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Developmental Relationships

Both researchers and practitioners have long embraced the idea that interaction with caring adults is central to young people's development. New research being conducted at Search Institute confirms that conviction, but we are also finding that both caring and adults are necessary but not sufficient strands in the broader web of relationships that kids need to succeed. In addition to expressing care, young people also need people in their lives who challenge growth, provide support, share power, and expand possibilities. And while relationships with adults can do all of those things in powerful and positive ways, so can close connections with friends, siblings, and other peers.

Search Institute has adopted the term developmental relationships to describe the broader conception of relationships that is the focus of our new research and development agenda. Through our work to date, we have identified 20 actions that make a relationship developmental, and we have organized those actions into a framework that is being examined empirically through a national study that will be released in fall 2014. In the most transformative developmental relationships, all of these actions are bidirectional, with each person contributing to and benefitting from them. For the purpose of clarity, however, the framework is expressed below from the perspective of one young person in a developmental relationship.

### The Developmental Relationships Framework

<table>
<thead>
<tr>
<th>Express CARE</th>
<th>CHALLENGE Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Show that you like me and want the best for me.</strong></td>
<td><strong>Insist that I try to continuously improve.</strong></td>
</tr>
<tr>
<td>• Be Present—Pay attention when you are with me.</td>
<td>• Inspire—Help me see future possibilities for myself.</td>
</tr>
<tr>
<td>• Be Warm—Let me know that you like being with me and express positive feelings toward me.</td>
<td>• Expect—Make it clear that you want me to live up to my potential.</td>
</tr>
<tr>
<td>• Invest—Commit time and energy to doing things for and with me.</td>
<td>• Stretch—Recognize my thoughts and abilities while also pushing me to strengthen them.</td>
</tr>
<tr>
<td>• Show Interest—Make it a priority to understand who I am and what I care about.</td>
<td>• Limit—Hold me accountable for appropriate boundaries and rules.</td>
</tr>
<tr>
<td>• Be Dependable—Be someone I can count on and trust.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide SUPPORT</th>
<th>Share POWER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Help me complete tasks and achieve goals.</strong></td>
<td><strong>Hear my voice and let me share in making decisions.</strong></td>
</tr>
<tr>
<td>• Encourage—Praise my efforts and achievements.</td>
<td>• Respect—Take me seriously and treat me fairly.</td>
</tr>
<tr>
<td>• Guide—Provide practical assistance and feedback to help me learn.</td>
<td>• Give Voice—Ask for and listen to my opinions and consider them when you make decisions.</td>
</tr>
<tr>
<td>• Model—Be an example I can learn from and admire.</td>
<td>• Respond—Understand and adjust to my needs, interests, and abilities.</td>
</tr>
<tr>
<td>• Advocate—Stand up for me when I need it.</td>
<td>• Collaborate—Work with me to accomplish goals and solve problems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expand POSSIBILITIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expand my horizons and connect me to opportunities.</strong></td>
<td></td>
</tr>
<tr>
<td>• Explore—Expose me to new ideas, experiences, and places.</td>
<td></td>
</tr>
<tr>
<td>• Connect—Introduce me to people who can help me grow.</td>
<td></td>
</tr>
<tr>
<td>• Navigate—Help me work through barriers that could stop me from achieving my goals.</td>
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</table>

Creating a Relationship Remotely

The chance to form a relationship remotely with an MIT student and support them in their personal and professional growth affords significant opportunities. Mentoring through electronic communication (known as E-Mentoring) allows the chance for both parties to connect flexibly and responsively. Each can invest time and reap many benefits in spite of geographical barriers. Electronic communication, via e-mail, SMS, phone social media and / or video chat, is also an increasingly common form of communication and thus especially relevant in today’s age. That being said, a key component of a mentoring relationship is that there is level of closeness. How can one do this without meeting face-to-face? Fortunately, there are a range of tools and strategies that can allow one to build this close relationship and also stay connected.

Strategies

Set a strong foundation at the beginning
During the first meeting with your protégé, spend some time establishing a plan for communication.

- What times work best to connect? What times typically don’t? Can we set up a routine for checking in regularly?
- What are important communication boundaries for each party to be aware of (frequency, time of day, form?)
- What forms of connection work best for each party?
- What are backup forms of communication that we can each use, if there is no response via our preferred form?
- What forms of social media can we connect through that are allowed within EMAP?

It’s also important to acknowledge the challenges in staying connected during busy times of the year. Acknowledge that this is a normal challenge of a mentoring relationship in EMAP as MIT students and working professionals can be incredibly busy. One can also express any needs during these times.

- “I’m really excited to connect throughout the year. That being said, I know both of our schedules can get extremely busy. I just want to let you know that I will send you a message with advance notice should something come up that might affect one of our meeting times. I’ll do my best to reschedule. I can only imagine how extremely busy MIT can get and I can be flexible and work to connect with you when it works best. The more you can let me know that these times might be coming up; the more effectively I can plan accordingly and be helpful. Do know I’m here for you throughout the year and will always be happy to hear from you. Are there other things I can do that will be helpful when your schedule gets really busy?”

Active listening and being present
Active Listening is an attempt to truly understand the content and emotion of what the other person is saying. Being fully present and engaged with your protégé’s communication is critical. Read through each e-mail or text message carefully and work to understand what is going on for your protégé. Showing your engagement by responding promptly is important. If you do not have time to provide a full response, acknowledging the message and let your protégé know when they can expect a response. When communicating via phone and skype, using your tone and verbal nods can also show that you are listening. To actively listen, you must focus, hear, respect, and communicate your desire to understand. It is not a time to be planning a response or conveying how you feel.

Acknowledge and Validate
Acknowledging statements and information your protégé has shared is a great way to help them know they’ve been heard. In some cases over phone or skype, you can literally repeat back to your protégé what they’ve just said. In an email, acknowledging each point they’ve shared in some way can provide a powerful tool to let them know they’ve been
heard. Validating can also be an incredibly powerful tool in connecting with your protégé also supporting them through stressful times. This involves attaching a feeling to what they have said.

Protégé: This week has been pretty tough. My classes have all quickly ramped up the workload, I have a ton of projects to do and am having trouble finding time to manage this on top of my job on campus.

Mentor: Thanks for sharing all of this. It sounds like there has just been an intense increase in work with your classes; you have a ton of projects to manage on top of your campus job. This absolutely sounds like a lot and Imagine would be really tough.

Making your message more positive
Text based communication can be interpreted very differently from its intention. It lacks the affect, tone, body language and other important non-verbal communication components that can create meaning for the other party. It is thus important to use more positive regard, adjectives, and feeling words in written text. Start off each email when you can with something kind or positive. Infuse more adjectives and feeling words when describing experiences and review each email or message to see if it can be made to appear more positive then you think it needs to.

Sharing who you are
Ensure your protégé knows about you. Be intentional about information about yourself, especially at the beginning. Tell them about your professional experience but also share appropriate personal experiences that help illustrate who you are as an individual (or model helpful skills). Be mindful not to make any engagement focus too heavily on you, but take the steps to make sure your protégé sees you as a real individual.

Thoughtful and open-ended questions
Use thoughtful and open-ended questions during all conversations that allow for a wide range of responses. You can open up your questions by envisioning the range of possible responses. If there are only two to three possible responses, then the question is too closed, but if there are many possible responses, then the question is an open-ended one. A simple example is rather than asking, “Did you have good week?” to instead ask “What was your week like?” The latter question allows the protégé to truly express what they’d like to share about their week versus simply responding yes or no.

Using some phone calls or video chat
Using phone calls or video chat (skype, google hangout) can allow for more powerful forms of communication to exist in your relationship with your protégé. Certain conversations are also more appropriate to have using these methods. Working to allow some amount of these types of conversations is important for the relationship. Ensuring these happen on a semi regular basis and being prepared when they do occur can help strengthen your relationship with your protégé.

Sharing relevant external resources
The act of warmly sharing a relevant article, resource or video with your protégé can be a way to show that you care. Emailing your protégé saying “I remember you were interested in the biotech field, I just wanted to send you this article about the state’s plan to increase the biotech sector in MA,” for example, shows that you are thinking about your protégé and remember something about their interests or goals.

Patience and positivity
In spite of one’s best efforts, there are times in which your protégé may become unresponsive in spite of multiple attempts. During these times, the following steps can be helpful to move forward in this situation:

• Don’t take this personally: Remember, protégés at MIT can become immensely busy with their schedules. It would be easy for anyone in their shoes to get overwhelmed.
• **Continue to reach out:** Send another message. You can acknowledge that the door is always open and you’d be happy to hear from them [your protégé]. You can also try sending a message on a different communication platform.

• **Reach out to EMAP staff:** Let them know that your protégé is being unresponsive and solicit further ideas from them. They can help guide your next steps and will have further context and ability to reach your protégé. (Contact: emap-ome@mit.edu)

• **Maintain positive regard:** When your protégé does get back in touch with you, treat them positively and be excited to hear from them. Scolding your protégé for not being responsive will only make them a lot less likely to respond to you later.

• **Express needs:** Depending on your relationship with your protégé, it can be important to express your needs using an “I” statement. Rather than telling them, “it was wrong of you to not send any message”, you can let them know how this event affected you by saying, “Just to let you know, I felt frustrated and concerned when I didn’t hear from you at all. I really value our time together, and was just hoping to know where you were and how you were doing during the past few weeks.”
Stages of the Mentor/Protégé Relationship

At this point, you may be matched with your protégé. Or perhaps you are still looking forward to learning who you your protégé will be. Undoubtedly, you are excited about the opportunity that lies ahead and maybe a little nervous, too. Are you wondering what you will do when you first connect?

You’re probably wondering what to expect as you and your protégé start getting to know each other. Every mentoring relationship is different, and your relationship with your protégé may go through different stages as well. As you begin to spend time with your protégé, it will be helpful for you to keep this in mind. As with any relationship, you will experience ups and downs; but the rewards for your hard work will be great. Just remember all the feelings and concerns you are experiencing are common to new mentors. To help you get started, we describe the mentoring relationship in three stages, each with its own tips and recommendations:

**Stage 1: Getting to Know Each Other**
The mentoring relationship begins with a “getting to know you” phase. Here are some things to keep in mind during this stage:

- **Being predictable and consistent**
  During the first stage of the relationship, it is critical to be both predictable and consistent. Keeping scheduled appointments with your protégé is important. Understandably, things come up at times, and appointments cannot be kept. However, in order to speed up the trust-building process, remaining consistent is necessary even if the young person is less consistent than you are.

- **Establishing confidentiality**
  Establishing confidentiality helps to instill a sense of trust between you and your protégé. Let your protégé know that whatever s/he wants to share with you will remain confidential, as long as—and it is important to stress this point—what s/he tells you is not going to harm him/her or someone else. Emphasizing these points in the first few meetings with your protégé will be helpful to the relationship.

  *If you have questions about MIT’s student confidentiality policy, please email EMAP staff ([emap-ome@mit.edu](mailto:emap-ome@mit.edu)).*

- **Defining ground rules of the mentoring relationship**
  Right from the beginning, take some time together to set clear expectations for the relationship:

  - Talk about the best way to communicate (by telephone, e-mail, text, Skype, etc.) and how often you will each commit to being in contact. This is also a good time to talk about the types of activities you will do together.
  - Lay out the responsibilities of each party is important so both partners feel they are doing their share of the work.
  - Plan and create an environment in which you and your protégé have dedicated, uninterrupted time set aside to meet. This will contribute to a sense of safety and comfort for your protégé.

**Stage 2: Deepening of the Relationship**
Once you have established trust and know more about each other, you can begin working in a more focused way toward the goals you are setting. Here are some ideas to think about:

- **Getting Closer**
  Generally, at this stage of the relationship, the mentor and protégé can sense a genuine closeness.

- **Affirming the uniqueness of the relationship**
Once the relationship is developed to this point, do something special or different from what you and your protégé did earlier to affirm the uniqueness of the relationship.

- **Dealing with ups and downs**
  All relationships have ups and downs that continue throughout a relationship, even when you think you have moved on. Be prepared for rough periods and do not assume something is wrong with the relationship if these periods occur occasionally.

- **Seeking support from EMAP staff and other resource support**
  If a rough period continues, or if your relationship with your protégé has not reached the second stage, do not hesitate to seek out support from EMAP staff. Sometimes two people—no matter how they look on paper—just don’t “click”. This stage may also just be a good time to check in with program staff. Sometimes it is helpful to have a discussion with someone outside the relationship about the commitment and responsibilities of both parties.

**Stage 3: Time to Say Goodbye**

The EMAP cycle runs from August through May. Mentors and protégés who have made strong connections and who wish to remain in contact may do so after the program has ended at their own discretion.

Other things to think about as saying goodbye gets closer:

- **Providing opportunities for saying goodbye in a healthy, respectful, and affirming way**
  Do not wait for the very last meeting with your protégé to say goodbye. Begin to prepare for saying goodbye right from the beginning.
Career and Workforce Readiness Resources

Some of EMAP’s major goals focus on supporting protégés in being prepared for the workforce. As a mentor, you are tasked with supporting your assigned protégé around career assessment and development, networking enrichment and job preparation. Some strategies, tools and resources below can assist you in this. As you may have much experience in this, please take what is helpful and leave the rest. Consult EMAP staff for further thoughts and ideas.

Strategies

Elicit prior knowledge and experience
Protégés come to the relationship with a good deal of knowledge, skills and experience. They most likely have some type of career ideas or goals. It is important to elicit this information through good questions (or tools) before suggesting specific steps and activities.

Exploring
If you feel like you are doing the heavy lifting in the conversation, step back a bit and use exploration and questions to elicit the protégé’s thinking and ideas. This will work to empower them and ensure that career activity is relevant to what they want for themselves. See a few examples below:

- What kinds of careers are you passionate about? What is your past experience in this field? What do you know about this field?
- What would be most helpful right now? What can I do to support you in this?
- What would happen if... (name an step they are weighing)
- What do you have to do next? What options do you have in moving forward?

Even before you suggest a resource, explore with your protégé if the resource would be relevant to them before you offer it. An example includes the following:

“You were mentioning that it was challenging keeping your notes for different classes organized, I know of this simple tool called Evernote that allows you to easily record and tag notes, would something like this be helpful?”

Sharing your experience and thinking visibly
When working with your protégé, it is easy to assume that they know things that you know. Being very intentional about sharing your experience and thinking visibly can help counter this assumption and provide your protégé with really valuable information, skills and ideas that you have acquired over the years. In some cases, thinking aloud can be one powerful tool. As a mentor, you can literally share your thought process around a certain area of discussion. An example can be found below:

“Hmmm.... so you asked a great question about applying for jobs in a specific field. If I were to navigate this now, I’d be thinking through several things. I know that I need to ensure my resume and general cover letter are updated with my new experience. I know that my recent professional developments might be relevant to a few fields I’m looking into. I’d also ensure that my LinkedIn and on-line presence is as polished as possible as anytime I send out an application, an employer will likely do a google search on me. I’m also thinking about what connections and networking opportunities might exist. As many jobs are gotten through this, I might think of a few targeted contacts to reach out to and also search for some networking events on LinkedIn. Realizing this, I really want to make sure that before I talk to anyone, I have a polished elevator pitch and means to present myself. I want to make sure I’m well set up for networking. Lastly, as I find jobs, I’ll organize them into an excel sheet and also look into other core skills that are relevant to the field I’m exploring. If I have these skills, I might search around and see how others have presented the skills, and if I don’t have these skills, I’ll see if there are opportunities to acquire these.”
Remove assumptions of what your protégé knows and be ready to share much of your accrued experience. This encapsulates much of why mentoring is so powerful.

Warm referrals
When working to connect your protégé to an external opportunity, organization or individual, it can be much more effective to do so warmly. This entails using your relationship and care, to make this external resource more understandable and approachable to your protégé. Rather than saying, “I know a marketing director at my company, here’s her e-mail and you can feel free to reach out,” one can instead say “Sandra, who is our company’s marketing director, has a lot of experience that might be relevant to what you were talking about earlier. If you ever wanted to connect with her and learn more about her background, I’d be happy check in with her and then do an e-introduction. She’s very happy to talk with people so let me know how this sounds.”

The Relationship and your protégé come first
There are many important career related goals involved in EMAP. With that being said, a positive relationship and the well-being of your protégé come first. A positive relationship will allow you to work much more effectively with your protégé and enhance their engagement in the EMAP program. Similarly, if they are under immense distress, they might have very little capacity to work on their career goals.

Career and Workforce Readiness Activities
The following activities might be helpful in supporting your protégé around career and workforce readiness. Share questions or thoughts with EMAP staff and know that this list is not exhaustive.

Interest surveys and learning style surveys: There are many useful tools and resources to assist your protégé in learning more about their passions, interests and learning styles. This can help inform future career exploration. One common tool can be accessed here: https://www.mynextmove.org/explore/ip.

Time Management Experiment log: Time management is an invaluable skill in the workplace. Keeping a time log with your protégé can help in understanding this process. There are tools and apps such as toggl (www.toggl.com) that make this process very efficient. A discussion and debrief of how each party used their time can ensue.

Giving and Receiving feedback: This can be a formal activity or more of a process that you work with your protégé on. Being receptive to and able to provide good feedback are important skills in the workplace. See here for resources on this topic.

Communication Scenarios: Modeling and allowing for practice of professional communication with your protégé can be invaluable in their career development. Scenarios and activities can be found here.

Network mapping: Work with your protégé to assist them in creating a visual representation of their network and envision possible connections to different career paths. See some information and resources here.

Mock interviews: This is a classic career development activity. What is important is that the skill of interviewing is modeled first. Try having your protégé acting as the interviewer so they can see how you respond to interview questions. Then give them time to practice being the interviewee. One handout for this activity can be found here.

Developing one’s professional identity: There are a lot of tools for protégés to cultivate their identity as professionals. Find some excellent tools for doing this with this Personal Branding toolkit here.
Goal Setting

On top of the capacity and knowledge of the EMAP program, some resources and tools below can be helpful for goal setting and tracking. Your protégé listed their top goals on their EMAP application that they would like to focus on during this academic year. These goals have been shared with you in the introductory email. As you move forward with building your mentoring relationship with your assigned protégé, do ask them how they are doing with their goals. By providing feedback, structure and support, mentors can be a powerful support in goal accomplishment.

SMART Goals

A useful way of making goals more powerful is to use the SMART mnemonic. While there are plenty of variants (some of which we've included in parenthesis), SMART usually stands for:

- **S** – Specific (or Significant).
- **M** – Measurable (or Meaningful).
- **A** – Attainable (or Action-Oriented).
- **R** – Relevant (or Rewarding).
- **T** – Time-bound (or Trackable).

For example, instead of having "to sail around the world" as a goal, it's more powerful to use the SMART goal "To have completed my trip around the world by December 31, 2015."

Obviously, this will only be attainable if a lot of preparation has been completed beforehand!

Further Tips for Goal setting

- **State each goal as a positive statement** – Express your goals positively – "Execute this technique well" is a much better goal than "Don't make this stupid mistake."

- **Be precise**: Set precise goals, putting in dates, times and amounts so that you can measure achievement. If you do this, you'll know exactly when you have achieved the goal, and can take complete satisfaction from having achieved it.

- **Set priorities** – When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by having too many goals, and helps to direct your attention to the most important ones.

- **Write goals down** – This crystallizes them and gives them more force.

- **Keep operational goals small** – Keep the low-level goals that you're working towards small and achievable. If a goal is too large, then it can seem that you are not making progress towards it. Keeping goals small and incremental gives more opportunities for reward.
**Determining Focus Areas**

This tool can be used to support protégés in reflecting on different areas of their life and determining ways a mentor could be helpful to them.

<table>
<thead>
<tr>
<th>Top 5 things I think a mentor could help with are...</th>
<th>Work / Life Balance</th>
<th>Development of career / soft skills</th>
<th>Networking enrichment</th>
<th>Career exploration</th>
<th>Student life / extracurricular</th>
<th>Academic</th>
<th>Focus Area</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td>I'm Feeling confident about...</td>
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<td>I'm feeling nervous about...</td>
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<td>I have these opportunities...</td>
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<td></td>
<td></td>
<td></td>
<td>A mentor might help with...</td>
</tr>
</tbody>
</table>
SMART GOALS worksheet

Once an intention is determined, this tool can be used to transform an intention into a SMART goal.

<table>
<thead>
<tr>
<th>INTENTION</th>
<th>SPECIFIC</th>
<th>GOALS</th>
<th>ATTAINABLE</th>
<th>RELEVANT</th>
<th>TIME BASED</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is it that you want to achieve?</td>
<td>Who?</td>
<td>Measurable</td>
<td>Achievable?</td>
<td>Is it important to what you want to achieve ultimately?</td>
<td>When?</td>
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<tr>
<td></td>
<td>What?</td>
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<td>Why?</td>
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<td>Where?</td>
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<td>When?</td>
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</tbody>
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Print and attach additional sheets if necessary to capture information for additional goals.

www.executive-and-life-coaching.com

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Scenarios and Responses

**Scenario A:** Your experience with your protégé seemed great. You were able to form what seemed like a great connection. However, two months into your relationship, your protégé didn’t respond to your e-mail. You try texting them and don’t get a response. Two weeks later, you try sending another message and still don’t get a response. You feel completely disregarded, frustrated and want to leave the program. What do you do?

*Strategies include:*

- Don’t take this personally: Remember, protégés at MIT can become immensely busy with their schedules. It would be easy for anyone in their shoes to get overwhelmed.
- Just being aware that mid-October – mid November can present a heavy workload for students.
- In your first meeting, plan ahead for times in which you both will be busy as this is likely to come up (see page four for ideas).
- Continue to reach out: Send another message. You can acknowledge that the door is always open and you’d be happy to hear from them [your protégé]. You can also try sending a message on a different communication platform.
- Reach out to EMAP staff (emap-ome@mit.edu). Completing the monthly online check-in form is very important for this reason.
- Maintain positive regard when you do talk with your protégé after a period of little communication.
- Express needs: Depending on your relationship with your protégé, it can be important to express your needs using an “I” statement.

**Scenario B:** You’ve been matched with your protégé for three months. You don’t feel like you’re getting anywhere with them. Your protégé sounds really shy on the phone. They often answer your questions with one word or two word responses. Having a conversation feels like pulling teeth and you’re not sure you’re even helping. In spite of a lot of thoughtful questions you ask them about their hobbies, career goals and interests. They just aren’t opening up. This isn’t what you signed up for. What do you do?

*Strategies include:*

- Note this can be fairly normal for many MIT students. Think back to your MIT experience (or experience at another college/university). Could this have been you? Were your peers at points shy being on a new campus? Maybe offer a bit more questioning (open ended ones).
- Try a different medium that might be more relevant for the protégé. Look into which communication forms they use.
- You might be making a huge difference even if it doesn’t seem like this.
- Mentoring takes time. In many cases, a protégé won’t just feel completely comfortable without the time and space to build trust. Know this and stick with the mentoring relationship.

**Scenario C:** What is your response?

*Mentor:* Hey, I’m really glad to talk with you today and excited to catch up. How have you been doing these past two weeks?

*Protégé:* I’ve been ok, busy as usual. A lot of studying...
Mentor: I see, it sounds like a lot. How have you been managing all of this?
Protégé: It’s ok. The work just never ends here. I’ve been up till 2-3:00 am doing P-sets and studying and just kind of living off chips and granola bars. It’s sort of what this place is like...

*Mentor’s possible responses include:*
*Validate:* It sounds like you have a ton to manage right now between your classes and work. That must be tough.

*Normalize:* I can imagine anyone might find it hard to keep everything afloat during busy times at MIT.

*Explore / open-ended question:* How have you been doing juggling all of this? What’s been the hardest part about all of this for you?

*Explore possible referrals* - So, I’ll mention that there are a number of excellent resources on campus. Student Support Services (S3) can really be a great resource to connect to a lot of other support on campus. You simply stop by, and someone is there to help you. You don’t need an appointment. Deolinda mentioned that they’ve helped a number of students. Would something like this be helpful for you? When might you be able to go to this? If it doesn’t work, just know I’m still here for you and I really appreciate you sharing everything you did.
External Resources

Below is a list of external resources you can recommend your protégé reach out to if needed.

**OME EMAP staff** ([emap-ome@mit.edu](mailto:emap-ome@mit.edu))
Devan Monroe, Assistant Dean for Professional Development Programs ([monroed@mit.edu](mailto:monroed@mit.edu))
Harpreet Singh, Program Coordinator for Professional Development Programs ([hvsingh@mit.edu](mailto:hvsingh@mit.edu))
Deni Cifuentes, Program Assistant for Professional Development Programs ([denicif@mit.edu](mailto:denicif@mit.edu))

**Student Support Services, S³**
Room 5-104
Appointments or Questions: 617-253-4861

**MIT Mental Health**
Bldg. E23, third floor
Weekdays: 617-253-2916
Nights/Weekends: 617-253-4481

**Department Academic Advisor**

[resources.mit.edu](http://resources.mit.edu)