

MENTORING GUIDELINES:

A. Objective:

Effective mentoring is crucial for undergraduate engineering students as from this junction they begin their academic careers. Faculty mentors must commit to dedicating substantial time to students to ensure their academic, professional and personal development. A relationship of mutual trust and respect should be established between mentors and students to foster healthy interactions and encourage individual growth. The details of advice will vary widely, but a cardinal goal should be to help those you mentor toward greater initiative, independence, and self-reliance. It is your obligation to help your mentee overcome the hurdles, identify and learn the skills and knowledge needed for a successful career.

B. Role of Mentors:

As a teacher our role is limited to guiding academic progress. The role of mentor is centred on a commitment to advancing the student's career through an interpersonal engagement that facilitates sharing guidance, experience, and expertise.

- Take an interest in developing another person's career and well-being.
- To have an interpersonal as well as a professional relationship with those whom you are mentoring.
- Advance academic and professional goals in directions most desired by the individual.
- Tailor mentoring styles and content to the individual, including adjustments due to differences in culture, ethnicity, and gender and so on.
- Committed to meeting with the student on a regular basis
- Facilitate the training of the graduate student in complementary skills needed to be a successful professional; these may include oral and written communication skills, time management, and ethical professionalism.
- To train students to utilize resources carefully and frugally.
- Provide career advice
- To be intellectually stimulating, emotionally supportive, and free of harassment.

Just as students have different learning styles, the skill sets and aptitudes of mentors are as varied as mentors themselves. There is no fool proof recipe.

C. What can a mentor do?

Culture discipline:

First and foremost, mentors socialize students into the culture of the discipline, clarifying and reinforcing—principally by example—what is expected of a professional scholar.

Encourage the effective use of time:

Work with the student on developing schedules and meeting benchmarks. Share techniques and practices that have been useful for others but do not insist there is only one way. Rather, help them blaze their own trail and devise a plan that keeps them on it.

Assist with finding other mentors:

One size does not fit all, and one mentor cannot provide all the guidance and support that every student needs. Introduce students to faculty, alumni, staff and senior or peer students who have complementary interests. Effective mentoring is a community effort

Skill Development:

Take steps to develop planning and organization, communication and team-leadership skills. Provide works to judge and improve student's writing skill. Discuss on current happenings, technology developments and societal concerns which will improve student's alertness and knowledge on current affairs.

Personal issues:

Listen carefully to students with due attention on gender, ethnic, and cultural issues if exists. Keep in touch with his/her progress.

Provide feedback:

Prompt and frequent feedback will go a long way toward cementing your relationship while building a successful life of mentee. When you give feedback, it is important to acknowledge the mentee's accomplishments and successes along with the areas in which he or she needs to improve. Keep the feedback simple. Make sure that the mentee understands that you are working toward a mutual goal – the mentee's success. Providing and receiving feedback can be a very positive experience for the mentor and the mentee as long as you both understand that you share the same commitment to developing the mentee's career.

Psychosocial support:

Establish written plan:

D. During the Initial Meetings:

- You and your student need to communicate clearly from the start about your respective roles and responsibilities.
- Find out about the student's previous educational experiences, family background , if there exist any special concerns or burden the student is suffering from.
- Take student seriously: A question or problem that seems trivial or irrelevant to you might mask a more serious issue from student's perspective.
- Know about student's worries, low self-esteem, fear of failure, parental pressures. Don't wait for worries to grow into problems that might cause student to stumble.

E. During subsequent Mentoring meetings:

- Promote mutual respect.
 - Be frank and direct
 - Suggest various road maps but allow students to choose the destination and walkway.
 - Provide praise as well as suggestions for improvement
- Offer suggestions about :
 - Elective courses the student should take,
 - Extra learning that might be appropriate, and other training experiences s/he should seek.
- Refer the student to other people inside or outside the university whom s/he should meet in order to begin developing professional networks.
- Provide Skills Sets and Counselling that Support a Broad Range of Career Choices
- Meet on neutral way, without following a schedule slot or maintaining formalities.
- Gently probe the student's level of interest and most-satisfying activities. Pay special attention to motivation, which might be more important than background in deciding a student's success or failure.

F. At the end:

Submit mentoring report.

Annual Mentoring Report, 20__.
 (To be submitted by mentor once in a year)

Student Information:

Name: _____ Batch: _____

N/A	YES	NO	MAYBE	DON'T KNOW	MENTORING CRITERIA
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1. Was your Mentee *easy to approach* and talk with?
2. Did/does your Mentee accept advice and *encouragement from you* with respect to your joint goals?
3. Did/do the two of you *meet regularly*?
4. Did/do you provide *regular feedback and constructive criticism*?
5. Did you *facilitate your Mentee's participation* in professional activities outside of the institution (regional, state, national organizations)?
6. Did you encourage your Mentee to participate in extracurricular activities?
7. Did you *act as an advocate* on your Mentee's behalf?
8. Did you attempted to improve *your Mentee's communication skill*?
9. Did you *connect your Mentee* to other experts who could "fill in the gaps" in areas where you might be less skilled?
10. Did you *observe your Mentee* punctuality?
11. Did your Mentee *exhibit integrity*?
12. Did you encourage your Mentee in establishing a carrier path?
13. Was a written plan established by the Mentee at the beginning including goals to be met under your direction or guidance?
14. Were the guidelines established at the beginning defining *how often and/or when you would meet* on a routine basis and followed subsequently?
15. Did the two of you determine at the beginning of the relationship, *guidelines by which to evaluate* the success of the relationship?

Briefly describe the bellow about your Mentee.

Academic progress:

About Career Plan:

Student's Strong points:

Student's Weakness:

If any Special action is required:

Overall Contribution:

What are/were two of the most beneficial development activities you did/ do with your Mentee?

1. _____
2. _____

What is the most beneficial change you identified in your Mentee?

Submitted By:

Signature: _____

Date: _____

Name: _____