MENTOR MENTEE SYSTEM

MENTOR-MENTEE

SYSTEM

TABLE OF CONTENTS

INTRODUCTION TO THE MENTOR-MENTEE SYSTEM

The **mentor-mentee system** is a structured and dynamic framework designed to foster personal, academic, and professional growth through a guided learning experience. This system establishes a **supportive relationship between mentors—experienced professionals, educators, or senior students—and mentees, who seek guidance, skill enhancement, and career development.** Rooted in mentorship, this model encourages knowledge transfer, leadership development, and continuous learning, making it a valuable component in academic institutions, corporate environments, and professional settings.

Mentorship plays a critical role in helping individuals navigate challenges, gain industry insights, and refine their personal and professional goals. A mentor serves as a role model, offering expertise, motivation, and constructive feedback, while a mentee benefits from this guidance by actively seeking advice, honing skills, and applying learned principles. This **mutually beneficial relationship fosters accountability, self-confidence, and strategic decision-making**, equipping mentees with the necessary tools to succeed in their chosen fields.

In academic environments, particularly in professional training programs, a mentor-mentee system enhances student engagement, promotes career readiness, and builds essential competencies beyond classroom learning. Through mentorship, students can explore research opportunities, internships, and industry connections, bridging the gap between academic theories and real-world applications.

An effective **mentor-mentee system cultivates a culture of growth, collaboration, and professional excellence.** It not only enhances the mentee's learning experience but also allows mentors to refine their leadership and teaching skills. By fostering meaningful interactions and structured goal-setting, this system contributes to lifelong learning, ensuring that both mentors and mentees continuously evolve, adapt, and succeed in their respective fields.

OBJECTIVES:

- To actively engage with students, addressing their needs, challenges, and concerns while providing appropriate guidance and solutions.
- To mentor students in participating in diverse cultural and technical activities that contribute to their holistic development.
- To consistently update and monitor students' Grade Cards, track their overall progress, and provide counselling as needed.
- To support students in transitioning smoothly from academic life to professional careers.
- To facilitate their seamless integration into the professional community.

IMPORTANCE AND BENEFITS

The targeted system of guidance that existed in the household hierarchy and its efficacy have been declining with the rapid changes in society's lifestyles. More accountability and significance, according to this perspective, are now placed on the mentorship system, which has the ability to reorient the younger generation and encourage their professional and personal development. In addition to addressing personality and career issues, effective mentoring can create a lasting positive relationship between the mentee and the mentor, which in turn benefits the institute.

Furthermore, the following are distinct possible advantages for certain individuals.

BENEFITS FOR MENTEES

- In recognizing the potential for professional advancement and the methods for achieving it.
- Making the best use of the mentor's professional relationship.
- Improvement of soft skills including behaviour, business communication, written and oral communication.
- Expanded knowledge base and expanded professional network.
- Increased self-assurance and public speaking skills.
- Professional growth and self-esteem realization.
- Increasing perspectives and gaining new experiences; praising accomplishments and setting higher goals; and boosting motivation and output.

> Self-directed education.
> Possibilities to showcase abilities and discover possibilities.

BENEFITS FOR MENTOR

> An opportunity to showcase interpersonal and communication abilities.
> Demonstrate the effectiveness of mentoring by taking ownership of the mentee's growth and general development.
> Increase the dynamic of human resource management by carefully interacting with individuals of all backgrounds.
> Gaining knowledge and growing as a person through the process
> Gain more joy and a sense of fulfilment from assisting the mentee.
> Accolades and recognition from peers.
> Expand the established network both inside and outside the university.
> Possibility of developing coaching and leadership abilities.

THE MENTORING PROCESS

'University' means **Sushant University.**

'Mentor' means a **faculty/ teacher serving the university.**

'Mentee' means **students on roll that are pursuing / starting their education at the university.**

Functions- Mentor:

> Develop a mentee's career through acquired knowledge.
> Provide a communication platform and offer appropriate support as needed by the mentee.
> In order to improve the mentee's professional performance and development, serve as a coach, mentor, and advisor.
> Serve as a counsellor or mentor who aims to support the mentee's personal growth in order to preserve social harmony.

Mentee:

➢ Learn efficiently with the mentor's guidance, recommendations, and professional advice.

➢ Discuss and establish a strategic plan for a successful course of action.

➢ Make use of the aforementioned platform to go beyond any obstacles that might be impeding your success in both your academic and personal life.

Mentor-Mentee Ratio

➢ To guarantee that every student gets enough attention, a mentor-mentee ratio of 1:20 to 1:25 will be upheld.

➢ Depending on the mentor's position, availability, and other obligations, the number of mentees they are paired with may change.

Frequency of Meetings

➢ Once a month, mentors and mentees ought to get together. Depending on the needs of the mentee and the type of supervision needed, the frequency of sessions may increase.

➢ Depending on convenience, meetings can be held over the phone, online, or in person.

The Process :

➢ Each teacher serves as a mentor to a predetermined number of mentees, or groups of students.

➢ The mentors are assigned to both even and odd semester students separately.

➢ Documentary records of the mentoring process are kept by the mentors.

➢ The individual mentors set up meetings and explain functions to the mentees.

➢ As and when demanded by the concerned authority, mentor records are submitted with action taken reports.

STAGES OF MENTORING

Stage 1: Inception

The mentor starts the mentoring process by making the first contact and breaking the ice. The mentor is aware of the mentee's strengths, challenges, and shortcomings through the general

engagement that includes details about the mentee's family history, educational background and records of it, and his personality.

Faculty should first familiarize themselves with their assigned mentees.

- ➢ Inform the mentee about you.
- ➢ Your work history and current position.
- ➢ The current work-related activities of the mentee.
- ➢ Examine your educational background, professional goals, and work history. Talk about motivation.
- ➢ What is the individual hoping to gain from the mentoring relationship?
- ➢ What has inspired you? Have you always been explicit about the job route you have chosen?
- ➢ The reasons for your desire to serve as a mentor and the outcomes you hope to achieve.
- ➢ How can s/he get the most out of you in terms of your preferred working style?

Stage 2 : Fostering

The fostering phase is a crucial stage in the mentoring process, focusing on identifying key growth areas, creating a structured plan, and fostering an interactive learning experience. At this stage, the mentor and mentee establish a strong professional relationship based on mutual trust, open communication, and shared goals. The mentor assesses the mentee's strengths, weaknesses, and aspirations to determine essential areas for improvement, such as academic performance, professional skills, leadership, and critical thinking. Together, they formulate a personalized development plan that includes goal setting, learning methods, and structured progress tracking.

Through active learning, both mentor and mentee engage in knowledge sharing, where the mentor provides insights, industry trends, and real-world applications, while the mentee learns problem-solving techniques and decision-making skills. The mentor refines their role, evolving from an instructor to a facilitator, guiding the mentee towards independence and confidence. Regular progress evaluations and feedback sessions help refine strategies and adjust the mentorship plan to align with the mentee's learning pace.

As the mentee advances, they are encouraged to take initiative, explore career opportunities, and build professional networks. The mentor supports them in transitioning smoothly from academic life to the workplace, ensuring they develop self-sufficiency and long-term growth strategies. By the end of this phase, the mentee is better equipped with the knowledge, skills, and confidence needed to navigate real-world challenges. Meanwhile, the mentor enhances their coaching, leadership, and problem-solving skills, making the mentoring relationship a mutually beneficial and impactful experience.

Stage 3: Review and Pathways

In the mentoring process, regular assessment and documentation of the mentee's progress play a crucial role in ensuring growth and achieving set objectives. The mentor closely examines the mentee's learning progress, overall performance, and evolving skill set, tracking how effectively they are implementing the guidance provided. This evaluation includes reviewing academic achievements, professional competencies, problem-solving skills, and personal development.

A structured cause-and-effect approach is employed to analyze the impact of mentorship interventions. This means that every challenge, shortcoming, or developmental aspect identified is documented, along with the solutions provided, in a systematic manner. The effectiveness of each implemented strategy is assessed, helping the mentor and mentee determine whether the intended goals have been achieved or if further improvement is required. This documentation is maintained in appropriate records, ensuring transparency and providing a reference for continuous learning.

If certain objectives remain incomplete or require further refinement, the mentor and mentee collaboratively redefine strategies and establish new action plans to address those gaps. If the mentee has successfully accomplished the initially set goals, the process does not end; rather, new development areas are identified to keep the growth momentum going. The mentor introduces advanced skill-building tasks, leadership challenges, or specialized knowledge areas to keep the mentee engaged and progressing.

ROLES AND RESPONSIBILITY OF MENTOR

- Engage in active listening and demonstrate empathy.
- Employ a variety of questioning strategies.
- Provide actionable, constructive criticism.
- Possess the capacity to set aside your biases and judgment.
- Assist in establishing the mentee's goals; Encourage the mentee to take on challenges for learning and growth; and Be prepared, when appropriate, to contribute your own professional networks, experiences, and abilities.
- Recognize when limits are being approached or broken, such as when it comes to personal matters, departmental politics, conflicts of interest with relation to job applications, etc.
- Allocate time for the meetings and any necessary pre-planning.
- Adhere to the program for the entire duration. Make the most of the chance to grow personally.
- Maintain complete anonymity regarding each student's areas of weakness. Encourage the growth of self-esteem and confidence.
- Deliver trustworthy and helpful guidance and criticism to the mentee.
- Celebrate accomplishments and milestones with the mentee.
- Serve as a wealth of career-related knowledge
- Serves as an experienced teacher and a role model for the mentee by informing and educating them about workstation demands for preparedness.
- Recognizes, encourages, and morally supports his or her students; helps them to share knowledge, ideas, and advice; and supports their professional integration with other fields.

Mentor Do's

- Show the mentee that you are open to discussion and sharing concerns. (*Empathy is the key here*)
- Be approachable and available.
- Keep your professional distance.
- Clearly state expectations in brief.
- Handle the mentee with professionalism and ethics.
- Take the mentee's sentiments and emotions into consideration.

- Limit the mentorship to the mentor's field of expertise solely.
- Redirect the mentee to mentors' known resource individuals if the mentor-mentee connection is not producing the desired results.
- Demonstrate 'model professional attitude' in mentoring.

Mentor Don'ts

- The number of mentees that can be effectively managed varies. Don't add more mentees than is reasonably manageable number.
- Human dignity must always be respected. Don't be disrespectful to your mentees.
- Adhere to the main goal of mentoring. Never utilize a mentee for any form of personal favour.
- The relationship between a mentor and mentee is considered confidential and courteous. Avoid filtering it with any sort of gossip.
- Through counselling, limit the effect to only positive and progressive characteristics.
- Avoid becoming involved in "fault-finding."

ROLE AND RESPONSIBILITY OF MENTEE:

- Pay close attention to the mentor's advice and recommendations; you may even write them down, but keep in mind that time is valuable.
- Speak concisely, clearly, and without ambiguity.
- Prior to your appointment with the mentor, have certain goals in mind. The mentoring could only be successful after that.
- While formulating plans and tactics, discuss and elaborate. Adhere to the ones that were determined.
- Be open and honest in your thoughts and speech. To effectively guide you, your mentor must have a deeper understanding of you.
- Your mentor has stepped up to assist and improve you in every way. Don't be defensive. It turns into a barrier.
- Demonstrate your improvement and show appreciation for the work your mentor is putting into you.
- Comments that are neutral or positive about your mentor are anticipated to improve the relationship.

- Since you and your mentor cannot agree on everything, you must voice your own thoughts. Both of them benefit from this.
- Seek information and inspiration to improve. Ask for it because the mentor has more to share.
- Plan your contact hours and consider the advantages of becoming involved.
- Enumerate and share your strengths, learning needs, development potential, values, and short- and long-term objectives.
- Drawing conclusions from the mentor's comments about the mentee is crucial for future planning. Make the most of the chance and get better coaching as a result.

Mentee Dos

- Expectations and goals need to be reasonable.
- Appropriately convey the expectations.
- Keep the relationship inside the established etiquette.
- Update the mentor on all pertinent information.
- Show progress in your professional interactions with your mentor.
- Respect your mentor's time and space.

Mentee Don'ts

- You are ultimately in charge of making decisions. Don't rely on anyone to do it for you, not even your mentor.
- To the extent that you can manage yourself in every way, you should be independent.
- Don't maintain the same level of reliance on the mentor.
- The goal of a mentor is to help you improve as a professional in every way.
- Avoid making reparations or using them for unscrupulous personal or professional benefit.

POTENTIAL PROBLEMS IN MENTOR RELATIONSHIPS

Effective mentor-mentee relationships are essential for academic, personal, and professional growth, but they also present challenges that can hinder their success. One of the primary concerns is blurred professional boundaries, where the relationship shifts from a professional to a personal level. This can lead to emotional dependence, unrealistic expectations, or even favouritism, ultimately making the mentorship ineffective. Maintaining clear boundaries is essential to ensure that the relationship remains ethical and productive.

Another common issue is unrealistic expectations from both mentors and mentees. Mentees may assume that their mentor will guarantee job placements or career success, while mentors may expect mentees to meet unrealistic academic or professional goals. When expectations are not aligned, frustration and disappointment can arise, leading to disengagement. Additionally, lack of commitment from either party can also be detrimental. If a mentor is too busy or uninterested, the mentee may feel neglected. Similarly, if a mentee does not actively participate or implement feedback, the mentor may lose interest in providing guidance.

Jealousy and competitiveness are also potential concerns. A mentor might feel threatened by a highly capable mentee, leading to biased guidance or withholding valuable opportunities. Conversely, a mentee may become envious of their mentor's success and attempt to undermine their authority. This competitive tension can erode trust and hinder learning. Similarly, bias and favouritism can impact mentorship quality. A mentor may unintentionally provide better guidance to certain mentees due to personal preferences, making others feel neglected or demotivated.

A major issue in ineffective mentorship is mismatched pairing, where a mentor and mentee do not align in terms of communication style, values, or expectations. For instance, a mentor who follows a rigid structure may struggle with a mentee who prefers a more flexible approach. This disconnect can make the mentorship unproductive and frustrating for both parties. Additionally, ethical concerns and exploitation can arise when mentors take credit for their mentee's work or when mentees exploit their mentor's influence for personal gain. Such unethical practices damage reputations and can have long-term professional consequences.

Poor communication and lack of constructive feedback can further weaken the relationship. If a mentor does not provide clear, actionable feedback or is overly critical, the mentee may feel discouraged. On the other hand, if a mentee is unwilling to accept feedback and becomes defensive, progress may be hindered. Without open and effective communication, misunderstandings and frustration can arise, making the mentorship less effective.

Another challenge is overdependence on the mentor, where the mentee relies excessively on their mentor for decision-making. While guidance is essential, the mentee must also develop confidence, critical thinking, and problem-solving skills to succeed independently. Mentorship should empower mentees to take charge of their own growth rather than creating dependency. Additionally, failure to set clear goals and expectations can make mentorship directionless.

Without a defined roadmap, sessions may lack focus, making it difficult to track progress and measure success.

Addressing these issues through clear communication, ethical practices, and well-defined boundaries ensures a productive and meaningful relationship. By proactively managing these risks, mentorship can be a rewarding experience that benefits both mentors and mentees, contributing to long-term success.

FORMS OF MENTORING

Mentoring can take various forms depending on the structure, purpose, and relationship between the mentor and mentee. Below are some key forms of mentoring:

1. **Formal Mentoring** – This is a structured mentorship program where mentors and mentees are assigned through an organization, university, or workplace. It follows a set timeline, predefined goals, and documented progress assessments.

2. **Informal Mentoring** – This is a naturally developed mentorship where a mentor and mentee form a guidance relationship without a formal structure. It evolves over time based on mutual interest and trust.

3. **One-on-One Mentoring** – A direct mentoring relationship where one mentor is assigned to a single mentee, allowing for personalized guidance, tailored advice, and focused skill development.

4. **Group Mentoring** – A mentor provides guidance to multiple mentees at the same time. This form is beneficial in academic settings, leadership programs, or professional training.

5. **Peer Mentoring** – Individuals at a similar level or with comparable experiences mentor each other. This is commonly seen among students or new employees, fostering mutual learning and support.

6. **Reverse Mentoring** – A younger or less experienced person mentors a senior professional, particularly in areas like technology, social trends, and innovation.

Each mentoring form serves a unique purpose, contributing to knowledge-sharing, skill development, and career advancement.

ETHICAL PRINCIPLES

- The mentor's job is to assist the mentee grow as a person. It is important to take care not to hurt them in any way.
- It is important for both the mentor and the mentee to be faithful and accountable.
- A mentor must uphold justice, fairness, and integrity.
- In a system of supporting relationships, mentors must uphold the requirement for ongoing learning in terms of accuracy, honesty, and truthfulness.
- It is unethical to steal, cheat, or engage in fraud, deception, or purposeful misrepresenting of facts.
- Potential prejudices, the extent of a mentor's abilities, and their limitations must not result in or tolerate unfair behaviour.
- People's worth and their dignity must be upheld. Confidentiality, privacy, and self-determination are fundamental professional rights that must be respected.
- Respect individual, cultural, and role diversity, including those based on socioeconomic status, age, gender, ethnicity, culture, national origin, religion, sex, handicap, and language.
- It is important to refrain from discrimination.
- Plagiarism: Students should not be permitted to duplicate information from any source. The authors' names must be cited even if a topic or idea is being used for explanation. In a mentee's life, mentors have this important responsibility. Publication credit must be shown. It should be the mentor's duty to advise the students on this.

END OF MENTORING RELATIONSHIP:

If things are not going well

It is anticipated that there would be significant development in terms of overall growth, demonstrating the effectiveness of mentoring. If not, the mentoring is considered unsuccessful for reasons like ineffective communication, passive participation, etc. Subsequent cycles may be pursued, contingent on the mentor and mentee beginning active communication.

At the end of the year / Course

At the conclusion of the last year of study, formal mentoring comes to an end with a survey that uses feedback mechanisms to assess the participant's experience with the mentoring program. Informal mentorship is not restricted by the Sushant University and can continue based on the desires and understanding of both parties.

FORM MENTOR MENTEE CONSOLIDATED DETAILS

NAME –

S.No	HEAD	Details Required
1	Personal Email I.d	
2	Admission Category	
3	Category Certificate submitted	
4	Caste	
5	Religion	
6	Father's Name	
7	Contact No.	
8	Father`s Email i.d	
9	Mother's Name	
10	Contact No	
11	Mother`s Email id	
12	Permanent Address	
13	Local Address	
14	Area of interest	

Sushant University

Session Report for Mentor – Mentee Meeting

Name of the School :
Date of Meeting :
Meeting Venue/Room no.:
Name of Faculty Mentor :
Program/Year/ Batch:

ATTENDANCE   SHEET

S.no	Enrollment No.	Name of Mentee	Mentee Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

17			
18			

Session Agenda :

Points discussed:

Major issues	Action taken:

For individual student concerns annexures are attached.

Signature of Faculty Mentor
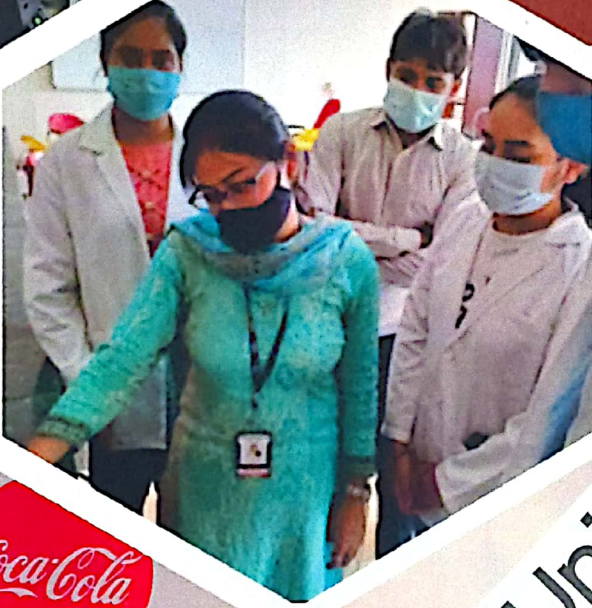
Sushant University
Gurugram