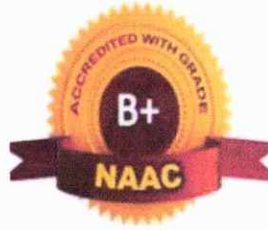




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MENTOR –MENTEE POLICY



National Assessment & Accreditation Council

IQAC CELL



Table of Contents

1. Introduction: What is mentoring? Do you need a mentor?
2. Goals
3. Roles; Faculty mentor's and Mentee's
4. What makes a good mentor?
5. Benefits of mentoring: to the student, to the mentor, to the institution.
6. Methods: How mentors are allocated; frequency of the Meetings
7. Advice to Mentors
9. Thanking your Mentor



Mentor Mentee Policy

INTRODUCTION:

What is mentoring?

Mentoring is a relationship between a more experienced person (mentor) and a less experienced one (mentee). As a new entrant to the professional course at the University or College of Medical Sciences, you have a unique opportunity to be mentored by both a faculty member *and* a senior medical student. The mentor-mentee relationship is based on mutual trust, respect, and a willingness to learn and share. The central point is encouragement, constructive comments, and openness. The mentor encourages the mentee to reach her/his full potential by sharing knowledge and experience, and provides emotional support and encouragement.

NEED OF MENTOR:

You may have managed school very well with only parental support. However, the medical curriculum is unlike anything you have experienced before. As first year medical students, you are suddenly thrown into a new, challenging environment. This change makes you vulnerable to stress. Moreover, some of you are from out of hometown and may not have as much family support as before. Mentoring provides a supportive infrastructure that tries to make you feel at home. It is an opportunity for you to get to know a number of excellent



faculty members and senior students. You can maximize your experience as a medical student and a soon-to-be professional by interacting with them and learning from their experiences. They can help you make important personal and professional decisions, like how to balance studies with personal needs, how to talk to patients, how to overcome learning difficulties, how to be more professional, what field of medicine to specialize in, and so on. Your mentor can help you generate research opportunities and give feedback on project write-ups or patient case reports.

If you feel that you don't need a mentor right now, remember that you may need one later in your medical career. Starting a mentoring relationship now will ensure that you have someone who knows you well and can guide you years later. In a sense, having a mentor is like having an insurance policy: the benefits are maximal when you pay regular premiums. Therefore, establish a relationship with a mentor before you get into a stressful situation, rather than after. The Student Mentoring Program at this college was designed by a group of dedicated faculty and students to facilitate informal out-of-classroom conversations between faculty, senior students and new entrants. The broad aim is to enhance the University experience for all.



2. GOALS:

The program has short term and long term goals.

1. **Short term goal** : The short term goal is to introduce an immediate support network for incoming students. Thus, new entrants will get familiar with life at college, academically and culturally, so that they can.
2. **Long Term Goal** : The long term goal is to cultivate a mentoring culture at ADAMC that will engage all strata of students and every faculty member.

3. ROLES OF MENTOR AND MENTEE

Faculty mentor's role:

The Mentor is role-model, motivator and counselor who helps the student in the following ways

1. Understanding the institution's culture and the medical course
2. Becoming familiar with campus life and its support services
3. Communicating and socializing with staff and peers
4. Becoming informed about administrative procedures
5. Transitioning to new methods of learning and working
6. Setting goals: short term goals for learning and long-term goals for career purposes transferring knowledge in skills relating to communication,



critical thinking, responsibility, flexibility, and teamwork, that cannot be learned from books

7. Pointing out strengths and areas for development
8. Answering any questions, even those pertaining to personal matters supporting the student even after studies are completed.

Mentee's role

1. Your role is to be enthusiastic, curious, and ambitious when discussing your interests with your mentor.
2. Try to attend all meetings and arrive on time. If you are delayed or cannot attend, let your mentor know in advance.
3. Respect your mentor's time and space. Your mentor understands that setting up meetings may be hard to do, especially with your hectic class schedule, and they are busy too; try to be flexible about what time you can meet.
4. Find out how your mentor would prefer you contact him or her: e-mail, phone number or personally. Keep your mentor informed of your progress; it is important to stay connected even in-between meetings. You can easily e-mail your mentor to let him or her know what is going on in your life.
5. Consider the information your mentor tells you to be privileged; do not



share it outside your mentor-mentee group.

6. Be patient; it takes time and effort to build a relationship. Be receptive to suggestions and feedback.

4. WHAT MAKES A GOOD MENTOR:

Effective mentoring is multidimensional. There is no single formula; every mentor uses a combination of professional expertise and personal style to mentor students.

Generally speaking, a good mentor has the following skills:

- enjoys helping others
- is available and willing to spend time with the student
- is open-minded and flexible
- has good communications skills; asks appropriate questions, listens actively and with empathy, gives feedback with clarity and sensitivity
- provides encouragement and support which enables the mentee to express feelings and consider options.
- If you think you have the skills listed above, you will be a successful mentor.



5. BENEFITS OF MENTORING:

Mentoring, more than teaching, helps students be successful. The mentor can enhance the mentee's sense of confidence and increase his or her self-esteem by showing genuine interest in the mentee's development. The student understands her/his role in the organization, gets advice, help and encouragement, and finds opportunities for networking.

The mentor develops leadership and communication skills, shares experience and knowledge, and discovers the students' point of view. Mentors experience greater productivity, career satisfaction, and personal gratification. In addition, medical teachers that mentor, develop valuable skills that help shape the professionalism of future doctors.

How does mentoring benefit the department or Institution?

Having mentoring relationships in place stimulates the workplace, making it more effective. There is better communication, networking and sharing of values. The process generates positive supporters who can promote mentoring to other employees/students. All in all, mentoring is an opportunity for faculty and senior students to 'pay back' to the Institution by making the workplace vibrant and contributory. In some instances, mentoring identifies qualified potential candidates who may fulfill future recruitment needs of the Institution.



6. HOW ARE MENTORS ALLOCATED?

Faculty and senior students volunteer for the program by August of each year. As soon as new student admission lists are available, random allocation is performed. Depending on the number of volunteers, each faculty member may expect to mentor 3-5 first year students & in other class coordinators distribute the mentorship.

7. ADVICE TO MENTORS:

Do arrange to meet your mentees in a group following your initial introduction. Continue to talk/meet on a regular basis through the year. It would be best to always meet on college premises or in a public area. Ask about their experience of living and studying at ADAMC; try to identify students who may be having difficulties and encourage them to seek help from an appropriate support service. In case of any difficulty, other mentors, and the Mentorship Program organizers will be only too willing to help.

8. THANKING YOUR MENTOR

It is important that mentees thank faculty/student mentors periodically for the time that they have spent working with them. Remember that mentors are making time out of a busy schedule to help.




Source:

The following resources helped in the formulation of this manual

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