

MODULE 4 Facilitator's Guide

Career and Leadership Development

In-Person Training Setup

- ✓ Arrange seating in small groups of 3-6 per table
- ✓ Have energizing music playing to set the tone
- ✓ Place the following on each table for small groups: pens, notecards, sharpies, and Post-it notes
- ✓ Have 1-2 flipcharts with markers to capture discussions
- ✓ Have projector screen prepared for training slides

Facilitator's Tips

If you find yourself leading an in-person training, I want you to take a deep breath and know that you are not alone in communicating this content. This facilitator's guide provides a script you can use when presenting the content. In relevant sections, we include external resources you can review on your own to become more familiar with the subject matter.

Throughout this guide, you'll see callouts where you might want to tailor your message, depending on the audience. We also provide you with notes, tips, and context along the way. This information will be labeled "Facilitator's Tip."

Module 4: Agenda and Timeline

Duration (45-60 Minutes)	Topic/Activity
2-3 minutes	Hello & Introductions
5 minutes	Did You Know? Interactive Activity
2-3 minutes	Objectives/DEI Concept Specified
30-45 minutes	Core Content & Interactive Discussions
5 minutes	Reflective Examination Question

Objective: Participants will learn how to develop new employees and mentees will feel empowered to lead and serve.

Outcome: Retention - transfer of knowledge, skills, and expertise

DEI Concepts and Integration: Creating Equitable Opportunities and unmasking the potential limitations of ableism

Reflective Examination Question: Sight

Audience: This module contains adaptations for mentors and mentees

Module 4: Career and Leadership Development

Color-Coded Sections:

Green= Facilitator's Tips

White = Module script

Blue = Audience the script is addressing

Hello + Facilitators Tip Video

(2-3 minutes)

◇ Addressing Mentors:

Hello there!

I am excited that you have decided to spend the next hour with me. Together, we will learn how to cultivate ways to create equitable opportunities for our mentees and other team members.

This session focuses on building stronger connections with your mentees by implementing a mentoring mindset called Reverse Mentoring. This concept allows both you and your mentee to feel heard, validated, and valued within the relationship which helps to build mutual respect.

◇ Addressing Mentees:

Hello there!

I am excited that you have decided to spend the next hour with me. Together, we will learn how to cultivate ways to create equitable opportunities for ourselves, our mentors, and other team members.

This session focuses on building stronger connections with your mentor by implementing a mentoring mindset called Reverse Mentoring. This concept allows both you and your mentor to feel heard, validated, and valued within the relationship which helps to build mutual respect.

Addressing All Participants:

Now, some of you watching may be thinking, "I am here just to go through this training because *I have to*." But if you interact with the content and consciously plug in, you will leave with tangible and applicable concepts. These mentoring concepts will help you grow as a person and strengthen your team.

◇ Facilitator's Tip:

If you are leading this training in person, here is some additional context, especially concerning the DEI Concept for this particular session. The primary takeaway you will want to make sure mentors walk away with is the importance of carrying a heart positioned in humility. If they are able to do that, they will be able to receive from their mentees no matter their abilities or backgrounds.

The primary takeaway you will want your mentees to walk away with is that they also have something to contribute and give in their mentoring relationship. Mentees have a voice and they have opinions, skills, and ways of approaching things that their mentors can learn as well.

As a facilitator you are not striving for perfection, as these concepts could very well be new to you as well. But your goal is to help open the hearts and perspectives of those you're training.

Addressing All Participants:

I hope you are willing to be challenged, in a good way, and take steps toward creating stronger teams and a more inclusive workplace culture! Now, let's dive into our content!

Comprehensive Quiz

(5 minutes)

Facilitator's Tip:

Participants will next complete an interactive multiple-choice quiz. Have them choose the answer they think is most applicable to the questions. This is a recap quiz from module 1. Since that training is the starting point for everyone, this is the perfect time to re-cap and integrate some of those concepts and themes into this training as well. After all, creating a mentoring culture is the connecting thread in all these modules.

Here are the questions with multiple choice answers. The correct answer will be highlighted in yellow.

Addressing All Participants:

The concepts we discuss in this module build on the information covered in Cultivating a Strong Mentoring Culture Within the Workplace. If you haven't completed that training yet, we highly recommend you do so!

To start, let's review some of the topics we learned before. Select the answer that is the best fit:

◇ **What is a mentor?**

- Someone with the perfect resume
- **An experienced adviser you trust**
- Someone who tells you what to do
- A close friend or coworker

That's right! While mentors can come in all backgrounds and ages, the most important qualification is that they are a trusted person who can share their experiences with their mentee or apprentice.

◇ **What is a benefit of developing a mentoring culture?**

- Employee morale is increased
- Organizations experience higher employee retention
- Employee satisfaction increases
- **All the above**

Correct! Organizations with a deliberate mentoring mindset will see all the above benefits.

◇ **Think back to the cultural iceberg activity. Which of the following are examples of identity that appear on the surface?**

- **Race and age**
- Education and talents
- Value system and beliefs
- Family status

That's right; race and age are some examples of identity that are usually on the surface. However, they only make up a small portion of a person's identity.

◇ **The Ladder of Inference describes the ...**

- lifecycle of the mentoring relationship

- unique foods, traditions, beliefs, and other unspoken norms of a company or country
- thinking process that we go through unconsciously to get from a fact to a decision or action
- parts of our identity that are hidden below the surface

Very good! By being aware of the ladder of inference, we can stop ourselves from jumping to conclusions about others.

◇ **If I am practicing mindfulness, I am...**

- in the zone and not aware of what's happening around me
- solving a difficult problem
- thinking about my to-do list for the day
- aware of myself and my surroundings

You got it. Mindfulness is the practice of being aware of oneself and one's surroundings.

Addressing All Participants:

Thanks for your willingness to participate with that quick comprehensive quiz. As we learn what reverse mentoring is, maintaining that mentoring culture mindset is foundational and instrumental.

Objectives/DEI Concept Specified

(2-3 minutes)

◇ **Addressing Mentors:**

Reverse mentoring gives you the opportunity not just to share the many lessons you have acquired over your career, but also to humbly receive information from those who are just entering your industry. If you can position your heart in such a way, there are phenomenal outcomes you and your mentee will take from the experience, such as:

1. Leadership development and greater likelihood of employee retention
2. An opportunity to share knowledge, skills, and your professional expertise
3. Improved workplace morale and stronger employee satisfaction

◇ **Addressing Mentees:**

Reverse mentoring gives you the opportunity not just to learn from those who have experience in your industry, but also to share your own ideas and knowledge with your mentor. There are phenomenal outcomes you and your mentor will take from the experience, such as:

1. Leadership development and greater likelihood of employee retention
2. An opportunity to share knowledge, skills, and your professional expertise
3. Improved workplace morale and stronger employee satisfaction

Addressing All Participants:

If you are up for the challenge and ready to learn and grow, here is what **you** can expect to walk away with after this session:

- You will know what a mentoring mindset is and how it relates to the workplace environment and culture.
- You will learn how to apply a mentoring mindset in your workplace.
- You will learn what reverse mentoring is.
- You will learn how important giving and receiving in a mentoring relationship is for developing mutual respect.
- You will learn how to leverage your influence to create opportunities for those you work with by unmasking the potential limitations of ableism.

Let us dive into the content!

Core Content: Reverse Mentoring

(30 minutes)

Addressing All Participants:

Before we learn what Reverse Mentoring means, let's participate in an activity.

There is a common phrase that says, "everyone you meet has something to teach you."

I'd like to switch that today and say, **"Everyone has something to teach others, but first they must know they have something to give."**

You are that someone and you are talented and full of wisdom, but you often don't give others the opportunity to know that.

We are going to play a game called the Talent Agent.

For the next few minutes, I want you to give yourself permission to brag. Yeah, that's right! Brag. Be proud about something you are uniquely talented in.

Choose a talent you have. Any talent! It could be dribbling a basketball. Singing. Baking cookies. Participating in a marathon. Tying your shoes ha! Anything at all. Write that skill down on a piece of paper.

Facilitator's Tip:

invite everyone to partner up.

Within each partnership, ask for a volunteer. The volunteer will be the auditioner. They must teach their partner something their partner does not know in 2 minutes or less. The other person will be the talent agent. They must pay attention to the auditioner and try to learn their talent as well.

After 2 minutes, have individuals switch roles – so the one who was the auditioner before is now the talent agent.

invite some partners to share with the full group what they learned. Celebrate the volunteers.

Then, explain:

Now that you have completed this activity, I am sure you may be wondering how in the world does this relate to reverse mentoring?

The truth is the foundation of any great relationship is knowing that everyone has something to teach and something to learn. When a mentoring relationship is implemented, especially through an apprenticeship or workplace model, there can unintentionally be a power dynamic where the mentor either assumes the primary leadership role or the mentee defers to the mentor as the decision maker. Reverse mentoring creates an opportunity for both mentor and mentee to share power and teach each other. When collaborating, exchanging ideas and perspectives, setting expectations, and communicating boundaries, it is vital that both parties have equal permission to voice their opinions.

Facilitator's Tip: Encourage people to remember that we are each the expert on ourselves – in relationships, we should strive to learn from each other's expertise.

Sum up by saying:

To make connections with others, seek to learn from them while reflecting on what you can teach in return.

Facilitator's Tip: Transition to the next segment by saying:

In order to learn from others, we have to cultivate our sense of curiosity and check our assumptions at the door. We have to practice developing and asking questions. By doing so, we learn how to support each other, no matter our abilities, life experiences, or lack of prior knowledge.

Core Content: Reverse Mentoring - The Power of Giving and Receiving

Addressing All Participants:

In workplace reverse mentoring, a junior staff member and a more senior employee form a professional relationship where they share information, knowledge, and skills with each other. As technology and media platforms are changing, younger employees can help keep the workplace relevant and reputable. For example, junior employees or young people are often more knowledgeable about social media platforms like Instagram®, Pinterest® and WhatsApp®. Drawing upon a younger employee's knowledge can help older employees utilize new technologies and connect to new potential customers.

As I emphasized in the activity we just completed, it's important to recognize that both mentors and apprentices have something to give and something to receive. Let's explore this idea a bit more.

Core Content: To Give in Action

Addressing All Participants:

Most of us have heard the saying, "it is better to give than it is to receive."

This is a philosophy most mentors carry when they get involved in a mentor/mentee relationship. Mentors have good intentions. Whether mentors have learned lessons professionally or in their personal lives, they often want to prevent mentees from making the same mistakes they have – especially if those mistakes carried significant consequences.

◇ Addressing Mentors:

Although it is important to bring your experience to the table, it's also important to be aware of our motives when we are entering the relationship and the place we are leading from. Your mentees are not looking for a savior who will come in and save the day; rather, they are looking for a friendly coach who will provide guidance and advice while maintaining mutual respect.

◇ Addressing Mentees:

While there is value in learning from your mentor, remember that you have something to give as well. You possess life experiences and lessons you've learned. You have approaches and skills that are transferable and equally as valuable. So be willing to step out. Be willing to share.

Core Content: To Receive in Action

Addressing All Participants:

Let's keep this theme going.

In your opinion, do you think it's better to give than to receive?

Is it important **how** you receive something?

Have you ever given someone a gift that was important to you? Maybe it was your time, a resource, a piece of advice, or a family heirloom.

But when you handed the gift over to that person, they didn't show any appreciation for it? Or maybe they acknowledged it at the time, but they later threw it away or disregarded the gift altogether?

Think back to how this made you feel.

In essence, this shows that **how** you receive a gift is **just as** important as **giving** a gift.

Let's examine this more closely with a real example:

A group of youth in a very wealthy city were passing out "brighten your day" bags that were full of encouraging and affirming goodies. The youth went to the wealthiest part of town and attempted to hand out the "brighten your day" bags. To their surprise, the young people were greeted by those who refused to accept the bags. Some people were even offended that the youth would think to give them something of that kind.

The youth were left feeling confused and discouraged. Here they were trying to give away a gift, and yet many refused to receive the gift. To the young people, it felt personal, like *they* were being rejected alongside their gifts.

The families in the wealthy neighborhood were used to giving, but when they were in the position to receive, they refused the opportunity to do so. Sadly, these families missed out on a beautiful gift and an expression of appreciation.

Why share this story? Because this is the opportunity you have at hand: to receive a gift from each other and participate in an amazing exchange.

To get there, humility is required. When this exchange is at play, true authentic trust is cultivated, and you can learn from each other what may take years to acquire alone.

Reverse Mentoring is simply learning how to effectively give and receive from one another.

Core Content: Building Mutual Respect and Trust

Addressing All Participants:

Think about someone who you trust. It can be a parent, spouse, friend, co-worker, or even an informal mentor.

What actions did they do that helped build trust and a sense of safety in your relationship? Write those things down on a piece of paper.

Facilitator's Tip: After writing down the actions that built trust in their relationships, give participants an opportunity to share amongst the group.

Grab a flipchart and write down those responses.

Addressing All Participants:

Now look at the list you wrote and keep it close. Having a physical list of your needs will remind you of what your colleagues need to cultivate trust and security as well.

We all need to feel valued and heard – and what better way to do that than by having open and honest conversations about what trust means to you and what trusts means to them?

Open communication and asking questions can really help build a stronger connection and maintain mutual respect and trust.

Core Content: Creating Equitable Opportunities Activity

Addressing All Participants:

By positioning ourselves in a way that cultivates trust, we create the perfect recipe for a truly equitable workplace environment.

Let's also look at potential roadblocks that can get in the way of developing trust.

A group of individuals who are often not mentioned in the conversations around equity are individuals with disabilities.

You may have heard of the term **ableism**. This is based on the (sometimes subconscious) belief that people with disabilities are less valuable than able-bodied people. This mindset leads to misconceptions and harmful stereotypes. Because of ableism, people with disabilities are often discriminated against and not included in important conversations.

Take a minute to redefine what you think ableism means in your own words.

Facilitator's Tip: Give participants 2 minutes to think and write down their responses.

Simply put, ableism is wrong, and something our society has collectively deemed as normal. Let's examine some of the ways we may have participated with ableist responses and/or behaviors.

Have you ever heard or said any of these statements?

1. It's like the blind leading the blind.
2. My words had fallen on deaf ears.
3. That's so retarded.
4. I am so OCD about how I clean my room.

Or have you done any of the following?

1. Used the accessible bathroom stall when you were perfectly capable of using the other one?
2. Talked to a person with a disability like they were a child?
3. Created a negatively charged narrative about someone's disability as if it were a tragedy or inspirational within a story?
4. Made the mistake of asking someone "how did you become disabled?"

Most of us have done or said something on these lists at some point in our lives. Those different statements or actions communicate that a person with a disability is less than, that having a disability is not acceptable or "bad," or that their unique perspectives or lived experiences should not be taken into consideration. Those statements and actions are hurtful, but we can learn not to repeat our mistakes moving forward.

On your piece of paper, write down and reflect on these following questions.

- What are the consequences of ableism?
- How have I participated in ableism?

Facilitator's Tip: Give participants a few minutes to reflect.

These reflections are not for you to browbeat yourself and to bring about shame. They are simply to help shift our perspectives and to make us intentionally think about how we have unintentionally caused harm to others. This also helps us to make sure all people have equal opportunities and feel valued. We all have unique experiences and should be able to be our authentic selves in our workplaces.

Now, write down:

- What positive things do you see/experience where your workplace is creating equitable opportunities for everyone?
- How are you willing to commit to making sure you are an agent of change, ensuring everyone is acknowledged, embraced, and valued? Write down three concrete actions you'll take.

Facilitator's Tip: Give participants a few more minutes to write those down. If you have an engaged group, see if anyone is interested in sharing their responses.

Nobody, regardless of their advantages or disadvantages, deserves to be silenced. If true equity is implemented in our workplaces, all people will have a space to share their authentic selves. We each play a part in making sure that happens and making sure all people are valued.

Addressing All Participants:

As we wrap up this segment of our training series, I want to applaud you for being open, willing, and intentional about growing and helping those that you supervise, lead, or influence.

Some of today's message may be somewhat of a paradigm shift in thinking, especially when it comes to how we traditionally think about mentor/mentee relationships.

If you take advantage of the information you've learned today, both mentors and mentees will experience amazing outcomes and opportunities. Just remember:

If you're willing to give and open to receive, our workplaces will be significantly better places.

Reflective Examination Question: Using Sight

(5 minutes)

Facilitator's Tip

- Have participants look at the word "HUMILITY."
- Have them write down all words that come to mind when they see the word humility.
- Encourage them to write down why they believe this word is the glue that holds this training's content together.
- Have them write down ways they will intentionally position themselves in and with humility to be able to give and receive in a way that they are growing and have equitable opportunities.

Next Steps

Facilitator's Tip: The training is over, but you can inform participants of other trainings available online.

Addressing All Participants:

Now that you have gone through this training, you may be wondering what's next.

◇ Addressing Mentees:

If you're an apprentice, mentee, or intern, you have completed your recommended trainings. Thank you for participating with our series and we hope that you walk away feeling empowered and equipped to grow and receive everything you need to be successful in your apprenticeship.

◇ Addressing Mentors:

If you're a mentor, we recommend you complete the following trainings, if you haven't already:

- **Career and Leadership Development**

Addressing All Participants:

If you would like additional information, worksheets, and templates for workplace mentoring programs, visit the Resource Hub.

We are glad you chose to spend the past 45 minutes learning about reverse mentoring!

Farewell and good luck!