2013

Mentoring Guidelines

GUIDELINES OFMENTORING PROGRAMME OF DAIMSR

1. **Concept Note:**

In DAIMSR, Mentoring is a relationship where the focus is on supporting the growth and development of the mentee. The mentor is a source of wisdom, teaching and support, but not someone who will observe and make advice on actions or behavioral changes in daily life of the mentee. The Mentoring role in DAIMSR aims to facilitate the development of skills, attitude and encourage ethical behaviour. A mentor must strictly offer guidance on relevant issues, and demarcate the boundaries of his/her support. The focus is on 'Developmental Mentoring' rather than on 'Personal Counselling'.

The following pointscan help you in understanding your role as a Mentor.

1.1 A mentor is an individual, who helps and guides another individual's development. This guidance is not done for personal gains. Mentoring is usually 'a three-way beneficial process,' which helps the mentee, the institution and the mentor. The mentor must keep his/her interest and benefits at the minimum level.

1.2 Mentoring requires patience and time. Often, in the interest of time, we offer to do things ourselves, or to solve the problem at hand. This is not mentoring but taking over. The reason to become a mentor is that you have been there and done that. Now you are supporting someone else who would like to be there and do that themselves.

1.3 Mentors inspire. They should expect the best efforts from the mentee in return. The mentoring relationship should satisfy both participants but not intrude. The mentee must be an active participant in the process, not a bystander to be injected with knowledge. Be clear about what you can and cannot provide, and what lines you will not cross. Decide on a schedule for meeting, how often, where, and the boundaries of your relationship. For example, Will late night calls be acceptable? Or will you meet mentees after the college hours?

1.4 Mentoring can be very rewarding. In addition to the personal satisfaction, mentoring develops communication and leadership skills, confidence and provides new perspectives on problem solving to both the participants in a mentoring programme.

2.Do's & Don'ts of Mentoring Programme
DO's

2.1 Listen: function as a sounding board for problems and ideas
2.2 Criticize constructively: point out areas that need improvement, always focusing on the mentee's performance, never his/her character.
2.3 Support and facilitate: provide networking experience; share knowledge of the system; offer assistance where needed.
2.4 Teach by example: serve as a model for adhering to the highest values in every area of life.
2.5 Encourage and motivate: help mentees to consistently move beyond their comfort zone.
2.6 Promote independence: give your mentees every opportunity to learn by experience.
2.7 Promote balance: serve as a model for balance between professional and personal needs andobligations.
2.8 Take pride in the success of your mentees: recognize that students may rise to greater levels than those who train them.

DON'TS

2.9 Protect from experience: do not assume the role of problem solver for the mentees
2.10 Take over: do not do what the mentees should be doing themselves.

2.11 Force: do not attempt to force a mentee in one direction, especially of your own liking and choice.

2.12 Use undue influence: do not use a sense of obligation to influence the mentee's professional decisions.

2.13 Lose critical oversight: do not allow mentoring to turn over into favouritism.

2.14 Condemn: Do not convey to the mentees that honest mistakes are career-altering disasters.

3. RECORDS TO BE MAINTAINED BY A MENTOR

3.1 Maintain and regularly update the Personal Record Sheet of your Mentee (Proforma-A)

3.2 Maintain updated contact details of both parent/guardian and that of your mentee.

3.3 Monitor the attendance of your mentee throughout and take remedial actions in case of regular default.

3.4 Ensure his/her participation in Institute's events and maintain record of his/her absence.

3.5 Promptly report any noticeable 'Misbehaviour' and recommend any remedial action (eq. Psychological Counselling) required (Proforma B)

3.6 Maintain records (i.e Photographs, copies of certificates, Mark sheets, etc.) of his/her personal achievements in curricular and co-curricular activities.

3.7 Maintain the Mentoring Activities Record Sheetsalong with scores.

3.8 Maintaining Summer Internship Details including Copies of SIP report in Soft Form.

3.9 Final Placements Record of the mentees (interviews Appeared, Offers received, Appointment Letters)

4. Performance Metrics of the Mentoring Programme: An individual mentor's annual mentoring performance shall be measured on the following Points system.

4.1	Average attendance of mentee group (Classroom attendance and Mentoring Attendance Combined together)	50% or more	60 % or more	70 % or more	80 % or more
		3 point	6 points	9 points	12 points
4.2	Pass percentages of mentee group in University Exams	50% or more	60 % or more	70 % or more	80 % or more
		3 point	6 points	9 points	12 points
4.3	No. of Participations in external events	20% or more	30 % or more	40 % or more	50 % or more
		3 point	6 points	9 points	12 points
4.4	No of Prizes and awards in various competitions. (Local, National, International)	Local	National	International	
		2 point per incidence	6 points per incidence	9 points per incidence	
4.5	No of Research Papers jointly published by Mentor & Mentee in Reputed Journals	Local Publishers	National Publishers	International Publishers	
		4 points per incidence	8 points per incidence	12 points per incidence	
4.6	Final Placements obtained by the Mentees	**Points equal to Combined Annual Gross Salary (in Lakh Rupees) of Mentees**			

A minimum score of 70 points is required to be obtained by each mentor on annual basis.