



# CHAMELI DEVI GROUP OF INSTITUTIONS



## Mentoring Manual



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## Foreword:

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Mentoring is hand-holding of the young students to help them walk on the guided path of success. It is a holistic support which needs understanding the individual students; with an insight of their upbringing, knowledgebase, capabilities and willingness to walk ahead including the choices for a chosen path. The Mentor is expected to guide him/her on career possibilities, manoeuvring him through complex situations arising out of personal, financial and most importantly professional demands.

A Mentor's sole responsibility lies in grooming his Mentee through difficult and complex situations; support him to turn his weaknesses into scope of improvement. Being a young student, a Mentee goes through tremendous emotional ups and downs facing demanding situations at home and in Institution. An easy accessibility to Mentor, allowing free and frank discussions is key to managing a relationship, which is crucial.

The Mentoring Manual is an attempt to layout a Road Map for Mentors. The objective is to offer qualitative support in grooming the students, taking them to the path of success. This Manual is divided into Three Sections. Each Section is dedicated to its goals and objectives, with the last Section as in Section C, is purely dedicated to the Administrative aspects.

Mentoring is giving your time, attention, insights, and advice. Mentoring is about helping a mentee develop himself/herself within a conducive environment where they have the resources and support to develop technical and intellectual capital. Simply providing resources for a mentee to accomplish a research project (i.e. develop technical/intellectual capital) is not mentoring. That is the minimum requirement to setup an appropriate learning environment. Mentoring takes place in the personal interactions with the mentee.

All the aspects of mentoring that are described in this manual focus on how to proceed with these personal interactions.

### **How to use this manual**

Each section of this manual is devoted to the perspective and experience of each of the distinct roles in program-based mentoring environments, and organized according to the major progressions or transitions that are experienced by a particular role. A mentor can find meaningful explanations of the role and responsibilities expected from him/her within the domain of Mentoring.

This is a living document and may undergo changes as and when required.

## Chairman's Message



### Shri Vinod Kumar Agarwal

The Agarwal Group in tune with its policy of excellence blended with ethics is committed to put CDGI on the highest pedestal of academic and technical values. CDGI Group of Institutions is focused on producing Engineering, Pharmacy, Management and various under-graduate professionals who can compete in the global arena, keeping the latest trends in Modern Education and Employment. At the same time there is no compromise regarding cultural, ethical and moral values to be infused into the young sprouting minds, so that they would be transformed into valuable assets of the society and the nation at large. Today CDGI is known for its highest standards of discipline and academic excellence. CDGI will continue to be a cherished destination for students with a passion for pragmatic technical skills.

To groom students in meeting with such holistic and value based objectives, the role and responsibility of Mentors is crucial. We in our endeavour to promote qualitative growth firmly believe that orientation and continuous process of learning for Mentors is essential. This **Mentors' Manual** presents a Frame Work for Institutional Growth, detailing the charter of responsibilities, ethos and value based orientation for qualitative grooming of the students, offering them professional, emotional and social support.

I hope this Mentoring Manual is immensely helpful in growth and development of Students of CDGI.

# Section -A : Mentoring Philosophy

## 1. Mission Statement

The Mentors seek to make a contribution to the development of Mentee's personality. This requires some understanding of the current state of the Mentor's intellectual and professional development. Each Mentee is different with different goals require different skills, but Mentor will aspire to help the Mentee develop certain universal skills—recognizing opportunities, asking questions, acknowledging shortcomings, and communicating effectively. It is an aim to develop Mentee's psycho-social and professional knowledge base for all round development.



Mentors are dealing with young adults, who have high aspirations and are easily diverted to fancies, based on their high aspirations. It is therefore, very difficult task for the Mentors to motivate the Student Mentees and take them to the guided path leading them to be groomed into good human beings and follow a successful career path.

### 2. MENTORSHIP IS ABOUT:

- Being committed to Mentee's growth;
- Being truthful;
- Respecting your Mentee's perspective;
- Build up a relationship;
- Bridging generation gap

## 2.1 Introduction

### **MENTORING**

M: Manage the Relationship

E: Encourage

N: Nurture

T: Teach

O: Offer Mutual Respect

R: Responsible to Mentees' Needs

**Mentoring is an art of grooming the Mentees.** The Mentor devotes his/her whole hearted commitment in shaping up the Mentee's frame of mind to enable him to emerge stronger emotionally, academically and be a professional to face the world of competitions. Mentoring is crucial to clear up doubts and depressive state of mind of a student, ensure he is happy growing up in the professional field.



**It is an Art of psycho-social and professional counselling, clearing a student's doubts** at the under graduate level and make him/her stronger by each day. **It builds up a friendly relationship, where asking questions does not remain a taboo** or give rise to any form of inferiority complex. Mentoring takes shape through formal and informal interactions, structured and semi-structured sessions, to walk the learning path and emerge stronger with knowledge base.

**A Mentor shows the Big Picture as well as the pictures of real life** to let the Mentee understand and get a feeling of the real world.

- Mentors are *advisors*;
- people with career experience willing to share their knowledge as Mentors are *supporters*;
- people who give emotional and moral encouragement are *Mentor-tutors*,
- people who give specific feedback on one's performance are *masters*, as Mentors;

## 2.2 Art of Mentoring

### The Art of Mentoring

#### The Five Cs of Youth Development

1. Competence
2. Confidence
3. Connection
4. Character
5. Caring & Compassion

## 2.3 Goals

The goal is to help improve the mentee's knowledge, skills and abilities as well as to enable them to understand the CDGI culture. Mentors and mentees also have opportunities to network and exchange ideas.

## 2.4 Core Functions

Mentors are Friends, Philosophers and Guides. They have a multi- dimensional role. While they need to be strict, they need to be friendly as well. The core functions of Mentors are:



## 2.5 Student Mentees

- Develop strong professional competencies that, leads to a successful careers of Mentees.
- Increase level of satisfaction through positive exchanges of ideas and experiences.
- Create a professional relationship in a competent environment.
- Learn more about the corporate culture and structure, type of challenges and ways to cope up with complex situations and stress levels.
- Provide an opportunity for mentees to learn from an experienced and excellent staff member through one-on-one informal mentoring sessions where a mentor can share information on their own career development.

- Provide networking opportunities for mentees.
- Provide opportunities to attend a series of career development and leadership development workshops.

## 2.6 Mentors Path of Growth

- Institute provides an opportunity to help identify, support, inspire and develop as efficient Mentors through orientation & round table discussions.
- Assist mentees in learning more about professional competencies in higher education, organizational structure and resources for career development.
- Mentors to develop their own leadership skills, identify the psycho-social, emotional and inspirational needs of Student Mentees.
- Build a professional network for future collaboration.
- Learn from the mentee's experiences and insights.
- Give something back to the professional community.

## 2.7 Mentoring builds up on the Four Pillars

Mentoring is a unique process of handholding of a student by a Teacher to extend support in form of;

- Academic,
- Professional,
- Emotional &
- Social.

These are the four Pillars on which a successful Mentoring evolves.

The Mentor focuses mainly on the developmental aspects of Career and Person of the Student. He tries to groom the student with strong Academic background to enable him to face the world of stiff competitions, making him emotionally intelligent and strong to cope up with pressure and take up challenges.

In order to do this the Mentor, tries to understand the student's emotional self, his social background, his interests and his personality as a whole. On the basis of his understanding the student's inner and outer self, he offers counselling on his performance and psycho-social issues.

This takes the Mentor to the Development Stage relating to the Performance of the student, through Coaching. It is a holistic approach.



### 3. Mentor & Mentee : A Relationship of Trust

SN	Skills needed by an Effective Mentor	Skills needed by a Committed Mentee
1.	Listening Attentively	Listening Actively
2.	Building Trust	Reflections
3.	Ability to Encourage	Willingness to take responsibilities
4.	Identifying goals and current reality	Asking right questions
5.	Providing Corrective Feedback	Deep Commitment
6.	Inspiring	Confidentiality & Keeping Trust
7.	Developing Capabilities in Mentees	Ability to take initiatives
8.	Managing risks	Be Committed to commitments
9.	Good Motivator	Ability to connect
10.	Orientation skills by story telling or live sharing examples or bringing interesting facts from knowledgebase	Willingness to learn

Trust is the very basis of Mentor-Mentee Relationship



## 4. Mentoring : A challenge

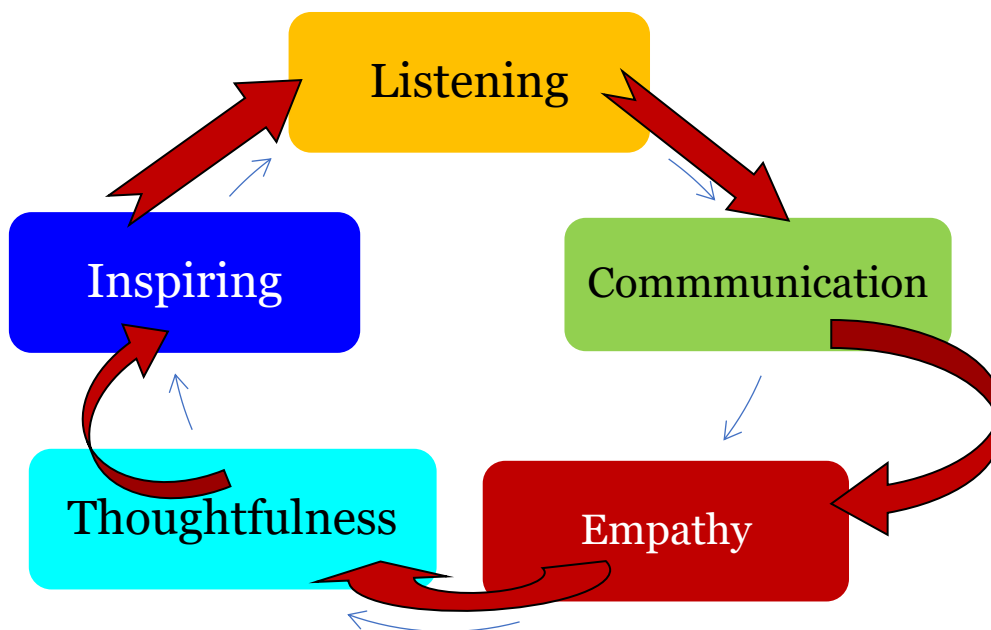
Mentoring is a challenge to add quality to the job of Mentoring. It is a continuous process of growing and adding quality by acquiring new knowledge and learning from analysis of their work. Listening to mentees leading to their own evaluation would lead them to self correction and taking steps towards better standards of Mentoring.

### Understanding Mentoring



Good mentors know that they, too, need mentoring. Objective self-reflection may be a source of self-mentoring, but mentors also should be alert to opportunities in which they can receive mentoring, both formal and informal. The act of careful listening to mentees can be used to gauge how well the mentor's techniques are working, while observing other mentors can be useful when adapting one's own mentoring style. When a mentor is mindful of these opportunities to improve his or her own skills, the mentoring process will benefit.

## 5. Hand holding and supporting the Mentee



The teacher-mentor is the person who has the greatest direct influence on the students. Mentors develop their mentee's professional thinking skills and support mentees in aspects of the processes of professional decision making or learning.

## 6. Some key qualities in a Mentor are:

- Inspiring
- Knowledgeable
- Friendly
- Empowers the student
- Appreciative Enquiry
- Passionate about teaching
- Resourceful, lots of bright ideas
- Willing to offer support and help
- Approachable
- Willing to observe

## Phases of Mentoring

- Phase-I: Clarifying Expectations ; Points 1 & 2
- Phase-II: Productive Phase ; Points 3&4
- Phase-III: Maturation & Closure : Points 5&6



## 7. Practical Approaches:

- **Give constructive feedback to help; For Example:**
  - Move from Simple to Complex;
  - Begin from Positive to Negative; which is a form of appreciative enquiry. This builds up confidence in the Student Mentee for an improvement. This is also Hand-Holding;
  - Be appreciative of the Mentees' achievement ;
  - **Show him a happy picture and also show him the ways to achieve the stage ;**
  - Youth at this stage are emotional and also confused; they are stubborn at times without knowing the consequences. This dilemma needs to be resolved by understanding his personality and bent of mind;
  - Mentees need to understand the highly competitive corporate world and need to attend to the preparation with equal seriousness.
- **A mentor needs to be empathetic, thoughtful, and inspiring.** Empathy allows the mentor to better understand the perspective of the mentee, and may allow the mentor to relate to the mentee on a deeper level.
- **A mentor must also be thoughtful and avoid haste when mentoring.**
- **Careful consideration of the mentee's situation** as well as the potential effect that advice given to the mentee may have, is critical.
- **Finally, a mentor must know how to inspire.** Often, if mentoring is done correctly, no overt technique is needed to inspire. A mentee may feel inspired simply through conversing closely with a mentor about a topic of importance.
- **No direct advice**, but instead the Mentee, **discovers value and finds** inspiration on his or her own.

# Section-B : How to be a Good Mentee

## WHO IS A 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 him achieve their goal.

## The mentee's potential

A mentor should develop the abilities to assess Mentee's potential and interests, abilities to cope up with tasks and commitment levels as base line information and then should work his/ her way to develop Mentee's potential further.

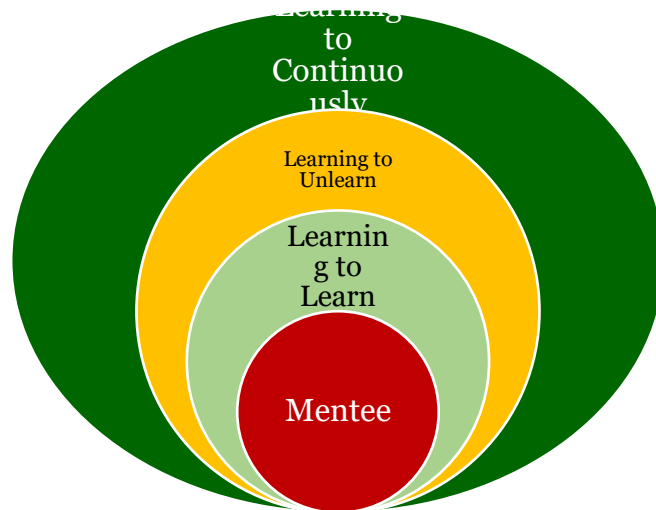
## Qualities to look for in mentees

- A willingness to learn and introspect
- A willingness to learn from others' experience
- Commitment to their personal and professional growth
- Strong interpersonal skills
- Good listening skills
- An easy ability to learn
- An open mind and a willingness to try new things
- An ability to accept feedback and learn from it
- Patience and ability to take a long-term view
- Good communication skills
- Flexibility
- Respect for other people's time and effort
- Realistic expectations
- **A strong work ethic**
- A strong initiative
- A clear commitment to being mentored
- A willingness to take responsibility for their career
- Openness, honesty and trustworthiness

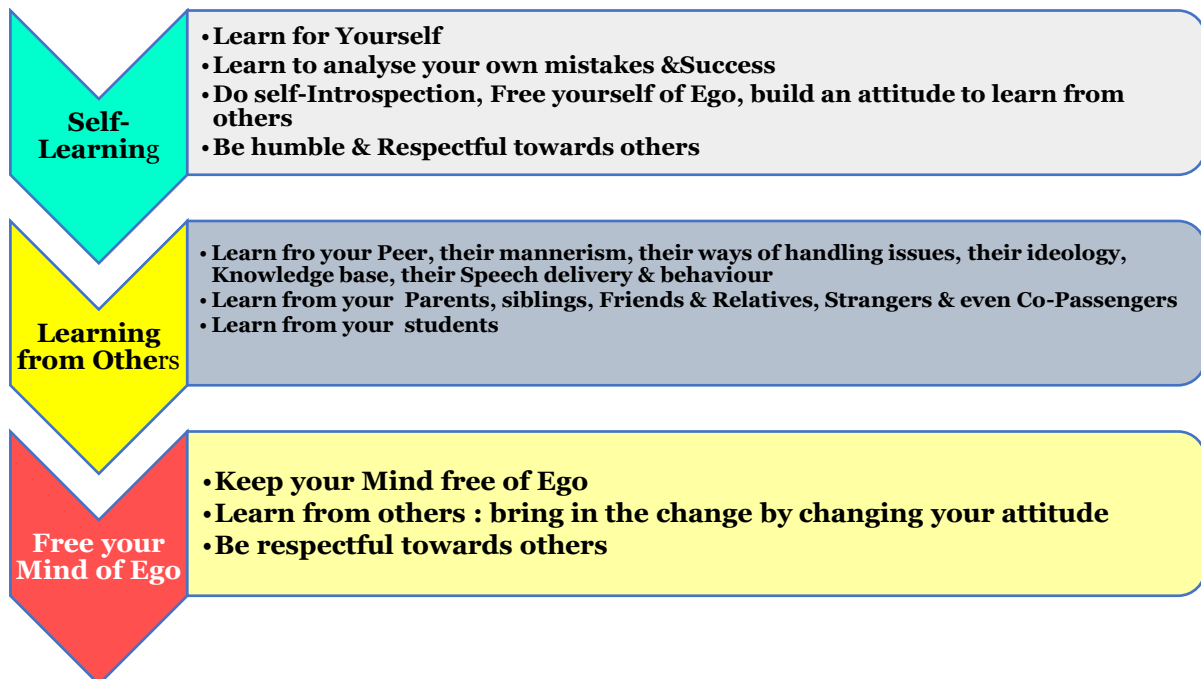
**Mentor will groom the Student Mentees to walk on a path of diligence, commitment with ethical and moral values.**

## Tips for Being a Good Mentee

- Life is a continuous process of Learning
- Learning to Learn,
- Learning to unlearn,
- Learning to Continuously Learn



Your Institution & Home is a Platform for you to Learn, to make you **Emotionally Intelligent** and stronger.



Make efforts to see that you and your Mentee fit together symbiotically; the mentorship will blossom into a valuable relationship.

Here are the top 10 tips for being a good mentee.

## **1. Remember Your Mentor is a Volunteer**

It's important to remember your mentor is a volunteer. They have more experience in the field, and they are taking time out of their schedule to help you develop and grow, so there must be healthy boundaries and respect in your relationship.

This means as a good mentee, you should be aware of and minimize time wasters that occur during your meetings. Also ensure you show gratitude for the time and advice, and never act rudely or attempt to downplay their knowledge.

## **2. Take Responsibility for Your Own Learning**

Your mentor cannot do everything for you, they can only give you tools and guidance. You must be willing to take charge of your learning by asking questions and actively participating in the conversations to become a good mentee. Plus, you should absorb all the knowledge you can as asking the mentor to repeat themselves frequently is a waste of their time.

## **3. Develop Trust**

Your mentorship does not automatically establish trust between you and your mentor. It must be developed and nurtured. You will both need to work to establish trust at the beginning of the relationship. Having trust can open up a channel of communication, which is important to the success of your mentorship.

## **4. Be Respectful of Your Mentor's Time**

Your mentor has a lot of room to help you, but remember that they are likely busy persons. Again, be respectful of this by cutting out time wasters in your meeting, and make sure you give them plenty of notice if you need to cancel or reschedule a session.

## **5. Set Realistic Expectations with Your Mentor**

Your mentor is a guide. They are not going to do everything for you; they are going to mentor you. Expecting them to do so can lead to unsuccessful mentor matches. **A successful mentee sets goals and expectations at the beginning** to base the mentorship on a solid foundation and avoid these awkward mishaps.

## **6. Come to Each Meeting with a Prepared Agenda**

This lies in with respecting your mentor's time and setting realistic expectations. If you have a prepared agenda for each meeting, you are much more likely to stay on task and optimize the time you have together. However, make sure you stay consistent and set your expectations early. If your mentor says they will bring the agenda, let them.

## **7. Be Open About Your Needs and Provide Feedback to Your Mentor**

Like any other relationship, your mentorship must be suited to fit your needs. But also like in any other relationship, your mentor will not be able to read your mind, so telling them what you need from them will allow you to flourish as a good mentee. Be honest if you need something to change and let them know if you don't understand something. Also make sure you tell them when they're doing a great job and show them gratitude. They are there to help you, so they'll be excited to know that it's working. Writing a Feed Back about your Mentor is a Serious job.

## **8. Recognize Your Mentor's Limitations**

Your mentor may be phenomenal, but they will have a limit to their knowledge and abilities. Don't get frustrated because they cannot help you but talk with them and work in areas where they can. If you need guidance beyond that which your mentor can give you, ask for their recommendations to help you find others who have the necessary skills.

## **9. Take Appropriate Risks**

Your mentorship offers the opportunity to have someone else committed to your progress. They will help you remove barriers and pull you out of your comfort zone. Don't fight them on this. Leaving your comfort zone is often where the real work happens. Try new things and allow yourself to make mistakes.

## **10. Be Flexible and Learn**

A mentorship can be an amazing and productive way to improve you. Take advantage of this relationship and learn as much as you can but be constantly aware of ways to better yourself and the relationship. Flexibility will help you be a better mentee in this regard.

## **11. Open Communication & Trust**

It is clear that healthy mentor/mentee relationships are important. Then the questions follow: How can I be a good mentee? What can I do to make the most of my relationship with my mentor? Mentees who are less knowledgeable about how to maximize the benefits of mentoring relationships receive less mentoring and are less satisfied with their mentoring relationships than are mentees who are better skilled at this task of successful mentor/mentee relationships. Following is the summary:

1. Establish an open communication system with reciprocal feedback
2. Set standards, goals, and expectations
3. Establish trust
4. Care for and enjoy each other



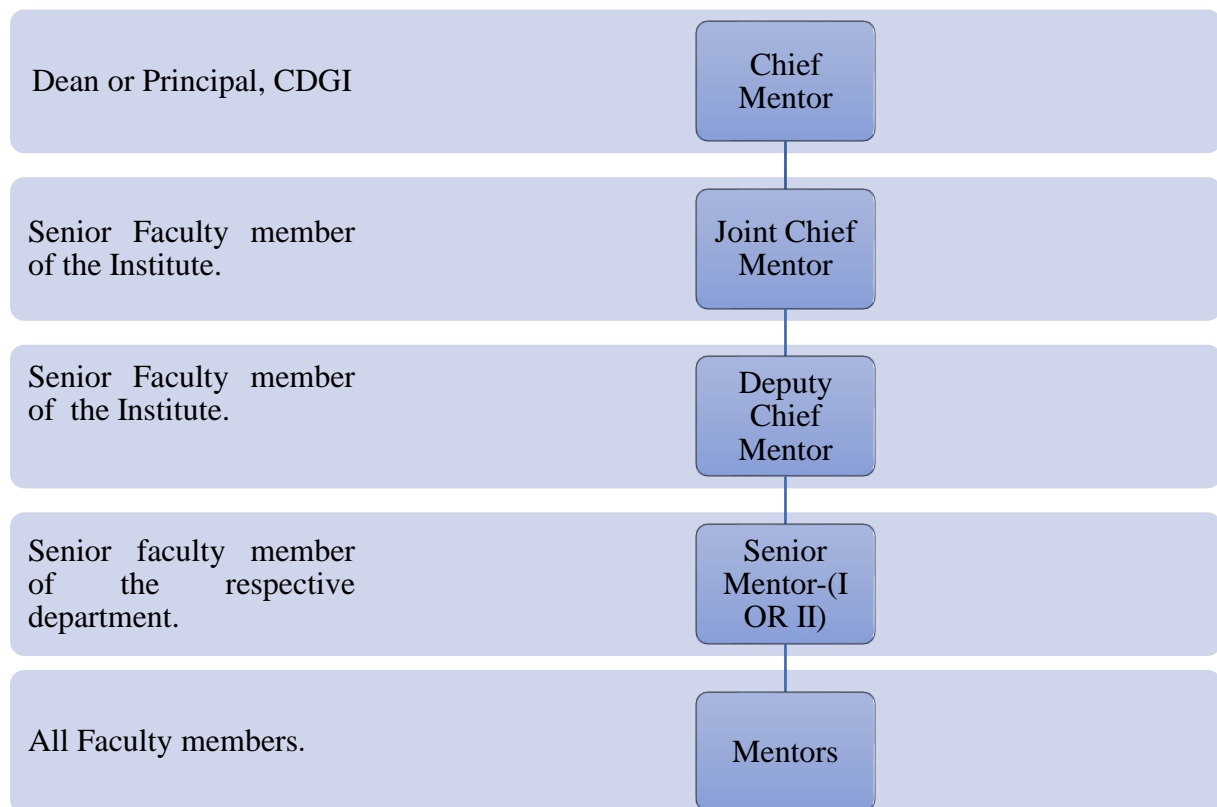
5. Allow mistakes
6. Participate willingly
7. Demonstrate flexibility
8. Consider constraints to mentoring
9. Learn from others
10. Work on common tasks
11. Be open and comfortable



## Section –C: Administrative Aspects: CDGI

### Methodical Approaches of Mentoring

**Mentoring Schedule:** There is a schedule of two mentoring sessions during the semester and each session is carried out for the 30 days of interval. The hierarchy of the mentors is mentioned below.



### Hierarchy of Mentoring System

#### Roles and Responsibilities:

1. **Chief Mentor (CM): Dean or Principal** of the institute is acting as a chief mentor.
  - a. They have privileges to check the status reports of the mentors at the institute level.
  - b. Dates for the mentoring slots are decided by the chief mentor.
  - c. They have privilege to take direct action on the critical issues and complaints identified during the mentoring.

**2. Joint Chief Mentor (JCM): Senior faculty member of the institute is acting as a JCM.**

- a. They have privileges to check the status reports of the mentors at the institute level.
- b. Dates for the mentoring slots are decided by the chief mentor.
- c. Propagate the formulated guidelines and instruction to the DCMs for smooth conduction.
- d. They have privileges to schedule meeting with DCMs and identify the issues related to mentors also guide for the solutions of the issues.

**3. Deputy Chief Mentor (DCM):** There is an appointment of two DCM for the institute whose tasks are bifurcated in two major categories.

- a. DCM for the First Year Students (All Branches).
- b. DCM for the Second Year Onward Students (All Branches).
  - i. They have privileges to check the status reports of the mentors and senior mentors under them.
  - ii. They have to upload the questions sets during the start of each mentoring session.
  - iii. They have to set the dates of mentoring in the module after the date is been decided by the CM and JCM.
  - iv. They have privileges to schedule meeting with SMs and identify the issues related to mentors also guide for the solutions of the issues.

**4. Senior Mentor (SM):** They are the senior faculty member of the respective department and as per the size of the department there should be an allocation of one or two members as a senior mentor.

- a. They have privileges for the allocation and de-allocation of mentees to the mentors.
- b. They have privileges to download the reports.
- c. Senior Mentors should report to the respective DCM.

- 5. Mentor:** These are the faculty members of all the departments.
- a. These are the members who directly interact with the mentees.
  - b. Each member is having the mentees in the range 20-30 (which include students from all the year).
  - c. They are responsible to update the SIF information of the students.
  - d. They are responsible for taking care of the verification of the student information(personal information, semester information, placement information, etc.).
-