

Learning Targets:



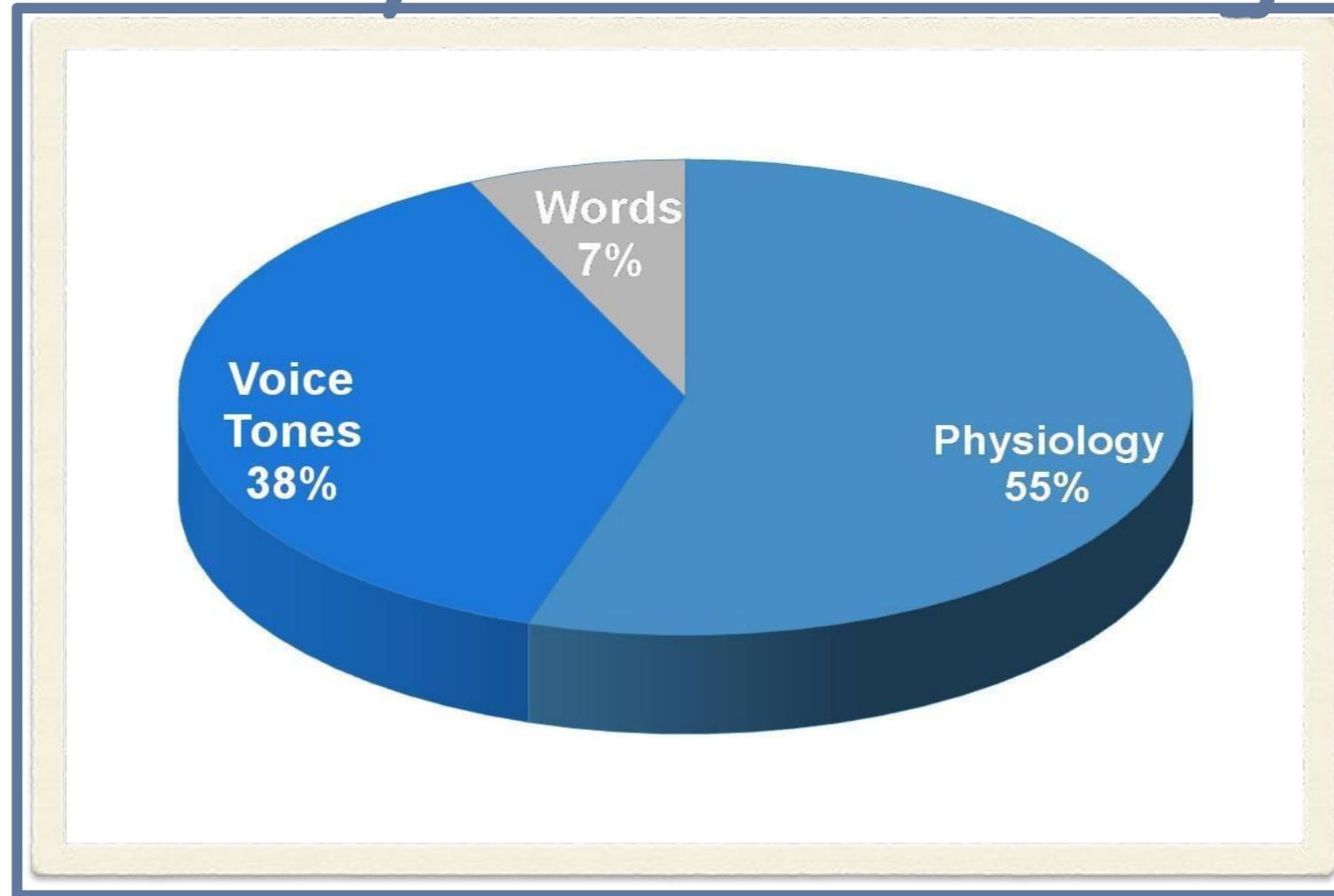
- Enhance communication skills
- Enhance listening and questioning skills to enhance reflection

YOU CANNOT NOT COMMUNICATE



Communicating Effectively

How Do Speakers Convey Their Messages?



Nonverbals

"I see what you are telling me."



Communication Styles

	Passive	Aggressive	PassAgg	Assertive
Definition				
Implications to others				
Verbal style				
Non-verbal styles				
Potential consequences				

Positive Presuppositions

It's all about how you think!

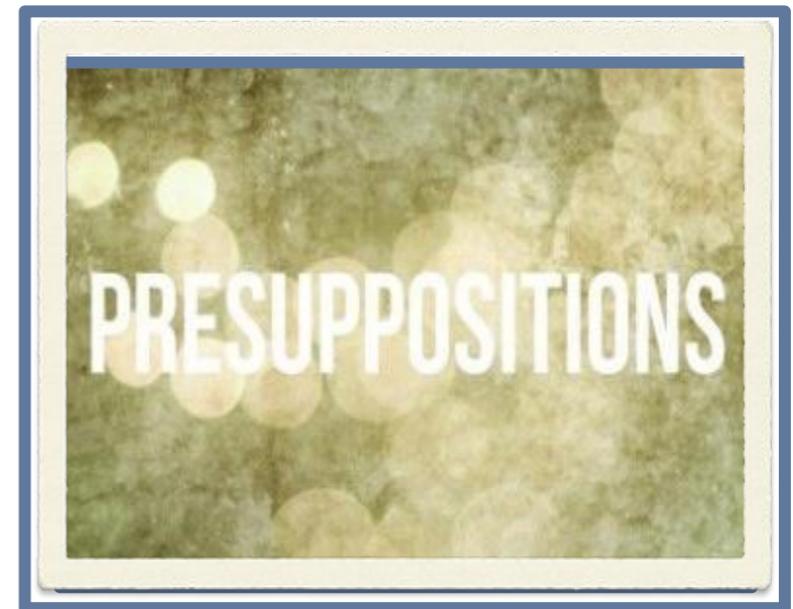
Presume:

- Capacity
- Positive intentionality
- Prior and ongoing thought



...Positive Presuppositions...

- Ask questions framed from a spirit of inquiry
- Seek multiple perspectives rather than single causes
- Show acceptance
- Use a variety of introductory phrases, such as:
 - As you...
 - When you...
 - While you...



What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.

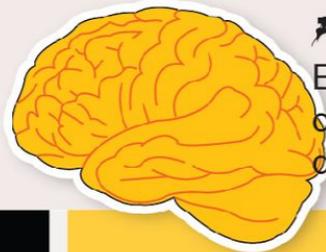


I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Changing Our Mindset

Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view we adopt for ourselves... and it's never too late to change. What's your view?

It's up to you!



FIXED MINDSET

Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth



GROWTH MINDSET

Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).

DESIRE	Look smart in every situation and prove myself over and over again. Never fail!!	Stretch myself, take risks and learn. Bring on the challenges!
EVALUATION OF SITUATIONS	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
DEALING WITH SETBACKS	"I'm a failure" (identity) "I'm an idiot"	"I failed" (action) "I'll try harder next time"
CHALLENGES	Avoid challenges, get defensive or give up easily.	Embrace challenges, persist in the face of setbacks.
EFFORT	Why bother? It's not going to change anything.	Growth and learning require effort.
CRITICISM	Ignore constructive criticism.	Learn from criticism. How can I improve?
SUCCESS OF OTHERS	Feel threatened by the success of others. If you succeed, then I fail.	Finds lessons & inspiration in other people's success.
RESULT ...	Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievement.

Question Syntax

Question Posed	Cognitive Demand
How do you think _____ might be different if _____?	Apply Hypothesize
What do you think?	Infer Analyze
Who? When? Where?	Gather and Recall Data

Paraphrasing

An effective paraphrase expresses empathy by reflecting both the feeling and the content of the message.

Paraphrasing sends three messages:

- I am listening
- I understand (or am trying to)
- I care



Acknowledging is also vital...it can be done by:
Head nods, Fillers, Echo

Three Forms of Paraphrasing

Simplify/Clarify A brief statement reflecting what was said in the listener's words	Summarize/Organize A statement illuminating themes or containers	Synthesize A statement reflecting ideas at a logical level different from the speaker's words
<ul style="list-style-type: none">• You're concerned about _____.• You would like to see _____.• You're pleased with _____.• We're feeling badly about _____.• You're trying to figure out _____.• You know it can be _____.	<ul style="list-style-type: none">• You have two goals here; one is _____ and the other is _____.• So, on the one hand _____, on the other hand _____.• There seem to be three themes: 1 _____, 2 _____, and 3 _____.• So, we have a hierarchy of ideas here. It is _____.	<p>So, a _____ here is _____.</p> <ul style="list-style-type: none">• So a <i>value</i> here is _____.• So an <i>assumption</i> here is _____.• So a <i>goal</i> here is _____.• So a <i>belief</i> here is _____.• So a <i>concept</i> here is _____.• So an <i>intention</i> here is _____.• So a <i>perspective</i> here is _____.

Practicing Listening and Questioning Techniques

Scenarios

Listening & Questioning Scenarios

1. Think of some possible scenarios that might occur in the mentoring relationship.
2. Now choose one from the group's list, or your own, and role-play it in groups of 3 or 4 at your table. Rotate the roles of: Mentor; Beginning Educator; and Process Coach (silent observer).
3. After each round of role plays discuss observations the Process Coach made and your own reactions.
4. If time, repeat this process with other scenarios.
5. Be prepared to debrief with the whole group.

Possible Scenarios

- The beginning educator has difficulty with classroom management, and is allowing students to break school rules.
- The beginning educator feels frustrated with the lack of respect from students and from their parents.
- The beginning educator takes all challenges to heart and always appears to be very stressed.
- The beginning educator receives little or no support from the building principal.
- The beginning educator fails to keep appropriate records of grades and is unprepared to report grades to parents.
- The beginning educator assigns too much homework.
- The beginning educator does not set appropriate boundaries with his/her students and wants to be their friends.

Mentor Training Day 1 Exit Ticket

Mentor Training Exit Ticket



What is something you understand better as a result of today's training?



What is one question you still have about the content of today's training OR one suggestion you have to improve future sessions?



What is one idea you have about how to incorporate content from today's training into your classroom/school/mentoring experiences?

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