

EDUCATION SUPPORT PROFESSIONALS

# Supporting Our Own

*Mentoring Training Manual*

# Acknowledgements

This manual is a product of the insights, ideas, and efforts of the 2005 ESP Mentoring Work Group. NEA thanks them for their valuable contributions.

## **Work Group**

Percy Brown, *Michigan*

Leon (Lee) Flanagan, *New Jersey*

Joe Galego, *New Jersey*

Barbara Hobbes, *Arkansas*

Kathie Lange, *Illinois*

Yvonne Miller, *Washington*

Wanda Newman, *Maryland*

Katie Ridgeway, *California*

Ruby Strickland, *Florida*

Julie Tucker, *Wyoming*

Sheila Washington, *Mississippi*

# Contents

# NOTES

**Introduction..... 1**

**Workshop Overview and Preparation Guide ..... 4**

**Workshop PowerPoint..... CD**

Slide 1 ~ Training Goals ..... 7

Slide 2 ~ Activity 1: Getting Acquainted ..... 8

Slide 3 ~ Activity 2: What is Mentoring? ..... 9

Slide 4 ~ What is Mentoring? ..... 9

Slide 5 ~ Definitions ..... 9

Slide 6 ~ Activity 3: What Is Your Experience? ..... 10

Slide 7 ~ Questions ..... 10

Slide 8 ~ Activity 4: Mentoring Characteristics ..... 10

Slide 9 ~ Characteristics of Mentor/Mentee ..... 10

Slide 10 ~ Relationship Requirements ..... 11

Slide 11 ~ Activity 5: What Do I Have to Share? ..... 12

Slide 12 ~ Mentors Share ..... 12

Slide 13 ~ Questions to Consider ..... 12

Slide 14 ~ Activity 6: What Is Difficult About Mentoring? ..... 13

Slide 15 ~ Mentoring ..... 13

Slide 16 ~ Mentoring Involves Listening ..... 13

Slide 17 ~ Activity 7: Gossip ..... 14

Slide 18 ~ Message ..... 15

Slide 19 ~ Activity 8: Barriers to Listening ..... 15

Slide 20 ~ Barriers to Listening ..... 15

Slide 21 ~ Choose to Listen ..... 16

Slide 22 ~ Activity 9: Communicating: One-Way, Two-Way ..... 16

Slide 23 ~ Activity 10: Active Listening ..... 17

Slide 24 ~ Active Listening ..... 18

Slide 25 ~ Encouraging ..... 18

Slide 26 ~ Summarizing ..... 18

Slide 27 ~ Validating ..... 19

Slide 28 ~ Activity 11: Practice Listening ..... 19

Slide 29 ~ Why Should Mentors Listen? ..... 20

Slide 30 ~ Activity 12: Challenges ..... 21

Slide 31 ~ Potential Challenges to Starting Mentoring Programs ..... 21

# NOTES

Slide 32 ~ Activity 13: Developing A Plan . . . . . 21  
 Slide 33 ~ Moving Forward: Write a Clear Strategy . . . . . 23  
 Slide 34 ~ Remember. . . . . 23  
 Slide 35 ~ Closing Activity: Checkout . . . . . 24  
 Slide 36 ~ Training Goals . . . . . 24

## **Workshop Handouts . . . . .25**

A. What is Your Experience? . . . . . (Activity 3). . . . . 26  
 B. Characteristics of Mentor/Mentee . . . . . (Activity 4). . . . . 27  
 C. What Do I Have to Share?. . . . . (Activity 5). . . . . 28  
 D. One-Way and Two-Way Communication. . . . . (Activity 9). . . . . 29  
 E. Body Language/Nonverbal Behavior . . . . . (Activity 10). . . . . 30  
 F. Active Listening. . . . . (Activity 10). . . . . 31  
 G. Problem-Solving Scenarios . . . . . (Activity 11). . . . . 32  
 H. Listening Observation Sheet . . . . . (Activity 11). . . . . 34  
 I. Developing A Plan Scenarios . . . . . (Activity 13). . . . . 35  
 J. Developing A Plan Questions . . . . . (Activity 13). . . . . 36

## **Tips for Trainers . . . . .37**

Techniques for Effective Training and Facilitation . . . . . 38  
 Techniques for Effective Facilitation as a Team . . . . . 39  
 Effective Training Techniques for Adult Learners . . . . . 40  
 Effective Listening . . . . . 41  
 Effective Listening Habits. . . . . 42  
 Barriers to Effective Listening. . . . . 43

## **Supplemental Materials . . . . .45**

Getting Acquainted Alternate Activity: Search for Treasure . . . . . 46  
 Search for Treasure Handout. . . . . 47  
 Getting Acquainted Alternate Activity: Name Tag . . . . . 48  
 Listening Handout: Do You Really Listen? . . . . . 49  
 Listening Handout: Good Listener Self-Assessment . . . . . 50  
 Listening Handout: Blocks or Filters to Listening . . . . . 51  
 Listening Handout: Communication Response Styles . . . . . 52  
 Listening Handout: Communication Tips . . . . . 53  
 The Problem-Solving Process. . . . . 54  
 25 Ways to Strengthen a Mentor/Mentee Relationship. . . . . 55  
 Inspirational Quotes . . . . . 56  
 Bibliography . . . . . 58  
 Certificate of Completion. . . . . 59

# Introduction

# NOTES

The National Education Association believes that mentoring programs enhance the professional expertise of employees and assist in retaining quality staff. NEA recognizes that ESPs are important partners in ensuring that students and schools succeed. This training manual and *ESPs: Supporting Our Own* are designed to help state Association staff working with local affiliates to create effective mentoring programs.

## Learning Objectives for Education Support Professionals

- A clear understanding of the benefits of mentoring
- Recognizing the roles of a mentor
- Identifying how serving as a mentor can help ESPs hone their own skills
- Recognizing professional growth opportunities
- Improving their communication and problem-solving skills
- Recognizing the common barriers to implementing a mentoring program
- Recognizing the tools needed to implement a formal mentoring program
- Identifying how mentoring can strengthen their Association
- Understanding how mentoring can help the retention of new employees
- Exploring the challenges to setting up mentoring programs

## Benefits for School Districts

- Improved relations
- Retention and recruitment of new employees
- Increased professionalism
- Improved morale and employee satisfaction
- Continuous improvement of job-related skills

# NOTES

## **Benefits for the Association**

- Builds capacity
- Recruits and retains members
- Increases member engagement and participation in the Association

## **Benefits for Students**

- Models respectful interaction
- Reduces staff turnover
- Provides positive role modeling
- Helps close gaps in student achievement
- Improves learning conditions

# NOTES

## Training Structure

This manual includes training options that can be adjusted to fit any time frame. A schedule for a one-day training is printed on page 6, but the trainer can assemble a tailor-made program adapted to fit your participants' needs and the time and resources available.

### This package consists of:

- A script for leading the session, which is a sequence of activities
- Handouts for participants
- Tips for trainers
- Supplemental materials – alternate activities, handouts, etc.
- A CD with a PowerPoint presentation of visuals for the session, pdfs of all handouts, and a pdf of *ESPs: Supporting Our Own*, the booklet on how to set up a mentoring program

### Goals of Mentoring Programs for Mentees

- ESPs learn the importance of “supporting their own”
- Enhance communication skills
- Increase job satisfaction
- Decrease job turnover
- Help ESPs serve as role models for students

### Icon Key



This icon will appear when a PowerPoint slide is used in an activity.



This icon will appear when a handout is used in an activity.

# NOTES

## WORKSHOP OVERVIEW

---

---

### Equipment, Materials, and Room Setup

#### Equipment and Materials

The following equipment and materials should be in the training room:

- LCD projector and screen
- CD of PowerPoint presentation
- Two easels with full pads of flip chart paper (Post-It brand to stick on walls)
- Non-toxic markers in bold colors
- Timer or stop watch
- Blank paper or pads
- Copies of handouts and *ESPs: Supporting Our Own* manual for each participant. You may want to copy the handouts on paper of varied colors to create a more interesting presentation and to assist participants in locating specific handouts during the training.
- Candy for the tables

#### Training Room Setup

The training room should be large enough to allow participants to be seated comfortably and also move around and interact with each other. It should allow easy access for anyone with a disability.

Avoid auditorium style seating. Use round tables set up so that no one's back is to the front of the room. A rectangular table set at the front of the room can be used for trainer notes, materials, and handouts. If only square tables are available, arrange them in a U shape with participants sitting on the outside and the ends of the U. This allows the trainers to circulate and reach out to each participant and still maintain eye contact with everyone. This configuration can make small group activities difficult, but it can work as long as there is room available for participants to meet together outside of the U. It works most effectively with groups of 25 or less. Leave space between the tables to accommodate small group activities.

# NOTES

The room should have clear wall space for posting large sheets of flip chart paper before and during the workshop.

If possible, the training room should have easily accessible controls for the trainer to adjust heating or cooling.

## Visual Materials

Liven up the workshop room by posting photos, posters, or illustrations of people working together. These may be clipped from magazines or obtained from photo supply Web sites on the Internet. Make sure your visuals show diversity—age, gender, ethnicity, able-bodied, and physically challenged.

Bright colors and objects help open minds to receive new information. Think about putting colorful centerpieces like a container with candy, markers, and possibly some small items/toys to occupy participants' hands.

Inspirational quotes written with colored markers on chart paper and displayed around the room can serve as “food for thought.”

## Post the Agenda for the Day

Write your agenda, including how long you want to spend on each activity, on a piece of paper and place it where you can see it to keep yourself on track. The participants do not need to know your time frame. In fact, if they don't know, they will be less likely to rush through a productive process, or drag their feet if an activity takes less time than scheduled.

## Post Ground Rules

Post a few basic of ground rules for the session. Participants will add to the list during introductory period.

- Turn off cell phones
- Be a good listener
- Have fun
- Be respectful to one another

**Place a WELCOME sign on or near the door.**

# NOTES

## Training Sequence and Running Times

*(One-Day Training)*

### Registration/Breakfast

15 minutes	Welcome and Setting Ground Rules
30 minutes	Get Acquainted (Activity 1)
10 minutes	What is Mentoring? (Activity 2)
25 minutes	What Is Your Experience? (Activity 3)
15 minutes	Mentoring Characteristics (Activity 4)
15 minutes	Break
40 minutes	What Do I Have To Share? (Activity 5)
15 minutes	What is Difficult About Mentoring? (Activity 6)
25 minutes	Gossip (Activity 7)
25 minutes	Barriers to Listening (Activity 8)
60 minutes	Lunch
25 minutes	One-Way and Two-Way Communication (Activity 9)
20 minutes	Active Listening (Activity 10)
30 minutes	Practice Listening Scenarios (Activity 11)
10 minutes	Challenges to Mentoring Programs (Activity 12)
15 minutes	Break
30 minutes	Developing A Plan (Activity 13)
15 minutes	Closing

# Mentoring Training

# NOTES

---

---

## Welcome and Setting Ground Rules

Time:	15 minutes
Goal:	Introductions
Materials:	Pre-posted flip chart with ground rules, markers
Grouping	Whole group



**Have PowerPoint slide 1: *Training Goals*** on screen for participants to read as they arrive at the workshop.

Welcome participants and introduce yourself (and your trainer partner/s, if any) by briefly describing your educational career and your involvement with NEA and ESPs. Present the goals of this training. Participants learn what to expect from the training and what is expected from them.

Engage the participants in a discussion of the posted ground rules for the session by adding to the short list already posted. Spend a brief time to make any necessary administrative or housekeeping announcements such as breaks, lunch, and location of the bathrooms. Go over the agenda for the day.

Explain that training consists of a series of activities designed to develop a greater understanding and appreciation of the roles ESPs play in the daily success of their colleagues. Participants will learn how to pass on their expertise, expand their experiences, engage in problem-solving, and improve communication skills. Lastly, participants will look at the realities of establishing a mentoring program in their workplace.

# NOTES

## ACTIVITY 1: Getting Acquainted

Time	25-30 minutes
Goal:	To meet other participants and to begin building a climate of communication and learning.
Materials:	A timer
Grouping:	Whole group and partners



### Display PowerPoint slide 2: *Activity 1*

Ask participants to line up along a wall according to the number of years they have worked in their *current* job (if someone has changed jobs but is still working at the same school, they should count only the most recent job). Then have the person at the head of the line—with most years of experience—go to the other end of the line, select the person with the least experience as their partner, and stand aside. Continue that process until everyone has a partner. If the numbers are uneven, allow one group of three.

Partners should determine who has the most years of work experience (any kind of work). The more experienced person will begin talking about him/her self for **one minute**. The other person should listen and not interrupt.

After one minute, say “Stop,” and have partners change roles. Second partner talks about him/herself for one minute.

After one more minute, say “Stop” again and give partners one more minute to clarify information or ask any questions of each other so that they are prepared to introduce each other to the whole group.

Have partners sit together and introduce each other to the whole group. After introductions are completed, thank the participants.

---

---

## ACTIVITY 2: What is Mentoring?

- Time:** 10 minutes  
**Goal:** To find out what participants already know about mentoring  
**Materials:** Flip chart and markers  
**Grouping:** Whole group



### Display PowerPoint slide 3: *Activity 2*

Ask: “What does mentoring mean to you?” Write several answers on flip chart.



### Display PowerPoint slide 4: *What is Mentoring?*

Explain that mentoring within a school community occurs naturally all the time. It happens when one person (usually senior) reaches out to another and a career-helping relationship develops. Mentors do not have to know all the answers but rather be willing to engage in joint problem-solving. Mentors can be valuable to a mentee because they often know where to find the answers. Research shows this type of mentoring most often occurs between people who have a lot in common. This is because we are usually more comfortable with those who are most like ourselves.



### Display PowerPoint slide 5: *Definitions*

Discuss terms that will be used throughout the training. A person who guides someone else is the “MENTOR.” The beginning employee or the person being mentored is called the “MENTEE.” The goal of a mentoring relationship is to help a new or struggling employee become better at his or her job and feel supported.

# NOTES

---

## Activity 3: What Is Your Experience?

- Time: 25 minutes
- Goal: Participants begin to explore their own experiences with mentoring.
- Materials: Paper and pencil, *Handout A*
- Grouping: Partners



Display PowerPoint slide 6: **Activity 3**



Display PowerPoint slide 7: **Questions**



Distribute Handout A – ***What is Your Experience?***

Direct partners to answer the questions shown on the screen/on their handouts.

“Is there anyone in the room who believes they’ve never been mentored?” Ask for show of hands.

Ask participants to share a few things they learned about their own experiences as they answered the questions. Take comments from each table.

---

## Activity 4: Mentoring Characteristics

- Time: 15 minutes
- Goal: Participants will expand their knowledge of the characteristics of a mentor and mentee.
- Materials: Paper and pencil, *Handout B*
- Grouping: Whole group



Display PowerPoint slide 8: **Activity 4**



Display PowerPoint slide 9: ***Characteristics of a Mentor/Mentee***



Distribute Handout B – ***Characteristics of a Mentor/Mentee***

## NOTES

Direct participants at each table to choose a “recorder” and a “reporter.” Participants should discuss the characteristics of the mentor displayed on the screen. Decide which of these would be the hardest for each individual to provide in a mentor role. Allow 10 minutes for this discussion. Recorder writes answers; reporter reports out to whole group.

After 10 minutes, ask each table to share the two mentoring characteristics most often mentioned as being difficult. (Note: The answer is often “available,” that is, participants feel they don’t have enough time to be mentors.)

Say: “In this workshop, we can’t possibly work on all of these issues. For example, we can’t make you trustworthy—trust is something you earn. We can, however, help you identify the strengths you bring to mentoring. We’ll also discuss the issue of how to find time.”



#### Display PowerPoint slide 10: *Relationship Requirements*

Explain that mentoring for ESP is a partnership between two individuals, often with similar job assignments, focused on developing personal and professional growth and skills through a strong learning relationship. Research suggests that the mentor often grows as much as the mentee. The role of a mentor is to help a new employee “fit in.” The mentee should feel free to come to the mentor with concerns, issues, and job challenges and feel that he/she can share these things with the assurance of confidentiality.

There is no set framework for the mentoring relationship—it can be formal or informal and can last weeks, months or even years. Meetings can be face-to-face, on the phone, and even by e-mail. The specifics of the relationship are agreed to by the mentor and the mentee, but in every case, the mentoring relationship must be built on mutual trust.

Read the list of relationship requirements on the screen.

# NOTES

## Activity 5: What Do I Have to Share?

- Time:** 30-40 minutes
- Goal:** Participants will discover what experiences and relationships they have that they can share with a mentee.
- Materials:** Chart paper, markers, *Handout C*
- Grouping:** Whole group, small groups



### Display PowerPoint slide 11: *Activity 5*

Allow 10 minutes for participants to brainstorm what a mentor needs to share with a mentee. Write responses on chart paper.



### Display PowerPoint slide 12: *Mentors Share . . .*

Do any of the ideas on the chart paper show up on this slide? Discuss similarities and point out differences.



### Distribute Handout C – *What Do I Have to Share?*



### Display PowerPoint slide 13: *Questions to Consider*

Participants should select a recorder and a reporter for each table and take 15 minutes to discuss the questions on the handout/slide on the screen. They might have already said “mentors share knowledge.” Ask them to dig deeper as they think about the answers to the questions.

After 15 minutes, ask the reporters to share their table’s answer to a selected question from the list. Call out a question and select a table to respond. Start with the three questions about “influence,” then go to the three on “connections,” and lastly, ask how they will “make time”?

Ask participants: “What did you learn about yourself and about mentoring from this activity?” Write a few comments on chart paper. Point out that it’s clear they have much to share with a mentee.

---

---

## Activity 6: What is Difficult About Mentoring?

# NOTES

- Time:** 15 minutes
- Goal:** Participants will become familiar with the importance of communication skills when involved in a mentoring relationship.
- Grouping:** Whole group



### Display PowerPoint slide 14: *Activity 6*

Ask participants to read the five statements about mentoring shown on the screen.



### Display PowerPoint slide 15: *Mentoring...*

Point out that research shows that “being non-judgmental” is the most difficult thing to accomplish. Ask participants to comment on why that might be true.

Ask: “Why is it difficult to give feedback without sounding judgmental?” Take a few comments from the participants.

Listening and giving feedback are learned skills.



### Display PowerPoint slide 16: *Mentoring Involves Listening*

Say: “This is what surveys of the general public reveal about listening. Of course, we are better than the general public. Still, here are a few facts about listening that may surprise you.” Read the slide, and ask for comments from the participants.

# NOTES

## Activity 7: Gossip

- Time:** 25 minutes  
**Goal:** Participants will experience some of the challenges of listening.  
**Materials:** Chart paper on easels at the front of the room, numbered "1" and "2"  
**Grouping:** Whole group



### Display PowerPoint slide 17: *Activity 7*

Ask participants to raise their hand if they ever played a game called "Gossip" as a child. Say: "I see you/several of you know the game. Today we are going to play that game because it is about listening."

Ask participants to count off by twos (one-two, one-two etc). Have the ones line up on left side of the room and the twos line up on the right.

Present "rules" of the game: The game begins with the trainer whispering a message in the ear of the first person (the message sender) in each group. When the trainer says, "START," the message senders are to **whisper** the message as clearly as possible in the ear of the next person in line in their group. Then each person repeats the message down the line until everyone has had the message whispered in their ear. No one may ask to have the message repeated. When the last person in line has heard the message, he/she is to go to the front of the room and write it on the chart with the team's number (1 or 2). Ask if there are any questions.

**Whisper** the following message into the ear of the first person in each line:

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

The game should not begin until both "message senders" have heard the message.

When the message has gone down each line, ask the last person to come to the front and write the message they heard on the chart paper.



### Display PowerPoint slide 18: *Message*

Compare what is written on the charts and the original message shown on the screen. Ask: “How well did we do?” Take a couple of comments. “Why did this turn out like it did? How did you feel when you couldn’t have the message repeated?” Take a few responses from the group. “This was just a game, but being an active listener is really hard work. Let us learn more about communication barriers.”

---

## Activity 8: Barriers to Listening

- Time:** 25 minutes
- Goal:** Participants will become more familiar with the barriers to being an effective listener.
- Materials:** Chart paper, markers
- Grouping:** Whole group, by tables



### Display PowerPoint slide 19: *Activity 8*

Instruct participants to spend 5-10 minutes discussing some of the barriers to listening they have experienced—either when trying to listen or trying to be listened to. Give an example: “My husband is very distracted while playing a game on the computer so he doesn’t usually hear what I am saying.”

After 5-10 minutes (depending on how well the discussions are going), ask each table to share a couple of examples of barriers. Post their responses on the chart paper.

State that research has identified some of these same barriers.



### Display PowerPoint slide 20: *Barriers to Listening*

Ask if participants see any new barriers displayed on the screen. Note responses. Address any barriers that have not been mentioned or clarify any that are questioned. For example: What is personal bias?

Ask if any of these barriers were reflected in the “Gossip” game. Point out that several of them could have been a factor. For instance, possibly the whispered “delivery” was not heard correctly due to hearing loss. Or, because there was no frame of reference, one could say that the “topic was not understood.”

# NOTES

Facilitate a discussion of which of these barriers might come into play in a mentor-mentee relationship. Write responses on chart paper, making sure that each table has a chance to respond.



## Display PowerPoint slide 21: *Choose to Listen*

State that researchers say that we decide to listen or not listen. Ask participants if they agree or disagree with the statement on the screen: “Listening is a process in which you choose to participate.”

After participants have shared their opinions, move on to Activity 9, which will provide more listening practice.

---

## Activity 9: Communicating: One-Way, Two-Way

- Time: 25 minutes
- Goal: Participants experiment with two ways of communicating: one-way and two-way.
- Materials: Two sheets of plain paper and a pencil with an eraser for one half of the group, *Handout D* for the other half. Timer, chart paper, and markers
- Set-Up: Chairs placed in twos, back to back
- Grouping: Partners



## Display PowerPoint slide 22: *Activity 9*

State that the activity will practice listening two different ways: one-way and two-way. Instruct participants to choose a partner and place their chairs back-to-back somewhere in the room. One partner should take a book or something solid to put under the paper they will draw on.

When partners are in position, ask them to discuss and decide who is the better listener and who is the better communicator. Ask them to raise their hands when they’ve decided.



## Distribute Handout D – *One-Way and Two-Way Communication*

Once the roles are chosen, pass out two sheets of paper and a

## NOTES

pencil to one partner and the Handout drawing to the other. Instruct the partners not to show the drawing to each other.

Explain the activity: The idea is to get the person with the blank paper to draw the shapes on the handout. The person with the handout should instruct his/her partner what to draw on the blank paper. The drawer may not ask any questions nor peek at the drawing. The drawer's task is just to listen and draw.

After 2 minutes, stop the activity and change to two-way communication. The drawer/listener starts again on a new sheet of paper. This time he/she may ask for clarification as often as needed. Stress that the "communicator" should encourage the "listener." Neither partner should look at the other's paper.

After 2 minutes, stop the process and have the partners look at their drawings together. Allow time for them to discuss between themselves what happened.

Ask the listeners how they felt when the instructions for the drawing were being given the first time. Was it difficult? Why?

Ask the communicators how they felt giving instructions. Why? How did it change the second time? Why?

Facilitate a brief discussion of these questions, comparing the one-way and two-way communications process and determining which produced a more accurate rendering of the drawing on the handout.

---

## Activity 10: Active Listening

**Time:** 20 minutes

**Goal:** Review what participants know about active listening and introduce its importance in mentoring relationships.

**Materials:** *Handouts E and F*

**Grouping:** Partners and whole group



### Display PowerPoint slide 23: **Activity 10**

Ask participants what they think "active listening" means. Write their responses on flip chart.

State that the literature on communications says that active listening reflects how someone feels about what you say, how you say it and your body language as you say it.

# NOTES

Ask participants to brainstorm some body language signs that show that you are being listened to. Chart responses.



## **Distribute Handout E – *Body Language***

Compare the handout to the list on the flip chart. Facilitate a brief discussion about assertive, aggressive, and passive body language, asking which is more likely to result in genuine communication.



## **Display PowerPoint slide 24: *Active Listening***

Discuss the meaning of “other-directed” and “open-ended questions.” Make the point that “other-directed” means that the listener is tuned into what the speaker is saying, rather than what the listener is thinking. Brainstorm some examples of “open-ended questions”: What happened after that? Who was there? How did that work? Write these on chart paper. Ask, what is paraphrasing? Give example: “So, what I hear you saying is ...”



## **Distribute Handout F – *Active Listening***

Tell participants that this handout provides more detailed information about active listening.



## **Display PowerPoint slide 25: *Encouraging***

The Cowardly Lion in the Wizard of Oz needed courage—he got this from the encouragement of his fellow travelers. Encouragement shows interest, demonstrates that you have heard what’s been said, and asks open-ended questions to learn more. Look at the screen for examples of encouraging statements.

Mentors must be encouragers. Ask participants to choose a partner and share experiences of when someone has encouraged them and in what way.

Ask for a few examples of encouraging statements/neutral words. Write responses on flip charts.



## **Display PowerPoint slide 26: *Summarizing***

Introduce the concept of summarizing as a listening skill. When one summarizes, one reviews what is being said. The speaker reflects feelings as well as the words. The listener is trying to

## NOTES

move toward problem-solving. Review the steps in summarizing, looking at the slide on screen. Review statements, restate major ideas, and ask for clarification if necessary.

Lead participants into a discussion of one more listening skill—validating. State that validating is confirming what was heard and affirming that steps will be taken to move forward. Ask them for examples of what a mentor might do to “validate” a mentee. Write responses on chart paper.



**Display PowerPoint slide 27: *Validating***

Compare participants’ responses to statements on the screen.

---

## Activity 11 Practice Listening

- Time:** 30 minutes  
**Goal:** Participants will practice active listening skills  
**Materials:** *Handouts G and H*  
**Grouping:** Teams of three



**Display PowerPoint slide 28: *Activity 11***

Ask participants to form groups of three at their tables. Decide who will play which role: mentor, mentee, observer. (If there is an odd number of participants, have two observers.)

Explain that for the next 15-20 minutes, participants will practice listening by using several problem-solving scenarios. The mentee will be given the problem, the mentor will use his/her listening skills, and the observer will record the conversation on an observation sheet.

Reassure the participants that each of them will have an opportunity to play each role. Each person will have 5 minutes to play each role.

Ask trainees to refrain from discussing what happens until everyone has had a chance to play each role. The whole group will debrief at the same time.

# NOTES



**Distribute 3 copies of *Handout G – Problem-Solving Scenarios* and *Handout H – Listening Observation Sheet* to each group.**

Each group will read the scenario. The mentor and mentee will play their appropriate roles and the observer will record their discussion. After each role-playing, switch roles so that each of the three participants in the group has had a chance to play each role. Allow 5 minutes for each threesome to act out each of the three roles.

After 5-10 minutes, have the threesomes discuss what happened in the conversations and share the observer sheets.

Reconvene the whole group and ask the threesomes to report what they discovered during this process. Ask: “How did you feel playing the role of a mentor? Mentee? Which was the easiest? Which was most challenging?” Take comments from the group.

Review the importance of active listening.



**Display PowerPoint slide 29: *Why Should Mentors Listen?***

Ask participants to read aloud what’s on the screen:

Mentors must listen in order for mentees to feel...

- valued
- appreciated
- respected
- understood
- comfortable

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

Ask participants to summarize what they’ve learned so far.

Prompts: importance of mentor, what a mentee can gain, description of active listening and why it’s important to mentor/mentee relationship.

Present next step: The challenges of starting a mentoring program.

---

## Activity 12: Challenges to Mentoring Programs

- Time:** 10 minutes
- Goal:** Participants will think about the challenges of implementing a mentoring program.
- Materials:** Chart paper, markers
- Grouping:** Small groups



### Display PowerPoint slide 30: *Activity 12*

Ask each table to list 3-5 potential challenges to starting a mentoring program.

After 2 minutes, ask each table to share at least two possible challenges. (Mention this is an opportunity for them to practice active listening.) Write responses on chart paper; avoid repetition.



### Display PowerPoint slide 31: *Potential Challenges to Starting Mentoring Programs*

Compare the chart paper list to the screen list. Discuss differences and/or similarities.

---

## Activity 13: Developing a Plan

- Time:** 30 minutes
- Goal:** Plan an on-site mentoring program.
- Materials:** Chart paper, markers, masking tape, copies of *ESPs Supporting Our Own* manual and *Handouts I and J*
- Grouping:** Small groups



### Display PowerPoint slide 32: *Activity 13*

Prepare the participants to consider strategies to overcome the previously-discussed challenges and establish a mentoring program.

Ask each table to designate a recorder and a reporter. Tell participants that each table will be given a different scenario to address.

# NOTES

(Note to trainer: Depending on the state contract situation—bargaining or meet and confer—you may want to reword the scenarios. If you are working with one single district you may want to use its own situation rather than a scenario. Break large groups into several small groups and then compare their approaches to implementation. Small groups can work as one.)



## **Distribute Handout I – *Developing a Plan Scenarios***

Assign Scenarios for each table. For example, Table 1 is Scenario One: a full program for a very large district. Table 2 is Scenario Two: a program for a small district. Table 3 is Scenario Three: a mid-sized district.

As you pass out the scenarios, tell each table what they will be working on.

Say: “Table one, you are going to start a full-fledged program. You are a very large district and you want every new ESP to have the opportunity to be mentored. Your district has about 30-40 new employees every year. You have a contract, but your relationship with the superintendent is very strained. How will you proceed?”

Say: “Table two, you are a very small district and your turnover is very low. You want every new employee to have a mentor, and you have a good relationship with the superintendent. How will you proceed?”

Say: “Table three, you are a mid-sized district. Turnover averages 5-15 new employees in any given year. You’re expecting a large turnover this year due to a large group of retirees. You have a great contract and good board support. How will you proceed?”

Pass out copies of the manual, *ESPs Supporting Our Own*.

Tell participants that the manual has a wealth of information about starting a mentoring program. Encourage them to use the manual as they think about how to proceed in their scenario. There are numerous tools in the back, beginning on page 23.

Instruct participants to spend the next half hour discussing how they would set up their program. They should outline the steps they would take to accomplish their goal and write them on chart paper to be posted for discussion.

**Distribute Handout J – *Developing a Plan Questions*****Display PowerPoint slide 33: *Write a Clear Strategy***

Tell participants that the questions on the slide and in the handout can help guide their discussion.

Give a five-minute warning to finish the discussion, then ask the tables to post their strategy list on the wall. Ask the table reporters to share how their group would proceed with their mentoring plan scenario. Encourage the whole group to ask questions.

Thank the participants for their work. Point out that, obviously, planning a program will take much longer than 30 minutes. However, the purpose of this exercise was to begin to think about what to do next.

In closing, reiterate that mentoring happens all the time. All of us can be informal mentors. However, if the goal is to establish a formal mentoring program, hopefully this training has provided some tools to help move that process forward.

**Display PowerPoint slide 34: *Remember***

Read the quote: “Remember, a lot of people have gone further than they thought they could because someone else thought they could.”

# NOTES

---

## Closing Activity: Checkout

- Time:** 15 minutes
- Goal:** Review the objectives of the training and summarize what has been learned.
- Materials:** Paper and pencils for each participant; copies of the Certificate of Completion and evaluation form
- Grouping:** Whole group



**Display PowerPoint slide 35: *Closing Activity***



**Display PowerPoint slide 36: *Training Goals***

Thank the group for participating in the training. Ask them to take a sheet of paper and write two “I learned ...” statements and one action they hope to take as a result of having attended this training. Ask participants to share what they wrote with the group.

Say: “I/we hope you will find many opportunities to put these skills into practice and wish you every success in becoming a mentor and/or starting a mentoring program, if that is your goal.”

Pass out Certificates of Completion (make copies of certificate at the back of this manual). You may want to give each participant a “touchstone” or “anchor” such as a pin or photo to remind them of their time in mentor training.

Ask them to fill out an evaluation form and leave it on the table before they leave.

# WORKSHOP HANDOUTS

---

---

## Handout A: What Is Your Experience?

1. Have you ever had a mentor? Who? When?
2. Did you select the mentor or did he/she select you?
3. What kind of things did this person do with you?
4. What do you think are the benefits of having a mentor?
5. What are the benefits of being a mentor?
6. What are the drawbacks?

## Handout B: Characteristics of Mentor-Mentee

<b>Mentor</b>	<b>Mentee</b>
Generous	Committed to career
Self-confident	Has self-respect
Competent	Ready to learn/motivated
Freely encourages/praises	Open/can handle feedback
Honest	Honest
Realistic expectations	Realistic expectations
Flexible and available	Flexible and available
Protects confidences	Discreet
Professional	Professional
Listens actively	Listens actively
Trustworthy	Trustworthy

**Relationship is beneficial to both**

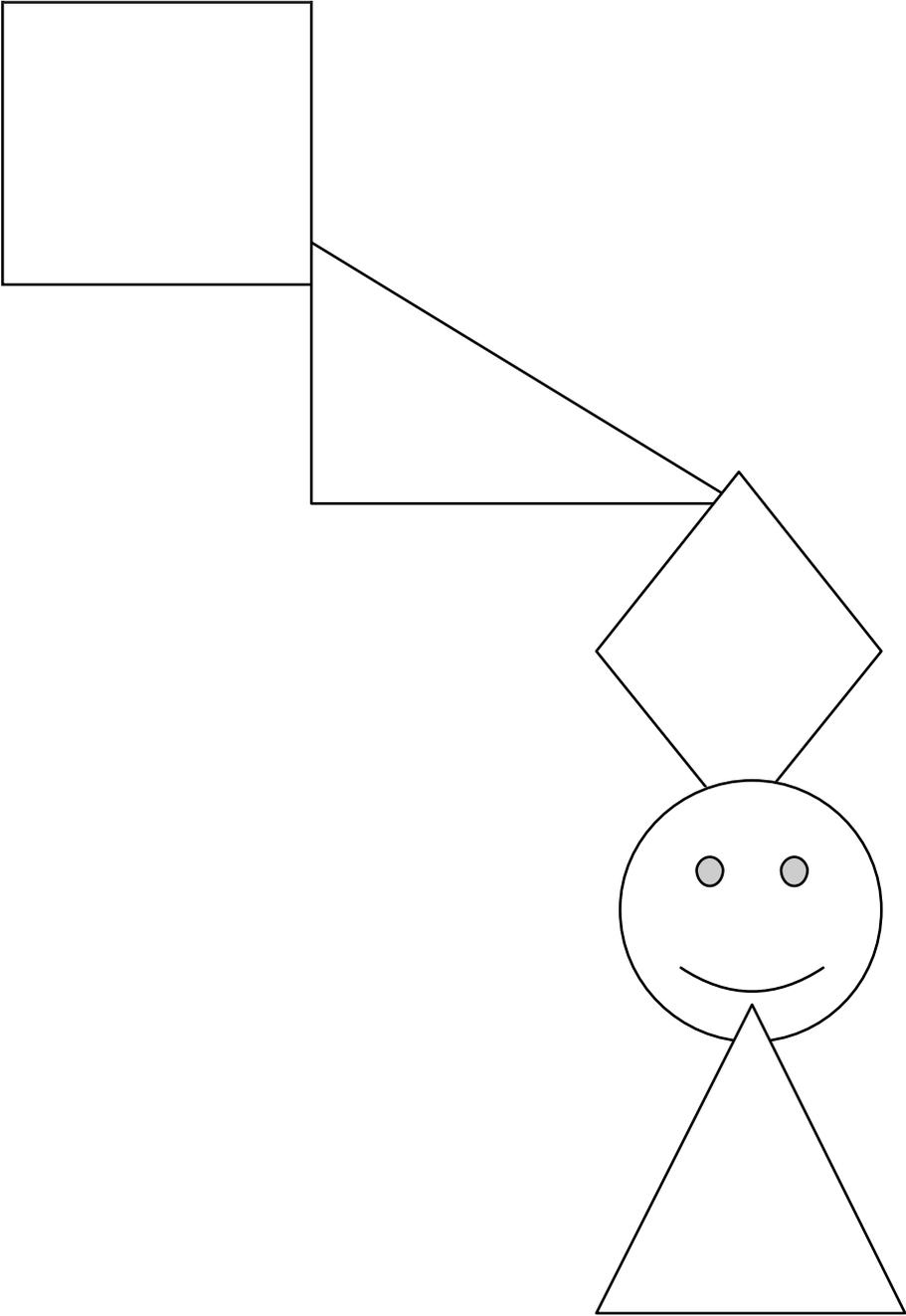
---

---

## Handout C: What Do I Have to Share?

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?

**Handout D: One-Way and Two-Way Communication**



## Handout E: Body Language/Nonverbal Behavior

Body Language	Assertive	Aggressive	Passive
<b>Eye Contact</b>	Direct	Staring, glaring	Indirect; looking down, around, and away
<b>Facial Expression</b>	Congruent with what person is saying	Frowning, tight jaw	Blank, non-disclosing
<b>Body Movements, Gestures</b>	Complementary to what is being said or done	Arms invasive, finger pointing, looking down	Minimal, or many nervous, extraneous gestures
<b>Distance from Other</b>	Appropriate to interaction; sensitive to other's space	Either very far away or invasive of other's space	Shrinking away or leaning on other
<b>Posture</b>	Erect	Rigid	Hunched over
<b>Breath</b>	Full and even	Rapid, hurried, deliberate	Shallow, uneven, weak

---

## Handout F: Active Listening

Active listening begins with an attitude of acceptance and respect for the other person. A mentor's efforts to establish an accepting, respectful climate will encourage the mentee to open up and allow herself /himself to become known by the mentor.

### Guidelines for Active Listening

**1. Acceptance:** Show that you accept what the mentee says because it is true for her/him. Eye contact, nodding your head, or responses such as "I see" or "I understand" indicate that you have heard and accept what the mentee is saying. Acceptance does not imply agreement.

**2. Nonverbal communication:** Look for "the music behind the words." Tune in to your mentee's feelings, identify unspoken "themes," and try to grasp the overall picture. Responses such as "you seem angry, calm, happy, etc." acknowledge feelings and indicate that you accept their being expressed. Pay attention to nonverbal cues and to what they communicate.

**3. Reflection and empathy:** Reflect back to your mentee what you have heard. Responses such as "You seem to be saying..." or "If I understand you correctly, you mean..." allow the mentee to correct any misperceptions you might have.

**4. Open-ended questions:** Ask exploratory or clarifying questions to further your understanding and to enhance your mentee's feelings of being listened to and understood: "How do you feel about that?" "Can you say more about that?"

### Things to Avoid

**1. Generalizing.** Because they direct the focus away from the mentee, general statements ("Everybody feels that way!") usually aren't helpful. Similarly, talking about your own experiences ("I felt the same way when...") will derail the mentee. It's enough to say you understand.

**2. Judging the speaker.** Approving or disapproving what your mentee says calls attention to your value system and away from the mentee's concerns.

**3. Giving opinions, offering advice, and solving the problem.** Such responses generally narrow your mentee's options and take responsibility away from him or her, rather than encouraging your mentee to arrive at his/her own best solutions or allowing for collaboration.

**4. Asking "Why" questions.** "Why" questions direct people into their heads and away from their feelings. "Why do you feel that way?" "Why do you think that?" may also make your mentee defensive and try to justify her/himself.

---

---

## Handout G: Problem-Solving Scenarios

- A. Morris is a bus driver. He tells his mentor that his bus schedule has been changed again. It seems that every time he learns a new route, it gets changed. He has tried to discuss the issue with his supervisor, who says, “Get over it, it can’t be helped.” Morris has noticed that his new route is part of another driver’s former route. He just wants to understand why his route was changed. He feels really angry. He’d like to tell someone off. He asks his mentor to help him know what to do before he loses his temper.
- B. Monique is a new secretary working with a veteran secretary in the front office. The experienced secretary seems to frequently engage in personal business. When she is interrupted, she is very abrupt and sometimes even rude. Monique feels very anxious because she doesn’t know all the answers to people’s questions, but she doesn’t want to constantly be put down for not knowing. She asks her mentor how to deal with the situation.
- C. Dave is a one-on-one paraeducator. He feels shunned by his co-operating teacher. When he asks for student assignments, he is often given a worksheet for the student with no instructions. He is left on his own to develop the corresponding lesson. He feels his student may be suffering because of the situation. He feels the teacher doesn’t want him or the student in the classroom. Dave asks his mentor what to do.
- D. Leon is a custodian disgruntled because the building administrator does not include him in any of the staff meetings. He feels he should be included; the secretaries and paraeducators are invited. He has mentioned it to the administrator and he feels he wasn’t taken seriously. He was excluded from the meeting following his comment. He wants his mentor to help him know how to approach the administrator again.
- E. Rosita is the only secretary in the front office. She reports the staff is very friendly and personable. However, she feels she is being asked to do tasks that are not part of her responsibilities, like photocopying or typing tests. The principal has told her that the former secretary did these tasks when she had time. Rosita is feeling overwhelmed. She doesn’t want to be a whiner, but she just can’t keep up. She wants her mentor’s help.

- F. Louise is a new classroom general education paraeducator who is being asked to take over the classroom teacher's classroom very frequently. Sometimes, she is asked to substitute for half a day because, according to the principal, the teacher is serving on a very important district committee. Louise is very concerned about the amount of responsibility being placed on her shoulders. Louise loves the job, but wants help. Who does Louise approach with this problem without having the teacher and principal lose confidence in her ability?
- G. Kim is a food service worker and is having a very rough time with her co-worker, Glen. Glen has been making very rude comments to Kim. She does not know how to deal with him. She is asking her mentor to help her make him stop.
- H. Thomas, a security guard at the high school, is having a big problem with the school principal. The principal is asking him to take bus duty whenever any supervisor is absent. Thomas feels that bus duty is not his job. He does not have a job description, but feels that when he was hired, this duty was definitely not discussed. He has tried to talk to the principal, but keeps getting brushed off. He is ready to quit. He asks his mentor for advice.
- I. Wauneta is in charge of the computer lab, which is part of the media center. Max, the librarian, is always complaining about Wauneta to the audio-visual specialist. Wauneta has tried speaking to Max, but he called her a whiner. She is very frustrated by this difficult working environment and feels things are going from bad to worse. She wants her mentor to tell her what to do to make it stop.

## Handout H: Listening Observation Sheet

In this activity the mentor:	Observed	Needs Practice
Appeared to listen actively		
Allowed the speaker to speak		
Asked open-ended questions		
Summarized		
Did not agree or disagree		
Used encouraging words		
Used validating body language		
Had good eye contact		
Sat forward		
Nodded head in approval		
Asked for clarification		

---

## Handout I: Developing A Plan Scenarios

**Scenario One:** You are going to start a full-fledged program. You are a very large district and you want every new ESP to have the opportunity to be mentored. Your district has about 30-40 new employees every year. You have a contract, but your relationship with your superintendent is very strained. How will you proceed?

**Scenario Two:** You are a very small district and your turnover is low. You want every new employee to have a mentor. You have a good relationship with the superintendent. How will you proceed?

**Scenario Three:** You are a mid-sized district. Turnover averages 5-15 new employees in any given year. You're expecting a large turnover this year due to a large group of retirees. You have a great contract and good board support. How will you proceed?

---

---

## Handout J: Developing a Plan 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?

# TIPS FOR TRAINERS

---

---

## Techniques for Effective Training and Facilitation

The materials in this section will help you become a more effective facilitator.

### Your Role as a Trainer

1. **Be a role model.** Be energetic, be yourself, have fun, be direct, and be positive.
2. **Being a trainer requires active listening skills.** Be open and direct your attention to the speaker and the message. Be well-rested and focused on the presentation.
3. **Being a trainer requires preparation.** Be sure you fully understand the contents of the session scripts and the purpose of the activities. Each step of the training is a team-building exercise.
4. **Being a trainer requires that you be open and honest about your own feelings, attitudes, and commitments.** Your job is to help facilitate participants' learning and sharing. Remember, the group's needs come first.
5. **Being a trainer requires sensitivity** (the ability to reach each participant, to touch each member emotionally and intellectually).
6. **Being a trainer requires that you strive to be aware of the cultural differences** among participants and the influence of their cultural experience on their work and lives.
7. **Being a trainer requires flexibility** (the willingness to be open to change and the willingness to make changes as needed).
8. **Being a trainer requires self-disclosure** (a willingness to share appropriate information with participants in the training).
9. **Being a trainer requires empathy** (being able to put yourself in someone else's shoes).
10. **Being a trainer requires a sense of timing** (when to intervene and when to keep silent).
11. **Being a trainer requires being able to sense the group process** and make accurate assessments of what the participants are feeling.

---

---

## Techniques for Effective Facilitation as a Team

Working together as a training team is enjoyable for the trainers and beneficial for the participants. It is essential to set aside time in advance to meet with your training partner(s). Below are a few suggestions on training procedures that may help create a responsive training environment, ensure a successful delivery, and facilitate the group's interactions with the trainer(s) and each other.

1. **Model teamwork** for the participants by reinforcing the goals of the training.
2. **Plan on communicating prior to the program/training** and having at least one meeting the day before the training, if possible. Get to know one another and work out any differences before the session.
3. **Plan how you and your training partner can position yourselves** most effectively throughout the session.
4. **Practice how to give and receive feedback.**
5. **Identify each trainer's strengths** and utilize those throughout the training. One may be better at summarizing, the other at charting, etc.
6. **Share the presentation;** give equal visibility.
7. **Make specific primary and backup assignments.**
8. **Work out signals ahead of time.** Recognize, support, and build on each other's contributions.
9. **If you are successful, participants will recognize that working as a team is possible and desirable.**
10. **Plan to be flexible.**

---

---

## Effective Training Techniques for Adult Learners

### Adults as Learners

1. Adults need an environment conducive to learning.
2. Adults learn best by doing. They need to be engaged in the learning experience.
3. Adults have a life full of experiences. Trainers should take advantage of the participants' experiences.
4. Adults expect learning activities to be relevant to their lives.
5. Adults learn effectively only when they have a strong inner motivation to develop a new skill or acquire a particular type of knowledge.
6. Adults learn more when encouraged to be self-directed.
7. Adults need concrete experiences that can be applied to their everyday lives.
8. Adults need open dialogue and immediate feedback.

**Note to Trainers:** Design training that is 35% presentation and 65% application and feedback.

---

---

## Effective Listening

### As a trainer:

1. You are responsible for keeping the discussion on track.
2. You may have to gently move things along, or intervene when one or more participants are monopolizing the conversation or threatening to derail the work of the group.
3. You have to be a listener. One of the most important skills a trainer (and trainee) can possess is the ability to listen effectively.

The following pages contain tips for effective listening and some of the most common poor listening habits. Trainers should be alert for these behaviors in themselves as well as among the participants. You may want to pass these lists out as handouts during the training and discuss how they can affect the activities in this workshop.

---

## Effective Listening Habits

- 1. Pay attention** As a trainer, keep an eye out for signs that participants are not paying attention.
  - If people really want to be good listeners, they must, on occasion, force themselves to pay attention to the speakers.
  - When speakers are dull conversationalists, a listener must sometimes exert her/himself to keep from being distracted by other things.
  - It is important not only to focus on the speakers, but also to use nonverbal cues (such as eye contact, head nods, or smiles) to let them know they are being heard.
- 2. Listen for the whole message.** As a trainer, take time to summarize or paraphrase points made by participants so that the whole message is reinforced.
  - This includes looking for meaning and consistency or congruence in both the verbal and nonverbal messages, and listening for ideas, feelings, and intentions as well as facts.
  - It also includes hearing things that are unpleasant or unwelcome.
- 3. Hear before evaluating.** As a trainer, be aware of situations where participants may be evaluating prematurely. Again, non-judgmentally paraphrasing the words of the speaker and making sure that is what was meant can avoid misunderstandings and misinterpretations.
  - Listening to what someone says without drawing premature conclusions is a valuable aid to effective listening.
  - By questioning the speaker in a non-accusing manner, rather than giving advice or judging, a listener can often discover exactly what the speaker has in mind—which many times is quite different from what the listener had assumed.

---

## Barriers to Effective Listening

1. **Not paying attention.** Listeners may allow themselves to be distracted or to think of something else. Also, not wanting to listen often contributes to lack of attention.
2. **Pseudo-listening.** Often people who are thinking about something else deliberately try to look as though they are listening. Such pretense may mislead the speaker into believing that the listener has heard some important information or instructions, when actually, they haven't.
3. **Listening but not hearing.** Sometimes a person listens only to facts or details or to the way they were presented, and misses the real meaning.
4. **Rehearsing.** Some people listen until they want to say something; then they quit listening, start rehearsing what they will say, and wait for an opportunity to respond.
5. **Interrupting.** The listener does not wait until the complete meaning can be determined, but interrupts so forcefully that the speaker stops in mid-sentence.
6. **Hearing what is expected.** People frequently think they heard speakers say what they expected them to say. Alternatively, they refuse to hear what they do not want to hear.
7. **Feeling defensive.** The listeners assume that they know the speaker's intention or why something was said, or for various other reasons, they expect to be attacked.
8. **Listening for a point of disagreement.** Some listeners seem to wait for the chance to attack someone. They listen intently for points on which they can disagree.



# SUPPLEMENTAL MATERIALS

These materials—icebreaker activities, additional handouts to underscore points made in the training, quotes to be copied and posted on the walls—can be used at the trainer’s discretion.

---

## Getting Acquainted Alternate Activity

### Search for Treasure

- Goal:** To meet other participants and begin building a climate open to learning
- Time:** Approximately 30 minutes
- Materials:** The “Treasure Hunt” handout sheet is found on the following page and can be duplicated for this activity.

Provide a “Search for Treasure” sheet for everyone as they register or enter the training room. Ask participants to write their name on the top line. As they circulate and talk with each other, they are to find one trait they have in common (e.g., “newcomer to the city”) and one item quite dissimilar (“have five children”). When they have completed their form, they are to find a seat.

After the activity, debrief by asking each participant to introduce one participant to the group who is most like themselves--using the information they discovered during their “Search for Treasure.”

**ASK:** “How important do you think it is to know the people you work with, if you are going to function as a team?”

---

---

## Handout: Search for Treasure

NAME: \_\_\_\_\_

**Instructions:** Write your name above. Then circulate around the room, finding another person with whom you have one trait in common (born in the same state or city) and one trait quite dissimilar (have many children/no children; married/single). Continue until you have interviewed at least 5 people.

Name	Alike (how?)	Different (how?)

## Getting Acquainted Alternate Activity: Name Tag

**Goal:** To meet other participants and to begin building a climate open to learning.

**Time:** Approximately 30 minutes

**Materials:** Blank name tag, a strip of colored dots, and a sample displayed on chart paper.

As participants enter the room, give each a large blank name tag and ask them to put their first name or nickname in the center. Then ask them to write, on each corner of the tag, a word or brief phrase telling something about themselves that can be used to introduce themselves to others later. Examples: home states, hobbies, children, pet.

Here's a sample:



Also, give each participant a strip of colored dot stickers. Ask them circulate around the room, placing their stickers on the name tags of each person with whom they have something in common.

After about 20 minutes, ask them to take their seats. Have each participant introduce one other participant to the whole group—the person with whom they have most in common, the person with whom they have least in common, or randomly.

---



---

## Listening Handout: “Do You Really Listen?”

Rate your behavior on the following scale:

**0 = Never causes a problem**                      **1 = Causes a minor problem**

**2 = Causes a problem**                              **3 = Causes a major problem**

In a typical meeting or workshop, I normally listen well, but sometimes I don't listen as well because...

- \_\_\_\_\_ 1. I feel that I am wasting my time.
- \_\_\_\_\_ 2. I am distracted by what is going on around me.
- \_\_\_\_\_ 3. I am tired and/or under stress.
- \_\_\_\_\_ 4. I do not understand the speaker's topic.
- \_\_\_\_\_ 5. I tend to daydream.
- \_\_\_\_\_ 6. I think about how I am going to respond.
- \_\_\_\_\_ 7. The topic or speaker bores me.
- \_\_\_\_\_ 8. I assume I know what the speaker is going to say.
- \_\_\_\_\_ 9. I feel self-conscious.
- \_\_\_\_\_ 10. I have too many other things on my mind.
- \_\_\_\_\_ 11. I believe I will have no use for the information.
- \_\_\_\_\_ 12. The situation places me “out of my comfort zone.”
- \_\_\_\_\_ Total Ranking (Add all responses for your total.)

**Note to Trainers:** If a group is having a great deal of trouble listening, this survey may help you engage the participants in a discussion about their listening habits. The higher the score, the greater the need for improvement.

## Listening Handout: Good Listener Self-Assessment

<b>Place a check in the box that best describes you:</b>	<b>Always</b>	<b>Frequently</b>	<b>Seldom</b>	<b>Never</b>
I am eager to learn about other persons, places, and things.				
I try to put myself in the other person's shoes.				
I tune in to the speaker's feelings as well as the words being spoken.				
I try to overcome my own emotional attitudes while listening.				
I work to identify the main ideas, attitudes, and feelings being communicated.				
I avoid interrupting the speaker.				
I listen to what the speaker is saying without evaluating or judging.				
I consciously practice listening skills.				
I try to curb the impulse to complete the other person's sentences.				
I do not allow myself to be distracted from the speaker.				

---

## Listening Handout: Blocks or Filters to Listening

1. The listener has a hearing deficiency.
2. The environment is noisy and distracting.
3. The listener shuts off what he/she doesn't want to hear.
4. The listener finds the language offensive.
5. The listener ignores body language clues.
6. The listener is vocabulary challenged.
7. The listener prepares answer before speaker finishes.
8. The listener is self-absorbed.
9. The listener has negative attitudes toward the speaker.
10. The listener is insensitive to nonverbal aspects of the message.
11. The listener completes speaker's sentences.
12. The listener wants to be liked by the speaker.

## Listening Handout: Communication Response Styles

ISSUE	Passive	Aggressive	Passive-Aggressive	Assertive
<b>Self Esteem</b>	Low	Self-centered	Low	High
<b>Impact</b>	Cares more about others	Cares only for self	Doesn't care about anybody	Cares about self and others
<b>Consequences &amp; Approval</b>	Predicts disapproval and will not risk it	Not concerned with approval or consequences	Avoids consequences; wants approval through minimal effort	Predicts approval and positive outcomes; risks disapproval
<b>Meet needs</b>	Own needs not met	Own needs met at cost of others	Needs of neither met	Own needs met but not at cost to others
<b>Mistakes</b>	Blames self	Blames others	Blames external forces; defends self	Owens them non-defensively
<b>Goal Accomplishment</b>	Martyr, self-denying	Uses others	Depreciates self/others; phony efforts	Self-enhancing; supportive of others
<b>Self Awareness</b>	Sees only weaknesses	Sees only strengths	Sees fate as responsible; no need to change	Accepts strengths and weakness
<b>Trust/Control</b>	Lets others control; distrusts self	Controls others; distrusts others	Distrusts everyone	Trusts
<b>Feelings</b>	Depressed and unexpressed	Explosive and hostile	Expressed indirectly and slyly	Expressed authentically and calmly
<b>Reactions of Others</b>	Pity, irritation or disgust	Anger or fear	Confusion, frustration, anger, distrust	Respect or annoyance

---

---

## Listening Handout: Communication Tips

### 7 Ways to be a Good Listener

1. Restate the message you've just heard.
2. Avoid hasty evaluation. Listen between the lines.
3. Don't overreact to delivery. Don't become distracted.
4. Don't fake enthusiasm.
5. Listen for ideas and facts.
6. Don't listen for what you want to hear.
7. Take time to listen. Listen longer. Give it your full attention.

### 4 Ways to Keep a Person Talking

1. Don't monopolize. Adapt your thought speed.
2. Pick up on a few key words from a person's last statement. Repeat them and wait. This encourages the person to tell you more.
3. Remain silent and **wait**. A person will often continue to expand on what he/she has just said.
4. Be sure to show concern, empathy, and understanding for the person.

### 6 Ways to Get Clarification

5. "You're saying you feel ..."
6. "So, your feeling(s) about this is/are..."
7. "In other words, you're saying..."
8. "In essence, you've said this ..."
9. "So, what you're telling me is ... Is that correct?"
10. "Let me see if I understand. You're saying ..."

---

---

## Handout: The Problem-Solving Process

- Step 1:** Identify the problem (What is the problem?)
- Step 2:** Analysis (Why is it a problem?)
- Step 3:** Develop alternative solutions (Can the problem be solved? How?)
- Step 4:** Choose solutions and actions (What is the best possible solution?)
- Step 5:** Implementation (Who does what? When? Where?)
- Step 6:** Evaluation (What happened? Did it work?)

### Blocks to Effective Problem-Solving

1. Lack of clarity in stating the problem
2. Not getting the needed information to solve the problem
3. Poor communication within the group
4. Premature testing of alternative strategies or premature choices
5. A critical, evaluative, competitive climate
6. Pressures for conformity
7. Lack of inquiry and problem-solving skills
8. Inadequate motivation

---

**Handout:****25 Ways to Strengthen a Mentor/Mentee Relationship**

1. Introduce your mentee to other staff members at the school.
2. Give a tour of the school. Share a school map, staff pictures, rules, policy manuals, and the schedule.
3. Touch base frequently to see how things are going.
4. Go to lunch with your mentee to celebrate an accomplishment.
5. Listen to your mentee; share a personal or professional frustration.
6. Act as a sounding board.
7. Familiarize yourself with your mentee's work equipment (from copy machines to boilers!).
8. Serve as an advocate.
9. Advise your mentee on how to relate to another staff member.
10. Protect your mentee by maintaining confidentiality.
11. Alert your mentee to a behavior that you recognize as self-defeating.
12. Take your mentee on a tour of the community or school district.
13. Familiarize your mentee with needed district forms.
14. Review communication procedures (email, pony, voice mail, etc.).
15. Refer your mentee to appropriate resource persons.
16. Patiently answer your mentee's questions.
17. Model an attitude of professionalism, constant learning, creativity, and flexibility.
18. Advise your mentee on time management, how to get paperwork done.
19. Display personal enthusiasm for your job and your mentee's.
20. Walk the talk: Make your actions reflect your advice.
21. Brainstorm with your mentee a list of possible solutions to an interpersonal problem.
22. Review emergency procedures (snow, fire, earthquake, lockdown).
23. Practice active listening.
24. Express an interest in your mentee as a person; ask about hobbies, family, travel, etc.
25. Be patient.

---

---

## Inspirational Quotes: Mentoring

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

*Unknown*

The more you lose yourself in something bigger than yourself, the more energy you will have.

*Norman Vincent Peale*

The unselfish effort to bring cheer to others will be the beginning of a happier life for ourselves.

*Helen Keller*

We make a living by what we get, we make a life by what we give.

*Winston Churchill*

Do not wait for leaders; do it alone, person to person.

*Mother Teresa*

How lovely that everyone, great and small, can make their contribution...how we can always, always give something, even if it is only kindness.

*Anne Frank*

To the world, you may just be somebody. But to somebody, you just might be the world.

*Unknown*

Unless we think of others and do something for them, we miss one of the greatest sources of happiness.

*Ray Lyman Wilbur*

One thing I know: the only ones among you who will be really happy are those who will have sought and found how to serve.

*Albert Schweitzer*

One of things I keep learning is that the secret of being happy is doing things for other people.

*Dick Gregory*

Be the change you want to see in the world.

*Gandhi*

Life is a succession of lessons which must be lived to be understood.

*Ralph Waldo Emerson*

The vision must be followed by the venture. It is not enough to stare up the steps—we must step up the stairs.

*Vance Havne*

One's mind, once stretched by a new idea, never regains its original dimensions.

*Oliver Wendell Holmes*

You cannot do a kindness too soon, for you never know how soon it will be too late.

*Ralph Waldo Emerson*

You really can change the world if you care enough.

*Marion Wright Edelman*

What we have done for ourselves alone dies with us. What we have done for others and the world remains and is immortal.

*Albert Pine*

I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

*Maya Angelou*

People seldom improve when they have no other model but themselves to copy.

*Oliver Goldsmith*

Life is a succession of lessons which must be lived to be understood.

*Ralph Waldo Emerson*

# Bibliography

- Allen, T.D., Lentz, E., and Day, R. (2006). "Career Success Outcomes Associated with Mentoring Others: A Comparison of Mentors and Non-mentors," *Journal of Career Development*, v.32, no.3, pp.272-285.
- Ambrose, Larry. 2002. *A Mentor's Companion*. Chicago: Perrone-Ambrose Assoc Inc.
- Baker, Daniel B. 1995. *Power Quotes*. Detroit: Visible Ink Press
- Caroselli, Marlene. 1998. *Great Session Openers, Closers, and Energizers*. New York: McGraw-Hill
- Cohen, Norman H. 1999. *The Mentee's Guide to Mentoring*. Amherst, MA: HRD Press, Inc.
- Cohen, Norman H. 2000. *A Step by Step Guide to Start an Effective Mentoring Program*. Amherst, MA: HRD Press, Inc.
- Ginsburg, S. "Mastering the Art of Better Living," *Work and Family Life*, 6. (March 1999)
- Haynes, Marion E. 2006. *Meeting Skills for Leaders: A Practical Guide for More Productive Meetings*, 3rd ed.
- Hutchison, Robert. 1992. *Verbal Communication: The Power of Words*. Revised Edition Screenplay, Carlsbad, CA: CRM Films, L.P.
- Johnson, W.B. and C.R. Ridley. 2004. *The Elements of Mentoring*. New York: Palgrave Macmillan
- Marofsky, Myrna and Ann Johnston. 2001. *Getting Started With Mentoring*. Minneapolis: ProGroup, Inc.
- Scannell, Edward E. 1991. *Still More Games Trainers Play*, New York: McGraw-Hill, Inc.
- Shea, Gordon F. 1999. *Making the Most of Being Mentored*, Crisp Learning
- Shea, Gordon F. 2002. *Mentoring*. 3rd ed., N.p. Crisp Learning, 2002.
- Smith, E.J. "The Strength-based Counseling Model," *The Counseling Psychologist* 34 (January 2006), no.1, pp.13-79.
- Sreedhar, Dharmagadda. "Poor Listening Skills: A Major Barrier to Effective Communication." *January 2008 Ezine Articles*. Retrieved February 24, 2008.
- Williams, Andrea. "Resolving Conflict in a Multicultural Environment," *MCS Conciliation Quarterly*. Summer, 1994. 2-6.
- Williamson, Bruce. 1993. *Playful Activities for Powerful Presentations*, Duluth, MN: Whole Person Associations, Inc.,
- Zimmerman, Connie and Rachel Ballon. 1992. *Leader's Guide to the CRM Video "Verbal Communication: the Power of Words,"* Revised Edition, Carlsbad, CA: CRM Films, L.P.

# Certificate of Completion

*This certificate is presented to*

---

*In recognition of your successful participation in*  
**National Education Association's  
ESP Mentoring Training Program**

**Date:**

---

---

**Presenter**

---

**Presenter**

EDUCATION SUPPORT  
**ESP**  
PROFESSIONALS  
One Education Workforce  
Serving the Whole Student

**nea**  
NATIONAL  
EDUCATION  
ASSOCIATION  
nea.org  
Great Public Schools  
for Every Student

