

گزارش مشاهده جلسه یازدهم کارگاه مبانی مربیگری

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محتوای گزارش

1- What Have you observed in yourself? What do you feel?

- A. I am not sure when to assume the role of mentor for my children and when to be their mom.
- B. All I know is that when I play the role of mentor for my children I feel more relaxed and my life is easier. It's like being a mentor at home is respite from being a mother.
- C. I have so much practice in not doing something when people tell me their problems and their feelings and complain about things, and that is because I have been bitten on so many occasions.
- D. It is really difficult to realize when to intervene and when not. It happens a lot in CSI when I know an intern will have a problem that they are not aware of it now, and I am wondering if I should warn them beforehand or not.
- E. I was thinking about intervention and interference in people's lives and business when I watched this video.
- F. I had a specific experience recently about feeling bad for someone on their behalf and wanting to do something for them. There is an intern in our club that has been in the step zero for a long time. Around the time that she joined the group, I made a private Telegram group and invited some of the club members but not her. Last week I was going to send some messages to them and invite them to group and also ask them why she hasn't made any progress and if they need help.
- G. I stopped myself and reflected on my feelings and the reason behind them. There have been some interns that we got to know and invited to the group but they left the CSI and their leaving was not a pleasant experience to me. So, I decided then to invite this new member if she stuck around and posted some content. But after several months and watching her remain in the ice-breaking step, I felt guilty for not inviting

them into our circle. I felt responsible for her not making a progress and to get rid of this feeling I was going to react on it by messaging her.

- H. Then I told myself that there may not be any link between what she does and what I did and she may not want me interfering in her business. She probably does not need my help and I only want to feel good about myself by messaging her and inviting to the group.

2- Instructions and My take out from the session:

- A. Session 11 was spent defining the role of a mentor and the safe space then continued by answering questions about those definitions.
- B. "The Role of a Mentor: As a mentor our role is to build a safe space for the mentee in order for them to be able to discover the context of their emotions, thoughts, decisions and their behavior, when and if they want to."
- C. "The Safe Space: I experience a safe space when I feel absolute acceptance and no need for change. This could be achieved by observation without judgment."
- D. The mentor is not invested in the mentee to necessarily discover their context. They neither push nor insist on it.
- E. A thesis: No one can teach anything to anyone. They can only give information. The receiver of the information learns something if and when they are able to relate it to previous concepts and make sense of it.
- F. Similarly, the mentor should not tell the mentee what their concept is. The mentee needs to discover it on their own to be meaningful and understandable for them.
- G. People may play different roles in different situations even to the same person. Depending on the role they are performing, the context of their relationship differs.
- H. The mentor is not a person but a role!
- I. One of the most dire mistakes that mentoring interns do is to play the role of a mentor for anyone anywhere.
- J. The most important consideration of mentorship is to have permission or consent. The mentee and mentor must agree on the mentorship.
- K. When doing the mentoring role for people and they are confiding their feelings and thoughts, they are revealing their inner selves to the mentor. There might be pain, anger, sorrow, fear, misery or any number of emotions and states in their beings.

- L. As a result of the mirror neurons simulations in our neurobiological system, the mentor probably feels the same emotions as well. If the mentor is not okay with feeling sadness, anger, rage or such, they do not accept to experience them and try to defy those emotions in themselves.
- M. That happens because the mentor is judging those emotions in themselves and it is not acceptable for them to have those emotions. This rejection of certain emotions may lead to taking some actions or rather reactions, in order to wipe and rectify that state and emotion. The mentor does not allow themselves to feel some emotions therefore they react to it.
- N. In turn, rejection of some feelings is reflected on the mentee by their mirror neurons and they feel judged, which is the opposite of feeling safe.
- O. To create a safe space for mentees, the mentor first must be alright with feeling those emotions and accept experiencing them. When mentors accept feeling emotions and being in certain states, this acceptance is mirrored in the mentee too and they too accept themselves.
- P. The mentor may suggest some actions later but they do it consciously after neutral observation and careful consideration not like hasty reactions.
- Q. The instruction is not to be indifferent and not help people, but to be accepting of mentee's emotions and state of being and choose any course of action consciously and deliberately instead of reacting and rejecting. Not to tell them "don't be sad", and things like that, as that would be judgment by definition, but to let them be and accept that being.
- R. The only tool that the mentor has in their disposal to use is acceptance of themselves and their own feelings.
- S. Feelings are like colors. There is a spectrum of emotions as there is a spectrum of colors. Likewise, there is no bad feeling as there isn't a bad color.
- T. On the contrary to public belief, the job of a mentor is not to help people and make them grow and progress. The mentor believes that the mentee is capable of deciding to be anyhow, when and if they want.
- U. There are plenty of mentoring techniques and courses out there, but what has been taught in this workshop is the fundamental context of mentorship to be ready to learn those techniques and use those courses.

3- Questions:

- A. What happens after the mentee discovers their context? Is the mentoring fulfilled and finished?
- B. Sometimes we play the role of mentor for people in our life, friends and family. Do we need to ask for permission first?