

FACILITATOR NOTES

This slide is hidden and will not appear in slideshow view as long as Slide 3 is selected when beginning the slideshow view

COURSE TIMING

Use these estimates as a guide; it may be helpful to make notes in your printed guide of the actual time (based on class start time) that each section should start, so you can monitor whether you're on schedule.

Topic/Slides	Est. Time
Introduction (slides 1-7)	5-7 min.
Mentoring definition (slides 8-11)	15-18 min.
Mentoring mindset (slides 12-13)	2-3 min.
Building rapport, stories (slides 14-17)	20-25 min.
Goals (slides 18-20)	8-10 min.
Feedback – intro and encouraging (slides 21-24)	12-15 min.
Feedback – constructive (slides 25-30)	8-10 min.
Feedback practice and summary (slides 31-32)	20-25 min.
Mentoring mindset , wrap-up (slides 33-37)	10-12 min.
TOTAL	100-115 min.

Mentoring at Sukut



Welcome participants to the class.

Transition: I want you to think about some famous pairs of people.

What if...



...Luke didn't have Obi Wan Kenobe to introduce him to The Force?

Ask for reactions to the question on the slide.

If needed to prompt responses, point out the following:

- Luke didn't even know The Force existed until Obi Wan told him about it; he probably never would have learned about it without Obi Wan.
- Without The Force and Obi Wan, Luke's who like would have been different—there would be no Skywalker saga as part of Star Wars!
- Even if he had known The Force existed, Luke couldn't have used it effectively without someone to guide him.
- And it had to be the right person guiding him – if Darth Vader had guided him he would have been pulled into the dark side of The Force.

Transition: Here's another one.



Who is the best mentor you've ever had?

What role did this person play in your success?

What made them a good mentor?

What characteristics did they have? What actions did they take?

1. Think about your answers.
2. In your group, share and discuss everyone's answers.
3. Decide who has your group's best mentor, the mentor who made the biggest impact. What makes this mentor exceptional?
4. Each group will share their "winner" with the larger group.

Explain the activity as shown on the slide.

Point out that they can think of a personal or professional mentor.

Allow 3 minutes for prompt #1 on the slide.

Form small groups. **Instruct** groups to follow prompts #2 and #3 on the slide.

Allow 5 minutes.

Debrief by asking groups to share the characteristics of their group's most exceptional mentor.

Flipchart the characteristics.

Transition: There's a specific type of mindset that's needed to be an effective mentor.

Providing encouraging feedback

Everybody is exceptional at something;
help your intern recognize and leverage their strengths



Points to make:

- This is an often-neglected part of giving feedback.
- Catch them doing something right, and point it out (acknowledgement).
- Also offer help in how they may be able to extend or capitalize on the things they do well (assistance).
- Tie this positive feedback to what you've learned about their strengths.

Transition: Let's think about what specifically you can do in each of these areas.



Giving acknowledgement and assistance

Groups 1 and 2:

What are some ways you can acknowledge things your intern does well?

Groups 3 and 4:

What are some you can help your intern get even better at the things they do well?

1. In your group, brainstorm answers to your question.
2. Write each idea on a sticky note.
3. Post your sticky notes on the wall.

Form 4 groups. **Give** a pad of sticky notes to each group.

Instruct groups to follow the prompts on the slide.

Allow 5 minutes.

If the groups are having difficulty coming up with ideas, provide some examples:

- **Acknowledgement:** Thank them for their efforts; praise them in front of others; make their accomplishments visible to the organization; challenge their assumptions – what are they not seeing that's positive?
- **Assistance:** Introduce them to others who may be able to help them; share articles, presentations; give examples; show them how to do something additional

Instruct the groups to walk around the room and review the sticky notes from the other groups, noting any idea they think are particularly good.

Allow 3 minutes.

Ask and discuss: What were the best ideas you saw?

(optional – if you are behind schedule, skip this question.)

Transition: It's easy to focus on what needs to be done better, but it's important to also give encouragement, so try to really use some of the ideas we just discussed.