

**Tool: Mentoring Approaches****Timing:** Throughout the mentoring experience, during formal and informal conferences**Purpose:** To strengthen mentors' approaches in working with novices in developmentally appropriate ways

<b>Approach</b>	<b>DIRECTIVE</b>	<b>COLLABORATIVE</b>	<b>NONDIRECTIVE</b>
<b>Beliefs</b>	Mentor feels that novice will benefit more from the expertise and experience of the veteran teacher.	Mentor feels that novice will benefit more from relating as professional peers.	Mentor feels novice will benefit more from professional autonomy to solve own problems.
<b>Preferences</b>	Likes giving advice-how, what, where, when.	Likes collaborative dialogue and problem solving.	Likes listening, encouraging as Novice finds own solutions.
<b>Communication Styles</b>	<b>Directing Standardizing Reinforcing</b>	<b>Reflecting Presenting Problem solving Negotiating</b>	<b>Listening Clarifying Encouraging</b>
<b>Appropriate Situations</b>	<ul style="list-style-type: none"> <li>• <b>Mp</b></li> <li>• Novice does not possess the knowledge; Mentor does.</li> <li>• Novice does not recognize or cannot identify the problem; Mentor does.</li> <li>• Novice is engaged in self-defeating behavior, is unaware; Mentor sees.</li> <li>• Novice is consistently closed to feedback, is defensive.</li> <li>• Novice is in a crisis—personal or professional reputation is threatened.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MP</b></li> <li>• Novice &amp; Mentor both possess needed knowledge.</li> <li>• Mentor understands one part and Novice understands another part.</li> <li>• Mentor senses Novice is ready for more responsibility.</li> <li>• Mentor sees the need for Novice to be part of the decision-making process.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>mP</b></li> <li>• Novice possesses more knowledge than Mentor.</li> <li>• Novice sees the situation as a serious concern and Mentor doesn't.</li> <li>• Mentor judges the Novice's proposed actions to be appropriate and effective.</li> <li>• Mentor sees the need to assess Novice's motivation and skill.</li> </ul>

*All approaches are needed. Effective mentors use their professional judgment about the novice's level of motivation, expertise, and experience in determining which approach is the most developmentally appropriate to use in a given situation. Selection of the approach is determined by the situation and specific personal factors.*

Adapted from: Glickman, C.D. (1985). *Supervision of instruction: A developmental approach*. Boston: Allyn & Bacon. In Rowley, J. B., (2000). *High-Performance Mentoring*. Thousand Oaks, CA: Corwin Press.