

PART#1

Role of Race and Gender in Mentoring

The impact of race on mentoring relationships is an important question to raise, first and foremost because the changing composition of the workforce means that individuals will experience more cross-race (and cross-cultural) interactions within organizations of today and tomorrow.” Cultural diversity demands that organizations identify ways to support mentoring relationships among people from different cultures, backgrounds, and perspectives. Yet, due to a lack of racial minorities in leadership positions in the workplace and at academic institutions, there is limited accessibility to same race/same gender mentors for minority and female protégés.

For racial minorities, isolation is often a key factor in seeking a mentor. Being the lone professional or faculty in an institution often forces minorities into precarious positions where they may be required to explain why their experiences are different, or how race or racism functions as a part of their experiences. For example, because White privilege allows Whites freedom from being representatives of their race, there may be situations in which non-Whites must explain why they feel uncomfortable in certain environments or with certain people or conversations . Additionally, mentors may be confronted with having to counsel and support their minority protégés dealing with both overt and covert forms of racism. They may also need to defend the abilities of their mentees to other colleagues and/or faculty .

Some research questions how well mentors who are different races than their protégés effectively mentor their protégés without being able to understand some of their protégés’ racial experiences. For example, African-American protégés, may be confronted with issues related to a fear of fulfilling stereotypes and/or with the responsibility of refuting stereotypes. African-American protégés need mentors who can be culturally sensitive in understanding their experiences as well as mentoring them on how to deal with their experiences. **However, this does not mean that cross-cultural mentoring is not beneficial or needed, but rather that in mentoring relationships, mentors must be culturally sensitive to their protégés’ experiences.**

In examining the role of race in mentoring relationships, the issue is not that the races of mentors and protégés must be the same to have an effective relationship, but rather that White privilege can hinder White mentors’ understanding of issues associated with the racial experiences of a protégé of another race.

PART#2 THE MENTORING PROCESS



Successful mentoring relationships go through FOUR PHASES:

These sequential phases build on each other and vary in length.

In each phase, there are specific steps and strategies that lead to mentoring excellence.

NEGOTIATION (Step #2)

The first one or two meetings will also involve planning practical aspects (like when, where and how to get together). You may use a written agreement, such as the one provided on page 4 of *The Mentor Guide*, to summarize your commitment. It is also important to talk about the purpose and expected benefits of mentoring. You may be able to set some goals at this stage or you may want more time and discussion to allow them to emerge.

At your third meeting, do a quick review and check that you both want to commit to an ongoing relationship. If you have doubts or want to exit and you're in a formal program, the coordinator will help you sort out difficulties or exit the relationship. Not everyone “clicks” and sometimes mismatches happen, so it’s better to end it and move on.¹

¹ <https://www.educause.edu/-/media/files/wiki-import/2014infosecurityguide/mentoring-toolkit/siguccsmentorguidepdf>.

Two dynamics are vital to the success of any mentoring relationship. Without them, all the modeling, challenging, encouraging, goal-setting, and accountability will fall flat. The two critical dynamics are (1) **attraction**, and (2) **responsiveness**.

Attraction is the starting point in every effective mentoring relationship. The mentor and the mentee must be drawn to each other to some degree. If either side is not genuinely interested in the other, true mentoring will never take place.

Along with this attractiveness, the mentee must be willing and ready to learn from the mentor. Without a **responsive** attitude and a receptive spirit on the part of the mentee, little genuine mentoring can occur.²

AS A MENTOR PAIR, NEGOTIATE THE FOLLOWING:

1. **B** **R** _____ How much time can be committed to the relationship on a regular basis?
2. **W** _____ **D** _____ **G** _____ and analyze them to meet the SMART criteria.
3. **AGREE ON A DISCUSSION FORMAT.** (e.g. Formal agendas, topic-driven agendas, check-in conversations, etc.)
4. **USE A J** _____ to help stay focused, monitor progress and capture follow-up items.
5. **ESTABLISH ANY G** _____ **R** _____ (e.g. Confidentiality, boundaries and “hot topics”)
6. **BE FLEXIBLE!** Expectations and plans will change as your relationship progresses.
7. **EVALUATE PROGRESS,** milestones, goals, regularly.
8. **KNOW YOUR L** _____ **S** _____ identify and discuss successful learning techniques.
9. **ARTICULATE CRITERIA FOR SUCCESS.** What does success “look” like?

...Next Step in *The Mentoring Process*: Enabling Growth

(Covered in Assignment #3)

² Dr Les Parrot, www. growingmarriages.org

PART#3 FINDING A CAREER MENTOR

How to find the person who can help you get ahead at work | Carla Harris



https://www.youtube.com/watch?v=gpE_W50TUc

Watch this video which explains the difference between a Mentor and a Sponsor.

DISCUSSION QUESTIONS

1. Will the race or gender of your mentor or sponsor matter to you? Why or why not?
2. What concerns do you have about having a Spiritual Father?
3. What areas of improvement do you think having a Spiritual Father will help you with?
4. What would keep you from seeking out a Spiritual Father right now?