

A Closer Look at the Mentoring Beliefs Inventory

Mentoring Approach	Directive	Collaborative	Non-Direct
<i>What</i>	Mentor as authority	Shared commitment to learning	Mentor as listener
<i>When</i>	When mentee needs clarity or is not yet able to envision/ articulate issue	When mentee is able to envision/articulate issues and can engage in dialogue about them	When mentee has strong self-awareness and rich conceptual understanding of needs and possible solutions
<i>Roles</i>	High degree of mentor teacher /low degree of mentee responsibility in decision making	Shared degree of responsibility in decision making	Low degree of mentor teacher/high degree of mentee responsibility in decision making
<i>Associated Behaviors</i>	Mentor identifies feedback and possible solutions. Mentor directs next steps	Listening and reflecting; problem solving and brainstorming	Listening, reflecting, clarifying, and encouraging
<i>Application</i>	Not frequently needed by mentees, but is often preferred	Most often preferred by mentors	Only recommended for mentees whose understandings are at the highest levels

Glickman, C. (1985). *Supervision of instruction: A developmental approach*. Boston: Allyn & Bacon.