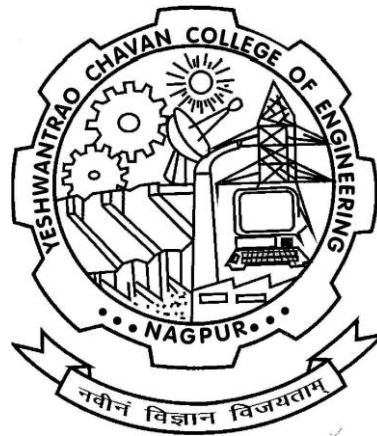


Achievers' Club

scheme for mentoring the student members



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1.0 Introduction

Many factors contribute to achievement, motivation being one crucial aspect. Motivated students appear to exhibit three main perceptions. First and foremost, motivated students find value in their educational experience. They enjoy what they are doing or believe what they are doing will produce beneficial outcomes. Second, they believe they have the skills to be successful. Third, they trust their environment and expect they can succeed in it.

However, all the educational systems are designed to cater to average students as they are based on the principle of all inclusiveness. Though this system helps the masses to achieve their academic goals, the bright students feel left out. To offset this feeling, a special initiative is planned at the institution.

2.0 Purpose

The purpose of the Mentoring Program is to promote professional learning, development, and opportunities to students by fostering an active and engaged community of mentors and mentees. This platform will provide an opportunity for current students to engage with professionals, either alumni or not, in a mentor-mentee partnership. The mission of the program is to foster a culture of mentoring that:

- Connects students with mentors through a structured framework encouraging productive conversations around academic, professional, and life goals.
- Empowers mentors to engage students in critical thinking that is reflective and strategic.
- Helps students set short- and long-term academic goals.
- Helps students see beyond the present activity to the long-term benefits it produces like admission to prestigious university for PG degree, or a placement in a renowned company.
- Helps students to advance in their chosen field of interest to explore ideas in greater depth than provided for by the regular curriculum
- Exposes students to possible careers through the working professionals to understand the various issues of the career

- Helps the students to understand and tackle the gender issues in institutions and corporates
- Refines the skills and methods of research, the communication of results and understanding of their implications.
- Helps to manage their own learning.
- Helps students to overcome their socio-economically disadvantaged backgrounds

Mentoring under this scheme involves a learning partnership between mentor and mentee through sharing information, knowledge, insights and experiences to support learning and career growth. A mentoring relationship is confidential and involves communication, reflection, trust and respect between the mentor and mentee and focuses on developing mentee capability.

The mentoring is

- A non-judgmental relationship operating within agreed boundaries of confidentiality and timeframe, focused primarily on the mentee's learning and development
- A voluntary relationship based on the mentee's personal and professional goals
- A way to get and stay involved with the community of YCCE's current students and alumni.

At the center of mentoring scheme is a learning partnership where a more experienced mentor draws upon his or her knowledge, skill set, and perspective to provide guidance and feedback while facilitating the personal growth and development of a less experienced mentee. A mentee takes an active role and responsibility for his or her learning and development and a mentor facilitates that growth by asking thought-provoking questions that help you to reflect on mentor's experiences. The intended outcome is that mentee will be able to make strategic and informed decisions regarding his/her academic and professional life.

3.0 Implementation

The proposed activities through which the above can be achieved are as follows:

- Interaction with achievers in the professional community and alumni to boost the confidence and motivational level of the students which will help them excel in their education.
- Help in special activities like preparation for technical festivals of repute to challenge the students intellectually and professionally.
- Help students to select the various volunteering activities to build their personality, purpose of life and build the network of similar minded persons.
- Arrange immediate feedback on additional efforts made by students to enhance the psychological impact of the activity.
- Extend financial support for making /fabricating model/ projects to test the ideas in consultation with faculty support group and to participate in international and national prestigious events.
- Provide the teams from two or more departments with industry relevant problem, preferably interdisciplinary, to work on as final year project.
- Additional grooming for Campus Recruitment training in specialized organizations

4.0 Program Structure

The students who perform exceptionally well in academics at first year BE level will be constituted in a special group called “Achievers Club”. The “Achievers Club” will be formed branchwise and may contain from 5 to 10 students each.

All students of Achievers’ Club will be encouraged to join this program. Mentors will include recent graduates and experienced professionals. It will offer short- to long-term mentoring engagements that are initiated on a cyclical basis. Mentoring will be done for one term and can be extended by mutual consent. The automatic termination at the end of term will end the unsatisfactory relationship between the mentor and mentee without causing damage.

5.0 General Guideline for the scheme

5.1 Mentors

The mentors for the scheme will be selected from the working professionals, preferably but not limited to the alumni of the YCCE.

The mentors will gain:

- Opportunities to share their business knowledge
- Develop and enhance coaching skills
- Personally contribute to the future of YCCE alumni
- Valuable insights about working with individuals who may have different backgrounds to their own.

5.1.1 The selection criteria for the mentors

The experience, higher education, professional achievements, inclination and time for the scheme shall be criteria for selecting the mentor. The mentorship will be voluntary and will not entail any payments, remunerations etc. except specifically mentioned for the program.

The mentors are not expected to offer scholarships, medal, internships, jobs etc to mentees or any other student through this scheme.

They will share their profile which will contain a lot of personal information too. It could be seen by all the mentees and others monitoring the scheme. The profile will be updated by mentors from time to time.

Each mentor may be allotted two mentees.

The interaction with mentees can occur through emails, video calls like skype, phone calls or personal meetings. It is expected that the dates and timing of scheduled meetings will be honoured by both mentors as well mentees. In case of problems, the meetings/ calls can be rescheduled as per mutual consent.

The mentor shall give the candid and honest feedback to the mentee at the end of term.

5.1.2 Key Requirements of Alumni Mentors:

1. An experienced alumnus/a of YCCE, who shares their experiences, advice and networks to encourage the professional and personal development of a mentee.
2. Alumni mentors will be selected by the current or former student an Institutional Committee.
3. Where advice is sought outside the mentor's specialist area, or where help is not possible or appropriate, the alumni mentor should refer the mentee to Institutional Committee.
4. The mentor will provide the mentee with support for short and/or long term goal planning.
5. Alumni mentors will provide professional support over a period of time agreed

upon in advance with the mentee:

- a. While this period of time may be a one-off discussion, it could be for a longer period of time. It is the responsibility of the alumni mentor to agree this with the mentee in advance before commencing mentorship
 - b. At all times, the alumni mentor must control the relationship and its parameters even to the extent of agreeing a date of conclusion/termination
 - c. In some cases, the relationship may continue over a number of years, with the alumni mentor helping the mentee to progress through various stages of their career.
6. All alumni mentors should possess:
- a. Good communication skills, patience and a non-judgmental manner
 - b. A strong rapport with younger people
 - c. A willingness to seek advice/support when needed
 - d. A commitment to provide an annual evaluation of the programme.
7. Alumni mentors can hide their mentoring profile at any time – for example, if they become overloaded or temporarily unable to help mentees – but while active, should respond to questions from mentees.

5.2 Mentee

The student members of Achievers Club will be invited to the program in the first phase.

A Mentee is:

- Willing to take responsibility for a mentoring relationship
- Open minded and able to see a different perspective
- Receptive to feedback and coaching
- Willing to share information and discuss issues with others
- Not seeking personal or career favours out of the programme

5.3 Profile

A detailed and exhaustive profile shall be prepared by the mentor as well as mentee. The profile should give the clear idea of what the mentee or mentor expects from the association through this scheme.

5.4 Expectations from both the Mentors as well Mentees

Following are guidelines that will help you to have a successful mentoring partnership.

5.4.1 Maintain regular contact

Mentors and mentees should commit to speaking a minimum of twice a month during the mentoring cycle. Although email is an important tool in distance mentoring, it cannot be substituted for actual, real-time conversation. Conversations may occur over the phone, via Skype (or similar software), and/or in person when possible.

5.4.2 Set clear and realistic goals

At the start of a mentoring partnership, mentors and mentees will have a conversation that addresses goals for both the mentor and mentee.

5.4.3 Be responsive

Both mentors and mentees are expected to return calls and e-mails in a timely manner (e.g. within two working days).

5.4.4 Receive feedback

It is important that mentees be open to receiving feedback that is candid and delivered in a thoughtful and constructive way.

5.4.5 Participate in self-reflection and self-development

Mentees can expect thought-provoking questions designed to help a mentee to understand and articulate motivations, accomplishments, weaknesses, etc.

5.4.6 Honor commitments

If a mentoring conversation must be cancelled or rescheduled, it is expected that both will do their best to communicate in advance of the meeting. The agreement can be terminated by informing the other party as well the program head.

5.4.7 Evaluate

At the end of each semester, both participants will be required to complete an evaluation form.

It must be noted here that mentors are not expected to offer internships or jobs.

5.5 Role of Departmental and Institutional Committees

A steering committee at institutional and departmental level will be formed to oversee the implementation of the scheme. Each departmental level committee shall be chaired by the HoD and three senior faculty shall be members. The Institutional committee shall be chaired by the Dean (Academic Matters) and will consist of three Professors.

The steering Committees shall:

- Locate and inform the potential mentors. Get their detailed profile.
- Help the students to prepare the profile with initial inputs regarding the short and long term goals of student.
- Help students to identify possible mentors.
- Assist the communication process between the mentor and mentee in initial phase.
- Arrange meeting between the mentor and mentee, either in person or on skype.
- Intervene, if requested by the mentor or mentee, to resolve an issue at the specific request of any one of them.
- Get the feedback from the mentor at the end of term.
- Evaluate the outcomes of the interaction between the mentor and mentee and recommend whether the association can be continued in subsequent terms.

6. Directions to Mentees

6.1. Register and Create Mentee Profile

A complete and thoughtfully prepared profile gives an opportunity to learn a lot about a mentee. A potential mentor will have access to the mentee's profile only after you have requested him or her as a mentor. He or she will use the mentee profile to decide whether or not to accept or decline the request.

The profile therefore should contain personal interests and/or extracurricular activities, goals for a mentoring relationship, and what a mentee would want a potential mentor.

6.2. Requesting a Mentor

Once your profile has been completed, you can to search for available mentors.

The departmental committee will help you in approaching the mentor. If the mentor denies the request or does not respond for 15 days, another mentor can be contacted.

At the end of each term, active mentor partnerships will automatically terminate so that partnerships can be evaluated and reflected upon. If mentors and mentees may agree that the previous term was successful and that a continued partnership would be mutually beneficial, the mentee can re-request the mentor through the platform for the following term. Automatic termination of partnerships allows unsuccessful pairings to end naturally and comfortably.

6.3 How to find a mentor

Students should may consider few variables as described below, while choosing a mentor under this program.

Age:

If your goals are to apply to US/ European university or IIT for PG program, it may be more appropriate to speak with someone who has gone through the process more recently. If your goals are related to your future career path, it may be more appropriate to connect with someone who is early in his or her career or more seasoned as a mentor.

Common Interests:

While sharing a common interest helps to build rapport and provides immediate topics of conversation, a mentor who has different interests than you may encourage you to develop new interests and explore topics or events that you may not otherwise have considered or been exposed to previously.

Experiences:

In case you are looking at a particular company or line of job like research etc, the experience of mentor in that domain will be useful.

Religion/ Gender/ Caste/ state of origin:

These parameters could be useful to understand the issues faced by a particular community / Gender in a specific company or university.

Personality Traits:

You may be looking at a mentor with a good sense of humor or perhaps conduct herself very professionally in her demeanor or an expert linguistic, depending upon what you expect from the relationship.

6.4 Connecting To Mentor

Your first contact with a potential mentor will be your online request. This is your opportunity to introduce yourself and indicate what particularly interested you about his or her profile. You should also mention your mentoring goals. Mentors will likely receive several requests but are limited to one or two mentees per term. They will use your profile and introduction email to screen potential mentees.

It is always good practice when reaching out to err on being formal in your correspondence. Alumni and employers often state that when a student does not observe professional courtesies in their communications it negatively impacts their impression of the candidate and level of seriousness. Some common mistakes are lack of punctuation, improper use of capitalization or lack of capitalization, lack of formal greeting, use of informal tone, poor grammar, misspellings, and use of internet slang and/or emoticons. It is equally inappropriate to send a general or blanket email when attempting to make a personal connection with an individual.

Tips for writing your mentor request:

- Use a formal greeting (e.g. Respected/Dear Mr./Ms./Dr. Gokhale)
- Introduce yourself and share information
- Indicate what about their profile encouraged you to send a request
- Describe your goals for a mentoring relationship
- Thank them for their time

You are expected to follow up an accepted request by reaching out to your mentor to schedule your first meeting. It is acceptable to do this via email, if you prefer, but you may also contact them via the phone number listed in their profile. Please note their geographic location and whether their contact number is a work, cell, or home phone number. This will all dictate at which times you are most likely to reach him or her.

6.5 Mentoring Skills

While your mentor will not provide you with all of the answers or give you a job/internship, he or she will facilitate self-reflection and self-development so that you are able to think critically and resolve challenges on your own. To help you achieve this, mentors utilize a number of skills including:

- Active listening
- Ask thought-provoking questions
- Role-model behavior
- Provide objective feedback and guidance
- Demonstrate critical thinking

With the guidance of your mentor, you will develop a similar set of skills outlined below that will empower you to think, reflect, and take the necessary action steps to realize your goals.

Set goals:

In order to focus your mentoring relationship, it is important to take a moment to reflect on what you want to achieve during the relationship and where you want to be at the end of 5 weeks, 5 months, in one year. Once you have identified goals you will be able to begin your mentoring relationship with the end in mind and work towards making concrete progress.

Actively listen

Active listening is a communication technique that requires the listener to really listen for the underlying message and not just hear the words being spoken. A common technique used to ensure that the listener understood the message is to paraphrase what he or she has heard the speaker say in order to confirm understanding. As an active listener, you should also pay attention to your non-verbal cues such as your facial expressions, body language, and eye contact to make sure that you are communicating to the speaker that you are engaged. Be aware though that non-verbal cues can also indicate a cultural difference.

Tips for active listening:

- Focus all of your attention on the speaker
- Avoid distractions like cell phones, email, etc.
- Go to a quiet place to speak
- Do not interrupt the speaker or assume a conclusion before the speaker has finished
- Listen for feeling and tone in speech
- Do not react with judgment. Instead summarize main points once the speaker is finished using phrases like, “what I heard you say is” or “let me summarize your points to make sure that I heard you correctly”
- Use “I” statements instead of “you” statements when going over what you heard. For example, “I felt uncomfortable by your statement” instead of “You made me feel uncomfortable when you said...”
- Take notes to capture important thoughts and concepts

Receiving and responding to feedback:

Feedback is critical for this program. Even when delivered thoughtfully and candidly, it can be hard to hear how we may improve or that others' perceptions of our behavior do not match our own. However, constructive feedback can be an effective tool for personal and professional growth. So before dismissing feedback as invalid or becoming overly defensive, take a step back and consider what is being said. Good feedback is not about your worth as a person, but about your behavior.

Tips for receiving and responding to feedback:

- Refrain from reacting and responding immediately. If the feedback is particularly difficult to hear, remove yourself from the situation until you can objectively assess the message without focusing on the delivery and how it felt. Consider saying, "Thank you for the feedback. I need some time to think about what you shared before responding."
- Ask questions for clarification and summarize in your own words what you heard before you respond. Consider saying, "I would like to be clear that I understood you correctly. What I heard you say was..."
- Reflect on your own reaction as you process the feedback. Write down your reactions. Are you reacting to the content or the delivery? While it is instinct to react to the delivery, focus on the content of the message: what is really being said?
- Ask for suggestions, from your mentor or from others, on specific steps you could take to address the feedback. For example, "I hear that you are saying that I need to work on managing priorities. Can you provide me with some examples of how I might approach that?"
- Be proactive and solicit feedback regarding ways you would like to improve. For example, "I am struggling with time management and I notice that you do a good job of managing all of the priorities in your life. Can you give me some advice on how to do this better?"

Take initiative and ownership of your own development:

In your mentoring relationship, you will be expected to own your developmental progress. You should not wait for your mentor to tell you what to do and how to do

it. For example, your mentor should not have to seek you out. You are responsible for regularly scheduling your meetings with your mentor.

Build effective relationships:

As with any new relationship, building the trust and respect that is crucial to its success will take time and is demonstrated through action. Honoring your commitments, being on time for your meetings, being respectful and open to suggestions are actions that will be crucial to building that trust with your mentor. While you may not be the best of friends, your relationship will still require strong interpersonal skills, open communication, and a willingness to be honest with the other person.

Reflect on key learning moments:

Your mentor will ask you a lot of questions that are meant to provoke deep and critical thought, reflection, and discussion. You will be required to reflect on your past and your present in order to develop a roadmap for your future. As part of your reflection process, you should consider keeping a journal where you write down your thoughts and feelings on what was discussed and agreed upon after every meeting. However, your journal does not need to be shared with your mentor but may reveal topics to explore in future meetings.

6.6 Stages of Mentoring

Your mentoring partnership should be marked by three distinct stages. In the beginning, you and your mentor will get to know one another, set goals for the partnership, and agree on expectations. The middle stage is an on-going process. You and your mentor will revise goals, create action plans, take action, and reflect on outcomes. It is a period of sustained growth and relationship development. At the end, the partnership should be evaluated and redefined if necessary, and accomplishments should be celebrated.

6.6.1 The Beginning

In your first meeting, you should create a mentoring agreement that establishes goals, ground rules, and expectations for both parties. This agreement will be the foundation for your partnership.

Tips to get to know your mentor:

- Discuss your personal backgrounds, academic, work, and extracurricular experiences.
- Discuss why you chose YCCE and your most significant memory, class, etc.
- Share any previous experience with mentoring and lessons learned.
- Share why you have agreed to participate and your goals for the partnership.
- Talk about your goals and what you want out of the partnership.

Potential areas of focus for goal setting:

- Develop professional expertise in a specific area of focus.
- Work on a specific academic goal such as a research project or grant proposal.
- Develop leadership abilities.
- Explore personal interests and abilities.
- Learn how to handle college-life-work balance.
- Explore future career paths and opportunities.

Questions to establish clearly defined expectations:

- How often will you meet and how?
- Who will be responsible for making the arrangements for the meetings?
- What will be your “ground rules” for how the time will be spent and how you will communicate?
- Who will run the meetings? Will he or she be responsible for creating an agenda for the meetings?
- What does confidentiality mean to you and what does it mean to your mentor?
- What topics are off-limits?
- How will you respect one another’s time?

Mentee Question Bank

The mentee may initiate the relationship with the following questions:

- Tell me about yourself. What are your hobbies and interests?
- How do you manage the balance between work and non-work?
- Where are you now in your career? Where do you want to go?
- How do you define success?

- What motivates you?
- Who are your most useful role models and what did you learn from them?
- What are your strengths? How do others see them?
- What have been your biggest mistakes and what have you learned?
- What individuals/books/events have most impacted who you are?
- What are you most passionate about?
- What are you most proud of having achieved?
- What do you value most in working with your colleagues?
- What tough decisions have you had to make in your job recently?
- What changes have taken place in your department recently? What opportunities or challenges do you feel they create for you?
- What decisions are easiest for you to make and which ones are the most difficult? Why?

6.6.2 The Middle

This stage will focus on discussing how to achieve the goals that have been outlined in the agreement. Not only will you examine these goals in more depth, but your mentor will also assist you with developing an action plan for achieving them.

An example of an effective goal statement is “Identify programs this semester and gather information so that I can study abroad next year.” Action steps for this goal may include:

- Attend a “Steps to Study Abroad” workshop.
- Schedule a meeting to speak with International Relations Office of MGI to discuss opportunities.
- Research programs and eligibility criteria in order to identify at least 2 programs of interest.
- Identify 2-3 students who have attended programs of interest and arrange to speak with them about their experience.

Tips for creating effective goal statements using the **SMART** goal model:

- Be **S**pecific-the goal statement should be concrete and action-oriented. What specifically are you trying to accomplish?

- **Measurable**-how will I know when I have achieved the goal? How will I track and measure progress? How is success defined?
- **Achievable**-the goal should require work, but be attainable. Is the goal too big or too small?
- **Realistic**-do I have the ability and commitment to reach the goal? What additional resources of time, money, or capability will be needed to reach the goal?
- **Timely**-there should be a specific time-frame for achieving the goal.

6.6.3 The End

This final stage is a time to reflect on the lessons learned, wisdom gained, and progress made by both you and your mentor. What were the greatest challenges? What lessons were learned? What would you do differently? How will you use new knowledge and skills moving forward? It is also important to acknowledge the successes and accomplishments achieved over the course of your mentoring partnership. Additionally, it is a time to redefine the partnership with your mentor and set new ground rules and boundaries of your future interaction.

7.0 Guidelines to the mentors

The role of a mentor is to inspire, encourage, and provide ongoing support. Yet, the mentoring commitment is flexible and can be tailored to the schedules and communication preferences of each pair. Mentors and mentees agree on the frequency and manner in which they will communicate via e-mail, telephone, video chat, or in person.

7.1 Registration of mentors

Once a professional registers to be a mentor, his details will be available to prospective mentees to search (excluding your name and contact details) and apply online to you for mentoring.

Once a potential mentee applies for you to become their mentor, you will then receive an email that will include the details of that prospective mentee for your consideration and acceptance or rejection. This acceptance or rejection must be given by you online within 8 days.

Upon accepting a mentee application our system will then release to the mentee your preferred contact details and you are then both expected to contact each other to commence your mentoring relationship.

7.2 Roles of Mentors

The mentors have multiple roles to perform to inspire, encourage, and support you, and contribute to the professional development of the mentee.

7.2.1 *Guide in the academic pursuits*

The guidance under this program goes beyond helping students complete the requirements of their academic programs and involves helping students

- understand how their discipline has evolved as a knowledge enterprise
- recognize novel ideas and questions put forth by the mentee
- identify innovative ways of engaging undergraduate students through teaching and collaborative research projects
- see their discipline - its questions and methodologies-in relation to other fields
- grasp the impact their work have on the corporate world
- assist them in pursuing the kind of impact they desire to have with a degree

7.2.2 *Skills development consultant*

The mentor draws on his experience in the world to understand the array of skills needed to succeed in the professional life of his domain. As a skills consultant, mentor's role is to emphasize the variety of skills that effective professionals possess.

- **Oral and written communication skills:**

These include clearly expressing the results of one's study; translating field-specific knowledge for use in varied contexts, such as teaching or interacting with the public; and persuading others, such as funding agencies, policy makers, or conference audiences, of the value of one's work.

- **Team-oriented skills:**

Often, the most innovative learning occurs in teams that solve problems collaboratively. The mentor should help the mentee to foster collaborative problem-solving by helping students learn through group exercises and projects.

- **Leadership skills:**

The students under this scheme have been successful in academics and the peers look at them to lead the way. Effective mentors help students build their potential by inviting them to assume leadership roles throughout their degree program, e.g., in seminars, student governance, community outreach, departmental societies, and department or university committees. These activities help build people skills- listening to others, shaping ideas and expressing priorities-which are indispensable for advancement in any career.

7.2.3 *Career consultant*

The mentor's role as career consultant has taken on increased importance, in the context of fierce competition in the corporate world as well as in post-graduation education in reputed institutions of India and abroad. The cross over to other domains other than their degree program has become possible due to opening of technology.

The mentor imparts a view of careers as an evolutionary process-one that requires planning, flexibility and adaptation to change. Informed of job market realities, an effective mentor finds ways to help students develop relationships with other potential mentors. One can find these individuals in other places in the institution or among alumni. One can also find them in other colleges, community groups, nonprofit organizations, corporations, government offices, professional associations, or industrial laboratories. Wider relationships help students gain a realistic and informed view of their career choices and learn how to translate their degree into professional opportunities.

Part of mentor's responsibility is to help students cultivate multiple relationships inside and outside the Institution. Multiple sources of expertise improve students' abilities to marshal the resources they need to meet the challenges of education and careers.

Mentors are expected to have thoughtful discussions with their mentees and ask them what they need from mentor to navigate their educational experience, adapt to disciplinary cultures and become productive, fulfilled professionals and colleagues.

7.2.4 *Engage students in conversation*

A simple email or call to enquire about the mentee will make a difference. Ask students how they are doing with coursework or academic and other projects.

Let students know they are welcome to talk with a mentor at mutually convenient time.

Talk to your mentees at least once a month in details to understand the progress. Mentors may reach out to those who seem remote to find out if it is due to social and academic isolation.

7.2.5 *Demystify Institutional Rules*

Mentors are requested to obtain the most recent information about the rules and regulations of the program and institutional Policies & Procedures.

They can adjust conversations to the level of students' understanding. New students may not know certain terminology or what questions to ask. Many are hearing terms such as "qualifying exams" or "prelims" for the first time.

Mentee may need clarification regarding unwritten or vague aspects of his program's expectations for coursework, comprehensive exams, project, and teaching.

They may help students to grasp the finer points of forming a committee and how to approach a thesis or dissertation on project.

Mentors can alert students of pitfalls well ahead of time, especially those that may affect the attainment of the goals of academic or professional pursuits.

7.2.6 *Provide constructive and supportive feedback*

The mentors are expected to provide mentees with forthright assessments of their work. If the feedback is explicit, it helps the mentee to understand the lacunae in his work. The time is an important parameter in the feedback. The mentee may experience the unnecessary stress and insecurity if the feedback is delayed and may hinder his progress. The mentors can praise the good work while criticize the shortcomings. The mentor may remind a mentee that expected high standards will motivate them to improve.

It is possible that the mentee may not be able to meet the deadlines set by you. It should be remembered that students who fall behind in their work do not lack commitment. They may be facing some issues in their life. Mentors may talk with them to learn what is going on. They may be exhausted or unclear about what to do next, simply dislike a project or have difficulties with collaborators.

7.2.7 *Provide encouragement*

Mentors are expected to

- Encourage mentees to discuss their ideas.

- Encourage mentees to try new techniques and expand their skills.
- Motivate students to learn from their mistakes and assure them that they may lead to better learning
- Reassure students of their skills and abilities to succeed.
- Teach mentees how to break large scholarly tasks into smaller, more manageable ones to avoid becoming overwhelmed.

7.2.8 Foster networks and multiple mentors

Mentors may suggest names of other professionals/ faculty others who can help mentee if their own experience or knowledge is not sufficient to meet the requirement of the mentee.

Introduce the mentee to these new resources with an introduction from your side, which will add weight to the request made by the mentee.

The help may be extend to the mentee to get into the groups of complementary interests on linkedIn and such similar professional social networking sites

7.3 Look out for students' interests

Mentors may inform the mentee up front, and in a variety of ways, that you want them to succeed. The opportunities may be created for mentees to demonstrate their competencies. For instance, motivate them to attend meetings and conferences, or encourage them to make presentations to gain visibility.

Nominate your mentees for high-visibility fellowships, projects and teaching opportunities when you feel they are sufficiently prepared.

Promote students' academic, research and other accomplishments inside and outside your group contacts.

Last but not the least; the mentors could be the best advocate for his mentees.

7.4 Treat students with respect

The following tips may help build a successful relationship with the mentee:

Minimize interruptions and distractions during online or personal meetings with students.

Remember previous conversations with students. The mentor may keep notes on discussions and review the notes prior to meetings.

Tell your mentees what you learn from them. Such disclosure helps students see themselves as potential colleagues.

Acknowledge the prior skills and valuable personal, professional, and educational experiences students bring to relationship.

7.5 Provide a personal touch

If the mentors are open and approachable, the mentees may discuss certain academic and non-academic issues. Knowing they can come to you and that you will care is particularly helpful to shy students or those from un-privileged backgrounds.

The experience of the mentor can help students to find creative solutions to their challenges or problems.

7.6 Need for role models

All students benefit from role models they can admire. People usually identify role models based on shared outlook and connections to similar experiences. On the basis of aspirations of the mentee, you can suggest the names of the successful professionals who could become the role models to the mentee.

7.7 Suggested Mentoring Activities

The mentor and mentee may decide what they want to work on together from the onset. Following are some ideas on what to do with the mentee.

Career Conversations

- Discuss your educational background and the role of educational preparation in your field
- Share information about a current event or issue in your field
- Schedule a shadow visit, if appropriate

Job Search Process

- Critique the mentee's resume and/or cover letter
- Lead your mentee through a mock interview
- Offer guidance on where to best look for jobs /internships in your field

Graduate School Consultations

- Assist in selecting the universities for applications
- Share what you learned about navigating your graduate studies
- Discuss how you worked with your advisors

- Tell the mentee how you prepared for your transition from college to professional world

Tell Your Story

- Share how you have balanced personal life and career and what to expect
- Discuss what you would have done differently at YCCE if you had to do it over
- Talk about how you have dealt with personal or professional challenges

Networking Pursuits

- Introduce your mentee to colleagues or other contacts
- Attend a professional association meeting or conference together
- Guide your mentee in how to conduct an informational interview

7.8 Suggested way to commence the relationship

First, the mentor may discuss mentee's background. Then the student's major coursework and work experience, if any, to date, may be discussed.

Next, the mentee can indicate their level of interest in the following activities. Rate the interest level as low (L), medium (M) or high (H).

Gain insight into mentor's academic experience	L	M	H
Introduction to colleagues or contacts	L	M	H
Attend a professional meeting or program with mentor	L	M	H
Critique mentee's resume/portfolio/CV	L	M	H
Develop interviewing or informational interview skills	L	M	H
Discuss how personal and professional life can fit together	L	M	H
Review of mentor's resume/CV	L	M	H
Process the decision to attend graduate school	L	M	H
Guidance on how to seek a job/internship in the field	L	M	H
Discuss how the mentor navigated graduate school/worked with advisors	L	M	H
Shadow mentor at workplace	L	M	H
Discuss working in academia vs. industry	L	M	H
Other_____	L	M	H

After completing the above, discuss ways that the mentor might be able to help the mentee with items rated high or medium interest. The above list is indicative and can be modified as per the need.

7.9 Mentor Question Bank

The discussions in the preliminary stages of the relationships could be based on answers of the following questions.

- In what ways are you soliciting feedback about your performance?
- What prompted you to participate in this mentoring program?
- What areas of your career would you like to develop?
- What do you see as the next logical step for your career? What are your concerns?
- What is your long term vision for your career?
- What are your educational goals?
- What are your current strengths and developmental areas?
- What steps would you like to take to improve these areas?
- What individuals/books/events have most impacted who you are?

7.10 Mentor DOs and DON'Ts

DOs

- Commit to at least one session or interaction per month.
- Take responsibility for initiating the relationship.
- Set aside time for the mentoring process and honor all appointments.
- Be flexible on meeting times.
- Respond to emails from your mentee within two days of receipt.
- Keep information that your mentee has shared with you confidential. If something concerning the mentee needs to be discussed with others, you should first get permission from the mentee.
- Establish an open and honest communication forum for idea exchange.
- Provide honest feedback to your mentee.
- Foster creativity and independence. Help your mentee build self-confidence and offer encouragement.
- Provide opportunities for your mentee to talk about concerns and ask

questions.

- Above all, listen.

Mentor DON'Ts

- Try to give advice on everything.
- Encourage the mentee to be totally dependent upon you.
- Provide your personal history, problems, successes, and failures, unless they are relevant and constructive contributions.
- Be too busy when your mentee needs your support. If you do not have time, give your mentee a heads up, so that they know when they can reach you.
- Criticize.

****END****

FAQ

Mentor Scheme -What is it?

- The Mentor Scheme is a brilliant opportunity for undergraduates to be assigned to an experienced professional and gain one-to-one careers advice, support and guidance into their profession/sector.

Duration:

- Automatically terminates at the end of term, however, can be renewed /terminated by the mentor and mentee

Who can apply?

- At present, the scheme is only open to members of Achievers Club.

When can I apply?

- Applications will be invited in June/ July

What are the benefits?

- One-to-one, specific careers advice, support and guidance from an experienced
- professional
- Advice on your CV and applications from a professional in your sector of interest
- Tips on applying to internships and graduate schemes
- Gain a realistic insight into your chosen profession
- Possible networking opportunities

Who are the Mentors?

- Experienced professionals at various stages of their career
- From a wide range of sectors and professions
- Based all over the country and the world
- Have offered to provide one-to-one careers advice, support and guidance in regards to their profession/sector
- Have offered to provide monthly contact via email (and potentially telephone or more)

(Since the scheme is in its early stages, we may lack mentors in some sectors. However, recruitment of mentors is on-going and we hope to offer you a larger database and diversity of mentors to approach. If your career interest is not yet represented, just ask and we'll do our best to find someone to help you)

What are you looking for in a mentee?

- Students motivated to improving their prospects and employability
- Students open to ideas and feedback
- Students who are proactive and interested in making the most of the opportunity!