

# Mentoring Concept

by Heidrun Essler , Holunderweg 13, 19057 Schwerin, Germany

We are living in a big world and everyone follows her/his own pace and needs. This environmental and individual context has influenced my concept to teach Focusing. My students live in different places in the world, work in different jobs and under different circumstances .They are standing at different crossings in their lives and have already developed a lot of different Individual skills.

A concept of teaching everyone in one 'class' in a linear way didn't look right for me. I looked for teaching models having different levels and subjects in one 'classroom' – and could find some models f.ex. the 'Zwergenschule' in the last centuries and models like the 'Montessori 'movement. Different ages and a lot of materials are in one classroom, the pupils decide:

what to learn,

when to learn,

where to learn,

with whom to learn.

The younger students can model the older and the older students learn by 'teaching' and explaining and showing the younger.

The teacher accompanies /escorts the individual learning process giving some input where needed and helps with exercises and experiments to understand.

Adapted to my Focusing training this means:

1. The training is not organized in 4 levels but follows the needs and issues of the participants.
2. There is an inner script of subjects and an outlined list of themes the participants can learn.
3. Every participant decides his/her own schedule, time and capacity of learning.
4. I am giving experiments, exercises and models and materials as an offer.
5. I am escorting the individual learning process of every participant. We decide together the next step to take in the personal development regarding capacity, time and possibilities.
6. All 'levels' are integrated in one class from beginners to 'master-class'. Regarding individual processes there are different tasks and exercises.
7. The 'master-class' is the group of advanced students who want to become trainer (TNT). They have added special time to discuss issues in the master-class.  
This group meets with me before the whole group-meeting for learning how to plan the next steps for the following workshop. They also meet after the workshop for evaluation and colloquium.

8. The TNT sees in the workshops how to handle upcoming issues.
9. TNT can teach special modules/components under my supervision/control and with following evaluation in the master-class.
10. In between workshop times we are organized in Focusing partnerships – learning tandems and intervision groups.
11. I encourage students to experience other Focusing teachers/coordinators in their work and go to group gatherings, changes groups in their environment and participate at conferences.
12. The TNT keeps a personal Focusing diary – to collect his/her individual process and gets a clearer feeling of what processing is like.
13. During the whole TNT- training the contact with me is possible and I add personal Focusing oriented coaching when needed.
14. The TNT writes a personal final examination report.
15. The TNT joins the Focusing Institute as trainee, then as Focusing Professional.

## Mentoring Concept Trainer List

(I've decided to list in alphabetical order, the special master-class issues are written in *italics*)

- Bits and Pieces: Focusing in daily life situation
- Children Focusing
- Creating a learning atmosphere
- Creating an inner relationship
- Crossing Focusing with own theories , skills and professional role
- Dealing with parts
- *Designing a workshop*
- Developing a Focusing attitude
- Expressing with more than words (movement, paintings, sounds etc.)
- *Finding your own marketing*
- Focusing in conflict resolution (inner and outer conflicts)
- Focusing on phone
- Focusing with dreams, paintings, metaphors etc.

- Focusing with pain
- *Giving a 'Kick Off' talk*
- Guidelines for Focusing Partnerships and Triads
- *Handling of own personal triggered spots (in the group process)*
- Helping the other to Focus
- Helping the other to get a felt sense
- Letting you help from a structure (6 Steps, 5 Powers, TAE et al.)
- Limits of Competence and Referral
- Listening
- Mirroring body language
- Reflecting
- Self Focusing
- Using facilitating language
- *Working with a group and following the needs and issues of the participants without getting lost*
- Writing a Focusing Diary