

Volunteer Career Mentor Binder

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Career Mentor Job Description

A Career Mentor is a caring, responsible, adult who serves as a trusted guide to a community member who needs help achieving their education and career goals. Career mentors will work with a community member that is a client of Muscatine Center for Social Action (MCSA) or a current Muscatine Community College (MCC) HiSET student.

Essential Function/Responsibilities

- Be able to commit to spending at least 1 year in a relationship with a community member.
- Spend an estimated four- eight hours a month engaged in a mutually agreed-upon activities with the community member. Examples of activities can include but are not limited to setting goals and determining action steps, going with mentee to learn about financial aid options at Muscatine Community College, helping mentee with resume writing and interviewing skills.
- Communicate with their community member weekly—by phone, text, or email—to keep in touch about what is going on in their lives. Times of communication will be scheduled based on mentor and mentee availability.
- Honor all commitments made to the community member and MCSA or MCC staff.
- Be respectful of the community member's time, opinions, and decision-making.
- Serve as a positive role model by modeling desirable behaviors—e.g. patience, tolerance, and listening.
- Be comfortable and able to establish appropriate boundaries with the community member and his or her family.
- Be encouraging and supportive of the community member.
- Help the community member set goals and develop a realistic action plan.
- Utilize their knowledge and network to help the community member achieve their goals.
- Check-in with MCSA or MCC staff once a month.
- Attend volunteer training.
- Complete evaluation surveys as requested by MCSA or MCC.
- Be patient and understand the mentoring relationship is a process that takes work and time.

Qualifications of mentor:

- Be 21 years of age.
- Have earned a high school diploma.
- Submit an application
- Pass a criminal background check
- Successfully complete an interview for a mentor position with MCSA or MCC staff Member.
- Exhibit a genuine concern for members of our community.

Supervisor: Case Manager at MCSA or Career Navigator at MCC

This program is made possible by a partnership between:

MUSCATINE COMMUNITY COLLEGE
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Excerpts from The Mentor's Guide: Facilitating Effective Learning Relationships
by Lois J. Zachary

This book's intended audience is professionals mentoring someone in their own organizations. However, many of these ideas and principles can be applied to any adult mentoring relationship.

TABLE 1.4

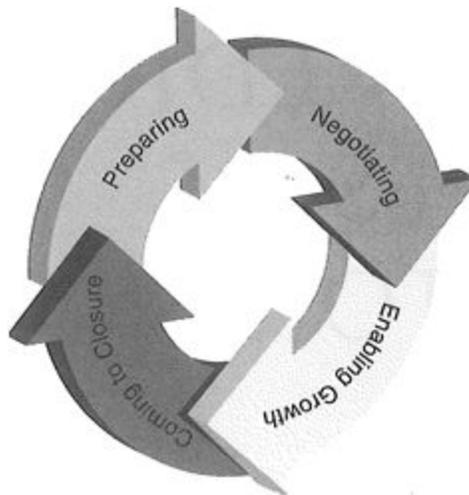
The Facilitator's Reference Guide

1. Engage mentees and tap into their unique experiences.
2. Encourage mentees to reflect on their past experiences and use them as learning opportunities.
3. Inspire and build mentee confidence and competence.
4. Create a positive, safe learning environment.
5. Relate to mentees' situations, issues, and concerns.
6. Consider the timing.
7. Pace the learning.
8. Allow adequate time for mentees to integrate and reflect on the learning.
9. Use a variety of approaches that draw on different learning styles.
10. Be flexible and open to new ideas.
11. Respect mentees' unique needs and cultural differences.
12. Be clear about the purpose, direction, and boundaries of the learning.
13. Ask for feedback on your facilitation techniques.
14. Be open to suggestions for improving the process.

TABLE 3.1**Seven Points of Connection**

What You Can Do	Making the Connection
1. Invest time and effort in setting the climate for learning.	Determine your mentee's learning style and learning needs and how that might play out in your relationship, given that it is not face-to-face.
2. Be sensitive to the day-to-day needs of your mentee.	Spend time connecting with your mentee. Ask enough questions to give you sufficient insight into his or her work context.
3. Identify and use multiple venues for communication.	Explore all available options: e-mail, videoconference, e-learning technologies, telephone, mail, and emerging technology—and use more than one of these. Look for opportunities to connect face-to-face, even at a long distance.
4. Set a regular contact schedule, but be flexible.	Agree on a mutually convenient contact schedule, and make sure it works for you and your mentee. If you need to renegotiate a scheduled appointment, use that situation as an opportunity for connection and interaction.
5. Check on the effectiveness of your communication.	Ask questions: Are we connecting? Is what we are doing working for us? What can we do to improve the quality of our interaction?
6. Make sure that connection results in meaningful learning.	Is learning going on? Is the mentee making progress?
7. Share information and resources—but never as a substitute for personal interaction.	Set the stage to share information. Then share the information and follow up.

The Mentoring Cycle



Movement through the four phases follows a fluid yet foreseeable cycle and usually with some overlap between them. For example, during the enabling growth phase, when mentoring partners are most likely to face potential obstacles, they may need to renegotiate aspects of their mentoring partnership agreement in order to move forward and maintain the relationship. Sometimes mentoring partners move into the coming to closure stage prematurely and find that they have unfinished goals to complete before they bring the relationship to a close.

Phase One: Preparing

The preparing phase is a discovery process. Because every mentoring relationship is unique, you and your mentoring partner must take this time to set the tone for the relationship by engaging in conversation, getting to know each other, and understanding each other's contexts.

Clarity about both expectation and role is essential for establishing a productive mentoring relationship. You can also explore your personal motivation and readiness to mentor this individual. Assess your mentoring skills to identify areas for your own learning and development.

Phase Two: Negotiating

Negotiating is the business phase of the relationship-the time when mentoring partners come to agreement on learning goals and define the content and process of the relationship. Although you will establish goals and create a work plan during this phase, negotiating the relationship is not as simple as drawing up an agreement.

The heart of the negotiating phase has to do with creating a shared understanding about assumptions, expectations, goals, and needs. It involves talking about some of the soft issues in a relationship-important topics like ground rules, confidentiality, boundaries, and hot buttons, which often are left out of mentoring conversations because the partners find these issues difficult to talk about. Establishing boundaries in this way lays a solid foundation for building trust.

Another way to describe the negotiating phase is "the detail phase." This is when the details of when and how to meet, responsibilities, criteria for success, accountability, and bringing the relationship to closure are mutually articulated.

Phase Three: Enabling Growth

The enabling growth phase is the work phase of the learning relationship, when most of the contact between mentoring partners takes place. Although it offers the greatest opportunity for nurturing learning and development, the mentoring partners are also most vulnerable to the obstacles that can contribute to derailment of the relationship—even when obstacles and goals have been clearly articulated. Inevitably each relationship must find its own path and maintain a sufficient level of trust to develop a quality mentoring relationship and promote learning.

The mentor's role during this phase is to facilitate learning by establishing and maintaining an open and affirming learning climate and providing thoughtful, timely, candid, and constructive feedback. Both you and your mentee will monitor the learning process and learning progress to ensure that the mentee's learning goals are being met.

Phase Four: Coming to Closure

Coming to closure is much more than simply marking the end of the mentoring relationship; it is an opportunity for both partners to recognize and celebrate what they have learned. This evolutionary process has a beginning (establishing closure protocols when setting up a mentoring agreement), a middle (anticipating and addressing obstacles along the way), and an end (ensuring that there has been positive learning, no matter what the circumstances). All three components are necessary for satisfactory closure.

Successful closure encompasses evaluating, acknowledging, and celebrating achievement of learning outcomes. Both mentors and mentees can benefit from closure. It is an opportunity to harvest the learning and apply what you have learned to other relationships and situations.

TABLE 5.3**Common Mentoring Ground Rules**

Issue	Ground Rules
Time	Our meetings begin and end on time. We will manage our time well and use agendas to keep us on track. We will put interruptions aside.
Feedback	We make regular feedback an expectation.
Role expectations	Each of us actively participates in the relationship. We will each keep a mentoring journal to reflect on our experiences. We will honor each other's expertise and experience.
Communication	Our communication is open, candid, and direct. We will respect our differences and learn from them.
Stumbling blocks	If we come up against a stumbling block, we will address it immediately and not wait until the next meeting.
Closure	In the event that our relationship doesn't work out, we will have a closure conversation and use it as a learning opportunity.

TABLE 5.4**Responses to Crossed Boundaries**

Boundary Crossed	What to Do
Mentee demands more time than the mentor is willing to give	Mentees should not "demand" anything. This is a partnership. If more time is needed, the mentoring partnership agreement should be revisited.
Mentee misses scheduled meetings and does not call to explain	Mentoring is a partnership built on respect for the individual. This includes respect for the mentor's time. You may need to renegotiate the mentoring agreement.
Mentee starts confiding serious personal problems	Avoid playing therapist. The mentor-mentee relationship focuses on fulfilling learning needs, not psychological needs.
Mentee calls too frequently for advice	Mentor and mentee need to talk about why this is happening and review the mentoring partnership agreement.

Excerpt from A Framework for Understanding Poverty by Ruby K. Payne

The chart below helps illustrate how different people view various aspects of their lives. While the chart makes broad sweeping generalization about classes of people, it can help us look at life through someone else's context.

HIDDEN RULES AMONG CLASSES / FROM RUBY PAYNE'S "UNDERSTANDING POVERTY"

	POVERTY	MIDDLE CLASS	WEALTH
POSSESSIONS	People	Things	One-of-a-kind objects, legacies, pedigrees.
MONEY	To be used, spent.	To be managed.	To be conserved, invested.
PERSONALITY	Is for entertainment. Sense of humor is highly valued.	If for acquisition and stability. Achievement is highly valued.	Is for connections. Financial, political, social connections are highly valued.
SOCIAL EMPHASIS	Social inclusion of people he/she likes.	Emphasis is on self-governance and self-sufficiency.	Emphasis is on social exclusion.
FOOD	Key question: Did you have enough? Quantity important.	Key question: Did you like it? Quality important.	Key question: Was it presented well? Presentation important.
CLOTHING	Clothing valued for individual style and expression of personality.	Clothing valued for its quality and acceptance into norm of middle class. Label important.	Clothing valued for its artistic sense and expression. Designer important.
TIME	Present most important. Decisions made for moment based on feelings or survival.	Future most important. Decisions made against future ramifications.	Traditions and history most important. Decisions made partially on basis of tradition and decorum.
EDUCATION	Valued and revered as abstract but not as reality	Crucial for climbing success ladder and making money.	Necessary tradition for making and maintaining connections.
DESTINY	Believes in fate. Cannot do much to mitigate chance.	Believes in choice. Can change future with good choices now.	Noblesse oblige. ('Nobility Obliges')
LANGUAGE	Casual register. Language is about survival.	Formal register. Language is about negotiation.	Formal register. Language is about networking.
FAMILY STRUCTURE	Tends to be matriarchal.	Tends to be patriarchal.	Depends on who has money.
WORLD VIEW	Sees world in terms of local setting.	Sees world in terms of national setting.	See world in terms of international view.
LOVE	Love and acceptance conditional, based upon whether individual is liked.	Love and acceptance conditional and based largely upon achievement.	Love and acceptance conditional and related to social standing and connections.
DRIVING FORCES	Survival, relationships, entertainment.	Work, achievement.	Financial, political, social connections.
HUMOR	About people and sex.	About situations.	About social faux pas.

1 Humble Inquiry

When conversations go wrong, when our best advice is ignored, when we get upset with the advice that others give us, when our subordinates fail to tell us things that would improve matters or avoid pitfalls, when discussions turn into arguments that end in stalemates and hurt feelings—what went wrong and what could have been done to get better outcomes?

A vivid example came from one of my executive students in the MIT Sloan Program who was studying for his important finance exam in his basement study. He had explicitly instructed his six-year-old daughter not to interrupt him. He was deep into his work when a knock on the door announced the arrival of his daughter. He said sharply, “I thought I told you not to interrupt me.” The little girl burst into tears and ran off. The next morning his wife berated him for upsetting the daughter. He defended himself vigorously until his wife interrupted and said, “I sent her down to you to say goodnight and ask you if you wanted a cup of coffee to help with your studying. Why did you yell at her instead of asking her why she was there?”

How can we do better? The answer is simple, but its implementation is not. We would have to do three things: 1) do less telling; 2) learn to do more asking in the particular form of Humble Inquiry; and 3) do a better job of listening

and acknowledging. Talking and listening have received enormous attention via hundreds of books on communication. But the social art of asking a question has been strangely neglected.

Yet what we ask and the particular form in which we ask it—what I describe as Humble Inquiry—is ultimately the basis for building trusting relationships, which facilitates better communication and, thereby, ensures collaboration where it is needed to get the job done.

Some tasks can be accomplished by each person doing his or her own thing. If that is the case, building relationships and improving communication may not matter. In the team sports of basketball, soccer, and hockey, teamwork is *desirable* but not essential. But when *all the parties* have to do the right thing—when there is complete, simultaneous interdependence, as in a seesaw or a relay race—then good relationships and open communication become *essential*.

How Does Asking Build Relationships?

We all live in a culture of Tell and find it difficult to ask, especially to ask in a humble way. What is so wrong with telling? The short answer is a sociological one. *Telling* puts the other person down. It implies that the other person does not already know what I am telling and that the other person ought to know it. Often when I am told something that I did not ask about, I find that I already know that and wonder why the person assumes that I don't. When I am told things that I already know or have thought of, at the minimum I get impatient, and at the maximum I get offended. The fact that the other person says, "But I was only trying to help—you might not have thought of it," does not end up being helpful or reassuring.

On the other hand, *asking* temporarily empowers the other person in the conversation and temporarily makes me vulnerable. It implies that the other person knows something that I need to or want to know. It draws the other person into the situation and into the driver's seat; it enables the other person to help or hurt me and, thereby, opens the door to building a relationship. If I don't care about communicating or building a relationship with the other person, then telling is fine. But if part of the goal of the conversation is to *improve* communication and build a relationship, then telling is more risky than asking.

A conversation that leads to a relationship has to be sociologically equitable and balanced. If I want to build a relationship, I have to begin by investing something in it. Humble Inquiry is investing by spending some of my *attention* up front. My question is conveying to the other person, "I am prepared to listen to you and am making myself vulnerable to you." I will get a return on my investment if what the other person tells me is something that I did not know before and needed to know. I will then appreciate being told something new, and a relationship can begin to develop through successive cycles of being told something *in response to asking*.

Trust builds on my end because I have made myself vulnerable, and the other person has not taken advantage of me nor ignored me. Trust builds on the other person's end because I have shown an interest in and paid attention to what I have been told. A conversation that builds a trusting relationship is, therefore, an interactive process in which each party invests and gets something of value in return.

All of this occurs within the cultural boundaries of what is considered appropriate good manners and civility. The participants exchange information and attention in suc-

cessive cycles guided by each of their perceptions of the cultural boundaries of what is appropriate to ask and tell about in the given situation.

Why does this not occur routinely? Don't we all know how to ask questions? Of course we think we know how to ask, but we fail to notice how often even our questions are just another form of telling—rhetorical or just testing whether what we think is right. We are biased toward telling instead of asking because we live in a pragmatic, problem-solving culture in which knowing things and telling others what we know is valued. We also live in a structured society in which building relationships is not as important as task accomplishment, in which it is appropriate and expected that the subordinate does more asking than telling, while the boss does more telling than asking. Having to ask is a sign of weakness or ignorance, so we avoid it as much as possible.

Yet there is growing evidence that many tasks get accomplished better and more safely if team members and especially bosses learn to build relationships through the art of Humble Inquiry. This form of asking shows interest in the other person, signals a willingness to listen, and, thereby, temporarily empowers the other person. It implies a temporary state of dependence on another and, therefore, implies a kind of *Here-and-now Humility*, which must be distinguished from two other forms of humility.

Three Kinds of Humility

Humility, in the most general sense, refers to granting someone else a higher *status* than one claims for oneself. To be *humiliated* means to be publicly deprived of one's claimed status, to lose face. It is unacceptable in all cultures to humiliate another person, but the rules for what constitutes

humiliation vary among cultures due to differences in how status is granted. Therefore, to understand Humble Inquiry, we need to distinguish three kinds of humility based on three kinds of status:

1) *Basic humility*—In traditional societies where status is ascribed by birth or social position, humility is not a choice but a condition. One can accept it or resent it, but one cannot arbitrarily change it. In most cultures the “upper class” is granted an intrinsic respect based on the status one is born into. In Western democracies such as the United States, we are in conflict about how humble to be in front of someone who has been born into it rather than having achieved it. But all cultures dictate the minimum amount of respect required, or the expected politeness and acknowledgment that adults owe each other. We all acknowledge that as human beings we owe each other some basic respect and should act with some measure of civility.

2) *Optional humility*—In societies where status is *achieved* through one’s accomplishments, we tend to feel humble in the presence of people who have clearly achieved more than we have, and we either admire or envy them. This is *optional* because we have the choice whether or not to put ourselves in the presence of others who would humble us with their achievements. We can avoid such feelings of humility by the company we choose and who we choose to compare ourselves to, our reference groups. When in the presence of someone whose achievements we respect, we generally know what the expected rules of deference and demeanor are, but these can vary by occupational culture. How to properly show respect for the Nobel Prize–winning physicist or the Olympic Gold Medal–winner may require some coaching by occupational insiders.

3) *Here-and-now Humility*—There is a third kind of

humility that is crucial for the understanding of Humble Inquiry. Here-and-now Humility is how I feel when I am dependent on you. My status is inferior to yours at this moment because you know something or can do something that I need in order to accomplish some task or goal that I have chosen. You have the power to help or hinder me in the achievement of goals that I have chosen and have committed to. I have to be humble because I am temporarily dependent on you. Here I also have a choice. I can either not commit to tasks that make me dependent on others, or I can deny the dependency, avoid feeling humble, fail to get what I need, and, thereby, fail to accomplish the task or unwittingly sabotage it. Unfortunately people often would rather fail than to admit their dependency on someone else.

This kind of humility is easy to see and feel when you are the subordinate, the student, or the patient/client because the situation you are in defines relative status. It is less visible in a team among peers, and it is often totally invisible to the boss who may assume that the formal power granted by the position itself will guarantee the performance of the subordinate. The boss may not perceive his or her dependency on the subordinate, either because of incorrect assumptions about the nature of the task that is being performed or because of incorrect assumptions about a subordinate's level of commitment to the particular job. The boss may assume that if something is in the subordinate's job description, it will be done, and not notice the many ways in which subordinates will withhold information or drift off what they have been trained for. But, if I am a boss on a seesaw or in a relay race in which everyone's performance matters to getting the job done at all, I am de facto dependent on the subordinate whether I recognize it or not. Getting the seesaw to move and passing the baton will work only if all the participants,

regardless of formal status, recognize their dependence on each other. It is in that situation where Humble Inquiry by all the parties becomes most relevant, where the humility is not based on a priori status gaps or differences in prior achievement, but on recognized here-and-now interdependence.

When you are dependent on someone to get a task accomplished, it is essential that you build a relationship with that person that will lead to open task-related communication. Consider two possibilities. You are the boss in the relay race. *Telling* the person to put out her or his left hand so that you, who are right-handed, can easily pass the baton, may or may not lead to effective passing. However, if you decide to engage in Humble Inquiry prior to the race, you might ask your teammate's preference for which hand to use. You might then discover that the person has an injured left hand that does not work as well, and it would be better for you to pass with *your* left.

Shouldn't the subordinate have mentioned that before the race anyway? Not if in that culture for one person to speak up directly to a person of higher status is taboo. If the baton pass is an instrument a nurse passes to the surgeon, isn't it enough for the surgeon to *tell* the nurse what she needs and expect a correct response? Ordinarily yes, but what if the nurse is temporarily distracted by a beep from monitoring equipment or confused because of a possible language problem or thinks it is the wrong instrument? Should he not speak up and admit that he does not understand, or are the cultural forces in the situation such that he will guess and maybe make a costly mistake? If, in the culture of that operating room, the doctors are gods and one simply does not question or confront them, that nurse will not speak up, even if there is potential harm to the patient. My point is that in both of those examples, the boss and the

doctor are de facto dependent on their subordinates and must, therefore, recognize their Here-and-now Humility. Failure to do so and failure to engage in Humble Inquiry to build a relationship *prior to the race or the operation itself* then leads to poor performance, potential harm, and feelings of frustration all around.

When such situations occur within a given culture where the rules of deference and demeanor are clear, there is a chance that the parties will understand each other. But when the team members in an interdependent task are more multicultural, both the language and the set of behavioral rules about how to deal with authority and trust may vary. To make this clear, let's look at a hypothetical multicultural example from medicine, keeping in mind that the same cultural forces would operate in a comparable example of a task force in a business or in a curriculum committee in a school.

THREE KINDS OF HUMILITY— A SURGICAL TEAM EXAMPLE

Consider these three types of humility in the context of a hypothetical British hospital operating room where a complex operation is being performed. The surgeon is Dr. Roderick Brown, the son of Lord Brown, who is a respected senior surgeon and works with the Royal Family; the anesthesiologist is Dr. Yoshi Tanaka, recently arrived from Japan on a residency fellowship; the surgical nurse is Amy Grant, an American working in the United Kingdom because her husband has a job there; and the surgical tech is Jack Swift, who is from a lower-class section of London and has gone as high as he is likely to go at the hospital.³

All the members of the team would feel some *basic humility* with respect to the surgeon, Dr. Brown, except pos-

sibly Amy, who does not particularly respect the British class structure. Both Amy and Dr. Tanaka would feel *optional humility* with respect to Dr. Brown because they can see how talented Brown is with surgical tools. Jack is likely to feel such *optional humility* with respect to all the others in the room. What none of them may be sufficiently aware of is that they are *interdependent* and will, therefore, have to experience *Here-and-now Humility* from time to time with respect to each other.

Dr. Brown, the senior surgeon, may know implicitly, but would not necessarily acknowledge openly, that he is also dependent on the other three. A situation might well arise where he needs information or something to be done by the others in the room who have lower status than he. In the context of the task to be done, situations will arise where an occupationally higher-status person temporarily has lower status by virtue of being dependent and, therefore, should display *Here-and-now Humility* to ensure a better performance and a safer outcome for the patient.

The higher-status person often denies or glosses this kind of dependency by rationalizing that “I am, after all, working with professionals.” That implies that they are all competent, are committed to the superordinate goals of healing the patient, and accept their roles and relative status in the room. It implies that they don’t feel humiliated by having orders barked at them or having help demanded of them. Their “professionalism” also typically assumes that they will not humiliate the person with higher status by offering criticism or help unless asked. The burden then falls on the higher-status person to ask for help and *to create the climate that gives permission for the help to be given.*

Situational Trouble or Surprise. If things work smoothly, there may be no issues around status and open communication. But what if something goes wrong or something unexpected occurs? For example, if Dr. Tanaka is about to make a major mistake on the anesthetics, and the nurse, Amy, notices it, what should she do? Should she speak up? And what are the consequences of her speaking up about it? Being American, she might just blurt it out and risk that Dr. Tanaka would, in fact, be humiliated by being corrected by a lower-status nurse, a woman, and an American.

If the corrective comment was made by Dr. Brown, it might be embarrassing, but would have been accepted because the senior person can legitimately correct the junior person. Dr. Tanaka might actually appreciate it. Jack might have seen the potential error but would not feel licensed to speak up at all. If Amy or the tech made the mistake, they might get yelled at and thrown off the team because from the point of view of the senior doctor, they could easily be replaced by someone more competent.

What if Dr. Brown was about to make a mistake, would anyone tell him? Dr. Tanaka has learned in his culture that one *never* corrects a superior. This might go so far as to cover up for a surgeon's mistake in order to protect the face of the superior and the profession. Amy would experience conflict and might or might not speak up depending on how psychologically safe she felt in the situation. That might be based on what kind of history of communication and relationship she had with Dr. Brown and other male surgeons in her past career. She might not know whether Dr. Brown would be humiliated by having a nurse offer a corrective comment or question. And humiliation must be avoided in most cultures, so it would be difficult for her to speak up unless she and Dr. Brown had built a relationship in which she felt safe to do so.

Jack would certainly not speak up but might later tell terrible stories about Dr. Brown to his tech colleagues if the operation went badly and the patient was harmed or died unnecessarily. If this incident later led to an official inquiry, Jack and Dr. Tanaka might be called as witnesses. They might be asked what they had observed and would either have to lie or, if they admitted that they saw the mistake, might be criticized for not having done anything at the time.

All this would result from Dr. Brown (the leader) being insensitive to the cultural rules around speaking up across status boundaries and not doing anything to change those rules within his surgical team. What is missing in this scenario, and it is often missing in all kinds of complex interdependent tasks, is a social mechanism that overrides the barriers to communication across status lines where humiliation is a cultural possibility. To build this social mechanism—a relationship that facilitates relevant, task-oriented, open communication across status boundaries—requires that leaders learn the art of Humble Inquiry. The most difficult part of this learning is for persons in the higher-status position to become Here-and-now Humble, to realize that in many situations *they are de facto dependent on subordinates and other lower-status team members*.

This kind of humility is difficult to learn because in achievement-oriented cultures where knowledge and the display of it are admired, being Here-and-now Humble implies loss of status. Yet this is precisely the kind of humility that will increasingly be needed by leaders, managers, and professionals of all sorts because they will find themselves more and more in tasks where mutual interdependency is the basic condition. That might at times require leaders to ask their team, "Am I doing this correctly? Tell me if I am doing something wrong." This is even harder to learn when

some of the members of the team come from traditional cultures in which arbitrary status lines must not be overridden and where task failure is preferable to humiliation and loss of face.

What would it take to get Dr. Tanaka, Amy, and even Jack to confront Dr. Brown when he is about to make a mistake? Efforts to define common goals, require procedures such as checklists, and standardize training are necessary but not sufficient because, in a new and ambiguous situation, team members will fall back on their own cultural rules and do unpredictable things. A leader of any multicultural team who really wanted to ensure open task-related communication would use Humble Inquiry to first build a relationship with the others that would make them feel psychologically safe and able to overcome the conflict they may experience between their duties and their culturally and professionally defined sense of deference.

What Is Inquiry?

Having defined what *humility* means in this analysis of Humble Inquiry, we need next to ask what *inquiry* means. Inquiry is also a complex concept. Questioning is both a science and an art. Professional question askers such as pollsters have done decades of research on how to ask a question to get the kind of information they want. Effective therapists, counselors, and consultants have refined the art of questioning to a high degree. But most of us have not considered how questions should be asked in the context of daily life, ordinary conversations, and, most importantly, task performance. When we add the issue of asking questions across cultural and status boundaries, things become very muddy indeed.

What we ask, how we ask it, where we ask it, and when we ask it all matter. But the essence of Humble Inquiry goes beyond just overt questioning. The kind of inquiry I am talking about derives from an *attitude of interest and curiosity*. It implies a desire to build a relationship that will lead to more open communication. It also implies that one makes oneself vulnerable and, thereby, arouses positive helping behavior in the other person. Such an attitude is reflected in a variety of behaviors other than just the specific questions we ask. Sometimes we display through body language and silence a curiosity and level of interest that gets the other person talking even when we have said nothing.

Feelings of Here-and-now Humility are, for the most part, the basis of curiosity and interest. If I feel I have something to learn from you or want to hear from you some of your experiences or feelings because I care for you, or need something from you to accomplish a task, this makes me temporarily dependent and vulnerable. It is precisely my temporary subordination that creates psychological safety for you and, therefore, increases the chances that you will tell me what I need to know and help me get the job done. If you exploit the situation and lie to me or take advantage of me by selling me something I don't need or giving me bad advice, I will learn to avoid you in the future or punish you if I am your boss. If you tell me what I need to know and help me, we have begun to build a positive relationship.

Inquiry, in this context, does imply that you ask questions. But not any old question. The dilemma in U.S. culture is that we don't really distinguish what I am defining as Humble Inquiry carefully enough from *leading* questions, *rhetorical* questions, *embarrassing* questions, or statements in the form of questions—such as journalists seem to love—which are deliberately provocative and intended to put you

down. If leaders, managers, and all kinds of professionals are to learn Humble Inquiry, they will have to learn to differentiate carefully among the possible questions to ask and make choices that build the relationship. How this is done will vary with the setting, the task, and the local circumstances, as we will see in later chapters.

In the next chapter, I want first to provide a wide range of examples of Humble Inquiry to make clear what I mean by it and to illustrate how varied the behavior can be depending on the situation and the context.

QUESTIONS FOR THE READER

- Think about various people whom you admire and respect. What is the type of humility that you feel in each case?
- Think about tasks that require collaboration. In what way are you dependent on another person? Try to reflect on and recognize the temporary Here-and-now Humility that is required of each of you as you help each other. Do you think you can talk about this kind of humility with each other when you next discuss your joint task? If not, why not?
- Now think about yourself in your daily life with friends and family. Reflect on the kinds of questions you tend to ask in ordinary conversation and in task situations. Are they different? Why?
- What is the one most important thing you have learned about how to ask questions?
- Now take a few minutes just to reflect quietly on what you have learned in general so far.

ACEs:

Adverse childhood experiences (ACEs) are traumatic events that can dramatically upset a child's sense of safety and well-being.

BEYOND ACEs:

Building Hope & Resiliency in Iowa



EXECUTIVE SUMMARY
OF IOWA ADVERSE
CHILDHOOD
EXPERIENCES DATA,
2012-2014

8 types of studied ACEs in Iowa

ABUSE

- 1 Physical
- 2 Emotional
- 3 Sexual

HOUSEHOLD DYSFUNCTION

- 4 Substance abuse in home
- 5 Family member with mental illness
- 6 Incarcerated family member
- 7 Separation/divorce
- 8 Domestic violence

Although the Iowa study focuses on eight categories, trauma can occur at any age from many kinds of events including economic hardship, crime in the community, and the loss of a loved one. What is experienced as trauma is personal and influenced by our past experiences, current relationships and the community in which we live.

Adverse Childhood Experiences and Iowa's opportunity to respond

Early experiences shape the quality of our adult lives. The Adverse Childhood Experiences (ACEs) Study revealed how strongly negative experiences in childhood can derail a child's development, and lead to a host of health and social challenges throughout a lifetime. This original study, conducted in California in the mid-1990s, looked at a predominantly white, middle-class, educated population.

From 2012-2014, Iowa stakeholders joined other states in studying ACEs data in our population. Our analysis shows that 56 percent of Iowa adults have experienced at least one of eight types of child abuse and household dysfunction. 14.5 percent have experienced four or more.

56 percent of Iowa adults have experienced at least one of eight types of child abuse and household dysfunction.

As the number of these experiences increases, so does the likelihood of having a wide range

of poor outcomes. Adults with a greater number of ACEs have an increased likelihood of adopting risky behaviors such as smoking, alcoholism and drug use. They also have an increased risk of having health problems including diabetes, heart disease, depression, sexually transmitted diseases and early death. Iowa's findings are in-line with the original study.

The ACEs Study gives us a new way to look at the health and social issues we are working to address in our communities – and is inspiring a movement to respond. **Emerging research shows that building caring connections promotes positive experiences** for children from the start and helps those with a history of trauma heal. Individuals, organizations and communities are implementing trauma-informed strategies that are changing the outcomes we see in the ACEs data.

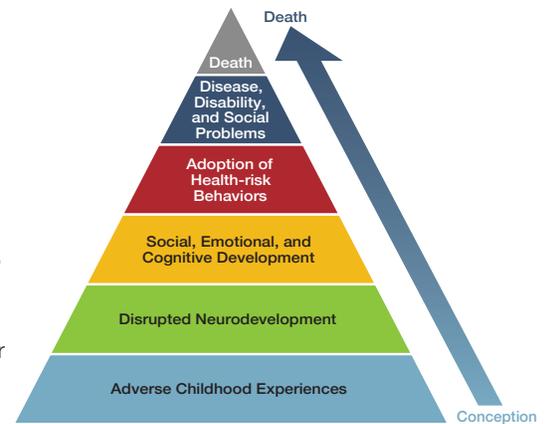
This report summarizes three years of ACEs data gathered through Iowa's Behavioral Risk Factor Surveillance System and shares emerging data tied to this study. We hope these findings inspire individuals, organizations and communities to take action. **Through hope and resiliency we can improve the health and well-being of Iowans and create a brighter future for our communities.**

ACEs among Iowa adults today

► Why are ACEs so **damaging**?

Learning to cope with stress is an important part of child development. If we feel threatened, our bodies help us respond by increasing stress hormones, which raises our heart rate, blood pressure and muscle tone. When a young child experiences stress within an environment of supportive adult relationships, the effects of stress are buffered and naturally brought back down to baseline.

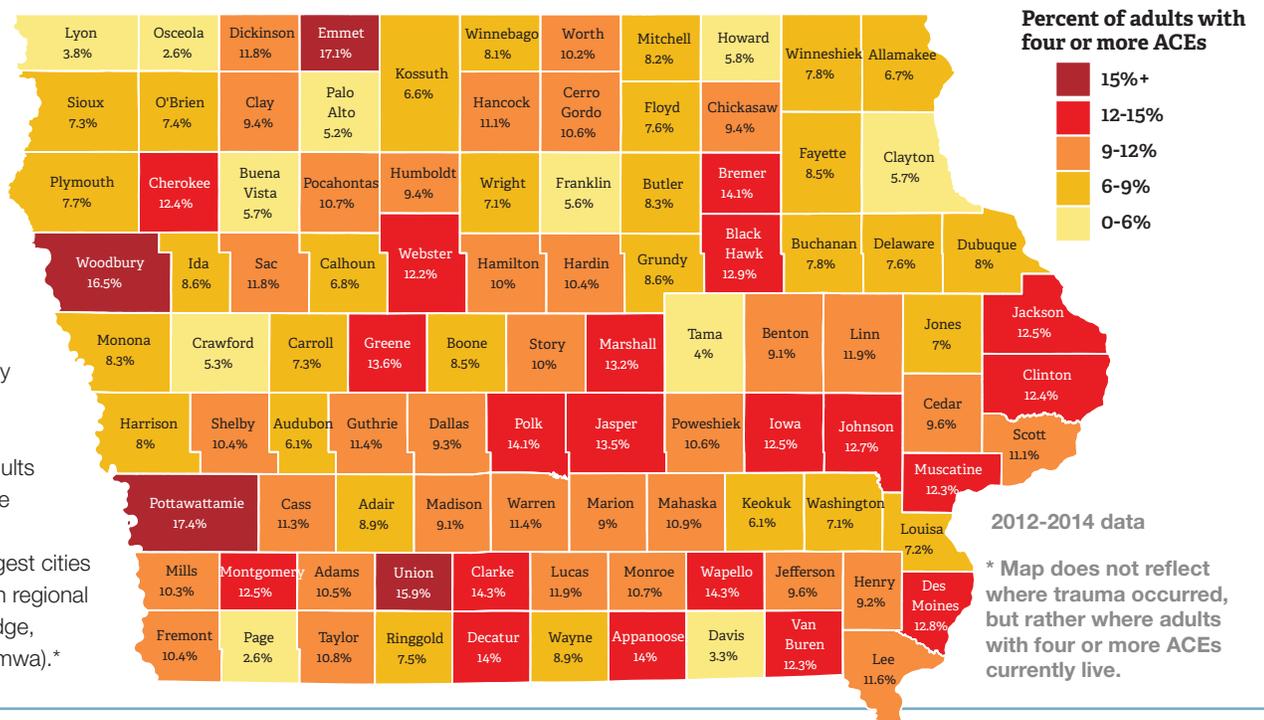
This helps a child develop a healthy response to stress. When a child experiences stress that is powerful, frequent, prolonged and/or unpredictable without adequate adult support, that child's stress response system remains on at all times. This high level of stress can disrupt the development of the brain and other organs, and increase the risk for poor health, learning and social outcomes.



Where do Iowa adults with ACEs live now?

All Iowa counties have adults who report experiencing significant adversity in childhood. On average, however, fewer adults with a high percentage of ACEs live in suburban counties, places with high incomes and relatively few social strains.

A greater share of adults reporting four or more ACEs live in counties containing Iowa's largest cities and non-metropolitan regional centers (like Fort Dodge, Burlington, and Ottumwa).*

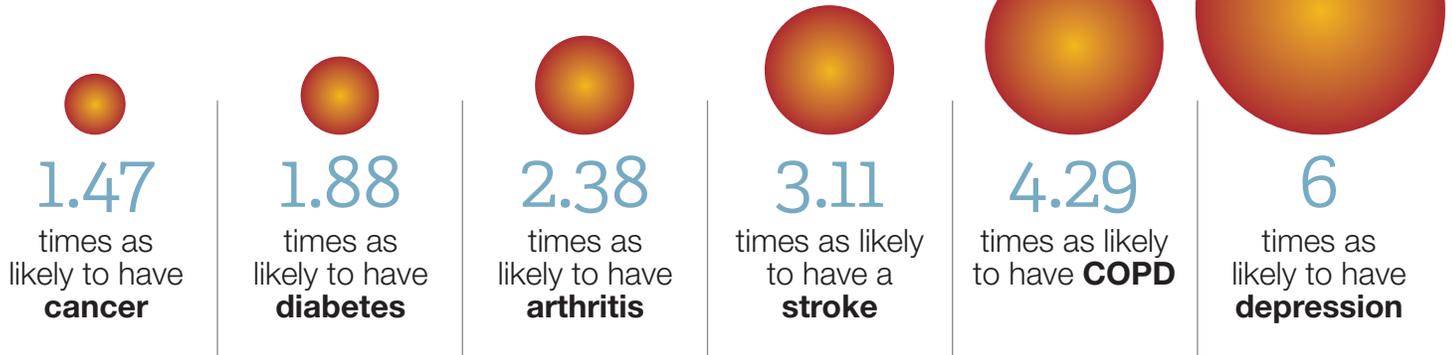


Prevalence of **additional ACEs** among those who experience each category of ACE

Childhood trauma is often not an isolated incident. If an individual experiences one type of ACEs, they are more likely to experience one or more additional ACEs. For example, a child growing up in a home with an incarcerated family member is 85 percent likely to experience at least one additional ACE and 74 percent likely to experience at least two additional ACEs.

	% with 1+ additional ACE	% with 2+ additional ACEs
CHILD ABUSE		
Emotional abuse	69	48
Physical abuse	84	69
Sexual abuse	73	56
HOUSEHOLD DYSFUNCTION		
Substance abuse in home	73	54
Incarcerated family member	85	74
Family member with mental illness	76	58
Domestic violence	86	73
Separation/divorce	71	51

Those experiencing **four or more** ACEs compared to those with **zero** are:



Four or more ACEs indicate a significant level of childhood trauma that greatly increases the risk of poor outcomes.

Hope for a better future

“What is it about my story you might want to hear?” says Yolanda to the community members who have gathered to learn about the impact of childhood trauma. “Do you need to hear the desperation of a kid ‘raised’ in unimaginable conditions? Do you need to hear about how horrific things got for a mother of four children that would allow her to walk into DHS and say, ‘I can’t do it anymore?’ Or what you’re needing to hear is how the girl in front of you begged and pleaded for any relative including dad, grandmas, ex-step dad, even friends’ parents to please come get me out of the children’s shelter because 9-10 months is just too long?”

By age 12, Yolanda’s life had hit rock bottom. Her ACEs score – the total categories of abuse, neglect and household dysfunction she’d experienced as a child – was a “perfect 10” based on the number of categories in the original study. The family dysfunction stemmed generations with both her mother and father having extremely traumatic experiences themselves. Yolanda began drinking and smoking marijuana at a young age. At age 14, she met a boy who claimed to love her and soon became pregnant.

Despite these odds, Yolanda was determined to not let her childhood define her.

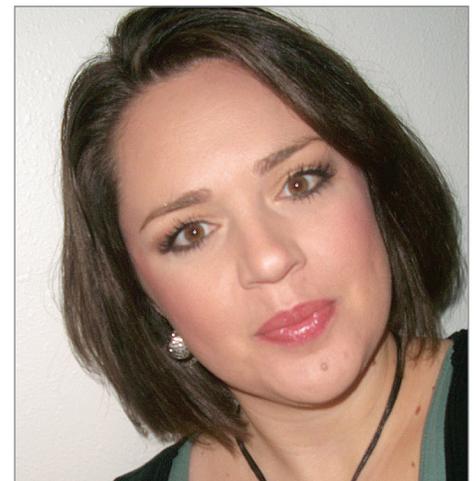
“All I needed was just a tiny bit of hope that things could be different,” she said, “and to

be treated like and talked to as if my future could be whatever I decided it would be. I just needed someone standing at the fork in the road nodding their head in the right direction. I just needed little nudges.”

These nudges began when her 5th grade teacher had her tested for the talented and gifted program. “This was the first time it occurred to me that maybe I am more than I thought,” Yolanda said. Her therapist helped her see that repeat nightmares were the result of her environment, and her 7th grade writing teacher encouraged Yolanda to pour her emotions into her journal. While in foster care, her caseworker listened, advocated for Yolanda to keep her son, and even helped her get the diapers, bedding and clothing she needed when she suddenly decided to keep her son on the day he was born.

“All it takes is the heart of someone in your exact position, whatever you may be, to change the lives of one individual,” she tells the community group. “It takes you remembering that no matter their ACEs score and no matter what is seemingly going on in their life at the moment, it has no bearing on their potential. I want you to know that it wasn’t one person in my life or one event or one program that saved me. It was little nudges all along the way.”

Recently, Yolanda gave up a successful banking career to finish her bachelor’s degree



“All I needed was just a tiny bit of hope that things could be different.”

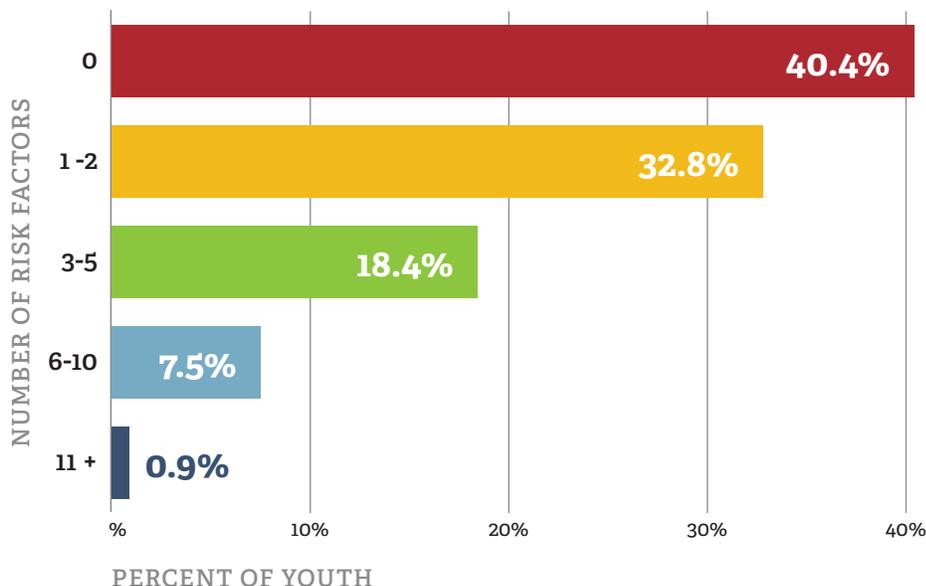
in social work and to serve as an AmeriCorps member with Families Making Connections in northern Iowa, helping support children who face similar situations as her own. Her son has found his passion as well, and now Yolanda enjoys receiving pictures of the dishes her 18-year-old cooks up in culinary school.

“This teenage mom with an ACEs score of a perfect 10 raised a child to have an ACEs score of 3. Only a 3,” she said. “Ideally, we want a zero. But I’ll stand by that 3 proudly and will do everything I can so that his children have an even lower score.”

Risk factors in Iowa youth

While Iowa ACEs data gives a picture of adult health and well-being today, we can gain an understanding of the next generation's health and behavior patterns by looking at youth. The Iowa Youth Survey, conducted by the Iowa Department of Public Health, captures the perceptions, attitudes and behaviors of 6th, 8th and 11th graders. The largest group of Iowa youth reported no risks among 16 questions related to resilience, risky behaviors and school, families and community connections. Nearly one in four students, however, had at least three risk factors and 8 percent had six-plus risk factors, indicating significant levels of stress.

These findings suggest that Iowa children are experiencing adversity at levels similar to those reported by adults in The ACEs Study. **The outcomes we see in adults today won't change in the next generation unless we take greater steps to intervene earlier.**



Source: Iowa Youth Survey, Iowa Department of Public Health, 2013
Data analyzed by Child and Family Policy Center

Iowa's opportunity to

RESPOND

Iowa's ACEs data highlights the significant impact trauma can have on individuals. But we also know, more than ever before, that these outcomes can be prevented. Washington State demonstrated that a comprehensive approach to educating communities and empowering local leaders to take action reduces the rates of childhood trauma and health problems in the next generation. Since 2011, Iowa has taken a national lead in developing its unique response to ACEs.

Change begins by building resiliency. When we respond with compassion to those who have experienced trauma and give families the tools they need to raise healthy children from the start, we develop systems that enable people to thrive, adapt and cope despite trauma. Here's how you can play a role:

► **LEARN:** Become educated about childhood trauma, its impact, and effective response strategies. Share your knowledge with others.

► **CONNECT:** Build caring connections with the children, families and adults you touch. Apply trauma-informed approaches to your personal and professional life.

► **LEAD:** Advocate for prevention and trauma-informed strategies when working on our state's most pressing issues.

For examples of ACEs-response efforts in Iowa and tools to help you with your efforts, please visit www.iowaAces360.org.

THANK YOU to Mid-Iowa Health Foundation for funding the production of this report and to United Way of Central Iowa for funding the coordination of the Central Iowa ACEs 360 Coalition.

Videos to Watch On Your Own:

Dr. Donna M. Beegle's videos-If Not Me Then Who

A 7 part series on poverty awareness and application of principles

<https://vimeo.com/user15541842/videos>

Once completed fill out the online form located at: <https://goo.gl/forms/W72TKWOGiZTiifP22>

ACES Primer Video by KPJR FILMS LLC

<https://vimeo.com/139998006>

Recommended Reading (not required):

See Poverty...Be the Difference: Discovering the Missing Pieces for Helping People Move Out of Poverty by Dr. Donna M. Beegle

Humble Inquiry: The Gentle Art of Asking Instead of Telling by Edgar Schein

The Mentor's Guide: Facilitating Effective Learning Relationships by Lois J. Zachary

Long Term Goal:

Today's Date

Goal Completion Date:

Short Term Goal	Steps to Reach Goal	Plan/Assistance Needed	Date Completed

Pathways to a Better Career

Start Today!

- 1** Pick a Pathway
- 2** Take Classes *within your Pathway*
- 3** Select a Major or Field *within your Pathway*
- 4** Live up to your Potential!



H.S. Diploma or HiSet

Consider a **Certificate Program**

Earn a **Short-Term Certificate** & GET A JOB



Earn a **1-Year Certificate** & GET A JOB



Or use those classes & keep going to...

Earn an **Associate's Degree** & GET A JOB



Or use those classes & keep going to...

Earn a **Bachelor's Degree** & GET A JOB



Or use those classes & keep going to...

Earn an **Master's Degree** & GET A JOB



College Courses

Earn an **Associate's Degree** & GET A JOB



Or use those classes & keep going to...

Earn a **Bachelor's Degree** & GET A JOB



Or use those classes & keep going to...

Earn an **Master's Degree** & GET A JOB



Did you know?
You can check with your 4-year college to see if they offer accelerated Master's programs. It can save you time and money!



Work Experience

Apply to an **Apprenticeship Program** & GET A JOB



Or use those classes & keep going to...

Did you know?
An apprenticeship combines on-the-job training with related classroom instruction

Earn an **Associate's Degree** & GET A JOB



Or use those classes & keep going to...

Earn a **Bachelor's Degree** & GET A JOB



Or use those classes & keep going to...

Earn an **Master's Degree** & GET A JOB



Did you know?
Your work experience can be used as credit and be applied to degree programs.



Military Experience

Use your MOS to earn a **Degree or Certificate**



Did you know?
Your MOS (job) in the military can transfer in as college credit!

Earn a **Short-Term or 1-Year Certificate** & GET A JOB



Or use those classes & keep going to...

Earn an **Associate's Degree** & GET A JOB



Or use those classes & keep going to...

Earn a **Bachelor's Degree** & GET A JOB



Or use those classes & keep going to...

Earn a **Master's Degree** & GET A JOB





Financial Aid Resources

Questions?

For more information about what aid you might qualify for, contact your program's financial aid office.

HiSET

HiSET is a low-cost High School Equivalency program.

- Fees can be waived for income eligible students.
- Proteus
- Promise Jobs (tuition, transportation & child care)
- WIOA program

CERTIFICATE

- Gap reskilling program
- WIOA program
- FAFSA
- Workplace discount/payment
- Proteus
- Military tuition assistance
- Department of Human Services (child care assistance)
- Promise Jobs (tuition, transportation & childcare)

ASSOCIATE'S

- Department of Human Services (childcare assistance)
- EICC Connections Scholarships
- EICC Foundation Scholarships
- FAFSA
- HiSET Scholarship
- Military tuition assistance
- Promise Jobs (transportation & child care assistance)
- Proteus
- WIOA Program
- Workplace discount/payment

BACHELOR'S

- FAFSA
- Military tuition assistance
- Promise Jobs (transportation & child care assistance)
- WIOA Program
- Workplace discount/payment

OTHER

- EICC ACCESS Program (transition program)
- Ticket-to-work (for disabled individuals receiving Social Security benefits)
- Vocational Rehab
- Goodwill Supported Employment



Careers

This is just a sample of career options by education level.

HiSET

- Stock Clerk
- Waiter/Waitress
- Retail Sales
- Short Order Cook
- Cashier
- Assembler

CERTIFICATE

- Certified Nurses Assistant
- CNC Programming
- Maintenance Welding
- HVAC Apprentice
- Home Care Aide
- Paralegal

ASSOCIATE'S

- Robotics Technician
- Automotive Collision Repair
- Hospitality Management
- Website Development
- Dental Hygienist
- Engineering Technician

BACHELOR'S

- Nurse
- Accountant
- Elementary School Teacher
- Social Worker
- Engineer
- Human Resources

MASTER'S

- Physical Therapist
- Librarian
- Mental Health Counselor
- Urban Planning
- Nurse Practitioner
- Archaeologist



Annual Wages

Iowa median annual earnings by education level. Wages vary by career.

\$35,000

\$38,010

\$42,000

\$60,015

\$67,824

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