



2018 Scotland
Village Music Circles
Facilitator's Playshop
The Mentor Experience

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The Mentor Program



Thursday

- Arrival
- Connect
- Drum



Friday

- Learning in Community & Mentorship
- VMC Mentor Ideals
- Exploring your iceberg



Saturday

- Interpersonal Skills
- Exploring one on one dialog
- Practice rounds dialog



Sunday

- Interpersonal Communication
- VMC Mentor Role
- Group Dialog
- Giving and receiving feedback
- DCF Skill Q&A



Monday

- Close down Part 1 of the Mentor Experience
- Prepare to welcome the basic participants

The VMC Mentor Experience

For over 15 years, VMC has provided an opportunity for returning Playshop graduates to deepen their leadership skills through The Mentor Experience. At the heart of the mentor experience is service: service to the community at the Playshop and service to the larger DCF community. Your role as a mentor is an important component of the Scotland Playshop curriculum. As a part of the Playshop Mentor Group, you are offering yourself as a servant leader, a skilled facilitator, a trusted confidant and a guide. You will be challenged in unexpected ways – each of which is an opportunity to notice, get curious, be open, learn and move on.

The Mentor Weekend is designed to set the foundation for our Playshop community. Through a series of individual and group experiences, we will deepen our awareness of our individual, one on one and group approaches to mentoring. We are all learning to be mentors, on a journey to being a fully realized facilitator of Learning in Community. Please accept this weekend as an opportunity to serve yourself and your own learning.

What do you need to do, say and learn to believe you are ready to serve?

My intention is that we create a learning community this week; we are Learning in Community. As facilitators of Learning in Community, we take on a variety of roles including teacher, student, leader, facilitator, coach, designer and mentor. What makes the mentor role different from the others? Mentors guide others on a path already walked by the mentor. The mentor role has a unique perspective, a special empathy for the other as the mentor has, as much as one can, walked in the shoes of the other. The mentor is relied upon specifically for her experience, empathy, unflinching belief in and constant support for, the other.

The Ideals of the VMC Mentor



Our vision for the mentor program started with these ideals. Every mentor program uses these ideals as our guiding star – our vision to carry mentorship forward in every Playshop.

The Ideals of the VMC Mentor



Intention

Mentors work from a place of stated intention. By stating one's intention to others, the mentor sets their own guiding principles to guide their choices and actions. Our intentions only really matter in the moment of choice, when we are presented with options that move us either closer to, or farther away, from our ideal. What intention will guide you in your moments of choice? What is your intention in serving as a mentor?

The Mentor Program provides you an opportunity for self-reflection and discussions with your peers. At the end of the Mentor Program, each mentor will have an opportunity to state their intention to the group.

The Ideals of the VMC Mentor



Collaboration

Mentorship at the Playshop is about working together – with the other mentors, the people you are mentoring, the camp staff and all the participants in the Playshop. Working together requires us to listen, show mutual respect, compromise and fully engage with others. Interpersonal skills are key to effective Collaboration. Having an attitude of Collaboration rather than that of a Lone Wolf is something we do as facilitators and something we need to bring to our role as mentor.

The Mentor Program will offer you an opportunity to deepen your listening and interpersonal communication skills. While there are many skills to effective collaboration, using your interpersonal communication skills and find your own language for probing into the experience, backgrounds, and intentions of each of your group members. The more you know about their ideas and approaches, the more receptive they are to knowing yours

The Ideals of the VMC Mentor



Inspiration

Mentors are role models. Mentors inspire by their presence, their actions and their words. Others are watching you, learning from you and following your lead as a mentor.

What kind of environment do you want and need in order to learn? Most people whom I ask this question always include one answer to this question: they want and need a safe place to both succeed and fail. The more you model this safe place for yourself and others, the more inspiration you are to those around you.

The Ideals of the VMC Mentor



Community

As mentors, we realize we do not have all the answers. We are only as strong as the community we nurture around ourselves. Draw upon differences to strengthen the experience. Even if you have a group member who has never seen a drum circle before, you can more than likely find an experience in their life that relates to a facilitation issue. Drawing upon those experiences will show the commonality between drum circle facilitation and other “life skill” issues. This commonality will strengthen the community.

Our formation as a community of mentors creates the platform for the entire Playshop community.

The Ideals of the VMC Mentor



Accountability

As mentors, own the responsibility of mentorship for yourself, to the individuals you mentor and to the community. We are all responsible adults, here for our own reasons and goals. And so are the participants. We need to keep our commitments, take care of ourselves, and honor these ideals.

We are not responsible or accountable for the experience or learning for those around us. We have a great deal of influence on their experience. We are accountable to our role, as are the participants to their role.

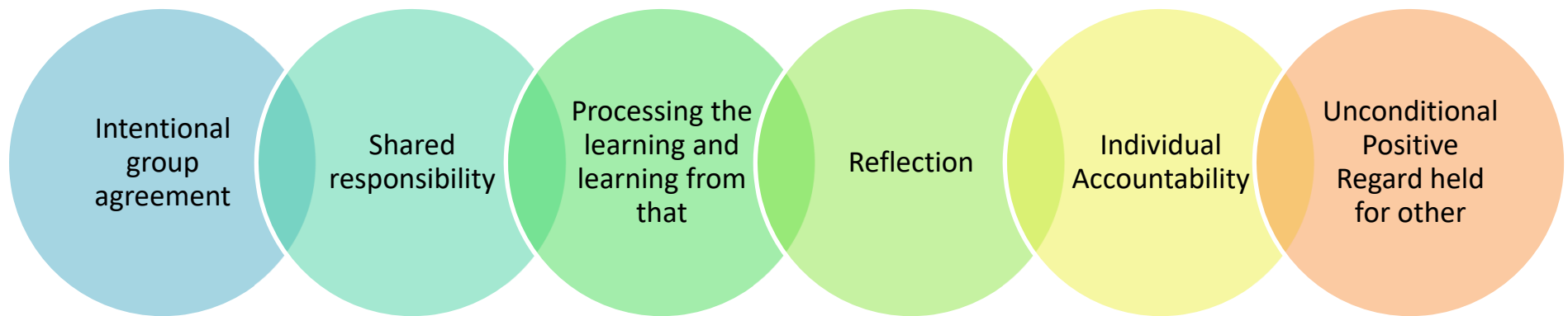
How will you hold yourself accountable to your intention?

The Ideals of the VMC Mentor



The curriculum in the mentor program is designed as a Facilitated Community Learning Experience of these ideals in action.

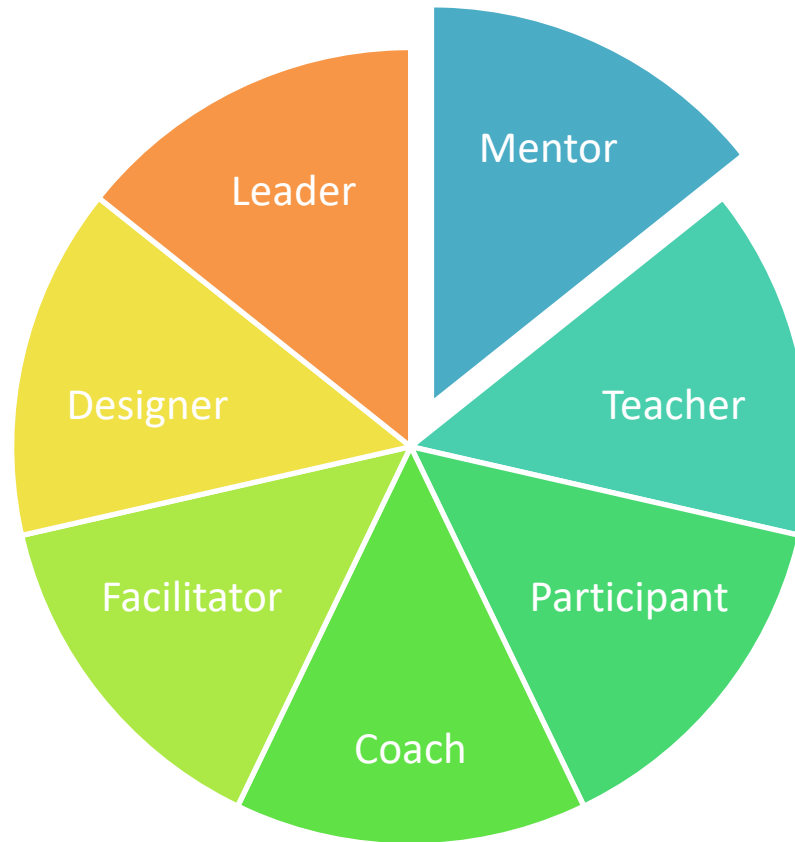
Facilitating Community Learning – What is it?



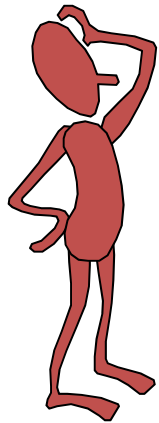
Facilitating Community Learning – Compared to Facilitating a Drum Circle

- How is Facilitating Community Learning similar to facilitating a drum circle?
 - Promote dialog
 - Listen for and highlight levels of connection
 - Have a plan and be ready to let it go
 - It's not about you
- How is facilitating community learning different from facilitating a drum circle?
 - The groove is created thru language rather than music
 - Tune ears for the language of learning
 - Increased personal risk
 - It's not all about you, but some of it is

Facilitating Community Learning - Roles



A Model for Mentoring

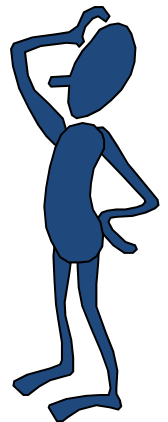


Mentor

- Empathy for participant – you have walked in their shoes
- Share experiences
- Listen
- Professional perspective
- Role Model
- Your experience allows you to manage yourself so you can serve the participants

Participant

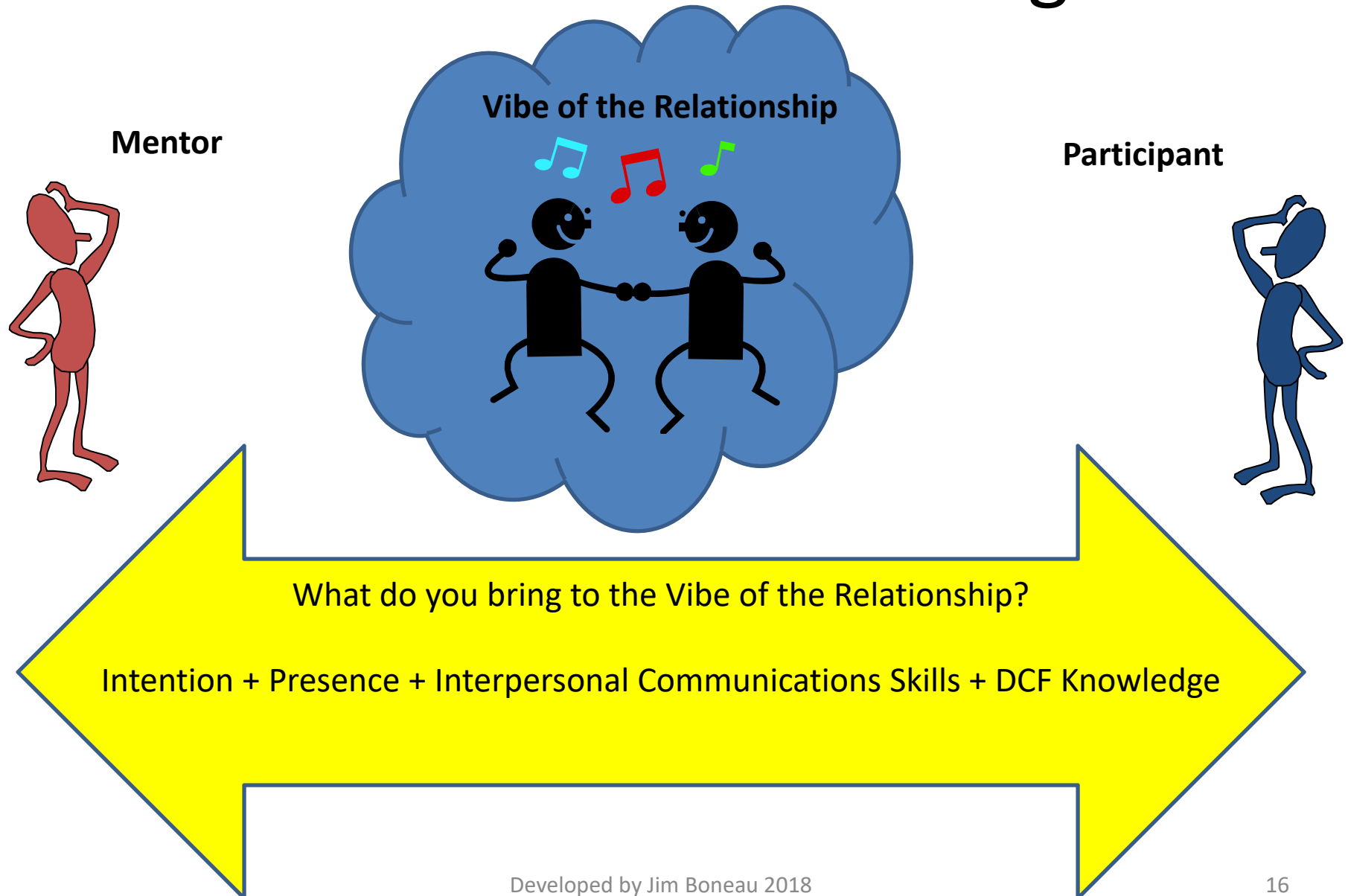
- Needs a foundation for trusting relationship
- Overwhelmed with details
- Doesn't know what they don't know
- Needs a learners mind
- No asked questions does not mean no questions
- Stories about self and about others
- Looking for a role model



A Model for Mentoring



A Model for Mentoring



What do you bring to the Vibe of the Relationship?

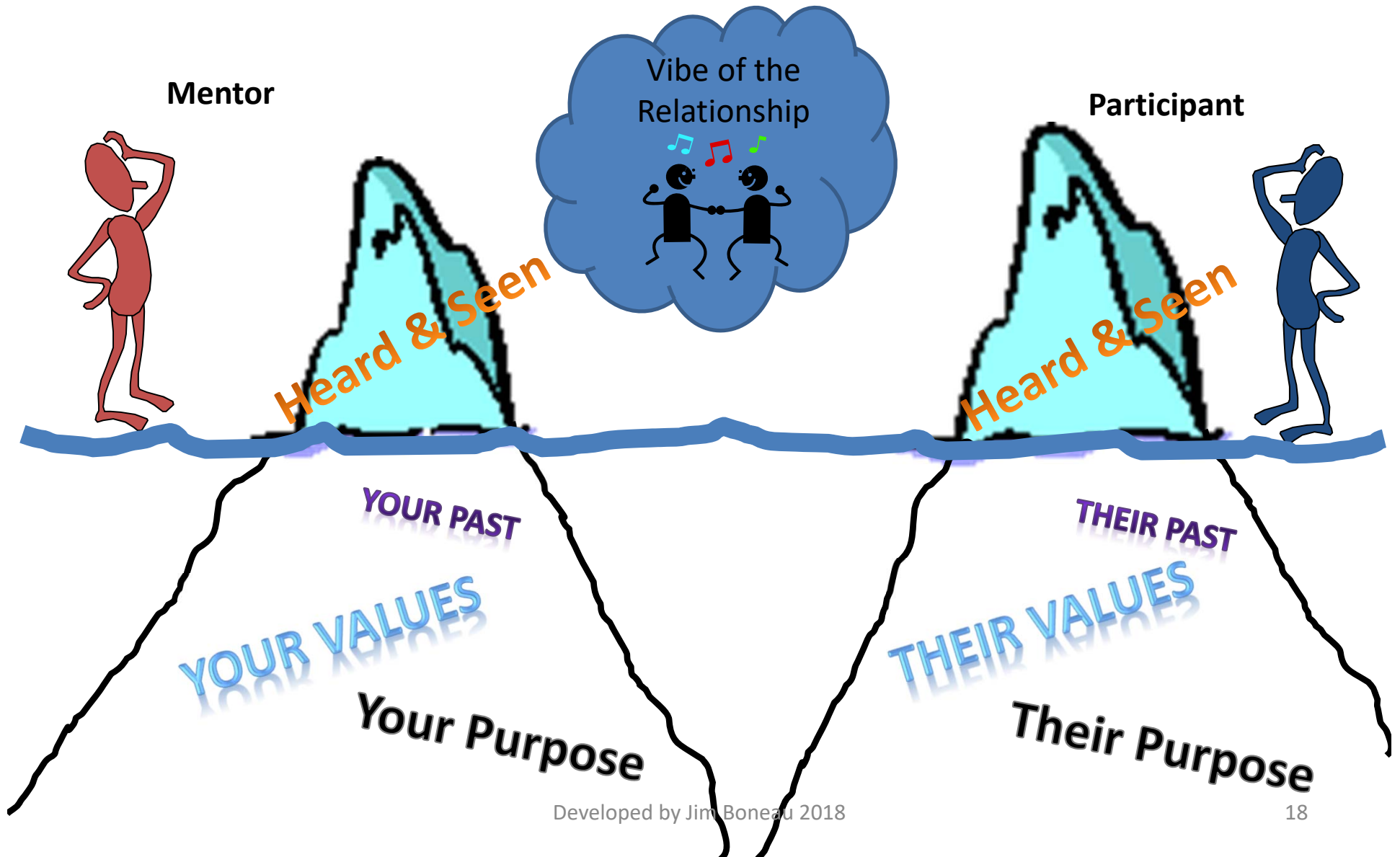
Intention + Presence + Interpersonal Communications Skills + DCF Knowledge

Intention & Presence

We will take a deep dive into your Intention and Presence through exploring your Iceberg.



Intention & Presence

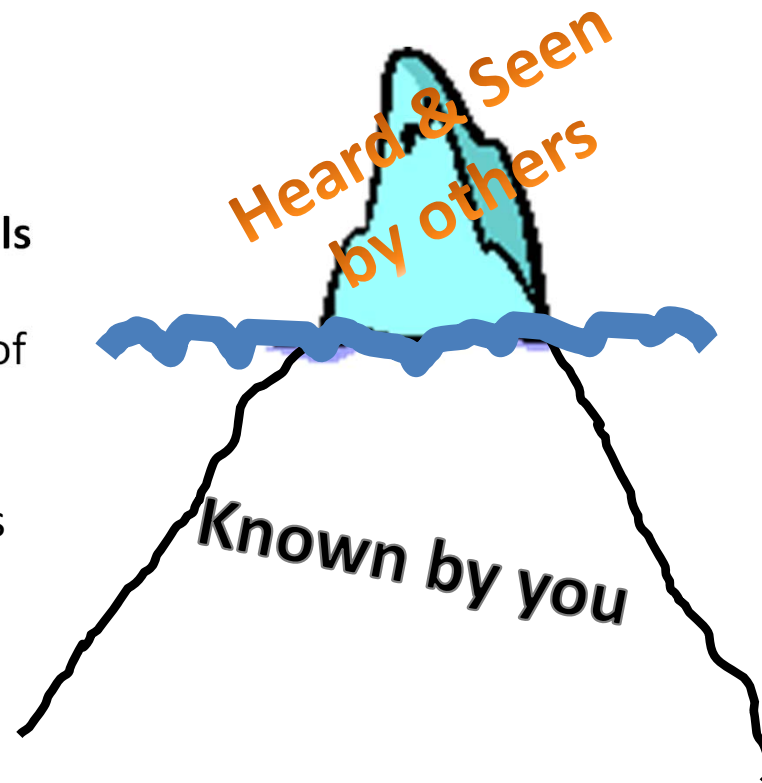


What do you bring to the Vibe of the Relationship?

Intention + Presence + Interpersonal Communications Skills + DCF Knowledge

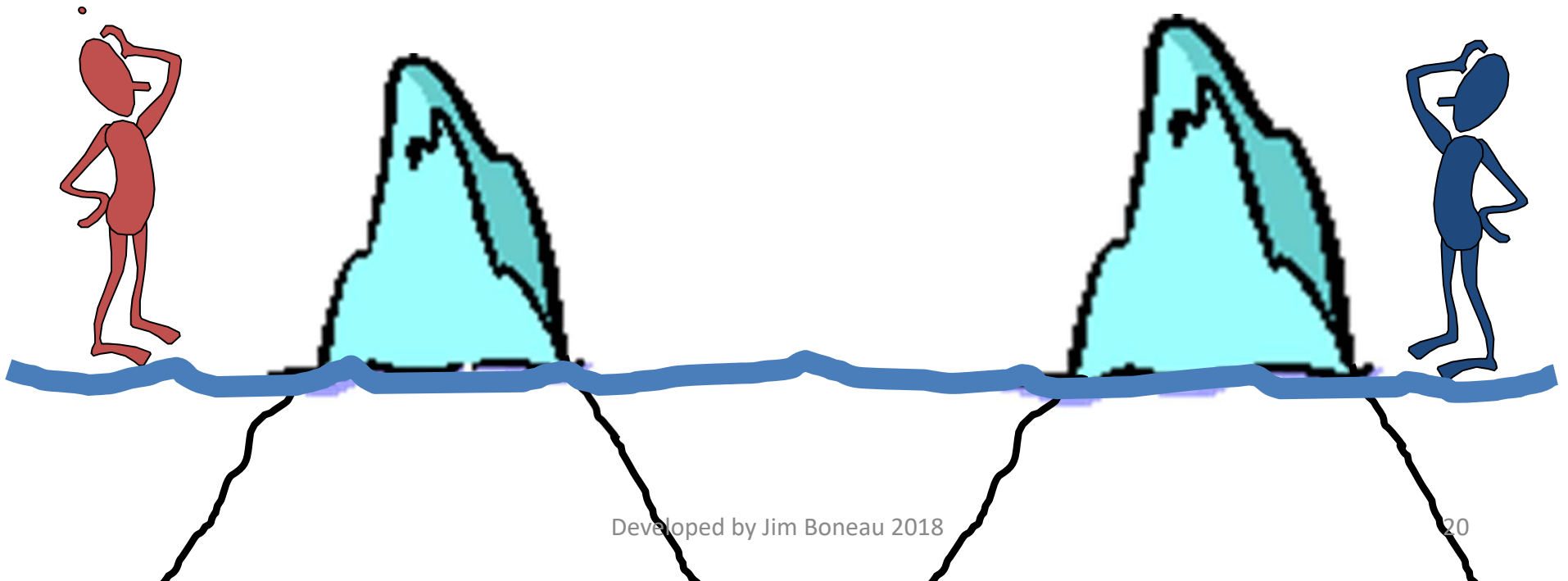
Interpersonal Communication Skills

Once we understand the concept of the iceberg, the challenge of Interpersonal Communication becomes apparent. When icebergs meet, there is an opportunity for Communication gaps.



Interpersonal Communication

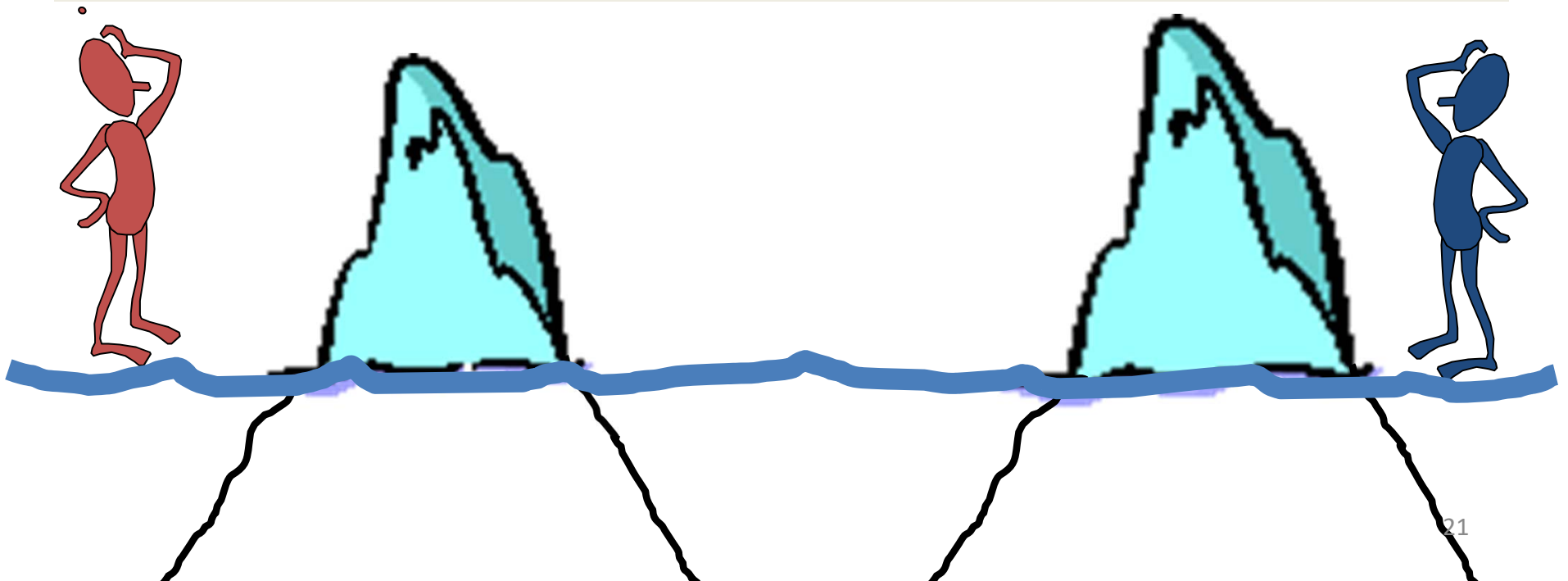
We hear these from others through our own filter of the world. That is a fact that causes us to hear what we want to hear. But that's not the problem... the problem comes in when we hold onto what we hear, as opposed to ensuring we received the intended message of the speaker.



Interpersonal Communication

The words and actions we chose to say and do are influenced by our filter of the world (underneath our iceberg). Others see our actions and hear our words through their filter of the world (their underneath). This creates an inherent Interpersonal Communication Gap in every conversation.

A Vibe is created in all our conversations. The smaller the Interpersonal Communication Gap, the more likely the vibe of the conversation will be one that creates trust, connection and an environment to learn.



Interpersonal Communication

Consider how these Best Practices for Interpersonal Communication could help you be a better mentor.

- Let the speaker express emotions at you without getting defensive
- Believe that you can learn something from everyone you meet
- Share your intent behind what you're saying
- Avoid thinking about how to refute what someone is saying while they are still talking
- Take into consideration the temperament of the person you are listening to
- Paraphrase what you heard to make sure that you understand what was said
- Avoid interrupting the speaker before he or she has finished talking
- Try to keep from listening selectively to hear only what you want to hear
- Listen for nonverbal and emotional tone cues as well as the words spoken
- Reflect back the feeling underlying the words being spoken
- Look at the person while he or she is talking
- Listen to the other person's views even though you may disagree
- Keep a few notes to help you remember later what the person said
- Know what words or phrases press your "hot button" when you hear them
- Think about how the other person might react to what you are saying
- Try to hear what is being said, even when you are not really interested
- Use your body language to acknowledge you are listening – eye contact, nodding head, openness

VMC Mentor Responsibilities

- Guide participants through the process – you are a mentor, not a teacher... you are not expected to have all the answers.
- Meet and greet as they arrive – we will build community by offering a community experience upon their arrival
- Attend mentor meetings – time to work with other mentors, share ideas, problems, learn from their experiences and share your own. This is also a great time to check in on your intention.
- Facilitate small group activities – Model the attitude of non-judgment and creating a space for successes and failures. The group activities are about their experience in the circle, not yours.
- Provide feedback – Provide both positive and constructive feedback.
- Serve as an advocate for each group member – Personal problem often arise. Offer support and call on others when you need help
- Model efficiently technique during the day sessions – Keep each demonstration simple and model the exact technology – these are not moments for you to demonstrate your skills as a facilitator but to serve as a model for a specific move.
- Closing ceremony

VMC Mentor Best Practices

1. Encourage people to focus on the most important parts of facilitation
2. Regularly share your own knowledge and expertise with people
3. Give people regular appreciation on their demonstrated strengths
4. Actively encourage people to seek out new challenges
5. Make a personal effort to support people who are having problems
6. Learn about the importance of the work they are doing
7. Actively encourage people to try new things
8. Encourage people to learn from their failures and share stories of yours
9. Maintain friendly and informal relationships with people
10. Keep people motivated in difficult and stressful times
11. Make a demonstrable effort to lead by example

VMC Windows of One on One Mentoring

- The check in – how’s it going? – Take any chance possible to ask how they are doing and how you could be helpful.
- After they facilitate – How did that go for you? – After someone completes a jump time facilitation, take a moment, as soon as possible, to ask them how they think it went.
- When you have feedback for them – Can I give you some feedback on that? – Being as specific as possible, offer them some advice, perspective or tips (these are constructive and appreciative)

VMC Mentors Group Dialog

- Respect what is being said and what is NOT being said
- Realize that it's not about you and yet it's all about you
- Say the things that are hard to say and know when to hold your tongue
- Accept the complexity of the moment and look for the simple solution

Transitioning to the Playshop

- Assign basics to mentors
- Mentors make plan for welcome
- Pay attention to the space in the lodge and circle – how do you want their first experience at camp to be
- Rest and relax – take care of yourself so that you can take care of others

Your Intention

- In 6 words or less please tell us your intention for your time during the Playshop as a mentor.
- How did you arrive at this intention?

Me and My Drum



Reflection Questions to Consider

- What is your relationship with the drum?
- What brought you to it?
- How do you play it?
- What does it feel like to strike the skin of the drum?
- What part of the physical drum do you like most? Least?
- What does it say when you play it?

One on One Dialog

- Partner with one other person
- Find a private spot
- Share a drum dialog together
- Notice when you are drumming more empathetically or less – is this your experience of the others?

Reflection Questions To Consider

- What was the experience like for you?
- Who led? Who soloed? who kept a steady beat? Who looked for dialog?
- What was being said through the dialog?
- How did you feel?