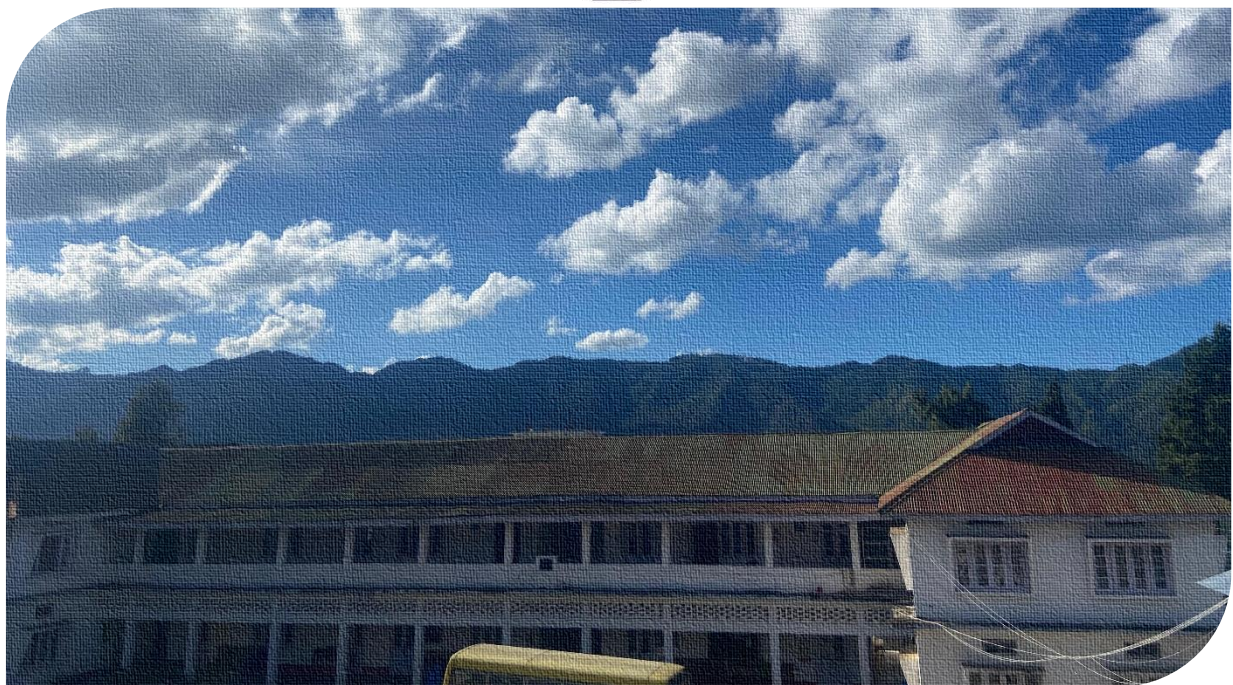


SAO CHANG COLLEGE

TUENSANG-798612, NAGALAND

(NAAC Accredited)



MENTORING HANDBOOK

Preface

We are delighted to present this Mentoring Handbook, a resource designed to support and guide mentors in fostering meaningful, effective relationships with their mentees. This handbook brings together best practices, practical tips, and thoughtful strategies to help mentors create positive, lasting impacts in their mentees' academic and personal journeys.

This compilation would not have been possible without the dedicated efforts of **Ms. Rangbenkumla Chang, Ms. Alitoli V Sumi, and Mr. Langnyei Imlichuba Phom**, whose hard work and careful curation of materials have shaped the content of this handbook. Their commitment to excellence and passion for mentoring have truly enriched this resource.

We would also like to express our heartfelt gratitude to **Dr. Lanurenla, Principal, Sao Chang College** for her unwavering support, encouragement, and vision for the mentoring program. Her belief in the power of mentorship has been instrumental in bringing this initiative to life.

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Mentoring Committee Members:

- | | |
|--------------------------------|---------------|
| 1. Ms. Rangbenkumla Chang | (Coordinator) |
| 2. Ms. Alitoli V Sumi | (Member) |
| 3. Ms. Y Toninaro Chongpho | (Member) |
| 4. Mr. Langnyei Imlichuba Phom | (Member) |
| 5. Mr. Longchinti Tzudir | (Member) |

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"The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves."

~ Steven Spielberg

1. Objectives

The objective of Mentoring is to provide social and emotional growth in addition to academic monitoring. The underlying principle of this practice is to create an environment of trust through mentor- mentee sessions. This enables the mentors to identify the strengths and weaknesses of the mentee thereby motivating them to work on their weakness and help achieve their goals. This practice is aimed at holistic wellbeing as well as to create a safe space for learning.

2. Policies

- a) The College adopts the formal type of mentoring under its Mentoring Program where a mentee is assigned to a mentor.
- b) The mentoring will adopt a nurturing model that promotes a safe and open environment, encouraging mentees to actively engage in both academic and co-curricular pursuits.
- c) Participation in the Mentoring Programme is compulsory for both Teachers and Students.
- d) To foster broader perspective mentees will be assigned to mentors who are from different subject fields.
- e) Mentees will not be permitted to change their mentors in the normal course, unless the mentor retires or is transferred.
- f) After each mentoring session, the mentor shall submit a report. Feedback will also be collected from the mentees to enable tracking of the progress of the mentoring process.

3. Who is a mentor?

A mentor is a faculty member of Sao Chang College who provides guidance, support, and encouragement to a student in their academic and personal growth. A mentor is a trusted ally or advocate, appointed by the Mentoring Committee, who works with (not for) the mentee and in the best interests of the mentee's goals. A mentor serves as a vital link between the mentees, the institution, and their parents.

4. What is mentoring?

Mentoring is a multifaceted relationship that significantly impacts students' academic, social, and professional development. It is a critical element that supports the academic journey of students. Sao Chang College has adopted and implemented a Mentoring System as a student support measure and is recognized as one of its best practices in the college. A mentor provides guidance to a student through face-to-face interactions, fostering personal growth and academic success. A mentor acts as an interface between the institution and the mentee, providing information regarding various scholarships, freeships, and other student benefits. The interaction between the mentor and mentee touches upon different topics that significantly enhance educational outcomes, promote emotional well-being, and prepare students for successful futures in both their professional and personal lives. Addressing the unique needs of students through various mentoring frameworks ultimately creates a more inclusive and supportive educational landscape.

5. Functions of Mentoring

The basic functions of mentoring are to:

- a. **Advice:** Provide objective advice on a range of issues, including career opportunities.
- b. **Nurture:** Foster development in a mentee by identifying strengths and areas for improvement, providing a safe space, and offering genuine support for the mentee's progress and well-being.
- c. **Encourage:** Offer positive reinforcement by motivating the achievement of goals and boosting morale.
- d. **Counsel:** Listen to fears and concerns, and provide an unbiased viewpoint to help the mentee see things more clearly.
- e. **Befriend:** Build rapport by establishing trust and open communication, and offer emotional support through empathy and understanding.

6. Qualities of an Effective Mentor

Successful mentors possess a blend of personal and professional attributes, including:

I. Personal Qualities

- a) A mentor should possess strong interpersonal and communication skills, along with a friendly and approachable demeanor.
- b) Empathy and good listening abilities are essential to build trust and understanding.
- c) It's important to have a genuine desire to help others, combined with an open mind and a flexible attitude.
- d) A mentor should be supportive without being overbearing, guiding mentees without making decisions for them.
- e) Honesty and integrity are crucial when providing feedback, ensuring it is constructive and aimed at growth.
- f) Rather than assigning blame, mentors should focus on finding solutions.
- g) They should engage in active questioning to stimulate the mentee's development and be able to probe and challenge ideas thoughtfully.
- h) A willingness to engage in constructive debate and discussion is valuable, as is maintaining realistic expectations for both themselves and their mentees.
- i) Above all, a mentor should demonstrate exemplary behavior and act as a positive role model.

II. Professional Skills

- a) A mentor should be an enthusiastic and skilled teacher-practitioner, well-versed in organizational routines, procedures, and policies.
- b) They should be able to offer diverse perspectives on teaching and learning, providing suggestions grounded in their own expertise and experience.
- c) Importantly, a mentor empowers mentees by sharing knowledge and insights gained from their professional journey.

7. Code of Practice for Mentors

- a) Mentoring should be treated as a professional partnership, where an organized and responsive mentor can significantly influence a mentee's success.
- b) To uphold professional standards, it is important to arrange regular meetings at agreed-upon times and places, and to be well-prepared for each session.
- c) If unavoidable circumstances arise, meetings should be promptly rescheduled.
- d) Always be punctual and provide your full attention during mentoring sessions, avoiding any form of multitasking.
- e) Ensure that every meeting has a clear purpose, and work collaboratively with the mentee to set the agenda.
- f) Confidentiality must be maintained at all times, and it is helpful to keep detailed records to support the mentee's reflection and growth.
- g) Additionally, it is crucial to respect professional boundaries, never exploit the mentoring relationship, and remain vigilant to prevent the mentee from being taken advantage of by others.
- h) Finally, acknowledge your own limitations and seek expert support when necessary to best assist the mentee's development.

8. Conducting the Mentoring Meeting(s)

- a) Effective mentoring meetings should be designed to build trust, promote clarity, and encourage mutual growth. Mentors can do this by creating a comfortable and welcoming environment for the mentee, and by acknowledging and respecting the mentee's prior experiences.
- b) It is important for mentors to clearly define their role, specify the time and place for meetings, and explain how mentoring discussions will be structured.
- c) They should also clarify how any documentation will be used and who will have access to it.
- d) Identifying opportunities for the mentee's development is crucial, along with taking the initiative to schedule follow-up meetings.

- e) Throughout the mentoring process, mentors should practice active listening, thoughtful evaluation, decisive action, and consistent feedback.
- f) They should encourage mentees to come prepared with questions, while also preparing their own set of guiding questions to steer meaningful conversations.
- g) Goals should be shared openly, fostering a collaborative spirit.
- h) Additionally, discussions can be conducted in any language that both the mentor and mentee are comfortable with, not necessarily restricted to English.

9. Dos and Don'ts of Mentoring

Mentoring is a delicate process, and mentors must exercise care when interacting with their mentees. The following do's and don'ts illustrate effective and ineffective mentoring behaviours:

Do's	Don'ts
Listen actively and empathetically.	Interrupt or dominate conversations.
Set clear expectations and goals early.	Leave objectives vague or undefined.
Be approachable and respectful.	Be judgmental or dismissive.
Share your experiences and lessons.	Impose your opinions or choices.
Encourage independence and critical thinking.	Solve every problem for the mentee.
Maintain confidentiality and trust.	Share private discussions without consent.
Offer constructive feedback kindly.	Criticize harshly or focus only on negatives.
Be consistent with meetings and communication.	Be irregular or unresponsive.
Support mentee's personal and professional growth.	Focus only on academic or career achievements.
Know when to refer to professional help (e.g., counseling).	Try to handle serious emotional issues yourself.

10. Frequency of Meetings

Mentors are expected to meet with their mentees at least once a month, although additional meetings can be arranged if needed. These meetings should be scheduled in advance and treated as a regular commitment, carrying the same importance as a scheduled class.

The mentoring process should be approached with objectivity and discipline, with both mentor and mentee agreeing to hold each other accountable.

The first month following admissions is particularly crucial, as it sets the tone for the mentorship. Additionally, the two-week periods around internal examinations and the days preceding final university exams are key times when mentors should closely monitor and support their mentees' academic progress.

11. Documenting Mentoring Meetings:

Keeping a record of mentoring meetings is essential for tracking progress, maintaining accountability, and providing support if challenges arise. It helps both mentor and mentee stay aligned with their goals and ensures that the mentorship remains structured and purposeful.

Each meeting should have a brief but clear record that includes:

- **Date and time** of the meeting.
- **Key topics discussed** (academic issues, career advice, personal development, etc.).
- **Goals set** or action items agreed upon.
- **Progress updates** on previous goals or concerns.
- **Any challenges raised** and possible solutions discussed.
- **Next meeting date** (if scheduled).

12. Evaluation of Mentoring Through Mentees

Gathering feedback from mentees is crucial to understanding the effectiveness of the mentoring relationship and identifying areas for improvement. Their insights help ensure the

program continues to meet their needs and supports their growth.

Mentees can be asked to complete a short survey or feedback form at the end of the mentoring period. Example questions include:

1. On a scale of 1–5, how satisfied were you with the mentoring experience?
2. What were the key benefits you gained from the mentorship?
3. What challenges did you face during the mentoring relationship, if any?
4. What suggestions do you have for improving the mentorship experience?

13. FAQs

What should happen in the first mentoring meeting?

In the first mentoring meeting, the main goal is to build a strong foundation for the relationship. Both the mentor and mentee should take time to introduce themselves, sharing their backgrounds, experiences, and aspirations to create a sense of connection. It's important to discuss and set clear goals for the mentorship, ensuring that both parties understand what the mentee hopes to achieve. Expectations around communication — such as how often to meet, preferred methods of contact, and response times — should be agreed upon. Establishing boundaries and emphasizing the importance of confidentiality will help create a safe and respectful environment. Finally, the mentor and mentee should schedule their next meeting and outline any initial action steps, setting the tone for a productive and supportive partnership.

What type of advice should I be prepared to give to students?

Students often seek advice on a variety of topics, such as the difficulty levels of different courses, the procedures for handling administrative tasks, and opportunities for extracurricular involvement — sometimes even asking what you might have done differently in your own experience. They may also have questions about navigating relationships with professors or managing the more personal aspects of college life, like handling stress, dealing with hostel-related issues, and balancing academics with other activities.

What do I do if the person I'm mentoring says that they think they are not able to cope up with things?

Always start by asking why. If it's a situation you or someone you know has experienced, share your story to help them feel understood. Try to determine whether the issue is related to academics, hostel life, or if it's rooted in emotional challenges. If it turns out to be an emotional concern, the best support you can offer may be to gently suggest connecting with counseling services.

What type of support network is available if I find that I am being asked questions for which I don't have ready answers?

If you encounter issues that go beyond your available time or expertise — whether they are personal or professional — don't hesitate to reach out to the Mentoring Committee for support. For common department-related concerns, you can also consult with your fellow mentors. If the problem is more personal, such as dealing with depression or anxiety, the Mentoring Committee can guide the mentee towards professional counseling services

What if my mentee is not very engaged?

Sometimes mentees need a little encouragement to open up and fully engage in the mentoring relationship. A good way to help is by asking open-ended questions that invite them to share more about their thoughts, goals, and challenges. Offering small, achievable tasks can also build their confidence and create momentum. Sharing some of your own experiences and challenges can make you more relatable and help build trust. If you find that the mentee remains disengaged despite your efforts, it's important to have an honest conversation about it. And if things still don't improve, don't hesitate to reach out to a program coordinator for support.

"As iron sharpens iron, so one person sharpens another."

Proverbs 27:17



SAO CHANG COLLEGE, TUENSANG

Mentees Biodata

PASSPORT

STUDENTS DETAILS:

NAME: _____

D.O.B: ____/____/____ SEX: _____ CATEGORY: _____

TRIBE: _____ RELIGION: _____

VILLAGE: _____ WhatsApp Number: _____

E-mail id: _____

SUBJECT COMBINATION (Major and Minor): _____

HOBBY/HOBBIES: _____

AIM IN LIFE: _____

ADDRESS:

PERMANENT ADDRESS: _____

CORRESPONDENCE ADDRESS: _____

With whom are you currently staying?

Parents ☐ Relatives ☐ Rented house with friends ☐ Paying Guest ☐

Hostel (College / Private) Alone ☐ Other _____

PARENTS AND GUARDIAN DETAILS:

FATHER'S NAME: _____ PHONE NO.: _____

OCCUPATION (with designation): _____

MOTHER'S NAME: _____ PHONE NO.: _____

OCCUPATION (with designation): _____

GUARDIAN'S NAME: _____ PHONE NO.: _____

OCCUPATION (with designation): _____

DATE:

MENTEES SIGNATURE:

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