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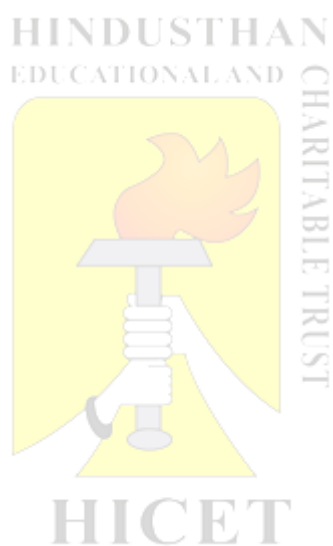


***MENTOR MENTEE MANUAL***

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# MENTOR MENTEE MANUAL

The goal of this manual is to accelerate the personal and professional development of mentees. This is achieved by providing mentees with guidance, advice and feedback from mentors with more experience than themselves. Mentoring takes place in the mentee's personal contacts. All of the aspects of mentoring addressed in this manual revolve around how to handle these personal interactions.

## 1. VISION AND MISSION OF THE INSTITUTION

### VISION

To become a premier institution by producing professionals with strong technical knowledge, innovative research skills and high ethical values.

### MISSION

- To provide academic excellence in technical education through novel teaching methods.
- To empower students with creative skills and leadership qualities.
- To produce dedicated professionals with social responsibility

### MENTORING

Mentoring requires giving your time, attention, insights, and guidance. Mentoring include assisting a mentee in developing social capital as well as giving tools and assistance to aid in the acquisition of technical and intellectual capital. That is the very minimum needed for an appropriate learning environment to be created.

### What the mentee can expect?

- **Coaching:** The mentee will have a skills gap and be unsure and uncertain of him/her so they will require more coaching.

- **Feedback:** Mentees are there to learn and grow so they will require a lot of feedback.
- **Role modelling:** As this is new to them, they will require a greater degree of role modelling.
- **Acceptance & Confirmation:** They will have a greater need for acceptance and confirmation than when they are more adept at the necessary skills they wish to develop.
- **Challenges:** The mentee will need challenging assignments and other learning Opportunities, which in turn could make them more anxious and uncertain of themselves. Remember that mentors will have to normalize these feelings and reassure them that the path to do a task automatically and effectively with a single step with many attempts! So predict initial failure as a sign of courage, tenacity and a journey towards excellence.

### Various Roles of Mentor and Mentees

| <b>Roles of Mentors</b> | <b>Roles of Mentees</b> |
|-------------------------|-------------------------|
| 1. Father               | 1. Learner              |
| 2. Mother               | 2. Reflector            |
| 3. Sounding Board       | 3. Researcher           |
| 4. Advisor              | 4. Self-Developer       |
| 5. Inspirer             | 5. Communicator         |
| 6. Developer            | 6. Listener             |
| 7. Role Model           | 7. Interpreter          |
| 8. Networker            | 8. Implementer          |
| 9. Champion             | 9. Relationship Builder |
| 10. Knowledge Broker    | 10. Innovator           |
| 11. Communicator        | 11. Problem-Solver      |
| 12. Listener            |                         |

|                       |  |
|-----------------------|--|
| 13. Storyteller       |  |
| 14. Teacher and Coach |  |

### 3. ROLES OF MENTORS

A mentor is someone who recognizes more skill and ability in you than you do, and works with you to help you develop it. The success of the mentoring programme is squarely place on the mentor's and mentee's ability to apply these roles professionally and ethically. Following that more detailed explanation of each role, its function and the boundaries within that role will ensue.

#### 3.1 FATHER

The function of this role is for the mentor to create the following:

A safe and comfortable space in which the mentee is feels free to grow.

All interactions with the mentee are directed and focused.

Imparts life lessons.

- Shows mentees how to do task.
- Steers mentee towards his or her goal if deviations occur.
- Increases the mentee's self-assurance.

#### 3.2 MOTHER

The role of a 'mother', regardless of the context of the relationship, is to provide nurturance, comfort, emotional and physical support to those entrusted into 'her' care to grow and develop.

#### **The function of the mentor in this role is to**

- Create and maintain mutual feelings of respect.
- Create and maintain mutual feelings of trust.
- Create and maintain mutual feelings of appreciation and gratitude.
- Provide resources for mentees.
- Share personal values and other aspects of the relationship.

- To demonstrate authentic care for the well-being of their mentee as human being.
- To encourage mentees during periods of high stress and difficulties.
- To act as a container for the emotions that arises at times of extreme stress and difficulty.
- Provides wisdom and food for thought.

### **3.3 SOUNDING BOARD**

Mentors serve as sounding boards for students. This implies they should pay attention to the mentee's behaviour, offering feedback and personal impressions to the mentee, allowing the mentee to reflect on his or her own faults and strengths. The mentor's capacity to non-judge mentally allows mentees to openly express their frustrations and discuss their issues, which creates a secure setting in which this sort of feedback can be offered and heard.

#### **The function of the mentor in this role is to**

- Listen carefully to what the mentee has to say before you express an opinion.
- Consider the feasibility of the particular idea of the mentee. This might mean that you have to step out of your own comfort zones and ways of doing things!
- Encourage the mentee to think systemically by considering an issue or problem from different angle.
- Encourage the mentee to be creative and consider different alternatives before making a decision.
- Help the mentee to find an effective solution.
- Recognize the good ideas of the mentee.

### **3.4 ADVISOR**

As a mentor you will be expected to provide the mentee with advice on particular issues and courses of action. It is important to safeguard against being in this

role continuously as this could encourage the mentee to relinquish responsibility for his or her own decision making and from building a sense of trust in their own capabilities.

**The function of the mentor in this role is to**

- Provide advice and guidance when the mentee requires it.
- Communicate the formal and informal realities of progression in the Organization.
- Help the mentee to make the best decisions possible.
- Assist the mentee with ideas to execute a particular project or task.
- Recommend appropriate strategies for career direction and advancement.
- Assist the mentee to implement actions from lessons learnt.
- Review the mentee's development plan on a regular basis.
- Assist the mentee in identifying and overcoming impediments to goal attainment and professional advancement.

### **3.5 INSPIRER**

One of the most important roles that a great mentor plays is to inspire the mentor to actualize their own greatness. They encourage and motivate their mentees to achieve their goals. A strategy that can be beneficial in this endeavour is to stimulate the mentor to discuss impressions, ideas, visions and creative concepts that are inside or outside of their work context. When the mentee becomes demotivated, the mentor's responsibility is to inspire the mentee to regain focus and motivation.

**The function of the mentor in this role is to**

- Challenge the mentee to set goals and objectives that will encourage him or her to stretch them somewhat.
- To motivate the mentee to achieve and exceed goal.
- Provide encouragement when things go wrong.



- To speak about the set goals and the mentee's ability to meet them in the language of possibility.
- Praise the mentee for a job well done.
- Focuses the mentee on importance issues.
- Is positive and enthusiastic.
- Speaks about the learning gaps as an adventure or the opportunity to grow rather than as obstacles that the mentee should fear.

### **3.6 DEVELOPER**

A mentoring program's goal is to cultivate and promote not only the mentee's but also the mentors and organization's growth and development. Each relationship has its own set of variables that influence how rapidly it develops and matures. Keep the concept in mind that development is similar to a baby developing over time in the womb in order for it to be healthy. The new-born will confront a variety of physiological, neurological, and emotional challenges if it is born prematurely.

#### **The function of the mentor in this role is to**

- Identify opportunities to develop the mentee.
- Allow the mentee freedom to make mistakes without fear of serious repercussions.
- Demand high-standard performance and encourage mentees to have high expectations of him/her.
- Encourage the mentee to acknowledge his/her strengths, abilities, talents and promote his/her feeling of competence and self-esteem.
- Help the mentee to deal with and work on weaknesses.
- Encourage and coach the mentee.
- Compile a logbook to capture all development interventions.
- Collaborate with the mentee on a workplace project.
- Review the development of the mentee on a regular basis.

### **3.7 ROLE MODEL**

The mentee will be particularly focused on the mentor's level of emotional intelligence, attitudes, value systems, beliefs, and behaviors given the nature of the mentoring space and relationship. As a conclusion, the mentor's most important role is to show the mentee what he or she wants to develop in the mentee.

#### **The function of the mentor in this role is to**

- Share the tactics you've utilized to attain success in as many different areas of your life as possible.
- Be open and share your values and beliefs with your mentee.
- Share the lessons you have learnt with your mentee.
- Model the behavior you are trying to develop in your mentee.
- Always treat the mentee with dignity and respect.
- Highlight the importance of striving to achieve excellence in everything you do.

### **3.8 NETWORKER**

Being a strong networker is a vital characteristic and responsibility of the mentor. Connecting the mentee with other professionals both inside and outside the institution is a fantastic way to increase the mentee's learning possibilities.

#### **The function of the mentor in this role is to**

- Identify networks that the mentee could benefit from.
- Introduce the mentee to others whom you think he/she can benefit from.
- Encourage the mentee to join other professional associations or societies.
- Create support structures for the mentee.
- Arrange meetings or discussions with other people you admire.
- Include networking in your mentoring agreement with the mentee.

### **3.9 CHAMPION**

Mentors act as champions of their mentees by creating opportunities for specific learning experiences and by championing the ideas and interests of the mentee so that the latter gains visibility and exposure.

#### **The function of the mentor in this role is to**

- Create opportunities for growth and learning.
- Champion the cause of the mentee wherever you go.
- Take the mentee with you to important meetings.
- Defend the mentee if others, due to resistance, treat him/her badly or unfairly.
- Protect the mentee from people who may be a negative influence on his/her development.
- Help the mentee to work through difficulties and failure.
- Share with others your mentees successes and achievements.

### **3.10 KNOWLEDGE BROKER**

The very definition of mentoring implies that the mentor is an invaluable source of information, skills and wisdom, from which the mentee can unearth and enrich his or her own value proposition for the organization. The role of knowledge broker requires of the mentor to find the balance in sharing information spontaneously and encouraging the mentee to search for the information on his or her own.

#### **The function of the mentor in this role is to**

- Create a library with good books and articles.
- Keep up to date on the latest trends and developments
- Use the internet as a resource in terms of information in your field.
- Create a file with the best practices in your field.
- Show the mentees the technical aspects of the job.
- Give feedback and constructive criticism and praise when merited.

- Set high professional standards which the mentee is encouraged to follow.
- Share knowledge and information on the norms and standards of the Organization, Profession or Position.
- Tell the mentee where she/he can find information.
- Challenge the mentee by giving him/her challenging and meaningful work or projects. This should be utilized as an opportunity for the mentee to display his/her talents and improve knowledge and skills.

### **3.11 COMMUNICATOR**

The essence of mentoring revolves around building a relationship in which people feels safe enough to be vulnerable, make mistakes and grow from those encounters. Thus mentoring is negotiated through a continuous interactive process of feedback and communication.

#### **The function of the mentor in this role is to**

- Speak clearly, so that the mentee can understand and follow you.
- Always check to see if the mentee has actually understood what you communicated.
- Communication is a two-way process driven by speaking and
- Listening so is sure to share the communication space and time with the mentee.
- Adopt and encourage the mentee's use of an open door policy with you.
- Set strict boundaries around the time and space in which the mentoring sessions will take place. Make sure that you minimize the potential interruptions that can detract from good communication.
- Always provide opportunities for feedback.
- Encourage the mentee to develop and practice his/her communication skills.

### **3.12 LISTENER**

Good communicator goes hand in hand with being a good listener! Sound listening skills are vital for mentors! Mentors have to develop the ability to “Listen” to their mentees to determine how they experience the relationship and to obtain feedback on the progress made.

#### **The function of the mentor in this role is to**

- Concentrate and be attentive when the mentee speaks.
- Use your body language, eye contact, nodding and other non-verbal communication to demonstrate that you are actually listening to the mentee.
- Do not interrupt the mentee and allow him or her to complete what they are saying before you jump in with questions and comments.
- Encourage the mentee to express him/her even though she/he may struggle.
- Be patient Praise the mentee for expressing their thoughts, ideas and feelings, especially when they are anxious.
- Make notes of the important points the mentee has made.
- Listen to the meta-communication or between the lines.
- Observe the mentee’s body language.
- Be open to the mentee’s ideas and opinions.
- If you do not agree with the mentee’s opinions, do not criticize them.
- Rather accept the uniqueness of each person and then ask them what they think or feel about your ideas or opinion on the subject.
- Give the mentee feedback about your understanding of what they have communicated

### **3.13 STORYTELLER**

#### **Class Summary**

Every student is expected to write the summary of each class in their notebook. At the beginning of every class, you can ask two or three students to read out their summary of the previous class.

The advantages of this include:

- All students have an opportunity to think about the topics discussed in class.
- Students may be motivated to be more attentive in the class because they have to write its summary.
- The facilitator can get a good idea of the proposals that were grasped well and those that were not, so he/she may work to fill the gaps
- The facilitator may keep a record of which students have presented the summary in which class.

### **3.14 TEACHER AND COACH**

As a teacher, the mentor is responsible for teaching the mentee new skills and as a “coach” the mentor shows the mentee how to do certain tasks.

#### **The function of the mentor in this role is to**

- Clarify performance goals and development needs.
- Teach specific skills the mentee will need in order to do a particular job.
- Educate the mentee about important values, principles and issues.
- Show the mentee how to do the task or job.
- Provide on-the-job training.
- Reinforce effective on-the-job performance.
- Recommend specific behaviour in which the mentee needs improvement.
- Clarify and communicate organisational goals and objectives.
- Provide feedback about performance.

## **4. ROLES OF MENTEES**

### **4.1 LEARNER**

The most important role for any mentee is that of being responsible for their growth. Learning is the most powerful way in which to develop new skills, competencies and ways of being and as such mentees should embrace learning as a lifelong process. The mentee's primary responsibility is not circumscribed to learning from the mentor exclusively but the mentee should undertake to look at his or her skills and knowledge gap not as a shortcoming but as an opportunity to learn and acquire new skills from a more experienced person, such as the mentor. Learning can cover as many areas as both mentee and mentors are prepared to and comfortable, exploring. These learning areas can range from work-life balance to very specific and technical skills.

#### **The function of the mentee in this role is to**

- View each interaction with the mentor as a precious learning opportunity.
- Listen to the advice, ideas and guidance of the mentor.
- If there is anything you do not understand, do not be afraid or ashamed to ask the mentor to explain it. If you already knew everything, you would not have volunteered to be a mentee.
- Develop a learning plan to assist you in the implementation of key learning points. You need to embrace the idea that mistakes, problems and challenges are not wrong but opportunities to begin again but with greater wisdom.

### **4.2 REFLECTOR**

A critical skill for all mentees to develop is the ability to reflect on all their interactions with their mentors and identify patterns of learning opportunities from those interactions. These identified patterns do not only pertain to the technical skills that the mentor is sharing with the mentee, but also to the patterns identified within their interpersonal interactions. Being able to reflect

on their learning process allows the mentee to internalise the observations about the learning in such a way that it will facilitate better judgment for future situations.

**The function of the mentee in this role is to**

- Keep a learning journal with key points you have learnt from the mentor.
- Reflect after each meeting with the mentor and think about the session in a calm and open manner.
- Focus on the goals of the mentoring relationship.
- Turn negative feelings or ideas into positive opportunities.
- Speak to yourself in the language of possibility.
- Test yourself to think outside the box which is your comfort zone.
- Ask other people who do not always think in the same way as you about their take on the things you are trying to think differently about.
- Always ask yourself this key question: “What can I do differently to improve in all I undertake to do?”
- Review your progress towards your goals regularly.

#### **4.3 RESEARCHER**

To empower your learning abilities as a mentee you must also take on the responsibility of doing research. Curiosity, exploration, and the search for knowledge are at the heart of learning, according to research. It implies certain openness to new information, knowledge and ways of perceiving the world around you.

**The function of the mentee in this role is to**

- Follow up on suggestions by the mentor on where you can find the right information and knowledge.
- Collect as information as possible in the areas you need to develop.
- Do regular internet searches to find the latest information and articles on the particular topic.



- Read many books and articles in your field of expertise about the skills the mentor wants you to develop.
- Analyse and categorise the information you collect.
- Draw conclusions from your research.

#### **4.4 SELF-DEVELOPER**

It is very important at the start of the mentoring relationship for the mentee to assume responsibility for expressing his or her development needs to the mentor, as the mentor does not know the mentee well enough to be able to determine developmental goals. Although it may be the mentor's responsibility to create opportunities for development, it is the mentee's responsibility to initially determine what he or she would like to learn.

##### **The function of the mentee in this role is to**

- Set goals for your self-development.
- Ask the mentor for input about self-development opportunities. Be open to further study opportunities to improve your current level of Knowledge and skills.
- Empower yourself by reading extensively on topics of self-development, life skills and motivation. Identify and specific life skills you would like to develop. Invest time and energy developing those identified skills.
- Commit yourself to regular self-assessment in terms of progress made toward your identified goals.
- Make it a bi-annual ritual to rewrite your curriculum vitae to ascertain the progress you have made in the self-development goals you set for yourself.
- Make it a habit to keep records of all your self-development attempts.

#### **4.5 COMMUNICATOR**

Communication and the ability to do it effectively, is at the heart of any mentoring relationship. This is a skill that falls on both mentor and mentee to develop and invest in doing. However, in the case of the mentee, he or she must

be able to communicate their needs, ideas challenges and problems to the mentor, so that latter can effectively assist the mentee. Mentees can also learn communication skills from the mentor.

**The function of the mentee in this role is to**

- Always speak clearly when communicating with the mentor.
- Establish the purpose of your communication.
- Do proper planning before you communicate with the mentor.
- Ask the mentor to help you develop and improve your communication skills.
- Do not be afraid to openly share your ideas and opinions with the mentor. Learning can only take place if there is a meaningful dialogue and exchange of ideas between the mentor and the mentee.
- Express to the mentor how you perceive the mentoring relationship.
- Display gratitude when the mentor meaningfully contributes to your development.
- Do not be afraid to give your mentor feedback when he or she requests it. Mentors are also developing their leadership skills which requires of them to embrace the idea of reverse mentoring and continual learning.

**4.6 LISTENER**

Listening skills form the corner stone of the mentoring relationship. This role is as vitally important for the mentee as it is for the mentor. Without good listening skills, the mentoring relationship is rendered ineffective and opens the door for many misunderstandings, eroding trust and which result in a waste of time and energy for both parties. If the mentee does not listen to what the mentor is imparting for his or her growth, resulting in high levels of frustration for the mentor. The latter situation results in then the level of commitment and energy that the mentor invests eroding.

### **The function of the mentee in this role is to**

- Try to be attentive and concentrate on what the mentor is sharing with you.
- Demonstrate that you are actually listening to your mentor through your body language such as maintaining eye contact, nodding your head and other non-verbal behaviour.
- Try to listen all the way through to what the mentor is sharing with you before you start asking questions and interrupting.
- Remember that you are there to learn. If you had all the answers, you would not need a mentor...so demonstrate that you are listening and want to learn through listening and asking questions!
- Ask questions as a means to clarify your understanding of what the mentor is sharing with you.
- Keeping notes of what you are learning is very important. so start a learning journal and carry it with you all the time.
- Pay attention to your mentor's body language.
- Embrace the value of learning as an ongoing process and as such open yourself up to the ideas and suggestions that your mentor makes.
- Do not criticise the mentor if you do not agree with him or her. A diversity of opinions and ideas is what stimulates new ideas and learning possibilities. Emotionally intelligence mentees are aware of the latter and demonstrate this by being open to the idea that he or she will differ in opinion from the mentor at some point in the mentoring journey.
- Always make sure that you provide the mentor with feedback about your understanding of the process and what you are learning from your interactions with the mentor.

### **4.7 INTERPRETER**

The primary focus of mentoring is to demonstrate growth and learning through a change in our behavioural and skills repertoires. However, to be able to do the latter, the mentee must firstly, demonstrate that he or she is able to interpret

not just what the mentor says, but all what he or she does. Secondly, the mentee must be able to translate that understanding and interpretation into action. The quicker the mentee is able to understand and interpret what the mentor is saying and doing, the faster the mentee will learn and grow as an individual.

**The function of the mentee in this role is to**

- Listen very attentively to what the mentor is saying.
- Double check with yourself and the mentor that you have clearly understood what the mentor is sharing with you.
- Do not be afraid to ask the mentor to repeat him or her if you have not clearly understood what he or she has shared with you.
- Do not expect that the mentor will always readily supply you with all the answers to your questions! Sometimes he or she will deliberately not do so to ensure that you can make your own deductions and optimise every learning opportunity.
- Translate stories and shared information into clear learning points and action plans.

**4.8 IMPLEMENTER**

Ultimately the true measurement of successful growth and the effectiveness of the mentorship programme, is the mentee's ability to translate the information and skills the mentor has shared with him or her, into action and clearly demonstrable behaviours. To be implementer means to translate the action plans that you have arrived at with the guidance of your mentor, into activities and actions in your everyday life and job.

**The function of the mentee in this role is to**

- It is your responsibility to ensure that you translate each discussion you have with your mentor into implementable actions.
- Set clear goals, objectives, actions and target dates.

- Prepare and ensure that you have enough resources to implement the action plans.
- Ask your mentor for assistance in implementing some of your action plans.
- Demonstrate a high level of commitment to implementation.
- Be open to ideas and suggestions from your mentor with regards to implementation.
- Channel your focus in the direction of what it is you wish to achieve and implement.
- Always check to see if you are making progress in terms of the goals you wish to implement.
- Remember that what distinguishes great leaders and learners from those that are not is their determination and ability to keep trying regardless of the obstacles that are placed before them...so never throw in the towel and keep on persevering.

#### **4.9 RELATIONSHIP BUILDER**

Although the mentoring relationship is a dynamic and reciprocal one, the mentee should never lose sight of the fact that he or she needs the mentor more than the mentor needs him or her. Thus it is the mentee's responsibility to build an effective relationship with the mentor. The mentor is a networker and as such will open many doors and opportunities for the mentee, who should grasp these opportunities with both hands. He or she does the latter by building effective, and ethical relationships with everyone the mentor introduces him or her to.

#### **The function of the mentee in this role is to**

- Make it a priority to remember the names and roles of all the people the mentor introduces you to.
- Double check with yourself and the mentor that you have clearly understood what the mentor is sharing with you.
- Do not be afraid to ask the mentor to repeat him or her if you have not clearly understood what he or she has shared with you.

- Do not expect that the mentor will always readily supply you with all the answers to your questions! Sometimes he or she will deliberately not do so to ensure that you can make your own deductions and optimise every learning opportunity!
- Translate stories and shared information into clear learning points and action plans.

#### **4.10 INNOVATOR**

Although the role of the mentee is to learn from the mentor, the true test of the mentee's growth of his or her ability to demonstrate that he or she is able to create his or her own thinking and style of addressing issues and obstacles. Here you should see that developing your own creativity in terms of new ideas and ways of learning and doing things is crucial to the role of being an innovator.

##### **The function of the mentee in this role is to**

- See all the ideas that mentors share with you as the opportunity to create innovative ways to do the same thing. However, be careful not to communicate that you feel the mentor has nothing valuable or “new” to teach you because he or she might be more experienced and used to doing things in a particular way.
- The ability to link different ideas and concepts are essential to exploring new solutions to existing problems. Embrace the value that everything can be improved and communicate that you don't accept mediocre standards from yourself and others. Keep an innovations journal in which you just jot down new ideas and spur of the moment thoughts that come up with regards to solve existing obstacles and ways of doing things.
- Ask for inputs from your mentor and other people when you have an idea, but you are not sure whether it can work or not.
- Set clear goals for innovation and creativity.
- Be self-reflective in terms of ways in which you can improve on your ability to be creative and innovative

#### **4.11 PROBLEM-SOLVER**

It is not the mentor's responsibility to solve all of the mentee's problems and obstacles in terms of his or her learning gaps. The mentor's role is to empower the mentee to be able to resolve his or her own problems, obstacles and learning gaps. Initially the mentor might be more involved in structuring the mentee's ability to address the issues he or she is confronted with, but as the mentee develops greater problem solving abilities, the mentor plays less of this role. The latter enable the mentee to be able to 'fly on his or her' once he or she leaves the 'nest' or mentoring relationship.

##### **The function of the mentee in this role is to**

- Define the problem within the particular context within which it has arisen.
- Spend time determining the possible causes of the problem. Ask out observers and people to add to the list of possible causes of the problem, you have already generated.
- Develop a systemic approach to problem resolution by breaking it down into smaller chunks of information, so as to ascertain the various contributing dimensions to the problem.
- Identify all the role players.
- Liaise with all the role players or people who can assist you with the problem.
- Try to obtain different perspectives on the problem.
- Use systemic thinking and analysis to generate different solutions to the problem as well as the consequences of those solutions.
- Decide on an action plan to implement the solution.
- Consult your mentor about your analysis of the problem and the proposed solutions.

## **5. ROLES AND RESPONSIBILITIES OF MENTOR**

Mentors can take various roles during the mentoring relationship depending on the nature of the mentees needs and experiences. Mentor responsibilities are

- Take the initiative for contacting their mentees and staying in touch with them
- Devote time to the relationship and be available when requested
- Assist new faculty with their various questions, needs, or concerns
- Share their knowledge and experience to benefit their new faculty
- Follow up on their progress
- Maintain confidentiality of the information shared their Mentee
- Mentors are also expected to:
- Schedule at least one face-to-face meeting per semester
- Be available on an as-needed basis, based on the specific goals and needs defined on the Goals Form.
- Participate in the evaluation of the New Faculty Mentoring Program by completing the end of semester evaluation survey

## **6. ROLES AND RESPONSIBILITIES OF MENTEE**

Mentees roles will depend on their need, academic experience and the nature of the mentoring relationship.

Mentees responsibilities are:

- Devote time to the mentoring relationship and interacting often with the mentor(s)
- Take full advantage of opportunities provided by the mentor(s)
- Keep the mentor(s) informed of academic progress, successes, challenges and other concerns.
- Exchange ideas and experiences with the mentor(s)
- Seek assistance and support as defined on the Faculty Mentoring goals form.



- Participate in the evaluation of the New Faculty Mentoring Program by completing the end of semester evaluation survey.

Mentees are responsible for gaining their mentors' trust and confidence by interacting morally, ethically and collegially so as to value the mentor's time, professional and personal commitments, while engaging in activities that support College mission.

### **List of Records to be maintained by the Mentor**

1. Students Record
2. Academic Performance semester wise
3. Awards and Recognition
4. Parents Details
5. Students Counselling and Action Taken reports
6. Details of Parent & Teachers Meet

### **7. MENTOR ALLOTMENT**

- Every Academic Year the Mentor Team will be structured based on the Student Teacher ratio.
- The Mentor Team is allocated by the Principal of the Institution.
- Depends on the Ratio a Mentor is allotted to 15 to 25 Students.

### **8. FREQUENCY OF MENTOR-MENTEE MEETING**

- The Meeting will be conducted once in a week to monitor the performance and progress.
- Minutes of meeting is properly recorded and maintained.



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**PRINCIPAL**  
 Hindusthan College of Engineering & Technology  
 COIMBATORE - 641 032