

MENTORSHIP

What is Mentorship Programme?

Student success is at the core of any academic institution and, we at DSCDS believe that it is a shared responsibility. Mentoring is an exciting complex phenomenon that is natural or artificially contrived to benefit individuals within a sharing partnership (Palmer, 1987). The College offers unique mentorship programme where students have the opportunity to develop a relationship with a faculty member who can become a role model and advocate for the student by offering support and also counsel.

Mentoring of all sorts can greatly enhance students' experience and assist them in actively engaging in educationally-purposeful activities which are known to improve their success. Mentoring can assist students in engaging as part of a larger community; it can strengthen their ability to recognize their skills, abilities, and interests, and assist them in thinking through and accomplishing long-term goals.

Mentoring can take several forms including career exploration and life skills development. By pairing faculty or staff members with students over the course of an academic year, with scheduled meetings in a comfortable environment, the students will be given the opportunity to talk about his or her academic needs, share his or her goals, and discuss concerns and needs. The mentoring activities and support encourage academic excellence, self-esteem, and personal growth of the students.

Why Mentorship Programme?

1. Students in health sciences are exposed to a unique learning environment in which they not only interact with their peer group and faculty but also with the patients and their attendants. This requires special skills which can be honed by mentoring programs.
2. The learning atmosphere in health sciences institutions are demanding and challenging. "Performance culture" is ingrained into the learning system which places stress on students. Mentoring can help in providing guidance to students and also can act as stress busters.
3. Students need a support system which can guide, care and counsel during the learning process which is readily provided by apt mentorship programs.
4. Students undergo commonly psychological upheavals while doing professional studies which needs enormous amount of social, psychological and personal adjustments. Such an adjustment is possible under the close guidance of a mentor with whom the mentee will have a trustful relationship.
5. Academic performance can certainly get boosted when personal psychological and social issues are resolved by the assistance of a mentor.
6. Parents of the students may probably feel more comfortable when their wards are supervised and guided by mentors.
7. A mentor may be a role model for the mentee so that the mentee can grow into the shoes of the mentor. Goal setting becomes easier.
8. It provides a feedback system- feedback is central to mentoring and is a great tool to enhance and embed learning.
9. It is not exclusive – but actually complements other methods of learning.

Who is a Mentor?

A mentor is a person or friend who guides a less experienced person by building trust and modelling positive behaviours. An effective mentor understands that his or her role is to be dependable, engaged, authentic, and tuned into the needs of the mentee.

Who is a Mentee?

The mentee is the student who needs to absorb the mentor's knowledge and have the ambition and desire to know what to do with this knowledge. As a student, the mentee needs to practice and demonstrate what has been learned.

Duties of the Faculty Mentor

- To meet with mentees during the last week of every month. To contact mentees if they have not heard from them by their designated due dates.
- Express your expectations for the relationship and define what you hope to gain from and offer to the relationship
- Organising and co-ordinating student learning activities in practice.
- Supervising students in learning situations and providing them with constructive feedback on their achievements.
- Setting and monitoring achievement of realistic learning objectives
- Mentors are going to keep a constant watch on the progress of their students. Assessing total performance – including skills, attitudes and behaviours.
- Liaising with others to provide feedback, identify any concerns about the student's performance and agreed action when appropriate.
- To facilitate personal growth and development and assists with career progression, while guiding the mentee through the clinical, educational, social and political networks of the working culture.
- Mentors should report to the Chief Mentor, the progress made by the students under their mentorship and also discuss about the problems and challenges faced by the students with a thorough note of strengths and weaknesses.
- Mentors will notify the Chief Mentor, via the Mentorship report form, if the student displays positive or negative attribute that distinguishes them from their peers or if there are any concerns regarding professionalism in any student.

Duties of the Mentee

- To contact their mentor to set up a meeting.
- To meet their mentor during the last week of every month.
- To fill out their Mentorship Form before their mentorship meeting.
- Students are supposed to report to the mentors periodically for any problems that they face with respect to studies or otherwise.
- Every student should lend himself/herself to be mentored so that the best in the student can be extracted.
- The students under the respective mentor are supposed to complete their clinical work, field work and project work within the stipulated period of time.

Responsibilities of the Mentor:

1. Advisor and coach: provide advice, guidance, and feedback; share their experience and expertise as appropriate; act as a sounding board for ideas and action plans.
2. Leader and motivator: offer encouragement and support to try new things; help mentees move out their comfort zones; celebrate successes; help mentees understand when things do not go as planned
3. Counsellor: a sounding board when the mentee is solving a problem or making a difficult decision. As a confidant, the mentor helps the mentee to clarify the real issues involved and to see the bigger picture.
4. Facilitator: takes action that will indirectly smooth the way for something else to happen; starting a process that will help the mentee to pursue their goals
5. Resource and recommendations: identify resources that will help mentees with personal development and growth, such as recommending books, workshops, or other learning tools.
6. Devil's advocate and "truth-sayer": provide the tough feedback that mentees need to hear in order to move forward; push mentees to take risks when appropriate; help mentees consider and weigh potential consequences of decisions and actions to avoid the pitfalls and predictable surprises that may occur.

Responsibilities of the Mentee:

1. Allow your mentor to take the lead in the relationship, at least initially. Listen and respect the opportunities, limitations and format of the relationship he or she is able to provide for you. Always act with courtesy and respect towards your mentor.
2. Use active listening skills during discussions with your mentor. Be careful not to interrupt, unless you need to clarify a point and you see no other opportunity or pause.
3. Prepare the goals and objectives you have for your career. Be prepared to ask for specific guidance and advice on your goals, plans and strategic ideas.
4. Take the initiative to ask for feedback. Feedback, although difficult to hear at times, is critical to your personal and professional growth and development.
5. Always be considerate and respect your mentor's time as you do your own.
6. Demonstrate that you have followed advice or commitments for action at every opportunity, even if you have modified your plan.
7. Make only positive or neutral comments about your mentor to others. If you disagree with your mentor's values, behaviors, or attitudes, discuss it with him/her directly. Respect your mentor's confidence and trust.
8. Keep the door open to return to your mentor for assistance or advice at a future time.
9. Follow up with your mentor after termination to keep in touch, to share your progress and to continue to express your gratitude.

Mentoring using the **GROW** model

The GROW model is a good way to structure a meeting with your mentee. You can either start with the goal and work logically through the model or you can move the model around, starting with the reality and then the goal, if this works best. Remember to always finish with the way forward and ensure that this is set and owned by the mentee. The model is outlined below.

