

2.11. Mentors and mentoring program

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2.11.1	This is the policy for mentors and mentoring program of the Faculty of Social Sciences and Humanities, Rajarata University of Sri Lanka 2022.	Name of the policy
2.11.2	<p>This policy binds with the students of the Faculty of Social Sciences and Humanities from first year to fourth year.</p> <p>This policy</p> <ol style="list-style-type: none"> Describes the main stages of mentoring Explains the principles of mentoring Discuss the roles of mentoring Describes the responsibilities of mentoring Explains the benefits of mentoring at university <p>This policy can be applied to the every student (from 1st year to 4th year) in the faculty. Mentoring program of the first year students and any circumstance where students need of the faculty assistances.</p> <p>Definitions:</p> <p>❖ Mentoring:</p> <p>Mentoring is very effective development method to assist individuals to reflect, identify and achieve their goals and support the transfer of learning into the University. The learning relationships that develop through mentoring support individuals to develop their skills and</p>	Introduction

	<p>knowledge of the University.</p> <p>❖ Mentor:</p> <p>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.</p> <p>❖ Mentee:</p> <p>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.</p> <p>❖ Mentorship:</p> <p>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.</p> <p>Main Stages of Mentoring:</p> <p>Successful mentoring relationships go through four phases: preparation, negotiating, enabling growth, and closure. These sequential phases build on each other and vary in length.</p>	
2.11.3	<p>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.</p> <p>The key principles of being a mentor can be summarized as follows:</p> <p>01. Mentoring should be a structured dialogue where reflection is facilitated by the mentor.</p>	Principles of the policy

	<p>02. The mentoring relationship should be based on trust, confidentiality, mutual respect and sensitivity.</p> <p>03. The relationship should be based on agreed boundaries and ground rules that address the power differentials between the mentor and mentee.</p> <p>04. Mentors should seek advice or assistance regarding sustaining and developing the mentoring interaction if needed.</p> <p>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.</p> <p>06. A mentor should help the mentee identify goals and challenges and set priorities for relevant personal growth.</p> <p>07. Mentor should acknowledge the benefits they gain from the process of mentoring.</p> <p>08. Mentor should seek to use supporting resources that facilitate and sustain the engagement of the mentee.</p>	
2.11.4	Mentors provide guidance, advice, feedback, and support to the mentee, serving variously as role model, teacher, counselor, advisor, sponsor, advocate, and ally, depending on the specific goals and objectives negotiated with the mentee.	Role of the Mentors
2.11.5	<p>1. Supporting undergraduate students in writing their dissertation.</p> <p>2. Developing undergraduate students leadership qualities and positive thinking</p> <p>3. Improvement of soft skills of undergraduate students</p> <p>4. Supporting and encouraging undergraduate students to do Self-Assessment. Introducing to them the self-assessment format suggested in the guidelines.</p> <p>5. Supporting and encouraging undergraduate students to learn from their peers.</p> <p>6. Advising undergraduate students on opportunities for Professional Contributions and supporting them individually and in a group.</p> <p>7. Acting as a mentor to the undergraduate students, supporting and</p>	Duties of the Mentors

	<p>guiding them in a friendly atmosphere, guiding on how they can improve, helping them to maintain positive relationship with the academic staff of the university, and with the peers and community.</p> <p>8. Meeting undergraduate students once a week for at least one hour to provide advice and guidelines on all tasks.</p> <p>9. Instruct undergraduate students on their conduct, punctuality and of their dress/attire.</p> <p>10. Demonstrate role model behavior for the graduates to take example from.</p>	
<p>2.11.6</p>	<p>The mentor guides the students to develop his/her educational, social, emotional and intellectual skills through a successful and effective mentoring program.</p> <p>▼ Teacher:</p> <p>The mentor guides the students' to develop his/her educational, social, emotional and intellectual skills through a successful and effective mentoring program.</p> <p>1. Sponsor:</p> <p>As sponsor, the mentor introduces the fellow to a new social world. Up to 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 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.</p>	<p>Seven Roles.</p>
	<p>2. Advisor:</p> <p>The mentor serves as an advisor and counselor. In this context, the</p>	

	<p>mentee needs a sound, broad and reality checks to help refine ideas and gain clarity of thought.</p> <p>3. Agent:</p> <p>The mentor acts as an agent. The mentee knows the mentor will go to bat 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-feeding, which stunts the development of independence.</p> <p>4. Role Model:</p> <p>The mentee views the mentor as a role model and wants to emulate his or her approach to academic life.</p> <p>5. Coach:</p> <p>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.</p> <p>6. Confidante:</p> <p>The mentor serves as a confidante: someone the fellow can talk to, knowing the discussions are kept in strict confidence.</p>	
2.11.7	<ol style="list-style-type: none"> 01. Establishes, with the mentee, the mentee's explicit goals and objectives for the relationship 02. Takes the initiative in the relationship, but allows the mentee to take responsibility for their growth, development, and career planning 03. Commits to fostering the relationship for the specified period of time 04. Commits to meeting with mentee on a regular basis (not normally 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 09. Reviews goals and objectives of the relationship with the mentee 	Responsibilities

	<p>midway and at the end of a formal, long-term relationship (those lasting 6-12 months)</p> <ol style="list-style-type: none"> 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 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 <p>Ends the relationship at the agreed upon time</p>	
2.11.8	<p>Benefits of mentoring include:</p> <ol style="list-style-type: none"> 01. Providing a timely and structured learning and development opportunity based on the specific needs of the employee and delivered at their own pace; 02. Improving confidence and self-esteem; 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; 07. Providing an opportunity for employees to reflect on and plan their career development. 	<p>The Benefits of of Mentoring at at University</p>

2.11.9

Programme	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1 Workshop for developing undergraduates leadership qualities and positive attitudes												
2 Supporting and encouraging undergraduates to do Self-Assessment												
3 Programme for improving soft skills of undergraduates.												
4 Supporting and encouraging undergraduate students to learn from their peers.												
5 Encouraging undergraduates to share their conduct, punctuality and basic discipline.												
6 Acting as a mentor to the undergraduate students, supporting and guiding them in a friendly atmosphere on how they can maintain positive relationships with the academic staff and the peers and community.												
7 Advising undergraduate students on opportunities for professional consultation and supporting them individually and in groups.												

Time Frame for Supervising and Professional Guidance of Undergraduate Students