Student Mentoring Guidelines

H K E Society’s
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Aiwan-E-Shahi Area, KALABURAGI-585 102
KARNATAKA-INDIA
PDACE Student Mentoring Program

An important part of mission of the PDA College of Engineering is to improve the quality of the student experience. To this effect, some talking was done with students and their parents about their concerns and soliciting their suggestions for how to improve their experience. The feedback of students over past several years, a common theme emerged—students’ desires for good advice. Of course, there are many reasons why students don’t receive as much advice as they would like. In such a situation, Mentoring is an integral and inescapable element of academic advisement and it is increasingly being viewed as a tool for personal and professional development of young adults.

What is Mentoring?

Mentoring is broadly understood as guidance, instruction, and support, has been an honored tradition since ancient times. “Mentor” appears as an important character in all civilizations and cultures. And in indigenous communities throughout the world, tribal or village elders have played a pivotal role in helping community members mature and face adaptive challenges. For most of recorded history, artisans have learned from one another through apprenticeship or association. And in the most common experience throughout the ages, parents and guardians have served as mentors for their children—guiding, protecting, teaching, and challenging them.

What is a Mentor?

According to the MSN Encarta dictionary (http://encarta.msn.com/dictionary.html), the formal definition of a “mentor” is:

“An experienced advisor and supporter: somebody, usually older and more experienced, who provides advice and support to, and watches over and fosters the progress of, a younger, less experienced person.”

A mentor is a caring, adult friend who devotes time to a young person. Although mentors can fill any number of different roles, all mentors have the same goal in common: to help young people achieve their potential and discover their strengths.

Mentors are not meant to replace a parent, guardian or teacher. A mentor is not a disciplinarian or decision maker for a child. Instead, a mentor echoes the positive values and cultural heritage parents and guardians are teaching. A mentor’s main purpose is to help a young person define individual goals and find ways to achieve them.

What the Program is?

The Mentoring Program at PDACE provides students with insight into various career/professional opportunities, the educational program the college offers. It achieves this by providing students opportunity to interact at a closer level with faculty members. There are three goals. The first is to encourage student interest in a career. The second is to provide students with more knowledge about industry and encouragement from mentors. Finally the objective is to provide for personal care and guidance of mentor to overcome the possible negative feeling of students and crisis of identity felt by students particularly during initial periods of college life. Under the program, a group of students of 15-20 are assigned to each faculty member of the college as mentor.

Program Guidelines

PDACE recognizes that mentoring of students by faculty members is an integral part of the student experience at the college. Faculty mentoring is much broader than advising a student as to the program of study to fulfill coursework requirements and is distinct from formal instruction in a given discipline. Mentoring encompasses more than serving as a role model.
These guidelines have outlined the mentoring roles to guide relationship between faculty and the students. Faculty and students must realize that, the faculty will be the primary mentor during student’s study period PDACE. In other words faculty members must realize that much of their interaction with all students has an important mentoring component in it. The students also have responsibilities to insure successful mentoring and these are also indicated below. Also, mentoring forms an integral part of the job and responsibility of faculty member.

**Mentor Objectives**

The Mentor objectives are to help mentee achieve the Program goals by:

- Establish a **positive**, personal relationship.
- Help the mentee learn how to build **fun**, fulfilling relationships.
- Help the mentee establish **life skills**.
- Increase mentee’s **ability to interact** with different people, groups and things.

**Qualities of a good mentor**

A mentor is...

- Caring teacher
- Patient supporter
- Positive role model
- Encouraging coach
- Dependable pacesetter
- A trusted guide or friend
- A caring, responsible individual who provides access to people, places and things outside

“**When the teacher is ready,**  
the student will appear.  
**When the student is ready,**  
the teacher will appear.”

— Anonymous

**Program Do's and Don'ts**

**Do's**
1. Be flexible and patient.
2. Set realistic expectations. Know your limits.
3. Expect ups and downs in the relationship.
4. Appreciate both the similarities and differences you and your mentee share.
5. Use situations as “teachable moments” where you discuss the youth’s behavior, consequences and alternatives.
6. Contact the director if you must end the mentoring relationship.

**Don’t’s**
1. Physically discipline the mentee or use the “silent treatment” as a form of discipline.
2. Make inappropriate, embarrassing or hurtful remarks to the mentee.
3. Discuss mentee with other mentees.
4. Downplay mentee’s emotions or pain.
General suggestions for being a Mentor (Indicative & suggestive, not exhaustive)

Listen well.
- Pay attention to body language—facial expression, tones, voice gestures, and posture.
- Allow for expression of frustration and celebration without being judgmental.

Build the participants self-confidence.
- Focus on the successes and growth in the learning process.
- Provide timely, honest feedback.
- Offer help when needed.
- Provide ideas when asked.
- Maintain an empowering relationship

Develop the skill in conflict resolution.
- Pray for wisdom, openness, and focus on God’s plans.
- Use open-ended and intentional questions to foster the explorer’s discovery of solutions.
- Identify the issues, both obvious and hidden.
- Maintain a non-judgmental attitude.
- Be available to answer questions.
- Share with the student what you wish you had known when you were starting out.
- Communicate at least every week, more often if possible.
- Let your student know about times that will be particularly busy, such as when you are meeting deadlines or closing an issue.
- Try to arrange for your student to spend one day with you at your office.
- Offer honest critiques of your student's materials. Be truthful.
- Take the time to get to know the student. Arrange informal sessions outside the office.
- Set up a mock job interview.
- Share stories about how you got to be where you are.
- Discuss how to effectively network.
- Be honest and realistic about working life.
- Encourage your student to publish papers before graduation.
- Discuss current industry happenings and stress the importance of being knowledgeable in their area of expertise.
- Review resources for career-building and job seeking.
- Discuss classes or Programs you found helpful.

“You cannot shake hands with a clenched fist.”
— Indira Gandhi
Mentor Roles and Responsibilities

1. **Build** a genuine mentor relationship. Let the youth know who you are.
2. **Be open and candid** with your youth. This will help them understand that you are a real person.
3. **Plan** the amount of time that you would like to spend. Let the director know your time constraints.
4. **Be an example**. Let your actions reflect your words.
5. **Understand** the youth’s expectation and what they would like to learn from the experience. Let the youth know what you hope to learn from them.
6. **Be professional** in all communication. This will help youths to respect your input and time.
7. **Collaborate** with other mentors. Feedback from other mentors can provide valuable ideas that will help to enhance the mentor experience for both you and the youth.
8. **Resolve** all communication problems immediately. Discuss any issues with the youth at the time that this issue occurs.
9. **Share** the importance of teamwork. Developing teamwork skills in youths may be just as important as enhancing their academic skills. Your advice on group dynamics in respect to relationships and communication is paramount for a successful mentor experience.
10. **Respect** their responsibilities as a youth by switching mentor roles so that you may learn from each other. Let your youth know that you value their input and opinions.
11. **Enjoy** the mentoring experience. Your reward is realizing you helped someone with his or her career.

Student Roles, Responsibilities and Expectations

**Build** a genuine mentor relationship. Let the mentor know who you are, your hobbies and interests and how you are doing in the Institution.

**Be open and honest** with your mentor. Be direct. If you have a question, ask it.

**Ask questions**, ask questions, and ask questions. Don’t be afraid to ask questions, you are there to learn and the mentor expects you to have questions and comments. Talk with your mentor specifically about what you would like to learn.

**Listen, listen and listen**. Listen to the mentor’s words and actions. Be receptive to your mentor’s advice.

**Plan** the amount of time that you would like to spend with the Program. Let the mentor know when you can meet and how much time you have to meet.

**Communicate** to the mentor what you hope to learn from the mentor relationship. Ask them what they want to learn from the experience.

**Be respectful** in all communication. This will help the mentor to respect your input and time.

**Resolve** all communication problems immediately. The quicker you react the less chance for miscommunication.

**Understand** the importance of teamwork. Listen to your mentor’s advice on working with others in the work environment.

**Respect** the mentor’s responsibilities and try to understand what it would be like to be in their position. Let the mentor know that you value their input and opinions.

**Communicate** with your mentor(s) at least once every week and more often if possible. Although either you or your mentor can initiate the contact, it’s your responsibility to maintain communication.
Realize your mentor is devoting valuable time to help you. Respect your mentor’s deadlines, travel or work schedules. Always make an appointment. Make a list of questions you’d like to ask your mentor.

Engage your mentor in discussions about your career goals and the best way for you to reach them. Ask for help in preparing for job interviews by staging a mock interview or providing possible questions.

Enjoy the mentoring experience and all its opportunities.

**Discussing Delicate Issues: Guidelines for Mentors**

**Put the mentee at ease . . .**

- Stay calm.
- Use body language to communicate attentiveness (e.g., maintain eye contact, sit at same level).
- Avoid judgmental statements such as “Why would you do something like that?” or “I think you know better.”
- Be honest if you are getting emotional or upset.
- Let mentee know that you are glad he or she came to you.
- Reassure mentee that his or her confidentiality will be honored.
- Use tact, but be honest.
- Allow mentee to talk at his or her own pace—don’t force an issue.
- Do not pry—allow mentee to bring up topics he or she is comfortable with.
- Do not collaborate with mentee’s family to provide discipline.
- Other thoughts

**Honor the mentee’s right to self-determination . . .**

- Focus on the mentee’s feelings and needs rather than jumping to problem solving.
- When issue has been talked about, ask, “What do you think you would like to do about this situation?” “How would you like me to help?”
- If what the mentee wants to do is not possible, explain so gently and apologize.
- Ask what alternative solutions would make the mentee comfortable.
- Encourage critical thinking through questions and reflections.
- Use the words, “I don’t know—what do you think?”
- Other thoughts

**Problem solving and offer resources . . .**

- Know your appropriate role as a mentor.
- Be honest with mentee if confidentiality does not hold.
- Suggest that your supervisor may have some thoughts if you don’t know what to do.
- Ask mentee if he or she would like to talk to the Competent Authority with you if necessary.
- Provide information if mentee is unaware of resources or options.
- Brainstorm with mentee and be creative in finding a solution—there is usually more than one way to handle a situation and this process is educational for the mentee.
- Offer to accompany mentee if he or she is uncomfortable with something he or she has decided to do.
- Be collaborative—you are a team.
- Other thoughts
Best Practices for Mentoring

Though success of mentoring depends upon the personal rapport between the mentor and mentee, the following are good practices that are often associated with a productive relationship between the faculty and the student.

Faculty Member

It is the role of the faculty member to

- Foster the skill & intellectual development of students during their educational course work.
- Provide perspective to students on the scope and emerging trends in their field of study.
- Inspire students to think independently, critically, and creatively.
- Acquaint students with strategies for accessing related study materials that are fundamental to the field of study.
- Know the programmatic requirements and deadlines and help students to meet them.
- Evaluate and strive to resolve problems that students encounter during their studies, and direct them to appropriate resources, as needed.
- Be cognizant of and responsive to the unique needs of individual students.
- Facilitate exchange of information among students so that experienced students can act as mentors for new students.
- Encourage students to access information from all available sources including peers, faculty members, and other experts in the field.
- Inform students of funding opportunities, help them in proposal preparation, and encourage them to seek financial support.
- Assure that students understand the standards of ethical/moral behavior within the discipline, and urge them to act in accordance with those standards.
- Establish and communicate clear academic and co-curricular expectations.
- Provide timely feedback, both written and oral, to students on their progress through constructive criticism and positive reinforcement.
- Support students and graduates in matters related to career development.

Students

Students bear responsibility for ensuring a positive mentoring relationship with their advisor, and for meeting the requirements of the degree Program. It is the role of the student to:

- Know and follow the programmatic requirements and deadlines (including selection of appropriate coursework) for students.
- Understand the mentorship process and seek out appropriate information / guidance from mentors.
- Carefully consider the advice and counsel obtained from the mentor.
- Recognize the constraints and other demands on faculty and staff.
- Understand the standards of ethical/moral behavior within the discipline, and act in accordance with those standards.

Each student should thoroughly review their course requirements and become familiar with the policies and regulations of the university. Failure to do this may result in a delay in graduation.
How the Program Works

All the students of PDACE and Faculty members enroll in the mentoring program by completing the enrollment form. Whenever possible, students are then matched with faculty members in accordance with the student’s primary area of interest. At the end of the year, an annual evaluation of the performance of the program, the students may be encouraged to continue to be mentored by the same mentor or will be assigned with a new mentor. New mentors may help students to have a wider mentoring experience and take even greater advantage of the wealth of information available from other Professors. It also allows more faculty members to participate in the program.

Students may be assigned up to two mentors, depending on their interests and needs. The student may utilize one or both mentors to ensure the most rewarding mentoring experience.

Mentors and students are encouraged to make contact at least once a week by phone, e-mail or personal meeting. The mentor and student will consider their respective schedules when scheduling joint activities.

Finally, a post-program evaluation form offers mentors and students an opportunity to critique the program, to help determine how it can be improved. These forms are distributed each year at the end of the program cycle.

Mentoring Operation

Mentoring at PDACE will follow a standard procedure as follows:

- Briefing of Mentoring goals and objectives to faculty members and students by Principal / Senior Faculty members.
- Allotment of Mentees to Mentors and formation of Departmental WhatsApp group to help monitoring Mentoring activities, attendance of students, performance in examinations etc.
- Individual Mentor’s are encouraged to form WhatsApp Group with their Mentees to facilitate faster dissemination of information.
- Maintenance of Mentor’s Dairy by each Mentor recording the issues and outcome of each activity, with respect to individual mentee or about group of Mentees with date time etc.
- Introductory meeting of each Mentor with respective Mentees to know each other, their hobbies, interests and exchange phone/mobile numbers and exchange of ideas.
- Introductory call to parents of each Mentees by Mentors, introducing themselves and seeking their cooperation to bring best out of their wards.
- All Mentors are required to have mobile numbers of their Mentees and their Parents stored in such a way to facilitate easy identification and calling.
- Mentor’s are encouraged to develop good bonding with Mentees and their Parents and communicate frequently about Mentee’s attendance, performance in examination, other co-curricular and extra-curricular activities, distinction achieved, if any for successful operation of Mentoring System.
- Regular monitoring of Mentees in terms of their class attendance, Performance in examination including class test, internal examination etc. must be monitored by Mentors and recommend / arrange for extra/tutorial classes of such students by the concerned teacher. These information must be shared with respective Mentee and their parents.
- Mentors are required to keep the Mentees and their parents abreast about various academic and administrative rules/ regulations, guidelines, policies including punitive measures in case of default / indiscipline.
- In case of first default/indiscipline, Mentors should preferably discuss the matter with individual Mentor, which may be escalated to their parents and subsequently to Principal to impose suitable punitive action as per norms/ deemed fit.
- Suitable punishments for indiscipline will be decided at administrative level and circulated beforehand for information of all concerned.
- Mentors may help identify hidden talents / passion of students and encourage them to nurture it.
- Overall, Mentors are encouraged to take all measures for success of Mentoring System, but not limited to Dos and Don’ts mentioned in this guidelines.
- At the end of semester, evaluation of Mentoring system will be done based on Mentor’s Dairy and Mentee Feedback.
FAQ

Communicating with your mentor:

**What should I do when I first meet my mentor and what should I talk about?**
The initial contact should be an informal one. This is a time to get to know each other by sharing about significant events or people in each other’s life, likes and dislikes, and general interests. First conversation topics should provide a glimpse into each other’s lives. You should also discuss the best method(s) of communication with each other and how often you will communicate. At the end of the meeting, arrangements should be made for a second meeting. The second meeting is a good time to discuss in more detail what each person wants to gain from the mentorship.

**How often should I contact my mentor?**
Remember that the more you put into the relationship, the more you will get back from it. We recommend that you have contact with your mentor on weekly basis. We highly suggest that you establish a schedule for communicating so that you and your mentor will know when to expect to hear from each other. Though this may seem highly regimented, we believe that it helps keep the relationship going when both of you get busy.

**The first time I meet with my mentor. What other activities do you suggest?**
- Socialize with other mentor/student pairs
- Attend an event that is being sponsored by your departmental professional societies
- Volunteer a few hours to help an alumni organization or a community-organized event
- Introduce each other to your favorite movies, concerts, festivals, sporting events, art exhibits, and cultural events

**What if I am experiencing communication issues with my mentor?**
If you are experiencing any issues related to your mentorship experience, please contact Dean (Academic) / Principal for alternate arrangement.
1. Personal Information
Name: ___________________________________________ Date: ______________
Address: ............................................................................................................
City: ___________________ State: _______ PIN: __________________
Home phone: ______________ Work phone: ______________ STD Code _____________
Email ___________________ Cell Phone ________________________________
Date of Birth _____/____/_______ Gender: ☐ Male ☐ Female

2. Parent’s Information
Father’s Name: __________________________________________
Address: ............................................................................................................
City: ___________________ State: _______ PIN: __________________
Cell Phone: ______________ Highest Degree:____________________________
Occupational Details: ______________________________________________________

Mother’s Name: __________________________________________
Address: ............................................................................................................
City: ___________________ State: _______ PIN: __________________
Cell Phone: ______________ Highest Degree:____________________________
Occupational Details: ______________________________________________________

Names of Brothers & Sisters:____________________________________________________
____________________________________________________________________________
____________________________________________________________________________

3. References (Please include at least one School/College (past) Administrator or Teacher)
Name__________________________________________________________
Phone____________________________ Relationship_______________________
Length of relationship____________

Name__________________________________________________________
Phone____________________________ Relationship_______________________
Length of relationship____________

Details of Course you are admitted in:
Course:_________________________________ Year of first admission:_______________
Registration No:______________________________________________
4. **Academic Record** (For existing students, pl enclose a separate sheet detailing performance in earlier semester examinations): (Matriculation onwards)

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Name of Exam</th>
<th>Name of School / College</th>
<th>Percentage</th>
<th>Year of Passing</th>
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5. **Interests and Hobbies:**

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<th>Interests and Hobbies</th>
<th>Can do</th>
<th>Do well</th>
<th>Enjoy</th>
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<td>Instruments</td>
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<td>Camping</td>
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<td>Fishing</td>
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<td>Climbing</td>
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<td>Gardening</td>
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<td>Computer games</td>
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<td>Fitness</td>
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<td>Movies</td>
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<td>Any Other (Pl. Specify)</td>
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</table>

6. Name your favourite teacher and what did you like best about this teacher and his/her strengths?

Signature of the Parent

Signature of the Student

Signature of the Mentor

Signature of HOD
PDACE Mentoring Program
Annual Mentoring Evaluation Form (Mentee Evaluating the Program)

DIRECTIONS: This two part evaluation form reviews Mentors and should be completed by the Mentee. When you have completed each section you may discuss highlights with your mentor, if you so wish and give the form to the appropriate person.

Part 1: Survey
Directions: Darken one selected box per question which best describes your opinion regarding your mentor.

<table>
<thead>
<tr>
<th>N/A</th>
<th>YES</th>
<th>NO</th>
<th>MAY BE</th>
<th>DON’T KNOW</th>
<th>MENTORING CRITERIA</th>
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</table>

1. □ □ □ □ □ □ Was your mentor easy to approach and talk with?
2. □ □ □ □ □ □ Did? Does your mentor offer advice and encouragement with respect to your independent goals?
3. □ □ □ □ □ □ Did/do the two of you meet regularly?
4. □ □ □ □ □ □ Did/do you receive regular feedback and constructive criticism?
5. □ □ □ □ □ □ Did your mentor facilitate participation in professional activities outside of the institution (regional, state, national organizations)?
6. □ □ □ □ □ □ Did your mentor involve you in networking? Did your Mentor invite you to informal gatherings of people from different fields?
7. □ □ □ □ □ □ Did your mentor act as your advocate on your behalf within the department or division?
8. □ □ □ □ □ □ Did your mentor encourage you to submit grant applications?
9. □ □ □ □ □ □ Did your mentor connect you to other senior professionals who could “fill in the gaps” in areas where you might be less skilled?
10. □ □ □ □ □ □ Did your Mentor observe you in a teaching situation and provide feedback on these critical skills?
11. □ □ □ □ □ □ Did your Mentor exhibit integrity?
12. □ □ □ □ □ □ Did your Mentor hold each of you to high standards?
13. □ □ □ □ □ □ Did you establish a written plan including goals to be met under the direction or guidance of your Mentor?
14. □ □ □ □ □ □ Were the guidelines established at the beginning defining how often or when you would meet on a routine basis?
15. Did the two of you determine at the beginning of the mentoring process, guidelines to be adhered by both of you?

16. Did you and your Mentor complete the goals planned?

17. Were you happy with the frequency of meetings?

18. Were you happy with the style of mentoring?

19. Did the mentoring relationship meet your expectations?

Part 2: Your feedback for improvement of PDACE Mentoring Program.
(Directions: You may use additional pages, if required to express your views.)

1. Briefly describe your experiences in working with your mentor/mentee and effectiveness of the program in helping mentee to acclimate to the new environment.

2. Which activities were most effective in achieving goals of the program?

3. Describe the most significant barriers in achieving the program goals.

4. What are the strengths of the program?

5. What suggestions do you have for making the program better & fruitful?
Mentor Grading at the end of each year:

A - Excellent  B - Very Good  C - Needs to Improve  D - Needs Counseling  E - Needs to be warned

<table>
<thead>
<tr>
<th>Criteria/Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tbody>
<tr>
<td>Academic Performance</td>
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<tr>
<td>Communicative Skills</td>
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<td>General Grooming</td>
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<td>Hostel Behaviour</td>
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<td>Response to Co-curricular activity</td>
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<tr>
<td>Response to Extra-curricular activity</td>
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<td>Punctuality in classes</td>
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<td>Behaviour towards faculty</td>
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<tr>
<td>Overall Grading</td>
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(Note: For Year 1, grading will be given by mentors of 1st year and at departmental level grading will be given starting from Year 2.)

Signature of the Mentor
Academic Performance:

Co-curricular Activities:
Extra-curricular Activities:

Details of interaction with parents: