



HANDOUT 2-C

Mentors and Mentoring

To Mentor means to make easier; to guide others through a process, an experience, or a conversation. The Mentor attempts to create a safe environment in which the participants feel comfortable and are able to share their thoughts openly. The environment should be conducive to sharing and learning.

The tools developed for objectives of M & M attempt :

- ❖ To familiarise the Mentors with the process of Mentoring and Monitoring.
- ❖ To provide an insight into the various techniques to carry out effective Mentoring and Monitoring.

A Mentor is a person who:

- ❖ Is able to communicate a sense of self-confidence, informality, enthusiasm, responsiveness and creativity.
- ❖ Is willing to be challenged. This requires giving up something whether it is long held values, beliefs or actions.
- ❖ Is willing to take risks, which require entering unfamiliar territory, doing things we are unaccustomed to for the sake of change and growth and risk taking that requires courage.
- ❖ Takes responsibility for own actions and beliefs (and for the roles, functions and behaviors that are necessary to develop a collaborative and challenging learning encounter).

- ❖ Possesses personality characteristics and interpretational skills that make others view the Mentor as caring, trustworthy and encouraging.
- ❖ Is assertive, positive and pleasing in giving feedback.

The Mentor's Role

The role of the Mentor is different from that of an instructor or expert. A Mentor seeks to promote an atmosphere of trust, support and encouragement for the group and intervenes only when ineffective group behavior is evident and impacting negatively on group outcomes. Ideally, the Mentor becomes one of the learners in the group, creating a two-way communication and learning processes within the group.

Characteristics of an effective Mentor

- ❖ non-judgmental
- ❖ flexible
- ❖ honest
- ❖ firmness and fairness
- ❖ fosters trust
- ❖ sensitive
- ❖ observant
- ❖ communicates effectively
- ❖ participating
- ❖ supportive

The Mentors can create a SAFE environment by:

- ❖ Listening actively



- ❖ Focusing equally on process and content
- ❖ Setting expectations but not forcing participation
- ❖ Being non-judgmental
- ❖ Being empathetic and sensitive to the participants' view
- ❖ Being positive and caring

Basic Skills of Mentoring

The following are some of the skills that a Mentor should keep in mind. Each skill is an important part of the overall Mentoring process-

1. **Active Listening** - Eye contact, mannerisms, etc., should all reflect that the Mentor is listening and paying attention to the speaker.
2. **Focus on Feelings** - Example, "*How did that experience make you feel?*" It is important for the Mentor to explore the feelings of the groups with respect to the various group proceedings.

3. **Give Recognition** - Use names, say '*thank you*', etc. The Mentor should make the members comfortable and acknowledge their contributions to the group processes and content.
4. **Paraphrase** - Clarify or summarize a person's statement. This helps in understanding the point of view of the speaker and taking the discussion forward.
5. **Review** - Review all that has been said by the group during the course of the conversation.
6. **Focus on Similarities and Differences in the Group** - The Mentor should point out the similarities and the differences in the thoughts, feelings and actions of the various participants.
7. **Involve Everyone** - The Mentor should encourage the shy members to speak as well to participate.
8. **Transfer Leadership** - Periodically allow the participants to facilitate their own discussions and come to their own conclusions.

Conversational Aids to Provide Effective Feedback : (To the Mentee School through Mentoring Report).

| What to do | What to say |
|--|--|
| ❖ State your assumptions and describe the data that has led to them. | ❖ " <i>Here's what I think, and here's how I got there.</i> " |
| ❖ Explain your assumptions. | ❖ " <i>I assumed that....</i> " |
| ❖ Make your reasoning explicit. | ❖ " <i>I came to that conclusion because...</i> " |
| ❖ Explain the content of your point of view: Who will be affected by what you propose, how they will be affected, and why? | ❖ " <i>In my point of view...they will be affected like...</i> " |





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| <ul style="list-style-type: none">❖ Give examples of what you propose even if they are hypothetical or metaphorical. | <ul style="list-style-type: none">❖ <i>"To get a clear picture of what I am talking about, imagine that you are the student who will be affected."</i> |
| <ul style="list-style-type: none">❖ As you speak try to picture the other persons' perspective on what you are saying. | <ul style="list-style-type: none">❖ <i>"I understand your perspective..."</i> |
| <ul style="list-style-type: none">❖ Encourage others to explore your models, your assumptions and your data. | <ul style="list-style-type: none">❖ <i>"What do you think about what I just said?" or "Do you see any flaws in my reasoning?" or "What can you add?"</i> |
| <ul style="list-style-type: none">❖ Reveal where you are least clear in your thinking, rather than making yourself vulnerable. It diffuses the force of those who are opposed to you and invites improvement. | <ul style="list-style-type: none">❖ <i>"Here's one aspect which you might help me thinking through..."</i> |
| <ul style="list-style-type: none">❖ Even when advocating, listen, stay open and encourage others to provide different views. | <ul style="list-style-type: none">❖ <i>"Do you see it differently?"</i> |

Ground Rules for Mentors

- ❖ Punctuality and time management.
- ❖ Do not interrupt the Principal/teacher if they would like to make a point.
- ❖ Ask questions one at a time.
- ❖ Ask questions by writing them down on slips of paper and putting them in the question box placed in the room.
- ❖ Maintain a non-judgmental approach.
- ❖ Respect each other's feelings, opinions and experiences, and do not laugh at any person.
- ❖ Respect the teacher and always seek permission before entering a class.
- ❖ During class observation, it is best to quietly observe and not raise doubts when the class is going on.
- ❖ Maintain confidentiality at all times.
- ❖ Under no circumstances should you or any member of the team be critical of the teacher in front of the students.

