

# Training Goals

- To increase understanding among ESPs of the value of “supporting their own”
- To help ESPs enhance their communication skills, have greater job satisfaction, decrease job turnover, and serve as role models for students

# Getting Acquainted

## ACTIVITY 1

Meet other participants and begin building a climate of communication and learning



# What is Mentoring?

## ACTIVITY 2



Find out what you  
already know  
about mentoring

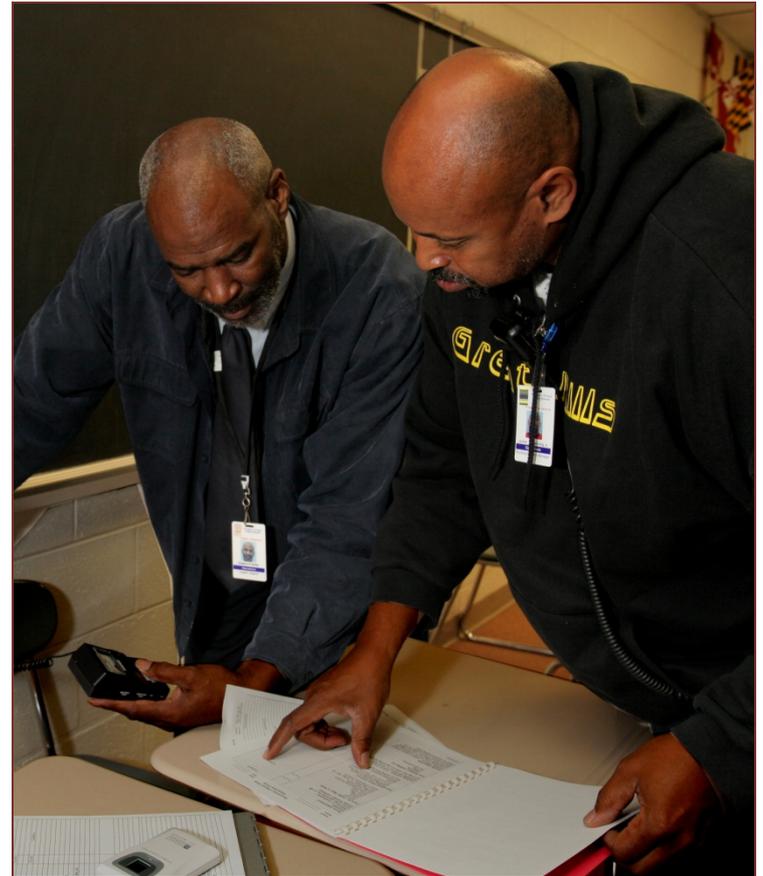
# What Is Mentoring?

- Mentoring is a one-on-one relationship between two individuals focused on developing personal and professional skills through a learning relationship.
- The concepts of mentoring and coaching are not new to school staff.
- One-on-one relationships in education are powerful and date back to Greek teachers like Socrates and Aristotle.

# Definitions

**Mentor:** someone who guides and supports another to be the best he/she can be.

**Mentee:** an employee who benefits from being guided and supported so that he/she can be the best he/she can be.



# What is Your Experience?

## ACTIVITY 3

Explore your own experiences with mentoring.



# Questions

- Have you ever had a mentor? Who? When?
- Did you select the mentor or did he/she select you?
- What kinds of things did this person do with you?
- What do you think are the benefits of having a mentor?
- What are the benefits of being a mentor?
- What are the draw backs?

# Mentoring Characteristics

## ACTIVITY 4



Learn the characteristics of a mentor and mentee

# Characteristics of Mentor/ Mentee

Relationship should be beneficial to both

## **Mentor**

Generous  
Self-confident  
Competent  
Can encourage/praise  
Honest  
Realistic  
Available/flexible  
Protects confidences  
Professional  
Listens  
Trustworthy

## **Mentee**

Committed to career  
Has self respect  
Ready to learn-motivated  
Can handle feedback  
Honest  
Realistic  
Flexible/available  
Discreet  
Professional  
Listens  
Trustworthy

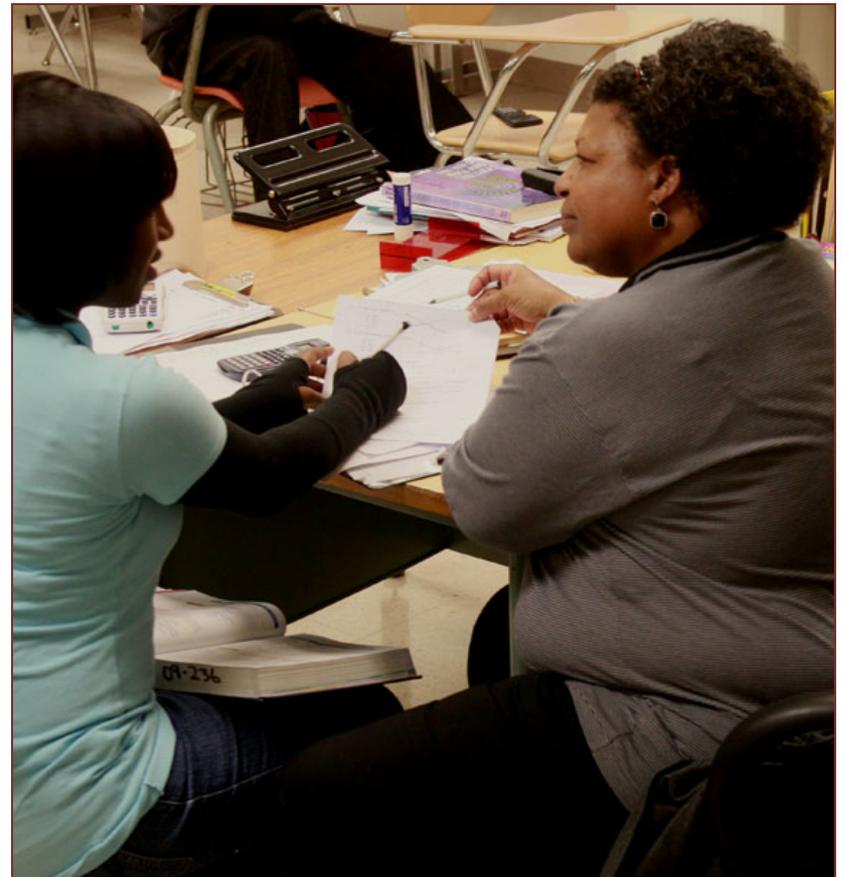
# Relationship Requirements

**Mutual trust**

**Mutual respect**

**Commitment to:**

- Skill development
- Learning
- Personal growth
- Confidentiality
- Open and honest communication



# What Do I Have to Share?

## ACTIVITY 5

Discover what experiences and relationships you have that you can share with a mentee.



# Mentors Share...

- Connections
- Influence
- Passion
- Insights
- Time
- Knowledge



# Questions To Consider

1. With whom might you have influence in your job, your union/Association, or community?
2. How would it help your mentee to share your influence?
3. What does sharing your influence mean?
4. What kind of connections do you have in your school, your union/Association, or community?
5. How would you share your connections?
6. How could that be helpful to your mentee?
7. How can you "make time" to share with your mentee?
8. What would that "time" look like?
9. What insights do you have that would help your mentee?

# What Is Difficult About Mentoring?

## ACTIVITY 6

Learn the importance of communication skills when involved in a mentoring relationship.

# Mentoring...

- Can only take place in a safe environment that encourages safe learning
- Can only take place in a nonjudgmental environment
- Is about improved communication
- Promotes team building
- Is about addressing problems

# Mentoring Involves Listening

- Less than 2% of us have any training in listening!
- 55% of the average work day is spent listening!
- We are distracted 75% of the time we spend listening!
- We remember only 20% of what we hear!

# Gossip

## ACTIVITY 7

Experience some  
of the challenges  
of listening



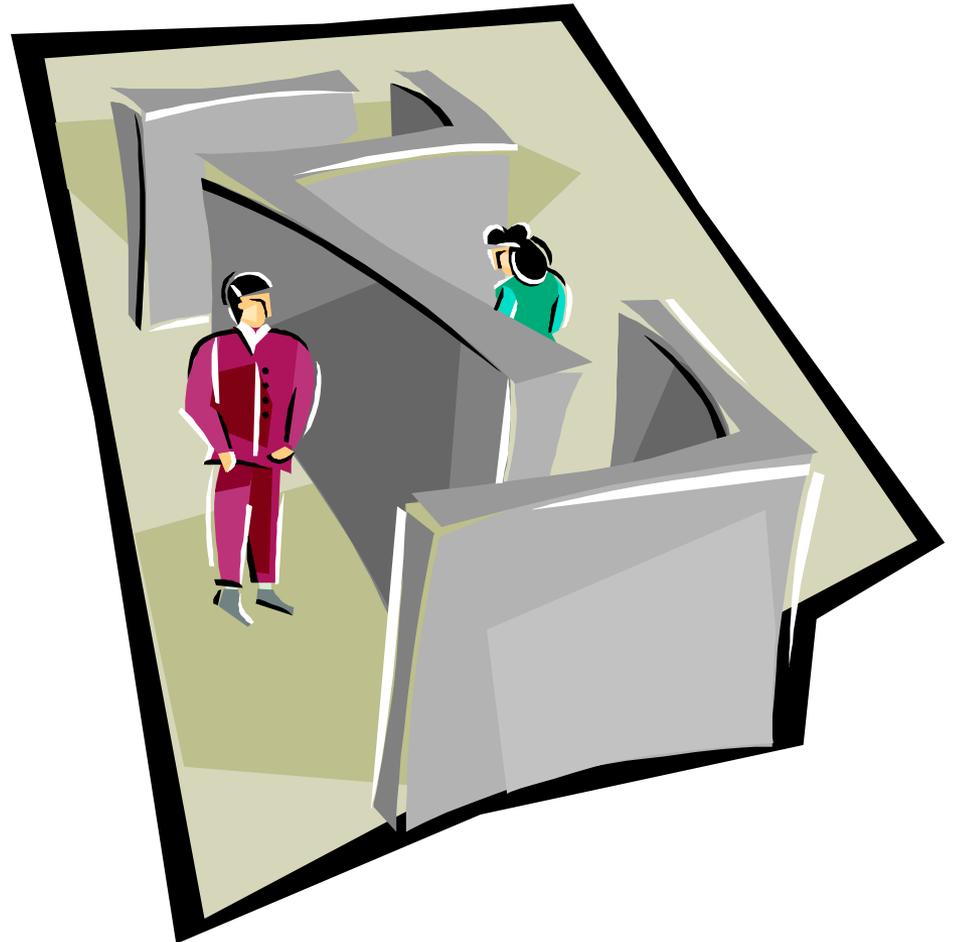
# Message

“Please tell my brother-in-law that the UPS truck has delivered the replacement piece for his computer.”

# Barriers to Listening

## ACTIVITY 8

Become familiar  
with some barriers  
to effective listening



# Barriers to Listening

- Personal bias
- Mentally preparing a response
- Distractions
- Personal concerns
- Language or cultural differences
- Speaker's delivery
- Topic not understood/uninteresting

# Choose to Listen

Listening is a process in which you choose to participate!



# Communicating: One-Way, Two-Way

Experiment with two ways of communicating: one-way and two-way



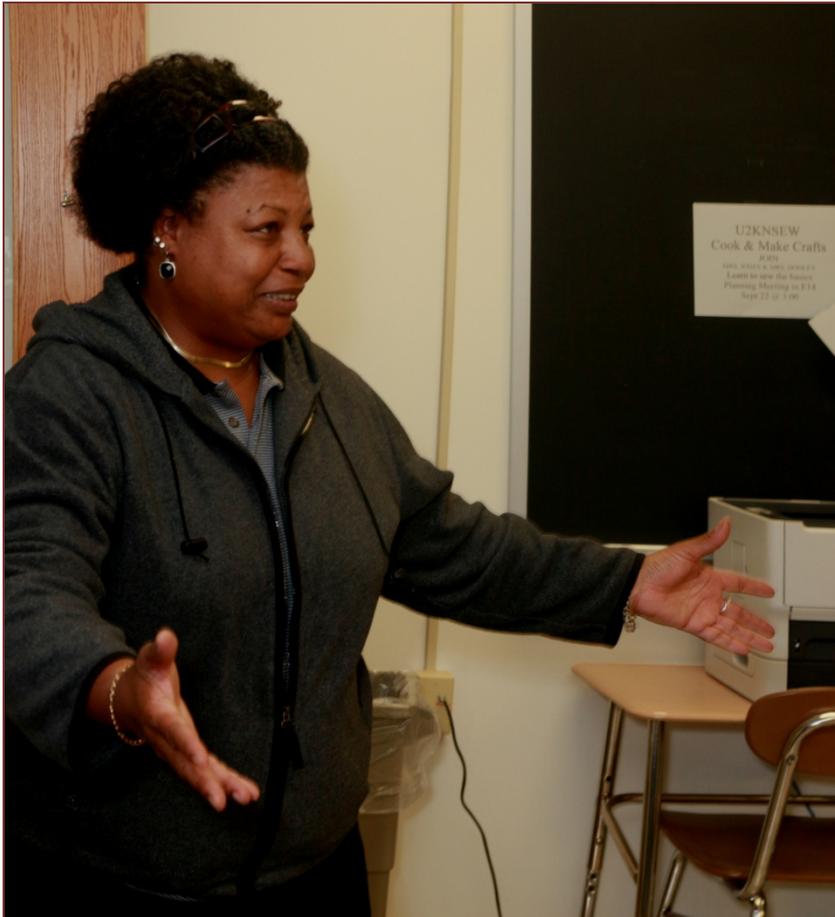
# Active Listening

## ACTIVITY 10

Review what you know about active listening and learn its importance in mentoring relationships



# Active Listening...



- Is other-directed
- Tries to imagine the experience of the other by asking open ended questions
- Desires to understand by repeating content or “paraphrasing”

# Encouraging

## PURPOSE

- To convey interest

## ACTION

- Don't agree or disagree
- Use neutral words
- Use varying voice tones

## EXAMPLES

- “Tell me more.”
- “It seems like what you're doing is working.”



# Summarizing

## PURPOSE

- To review progress
- To pull together what you heard

## ACTION

- Restate major ideas, including feelings

## EXAMPLES

- “This is what I heard you say...” “Tell me more.”



# Validating

## PURPOSE

To acknowledge the worthiness of the mentee

## ACTION

Acknowledge their feelings and issues

## EXAMPLE

“I really believe we can resolve this problem.”



# Practice Listening

## ACTIVITY 11

Practice active listening skills



# Why Should Mentors Listen?

**So the mentee feels:**

- valued
- appreciated
- respected
- understood
- comfortable

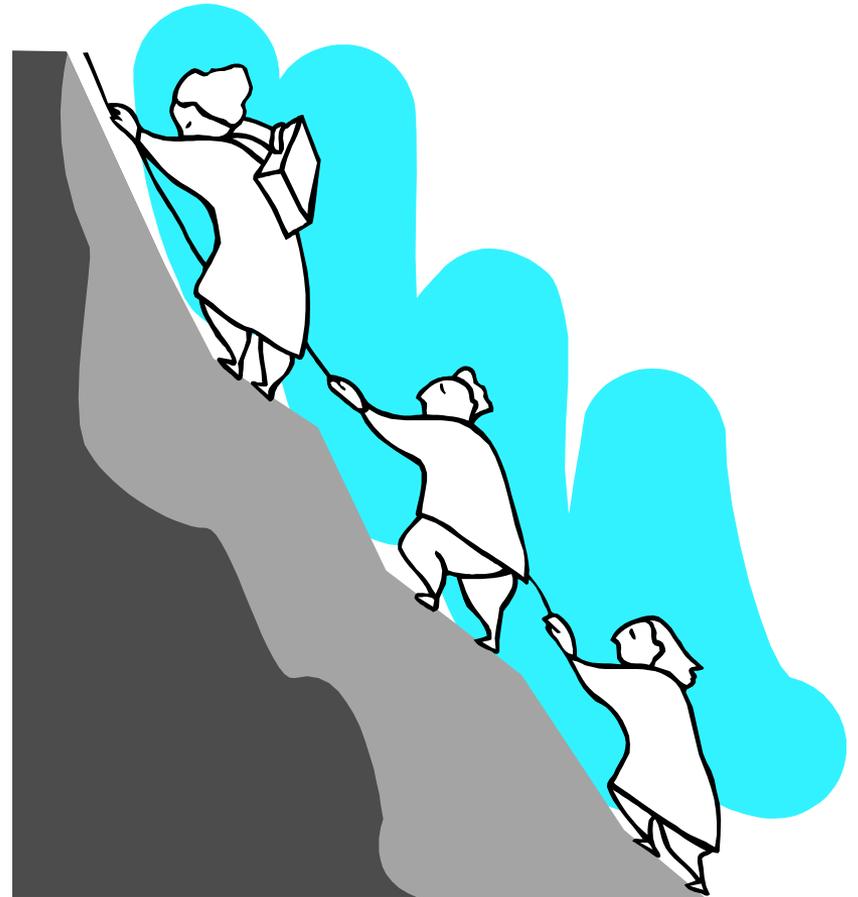
**Listening is the most powerful way to say, “You are important.”**



# Challenges

## ACTIVITY 12

Think about the challenges of starting a mentoring program



# Potential Challenges to Starting Mentoring Programs

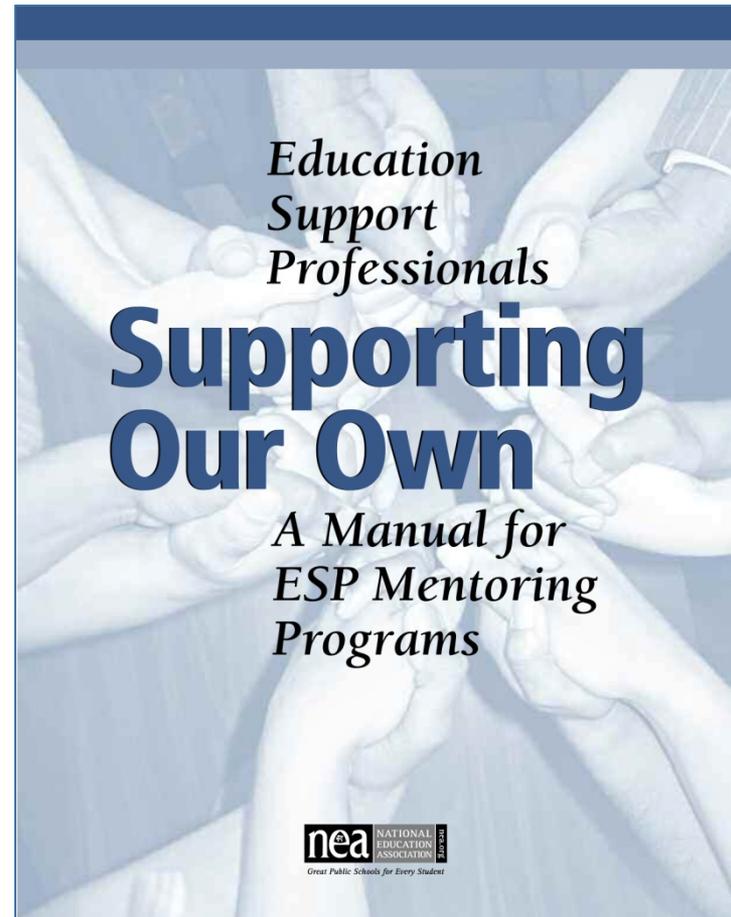
- School district resistance
- Mentor/mentee matching
- Time commitment
- Record keeping
- Added responsibility
- Contractual issues
- Training



# Developing a Plan

## ACTIVITY 13

Plan an on-site mentoring program



# Moving Forward: Write a Clear Strategy

## **Basic Questions:**

1. What will the mentoring program look like?
2. Who will benefit from it?
3. How will it work?
4. Who will manage it?
5. What kind of a budget will it take?
6. How long should it last for each new employee?
7. What are the goals?
8. What are the expected outcomes?

# Remember

A lot of people have gone  
further than they thought  
they could because  
someone else thought they  
could.

# Checkout

## CLOSING ACTIVITY

Review the objectives of the training and summarize what you learned



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