## 2.11. Mentors and mentoring program

	2.11.1	Name of the policy	Content
	2.11.2.	Introduction	
	2.11.3	Principles of the policy	
	2.11.4	Role of the Mentors	
	2.11.5	Duties of the Mentors	
	2.11.6	Seven Roles.	
	2.11.7	Responsibilities	- mg = 2
	2.11.8	The Benefits of Mentoring at University	
	2.11.9	The Time Frame for Supervising and Professional Guidance	
	A SAME STANK	of Undergraduate Students	
.11.1	This is the	e policy for mentors and mentoring program of the Faculty of	Name of the policy
	THE WORLD	ences and Humanities, Rajarata University of Sri Lanka 2022.	Engine and the com-
.11.2	This polic	y binds with the students of the Faculty of Social Sciences and	Introduction
.11.2		s from first year to fourth year.	and Man of Authority
	This policy		mp tag '' 'Lale i
	a. Des	cribes the main stages of mentoring	En 181
	b. Exp	lains the principles of mentoring	
	c. Disc	cuss the roles of mentoring	
	d. Desc	cribes the responsibilities of mentoring	egradisk fri Mondersden
	e. Exp	lains the benefits of mentoring at university	Marie Control of the
	This policy	can be applied to the every student (from 1 <sup>st</sup> year to 4 <sup>th</sup> year)	
		alty. Mentoring program of the first year students and any	
		ce where students need of the faculty assistances.	
	Definitions		
	Mentor	ing:	
	Mentoring	is very effective development method to assist individuals to	and the state of t
	reflect, ide	ntify and achieve their goals and support the transfer of	
	learning in	to the University. The learning relationships that develop	
	through m	entoring support individuals to develop their skills and	ACCOUNT OF THE PARTY OF THE PAR

	knowledge of the University.	
	* Mentor:	
	A mentor is a coach, guide, tutor, facilitator, counselor and trusted advisor. A mentor is someone willing to spend his or her time and expertise to guide the development of another person.	
	Mentee: A mentee is a student, apprentice and eager learner. A mentee is someone who wants to learn from someone who knows and seeks their valuable advice in order to grow personally and/ or professionally.	
	Mentorship: A mentorship is a relationship formed between a mentor and mentee with the goal of sharing knowledge and expertise between the mentor and the mentee. It can be a formal relationship with written goals and scheduled meeting times or it can be as informal as an occasional chat or email exchange.	
	Main Stages of Mentoring:  Successful mentoring relationships go through four phases: preparation, negotiating, enabling growth, and closure. These sequential phases build on each other and vary in length.	
2.11.3	According to Plutarch stated that the mind is not a vessel to be filled, but a fire to be kindled. It is this concept that should sit at the heart of mentoring but mentoring schemes vary widely and can be very complex, requiring considerable training, or very light touch as with many of our 'transition in' peer mentoring schemes but in all cases the mentor should treat the mentee as the focal point which involves considerable skill.  The key principles of being a mentor can be summarized as follows:	Principles of the policy
	01. Mentoring should be a structured dialogue where reflection is facilitated by the mentor.	

	02. The mentoring relationship should be based on trust,	leg's padging a
	confidentiality, mutual respect and sensitivity.	
	03. The relationship should be based on agreed boundaries and	See shoulding
	ground rules that address the power differentials between the mentor and mentee.	TOOL BOOKS
	04. Mentors should seek advice or assistance regarding sustaining and	
	developing the mentoring interaction if needed.	
	05. The mentor should allow the mentee to drive the relationship and	
	encourage them to take increasing responsibility for their own	
	self-reflection and development. There should be no coercion or mentor agenda.	
	06. A mentor should help the mentee identify goals and challenges	
	and set priorities for relevant personal growth.	Lander Information
	07. Mentor should acknowledge the benefits they gain from the process of mentoring.	
	08. Mentor should seek to use supporting resources that facilitate and	
	sustain the engagement of the mentee.	Side Transactus Inst.
.11.4	Mentors provide guidance, advice, feedback, and support to the mentee,	Role of the Mentors
	serving variously as role model, teacher, counselor, advisor, sponsor,	
	advocate, and ally, depending on the specific goals and objectives negotiated with the mentee.	
.11.5	Supporting undergraduate students in writing their dissertation.	Duties of the Mentors
	Developing undergraduate students in writing their dissertation.     Developing undergraduate students leadership qualities and positive thinking	Duties of the Mentors
	3. Improvement of soft skills of undergraduate students	
	4. Supporting and encouraging undergraduate students to do Self-	
	Assessment. Introducing to them the self-assessment format suggested in the guidelines.	
	5. Supporting and encouraging undergraduate students to learn from their peers.	THAT THE THE THE THE THE THE THE THE THE TH
	6. Advising undergraduate students on opportunities for Professional	87 Thomas and Server I do a
	Contributions and supporting them individually and in a group.	

F MIT - 10 - 20 - 15 - 4 - 4 - 4	guiding them in a friendly atmosphere, guiding on how they can improve, helping them to maintain positive relationship with the	
	8. Meeting undergraduate students once a week for at least one hour to provide advice and guidelines on all tasks.  9. Instruct and accordance at ideats on their conducts granted for a students and of	
	9. Instruct undergraduate students on their conduct, punctuality and of their dress/attire.	
	10. Demonstrate role model behavior for the graduates to take example from.	
2.11.6	The mentor guides the students to develop his/her educational, social, emotional and intellectual skills through a successful and effective	Seven Roles.
	mentoring program.	
385	▼ Teacher:	
	The mentor guides the students' to develop his/her educational, social, emotional and intellectual skills through a successful and effective mentoring program.	AND THE PROPERTY OF THE PROPER
	1. Sponsor:	
	As sponsor, the mentor introduces the fellow to a new social world. Up to	
ē	now, the fellow's world has been parochial. To succeed in research, the	
	fellow needs to learn who's who among the cast of characters in a sub discipline. When the fellow first presents a research poster, the mentor	Man 25 an 35 W
	lists researchers who have a reputation for helping young people. When these individuals come by the poster, the mentor tells the fellow to be	
	very open in discussing limitations of the study because they will help fix them. The mentor also names another set of individuals who get pleasure	
	out of belittling a fellow, warning the fellow to be on guard when interacting with them. Over time, the mentor instills in the fellow the values and customs that make up the norms of science.	
	2. Advisor:	
	The mentor serves as an advisor and counselor. In this context, the	manager & Carrier Land and the Land

	mentee needs a sound, broad and reality checks to help refine ideas and	i la malla
	gain clarity of thought.	
dente colored		reminuence of
	3. Agent:	
	The mentor acts as an agent. The mentee knows the mentor will go to bat	1070-179
	for him or her. The mentor removes obstacles, but only after the fellow	
	has made a convincing attempt. And the mentor is careful to avoid spoon-	
1 14 27	feeding, which stunts the development of independence.	graph and the common and the company
	recalling, which states the development of independence.	
	4. Role Model:	
	The mentee views the mentor as a role model and wants to emulate his or	Manager Residence
	her approach to academic life.	
- Carcleton	5. Coach:	Service of the servic
operation design	5. Collett.	Action and the second s
	A good coach motivates the mentee to win the life in any situation	
	knowing when to offer encouragement when to push and when to pause	
	and take a break.	Harmon III IV B
	and the state of t	Sites - Li
y.	6. Confidante:	a unit
	The mentor serves as a confidante: someone the fellow can talk to,	
	knowing the discussions are kept in strict confidence.	
2.11.7	01. Establishes, with the mentee, the mentee's explicit goals and	Demonsibilities
2.11.7	objectives for the relationship	Responsibilities
	02. Takes the initiative in the relationship, but allows the mentee to take	
	responsibility for their growth, development, and career planning	microsoft en
	03. Commits to fostering the relationship for the specified period of time	
	04. Commits to meeting with mentee on a regular basis (not normally	Marie (p) one or has the
	during the mentee's work time; no less than one hour per month)	
	05. Actively listens to mentee	
	06. Provides frank, honest, and constructive feedback	
-	07. Provides encouragement and assists the mentee in identifying professional development activities	
	08. Maintains confidentiality	
	os. Mamans confidentially	
	09. Reviews goals and objectives of the relationship with the mentee	

	midway and at the end of a formal, long-term relationship (those	a Salson Survey
	lasting 6-12 months)	
	10. Follows through on commitments made to mentee	
	11. Respects mentee's limits	
	12. Explicitly states one's own limits	
	13. Recognizes and works through conflicts in caring ways, invites	
	discussion on differences with the mentee, and arranges for a third	A Marine Market Control of the
	party to assist, if necessary	
	14. Makes only positive or neutral comments about the mentee to others;	
	if disagreement over behavior or values arise, shares differences with	
	the mentee; if necessary, takes steps to end the relationship and tries	
	to find mentee another mentor	
	15. Maintains a professional relationship that doesn't intrude on the	
	mentee's personal life; does not expect to be close friends	
	Ends the relationship at the agreed upon time	
2.11.8	Benefits of mentoring include:	The
	01. Providing a timely and structured learning and	Benefits of
	development opportunity based on the specific	of
	needs of the employee and delivered at their own	Mentoring
	pace;	at at
	02. Improving confidence and self-esteem;	University
	03. Increased motivation to take action;	
	04. Developing the individual's own understanding of	
	the University context and processes.	
	05. Developing new insights and ways of working;	
	06. Providing an opportunity to receive safe and supportive feedback;	
	<ul><li>06. Providing an opportunity to receive safe and supportive feedback;</li><li>07. Providing an opportunity for employees to reflect</li></ul>	

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