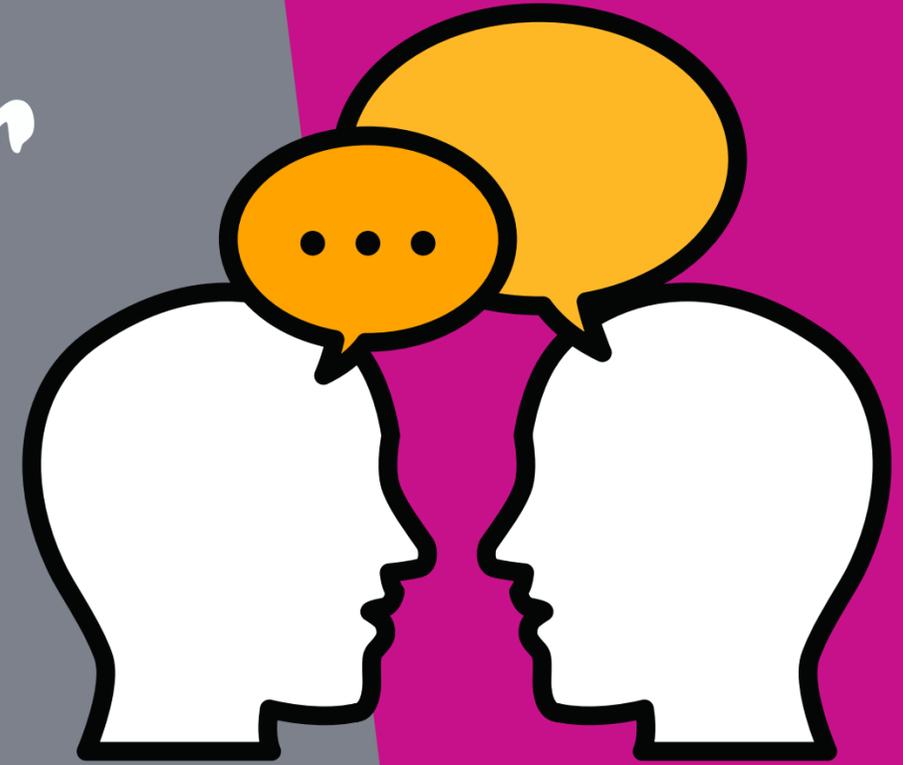




Building Better Communication Skills

ACE MENTOR PROGRAM OF AMERICA FALL TRAINING SERIES



Training Objectives



COMMUNICATION OVERVIEW

COMMUNICATION AS A MENTOR

TIPS FOR COMMUNICATION IN ACE

COMMUNICATING TO TEACH

THE ROLE OF FEEDBACK



What is Communication?



Communication in ACE...

HAS TWO PARTS...

1.COMMUNICATING TO DEVELOP THE MENTOR RELATIONSHIP

2.COMMUNICATING SO STUDENTS LEARN



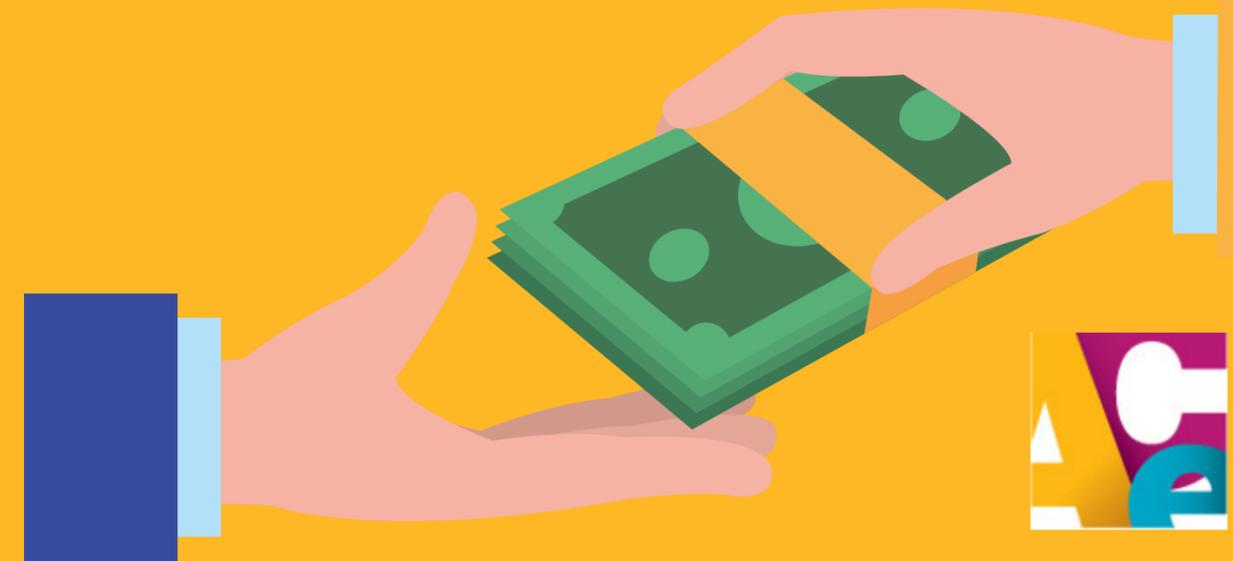


The Relationship Bank

THINK ABOUT EVERY INTERACTION YOU HAVE WITH A PERSON AS BEING A DEPOSIT OR WITHDRAWAL INTO A "RELATIONSHIP BANK."

SEEK TO MAKE DEPOSITS IN THE BANK WITH AS MANY MEANINGFUL AND POSITIVE INTERACTIONS AS YOU CAN

PROVIDE FEEDBACK IN WAYS THAT ONLY TAKE A SMALL WITHDRAWAL, IF ANY AT ALL



Where do we start?

**ASSESS YOUR OWN COMMUNICATION
STRENGTHS AND WEAKNESSES**

PRACTICE MAKES PROGRESS



Attunement:

"A SET OF COMMUNICATION STRATEGIES EMPLOYED (BY A MENTOR) TO FACILITATE RELATIONSHIP CONNECTION AND CREATE A SENSE THAT THE (MENTEE) FEELS "HEARD AND SEEN"

WWW.MENTORING.ORG



How Do we Become Attuned?



- CHECK IN WITH YOUR OWN MENTAL STATE BEFORE AN ACE SESSION
- ENTER INTO A CALMING STATE
- READ THE ROOM & MEET STUDENTS WHERE THEY ARE
- PAY ATTENTION TO STUDENTS BODY LANGUAGE & NON VERBAL COMMUNICATION
- CHECK IN WITH HOW STUDENTS FEEL THROUGHOUT THE PROGRAM YEAR
- GIVE STUDENTS OPPORTUNITIES TO PARTICIPATE
- COLLABORATE ON SOLUTIONS
- SEEK OPPORTUNITIES TO REPAIR THE RELATIONSHIP IF YOU HAVE A MISSTEP



Make Room for Student Voice in ACE

- GIVE STUDENTS LEADERSHIP POSITIONS ON THE TEAM
- ASK STUDENTS TO LEAD PARTS OF A SESSION
- SURVEY THE STUDENTS TO LEARN THEIR INTERESTS AT THE BEGINNING OF THE YEAR
- LISTEN MORE THAN YOU SPEAK
- ALLOW STUDENTS CHOICES AS OFTEN AS POSSIBLE





CONVERSATION BLOCKERS...

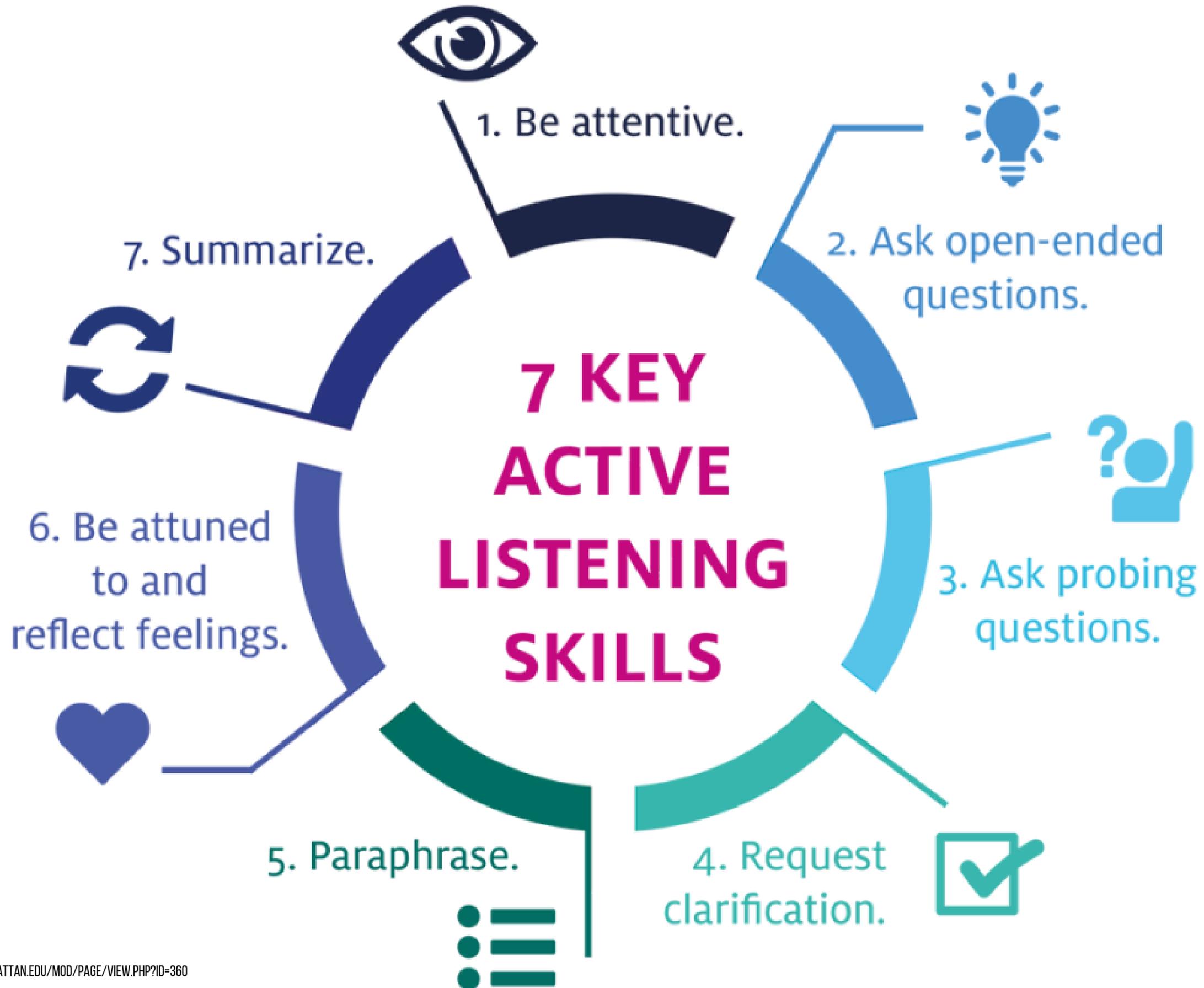
- Ordering
- moralizing
- minimizing
- diverting
- sarcasm
- debating
- criticizing
- judging



CONVERSATION BUILDERS...

- Minimize verbal responses
- ask probing questions
- reflect back
- seek clarification
- summarize
- Use I statements
- self-disclosing
- validate feelings

7 KEY ACTIVE LISTENING SKILLS



*How
to Improve
Nonverbal
Communication
Skills*

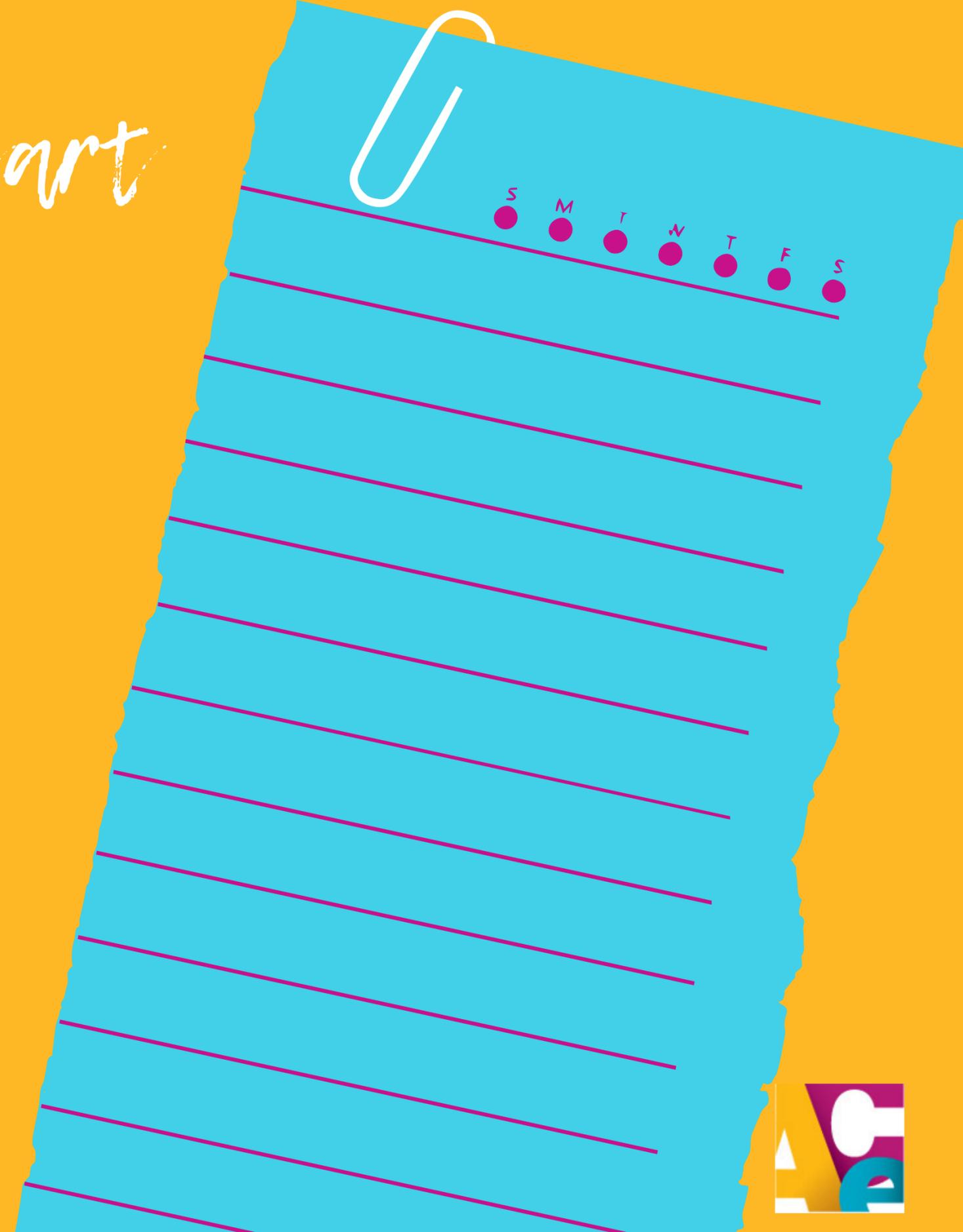
- Maintain eye contact*
- Nod your head
to convey that you agree*
- Smile and show interest*
- Lean forward to show
speaker your interest*
- Use tone of voice that
matches your message*



Consider check in's at the start of each ACE session

HAVE PREPLANNED SHORT QUESTIONS YOU CAN ASK THE GROUP AT THE START OF THE SESSION TO CONNECT

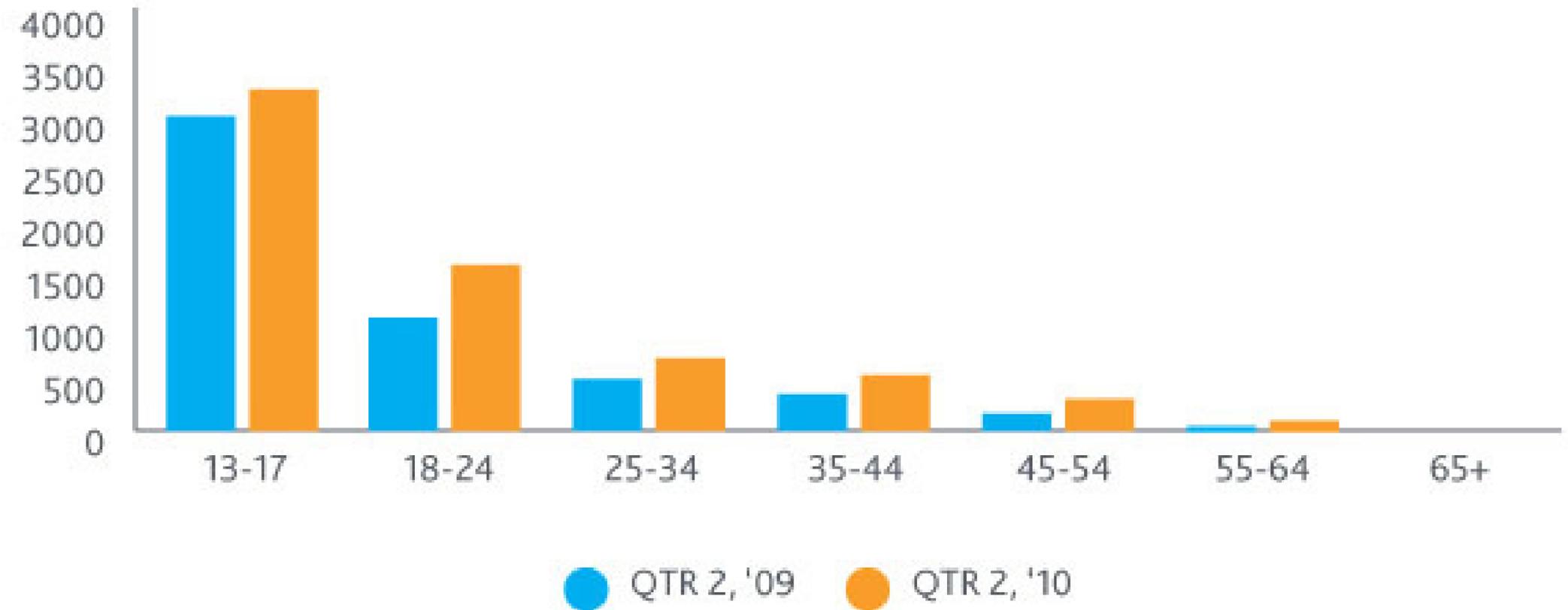
- HIGH'S AND LOWS OF THE DAY
- TELL ME SOMETHING GOOD
- TELL ME SOMETHING FUNNY
- JUST THREE WORDS
- SENTENCE STARTERS



EMAIL
TEXTING
SOCIAL MEDIA
DIGITAL CLASSROOMS

Text usage by Age

Q2 '09 - Q2 '10, Customer Value Metrics, National



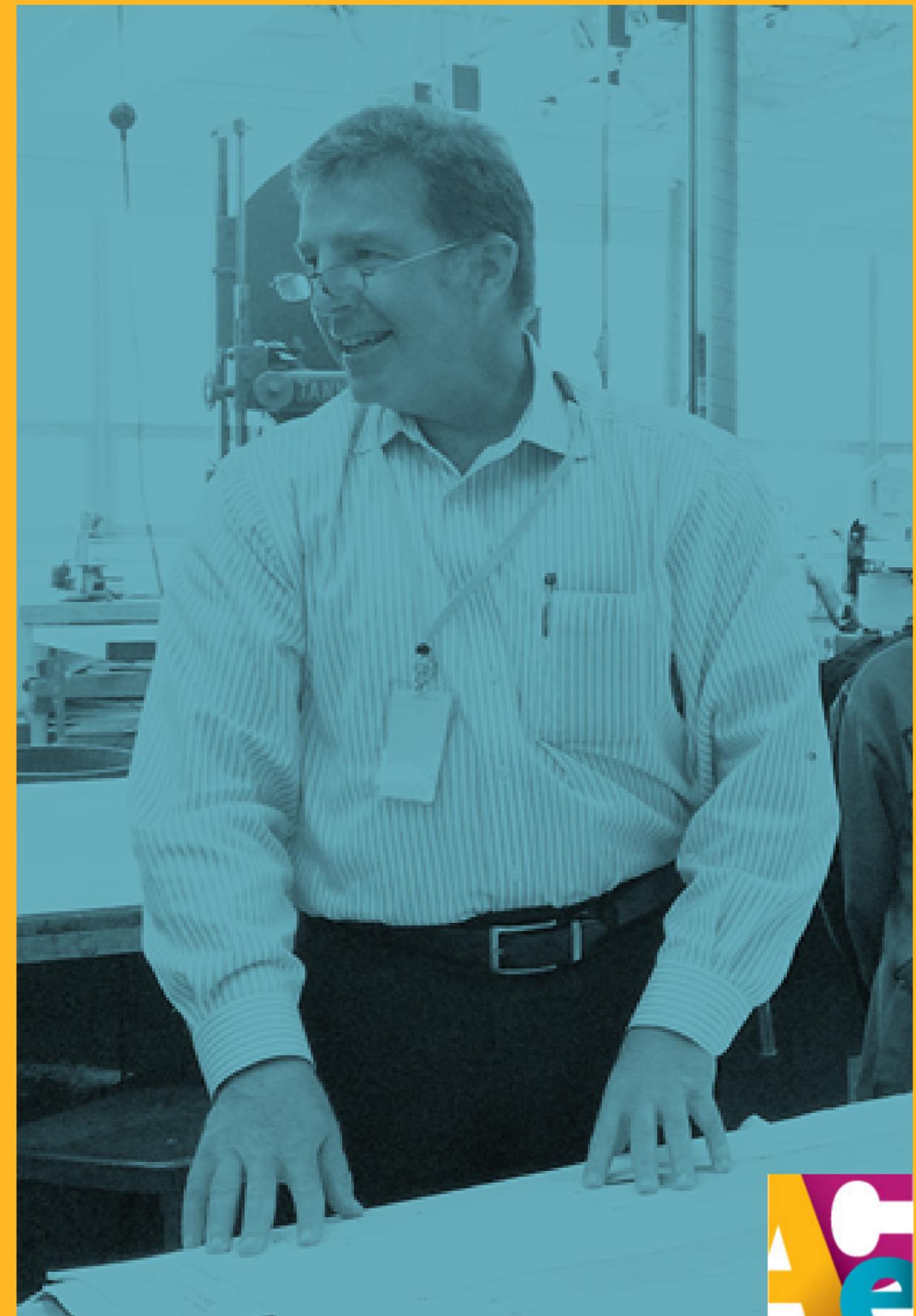
Source: The Nielsen Company

Electronic Communication



Communicating your story

- **TALK ABOUT YOUR COLLEGE AND/OR CAREER JOURNEY**
- **TALK ABOUT COLLEGE LIFE**
- **SHARE ANY STRUGGLES YOU'VE HAD IN YOUR ACADEMIC OR CAREER JOURNEY**
- **SHARE FAVORITE MOMENTS**
- **BE HONEST, BUT DON'T OVERSHARE**

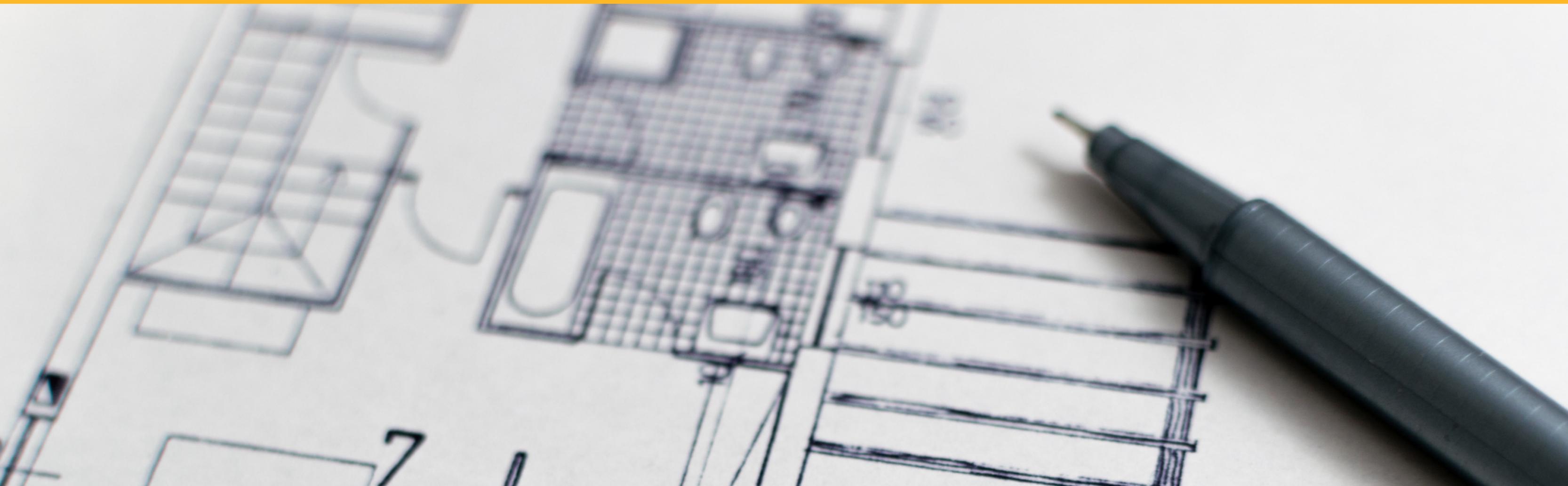


Effective Communication in a Group Setting

- RESPECT ALL OPINIONS AND SUGGESTIONS
- RECOGNIZE THAT EACH INDIVIDUAL SEES THINGS FROM A DIFFERENT POINT OF VIEW.
- BE SURE TO USE INCLUSIVE AND EQUITABLE LANGUAGE
- AVOID OR LECTURING
- MAKE EYE CONTACT WITH EVERYONE IN THE ROOM AS YOU ARE SPEAKING
- ALLOW TIME FOR YOUR STUDENTS IN THE GROUP TO TALK WITHOUT INTERRUPTION
- TRY TO REIGN IN STUDENTS WHO TALK TOO MUCH OR INTERRUPT
- SHOW YOU ARE INTERESTED IN WHAT EVERYONE HAS TO CONTRIBUTE.
- GET FEEDBACK TO BE SURE YOU ARE UNDERSTOOD.
- LISTEN FOR A FEELING TONE AS WELL AS FOR WORDS.
- ASK OPEN ENDED QUESTIONS - TRY THE SOCRATIC METHOD



Communicating to help students learn



How students learn information

WAYS OF LEARNING

COGNITIVE LEARNING

EXPERIMENTAL LEARNING

SOCIAL LEARNING

ENVIRONMENTAL LEARNING

LEARNING STYLE

AUDITORY

KINESTHETIC

VISUAL



Communicating to Learn

- LIMIT HOW MUCH INFORMATION IS TRANSFERRED IN EACH SESSION.
- BUILD UPON STUDENT'S PRIOR ACE KNOWLEDGE
- WHEN DEFINING NEW A-C-E WORDS AND TERMS GIVE EXAMPLES
- MAKE CONNECTIONS TO REAL LIFE...OR EVEN BETTER, THEIR LIFE
- USE RELEVANT VIDEOS, SOCIAL MEDIA RESOURCES AND/OR PHOTOS
- PROVIDE TOOLS SUCH AS CHECKLISTS & WRITTEN HANDOUTS
- ENSURE ALL STUDENTS HAVE AN OPPORTUNITY TO CONTRIBUTE DURING ACTIVITIES
- IF A STUDENT IS STRUGGLING TO GRASP ACE CONCEPTS, MAYBE CONSULT WITH A TEACHER TO ASSIST
- CREATE MULTIPLE OPPORTUNITIES FOR STUDENT PARTICIPATION



HE MADE A MISTAKE. I WILL
MAKE SURE HE KNOWS HOW
BAD IT WAS.



HE MADE A MISTAKE. I WILL
EXPLAIN WHAT HE DID WRONG AND
HOW TO CORRECT IT THE NEXT TIME



[HTTPS://PRODUCTIVECLUB.COM/CONSTRUCTIVE-CRITICISM/](https://productiveclub.com/constructive-criticism/)



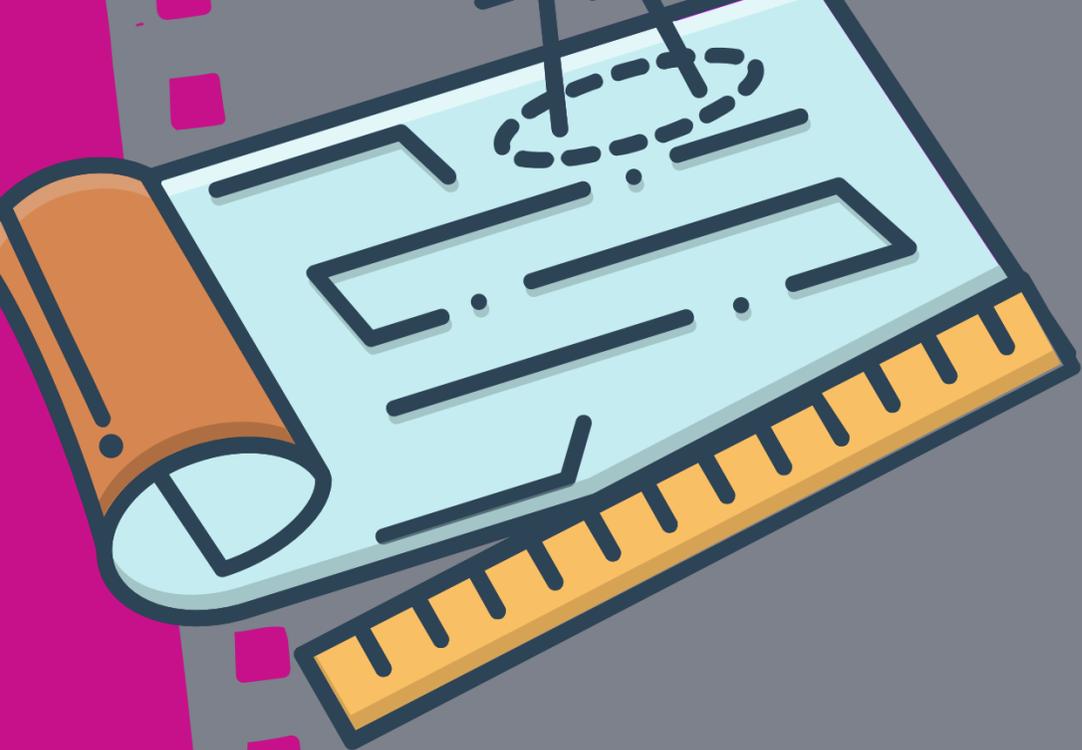
Feedback is NOT

- **ATTACK ON THE PERSON**
- **ALL NEGATIVE**
- **NO POSITIVE SUGGESTIONS OFFERED**
- **ONLY CRITICISM**
- **OFTEN A HARSH TONE**



Feedback IS...

- **SUGGESTS A SOLUTION**
- **IS HELPFUL**
- **ACKNOWLEDGES THE POSITIVE**
- **OPPORTUNITY FOR GROWTH**
- **COMMENTARY ABOUT THE WORK, NOT THE PERSON**



Remember...
PRACTICE MAKE PROGRESS

