Kick-Starting the Mentoring Relationship

Facilitator Guide

Part 1: Introduction and Objectives

Introduction:

*Kick-Starting the Mentoring Relationship* is designed to provide a mindset and guidance for embarking on the mentoring journey with the beginning administrator. It sets the stage for all future meetings and provides useful tools for the mentor.

Objectives:

* Determine important elements for building and maintaining trust.
* Understand the role and responsibility of a mentor and how to effectively launch your first meetings.
* Familiarize self with the Collaborative Discussion Guide and Facilitative Language.

Part 2: Foundational Skills/Strategies/Tools

Attributes of Trust

* Read aloud the quote, *Importance of Trust*. As facilitator reads, participants underline any words or phrases that resonate with them. Share with elbow partner.
* Prompt participants, “Think of someone such as a supervisor, mentor, or colleague that you really trusted.” Jot down the attributes of the individual that supported the establishment of trust. Facilitator does a whip around and records attributes on chart paper (Attributes of Trust - Our List).
* Ask participants to read silently, *The Four Elements of Trust.* As they read, highlight key attributes of trust. Participants share out highlighted items from the article. On another piece of chart paper, record highlighted attributes (Attributes of Trust- *Four Elements)*.
* As a whole group, compare/contrast the list participants generated and the highlighted attributes from *The Four Elements*. Record on whole group Venn Diagram or could have participants write down 2-3 things they see on post it notes and then come and place them on the group Venn Diagram. Then have a group discussion.
* Have participants reflect individually (quick write) and share how they might broach the conversation of trust with their principal and/or use this article. Find a new sharing partner in room and exchange ideas.

Materials: Chart paper, highlighters

Resource(s):

Importance of Trust from *Mastering the Art of Ontological Coaching Four Elements of Trust* by Devin Vodicka

Entry Conversations

* Discuss the idea of shifting from role of principal to role of mentor. Ask participants to turn and talk to a neighbor about how the role of principal is different from the role of a mentor. Whole group discussion.
* Summarize key differences:

The principalship is a supervisory role that includes coaching and evaluation.

The mentoring role is non-evaluative and will require you to listen, facilitate, and clarify how you and your new colleague will communicate in order to build a trusting, collaborative working relationship.

* Share/pass out the *Entry Conversations Protocol* for Beginning Administrator and *“Getting to Know You” Tool.* Give participants time to review the two tools before going deeper.
* *“Getting to Know You” Tool.* Have participants think about any other questions that might be important to ask.
* Share *Entry Conversations Protocol- Initial Meeting with Supervisor* (optional)

This protocol can be used to guide conversation with the beginning administrator’s supervisor. It is intended to provide information about mentoring and explore how the mentor can best support the beginning administrator.

Resources:

*Entry Conversations Protocol - Discussions with Beginning Administrator*

*“Getting to Know You” Tool* (First Meeting)

*Entry Conversations Protocol - Initial Meeting with Supervisor*

Collaborative Discussion Guide (CDG) and Facilitative Language

* Introduce the *Collaborative Discussion Guide*, its alignment with Oregon Administrator Standards, and how to use with mentee.
* Share why the CDG is an important tool-- guides/focuses weekly conversations, tells a story through time, enables reflection for both mentor and mentee, provides accountability and checklist for next steps. Encourage mentors to start using during their second or third meeting. We will get lots of practice using this in future training modules.

The CDG is typically used during every collaborative conversation with the mentee. It is comprised of 4 boxes and each is addressed by the mentor. The mentor prompts the mentee during the conversation as follows:

1. Recent Successes? (Improvement strategies, building relationships, management, etc.)

2. Today’s Focus? (Challenge. Concern, collaborative project, etc.)

3. Mentee’s Next Steps?

4. Support Needed From Mentor?

* Explain the meaning of facilitative coaching.

Facilitative coaching builds upon the mentee’s current skills and knowledge. It is the opposite of instructing and aims at building the mentee’s reflective skills and practice.

* Examine/Review the *Five Moves in Facilitative Coaching* handout. Highlight 4-5 question stems you would like to try/practice.
* Practice: Partner up participants and have partner #1 share a current dilemma they are having in their life. Partner #2 practices using CDG and facilitative coaching questions (paraphrasing, clarifying, interpretation, etc). Partners switch roles and repeat.

Another option for practicing is a fishbowl activity. To do this, utilize a pair of experienced mentors (or at least one experienced and one new mentor) and model a mentee dilemma/case study issue. Observers can record paraphrasing, clarifying, and interpretation questions.

* Debrief how the activity went and implications for coaching. How did using the CDG help guide the conversation?

How did pausing to ask facilitative questions affect your conversation?

Resource(s):

*Collaborative Discussion Guide (CDG)*

*Oregon Educational Leadership/Administrator Standards*

*Five Moves in Facilitative Coaching*

Part 3: Summarize and Reflect

* Summarize new learning and reflect on next steps. Participants jot down responses

to prompts below. Then, turn and talk to neighbor.

What are my 2-3 key “takeaways” from today’s session?

What are my next steps in preparing for my first meeting with my mentee?

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