

Mentoring Template Month 7

Instructions: ****Seek SMART next steps from them:** Specific, Measurable, Achievable, Related, Time-Bound. The goal is to help the mentee pick up responsibility for something they can see when they've done it.

- 1. Express appreciation.** Notice whether they receive it. (one-way)
- 2.** Recall from memory our organizational **purpose** and share why it matters to you, the mentor. Next, ask mentee, What is 1 **NEW** baby ****SMART** step you will take to intentionally *cause the purpose*. Who will you cause it for? When? How?
NOTE: Don't leave yourself out if you are the one who might most need this.
- 3.** NEXT, read the **core values**. What's 1 **NEW different** baby step (****SMART**) you will take to use core values to *cause our purpose*? Who? When? How?
Again, who would benefit most from the purpose? This can be You or others.
- 4.** Ask the mentee to share **their purpose** and how they are *causing* it.
- 5. Ask the following:** Have them answer each part before proceeding:
 1. A person in negative behavior is discouraged. Briefly describe a specific, recent situation where YOU were acting out negative behavior. Share **how** you were possibly discouraged related to the 4 core needs; you were **NOT** feeling empowered, lovable, connected, and/or contributing. *Your discouragement might not be related to the situation you describe.*
 2. The definition of misbehavior is any behavior NOT in alignment with the needs of a situation (e.g., mom who dresses her child when he can dress himself.). Continuing with your example above in #1, whose needs and what needs were not being recognized or met? Consider everyone. How was each person affected? (Not the 4 core needs, rather the *needs of the situation*)
 3. Ask mentee to review and choose one of the 4 presentations of misbehavior below (without reading them) and give a **work** example of it for self or another. Explain how you know.
 - a. active destructive - behavior destructive to property, persons, routines, relationships; it's overt,
 - b. active constructive - behavior destructive but appears positive, correct or constructive and is presented actively,
 - c. passive destructive - behavior in which a person passively does not meet the needs of a situation through inactivity and omission and is destructive to people or things
 - d. passive constructive - a form of inactivity and omission in such a way that it looks as if they are intending to be constructive or cooperative.
 4. Redirect has three parts. 1. It's a technique to stop limited thinking and behaving from discouragement and fear, 2. it's a way to diagnose and treat particular causes of misbehavior and 3. it's a respectful, honoring alternative to dangling carrots, permissiveness, or harshness. **How** was the treatment of the man on the train, that *de-escalated* the situation and resolved it, delivered in a respectful, honoring alternative? **** (see story points in notes if needed)**
 5. Perceptual blindness is being blind to things available to see, but overlooked. (Think the ape video). How does perceptual blindness affect what you see or fail to see regarding *conventional, conditioned options for how people "should" handle misbehavior*?
 6. The first step to redirecting is noticing what *emotions YOU feel* so you can determine the pattern of negative behavior in the other person. The second step is noticing YOUR *knee jerk reaction* (the sugar). Describe a recent incident of poor behavior by another person. Without going into a story, what primary **emotion** did you feel? (mildly irritated, frustrated/angry, shocked and hurt, worried, concerned, pity, insulted, insecure, etc.) How did you **react**? Did your **reaction** help everyone involved (including YOU), without a cost to anyone? Share how you determined your answer.
 7. Using the example above (in step 6), state **negative thoughts** you had about the person in negative behavior (e.g., he's *lazy, doesn't care, mean, or other*.) Without denying to yourself that this person is not behaving well, name at least one **positive thought** you remember about this person's **worth and value**. You are not guessing the circumstances for why they act this way. This is about remembering the good in them so you take them out of the monster box.
- 6.** End with **appreciation**.

Notes

Baby steps on purpose and values can be caused for yourself OR others.

****Train story** - The laborer was drunk, angry, cursing. He was pushing and shoving people. Some were getting up in his face and some were moving away from him in fear and disgust. How was the treatment he was given, that de-escalated the situation, a respectful, honoring alternative?

Note: Make time to fill out the **mentoring data form** before and after this session. This helps you remember mentee's colors, concerns, solutions and your observations, including actions for follow-up