

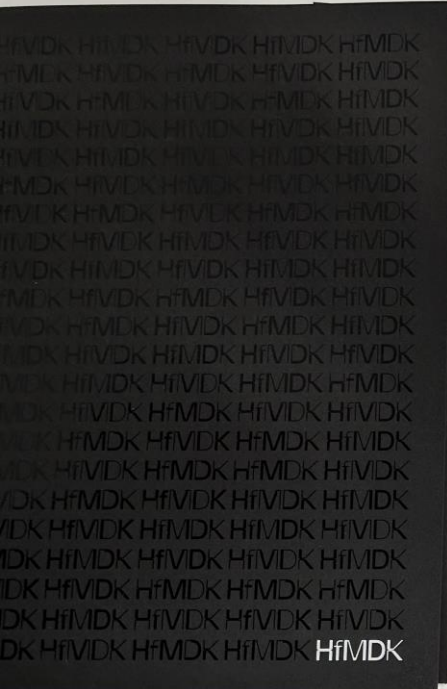


APPRENTICESHIP TOOLBOX

ISAAC SPENCER



TOOLBOX



Part 1:
Apprenticeship Toolbox

Part 2:
Mentorship Toolbox for Artists

Purpose:

Contact

Checking in

COMMUNICATION

Background:

- What is mentorship?
- What does the student need from the institution, project, team?
- What does the institution, project, team need in order to engage in a mentoring relationship with the student?
- How do you get started?

Part 1:

Apprenticeship Toolbox

Contents:

- MENTORSHIP TOOLBOX FOR ARTISTS

(a collection of activities to engage in a mentoring or guidance relationship)

- MESSY TALK

(a format from *Whistle* / Frances Chiaverini, Robyn Doty, for dancers to practice speaking, brainstorm without judgment, and make the mistakes that are natural for growth through conversation to occur)

- ANTI-DISCRIMINATION HANDBOOK

(a publication from the HfMDK with information and role play exercises to contribute towards a safe and equitable working environment)

Messy Talk

■ What is a Messy Talk?

„Messy Talk, a tool or container for conversations that are about being in the process of learning, being formed. The “messy” element of the “messy talk” is recognizing that we are always in the process of learning more and will make mistakes or say the wrong thing. We are working against perfectionism.“

Messy Talk (cont.)

■ Ground rules

- Recognize the difference between someone trying to express ideas they are still learning about and someone saying something purposefully racist, sexist, homophobic, etc.
- Remember that saying something racist, sexist, homophobic, etc is different from someone being racist, sexist, homophobic, etc. Avoid absolute statements like “You’re sexist” and instead say something like “That idea/statement is sexist.”
- Safe words, safe signals
- Anyone can at anytime shift the conversation

Messy Talk (cont.)

■ Ante/Aftercare

- Think of a person to talk to if you need
- Check in with yourself - what's going on for you:
 - Physically
 - Emotionally
 - Environmentally
 - Situationally
 - Financially, etc. There are a lot of elements going on in our personal lives that affect the ways we show up - check in and recognize where you are.
- One convo is one convo
- Nursing a vulnerability hangover
- Follow up with each other - solidarity is necessary!

Messy Talk (cont.)

Facilitation

“Facilitators are there to protect the group and protect the purpose of the gathering.”

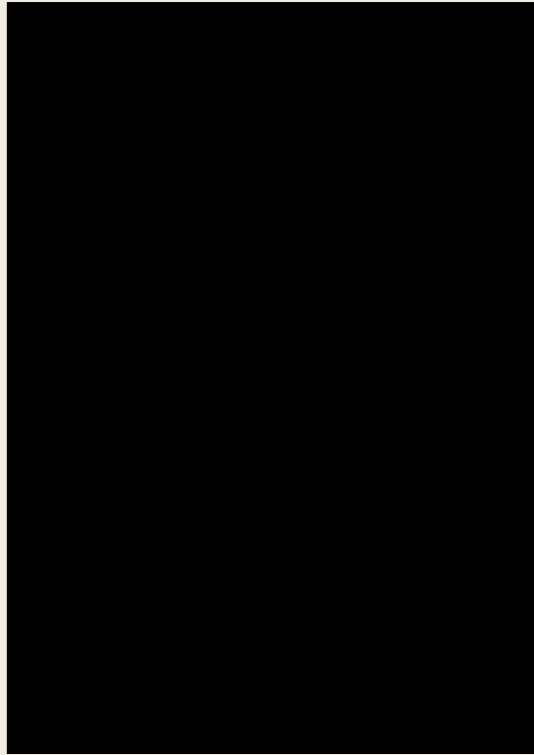
Messy Talk (cont.)

Scores:

The Score:

- Need a timer/phone device
- Paper for thoughts, ideas
- 20-25 minutes per round
- For 60 minutes, you can do (2) rounds; for 90 minutes, you can do 2-3 rounds but you need a break.
- (2) rounds: Choose (2) topics, (2) containers. One container and one topic per round.

Anti-discrimination Handbook



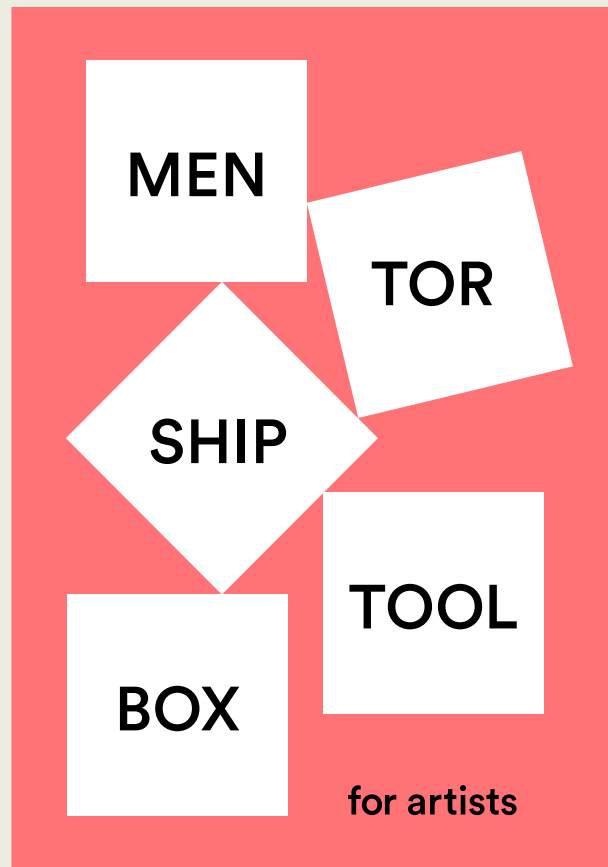
Anti-discrimination Handbook (cont.)

- Distance, touch, communication (verbal, non-verbal)
- Rules of Conduct

Rules of Conduct

- Start of creation process
- All present
- Collectively generated document outlining HOW to work together
- Revisit and assess during process
- Sign the document
- Remains in the space

Part 2: Mentorship Toolbox for Artists



What is mentorship?

- Mentor accompanies the artist
- Mentor leaves agenda behind
- Focus is on needs and artistic process of the mentee
- Mentee drives the process

Tools:

- Interview
- Your Map
- Cards
- Creating Cards
- Cards for Mentoring
- Finding Common Ground
- Basis for Agreement

Interview

Perform the interview alone or with others

- What is a mentor for you?
- Who is the first person you go to with an artistic concern?
- Is this your mentor?
- Could they be?
- Could your family, collaborator, colleague, employer, friend, role model, teacher or supervisor be your mentor?
- What could they be mentoring?

Your Map

Perform mapping yourself or with others

- List in detail what you are doing – things that take time and focus. (20 mins.)
- List who is helping you. (15 mins.)
- List what is helping you. (15 mins.)

- Using sticky notes or bits of paper, map the three lists. Organise and reorganise making connections and grouping your activities, resources, and resource providers. Add to the lists if needed. (30 mins.)
- Take a photo.
- Return and reflect on the Interview: Use the map to better describe where you are placing value in your art and work.

Your Map (cont.)

- What is the artistic value of my work?
- Why do I need a mentor?
- Why now?

- Is it for a specific process or for long-term artistic development?
- Is it for personal development, the creation of a performance or installation, research, career improvement or a political goal?
- Are you struggling?
- Are you stuck, deepening, widening, bored, going too fast, still, drowning, coasting, wanting more, wanting focus?
- Do you just not know?

1. Mentoring – what does a mentor do?

SUPPORT

- theory
- body
- organization
- relation
- mediate (collaborations)
- pin-point interest
- locate possible outcomes
- external presence
- listening, holding space, making space
- adapt information/verbal/practices
- communicate
- focus interest

COMMUNICATE

- how to exchange information
- how to frame the relationship
- monitor the evolution of the relationship
- create a mutual agreement

Creating Cards

Reducing
Escaping
One Night Stand
Salvation
Private
Why
Repeating
Transition
Expanding
No-Go's
Denying
Complications
Communicating
I Get
Agency
Relocating
Healing
Recycling
Expectations
Stealing
Destructive
Listening
Public
Answers
Writing

Success
When
Affirming
Confirmation
Talking
You
Easygoing
Provocation
Fika
Save Me
You Get
Structuring
Progress
Dancing
Productive
Condensing
Practicing
Lying
Producing
Performing
Making
Constructive
Efficiency
Perfecting
Question

Urgency
Creation
Scheduling
Contracting
Where
Questioning
Contradict
Compensation
Process
What
Me
Insisting
Why
Choreographing
Displacing
Fiction
Spacing
Beginning
Waste
Regurgitating
Helping
Interaction
Placing
Contracting
Participation

Cards

Facilitates dialogue in pairs
Tool for first meeting

1. Each person selects a maximum of five cards freely.
2. Explain in turns your choices using the phrase, „Based on the following factors_____, I chose_____,” without giving feedback.
3. Select one card and factors that your partner shared and write three questions you have for them regarding their choice.
4. Ask your partner the three questions and allow them to respond. Switch roles.
5. Ask each other, „Based on your answers to question four, how do you define your material? Can we define your material as_____?”
6. „For me the material is_____.”
7. Repeat 1-7 as needed.

Sources

Mentorship Toolbox for Artists

<http://sitesweden.se/wp-content/uploads/2019/06/Mentorship-Toolbox.pdf>

Messy Talk

https://docs.google.com/document/d/1rUnagvfqW4diMugQbbtHLbom_qoQ8HQT1k5Vlg2Ekg/edit?pli=1

ANTI-DISCRIMINATION HANDBOOK

<https://www.hfmdk-frankfurt.de/thema/antidiskriminierungsbeauftragte>