

The Making of a Mentor

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Appendix

1. Introduction to Mentoring

1.1 Historical perspective of mentoring

The phenomenon of mentoring dates back to ancient Greece and the mention of the concept started appearing in scholarly writings during the 19th century. It has evolved as a corollary of the progress of mankind and gained substantial popularity in recent years and garnered wide acceptability among business organisations around the world and in higher education as an emerging and highly promoted intervention. Mentoring has had its origin thousand years ago in Indian civilization in the form of Guru-Shishya relationship or the 'gurukula' system of education. Gurukula is an ancient Indian concept of education, wherein the student imbibed knowledge by residing with his or her teacher as part of his family. 'Guru' stands for the teacher/master and 'Kula' for his domain. Thus students of the gurukula lived a life of tutelage, obedience and discipline. The guru was not merely a teacher; he was a father, a guide, and a role model for all the students. Mentoring is not a fad of the day, but existed from time immemorial, in the Indian mythology.

However, the term mentor, originated in Homer's Odyssey when, Odysseus, King of Ithaca, went to fight in the Trojan War. He gave away the responsibility of nurturing and educating his son Telemachus to a wise and learned man named Mentor. Mentor served as a teacher and overseer to Odysseus' son. After the war, Odysseus was on exile for 10 years. Telemachus went in search of his father. He was accompanied on his quest by goddess Athena, who had then assumed the role of Mentor. Eventually, the father and son were united, and with the passage of time, the word mentor came to mean a trusted advisor, friend, teacher and a wise person.

The relationship between Mentor and Telemachus was a formal one. Odysseus requested Mentor to take on the role and established the parameters of relationship. Current formal mentoring programmes have a strong link to Odysseus' model of a mentor being a family friend, providing long term guidance and counsel.

1.2 What is Mentoring?

Mentoring is a one to one relationship between two people (Mentor and Protégé) where in a mentor willingly facilitates learning, shares knowledge, expertise and spends time to nurture and care for the mentee. It is a powerful intervention which can help a protégé grow and develop both personally and professionally. The mentees dream is central to mentoring.

Moses (1989) viewed mentoring as a relationship between a professor and an undergraduate or graduate student in which the mentor takes the mentee under his/her wing, assisting the student in setting goals, developing skills, and successfully entering both academic and professional circles. From this perspective, mentoring is regarded as a means of facilitating a student's intellectual development while ensuring their academic, personal and professional success.

1.3 Who is a Mentor?

A mentor is an adult who offers continued support, guidance and contributes towards the development of an individual. He is an influential person who significantly helps the protégé achieve major goals in life.

Alleman (2002) defines mentor as a person with greater rank, experience and/or expertise who teaches, counsels, inspires, guides and helps another person to develop both personally and professionally.

1.4 Who is a Protégé?

An individual who is under the protection, care or patronage of another person is called a protégé. Alleman and Clarke (2002) opine that a protégé is the less experienced person in a mentoring relationship. Phillips Jones (2001) says the word protégé came from the French verb, protégé, meaning to protect, and is used to denote both men and women who are helped to reach their career and life goals by mentors.

1.5 Types of Mentoring

Mentoring is classified as formal mentoring and informal mentoring.

Formal Mentoring refers to mentoring relationships where a third party sanctions an agreement between the mentor and the protégé. Formal mentoring program has:

- A designated programme co-coordinator or manager
- Clearly defined purpose (how mentoring will benefit mentors, mentees, the organization and other stakeholders) in alignment with the vision of the organization.

- Visible support and sponsorship from top management
- Processes to select and match participants
- Training for both mentors and mentees
- Continued support and training for mentoring pair
- Process for measurement, review, and continuous improvement
- Mentoring engagements lasting 9-12 months

Informal Mentoring comprises mentoring relationships where the mentor and the protégé, on their own accord, enter into a relationship. Informal mentoring programs include:

- Unspecified goals
- Unknown outcomes
- Self-selection of mentors and mentees
- Long-term mentoring
- No expert training or support
- Indirect organizational benefits

Different types of formal mentoring programs which cater to organisations' and individual needs (Lacey, 2001).

One-to-one mentoring

One mentor works with one protégé in a close one-to-one hierarchical relationship. This model is expensive over time and severely limits the numbers of matching that can be made. It provides a guaranteed commitment of the mentor to each mentee.

Mentoring hubs

This model includes a mentor working with a number of mentees simultaneously. On some occasions the mentor works with each mentee individually and on other occasions the mentor would be with all the mentees as a group. This model increases the number of matches that can be made but requires larger time and commitment on the part of the mentor. It is very difficult to guarantee equal commitment to each mentee. The mentees in this type of matching will need to be more self-reliant and take more responsibility for their own development.

On-site Mentoring

In this model the mentor is usually considered to be someone in a more senior position than the mentee in the organization but is not mandatory. Effective mentors can also be a more experienced peer. Most organisations practice on site mentoring.

Off-site mentoring

Large organisations have the ability to locate mentors from a variety of work sites. The mentee has the opportunity to see a variety of ways of working and management styles. The mentor is different from the mentee's direct line manager. Management of leadership skills can be transferred from one setting to many others.

Group mentoring

In group mentoring, a number of mentees are brought together with a few mentors. The group meets on a regular basis and jointly chooses topics relevant to the mentees. This group setting allows mentees to gain insight from more than one mentor, in addition to receiving peer mentoring from the other mentees. The mentees normally set the agenda for the group. A critical factor in group mentoring is the trust built among group members. The ability to provide this type of environment is affected by the size of the group, which normally does not exceed 15 members, both mentees and mentors together.

Peer mentoring

Miller (2002) opines when people of similar age and / or status take on the roles of mentor and mentee, it is called as peer mentoring and is more likely to be of the one-to-one type of mentoring. Mentors in peer mentoring can be of the same age, peer age (1-3 years of age difference) or cross age (4 years or more). In case of further or higher education, they may be of the same age. The main aim of peer mentoring has been the subject learning. Concerned with supporting basic skills, they also include the development of high-order knowledge and skills in higher education or in professional development.

Tele-mentoring

Tele-mentoring involves the use of technology to develop the mentoring relationships. Tele-mentoring can use e-mail, text, audio or video conferencing or a combination of these varied means of communication. It has been defined as the use of e-mail or computer conferencing systems to support a mentoring relationship when a face-to-face relationship is impractical. Tele-mentoring was first used for the professional development of teachers in curriculum development and use of new technologies. In 1993 the University of Texas launched the first and most ambitious, Tele-mentoring programme for the students.

1.6 Functions of mentoring

This mentoring process comprises of two important functions classified as 'career function' and 'psychosocial function' (Kram, 1983).

Career function

Career functions are those aspects of mentoring that prepare the protégé for career advancement. These functions include nominating the protégé for desirable projects, lateral moves and promotions; providing the protégé with assignments that increase his/her visibility to organisational decision makers and exposure to future opportunities; sharing ideas, providing feedback and suggesting strategies for accomplishing work objectives; reducing unnecessary risks that might threaten the protégé's reputation; and providing challenging work assignments.

Psychosocial function

Psychosocial or social support represents the emotional side of mentoring and includes listening to a protégé's concerns and counseling a protégé. Psychosocial function enhances confidence, sense of competence, clarity of identity, and effectiveness in a professional role. This function includes the mentor serving as a friend, counselor and role model who exhibits appropriate attitude, values and behavior for the protégé to imbibe.

1.7 Stages of the Mentor-Protégé Relationship

Stage 1 – Getting to Know You

In the first stage, the mentor and protégé are getting acquainted and learning each others' strengths, similarities, and personal traits. They are learning how each likes to communicate, exploring the boundaries of trust, and considering how the relationship can operate most effectively. In this beginning stage, the mentor takes the lead in providing guidance to the protégé. The protégé's primary focus is on getting things done. Questions often center on an "I need to know *now*" basis.

Stage 2 – Building a Relationship

In the second stage, the mentor and protégé begin to examine more substantive issues, such as how to deal with assignments and projects. The mentor begins seeking suggestions from the protégé rather than providing "pat" answers on how to handle situations. They have a better understanding of how to relate to each other and trust is likely to be present. The protégé is overwhelmed with various responsibilities entrusted to him/her by the mentor.

Stage 3 – Cementing the Relationship

This stage is characterized by a strengthened relationship, with the mentor and protégé working somewhat like partners. There is strong trust between the pair. They enjoy working with each other, planning, reflecting, and sharing ideas. The protégé feels more confident of her abilities. Instead of providing a solution to every problem, the mentor solicits ideas from the protégé and then offers suggestions only as requested or needed. When suggestions are provided, the suggestions include providing guidance on how to implement strategies or how to prioritize areas of need. With the help of the mentor, the protégé is developing an ever-widening repertoire of strategies

Stage 4 – Closing the Relationship

In the final stage, as the protégé becomes more confident and competent, the mentor begins to withdraw from the relationship and serves as a guide encouraging the protégé to become independent. Instead of providing answers to the protégé's questions, the mentor asks questions that help the protégé reflect and analyze situations. This guidance helps the protégé to develop the capability to analyze situations independently. The mentor also introduces the protégé to resources that can support self-growth. Eventually the mentor and protégé terminate the formal relationship, and it is transformed into that of professional colleagues.

1.8 Theories underpinning Mentoring

Pygmalion Effect & Self-fulfilling prophecy

Pygmalion is a play written by George Bernard Shaw in 1912, named after a Greek mythological character Pygmalion.

The Story of Pygmalion and Galatea

“If you gods can give all things, may I have as my wife, I pray... one like the ivory maiden.” ~Pygmalion

Pygmalion, the mythical king of Cyprus, had many problems when dating women. He always seemed to accept dates from the wrong women. Some were rude, others were selfish; he was revolted by the faults nature had placed in these women. It left him feeling very depressed. He eventually came to despise the female gender so much that he decided he would never marry any maiden. For comfort and solace, he turned to the arts, finding his talent in sculpture. Using exquisite skills, he carved a statute out of ivory that was so resplendent and delicate no maiden could compare with its beauty. This statute was the perfect resemblance of a living maiden. Pygmalion fell in love with his creation and often laid his hand upon the ivory statute as if to reassure himself it was not living. He named the ivory maiden Galatea and adorned her lovely figure with women's robes and placed rings on her fingers and jewels about her neck.

At the festival of Aphrodite, which was celebrated with great relish throughout all of Cyprus, lonely Pygmalion lamented his situation. When the time came for him to play his part in the processional, Pygmalion stood by the altar and humbly prayed: *“If you gods can give all things, may I have as my wife, I pray...”* he did not dare say *“the ivory maiden”* but instead said: *“one like the ivory maiden.”* Aphrodite, who also attended the festival, heard his plea and she also knew of the thought he had wanted to utter. Showing her favor, she caused the altar's flame to flare up three times, shooting a long flame of fire into the still air.

After the day's festivities, Pygmalion returned home and kissed Galatea as was his custom. At the warmth of her kiss, he started as if stung by a hornet. The arms that were ivory now felt soft to his touch and when he softly pressed her neck the veins throbbed

with life. Humbly raising her eyes, the maiden saw Pygmalion and the light of day simultaneously. Aphrodite blessed the happiness and union of this couple with a child. Pygmalion and Galatea named the child Paphos, for which the city is known until this day. Story Location Clue: Pygmalion and Galatea lived out their days in the city of Paphos located west of the Troodos Mountain Range along the western coast of Cyprus. This city is also north and west of Aphrodite's Rock.

The **Pygmalion effect** is the phenomenon in which the greater the expectation placed upon people, the better they perform. Process by which one's expectation about another person eventually leads the other person to behave in ways that confirm these expectations.

Rosenthal and Jacobson (1968) of Harvard University demonstrated that a teacher's expectation for a pupil's intellectual competence can come to serve as an educational self-fulfilling prophecy. The early years in a business organisation when young people can be strongly influenced by management expectations, are critical in determining future performance and career progress.

Self-fulfilling prophecy is when a person unknowingly causes a prediction to come true, due to the simple fact that he or she expects it to come true. In other words, an expectation about a subject can affect our behavior toward that subject, which causes the expectation to be realized.

Mentorship as a social exchange

The theory of Social Exchange is based on the exchange of rewards and costs to quantify the values of outcomes from different situations for an individual. People strive to minimize costs and maximize rewards and then base the likeliness of developing a relationship with someone on the perceived possible outcomes. When these outcomes are perceived to be greater, we disclose more and develop a closer relationship with that person.

Theoretical perspectives such as social exchange (Homans, 1958) provide a useful framework for examining dyadic issues related to perceived cost and benefits of mentoring. Social exchange theory has been cited extensively in support of many recent

mentoring studies (Scandura and Schriesheim, 1994 and Young and Perrewe, 2000b). The idea behind social exchange is that the mentoring relationship, like any relationship, involves costs and benefits associated with participation in the relationship. Costs to the mentor could include time, efforts, and risks associated with working with a visible protégé, whereas benefits include career revitalization and learning (Kram, 1985). Similarly, costs to the protégé include time, effort, and risks associated with offending influential others (Kram, 1985 and Scandura, 1998), whereas benefits include visibility, knowledge and advice (Kram, 1985).

The Similarity-Attraction Paradigm

The similarity-attraction paradigm stems from a social psychology view of relationships, integrating aspects such as similarity, attractiveness, and liking (Berscheid, 1994; Byrne & Griffitt, 1973; Sprecher, 1998). Byrne and Griffitt (1973) presented the similarity-attraction paradigm to explain that human beings have a natural tendency to be attracted to, and thus feel liking for, individuals perceived to be similar in terms of physical characteristics, personality, attitudes, and behaviors. According to the authors, there is a certain perceived reward from recognizing shared attitudes between oneself and another person, whereas there is an inherent discomfort or punishing effect associated with dissimilarity. Within the context of mentoring relationships, individuals must work together, communicate with one another, and possibly interact on a more social level. Although gender similarity is one factor relevant to similarity attraction and mentoring, attitude similarity and other factors have been found to be important (Kalbfleisch, 2000; Turban, Dougherty, & Lee, 2002). Ensher and Murphy (1997) found that when protégés perceived themselves to be similar to their mentors in terms of perceptions and values, they had greater liking for and satisfaction with mentors and reported having more contact with mentors.

Attachment Theory

Attachment theory supports the idea that our ability to develop and maintain relationships begins at a very early age based on our attachment to a parent or primary caretaker (Ainsworth, Blehar, Waters, & Wall, 1978; Bowlby, 1969). As children, we

develop feelings of security or insecurity through our relationship with parents and our experiences. If we have had successful and secure attachment as children, we may be more likely to pursue relationships and may be more confident that we can successfully develop relationships. Related to mentoring, if we haven't developed a fully functional sense of security about relationships, in general, our ability to develop mentorships may be hindered.

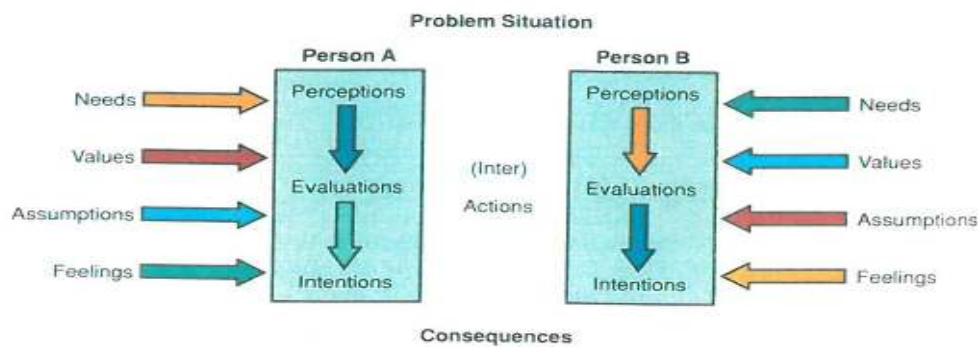
Attachment theory indicates that our general relationship skills have much to do with the success or transformations that take place in a mentorship. As mentoring relationships typically move through a succession of stages from early development and getting to know one another to a more focused work effort, and eventually toward separating from the mentor as a teacher, guide, and advisor, a mentor and protégé must deal with changing expectations of a mentoring partner (Kram, 1983). Attachment theory is relevant at all stages in a mentoring relationship. At early stages of a mentoring relationship, a mentor and protégé must share enough information about themselves and expectations for the relationship to initiate a healthy mentorship. At later stages of a mentorship, the mentoring partners are more knowledgeable about each other and how to work within the mentorship. The protégé will become less reliant on the mentor and, over time, the mentorship transforms. Kram (1983) described this transformation and the separation phase of a mentorship as potentially leading to a healthy long-term personal friendship, or if the separation is not successful, the mentor and protégé might end the relationship in anger or resentment. The success of the separation, according to Kram, depends on the extent to which the mentor and protégé can cope with relationship changes.

The A-B Model of Interpersonal Relationship

The A-B model in figure: 1 illustrates the chain of rapid events that occur between two interacting people. Both parties have *needs* they want to satisfy and set of *values* indicating the most desirable ways of doing so. Sometimes needs are satisfied through defense mechanisms that protect established self-concepts and frames of reference regardless of their current appropriateness. Based on past experiences, both people also make *assumptions* about the nature of the other and of the particular kind of situation they are in (e.g. competitive or cooperative). Each person develops positive or negative *feelings* that contribute to enhanced or diminished *perceptions* of self, the other, and the current

situation. These perceptions contribute to *evaluations* of the other person in this situation and lead to the formulation of *intentions* to interact in specific ways to accomplish personal objectives. The *consequences* of that behavior and subsequent *interactions* generate new input for another loop of interactions.

Figure: 1 the A-B Model



Relationship tend to be *reciprocal* in nature; one person will most often treat another the same way he or she is, or expects to be, treated by that person. In an enduring productive relationship like mentoring, the mentor and especially the protégé expects positive reciprocity – an exchange of benefits in their interpersonal transactions. For example, if A the mentor assumes that B the protégé perceives him or her negatively, A may feel diminished, causing him or her to perceive protégé B negatively and interact with him or her accordingly. Even if A's first assumption about the protégés was incorrect, the subsequent behavior of the mentor and protégé may make this incorrect assumption come true and a negatively reciprocal relationship may emerge. Many times the stage is set for a particular type of reciprocity by various personality factors or pre-existing interaction climates.

1.9 Mentoring as an Intervention in Academics and Higher Education

Mentoring is emerging as a highly promoted intervention (Kram, 1984). Experts in higher education are focusing on implementing new and flexible learning strategies to improve the quality of education. Mentoring is being considered as an intervention to improve an

individual both personally and professionally and for achieving this; it is integrated as an important element in pedagogy. Traditionally, business schools have focused on the academic preparation of students. The management institute is an ideal seat for holistic development and enrichment of skills of prospective managers. It is essential for management institutes to mentor the managers of tomorrow by developing and nurturing their soft and hard skills. Mentoring programmes attempt to bridge the gap between academic training and students' successful entry into the business world. Studies conducted in educational settings indicate that faculty mentors improve the student's employment possibilities (Cameron, 1978), professional skills (Bova and Philips, 1984) and professional growth (Harris and Brewer, 1986). Faculty mentors also have reported that their own growth continues when they mentor students (Busch, 1985). Programmes like teacher-training courses rely heavily on mentoring as a mechanism to support students in the attainment of their professional qualification.



Activity.1: Your personal journey and timeline.

Participants: All

Material: Chart Paper, sketch and color pencils

Back ground information

One of the best ways for you to affect your mentoring future is to learn from your life up to now. Let's try to bring back some faded memories from your past. Get very comfortable and start to think about the people significant to you, your career, and your life in general. Sit back and picture the various stages of your life, starting with when you were a young child. Picture your teens, early adult years or adulthood years? Whose face comes into your mind? Identify the people who were important and instrumental in making a difference in your young life?

Instructions

1. Use words symbols or drawings to sketch your personal journey on the given chart paper. Make a note of all the life events (personal and professional) you have come across.
2. Focus on the milestones and transitions (positive and negative) and the impact it has had over your development.
3. Review your time line of events and add the names of individuals, who contributed to your development, also add the names of individuals who created obstacles in your life.
4. Identify opportunities they provided and how they helped you grow and develop.
5. Identify obstacles they created in the way of your life journey.

6. Note 'unexpected delights'-events and experiences that were not planned but just happened.
7. What feelings do these people evoke in you (Pride, gratitude, amusement, admiration, sadness, frustration)
8. Add the name of individuals whom you have influenced in life and mention their accomplishments.
9. What was your experience and learning's that emerged as you reviewed your time line of experience.

Learning Outcome

Uniqueness of each and every person: Reflecting on the journey one has tread so far helps a teacher mentor understand how unique each one of you are by way of your purpose, experience, challenge, and accomplishments in life. In a mentoring relationship gaining self awareness is important in order to facilitate effective learning.

2. What makes a mentor and mentees relationship effective?

2.1 Socio-Demographic Factors and its impact on mentoring

The most common characteristics that influence the mentoring relationship are the mentor's age, gender, organizational position, power and self confidence. Similarly the age of the potential protégé may also be an important factor in the selection process and protégé's gender, like mentor's gender, will influence the nature and outcomes of mentor- protégé relationships.

Age

Levinson et al. (1978) argued that ideally a mentor should be approximately half a generation older (i.e. 8 to 15 years) than a protégé. If the mentor is much older, the relationship may take on qualities of a parent and child relationship, and if the mentor is too close in age to the protégé, the pair may become more like friends or peers.

A young mentor is not perceived as matching his or her role well. A younger individual may elicit stereotypes of being inexperienced and naive; this certainly does not fit the typical characteristics of a mentor.

Gender

Gender has been studied as an important factor which influences groups and dyadic functioning. Differences in outcomes for men and women in terms of receiving mentoring and mentoring outcomes have been evidenced in research (Burke et al., 1990). According to Ragin's theory regarding diversified mentoring relationships, gender makes a difference in mentoring relationships because the mentoring partners are members of groups that possess differing degrees of power within the organisations. In fact, some researchers have described gender in the workplace as an institution in which expectations about gender-related behaviors and roles of men and women are entrenched in our thinking about work and gender (Martin, 2004; West & Zimmerman, 1987). Women are perceived much differently from and less favorably than men in the workplace in terms of competence, emotional stability, independence, and rationality (Heilman, Block, & Martell, 1995). However, mentoring research provides contradictory findings related to gender in that some researchers have found that men and women have equal access to mentors (Cox & Nkomo, 1991) and that men and women are equally willing to mentor others (Allen, Poteet, Russell, & Dobbins, 1997; Olian, Carroll, & Giannantonio, 1993), whereas other findings have shown that men and women experience vastly different outcomes depending on the gender of a mentor or protégé. For example, men who are mentored by male mentors receive greater benefits than women or men mentored by female mentors (Ragins & Cotton, 1999).

Experience

It is evident from literature that typically, mentors are experienced individuals committed to facilitating upward mobility and support for a protégé's personal and professional development. Allen et al. (1997) says successful mentors often view the experience as an opportunity to make productive use of their knowledge and work experience during their mid career (Freedman, 1988 and Levinson et al., 1978).

2.2 Mentor Competencies

Competence are attributes (knowledge, skills, attitudes) which enable an individual or group to perform a role or set of tasks to an appropriate level or grade of quality or achievement and thus make the individual or group competent in that role (Walker, 1992).

In selecting a mentor, a good starting point is having a clear sense of the qualities that make a good developer of other people's potential. Ideal mentor for one person may be a disaster for another.

Clutterbuck, (2000 a) identified ten core mentor competencies and are as follows:

- Self Awareness (Understanding Self)
- Behavioural Awareness (Understanding Others)
- Professional Savvy
- Sense of Humour
- Communication Competence
- Conceptual modeling
- Commitment to own continued learning
- Strong interest in developing others
- Building Rapport and Relationship Management
- Goal Clarity

Allen et al. (1997) says each stage of an individual's academic and career development may require a different type of mentor with different types of skills and knowledge. Heterogeneity with respect to the educational level has also been found to have an effect on group functioning. Individuals who are the most dissimilar from the work group in terms of education have been found to be the least well integrated (Kirchmeyer, 1995).

2.3 Personality traits of a Mentor:

Personality types open a window to a better understanding of the personal preferences and people's ways of functioning. In the context of mentoring, consideration of individual personality types can provide important insights into how mentors interact,

make decisions, and perceive different situations interpersonally and take actions in the workplace. Looking at personality differences is particularly helpful in the areas of growth and development of self and of those one proposes to help. For mentors, learning about their personality types and its implications is an interesting and insightful tool for self-reflection and discovery.

Only very few studies have examined the significance of personality-related predictors to the process of mentoring. Allen and her colleagues (Allen, 2003 and Allen et al., 1997a) found that pro-social personality features like empathy and readiness to help others predicted the willingness to mentor others. Other researchers supported locus of control (Allen et al., 1997b and Turban and Dougherty, 1994) and upward striving (Allen et al. 1997b and Hunt and Micheal, 1983) as personality-based motivators of mentoring activities. Waters (2004) found that the personality characteristics of mentor and protégé, specifically **agreeableness, openness, and extraversion** were significant predictors of protégé–mentor agreement about the provision of psychosocial support. George MP (2008) found **extraversion; openness and conscientiousness** influenced the mentoring activities initiated by teacher mentors. Apart from this a mentor should also possess three character traits: integrity, maturity and mental abundance. Trustworthiness flows from these character traits.

Big Five Traits

Openness

The elements of openness are active imagination, aesthetic sensitivity, attentiveness to inner feelings, and preference for variety, intellectual curiosity and independence of judgment. Open individuals are curious about both inner and outer world and their lives are experientially richer. They are willing to entertain novel ideas and unconventional values and they experience both positive and negative emotions more keenly than do closed individuals. Men and women who score low on openness tend to be more conventional in behavior and conservative in outlook (Costa and McCrae, 1992).

Conscientiousness

The conscientious individual is purposeful, strong willed, and determined. On the positive side, conscientiousness is associated with academic and occupational

achievement. On the negative side, it may lead to annoying fastidiousness, compulsive neatness or workaholic behavior. Conscientiousness is an aspect of what is called character; high conscientiousness is scrupulous, punctual, and reliable. Those with Low scores are not necessarily lacking in moral principles, but are less exacting in applying them (Costa and McCrae, 1992).

Extraversion

Extraverts are sociable, but sociability is only one of the traits that comprise the domain of extraversion. Extraverts are assertive, active and talkative. They like excitement and stimulation and tend to be cheerful in disposition. They are upbeat, energetic, and optimistic. (Costa and McCrae, 1992).

Agreeableness

Agreeableness is primarily a dimension of interpersonal tendencies. The agreeable person is fundamentally selfless. He or she is sympathetic to others and eager to help them and believes that others will be equally helpful in return. By contrast the disagreeable or antagonistic person is ego-centric, skeptical of others' intentions and competitive rather than cooperative (Costa and McCrae, 1992).

Neuroticism

The most pervasive domain of personality scale that contracts adjustment or emotional stability is neuroticism. The general tendency to experience negative affects such as fear, sadness, embarrassment, anger, guilt and disgust is the core of neuroticism domain. Men and women high on neuroticism are also prone to have irrational ideas, to be less able to control their impulses and to cope more poorly than others with stress. Individuals who score low on neuroticism are emotionally stable. They are usually calm, even-tempered, relaxed and able to face stressful situations without becoming upset or rattled. (Costa and McCrae, 1992).

2.4 Different behavioral styles

Understanding the different behavioral styles will help a mentor to know exactly where he or she fits in so that they can tune themselves to make the rapport sturdy.

A person's habitual way of interacting with other people is his or her behavioral style can be determined by two dimensions 1.Responsiveness and 2.Assertiveness.

- **Responsiveness** is a person's degree of readiness to show emotions and develop relationships.
- **Assertiveness** refers to the amount of control a person tries to exercise over the other people.

A key interpersonal skill is to know how to adapt one's own behavioral style to others' in order to avoid alienation. The different behavioral styles are as follows;

Analytical: Analytical people are known for being systematic, well organized and deliberate. These individuals appreciate facts and information presented in a logical manner as documentation of truth. They enjoy organization and completion of detailed tasks. Others may see him at times as being too cautious, overly structured, someone who does things too much 'by the book'.

Terms that best define them are: controlled, orderly, precise, disciplined, deliberate, cautious, diplomatic, systematic, logical, and conventional.

Driver - They thrive on the thrill of the challenge and the internal motivation to succeed. Drivers are practical folks who focus on getting results. They can do a lot in a very short time. They usually talk fast, direct and to the point.

Terms that best define them are: action-orientated, decisive, problem solver, direct, assertive, demanding, risk taker, forceful, competitive, independent, determined, and result-orientated

Amiable - They are dependable, loyal and easygoing. They like things that are non-threatening and friendly. They hate dealing with impersonal details and cold hard facts. They are usually quick to reach a decision. Often described as a warm person and sensitive to the feelings of others but at the same time wishy-washy (half hearted).

Terms that best define them are: patient, loyal, sympathetic, team person, relaxed, mature, supportive, stable, considerate, empathetic, persevering, trusting, and congenial

Expressive – They are very outgoing and enthusiastic, with a high energy level. They are also great idea generators, but usually do not have the ability to see the idea through to completion. They enjoy helping others and are particularly fond of socializing. They are usually slow to reach a decision. **The terms that define best are: motivating, enthusiastic, convincing, impulsive, influential, charming, confident, dramatic, optimistic, and animated**

2.5 Six Behavioural Dimensions of Mentoring

A successful mentor employs six behavioural dimensions that contribute to the effectiveness of mentoring. These six behavioral comprise of 1) relationship emphasis, 2) information emphasis, 3) confrontive focus, 4) facilitative focus, 5) mentor model, and 6) student vision is described below along with the norms for classification.

Relationship emphasis

This function involves active empathetic listening, a genuine understanding and acceptance of protégés feelings which creates trust between the mentors and protégés.

Guidelines:

Mentor should adopt a win-win approach (mutual benefit)

Mentor should be cooperative and not competitive

Mentor must always be accessible

Mentor must seek more information about the mentee

Believe in the best of other people

Demonstrate Trustworthiness

Keep communication confidential

Make promises only to the protégé

Keep up all promises made to the protégé

Listen more and maintain regular communication by any means

Seek assistance if the relationship is not compatible or end the relationship.

Informative emphasis

This function is involved in gathering detailed information and better understanding of the strength and weakness of the protégé which helps the mentor offer appropriate advice and suggestions required for protégés advancement in career.

Guidelines

- Communicate clear expectations as a mentor
- Know the expectations of the protégé
- Seek for ideas from the protégé and listen with empathy
- Collect information about future learning and training plans
- Collect information on career choice and goals
- Provide sufficient and concrete information- training
- Map out realistic step-by step strategies

Facilitative focus

This function involves in – depth exploration of the protégé interests, abilities, ideas and beliefs. The purpose is to assist protégés in considering alternatives and options while reaching their own decisions about attainable personal, academic and career objectives.

Guidelines:

- List the human, financial, technical or organizational resources available for accomplishing the results.
- Specify boundaries and deadlines for accomplishing the results
- Identify the standards and methods of measurement for progress and accomplishment.
- Explore interest's ideas and beliefs
- Revealing about attainable objectives
- Discuss your thoughts or plans for the protégés career /training/education.

Confrontive focus

This function involves respectfully challenging protégés explanations for or avoidance of decisions and actions relevant to their development as adult learners. This is to help protégés attain insight into unproductive strategies, behavior and to evaluate their need and capacity to change.

Guidelines:

Determine the reason for achieving and not achieving the desired results.

Focus on the positive but provide constructive feedback on improvement areas

Mentor should make the protégé aware of an unproductive behaviour accurately at the right time.

Mentor should provide insights into unproductive strategies

Mentor should point out inconsistencies arising from misinterpreted information

Limited knowledge or distorted perception.

Mentor should refer mentees to professionals who could reassure and provide clarity

Mentor model

The mentor reveals his own life experiences and feelings as a role model to the protégés in order to personalize and enrich the relationship. The purpose is to motivate protégés to take necessary risks and to overcome difficulties in their own journeys towards educational and career goals.

Guidelines:

Mentor should share his work experience and career goals

Insights about how difficulties were overcome.

Mentor should explain how he made use of opportunities

Mentor should disclose life experiences (success and disappointment) with the protégé

Student vision

The mentor stimulates the protégés to critically think about the future career, help understand his latent and potential skills. The purpose is to inculcate initiative in managing their transitions through life events as independent adult learners.

Guidelines:

Mentor should instill confidence and help protégé understand his potential.

Mentor should provide accurate career options suitable for a mentee

Realistic career /education and training plans

Help mentee take informed and reflective choices.

Make the mentee understand about the new competencies and skills he has to acquire.

Help mentees manage stress and change. Help Mentee envision his future realistically.

INVENTORY- I

Instruction to the respondent

This section of the questionnaire seeks to collect the description of your personality trait on the five factors mainly neuroticism, extraversion, openness, agreeableness, conscientiousness.

Directions: Read each statement carefully and respond by putting [√] mark against the rating scale that best represents your opinion. Please note there are no correct and wrong answers.

SD *Strongly Disagree*; **D** *Disagree*; **N** *Neutral*; **A** *Agree*; **SA** *Strongly agree*

1. I am not a worrier. SD D N A SA
2. I like to have a lot of people around me. SD D N A SA
3. I don't like to waste my time daydreaming. SD D N A SA
4. I try to be courteous to everyone I meet. SD D N A SA
5. I keep my belongings neat and clean. SD D N A SA
6. I often feel inferior to others. SD D N A SA
7. I laugh easily. SD D N A SA
8. Once I find the right way to do something, I stick to it. SD D N A SA
9. I often get into arguments with my family and co-workers. SD D N A SA
10. I am pretty good about pacing myself so as to get things done on time. SD D N A SA
11. When I am under a great deal of stress, sometimes I feel I am going to pieces. SD D N A SA

SD *Strongly Disagree*; D *Disagree*; N *Neutral*; A *Agree*; SA *Strongly agree*

12. I don't consider myself especially light hearted. SD D N A SA
13. I am fascinated by the patterns I find in art and nature. SD D N A SA
14. Some people think I am selfish and egotistic. SD D N A SA
15. I am not a very methodical person. SD D N A SA
16. I rarely feel lonely or blue. SD D N A SA
17. I really enjoy talking to people. SD D N A SA
18. I believe letting students speak to controversial speakers can only confuse and mislead them. SD D N A SA
19. I would rather cooperate with others than compete with them. SD D N A SA
20. I try to perform all tasks assigned to me conscientiously. SD D N A SA
21. I often feel tense and jittery. SD D N A SA
22. I like to be where the action is. SD D N A SA
23. Poetry has little or no effect on me. SD D N A SA
24. I tend to be doubtful and questioning about others intentions SD D N A SA
25. I have a clear set of goals and work towards them an orderly fashion. SD D N A SA
26. Sometimes I feel completely worthless. SD D N A SA
27. I usually prefer to do things alone. SD D N A SA
28. I often try new and foreign foods. SD D N A SA

SD *Strongly Disagree*; D *Disagree*; N *Neutral*; A *Agree*; SA *Strongly agree*

29. I believe that most people will take advantage of me if I let them. SD D N A SA
30. I waste a lot of time before settling down to work. SD D N A SA
31. I rarely feel fearful or anxious. SD D N A SA
32. I often feel as if I am bubbling with energy. SD D N A SA
33. I seldom notice moods or feelings that different environments produce. SD D N A SA
34. Most people I know like me. SD D N A SA
35. I work hard to accomplish my goals. SD D N A SA
36. I often get angry at way people treat me. SD D N A SA
37. I am a cheerful, high-spirited person. SD D N A SA
38. I believe we should look to our religious authorities for decisions on moral issues. SD D N A SA
39. Some people think of me as cold and calculating. SD D N A SA
40. When I make a commitment, I can always be counted on to follow through. SD D N A SA
41. Too often, when things go wrong, I get discouraged and feel like giving up. SD D N A SA
42. I am not a cheerful optimist. SD D N A SA
43. Sometimes when I am reading poetry or looking at a work of art, I feel a chill or wave of excitement. SD D N A SA
44. I am hard headed and tough-minded in my attitudes. SD D N A SA

SD *Strongly Disagree*; **D** *Disagree*; **N** *Neutral*; **A** *Agree*; **SA** *Strongly agree*

45. Sometimes I am not as dependable or reliable as I should be. **SD** **D** **N** **A** **SA**
46. I am seldom sad or depressed. **SD** **D** **N** **A** **SA**
47. My life is fast-paced. **SD** **D** **N** **A** **SA**
48. I have little interest in speculating on nature of universe or the human condition. **SD** **D** **N** **A** **SA**
49. I generally try to be thoughtful and considerate. **SD** **D** **N** **A** **SA**
50. I am a productive person who always gets the job done. **SD** **D** **N** **A** **SA**
51. I often feel helpless and want someone else to solve my problems. **SD** **D** **N** **A** **SA**
52. I am a very active person. **SD** **D** **N** **A** **SA**
53. I have a lot of intellectual curiosity. **SD** **D** **N** **A** **SA**
54. If I don't like people, I let them know it **SD** **D** **N** **A** **SA**
55. I never seem to be able to get organized. **SD** **D** **N** **A** **SA**
56. At times I have been so ashamed that I just wanted to hide. **SD** **D** **N** **A** **SA**
57. I would rather go my own way than be a leader of others. **SD** **D** **N** **A** **SA**
58. I often enjoy playing with theories or abstract ideas. **SD** **D** **N** **A** **SA**
59. If necessary, I am willing to manipulate people to get what I want. **SD** **D** **N** **A** **SA**
60. I strive for excellence in everything I do. **SD** **D** **N** **A** **SA**

☆ **Activity 2: Reflecting the qualities of the mentor (Think, pair and share)**

Back Ground

Each and every one of us had consciously or unconsciously had a mentor at some point of time. Think about your mentoring experience and the people who were instrumental in guiding, supporting and strengthening you all through the years and have helped you reach which ever position you are in society.

1. Do you think you had the privilege of having a mentor?
2. When did your relationship begin with the person? Does your relationship continue?
3. Describe the mentoring relationship(s).
4. Next to each name write down at least one or two specific skills, qualities, and experience your mentor possessed. What did you appreciate most in the person who mentored you, is it his /her knowledge in the discipline, personal skill, qualities, and experience. What was the least satisfying experience you have ever had?

Knowledge	Skill	Qualities	Experience

5. What did you learn (qualities you imbibed and skill acquired) from your mentor?
6. What do you think should be the qualities of an effective mentee?
7. As a group record the qualities of an effective mentor and mentee on a sheet of paper.
8. Each group should share the results to the rest of the groups

3. Mentoring Activities and roles assumed by mentors

The relationship between a mentor and protégé is primarily established through planned activities. Mentors may use a set of specific activities broadly classified as Guiding, Helping and Encouraging activities. The mentoring activity scale comprises three subscales on the factors 1.Guiding Activity (teach the job, provide challenge, and teach politics), 2. Helping Activity (career-help, protect and sponsor), and 3.Encouraging activities (career-counseling, protect and trust). Each of the activities measured have been detailed below:

Teach the job

This reflects in the amount and value of mentor behaviors that help a protégé learn how to perform job related tasks and accomplish work related goals and improve interpersonal skills. Mentor teaches by example, explanation and discussion, providing helpful information and giving feedback and act as a role model.

Provide challenge

This activity is reflected in the mentor behaviors that delegate and give responsibility to protégés, encourage protégés to take risks and assume initiative, and assign (or encourage protégés to take on) tasks.

Teach politics

This reflects in the amount and value of mentor behaviors that help the protégés to understand the behaviour of others, use and abuse of power, how to avoid pitfalls, and how to use the informal system to accomplish goals. They do this by example, explanation, discussion and giving feedback.

Career Help

This is reflected in the mentor behaviors that showcase the protégés and help the protégés achieve career goals by providing visibility, introductions and recommendations.

Protect

This activity is reflected in the amount and value of mentor behaviors that show the mentor is willing to provide a ‘safe place’ for the protégés to try out new ideas without

fear of penalty, is willing to bend rules for the protégés and is prepared to defend the protégés when necessary.

Sponsor

This is reflected in mentor behaviors that support the protégés initiatives and moves, show professional support for the protégés, and publicly acknowledge accomplishments of the protégé and endorse activities and provide visibility.

Career counseling

This activity is represented by mentor behaviors that provide clarifications, support, advice and insights for the protégé, encourage the protégés to develop a career plan, contribute to the protégés personal development, and act as a resource for the protégés when problems arise.

Friendship

This activity is brought out by mentor behaviors that show liking for each other, association in non-work situations, and concerns for each other's personal welfare.

Trust

This is reflected in the verbal expressions of confidence in the protégés, seeking the protégés opinion, and acts such as revealing sensitive or confidential information to the protégé and helps the protégés learn when to trust others.

The general activities found to be good in establishing relationship are:

- Sending birthday or holiday greetings
- Standing up for the youth when in trouble
- Exposing the protégé to the mentor's work
- Meeting for lunch or dinner
- Introducing protégé, to new people with different background.
- Jointly participating in events (Conference, workshops etc.,)
- Assisting the mentee in research/ projects
- Sharing social or cultural experiences

Different roles played by the mentor

Advisors - Mentors offer advice to protégés in learning new skills and information. They give advice based on wisdom or competence and extensive experience.

Confidantes - Mentors offer personal and emotional support to new teachers, while maintaining confidentiality.

Counselors - Mentors provide emotional support through empathetic understanding.

Facilitators - Mentors offer protégés assistance as they solve problems. This is done through questioning strategies, offering feedback, brainstorming, and proposing alternative solutions.

Connectors - Mentors work as advocates and link protégés to people, services and resources. As they introduce protégés to people inside the school, school system, or in the neighborhood, protégés develop an extended support system. Connecting protégés to resources such as books, articles, workshops, etc., opens the door to lifelong learning.

Learners - Mentors are role models in this community of learners. They learn new information, skills, and strategies with and from their protégés.

Coach – Mentors prompt growth through careful listening, asking reflective questions, and paraphrasing responses and concerns.

Guide - Mentors instruct protégés in the informal “unwritten rules” and norms of the job.

Role Model - Mentors model desired behaviors.

Teaching/ Tutoring - Mentors provide instruction in the specific formal skills and knowledge of the job.

Friend – Mentors act as friends to protégés. This can have both positive and negative consequences.

INVENTORY -II

Instruction to respondents

This section of the questionnaire seeks to collect information about your activities and inputs while you interact with your students. There could be a relationship that could be between you and your student in which you would attempt to teach, counsel, guide, and help your student to develop professionally and personally.

Directions: You may respond to each item below by putting a tick [√] mark against the rating scale at the most appropriate place that most describe your activities. There is no right or wrong answer. **If some of the statements do not apply to your interactions with your student, answer should be based on how you would probably interact if the specific situation were to arise with your student.**

	Very frequently or very likely	Frequently or likely	Sometimes or possible	Seldom or unlikely	Never or very unlikely
1. Provide informal feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Help turn failures into learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Model effective problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Point out and encourage the study of a variety of successful work styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide clear, specific, accurate information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Give important information when it is needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Very frequently or very likely

Frequently or likely

Sometimes or possible

Seldom or unlikely

Never or very unlikely

- 7. Coach in sidestepping entanglements and avoiding trouble.
- 8. Teach ways around obstacles.
- 9. Allow or expect to work out solutions to problems.
- 10. Consult whether assignments are challenging enough.
- 11. Encourage to take initiative and seek greater responsibility.
- 12. Encourage to take on project with wide scope.
- 13. Provide more challenge and opportunity for the protégé than for others.
- 14. Encourage to try risky situations.
- 15. Give (or encourage taking) a tough job that is something the protégé needs to learn professionally.
- 16. Give (or encourage to take) a tough job that will increase the self-confidence and contribute to personal development.
- 17. Explain how actions and strategies fit with real business objectives.

Very frequently or very likely

Frequently or likely

Sometimes or possible

Seldom or unlikely

Never or very unlikely

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 18. Discuss undercurrents, hidden agendas and body language after meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Instruct about potential political pitfalls. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Help anticipate and allow for the reactions and responses of others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Provide key political tips that are clear, specific, and accurate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Warn of and suggest ways for dealing with pending political risk. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Discuss "What if..." situations and various possible scenarios. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Teach strategies for dealing with ineffective or hostile superiors. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Use available power and resources to help the protégé reach career goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Recommend to a friend who is considering hiring someone with the protégés qualifications. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Contact friends in a position to offer the protégé an advantageous position. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Very frequently or very likely

Frequently or likely

Sometimes or possible

Seldom or unlikely

Never or very unlikely

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 28. Recommend the protégé for a scholarship, higher education in a foreign land or a reputed job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Give effective, well timed help in making career moves that are appropriate for the level of competence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Help make career moves that are in the right direction and advise what "dead end positions" to avoid. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Use available power and resources to help accomplish key tasks. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Help seek assignments outside the area of specialty to gain broader experience. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Defend the protégé when criticized by the mentor's own superiors. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Deviate from policy or bend the rules for the protégé when necessary. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Take personal risks to defend/protect the protégé in work related matters. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Provide an opportunity to defend ideas, try them out, and evaluate results. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Defend the protégé when criticized by the mentor's colleagues and peers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Very frequently or very likely

Frequently or likely

Sometimes or possible

Seldom or unlikely

Never or very unlikely

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 38. Provide a safe, protected environment for development of new and potentially controversial ideas, carefully timing exposure. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Provide protection that does not restrict the chance to learn from mistakes, but prevents disasters. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Give appropriate, effective protection when needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. Support actions, plans, ideas to higher levels in the organization. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. Offer to participate jointly in organization activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. Co-author articles or make joint presentations at professional meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 44. Recommend as a speaker for a seminar or meeting outside the organization. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. Recommend for key committees, special projects, community assignments, or professional organizations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. Send documentation of accomplishments to personnel file and bring to the knowledge of the head of the institution and the management. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Very frequently or very likely

Frequently or likely

Sometimes or possible

Seldom or unlikely

Never or very unlikely

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 47. Encourage to write articles for professional journals or present papers at professional meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. Effectively showcase potential or accomplishments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. Help define personal career goals and develop strategies to reach them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 50. Help recognize probable future directions of own and related fields. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51. Help assess the value of learning experiences and how they fit with the real world. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. Help understand risk and its relationship to growth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. Engage in informal counseling on an ongoing basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. Show clear understanding of the protégés situation when counseling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. Help to develop self understanding. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. Help to understand how career development works in the particular organization. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. Choose for a close friend. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. Invite the protégé to the mentor's home. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Very frequently or very likely

Frequently or likely

Sometimes or possible

Seldom or unlikely

Never or very unlikely

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 59. Have occasional lunch, dinner, coffee, or drink with the protégé only. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. Help with personal needs such as locating housing or finding financial assistance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. Invite to a social, cultural, or recreational event. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. Value the friendship. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 63. Show friendship that is warm and strong. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. Form a bond of friendship that is personal as well as professional. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 65. Consciously try to make the protégé feel like a valued member of the organization. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 66. Verbally express confidence in the protégé. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 67. Believe statements of and use information provided by the protégé. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 68. Relax around the protégé. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 69. Trust the protégé. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 70. Increase the protégé's self-confidence by showing trust and confidence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 71. Inspire to deserve the trust shown towards the protégé. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 72. By example, help learn when to trust others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Activity 3: Identifying the roles played by the mentor (Think, Pair, Enact)

Background Information

Mentors assume many roles (including advisors, confidantes, facilitators, coach, tutor, change agents, problem solvers, etc.) and initiate several activities (teach the job, provide challenge, teach politics, career help, protect, sponsor, career counseling, friendship and trust) in the process of mentoring. This reflective activity will focus on the roles that mentors may assume. As the roles become clearer, then the process and tasks become more evident.

Materials

- One Chart paper for each group of four participants
- Markers

Instruction

1. Think of a mentor who has been influential in your lives, think of the various roles that the mentor performed for you. Write all the roles that come to your mind.

Name of the Mentor:

- 1.
- 2.
- 3.

2. Share the roles with other people sitting at the table.
- 3.

Roles :

- 1.
- 2.
- 3.

4. As a group record the different roles on a sheet of paper. Each group should share the results to the rest of the groups.
5. Each and every group is requested to identify a role and enact it in the form of a role play. The group may use the personal experience of any of the participants as a scenario to enact the role chosen or assigned.

Eg. Role Play

Participants: Two

Tutoring Scenario

Role 1. You are the student

(Begin as if you've been waiting while the tutor reviews the material you brought in).

Your project/assignment is a bit of a wreck and you know it. You are counting on the mentor/teacher to help save you from a below average grade, even though you worked really hard to get as far as you did. You are basically hoping for as much help as you can get so you can get the best possible grade. You are a very sweet and needy person.

Role 2. You are the faculty mentor

(Begin by reviewing the students work). You are working with a student who only has one day before her project is due and it needs a lot of work both partly because the student doesn't seem to understand the material and partly because there are lots of careless errors. You can tell she is counting on you to help save her from a below average grade and she is really a sweet student who you know worked really hard to get the paper as far as it is. You know that without major intervention she is going to get unsatisfactory grade on the project/assignment, but you also know you can't teach her everything she needs to do well on the project.

Learning Outcome

Mentoring is similar to becoming a parent - mentors will assume many roles, continue to learn throughout the process, and confer it to others who succeed them. Although mentors assume many roles, they cannot assume all the roles mentioned above. Each one is unique and is experts in few roles and nobody is expected to carry out all the roles.



Purpose of life

Back ground

Each one of us understands we are unique by way of our qualities, values and skills. Obviously each one of us has a purpose in life and it is different from others. We do not want to create a vacuum while we are gone.

Activity: Obituary exercise

Participants: All

Instruction

1. Assume that you have died today at the ripe age of 90. Write down what your purpose/goal in life is and what you would have accomplished.

Purpose /Goal (two or three sentence):

2. Many of your friends, family (husband, children), students and well wishers have come to attend your funeral and they are asked to give a brief talk about you. What would you want them to say?

Relations	Brief talk
Husband	
Son	
Daughter	
Friends	
Students	

Learning Outcome: Try to align your purpose/goals in life with your obituary.

Evaluate Your Goals:

*Are the goals **Specific/precise**?*

Goals are concise, clear, and state what will be accomplished.

Are the goals **measurable**?

Goals can be measured in some way.

Are the goals **achievable**?

Goals are realistic and can be attained with available resources.

Do the goals **describe the desired outcome**?

Results will be clear when the goals are attained.

Take Home Activity: Evaluating personal strengths and challenges?

Background Information:

Some mentors are very modest about their abilities to mentor other adults, while others readily acknowledge their accomplishments and abilities. This activity helps mentors reflect on their personal strengths and areas that could be strengthened. Successful mentors are strong in personal, professional, and instructional areas.

Instruction:

The checklist below provides a description of the qualities, skills, and abilities necessary to become a successful mentor. You will possess many of these qualities, but probably not all. You also may have some positive characteristics that are not listed but that are unique to you. Rate yourself on the items on the checklist. The categories on the checklist are divided into personal, professional and instructional. Your responses to this checklist need not be shared with anyone, so please rate yourself honestly by placing a check in the appropriate column.

- **Note:** This is a highly personal activity and should not be shared with the entire group.

Qualities of Successful Mentors

	Strongly Agree	Agree	Disagree	Strongly Disagree
Personal				
I have excellent communication skills.				
I am patient and caring.				
I encourage, nurture, and appreciate diversity.				
I support and help other teachers.				
I am enthusiastic and optimistic.				
I am dependable and trustworthy.				
Professional				
I have strong skills in observing and giving feedback.				
I know teaching standards.				
I stay current in professional reading.				
I am a team player.				
I influence and know how to work within the system.				
I understand the policies and procedures.				
I abide by policies and procedures of the institution				
Instructional				
I apply effective classroom management techniques consistently.				
I think systematically and modify instruction to meet individual needs.				
I assess student learning and modify instruction as needed.				
I set high standards for myself and my students.				
I use many teaching techniques that are proven to be effective.				
I know my curricular content area(s).				
I can explain things on many levels of difficulty, adding details as necessary.				

Learning Outcome:

There is no ideal profile of a successful mentor; those that possess many of these traits are likely to do well. Try to consider ways they can improve on qualities that you marked in the “Disagree” and “Strongly Disagree” columns. If you need help in understanding any of the above mentioned aspects(institution and its policies) ask your senior colleague/mentor who is knowledgeable and trustworthy for help.

Categories of Concern for Novice Teachers

Professional

System concerns
Policies and procedures
Roles and responsibilities
Community values
Communicating within the system

Instructional

Observations and feedback
Obtaining resources and materials
Management/Discipline
Planning, organizing, and managing instruction
Assessing students/evaluating student progress
Using effective teaching methods
Individualizing student instruction

Personal

Emotional Support
Friendship
Encouragement
Adjusting to the teaching environment and role
Role Conflict

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APPENDIX -1

Mentor Profile Form	
Name:	Date:
Academic Background:	
Work Experience:	
a. Teaching:	
1.	
2.	
3.	
b. Industry Experience:	
1.	
2.	
3.	
Training Undergone:	
1.	
2.	
3.	
4.	
5.	
Achievements and Accomplishments:	
1.	
2.	
3.	
4.	
5.	
Membership in professional Bodies:	
1.	
2.	
3.	
4.	
5.	

Note: To be shared with the Protégé.

“Wisdom is supreme, therefore make a full effort to get wisdom; esteem her and she will exalt you; embrace her and she will honor you.”

APPENDIX-11

Protégé Profile form	
Name:	Date:
Preferred Mentor:	
Academic Background:	
Work Experience if any:	
Career Goal:	
1.	
2.	
3.	
4.	
Educational Objectives:	
1.	
2.	
3.	
4.	
Concerns/ Area for Improvement:	
1.	
2.	
3.	
4.	
Training Plans:	
1.	
2.	
3.	
4.	

Note: To be shared with the Mentor.

“A Teacher Affects Eternity; He Can Never Tell Where His Influence Stops”

APPENDIX- III

Mentoring Session Record	
Mentor:	Date:
Protégé:	Session:
Topics Covered	
1.	
2.	
3.	
4.	
Current Issues:	
1.	
2.	
3.	
4.	
5.	
Action Plan:	
1.	
2.	
3.	
4.	
Future Agenda:	
1.	
2.	
3.	
4.	
Other Subjects:	

Note: Record to be maintained after every meeting or session.

Parable of the Pencil

The Pencil Maker took the pencil aside, just before putting him into the box.

"There are 5 things you need to know," he told the pencil, "Before I send you out into the world. Always remember them and never forget, and you will become the best pencil you can be."

"One: You will be able to do many great things, but only if you allow yourself to be held in someone's hand."

"Two: You will experience a painful sharpening from time to time, but you'll need it to become a better pencil."

"Three: You will be able to correct any mistakes you might make."

"Four: The most important part of you will always be what's inside."

"And Five: On every surface you are used on, you must leave your mark. No matter what the condition, you must continue to write."

The pencil understood and promised to remember, and went into the box with purpose in its heart.

Now, replacing the place of the pencil with you. Always remember them and never forget, and you will become the best person you can be.

One: You will be able to do many great things, but only if you allow yourself to be held in God's hand. And allow other human beings to access you for the many gifts you possess.

Two: You will experience a painful sharpening from time to time, by going through various problems in life, but you'll need it to become a stronger person.

Three: You will be able to correct any mistakes you might make.

Four: The most important part of you will always be what's on the inside.

And Five: On every surface you walk through, you must leave your mark. No matter what the situation, you must continue to do your duties.

Allow this parable on the pencil to encourage you to know that you are a special person and only you can fulfill the purpose to which you were born to accomplish.

Never allow yourself to get discouraged and think that your life is insignificant and cannot make a change.

Feedback Form

The Making of a Mentor

Name of the Participant(Optional):

Designation:

Gender: **Male**

Female

Age:

How do you find the program? Please tick against the right expression



Remarks for Further Improvement:

.....
.....
.....

Thank You!

Mentoring vs. Tutoring are they the same?

Tutor: teach someone privately. Synonyms—coach, direct discipline, drill, educate, guide, lecture, train, update

Mentor: someone who advises. Synonyms— an adviser, counselor, guide, tutor, teacher, and guru.

The next distinction is the approach taken. Mentoring is multi dimensional and involves more than the academic part of a person the way tutoring does— it concerns a young persons' life. A tutor assists someone with learning a new process or concept, whereas a mentor, on the other hand, goes far beyond the role of a tutor.

Whilst a mentor may be someone who does at times assist with learning relevant subject matter much like a tutor, this is not their entire focus. A mentor intentionally focuses on building quality relationships, sharing life experiences and positive views on making the most out of a person's future. Tutors focus on short term outcomes whereas mentoring improves the young person's capabilities for lifelong learning. The mentor's role is quite diverse and can focus on one or more of the following aspects depending on the needs of the individual young person:

Enabling Learning: supporting students with specific subject related areas and may involve one to one or supporting students in a lesson. It may also involve advocacy with subject teachers to change or modify content, assessment or a course

Self Development: working with students on issues pertaining to organisation, personality development, building self-esteem/confidence, or improving skills and abilities e.g. literacy, numeracy or employability skills

Advocacy & Mediation— speaking on behalf of students to a number of groups e.g. subject teachers, administration, parents and/or community groups

Monitoring & Tracking— regularly checking on student progress across a number of areas, e.g. attendance, achievement, detentions/time out, participation and engagement

Pathways—exploring a range of transitions with students based on their skills, needs and abilities. This may involve visits to new schools, work placements, resume writing, or identifying skills and strengths

Personal Development—listening to students and assisting them with goal setting and decision making around specific issues. It may also involve referral to other professionals or agencies

The Difference between Coaching & Mentoring

It's understandable that you might think mentoring and coaching are similar or even the same thing. But they're not. Both warrant consideration in the workplace. Here are five differentiators that we think are important.

Differentiator #1:

Coaching is task oriented. The focus is on concrete issues, such as managing more effectively, speaking more articulately, and learning how to think strategically. This requires a content expert (coach) who is capable of teaching the coachee how to develop these skills.

Mentoring is relationship oriented. It seeks to provide a safe environment where the protégé shares whatever issues affect his or her professional and personal success. Although specific learning goals or competencies may be used as a basis for creating the relationship, its focus goes beyond these areas to include things, such as work/life balance, self-confidence, self-perception, and how the personal influences the professional.

Differentiator #2:

Coaching is short term. A coach can successfully be involved with a coachee for a short period of time, maybe even just a few sessions. The coaching lasts for as long as is needed, depending on the purpose of the coaching relationship.

Mentoring is always long term. Mentoring, to be successful, requires time in which both partners can learn about one another and build a climate of trust that creates an environment in which the protégé can feel secure in sharing the real issues that impact his or her success. Successful formal mentoring relationships last nine months to a year.

Differentiator #3:

Coaching is performance driven. The purpose of coaching is to improve the individual's performance on the job. This involves either enhancing current skills or acquiring new skills. Once the coachee successfully acquires the skills, the coach is no longer needed.

Mentoring is development driven. Its purpose is to develop the individual not only for the current job, but also for the future. This distinction differentiates the role of the immediate manager and that of the mentor. It also reduces the possibility of creating conflict between the employee's manager and the mentor.

Differentiator #4:

Coaching does not require design. Coaching can be conducted almost immediately on any given topic. If a company seeks to provide coaching to a large group of individuals, then certainly an amount of design is involved in order to determine the competency area, expertise needed, and assessment tools used, but this does not necessarily require a long lead-time to actually implement the coaching program.

Mentoring requires a design phase in order to determine the strategic purpose for mentoring, the focus areas of the relationship, the specific mentoring models, and the specific components that will guide the relationship, especially the matching process.

Differentiator # 5:

The coachee's immediate manager is a critical partner in coaching. She or he often provides the coach with feedback on areas in which his or her employee is in need of coaching. This coach uses this information to guide the coaching process

In mentoring, the immediate manager is indirectly involved. Although she or he may offer suggestions to the employee on how to best use the mentoring experience or may provide a recommendation to the matching committee on what would constitute a good match, **the manager has no link to the mentor** and they do not communicate at all during the mentoring relationship. This helps maintain the mentoring relationship's integrity.