

JAIPURIA INSTITUTE OF MANAGEMENT NOIDA



Mentoring Policy

Task Force Report

Mentoring & IDP Process

Part I

- 1. Statement of Purpose:** Whilst mentoring & IDP process has been operational in all JIM Campuses, this document seeks to identify enforcement mechanisms to enable & equip mentee protégé to understand his/her capabilities and limitations as well as methodologies to enhance his/her professional and personal wellbeing.

- 2. Mentoring Committee & Office:** The Mentoring Committee/office shall comprise Faculty in Charge of Mentoring at the individual campus level along with 1-2 faculty members as committee members by the Director of the campus.

Mentoring Office denotes and includes Mentoring Committee and member(s) of the PMC staff (Program Secretaries) for assisting the Mentoring Committee with all collateral administrative activities including MIS, Work Scheduling, etc.

Part II

3. Group Structure & Formation

3.1 Mentee Groups- Mentee group size to be campus specific based on the following formula: Group Size = Total no. of first year students in all the programs/ Total no. of faculty.

3.2 Group Formation: Groups should be formed before the commencement of orientation cum induction program. There should be formation of heterogeneous groups which mimic workplace teams. Group formation process shall be led by the Mentoring Committee in consultation with the admission cell which has necessary student MIS.

3.3 Group formation shall be driven by the motive to create balanced groups diverse enough to promote meaningful group discussions and teaching and testing students for team skills, gender sensitivity, cultural sensitivity etc. Group formation should be based on diversity in CAT/MAT sub scores on relevant skills like analytical skills, communication, aptitude, logical reasoning etc., apart from other pertinent criteria like academic performance, graduation stream, location etc.

(Note: For AY 2019-20, mentee groups at the campuses have already been formed for the purpose of providing BOP and other guidance to the onboard students. Mentoring Committee can do a quick review to ensure group diversity and carry out some changes if needed before the commencement of orientation cum induction program.)

Part III

4.0 Mentoring Program: Mentoring program should be divided into two phases:

4.1 Phase 1: This phase begins the post admission process and extends up to the end of Term-II. In this phase, one mentor shall be assigned for each group. Mentor shall conduct mentoring sessions for the group throughout the phase-1. The mentoring sessions should be designed based on GROW MODEL (Goal-Reality-Options-Will Do). Each session shall be mapped with some PLO. Sessions should be semi structured and should involve group interactions/activities. Each session to be preplanned for its theme, activity, location and evaluation, if any. The mentoring sessions to be formally scheduled once in two weeks. However, mentor and mentees can have additional meetings based on requirement and mutual convenience and consent. The design of the mentoring sessions and its smooth conduction to be the prime responsibility of the mentoring office. The attendance and session outcome to be recorded and maintained by the mentoring office.

It is suggested that the themes for mentoring sessions should be prepared by the mentoring committee at the campus level. **These sessions should be activity based and should be themed to inculcate and promote independent learning skills, team skills, knowledge of current affairs, creative thinking and leadership skills amongst the mentees.** The entire mentoring plan along with the session themes should be designed, discussed and approved by the Faculty Council (FC) before the start of term-I. The session deliverables should be mapped with PLO/s too. *It is to be noted that while the session theme/s are predefined based on discussions and consensus in the FC meeting, the mentors are free to design their own way of conducting the mentoring sessions.*

Formal feedback from the mentees shall be sought at the end of term-I and term-II. The average of the feedback to be used for rating faculty on mentoring in the performance appraisal.

Phase 2: To begin from term-III onwards and to extend up to the SIP evaluation. The erstwhile mentee group to be dissolved. Students with minimum 75% cumulative attendance in the mentoring sessions till term-II should get to choose their mentors. Each student can be asked to give two preferred choices for mentors.

70% of the group size will be assigned to a mentor from the student choices received and on first-come-first-serve basis. The remaining 30% of the mentees in the group can be from the lot who either had no choice or who could not be accommodated for their given choice of mentor.

The sessions in phase 2 should be designed around the OSCAR Model (Outcome-Situation-Choice-Action Review). These sessions will be designed on need basis and should involve one-on-one interaction between the mentor and the mentee. The mentoring meetings will be on demand of the mentees. Mentoring office will be the interface to fix up such meeting between the mentor and the mentee. The agenda and outcome will be sent for record to the mentoring office by the mentor. Immediate mentee feedback should be sought and recorded by the mentoring office.

There can be co-mentoring in this phase. If a mentee feels the need to consult a faculty other than his/her mentor, the same is to be facilitated and recorded by the mentoring office in a manner similar to the meetings between the mentor and the mentees.

The suggested mentoring model is depicted in annexure II.

5. **Alignment with Program Outcomes:** The feedback scores from phase 1 and phase 2 to be compiled on a 3-point scale. The same can be used for calculating the attainment of program outcomes using indirect mechanism.

5.2 Each session in phase 1 can be mapped with some PLO. The evaluation score (given by mentors and recorded by mentoring office) can be used to calculate the PLO attainment score. The mappings in advance should be done by the mentoring office in consultation with the faculty group.

6. **Individual Development Program (IDP):** It is suggested that the first IDP process should be conducted towards the end of Term-II since that is the time students are asked to decide their specialization area. The second IDP process is suggested to be conducted at the end of Term-IV when the SIP is complete and the placement process is expected to be gaining momentum. The evaluation forms for self-assessment and panel assessment of the mentee are attached as Annexure III & IV respectively.

Part IV

7. **Grievance Redressal:** Each campus shall have a grievance redressal mechanism in place for registering any grievance of the mentee/mentor and for timely resolution of the same. It is suggested that the grievance should be first reported to the Mentoring Committee which will look into the matter and decide within a week. In case the decision of the committee is not acceptable to the complainant, he/she can take up the issue with the Director of the Institute. The decision of the Director shall be final and binding on all the parties concerned.
8. **Mentors Training:** It is proposed that a mentoring workshop should be held to impart faculty, some basic skills needed for mentoring students. The workshop should be held before the mentoring sessions are formally scheduled by the mentoring office (start of the academic year).

Annexure-I

Mentor- Mentee Protégé Code of Conduct

Preamble & Purpose

Relationship between a mentor and mentee-protégé is akin to a bond based on purity of intentions, mutual trust, respect, transparency and common good.

This document captures a set of key desirable behavior expected from mentor and mentee-protégé. Simultaneously, it highlights behavior and practice which may derail the noble cause of growth and evolution.

Do's: Positive Behavior

Mentors and mentees must demonstrate following behavior to extract maximum benefits from this relationship.

01. Respect each other's personal space, privacy and time. Both parties must acknowledge and appreciate the limits and boundaries of mentoring contract.
02. Communicate appropriately with each other showing concern, respect and decency.
03. Focus on the purpose and agenda of mentoring process only. Be mindful of timeframe and end dates of this process.
04. Mentors should follow the spirit of mentoring philosophy enunciated by JIM to enrich lives of mentee-protégé.
05. Mentee- protégé should seek help and support of mentors only for the defined and agreed goals.
06. Maintain documents and records, with due diligence, to observe and track progress of this mentoring journey.
07. Maintain, store and dispose of any records, including electronic files and communications, created during mentoring engagement in a manner that promotes confidentiality, security and privacy and complies with any applicable laws and agreements.
08. Be mindful of laws of land, including POSH, to preserve purity and sanctity of mentor-mentee relationship.
09. In case of any kind of emergency anytime including time beyond Institute's working hours, discord or difference with each other, either party should contact the Mentoring Office for resolution & assistance.

Remember: This is an illustrative list. Follow the spirit.

Don'ts: Negative Behavior

Following conduct and behavior must be avoided each time and every time.

01. Don't trespass into other's time and personal life & space.
02. Any discussion or action beyond mentoring process as envisioned in the Institute's document must be avoided by both mentor and mentee protégé.
03. Connect & communicate with each other during Institute's designated working hours.
04. Don't record (written, video or audio bytes) any mentoring event, discussion unless so authorized explicitly by the JIM Mentoring Office.
05. Avoid any financial transactions, including giving & receiving any kind of gifts, outstation travel and dining outs, unless explicitly approved by JIM.
06. Refrain from unlawful & unethical discrimination or preference for anyone during the mentoring process, based on age, race, gender orientation, ethnicity, sexual orientation, religion, national origin or disability.
07. Don't share data information emanating from mentoring dialogue with the third party, including anyone from Institute or outside, which may infringe privacy laws.

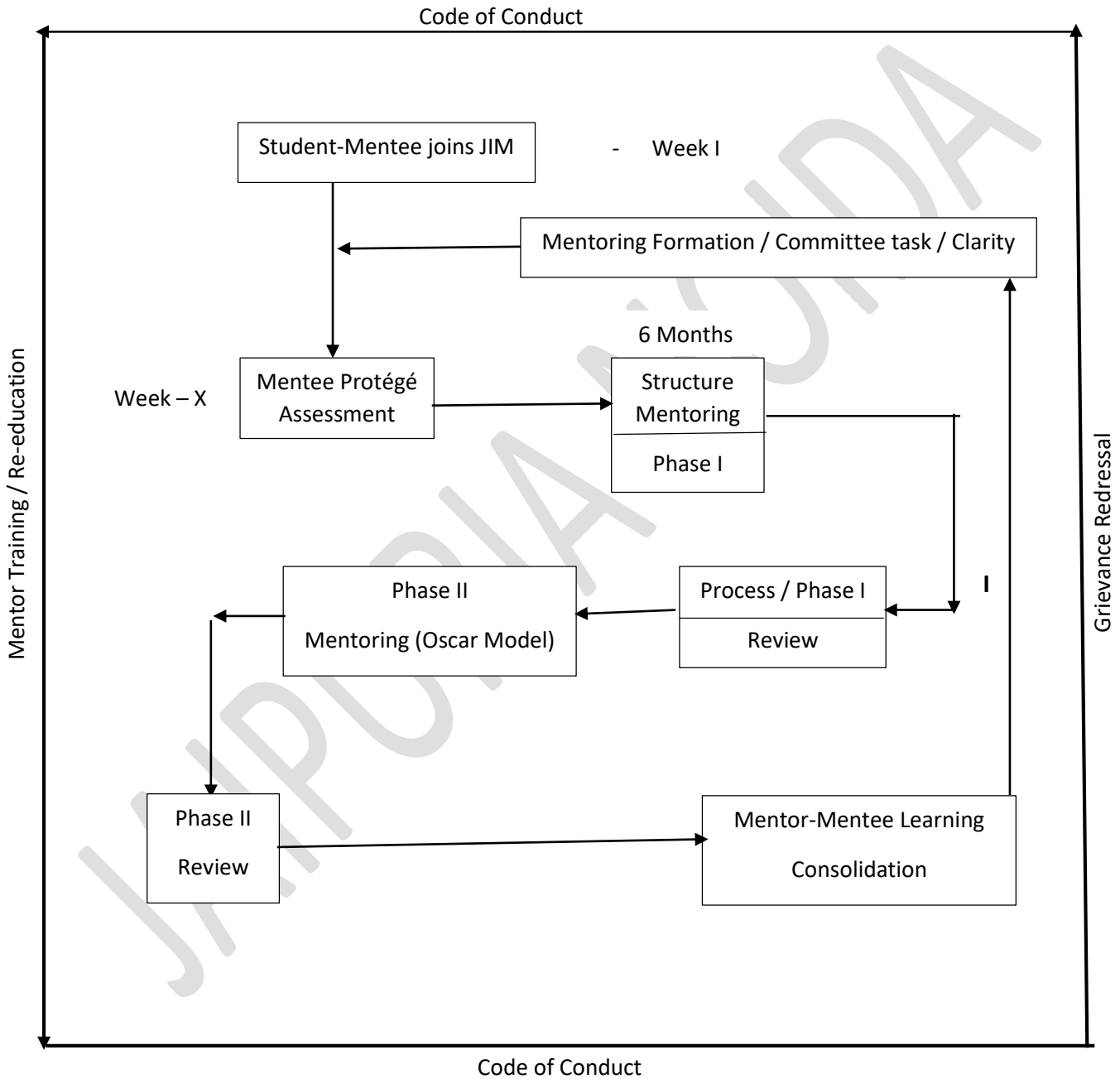
Remember: This is an illustrative list. Follow the spirit.

General

Connect with the Mentoring Office, as stated above, in case of any challenge, whatsoever.

Annexure-II

Jaipuria Institute of Management Mentoring Process: Normative / Suggestive Model



Annexure-III

Mentee Protégé Self -Assessment Form

Mentee Protégé
Photograph

Part I Personal Particulars

Mentee Protégé Name:

Enroll No: _____

Mentor's Name: _____

Mentee Protégé Interest Area: _____
(e.g. Fin/HR/Mkt./IB/ Op &IT)

CGPA (First Trimester): _____

Part II Life- Career Goals

Mentee Protégé Life-Career Goals	
Industry of Interest* (Mentee Protégé may identify at least two industry domains in order of preference)	Desired Profile Mentee Protégé may also highlight if s(he) desires to be an entrepreneur.
1:	
2:	

(***Industries:** Manufacturing, Banking, Financial Services, FMCD, FMCG, Consulting, R&D, KPO, etc.)

Part III A Self-Assessment (Mention Top Three)

Strength (What's Good About Me)	Weakness (What Could Be Better)	Current Improvement Plan (What I Am Already Doing and/or What I Intend)
1.	1.	
2.	2.	

3.	3.	
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Part III B Self (Competency) Assessment

Serial No.	Assessment Criteria	Self-Rating*	Remarks**
1	Analytical Mindset & Numerical Analysis Ability		
2	Communication Skills (Speaking, Reading, Listening, Body Language)		
3	General Business Awareness (Economic & Social Growth Indicators)		
4	Domain Conceptual Clarity (in interest area)		
5	Application- Execution Mindset		
6	Learning Motivation & Agility		
7	Team Playing (Giving & Receiving Support, Trustworthiness, Efficiency, Action Orientation, Morale)		

Rating Scale:

1 = Novice 2 = Inadequate, 3 = Adequate, 4 = Proficient, 5 = Impeccable- Outstanding

Part IV Self Improvement Plan

Competencies (Refer Part III B Above)	SMART Goals (Jointly Developed With Mentor)	Review Dates

Please use extra sheets for additional comments.

Mentee Protégé Name/ Signature: _____

Mentors Name/ Signature: _____

Annexure-IV

**Individual Development Plan
Mentee Protégé Capability Assessment Document**

Student's Name:

Roll No Year Batch

Part I: Empirical & Data Driven Assessment (Weightage 90%)

Serial No.	Assessment Criteria	Panel Rating*	Remarks**
1	Analytical Mindset & Numerical Analysis Ability		
2	Communication Skills (Speaking, Reading, Listening, Body Language)		
3	General Business Awareness (Economic & Social Growth Indicators)		
4	Domain Conceptual Clarity (in interest area)		
5	Application- Execution Mindset		

6	Learning Motivation & Agility		
7	Team Playing (Giving & Receiving Support, Trustworthiness, Efficiency, Action Orientation, Morale)		

Rating Scale:

2 = Novice 2 = Inadequate, 3 = Adequate, 4 = Proficient, 5 = Impeccable- Outstanding

*Panel shall use multiple processes (including psychometric tests, BEI: Behavior Event Interviews, mentee protégé presentation) to assess mentee protégé capabilities enumerated above.

** Panel shall record test scores and concrete-reliable data points to support ratings assigned to each mentee protégé.

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Part 2 Qualitative Data Points (Weightage 10%)*

***Panel shall record here in below any data point- observations emerging from panel- mentee protégé interaction (not captured above), past scholastic attainments, self-awareness, self-control, inner drive and motivation data.**

2.1 Qualitative Observations with examples:

2.2 Future Roadmap Articulation:

Institute Mentor's Name/Signature

Industry Experts Name/ Signature