



A T M E
College of Engineering

MENTORING HANDBOOK FACULTIES

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Mentoring Handbook – Faculties

Mentor Program Mission

The Mentor Program's mission is to bring together students who need good mentors/faculties who are ready to serve the student community. Through this program, students will have a guide who can make a positive impact through regular and progressive interactions. The program will provide students an avenue for new perspectives and experiences. We hope to increase the confidence and courage of all students. Students may be far more successful in studies, career, and life in general.

Profile of Students

ATME students are of mixed caliber not only academically, but in integrity and their drive to succeed. They are generally hard-working individuals with an inner desire to succeed despite all the obstacles they have faced. Our students belong to different branches of engineering with varied levels of interest in co-curricular and extracurricular activities. ATME students are from diverse socio-economical backgrounds. Many of our students have studied primarily in Kannada medium until high school, so the English language is a hurdle for them. Many students also live in small homes with little or no privacy for studying.

Mentor's Role

As a mentor, you will play an important role in the life of a student. You will not only be a bridge between the student and ATME, but your relationship built on trust and friendship can foster the student for overall development in studies, career, and life. Your role will involve being a coach, a guide, a motivator, a friend, and a role model to the student. This is an opportunity to make a student aware of their already existing greatness and potential. Each student is capable of reaching great heights; it is just a matter of them realizing it! If students have the confidence and believe in themselves, their potential is limitless.

Four Objectives of the Mentor Program

One – On – One Support:

Since a student may not have the proper guidance and support at home or elsewhere, as a mentor, you will play a big role through one-on-one support. Not every student has the ability to walk into an ATME faculty to discuss difficult situations or doubts. Some may not have the confidence while others face other limitations. Many times, students will stress over simple doubts or not come forward when they have an issue. As a mentor, you will play a big role by being a trusted individual for one-on-one support. Not only for doubts and issues, but you will also become a friend to the student as they become comfortable with you. You will find that the student may soon start to open up and share other things in their life such as when they have a good day or when they get a prize.

One-on-One Support can be achieved through the following key points:

- You will be mentoring a small group of students (about 15) with one-on-one student interaction.
- Sessions with you and student at least once a month
- Understand a student's needs, issues, challenges, hopes, strengths, & weaknesses

- Guide a student based on their specifics
- Become a trusted friend to the student; be a good **listener**
- Help with simple doubts of student; be **non-judgmental**
- Understand the student's point of view

Personality Development

Today many students are trying to find classes that will “coach” them to have a good personality. Students should be well rounded and socially able so that they can be competent in a new, dynamic and changing India. By having a mentor to provide new perspectives, the student will gain exposure through new experiences and slowly build their confidence and positive personality. Students should be able to talk in various settings and with different people. A good sense of self-awareness should be inculcated in the student.

Personality Development can be achieved through the following key points:

- Through regular interaction, become a positive role model to student
- Increase your student's self confidence
- Confidence is related to how one is treated and perceives them self; always show respect and be positive with your student
- Recognize and praise improvements and successes
- Emphasize that it is okay to be shy-natured, but always encourage students to come out of their shell when they don't feel confident.
- Encourage values such as responsibility, social awareness, & hard work
- Set an example of responsibility by being on time, preparing for sessions, and expecting the same from the student.
- Encourage student to demonstrate poise and good behavior
- Provide feedback on specific actions they can improve on; don't generalize
- Discuss different subjects such as careers, courses, and news.

Academic Support

Normally, faculty members are assigned with students of the same department (expect for I year). By matching a student with a mentor who has studied in the same subject or has a career in the same field, we believe it will be easier for student and mentor to relate to each other from an academic perspective. You do not necessarily need to be a teacher for the mentee students, but show them ways you were successful in college and in attaining your career goals.

Academic Support can be achieved through the following key points:

Review past academic marks and set benchmarks to reach goals

- Assist student with developing strong study skills & time management
- Understand the student's study environment and habits
- Suggest short study periods of one hour with breaks in between
- If student is weak in a subject, suggest places they can go for help
- Teach concepts that you understand well
- Provide suggestions, help them find their own solutions
- Motivate them to never give up and try harder

- Keep updated on the attendance status and progress & results of their test & exams
- Understand that everyone has a different learning style and speed.
- Try not to always evaluate and refrain from being critical
- Don't focus 100 % on academics as the goal of the program is for overall development in several areas
- If student has too many worries, suggest a 30-minute time each day for yoga or meditation

Career Guidance

Upon graduation, many of our students have not developed the proper soft skills or industry knowledge to obtain a good job. The curriculum/syllabus what the students study in the VTU scheme will be very basic and fundamental. Whereas the industry would be far ahead. In order to cope up with the industry, ATMECE is offering many domain specific skillset training program concurrently with the Engineering course. Highlight the importance of acquiring such skillsets and encourage the students to enroll for such certification courses.

Many of the students are undecided about their career. Whether to take up jobs or pursue higher studies or embrace entrepreneurship. Many do not show even in attending campus placement drives for various reason. Many also do not realize the importance of communication and improving English skills. They may wait until the final year to start improving their skills. Many end up sitting idle at home while others who have completed the same degree but with more exposure and better skillsets get the jobs. We want students to get good marks, but also start early in their college years to start planning for their careers. A simple suggestion such as taking a spoken English course or computer course during the first year can make a big impact on a student. Even reading an English newspaper a few times a week or forming a group discussion with friends can determine whether a student lands a job or not. Students also do not know what career options are available in the new Indian economy.

Career Guidance can be achieved through the following key points:

- Provide new perspectives and ensure student has exposure
- Help student achieve clarity on career choices
- Assist student in planning career path
- Encourage student to explore various career options; don't limit a student or enforce a specific career
- Suggest places and resources a student can go to get more information on different careers
- Develop skills specific to job search (e.g. interview skills, CV writing)
- Make suggestions on additional skills (e.g. take a good computer class)

GUIDELINES AND EXPECTATIONS

Sessions between Mentor and Student

- Interactions should be at least once a month.
- Once a month meeting should be minimum half an hour long.
- Each mentor will be paired generally with a student of the same gender

- Schedule your own meetings; fix a mutually convenient time to meet in advance
- You can meet at the student's home or at college.
- If you cannot meet once a month, then you can talk to your student on the phone (last resort).

Support from ATME

ATMECE will support you during this program. We hope to keep the communication open between all parties so that we can continue to improve the program. Always feel comfortable to approach ATMECE for any suggestions, help, or feedback.

ATMECE will support you through (but not limited to) the following:

- Ongoing training and workshops to enhance mentor skills.
- If needed, we will coordinate a change in student.
- Monthly meetings with mentors to share experiences & provide feedback.
- Conduct group activities to promote teamwork and develop life skills.
- Regular evaluation of the program and feedback to you from students.
- Resources at ATME are available to you and student.
- Assistance with planning interaction with your student

Benefits to Mentor

- Training provided by ATME
- Improve your communication, listening and leadership skills
- Teamwork and creative thinking
- Active involvement in student development; put philosophy into action
- Assist poor students for a better future.

Good Mentors...

- Uncover the specific needs, hopes, talents and challenges of a student.
- Provide guidance, friendship and support.
- Can be trusted; will motivate and encourage a student.
- Will meet with their students consistently.
- Will listen carefully and not be judgmental.
- Build the confidence of a young student.
- Patience – look beyond the short-term focus.

Mentor's Responsibilities

Time Commitments

- Commit a minimum of one hour per month with your student
- Commit for mentoring a batch of students from 3rd sem to 8th sem and beyond.
- Try to plan in advance your interaction date and time

Build Good Rapport

- Meet your student's family at least once.
- Make sure that students' parents visit the college campus at least once; introduce them to student's lecturers. Many parents have not visited their ward's college even once, so this is an important step in establishing a caring relationship with your student.

- Do not make poverty a focus of this mentorship program. Do not feel sorry for the student and never reveal a student's economic situation to others.
- Keep ALL student subject matter strictly confidential to the Mentor Program.
- Do not disclose anything the student has shared with you other than who can help him.
- Create an equal relationship between you and student; do not talk down
- Show respect and be considerate to your student
- Be caring, supportive, and sensitive to your student

Key Aspects for a Successful Mentor and Student

- Focus on listening rather than always evaluating or advising
- Focus your interactions on the four main objectives as mentioned earlier.
- Try best to understand your student when focusing on the four key objectives
- Set realistic expectations with your student
- Don't only focus on weaknesses, be positive and celebrate even small successes
- Always try to encourage and build the confidence of your student
- Try to think of ways to create positive results in your student
- Commitment and a sense of service or dedication without expecting rewards, monetary or otherwise

Responsibility to the Program

- Do not get involved in matters that you do not feel comfortable with
- Use your discretion and judgement wisely.
- Do not get involved in any material exchanges – money, gifts, restaurants, etc.
- Do not include family members and friends in your interactions.
- Do not invite a student to your home.
- Please get ATME's approval prior to meeting/taking student anywhere other than standard venues. Standard venue is college campus.
- Try to complete your interactions before late evening, especially for female students.
- Respect the diversity of values espoused by other cultures. Be sensitive to the unique differences arising out of social class, race, gender, caste, age, education, or religion.
- Many of these issues are related to liability. We do have a responsibility to the parents, so please do your best to adhere to these guidelines and keep us informed.

Documentation and Evaluation Feedback

- Upon completion of an interaction with student, updated report to ATME ERP under counselling module. This is a crucial step for the proper evaluation of the Mentor Program.
- Keep clear and regular documentation of progress in ERP.
- Be sure to always provide relevant feedback and suggestions to ATME.
- Inform ATME immediately of anything we should be aware of.
- If student has any financial or personal concerns, please inform ATME.

Student's Responsibilities

These will be provided to the student. However, be sure to discuss these with your student and highlight the importance of adhering to all responsibilities to ensure a successful program.

- Student should come to the interaction with open mind.
- Be respectful and on time.
- Be prepared for interactions. If there was an expected assignment try your hardest to complete it. If you are not able to complete, then discuss those difficulties in your meeting.
- Student should inform mentor of any cancellations of interaction in advance.

Documentation and Evaluation.

After each interaction with student, please complete specified form in the ERP. This allows you to document what you learned about the student. After a few interactions with your student, you should be able to assess a student's level in terms of challenges, strengths, needs, and opportunities so as to track progress. Make sure you discuss these areas with your student so that you mutually understand where the student should focus on. This allows us to create a more focused program in the future. The consistent documentation of the Interaction and Focus Area templates will be crucial to assess a student's improvements and the effectiveness of the Mentor.

Frequency of Interaction.

There shall be four interaction sessions per semester. This is a guideline for each semester sessions with your student.

Session One - Immediately after previous semester result declaration. (Within 4th week for I semester)

- Introductions in case of new student. First one-on-one with student; build rapport and learn about the student. Set expectations.
- Exchange all contact details and understand each other's timing schedule
- Discuss the previous semester results and the reasons for any failure if any.
- Confirm the next meeting date and time.

Session Two – Immediately after First IA result.

- This meeting will be an opportunity to really sit down and focus on the student
- Have an open conversation about the student's studies, aspirations, and life in general
- Try to understand any difficulties being faced by the students with respect to Academic subjects.
- Discuss the attendance status & the result of I IA marks scored.
- Focus on the 4 key objectives. Try to uncover areas for improvement in these areas.
- Confirm the next meeting date and time.

Session Three – Immediately after Second IA result.

- Talk about any specific activity or discussion that occurred.
- Try to understand any difficulties being faced by the students with respect to Academic subjects.

- Discuss the attendance status & the result of II IA marks scored. Reasons for underperformance if any.
- Focus on the 4 key objectives. Try to uncover areas for improvement in these areas.
- Confirm the next meeting date and time.

Session Three – Before Semester end examination.

- Continue to focus on learning about the student
- Try to really understand the student's goals, weaknesses, strengths, needs, and opportunities.
- Try to understand any difficulties being faced by the students with respect to Academic subjects.
- Discuss the attendance status & the result of III IA marks scored. Reasons for underperformance if any.
- In this session, try to focus more on the four key objectives
- Discuss about the preparation of forthcoming examination.

Mentors Leaving the Program

If for any reason that you have to leave the Mentor Program, please inform ATME and handle the transition process smoothly. Here are some tips in doing so:

- Inform ATME well in advance you need to leave the program so as to make alternative arrangement.
- Decide if you will stay in touch with your student. Do not make a promise to keep in touch if you are not able to do so.
- Explain to your student why you are leaving the program and assure them we will provide a new mentor.
- Provide any updated documentation and feedback for the new mentor.
- If possible, you can introduce the student to new mentor.

Limitations of the Mentor Program

Please understand that there will be limitations due to the scope, parameters, and resources of the ATME organization. Although the focus of the program is to provide a greater degree of empowerment and assistance to our students, there will be limits to what we are able to accomplish. We are available as a resource to all mentors and students, but we will not be able to attempt to solve all problems in the life of a student. Please keep these guidelines in mind during the mentorship with your student:

- Please do not make any promises to students that is beyond your ability.
- Try to understand the scope and parameters of ATME so you will be able you to better work with your student.
- Although the many facets of a students' life are interconnected and dependent, we have to keep a focus on the student and the objectives of the mentor program.
- Please know your own limitations when working with a student. When in doubt about a particular situation, please inform ATME.
- Training and workshops for mentors of the Mentor Program will be provided based on available resources.

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