

Center for Nursing and Rehabilitation  
Dementia Grant  
**CNA Leadership Training**

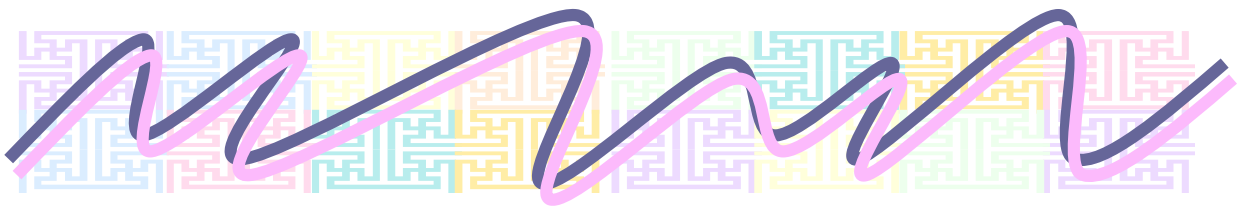
**PARTICIPANT  
HANDOUTS**

A decorative background featuring a colorful maze pattern in shades of purple, blue, green, yellow, and pink. The text is centered over this pattern.

Center for Nursing and Rehabilitation  
Dementia Grant  
CNA LEADERSHIP TRAINING

### Day One Agenda

- Welcome and Introductions to Each Other
- Workshop Overview
- Attributes and Characteristics of a Peer Mentor
- Lunch
- Remember When...
- Role of a Peer Mentor
- Getting Started: Building a Supportive Relationship



CNR DEMENTIA GRANT  
PEER MENTOR LEADERSHIP TRAINING

PEER MENTOR WORKSHOP  
FALL INTO WINTER 2003

**AT THE COMPLETION OF THIS WORKSHOP SERIES, YOU WILL:**

- § **Know** the main roles of a Peer Mentor
- § **Know** how to build a supportive relationship and establish/maintain appropriate personal boundaries
- § **Know** specific mentoring activities
- § **Describe** the qualities of a good mentor
- § **Use** effective communication skills
- § **Know how to document and appropriately pass along mentee information**
- § **Use mentoring skills** in real-life situations

# Attributes of a Mentor

WHAT ARE THE FIVE ATTRIBUTES YOU BELIEVE ARE MOST IMPORTANT TO BE A GOOD PEER MENTOR?

Attached is a list of possible qualities. (You can add some of your own that are not on the list.) From the list, pick the five you have chosen in their order of importance (e.g. #1 being the most important!)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Discuss your responses with your group, and list the top three the group selected in the order of importance (i.e. #1 being the most important)

# Attributes

Caring

Cooperative

Community-minded  
Competent

Communicates effectively

Decisive

Dependable/ Reliable

Efficient

Friendly

Honest

Honors Diversity:  
gets along with all kinds of people

Independent

Kind

Likes / Understands the Needs of Older People

Organized

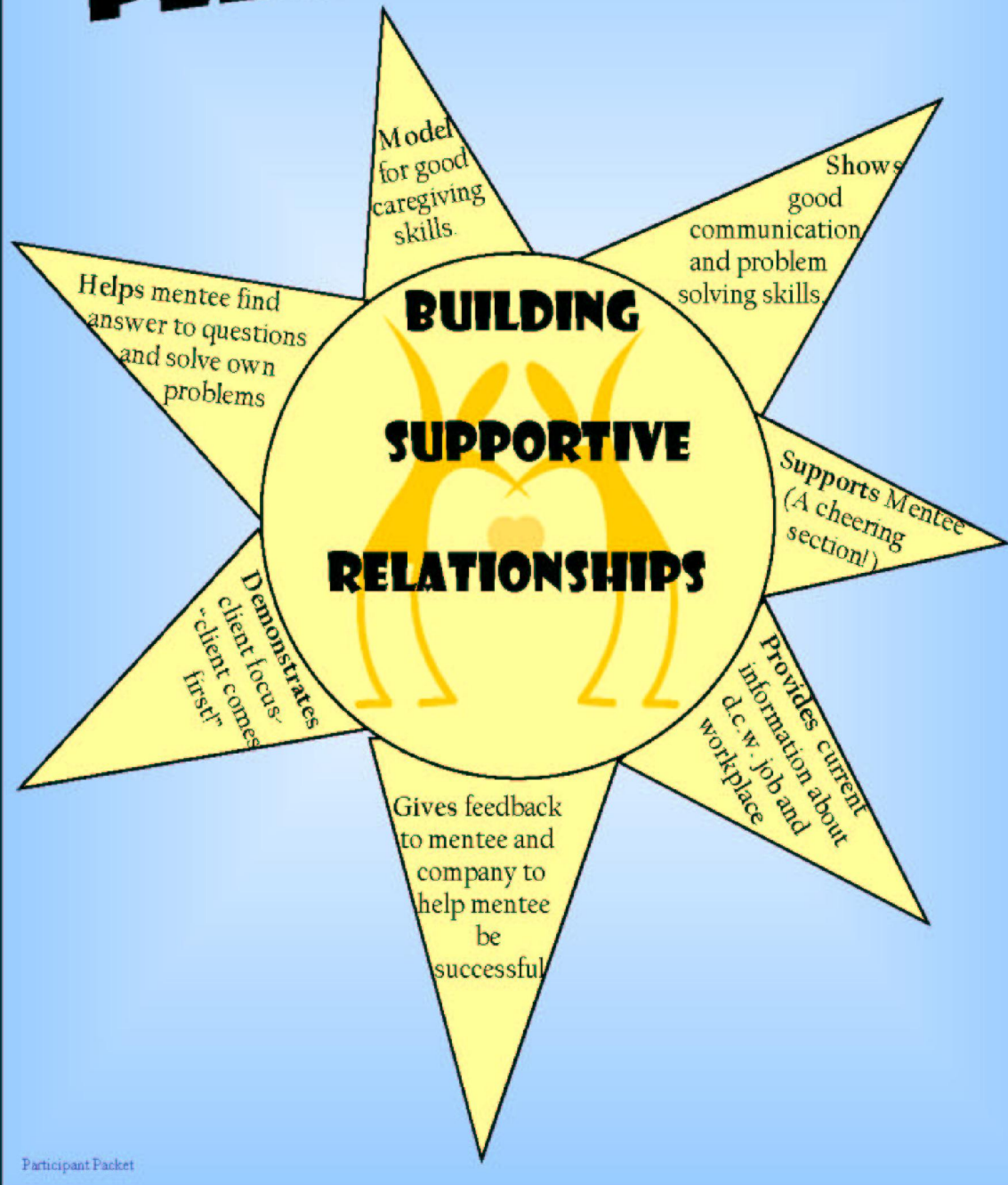
Positive Work History

Prioritizes

Responsible and Accountable

Wants to Help

# THE ROLE OF A PEER MENTOR

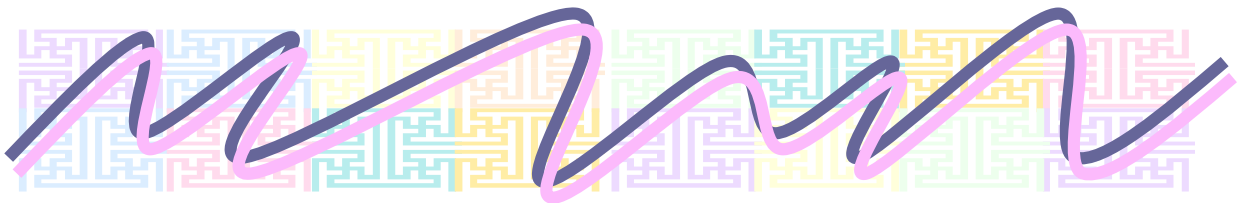




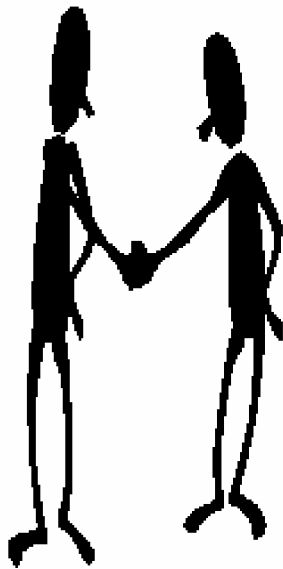
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### Day Two Agenda

- Welcome and Icebreaker
- Finding Common Ground: Personal Risk Taking
- Exploring Assumptions: Minimizing Judgments
- Lunch
- Appreciating Differences (Personal and Learning Styles)
- Developing Effective Communication Skills



# STAGES OF SELF DISCLOSURE



**STAGE ONE:**  
**Sharing Facts Only**

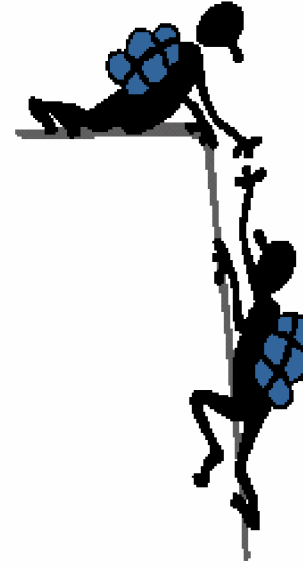
*Examples:* What you do for a living, where you went on vacation, recent interesting experiences– the When, Where, and What only.

**Doesn't include feelings!**



**STAGE TWO:**  
**Add thoughts/feelings/needs**

about past or future  
*Examples:* Tell the person what you think about something, how you feel about the matter, and what needs to be done.



**STAGE THREE:**  
**Here and Now communication**

(Most Risky!) Sharing what you think/feel/need from the person **in the moment.** Sharing Successes and Failures  
*Examples:* Asking how the person is feeling about you in your role as a mentor.

Lower Risk

Higher Risk



Handout: Building Supportive Rela-



# Where Our Minds go...

One of us ran away from home more than once. \_\_\_\_\_

One of us interrupted a Big East college game to demonstrate against the university president for racist comments. \_\_\_\_\_

One of us is half-Italian. \_\_\_\_\_

One of us loves music from the 1940's and 1950's. \_\_\_\_\_

One of us got married when she was 21. \_\_\_\_\_

One of us worked as a clinical therapist. \_\_\_\_\_

One of us has read every Harry Potter book. \_\_\_\_\_

One of us has a brother in the garbage industry. \_\_\_\_\_

One of us majored in math in college. \_\_\_\_\_

One of us did a presentation at the White House. \_\_\_\_\_

One of us has pins holding her knee together. \_\_\_\_\_

One of us did a presentation at Oxford University in England. \_\_\_\_\_

One of us has a first cousin who is a rabbi AND a first cousin who is a minister \_\_\_\_\_

## If you had a choice...

Please **read the statements below**. Based on the information given, **order the statements** from 1-3, **choosing the person who you would most want to work with** as number 1 and least want to work with- number 3.

\_\_\_\_\_ A divorced woman who has had several jobs in the past few years. She's has never worked as a caregiver, but has to work now because she is trying to stay off of welfare.

\_\_\_\_\_ A young mother of 2 who completed training with flying colors. She's energetic and enthusiastic, and loves to work with people.

\_\_\_\_\_ This mentee has a history of alcohol abuse. Although she is technically in uniform, her clothes are dingy and sneakers very worn. She is on time and eager to meet you.

## PERSONAL STYLE CONTINUUM

Each of these represents the extreme in each dimension of personality. Most people will find themselves responding to some items on one side, and some on the other. Pay attention to the items that elicit in you the strongest response – chances are you are closer to that end of the continuum.

Remember that each person is unique, and this is designed to give you insight into your own and others' way of being in the world. No place on the continuum is right or wrong, or better or worse. The goal is to better understand oneself and others, and appreciate how we might be triggered by or have judgments about others whose way of being is different from ours. Once we are aware of our styles, it becomes possible to change our approach and communicate more effectively with people who are different from us.

<b>INTROVERT</b>	<b>EXTROVERT</b>
<ul style="list-style-type: none"><li>§ Prefer to think alone to solve a problem or deal with a situation.</li><li>§ Tend to be reserved in social situations- ore avoid them all together.</li><li>§ Fascinated with internal process (their own thoughts) and less tuned in to others.</li><li>§ Tend to be quiet, focused on a task.</li><li>§ Like working alone.</li><li>§ May dislike being interrupted.</li></ul>	<ul style="list-style-type: none"><li>§ Prefer to work though a situation or problem by talking it out with others.</li><li>§ Outgoing and tend to enjoy social situations.</li><li>§ Interested in pleasing others.</li><li>§ Enjoy variety and tend to choose relationship first, task second.</li><li>§ Like working with people.</li><li>§ May become impatient with long, slow tasks.</li></ul> <p>Don't mind being interrupted.</p>

## **PERSONAL STYLE CONTINUUM Continued**

<p><b>BIG PICTURE ORIENTED</b></p> <ul style="list-style-type: none"> <li>§ Needs to know the overall picture before being able to focus on specific details.</li> <li>§ Likes ideas, concepts, theories.</li> <li>§ Becomes bored with details and facts.</li> <li>§ Tends to be intuitive – making decisions based on gut feeling rather than facts.</li> <li>§ May leave out or neglect details or make errors of fact.</li> </ul>	<p><b>DETAIL ORIENTED</b></p> <ul style="list-style-type: none"> <li>§ Needs to know the facts, the specific details before being able to focus on the overall picture.</li> <li>§ Likes the concrete, real, factual, tangible</li> <li>§ Becomes impatient with theory, abstract ideas or concepts.</li> <li>§ Thinks in careful, detail-by-detail accuracy, making decisions based on all the facts.</li> <li>§ May miss the big picture.</li> </ul>
<p><b>FEELER</b></p> <ul style="list-style-type: none"> <li>§ Makes decisions about people and life based on feelings – compassion, warmth, personal values.</li> <li>§ Gets along well with people.</li> <li>§ Cares about others’ feelings and how they feel about them.</li> <li>§ Tends to be swayed by feelings rather than rational argument.</li> </ul> <p>Likes conciliation and harmony.</p>	<p><b>THINKER</b></p> <ul style="list-style-type: none"> <li>§ Makes decisions about people and life based on rational thinking – logic, factual evidence, not personal values or others’ feelings.</li> <li>§ May step on others feelings without realizing it.</li> <li>§ Tends to be swayed by rational argument rather than feelings.</li> </ul> <p>Tends to have some tolerance for interpersonal conflict.</p>
<p><b>PRESENT ORIENTED</b></p> <ul style="list-style-type: none"> <li>§ Prefers to be spontaneous, “in the moment”.</li> <li>§ Likes to see all sides to an issue; OK with changing their mind.</li> <li>§ Goals are subject to change based on new information.</li> <li>§ May become involved in many tasks or activities at the same time.</li> <li>§ Uncomfortable with closure, definite endings.</li> </ul>	<p><b>FUTURE ORIENTED</b></p> <ul style="list-style-type: none"> <li>§ Likes to plan, think about the future.</li> <li>§ Is firm, clear, sure. Makes a decision and sticks to it.</li> <li>§ Sets goals and works toward them.</li> <li>§ Likes to finish one task before moving on to the next. Tends not to look back.</li> <li>§ Likes closure, a clear ending.</li> </ul>



## Introvert

I would prefer to work alone than on a team. I am more comfortable with a few close friends than at a big party. When I have a problem, I think inwardly.

P

E

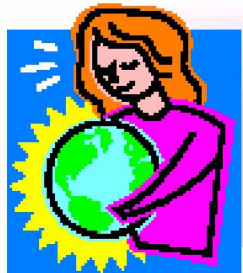
R

S

I love to be around people, and I think problems are solved better in groups. I am very comfortable at large parties and in social situations.



## Extrovert



## Big Picture Person

I need to have a goal before I start with a project. I get very bored with details and endless amounts of facts. I make decisions quickly, and am often the person to offer a lot of suggestions to people.

O

N

A

I need to know every angle of a story before making a decision. I don't like abstract theories. I am very organized in my work.



## Detail-Oriented Person



## Feeler

When I'm working with someone, I sometimes excuse their behavior for what they've been through in life, what their family is like, how they are feeling. I am able to sense when people are upset or depressed- happy or joyous.

L

S

T

I make decisions based on facts, putting my own and other people's feelings or emotions aside. I'll go against my gut feelings, even if it doesn't feel right when I know the logic behind something is true.



## Thinker



## Present Oriented

I am spontaneous and don't need to follow a specific plan. I'm good with long projects without a definite ending. I don't do deadlines- they get me too stressed!!! Tell me what to do today or tomorrow, I can't handle thinking a month in advance!

Y

L

E

S

I need a plan before I start a project. I have to know there will be an ending, and that I am working for a goal. I'm not too adaptive when it comes to change. If I'm at a meeting, I need to have an agenda.



## Future Oriented

# What's Your Style?

Of Learning, that is...

Here are some questions to help you identify your favorite style of learning. **Your answers will reflect you as an individual.** For each question just circle the letter (A,V, or K) next to the statement that best describes how you would respond to these situations..

1. When you are about to cook a meal for the first time, do you:  
V – Look through cookbooks- drawn to the recipes that have pictures?  
A – Call family or friends and ask for advice or their recipes?  
K – Remember what you saw on the cooking show last night- and just dive in?
2. What do you remember most about movies you have seen?  
V – the setting, the scenery and costumes  
A – the music, sound effects and what the actors said  
K- the way the movie made you feel
3. In terms of conversations and talking, what is most characteristic of you:  
A- enjoy listening to the other people; asking a lot of questions?  
K- gesture and use expressive movements- talk with your hands?  
V- talk only when you need to, but dislike listening too long.
4. If you have some spare time, would you rather:  
K – play a sport or do something physical?  
V- watch t.v., go to the movies, go to a play?  
A- listen to music, radio or read?
5. Which statement below, best describes your memory:  
V- I forget names, but remember faces...  
A- I forget faces, but remember names...  
K- I forget faces and names, but remember what I did.
6. If you are learning about something new, do you prefer the instructor to:  
V- use lots of overheads, have lots of handouts, and use a book?  
A- interact with you- asking questions, seeking your opinion?  
K- have lots of hands-on demonstrations, role plays and practice
7. When you are trying to concentrate, do you:  
A- become distracted by sounds and noises  
K- become distracted by playing with a pen, something you are wearing, or other object near you?  
V – become distracted by untidiness or movement?
8. If you are at a meeting or group discussion, do you:  
V- take notes to remember what is being said?



A- enjoy discussing issues and are always thinking of things to say?  
K-Like to doodle while others are talking?

9. Do you determine someone's mood by:

V – looking at their facial expressions?

K- watching their body movements?

A – Listening to the tone in their voice?

10. When you go shopping in the supermarket, are you most likely to:

V- bring a list and follow it closely?

K- walk up and down the aisles- figuring out what you need as you go?

A – repeat the list you memorized over and over until you have everything you can remember?

11. If you are driving to your new doctor's office in the next town, how do you plan out the trip:

A- Ask the receptionist to give you verbal directions; stop at gas stations?

V- Buy a map! Or check out Map Quest before you go

K- Figure it out as you go, you're pretty good at getting around

12. If you bought something that has to be assembled (e.g. a bike), do you:

V- Find the directions before getting the other pieces out of the box; follow the instructions and look at the pictures?

A- ask other people questions about the project- get someone else involved and ask them to tell you what to do while your doing it?

K- dive right in and start putting things together, ignoring the instructions?

13. When you are learning, which do you like best?

V- seeing demonstrations, diagrams, videos and posters?

A- listening to verbal instructions or lectures?

K- role plays and acting out new skills/ lab work/ field trips?

Now count up the number of V's you have and put the number here: \_\_\_\_\_

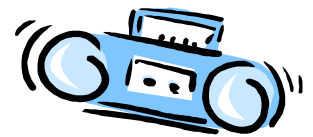
Now count up the number of A's you have and put the number here: \_\_\_\_\_

Now count up the number of K's you have and put the number here: \_\_\_\_\_

# Auditory Learners



- a Respond well to storytelling (personal stories and case scenarios illustrate the point you are trying to make)
- a Listen to the lecture and refer to the handouts
- a Use handheld recorders
- a Prefer face-to-face communication (enjoy small group discussions and debates)
- a Are easily distracted when there is a lot of noise or other conversations occurring



- a May not take notes
- a Use mnemonics to memorize. For example: Roy G. Biv is a common mnemonic for the colors of the rainbow, red, orange, yellow, green, blue, indigo, violet.





# Kinesthetic Learners



- a Are hands-on learners
- a Need to be active in the learning
- a Like games, role plays, lab work



- a Do not enjoy lectures (tap on the table, squirm in their seats, easily distracted by movement)

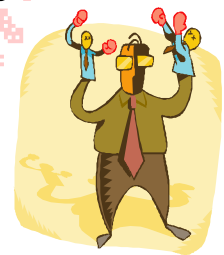
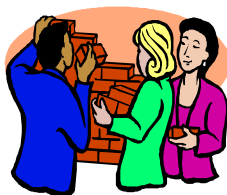


- a Need to move around

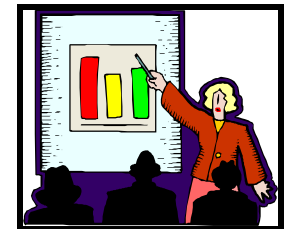
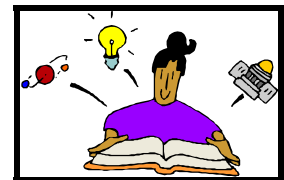
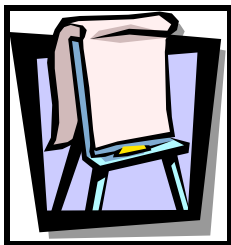
- a Most animated role players

- a Doodle in class

- a Skip reading instructions when trying to assemble something new

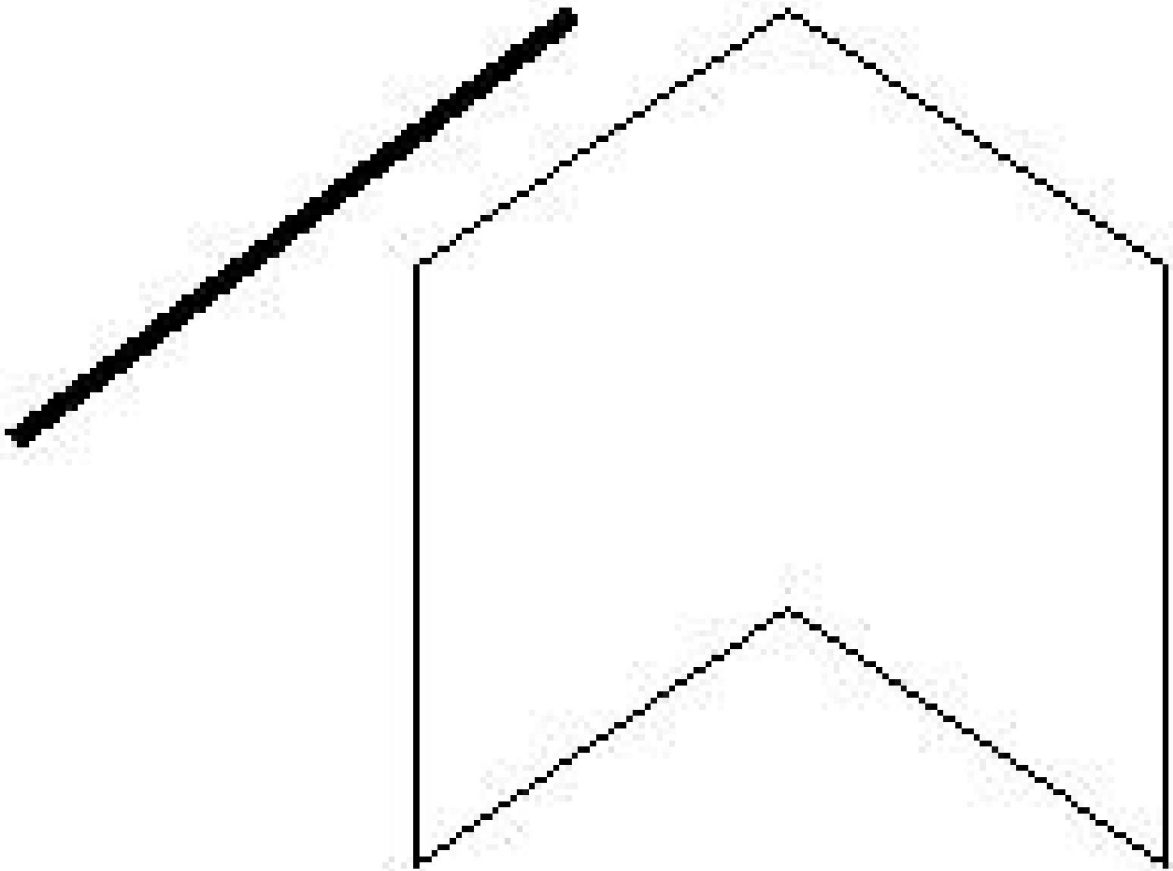


# Visual Learners

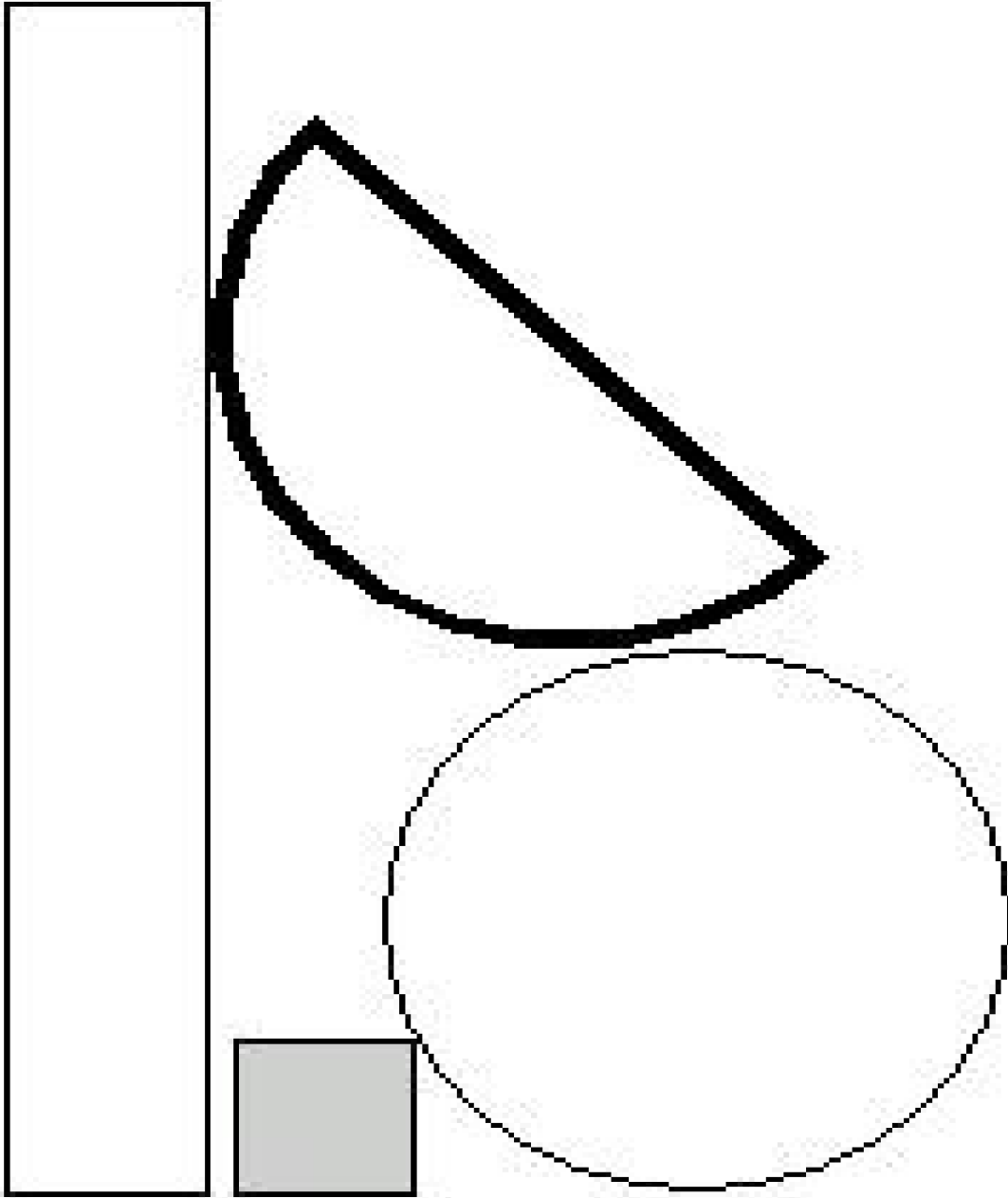


- a Associate pictures with concepts being learned (Use: Video, TV, PowerPoint presentations)
- a Drawn to the pictures in materials handed out/ in books
- a Think in visual images instead of words
- a Take notes, always writing—may ask trainer to slow down in order to keep up (use overheads and PowerPoint presentations)
- a Like graphs, tables and charts
- a Use highlighters and brightly colored post-it notes
- a Like to make flash cards

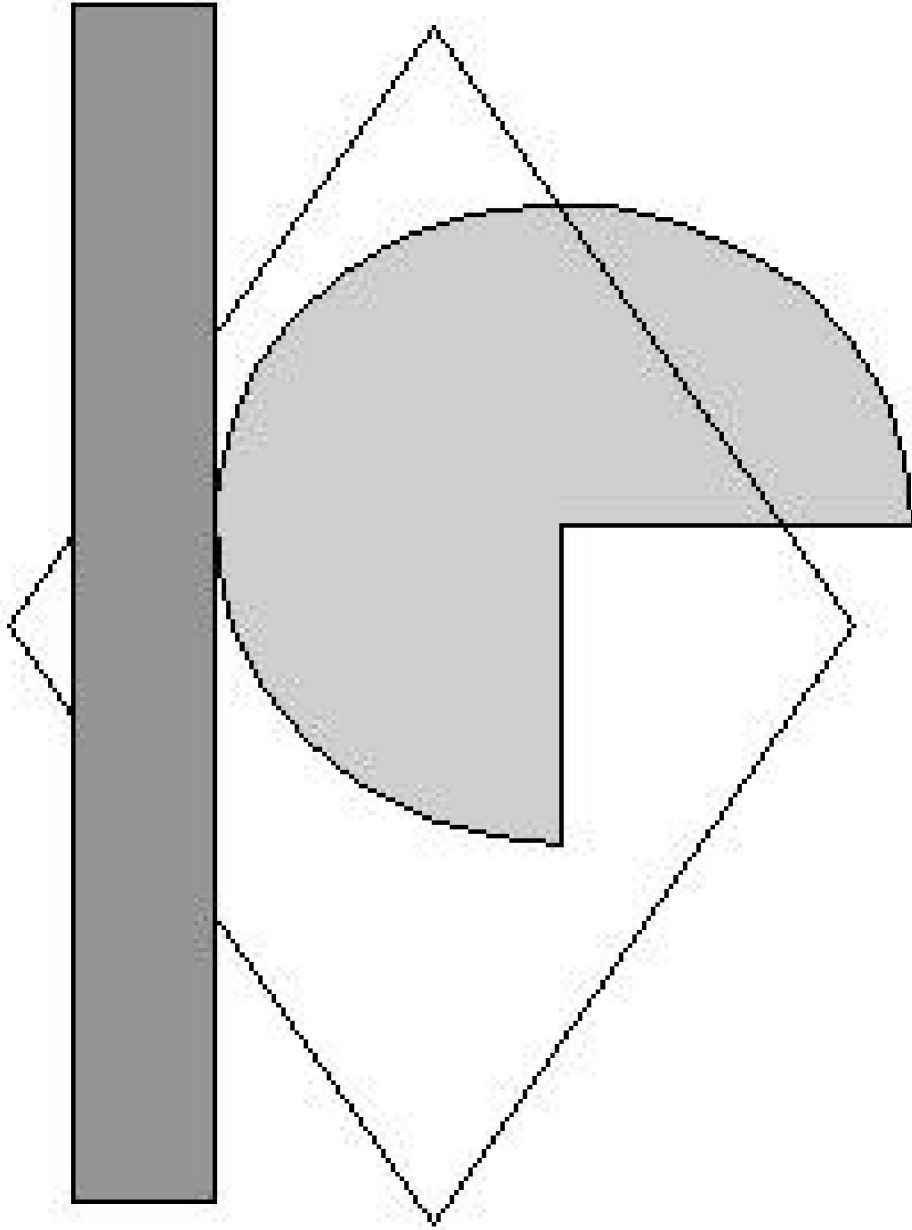
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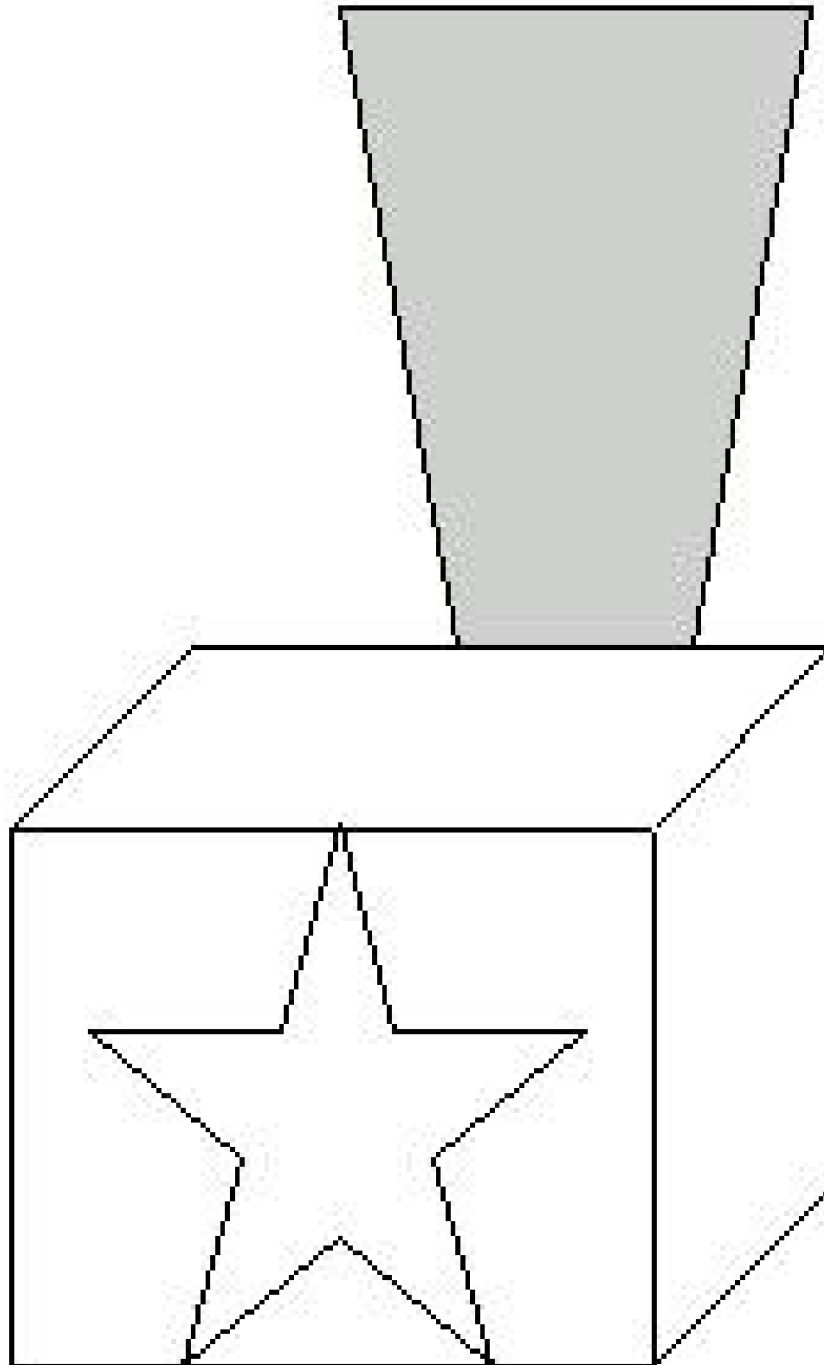
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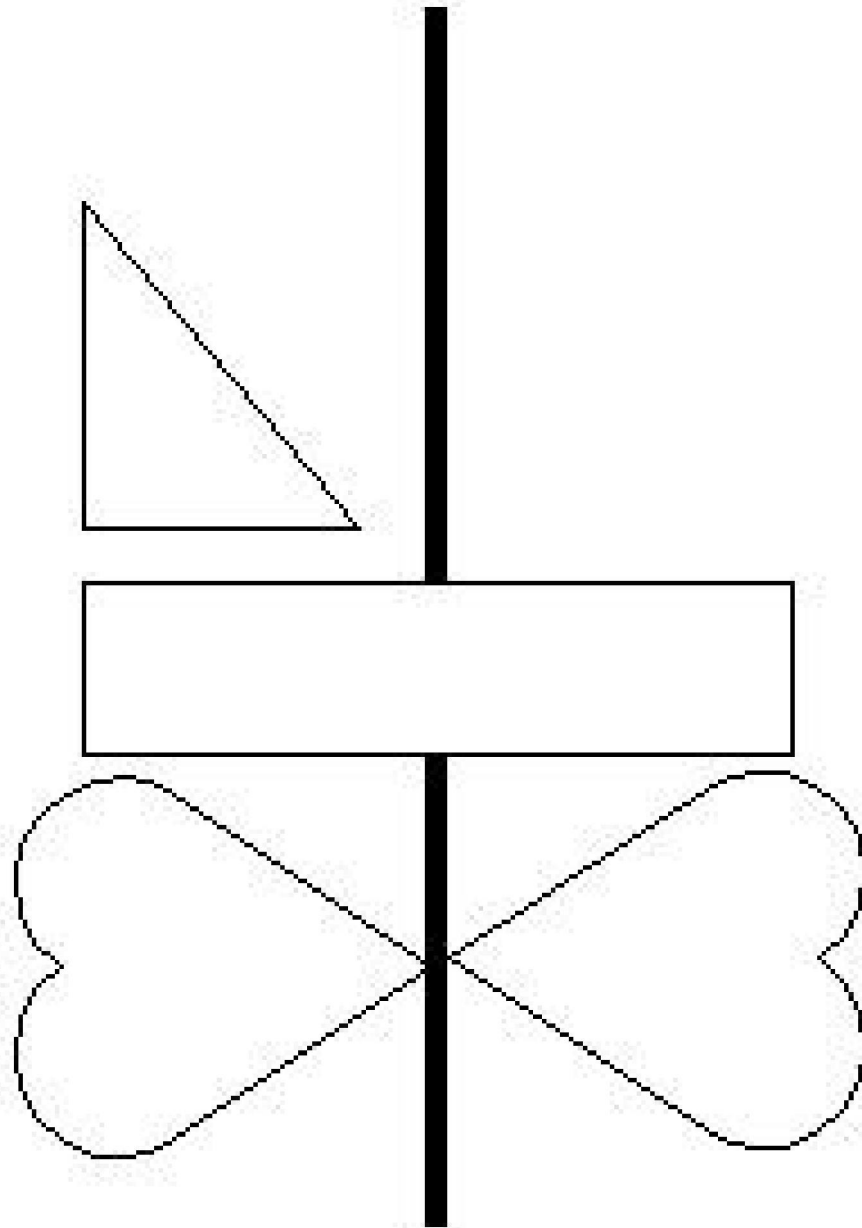
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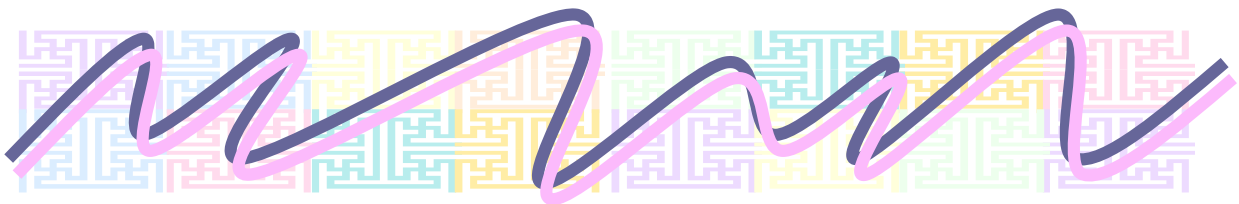




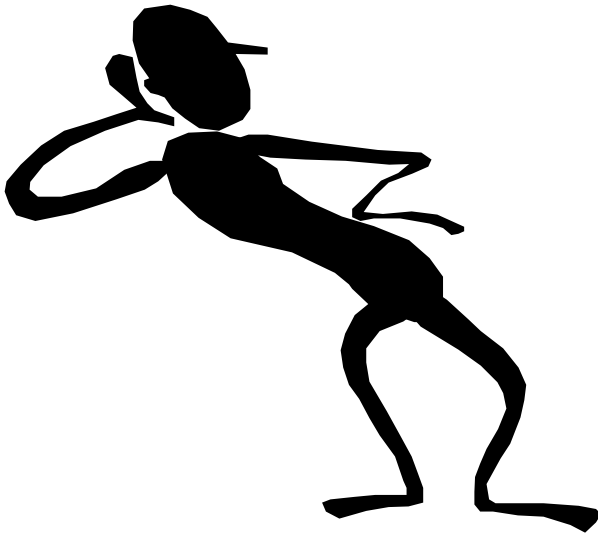
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### Day Three Agenda

- Welcome Back
- Listening Skills Practice
- Listening Blocks and Pull Back Strategies
- Paraphrasing as a tool to listen effectively
- Confidentiality and passing information along







## REAL Listening

Based on the INTENTION to do one of four things:

- § Understand person
- § Enjoy person
- § Learn Something
- § Give Help or Solace (Empathy/Sympathy)

# BLOCKS TO LISTENING

Everyone does pseudo listening at times. The problems arise when it is important to do real listening, or when you do pseudo listening most of the time. A lot of the time we act like we're listening, but we aren't doing real listening, we are doing *pseudo listening*. You look like you're listening, but your intention is to satisfy some other need, like:

1. Making people think you're interested so they'll like you.
2. Being alert to see if you may be rejected.
3. Listening for one piece of information and ignoring everything else.
4. Buying time while you prepare your next comment.
5. Half-listening so someone will listen to you.
6. Listening to find someone's weak points or to take advantage, or to make sure you are right.
7. Half-listening because you don't know how to get away without offending the person.

Others?

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You can become more aware of doing pseudo listening when you notice the listening blocks you use. Being aware of them makes it possible not to use them, or to use them less.

Ten of the common blocks to listening are:

## 1. **Mind Reading**

Rather than paying attention to what the person is actually saying, you're trying to figure out what they are *really* thinking or feeling. Mind readers make assumptions about what people mean and how people react to them, usually based on body language and other non-verbal cues.

**Examples:**

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## 2. **Comparing**

When you compare you have a hard time listening because you're trying to see who is smarter, more caring, more competent – you or the person

speaking. You can't let much in because you're trying to see if you measure up.

**Examples:** \_\_\_\_\_

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### 3. Rehearsing

You can't really listen because you're practicing what you're going to say next. You may look like you're listening, but your mind is going a mile a minute because you've got a story to tell or a point to make.

**Examples:** \_\_\_\_\_

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### 4. Filtering

When you filter, you listen to some things and not to others. You pay attention enough only to hear what you feel you need to hear, then your mind wanders. Or you may filter to avoid hearing certain things – negative, critical or unpleasant. It's as if the words were never said.

**Examples:** \_\_\_\_\_

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### 5. Judging

When you judge you dismiss someone based on who they are or what they say. Then you aren't really listening, but are having a "knee jerk" reaction.

**Examples:** \_\_\_\_\_

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### 6. Dreaming

You are half listening, and suddenly what the person says triggers a chain of private thoughts. Then you are gone, and don't hear what the person says. You are prone to dreaming when you feel bored or anxious.

**Examples:** \_\_\_\_\_

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## 7. Identifying

What the person says reminds you of your own experience, so now you're not listening to them, you're thinking about what happened to you. Often you're just waiting for them to finish so you can tell your own story.

**Examples:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 8. Advising

Before someone has really got to what's troubling them, you are jumping in with suggestions about solving the problem. You are thinking about what to do as they are talking.

**Examples:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 9. Sparring

When you spar, you are quick to disagree – often listening only for points to argue with. This tends to happen when you have strong opinions on a subject. One sub-type of sparring is the *put-down*, using sarcastic remarks to dismiss the other person's point of view. Another is *discounting* – to run yourself down when you get a compliment.

**Examples:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 10. Placating

When you placate, you are nice, pleasant, supportive, but you're not really listening. You will generally agree with what's being said, without really taking it in. In this mode you may also be patronizing. It is a listening block often used with children and older people.

**Examples:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

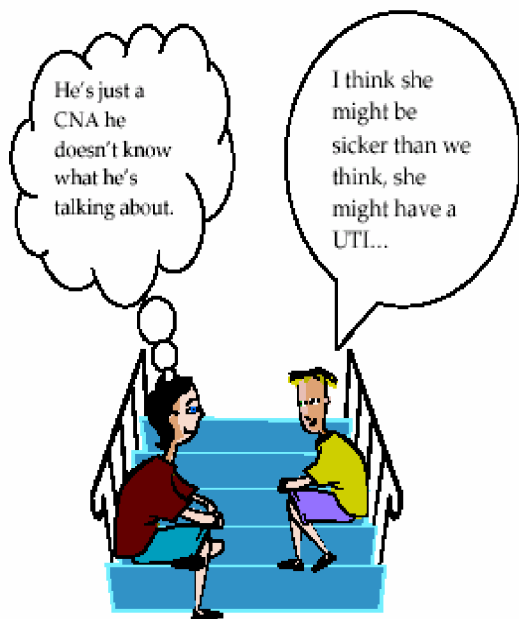
What are your most common listening blocks?

1. \_\_\_\_\_

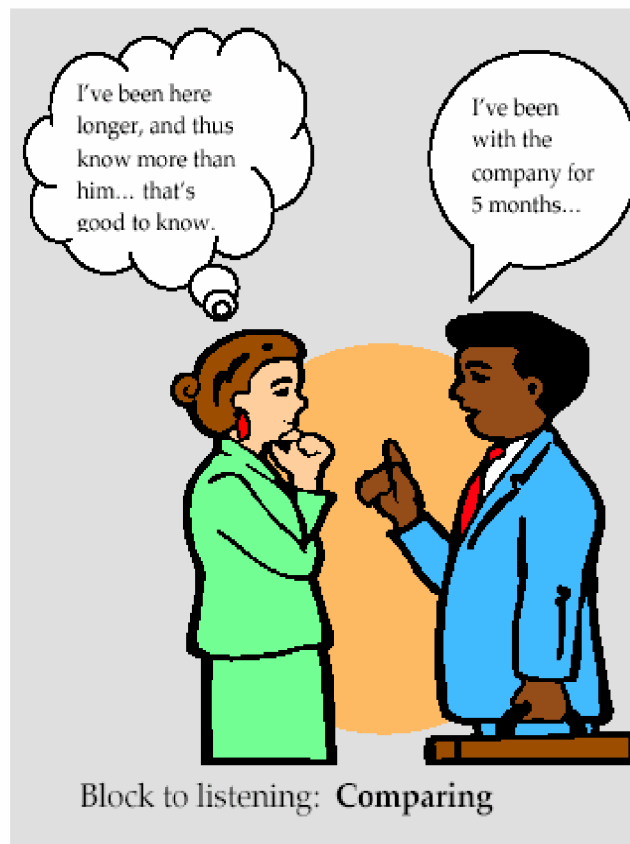
2. \_\_\_\_\_

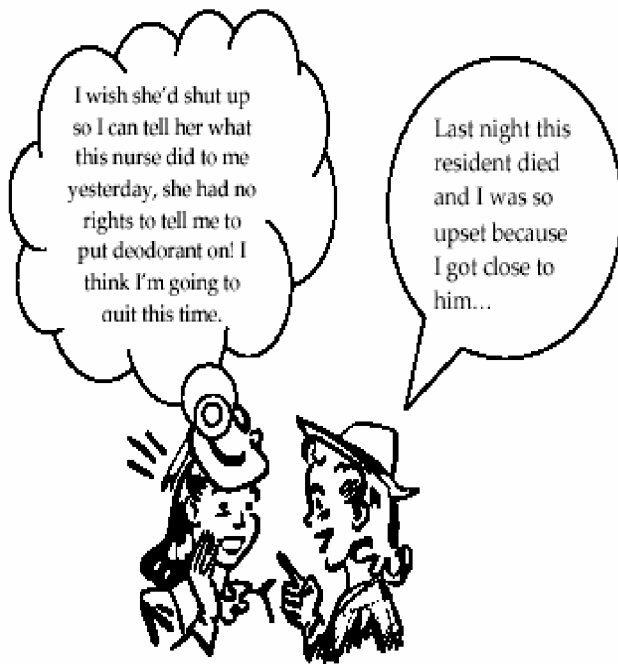


# BLOCKS TO LISTENING



Block to Listening: Judging

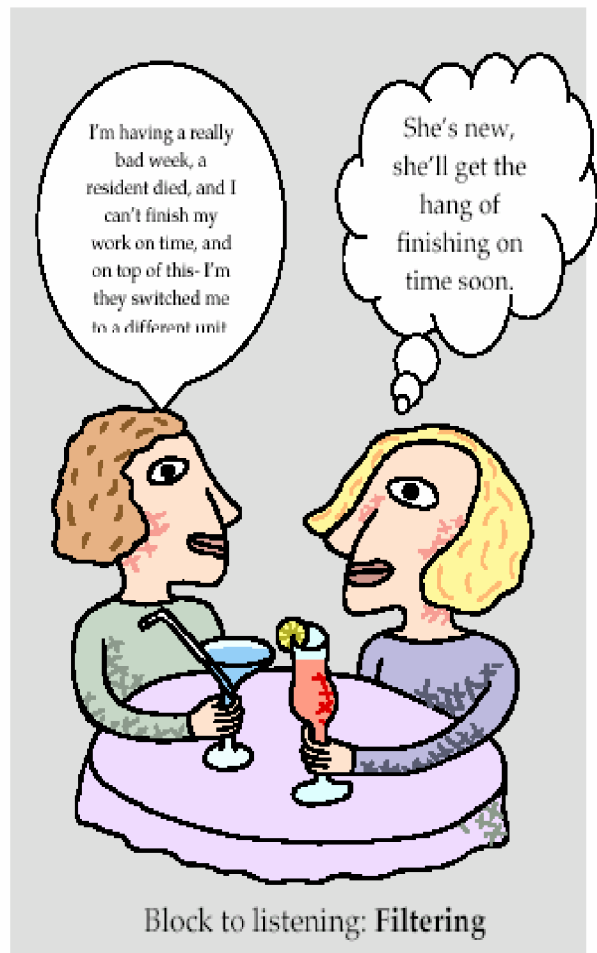


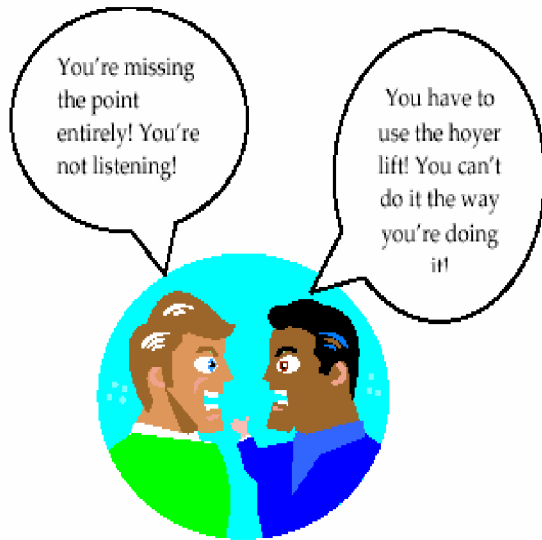


Block to listening: **Rehearsing**



Block to listening: **Placating**

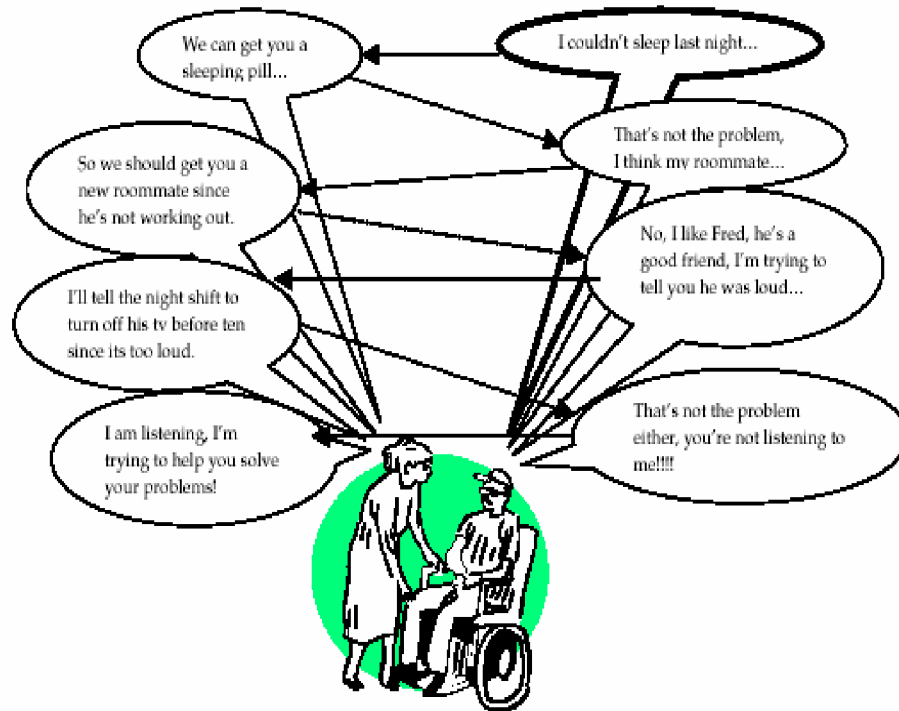




Block to listening: **Sparring**



Block to listening: **Identifying**



Block to listening: **Advising**