

**Annexure III**  
**Geethanjali College of Engineering and Technology**  
**Cheeryal, Keesara (M), Medchal district**

**Mentor's Guide for mentoring students (mentees)**

Mentors are people who:

1. Take an interest in developing another person's career and well-being.
2. Have an interpersonal as well as a professional relationship with those whom they mentor.
3. Advance academic and professional goals in directions most desired by the individual.
4. Tailor mentoring styles and content to the individual, including adjustments due to differences in culture, ethnicity, gender and so on.

Most of our faculty limit their responsibilities of mentoring to simply discharging their role as advisor.

- Of course, advisors can certainly be mentors, and often are, however, effective mentoring requires playing a more expansive role in the development of a "Future Global Leader".
- The role of advisor usually is limited to guiding academic progress.
- The role of mentor is centered on a commitment to advancing the student's career through an interpersonal engagement that facilitates sharing guidance, experience, and expertise.
- Mentor and mentee must have a healthy interpersonal relationship, which evolves over time.
- It is true that today's students come from an increasingly diverse backgrounds and this may add a layer of complexity, but it is more likely to enrich than confound the relationship.
- Each mentoring relationship should be tailored to the student's goals, needs, and learning style, but the core principles apply across the board. Mentor and mentee should share and adhere to a commitment towards the goals of the scholarly enterprise and of course a burning desire to succeed in achieving the goals
- Just as students have different learning styles, the skill sets and aptitudes of mentors are as varied as mentors themselves.

**Benefits of mentoring**

- A faculty member is usually known by his students
- A Faculty member's reputation rests in part on the work of his or her former students; sending successful new scholars into the field increases his/her professional stature.
- A Faculty member's professional networks get enriched. Helping students make the professional and personal connections they need to succeed will greatly extend faculty member's own circle of colleagues/peers. Good students will be attracted towards such faculty. Word gets around about who excellent mentors are, so they are usually the most likely to

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inspire some outstanding students, which is personally satisfying since seeing students succeed is as rewarding as receiving a coveted award.

**Conduct of Mentoring**

Before start of mentoring, find out the student's previous educational experiences and why s/he decided to take up B. Tech program in his chosen branch of Engineering. What does the student hope to achieve in pursuing a B. Tech degree?

Please remember that the specific needs of a first-year student just learning the ropes and fretting about the long and challenging road ahead are different from those of a student who is nearing completion of the B. Tech program and has refocused on career decisions.

1. Initially, talk informally about non-academic matters to get the student to relax.
2. Review the student's current experience and qualifications. Ask the student to self-assess his or her strengths and weaknesses.
3. Ask the student to discuss any concerns or anxieties he / she might wish to disclose about B. Tech program
4. Discuss and record the student's immediate and long range goals and explore background of the student in the light of these goals.
5. Discuss and record any issues that may affect the mentoring relationship such as student's financial constraints, lack of confidence, lack of clarity of goals etc.
6. Create a mentoring action plan that reflects different professional development needs at different stages of the student's B. Tech program.
  - a. Adjusting/adapting to the college environment (Usually takes about three weeks or so)
  - b. Ensuring student attends all classes and does all the homework/assignments
    - i. Discuss about importance of attendance, regular study of a three hours/per day, doing assignments without copying them and their implication to do well in examinations and also in career.
    - ii. In particular, please discuss importance of submission of assignments and its consequence on the performance in Mid-term Examinations and Semester End Examinations as most of the questions given in assignment would appear in both the examinations.
    - iii. Please discuss importance of participation in the class activities such as tutorials, learning in groups (Peer learning), Taking Quiz, etc. and how they help the student in his / her performance in examinations and also in career

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- iv. Please discuss importance of laboratory exercises and how they reinforce theoretical concepts, in particular the requirement of acquiring programming skills, and logical thinking skills which would facilitate landing a good job.
- v. Discuss the importance of getting a meritorious degree for doing well in professional and personal life as well.
- vi. Discuss the fast changing technological developments, job profiles/roles, skills needed, diminishing opportunities for unskilled personnel, and availability of abundant opportunities only meant for talented personnel.
- vii. Discuss regarding the importance of getting into a good, well paying professional occupation citing the trend of enormous increase in costs of education and health care as the student may have to provide, for his / her family's present and future needs towards education, health care.
- viii. Please discuss how critical it is to acquire and master the following aspects for building and sustaining his/her career

- |                               |                                     |
|-------------------------------|-------------------------------------|
| ✓ Problem solving             | ✓ Communication abilities (oral)    |
| ✓ Mathematical ability        | ✓ Communication abilities (written) |
| ✓ Inquisitiveness (curiosity) | ✓ Pro-activeness                    |
| ✓ Learning ability            | ✓ Ability to work in a team         |
| ✓ Self-supervising            | ✓ Leadership Skills                 |
| ✓ Prioritizing work           |                                     |

- ✓ Punctual in fulfilling tasks

- ix. Please discuss the importance of participating in various activities conducted in the college and elsewhere in highly reputed institutes, and how they help in building the student's professional career. In particular, discuss the following activities:

- |                                       |   |
|---------------------------------------|---|
| ● Project exhibitions                 | ● What's the Good word competition                    |
| ● Programming / coding contests       | ● JAM sessions  |
| ● Summer Internships                  | ● Rubik's cube competition                            |
| ● Mathematical Contests               | ● Technical Seminar / Poster Presentation competition |
| ● Business English Certificate Course | ● Creative Writing Competitions                       |
| ● Debates                             | ● Entrepreneurship activities                         |

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**Mentors of I Year students**

During their first year of college, encourage students to be involved (formally or informally) in assessing their skills, interests, and abilities. Discuss with them about its importance and tell them to do this through finding success in courses they take, involvement in campus activities, discussions with their friends and faculty, and generally being exposed to and trying out different ideas and experiences.

1. Tell them that
  - a. Most students enter college with a very limited knowledge of the vast array of courses they need to go through.
  - b. When they begin to delve into studies that are new to them, even those who entered with a plan may find it difficult to cope with. Please tell them that this is an exciting/challenging time!!!
2. Support your mentee's exploration of new areas of study and interests. This, after all, is what education is all about!
3. Affirm what you know to be areas of skill and ability he or she has consistently demonstrated. Sometimes students overlook these and need to be reminded.
4. Talk with your mentee about the courses and activities he or she is enjoying and how well he/she is doing. Students discover new things about themselves throughout the college experience. Your willingness to listen and be a sounding board will keep you in the loop.
5. Support your mentee's responsible involvement in campus activities but urge them that this is to be balanced with maintaining achievement in the classroom.
6. Advise your mentee to seek assistance in the college's Center for Academic and Career Guidance.
7. Inform your mentee that the Center has counsellor(s) to help students in identifying their skills, interests, and abilities, using psychometric test results.

**For Mentors of Second Year Students**

Generally, during the second year of college, a student begins to explore career options (M.S/ M. Tech program abroad / India, MBA, Engineering. Services, Civil Services, etc.) more seriously. It requires that students read a broad range of subjects to promote this exploration.

*What's your role in this process of student's development?*

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- Don't insist upon a decision about a possible career choice immediately.
- If you sense that your mentee's indecision is a barrier to positive progress, urge that he or she looks for assistance in the career guidance centre. Students often have difficulty making a "final" choice because they fear they may close off options and make a wrong choice.
- Suggest that your mentee talk with senior faculty and career advisers elsewhere about potential choices.
- Don't assume that if your mentee spends time in reading English, History, Philosophy, or some other "impractical" literature that he or she will never do well academically and can't get a job. Liberal arts studies sharpen skills which are critical to the "package" employers are seeking: strong written and oral communication skills; problem-solving skills; the ability to synthesize information; and excellent research skills.
- Suggest learning a foreign language and developing computer programming skills. Both of these skills can be helpful in today's market, no matter what career field he or she chooses!
- Direct your mentee to his family members, your / his family friends, or your colleagues who are in fields in which your mentee has an interest. "Informational interviewing" with people can be extremely helpful at this stage!
- Steer your mentee towards a source of information. Our college career guidance centre has career consultants and/or mentoring network of alumni in various career fields who are willing to share information with students about their careers. These resources are invaluable both in this exploratory stage and later as students are seeking internships and jobs!

**For Mentors of Third Year Students**

During the second year and throughout the third year, it is important for students to experiment with possible career options. They can do this in a variety of ways: summer internships, adjunct courses, and responsible volunteer experiences both on campus and in the local community nearby their residence.

***Here's what you need to do:***

- Encourage your mentee to use the resources available at the campus career guidance centre. Experts in the centre will assist your mentee in preparing a good resume and finding opportunities to test their career choices, including summer internships, adjunct courses, mini projects, etc. Our career guidance centre in association with industry-institute-interaction center will always be in direct contact with possible service providers.
- Tell your mentee that you understand the importance of their gaining exposure to and experience in his or her field of career interest.
- Broadening experience through involvement outside the classroom is a valuable use of time.

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- Summer internships or experiences in some very competitive fields may be non-paying, but that doesn't matter. Also, a good opportunity may be in a distant location.
- Discuss the financial requirements with your mentee before a commitment is made by the mentee.
- Don't conduct the summer internship search for your mentee.
- It's a great help to provide networking contacts or names of people who may be helpful. However, making the contact and speaking for your mentee deprives him or her of an important learning experience and may make a poor impression in the future employer.

**For Mentors of Final Year Students**

The final year is when organizing and conducting a job search or Master's Program search begins in earnest. It is also a time when students are heavily involved in more advanced courses in their branch of engineering and often have more responsible roles in campus and/or volunteer activities. Balancing these important pursuits and setting priorities is a constant challenge for final year students!

As a mentor, you are probably anxious for this young adult to make a decision and yet, he or she may be moving towards closure more slowly than you would wish. There are a number of ways you can lend support during this challenging time. Suggest that he or she use the campus career guidance centre and center for training and placements throughout the final year. The centers provide assistance in preparation for the job search offering some or more of the following:

- Workshops and individual help with resume and cover letter writing, interviewing, and other job-search skills
- Individual and group career advising
- A library of books and bookmarks to web sites with links to job resources
- On-campus interviewing opportunities
- Alumni career consultant or mentor programs may also be a part of the centre's services.
- Don't nag your mentee about not having a job yet! This will often have the reverse effect. Use positive reinforcement.
- Offer to assist by sending information you may have found about the career field of your mentee's choice, and/or job listings that may be of interest. Listen for indications from your mentee in case he/she is getting carried away - and educate to ensure he/she then backs off from being carried away!
- Inform your mentee regarding potential employers for internship/job. However, contacting potential employers is the mentee's responsibility!
- Be prepared to support your mentee through the ups and downs of the job and Master's Program search. It can be a bumpy road! Not every desired job or Master's Program acceptance will come through.

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**Towards the end, your mentee will need reassurance that for every door that closes,**  
**another opens.**

**Best of Luck to You in Navigating the Challenging Waters of Mentoring an**  
**Engineering College Student**  
**(Mentoring a Prospective Engineer)**