, 476, 478, 479). Perhaps even more critically, LA felt that some staff actions were "contrary to being here for the residents" (LA3, 483-484). This comment emphasises the need for clear visions and consistent role modelling at all times.

LA also felt that it would be a benefit to have some scheduled time with the tutor as they "were always on opposite shifts" (LA2, 195-196). LA was "looking forward to a few nights where we can actually work together" with his tutor (LA2, 817-819). However, this did not materialize. During the next interview he stated things like,"We are on opposite shifts," "we set goals for getting together because we are on the opposite shifts," and "our area is very hectic," "we have to work, so we do not have time to meet" (LA3, 245-246; LA1, 118-119, 213, 219-221). Time together was essential to the mentoring relationship and tutor-learner pairs often have to explicitly plan to create that time.

LA felt proud of his accomplishment and was ready to take on the next challenge. "Now I am a [Nursing Assistant]" (LA3, 25). LA stated that he was "just waiting for the next" course, "ready to take on the challenge" and that the next course "sounds interesting" (LA2, 21; LA3, 41). TA guided this learner through a positive experience. "You are planting seeds for the future, the tutors are, too" (LA3, 955-956).

The learner looked forward to summer because the residents are going to camp. "I am surprised that we are going because our unit is so new" (LA2, 578-580). LA eagerly shared resident outcomes, growth, and success. We "get to know the residents and then try what can be done to increase their recreation and opportunities to enjoy themselves" (LA2, 608-612). The resident outcomes were "exactly like a rolling ball, it just keeps building, building, building as you go" (LA2, 635-637). LA was proud of the service he gives to residents. "We sometimes feel like flies in the ointment, but that is nothing to worry about, but like I said,

people should check it out" (LA2, 620-624).

The Tutor's Suggestions for Improvement

TA found that supporting learners takes "energy" and "requires a lot of time" and it was "important for tutors to be right on the same area because [my learner] and I, we were not always on the same shift" (TA3, 429, 442-443; TA2, 355-358). TA found that tutoring "takes a lot of time" (TA3, 13). TA suggested that, in the beginning, learners work with one staff grouping to learn a consistent approach to care. TA wanted "a bigger role in [helping with] orientation of the area" and "it would help for the tutors to have a bigger hand in that with the learner" (TA3, 62-63, 88-90).

The tutor found it "rewarding" that the "learner passed" (TA3, 686-688). TA stated that "he is finding his way" and "he is very comfortable in doing all of that, so it is good" (TA3, 34, 38-39). "There have been a lot of changes with the residents: [the learner] is very good with the group that he has" (TA3, 450-452). TA also took pride in the learner's professional confidence and initiative. TA pointed out that "the learner is confident" and "he is good for the residents and he is always bringing new ideas and he is not afraid to say things, bring things up to help the residents out" (TA3, 459, 461-465).

Experience also helped in developing confidence in the tutor role: "As a tutor I am more comfortable now than that first time" (TA3, 627-628). TA wondered what learners really felt "because they walk away and you do not know what they are feeling, what they are feeling about you or anything like that" (TA3, 641-644). TA's comfort level increased with time and experience.

TA focused suggestions not only on her workplace tutoring role, but also suggested the content have "more of a focus on [the particular workplace]" so that the classroom workplace connections would be more transparent (TA3, 810-811). In general, TA felt that the program improved over time and that her tutoring improved also.

TA appreciated support to do her tutoring job and found there was "a kind of a team

effort" (TA3, 340-341). However, TA also saw the need for additional supports for tutors: "We should have some more support in the area for the ones that are tutoring" because she found it was "a big job especially when you have someone who asks a lot of questions or takes a lot of your time" (TA3, 219-221, 345-347). Time together was again identified as essential to the mentoring process.

Finally, TA felt that tutoring "makes you feel important . . . we are recognized . . . very much appreciated" (TA3, 881, 882, 883). The tutor felt that the position held by the tutor was "very important that they have tutors who are [Nursing Assistants]" because "when you are right there doing the job, you know what needs to be done, and you live it, you can talk about what is involved" (TA3, 888-890, 894-897). The tutor hoped that the Centre always "include [Nursing Assistants] in tutoring" because they "have a big influence" on the resident care (TA3, 874, 876).

Summary of Case

The case study showed the influence of MBTI on the tutor-learner relationship in several clusters that emerged from the data. The MBTI was evidenced in data analysis when LA spoke more about feelings and relationships than any other topic. The profile of students with SF preference is that they prefer having hands-on materials, going carefully through new material, starting from awareness of what facts and skills are valued in the work, knowing exactly what is expected of they, using skills immediately, using their memory for details, subject matter to care deeply about, appreciation for who they are, a warm and friendly learning environment, and having purposes for learning based on interpersonal values. The learner's preference were reflected in these comments: "The practical aspect" (LA2, 478).

"Trying to read how I was taking it in" (LA1, 655-656).

"Relate it to the actual experience, so it is a better process" (LA3, 797-799).

"What is expected of me, test, classes, that was easy. I got what was expected of me" (LA3,

771-773).

"With that type of information she brought it up and kind of made me aware of it and I remember it" and that made him "aware of how it is . . . to actually put those facts into application" (LA1, 774-777, 781-784).

"Does care about the residents" and "she cares about all the specifics and all that. I just find her good to work with" (LA1, 147-151).

"Somebody has to know who I am" (LA2, 785-786).

"People friendly" and "very positive and encouraging" (LA1, 156, 163-164).

"Dedicated to our work" and "giving them opportunities" (LA2, 220, 223).

In addition, the learner commented on the value of giving feedback that considers the learner's style: "she had an easier method and she just kind of pointed that out" (LA1, 610-611).

As the learner talked about the experience, these insights to his personality type were revealed. Taken together, the learner's statements indicated the SF type characterized throughout the interviews. The learner spoke about sensory, hands-on, active practical needs, the learning experience, and the importance of the relationship. The SF type was directly evident in statements such as when LA said, "for me, my personality, my experiences, in the classes, and with a tutor, it was important to get the skills and to work with someone who is compatible with me" (LA3, 700-705).

The tutor also appeared to prefer SF type. The SF teacher profile was characterized by viewing the role as instructing, disciplining, encouraging, supporting, providing a role model and serving others. Ideas for instruction are gained from curriculum guides, manuals, textbooks workshops, other teachers and experience. The plans for teaching are establishing complete objectives for the program, then taking student's abilities into consideration. The SF teacher prefers to follow a daily pattern and adjusting for person-centred interactions. Evaluation of students includes points and percentages as well as considering extra credit. SF

teachers feel success when students improve and when they feel that they have contributed to learning. The tutor's preferences were reflected in these comments:

"Giving direction" (TA2, 572).

"You kind of have to be a role model" (TA1, 629-630).

"Give him the information and just allow him to go and make the mistakes, correct them together" (TA2, 227-229).

"I want to be there to help" (TA1, 532-533).

"Lead that little meeting" (TA2, 310).

"You kind of have to get to know the people that you are working with before you have a unique way of approaching it" (TA3, 159-161).

"They build their confidence through the tutor-learner relationship" (TA3, 545-547).

"Try to include him more" (TA1, 425).

"Interpret things the way I am meaning" and "I always wondered if they understood what I am meaning about things" (TA2, 141, 154-156).

"Hold [learners] back and kind of teach them and gather information from others as to what they should be doing or how they should be doing something" (TA2, 397-401).

"Standards that have to be met" (TA3, 200).

"I do not want to see him taking the easy way out with things like that. So I told him that he needs to do things the correct way" (TA1, 361-364).

"Extras" and "suitable for him and a benefit to the residents" (TA2, 381-382).

"Rewarding" and "learner passed" (TA3, 686-688).

Insights to her personality type were revealed through the statements. Taken together, the tutor's statements indicated the SF type characterized through out the interviews.

Although both the tutor and the learner used MBTI terms minimally, each showed knowledge of themselves and the other. They each showed recognition of their similarities. Their teaching and learning styles engaged the dominant processes of Sensing and Feeling.

The tutor and learner used the Feeling preference to understand each other and showed sensitivity through communication. As the relationship grew, they became more open, which enhanced learning and refining skills as the pair worked together. They shared expectations and high standards, as well as communicated with each other about philosophy, values, and content. The role equality was important to the Feeling preference.

The tutor and learner used the Sensing preference in their teaching and learning activities. The tutor used role modelling and hands-on demonstration, which fit the sensing preference through learning by doing. Observation as a method of evaluation was used for feedback and learning. The value of observation tool for this pair reflects the importance of hands-on evaluation over the less important written tests.

Further evidence of MBTI was demonstrated when the tutor described her understanding and adaptations to the individual learner's needs. The tutor's ability to teach to differences was shown in looking for individual strengths to help the learner develop his own style. The learner expressed value for differences and appears to extend this accepting attitude towards residents. Both the tutor and the learner are aware of and value differences.

While type preferences were evidenced, the tutor seemed adept at negotiating gaps and that other characteristics of the mentoring process were more critical to success. Matching was of less concern than the use of good mentoring skills. Learned behaviours are more critical than personality preferences. The mentors learned how to mentor, therefore we need to teach future mentors the necessary skills. Common interests are valued within the relationship where a skilled professional guides the practical learning of the novice.

General Themes

The emergent themes from the remaining interviews are described in this section. The data were obtained from interviews with tutors and learners involved in BST program. The learners were new employees. Each learner was paired with a tutor, based on proximity. The tutors were senior staff who had been selected for the role because of their strength to role

model skills, willingness to tutor, and function to orientate new staff in their area. All informants who volunteered were accepted regardless of pairing. The two tutors, TB and TC, who co-led the class component of the program volunteered to be interviewed. These tutor's comments reflected their unique experiences which added another dimension to the data. TB and TC spoke about their relationships with class members as well as with their learners.

The data sets were not complete; as a result of workplace constraints, learners who dropped out of the program, and other unknown factors. Informants openly shared their thoughts and feelings about the experiences that they were living. Although incomplete data sets are reported here, the richness of data resulted in several themes being identified. In addition to the tutor-learner pair who provided the comprehensive case study 3 learners (all female) and 3 tutors (all female) participated in the study. Of these particular data sets, only LC and TC were a tutor-learner pair. Table 2 shows the preferences and interviews by informants. The coding method for identifying comments from the interviews is the same as used in the case. The T or L indicates a tutor or learner role. The letters B, C, and D indicate an individual. The number stands for the number of the interview, followed by the line numbers.

Learner Characteristics

The major learner characteristics were that they had a variety of educational backgrounds, usually with high school education, and often college courses, as well as varied work experience. Their diverse experiences were reflected in the following comments:

"I got a certificate in secretarial [from] College" (LB1, 40-42).

"The summer before I was employed at [a workshop] . . . I liked the job and I made a lot of really good friends. It was a positive experience" (LC1, 96-97, 101-103).

"My minor was Psychology, so part of it was connected . . . My major was Sociology, so yeah, in some ways it corresponds" (LC1, 113-117). "I have not been in high school for two

Table 2

MBTI Preferences of Each Informant

Informant	Preferences	
	Perception	Judgement
LA	S	F
LB	N	T
LC	S	F
LD	N	F
TA	S	F
TB	N	F
TC	S	F
TD	S	F

years so the studying was kind of new, I used to be good at it" (LD1, 199-202).

The time constraint of having to balance family, work, and study left one learner, LB was tired when she made time to study. "Study habits are harder, when I was single I could study anytime. Now when I hit the books I am pretty worn out" (LB1, 89-92). LB managed time in her personal life, such as shopping early to be prepared to enjoy the Christmas season. Learners were also taking other concurrent courses such as "my Intervenors course at the same time" and a "physics course . . . was something that I took independently, on my own" (LB2, 658-659; LC1, 128-131). These learners lead complex lives with competing demands.

Within these demands the BST had a high priority. The BST was "basically a mandatory course if you want to progress in this area" (LB2, 683-685). LC commented that the course was a "requirement for work and you cannot grow unless you are learning" and that "We were encouraged to take like a half hour to read the bands and that, so it was all around a positive for me and a positive for [the workplace]" (LC1, 79-81, 87-90). The perceived benefits of the BST course were wide spread. Another learner, LB "just signed up when I heard about the program, it was an opportunity" and LD described the response as, "'Do you want to do it?' Then I jumped at the chance" (LB1, 137-138; LD1, 100-101). Once in the program, learners were motivated to learn. LD felt she was "prepared to learn" about how "to build skills and relationships" (LD1, 65). LC articulated a more general goal: "For me education is very important" (LC1, 81-82).

Learners also moved to different work sites at the Centre while taking the BST; LC had "two moves, so all those changes with programs and residents, . . . it was hard" (LC1, 296-299). In contrast, LB welcomed changes and wanted "to be able to move around, I like change and challenge," but found the course "challenging because I had not studied in a while" (LB1, 140-141, 54-55). The attitudes to learning were affected by prior experiences, study habits, and balance with other commitments.

Tutor Characteristics

A number of tutor characteristics were also identified and personal qualities were among them. One effective tutor was described as "a good person as a whole. She works with us. She never hesitates to help. I am glad to have her as my tutor. I know her from working with her . . . I would pick her if I could choose. She is very dedicated so I know how she loves the residents. I know that I can get a lot of help from her" (LB1, 157-167). LB's tutor presented an effective role model for this learner.

The tutor's perspective added to the learners' perceptions of commitment to the BST program. TC "wanted to be a tutor because I took the course myself and I felt that it was beneficial for anyone" (TC1, 65-67). Being a former learner helped TC to know how to tutor. "I know the material . . . knowing what I appreciated from a tutor . . . [I] walked around in those shoes" (TC3, 606, 613-614, 619). TC perceived some of the benefits of tutoring as "reaffirming yourself, morals, values, attitudes, respect" through putting a "label [on] actions and thoughts" and she got "satisfaction from just helping someone" to become a "good staff," "realize a goal" and was encouraged when new staff "realized that they could work with people that are disabled" (TC3, 483-484, 487, 489-497).

Tutors' positive attitudes towards their work often influenced their practice and the experiences of the learners. TC stated that since she had "changed jobs, working with the residents my job has changed so much . . . I love what I do" and "I work on sixteen different areas right now" (TC1, 54-57; TC3, 780-781). TC really embraced change and diversity in her practice and admitted that her "perspective is probably a lot different than most people" (TC2, 202-204). Another tutor, TD stated that she wanted to help "people develop a positive attitude" so that people do "not have to go through a bunch of different channels with people and get the wrong impression" (TD1, 74-75, 77-80). These comments illustrate two different ways in which tutors' positive attitudes influenced the learners' experiences.

Learners also felt that their tutors were easy to approach. LD described her tutor as "a

very easy going person. She is easy to go up to and ask a question. She makes me feel very comfortable. I am happy" (LD1, 140-143). Similarly LB reported that her tutor "was always easy going" and "not a pushy person . . . not that type of person" (LB2, 141, 844-845, 853-854). Tutors were perceived to have the success of learners at heart. "I do not think they want to cause conflict . . . some people might find it annoying if they are always harping on them to be studying" (LB2, 844-888). LC reported that her tutor was "open and honest" as they were "being personal with each other and just being friendly. That is what is important to us" (LC3, 270-272).

One learner, LC, compared tutors in University courses with the BST experience. She felt that although the learning aspects were similar, the difference was that the University tutor was "sort of anonymous at times" while the BST experience "was really personal, it was comfortable . . . not intimidating" (LC1, 150-153). LD also stated that she "thought that [having a tutor] was a great idea, it has helped me because I had a lot of questions" (LD1, 113-115).

Characteristics in common were also reported. "We believe in the same concepts as far as the care of the residents and the type of attitude we carry [is] positive" (LB2, 96-99). In addition to common beliefs learners also valued common personal characteristics. "We have that same kind of personalities so we can relate on a lot of different areas" (LB2, 101-103). LB viewed these characteristics in common with her tutor as a benefit to beginning the relationship. More generally, LC identified attitude towards the program and commitment to learning as important to success. "We both have a positive attitude towards the program and we both want to learn" (LC3, 267-269).

Expectations

Learners held varied expectations for their tutors and their own learning. One learner, LB, wanted "to find out everything that I need to know. I want to be advanced. I understand that the BST is needed to go to the [advanced course] which secures my job here. It is a

priority" (LB1, 27-31). In contrast LD "had no clue, nothing in my mind, but I am happy, I absolutely love it" (LD1, 85-86). These comments showed the range in expectations of learners coming into the program.

One learner asked for expectations to be clarified as she stated in this comment: "I wrote a test today and failed it: the tutor expected word for word. I thought I got it about half right, but she gave me zero" (LB1, 172-175). LB also expressed a wish that "with the chapters being so long it would be more helpful for us to be directed to just what to expect on the test" (LB2, 356-359). LB went on to say that learners "have requested that [class tutors] be more specific as to what would be on the test and what would be just general knowledge" (LB2, 383-386). LB explained that she "always had teachers that would give you an outline of what will be on the exam" (LB2, 399-401). LB revealed that she had a "hard time memorizing stuff and reading stuff from the whole chapter because I do not know what to expect" on the test (LB2, 432-435).

Other expectations were not met for LB, who felt that the tutor "would be more available" and "did not expect that it would be as hard to take time out" (LB2, 349-357). Tutors found that adult learners have high expectations for themselves: "they want to do well" (TC3, 648). Tutors also had high expectation that learners would be self-directed in their learning and that learners would ask for help when problems arose.

Goal Setting

Goal setting was an activity that tutors emphasised with learners. TC felt it was "really important to get together at the beginning of the program and set some goals" (TC1, 206-210). Although TC believed goal setting was powerful, she felt that learners must take that responsibility. TC did not engage her learner in goal setting for the program. TC further commented that the learner was "a very well rounded individual . . . we really have not set a lot of goals" and TC felt that the learner "was the type that would not need a tutor, she could do it on her own" (TC2, 95-97, TC4, 119-121). One thing that TC and her learner did agree

upon was deadlines for completing units of study and for writing tests: "We have done very well as far as meeting goals that we have set" and further commented that "We have set dates and we have stuck to them" (TC2, 41-43, 199-200). TC took a hands-off approach to goal setting because of the learner's past educational success: "She in not lacking in education . . . I sort of just left her . . . She does not need extra help" (TC2, 100-103). TC also left the learner on her own during the studying phase of learning.

The overall goals expressed by learners ranged from career goals to personal satisfaction. LB shared many goals, one of which was "to get to the [advanced course] so that when positions are open I will be able to apply on them for any jobs. I want to be flexible. It helps to understand a lot" (LB1, 105-108). LB also stated that although her goal was ultimately to work elsewhere in a related field, "this is a perfect job along that route" and that she wanted "to get as far a I can" (LB1, 147-148, 45). Near to completion of the program, LB's goal was, "pretty much the same, it did not change" (LB3, 84-86). LB found that goal setting was a worthwhile step to reaching success: "If you have a goal it sort of encourages you that when you get to the end of this then you will have accomplished something . . . The further along you get the easier it is" and "It gets easier towards the end" (LB3, 406-409, 412-413, 417-418).

Learners also had goals for their personal growth and their work. In the second interview LB stated that "I have a lot more patience with the residents, more time to spend with them than having to worry about everything else" (LB2, 71-74). Goals for her work were more challenging. "We are given basic goals for a day's routine" and meeting those daily goals was challenging because it was "pretty hard to set up a routine, that's the way it is" (LB2, 110-111, 87-89). Although the days were planned the staff shortage affected resources to meet the plan, so activities were postponed or delayed. "When we can't fulfil that [plan] it becomes frustrating, and right now it seems that there are a lot of shortages of staff" (LB2, 120-123). These shortages were compounded by the fact that many activities

were time intensive with "all the communication, you have to be very repetitive, you have to go over everything about five times before you begin, so it takes a lot of time" (LB2, 312-316). The work area had no set routine and they tried to stretch the resources to meet the daily goals.

In contrast, when LD was asked about setting goals for the program, she said "No, not yet" (LD1, 160). LD commented that "just knowing that I am helping is enough for me, just feeling that you help a person" (LD1, 67-69). Another learner, LC did not talk about goals.

The patterns of goal setting varied among the learners, with LB setting program goals, work goals, personal growth goals, LC having no articulated goals and, LD having a general goal. The researcher noted that goal setting influenced who completed the BST program. LB's short term and long term goals helped her to focus energy in her work towards these goals, and contributed to her success in the program. LD did not complete the program. The observed variations in goal setting appeared to affect performance in the BST program.

Tutor Role

The tutors found the role was heavy and stated that tutoring was "an eye opening experience. It takes a lot more time than we realized" (TC1, 105-108). Tutors also supervised tests for the learners, often on short notice: "She phoned me . . . [to] write a test . . . at noon hour" (TC2, 134-137). TC struggled to balance competing needs of work, tutoring, and test supervision, when she stated that she wanted "someone to supervise tests" and give "extra help with supervision" (TC2, 140-141). This comment raised the issue of role strain as tutors discovered the role more challenging than anticipated because additional scheduling that had to be fit into the workday.

Another tutor, TD described her role was to "just be there for the other person. If they have questions or wanted help with anything. Give information and guidance" (TD1, 85-88).

Tutors varied in their views about the responsibility involved in tutoring and ranged from taking a lot of the role to make contacts, to making the learner ask for contact. Finding the balance in this responsibility affected each tutor-learner relationship and the learner's success in the BST program.

Tutor-Learner balance of responsibility.

Tutors held a responsibility to contact learners and to try to help them progress. One tutor's understanding of this responsibility is reflected in this series of comments:

"Really encourage the learner to keep up . . . to get things done in the allotted time" (TC1, 210-213).

"Keep her on track . . . make a connection . . . set a date" (TC1, 248, 254, 256).

"We have to reach out to them if they are not going to reach out to us" (TC1, 218-220).

"The tutors are the ones that are in the position to be the leader . . . Take the initiative . . . Get a hold of the learner, say 'Hello, can we meet?'" (TC4, 410-414).

"The tutor needs to find out how they are doing, then go to them" (TC4, 417-418).

"Made phone calls . . . I reached out to her . . . tell her where else she can go for extra help . . . I write [tests] with her. I will do it on my noon hours, I kind of went out of my way really" (TC4, 491, 492, 497-498, 500-502).

Tutors took a lot of responsibility for learner progress, but felt the learner had responsibilities to keep in touch and respond to their contacts. One tutor's struggles to contact the learner are reflected in these comments:

"I do not feel that we should have to chase them down" (TC1, 259-260).

"She has been working on her own, I really have not had much contact" (TC2, 45-46).

"I have to make contact unless the learner contacts" (TC3, 94-96).

"I tried to call her at home, I left a message" (TC4, 42-43).

Tutors accepted the responsibility for maintaining contact, attempted to contact learners, and tried to share this responsibility with the learners.

Accessability of tutor.

Tutors were available to learners during the workday and during the off-hours. TC felt that if learners have "got a question or a problem with learning . . . The tutor should be right there" (TC2, 153-155, 160). TC's learner, LC "felt that if I ever need her [tutor] that I could call. She was flexible. She always said 'Call me anytime, anytime at all.' Yeah, she was very proactive. She was really wanting me to be involved" (LC1, 197-202). Another learner, LB said the tutor "always made herself available, even on her days off" (LB3, 142-143). The third learner, LD said her tutor "makes me feel that I can ask her anytime. She said that I can phone her at home anytime" (LD1, 171-713).

When learners worked on "their own time" TC felt it showed that they were "committed to it" (TC2, 334-335). TC wanted to meet at breaks because "If I do not do it on my own time that means I have to cancel one of my people, one of my programs, in order to make time for my learner" (TC2, 311-315). TC stated that they did "meet at breaks, lunch, end of the day, after work, [as] suggested by tutors" (TC2, 295-398).

Tutors met with learners during the regular work day whenever possible. TC "established a bit of rapport" with her learner and would "go onto the area, then we talk, I make a point of visiting her" (TC3, 253-257). TC noticed that when tutors and learner were on the same work area "they have more of a working relationship, so they get to know the other person" (TC3, 228-230). TC worked within the learners' schedules to help with learning: "If they want to write a test before their long weekend, or whatever, that can be done" but felt that "if there was a tutor in every area it should be a lot easier" (TC4, 668-669, 477-479). Tutors supported learners when they talked about the program. TB stated that "whenever I am on the area I talk about BST" (TB2, 88-89).

The tutor and learner meetings were affected by the schedules. LB felt that the "coordinator [was] very good, she schedules me to do it during work time" and she was "really strong on this course and she will do what she can to schedule me" (LB2, 775-777,

788-790). Tutors and learners took advantage of the opportunities when the staffing allowed for time away to meet: "Today we have an extra staff on board so we are going to get away for an hour" (LB3, 313-315). Scheduling for area coverage to meet residents' needs made arranging meetings between tutors and learners challenging. "Shift work causes a lot of problems" because meetings are hard to arrange and "even when you do set a time it does not always work out, staff call in sick for the shifts and it is hard" (TC3, 216-217, 136-139). Numbers of staff in the workplace affected the opportunities to contact and when the schedules did not overlap the contact time was harder to arrange. LB commented that "the opportunity to see her [tutor] on the job was getting harder to get together: it had to be after hours" (LB3, 93-96). Tutors and learners went to great lengths to be accessible, and shift work, numbers of staff, and schedules limit actual accessibility.

Support for learning.

Learners expressed that they needed a lot of support for learning. LB did attend an extra class that tutors provided: "They had that spare class once where we can come in to talk to the teachers about any questions or things that we had problems with and I found that really helpful" (LB2, 798-801). LB appreciated that support and felt that even "more classroom time would be helpful" because she got "a lot out of class, more than I do reading it on my own" (LB2, 816-817, 823-825).

Tutors demonstrated extensive support for learning. An important aspect of the tutor role was support as shown when the tutor "was explaining a lot of the course to [the learner] and what her responsibilities were, that I could go to her for anything if I did not understand a phrase or a concept" (LC1, 169-173). The extent of this support was illustrated by TC. When the learner quit the program, TC stated that she felt "disappointed" (TC2, 349). TC's interest in the learner continued after the learner quit the program as shown when TC said, "I would really like it if she would come in and volunteer" (TC4, 82-83). TC tried to support her learner to complete the program after the learner left the workplace.

Support for learning was demonstrated by staff other than the assigned tutor. LB reported that other staff in the area provided support and helped her when her tutor was not present. LB "was aware of who [the tutors] were and that, but I know that if I had asked for help they would have been more than glad to help. It is a bunch of tutors on our area" (LB3, 477-481). Another learner, LD stated that the other staff were "all aware that I was studying" (LD1, 240).

In summary, tutors supported learners when they described both the learning process and the key ideas "with the particular question, what are they looking for?" (TC4, 126-127). This support was systematic and tutors documented their contact with the learners. TC stated that she did "write down when I met" the learner (TC4, 98-99). The perceptions of strong support for learners were influenced by the positive nature of the support reported. LB felt that "If [learners] do not have any positive responses from [tutors] then you are all on your own" and further commented that "you have to have a positive outlook" (LB3, 206-210, 378-379). In addition to these observations, learners received this positive support from other tutors and staff in their units.

Motivation.

Tutors motivated the learners to progress in their learning by meeting to discuss concerns, giving feedback, keeping up contact with learners, and boosting the positive aspects of the learner's activities. The tutors motivated the learner during their scheduled meetings when they provided "positive feedback" which the learner felt was "very important" because it "keeps us going, keeps us motivated" (LC2, 229-234). Even casual contact with the tutor motivated the learners. "Every time she sees me, 'We have to get together to get working!'" and "There is meaning there, you know, every time we meet up on the grounds" (TC3, 180-182, 186-188).

The learners appreciated the motivation that tutors provided. LB admitted that she was "not self-motivated" and so needed "that extra guidance. I am coming from a point where I

need to be reminded that this needs to be done. I need help with it, I need a little push" (LB2, 825, 835-838). Tests were another motivating factor for learners: "I am more directed towards the test, like it is the only thing" (LB2, 469-470). Tutors motivated learners when they "continue to contact" to "get information" and even "push a little bit if you have to" (TC4, 663-667). Tutors encouraged learners in their learning and lifted their attitudes.

One tutor shifted negative thoughts to positive as shown when the learner said, "I might have had a bit of a negative outlook on it at the beginning and she is always a very positive person so maybe she redirected me" (LB2, 325-329). The tutor's feedback helped the learner keep a positive attitude, when she said, "Keep your chin up, think what you will get out of it, you will get your certificate and it will be will worth the effort" (LB3, 221-224). LB described her thoughts of quitting the program and how the tutor helped her to stick with it. "The thing of quitting, it was more like I was frustrated with the classes" because "compared to the tests [classes] were not relevant" (LB3, 233-235, 239).

Teaching and Learning Activities

As was reported in the case, the tutor role involved support as well as engagement in teaching and learning activities which occurred during planned meetings, spontaneously in the workplace, and when requested by the learner. The teaching and learning activities included one-on-one meetings, providing examples, helping learners with readings, role modelling, explaining, and working through challenges presented by learners.

One-on-one meetings.

The tutor activities included meeting in person and making telephone contacts. "We have met a couple of times and talked on the phone" (TC1, 202-203). The tutor described the activities during a meeting with the learner were "to identify, to review . . .the study questions, get the clarification that she needs" (TC1, 181, 121-123). Tutors and learners frequently met on the work area when they worked together. LB stated that her tutor directed her to "Bring in your book and we will go over it tomorrow" and "during that shift we will

go over it" (LB2, 217-220). The one-on-one meetings were productive. As TC indicated, it created opportunities to "pick out things [the tutor felt were] very important in each band," and the feeling that they "always have interesting times together" as the learner "always gets something that she did not know " (TC2, 226-228, 399-401).

Examples.

The learner appreciated that the tutor used examples to help explain the BST content. One learner felt that her tutor was "pretty familiar with it and she can give many examples" and "some of the things that I did not quite understand she would explain, give examples to them: we discussed that way" (LB2, 257-258, 283-286). The tutors reported that they gave "examples . . . [and] show them how" to practise the skills in the workplace (TB2, 422-425).

TB also commented that she combined examples with questions such as, "What would you think of that?" (TB2, 443). Another tutor, TC gave the learner "points to ponder" with examples such as "talk about sarcasm and what you could do in the situation" (LC1, 355, 363-364). Tutors felt that the examples were an effective teaching and learning strategy because it made "it seem more real than if you just read about it" (LC1, 370-371). LC noticed that tutors used questioning of concepts that "tied into the other parts of the band" and found that "you build on the skills as you go" so that it "connected . . . on a broader basis" (LC1, 373-376, 383).

Help with readings.

One tutor helped by reading with the learner. LB revealed that she was "not a very good detective reader, I will sit there and read it and it is not soaking in" (LB2, 447-449). The tutor intervened by explaining the readings. Because it was "interesting the way that the teacher explains it" she found that when she came to "the test I remember the teacher telling me or talking about, then I can explain it in my own words" (LB2, 449-452). The learner felt that the tutor was key to her learning because the tutor "will tell me, answer my question or at

least give me something to think about" (LB2, 547-548). LB stated that she preferred "discussing it to reading because reading it does not seem to soak in . . . not really soaking in the information because they just do not understand it" (LB2, 553-555, 570-572). "I have a harder time reading it" because I "do not understand all this terminology" (LB2, 639-640, 642-643). The learner felt that her tutor "explain[ed] vocabulary" and brought terms directly to the point: "When the teacher explains it, they just condense it or make it a shorter form" (LB2, 584, 598-600). LB would "highlight a couple of places that [she] do not understand [to] go over it together" with the tutor (LB3, 332-334). At other times, the tutor read the material to LB: "When [my tutor] read the chapter to me it made more sense than when I read" (LB3, 315-317). LB appreciated that the tutor "took a couple of hours and read over the chapter" as that helped her to understand the concepts (LB3, 445-446).

Role modelling.

Tutor role modeled for learners and told them what was expected. "Instead of pushing ideas, I like to model what I would like to see" (TB1, 158-159). TB's role modelling and guidance to the learner was noticed by others in the workplace and this had a positive effect on another staff: "I started telling her, then the aid started doing it too" (TB1, 171-173). Role modelling was an effective strategy for the learner and others in the workplace.

Explaining.

One learner, LB appreciated "hands-on"demonstrations by the tutor who was "always showing me the proper way to do things and she thoroughly explains things" (LB3, 175, 182-184). LB also stated that her tutor was "really good at explaining and any questions that you have she gives a full definition or explains. You are not left wondering" (LB2, 664-667).

During a meeting, the learner brought her "study sheets" to the tutor and "asked her to check them over" because the learner "had a few questions and she answered those . . . It

was just how I was doing my studying" (LD1, 222-227). One learner, LB also found the interviews with the researcher helped her to improve study skills as she "could change the way I am studying, like when I am having a problem" (LB2, 612-64).

Challenges.

Learners were challenged to make time for their studies as it was "stressful going to school and working at the same time, like trying to balance both" (LB2, 473-475). Some of the content also challenged one learner, LB, who found that the BST content that was "based on the history is harder, more difficult than stuff that has to do with everyday care" (LB3, 152-154). Concepts that emphasized skill development were easier to relate "to what you are doing [] as far as basic care, individual, personal home, having to deal with families . . . Those kind of chapters, I found a lot easier" (LB3, 166-171). These statements showed that the practical aspects of the BST program were helpful for learner success. The Sensing preferences of learners was reached by practical, hands-on skills.

Evaluations and Feedback

In the BST program, evaluation experiences are structured to include tests and then the observation of skills in the work place. The program bands are highly structured and the tutor-learner pairs "just followed along" (LB3, 262). Learners were required to be successful on written tests as well as the observations, "so there are both ways to [evaluate], to write the test and how to use it everyday" (LB2, 518-520). The observation period was an "evaluation to see that you were actually learning what you are being taught, if you are actually applying what you are being taught" (LB2, 499-503). TB commented that she observed her learner "in drama" and the learner's skills were "wonderful" (TB2, 318-319).

The tutor requested information from other staff who worked with the learner in order evaluate the learner's skill application. The tutor asked other staff "because that is the way I think it should be done" and "if I am going to do something I want to do it right" (TC2, 183-184; TC3, 670-672). The tutor contacted with other staff who reported progress.

"I have talked to the fellow who is filling out her A & A" form and the tutor "made a phone call to ask if she is doing alright and that was it" (TC2, 127-128, 130-132). TC stated that before advancement in each unit there was "contact" with other staff and that she goes "into the area, lets see, usually twice a week" (TC3, 203-204, 210-211). During evaluation, TC's contact with the learner was "more of an observation, we did not talk about a particular resident" (TC3, 266-268). TC's evaluation activities included: "observe" then she "made a mental note" to give the learner "guidelines" and to determine when the learner was ready for "writing tests" (TC4, 248, 250, 266).

Observation.

Tutors observed learners over time and found that "to get that amount of information" it took about "two hours" (TC2, 269-271). Learners wanted to do well when they were observed by the tutor. The tutors tried to be unobtrusive when they observed because they felt that learners may perform when they know they are being observed: "I hope that she is not doing something in front of him just so it will feedback to me" (TC2, 243-246). Tutors relied on information from the staff working in the area as they had "lots of opportunities for observing" and it was considered to be "more natural" (TC2, 253-254, 261-262). Information came from another staff such as "a nurse," "not just a friend," "someone who has been here a long time," or "someone who has the responsibility. I do not know how else to evaluate someone" (TC2, 204-213). TC had "to rely on another person, so that involves me having to rely on someone else's word" and she took "that on trust basically" (TC2, 169-175). The tutor needed to "trust" the information provided by the staff so she "did my own little investigation" and requested "examples" to explain the statements provided (TC2, 183-184, 190). Another tutor, TB let the coordinator "choose a nurse to observe in my place. They provide an example" and found it was "extra work for [the tutor] and extra work on the area" (TB2, 219-223). TB felt that it took her "twice as long to tutor [outside her area] than with somebody who is there on the area" (TB3, 726-728).

Feedback.

The tutors provided constant feedback to learners. TB commented that "when I see her do something . . . I said, 'You are doing a good job'" such as when the learner "gave people choice," the learner was "wonderful" (TB2, 82-84; TB1, 88-190). Another tutor, TC felt her feedback "was more like an affirmation" of the learner's work (TC4, 118-119). One learner, LB felt that the tutors were "always reminding you that you are doing something good" (LB3, 204-206).

The tutors provided feedback before learners wrote the tests: the tutor "just told me not to worry [when] I was a bit panicky" and further reinforced with "'If you know your material you will do okay.' So that helped me a lot, so I was a little calmer" (LD1, 198-199, 205-208).

The tutors also provided feedback to learners following the observations: "When we go over the A & A it is the time to go over examples and talk" (TC3, 274-276). Learners appreciated this feedback as it guided them in skill practice. One learner, LB stated that her tutor "said that I am going in the right direction, that I am doing okay, that I am applying it to what I should be doing" and also stated that her tutor "has always been a very good reference and . . . I always find that she is a good guide" (LB2, 509-511; LB3, 119-123).

Standards of Care

The resident-centred philosophy was important, as shown when one tutor described residents "as people being gifted, treated with respect, and using age appropriate items" and further commented that if she "can get one person to think about treating people as human beings, with respect, as adults, then I have done something" (TB1, 63-65,135-139). Another tutor, LC, commented that she similarly believed in resident-centred care which she described as "the way you treat other people or life, [with] respect" (TC4, 634-635). The standard of care was reflected in the stated goals of the Centre. "The resident focus I agree with, the way the residents want is the way it should be" and "I totally agree with choice" (LB1, 114-116,

119).

TC felt that the BST course was "thought provoking, or maybe they just become aware, more aware [that] these people have rights, to give respect, to have choice" (TC4, 648-651). Tutors felt that learners needed resident centred philosophy "first because I think, a lot of times they feel or do their nursing care and feel that is the be all and end all of things . . . It should never be" (TC4, 617-621). TC also felt that the BST program "should be about better serving our residents because that is what we are here for" (TC4, 602-605). The BST was viewed as an opportunity to "get it," "the respect and just treating our residents like people first. If they do not learn that on the area then hopefully we can get that through the course" (TC4, 610-614).

TC recognized that "different people have different perspectives" and "they bring their personalities into their way of doing things" so "it is pretty hard to get a standard for everyone" (TC4, 228-235). TC recognized the type related perspectives and valued the MBTI differences.

Tutor Support

Tutors needed support from supervisors to make the time to tutor. TC felt the need to "set up some time with your learner and find out how much time they need" (TC3, 529-530). Tutors spent time with learners and found that "with each learner it is so different. With this learner, maybe an hour per band" or "two hours a band would be just about right" (TC, 360-362, 367-368). TC conveyed that "It does take a lot of my time, I think more so at the beginning" and that "farther into the course, my learner has not requested a lot of time" (TC3, 508-509, 532-534). TC further commented that "the learner needs to be a priority" (TC3, 521-522). Learners and tutors use their time together; and when scheduled apart, "that gives [the learner] the opportunity to maybe do something on her own without the tutor" (TC3, 150-152).

Both the learners and tutors wanted more structure in the BST program as reflected in

this comment by a tutor: "There should be more classes for the tutors to get together and ask questions, to discuss how we feel about this? Should we be pushing our learners more? And get more support from other tutors" (TB2, 874-879). Tutors needed support in the environment to be effective in the tutoring role finding that it helped when there was "someone to help me out with it" (TB2, 633-635).

Environmental constraints

The politics of the work environment affected the tutors and learners in the BST program. "You can only tell them so often" (TB3, 641). The "trust" between co-workers was also important for "staff if they bring up concerns" (TB3, 684-685). The BST program required collaboration among many of the staff and TB felt that she "would like to work towards this" way of working (TB3, 496-498).

The BST program also influenced resident care. TB stated that "residents are doing things that they did not do before and a lot of wonderful things are happening" (TB3, 434-437). Changes in the workplace were easier to accept when people worked together. TB stated that she was "used to the cycles of changes" and had seen "changes" then "the complaining" until "things settle down"(TB3, 245-246, 132-138). On the areas the new staff will "just go with the flow" (TB3, 418). Even when the variations in the work area made it "hard to try to explain things to a person and in the area" TB felt that the BST program was one way towards making positive change in the workplace (TB2, 660-662).

Finding time to meet in the current training environment was a challenge. LB recommended that supervisors "try to schedule tutors and learners"(LB3, 341-342). Similarly, LC stated that planning to meet "takes a little juggling" (LC1, 287-288). Transfers around the Centre can be a challenge. LC stated that "I just feel very comfortable in an area and the relationship with everyone. And then I get transferred, so it is hard" (LC1, 315-318). As LB noted, "to keep them together. If someone is transferred to try to keep them together once they have started the course" (LB3, 345-348). Learners compensate for not being on the

same shifts or in the same areas as their tutors. One learner looked to the staff around her for support. "I discuss things with other learners" and a "few people that I work with have already taken the course"(LC1, 389-390, 392-393).

Learner Outcomes

Learners felt it was "important to learn what the job is all about" (LB2, 237-238). This learner felt that it was "extremely interesting how [the Centre] progressed to where we are today" (LB2, 250-252). She also stated that BST was "a pretty good course"and that "maybe I should be taking it more as a priority, but I can not, or feel that I can not" because the learner "has other things to do" (LB2, 897, 911-912, 928).

The learner found that she stepped into a new role on her area after taking the course: "[Nurses Aids] can not be alone with the residents, cannot be alone on the work area" (LB3, 17-18). LB enjoyed taking on the increased responsibilities and felt that "anyone can get something out of it" (LB3, 507-508). LB found that although "there was a lot of stuff that I knew already" by doing the course "it sort of gave me a different viewpoint on things" (LB3, 512-513, 517-518).

Tutor Outcomes

Tutors also felt that the program was a benefit: "I still believe the basis of the program is worthwhile, teaching someone or helping someone. I think it is good, a good program. I hope that it continues" (TC3, 473-477). The tutor felt that the program did more than teach learners job related skills. Tutoring was "the opportunity for sharing with others . . . the program could be beneficial to people in more ways than just a learning package because of that" (TC2, 513, 519-521). Through meeting with others in the classroom "learners get some exposure to other people and other areas" (TC2, 525-526). During discussions "you find out about their personality, how they feel about rights, and how they feel about . . . The people they work with" (TC2, 390-393). This tutor's comments reflect the benefits of appreciating the MBTI differences

The tutor also commented on being a leader in the classroom: "It broadens your horizons too, it gives you different attitudes and ideas, so I think that it is a good thing for tutors" (TB1, 761-764). The classroom involvement was viewed as a developmental opportunity for this tutor.

Tutors felt that learners should be given the choice of participating in the program because "there are people out there taking the course because they have to . . . It makes a big difference on how they approach the course " (TC1, 231, 236-237). Another tutor commented that it was "a good course" and "It could do a lot more if it was supported" with more time for learners (TB3, 705, 710-711). TB felt that learners benefit "because it is a skill that you can take with you" (TB2, 704-705).

One tutor gave this advice for learners: "If you do not feel that you are getting the satisfaction with your tutor, then say something;" and this advice for tutors: "Let them know that there are other people out there who can help or [give] extra time" (TC2, 443-446, 466-468).

Match and Difference Patterns in Personality

Each learner was paired with a tutor based on proximity. When the researcher asked about the pairing the responses from learners were varied. LB felt that tutors and learners "have to like each other" and that with "people as a whole, you are not going to like everybody that you come across. That depends on their attitude towards things" (LB3, 191, 270-273). LB commented that her tutor was "really easy going and the other [tutor] always presents a challenge to me. You have to look at it, if she is challenging you to use your mind to not take it personally" (LB3, 359-364). In this example the learner shows that she was using MBTI to depersonalize the different styles of two tutors, with Feeling and Thinking types. The similarities helped to bond a relationship, but the differences challenged the learner to grow.

LD stated that her tutor was "very good, she has completely explained it and did not

leave me until she knew that I understood" and that they "worked together on the area when our schedules collided" (LD1, 118-121, 127-128). The check for understanding indicated a recognition of possible differences and the need to ensure that communication met the learner's style. LD felt that the relationship would develop: "I think that as it all progresses that you will develop a better relationship as the tutor and student" (LD1, 247-250).

One tutor, TC felt that she and her learner had "the same personalities or whatever and that is probably why we work well" (TC3, 685-687). TC and LC both had the SF type. TC approached learning as "sensory integration, everybody takes it in a different way, has their own style of memorizing or you know taking in information [and] retaining information" (TC3, 240-244). TC extended the individualistic approach to learners, both her learner and in the classroom. TC's appreciation of the learner's perspective was reflected in these comments:

"It depends on the learners and how much contact they really want" (TC3, 236-238).

"A lot of it is personalities as far as getting to know the learner" (TC3, 307-310).

Having the "same ideas," "values" and "positive outlook" made it a "positive experience for both of us" (TC3, 314-320).

"Punctual . . . We stuck to the topic . . . Treat residents the same ways . . . Her book was written all over" (TC4, 321-330).

These comments showed that TC understood MBTI similarities affected learning style and that TC worked in various ways depending on the learner's personality type. The similarities of attitude, style of learning, and timing united these two as a tutor-learner unit. When asked to about difference the tutor said there are none "that I can think of" (TC4, 337).

The realities of pairing were that "looking at the area, you know this person is in this area and this person has to be the tutor" (TC3, 403-405). TC expressed concern about learners whose personality differs from their tutor. "If the learner does not speak up" and "they need help, but they can not go to their tutor" or "if they need any kind of assistance,

who are they going to call on?" (TC3, 372-373, 379-380, 391-393). TC felt that "you either click with someone or you do not, it seems to work that way. If you are in a position where you are just working with that person, you avoid, right? But if you are teamed up as a tutor and learner, what do you do? Yikes!" (TC3, 420-426). When differences occur, the tutors must recognize the differences between the learner and self. Myers-Briggs was one approach to use; however, tutors did not talk about using it specifically. TC said that she would "talk about it, you have got to be up front and if you can not get along you look for another tutor" (TC3, 445-448). This indicates a maturity of attitude as the tutor will talk about the problem in order to understand and resolve it.

TC felt that difficulties arise from clashes in "personality" and that "some of [the learners] have a lot of trouble learning" (TC4, 281-283). TC felt a clash could result if "one person was really an easy going type" and the other "conforms to follow the rules and regulations and then I can see that maybe there is a different personality, then it is difficult" (TC4, 296-297, 300-303). The MBTI difference was described as TC felt that "learning style . . . [was] probably a good indicator if you could get some of those people that tutor and learner on that scale" paired together (TC4, 307-311). This tutor saw benefits of using MBTI for pairing with learners based on MBTI similarities. TC also understood that differences can aid the learning process by stretching each person, then "opposites can bounce off each other" (TC4, 313). This tutor felt that the MBTI differences can be either helpful or challenging.

The perceived differences between TD and her learner made it "very difficult, we were two people that just were not interesting to each other" and "it was discouraging" (TD1, 97-99, 107). TD lacked a connection with the learner which made tutoring "difficult, I guess, because I did not know what to do" (TD1, 118-119). In contrast to the previous tutor, TD does not understand how to bridge through the differences using MBTI. When people with differences were paired TD felt that "you can make them hear a point that you want but they

are never going to work it all out" (TD1, 121-123). The tutor was surprised about some of the learner's responses as "it was not the response I expected" (TD1, 131).

When the learning styles of the tutor and learner were similar, the match seemed good on many regards: open communication, use of examples from life to link to the hands-on experience of content, knowledge of sensory integration, and use of role modelling. When the personality styles of the tutor and learner were different, difficulty in connecting created a challenge to the relationship that affected learning. The MBTI information was talked about minimally by tutors, although one tutor showed her understanding of the principles and applied these within the mentoring relationship.

Nature of Tutor-learner Relationships

A learner was acquainted with the tutor, or the relationship was new. LB stated "I worked with her for over two years" and that she "thoroughly enjoyed having her as a tutor because she was good in that position" and she was "very aware" as "she knows what is going on for the learner" (LB3, 128-129, 445-457, 452-454). Another learner, LC knew the tutor "on a passerby kind of basis, not really intimate or anything" (LC3, 159-160). A tutor, TC commented that she "did not know the learner at all until we began" and that having a tutor "helps to increase [the learner's] circle of friends" (TC2, 482-483, 497-498).

Tutors wanted to "start off on the right foot" and found "it only takes a minute to make a phone call" to make the a contact with the learner (TC4, 436, 394-395). That initial meeting set the tone of the relationship as well as determining the activities the two would engage in together. TC said, she "asked [the learner] what she wanted . . . We decided right at the beginning that was the way we were going to do things" (TC1, 147-148, 151-153). TC acknowledged the particular style of the learner.

Befriending.

TC reported that she and her learner "have got a fairly good rapport" and "a good relationship" and the learner was "easy to get along with" (TC1, 246-247; TC2, 488-489).

When tutors helped to get the relationship off to a good start there were benefits for learners as well as tutors. TC found it was "wonderful to work with [the learner], it works, always very friendly, makes a point of saying 'hi,' I am her equal, we are friends, it is good" (TC2, 406-420). By accepting the learner's style and building up communication tutors met learners as colleagues.

Commitment.

Tutors and learners were committed to the learning process and tutors explained that process to learners. LC's tutor "explained very clearly about what would happen, the process and everything" (LC1, 419-421). LB appreciated that the tutor "makes you more aware of what you are doing, like all the little jobs, you do not become robotic" (LB2, 527-529). TC felt that building the relationship over time together was "definitely" important because the tutor conveyed both information and attitudes (TC4, 436). The tutor modelled the work ethic: "We have got to set an example" and it was "not just a coffee break or a chance to get away from the area: we do real work" (TC1, 167-168, 171-173).

When the learners asked and the tutors responded to questions this showed a sign of the deep level of intimacy that developed between tutors and learners. "I ask a lot of questions all the time about why we do it this way or that way" (LB2, 534-536). The "why" questions are handled with openness by the tutor. Tutors are willing to help their own learner as well as other learners in the class. "If anyone has a question . . . I am not going to say 'forget it'" (TB3, 740-742). However, learners prefer to seek and get help from their own tutor as reflected when TB commented that her learner "will want to write [tests] only with me" (TB1, 203-204).

When asked about qualities to have in tutors, one learner said, "some people do a lot of volunteering" and were "always wanting to participate in everything, so they have more experience" (LB3, 292-296). The tutor's wealth of experience made her a desirable role model for the learner. LB went on to say that "the tutor has to be a little more enthusiastic

about [the course] to try to encourage the learner" (LB3, 196-198). LB appreciated that her tutor "enjoys her job, she is not just there for the pay-check, she loves what she does" (LB3, 274-276).

Tutoring was viewed as adult education. "You have that adult-to-adult relationship with your learner" (TC2, 442-443). The tutors and learners should be equals meeting for a purpose rather than the tutor being above the learner . . . some people that I meet in the hallways . . . I kind of get that feeling . . . 'There is the teacher'" (TC2, 427-435). TC spoke about the difference in relationship she felt between class members and her learner: "We are supposed to be adults . . . [one learner] just was not ready . . . There was lots of learners who needed extra" (TC4, 523, 526, 528-829). TC felt that tutors had directed learners to ask for help when it was needed. "We had explained it fairly well, that we could give extra help" (TC4, 515-517).

One learner, LB found that her tutor gave "the guidelines and the structure" and that the tutor was "always there if we are having problems. She asks if we have 'problems' or 'questions'" (LB2, 855-860). Another learner, LC, felt that her tutor was aware of the learner's needs as shown when the learner stated the tutor "was always understanding what I needed to keep up, she was really good that way" and "She will ask me how the reading was and I tell her if there was anything I did not understand. Just by asking questions. Usually I do not have any problems" (LC1, 202-204, 207-211). Learners appreciated their tutor's interest in linking learning to the workplace activities. "Getting together is basically what we do, discussing the band and relating it to the living experience. We talk about thing that we have experienced or seen" (LC1, 347-352).

The commitment demonstrated by tutors and learners varied. One learner, LB, initiated meetings with her tutor about "once a week or so, not in a routine" and found that she had to "bring it to [the tutor's] attention that I need to get this done" (LB2, 189, 168-169). Another learner, LD had "only approached her a couple of times and she is busy too"

so "we have not spent too much time covering the subject" (LD1, 149-150, 154-155). One tutor saw the learner only "in passing" because she felt "the learner has been passed on" to another tutor (TB3, 34; TB2, 28-29). As adult learners, BST participants were expected to be self-motivated to learn. One tutor felt that when "you can see that this person is not dedicated or has a poor attitude or whatever, that would be a real challenge" (TC3, 2357-360). The learner appreciated that tutors kept a positive attitude towards BST learning. "Someone who is new is trying to put a positive attitude towards it" and if the tutor was negative "then they will have a conflict" (LB3, 282-284). The tutor supported LB when she "just notice[d] that I was frustrated and tried to put more of a positive outlook on it" (LB3, 432-435).

Summary of the General Themes

Both tutors and learners used MBTI in their relationships, although they did no talk about it specifically. The perceived similarities were a benefit to the working relationship between tutors and learners. Some tutors expressed how to work with MBTI differences and clearly showed that they did make adjustments for individual learner preferences. The work environment was a benefit to the learning process as learners received direction in the practical skills and this was a good fit with the Sensing preference. The tutor-learner relationship met the needs of Feeling preference.

Despite the influence of MBTI, most important issues for all tutors were mentoring issues such as time management, role clarity, and commitment. The orientation and training provided to the learners included requirements of the tutor's role. The tutor's personal definition of the role affected the relationship and the learning process. Learners and tutors showed their high level of commitment to the BST program by working within time constraints to complete the program.

Tutors emphasized that the training was for learning on-the-job skills. Likewise, learners wanted to develop practical skills. Goal setting was important tool for learner success and when tutors helped learners to set goals the learners usually met them. However,

not all learners set goals and this influenced program completion.

The tutors and learners expressed different experiences with respect to meeting their goals within the environmental constraints. Tutors who advocated for workplace improvements used the BST as one tool to tell others about the importance of resident-centred care. However, BST training was only one way to ensure quality care.

CHAPTER FIVE

Discussion

The potential relationship between Carl G. Jung's theory as it relates to personality and mentors and learner's perceptions and decisions related to workplace learning was proposed in Chapter 1. The need existed for study of the influences of personality type on the mentoring relationship. To investigate the relationship between MBTI and mentoring and learning in a workplace training program, the mentoring process was described in some depth. Based on that analysis, three questions with respect to the mentoring process and the influence of MBTI guided the interpretation:

1. What is the nature of the one-on-one teaching and learning relationships in a workplace training program?
2. Does the Myers-Briggs Type Indicator provide a useful framework for understanding what takes place in a mentoring relationship?
3. What is the influence of MBTI typing and training have on the one-on-one teaching and learning relationships in a workplace training program?

Additional questions were generated throughout the data analysis, including: Is personality type evidenced in the answers that informants gave concerning their experiences? Do type-related differences emerge from the responses given concerning teaching process, success, and satisfaction? Do type-related differences emerge in the views and pursuit of career development? How does goal setting influence learner success in the program? Are other factors than personality type critical to teaching and learning in workplace training programs? These emergent questions helped shape the data analysis and interpretation.

The discussion chapter is organized as follows. The research questions will be addressed by discussing (a) social aspects of the mentoring process, (b) goal setting, (c) tutor role, (d) links to the mentoring model, (e) links to the MBTI, (f) context influences on learning, and (d) type influences on professional attitudes, career view and development.

Reflecting the results of the study, the mentoring model will be the primary focus of discussion, and the ways that Myers-Briggs Type Indicator variations interact with this model constitute a secondary focus.

Social Context of Learning

Learning takes place within a social context in which the mentor-learner interaction shapes the learning opportunities and outcomes. In a workplace training program, these interactions are also influenced by the larger social context of the workplace. Critical competencies for mentors were understanding the values of the organization, demonstrating effective teaching skills, using interpersonal skills, having an awareness of self, and showing a positive attitude towards others. In addition, Morrison (1994) stated that the ease of establishing rapport was determined by several personality factors including personal motivation, degree of commonality, admiration for opposites and recognizing the gifts of others. The role of personality in the mentoring relationship is best demonstrated within the data from the case study, in which the learner expressed how common attributes between the tutor and the learner contributed to ease of relationship building. Across the data reported, a complex interaction among the characteristics of individuals, mentor-learner pairs, and the workplace constituted the learning context. The complexity should not be underestimated in planning similar workplace training programs.

Components of Interaction.

Within the social context, learning is largely the result of interactions with others. Interactions involving verbal exchanges between tutors and learners can be characterized as having three components: (1) technical exchanges, dominated by giving and receiving relevant information, (2) contractual exchanges, often characterized by a brief statement regarding approximate times for meetings, test scheduling, and goal setting, and (3) social exchanges, consisting of courtesies, civilities, and personal acknowledgements. Most interactions between tutor and learner can be categorized into these three components of

activity and the presence of all three components was often, for the learner, one of the tests of a "good" tutor relationship. All three components were present in the successful relationships in this study, where success was defined as the tutor and learner maintaining a continued a cycle of interactions until the learner completed the program.

Within the progression through the cycles of learning, interactions in "good" teaching and learning relationships were characterized by interactions composed of technical, contractual, and social, within a desired range of proportions. The importance of balanced measures of these components was evident throughout the relationships observed in this study. Learners described the heavily technical relationship as a "bookish" or lecturing style on the part of the tutor. Conversely an impoverished technical component lead to repeating cycles as the learner was not successful on tests. An insufficient contractual component left the learner confused, unclear of expectations or unsure of the expected role, while the overly contractual tutor was described as "bossy." The under-social tutor-learner relationship was likely to be viewed as coldly professional by the learner and the overly social relationship was seen by others as the tutor advancing the learner forward without maintaining a standard. These patterns illustrate the important role of balance among the three components of tutor-learner interactions.

The distinctions between these three components of interaction were among the first themes to emerge from the data, and appeared even before a detailed comparison revealed the mentor model functions, which are described later. Their presence in the data was more pervasive than either the mentoring model or MBTI type, reflecting the importance of a balance among technical, contractual, and social interactions in this workplace teaching and learning experience.

General Patterns of Tutor-learner Interactions.

The tutor-learner meetings are regarded as a cycle in that success in the learning endeavour depends on repeated interactions in a progression through a cycle of appraisal,

assistance, testing, and feedback. The BST program was organized in bands or cycles of learning so that patterns of interactions were established and refined with each subsequent cycle of learning. The productive pattern that a tutor-learner pair established across cycles of learning aided a regular timely progression towards program completion, while the absence of common patterns of interactions disrupted the learning progression. The common starting point for the cycle of interactions was mutual goal setting.

Goal setting and Attainment

Learner goals were an important influence on success in the program. Some tutors helped learners to articulate goals that provided a focus for learning. When goals were set, there was concerted effort by both the tutor and learner to work towards goal attainment. Within a busy work environment with competing needs to be met, learners benefitted by the clear focus that specific learning goals provided. When learners stated goals they usually met these goals. Learners who did not set goals drifted in their daily practice and had more difficulties in progressing through the program.

Once a verbal goal setting contract occurred, the information transfer followed with demonstrations, observations and little adjustments made along the way: all of the activities that contributed towards preparedness for the learner testing. Only when the learner expressed readiness for the test and feedback activities, did these events occur to complete the cycle. If testing did not indicate a successful level of achievement on the part of the learner, the tutor and learner repeated the loop before entering into a new cycle with material in the next band of the program.

Interactions between tutors and learners were critical to achieving goals. Tutors provided information to learners, and needed to receive certain relevant information in return in order to evaluate their learning. This technical part of the information exchange was enhanced when the learner's verbal statements contributed specific kinds of information that aided the tutor in evaluating correct and complete understanding. The successful learners

conveyed clear understandings of technical knowledge, used lay language, and employed a spirit of joint undertaking that showed respect for the tutor's need to appraise and mediate according to the learning goals and outcomes. The learner's questions also contributed to the learning and evaluation processes.

When goals were not met, internal corrective processes frequently were activated within the tutor-learner system itself, to create a natural compensation that soon repaired ineffective aspects of the learning pattern that constituted a problem for the successful completion of the cycle. The tutor and learner included the corrected aspect such as clarified expectations, more meeting time, or help with studying in their subsequent cycles to maximize the successful completion of the next band on its first cycle. The tutor and the learner automatically incorporated these new learning strategies into all subsequent cycles.

When a difficulty in meeting goals occurred and the disruptive element was not identified and corrected, increased malfunctioning occurred over time. A little problem, such as insufficient prompting from the tutor, can spread over the whole relationship as the cycles become slower or ceased to function, thereby decreasing the positive learning activities. The threshold point was usually reached where the tutor or learner finally saw the damage that had occurred, defined the problem, and sought help outside of the tutor-learner pair through contacts with intermediaries, often another tutor or the program proctor.

Patterns of successful teaching and learning activity related to goal achievement also evolved over time. After the test and feedback indicated that the goals had been completed successfully for a particular band, a period of lesser demand typically occurred during which the learner prepared for the next cycle by doing some independent learning activities such as reading and studying. The tutors' prompting and vigilance to initiate or guide the learner to learning goals was typically reduced with each successive cycle. Learners took more responsibility for pacing with tutors taking less responsibility as the cycles of learning progressed. A heightened attentiveness of the tutor to signs of erosion in the goal achieved

usually expressed itself at the same time that the learner was engaging in the independent activities of a new cycle. Tutors' monitoring for skill maintenance increased immediately after each test was complete and subsequently decreased to periodic spot checks at approximately the time when the learner again desired contacts with the tutor to discuss, question and employ the other activities that prepared the learner for success on the new skills. Tutors rechecked all skills periodically to be doubly sure that all previously tested skills were being performed as desired. These patterns of teaching and learning activity helped to meet and maintain learning goals, and to develop self-directed learning skills.

The final cycle of evaluation of learning goals occurred when the last band of study was completed and the learner was successful in performing all skills. Although the learner may have expressed that everything has been completed, the tutor often paid special attention to ensure that backsliding did not occur before withdrawing completely from the tutoring role. The tutor often held back from signing the final paperwork until one more observation was complete, ensuring the learner demonstrated skills that will endure after the tutor ties were formally cut.

In contrast to its important role in this investigation, goal setting was not reflected as a dominant theme in the literature review. Goal setting is an important step in the learning process and it needs more emphasis in the mentoring model.

Tutor Role Defines the Relationship

Whether collaborative goal setting was effective or not, the tutor role often defined the relationship that was created, as it was the tutor's actions that often determined the boundaries of a relationship. In successful tutor-learner relationships, the tutor took a balance of the supervisory role with connecting with the learner on the same level. Tutors did not play the role of "the boss."

Learners entered the learning program with either excitement or uneasiness, particularly with respect to the testing elements of the program. The instant personal

relationship with a tutor was welcomed by all learners with some relief that help and support were available. The social aspects conveyed empathy for the emotional stress that was shown when the learner was uncertain. Fears were alleviated by the tutor in that the relationship provided a safe haven where individual needs were met and problems were worked out. Confidence building occurred within the individual tutor-learner relationship as the learner gained skills. Learners were happy when they progressed and felt encouraged to continue. Tutors recognized the value of their contributions to this process and felt proud to co-create success.

Both tutors and learners intentionally defined their relationship for other staff with emphasis on "real work" occurring in their meetings. Although many learners appreciated the friendly aspects of the tutor-learner relationship, the expression of friendship was described by successful tutors as a close to equal adult-helper in the teaching role. One tutor-learner pair suppressed a budding friendship that began to form during the course of their learning activities. The tutor and learner avoided social gatherings to minimize the social aspects of the relationship and the pair discussed the potential risk to credibility if they socialized openly. Once the tutor-learner commitments were completed a social working relationship flourished in this case. These findings underscore the responsibilities of tutors, in particular, to maintain a professional relationship with learners. This aspect of "sponsoring" in terms of the mentoring model addresses the integrity of the learning experience and the perceived credibility of the learner. Similarly, the tutor who was attentive to all three components strived for balanced measures of technical, contractual, and social interactions throughout the course of the relationship.

The more the tutor was concerned about providing a "good" tutoring service to the learner, the greater attention was given to these three components of technical, contractual, and social interaction. Unseasoned tutors who exposed concerns about being viewed as extreme on any one component tended to overcompensate, with their actions actually creating

the opposite effect. The most commonly seen difficulty in this study occurred where tutors demonstrated insufficient contractual components in the relationship and concurrent statements of "not wanting to push too hard," which resulted in the learner's pace of study cycles being somewhat erratic. These tutors were unhappy with the learning results, but frequently had difficulty making the necessary changes in their patterns of behaviour as the cycle pattern was already established with the learner. Such tutors were more likely to attribute the slow cycle completion to lower learner motivation and to express a desire to follow self-pacing or adult learning principles, thereby abdicating the contractual aspects of the tutor's role. One tutor who worked at increasing contractual aspects of interactions with the learner spoke about the importance of goal setting at the beginning, even though it had not occurred with the present learner. This tutor expects to address the contractual aspect differently with subsequent learners.

Tutors gained a new status within the Centre when they took on the tutoring role. The important task of introducing new staff to the workplace is valued and tutors take that responsibility very seriously. Tutors also wanted to ensure that learners' future actions would be an asset to their reputations. The tutors' level of obligation and accountability extended beyond the teaching and learning contact into the learners' career at the Centre. Learning was a positive experience for the mentors and the learners. Most learners said that they would want to become mentors in the future. This high level of commitment on the part of the mentors was not described in the literature on mentoring model, and requires further investigation.

Links to The Mentoring Model

The five basic mentoring functions are demonstrated in the actions of the tutors: teaching, sponsoring, encouraging, counselling and befriending (Maynard & Furlong, 1995). Within the framework of these mentoring functions, the general patterns observed will be discussed.

The teaching function involved the mentor in facilitating learning process of the learner. Tutors provided content-specific information and worksite demonstrations of skills. Role modelling was an important aspect of the teaching role of mentors as the learners connected the content with actions within the work routines. The transfer of content knowledge translated to actions in the work.

The teaching function also was demonstrated when tutor planned when to meet, held meetings with the learner, and led that meeting. The tutor involved the learner in discussion of issues and topics and in doing so, the tutor directed the focus and guided the learner to the important topics. As the learner discussed the material, shared thoughts, and asked questions, the tutor evaluated their skill development. Teaching also involved evaluating the learner's skills in action by observations in the workplace. The tutor also talked about tests, observation results, and gave feedback to the learner.

The sponsoring function was evidenced in the social context of the learning when the tutor protected, supported and promoted the learner. The tutor protected the learner from work overload, especially when the learner was new to the workplace and there was much to be learned about the job. The tutor gave the learner tasks on a graduated basis to ensure that skills developed to a level of expertise before adding new tasks. In addition, the protecting aspect of the sponsoring function was illustrated in the tutor maintaining the professional relationship in order to protect the perceived integrity of the training. The support aspect of sponsoring was provided during the role modelling while working alongside the learner. Promotion involved making introductions and mediating interactions with co-workers. Within the case, in particular, the tutor's promoting role included facilitating learner input into staff meetings.

The encouraging function evidenced itself in affirming, aspiring, and challenging the learner. The tutor affirmed the learner by accepting and encouraging his or her personal style. The tutor got to know the learner, listened to the individual, became aware of the person, and

then worked with his or her strengths. The role modelling of the tutor provided for aspiration to the whole role and to quality resident-centred care. The tutor provided challenge by assigning tasks that were within the reach of the learner, but also by encouraging stretching to attain higher levels of achievement.

For example, encouragement was shown when questions arose; successful tutors tended to direct the learner to find the answers rather than become the main provider of information. However, tutors responded to questions in whatever way was helpful to the learner: providing the answer, directing the learner to the material, or directing the learner to other knowledgable people.

The counselling function showed itself in problem-solving situations. The tutor worked with learners to "keep on track," which meant focusing on the goal, the present, and the workplace. The tutor grounds the learner to the here and now, to bring the learner back to the goal or task, and to highlight the resident focus. The tutor engaged the learner in problem solving discussions, in which the tutor listened to the learner's perspective, probed, clarified, and advised the learner according to the situation.

Counselling was used by the tutor to help the new person adjust to the changing environment. The tutor was there in case of problems; tutors communicated a presence, even when absent, by offering home phone numbers to learners and by counselling learners regarding their shift plans before leaving the workplace at a shift change.

The befriending function included accepting and relating. In particular, the tutors considered befriending function when feedback was provided to the learners as it had a potential impact on the perceived friendliness of the relationship. When the tutor voiced a need to improve along with a desire to help, the learner perceived the feedback as bonding in a caring relationship, rather than as a criticism that was a barrier to overcome. Throughout the mentoring relationship, the tutor practised befriending by accommodating the learner and adjusting to the learner's needs.

The mentoring model was evidenced in the interactions between the tutors and learners. Interactions that occurred within the relationship were purposeful and focused on learning to care for individuals within the work environment, but also illustrated efficient mentoring practices.

Links to MBTI

Much of the relationship aspect of tutoring involved accepting the individual learner with his or her preferences. The tutor and learner were aware of relating to others who have some similar and some different preferences. The tutor recognized the learner's unique perspective by appreciating the learner's MBTI preferences. Tutors incorporated the principles of MBTI in problem-solving by recognizing the learner's non-preferred type, and providing support by stretching personal growth and development to practice non-preferred skills. In turn, the ability to recognize and develop different sets of skills is extremely important in relating to the individuals who receive care and services, as these individuals are likely to have preferences that also fall into a range of MBTI typologies.

Although tutors and learners often referred to similarities and differences in type, the language and influence of MBTI in mentoring was not always openly discussed. Application of the MBTI framework taught early in the BST program seems to have been addressed more intuitively than explicitly. One tutor did use type talk: "sensory integration, everybody takes it in a different way, has their own style of memorizing or you know taking in information [and] retaining information" and this tutor extended the individualistic approach to learners (TC3, 240-244). There was some evidence that the use of the MBTI can benefit the mentoring process as it helps individuals to understand the similarities and differences of personality in individuals, but less evidence that classroom typing and instruction transferred effectively into the workplace.

With respect to how the MBTI was evidenced in the tutoring process, the tutor roles were mediated by MBTI type in ways similar to those described by Thompson (1984). The

tutors who were typed as SF, viewed the role as instructing, disciplining, encouraging, supporting, providing a role model, and serving others. The SF tutor looked for both grades and behaviour improvement in the learner. The tutor with ST preferences viewed the role as setting an example for learners, being a role model, and sharing knowledge and experience. The ST tutor looked for grades as the main method of evaluating success in the learner. The NF tutor viewed the role as encouraging, inspiring, providing variety and motivating learners to develop. The NF tutor evaluated success by observing actions of the learner, and considering the grade as only one small part of success.

Cooper and Miller (1991) found that the students rated course evaluations related to the congruence on the SN continuum of the MBTI. The tutor-learner pairs in this study did match on the SN scale. As there were no negative cases, the findings of Cooper and Miller appear to hold true for the individuals in this study, but more research is required to make a definite case.

The S preference was also important in Barrett's (1991) research where the most effective teachers had the SFP preference. In this study, although all tutors worked hard at achieving success, the tutor with the SF preference seemed to be a very effective in teaching style with the learner. In addition, the Feeling preference is related to the strong expression of the social aspect of the relationships. The results of this investigation support these previous observations.

MBTI Use and Influence on Mentoring

The mentoring relationship was complex, involving the personality, environment, experiences, values of the person, and values of the organization. The MBTI framework may make a useful contribution to the mentoring process, but knowledge of MBTI is not sufficient to ensure a successful mentoring experience, or to generate a comprehensive understanding of the dynamics of mentoring.

The underpinning values of the MBTI led to its use in teaching at the Centre. The

value for similarities and differences translates to the service provision to residents. Learners become more aware of their preferences, strengths, and potential growth areas. As Montgomery (1993) stated, the awareness and appreciation of diversity are helpful to the learning process. The coaching to stretch in weak areas offers problem-solving skills that the learner can use in the workplace. Any method that reinforces the values is important for learners as they develop awareness and knowledge about themselves and others. Personality is an important aspect of each person's making the MBTI useful in the learning context, but not critical to successful learning.

The Context Influences on Learning

The tutor-learner relationship was not the only influence on the learner's skill development. The environment appeared to have its own MBTI profile, and drew out the Sensing and Feeling preferences because of the work needs. The learners' MBTI match with the environment and the type of work involved in personal care was more important than a match between the learner and the tutor. This result was due in part to the human tutors' flexibility in accommodating different styles, in contrast to the workplace's more static style profile.

In terms of workplace style, the standards of practice in an area established, and eventually enforced the learner's behaviours, sometimes limiting skills to that of the normative function within the area. At other times, workplace practices maximized the use of skills and the role congruency that learners achieved between their training and practice.

The entire surrounding environment had a profound effect on the learner's experiences. Tutors felt support for the workplace learning among the staff models present in their work areas. Learners' appreciation for both tutor and workplace support was shown when a learner stated: "Anyone can direct my skill development, but my tutor gives me special attention" (LA1, 498-502). The basis for ensuring the maintenance of skills was the environment of the learner and its capacity to support and validate the skills in action.

Personal service holds a multitude of opportunities for individualized, personalized service and each person (learner or tutor) was responsible to self-monitor and uphold a high standard of work habits that maximize the individual attention to each resident. A positive self-monitoring was observed in learners in a supportive environment that was rich with examples of individualized service, and that supplied the learner with encouragement to continue by raising the bar whenever the creative use of skills furthered this end. Conversely, when the local work environment did not support these standards of care, the transfer of skills into the workplace did not occur.

Professional Attitudes, Career View, and Development

Mentoring was not reducible to a simple set of rules, but was considered to be a complex, ever-changing practice. By choice or default, tutors' actions imparted professional norms and personal attitudes, which emphasized certain aspects of the work. Thus, through day-to-day interactions the tutor imparted both content of the program and affective practices, including ethics, morality, and politics. The learning in the affective domain revealed little distinction between content and process because of the value-based content of the BST program.

Morrison (1994) found that personal motivation was an important aspect of learning. Mentoring enriched the experience for the learner and also created awareness for tutors that heightened appreciation of the impact of everyday interactions. Tutoring connections with another person provided a way of asking important questions about "what we do" and "why we do it" that was beneficial to both learners and tutors.

The contradictions that arose were openings to discuss values, similarities, and differences. The mentoring process encouraged questioning and independent thinking among learners. Much of the work involved choice-making that influenced the outcomes of quality care. The learner came to understand thorough reading, discussion, action, and reflection. The mentor relationship developed independent thinking by encouraging personal and team

solutions for the day-to-day problems of the job. The supervised practice helped learners to develop a personal style of working that incorporated best practice and supported thinking workers. The complexity of the mentoring process extends beyond any single MBTI profile.

The mentoring benefits to learners are an increase in the sense of belonging and access to support (that will likely to be ongoing) from the mentor. Within the stability of the tutor relationship expectations flowed and built on strengths as skills developed. The challenge was to plan personal skill development so that ongoing growth occurred, rather than stagnation. The safe relationship allowed expression of ideas, personal beliefs, clarification of values, reaffirmation of values, work through struggles together, altering of misguided assumptions -- all which contribute to personal growth.

The learners appreciated one-on-one interaction with tutors. The valuing of each staff person for the strengths that he or she brings helps to share those talents within the workplace. Boyd (1994) found valuing strengths and differences had an influence on learning. Similarly, the learners in this study had an appreciation for tutors who recognized and brought out their strengths. Some tutors were able to demonstrate a value for differences between themselves and the learners.

Relationship was an important aspect of working with individuals with disabilities. Within the mentoring model, learners experienced a positive relationship and built interpersonal skills.

Observations and Implications

The implications presented here rest on the knowledge that all types enter work in human services fields. Individuals in their normal and natural expression of self will affect their professional performance and development. Also, mentors' actions and awareness of the learner can affect individual development. Implications from the major categories that emerged from the data often are overlapping and difficult to consider separately. Some of the primary implications of the findings presented include:

(a) The perceived role of the mentor seems to be a basis for actions and decisions, and perceived role is, to some degree, influenced by type. The importance of preparing mentors for their role is emphasized; mentors need to trained to be aware of type influence on the role and to use their leadership role in the teaching and learning process.

(b) Goal setting had an effect on the teaching and learning practice, as well as successful outcomes. Where it was effective, the goal setting activity had a positive influence on outcomes. Teaching the importance of goal setting to focus teaching and learning activities and to guide learners to success is critical within the mentor role.

(c) In addition to goal setting, all mentors and learners engaged in various actions of teaching and learning (planning, teaching and learning, and evaluation). However, the emphasis varied among individual tutors and learners. Knowledge of various learning strategies and methods was important and frequently required better planning and cooperation, especially if adjustments were needed. Therefore, it is important to prepare mentors by teaching the importance of planning and particular teaching strategies to achieve those plans.

(d) A tutor-learner pair interacted over the course of learning and development. Tutors and learners would benefit from a professional development opportunity to learn more about effective mentoring relationships.

(e) Understanding of personality differences varied, and a knowledge of the MBTI tended not to be used explicitly in the mentoring process. Even though the MBTI is taught in the classroom learning experience, the links to applying this knowledge in the workplace learning experience needs to be strengthened.

(f) All informants reported that they were affected by the changes and conditions within the work environment. The research findings suggest that more effort to balance staffing needs, while maintaining an optimal learning climate, would enhance the BST learning experience and resident care.

(g) The tutors and learners have the primary responsibility for learning, and they are

supported well by the practice community. Continued efforts are important to sustain the secondary support system.

(f) New staff got into action quickly; by working closely with tutors, the learners worked safely with individuals while their skills grew. Minimal disruption of service occurred as learning was concurrent with work. Skills, learned in the context of use, leave no gaps in theory-to-context. Problem-solving in real situations was both a learning experience for the learner and a solution for real life. The continued investments that support mentoring relationships are worth the effort as the learning experience was positive and the learners want to become mentors in the future.

Conclusions

The patterns of type-related similarities and differences are presented here as they relate to the objectives of the study. Tutors used MBTI awareness to validate and communicate with learners, appreciating their individual uniqueness. Teaching and learning strategies focused on the practical aspects that were consistent with the Sensing and Feeling type preferences. Although tutors used little formal language to discuss the MBTI influences, their similarities and differences that they recognized in the pairing influenced the relationships. Awareness of communication differences influenced informants to check in different ways with their communication partner about understanding

More broadly, mentoring was an effective teaching and learning strategy in that learning from the tutors occurred in a way that could not have been achieved in the classroom. Learners were able to move forward in their personal commitment to values, discovering the matches between their own values and the organization. The level of teamwork that ensued had benefits to the learner, as he or she was accepted by the co-workers as a learning, growing member of the team. The tutors guided learners within the work environment, so they were afforded wholistic experience by actually "living it." Learners saw and head about the daily challenges and opportunities in the workplace while

attending to the modelling of their tutors. The Sensing preference that dominated in the work environment and in the participants was met with the hands-on learning.

Actual advocacy situations were powerful learning experiences for learners as they observed tutors pushing for the resident focus at team meetings. The tutors showed a high level of commitment to standards by giving voice to issues and by doing actions that were helpful to residents. Along this process, the learners saw the applications repeated in various ways within real job situations. The resident focus was developed as an integral part of how the individual performed job duties. The learners were able to tell others what they are doing, why they were doing it, and how their actions were affecting the residents. The greatest benefit of this learning was probably its transformation of the learner's actions into caring, gentle help to residents.

the BST program I met periodically with the individual participants, as our schedules permitted. Individuals were telling me about the experiences they were having as they learned about the Centre and worked on the BST with the tutor, and tutors were giving me their perspectives. I had a window into the unique tutor-learner relationships that were developing. The interviews were interesting, challenging to lead, and fun to see where we would go.

In the evenings, after work I transcribed the data. I soon noticed that in accepting all of the participants who had come forward to participate in the study, I had a mix of two tutors and two learners, but no actual pairs. I continued to meet with the participants and sought out the other partner to the individuals that I was interviewing. I made telephone contacts to try to get back to the original plan of the study, which was to interview both partners in pairs. The extra invitations yielded modest success: one interview with a tutor and the tutor-learner pair who became the case study. I decided to continue gathering the rich data from those individuals who were involved in the study. The emergent design evolved with the participant's availability and the growing body of interview data.

Although the administration supported the study, I found that on the practical day-to-day level it was harder to meet with participants than anticipated. It was humbling to experience that by the second month I was feeling the impact of this reality on the study participation; I was getting behind the interview schedule and was becoming worried about the gaps that needed to be filled. My saving grace was the one tutor-learner pair who were giving a complete picture as they were available for several interviews over the eight months of the BST program. I reported the data from this case separately from the other data generated from single informants as they were so informative, and provided frequent snapshots of a whole cycle of the BST program.

With the new year, another class of learners began the BST course and one learner volunteered to participate in the study, making the total 4 learners and 4 tutors. Some

CHAPTER SIX

Reflections from the Researcher's Journal

This research question was important to me because it combined my study with my work. In studying my work I was able to use practical aspects of insights from the research in my job as they applied to the day-to-day work life. I chose a qualitative question and method because it felt less intrusive and more natural than quantitative research design. The participant stories honour the wholistic human aspect that is so much a part of the work that we do at the Centre.

Thoughts About the BST

The BST program captured the challenge of the dual needs: to train direct service workers quickly and to have them know about various aspects of the support role they provide to people with developmental disability. The BST met the initial training needs of direct service workers. Emphasis was placed on values and attitudes as well as communication, which is important in every human interaction. The BST presented these important topics first. The students learned about the whole person; they learned to consider the person with respect; and after that, they learned the health and safety aspects.

In my interviews, I used my BST knowledge as a tool to build rapport with the tutor and learners. But, I was really interested in the general learning aspects, such as the relationship between tutor and learner, and the other issues that the participants discussed.

The Data Collection Experience

I was quite excited about inviting people to participate in the study and ready to interview the informants. Two of the learners in the class volunteered for the study right away. Two tutors, who lead the BST classes, also volunteered for the study right away so that started the interviews schedule. The interviews got off to a good start considering the busy fall schedule at the Centre. The Centre was settling into a new program structure: many of the learners were paired with a tutor in their area. As learners progressed through

learners also terminated their employment at the Centre, and also dropped out of the study, leaving incomplete data sets. The "member checking" was not possible in these cases.

My interpretation of the data compelled me to learn to let the data emerge. Reading about this process is very different from experiencing it. At first, in the data analysis I was overwhelmed by the sheer amount of information that was produced and I had to resist making it all fit quickly into some preconceived categories. Later, when I relaxed and trusted that it would happen, I saw the patterns emerge. Forcing this process does not work: it somehow comes to the surface in its own time. I looked for negative cases and continuously looked for new themes in the data.

The results have influenced my practice in that I know more about how to support successful workplace learning and have some language to talk about the mentoring process. In retrospect, I feel that I have become more supportive of learners and tutors because I understand more deeply that the environmental and time constraints break their focus. I show my recognition of this by trying to give smaller steps for them to accomplish, trying to be gentler when they get distracted from the task, and trying to talk more frequently about their progress. The importance of goal setting is emphasised.

Methodology Improvements

Regarding the process and methodological aspects, I did make a few small discoveries. One day I placed my black tape recorder onto my black day book to cushion the vibrations and reduce distracting sound when transcribing and this seemed to relax the interviewee as the tape recorder was less noticeable. Once I noticed this I continued the practice for all subsequent interviews.

Another discovery was an aid to data analysis. After transcribing the data, I wanted to cut and sort the data into topics to look for patterns across informants' statements. In order to keep track of original sources I used a colour code system to identify each informant and interview. Before cutting, I put a coloured line down the page next to the line

numbers. In seconds I coded data from a whole interview rather than writing out informants pseudonym on each piece. I would use this method again as it was easy to see when patterns emerged from one informant or from several informants.

Thesis Learning Experience

The process of preparing a thesis has been a valuable learning experience for me in several respects. This work has allowed me to improve my writing style, practise skills learned in higher education courses, learn about the qualitative method for data analysis, and apply thinking skills to a workplace learning program. The experience of working with participants who willingly shared their perceptions, thoughts, and feelings was rewarding. Thesis work has built confidence in my abilities and provided me an opportunity to share that with others. This work may make a small contribution to the body of knowledge on mentoring. This personal and professional growth prepares me to meet future challenges with new capabilities.

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APPENDIX A

Interview Framework

First Interview: September, 1998

Questions for each learner.

What has interested you in taking this program?

Can you tell me about your previous learning experiences?

Is there anything about your previous learning experiences that will influence your studies in this program?

Can you tell me about your goals in this program?

How did you come to select these goals?

How do you think the tutor-learner relationship will help to meet these goals?

Questions for each tutor.

Can you tell me about your experiences in the human services field?

What has interested you in tutoring?

Can you tell me about your previous tutoring experiences?

How will these previous tutoring experiences influence you as you begin tutoring this learner?

What are the goals for the learner you are tutoring?

How these goals selected?

How do you think the tutor-learner relationship will help to meet the learner's goals?

Second Interview: November/December, 1998

Questions for each learner.

In the last interview you described some goals. How are these goals being met?

Have your goals changed over time?

Can you tell me about any new goals you have developed?

What factors do you feel or think have influenced the tutor-learner relationship with your tutor?

Probe -- You mentioned x and y, anything else?

Probe -- Can you give some examples?

Can you tell me about the interactions with your tutor?

What kinds of interactions are helping you with your studies?

What kinds of interactions could be more helpful to you?

Can you tell me about any unexpected experiences that have happened to you in this learning process?

What are the most important experiences for you in the tutor-learner relationship so far?

Questions for each tutor.

In the last interview you described some learning goals. How are these goals being met?

Have these goals changed over time?

Has the learner set new goals? Can you tell me about them?

What factors do you feel or think have influenced the tutor-learner relationship with your learner?

Probe -- You mentioned x and y, anything else?

Probe -- Can you give some examples?

Can you tell me about the interactions with your learner?

What interactions are helping your learner with his or her studies?

What kinds of interactions could be more helpful to your learner?

Can you tell me about any unexpected experiences that have happened to you in this tutoring process?

What are the most important experiences for you in the tutor-learner relationship so far?

Third Interview: February, 1999

Questions for each learner.

Can you tell me about your learning goals and how they were met?

How did your goals change over time?

Can you tell me about the interactions with your tutor during your studies?

Can you tell me about the communications with the tutor?

Probe -- How did these change over time?

What worked best in the tutor-learner relationship?

Probe -- Can you give an example?

What did not work for you in the tutor-learner relationship?

Probe -- Can you give an example?

What challenges did you experience in your relationship with your tutor?

Can you give me an example and how it was resolved?

Probe -- Were there other examples?

What were the most important factors for you in the tutor-learner relationship?

Questions for each tutor.

Can you tell me about the goals for the learner and how they were met?

How did the goals change over time?

Can you tell me about the interactions with your learner?

Can you tell me about the communications with your learner?

Probe -- How did these change over time?

What worked best in the tutor-learner relationship?

Probe -- Can you give an example?

What challenges did you experience in the tutor-learner relationship?

Can you give me an example and how it was resolved?

Probe -- Were there other examples?

What were the most important factors for you in the tutor-learner relationship?

Fourth/final Interview: March/April, 1999

Questions for each learner.

In the last interviews you have told me about the tutor-learner relationship as you

experienced it. I want to check with you about my understanding of things.

A brief description of the researcher's interpretation will be provided.

What factors influenced your tutor-learner relationship the most?

What were the important characteristics of your tutor-learner relationship?

Can you tell me about the positive aspects of the experience for you?

Can you tell me about the challenging aspects of the experience for you?

What advice would you give to future learners?

What advice would you give to future tutors?

Questions for each tutor.

In the last interviews you have told me about the tutor-learner relationship as you experienced it. I want to check with you about my understanding of things.

A brief description of the researcher's interpretation will be provided.

What factors influenced your tutor-learner relationship the most?

What were the important characteristics of the tutor-learner relationship?

Can you tell me about the positive aspects of the experience for you?

Can you tell me about the challenging aspects of the experience for you?

What advice would you give to future learners?

What advice would you give to future tutors?