

Appendix I

Questions of questionnaire for students about preferred guidance styles

1. I can easily learn	15 .I often don't understand the content of the lesson
2. My mentor / teacher should see me as an equivalent	16. I don't have to be checked
3. I really do the things you ask me	17. When I don't understand something, somebody should explain this to me until I understand it
4. I like it, when somebody helps me	18. I need extra challenge at school because I'm bored easily
5. I want to have responsibility	19. I want to get extracurricular content of the subjects in school
6. I want to solve my problems myself	20. I need my mentor when planning my educational career
7. You have to tell me how I should work	21. I like it, when my mentor waits until I come to him/her with my problems
8. I want to make decisions together with my mentor/teacher	22. My previous school was too easy
9. I want to know exactly what I have to do when making an assignment	23. You have to let me work independently
10. You have to check me regularly	24. I need help with the subjects in school
11. You have to make concrete appointments with me	25. I want to learn the content of the lesson in pieces
12. You have to motivate me for the things I have to do	26. I want to be checked all the time because otherwise I don't complete a task
13. I find it hard to make contact with other people at school	27. My mentor needs to have the following characteristics...
14. My mentor/teacher has to help me when I do something wrong	28. As you may know, you completed the AMN test at the beginning of the year. This test is linked to types of students. If you read the descriptions below, which type do you find most relevant to yourself? If you find it difficult to choose, please take the one that will be more applicable to you than the others.

Appendix II

Observed items in observation scheme guidance styles

Indicator	The teacher...	Examples in practice: The teacher...
Communication	... gives quick feedback	... tells directly if an answer is right or wrong ... tells directly why an answer is right or wrong
	... gives step by step instructions	... makes sure every student knows what to do ... gives extra instruction to student or groups
	... asks questions that make students think about the content	... waits long enough to give every student the chance to answer a question ... listens, summarizes and asks ... asks questions like "How could this be useful to you?"
	... repeats	... activates students' prior knowledge ... summarizes during the lesson ... asks questions like "What did you find difficult?" ... asks questions like "What do you want to know more about?"
	... delegates	... let students capture their own progress ... encourages students to ask questions and give explanations ... asks students to think about given solutions or answers
Steering behaviour	... makes concrete arrangements	... watches the agreed terms and rules ... Interferes with controversy in an appropriate manner
	... encourages students to do their best	... praise students who do their best ... makes it clear that students should do their best
	... confirms / encourages self-confidence	... gives compliments ... shows positive expectations about what students will achieve
	... checks whether task is understood	... checks regularly whether the explanation is understood ... checks regularly whether students understand what the lesson is about ... asks questions that make students think and elicits feedback
	... gives students responsibility	... asks questions like "where do you want to know more about?" ... let students think of solutions themselves ... observes

Appendix III

Questions of questionnaire for teachers about preferred guidance styles of the classes

This class can easily learn	Class I, Class II, Class III, Class, IV, Class V, N/A
This class can concentrate during the lesson	Class I, Class II, Class III, Class, IV, Class V, N/A
This class wants to be approached as an equivalent	Class I, Class II, Class III, Class, IV, Class V, N/A
This class likes it when somebody makes decisions together with them	Class I, Class II, Class III, Class, IV, Class V, N/A
This class wants to have their own responsibility	Class I, Class II, Class III, Class, IV, Class V, N/A
You have to tell this class how to work	Class I, Class II, Class III, Class, IV, Class V, N/A
This class wants to know exactly what to do when making an assignment	Class I, Class II, Class III, Class, IV, Class V, N/A
I have to check this class regularly	Class I, Class II, Class III, Class, IV, Class V, N/A
I have to make concrete appointments with this class	Class I, Class II, Class III, Class, IV, Class V, N/A
This class wants to make decisions together with me	Class I, Class II, Class III, Class, IV, Class V, N/A
I have to motivate this class for the things we do	Class I, Class II, Class III, Class, IV, Class V, N/A
Students of this class find it hard to make contact with other people at school	Class I, Class II, Class III, Class, IV, Class V, N/A
Students of this class find it easy to make contact with other people at school	Class I, Class II, Class III, Class, IV, Class V, N/A
This class needs structure	Class I, Class II, Class III, Class, IV, Class V, N/A
This class needs extra challenge at school because they are bored easily	Class I, Class II, Class III, Class, IV, Class V, N/A
This class asks clarification until they understand it	Class I, Class II, Class III, Class, IV, Class V, N/A
This class wants to get extracurricular content of my subject	Class I, Class II, Class III, Class, IV, Class V, N/A
This class needs help when planning their educational career	Class I, Class II, Class III, Class, IV, Class V, N/A
This class likes it, when I wait until they come to me with their problems	Class I, Class II, Class III, Class, IV, Class V, N/A
This class can work independently	Class I, Class II, Class III, Class, IV, Class V, N/A
This class needs help with the subjects in school	Class I, Class II, Class III, Class, IV, Class V, N/A
This class wants to learn the content of the lessons in pieces	Class I, Class II, Class III, Class, IV, Class V, N/A
This class wants to be checked all the time because otherwise they don't complete a task	Class I, Class II, Class III, Class, IV, Class V, N/A
This class often doesn't understand the content of the lessons	Class I, Class II, Class III, Class, IV, Class V, N/A
The next characteristics fit Class I...	
The next characteristics fit Class II...	
The next characteristics fit Class III...	
The next characteristics fit Class IV...	

The next characteristics fit Class V ...

Which class fits this description best?

Class I, Class II, Class III, Class, IV, Class V, N/A

-My teacher has to discuss with me and is motivated to help me with my problems

Which class fits this description best?

Class I, Class II, Class III, Class, IV, Class V, N/A

-My teacher lets me work independently and challenges me

Which class fits this description best?

Class I, Class II, Class III, Class, IV, Class V, N/A

-My teacher must support me and be patient. He or she must be able to explain everything and has to check me often.

Which class fits this description best?

Class I, Class II, Class III, Class, IV, Class V, N/A

-My teacher must clearly tell me what to do, motivate me and check me

I give quick feedback to this class

Class I, Class II, Class III, Class, IV, Class V, N/A

I give step by step instructions to this class

Class I, Class II, Class III, Class, IV, Class V, N/A

I have to repeat the content of the lesson often for this class

Class I, Class II, Class III, Class, IV, Class V, N/A

I mainly delegate in this class

Class I, Class II, Class III, Class, IV, Class V, N/A

I make concrete arrangements with this class

Class I, Class II, Class III, Class, IV, Class V, N/A

I give this class a lot of confirmation/encouraging

Class I, Class II, Class III, Class, IV, Class V, N/A

I give the students of this class responsibility

Class I, Class II, Class III, Class, IV, Class V, N/A

I adapt my lessons to the class in front of me. If so, how?*

I adapt the content of the lessons to the class in front of me. If so, how?*

I adapt my behaviour in the class to the class in front of me. If so, how?*

I adapt my way of communicating to the class in front of me. If so, how?*

*Detailed answers are shown in Table 9