TIPS FOR TRAINERS

Good trainers are facilitators. "Facilitate" means "to make easier," and a facilitator is actually a:

- Coach
- Listener
- Learner
- Manager of group process

"Facilitating" suggests the idea of a collaborative relationship between the trainer and participants—a relationship that helps mentors learn, rather than imposes learning upon them.

What follow are some good practices for facilitating.

BEFORE EACH TRAINING SESSION

1. Think about principles of adult learning.
   - Adults want to see a reason for learning something—the learning has to be applicable to their work or other responsibilities to be of value to them. They learn in order to solve perceived problems.
   - Adults are practical and goal-oriented. They focus on aspects of a training that are most useful to them.
   - Adult teaching should be grounded in learners’ experiences. Adults have accumulated a foundation of knowledge and life experiences that are a valuable resource. They learn best when new information and concepts are built on this foundation.
   - Adults learn best when they are in a supportive environment. They want guidance, not competition—they don’t want to be put on the spot or feel like they are being tested. They learn best when they are both psychologically and physically comfortable.

2. Know the training curriculum thoroughly.
   - As necessary, customize activities and handouts so they best address characteristics of your program, your specific group of mentors, and the strengths and needs of the children and youth they will be mentoring. Be prepared to offer real-life examples that illustrate your program’s experiences.
Think about how you will facilitate the session, and be prepared to make on-the-spot adjustments if, for example, an activity is not working well or you find you need to spend more time on one activity and thus have to shorten another.

3. Select a space for the training that is physically comfortable and contributes to group interaction.
   - The room should be large enough, but not too large; private (people from outside the group should not be walking in and out); quiet; and clean and well-lighted.
   - Avoid a traditional classroom set-up. Depending on the size of your group, have a table large enough for all the participants to sit around, or multiple tables that are square or circular. If that is not possible, arrange chairs in a circle—this will facilitate discussion.
   - If small groups are going to be meeting as part of the activities, make sure there are nearby rooms available, or be sure the training room is large enough that small groups can meet within it without distracting each other.

4. Have everything ready.
   - Copy handouts.
   - Gather any required materials and equipment: newsprint, markers, masking tape, name tags, and anything else you might need for the session.

5. Arrive early.
   - If necessary, be sure there are signs just inside the building entrance that show participants where to go for the training session.
   - Get to the training room about 30 minutes ahead of time to set up the area: arrange chairs, do any necessary advance writing on the newsprint, and check equipment.
   - Be sure that refreshments (coffee, water, soft drinks, etc.) are available.
   - Greet participants as they arrive at the training room.

DURING EACH TRAINING SESSION
1. Create a comfortable learning environment.
   - Be sure the physical space is conducive to group learning and that participants can hear each other as they speak.
Training New Mentors

- Create an atmosphere where participants are taken seriously and where they also can laugh. Think about ways to inject humor into the training sessions—for example, using relevant cartoons as overheads, or telling funny anecdotes about experiences of mentors. People are usually most open to new ideas when they are enjoying themselves and feel comfortable enough to risk making mistakes.

2. **Pace the training appropriately.**

- Encourage the exchange of ideas and information while also keeping activities on track. Move things quickly enough to keep participants from being bored but slowly enough to make sure they absorb what is being discussed.

- Allow time throughout the session for participants to ask questions. When appropriate, involve the whole group in answering questions—but also have a feel for which questions should be answered quickly so the session can proceed.

3. **Model good listening, feedback, and problem-solving skills—the skills that mentors need.**

- Listen carefully and respectfully. Acknowledge what people say even if you don’t agree. People need to feel they are being listened to and that their ideas and concerns are recognized as worthy contributions.

- Maintain eye contact with each person as he/she speaks. Monitor your nonverbal signals as well as your verbal comments.

- Respond by guiding, not imposing. Be nonjudgmental. Repeat and address key points.

- Help participants develop collaborative problem-solving skills. Involve them in answering other participants’ questions, and have them work together to arrive at solutions to problems.

4. **Think about how people learn best.**

- Keep this point in mind: People remember about 20 percent of what they hear, 40 percent of what they hear and see, and 80 percent of what they discover for themselves.

- Use overheads and newsprints to help people see and remember. Newsprints are also a useful tool for group thinking and problem solving. Summarize major discussion points on a newsprint—it dramatizes the variety and extent of the group’s thinking. Post the newsprint paper on the walls around the room so you and your group can keep referring back to, and expanding upon, earlier ideas and contributions.
Build in success. People learn best when they experience success frequently. Structure activities so participants end with a sense of accomplishment. Structure the training session so it expands participants' sense of accomplishment.

5. Be yourself.

- Know your limitations—if you don't know the answer to a question, that's OK. You don't need to know all the answers. Just say you will try to find the information they requested and get back to them. And then do it.
- Have a sense of humor.

AFTER EACH TRAINING SESSION

1. Get feedback from participants.

- Prepare an evaluation form that asks for feedback on both the process and the content of the training session. Distribute it at the end of the session, and ask participants to complete it before they leave.
- Schedule about five minutes at the end of the session for participants to complete this task, so they do not feel rushed and have time to write thoughtful feedback.

2. Reflect on what worked well and what did not.

- Don't use the feedback forms to give yourself a rating. Instead, use the information to help you think through what well from the participants' point of view, what you need to modify about the content, and what facilitation skills you want to work on.
- Along with participants' feedback, give yourself your own feedback on the training. Think about the situations when participants seemed involved, bored, stimulated, confused, angry, or having fun. Based on your self-observations, make necessary adjustments in session content and your facilitation strategies.

3. Follow up on information you promised participants you would get for them.

- During the training session, keep a "to-do" list of information (or answers to questions) that you tell participants you will obtain for them.
- Try to get the information, and then contact the participants who requested it. If you can't find the information (or the answer to a question), contact the participant to let him/her know about the situation.
“TRAINING MODULES”
Ongoing Training for Mentors

Twelve Interactive Sessions for U.S. Department of Education Mentoring Programs

2006

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TRAINING SESSION #1

“Effective Communication in the Mentor/Mentee Relationship Cycle”
Effective Communication in the Mentor/Mentee Relationship Cycle

Author: Christian Rummell

Duration: 90 minutes

Materials: Chalkboard or newsprint, chalk or markers, note cards

AV: None

Room set-up: Place chairs in rounds or U shape facing the chalkboard or newsprint

Description: Communication can be a challenge at any point in the mentor/mentee relationship. This session explores the mentoring relationship cycle and offers suggestions for promoting effective communication during each stage of the relationship. This session allows participants to gain time-appropriate communication skills and provides an opportunity to actively problem-solve current challenges they are facing.

Session goals: By the end of the session, participants will:

- Learn more about the mentor/mentee relationship cycle
- Gain insight into strategic ways to communicate during each phase of the mentor/mentee relationship cycle
- Actively problem-solve current communication challenges that mentors are facing

Agenda & instructions:

1. *Introductions 10 minutes*
   
   Have the mentors introduce themselves and tell the group how long they have been matched with their mentees.

2. *Presentation: Mentor/Mentee Relationship Cycle 10 minutes*
   
   Present the characteristics of the mentor/mentee relationship cycle, using Handout 1. Draw from your own mentoring relationships to give examples of behaviors found within this cycle.
3. **Activity: Four Corners**  
*20 Minutes*

In each corner of the room, make a sign that reflects one of the four phases of the mentoring relationship. These signs should be large enough for each participant to read from across the room.

Ask the participants to move to the corner of the room that they feel best describes where they are in their mentoring relationship. If all started with their mentees at the same time, you can randomly assign corners to make sure that each “phase” is represented.

Once participants are at their “corner,” ask them to create a list of 5–10 communication challenges they face at that phase and 5–10 strategies they can use to promote effective communication in their relationship.

Walk around the room to offer assistance and give feedback.

4. **Activity: Large Group Debrief**  
*20 minutes*

Have each group present its challenges and strategies. Ask other groups if they have any additional suggestions or possibilities for effective communication. After each group has finished its presentation, give the suggestions found in Handout 2. This can be done by either pre-writing the suggestions on newsprint and placing it next to the appropriate corner; or by simply reading the suggestions aloud. Pass the handout to participants after all categories have been read.

*This can be a very difficult and rewarding part of the workshop, offering many great creative ideas. Your job, as the facilitator, is to keep your participants thinking strategically and make sure they don’t get mired in the challenges.*

4. **Key Debrief Points**  
*5 minutes*

- Mentors should recognize communication challenges and potential solutions for each stage of their relationship
- Consistent use of effective communication is essential for building trust
- Mentors should always avoid prescriptive communication, especially during the first phases of the relationship
- Mentors should strategically use disclosure to build greater trust and strengthen the bond with their mentee
5. **Final Questions and Closing**  
10 Minutes

Ask participants for any final questions or comments about what was just covered. Pass out a session evaluation form. Remind folks about any upcoming events/trainings as they leave.
## Mentor/Mentee Relationship Cycle

<table>
<thead>
<tr>
<th>Stage</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong>&lt;br&gt;The Beginning of the Match</td>
<td>- Getting to know each other&lt;br&gt;- The first impressions&lt;br&gt;- Trying to see the positive in the relationship&lt;br&gt;- Bonding</td>
</tr>
<tr>
<td><strong>Stage 2</strong>&lt;br&gt;Challenging and Testing</td>
<td>- Mentee challenges&lt;br&gt;- Testing phase&lt;br&gt;- Rethinking first impressions&lt;br&gt;- Difficult feelings or emotions may surface</td>
</tr>
<tr>
<td><strong>Stage 3</strong>&lt;br&gt;“Real” Mentoring</td>
<td>- The relationship begins feeling right again&lt;br&gt;- Trust is established&lt;br&gt;- Growth in the mentee can be observed&lt;br&gt;- A “deeper” bond and connection has been formed</td>
</tr>
<tr>
<td><strong>Stage 4</strong>&lt;br&gt;Ending</td>
<td>- Preparing for closure&lt;br&gt;- Relationship may become deeper or mentee may start pulling away&lt;br&gt;- Reflection</td>
</tr>
</tbody>
</table>
### Mentor/Mentee Relationship Cycle Communication Tips

<table>
<thead>
<tr>
<th>Stage</th>
<th>Effective Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td>• Ask open-ended questions</td>
</tr>
<tr>
<td>The Beginning of the Match</td>
<td>• Use body language that is open and not guarded</td>
</tr>
<tr>
<td></td>
<td>• Active listening</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate empathy</td>
</tr>
<tr>
<td></td>
<td>• Avoid “prescriptive” communication</td>
</tr>
<tr>
<td></td>
<td>• Use prompts</td>
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<tr>
<td></td>
<td>• Speak with language that you feel comfortable with</td>
</tr>
<tr>
<td></td>
<td>• Don’t be afraid of silence</td>
</tr>
<tr>
<td><strong>Stage 2</strong></td>
<td>• Be consistent in your communication, even if it is difficult</td>
</tr>
<tr>
<td>Testing and Challenging</td>
<td>• Demonstrate respect</td>
</tr>
<tr>
<td></td>
<td>• Build in problem-solving techniques in your open-ended questions</td>
</tr>
<tr>
<td></td>
<td>• Raise sensitive issues at the beginning of your interactions</td>
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<tr>
<td></td>
<td>• Make sure to separate behaviors from who the mentee is</td>
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<tr>
<td></td>
<td>• Disclosure of personal feelings and experiences when appropriate</td>
</tr>
<tr>
<td><strong>Stage 3</strong></td>
<td>• Continue with disclosures when appropriate</td>
</tr>
<tr>
<td>“Real” Mentoring</td>
<td>• Avoid advising, and allow youth to actively problem solve</td>
</tr>
<tr>
<td></td>
<td>• Build off your knowledge of your mentee’s strengths to foster deeper discussions</td>
</tr>
<tr>
<td></td>
<td>• Give positive feedback and don’t be afraid to let your mentee know when something has hurt you</td>
</tr>
<tr>
<td><strong>Stage 4</strong></td>
<td>• Find common language to sum up your feelings</td>
</tr>
<tr>
<td>Ending</td>
<td>• Provide feedback that describes growth that you observed</td>
</tr>
<tr>
<td></td>
<td>• Be prepared to listen and affirm fears that your mentee may have</td>
</tr>
</tbody>
</table>

Session 3: Effective Communication in the Mentor/Mentee Relationship Cycle 21
Effective Communication in the Mentor/Mentee Relationship Cycle

RESOURCES

http://www.youthlight.com/main.html


Mentoring Answer Book, by C. Klapparick (McHenry, IL: Big Brothers Big Sisters of McHenry County, 2002).
http://www.mentoringanswerbook.com

Mentoring for Meaningful Results: Asset-Building Tips, Tools, and Activities for Youth and Adults, by K. Probst (Minneapolis, MN: Search Institute, 2005).


Strengthening Mentoring Programs: Resources and Mentor Training Materials. Module 9: Connecting and Communicating (Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center).

Talk Time: Student and Mentor Conversations, by K. Faggella and J. Horowitz (Westport, CT: Ideas ‘R’ Popping, 2000).
http://www.creativementoring.org/cmweb/cmotherpublications.html

Training New Mentors by L. Jucovy (Tech. Assistance Packet No. 5). (Portland, OR: Northwest Regional Educational Laboratory, National Mentoring Center, 2001).

http://www.bbbsa.org
TRAINING SESSION #2

“Establishing and Maintaining Boundaries”
TRAINING SESSION 1

Establishing and Maintaining Boundaries

Author: Elsay Arévalo

Duration: 60 minutes (time will cover approximately two to three scenarios)

Materials: Chalkboard or newsprint, chalk or markers, Boundary Scenarios

A/V: None

Room set-up: Round tables for four to five people each

Description: Teaching mentors to strengthen their ability to set and maintain healthy boundaries will help them have a positive mentoring experience, provide them with valuable life lessons, protect them from burning out, and, most important, prevent them from walking away prematurely from their mentoring commitment. A mentor’s ability to set boundaries will allow the mentee to feel safe, develop a sense of trust and, ultimately, learn how to set boundaries for him- or herself. This exercise will help mentors identify key areas around which boundaries are essential, as well as provide them with guidelines for how to continue to protect those boundaries throughout the life of the mentoring relationship.

Session goals: By the end of the session, participants will:

- Understand what a boundary is and why boundaries are needed in mentoring relationships
- Understand how to prevent and buffer mismanagement of boundaries in mentoring relationships
- Develop a framework for dealing with boundary issues

Agenda & instructions:

1. *Introductions* 10 minutes

   Have mentors introduce themselves and share an example of a situation when one of their personal boundaries was crossed or an instance when they were able to set a strong boundary.
2. Activity  15 minutes

Distribute and have participants review Handout 1: “On Boundaries.” Tell them that they will have a chance to role play these principles in a few minutes.

Distribute Handout 2: “Boundary Scenarios.” Feel free to adapt and change the scenarios to increase their relevance to your program. Ask participants to:

a. Select a person to record responses as well as another to present to the larger group.

b. List all the worst ways in which the assigned scenario could be handled. Have a recorder write the ideas down on the newsprint and label it “What not to do.”

c. Discuss and write down ways in which their group feels the scenario should be handled.

3. Review Responses to Scenarios  15 minutes

Ask each small-group representative to go to the front of the room, read the group’s scenario out loud, and explain how they decided the scenario should be handled, as well as what pitfalls to avoid. Invite the rest of the participants to add feedback or ask questions. Summarize key points and clarify agency’s policies as necessary.

Tip for Trainer: Record and save boundary topics and responses from your workshops and daily work to be used for future boundary training sessions.

4. Key Debrief Points  15 minutes

Once you have facilitated and reviewed participant responses to the scenarios, you can add any missing key points and guidelines related to the issue. This time will also serve as your opportunity to provide them with a paradigm or way of thinking about boundaries that will help guide their actions should the need arise. See Handout 1, “On Boundaries,” for key talking points.

5. Final Questions & Closing  5 minutes

As a way to close the meeting, ask participants to share one insight they gained during the meeting that they found particularly valuable. Pass out a session evaluation form. Remind folks about other upcoming events/trainings as they leave.
HANDOUT 1

On Boundaries

What is a boundary?

- A boundary can be thought of as a protective barrier that helps to keep us safe. For boundaries to be effective they need to be applied on a consistent and ongoing basis. Boundaries teach children what healthy relationships look like and allow them to be children.

Who needs boundaries?

- All of us can benefit from having healthy boundaries in our relationships. Exercising your ability to set and maintain those boundaries throughout your mentoring relationship will provide you with an opportunity to challenge your own personal growth.

- Although all children need boundaries, they are particularly important for youth who:
  1. Come from chaotic and unpredictable environments
  2. Have been the victims of abuse
  3. Have to take care of the adults in their lives and as a result have not had their own needs met

Are there any signs that can tell me if my personal boundaries have been crossed?

- Feeling angry, used, violated, drained, or that you need to walk away from the relationship may be signs that you are in a situation where your boundaries are being violated.

How do I prevent my boundaries from being violated?

- You should decide what boundaries are important to you before the match begins and certainly before being confronted with a difficult situation. Planning in advance will help prevent being caught off guard and it will also help you plan and rehearse your desired response. Some specific areas where boundaries are important include:
  - Money: How much money am I comfortable spending on each outing? How will I respond if on an outing my mentee asks me to buy him/her something? How would I feel if my mentee’s family requests help with their finances?
  - Behavior: What would I do if my mentee uses foul language, mistreats others, steals, or is disrespectful of me during one of our meetings?
HANDOUT 1 (continued)

- Self-disclosure: How would I respond if my mentee asks me about my previous experience with sex, drug use, past relationships, or other personal issues?

- Time: How much time do I feel comfortable spending with my mentee on a weekly basis? Am I comfortable receiving phone calls at work? How late is too late to receive a phone call (or too early)? What would I do if my mentee does not show up for a meeting?

- Working with parents/guardians: What would I do if my mentee’s father asks me out on a date? What do I do if when greeted at the door, my mentee’s mother begins sharing her “laundry list” of complaints about her son? What would I do if my mentee’s grandmother begins crying and sharing her problems with me when I drop by for a visit?

- Remember that if you are not sure how to respond to a situation, you have every right to request time to think about it.

- It is best to set boundaries from the start. However, you can and should make adjustments to your relationship as necessary. It is better to adjust a boundary than to walk away from a relationship.

- Finally, and most important, remember that you do not have to do this alone. If you are unsure about a situation, need help figuring out how to proceed, or need an intervention, you can go to program staff for support.

Are there any guidelines I can use that can help guide my actions when confronted with situations that challenge healthy boundaries?

- Here is a three-step approach you can apply when trying to decide how to handle a difficult scenario:

  1. In mentoring the relationship is the formula, the strategy, and the intervention. How can you respond to this situation in a way that protects the well-being of the mentoring relationship?

  2. The implications of your response are as important as the response itself. What are the short-term and long-term consequences of the way you choose to handle the situation?

  3. Communicate from a place of personal honesty. How can you effectively communicate with your mentee the importance of the boundary in question in a way that honors your needs without blaming or shaming your mentee?
Handout 2

Boundary Scenarios

Scenario 1
You arrive at your usual meeting place and your mentee has not arrived. You had previously called your mentee to let her know what time to meet. What should you do or say next time you talk to your mentee?

Scenario 2
You have been matched with your mentee for about six months and you are starting to “bond.” One day your mentee asks you if you ever experimented with alcohol when you were younger. You did try alcohol in high school and more often in college. What do you say?

Scenario 3
During one of the group activities of the mentoring program, you notice that your mentee is has negative attitude and is not participating. You’ve noticed this behavior in the past, but have not said anything about it. Your mentee’s attitude makes you think uncomfortable others feel uncomfortable. What should you do?

Scenario 5
You and your mentee hit it off right away. You were very excited about your match until a few weeks ago when your mentee started calling you a few times a day. You are excited he/she likes you, but are unsure if the amount of time you are spending on the phone is appropriate. You don’t want to hurt their feelings, but you are feeling uncomfortable with the calls at work and tired from all the calls at home. What should you do?

Scenario 6:
Discussion on “Helping Too Much” Not your job to fix mentees.
Establishing and Maintaining Boundaries

RESOURCES

http://www.youthlight.com/main.html


Mentoring Answer Book, by C. Klapperich (McHenry, IL: Big Brothers Big Sisters of McHenry County, 2002).
http://www.mentoringanswerbook.com

Mentoring Handbook for Parents, (McHenry, IL: Big Brothers Big Sisters of McHenry County, 2004).
http://www.mentoringanswerbook.com

http://www.dropoutprevention.org/publica/books/books.htm
TRAINING SESSION #3

“Questioning and Listening Skills/ Leadership Styles”
Continuum questions:

1. If at this very moment you could have a paletta –OR- sopes, what would you choose?

2. After a very long day at school and work you finally get to head home...would you prefer a quieter night, either alone or with a few close friends –OR- would you prefer a big social event with lots of people, some of whom may be new acquaintances for you?

3. When a task is before you, do you tend to want to listen to everyone’s opinion and make sure you have all the relevant information –OR- do you tend to rather quickly come up with your plan of action and want to jump into action immediately?

4. When it’s time to make a decision, do you tend to decide from the neck up, using your mind to make the decision –OR- do you tend to decide with your heart or gut and good old fashioned intuition?

We’ve now formed four groups that represent various leadership styles. Before we dive into the specifics of each style, we need to say that each of us has the ability to use all four of these styles. But, we also each have a preferred or more natural style. If our questions were good, you should be standing in the group that represents your preferred style. Let’s explain the four groups.

Drivers: The first group we’ll talk about is the Driver group. Drivers love to attack problems; at times they may be guilty of acting before thinking, but it is only because they love to accomplish tasks and get results. While not mean, at times they can become so focused on getting something done that they may temporarily forget peoples’ feelings are involved. Drivers tend to be driven and ambitious and more than happy to take control.

Innovators: Innovators are creative and love to push the boundaries of possibility. They are idea people. They also recognize the role other members of the group have in the process and they enthusiastically motivate and encourage the group to achieve great things and engage in the ideas. At times, they may base their enthusiastic plans on intuition, rather than facts and in fact, they often think of plans more as forward thinking strategies than as just plans.

Humanitarians: Humanitarians are the consummate people-people. They have an uncanny ability to understand the needs of others in a group and Humanitarians may go to great lengths to make sure all individuals in the group have a voice and feel included. Humanitarians tend to be excellent at networking. Within a group they are very good at identifying the strengths of each individual member and at positively shaping the group culture.

Thinkers: As the name implies, thinkers are talented at finding and analyzing important information. They tend to be more deliberate in their work, preferring informed decision making over immediate action. Thinkers not only supply important analysis for new challenges, but they also regularly give historical perspective when a group faces a recurring challenge or opportunity. Many thinkers prefer a clear structure or process to tasks, rather than ambiguous or random ways of doing things.
Debrief Discussion:
What style is best suited to mentoring?

As a group, identify at least five ways your style lends itself to good mentoring.

As a group, identify at least three ways your style may impede or challenge good mentoring.
Facilitating Effective Consultations

Before the consultation

- Determine what you’d like to accomplish during the consultation.
- Prepare a list of must-ask questions.
- Prepare a packet of information that pertains to the topic of the consultation.

At the beginning of the consultation

- Provide a comfortable meeting place.
- Position yourself so you and client are equals (ie. if possible, don’t sit behind a desk or form an interrogation row of consultants).
- Be authentic in your efforts to establish rapport and a relationship of trust.

During the consultation

- Listen more than you speak.
- Take notes.
- Identify key focus areas and/or strategies that will help the client.
- Use language like, “Based on what you’ve said, it sounds to me like everyone in your group wants to work hard, but the group hasn’t come together yet as a team.” Allow the client to react to your suggestion. Notice what you’ve done in this statement; you:
  - Value and affirm what the client has shared.
  - Value and affirm something about the individual or group before identifying a focus area.
  - Demonstrate problem solving ability by suggesting possible key focus areas.
  - Phrase the identification of a focus area or strategy in such a way that demonstrates your respect for the client and her ability to achieve her desired goal(s).
  - Listen to determine if the client agrees or disagrees with your analysis.
- If the client disagrees with your suggestion, ask more questions. You can say something like, “Thank you for clarifying. Just so I can be sure I understand the bigger picture, would you mind talking some more about your staff meeting dynamics?”

At the end of the consultation

- With the client, determine clear and attainable next steps.
- With the client, determine how the client can gauge the impact of their actions.
- Thank the client for the opportunity to visit.

After the consultation

- Send a note or email to the client thanking him for the opportunity to visit and welcoming the opportunity to meet again.
- Jot down a few notes from your own perspective: What went well and what will you do differently in the future?
TRAINING SESSION #4

“Study Skills and Conflict Resolution”
What is your Conflict Management Style?

**Instructions:** Listed below are 15 statements. Each statement provides a possible strategy for dealing with a conflict. Give each a numerical value as follows:

1=Always, 2=Very often, 3=Sometimes, 4=Not very often, 5=Rarely, if ever.)

*Don’t answer as you think you should, answer as you actually behave.*

____ a. I argue my case with peers, colleagues and coworkers to demonstrate the merits of the position I take.

____ b. I try to reach compromises through negotiation.

____ c. I attempt to meet the expectation of others.

____ d. I seek to investigate issues with others in order to find solutions that are mutually acceptable.

____ e. I am very firm when it comes to defending my side of the issue.

____ f. I try to avoid being singled out, keeping conflict with others to myself.

____ g. I uphold my solutions to problems.

____ h. I compromise in order to reach solutions.

____ i. I trade important information with others so that problems can be solved together.

____ j. I avoid discussing my differences with others.

____ k. I try to accommodate the wishes of my peers and colleagues.

____ l. I seek to bring everyone's concerns out into the open in order to resolve disputes in the best possible way.

____ m. I offer neutral positions in attempts to break deadlocks.

____ n. I accept the recommendations of colleagues, peers, and coworkers.

____ o. I avoid hard feelings by keeping my disagreements with others to myself.
**Scoring:** The 15 statements you just read are listed below under five categories. Each category contains the letters of three statements. Record the number you placed next to each statement. Calculate the total under each category.

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<tr>
<th>Style</th>
<th>a.</th>
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<td>Collaborating Owl</td>
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<td>Avoiding Turtle</td>
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<td>Accommodating Teddy Bear</td>
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<tr>
<td>Compromising Fox</td>
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**Results:**

My dominant style is _________________________________ (Your **LOWEST** score)

My back-up style is_______________________________ (Your second Lowest score)
Descriptions of Conflict Management Styles

The Competing Shark

- Sharks use a forcing or competing conflict management style
- Sharks are highly goal-oriented
- Relationships take on a lower priority
- Sharks can be authoritative and uncooperative; threatening and intimidating
- Sharks have a need to win; therefore others must lose, creating win-lose situations
- Advantage: If the shark's decision is correct, a better decision without compromise can result
- Disadvantage: May breed hostility and resentment toward the person using it

The Avoiding Turtle

- Turtles adopt an avoiding or withdrawing conflict management style
- Turtles would rather hide and ignore conflict than resolve it; this leads them uncooperative and unassertive
- Turtles tend to give up personal goals and display passive behavior creating lose-lose situations
- Advantage: may help to maintain relationships that would be hurt by conflict resolution
- Disadvantage: Conflicts remain unresolved, overuse of the style leads to others walking over them

The Accommodating Teddy Bear

- Teddy bears use a smoothing or accommodating conflict management style with emphasis on human relationships
- Teddy bears ignore their own goals and resolve conflict by giving into others; unassertive and cooperative creating a win-lose (bear is loser) situation
- Advantage: Accommodating maintains relationships
- Disadvantage: Giving in may not be productive, bear may be taken advantage of

The Compromising Fox

- Foxes use a compromising conflict management style; concern is for goals and relationships
- Foxes are willing to sacrifice some of their goals while persuading others to give up part of theirs
- Compromise is assertive and cooperative-result is either win-lose or lose-lose
- Advantage: relationships are maintained and conflicts are removed
- Disadvantage: compromise may create less than ideal outcome and game playing can result

The Collaborating Owl

- Owls use a collaborating or problem confronting conflict management style valuing their goals and relationships
- Owls view conflicts as problems to be solved finding solutions agreeable to all sides (win-win)
- Advantage: both sides get what they want and negative feelings eliminated
- Disadvantage: takes a great deal of time and effort
Reaching a Solution using the Collaboration Approach

1. **IDENTIFY THE PROBLEM** is definitely the starting point -- determining the nature of the conflict. Is it a conflict of values? Is it a conflict of material things? Is this worth fighting for?

2. **INITIATION** is the second step - The most effective way to confront another in a conflict situation is to state the tangible effect a conflict has on you. Example: "I feel as though your behavior in the dorm is distracting me from my studies, therefore making it hard for me to do well in school."

3. **ACTIVE LISTENING** is the third step - negotiators must be capable of hearing the other person's point of view.
   - While listening, do not think about how to reply in order to persuade.
   - Argument-provoking replies should be avoided.
   - Active listening involves paraphrasing or restating what the other says. Idea or content should be considered as well as feelings.

4. **PROBLEM - SOLVING** is the final step
   - Clarify the problem -- After the above steps, each party should have a clear idea about what is the tangible issue.
   - Talk about what is needed or wanted (be clear on facts and information).
   - Generate a list of possible solutions. While doing this, let go of the solutions that you thought you had.
   - Start by thinking "how can I make the other side happy?"
   - Decide together on the best solution acceptable to all parties. Do not try to persuade or coerce.
   - Plan the implementation of the solution. Make assignments of the who, what, where, when and how involved.
   - Plan an evaluation or review of the solution after a specified period of time.

Raising the Issue

1. How?
   - In person
   - By email
   - By voicemail
2. When?

As soon as possible after an incident has occurred
As soon as you are ready to face the issue
If in person – pick a quiet, undisturbed time
When no one else is around to overhear you

3. What to say?

Start with a feeling:

“I’m upset about…”
“I’m concerned about…”
“I’m nervous about…”
“I’m really mad about…”
“I feel badly about how I behaved…”

State what you want:

“I’d like to find a time to talk with you about this.”
“I’d like to understand why this happened.”
“I want to clear the air between us.”
“I’d like to have a conversation with you about.”
“I’d like to know what I did that upset you.”

Ask for further dialogue:

“Is this afternoon a good time for you to talk?”
“Can we go for coffee together to talk about this?”
“Perhaps we can use the conference room to talk.”

“I’d like to find a quiet place so we won’t be interrupted.”

4. The dialogue:

- Be clear, concise, and calm
- Use “I” statements
- Use open body language
- Practice active listening
TRAINING SESSION #5

“Goal Setting with your Mentees”
TRAINING SESSION 6

Goal Setting With Your Mentee

Author: Christian Rummel

Duration: 90 minutes

Materials: Chalkboard or newsprint, chalk or markers, handouts, index cards

A/V: None

Room set-up & preparation: Place chairs in U shape facing the chalkboard or newsprint. Write up the "Agenda" on newsprint or on whiteboard/chalkboard

Description: Goal setting is an important part of the mentoring relationship. Research has documented the power of a mentor to create opportunities for youth to become successful in school, improve peer relations, and make healthier choices. Goal setting is an integral part in providing these benefits. By gaining awareness of the importance of goal setting and incorporating this feature into the mentoring relationship, mentors can give their youth greater skills and more practice in meeting their potential. This session will explore strategies that mentors can use to help youth use their strengths and values to achieve their dreams and hopes.

Session goals: By the end of the session, participants will:

• Learn more about the importance of goal setting
• Gain goal-setting skills that build on the strengths of their mentee to promote long-term goal achievement
• Learn about new goal-setting activities that can easily be implemented into the mentoring relationship

Agenda & instructions:

1. **Introductions** 10 minutes

   Have the mentors introduce themselves individually by telling the group: a) their name; b) how long they have been matched with their mentee; and c) a goal that they recently achieved.

   *Trainer’s note:* Once all mentors have introduced themselves, review the agenda and the goals for this workshop. You should also let your mentors know that this session will be “experientially based,” meaning that they will have the chance to explore their own goals and gain personal insights into some of the challenges and potential that goal-setting activities will offer their mentees. Throughout the session, they will actively participate in a goal-setting model that they can adjust and adapt to their youth.

2. **Defining a Vision for the Future** 10 minutes

   Pass out index cards to the participants. Ask them to write their name in the center. Have them write four strengths that they possess, one in each corner. Strengths can be anything that they feel good about such as caring, thoughtful, good listener, funny, etc. If you have time before the workshop, prepare your own index card as an example for the participants.

3. **Present the Strengths to Goals Handout** 15 minutes

   Distribute Handout 1: “Using Strengths To Promote Goals.” Go over each step in the process and talk with mentors about the importance of using strengths to build goals. Remind mentors that their role, as a guide, is to help build mentee strengths into important resources to achieve their personal, academic, and short- and long-term goals.

4. **Pair Work** 20 minutes

   Have pairs of mentors complete Handout 2: “Goal Setting Worksheet.” For the first 10 minutes, have Mentor 1 play the role of the mentee. This person will share their strengths with their partner. Mentor 2 will play the role of the mentor, guiding the mentee through the process of completing the worksheet by asking questions, providing feedback, and guiding the mentee. After 10 minutes, have the mentors switch roles.
5. **Large-Group Debrief**  
10 minutes

Ask volunteers to share and discuss their thoughts around the goal planning activity. What steps did they find useful? What steps do they think are important in their work as mentors?

6. **Presentation: Adapting the Model for Mentees**  
15 minutes

Pass out Handout 3, "Adapting the Model for Mentees." After reviewing the handout, ask them to brainstorm ways that they can make this model accessible for their youth, including activity ideas and potential ways to make the model more interactive and fun.

7. **Key Debrief**  
5 minutes

Review the session goals for participants:

- Goal setting is an important part of the mentoring relationship
- By personally participating in a goal-setting workshop, mentors can gain better insight into the challenges and potential for goal-setting techniques to make a difference in their mentees
- Mentors can improve goal-setting skills in youth through a variety of interactive and fun activities

8. **Final Questions and Closing**  
10 minutes

Ask participants to discuss any final comments or questions about what was just covered. Pass out a session evaluation form. Remind folks of any upcoming training or events.
Using Strengths To Promote Goals

This goal-setting model uses individual strengths to promote achievement of personal, academic, and short- and long-term goals. Through this model, you will gain an additional tool to build goals for yourself and your mentee. Because goal setting is an essential part of your work as a mentor, this model will help you to become better prepared to guide your mentees through important steps that will enrich their ability to reach their potential.

Also, you can think of each step as an area in which you can help your mentee develop skills through fun and interactive activities. By giving mentees opportunities to practice any and all of these steps, you give them incredible tools to achieve their dreams.

---

**Step 1. Defining Strengths**

The first step in this model is to define personal strengths. What are the qualities, skills, and characteristics that you would define as your strengths? What are the abilities that you bring with you that you can use as a foundation for future success?

**Step 2. Envisioning the Future**

Step 2 will help you see goal setting in the big picture. What is your ideal future like? How do you want to be living in 10 or 20 years? What do you want to achieve in the long term? By thinking long term, you will gain insight into what you truly value in your own life purpose. This will help to connect your goals and short-term activities with your long-term dreams.

**Step 3. Goals for Action**

Now that you have reflected upon your personal strengths and your vision for the long-term future, try to choose three to five short-term goals that will help to move you toward that long-term vision.

**Step 4. Concrete Tasks**

What specific and concrete activities can you start doing now to start you on your way to achieving these goals? Describe each activity and set a date by which you plan to accomplish the activity.

**Step 5. Problem-Planning**

Think about potential barriers in your goal setting. What can get in the way of achieving your goals? What preventive steps can you take to prepare you for these barriers?

**Step 6. Reflection**

After you have worked toward your short-term goals, you should spend some time reflecting on how your goal-achieving activities worked. What did you learn? Have your goals changed? What specific activities worked and didn’t work?
Goal-Setting Worksheet

**Step 1. Defining Your Personal Strengths**

Think about the personal resources you bring with you that can help you in goal setting.

Strength 1:

Strength 2:

Strength 3:

Strength 4:

**Step 2. Envisioning Your Future**

How do you see yourself in 10 or 20 years? What do you want to be doing in the long term?

Describe your vision:

**Step 3. Establishing Short-Term Goals**

What are three short-term goals that you can accomplish that relate to your long-term vision?

Goal 1:

Goal 2:

Goal 3:
### Step 4. Goal Activities

Describe activities in which you will participate that will help you achieve your goals. Set concrete dates and times for when you will accomplish these activities. If this is a recurring activity, describe how often you will do it (e.g., 1 time a day, 1 time a month, etc.)

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<th>Activity 1:</th>
<th>Date this will be accomplished:</th>
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<th>Activity 2:</th>
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<th>Activity 3:</th>
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### Step 5. Planning for Potential Barriers

What are the barriers that may prevent you from accomplishing your goal? What steps can you take to overcome these barriers?

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<th>Preventive step:</th>
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**Step 6. Reflection**

This step should be done throughout the goal-setting process. What did you learn? How have you changed since working on your goals?

Reflexion:
Adapting the Model for Mentees

While this model will be easily accessible for you as an adult, it also offers potential goal-setting opportunities for your mentee.

Instead of taking your mentee through a worksheet, there are many ways that you can adapt its ideas for easy implementation in your mentoring relationship. You should be creative, have fun, and use this as a way of building skills for your mentee to grow and reach his or her potential.

Maybe each step can be seen as a skill area that you can work on with your mentee. By creating fun and interactive opportunities for her (or him) in any of these goal-setting areas, you will be giving her skills to achieve her goals. The following activities should give you some ideas for ways to build goal-setting skills into your mentoring relationship.

Step 1. Defining Strengths

- Have a conversation with your mentee about what he or she feels good about. What does your mentee like about himself or herself? What special qualities do you see in him or her?

- “Strength” Bingo. Have your mentee create a bingo card with all his strengths listed on the card. This will help the mentee identify strengths and will provide an interactive opportunity for you to talk with him about his qualities.

- Create a rap song, poem, or collage from magazines that asks the mentee to identify her strengths. You can work with each other to share your own positive traits or stories.

Step 2. Envisioning Your Future

- Have your mentee create a “life map” of where he wants to go in 20 years. Ask him to write the milestones, travels, jobs, families, and dreams that he sees in his future. What does the map look like? How does he get there?

- Have the mentee write a “time traveler” letter to herself. Ask her to write the letter from the perspective of herself as an adult in the future. What does she see from 20 years in the future? How have things changed since she was a child participating in a mentoring program? What is different? Prompt her to write the letter from the perspective that she has achieved all her greatest dreams.

Step 3. Establishing Short-Term Goals

- Build a tower with your mentee out of newspaper and masking tape or other supplies. Ask the mentee to define the goals for what the tower will look like. How tall will it be? How wide will it be? What will it look like? Use this activity to discuss ways that your mentee can apply this activity to
his academic, personal, short- or long-term goals. Ask him prompting questions about ways that he can use this activity to think about goal setting.

- Play a game with your mentee. Ask her to discuss personal goals for the game and you can share your own. Goals are much bigger than just winning the game—you can set goals for having fun, being respectful, or even around asking questions. When the game is complete, ask your mentee about how she accomplished her goals? What did she do? How can she apply this to school? Other relationships?

**Step 4. Goal Activities**

- Plan a day together: What will you do with your time together? You can ask your mentee to be a famous tour guide and work with him to create an agenda for the day. Discuss specific activities that will happen and when they will happen.

- Plan a service-learning project together. Work with each other to decide on a community need that should be met. This could be anything from a canned food drive at school to a garden project at a site. Set specific activities and dates for how you want to accomplish this project. Who will do what? By when?

**Step 5. Planning for Potential Barriers**

- Playing games or sports together can provide great opportunities to talk about strategies that you use to plan for potential challenges. How did you prepare for the big game? What did you do? Why did you make a specific chess move that prevented the loss of a piece?

- While planning any activity for the day, ask the mentee to discuss potential challenges that may get in the way. What are potential “rainy day” plans that can help you ensure a great time together even if something goes wrong?

**Step 6. Reflection**

- Make a mentoring relationship portfolio to document the growth that you have both had since you began your relationship. Use photographs, create drawings, post grades, or use magazine cutouts.

- Ask your mentee to keep a journal. Have him or her write out all the activities that you have done together throughout the year.

- Ask your mentee to talk about his or her personal growth throughout the year. What has changed? What is still the same?
Goal Setting With Your Mentee

RESOURCES

http://www.youthlight.com/main.html

Community Mentoring for Adolescent Development: Trainer’s Manual, (Waco, TX: Baylor University Health Education and Wellness, 2004, Rev. ed.)
http://www.mentoring.org/program_staff/manage/mentor_trainers_manual.php

http://www.creativementoring.org/omweb/empublications.html


My Mentor and Me: The High School Years. 36 Activities and Strategies for Mentors and Mentees To Do Together During the High School Years, by S.G. Weinberger (Harford, CT: Governor’s Prevention Partnership, 2001).
http://www.preventionworkct.org/publications.html

My Mentor & Me: The Middle School Years. 36 Activities and Strategies for Mentors and Mentees During the Middle Years. Including Tips for Talking About Bullying, by S.G. Weinberger (Harford, CT: Governor’s Prevention Partnership, 2003).
http://www.preventionworkct.org/publications.html

http://www.freespirit.com/catalog/item_detail.cfm?TBH_ID=65

56 Ongoing Training for Mentors
TRAINING SESSION # 6

“Exploring Our Identity and Its Impact on the Mentor/Mentee Relationship”
Video:
“A Class Divided”
60 minutes
Exploring Our Identity and Its Impact on the Mentor/Mentee Relationship

Author: Johnna Timmes

Duration: 60 minutes

Preparation: Display the “We Aren’t All the Same” quote on an overhead or written on newsprint or a chalkboard. Prepare handout and sentence strips. Create handouts or display the “Wrap-Up Questions.”

Materials: “We Aren’t All the Same” quote, “Circles of Myself” handout, “Wrap-Up Questions,” pen or pencil, sentence strips, markers

Description: This activity facilitates the processing and examining of how each of us defines the different aspects of our own identity. This helps us to better know how we see ourselves, and how others potentially see us. When society, the media, and even our inner circle of friends and family attach stereotypes to identity, we need to look deeply at our feelings related to these stereotypes. Once we consciously make the effort to share and listen to personal experiences of positive and negative associations with our identified group, we realize that even in our difference, we still have similar experiences and thoughts that can positively shape our interactions and relationships with each other.

Session goals: By the end of the session, participants will:

• Recognize that we all have many aspects of our identity that define us. Identity cannot be defined exclusively by race, religion, primary language, gender, or country of origin.

• Share stories about a time when they were proud to be associated with a dimension of their identity, as well as hurt or embarrassed by the same association. This illustrates that we all have elements of pride and pain felt as part of our personal identity.

• Identify positive and negative stereotypes about a dimension of their identity, as well as the stereotypes they hold about the identity of others.
• Recognize that feelings, whether good or bad, are universal, and must be acknowledged in order to effectively communicate and engage with each other.

• Acknowledge that even members of the same cultural “groups” have very different backgrounds.

**Agenda & instructions:**

1. **Introductions**  
   5 minutes
   Ask participants to pair up with someone they do not know very well. Say: “Introduce yourself to your partner and give one fun fact that people would not be able to guess about you.”

   Read the “We Aren’t All the Same” quote to set the tone for the workshop.

2. **Activity:**  
   20 minutes
   Hand out “Circles of Myself” worksheet and sentence strips. Ask participants to write their full name in the center circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Take a minute to discuss with partners why these four aspects were the most important in describing them.

   Ask pairs to quietly think about an experience when they were especially proud to identify themselves with one of the descriptors they used in the satellite circles. Ask them to jot down on the back of the handout any notes or reminders of why they felt proud, or elements of the story that relate to the positive feeling.

   Next, ask them to think about a time/story when they felt pain or embarrassment to be identified with one of the descriptors in the satellite circles. (It can be the same descriptor used in the first part of the exercise or one from another satellite circle.) Again, participants will jot down on the back of the handout any notes or reminders of why they felt badly, or elements of the story that explain the negative feeling. When pairs are finished, they will share their stories, both positive and negative, with their partner.

   Next, partners will discuss/brainstorm the stereotypes they have heard about or feel are common to, the four dimensions of identity they assigned to themselves. When their list is complete, partners will pick one stereotype of a dimension of their identity that fails to describe them accurately. On their sentence strip, in marker, they will fill in the blanks:

   “I am (a/an) __________, but I am NOT (a/an) __________.”
Example: If one of the identifiers was “only child,” then a stereotype might be that all only children are spoiled and selfish. So the sentence would read, “I am an only child, but I am not spoiled or selfish.” Or, “I am an African American, but I am not dangerous or hostile.”

3. Whole Group Feedback

Probe the group for reactions to each other’s stories. Ask whether anyone heard a story that was particularly enlightening or evoked an emotional response to share with the group. (Make sure the person who originally told the story has granted permission for his/her partner to share it with the entire group.) What is the group reaction to the stories?

When sharing has ended, ask each group to stand up and individually read its stereotype statement. Sentence strips can be posted on walls or other surfaces in the room. Ask participants to share thoughts or feelings about the statements they have heard. Did anyone hear a statement that challenged a stereotype that they once bought into? Where do stereotypes come from? Will they ever be eliminated?

4. Conclusion and Wrap-Up

Ask participants to arrange themselves in groups of three, making sure that no one is in the same group with his/her partner from the first exercise. Post the following questions from Overhead 1 on the overhead or newsprint. Have mentors answer the following questions:

a. How does identity (both yours and your mentee’s) along with pervasive stereotypes, affect your role or relationship with your mentee?

b. Could you do this or a similar activity with your mentee? Why or why not?

c. How do your background similarities and differences make for rich interactions with your mentee?

Review the additional resources available and ask the participants to share any other resources that their program has. Distribute session evaluations. Encourage them to bring questions to program staff. Remind folks about upcoming trainings or events as they leave.
We Aren't All the Same

We aren’t all the same beneath our different colored skins.

We aren’t identical even without our different religions, genders, sexual orientations and cultural backgrounds.

But that doesn’t mean we don’t share important values, experiences, goals and dreams. The key to getting along is not to pretend that differences don’t exist.

Instead, we need to learn about differences, learn to accept them and let ourselves enjoy them.

Circles of Myself

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles—an identifier or descriptor that you feel is important in defining you. This can include: Race, gender, family role, job or career role, religion, country of origin, etc.
HANDOUT 3: Sentence Strips

"I am (a/an) ________________, but I am NOT (a/an) ________________.

"I am (a/an) ________________, but I am NOT (a/an) ________________.

"I am (a/an) ________________, but I am NOT (a/an) ________________.

"I am (a/an) ________________, but I am NOT (a/an) ________________.

"I am (a/an) ________________, but I am NOT (a/an) ________________.

"I am (a/an) ________________, but I am NOT (a/an) ________________.

"I am (a/an) ________________, but I am NOT (a/an) ________________.

"I am (a/an) ________________, but I am NOT (a/an) ________________.

"I am (a/an) ________________, but I am NOT (a/an) ________________.

"I am (a/an) ________________, but I am NOT (a/an) ________________.
Wrap-Up Questions

1. How does identity (both yours and your mentee’s), along with pervasive stereotypes, affect your role or relationship with your mentee?

2. Could you do this or a similar activity with your mentee? Why or why not?

3. How do your background similarities and differences make for rich interactions with your mentee?
Web Resources

c2Action
An organization that provides diversity and communication training to schools and organizations with the philosophy that a communication structure that honors the presence of multiple perspectives generates shared meaning and supports the development of trust.
http://www.antiracism.com

National Latino Children's Institute
The NLCCI is a nonprofit, nonpartisan organization that focuses on Latino children, with the mission to serve as the voice for young Latinos. NLCCI promotes and implements the National Latino Children's Agenda through a variety of strategies.
http://www.nlci.org/

Pew Hispanic Center
The Pew Hispanic Center's mission is to improve understanding of the diverse Hispanic population in the United States and to chronicle Latinos' growing impact on the nation. The center strives to inform debate on critical issues through dissemination of its research to policymakers, business leaders, academic institutions, and the media. A variety of reports are available to obtain information and statistics about the growing Hispanic population in the U.S.
http://pewhispanic.org/

RACE - The Power of an Illusion
The online companion to California Newsreel's three-part documentary about race in society, science, and history. The Web site provides informational readings, activities, and resources about race and the history of how race has been defined and impacted by society.
http://www.pbs.org/race/000_General/000_00-Home.htm

Students Challenging Racism and (White) Privilege (SCRAP)
This Web site has resources on racism, antiracism, and whiteness. SCRAP seeks to communicate a comprehensive understanding of racism: how it works on many levels (institutionally and individually), how it functions at the level of everyday assumptions, actions, and representations, how white people benefit from the disadvantages of people of color, and how not discussing or confronting racism is the best way to perpetuate it.
http://www.canopyweb.com/racism

Books and Videos

A 60-minute video about a public school teacher from Riceville, Iowa, and her third-grade students, whom she divided into blue- and brown-eyed groups for a lesson in discrimination. The video also shows the reunion of the students after 15 years.

A book describing the 1985 reunion of students who were divided into blue- and brown-eyed groups for a lesson in discrimination and chronicles the profound and enduring effect on the students' lives and attitudes.

A resource for raising children who feel good about who they are and who learn to appreciate and respect people who are different.

A race is a nice thing to have: A guide to being a white person or understanding the white persons in your life. Hulme, J.E. (1992). Topeka, KS: Content Communications.
This book examines how the recognition of white racial identity may help to end racism. White people generally fail to understand that they have...
a racial identity and that having it doesn't have to be a negative. This book is useful for whites and others, and includes examples and activities that enhance the reader's understanding of the part race plays in our lives.


This is a collection of over 1,000 quotes from blacks and whites aimed toward understanding and resolving the problems of prejudice and racism. Some quotes display the bittersweet humor that has helped blacks through their history of oppression; and some quotes reveal the contrast between the advantages of being born white and the burden of being born black.


This book addresses some of the issues involved in making democracy work for the next generation of children, the children of 2010. It is based on a series of three dialogues conducted in 1998 by a small group of national leaders who are involved in creating a better future for children, youth, and their families. The book invites readers to form dialogue groups to explore these issues and to become active in solving problems that will contribute to an inclusive democracy for all our children.


A useful guide to raising diversity consciousness, and how being open to other cultures is necessary for a quality education and successful career. This book offers a wide variety of real-life student experiences and perspectives throughout the book, along with self-reflexive journal questions and interactive exercises. Current discussions on diversity and workplace issues help the reader positively and effectively deal with a variety of diversity issues in the workplace.


Drawing Strength From Diversity builds on the foundation being laid by current human services reform efforts, which focus on interagency collaboration, community decision making, creative financing and improved outcomes, among other strategies.


This book draws on the work of early childhood teachers and teacher educators and provides examples of creative ways in which practitioners and theorists are rethinking their work. The thinking, theorizing, and practical applications of the text lie in equity, difference, and the recognition of racial, ethnic, and sexual diversity. Some of the issues discussed are of equity and fairness in observing young children; gender identities in the early years; and working with nontraditional families.


This curriculum is for progressive educators and organizers who work with youth and are interested in exploring cultural stereotypes, colonization, identity politics, and oppression and resistance.


This book encourages young people to become more tolerant of others and savor the rich variety of America's changing culture. Real-life examples profile students from across the country who are working to promote tolerance in their schools and communities. The thought-provoking questions found in the book's "Time Out" sections can be used by independent readers as discussion starters for classrooms or youth groups.


This book explains the interaction between teachers and students as they grapple with learning about racism and becoming antiracist. It describes the conceptual framework for antiracism and the premises underlying the researchers' pedagogy. It
describes the course “Racism and Human Development,” and through student writing shows how each class session contributes to the progression of students’ growth from pro-racist to active anti-racism.


The authors spent 11 months at a racially diverse day care center observing children from three to six years old. They found that the children were not too little to understand race or ethnicity, and were deliberately using hurtful words and attitudes to discriminate and segregate. The authors note the need for more research in this area.
ONLINE TRAINING

Central Washington University--

Sexual Harassment Training:

URL: http://training.newmedialearning.com/psh/centralwashu/index.htm

Discrimination Training:

URL: http://training.newmedialearning.com/ped/centralwashu/index.htm

STUDENT LINGO:

To access the following online workshops, please go to: http://www.studentlingo.com

Enter the following information:

Username: Central Washington University
Password: Central21!

- What It Takes To Be A Successful Student
- Stress Management
- Financial Literacy
- Study Tips and Note Taking- What Every Student Should Know
- Multiple Choice Test Taking Strategies

CWU TRIO - Money Management tools with Cash Course
Program Evaluations
TRiO MENTOR PROGRAM

EVALUATION OF TRAINING SESSION

Date: _____________________  Training Facilitator: _____________________

1. What did you find most useful in this workshop?

2. What did you find to be least useful? How would you change it?

3. Was there anything that you felt was missing from this session? Anything that you would have liked to know more about?

4. Please rate the following:

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<th>Poor</th>
<th>Average</th>
<th>Excellent</th>
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5. Any other additional comments?
Mentor Program
Training Evaluation Sheet

Training Facilitator: _____________________________     Today’s Date: _________________________________

Please answer the following questions as completely as you can. Your answers are anonymous and will help us plan future trainings.

1. What did you expect to gain from attending this training? Did it meet your expectations?

2. What did you find most helpful? Why?

3. What did you like the least? How would you change it?

4. How could we of helped you more?
5. On a scale of 1 to 4 (4 being the highest), how would you rate this training session?
   1 - not very helpful at all, 2 - not very helpful, 3 - somewhat helpful, 4 - very helpful

**Bibliography**

http://educationnorthwest.org/resource/364

Center: http://educationnorthwest.org/webfm_send/164

Program Managers*. Alexandria, VA, United States of America.