

MENTOR ACTION GUIDE



Designed for
MIDDLE SCHOOL

MWWM

Million Women Mentors®

Advancing Women and Girls in STEM Careers Through Mentoring

Thank You for Joining MWM!

They say a teacher affects eternity. We agree, and so does a mentor. We know you want to be a great STEM mentor, and on behalf of the Million Women Mentors Team, welcome to Million Women Mentors. Thank you for your pledge and commitment.

Please use this guide as a toolkit to kick-start a great relationship with your middle-school aged mentee. Just 20 hours can make a world of difference to a girl in middle school. How you approach your pledge of 20 hours is up to you, but we suggest coordinating with a local school.

This mentor action guide has been created utilizing an online STEM career awareness curriculum called Learning Blade®. If you would like a free Learning Blade account, please contact your program leader or email us at mwm@learningblade.com. We want to give a special thanks to BP, Learning Blade, MENTOR, National Girls Collaborative Project, ASTC, Girl Scouts, and MasterCard for advising on this guide.

Please note this guide is for girls in middle school. We have additional guides available for girls and women in high school, post-secondary education, and career.

Thank you so much for dedication to the success of girls and women in STEM!

Sincerely,
Edie Fraser, Sheila Boyington, and the MWM Team



About Million Women Mentors

Million Women Mentors supports the engagement of one million Science, Technology, Engineering, and Math (STEM) mentors (male and female) to increase the interest and confidence of girls and young women to persist and succeed in STEM programs and careers. MWM is an initiative of STEMconnector in collaboration with over 60+ national partners, 45+ corporate sponsors, and 30+ state teams.

Million Women Mentors understands the importance of not only female mentors, but also male mentors for girls in STEM. It is essential for both women and men to be strong role supporters of girls and women in STEM, as diversity is key to success.

THROUGH THE ENGAGEMENT OF ONE MILLION MENTORS, OUR GOALS ARE TO:

1. Increase the percentage of U.S. high school girls planning to pursue STEM careers.

2. Increase the percentage of U.S. young women pursuing undergraduate degrees in STEM fields.

3. Increase the percentage of U.S. women staying and advancing in STEM careers through supporting workforce mentoring programs.

MWM WILL

- **Lead a national call to action** for corporations to join MWM and capture metrics around mentoring girls and young women in STEM.
- **Provide an automated, scalable and easy-to-use platform** to eliminate barriers and facilitate large numbers of STEM professionals (male and female) with tools to become effective mentors, in partnership with 60+ national organizations reaching over 30 million girls.
- **Match participating corporations to scaled non-profit partners** and educational institutions in need of STEM mentors and role models.
- **Build and support state teams** to execute MWM at the local level.
- **Recognize best practices** and “who is doing what” in mentoring girls (middle school through careers) in STEM.

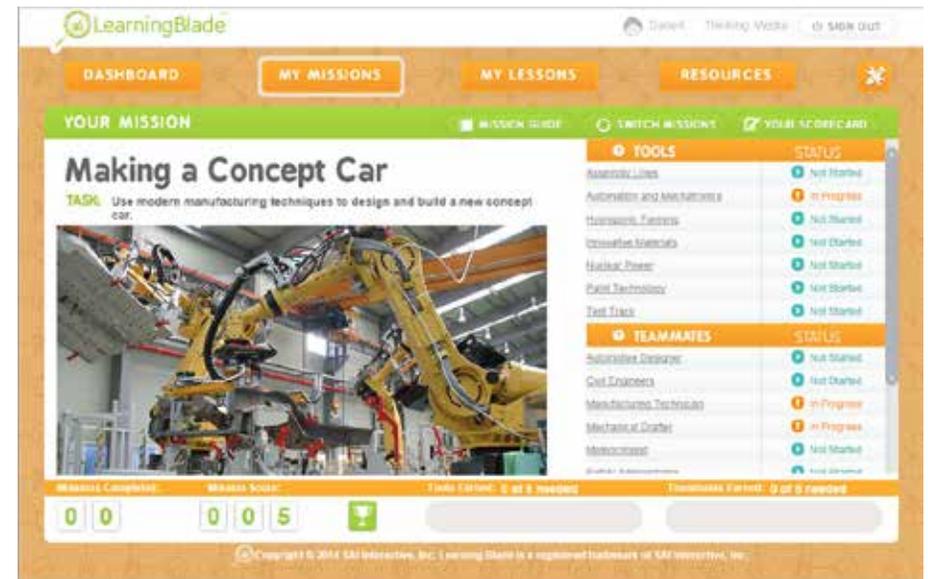
Implement a Mission to Mentor Program

This guide was written to pair well with a 20-week in-school mentoring program for female students, where a STEM mentor meets with up to 5 girls at their school. The program has been successfully launched in Hillsborough County Public Schools in Florida as a pilot, placing a STEM mentor in over 60 schools for over 300 girls. We have included all that you would need to get a program like this started in your area. Below is a step-by-step walkthrough to launching your own Mission to Mentor program.

1. The Program Leader for your area will work with Million Women Mentors to provide and connect mentors to interested schools.
2. The Program Leader will encourage interested schools to sign up for the program. Here you will need ONE contact person from each school.
3. Prior to the start of the program, Program Leaders, with the guidance of Million Women Mentors, will find STEM mentors through companies and local organizations within the area and assign one to each school.
4. Next, the participating schools, with the support of Program Leaders, will need to conduct necessary background checks or get proper clearance for potential mentors. Because the mentoring is completed in public areas of school grounds, the clearance needed may not be as in-depth as traditional background checks. Work with your school district to find out what is required.
5. The students will need to have permission slips signed by their parent or guardian on file at each participating school. We have included a permission slip sheet in the resources section of this guide for you to use.
6. A great way to begin to engage the mentors is with the training session before they meet their mentees. During the training session, make sure they have access to the MWM mentor guide and their Learning Blade account.
7. Program Leader will schedule a start date for mentors to begin working in schools.

The Million Women Mentors team is happy to help you launch your in-school mentoring program. For additional support please contact states@millionwomenmentors.org. Sample emails are also available.

Getting Started with Learning Blade



As an MWM Mentor, we want to make sure that you are equipped with all you need to succeed with your mentee. This guide uses a national STEM career awareness curriculum called Learning Blade, and we are providing you with access to a Learning Blade student account to use with your mentee(s). Learning Blade is broken up into different missions that address real world problems utilizing different careers (teammates) and technologies (tools) to create solutions.

In order to make sure you are ready for your first meeting, please reach out to your program leader or to mwm@learningblade.com to request your account. Your Learning Blade student account information will be emailed to you within 2 business days. Once you get your username and password, you can go to LearningBlade.com and begin going through the different missions. We suggest using the Learning Blade Day in the Life Lessons with your mentees as they cover specific careers. There are several of these lessons, which are listed on the following pages.

Learning Blade Suggested Lessons

CAREER	MISSION	LESSON
Environmental Engineer	Energy Sources	A Day in the Life of an Environmental Engineer
Environmental Protection Specialist	Energy Sources	How to Become an Environmental Protection Specialist
Economist	Energy Sources	A Day in the Life of an Economist
Accountant	Entrepreneurship	Account for This
Industrial Engineer	Entrepreneurship	What is an Industrial Engineer?
Database Administrator	Flu Outbreak	A Day in the Life of a Database Administrator
Computer Programmer	Flu Outbreak	A day in the Life of a Computer Programmer
Statistician	Flu Outbreak	A Day in the Life of a Statistician
Epidemiologists	Flu Outbreak	What is an Epidemiologist
Agronomist	Fresh Food	A Day in the life of an Agronomist
Microbiologist	Fresh Food	Finding your Fit
Veterinarian	Fresh Food	A day in the Life of a Large Animal Veterinarian
Environmental Engineer	Haiti Orphanage	A Day in the life of an Environmental Engineer.
Architect	Haiti Orphanage	A Day in the Life of an Architect
Civil Engineer	Haiti Orphanage	Builder in a Civilized World
Electrician	Haiti Orphanage	A Day in the Life of an Electrician
Nurse	Heart Surgery	Pediatric Nursing Care

CAREER	MISSION	LESSON
Therapists	Heart Surgery	Work it Out
Paramedic	Heart Surgery	A Day in the Life of a Paramedic
Automotive Designer	Making a Concept Car	Groundbreaking Automobile Design
Welder	Making a Concept Car	Welding
Mechanical Drafter	Making a Concept Car	From the Page to the Track
Mechanical Engineer	Rescue Robot/Lightweight Aircraft	A Day in the Life of a Mechanical Engineer
Industrial Designer	Rescue Robot/Lightweight Aircraft	A Day in the Life of an Industrial Engineer
Computer Programmer	Rescue Robot	A Day in the Life of a Computer Programmer
Electrical Technician	Rescue Robot	A Day in the Life of an Electrical Technician
Automotive Engineer & Technician	Transportation Congestion	A Day in the Life of an Automotive Engineer
Logistics Engineer	Transportation Congestion	The Labyrinth of Logistics
Mechanic	Transportation Congestion	Dr. Diagnosis
Transportation Engineer	Transportation Congestion	The Master Plan
Transportation Planner	Transportation Congestion	An Ounce of Prevention
Machinist	Dolphin Rescue/ Lightweight Aircraft	A Day in the Life of a Machinist
Marine Biologist	Dolphin Rescue	A Day in the Life of a Marine Biologist
SCUBA Diver	Dolphin Rescue	A Day in the Life of an Aquarium Diver
Biomedical Engineer	Dolphin Rescue	What is Biomedical Engineering?

Getting to Know Each Other



Mentor Show and Tell

It is time to meet your mentee(s)! For a great icebreaker, bring an item that relates to your STEM profession and/or create a presentation to quickly engage with your mentee, begin to establish trust, and familiarize your mentee with you. Here are some examples to help think about what to bring:

- If you are an architect, consider bringing in blueprints or a hard hat.
- If you are a doctor, consider bringing in a stethoscope or thermometer.
- If you are a computer programmer, consider showing a program you developed.



Getting to Know You

Now it's time to learn about your mentee. Ask a few of the suggested getting to know you questions and spend time talking and learning about each other:

- What is your favorite food? Least favorite food? The best meal you ever had?
- What is the funniest thing that happened to you this week?
- What is your favorite place in your neighborhood? Scariest place?
- What is your most prized possession? Why?
- What's your favorite kind of car?
- What is your favorite subject in school?
- What do you like to do on school vacation days?
- What is your favorite type of music?
- If you were an animal, what would you be?
- What is the worst storm you were ever in?
- What is your favorite thing to cook?
- What do you do on a snow day?
- What is your middle name? Do you like it?
- What is your favorite sport to play? To watch?
- Visualize yourself as an adult; what does that look like?
- Have you ever been on a plane?



True Colors Personality Test and the Communication Style Test:

If you have time or would like additional activities, use the True Colors Personality Test on page 41 or the Communication Styles test which you can download from www.millionwomenmentors.org/resources.

NOTES:

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MEETING
PREP

Now that you have shown your mentee(s) a little about you, ask your mentee to bring an item to your next meeting for show and tell that represents them or means a lot to them.

Mentee Show & Tell and Lightweight Aircrafts



Mentee Show & Tell

Have your mentee(s) present their item they brought in for show and tell. Talk about what it means to them and why it is special.



Lightweight Aircraft Learning Blade Mission

Let's get started with your Learning Blade student account. Start by logging in to Learningblade.com with your mentee(s) using your student account information. We can start with the Lightweight Aircraft mission. We can learn a bit about the careers that go along with designing real-life Lightweight Aircrafts by exploring the following teammates:



- Industrial Designer
- Machinist
- Mechanical Engineer.

Click on either of the teammates listed above and choose the “Day in the Life Lesson” for each. Work through the lessons with your mentee(s), talking about the careers as you go.

NOTES:

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MEETING
PREP

Next week you will be doing an activity that relates to the the Learning Blade Lessons you just completed! Bring paper and paperclips to your next meeting for the activity!

Mission Challenge and STEMtypes

Mission Challenge Activity

Last meeting you learned about Lightweight Aircrafts and the careers that go along with designing one. Now, let's do a fun using Lightweight Aircraft Mission Challenges. Visit www.learningblade.com/mwm and work on the Lightweight Aircraft Mission Challenge where



you will build your own paper plane and using paperclips. You and your mentee(s) will see how the added weight affects flight.

Find your STEMtype

Visit <http://stemtype.stemjobs.com/> with your mentee(s). Have your mentee(s) complete the quiz, which takes about 15 minutes, or choose "See the STEM types" and explore different types of STEM career types together. Discuss which types interest your mentee(s) the most and see which Learning Blade Day in the Life Lessons (see page 6 for the list) fit into their STEMtypes.



Image courtesy of http://stemtype.stemjobs.com/#/stem_types

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Getting Started with SMART Goals

Goal setting is an important skill that will help your mentee learn and grow throughout their life. Discuss how to set SMART (Specific, Measurable, Attainable, Relevant, Time Bound) goals and work on setting 3-5 goals with your mentee.

Here are some questions to ask your mentee to begin the conversation and find some specifics to set goals around:

1. When did you feel like you were using your greatest strengths on a project?
2. What are some challenges you have faced in the past?
3. What do you want to learn from your mentor?

Continue the conversation by talking about skills associated with STEM and how they relate to your mentee's vision for themselves. Now create 3-5 SMART goals for your work together.

GOAL EXAMPLES

- Learn about what it takes to become a computer scientist
- Achieve higher scores in math classes.
- Discover 3 interesting careers that I have never heard of.
- Create a plan for high school that gets me to college.

MY SMART GOALS:

MEASURABILITY

Now that you have set some goals together, talk to your mentee(s) a bit about how they will measure the success and progress of their goals.



SMART Goals Resource

If you would like more information on creating SMART Goals, check out the SMART Criteria page on Wikipedia: en.wikipedia.org/wiki/SMART_Criteria

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MEETING
PREP

It's time for a fun activity next week! To prepare bring uncooked spaghetti, string, masking tape, and marshmallows! for you and your mentee

Let's Take Action!

Work with your mentee(s) to come up with action items that they can do to over the next few weeks to reach toward their goals. Think about things you can do together as well as when they are not with you.

MY ACTION ITEMS:



Marshmallow Challenge

Wrap up the day with a fun activity: Try the Marshmallow Challenge: Using spaghetti, string, and masking tape, you have 18 minutes to build a tower as tall as you can that can hold up a Marshmallow. For full instructions visit:

www.marshmallowchallenge.com/Instructions.html





Mentor Share: STEM Skills & Role Model

Discuss the STEM Skills of your profession and the challenges you have had to overcome in your career. This is a great opportunity to discuss an experience with a personal mentor or role model who has helped you through your professional life.



Making a Concept Car Learning Blade Mission

Let's take another look at some STEM Careers by exploring the Making a Concept Car Mission. Your mentee(s) learn about what goes into by exploring the following teammates and lessons:

- Automotive Designer: *Groundbreaking Automobile Design*
- Mechanical Drafter: *From the Page to the Track*
- Welder: *Welding*

Making a Concept Car

TASK: Use modern manufacturing techniques to design and build a new concept car.



Click on either of the teammates listed above and choose the corresponding lesson for each. Work through the lessons with your mentee(s), talking about the careers as you go.

NOTES:

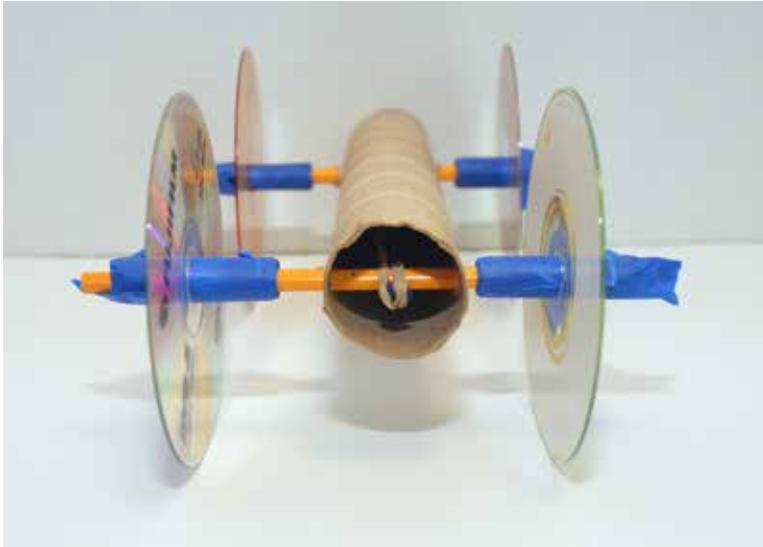
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31

MEETING
PREP

Next week you will be doing an activity that relates to the the Learning Blade Lessons you just completed! Review the Car Manufacturing Mission Challenge found at learningblade.com/missionchallenges and gather materials to use for the activity.

Mission Challenge Activity



Last week you and your mentee learned about careers that went into making a Concept car. Now let's test your hands at creating your own!

For this activity we will be using the "Design a Rubber Band Car" activity which is part of the Car Manufacturing Mission Challenge. The instructions for this activity can be found by going to learningblade.com/mwm. Get creative and create a car propelled by rubber bands using common household items like, paper towel tubes, pencils, cd's, tape and rubber bands. This activity will take around 45 minutes to complete.

NOTES:

**HOUR or
WEEK 8**

Career Exploration with Learning Blade



Explore a STEM Career

Over the next few meetings, use Learning Blade to explore careers that interest your mentee(s). Work with your mentee to select a lesson from the list on page 6** to explore and then complete it together. Have your mentee(s) think about this career and answer the following questions:

1. Write a general description of the career you learned about and share with your mentor.
2. What is one thing you liked about the career?
3. What is one thing you think would be challenging for you?
4. What is one question you have about someone in this career?

CAREER EXPLORATION NOTES:

**HOUR or
WEEK 9**

Digging Deeper with Learning Blade



Research a STEM Career

Use this meeting to look at another STEM Career with Learning Blade. Choose a career that interests your mentee(s) from page 6** and complete the lesson together. After you have gone through the lesson, help your mentee research the career and find 3 interesting facts about it. This is a great opportunity to talk about different research methods and different types of resources available.

STEM CAREER FACTS:

Fact 1:

Fact 2:

Fact 3:

**HOUR or
WEEK 10**

Career Exploration with Learning Blade



Explore a STEM Career

Let's explore another STEM Career! Work with your mentee to select a lesson from the list on page 6** to explore and then complete it together. Have your mentee(s) think about this career and answer the following questions:

1. Write a general description of the career you learned about and share with your mentor.
2. What is one thing you liked about the career?
3. What is one thing you think would be challenging for you?
4. What is one question you have about someone in this career?

CAREER EXPLORATION NOTES:

**HOUR or
WEEK 11**

Let's Review!



STEM Exploration Review

Take some time to review the careers that you explored with your mentee. Find out which ones interested them the most and see what they learned. Help your mentee find answers to the questions they came up with about the STEM careers they learned about.

NOTES:

SMART Goals Checkpoint



Use this time to catch up with your mentee(s) and see how they are doing with not only their goals, but also in general. Help them use their measures of success and see where they are with their SMART goals.

After you have discussed your mentee's progress, review their goals and help to develop new action items for the coming weeks. Bring a special snack or item to share with your mentee to celebrate their progress.

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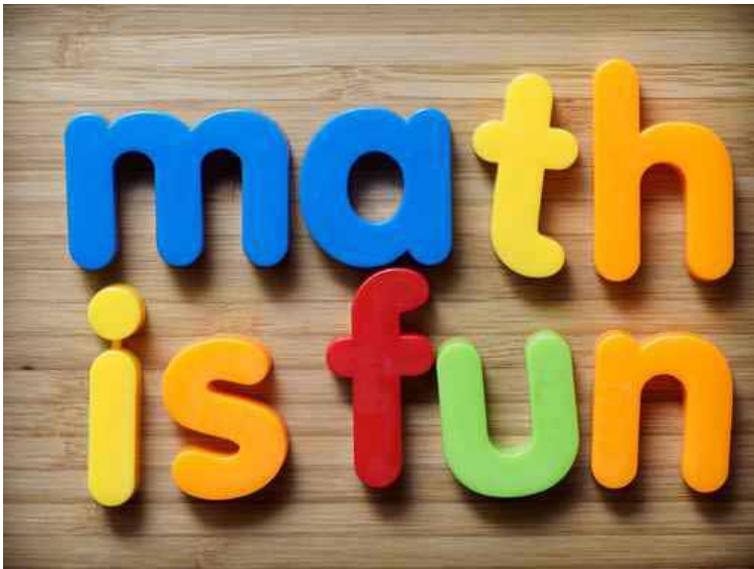
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Solve It! Math Swap

Let's have fun with Math this week. Both you and your mentee(s) create a problem sheet of 10 math problems. Then set the timer for 2 minutes and switch sheets. Work through the problems and see how many you can complete!

Go through the problems together and check all your answers.



Can you Name Some STEM examples?

Let's explore how STEM affects your mentee everyday. Come up with 10 examples of STEM careers and technology in pop culture, movies, the news, world affairs and your own life. Keep this list for next week.

MY STEM EXAMPLES:

Example 1:

Example 2:

Example 3:

Example 4:

Example 5:

Example 6:

Example 7:

Example 8:

Example 9:

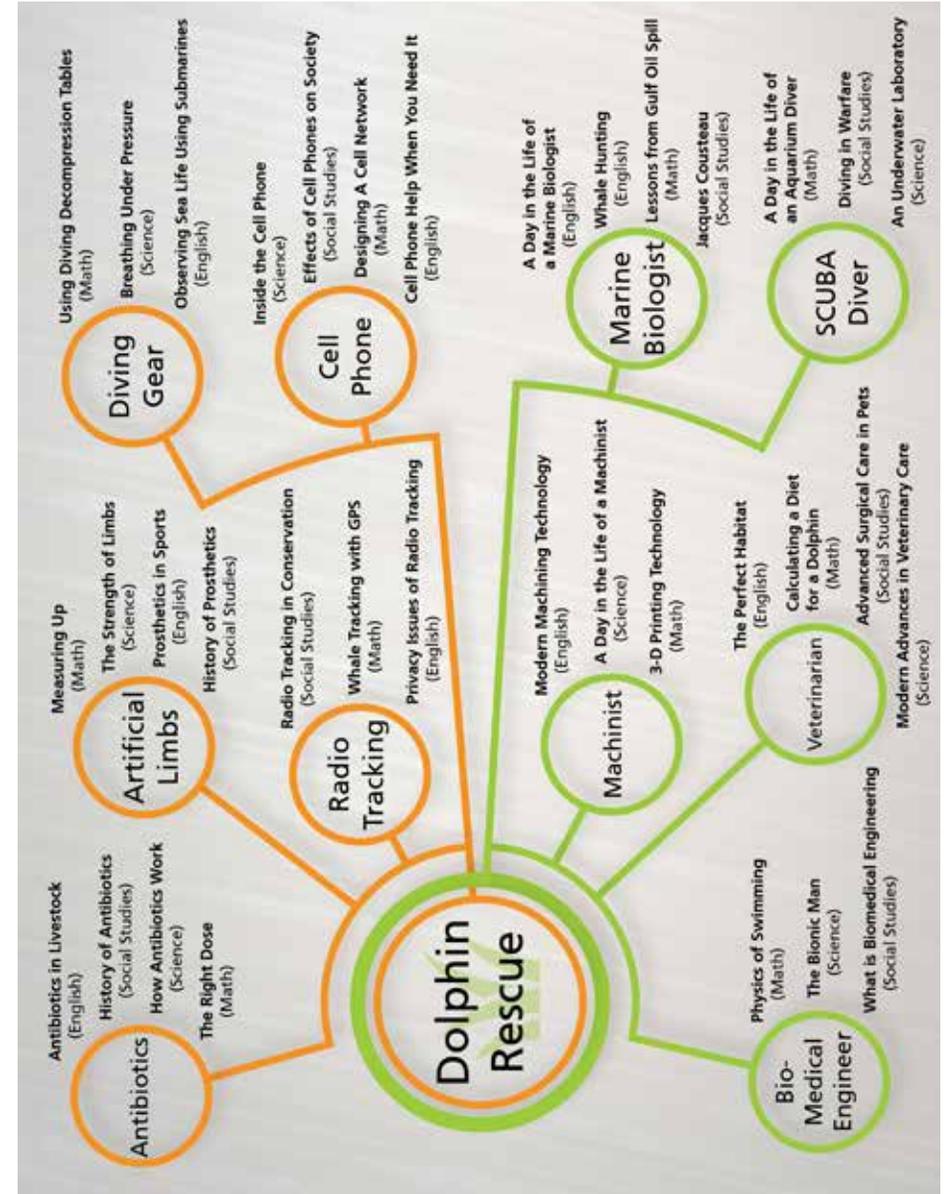
Example 10:

Learning Blade Mission Creation

Last week you and your mentee went over real world examples of STEM Careers and Technologies. Now that you have thought about STEM in your world, work with your mentee to think of a problem/challenge that you would need to solve with STEM and fill out the Tools and Teammates page found on the next page of this guide together.

You and your mentee may need to do a little research to figure out what kinds of tools and teammates you will need.

NOTES:



How Do you Learn Best?



Find your Learning Style

Every person learns in his or her own unique way, and there are different styles of learning that are more effective for each person. Visit the website below with your mentee and take the 20 question Learning Styles Assessment. Once you have gotten your styles, research your learning styles and answer the questions below.

1. Did you know that was your learning style?
2. Can you think of any situations where you have effectively used your learning style?
3. What strategies can you use to learn more effectively, now that you know your learning style?



Take the Learning Styles Quiz

Visit the Education Planner website and search for Learning Styles to find this 20 question quiz or just go to this link: www.educationplanner.org/students/self-assessments/learning-styles.shtml

Career Exploration with Learning Blade



Explore a STEM Career

Over the next few meetings, use Learning Blade to explore careers that interest your mentee(s). Work with your mentee to select a lesson from the list on page 6** to explore and then complete it together. Have your mentee(s) think about this career and answer the following questions:

1. Write a general description of the career you learned about and share with your mentor.
2. What is one thing you liked about the career?
3. What is one thing you think would be challenging for you?
4. What is one question you have about someone in this career?

CAREER EXPLORATION NOTES:

HOUR *or*
WEEK 17

Digging Deeper with Learning Blade



Research a STEM Career

Use this meeting to look at another STEM Career with Learning Blade. Choose a career that interests your mentee(s) from page 6** and complete the lesson together. After you have gone through the lesson, help your mentee research the career and find 3 interesting facts about it. This is a great opportunity to talk about different research methods and different types of resources available.

STEM CAREER FACTS:

Fact 1:

Fact 2:

Fact 3:

HOUR *or*
WEEK 18

Let's Get to Coding!



Hour of Code with Khan Academy

Visit [KhanAcademy.org/hourofcode](https://www.khanacademy.org/hourofcode) with your mentee(s) and work on the Hour of Code lesson with them. During or after this exercise talk with your mentee about different career opportunities available for someone with coding skills.

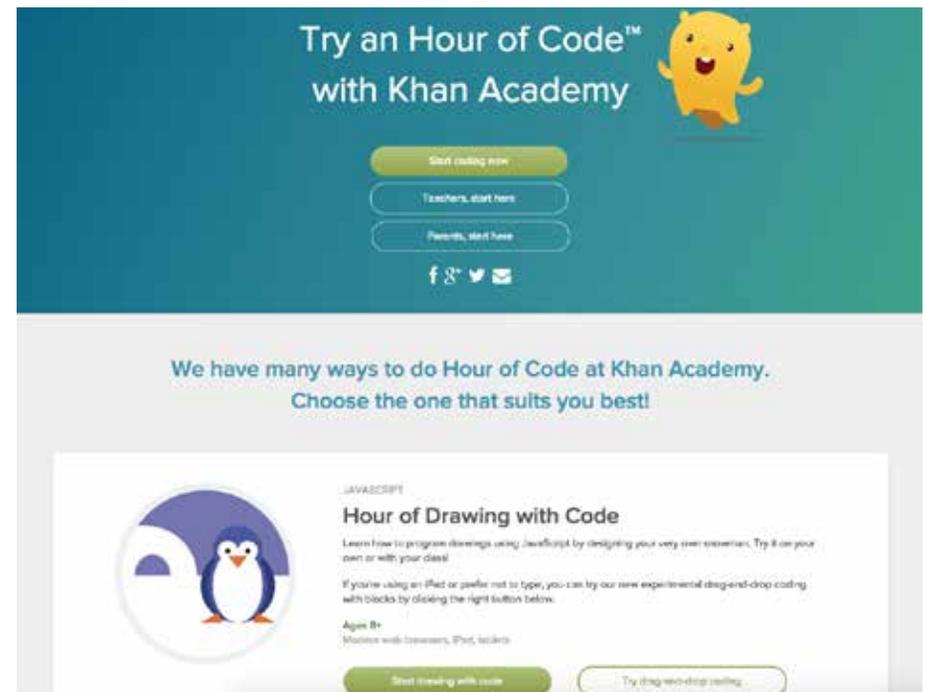


Image courtesy of <https://www.khanacademy.org/hourofcode>



Khan Academy

Khan Academy not only has Hour of Code, but also several other STEM Related lessons and activities. There are appropriate lessons for nearly every age, and best of all, it's free! Visit [KhanAcademy.org](https://www.khanacademy.org) to learn more.

Career Exploration Review & Goals Progress Report



Career Exploration Review

Take some time to review the careers that you explored with your mentee. Find out which ones interested them the most and see what they learned. Help your mentee find answers to the questions they have about the careers they reviewed.



SMART Goals Checkpoint

Use this time to catch up with your mentee(s) and see how they are doing with not only their goals, but also in general. Help them use their measures of success and see where they are with their SMART goals.

After you have discussed your mentee's progress, review their goals and help to develop new action items for accomplishing their goals after the 20 weeks has ended. Focus on the next 3 months, 6 months, 9 months, and 12 months. Bring a special snack or item to share with your mentee to celebrate their progress.

NOTES:

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The Future of your Mentorship

You and your mentee have made it to your final hour. Congratulations on the hardwork you have put in. As you think about your mentor relationship, determine a plan of communication with your mentee. Work with your schools POC and provide them with safe ways for your mentee to contact you if they have questions in the future. If you would like to continue the relationship, we suggest meeting one or two times a month. Work with your schools POC to determine how to facilitate this.

Time to Reflect

As you prepare to move on to the next phase of your mentor relationshipDiscuss what you learned over the course of the 20 weeks. Share a couple of things you learned about your Mentee(s) and have them share what they learned about STEM careers and setting/achieving goals.

1. What I learned about my mentor/mentee:

2. What I learned about STEM Careers

3. What I learned about myself:

NOTES:

Additional Resources

- Research and tools from the **National Center for Women and Information Technology** (www.NCWIT.org).
- **MENTOR: The National Mentoring Partnership** (www.mentoring.org) provides resources on the value of mentoring, along with a guide developed by the Mentoring Partnership in Pittsburgh (mentoringpittsburgh.org).
- Register to find STEM-related volunteer and mentoring opportunities on **The Community Core** (www.npower.org).
- **Volunteer Match** (www.volunteermatch.com) - millions of opportunities!
- **FabFems** (www.fabfems.org) - a national database of women from a broad range of professions in science, technology, computer science, engineering, and mathematics who are inspiring role models for young women. The directory is free and accessible to young women, parents, girl-serving STEM programs and other organizations working to increase career awareness and interest in STEM. The FabFems Project is an innovative online collaboration tool brought to you by the National Girls Collaborative Project.
- Computer Science Resources - **Girls Who Code** (www.girlswhocode.com), **Hour of Code at Khan Academy** (www.Khanacademy.org) and **Code.org** (www.code.org)
- See video of female role models -many in STEM careers - at **Lean In** (www.leanin.org)
- **Techbridge** (www.techbridge.org) has a wealth of research and resources to help you develop your skills as a mentor.
- Go to www.millionwomenmentors.org and sign up for **Million Women Mentors bi-weekly newsletter** and count toward the million by adding your pledge to mentor.
- Download the **Communications Styles Test** from the Million Women Mentors Resources section at MillionWomenMentors.org/Resources

True Colors Personality Quiz

Describe Yourself: In the boxes below are groups of word clusters printed horizontally in rows. Look at all the choices in the first box (A,B,C,D). Read the words and decide which of the four letter choices is most like you. Give that a "4". Then rank order the next three letter choices from 3-1 in descending preference. You will end up with a box of four letter choices, ranked from "4" (most like you) to "1" (least like you). Continue this process with the remaining four boxes until each have a 4, 3, 2, and 1.

Box One

A _____	B _____	C _____	D _____
active	parental	authentic	versatile
opportunistic	traditional	harmonious	inventive
spontaneous	responsible	compassionate	competent

Box Two

E _____	F _____	G _____	H _____
curious	unique	practical	competitive
conceptual	empathetic	sensible	impetuous
knowledgeable	communicative	dependable	impactful

Box Three

I _____	J _____	K _____	L _____
loyal	devoted	realistic	theoretical
conservative	warm	open-minded	seeking
organized	poetic	adventuresome	ingenious

Box Four

M _____	N _____	O _____	P _____
concerned	daring	tender	determined
procedural	impulsive	inspirational	complex
cooperative	fun	dramatic	composed

Box Five

Q _____	R _____	S _____	T _____
philosophical	vivacious	exciting	orderly
principled	affectionate	courageous	conventional
rational	sympathetic	skillful	caring

A,H,K,N,S orange = _____

C,F,J,O,R blue = _____

B,G,I,M,T gold = _____

D,E,L,P,Q green = _____

True Colors Results: Blue

- I need to feel unique and authentic
- Enthusiastic, Sympathetic, Personal
- I look for meaning and significance in life
- Warm, Communicative, Compassionate
- I need to contribute, to encourage, and to care
- Idealistic, Spiritual, Sincere
- I value integrity and unity in relationships
- Peaceful, Flexible, Imaginative
- I am a natural romantic, a poet, a nurturer

In childhood...

- I was extremely imaginative and found it difficult to fit into the structure of school life.
- I reacted with great sensitivity to discordance or rejection and sought recognition.
- I responded to encouragement rather than competition.

In relationships...

- I seek harmonious relationships.
- I am a true romantic and believe in drama, warmth, and empathy to all relationships.
- I enjoy the symbols of romance such as flowers, candlelight, and music and
- cherish the small gestures of affection.

At work...

- I have a strong desire to influence others so they may lead more significant lives.
- I often work in the arts, communication, education, and helping professions.
- I am adept at motivating and interacting with others.

Leadership Style...

- Expects others to express views
- Assumes "family spirit"
- Works to develop others' potential
- Individuals oriented
- Democratic, unstructured approach
- Encourages change VIA human potential
- Change time allows for sense of security
- Expects people to develop their potential

Symptoms of a Bad day...

- Attention-getting misbehaving
- Lying to save face
- Withdrawal
- Fantasy, day-dreaming, and going into a trance
- Crying and depression
- Passive resistance
- Yelling and screaming

True Colors Results: Gold

- I need to follow rules and respect authority
- Loyal, Dependable, Prepared
- I have a strong sense of what is right and wrong in life
- Thorough, Sensible, Punctual
- I need to be useful and belong
- Faithful, Stable, Organized
- I value home, family, and tradition
- Caring, Concerned, Concrete
- I am a natural preserver, a parent, a helper

In childhood...

- I wanted to follow the rules and regulations of the school.
- I understood and respected authority and was comfortable with academic routine.
- I was the easiest of all types of children to adapt to the education system.

In relationships...

- I am serious and tend to have traditional, conservative views of both love and marriage.
- I enjoy others who can work along with me, building secure, predictable relationships together.
- I demonstrate admiration through the practical things I do for the ones I love.

At work...

- I provide stability and can maintain organization.
- My ability to handle details and to work hard makes me the backbone of many organizations.
- I believe that work comes before play, even if I must work overtime to complete the task.

Leadership Style...

- Expects punctuality, order, loyalty
- Assumes "right" way to do things
- Seldom questions tradition
- Rules oriented
- Detailed/thorough approach - threatened by change
- Prolonged time to initiate any change
- Expects people to "play" their roles

Symptoms of a Bad day...

- Complaining and self-pity
- Anxiety and worry
- Depression and fatigue
- Psychosomatic problems
- Malicious judgments about yourself or others
- Herd mentality exhibited in blind following of leaders
- Authoritarianism and phobic reactions

True Colors Results: Orange

- I act on a moment's notice
- Witty, Charming, Spontaneous
- I consider life a game, here and now
- Impulsive, Generous, Impactful
- I need fun, variety, stimulation, and excitement
- Optimistic, Eager, Bold
- I value skill, resourcefulness, and courage
- Physical, Immediate, Fraternal
- I am a natural trouble shooter, a performer, a competitor

In childhood...

- Of all types of children, I had the most difficult time fitting into academic routine.
- I learned by doing and experiencing rather than by listening and reading.
- I needed physical involvement in the learning process and was motivated by my own natural competitive nature and sense of fun.

In relationships...

- I seek a relationship with shared activities and interests.
- I like to explore new ways to energize the relationship.
- In a relationship, I need to be bold and thrive on physical contact.
- I enjoy giving extravagant gifts that bring obvious pleasure to special people in my life.

At work...

- I am bored and restless with jobs that are routine and structured.
- I am satisfied in careers that allow me independence and freedom, while utilizing my physical coordination and my love of tools.
- I view any kind of tool as an extension of myself.
- I am a natural performer.

Leadership Style...

- Expects quick action
- Works in the here and now
- Performance oriented
- Flexible approach
- Welcomes change
- Expects people to "make it fun"

Symptoms of a Bad day...

- Rudeness and defiance
- Breaking the rules intentionally
- Running away and dropping out
- Use of stimulants
- Acting out boisterously
- Lying and cheating
- Physical aggressiveness

True Colors Results: Green

- I seek knowledge and understanding
- Analytical, Global, Conceptual
- I live by my own standards
- Cool, Calm, Collected
- I need explanation and answers
- Inventive, Logical, Perfectionist
- I value intelligence, insight, fairness, and justice
- Abstract, Hypothetical, Investigative
- I am a natural non-conformist, a visionary, a problem solver

In childhood...

- I appeared to be older than my years and focused on my greater interests, achieving in subjects that were mentally stimulating.
- I was impatient with drill and routine, questioned authority, and found it necessary to respect teachers before I could learn from them.

In relationships...

- I prefer to let my head rule my heart.
- I dislike repetition, so it is difficult for me to continuously express feeling. I believe that once feelings are stated, they are obvious to others.
- I am uneasy when my emotions control me; I want to establish a relationship, leave it to maintain itself, and turn my energies to my studies, work or other interests.

At work...

- I am conceptual and an independent thinker. For me, work is play.
- I am drawn to constant challenge in careers, and like to develop models, explore ideas, or build systems to satisfy my need to deal with innovation.
- Once I have perfected an idea, I prefer to move on, leaving the project to be maintained and supported by others.

Leadership Style...

- Expects intelligence and competence
- Assumes task relevancy
- Seeks ways to improve systems
- Visionary
- Analytical
- Encourages change for improvement
- Constantly "in process" of change
- Expects people to follow through

Symptoms of a Bad day...

- Indecisiveness
- Refusal to comply or cooperate; the silent treatment
- Extreme aloofness and withdrawal
- Snobbish, put-down remarks, and sarcasm
- Perfectionism due to severe performance anxiety
- Highly critical attitudes toward yourself or others

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