



Consciously Inclusive Mentoring

Part 1: Online Guided Programme Workbook

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Introduction to Programme

Welcome to this programme about Consciously Inclusive Mentoring delivered by me, Ellie Highwood of Equasense on behalf of the Royal Economics Society.

The premise of this programme is that mentoring is one way in which we may be able to improve the diversity and inclusive culture of the economics discipline. The senior levels of economics in the UK are white and male. Diversity of thought and experience as well as diversity that is measurable in terms of protected characteristics is beneficial in terms of innovation and creativity and in terms of changing culture. Whilst mentoring is often talked about and can be effective as a way of supporting those from historically under-represented communities, some mentees from under-represented communities find it challenging to find mentors who they connect with. If representation amongst possible mentors is low, it's not straightforward to provide mentors with similar lived experience. So then we need mentors who are aware of the role that identity and different lived experiences can play in the mentoring experience and adopt a more inclusive approach to mentoring. Mentoring in a coaching style, rather than offering advice, is also helpful here.

This programme will cover aspects of how identity and lived experience can play out in mentor-mentee relationships (both positively and negatively) and introduce you to a coaching style of mentoring that lends itself to consciously inclusive mentoring.

The full programme consists of two parts.

Part 1 – Understanding Consciously Inclusive Mentoring - is a guided self-study programme consisting of videos online and personal reflection exercises in this booklet. This will give you the essentials and should take between 1.5 and 2 hours to complete depending on how much reflection and how many of the exercises you complete. It can be completed in stages (there are 6 mini-modules, mini-module number 4 will take the longest).

Part 2 – Becoming a Consciously Inclusive Mentor - is an interactive workshop aiming to give you a deeper insight into consciously inclusive mentoring, allow you to discuss concerns and strategies with other mentors and give you a space to practice these skills.

As you go through Part 1 – you may have questions or concerns. If you do, you can email ellie@equasense.co.uk or book a short chat at <https://calendly.com/elliehighwood/consciously-inclusive-mentoring-self-study-support-call>



Part 1 Understanding Consciously Inclusive Mentoring

Mini-Module 1 Introduction to diversity and inclusion challenges in economics (video – 15 minutes)

In the video, the facilitator and coach of this programme, Ellie Highwood, discusses the context of this mentoring training with Professor Marina Della Giusta. Feel free to use this space to note down anything that you are curious about.

Which parts of this video resonated with you in particular?

Which parts of this conversation would you like to know more about?



Mini-Module 2 Self-reflection exercise on positive and negative experiences of being mentored, or mentoring (suggested time, 10 minutes)

The first stage to learning new skills around mentoring is considering your own experience of being mentored and/or mentoring. Please reflect on your experiences below.

As a mentee:

What has been the most positive experience that you have had?

What has been the most negative experience you have had?

As a mentor:

What has been the most positive experience that you have had?

What has been the most negative experience that you have had?



Mini-Module 3: Video – Bringing ourselves into mentoring - the role of preferences, identities and biases in mentoring (video – 20 minutes)

In this module, Ellie introduces the philosophy underpinning consciously inclusive mentoring. She discusses the things that get in the way of effective mentoring partnerships and how to minimise the impact that these barriers can have. This requires some understanding of ourselves as individuals as we do bring ourselves into the conversations that we have. We look at how identity, bias and preference can all affect how the mentoring works and introduce some areas for self-reflection.

Feel free to use this space to note down anything you are particularly curious about. Mini-module 4 follows directly from this video with self-reflection exercises to complete.



Mini-Module 4: Workbook Exercises - Understanding your own preferences, identity and biases (suggested time ~45 minutes)

Please complete Mini-Module 3 before starting this mini-module.

In module 3, we saw that our sense of identity, and that of our mentee can come into the mentoring relationship in positive or negative ways, consciously and/or unconsciously. Part of understanding how this might play out is therefore understanding our own identities and biases. This module contains three groups of exercises that can help you reflect on your own identity in terms of social group, and on your own biases.

If you are a member of one of the social groups closest to the centre of power in the privilege / power wheel presented in module 3, it’s possible that you may not have thought about yourself in this way before and it may initially feel uncomfortable to do so. However, if we are to use a coaching style of mentoring to support our mentee in a way that is relevant and helpful to them, rather than to dispense advise without considering whether it may or may not be relevant and helpful in their context, we first need to be aware of ourselves.

Preferences exercise:

Some of you may know this (or indeed have done this formally) as Myers-Briggs, MBTI. Here we don’t do a full analysis, more use some typical characteristics of the extremes of preferences about thinking to consider our own preferences. **In each table, tick off any of these that apply to you – often you’ll be a mix or somewhere in the middle.** If you want to do a more complete quiz, there are plenty online. I’ve used <https://www.16personalities.com/free-personality-test> before. For the purposes of this module, it’s reflecting on any impact of potential differences between mentor and mentee in terms of preferences that’s important rather than your particular combination of letters!

1. How we are energised (extroversion or introversion)

Do I get my information and energy mainly from the outside world of people and things (E) or the inner world of ideas, emotions, impressions (I)

Extroversion (E)	Introversion (I)
<ul style="list-style-type: none"> • Like variety and action 	<ul style="list-style-type: none"> • Like quiet and space for concentration
<ul style="list-style-type: none"> • Communicate freely and easily 	<ul style="list-style-type: none"> • Communicate AFTER thinking, planning and reflecting
<ul style="list-style-type: none"> • Need approval, recognition and results 	<ul style="list-style-type: none"> • Are self-sufficient, can work contentedly alone
<ul style="list-style-type: none"> • Can be impatient with long and slow jobs 	<ul style="list-style-type: none"> • Tend to be careful with details, persistent with long jobs
<ul style="list-style-type: none"> • Tend to be easy to get to know 	<ul style="list-style-type: none"> • Often surprise people who think they know them
<ul style="list-style-type: none"> • May act without thinking 	<ul style="list-style-type: none"> • May think without acting
<ul style="list-style-type: none"> • Like to think out loud 	<ul style="list-style-type: none"> • Like to reflect before speaking – silence is useful
<ul style="list-style-type: none"> • In a mentoring session may want to “try things out” to see if it fits 	<ul style="list-style-type: none"> • In a mentoring session there is more likely to be quiet pauses



2. How we take in information (sensing or intuition)

Do I pay most attention to present realities (S) or future possibilities (N)

Sensing (S)	Intuition (N)
<ul style="list-style-type: none"> • Pay attention to facts and details 	<ul style="list-style-type: none"> • Pay attention to ideas and possibilities
<ul style="list-style-type: none"> • Tend to be impatient with or confused by ideas and possibilities 	<ul style="list-style-type: none"> • Tend to ignore or get bored with facts and details
<ul style="list-style-type: none"> • Like an established way of doing things 	<ul style="list-style-type: none"> • Like to develop new ways of doing things
<ul style="list-style-type: none"> • Enjoy using skills already learned 	<ul style="list-style-type: none"> • Tend to see the big picture first
<ul style="list-style-type: none"> • Tend to understand things and reach conclusions step by step 	<ul style="list-style-type: none"> • Follow own inspirations, good or bad
<ul style="list-style-type: none"> • Distrust inspiration, intuition 	<ul style="list-style-type: none"> • Work in bursts or energy/enthusiasm
<ul style="list-style-type: none"> • Work steadily 	

3. How we make decisions (thinking or feeling)

Thinking (T)	Feeling (F)
<ul style="list-style-type: none"> • Like analysis and putting things in order 	<ul style="list-style-type: none"> • Like responding to feelings and values
<ul style="list-style-type: none"> • Are analytically oriented – respond to people’s thoughts 	<ul style="list-style-type: none"> • Are people oriented – respond to people’s feelings
<ul style="list-style-type: none"> • Can tolerate – and sometimes provoke – conflict 	<ul style="list-style-type: none"> • Need harmony; need to belong
<ul style="list-style-type: none"> • May hurt other people’s feelings without knowing 	<ul style="list-style-type: none"> • May let decisions be influenced by personal likes and wishes
<ul style="list-style-type: none"> • Tend to decide impersonally 	<ul style="list-style-type: none"> • Enjoy pleasing people
<ul style="list-style-type: none"> • Tend to be tough-minded 	<ul style="list-style-type: none"> • Tend to be sympathetic

4. How we choose to relate to the world (judgement or perception)

Judgement (J)	Perception (P)
<ul style="list-style-type: none"> • Work best when they can plan their work 	<ul style="list-style-type: none"> • Adapt to changing situations
<ul style="list-style-type: none"> • Like to get things settled and finished 	<ul style="list-style-type: none"> • Like to leave things open
<ul style="list-style-type: none"> • May decide things too quickly 	<ul style="list-style-type: none"> • May have trouble making firm decisions
<ul style="list-style-type: none"> • May not notice new information, may be unwilling to change a decision 	<ul style="list-style-type: none"> • Willing to reconsider decisions
<ul style="list-style-type: none"> • Must have authority, structure, predictability 	<ul style="list-style-type: none"> • Must have autonomy, variety and stimulation

Now that you have thought about your own preferences, please reflect on any challenges or opportunities that might come from mentor and mentee being unaware of having different preferences in this area. For example, a mentor with an E preference who is mentoring someone with an I presence might interpret silence from the mentee as disengagement or confusion and rush to fill it by clarifying what they mean, thereby preventing the mentee from reflecting fully. Of course



this could also happen the other way around! A mentee with an N/F preference might have been presented with a totally appropriate, logical and analytical solution to their challenge by an S/T preferring mentor but are still not able to act because it doesn't "feel" right.

Social identity exercise

Having thought about our cognitive preferences, here's an exercise to raise our awareness of our own social identity groups, and notice anything that arises when we do so. Discomfort may indicate a limiting belief we have about ourselves or about members of a particular social group. This is data and information for when we mentor people from different groups than us.

If you have ever seen the Channel 4 documentary "The School That Tried To End Racism", there is a particular point where the white 12-year-olds are asked to talk about their cultural identity. They are stumped, whilst the 12-year-olds of colour had no problem whatsoever describing what it meant to them to be Black, or Caribbean, or Pakistani. "It sounds like they are having lots of fun in their group" said one of the white 12-year-olds. Like those white 12-year-olds growing up in the UK, many people who have grown up in a society oriented around characteristics that match their own have never had to consider their identity. Whilst I don't really like labels as such, again, that's a privilege I have because I have never been given a label because I'm different from the norm (apart from being a "female physicist"). This exercise is an introduction to thinking about yourself in the way that others have been forced to think about themselves.

I'm going to give you a choice of social identities (in picture 1 below), and a number of statements. I'd like you **to choose a social identity that fits each statement for you**. Don't overthink it, because we are trying to tap into our subconscious here. If we were doing this as a group and in person we would move around the room in answer to each question and talk about our answers with the others we met in a particular "social identity", but for now just note anything that surprises you.



Sexual orientation	Race	Class
Gender identity or presentation	Neurodiversity or neurotypicity	Sex
National Origin	Ethnicity	Religious or spiritual affiliation
Socio-economic Status	Age	Physical (Dis) Ability

Choose one of these identities for each of the statements in the table.

The part of your identity that you are most aware of on a daily basis	
The part of your identity that you are least aware of on a daily basis	
The part of your identity that you wish you knew more about	
The part of your identity that affords you the most privilege	
The part of your identity that you believe is most misunderstood by others	
The part of your identity that you feel is most difficult to discuss with others who identify differently (if any)	
The part of your identity that makes you feel discriminated against (if any)	
The identities that have the strongest effect on how you perceive yourself	
The part of your identity that has the strongest effect on how others perceive you	

Did any of your responses surprise you? Were any of the statements hard to respond to?



Bias exercise

There are two things here. The first is an exercise sometimes used to uncover unconscious bias (or at least make it conscious).

[Harvard Implicit Association Tests](#) - online tests that ask you to associate good words and bad words with different images or words. There are versions for race, gender stereotypes and other social groups. You get given a “result” that says whether you hold a strong bias in one direction - but this isn’t always a real bias – it could just be that you are more familiar with one group of word, so these should be treated as aids for reflection and thinking rather than defining people or yourself as racist or sexist.

Choose a couple of tests (most common ones are gender, race/skin-tone and age) and record your results. Note these are most easily done on a laptop or desktop rather than a phone or mobile device.

- Gender
- Either Race or Skin-tone
- Age

Reflect on the “result” that you receive. Is it surprising or is it something you can admit to possibly being true?

If you do admit to your result having some basis in reality – can you articulate in more detail the stereotype that you hold? Then look for counter-examples. For example, if underpinning your result around race is an assumption that all young black men respond with aggression first (previously my personal underlying assumption having grown up in a very white area where news coverage was the only contact I had with black men)– seek out examples of young black men responding in other ways

e.g. Marcus Rashford’s letter to government and viral twitter campaign that led to a u-turn on pupil premium meal vouchers.

Another idea here can be to think about where your influences have come from. You could even audit your influences – what do you read, watch or listen to? How much diversity is there in these? Could you add something to bring in a different perspective (even if it is one with which you disagree)?

Now thinking about your role as a mentor, have there been any times when any of these limiting thoughts might have had an influence on your mentoring relationship? This is a time to be honest with yourself. As you know – we are all prone to bias and we all use stereotypes. The point is to catch ourselves when these negatively influence others.



Mini-Module 5: Video: Consciously Inclusive Mentoring skills

Consciously inclusive mentoring involves both a recognition of possible differences in experiences and preferences between you and your mentee AND an approach to the sessions that makes no assumptions about “your exact way of doing things” being relevant for your mentee. This video looks at assumptions that we commonly make, how using a coaching style of mentoring can help us avoid letting these assumptions interfere with our mentoring relationships, and the skills that we use in a coaching style of mentoring. Feel free to use this space to note down anything you’d like to follow up in more detail.



Continuing the process: Being a mentor can be incredibly rewarding as you (hopefully) see people thrive and move forwards in their career. But you can get more from mentoring for yourself if you develop a habit of reflection after each mentoring interaction. If you can, schedule an additional 15-30 minutes for yourself after the mentoring session and work through the 8 steps to self-reflection that we saw in module3.

1. What I noticed was...

2. My response is....

3. What that tells me about me....

4. What it tells about me as a mentor is...

5. What this says about my strengths as a mentor is...

6. What this says about my potential pitfalls as a coach...

7. My learning is...

8. I will apply this insight/learning by...



Mini-Module 6: Reflection and Action Planning

The last activity in Part 1 of this programme is to reflect on what you have learnt from the previous modules and to develop an action plan for yourself as you move into the next mentoring interaction that you have.

What is the most useful / relevant thing you have learnt during this programme?

What are you most sceptical about?

What, if anything, will you do differently in the next mentoring interaction that you are involved in?
And what are you hoping this will achieve?

On a scale of 1 (low)-5(high) how comfortable and confident are you in being able to make that change?

What would take you to the next level of comfort and confidence?



Part 2 Optional interactive Session – pre work

What would you like to take forward into the optional interactive session? Either to share concerns and experiences, or to practice and develop, or simply to find out more. If there is anything specific, please complete the google form at: <https://forms.gle/6uT1YYki2yjyTaTJ6>