



ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

UNIVERSITY OF MYSORE

Estd. 1916

MENTORING SYSTEM : GUIDELINES FOR MENTORS AND MENTEES

Office of the Director

IQAC (Internal Quality Assurance Cell)

University of Mysore

Manasagangothri, Mysuru - 570006



UNIVERSITY OF MYSORE

Vice-Chancellor's Message

Dear students and faculty,

Welcome to the Mentorship Program of the University of Mysore.

The realization of ones' potential and subsequent success in professional and personal aspects is by virtue the need and purpose of human life. This is easier said than done as the dynamic facets and inherent demands on various aspects of professionalism may not be exposed to by all in equal terms. As well, the need of inculcating those aspects may not always be feasibly realized by the concerned and subsequent negativity hinders the growth of an individual.

The core values that are etched in the culture of the University of Mysore as evident from the vision of the University, propels the need to provide aspiring individuals to become competent professionals.

The University is committed to provide all its students with guiding hand in the form of mentor, a faculty with learned expertise, who could extend his focused attention individual students termed as mentee. Overseeing academic and personal benchmarking in all facets of mentee's functioning is the core responsibility of the mentor through constant guidance, support, encouragement, motivation and share of skill sets that enable the mentee to garner greater insights to self-growth and expand his dominion into society at large.

This 'Mentoring System: guidelines for mentors and mentees' is intended to define the full aspects of the mentoring processes such as definitions, roles, procedure, as well benefits of the same. To make it successful support and commitment is expected from all the concerned.

I congratulate the students for having chosen this university for your higher education, and assure you that it will pay greater rewards in your career by enhancing your knowledge and skills. The teachers here are happy to share their knowledge, skills and expertise to mentor the students and I hope this relation of yours with the mentor and in turn the university will be a close, supportive and inspiring one that lasts a life time.

Best wishes,

Prof. G. Hemantha Kumar
Vice-Chancellor
Vice-Chancellor
University of Mysore
Mysuru-570 005

Table of Contents

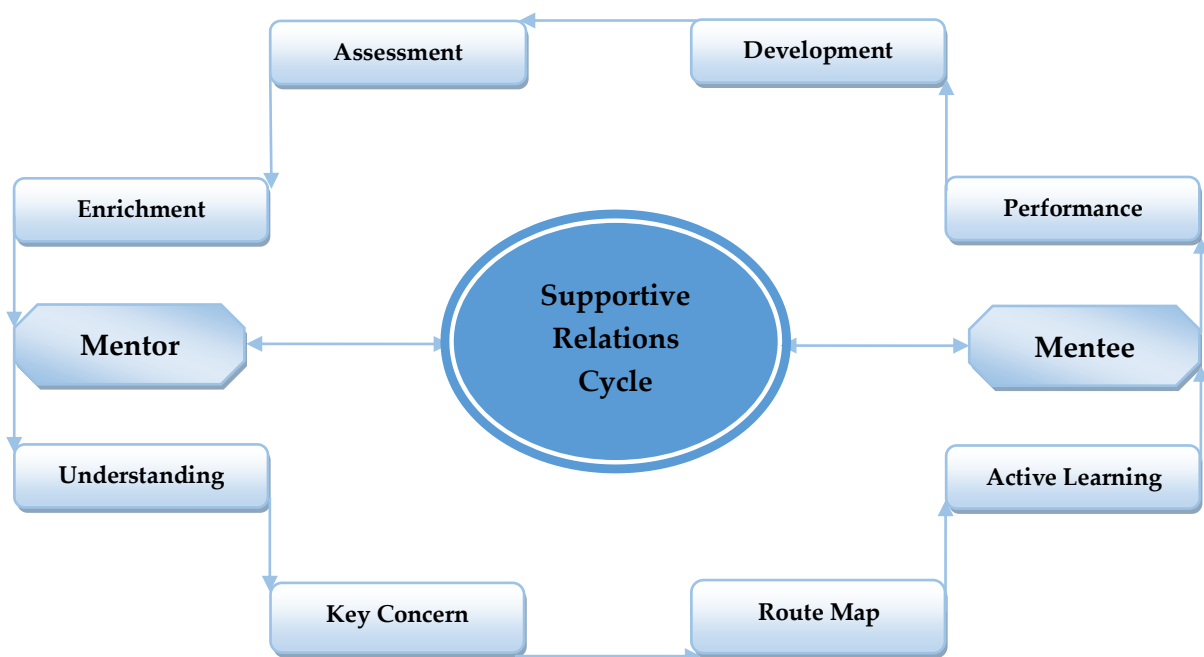
1. INTRODUCTION :	1
2. OBJECTIVES :	2
3. IMPORTANCE AND BENEFITS :	2
4. THE MENTORING PROCESS :	4
5. STAGES OF MENTORING :	5
6. ROLES AND RESPONSIBILITY OF MENTOR :	6
7. ROLE AND RESPONSIBILITY OF MENTEE :	8
8. POTENTIAL PROBLEMS IN MENTOR RELATIONSHIPS :	9
9. FORMS OF MENTORING :	10
10. ETHICAL PRINCIPLES :	10
11. END OF MENTORING RELATIONSHIP :	11

1. INTRODUCTION :

Mentoring in essence, is the process of overseeing effective realization of one's potential and beyond in terms of goals, skill set, practical knowledge, confidence, social and ethical attitude. It is Supportive relationship, in which the more experienced individual takes accounted interest of developing a less experienced one in progressing within and beyond their realizable potential. This one-to-one relationship interaction is intended to identify and address the issues of students (mentees) to enhance their academic and personal potential in the early career stage. In doing so, the faculty (Mentor) will also be wealthier in knowledge and learned experience.

“Off-line help by one person to another in making significant transactions in knowledge, working or thinking” - (Clutter buck & Megginson 1995)

Mentoring system, in the University of Mysore proposes to use the ‘Supportive Relationship Model’ (SRM) that potentiates end to end encryption.



Supportive Relationship Model

The Cycle of Supportive Relationship Model consists of two halves. Mentor to mentee and Mentee to mentor. The Mentee may either be allotted or through personal requisition. Following which, the initial interaction that is documented facilitates establishment of relationship between the two in terms of understanding. Then the mentor through careful discernment identifies key areas of concern / potential specific to the mentee and chalks out

optimal guidelines to address the identified areas. Mentor also narrows down learning areas and communicates through positive re-enforcement and suitable motivation technique.

Mentee shall then inculcate the suggested modifications / amendments and showcase his enhanced performance while always trying to realize his/her full potential. Through gradual up-gradation, transformation is expected in terms of overall development. The same are stringently overseen by the mentor in assessing the mentee's performance. The same is also useful in assessing the mentor effectiveness and hence both the parties are enriched.

2. OBJECTIVES :

- The general objectives of mentoring system although is to develop professional psychology in prospective candidate, those that are specific to the university are as follows.
- To enhance the quality of outcome in terms of productive student graduating from institutes and department of studies.
- To nurture the overall growth and acceptance of the institutes and department of studies by external stakeholders.
- To establish qualitative competition between institutes and department of studies focusing on well-knit education system.

The objectives to the mentor- mentee relationship are expected to be as follows :

- To familiarize the greater culture of the university to all aspiring graduates and instill the realization of potential of successes through accomplishment of qualitative education.
- To create collaborative environment amongst students and facilitators while aptly establishing network of transparency both in academic and administrative matters.
- To lay the foundation of lifelong learning and ethical conduct and behavior in all aspects of larger life through dissemination of knowledge compounded with positive motivation, morale boosting and sense of community acceptance.

3. IMPORTANCE AND BENEFITS :

With the advancements of fast faceted life styles of society at large, the focused system of guidance that existed in the household hierarchy and its effectiveness has been diminishing. In this view greater responsibility and importance now lays in the system of

mentoring that potentially could re-orient the younger generation and propel them towards career growth and personal development.

Beneficially, successful mentoring, can address career and personality aspects as well establish life- long conducive relationship between mentee with the mentor and in turn the university. In addition, specifically, potential benefits to various participants are as follows.

I. BENEFITS FOR MENTEES :

- In understanding scope for career growth and strategies for same.
- In optimal utilization of professional relation with the mentor.
- Up-gradation of soft skills such as oral and written communication, behaviour, business communication, etc.
- Broadened professional network and added expansion of knowledge base.
- Greater confidence and public addressing capabilities.
- Career advancements and realization of self-esteem.
- Broadening horizons and accessing new experience.
- Recognizing achievements and raising aspirations.
- Motivation and Improved performance.
- Self-directed learning.
- Opportunities to demonstrate strengths and explore potential.
- Enhances skills in coaching, counselling, listening and modelling.

II. BENEFITS FOR MENTOR :

- A platform to demonstrate communication and interpersonal skills.
- Showcase mentoring efficacy in terms of owning the responsibility of mentee in terms of growth and overall development of mentee.
- Enhance dynamism in human resource management through dealing diligently with people of various nature.
- Learning and developing yourself from the process
- Garner greater happiness in satisfactory feeling in helping the mentee.
- Peer recognition and accolades that follow.
- Build on laid out network within and outside the university.
- Opportunity to build leadership and coaching skills.
- Recognition by the university and enriched responsibilities that follow.

III. BENEFITS FOR UNIVERSITY :

- Creates a platform for direct dissemination of culture and stature of university to all stakeholders.
- Enhances cross-functional and collaborative work environment that inspires competitive involvement for greater growth of the university.
- Identification of high performing individuals and hence possibility of expansion in to new horizons thorough these high performing personnel.
- Establishment of transparent and trusted system.
- Better platform creation for knowledge, expertise sharing and institutionalize the standard working practices.

4. THE MENTORING PROCESS :

Definition :

'University' means the University of Mysore.

'Mentor' means a faculty/ teacher serving the university.

'Mentee' means students on roll that are pursuing / starting their education at the university.

Functions:

Mentor :

- Through learned expertise develop the career of a mentee.
- Facilitate platform for communication and extend suitable assistance as required by the mentee.
- Function as a coach and a role model and provide advice to enhance the mentee's professional performance and development.
- Function as an advisor/ cultivator that seeks to assist the mentee in personal development that contributes in maintaining societal harmony.

Mentee :

- Learn effectively through the mentoring/ suggestions/expert advice of the mentor.
- Discuss and strategically plan for effective course of action.

- Use the said platform to overcome any issues that may be hindering the progress both in personal and academic matters.

The Process :

- Every teacher is a mentor and is allotted with predefined no. of mentees (a batch of students).
- The batch of students are allotted in both odd and even semester.
- The mentors maintain documentary records of mentoring process carried out.
- Meetings are arranged and functions are elaborated to the mentees by respective mentors.
- As and when demanded by the concerned authority, mentor records are submitted.

5. STAGES OF MENTORING :

Stage 1: Initiation

The Mentor initiates the mentoring process in that the initial contact and ice-breaking is taken up. The general interaction that comprises of information on family background, educational history and records of the same, strengths, struggles and weaknesses is understood by the mentor and mentor reaches out his personality to the mentee.

Faculty need to know their mentees first

- What the mentee currently does in relation to work activities
- Explore education and career history and career aspirations
- Discuss motivation
- What does s/he want to get out of the mentoring relationship ?
- Let mentee know about you
- Your current job and your career history
- What has motivated you ? Have you always been clear about your chosen career path?
- Why you want to be a mentor and what you want to get out of the experience
- Your preferred working style – how s/he can get the best from you

Stage 2 : Cultivation

The mentor and mentee here enter in to mentoring relationship. Based on the understanding that the mentor would have gathered, he identifies key areas for improvement

and together they lay out route map for effectively dealing with the issues. The mentor provides information on various schemes and topics that could eliminate the weaknesses and together they are actively involved in learning various aspects: mentor, learns about how best to see his mentee improve, and mentee, in all aspects suggested by the mentor.

Stage 3 : Assessment and avenues

The progress of mentee in terms of learning, overall performance and progressive transformations are looked in to by the mentor. Through the assessment, recorded in suitable documents, the mentor mentee interaction using cause and effect technique are used to arrive at future course of actions for aspects that have not yet been accomplished.

If the previously targeted ones have been accomplished then through repetition of the process, new ones are arrived at.

6. ROLES AND RESPONSIBILITY OF MENTOR :

- Listen actively and show empathy
- Use different questioning techniques
- Give constructive feedback that can be acted upon
- Have the ability to suspend your judgment and prejudices
- Help to define the mentee's objectives
- Motivate the mentee to take up the challenges for learning and development
- Be willing, when appropriate, to share your own work experiences, skills and networks
- Have the ability to discern when boundaries are being approached/crossed e.g. personal issues, departmental politics, conflict of interest regarding job applications etc.
- Make time for the meetings and any preparation beforehand
- Commit to the full period of the programme
- Use the opportunity to develop yourself positively
- Maintain Absolute confidentiality about every student's weaknesses.
- Extend encouragement for development of self-confidence and self-esteem
- Provide reliable and constructive advice and feedback for mentee
- Celebrate landmark and attainments with mentee

- Act as a treasure of information about careers
- Inform and educate workstation demand to mentee for preparation.
- Acts as an expertized teacher and become role model to mentee
- Provides recognition, inspiration, and moral support to his/her students
- Facilitates to float wisdom, suggestion and counsel
- Support to integrate professionally with other areas
- Accepts suitable assistance from mentee for delegates of mentor professional activities within the limits of system.

Developmental support offered by mentor

Qualitative relationship between mentor and mentee is vital for the success of mentoring system. Since this supportive relationship is intangible and hence difficult to measure. Based on clear understanding of need and expectation of the mentee is of greater essence to establish a sensible connection. Defining a clear route map, moving path and boundaries in a constructive manner based on the understanding has to be done empathetically so that the relationship can thrive. Mutual respect, sensitivity, and equanimity can always serve the mentor and mentee well.

Mentor Dos

- Do showcase openness to mentee.
- Be available and accessible.
- Maintain professional boundaries.
- Concise expectations clearly.
- Deal with mentee in an ethical and professional manner.
- Be considerate about the mentee's feelings and emotions.
- Restrict the mentorship only to mentors area of expertise.
- If the progress through mentor- mentee relationship is not yielding expected success, then redirect the mentee to mentors known resource personnel.
- Demonstrate 'model professional attitude' in mentoring.

Mentor Don'ts

- Efficiently manageable number of mentees is relative. Don't add more than manageable justifiably.
- Human dignity is to be upheld at all times. Don't treat your mentees otherwise.

- Stick to the core purpose of mentoring. Don't use mentee for personal favours of any kind.
- Mentor –mentee relation is respectful and deemed confidential. Don't in filter it with gossip of any kind.
- Restrict the influence only on progressive and positive aspects through counselling. Don't end up in 'fault- finding'.

7. ROLE AND RESPONSIBILITY OF MENTEE :

- Listen intently to the suggestions and guidelines of the mentor, could note down too, but consider that time is of much value.
- Speak clearly to the point, without confusion.
- Have clear cut objectives before meeting with the mentor. Only then the mentoring could be effective.
- Discuss and elaborate while chalking out strategies and plans. Stick to the ones arrived at.
- Be transparent in both your talk and mind. Your mentor needs to know you better to guide you better.
- Mentor has taken up the task to help and make you better in all aspects. Be not defensive. It becomes a barrier.
- Showcase progress and be courteous of the effort that mentor is investing on you.
- Positive or neutral comments on your mentor is expected to serve better the relation.
- You cannot agree on everything with your mentor and hence express your opinions. This is beneficial for the both.
- Seek knowledge and motivation to become better. Mentor has more to share and hence, ask for it. It is difficult to value if given free.
- Schedule contact hours and weigh the benefits of active participation.
- List and communicate strengths, learning needs, development potential, values and goals, both long and short term.
- Inference on feedback of mentor on the mentee is essential for further course of action. Hence get coached better as well making most of the opportunity.

Scope of mentoring Needs

- General or professional spectrum of areas.
- Issues, professional or personal within defined boundaries.
- Career launch, growth and stabilization.
- Ethical and moral guidance.

Mentee Dos

- Goals and expectations must be realistic.
- Communicate appropriately the expectations.
- Maintain the relation within the set decorum.
- Keep all relevant information updated to the mentor.
- Exhibit improvement in professional interaction with mentor.
- Be considerate of mentor's time and space.

Mentee Don'ts

- Decision making is eventually yours. Don't let any let alone the mentor do it for you.
- Be independent to the extent of managing yourself in all aspects. Don't keep the rate of dependence on the mentor as same.
- Mentor is supposed to be helping you become a better professional in all aspects. Don't use or make amends for unethical personal and professional gains.
- Mentor –mentee relation is respectful and deemed confidential. Don't in filter it with gossip of any kind.

The mentor's guidance to mentees, may like :

How to collect literature, improve writing skills and publish articles.

Career-related: How to get the career related information.

General support, counselling on job stress & anxieties.

8. POTENTIAL PROBLEMS IN MENTOR RELATIONSHIPS :

Crossover in established relationship from professional to personal is an area of great concern in interpersonal relationship. The scope of mutual exploitation looms large in such cases. The spectrum of mutual exploitations may range from drawing unfair benefits to

stealing credibility of ones work. When the relation between crosses the defined boundary, it ceases to be useful to both the parties and potentially hinders the growth and progress of both.

Understanding the limits and scope of the relations is of utmost essence for successful mentoring or else the parties involved may cease to be independent and burden each other seeking unrealistic expectations.

Jealousy, although a natural human trait, potentially may outgrow ethics. Mentee may end up being troubled by the mentor through biased mentoring.

Subsequently, one's due may end up being paid by the other. Consequently, reputations of parties involved may be tarnished.

9. FORMS OF MENTORING :

Mentoring is a flexible system that vary in its manner of functioning and may take on various forms in its working structure. 'Formal Mentoring' is a predefined one as defined by the academics system and 'Informal Mentoring' is mutual arrangement between participants. Participants include mentor and mentee. The former is the one with learned expertise and is willing to help and the latter is the one that needs and seeks help for his or her professional development.

10. ETHICAL PRINCIPLES :

- Mentor's role is to help the mentee become better individual. Care must be exercised not to harm them in any way.
- Both the mentor and mentee should maintain fidelity and responsibility.
- Mentor must maintain Integrity, fairness and Justice.
- Mentor must uphold the need for continuous learning in terms of accuracy, honesty and truthfulness in supportive relationship system.
- Stealing, cheating or engaging in frauds, deception or intentional misrepresentation of facts is unethical.
- Potential biases, scope of mentor's competencies and limitations must not lead to or condone unfair practices.
- Human dignity and worth of people must be respected. Basic professional rights of privacy, confidentiality and self-determination must be up held.

- Respect cultural, individual, and role differences, including those based on age, gender, ethnicity, culture, national origin, religion, sex, disability, language, and socioeconomic status.
- Discrimination should be avoided.
- Mentor and mentee should never indulge in any kind of sexual harassment.
- **Plagiarism**-do not allow any student to copy contents from any source. Even if a matter or concept is taken for explanation, the reference to authors must be in place. Mentors have this major task, in a mentees life. Showing Publication Credit is a must. Mentor should take responsibility of guiding the students about this.

11. END OF MENTORING RELATIONSHIP :

If things are not going well

The progress in terms of overall growth is expected to be substantial that indicates efficacy of mentoring. If otherwise, subject to reasons such as inactive participation/ involvement, lack of effective communication, etc., the mentoring is deemed a failure. Further course is subject to the initiation of interaction between mentor and mentee and subsequent cycle may be taken up.

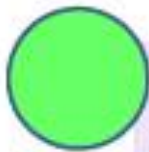
At the end of the year / Course

Formal mentoring culminates (at the end of final year of study) with the survey through feedback mechanisms evaluating the participant's experience with the mentoring program. Informal mentoring, not bound by the University of Mysore, may be continued as per wishes and mutual understanding between the parties involved.

References :

- American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060–1073.
- Baugh, S. G., & Fagenson-Eland, E. A. (in press). Formal mentoring programs: A “poor cousin” to informal relationships? In B. R. Ragins & K. E. Kram (Eds.), *Handbook of mentoring: Theory, research, and practice*. Thousand Oaks, CA: Sage.
- Chao, G. T. (in press). Mentoring and organizational socialization: Networks for work adjustment. In B. R. Ragins & K. E. Kram (Eds.), *Handbook of mentoring: Theory, research, and practice*. Thousand Oaks, CA: Sage.
- Chao, G. T., Walz, P. M., & Gardner, P. D. (1992). Formal and informal mentorships: A comparison on mentoring functions and contrast with nonmentored counterparts. *Personnel Psychology*, 45, 619–636.

- Filstad, C. (2004). How newcomers use role models in organizational socialization. *Journal of Workplace Learning, 16*, 396–409.
- Higgins, M. C., Chandler, D. E., & Kram, K. E. (in press). Relational engagement and development networks. In B. R. Ragins & K. E. Kram (Eds.), *Handbook of mentoring: Theory, research, and practice*. Thousand Oaks, CA: Sage.
- Johnson, W. B., & Huwe, J. M. (2003). *Getting mentored in graduate school*. Washington, DC: American Psychological Association.
- Kram, K. E. (1985). *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scott, Foresman & Company.
- Ragins, B. R., Cotton, J. L., & Miller, J. S. (2000). Marginal mentoring: The effects of type of mentor, quality of relationship, and program design on work and career attitudes. *Academy of Management Journal, 43*, 1177–1194.
- Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Counseling Psychology, 2*, 95–103.
- Wanberg, C. R., Welsh, E. T., and Hezlett, S. A. (2003). Mentoring research: A review and dynamic process model. *Research in Personnel and Human Resources Management, 22*, 39–124.
- Young, A. M., Cady, S., and Foxon, M. J. (2006). Demystifying gender differences in mentoring: Theoretical perspectives and challenges for future research on gender and mentoring. *Human Resource Development Review, 5*, 148–176



*"Every great achiever
is inspired
by a **great mentor.**"*

— Lailah Gifty Akita



Oprah Winfrey



For clarifications and further details contact:
1. Director, Internal Quality assurance Cell(IQAC)
University of Mysore,
National Centre for History of Science (NCHS) Building,
Manasagangothri, Mysore-570 006
(email: iqac@uni-mysore.ac.in)