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MISTI Mentoring

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MISTI Mentors

Please review the following slides view linked videos where appropriate.

A link to a short quiz will be provided at the end of this training.



Thanks to

The following slides and video clips are representative of a training developed by Antonio C. Perry from the Office of Minority Education



What to
expect

Please view this short [introduction](#) to the MISTI Mentors training program.

This video will give you an idea of what to expect as a MISTI Mentor.



What is Mentoring?

- > "Mentoring" is a process that always involves communication and is relationship based, but its precise definition is elusive.

Please view these videos on defining mentoring:

[Video 1](#)

[Video 2](#)



Mentoring Defined...

- > Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)".

Bozeman, B.; Feeney, M. K. (October 2007).

Mentoring Defined...

- > Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way.

Daloz, 1986

- > ... having 2 or more individuals willing to form a mutual respectful, trusting relationship focused on the potential growth and development of the mentee.”

Kochan & Pascarelli, 2003

Qualities of a Mentor

Please take a few minutes to reflect upon someone who has mentored you. Briefly jot down answers to the following questions:

- > Who was/is your mentor?
- > What were some qualities of this relationship that led you to identify this person as a mentor?
- > What were some characteristics of this person that positively influenced the mentoring experience

You will use this jottings in a later exercise

Some Qualities of a Mentor

- catalyst
- guide
- listener
- teacher
- motivator
- advisor
- coach
- helper
- supporter
- mirror
- connector
- role model
- resource
- guru
- champion
- friend
- door opener
- confidant
- advocate

Please view
[this video](#)



Mentoring vs. Advising

Please view this [video](#)

Behaviors	Mentor	Advisor	Coach
Models desired behavior	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gives direct answers		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Guides/Reflects to get answer	<input checked="" type="checkbox"/>		
Displays reciprocity in relationship	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Influences decisions or behaviors because of position		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Discusses limited topics or subjects		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Qualities of a Successful Mentor

- > A sincere desire to help others
- > Respect for others - especially those less experienced than yourself
- > Active Listening
- > Empathy
- > Ability to See Opportunities
- > Flexibility and Openness
- > Appreciate Growth

Stages of the Mentoring Relationship

Initiation

The relationship starts and begins to gain importance for both participants.

Roles and functions of how each other may benefit emerge.

Opportunities for interaction around work tasks.

Cultivation

Full range of psychosocial and other functions emerge.

Opportunities for meaningful and frequent interaction increases.

Emotional bond deepens and intimacy increases.

Separation

Significant change in the structural role and/or experience of relationship.

Blocked opportunities create emotions which may disrupt positive interactions.

Redefinition

Stresses of separation diminish and new relationships are formed.

Anger and resentment wane, gratitude and appreciation increase.

Peer status is achieved.



Building the Relationship

- > Onus is on the Mentor to reach out because of inherent difference in knowledge base
- > Create an environment for meetings that makes protégés feel comfortable
- > Help protégés feel at ease in discussing any difficulties they may encounter
- > Understand and empathize with various circumstances and experiences
- > Be encouraging
- > Make appropriate referrals to resources to facilitate academic, personal, and professional development

Please
view this
[video](#)



Mentoring Skills & Attributes

- > Empathy
- > Guidance
- > Attentiveness
- > Nurturance
- > Integrity
- > Non-judgmental
- > Mindfulness



You do NOT need to have
all the answers, but the
goal is to be a “proactive”
resource

Please view this [video](#) on the ultimate outcome
of mentoring

Please view this [video](#) on the dangers of biasing
a mentee’s experience

You Are the
Primary
Resource



Reminders for Effective Mentoring

1. Demonstrate interest, helpful intent, and involvement. When you talk with your protégé, clear your mind so you can give her or him your undivided attention.
2. Establish rapport by learning and remembering personal information about protégés.
3. Begin by focusing on strengths and potentials rather than limitations.
4. Keep frequent contact - short emails/phone calls can make a big difference.
5. Be available and keep appointments.
6. Follow up on protégé commitments and goals.



Reminders for Effective Mentoring

7. Don't be critical of other faculty or staff to protégés.
8. Consistently self-evaluate the effectiveness of how you mentor and adjust accordingly.
9. Be yourself and give your protégé the room to be his/herself.
10. Remember that active listening is one of the most important skills of a good mentor.
11. Understand that your advice is just that...advice. Should your protégé choose to disregard your advice (however sound it may be), do not be discouraged or refrain from sharing in the future.
12. **Remember that relationships are two-way avenues. Learning occurs in both directions!**

Confidentiality

- > Way to demonstrate respect & reinforce your role as a mentor
- > Difference between “breaching” confidentiality and seeking “appropriate consultation”
- > When should I breach?

Please view this
[video on](#)
confidentiality



Thank you for your participation.

The final step is for you to complete this short [quiz](#).

Any Questions:

Please contact us at MISTI-mentor@mit.edu

