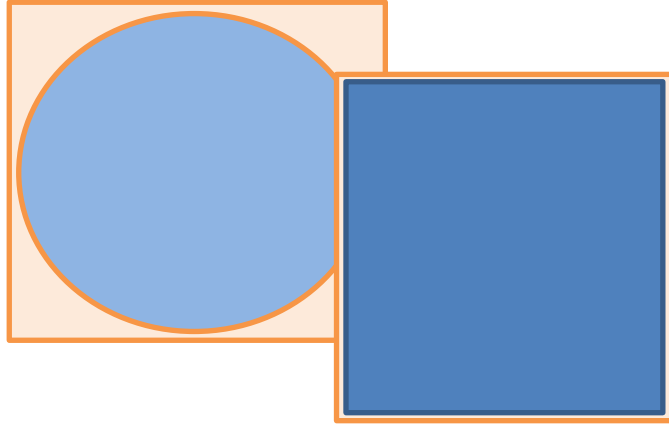


MENTORS MANUAL



FAZL ALI COLLEGE

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FAZL ALI COLLEGE

MENTORS Manual

Preface

On introduction of the mentoring programme in 2007, the Fazl Ali College ‘Mentorship Policies and Guidelines’ was brought out in August 2009, compiled by Ms. Tiarenla Aier, Assoc Prof, and Ms. Tainla Mar, Asstt Prof, FAC. This manual is the outcome of several years of mentoring experience (and many stories of both successes and failures) in the College and is brought out mainly based on those experiences and the Mentorship Policies and Guidelines mentioned above. This Mentoring Manual is published as a necessity to equip the new teachers who are new to the mentoring experience and also to serve as a ready reference for the more experienced teacher.

We thank our College Principal, Mrs.Chubayangla, for her invaluable support in all our endeavors and our College Vice Principal, Mrs. Arenla LKR for her active supervision of the Mentoring Committee.

Ms. TIARENLA AIER
Convener
Mentoring Committee
Fazl Ali College, Mokokchung

Mentoring Committee Members:

- | | | |
|----|--------------------------------|------------|
| 1. | Mrs. Arenla LKR Vice Principal | Supervisor |
| 2. | Ms. Tiarenla Aier Assoc Prof | Convener |
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“Mentoring is a developmental caring, sharing, and helping relationship where one person invests time, know-how and effort in enhancing another person’s growth, knowledge and skills, responding to critical needs in the life of another person in ways that prepare that person for

greater performance, productivity or achievement in the future.”
Gordon Shea.

CONTENTS

		Page
1	Policies	
2	Objectives	
3	What is Mentoring	
4	Who is a Mentor	
5	Functions of Mentoring	
6	Qualities of a Mentor	
7	Code of Practice for Mentors	
8	The Mentoring Meeting(s)	
9	Structure of Mentoring Meetings	
10	Frequency of meetings	
11	The Mentoring Calendar	
12	Documenting Mentoring Meetings	
13	Evaluating the Mentoring participation	
14	Self Assessment of Mentoring Skills	
15	Conclusion: Certain Points to keep in Mind	
16	Appendix	

1. POLICIES:

- i. The College adopts the formal type of mentoring under its Mentoring Program where a mentee is assigned to a mentor.
- ii. The mentoring will be of a nurturing model where a safe, open environment is created in which a mentee can both learn and try things for him/her self.
- iii. Participation in the Mentoring Programme is compulsory for both Teachers and Students.
- iv. As far as possible, Arts students will be assigned to Arts teachers and Science students to Science teachers.
- v. Mentees will not be permitted to change their mentors as a normal course.
- vi. Mentors' Reports will be submitted by the mentors at specified periods to enable tracking of the progress of the mentoring process.

2. OBJECTIVES:

- i. To provide personal and professional support to an individual in order to help him/her adjust to the academic institutional life and also prepare him/her for further studies or the workforce.
- ii. To help the students achieve the goal of academic excellence along with personal development.

3. What is Mentoring?

Mentoring is a work of love and compassion which at its best is a two way exchange. It can be called a professional friendship. It refers to a developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person who can be referred to as a protégé - or more widely used- a mentee.

Like all relationships, mentoring must be cultivated and nurtured, focusing on learning and growth. Mentoring has a purpose and a structure defined by the learning needs of the mentee and shaped by the wisdom and experience of the mentor.

4. Who is a Mentor?

A mentor is one who brings knowledge, wisdom, or perspective into a relationship that goes beyond organizationally defined roles.

5. Functions of Mentoring

The basic functions of mentoring are to :

- a. **Teach** : model, inform, confirm/disconfirm, prescribe, question.
- b. **Nurture**: protect, support, promote.
- c. **Encourage**: affirm, inspire, challenge.
- d. **Counsel**: listen, probe, advise.
- e. **Befriend** : accept, relate, clarify.

The mentors in the College are expected to act as an interface between the Institution and the students. Mentors provide the human touch, offers structure and direction, and help mentees understand what is important.

6. Qualities of a Mentor

We can consider the Personal and professional skills which make effective mentors:

i. Personal qualities:

- a. Good interpersonal and communication skills
- b. Approachable
- c. Empathy
- d. Good listening skills

- e. A genuine desire to help others
- f. An open mind and flexible attitude
- g. Is supportive without being controlling
- h. Can give guidance to a mentee without making their decisions
- i. Will always give honest answers
- j. Doesn't apportion blame but looks to find solutions
- k. Actively questions the mentee
- l. Ability to probe and challenge
- m. Willingness to debate and discuss
- n. Has realistic expectations of themselves and others
- o. A good role model

ii. Professional skills

- a. Enthusiastic and excellent teacher practitioner
- b. Knows organizational routines, procedures and policies
- c. Can offer a range of perspectives and teaching and learning perspectives
- d. Can make suggestions informed by their own expertise and experience
- e. Can empower the mentee with the knowledge gained from their experience.

7. Code of Practice for Mentors

The mentoring relationship is a professional partnership and should be treated as such. A professional, well organized mentor who can ascertain the needs of the mentee and respond accordingly can make the difference between failure and success for the mentee.

The mentoring meeting is committed time and part of the mentees learning entitlement. A mentor helps to induct, orientate and develop the learning skills of the mentee.

- a. A mentor should arrange regular meetings with the mentee.
- b. Mentoring meetings should be arranged at a designated time and place.
- c. Mentors should be well-prepared for meetings with the mentee.
- d. If unavoidable circumstances mean that the mentoring meeting can not go ahead at the scheduled time, it should be rescheduled for the next available opportunity.
- e. A mentor should arrive for mentoring meetings punctually.
- f. Mentors should give mentees their undivided attention: carrying out other tasks whilst discussing things with the mentee or taking phone calls during mentoring time should be avoided.
- g. Mentoring meetings should have a definite focus.
- h. The mentor and the mentee should set the mentoring agenda together.
- i. A mentor should adhere to policies regarding confidentiality.
- j. A mentor should record meetings in a way which allows the mentee to develop by using it for future reference and reflection.
- k. A mentor should conduct oneself within professional boundaries.
- l. A mentor should never exploit the mentoring relationship and should guard against the exploitation of the mentee by other parties.

- m. Mentors must realize their own limitations and request the help of experts/fellow mentors in order to meet the developmental needs of the mentees.

8. The Mentoring Meeting (s)

- a. Make your mentee feel comfortable
- b. Recognize your mentee's previous experience
- c. Clearly define your role as mentor
- d. Explain when and where mentoring meetings will take place
- e. Explain the basic structure you would like to use for your mentoring meetings
- f. Explain any documentation which will be used to record observations and who will have access to this
- g. Identify areas open to growth
- h. Take responsibility to arrange the next meeting(s)
- i. Listen, assess, act, give feedback
- j. Ask mentees to come with questions
- k. Mentoring involves listening and asking questions . Come prepared with questions
- l. Freely express goals and discuss them together
- m. Mentor-mentee discussion and communication may be in any language that both may feel comfortable in - not necessarily only in the English language!

9. Structure of Mentoring meetings

Whilst mentoring meetings should be conducted in a relaxed atmosphere, it is worth agreeing to a general discussion structure with your mentee the first time you meet. This demonstrates to the mentee from the outset that you take your role as mentor seriously and see it as an important professional tool. For many people, structure is comforting, and a discussion of this kind can, therefore, actually relax the mentee in the knowledge of what is to come.

A possible structure for mentoring meetings:

- a. 'Everyday' or 'incidental' concerns which have arisen since the last meeting.
- b. The main focus, goals or task, as discussed during the previous meeting.
- c. Next meeting: focus/agenda; time; place etc.

10. Frequency of Meetings

Mentors are required to meet their mentees at least once a month. A mentor can schedule more meetings if necessary. This time should be 'timetabled' for both mentor and mentee and seen as a regular commitment with the same status as a timetabled lesson. The process must be objective and disciplined. Agree to hold each other accountable.

11. The Mentoring Calendar

The first month starting from the day of admissions is the most important period of the calendar. The fortnight surrounding the internal Examinations and that preceding the University

Final Examinations are very important for the mentor to continuously track the mentee's academic performance.

12. Documenting Mentoring Meetings

Documentation should form the basis of a reflective dialogue between the mentor and the mentee and provide a useful record for everyone to refer back to. It should not be seen only as a way of providing evidence that mentoring has taken place. The mentor is obligated to keep good notes so that he/she is properly prepared for future discussions.

The following points should be taken into account when devising documentation for mentoring:

- a. It should be confidential.
- b. It should include the opportunity to reflect upon developmental observations.

13. Evaluating the Mentoring participation

The mentor may think on these points and share their feedback to improve the programme:

- a. What did you expect to learn from the experience?
- b. Were your expectations met? Why/why not?
- c. What did you learn?
- d. Did you encounter any difficulties? If so, were they resolved and how?
- e. What would you do differently when entering into another mentoring relationship?
- f. What could be done to improve on the design and management of the programme?

14. Self Assessment of Mentoring Skills:

Assess your own potential as a mentor by indicating whether this is a strength or an area identified for further development.

- a. Are you a good role model?
(someone to be respected because of their: ability/experience/willingness to self-review/professional standards.)
- b. Are you an enthusiast?
(Someone who sparks interest; makes life fascinating and lively)
- c. Are you an identifier of need?
(Someone who can help the mentee to: identify areas of further development, prioritise needs and set appropriate targets)
- d. Are you a teacher-guide?
(Someone who can: show the mentee how to improve, share skills and discuss issues, ideas and problems willingly.)
- e. Are you a problem solver?
(Someone who can help the mentee to identify their strengths and show

how to use them to develop their skills further and overcome problems.)

f. Are you a supporter?

(Someone who is a good listener and counselor; warm and caring; encouraging and accessible.)

g. Are you a career counselor?

(Someone who is good at helping the mentee to develop a knowledge and consideration of different career profiles and pathways within the college and beyond.)

(Adapted from: Smith and West-Burnham, 1984)

15. Certain Points to keep in Mind

- a. Focus on the one being mentored, not the mentor. Create space for the mentee for self-learning that allows the mentee to become the person he/she intends to be.
- b. Don't expect miracles – mentoring is not problem solving. It is growing together.
- c. Mentors are growing and changing like everyone else. Mentoring allows mentees access to the mentor's life to encourage mentees along their own journey and it invites the mentor into the life of the mentee as guide and companion.
- d. Mentors also learn through mentoring. Exploration and articulation of beliefs with another person renews our own thinking and challenges our actions.
- e. Good mentoring is not easy work for either person. It requires determination, grit and heart.
- f. Mentoring is a relationship between fallible human beings and can not exist without forgiveness and grace.
- g. Critical elements necessary to sustain the relationship are honesty, objectivity, mutual trust and confidentiality.

References:

1. Wikipedia, the free encyclopedia.
2. Walter C. Wright : MENTORING the promise of Relational Leadership.
3. Mentoring Handbook. Institute Student Mentor Programme, 2007-08, IIT, Bombay.
4. Garvey,Bob and Langridge, Kim : Mentoring in Schools.

16. Appendix Mentees' Perception.

Rationale: Upon the completion of three years of the programme, it was felt that an assessment of the programme from the mentees perspective would be necessary to improve upon the programme and make it more relevant.

Objective: the objective of the assessment was to make the mentorship programme more mentee-centric by giving the mentors a greater insight into the needs of the mentees. This exercise was undertaken with the hope that it would open up avenues towards making mentoring in the college a fruitful venture for both the mentee and the mentor.

Methodology: A questionnaire was framed and sent out with students of BA/BSc. II & III years as respondents. Students of BA/BSc. I were not included as it would be too early for them to give the required responses.

Questions and responses: Amongst answers, those with the highest percentage for each question are as below:

Sl.	Question	Response	Percentage
1	Preferred type of interaction between mentor-mentee (group or personal)	Personal interaction	71.42
2	Preferred frequency of meetings (weekly/monthly/as and when req	As and when required	51.42
3	Where do you prefer to meet your mentor?	Anywhere, quiet place	34.69
4	Would you prefer mentoring meetings to be fixed or flexible?	Fixed	57.95
5	Are you satisfied with your mentor? Yes/No. Give reasons	Yes. No reasons specified	40
6	What are your expectations from your mentor?	Understands problems, helps, gives advice	35.91
7	Would you prefer to continue or change your mentor	Continue	85.30
8	Disadvantages you see in the programme	None	42.04
9	Benefits gained from the program	No benefit Received advice and guidance	26.12 21.63
10	Your Suggestions to improve the programme	No response There should be greater interaction, mentors need to be more dedicated	59.18 15.10

Survey undertaken on 5/9/2010

It is our hope that our college mentors will study these perceptions carefully and draw their own inferences in order to develop better strategies for better mentoring.

Mentoring Committee

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“ A mentor is simply someone who helps someone else learn something that he or she would have learned less well, more slowly, or not at all if left alone.” Chip Bell.

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