

K.S.RANGASAMY COLLEGE OF TECHNOLOGY

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MENTOR-MENTEE SYSTEM (MMS)

Policy Manual

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Table of Content

1. MENTORING	1
1.1. Mentor-Mentee Scheme (MMS).....	2
1.2. MMS Policy	3
1.3. Objectives.....	4
1.4. Expected outcomes	4
1.5. Benefits of MMS	5
2. ROLES AND RESPONSIBILITIES	6
2.1. Roles and responsibilities of mentors.....	6
2.2. Roles and responsibilities of mentees	7
2.3. Key responsibilities of a mentor in mentees academic career.....	8
3. MENTOR - MENTEE RELATIONSHIP	9
3.1. Key attributes of a successful mentor.....	9
3.2. Key attributes of a successful mentee	9
3.3. Key qualities of mentor and mentee relationship.....	10
3.4. Benefits for mentors	10
3.5. Benefits for mentees.....	11
3.6. Do's and don'ts for mentors.....	12
3.7. Do's and don'ts for mentees	13
4. DOCUMENTATION	14
4.1. List of documents to be maintained.....	14
4.2. Review pattern.....	14
ANNEXURE - I (Types of mentoring).....	15
ANNEXURE -II (Preparing for mentoring)	17

“Every great achiever is inspired by a great mentor”

**“Every individual must be given the opportunity to unearth
his/her highest potential”**

Lailah Gifty Akita

"Pearls of Wisdom: Great mind"

1. MENTORING

Preamble

Mentor Mentee Scheme is an essential component for a successful career as it bridges the gap between the faculties and students. Mentoring provides students emotional and instrumental support, guidance, encouragement and better environment in college. A mentor plays a vital role in nurturing students and has a positive impact on students' persistence and academic achievement. A mentee can approach mentor for both educational and personal guidance. Mentoring is conducted to help the students to strengthen their varied capabilities and to build an interpersonal relationship between the faculties and students.



Mentor

A mentor is a person who has professional and life experience and who voluntarily agrees to help a mentee develop skills, competencies, or goals. Put another way, a mentor is an advisor and role model who is willing to invest in the mentee's personal growth and professional development.

Mentee

A mentee is someone who has identified a specific personal or professional goal and who believes that the guidance and help of a mentor – and being held accountable to the mentor – can help them achieve their goal.

1.1. Mentor-Mentee Scheme (MMS)

Mentor-Mentee Scheme (MMS) policy applies to all mentors and mentees who take part in this programme. It aims to ensure that students have the opportunity to work with a mentor who will offer support and guidance on academic issues. Thus, a personal relationship is created for better understanding of the student's aspiration, strengths and weaknesses. Mentoring is recognized as a strategy required by the students to achieve learning goals with emotional and instrumental support. But, mentoring isn't one-size-fits-all. Mentees have individual needs so mentoring relationships should offer enough flexibility to suit each circumstance, while allowing the relationships to flourish within a defined structure.

MMS incorporates the support of faculty members as "**Mentors**" to all the students in the Institute. Each student (**Mentee**) shall be assigned a "Mentor" to access support mechanisms to meet their academic needs. Mentors stimulate curiosity and build confidence by presenting new ideas, opportunities and challenges. By providing an open and supportive environment mentors discover talents and interests and define and help in attaining mentee's goals. Also, they define expectations, maintains contacts, advises them to be honest, innovative & creative, tells them to be reliable and consistent, positive and enthusiastic. By sharing stories of achievements with mentee, mentor may become a role model for them.



KSRCT is committed to regularly review the effectiveness of the MMS Policy and procedures and adjusting as and when necessary in response to the needs of those involved.

1.2. MMS Policy

- 1.2.1. Faculty members are assigned a group of 10 to 15 mentee students whom they serve as mentors.
- 1.2.2. Each and every faculty member starting from Principal to newly joined will be assigned the role of a Mentor.
- 1.2.3. The first year B.E./B. Tech. students are assigned mentors from the Science and Humanities department.
- 1.2.4. Senior students from B.E/B. Tech. programs and students of all other programs are assigned mentors from their respective departments.
- 1.2.5. The mentor shall be provided the academic performance data and details of slow and advanced learners by the respective department/in-charge.
- 1.2.6. The mentee preferably, as far as possible, be assigned to the same mentor throughout the programme.
- 1.2.7. In case, if the mentor leaves the Institution, the information about the mentee should be shared with the new mentor.
- 1.2.8. Proper confidentiality shall be maintained by the department and respective mentors to uphold the respect of individuals involved.
- 1.2.9. The mentors shall be consulted/informed in case of disciplinary issues on code of conduct with a student.
- 1.2.10. Mentees must be assisted to explore their full potential at College, in an environment where their general well-being is gratified.
- 1.2.11. Mentors has to assist and develop BASICS (Behavior, Attitude, Skills, Integrity, Competencies and Service) vital for a healthy and positive life.
- 1.2.12. Mentors should provide holistic services and help students to become self-reliant and confident.
- 1.2.13. Effectiveness of mentor-mentee relationship will be assessed periodically.

Please note that neither coaching nor counselling is the prerogative of mentoring, though they can be done sometimes.

1.3. Objectives

The prime objective of MMS is to ensure students' overall development and growth on the academic and professional matters by fully exploiting the potential of every individual. In addition, this policy will

- 1.3.1. Focus and motivate students to achieve learning goals and thereby improve their academic performance.
- 1.3.2. Assist students transitioning and provide them with resources to aid in major/social/ personal/ academic exploration.
- 1.3.3. Provide students with information on preparatory courses such as skill courses, bridge courses etc. for their academic prosperity.
- 1.3.4. Provide students with career and non-academic counselling.
- 1.3.5. Guide, encourage, and advice the students about their upcoming student life, health, mental and emotional well-being and listen to their issues with patience and help them solve their concerns with appropriate resources, support and referral available.
- 1.3.6. Generate curiosity and interest in academics and other institutional activities amongst the students.
- 1.3.7. Identify special talents, skills, slow learners & passing this information on, to the relevant committees

1.4. Expected outcomes

- 1.4.1. A healthy Learning Environment
- 1.4.2. Academic success and development in students' self-confidence
- 1.4.3. Offer students an arena to receive advice and counsel about college, such as positive aspects, how to succeed, potential pitfalls and misconceptions

In short, Mentoring aspires to transformational positive changes. It augments self-confidence, improves peer bonding and prepares mentees for career advancement.

1.5. Benefits of MMS

- 1.5.1. Students get access to a support system during the crucial stages of their academic, professional and intellectual development.
- 1.5.2. Enhances the students' confidence and challenges faced by them setting higher goals
- 1.5.3. Offers psychosocial support for the students
- 1.5.4. Help the students to develop the interpersonal skill
- 1.5.5. Offers the students an exposure to diverse academic and professional perspectives, and experiences in various fields.
- 1.5.6. Mentees get a direct access to powerful resources of the institution
- 1.5.7. Offers the foundation for the students to reach greater heights in their professional lives.

2. ROLES AND RESPONSIBILITIES

2.1. Roles and responsibilities of mentors

- 2.1.1.** Create a supportive and trusting environment
- 2.1.2.** Provide peer mentorship, academic review, tutoring, and referral services to mentees
- 2.1.3.** Review goals and objectives of the mentee; provide frank, honest, and constructive feedback
- 2.1.4.** Explore mentees career goals and provide information about Higher education and job opportunities.
- 2.1.5.** Meet with assigned mentees on a regular (usually weekly) basis and maintain student activity logs
- 2.1.6.** Assess mentees total performance – including skills, knowledge applied to practice, value, attitude and behavior
- 2.1.7.** Consistently take part in appropriate follow-up, documentation, and evaluation activities
- 2.1.8.** Maintain frequent and regular contact with colleagues, provide appropriate responses and follow-ups about your mentees as needed
- 2.1.9.** Provide encouragement and assist mentee in identifying professional development activities. Make them aware on importance of choice of electives, certification courses, projects and summer training/internships
- 2.1.10.** Listen to mentees issues and counsel for their health, mental and emotional well-being
- 2.1.11.** Maintain a professional relationship, doesn't intrude into the mentee's personal life
- 2.1.12.** Contact parents/guardians, if situation demands e.g. irregularities, negative behavioral changes and interpersonal relations, detrimental activities etc.

2.2. Roles and responsibilities of mentees

- 2.2.1.** Identify the skills, knowledge, and/or goals that you want to achieve and communicate them to your mentor.
- 2.2.2.** Seek and be open to advice, opinion, constructive criticism/feedback and direction from the mentor
- 2.2.3.** Regularly attend the meetings with the mentor
- 2.2.4.** Provide the details of academic performance, curricular and extracurricular activities with relevant documents
- 2.2.5.** Have the practice of contacting and updating mentor periodically about your progress
- 2.2.6.** Show initiation in acquiring or improving skills and knowledge
- 2.2.7.** Look for opportunities to give back to your mentor; share any information that you think might be valuable
- 2.2.8.** Work with your mentor to seek resources for learning; identify people and information that might be helpful

2.3. Key responsibilities of a mentor in mentees academic career

2.3.1. Personal Attitude

- Maintaining Institute code of conduct – Punctuality, Dress code, etc.,
- Interpersonal skill development – Communication, Team activity, etc.,
- Counselling – Disciplinary issues

2.3.2. Attendance

- Attendance monitoring
- Counselling – Attendance lag

2.3.3. Academic Performance

- Assignment / Tutorial Submission
- CA & Improvement Test Performance
- End Semester Performance
- Remedial class arrangement for slow learners
- Counselling – Slow learners

2.3.4. Professional Development

- Value added course completion - NPTEL, SWAYAM, etc.,
- Certification course completion - Domain specific
- Participation in Cocurricular activities - IIC, ISTE, IE(I), Association, etc.,
- Participation in Extracurricular activities - NCC, NSS, YRC, RRC, etc.,
- Participation in Cultural / Sports activities
- Participation in National level competitions – Hackathon, Toycathon,
- Involvement in PEP projects / Mini projects / Product development
- Professional membership registration

2.3.5. Internship (600 to 700 hours)

2.3.6. Career Guidance

- Counselling – Higher Studies, Placement, Entrepreneurship & Start-up
- Placement Training – Monitoring students' performance
- Higher studies – Training arrangement
- Alumni relationship establishment

3. MENTOR - MENTEE RELATIONSHIP

There is no single formula for good mentoring. To make the mentoring meaningful and beneficial to both parties, the following attributes can help

3.1. Key attributes of a successful mentor

- 3.1.1. Respect mentees; Listen actively and show empathy
- 3.1.2. Identify unique talents of mentees
- 3.1.3. Be open to support mentees goals
- 3.1.4. Recognize and appreciate positive efforts
- 3.1.5. Don't criticize mentees in front of others
- 3.1.6. Stay accessible, committed, and engaged
- 3.1.7. Always be in positive mindset; maintain smooth and friendly relationship
- 3.1.8. Consistently keep in touch with mentees; conduct periodic meetings
- 3.1.9. Understand the financial status and family background of mentees
- 3.1.10. Do necessary support to develop their technical and interpersonal skills
- 3.1.11. Be a role model; teach them social responsibilities and ethical values
- 3.1.12. Challenge students to develop critical thinking skills, self-discipline, and good study habits

3.2. Key attributes of a successful mentee

- 3.2.1. Respect Mentor
- 3.2.2. Be punctual
- 3.2.3. Have clear and focused target
- 3.2.4. Undertake responsibilities
- 3.2.5. Demonstrate healthy Interpersonal Skills
- 3.2.6. Promptly furnishe all the required data
- 3.2.7. Engage in Quality voluntary interaction, frequently
- 3.2.8. Maintain good academic track record
- 3.2.9. Actively participate in co-curricular and extra-curricular activities
- 3.2.10. Participate in National level competitions / Develop a product

3.3. Key qualities of mentor and mentee relationship

No mentor and mentee relationship are the same. They come in different shapes and sizes. However, there are key qualities that each mentor-mentee relationship should have possess:

- 3.3.1. Willingness to help each other succeed
- 3.3.2. Disseminate information as needed
- 3.3.3. Give and receive feedback both ways
- 3.3.4. Improve interpersonal skills
- 3.3.5. Actively listen and communicate
- 3.3.6. Empathize for one another
- 3.3.7. Respect each person's time

3.4. Benefits for mentors

The specific benefits of being a mentor includes,

- 3.4.1. Enhanced coaching and listening skills
- 3.4.2. Opportunities to develop and practice your personal style of leadership
- 3.4.3. Learn new perspectives and approaches
- 3.4.4. Gain additional recognition and respect
- 3.4.5. Personal satisfaction
- 3.4.6. Opportunity to exercise your creativity
- 3.4.7. Extended professional/community networks
- 3.4.8. Experience of dealing with challenging situations
- 3.4.9. Demonstrate expertise and share knowledge and skills
- 3.4.10. Be aware of new opportunities

3.5. Benefits for mentees

Effective Mentor Mentee relationship will help the mentees in terms of,

- 3.5.1. Improving self-confidence and self esteem
- 3.5.2. Broadening horizons and accessing new experience
- 3.5.3. Recognizing achievements and raising aspirations
- 3.5.4. Motivation
- 3.5.5. Improved performance
- 3.5.6. Networking opportunities
- 3.5.7. Self-directed learning
- 3.5.8. Career opportunities and career mobility
- 3.5.9. Opportunities to give and receive feedback
- 3.5.10. Opportunities to demonstrate strengths and explore potential
- 3.5.11. Develop visibility within or outside an organization
- 3.5.12. Being challenged to use talents and share expertise

3.6. Do's and don'ts for mentors

What a mentor DOES	What a mentor DOES NOT do
Listen: function as a sounding board for problems and ideas	Protect from experience: do not assume the role of problem solver for the mentees
Criticize constructively: point out areas that need improvement, always focusing on the mentee's behavior, never his/her character.	Take over: do not do what the mentees should be doing themselves
Support and facilitate: provide networking experience; share knowledge of the system; help wherever needed	Force: do not attempt to force a mentee in one direction
Teach by example: serve as a model for adhering to the highest values in every area of life	Use undue influence: do not use a sense of obligation to influence the mentee's professional decisions
Encourage and motivate: help mentees to consistently move beyond their comfort zone	Lose critical oversight: do not allow friendship to shade over into favoritism
Promote independence: give their mentees every opportunity to learn by experience	Condemn: do not convey to the mentees that honest mistakes are career-altering disasters
Promote balance: serve as a model for balance between professional and personal needs and obligations	
Take pride in the success of their mentees: recognize that students may rise to greater levels than those who trained them	

3.7. Do's and don'ts for mentees

What a mentee DOES	What a mentee DOES NOT do
Take the initiative: recognize the need for mentoring and seek it out	Avoid difficulties: do not expect mentors to solve all your problems for you
Avoid perfectionism: accept that you will make mistakes, and learn from them	Sidestep work: do not expect mentors to do work that you should be doing yourselves
Maintain balance: preserve time for family and friends	Stay in your comfort zone: do not shy away from new learning experiences
Work hard: are prepared to give your best	Take advantage: do not use friendship with a mentor as a tool to avoid work or escape consequences of your own activities
Support your peers: exchange personal and professional support with fellow trainees	Bottle it up: do not avoid talking about problems, anxieties, or grief because it makes you seem less than perfect
Take responsibility for the long-term results of patient care: accept that your job does not begin and end in the operating room	Let your ego get in the way: recognize that everyone (faculty, residents, other trainees, nurses, and patients) has something to teach you
Welcome experience: are enthusiastic about pursuing the widest range of professional experience	
Seek counseling: solicit advice or counseling if you experience problems with depression, substance abuse, or burnout	

4. DOCUMENTATION

4.1. List of documents to be maintained

Following documents need to be maintained by the Mentor,

- 4.1.1. Mentee profile
- 4.1.2. Parent contact details
- 4.1.3. Academic track record
- 4.1.4. Counselling record
- 4.1.5. Indiscipline compliance record
- 4.1.6. Key activity / Achievements record

4.2. Review pattern

Mentor has to present a report every semester to the Head of the Department and the same could be forwarded to the Head of the Institution. This report will highlight student performance in the due course of time and necessary action taken. In situations where students or parents does not respond to the mentor, the same will be reported to the Head of the Institution.

ANNEXURE - I (Types of mentoring)

Informal mentoring

This refers to the organic and natural supportive relationships that are forged by students with more experienced individuals. This in a college setup would come to mean teachers and other members of the management. General guidance could entail helping the mentee develop a general sense of well-being or forming meaningful connections. Informal Mentoring is common and may be short term or long term. In both cases they have been known to be beneficial to the Mentee.

Formal mentoring

This is a structured approach where mentoring activities are planned at regular intervals. These mentoring sessions include both one on one sessions as well as the Mentor working with his group of Mentees.

Some of the important features are,

- Being a positive role model to the Mentee.
- Genuine concern for the wellbeing of the Mentee
- Being accessible and making regular interactions.
- Providing feedback
- Help foster a sense of belonging both to the College as well as the department
- Sharing personal stories which may help the Mentee learn valuable lessons.
- Celebrating major and minor victories of Mentees.

Academic mentoring

This involves keeping a close watch over the academic progress of the Mentee in regard to internal assessment and semester exam results. Mentees showing progress are appreciated and encouraged to keep it up. They are made aware of their good study habits. Mentees slipping in their studies are

asked to identify their faulty study patterns or distractions. They then are encouraged to replace those faulty academic practices with positive ones.

Mentees are encouraged to maintain study time tables and progress according to these study time tables to be evaluated.

Tips and techniques for more effective learning is discussed by the Mentors,

- High intensity studying with no multitasking finds students accomplish more in less time making studying more effective.
- Spacing out study sessions where the mentee is advised to focus on a topic for a short span of time on different days.
- Encouraging mentees to make questions for themselves as they learn new concepts.
- Taking complete notes and reviewing it.

Personal mentoring

This involves keeping track of the overall development and growth of the Mentee. Mentees showing signs of not being their usual self is looked into by the Mentor. Their personal as well as peer related problems are addressed. Short discussions on developing positive attitudes, healthy social and interpersonal skills, healthy lifestyle is carried out. Mentors encourage Mentees to express their feelings, thoughts and ideas on the topics and issues at hand.

ANNEXURE -II (Preparing for mentoring)

Some things to consider:

- What am I hoping to get out of this mentoring relationship?
- How much time am I prepared, and able, to give to this?
- What ground rules do we need to discuss?

What are the practicalities and who will take primary responsibility for:

- Deciding how often to meet, where and for how long?
- Setting the agenda of each meeting?
- Defining the goals of your mentoring relationship?
- Reviewing progress throughout the programme?

What about ground rules for the partnership?

- What sort of confidentiality limits do you want to / need to work with?
- Should you be in touch in between meetings or not?
- Will any written records be kept of your meetings and if so by whom?
- How will you review the relationship and deal with any problems?
- Get a better understanding of each other's background, experience and current situation.
- Discuss any previous mentoring that either of you has been involved with. Use this learning to work out what worked well and what didn't.

To get you started, you should probably agree and/or commit to the following:

Frequency of your meetings

You may plan to meet once in every week. Agree the preferred mode of contact if anything needs to be discussed between meetings.

Meeting locations

Getting away from emails and phone calls will help you both focus on the meeting and give it your full attention.

Review

Agree to regularly review how things are going.

