

ABORIGINAL PEER MENTORING PROJECT

OR

ON CURRICULUM

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COLLEGE OF NEW CALEDONIA Prince George, British Columbia



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ABORIGINAL MENTORING PROJECT INTRODUCTION TO CURRICULUM

Total Length: 24 hours

Format: 8 three - hour sessions; 6 sessions for the mentors, 1 for the participants and 1 collective session

MENTORING PROGRAM GOALS AND OBJECTIVES:

Goal: To support Aboriginal youth in achieving their career and education goals and to prepare the youth to take a leadership role in their career choice, their community and their own personal lives.

Objectives:

- To run a six-month mentoring project for Aboriginal youth
- To match 20 Aboriginal high school youth with 20 Aboriginal youth who are currently attending a post-secondary institute and support them in a mentoring relationship that focuses on career and educational support and guidance (but does not involve educational tutoring)
- To provide orientation and training re: communication, teamwork, mentorship roles and expectations to 40 Aboriginal youth.

SESSION FORMAT:

Each session starts and ends with a circle (see following explanation). The material is set up with approximate time frames and it is expected that the instructor add energizers / ice breakers and other breaks as necessary. Sometimes, two activities are provided for instructor preference. At the same time, some activities are left vague (especially closing circle questions) to allow for group needs and instructor preferences.

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CIRCLES:

Opening and closing circles are used to check in with learners and to reflect on sessions. It will be the responsibility of the instructor to ensure that the circles are focused and adhere to the guidelines outlined here and introduced to the group in the first sessions. It might be important to note that these circles are not traditional "talking circles," although there is a cultural component with the use of the circles. These circles will be focused by a question from the instructor.

Guidelines:

- *Ideally, the circle is formed without tables or anything between the chairs.*
- *The circle is shaped evenly so each person can see everyone.*
- *Only one person at a time speaks.*
- *Once the focus question has been introduced, anyone can start the circle.*
- *The circle moves to the left.*
- *No one is forced to say anything and may pass.*
- *The circle can repeat if people have additional comments.*
- *An object (a stone, shell, etc.) may be passed to indicate the speaker. This object is held by the instructor to introduce the topic / question, and then placed in the middle of the circle. The first speaker takes the object and begins.*

SESSIONS:

For Mentors

1. Introduction to mentoring, expectations, outlines, boundaries
2. Boundaries, Roles and responsibilities, Scenarios
3. Boundaries, Roles and responsibilities, Scenarios
4. Communication skills
5. Goal setting (personal and program) and Time Management
6. Conflict Management

For Participants:

1. Introduction to mentoring, expectations, roles and responsibilities

For Mentors and Participants:

1. Getting to know each other (includes initial pair activities to start building the mentoring relationship)
2. Hosted lunch / dinner send off

ADDITIONAL INFORMATION:

- There is a generic evaluation form to be used with each session (see following form). This is for the session participants to provide feedback on the sessions (not on the instructor). It is suggested that the evaluators be encouraged to use their name on the form. The instructor could set this up by discussing the importance of owning feedback.
- Sessions 4 and 6 are designed with several activities. Ideally, the mentors will be far enough into the mentoring relationship that discussion based on their experience be generated. This would be preferred and activities built around these experiences. However, the activities are included to enhance or generate discussions and are optional.
- Ideally, the Mentoring Coordinator will participate in all sessions. It is especially important that this person be involved in Session 8.
- Obviously the instructor should become familiar with the entire curriculum before starting to teach. It is especially important that the instructor clearly understand the roles and responsibilities of the mentors and participants and can draw this in whenever possible.

FEEDBACK FORM

Session: _____

Name (optional): _____

What I learned this session:

What I would change for another time:

What was most helpful in terms of preparing me for the mentoring program:

In general, I would rate this session (1 = not useful to 5 = very useful):

1

2

3

4

5

Other comments:

SESSION 1: INTRODUCTION TO MENTORING

Purpose: To begin to develop connections between mentors, to understand what is involved in the mentoring role and to clearly define individual expectations and motivation for being part of the Aboriginal Achievers Program.

Learning Objectives:

- To begin to develop an understanding of individual leadership styles
- To define a mentor
- To understand the connection between mentoring and leadership
- To identify personal expectations and motivation for being involved in the mentoring program

TIME: 3 hours

ACTIVITIES:

1.	Opening circle - Introduce the program, instructor and outline the coming sessions. Introduce the opening and closing circle and how it will be used throughout the orientation. Have each person share their name, place of birth, Nation (if are of First Nations ancestry) and something fun (like their favourite colour, tree, flower, where they want to live...).	30 min.
2.	Icebreaker / get to know you	15 min.
3.	Broken squares - (see following outline) Use to illustrate the importance of team building and leadership. Discuss the importance of leadership and that is why they are here. They are in a leadership role with the mentoring relationship.	45 min.
4.	In small groups: Define a mentor. (who is a mentor and what does he / she do?) Debrief by handing out the attached definition of what a mentor is. Emphasize what a mentor is and is not. Discuss the	30 min.

	connection between leader and mentor. Handout - What a mentor can achieve	
5.	Expectations - In small groups answer the following question: <i>What do you expect to get out of this mentoring experience?</i> <i>What are your fears around this mentoring experience?</i> Present the information to the large group. Discuss how realistic those expectations are. What do they think the expectations of the participants will be? Have each individual write a statement outlining why they are here and what the motivation for being involved in this program is. (mission statement) or use following handout on motivation. Encourage the mentors to be honest (i.e. The monthly stipend may be a motivator and that is fine.).	30 min.
6.	Closing circle: Introduce the idea of reflection (reviewing your learning either verbally or through writing) and lead the circle with a focus question for verbal reflection. Examples of focus questions include: What had the most impact on you today? What did you learn? What thought did you have coming into today's session that has changed? What excites you about mentoring as a result of today's session?	15 min.
7.	Feedback form	5 min

BROKEN SQUARES - PART 1

Goals:

- To analyze cooperation in group problem solving
- To analyze individual reactions in a group problem solving situation
- To examine leadership
- To introduce non-verbal communication

Time: 30 - 45 minutes

Notes on use:

In introducing the game, make sure that the participants understand the rules of the game and that the observers are comfortable in their roles. The observers have a difficult role, and must be aware of that and committed to their role. It is important to also stress that the activity is not over until every member of each group has created their own square.

Procedure:

1. Instructor must prepare a set of 5 squares for each group of participants.
2. Discuss leadership and cooperation as a prelude to the game. Brainstorm what each word means and how that works in a mentoring situation.
3. Divide the larger group into groups of 5. Any remaining individuals are judges/observers and assign one (minimum) per group of five.
4. Distribute a copy of the group instructions to each group member and one judge/observer instruction sheet to the observers.
5. Distribute the envelopes of puzzle pieces to each member of each group. Do not let the participants open the envelopes until the signal is given.
6. Review the instructions.
7. Allow the participants to begin.
8. Debrief, asking the judge/observers for their comments. Ensure that the discussion touches on problems encountered by the group with whom you are working. Each group may have slightly different problems. Keep drawing the discussion back to the earlier discussion of leadership and cooperation. How does this affect mentoring?
9. May want to continue with Broken Square Part 2.

Instructions to Judge/Observer:

Ensure that the participants observe these rules:

- No talking, pointing or any other kind of communication among the five people in your group.
- Participants may give pieces to other participants but may not take pieces from other members.
- Participants may not simply throw their pieces into the centre of the table for others to take. They must give pieces to a specific person within their group.
- It is permissible for a member to give away all the pieces to the puzzle if they have formed their square.

You may also want to look for the following:

- Who gives away pieces of the puzzle?
- Did anyone finish early and divorce themselves from the rest of the group?
- Is there anyone who struggles with his or her pieces but refuses to give any away?
- Check the level of frustration. Who is pulling their hair out and who is not?
- Was there a point when there was a shift in the group?
- Who tried to violate the rules by talking or pointing?
- How did people communicate?

INSTRUCTIONS TO THE GROUP

There are five envelopes each containing pieces of paper. When given the signal to begin, your group has the task of **forming five squares of equal size**. The task will not be completed until each person has in front of them a square of the same size held by others in the group.

Restrictions:

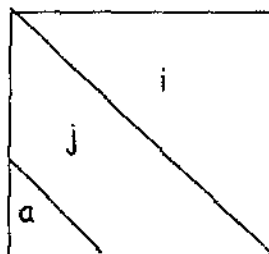
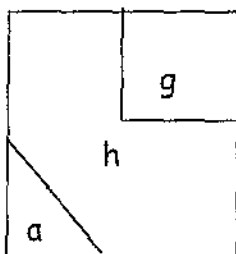
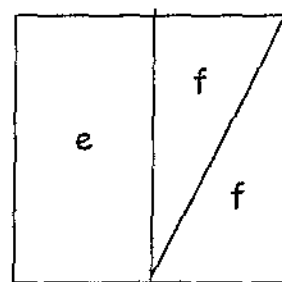
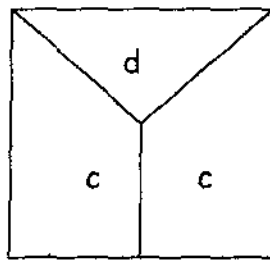
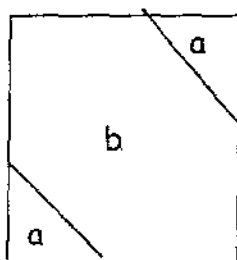
- No group member may speak (judge/observers can speak to indicate someone is not following the rules).
- No member may ask another member for a card or in any way signal that another person is to give them a card.
- Members may give cards to other members of the group.

Instructions for making the squares:

1. Replicate the squares below into 6 inch by 6 inch squares.
2. Mark the completed squares as below.
3. Mark five envelopes A,B,C,D, and E. Distribute the pieces of the square into the envelopes as follows:

Envelope A - Pieces i,h,e
Envelope B - Pieces a, a, a, c
Envelope C - Pieces a,j
Envelope D - Pieces d,f
Envelope E - Pieces g,b,f,c

Squares are cut using the midpoint of the sides and the centre as reference points. Identical pieces have the same letter. Do not letter the pieces you give the players.



BROKEN SQUARES PART 2

Goal:

- To practice the skills discussed in Part 1

Time: 30 min

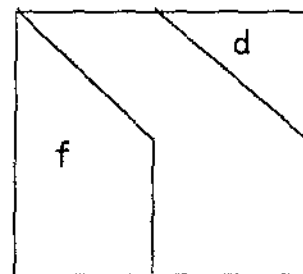
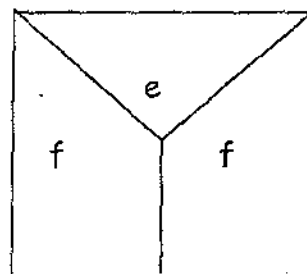
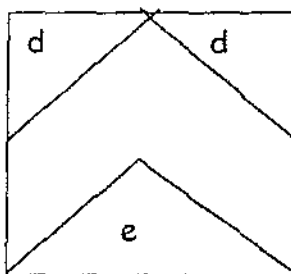
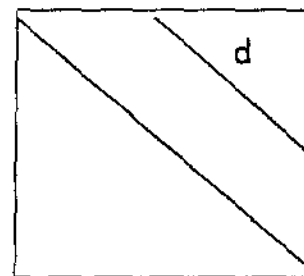
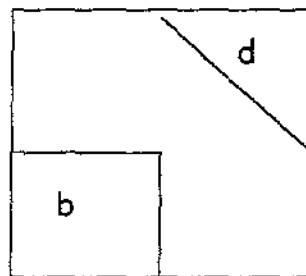
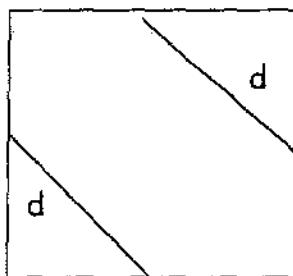
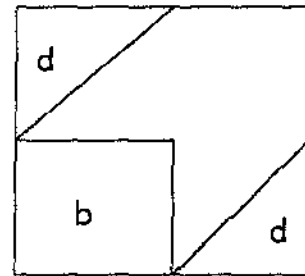
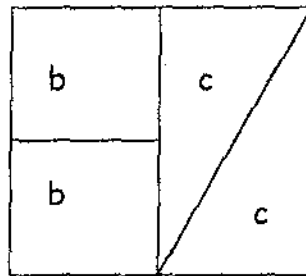
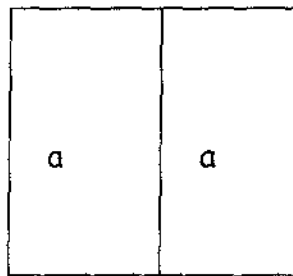
Notes: This can also facilitate a sense of accomplishment and closure especially for groups that were frustrated in the first session.

Procedure:

1. Prepare nine squares (see following page).
2. Shuffle pieces well.
3. Review the rules (they are the same as in Part 1). Extra group members take the observer/judge roles.
4. Form groups of nine and distribute the pieces so that each member gets three pieces with two members receiving four pieces.
5. Group begins as before this time forming nine squares of equal size.
6. Debrief, discussing differences between Part 1 and 2. How does this apply to the mentoring situation you are entering?

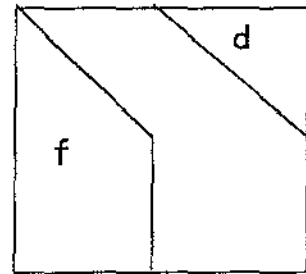
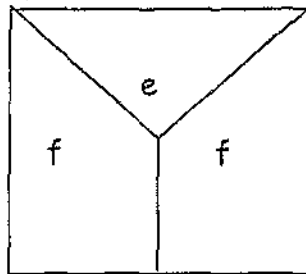
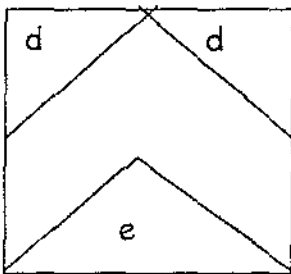
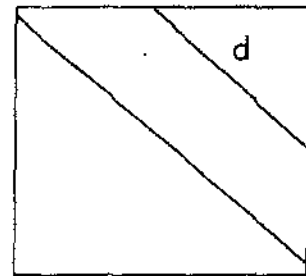
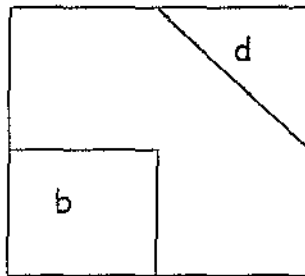
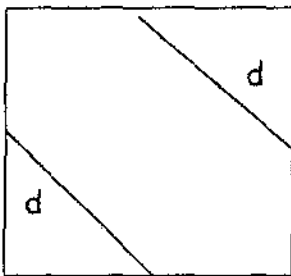
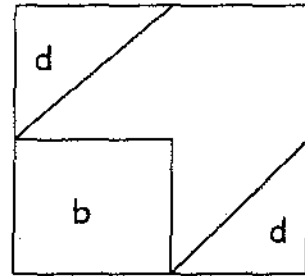
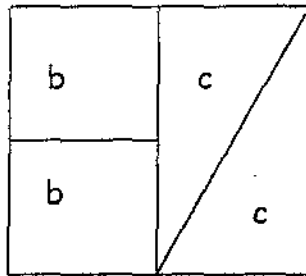
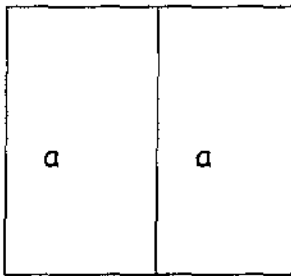
Instructions for making squares:

Cut out nine 5 inch by 5 inch squares as below. The guidelines are the same as for the squares in Part 1.



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Cut out nine 5 inch by 5 inch squares as below. The guidelines are the same as for the squares in Part 1.



Used with permission from Arsenal Pulp Press.

Sawyer D. and Green, H., *The NESA Activities Handbook for Native and Multicultural Classrooms, Broken Squares*, Arsenal Pulp Press, Vancouver, 1990.

BROKEN SQUARES I

Goals

- To analyze aspects of cooperation in solving a group problem.
- To sensitize participants to some of their own behaviours which may contribute toward or obstruct the solving of a group problem.
- To introduce and examine non-verbal communication.

Group Size: Any number of groups of five participants each. (Remaining class members can act as observers/judges assigned to one or more groups).

Time Required: Fifteen minutes for the exercise and fifteen minutes for discussion.

Grade Level: 4-12.

Materials Needed

1. Tables that will seat five participants.
2. One set of "Instructions to the Group" for each group of five and one "Instructions to the Observer/Judge" for any students acting as observers/judges.
3. One set of broken squares for each group of five participants.

Notes on Use

This activity is a "standard" that is very effective in encouraging students to look at the nature of group cooperation and to identify factors that both hinder (preoccupation with individual task, insensitivity to others, etc.) and help (commitment to the group, sensitivity to non-verbal cues, willingness to share and participate fully, etc.) Though not strictly a multicultural game, it does emphasize the need to cooperate and can be examined in terms of social behaviour (i.e., would members of a more cooperative culture perform better than those from a competitive culture?) It also enables the facilitator to introduce the concept of non-verbal communication and allows students to gain an experiential understanding of how their behaviour affects the group as a whole.

In introducing the game, make sure the participants thoroughly understand the rules. Also instruct the observers/judges to jot down observations they wish to share with the group. Make sure

understand the activity is not over until *all* participants in the group have completed a five-inch square.

Procedure

1. Prepare a set of five cardboard squares for each group of participants (see "Directions for Making a Set of Squares").
2. The facilitator may wish to begin with a discussion of the meaning of cooperation; this should lead to suggestions by the groups of what is essential in successful group cooperation. These may be listed on the board, and the facilitator may introduce the exercise by indicating that the groups will conduct an experiment to test their suggestions. Basic suggestions which the facilitator may want to bring out of the groups are as follows:
 - a) Each individual must understand the total problem.
 - b) Each individual should understand how they can contribute toward solving the problem.
 - c) Each individual should be aware of the potential contributions of other individuals.
 - d) There is a need to recognize the problems of other individuals, in order to aid them in making their maximum contribution.
3. When the preliminary discussion is finished, participants are divided into groups of five. Remaining students are designated observers/judges and are assigned to one or more groups.
4. The facilitator distributes a copy of the group instructions to each group member and one judge/observer instruction sheet to the observers.
5. Groups are given packets containing the five envelopes of puzzle pieces and distribute these to individual group members. The envelopes are to remain unopened until the signal to work is given.
6. The facilitator then reads the instructions to the group, calling for questions as to their understanding of the instructions. It will be necessary for the facilitator or assistant to monitor the tables during the exercise to enforce the rules which have been established in the instructions.

7. T. students are told to begin and work proceeds until each individual has a completed square in front of him or her.

8. Debrief, soliciting input from the observers/judges.

Debriefing

The debriefing on this activity can follow several directions, touching on the problems encountered in the group, the nature of group cooperation, the use of non-verbal communication and the social and cultural dimensions of cooperation. For example, the facilitator might begin by asking the questions on the observer/judge instruction sheet. The observer would report observations and the participants could also contribute their perceptions. This would provide a foundation for relating the experience to larger issues:

— What generalizations can you make about what individual behaviours are helpful to the successful completion of a group task? Which are harmful?

— Do you think members of a more cooperative society would perform this task better than those from a competitive society?

— How can we apply what we've learned to our own class? Our own community?

— Though prohibited, how did people communicate even though they couldn't use words? How much do we use non-verbal communication in our daily communication?

— How important is it to remain sensitive to non-verbal cues? What might happen if you're not? What non-verbal cues did you notice in the exercise?

— If you had another opportunity to participate in this activity, what would you do differently? (This leads into Broken Squares II, which constitutes an effective follow-up exercise).

Instructions to the Observer/Judge

Observer: Your job is part observer and part judge. Make sure each participant observes the rules:

1) No talking, pointing, or any other kind of communication among the five people in your group.

2) Participants may give pieces to other participants but may *not* take pieces from other members.

3) Participants may not simply throw their pieces into the centre for others to take; they have to give the pieces directly to one individual.

4) It is permissible for a member to give away all the pieces to the puzzle, even if they have already formed a square.

Do your best to strictly enforce these rules.

As an observer, you may want to look for some of the following:

1) Who is willing to give away pieces of the puzzle?

2) Did anyone finish their puzzle and then somewhat divorce themselves from the struggles of the rest of the group?

3) Is there anyone who continually struggles with their pieces but is unwilling to give any or all of them away?

4) How many people are actively engaged in mentally putting the pieces together?

5) Periodically check the level of frustration and anxiety—who's pulling their hair out?

6) Was there any critical turning point at which time the group began to cooperate?

7) Did anyone try to violate the rules by talking or pointing?

8) What non-verbal communication took place? How did people express their frustration?

Instructions to the Group

In this packet there are five envelopes, each of which contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form *five squares of equal size*. The task will not be completed until each individual has before them a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise:

1) No member may speak.

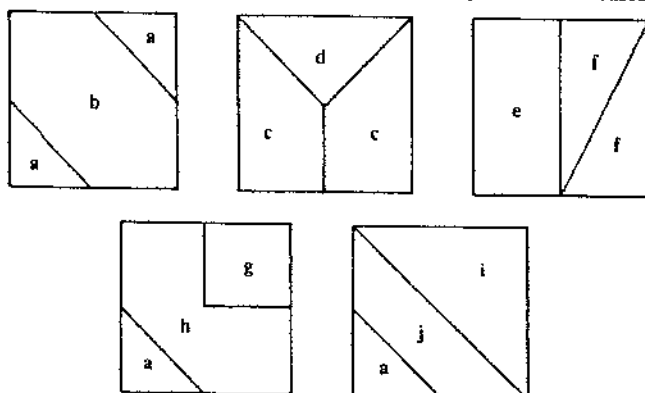
2) No member may ask another member for a card or in any way signal that another person is to give them a card.

3) Members may, however, give cards to other members.

Directions for Making a Set of Squares

A set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares of equal size, approximately six-by-six inches. Place the squares in a row lightly, so that they can later be erased.



The lines should be so drawn that, when cut out, all pieces marked A will be of exactly the same size, all pieces marked C of the same size etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six-by-six inches.

After drawing the lines on the six-by-six inch squares and labeling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark the five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces	i, h, e
B	a, a, a, c
C	a, j
D	d, f
E	g, b, f, c

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

Source: Pfeiffer and Jones, *A Handbook of Structured Experiences for Human Relations Training*. University Associates Inc. (San Diego).

BROKEN SQUARES II

Goals

The primary goal of this activity is to provide students with an opportunity to apply the group cooperation skills learned in Broken Squares I in a new situation.

Group Size: Any number of groups of nine participants. (Smaller groups can be accommodated by having some students complete more than one square).

Time Required: 15 minutes for exercise, 10 minutes for discussion.

Grade Level: 4-12.

Materials Needed

1. Tables that will seat nine participants.
2. One envelope of nine broken squares (29 pieces).

Notes on Use

As a follow-up to Broken Squares I, this activity is useful in getting students to immediately use their newly acquired group cooperation awareness. It also provides a chance for students to succeed if they had difficulty with the first exercise and gives a nice sense of closure to the entire experience. Because the values are virtually the same as in Broken Squares I, less preparation and debriefing is required.

Procedure

1. Prepare nine squares according to "Instructions for Making a Set of Nine Squares."
2. Shuffle these pieces well.
3. Before distributing pieces, review rules (which are the same as those governing Broken Squares I). If you have observers, give them observer/judge instruction sheets for Broken Squares I and tell them to write down observations they would like to share later.
4. Deal out all 29 pieces to participants so that seven get three pieces and two get four pieces.

5. Instruct participants to begin. Game continues until each student has one completed five-inch square in front of him or her.
6. Debrief, soliciting input from observers.
7. Variations: 1) Trade by giving only to the player on your right. Of course, you may receive only from the player on your left. 2.) Divide the pieces into two piles of 15 pieces each. Divide the players into two groups. The play alternates—one player from one group takes a turn then a player from the other group. A turn consists of placing the piece from the top of the pile on the playing surface, moving one piece on the playing surface, or removing one piece. A player also has the option of passing up his turn. The object of the game is to make one large square (15" x 15"). Again, it is a *team* game—one group does *not* compete against the other.

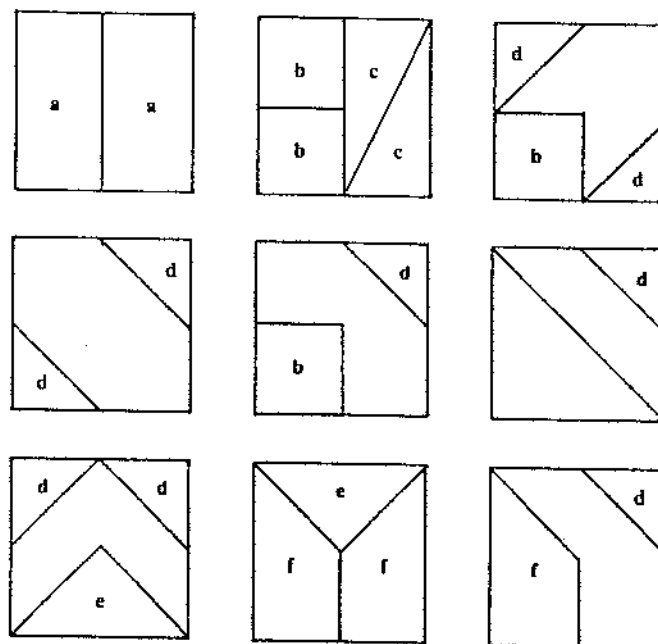
Debriefing

Debriefing can follow the same lines as that for Broken Squares I, but you might also look at some additional points:

- Did this second activity go more smoothly than the first? Why?
- What improved group cooperation skills did participants demonstrate in the second activity?
- What is a one-way communication system? A two-way? Which did this activity primarily demonstrate? How did people try to make it into a two-way system?
- What were the ways in which the players exhibited stress and frustration?
- What caused the frustration?
- Is frustration necessarily harmful? Why?
- When you were playing the game, what was your mind-set (task-oriented, people oriented, math-oriented, etc.)?
- What kind of life situations involve a cooperative approach to task or problem solving? Are there any which do not? Justify your answers.
- What are the advantages and disadvantages of two-way communication?

Instruction for Making a Set of Nine Squares

1. Cut out nine 5" x 5" squares. (Squares can actually be of any size, of course. Larger squares might be more effective with younger students.)
2. Cut squares into pieces as indicated in the diagram. To make pieces last longer, laminate the cardboard before cutting it.
 - a. All pieces are cut using the mid-point of the sides and the centre of the squares as reference points.
 - b. All identical pieces are lettered in the diagram to show you the relationships. Do not letter the pieces you give to the students.



MENTORING:

- ❖ Is a structured, one-to-one relationship or partnership that focuses on the needs of the mentored participant
- ❖ Fosters caring and supportive relationships
- ❖ Encourages individuals to develop to their fullest potential
- ❖ Helps an individual to develop his or her own vision for the future

The *Gage Canadian Dictionary* (1983) has the following definition:

mentor - a wise and trusted advisor (from Mentor, a faithful friend of Odysseus. Disguised as Mentor, the goddess Athena acted as the teacher and advisor of Odysseus' son, Telemachus)

What a mentor *is*:

- ❖ A guide
- ❖ A friend
- ❖ A listener
- ❖ A coach
- ❖ A responsive adult

What a mentor *is NOT*:

- ❖ A saviour
- ❖ A foster parent
- ❖ A therapist
- ❖ A parole officer
- ❖ A cool peer

WHAT YOU, THE MENTOR, CAN ACHIEVE

Based on a 1995 Impact Study, young people with mentors were:

- 46% less likely to begin using illegal drugs
- 27% less likely to begin using alcohol
- 53% less likely to skip school
- 37% less likely to skip a class
- 33% less likely to hit someone (compared to children in the control group) .

(Big Brothers/Big Sisters of America)

In a 1998 Louis Harris poll:

- 73% of students said their mentors helped raise their goals and expectations
- 59% of mentored students improved their grades

A 1988 Proctor & Gamble study on their mentoring programs in Cincinnati schools showed that young people with mentors were more likely to:

- stay in school
- attend classes
- achieve and aspire to better grades
- go on to college

A 1994 Linking Lifetimes study from the Centre for Intergenerational Learning at Temple University revealed that young people who had older mentors showed improvement in:

- school-related behaviour
- self-confidence
- personal skills

The Quantum Opportunities Program (1989 - 1991), funded by the Ford Foundation, showed that high school students from families receiving public assistance who had a mentor were more likely than those who did not to:

- graduate from high school
- enroll in college
- have fewer children
- less likely to receive welfare
- have fewer arrests
- become involved in community service
- be hopeful about their future

A Partners for Youth study completed in 1993 revealed that out of 200 non-violent juvenile offenders who participated in a mentoring relationship under the sponsorship of Big Sisters of Central Indiana, nearly 80% of them avoided rearrest.

In a 1996 study from the Centre for Intergenerational Learning, Temple University, young people who participated in Across Ages, an intergenerational mentoring project for high-risk middle school students in Philadelphia, exhibited:

- less negative disrupted classroom behaviour
- better school attendance
- improved relationships with adults and peers
- positive changes in their knowledge, attitudes and behaviours concerning substance use and related life skills

(From the website: www.mentoring.org)

MOTIVATION

1. My motivation for mentoring is:

❖ Reason 1 -

❖ Reason 2 -

❖ Reason 3 -

2. My primary motivation is:

3. I want to be a mentor because

4. I want to participate in this mentoring program because

5. My experience and expertise will contribute to this relationship by

SESSION 2 and 3: ROLES AND RESPONSIBILITIES

Purpose: To ensure that the mentors have a clear understanding of appropriate and safe behaviour. To develop a best practices policy, a contract and a process for ending the commitment to the mentoring program.

Learning Objectives:

- To understand the importance of identifying feelings as a start to the communication process
- To develop a code of ethics outlining the roles and responsibilities of the mentor
- To develop a contract establishing the commitment undertaken by the mentors
- To develop a process for leaving the Aboriginal Achievers program

Time: 6 hours. The suggested times add up to 5 hours to allow for additional discussion time and for energizers as needed. Also, this allows for the possibility of splitting this session into two 3 hour sessions and the added opening /closing time needed.

Activities:

1.	Opening Circle - briefly discuss feelings and the importance of identifying feelings (perhaps brainstorm different feelings on the board). Have each person identify, using feeling words (and not "good," "tired," etc), how they are doing today. Discuss that one of the roles of the mentors will be to generate real discussions on how the participant is doing and to encourage the participants to use "feeling words."	15 min
2.	Roles and responsibilities: a) Review definition of mentor and expectations discussed the previous session. b) In small groups, brainstorm the roles and	10 min 15 min

	responsibilities of the mentors and participants.	
c)	Share in large group. From this, develop a master list of mentors' and participants' roles and responsibilities. (The instructor keeps this for the last session and then provides both groups with copies of this list. See Session 8). Have the mentors fill out the handout on roles and responsibilities.	30 min
d)	Complete handout, "Assumption Checklist on Confidentiality," and from this generate a discussion of best practices as a mentor.	15 min
e)	Discuss boundaries and have the mentors answer the situations on the "Boundaries" handout in small groups. Share in the large group and develop further discussions from this.	20 min
f)	Scenarios: in small groups, have the mentors work through a couple of scenarios and present their decisions to the large group.	60 min
g)	In small groups, develop a best practices / code of ethics (what is appropriate / not appropriate behaviour of the mentors) in terms of meeting their roles and responsibilities. Ensure that groups discuss confidentiality, procedure sheets for risk management. (See attached instructor sheet of appropriate / inappropriate behaviours). Share in the large group. Review the community resource guides and distribute.	30 min
h)	From the best practices guidelines, develop a contract. One way to do this is to have pairs word contracts that they like. Move the pairs into groups of 4 for revisions. Have the groups share their contracts to the large group. Return to small groups for changes and then have the instructor validate the final product. (Instructor will type up formal contract that the mentors will sign from this session.)	45 min
i)	Review the procedures for the activity journals and withdrawing from the program. With the activity journals, review the previous discussion on reflection and the importance of writing as a reflection tool (See	20 min
		15 min

	<p>handout). Discuss the procedure of journal reporting. Both participants and mentors will keep an activity journal. These will be reviewed with the Mentoring Coordinator during the regular meetings with the Coordinator.</p> <p>j) Develop a list of potential activities for the first few mentoring sessions. Have individual mentor's pick options for their first couple of sessions with their participant.</p> <p>k) Have the mentors do a written reflection of this session. What made the most impact? What did they learn?</p>	10 min
3.	Closing circle.	15 min
4.	Feedback form	5 min

INSTRUCTOR NOTES FOR DISCUSSION AROUND ETHICS / BOUNDARIES

Ensure that the following points are covered in the discussions:

- If a participant is considered "at risk" by the mentor (of suicide, violence, etc.), the mentor must follow notification procedures for the community. The mentoring coordinator must be phoned, as well as the Crisis Centre, police, etc. The mentoring coordinator must be able to suggest appropriate referrals. The Community Resource Guide will also provide this information.
- Safety issues must be discussed. Include: always meeting in public places, rationale for documentation (activity journals), why gender matches will be encouraged and how to deal with a participant of the opposite gender (especially important to ensure safety of both people).
- Gender issues should be discussed as a distinct issue if cross gender pairing will occur.
- Confidentiality will be respected in the mentor - participant relationship, except as noted above.
- Use of alcohol and drugs is strictly prohibited during mentoring sessions.
- Accountability - The participant and mentor are each responsible for the success of and commitment to the sessions. Each is responsible for reporting to the mentoring coordinator and bringing forward areas of contention and success.
- Mentors and participants will set up the amount of contact and confirm this with the Mentoring Coordinator.
- It is important to define the leadership role of the mentors. Although the participants have responsibility for the relationship, the mentors are ultimately responsible for ensuring the progress in the relationship.

- It is important to emphasize that mentors are not friends and are not therapists for the participants. This is different than a friendship or a therapy relationship.

ROLES AND RESPONSIBILITIES

My role as a mentor

My responsibilities as a mentor

My participant's role

My participant's responsibilities

The mentoring relationship

ASSUMPTION CHECKLIST ABOUT CONFIDENTIALITY

Complete individually and then review with your mentor / participant.

Which of the following assumptions do you hold? Answer yes, no or not sure.

1. _____ What we discuss stays between us for as long as we are engaged in our mentoring relationship.
2. _____ If asked by our Mentoring Coordinator, I can freely disclose our conversation.
3. _____ After our formal mentoring relationship has ended, it is okay to talk about what we discussed or how we related.
4. _____ If there is a demonstrated need to know, I can appropriately disclose our conversations, my impressions, or anything else that pertains to our relationship.
5. _____ What we say stays between us unless you give me permission to talk about it with others.
6. _____ Some issues will be kept confidential while others will not.
7. _____ It is okay to discuss how we relate to one another, but not the content of our discussions.
8. _____ It is okay to talk about what we talk about as long as it is positive.
9. _____ Some topics of discussion I have an obligation to disclose to the appropriate people.

BOUNDARIES

BOUNDARY CROSSED	WHAT TO DO
Participant demands more time than the mentor is willing to give.	
Participant misses a scheduled appointment and does not call to explain.	
Participant starts confiding serious personal problems.	
Participant calls too frequently for advice.	
Participant relays mentoring conversations to friends.	

BOUNDARIES

BOUNDARY CROSSED	WHAT TO DO
Participant demands more time than the mentor is willing to give.	Participants should not demand anything. This is a partnership. If more time is needed, the mentoring partnership agreement should be revisited.
Participant misses a scheduled appointment and does not call to explain.	Mentoring is a partnership built on respect for the individual. This includes respect for the mentor's time. You may need to renegotiate the mentoring agreement.
Participant starts confiding serious personal problems.	Avoid playing the therapist. The mentor is not expected to solve the problems. The mentor can suggest agencies in town that may help with the problems.
Participant calls too frequently for advice.	Mentor and participant need to talk about why this is happening and why it is not appropriate.
Participant relays mentoring conversations to friends.	Mentor and participant need to talk about why this is happening and why it is not appropriate.

SCENARIOS

My participant is a very bright and talented individual who feels school is a waste of her time. She wants to drop out and get a job. How can I help her realize that dropping out of school is not the right thing to do?

My participant has been having difficulty with a classmate at school. She is very frustrated and at the point of retaliation. How can I help her see that there are constructive ways of solving conflict?

My participant comes from a very different background than I do. She is also very young and sometimes surprises me with information about what I think are inappropriate [but not dangerous] things she has seen or been allowed to do. How do I stay supportive when I am taken aback by things she tells me?

My participant has asked me some uncomfortable questions about my personal life. How can I set limits with him?

My participant has accomplished some of her goals. What are some good ways to recognize her achievements?

My participant had a verbal argument with her parents and has asked me to intervene. How should I handle this?

14. Asking for the return of borrowed items _____
15. Requesting expected service at a restaurant when it is not coming _____
16. Returning bad merchandise to a store _____
17. Resisting sexual overtures when you are not interested _____
18. Telling someone good news about themselves _____
19. Receiving compliments _____
20. Admitting that you are afraid _____

"I MESSAGES"

"I messages"	"You messages"
I don't think that is the way to do that.	You can't do that.
I need some help with this.	You never help me.
I would prefer to do this by myself.	You never let me do anything alone.
I feel frustrated when you ask me to do things at the last moment because I have made other plans.	You make me so angry when you are so inconsiderate.

"You-messages"

"You messages" tell others what to do; blame others; evaluate and judge others; refuse to take responsibility for own needs, wants, beliefs, feelings, etc.

It is difficult to hear a *"you message"* because they cause a person to become defensive. If you want to be heard, it is better to use an *"I message."*

"I messages"

An "*I message*" allows the sender to own the message - sharing how it is for him or her - without making the other person defensive. To be really effective "*I messages*" also identify the action or behaviour that caused those feelings and the effect or consequence of the behaviour.

Formula:

I feel (feeling word) ... when you (behaviour) ... because (effect of the behaviour on you).

Sample "*I messages*"

"I feel concerned when you don't let me know you won't be home for supper, because I start to think that something serious has happened to you."

"I get worried when I am not kept up to date on what's happening in the department because I start imagining that there are major problems."

"I feel anxious when you spend money out of our joint account without telling me because then I worry that we will be unable to pay our bills."

Using "*I messages*"

"*I messages*" are a new skill. Like any new skill, they will feel awkward at first. With practice, they will become a familiar, comfortable communication tool.

"I MESSAGES" PRACTICE SHEET

Write effective three-part "I messages" to identify potential feelings and to make the statements more effective.

1. A husband and wife drive to work together. The wife is a slow eater. They have been arriving late to work because the wife is not ready on time. The husband says, "You always dawdle over breakfast."
2. "You always park in that position so that my car is always blocked in at noon."
3. "You acted so bored during class and you were so rude to leave like that. You think you are so hot!"
4. "You are always late for our study group meetings. You are never on time for anything like you think everyone should arrange their schedule around for your convenience."

5. "You just can't take an accurate phone message. I called the number you left and was chewed out because it was the wrong number."
6. "You get so involved in hanging out with the guys and watching football that you come home late for dinner."
7. "You constantly interrupt me."
8. "Do you always need to be so noisy when I am trying to finish my homework?"

COMMUNICATING ASSERTIVELY

The techniques of assertiveness are mainly verbal, allowing us to:

- State directly what we want
- Express honestly how we feel, whether something pleases us or bothers us
- Negotiate or bargain with others for what we want while respecting what they want.

In communicating assertively, it is important to pay attention to:

- Eye contact - looking directly at the person you are speaking to helps convey the impression that you are sincere about what you are saying.
- Body posture - your message will be more effective if you face the person, hold your head erect and lean slightly toward the person with whom you are talking.
- Gestures - appropriate gestures can give added emphasis, but watch the positioning of the hands.
- Facial expressions - make sure it agrees with your message. Don't laugh when you are angry.
- Voice tone - whispering or shouting will not be effective. A level tone of voice is most likely to bring desired results.
- Timing - judgement is necessary to select an appropriate occasion.
- Content - there are several verbal techniques that can be used in different situations; however, the main aim is direct and honest communication of your feelings, ideas or needs and accepting responsibility for them.

ASSERTIVE BEHAVIOUR: IDEAS TO KEEP IN MIND

1. Assertive behaviour is often confused with aggressive behaviour; however, assertion does not involve hurting the other person physically or emotionally.
2. Assertive behaviour aims at equalizing the balance of power, not in "winning the battle" by putting down the other person or rendering this person helpless.
3. Assertive behaviour involves expressing your legitimate rights as an individual. You have a **right** to express your own wants, needs, feelings and ideas.
4. Remember: other individuals have a right to respond to your assertiveness with their **own** wants, needs, feelings, and ideas. The assertive person leaves the other person free to be assertive, too.
5. An assertive encounter with another individual may involve negotiating an agreeable compromise.
6. By behaving assertively, you open the way for honest relationships with others.
7. Assertive behaviour not only is concerned with **what** you say, but **how** you say it.
8. Assertive words accompanied by appropriate assertive "body language" makes your message more clear and have greater impact.
9. Assertive body language includes the following:
 - Maintaining direct eye contact
 - Maintaining an erect posture
 - Speaking clearly and audibly
 - Making sure you do not have a whiney quality to your voice
 - Using facial expression and gestures to add emphasis to your words.
10. Assertive behaviour is a skill that can be learned and maintained by frequent practice.
11. Assertiveness means **saying** what you want, not necessarily **getting** what you want.

ROLE PLAYS

You are at a party and are stuck talking to a long-winded person. You are bored and want to talk to someone else.

A man / woman you dated once calls. Your first date wasn't much fun and you don't want to go out with him / her again. But, here he / she is on the phone asking for another date.

You have been asked for the third year to organize collecting money from your classmates for a school event. You feel it is time for someone else to take on this job.

You are at a party. Practically everyone is drinking and you don't drink. Someone starts to insist that you have a beer.

You are out shopping. There are two shirts you like, but one is far more expensive and you don't want to buy it. The salesperson is pressuring you and saying how much better you look in the expensive one.

Your friend phones and asks you to look after her 3 year old daughter while she goes to the doctor. You are just about to go out to meet a friend for coffee.

You work part-time in the library and your shift is from 4pm - 7pm. At 6:45pm, the head librarian comes up to you with a roller of books to be shelved. She asks you to stay late to finish this. This would mean that you would get home at 8:00 at the earliest and you don't want to do it.

An old friend from high school has arrived in town. You've had little contact with her for years. She wants to stay with you for four weeks until she finds a place to live. You have problems of your own at the moment and feel it would be impossible to share your cramped apartment for that long.

You believe your friend has been cheating off you during tests. You are feeling used and don't want this to continue.

You have made a series of plans with your friend. The last three times, she / he has cancelled at the last minute. You are feeling that you are always the one setting up times to meet and then are left hanging when the plans are cancelled.

A friend wants to borrow a sweater. She has borrowed clothes before and returned them with stains and in an unwashed state. You are unwilling to lend her anything.

A friend has borrowed something of value from you and is returning it damaged. How do you react?

You are a passenger in a car driven by a close friend who is a reckless driver. There is a near collision which you think is the fault of your friend.

You have just received an "A" on a midterm that you had studied hard for. You are telling a friend in the cafeteria about it.

You are depressed. School is harder than you thought and you have no time for yourself. Your grades are mediocre. You have become irritable and bad tempered. Someone asks you what the problem is.

SESSION 7: PARTICIPANT ORIENTATION

Purpose: To orient the participants to the mentoring program and their roles and responsibilities.

Learning Objectives:

- To define what a mentor is
- To identify personal expectations and motivation for being involved in the mentoring program
- To develop an outline of the roles and responsibilities of the participant and the mentor

Time: 3 hours

Activities:

1.	Opening circle: Introduce the program, instructor and outline today's session. Introduce the opening and closing circle and how it will be used today. Have each person share their name, Nation (if applicable), and something fun (like their favourite colour, tree, flower, ...)	15 min
2.	Icebreaker / get to know you	15 min
3.	In small groups: define a mentor. Who is a mentor and what does he / she do? Present to the large group and debrief with the handout on mentoring.	20 min
4.	In small groups answer the following question: What do you expect to get out of this mentoring experience? What are your fears around this mentoring experience? Present the information to the large group. Discuss how realistic these expectations are. Complete the motivation handout.	20 min
5.	Introduce goals briefly. Have the participants decide what	15 min

	they want to achieve in the mentoring program?	
6.	In small groups, brainstorm the roles and responsibilities of the participants and mentors. Share and discuss. Fill out the handout on roles and responsibilities.	30 min
7.	Develop a list of appropriate / not appropriate behaviour for the participant and for the mentor (ensure that the discussions involve confidentiality, boundaries and procedures for reporting any concerns to the Mentoring Coordinator). May want to use the Assumptions about Confidentiality handout. NOTE: The instructor keeps the results of the roles and responsibilities and the above discussions for the last session.	20 min
8.	Review activity journal and withdraw procedures.	15 min
9.	Closing circle: What did you learn today?	15 min
10.	Feedback form	5 min

MOTIVATION

1. I want to participate in this mentoring program because:

❖ Reason 1 -

❖ Reason 2 -

❖ Reason 3 -

2. My expectations of my mentor are:

3. I want a mentor who:

4. I will contribute to this relationship by:

ROLES AND RESPONSIBILITIES

My role as a participant

My responsibilities as a participant

My mentor's role

My mentor's responsibilities

The mentoring relationship

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ASSUMPTION CHECKLIST ABOUT CONFIDENTIALITY

Complete individually and then review with your mentor / participant.

Which of the following assumptions do you hold? Answer yes, no or not sure.

1. _____ What we discuss stays between us for as long as we are engaged in our mentoring relationship.
2. _____ If asked by our Mentoring Coordinator, I can freely disclose our conversation.
3. _____ After our formal mentoring relationship has ended, it is okay to talk about what we discussed or how we related.
4. _____ If there is a demonstrated need to know, I can appropriately disclose our conversations, my impressions, or anything else that pertains to our relationship.
5. _____ What we say stays between us unless you give me permission to talk about it with others.
6. _____ Some issues will be kept confidential while others will not.
7. _____ It is okay to discuss how we relate to one another, but not the content of our discussions.
8. _____ It is okay to talk about what we talk about as long as it is positive.
9. _____ Some topics of discussion I have an obligation to disclose to the appropriate people.

Activity Journal

Date: _____

Week of: _____

Mentor Name: _____

Participant Name: _____

Activity: _____

Amount of time spent together: _____

Did you enjoy you time together? Why or Why not? _____

How would you rate your relationship:

Excellent Good Fair Poor

Comments: _____

SESSION 8: MENTOR / PARTICIPANT ORIENTATION

Purpose: To bring together the mentors and participants for information and to get to know each other.

Learning Objectives:

- To facilitate the connections between mentors and participants
- To review expectations, goals and readiness of the mentoring pairs

Time: 2.5 hours (not including the lunch / dinner)

NOTE: *It is recommended that the Mentoring Coordinator participate in this session. It is also recommended that during the lunch participants and mentors are encouraged to mingle.*

Activities:

1.	Opening circle - Introductions (Establish seating arrangement in circle so that participants and mentors are not in divided groups).	20 min
2.	Icebreakers -Option: "2 truths and a lie": Each person tells 2 things that are true about them and one that is not. The rest of the group guesses which one is not true. (Tell everyone that these are not necessarily big things. For example, the lie could be that you use Colgate toothpaste, whereas in reality you use Crest.)	30 min
3.	Expectations: Revisit expectations, and roles and responsibilities of the participants and mentors by splitting into participant / mentors. (Each group reviews the answers developed in earlier sessions and makes any necessary	30 min

	changes). Share with large group.	
4.	<p>Pair up mentor and participant (this is the "permanent" mentor-participant pairing):</p> <p>a) Have each introduce the other following the handout.(if there is time)</p> <p>b) Have the pairs set up their first mentoring session.</p> <p>c) Have the pairs set goals for their mentoring sessions. What do they want to achieve? How will they know if they have succeeded?</p> <p>d) Finally, have each answer the Readiness checklist and discuss. The instructor and mentoring coordinator discuss any areas of discrepancies.</p>	60 min
5.	Closing circle	15 min
6.	Feedback form	5 min

HOSTED LUNCH / DINNER

INTRODUCING YOUR MENTORING PARTNER

*"Interview" your mentoring partner and write down the appropriate answers.
Be prepared to "introduce" your mentor / participant to the rest of the
group.*

I would like to introduce _____

_____ is the kind of person who likes:

-
-
-

_____ believes it is important for people to:

-
-
-

_____ really does not like:

-
-
-

Someday, _____ would like to:

-
-
-

A READINESS CHECKLIST

Instructions: *Complete the following checklist individually and then discuss with your partner.*

1. _____ Areas of responsibility are clearly outlined for the mentor and participant.
2. _____ Expectations are clear.
3. _____ Goals are well - defined.
4. _____ We have decided how often we should meet.
5. _____ We are in agreement about how often we should connect and who should do the connecting.
6. _____ We have decided on the criteria for success.
7. _____ We know how to deal with potential conflicts.
8. _____ We have discussed when the relationship will end.
9. _____ Our assumptions about confidentiality have been defined.
10. _____ Each person is aware of appropriate and inappropriate behaviours.

How do I handle the situation when I am not able to follow through on plans with my participant?

My participant does not open up with me when we are together. What can I do to engage her?

My participant had invited other friends along on one of our outings without asking me. How should I handle this?

My participant is the caregiver in her family and is responsible for supervising her younger siblings. She really wants to get a job, but her childcare responsibilities interfere. How should I address this situation?

My participant has very ambitious athletic aspirations, and sometimes I worry that he will not be prepared if he does not succeed at athletics. How can I encourage my participant to consider additional career options?

My participant sees me as an elder and has been taught to treat elders with distance and respect. I am having trouble communicating with him as an advisor and someone who can be trusted rather than an authority figure. How can I encourage my participant to relate to me more?

My participant and I have really hit it off, but now he wants to see me more frequently than the program suggests. I am thrilled that we have become friends so quickly, but I don't know how to handle the increasing demands on my time. How can I address my concerns with him?

My participant is unclear about what she wants to do. How can I help her set and achieve goals?

I suspect that my participant's friends are having a bad influence on him. How can I handle this?

My participant seems tired of working on his college applications even though he has a long way to go. How can I motivate him without pushing too hard?

My participant rarely gives more than a one-word answer. How can I help him to come out of his shell and develop a livelier relationship?

I think my participant may be having problems at home. How do I deal with this?

How can I break the ice with my participant?

STRATEGIES FOR SUCCESSFUL REFLECTION

1. Include the following material:
 - ❖ Factual material
 - ❖ Reactions
 - ❖ Feelings
 - ❖ Process notes
 - ❖ Goals
2. Write regularly.
3. Use whatever approach works best for you
 - Dear diary...
 - Ship's log...
 - At first ... then..... and now
 - What stands out for me is
 - Questions on my mind are
4. Get started. Don't procrastinate.

SOME SENTENCE STARTERS:

- About my participant
- What I am thinking
- What I am wondering
- My most difficult mentoring challenge so far is
- What is working well
- What could be working better
- A new learning that has affected me

Activity Journal

Date: _____

Week of: _____

Mentor Name: _____

Participant Name: _____

Activity: _____

Amount of time spent together: _____

Did you enjoy you time together? Why or Why not? _____

How would you rate your relationship:

Excellent Good Fair Poor

Comments: _____

Withdrawal Form

I, _____ will be withdrawing from the Aboriginal Youth Mentoring Project for (personal, dissatisfied, other) reason(s). This is effective _____.

Signature: _____

Date: _____

Debriefing Comments: _____

SESSION 4: COMMUNICATION

Purpose: To provide mentors with the basic communication skills necessary to facilitate an open and productive relationship with the participants in the mentoring program.

Learning Objectives:

- To clearly identify feelings in the check-in circle
- To understand how our perceptions and assumptions influence how we see the world around us
- To develop a method for checking perceptions and assumptions
- To differentiate between non-verbal and verbal communication
- To model effective listening practices

Time: 3 hours (There is a lot of material to cover here, so pick and choose what is most appropriate to the group).

Note to Instructor: It is suggested that discussion be generated from the mentors' experiences in the program so far. The following activities should be considered options from which to pick and choose based on discussion and time constraints.

Activities:

1.	Opening circle - Review feelings and introduce the importance of feelings in communication and conflict management	15 min
2.	Perceptions: Show overheads of the old/young woman overhead, vases. See how many people see two images. Lecturette from Perceptions handout and self esteem exercises /handout. Discuss: How do we check out our perceptions?	15 min
3.	Assumptions: Store activity / handout. Have the mentors	15 min

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	<p>answer the questions here individually and then in small groups. Share in the large group. In debriefing, discuss how easily we make assumptions based on our values, upbringing and experiences. Tie in the cultural component of assumptions. How do we check out the validity of our assumptions? What assumption did the mentors make about their participant that were or were not true? (Remind the group of the confidentiality of this discussion and the learning that is the focus of the discussion).</p>	
4.	<p>Introduction to Communication:</p> <p>a) What is communication?</p> <p>b) Why is it important - generally and in terms of the mentoring program and orientation (discuss that it is not a big component of the participant orientation and discuss why. Remind the mentors that their responsibility is to engage the participant, hence they need excellent communication skills. Include previous discussions on leadership and the importance of communication with regard to leadership).</p> <p>c) Verbal / non-verbal breakdown</p>	30 min
5.	Communication principles and misconceptions (handout)	10 min
6.	Effective Listening: one way / two way communication (see exercise in handouts); mixed messages (see exercise in handouts); small groups brainstorm the principles of effective listening; SOLER (use this handout to wrap up effective listening).	60 min
7.	Closing circle: What did you learn and how does this impact your thoughts about the mentoring program?	15 min.
8.	Feedback form	5 min





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PERCEPTIONS

Perception is the gap between what is and what we know.

Selection → Organization → Interpretation
(from our senses) (of the sensory info) (what we believe)

Influences on Perceptions:

- Physiological influences
 - The senses
 - Age
 - Health
 - Fatigue
 - Hunger
 - Biological cycles
- Cultural differences (for example: The Chevrolet Nova did not sell well in Latin countries. Officials finally figured out why. "Nò va" means "does not go" in Spanish).
- Social roles
 - gender roles
 - occupational roles
- Self concept

SELF ESTEEM

Perceptions and communication is effected by how we feel about ourselves.

Exercise:

Each person shares three "brags" about oneself. These brags need not be in areas where you are experts and they don't need to be concerned about momentous feats. On the contrary, it is perfectly acceptable to brag about some part of yourself that leaves you feeling pleased or proud. For instance, you might brag that instead of procrastinating you completed a school assignment before the last minute.

Debrief:

Did you have a hard time thinking of things to brag about? Would it have been easier to list the things that are wrong with you? If so, is this because you are truly a wretched person or because you are in the habit of stressing your defects and ignoring your strengths? Consider the impact of such a habit on your self-concept, and ask yourself whether it wouldn't be wiser to strike a better balance distinguishing between your strengths and shortcomings.

Exercise:

Read the following poem.

Debrief:

- What is the message?
- How does this relate to your role as a mentor?
- What boosts your self-esteem? How can you positively influence your participant's self-esteem?

PREMIER ARTISTE

Watch me perform!
I walk a tightrope of unique
design.
I teeter, falter, recover
and bow.
You applaud.
I run forward, backward,
hesitate
and bow.
You applaud.
If you don't applaud
I'll fall.
Cheer me! Hurray me!
Or you push me
Down.

Lenni Shender Goldstein

THE CASH REGISTER

THE STORY:

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

STATEMENTS ABOUT THE STORY:

Decide if the following statements are true, false or you are unsure.

- | | | | |
|---|---|---|---|
| 1. A man appeared after the owner had turned off his store lights. | T | F | U |
| 2. The robber was a man. | T | F | U |
| 3. The man did not demand money. | T | F | U |
| 4. The man who opened the cash register was the owner. | T | F | U |
| 5. The store owner scooped up the contents of the cash register and ran away. | T | F | U |
| 6. After the man who demanded the money scooped up the contents of the cash register, he ran away. | T | F | U |
| 7. Someone opened a cash register. | T | F | U |
| 8. While the cash register contained money, the story does not how much. | T | F | U |
| 9. The robber demanded money of the owner. | T | F | U |
| 10. The story concerns a series of events in which only three are referred to: the owner of the store, a man who demanded money, and a member of the police force. | T | F | U |
| 11. The following events in the story are true: someone demanded money, a cash register was opened, its contents were scooped up and a man dashed out of the store. | T | F | U |

THE CASH REGISTER

Answer key

THE STORY:

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

STATEMENTS ABOUT THE STORY:

Decide if the following statements are true, false or you are unsure.

- | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|
| 1. A man appeared after the owner had turned off his store lights. | T | F | <input checked="" type="radio"/> U |
| 2. The robber was a man. | T | F | <input checked="" type="radio"/> U |
| 3. The man did not demand money. | T | <input checked="" type="radio"/> F | U |
| 4. The man who opened the cash register was the owner. | T | F | <input checked="" type="radio"/> U |
| 5. The store owner scooped up the contents of the cash register and ran away. | T | F | <input checked="" type="radio"/> U |
| 6. After the man who demanded the money scooped up the contents of the cash register, he ran away. | T | F | <input checked="" type="radio"/> U |
| 7. Someone opened a cash register. | <input checked="" type="radio"/> T | F | U |
| 8. While the cash register contained money, the story does not how much. | T | F | <input checked="" type="radio"/> U |
| 9. The robber demanded money of the owner. | T | F | <input checked="" type="radio"/> U |
| 10. The story concerns a series of events in which only three are referred to: the owner of the store, a man who demanded money, and a member of the police force. | T | F | <input checked="" type="radio"/> U |
| 11. The following events in the story are true: someone demanded money, a cash register was opened, its contents were scooped up and a man dashed out of the store. | <input checked="" type="radio"/> T | F | U |

COMMUNICATION

communication - the continuous, irreversible process of sending and receiving information

All spoken communication consists of three dimensions:

- **Verbal** (the words used)
- **Vocal** (the tone of voice; how something is said)
- **Body language** (how the body "speaks")

Vocal and body language make up the non-verbal component of communication.

A researcher, Albert Mehrabian, suggests that these components can be broken down in the following way:

- **Verbal** 7%
- **Vocal** 38%
- **Body language** 55%

Therefore, 93% of communication is non-verbal. If the non-verbal and verbal components "say" different things, the non-verbal will be believed.

COMMUNICATION PRINCIPLES AND MISCONCEPTIONS

- Communication can be intentional or unintentional.
- You can't not communicate.

Exercise:

Take a minute now to try not communicating. Join a partner and spend some time trying not to reveal any messages to each other. What happens?

- All messages have a content and a relational dimension.

Content dimension - the information explicitly conveyed by the words chosen.

Relational dimension - how you feel about the other person.

- Communication is irreversible.
- Meanings are in people, not in words.
Saying something is not the same as communicating it.

- Communication will not solve all problems.
It is difficult to decide what to say and when to say it.

- Communication is not a natural ability.
-

Effective Communicators have:

- a wide range of behaviours (given a situation, they realize they can respond in a variety of ways)
- ability to choose the most appropriate behaviour
- skill at performing behaviours
- commitment to the relationship.

Exercise:

Rate your competence as a communicator by listing your strengths and shortcomings. For each shortcoming, describe what you need to change to give yourself a higher rating.

ONE-WAY AND TWO-WAY COMMUNICATION

Goals:

- ❖ To demonstrate the superior functioning of two-way communication
- ❖ To examine the concept of feedback and its effect
- ❖ To examine the effects of one-way communication on self-concept, involvement, participation and a sense of efficacy.

Time: 30 min - 1 hour

Notes on use:

This activity is a classic. It not only effectively demonstrates the concepts of one-way vs. two-way communication, but, more importantly, provides an experiential base for students to analyze past communication situations encountered in schools, society, and the home. Students can easily grasp concepts such as Paulo Freire's idea of people as objects (passive receivers with little sense of efficacy) and "subjects" (full participants in the communication and social process resulting in an enhanced sense of competence and efficacy) after experiencing the two situations. They should begin to be able to see how people can be rendered powerless through a social process.

(The goals and notes were excerpted from **The NESA Activities Handbook for Native and Multicultural Classrooms**, Sawyer and Green, Tillacum Library, 1990.)

Procedure:

1. Divide the group into triads and within the group assign a letter to each person, A, B or C. The A's stay in the room and set up two chairs back to back, so that a person sitting in one chair cannot see the person in the other chair. The other B's and C's leave the room for 10 minutes or so.
2. The A's gather around and give them a couple of minutes to memorize the picture (Overhead 1). They will be asked to have the B's reproduce this drawing (the A's will not have access to the original during the activity). The A will not be able to see what the drawer (B) is doing and

the drawer will not be able to ask questions or respond in any way to the directions.

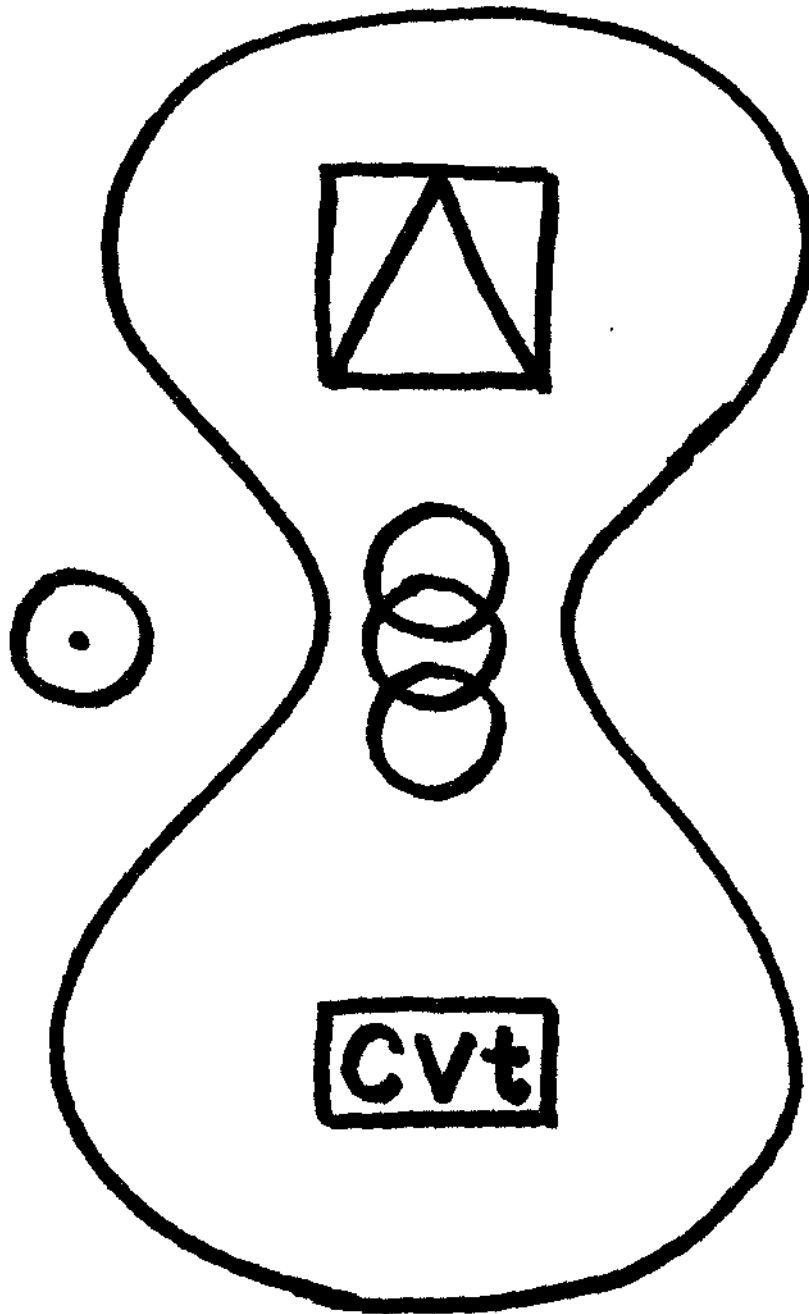
3. The B's return to the room and establish the rules and the sitting arrangements.

The Rules (write on the board and strictly enforce):

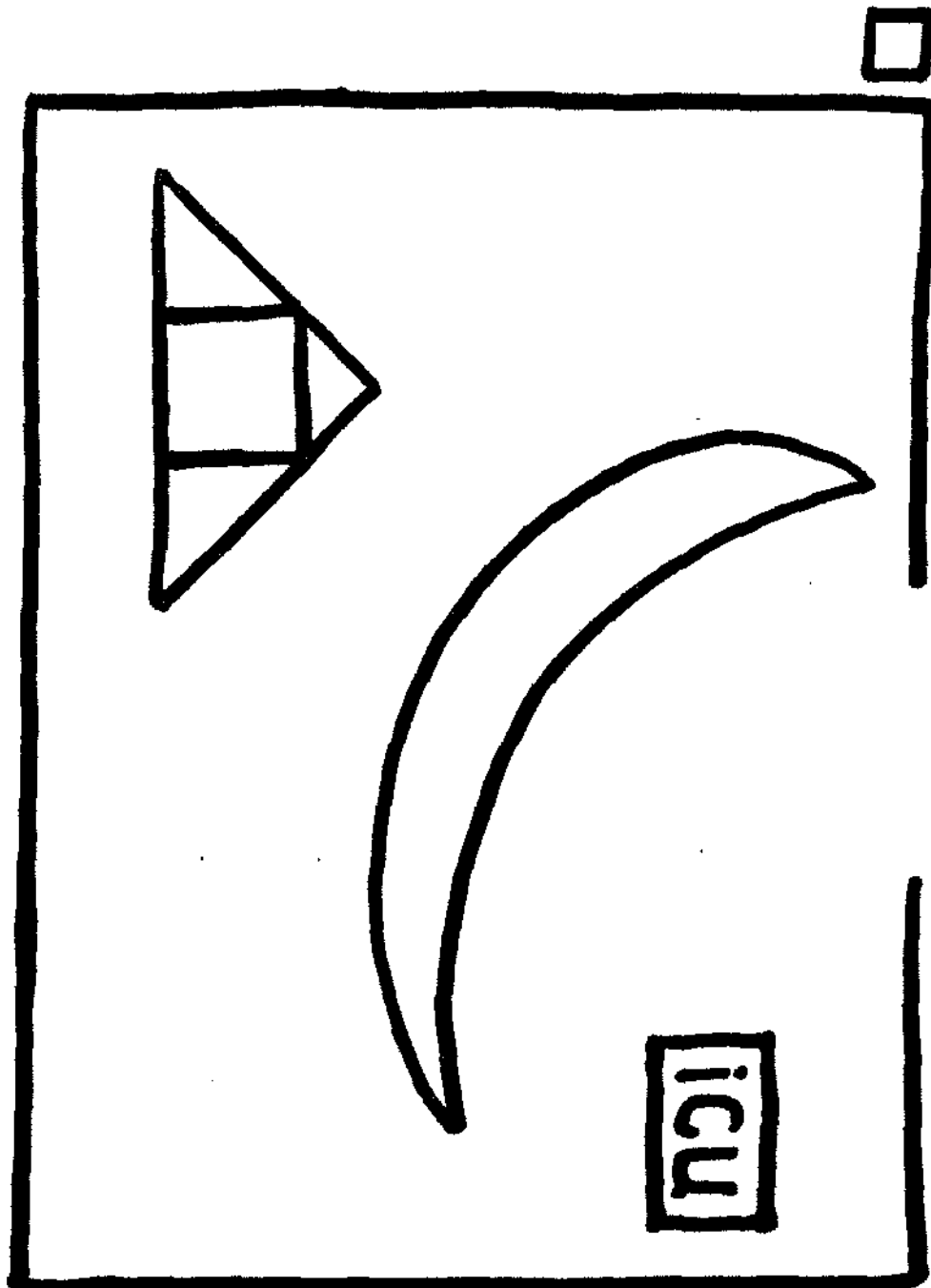
- ❖ *Pairs must sit back to back*
- ❖ *No questions are allowed by EITHER person*
- ❖ *No repetitions of instructions are allowed*

4. A's provide directions to B's. When done, B's are asked to give a percentage of how accurate they think they are.
5. B's are given a few minutes to memorize their drawing. The C's are invited back and take A's place. The B's (without the use of their drawing) give directions to the C's. C's guess their degree of accuracy based on their directions.
6. Post the drawings and compare with the original. Discuss the difficulties within this activity. Where does one-way communication happen? How effective is it?
7. Second round: C's are asked to memorize a new picture (Overhead 2) while B's and C's leave the room. This time allow the C's to discuss how best to provide the directions. (If they need help, suggest they provide an overview first and then the specifics).
8. C's direct B's and then B's direct A's. There are no rules enforced this time. Two-way communication is allowed. Have the drawers guess their accuracy as before. Post the drawings and compare.
9. Debrief:
 - ❖ Which drawings were better in terms of being closer to the original? Why?
 - ❖ Which took more time?
 - ❖ Which generated the most confidence in terms of the accuracy guesses?
 - ❖ Which situation is preferred?
 - ❖ Who had the most responsibility in each situation. What are the implications of this?
 - ❖ From the director's point of view, what increased the ease of the activity? From the drawer's point of view?
 - ❖ Which situation dominates in our society? In school? Why?
 - ❖ How does this impact your mentoring situation?

OVERHEAD 1



OVERHEAD 2



MIXED MESSAGES

Goals:

1. To explore the dynamics of receiving verbal and non-verbal communication cues that are in conflict with one another.
2. To examine how non-verbal cues can convey listener attitudes that can affect the communication process.
3. To develop an understanding of the importance and impact of being direct and congruent in all forms of interpersonal communication.

Group size: A minimum of four triads is most effective. (You can have extra observers in each group if the group does not divide evenly into 3).

Time: 45 minutes.

Process:

1. The facilitator divides the group into triads, disperses them about the room and tells them to decide who is the communicator, who is the listener and who is the observer. They will switch around roles during the activity. Hand out the appropriate sheets to each member of each triad.
2. Participants are asked to read their instruction sheets, but not to discuss the information on them with other members. They begin once each member has read their instructions.
3. After 5 - 10 minutes, the facilitator stops the conversation and asks the observer to report to the other two.
4. Have each triad member switch to another role and redistribute new sheets to each member.
5. Continue.
6. Debriefing:
 - How did it feel to play different listener roles?
 - How did it feel to communicate with different types of listeners?
 - What level of communication was achieved in each scenario?
7. Wrap-up with a discussion of the importance of congruence between verbal and non-verbal communication.

"WHO GIVES A DAMN?" LISTENER INSTRUCTION SHEET

You and the communicator are to continue a conversation that the communicator initiates. You are to listen carefully to what your partner is saying, but are to send your partner non-verbal signals that indicate your boredom (i.e. look away, doodle, slump in your chair or sprawl on the floor, twist and fidget, clean your fingernails, fiddle with your clothing, etc.). If your partner accuses you of being uninterested, insist that you are interested - you may even review what has been said - but continue to send these non-verbal signals. Do not discuss or share these instructions at this time.

"HOW SWEET IT IS" LISTENER INSTRUCTION SHEET

You and your communicator are to continue a conversation that the communicator starts. You are to appear attentive, listen carefully and agree with everything your partner says, regardless of your own opinions on the subject. When your real opinion is opposite, smile as you indicate agreement. You may make comments such as "That is a good way of putting that," "That is insightful," "Oh, wow," and so on. Resist any invitation from your partner to share your ideas or to criticize or evaluate the ideas being communicated. Do not discuss or share these instructions at this time.

"THIS IS HOW IT OUGHT TO BE"

LISTENER INSTRUCTION SHEET

You and your communicator are to continue the conversation that the communicator initiates. You are to listen carefully to your partner and actively pursue the ideas your partner is sharing with you. Indicate that you understand his or her ideas by restating them in your own words. If you disagree, simply state your ideas calmly and logically. Ask for clarification or examples if these would be helpful. You also can indicate your are interested in the conversation by establishing eye contact and leaning in toward the speaker. Do not attempt to lead the conversation or change its direction. Although your partner is the "communicator," you are to play an active part in making the communication process as clear and as mutual as possible. Do not discuss these instructions at this time.

"ANYTHING YOU CAN DO, I CAN DO BETTER"

LISTENER INSTRUCTION SHEET

You and your communicator are to continue the conversation that the communicator starts. You are to appear attentive and to listen carefully to your partner, but you are to challenge everything your partner says. You may interrupt while he/she is talking, anticipate what would have been said next, and disagree or present your own point of view. You may point your finger, lean forward as if about to pounce, and engage in other non-verbal behaviours that accent your verbal behaviour. You are the critic. After you have made your criticism or statement, wait and allow your partner to begin the conversation again. Your task is not to take over the conversation, but merely to interrupt, disagree or challenge whatever is being said. If your partner hesitates, remain silent until he/she begins to

talk again and then resume your role. Do not discuss these instructions at this time.

NOTE: make four copies of the instruction and communicator cards, so each group gets a new set of cards for each round.

OBSERVER INSTRUCTION SHEET

Your task is simply to collect data on what the communicator and the listener are doing during their conversation. Do not concern with the content of the conversation, but write down your observation about the processes they are using to communicate. Pay attention to things like eye contact, gestures, body positions and other non-verbal behaviour. Describe what you observe as accurately as possible without judging it. You will be asked to provide feedback to the listener and the communicator. Do not share these instructions at this time.

COMMUNICATOR INSTRUCTION SHEET

You and your listener are simply to carry on a conversation that you initiate. Do your best to communicate your message clearly to your partner. It is your responsibility to keep the conversation going. Do not share these instructions at this time.

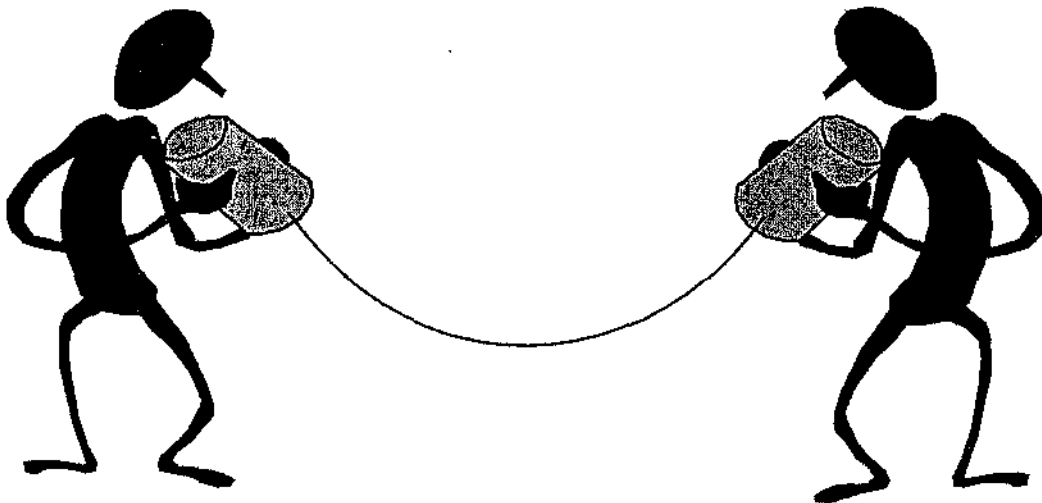
S - sitting or standing squarely

O - open posture

L - leaning forward slightly

E - eye contact

R - relaxed



SESSION 5: GOAL SETTING AND TIME MANAGEMENT

Purpose: To help mentors balance their busy lives and develop strategies for succeeding as a mentor through goal setting and time management.

Learning Objectives:

- To identify the differences between long and short term goals
- To identify individual values and long term goals
- To identify the long term goals of the program
- To set short term goals using the Medicine Wheel concept for self and as a mentor
- To understand different cultural interpretations of goals and of time
- To develop an understanding the time constraints of individual lives
- To develop strategies for effective time management

Time: 3 hours

Activities:

1.	Check-in Circle	15 min
2.	"OPPORTUNITY IS NOWHERE" Write the above statement on the board and discuss the double meaning. How does this apply to today's topic of goal setting.	10 min
3.	In small groups, define goals and answer the question: Why is it important to set goals?	20 min.
4.	Intro long term goals and hand out sheet on broad life goals. Answer individually and then discuss answers in large group. Why is it important to have a sense of what you want out of life? How will the mentoring relationship be affected	30 min

Adapted from New Classroom

Revised: Mentoring Project - Generation One Edition
2000 - 2001

	if the broad life goals of the participant are very different than your goals? What are the long-term goals of the mentoring program?	
5.	In small groups, develop a list of barriers to setting goals and present to the larger group. Complete checklist of the barriers that apply to each individual.	15 min.
6.	How to set goals. Review the steps on the handout. This is more involved than the instructor will have time to emphasize.	5 min
7.	Personal goals for self. Introduce the Medicine wheel as a tool for personal goal setting (see handout). Set personal goals and goals as a mentor. Use the personal contract form as an alternate or accompanying activity.	30 min
8.	Define time in small groups. Discuss the abstract and concrete aspects to time. Discuss the cultural expectations around time in Canada. How does this impact your lives?	10 min
9.	Handout: I don't have time for....	10 min
10.	Handout: How do I spend 168 hours a week.... Or time management questionnaire.	20 min
11.	Brainstorm with the large group time wasters.	10 min
12.	Brainstorm tips to manage time. (See activity: the ABC's of time management).	15 min
13.	Discuss the connection between goal setting and time management.	10 min
14.	Closing circle: What did you learn?	15 min
15.	Feedback form	5 min

BROAD LIFE GOALS

In order to clarify your own priorities, rank the items on this list in terms of your own values. Each item receives one number from 1 to 14 (no item receives the same number as another item). Think them through thoroughly. This is one way of looking at yourself in terms of your own goals.

RANKING: 1 = most important TO 14 = least important

- | | |
|----------------------|---|
| ___ AFFECTION | to obtain and share companionship and affection |
| ___ DUTY | to dedicate myself to what I call duty |
| ___ EXPERTNESS | to become an expert in a particular area |
| ___ HEALTH | to work towards soundness of body and mind |
| ___ INDEPENDENCE | to have freedom of thought and action |
| ___ LEADERSHIP | to develop leadership skills |
| ___ PARENTHOOD | to raise a fine family |
| ___ PLEASURE | to enjoy life, to be happy and content |
| ___ POWER | to have control over others |
| ___ PRESTIGE | to become well known |
| ___ SECURITY | to have a secure and stable position |
| ___ SELF REALIZATION | to maximize personal development |
| ___ SERVICE | to contribute to the satisfaction of others |
| ___ WEALTH | to earn a great deal of money |

BARRIERS TO SETTING GOALS

What gets in your way of setting goals? Why don't you set goals for yourself?

Please check the statements below that apply to you:

_____ I don't know how.

_____ I keep putting it off.

_____ I'm afraid I won't be right.

_____ I don't believe I can accomplish much.

_____ I don't see any reason to set goals. Life just happens.

_____ Every time I decide to do something, I always fail. I'm tired of trying.

_____ It's too hard to set goals.

_____ I just don't want to.

_____ I am afraid of change.

THE SEVEN STEPS TO ACQUIRING YOUR GOALS

STEP 1 - *Express your goal in terms of specific events or behaviours.* In order for the goal to be met, it must be written in terms of the events or behaviours that constitute the goal (what will be done).

For example: *"I want to see the world."* This is not a specific goal. A goal statement might be: *"I intend to travel to three different provinces within the next 5 years."*

Answer the following questions when designing your goal statement:

- ❖ What are the specific behaviours that make up the goal?
- ❖ How will you recognize that you have reached the goal?
- ❖ How will you feel when you have it?

STEP 2 - *Express your goal in terms that can be measured.* The outcome of the goal must be able to be measured.

For example: *"I want a wonderful and rewarding life."* This is not measurable. *"I want to have \$10 000 in the bank by the time I am 40."* This is more measurable and may be one criterion to a "wonderful and rewarding life."

STEP 3 - *Assign a timeline to your goal.* The deadline creates a sense of purpose and urgency, which acts as a motivator.

STEP 4 - *Choose a goal you can control.* Strive for something that you can create.

For example: *"My dream is to have a beautiful, 'white' Christmas."*
"I am going to create a traditional atmosphere for my family

during Christmas."

STEP 5 - *Plan and program a strategy that will get you to your goal.*

Realistically assess obstacles and develop a way to overcome them. This helps reduce the temptations that will distract you along the way.

STEP 6 - *Define your goal in terms of steps.* Life changes don't just happen; they happen one step at a time.

STEP 7 - *Create accountability for your progress toward your goal.*

Without accountability, people are often not able to see when they are falling short of their goal. We all respond better if we know that someone is checking up on us and if there are consequences for not performing.

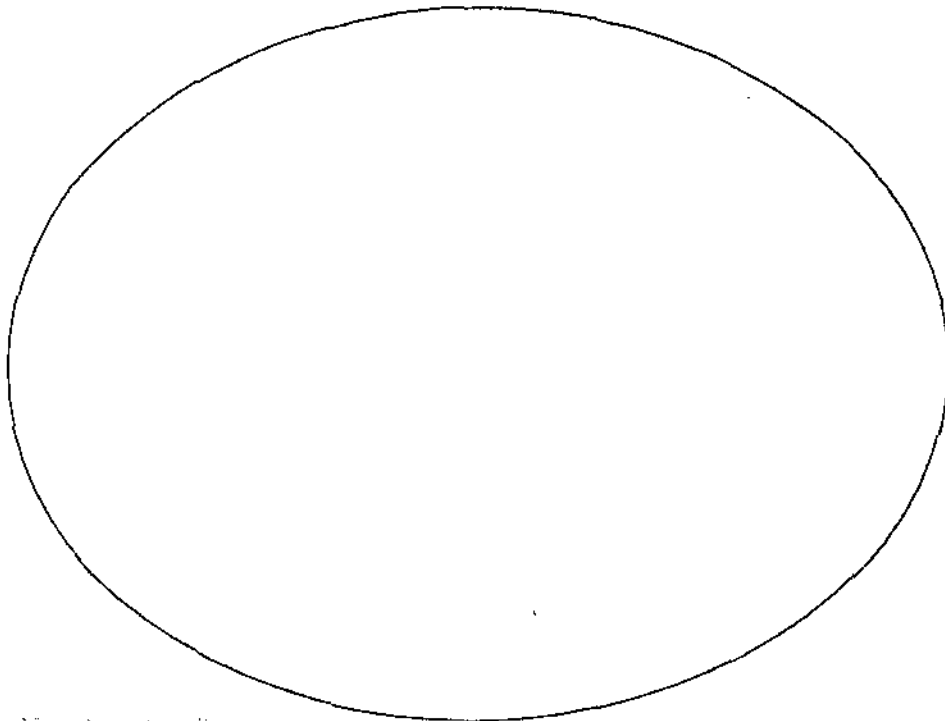
MEDICINE WHEEL AND PERSONAL GOAL SETTING

This is an ancient symbol used by almost all the Native people of North and South America. There are many different ways that this basic concept is expressed: the four grandfathers, the four winds, the four cardinal directions, and many other relationships that can be expressed in sets of four. (p. 9)

The Medicine Wheel teaches us that we have four aspects to our nature: the physical, the mental, the emotional and the spiritual. Each of these aspects must be equally developed in a healthy, well-balanced individual through the use of volition (i.e. the will). (p.12)

(From: *The Sacred Tree: Reflections on Native American Spirituality*, Four Worlds Development Press, Alberta, 1985.)

Use the circle below and indicate how much time (the entire circle represents 100%) you spend on each of the four areas. Label each area and then set short-term personal goals around the smaller pieces of your circle. Remember to be specific and to establish timelines.



MY PERSONAL CONTRACT

Be as specific as you can.

I'm going to start:

I'm going to stop:

I'm going to continue:

I don't have time for what?

As we worry about time, feel the pressure closing in, realize there is not enough time for everything we frequently cry, "I don't have time!" Now we must be concrete, and discover what in particular we don't have time for. Write out your greatest time frustrations. What don't YOU have time for?

I don't have time for

I don't have time for

I don't have time for

I don't have time for

I don't have time for

I don't have time for

I don't have time for

I don't have time for

I don't have time for

I don't have time for

I don't have time for

I don't have time for

I don't have time for

I don't have time for

A PERSONAL TIME SURVEY

How do I spend my 168 hours per week (based on a 7 day week)?

A. SCHOOL

- ❖ Classes.....
- ❖ Homework.....
- ❖ Study / review.....
- ❖ Travel time.....

B. HOME

- ❖ Housework / Laundry
- ❖ Meals - preparation, eating, clean-up.....
- ❖ Financial management.....

C. SELF

- ❖ Exercise.....
- ❖ Sleeping.....
- ❖ Personal hygiene.....
- ❖ Appointments - dentist, doctor, counselor, etc.
- ❖ Planned relaxation - hobbies, reading, watching TV.....
- ❖ Meeting spiritual needs - meditation, prayer, worship.....
- ❖ Goal planning

D. FAMILY

- ❖ "Taxi service".....
- ❖ Conversation time.....
- ❖ Bedtime rituals.....
- ❖ Helping with homework.....
- ❖ Details of daycare

E. SOCIAL

- ❖ Time with friends.....
- ❖ Group activities.....

F. WORK

- ❖ Full time.....
- ❖ Part time.....
- ❖ Volunteer.....
- ❖ Travel time (to and from)

G. OTHER

- ❖ Unstructured
- ❖
- ❖

HOW WISELY DO YOU MANAGE YOUR TIME?

		Often	Sometimes	Rarely
1.	Do you write "to do" lists?			
2.	Do you prioritize your "to do" lists according to which items have the highest payoff for you?			
3.	Do you finish all the items on your "to do" lists?			
4.	Do you update, in writing, your educational and personal goals?			
5.	Is your desk clean and organized?			
6.	Do you put everything in its place?			
7.	Do you effectively deal with interruptions?			
8.	Can you easily find items in your files?			
9.	Are you assertive?			
10.	Do you allow yourself quiet time during which you can work undisturbed?			
11.	Do you deal effectively with long-winded callers?			
12.	Do you focus on preventing problems?			
13.	Do you meet deadlines with time to spare?			
14.	Are you on time for class, to meetings and to events?			
15.	Do you make the best use of your time?			
16.	Do you delegate well?			
17.	Do your classmates cooperate enthusiastically with you on projects?			
18.	When you are interrupted, can you return to your work without losing momentum?			
19.	Do you do something every day which moves you closer to your long term goals?			
20.	Can you relax during your free time without worrying about work?			
21.	Do you do your most important work during peak energy hours?			
22.	Do people know the best times to reach you?			
23.	Can others carry on most of your responsibilities if you are absent from work?			
24.	Do you begin and finish projects on time?			
25.	Do you handle each piece of paperwork once?			

To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty; to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived; This is to have succeeded.

Ralph Waldo Emerson

COMMITMENT

Commitment is what transforms
a promise into reality.
It is the words that speak
boldly of your intentions.
And the actions which speak
louder than the words.
It is making the time when there
is none. Coming through time
after time after time, year after
year after year.
Commitment is the stuff character
is made of; the power to change
the face of things.
It is the daily triumph of integrity
over skepticism.

TIPS FOR USING TIME EFFECTIVELY

1. Be assertive.
2. Get organized (try to plan your day the night before).
3. Be realistic.
4. Don't do unnecessary tasks.
5. Do two things at once.
6. Keep your schedule flexible.
7. Use waiting time effectively.
8. Set big tasks for prime time (be aware of your own peak times).
9. Set deadlines.
10. Make to-do lists (more likely to do it if you write it down).
11. Deal with the worst first.
12. Reward yourself for getting things done.
13. Do only what needs to be done immediately.
14. Delegate (ask other people to do things for you).

SESSION 6: CONFLICT MANAGEMENT

Purpose: To ensure that the mentors have a procedure for managing conflict.

Learning Objectives:

- To define conflict and see that conflict is natural and beneficial
- To understand personal conflict styles
- To use "I messages" as a conflict management technique
- To practice assertive conflict management

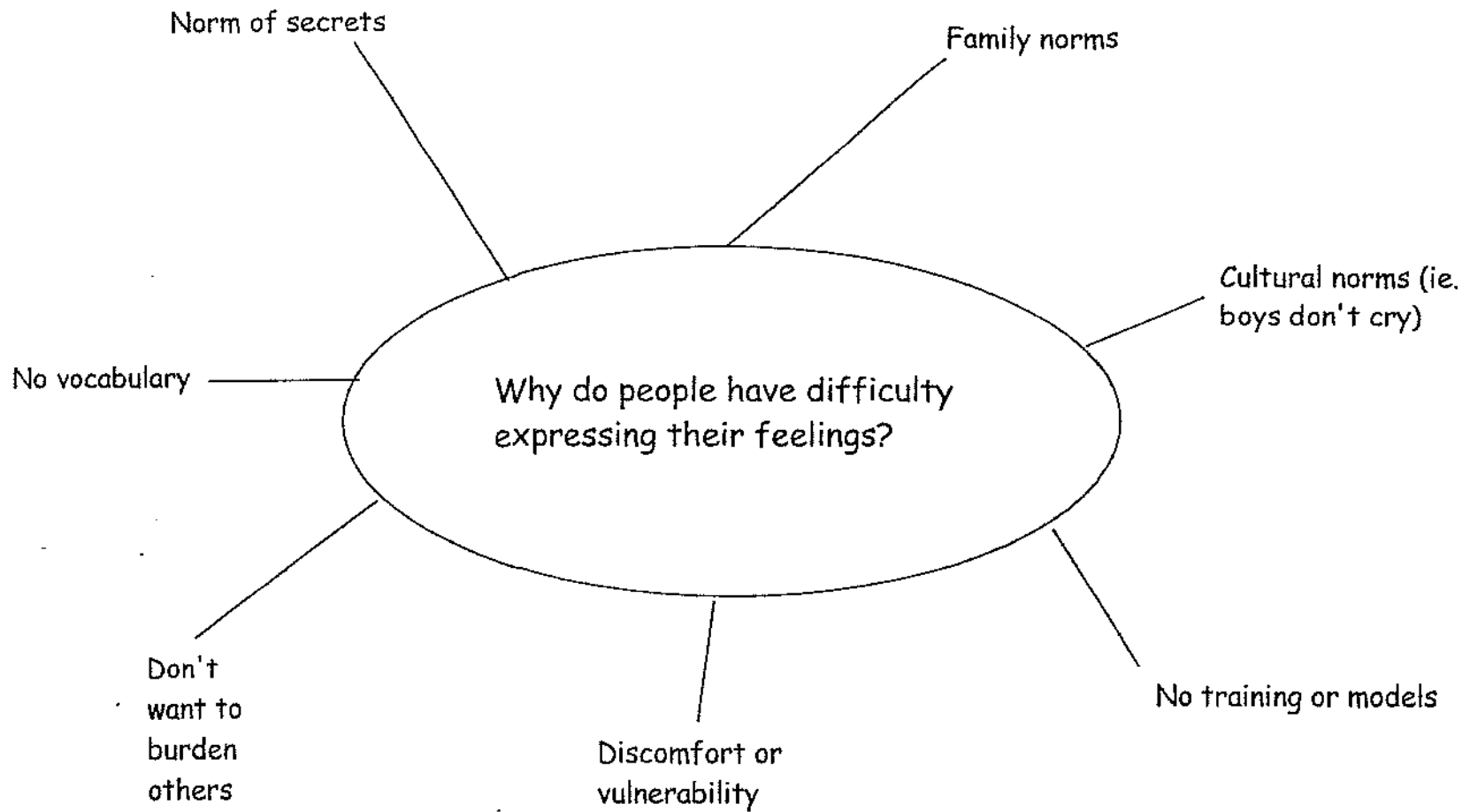
Time: 3 hours

Note to Instructor: It is suggested that discussion be generated from the mentors' experiences in the program so far. The following activities should be considered options from which to pick and choose based on discussion and time constraints.

Activities:

1.	Opening circle: check - in; questions / comments from last session; from mentoring experience so far.	15 min
2.	Define conflict in small groups and present to large group. Joyce Hocker and William Wilmot have the following definition of conflict: <i>Conflict - expressed struggle between at least two independent parties who perceive incompatible goals, scarce rewards and interference from the other party in achieving their goals.</i>	15 min
3.	Discuss: conflict is natural; conflict is beneficial; conflict moves relationships to new levels (which may not happen without conflict).	10 min
4.	Personal conflict styles: a) "Why does conflict occur?" Brainstorm reasons in large	45 min

	<p>group.</p> <p>b) "Why do people have difficulty expressing themselves and in particular their feelings?" (This should be a follow-up to the above discussion). Brainstorm and then review handout.</p> <p>c) Identify the four behaviour patterns for dealing with conflict (assertive, passive, aggressive, passive-aggressive).</p> <p>d) "I'm okay, you're okay" matching activity</p> <p>e) discrimination of interpersonal styles (handout/exercise)</p> <p>f) assertiveness inventory - Have mentors complete and discuss. Where do you have difficulty expressing yourself and dealing with conflict? How might any areas of discomfort affect your mentoring relationship? What conflict areas have come up in your mentoring relationship and how have you dealt with them? How successful were your techniques?</p>	
5.	<p>Techniques for communicating assertively and dealing with conflict:</p> <p>a) "I messages". Review handout and worksheet.</p> <p>b) Handout - Communicating Assertively</p>	30 min
6.	<p>Practice role plays. Develop role plays from personal experience. (If this does not work, you might want to use the role play scenarios in this session's handouts). In triads, resolve the conflict by communicating assertively. Have two role players and one observer. Switch roles after the observer provides feedback on how it went. (Remind the observers to watch body language, voice tone as well as words used).</p>	45 min
7.	<p>Closing circle: How does this relate to you and your mentoring relationship?</p>	20 min
8.	<p>Feedback form</p>	5 min



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BEHAVIOUR PATTERNS

ASSERTIVE: Behaviour that enables a person to act in her / his own best interests, to stand up for herself / himself without undue anxiety, to express wants and feelings directly with reasonable comfort, and to express personal rights without denying the rights of others. Recognizes all people as equally important.

PASSIVE: Behaviour that does not express individual rights, wants, and feelings directly. It is characterized by silence and no indication of feelings and frequently results in conceding to the wants of others.

PASSIVE - AGGRESSIVE: Behaviour that does not express an individual's rights, wants and feelings directly. The person seems to be passive, but there is a mixed message (i.e, rolling the eyes while saying she would be glad to help). Later, behaviour emerges that expresses feelings of anger or hostility.

AGGRESSIVE: Behaviour that expresses personal rights, wants, and feelings while infringing on the rights of others.

INDICATE IF THE FOLLOWING STATEMENT INDICATES
AGGRESSIVE, ASSERTIVE, PASSIVE, OR PASSIVE - AGGRESSIVE
BEHAVIOUR:

1. I'm okay; you're okay
2. I'm not okay; you're okay
3. I'm okay; you're not okay
4. I'm not okay; you're not okay

5. Win - lose
6. Lose - lose
7. Win - win
8. Lose - win

9. Stuff happens and it is my fault
10. Stuff happens and it is your fault
11. Stuff happens and it is no one's fault
12. Stuff happens and it is my fault, but you are going to pay

DISCIMINATION OF INTERPERSONAL STYLES

Imagine a person in each of the situations below. Read the four responses and identify each response as being **Assertive (A)**, **Aggressive (AG)**, **Passive (P)** or **Passive-Aggressive (PA)**.

1. A student comes in the door of a classroom, out of breath from hurrying. The person was caught in traffic because of a car accident and is late for class. The instructor notices and says, "You aren't getting lazy on me, are you?"

_____ "You better get off my back! It is enough to put with the stupid drivers in this town."
_____ "I hope not." (Later, he tells a classmate that the instructor is unfair and without understanding).
_____ "No, I am not. I was tied up in traffic because of an accident. I will get the notes I missed from a classmate."
_____ Looking at the floor, he mumbles an apology.

2. A student has had the same part-time job for several years. She and another coworker are friends. One day the coworker asks the student to cover for her, while she leaves early. The student is uncomfortable with the request and says:

_____ "No, I don't want to do that."
_____ "Okay," but later complains to the other workers how inconsiderate the other woman is.
_____ "Oh, okay!" (In a flustered manner).
_____ "No, I will not and you ought to be ashamed of yourself for asking."

3. Tom and Randy work at the same place. Today, Tom says to Randy, "I received my promotion two months ago. You and I started at the same time. What happened to you?" Randy says:

_____ "It is none of your business."
_____ "I'm checking with the supervisor to find out. I am also looking into some other alternatives."
_____ "I don't know."
_____ "I don't know. You probably had an inside track with the boss."

4. A student is working a part-time job to pay for school. One day she decides not to go out for a coffee break and just sits at her desk reading a magazine. Her supervisor walks by and says, "I am not paying you to sit around and read magazines." She says to her supervisor:

_____ She quickly puts down the magazine and says, "I'm sorry."
_____ "I decided to take my break at my desk today and this is my break time."
_____ "Why are you always getting on my case when you don't know what you are talking about?"
_____ She says nothing, and is angry the rest of the day. Although she manages to look busy, she gets very little done.

5. Phil is working in an Employee Insurance training program. He is supposed to be getting on-the-job training while he works, but so far he is not getting any. He goes to his supervisor and asks her about it. She says, "I'm too busy to talk now." He replies:

_____ "Well, lady, you better listen to me now or I won't be around later."
_____ "Getting more training is important to me. When may I have an appointment to talk about it?"
_____ "I'm sorry I bothered you."
_____ He lets the issue drop, but starts taking small items from work to make up for the way he is being ripped off.

6. A student constantly challenges an instructor in her class. She asks relevant and intelligent questions that make the instructor very uncomfortable. The instructor gives her a low mark on a paper, which is not deserved. The student:

_____ Does nothing, but continually complains about how terrible and unfair this instructor is.

_____ Drops out of the class.

_____ Goes to talk to the instructor and says, "I can't believe you gave me this mark. You must hate women. I am going to the dean and have you kicked out of this university."

_____ Goes to talk to the instructor and says, "I don't think I deserve the mark that I got on this paper. I would like to talk about why you gave me this mark and what I can do to improve my grade."

7. Two friends, Jane and Lisa, have arranged to meet for lunch in the cafeteria. Jane arrives early and waits for 20 minutes for Lisa to show. Lisa does not. Jane:

_____ Phones Lisa later and says, "I am worried because you did not show up for lunch with me today. What happened?"

_____ Does nothing, assuming that Lisa no longer wants to be friends.

_____ Phones Lisa and says, "How dare you stand me up! You always do this. Our friendship is over!"

_____ Does nothing, but complains about Lisa to her other friends.

8. Bob worked really hard on his high school Chemistry course. He wants to go on to Medical school and needs good grades in this subject. On his recent test, he scored the highest in his class. When he told his parent, they were indifferent. His response is:

_____ Decide Medical school is not that important after all.

_____ Do nothing, and stay out past his curfew on Friday night.

_____ Say to his parents, "This is important to me and I want your support and encouragement to do well in school and to become a doctor."

_____ Say to his parents, "I am not going to end up with a wasted life like you. You are nothing! I don't care whether you care what I do, but I am going to Medical School!"

9. Beth is at work. Another employee who takes long breaks frequently fails to finish her work. One day, the employee sits down and says, "I'm really tired. Can you finish for me?" Beth answers:

_____ "No, I am not going to do your work for you anymore."

_____ "No, for not finishing it, you deserve to get fired!"

_____ "Sure, as soon as I finish mine."

_____ "Well, okay." (She plans on mentioning the fact to the boss later that she did all the work.)

10. A single mother hired a babysitter to watch her three year old daughter. While out for dinner with friends, the mother tried to phone home. The babysitter was on the phone the whole time. When she got home, the mother:

_____ Said thank you, paid the babysitter and drove her home.

_____ Said, "I don't appreciate that you were on the phone all night. What if I needed to get through to you?"

_____ Said nothing, but told everyone that she knew about the babysitter.

_____ Said, "I can't believe you were on the phone all night! I am never hiring you again and not paying you for tonight!"

11. A student suspects another student of cheating off him. He:

_____ Does nothing, but tells his teacher before the next test to watch out for the suspected student.

_____ Approaches the student, tells his suspicions and offers to tutor him if needed.

_____ Moves to a different seat.

_____ Confronts the other student and says if he does not stop cheating, he will be reported and kicked out of school.

12. Sue is interviewing for a job as an office worker. She has a physical disability, but she has completed a business education program that trains people to do office work. Her potential employer looks at her and says, "I'm not sure that you could do the work." Sue says:

_____ "I did well in my training program. What specific tasks are you concerned about?"

_____ "Well, if that is the way you feel, I don't want to work for you anyway."

_____ "Well, maybe not."

_____ "Well, whatever you think." (She goes home and complains to her family how prejudiced everyone is).

ASSERTIVENESS INVENTORY

Indicate how comfortable you are doing the following. The range is

*1 = very comfortable 2 = moderately comfortable 3 = unsure
4 = slightly uncomfortable 5 = very uncomfortable*

1. Refusing a request to borrow something you value _____
(homework, clothing, money etc.)
2. Complimenting a friend _____
3. Asking a favour _____
4. Resisting sales pressure _____
5. Apologizing when you made a mistake _____
6. Turning down a date _____
7. Telling a close friend that something he / she does bothers _____
you
8. Admitting you don't understand what is being discussed _____
9. Asking someone out on a date _____
10. Disagreeing with the opinion of a friend _____
11. Applying for a job _____
12. Resisting pressure to drink or smoke when you are not _____
interested
13. Talking with someone about your performance on a job _____