Teacher’s Manual for 6B:
Making the Most of Workplace Mentors

Module Key Learning Target:
- I can use positive strategies to develop and maintain effective relationships in the workplace.

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- I can use positive strategies to develop and maintain effective relationships in the workplace.

Activities

1. What Do You Think: What is a Mentor? 2
2. Partner Share: Leadership and Mentorship 4
3. Presentation: Mentors and Mentorship 6
4. Partner Activity: Case Study Challenge — Adam and Aaron 8
5. Mini-Interview Practice 12
6. Session Wrap-Up 14

No Resources for This Lesson

*This lesson runs longer than an hour. We advise you to choose one of the two comparable, highlighted activities to best serve your students in the timeframe available.
What Do You Think: What is a Mentor?

Suggested Timing: 5 to 10 Minutes

Facilitation Steps:
1. Review the Learning Target before having students identify three to five traits of an effective mentor.
2. Ask volunteers to share their experiences with mentors.
3. It is important to help students recognize that you may have different mentor for different areas in your life.

Tips for Successful Implementation:

<table>
<thead>
<tr>
<th>Time Management:</th>
<th>Organization/Class Management:</th>
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<tbody>
<tr>
<td>• This is a lead-in activity to the partner share that follows and can be done quickly.</td>
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<tr>
<td>• Be ready to redirect further discussion toward being part of the partner share.</td>
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<tr>
<td>• You may want to name a few people who are mentors in your organization.</td>
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WHAT DO YOU THINK:
What is a Mentor?

DIRECTIONS: What do you know about mentors and mentoring? Who can be a mentor? What does a mentor do? Why have a mentor? How do you find one?

Assessment
- Do students have a general grasp of the characteristics of a mentor?
Partner Share: Leadership and Mentorship

*Optional: This activity focuses on recognizing the difference between leaders and mentors.

Suggested Timing: 10 to 15 Minutes

Facilitation Steps:
1. Have students first work on their own to respond to the prompts using the ovals.
2. Pair students off and then share out their answers taking notes about their partner’s responses in the rectangles.
3. Ask for volunteers to share what they feel is their strongest response. Ask volunteers to note something that they heard from their partner which was on point or well phrased.
4. Ask students to complete the self-rating at the bottom of this page with regard to how they stepped up as a leader during the session’s activities.

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<tr>
<td>• Give students about five minutes to complete their individual responses, then prompt the partner share.</td>
<td>• It is important to help students distinguish between a mentor and a leader.</td>
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<tr>
<td>• The partner share could take as little as five minutes or as much as 10 if the exchanges are lively and on topic.</td>
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Partner Share: Leadership and Mentorship

**Directions**: In the ovals below, record your thoughts in response to the prompts focusing on the relationship between a mentor and a leader. When directed, share your ideas with your partner. Then listen to your partner’s ideas and take notes in the rectangles. Listen for different ideas or different ways of expressing a similar idea.

What characteristics do you think an effective leader and an effective mentor share?

[Blank oval for your ideas]

[Blank rectangle for notes on partner’s ideas]

In what ways do you think a mentor and a leader might differ?

[Blank oval for your ideas]

[Blank rectangle for notes on partner’s ideas]

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**Assessment**

- Circulate while students are comparing answers to see if students have similar ideas as they discuss leadership and mentorship.
Presentation: Mentors and Mentorship

Suggested Timing: 5 to 10 Minutes

Facilitation Steps:
1. Work through the information on the PowerPoint slides and circulate to make sure students are taking notes.
2. Prompt discussion around finding mentors, what that working relationship might look like, and how it might be sustainable.
3. Be ready to offer an example(s) from your own professional life where you have looked for or been a mentor.
4. Have students reflect on who they turn to around difficult decisions — both personal and school or work. Then, have them reflect on if the mentor they seek out for advice and guidance depends on the type of decision.

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<tr>
<td>• Presentation should not last longer than 10 minutes.</td>
<td>• Encourage students to take notes as way to stay active.</td>
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<th>Accommodation:</th>
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<tr>
<td>• To help those students who struggle with note-taking, decide ahead of time the key characteristics of each strategy and emphasize these. Consider writing these on the board as you present to model what you want students to write down.</td>
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Mentors and Mentorships

**DIRECTIONS** Use the space below to take notes about what you learn during the presentation.

One question I have is: ________________________________________________

- Can students identify strategies for finding and developing mentors?
- Are students able to distinguish between informal and formal mentors?
Partner Activity: Case Study Challenge — Adam and Aaron

*Optional: This activity focuses on how to choose the right mentor.

**Suggested Timing:** 15 to 25 Minutes

**Facilitation Steps:**
1. Choose one of the case studies to use with your class (Either Adam or Aaron).
2. Read or have a volunteer read through the scenario.
3. Organize students into pairs and have them work through the Case Study Challenge Questions.
4. Facilitate a share-out of answers and thinking — validate the range of responses and choices as a way of highlighting that often there is no one right answer to a challenging situation or when seeking advice and mentorship.

**Tips for Successful Implementation:**

**Time Management:**
- The challenge can be omitted in order to save time.
- Do not skip the Who’s your Mentor or the discussion about how to find, make and keep a mentor.

**Safe Space:**
- Be aware that some students may have mentors that are less than ideal for their pursuits. It may be useful to define different types of mentors: school, career, etc.)

**Literacy:**
- Approximately 242 words, 7th grade level
- For struggling readers, you may try highlighting key text or reading the questions before reading the text.
Case Study Challenge - Adam

**DIRECTIONS** Read through the following case study and answer the questions on the next page. Be ready to share out your suggestions of how Adam might seek advice.

Adam is stressed out.

He works on a team that handles the data entry and archiving for a Holyoke based finance corporation. On any given day, he might complete data entry, or file the various contracts, journals, and ledgers for the company. On other days, he scans, catalogs, and ships the older files to the archives. Everyday, Adam is responsible for creating a spreadsheet of the files entered and those he sent to the archives.

The business policy is clear that each employee is responsible for entering their own spreadsheet, as a way of insuring accuracy and accountability. Natasha, one of his coworkers, keeps asking him to do her spreadsheet as well. The first couple of times she asked him to help and fill out the spreadsheet, Adam didn't think it was a big deal. Now, however, she just hands him a scrap of paper with her files listed on it. When he tried to protest, she told him just to help her out and stop worrying.

Adam does worry though because if he is caught then he could be in as much trouble as Natasha. He decides to ask Jacob for advice. Jacob is one of the longtime clerks. He and Adam have a pretty good friendship at work. Adam sees him as a mentor, yet he doesn't know how to start the conversation. He's concerned that Jacob might be disappointed in him or simply expect him to handle this situation on his own.
Case Study Challenge Questions

Is Jacob the right person for Adam to approach? Explain. Who else might Adam speak to about this situation?

Jacob is the right person because ...

Another person Adam could approach because ...

How would you suggest Adam begin this conversation? What could he say? What shouldn't he say?

Adam could say ...

Adam shouldn't say ...

1. Is Jacob a formal or informal mentor? Why?

2. Do you have mentors in your life? Who are they and how do they act as mentors to you?
Case Study Challenge - Aaron

Aaron is stressed out about his job.

He works on a team of stocking and shipping clerks at a large university bookstore. On any given day, he might be pricing and stocking the shelves with books, clothing, and school supplies. On other days, he boxes up and ships returns and overstock. Every day, however, he is responsible for entering data on how many items he either priced or shipped.

The bookstore’s policy is very clear that each employee is responsible for entering their own numbers as a way of insuring accuracy and accountability. Sharon, one of his coworkers, keeps asking him to do her data entry as well. The first couple of times she asked him to record her numbers, Aaron didn’t think it was a big deal. Now, however, she just hands him a scrap of paper with her totals on it. When he tried to protest, she told him just to help her out and stop worrying.

Aaron does worry though because if he gets caught then he could be in as much trouble as Sharon. He decides to ask Jaquan for advice. Jaquan is one of the longtime clerks. He and Aaron have struck up a pretty good friendship at work. Aaron sees him as a kind of mentor, yet he doesn’t know how to start the conversation. He’s concerned that Jaquan might be disappointed in him or simply expect him to handle this situation on his own.

### Assessment
- Are students able to explain their choices for whom Aaron should approach?
- Do students understand how to start a conversation and also how not to?
- Did the class produce a good list of where to seek mentors?
Group Activity: Mini-Interview Practice

**Suggested Timing:** 10 to 15 Minutes

**Materials:** Mingle cards

**Facilitation Steps:**
1. Let students know that it is time for a mini-interview practice. Remind students that they will receive a card that matches another individual in the room. Once they have found their partner, students should discuss the prompt of the day.
2. Direct students to the box at the bottom of the page with sentence starters should these prove helpful in organizing their thoughts and initiating conversation.
3. Distribute cards and have students find their partner to discuss. Give students a 45-second warning to switch speakers if they have not done so already.
4. Once Round 1 is complete, review the effective handshake protocol, asking students what they remember about what constitutes a professional handshake.
5. With this information in mind, students will complete Round 2, re-approaching their partner in a professional manner — shaking hands and introducing themselves; speaking in a more formal tone.

**Tips for Successful Implementation:**

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<tr>
<td>• Give students a warning at the halfway point in case they need to switch speaker and listener.</td>
<td>• Consider using the sentence-starters for students who may struggle with beginning conversation.</td>
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<td>• In addition to those accommodations listed above, be prepared to look at alternate strategies if you have students with mobility issues. Setting up seats facing each other and having students move to the left or right (like “speed dating”) can work.</td>
<td>• Allow students to write a few things before they begin.</td>
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<th>Accommodation:</th>
<th>SEL/Noncognitive Connection:</th>
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<td>• This activity provides a foundational SEL experience in active listening, communication, empathy and respect.</td>
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6B - Making the Most of Workplace Mentors

Mini-Interview Practice

DIRECTIONS: Your instructor will give you a card with a picture, number or symbol. Find the person whose card matches your card and have a conversation based on the information below.

Round 1 (2.5 Minutes):

Find your partners and discuss:
- What do you look for in a mentor at work?
- What do you want to learn from a mentor?
- How have you used mentors in the past?

Round 2: Role-Switching (2.5 Minutes):

- Re-approach your partner and pretend they are interviewing you. Do your best to communicate in your most professional manner.
- Shake hands.
- Introduce yourself.
- Imagine your partner has just asked you who your mentor is.

You could say ...
- At work, my mentor will teach me ________________.
- Mentors are helpful for me because ________________.
- I look for mentors when ________________.
- My current mentor is ________ and they are teaching me ___.

Assessment
- Circulate while students are comparing answers to see if students are discussing similar ideas.
**Session Wrap-Up**

**Suggested Timing:** 5 Minutes

**Facilitation Steps:**
1. Review the Learning Targets, then ask students to take a moment and complete the Target Check-In.
2. Remind students that this reflection is private and that no one will be asked to share their responses and that there is no best answer, rather this is an opportunity for a genuine assessment of where they are in terms of this skill.

**Tips for Successful Implementation:**

- **Dig Deeper/Extensions**
  - Discuss the value and use of reflection in terms of workplace learning, personal relationships, school work and goal-setting.
  - Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.

**Learning Target**

- I can use positive strategies to develop and maintain effective relationships in the workplace.

*Plus 1 additional slide*
Session Wrap-Up

Think about one goal that you have that could benefit from the support of an informal or formal mentor and complete the table below.

<table>
<thead>
<tr>
<th>My Goal..</th>
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<table>
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<tr>
<th>Two Next Steps ...</th>
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<table>
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<tr>
<th>One Obstacle and some possible solutions ...</th>
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Target Check-In

Read the learning target and check the rating that best matches how you feel.

1. Not sure ...
2. Working on it ...
3. Almost there ...
4. I can do it!

I can use positive strategies to develop and maintain effective relationships in the workplace.

I feel this way because ...

Assessment

- Circulate around the room checking for understanding and clarifying what the ratings might feel like.
- At this point, students should be able to explain their rating.