**Guidelines & Suggestions for Mentor Meetings *–* Third Year**

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| **Session No.** | **Activity** | **Suggested Assignments** | **Suggested Discussion Points** |
| 1 | Get to know your students : Aspirations and Family Expectations | 1.1 Write 1-2 pages on a person you know who has influenced you a lot. You should have sufficiently interacted with that person. It may be a core family member / extended family member / teacher / neighbour. (It may be encouraged to write about two persons – one from family and the other from the extended circle. Students can write in Hindi, English or their mother tongue)  1.2 Observe people around you – observe their behaviour. Whose behaviour influences you a lot? – For your self-development, self-understanding to emulate (i.e. to try to do like this or even better than this) in your life. | You can begin by introducing yourself (in brief)  Get students to introduce themselves one-by-one  Family & schooling background, Hobbies & interests,  What I wish to be, What I wish to do in my life.  Understanding my own goals, desires, feelings  Reflecting on my own actions/behaviour |
| 2 | Aspirations / Goal Setting | 2.1 Make a list of your desires/aspirations.  For each desire, ask “why”. When you come up with an answer, ask “why” again! Keep doing it to get to underlying thought. Write the underlying need that you get (need for feeling or physical need for body).  2.2 List out your short term and long term goals. | Ask students to prepare a list of desires/aspirations in their notebook for about 5-8 minutes. Ask some students to read out their list and ask them to write it on the board in the form of bullet points with one or two keywords each. Avoid duplication. Make sure that you are not judgemental. Do not deride or make fun of any desire. Nor should you allow the other students to do so. Classify each desire into two categories based on what  it is fulfilling:  (a) Mental need  (b) Physical need  At the end, you can conclude the following:  (1) The list is not infinite, but finite. It is only some tens in number.  (2) Most desires relate to mental rather than physical need. |
| 3 | Technical writing & Communication Skills | 3.1 Ask students to list the ways to improve communication skills.  Then list them board and discuss each point. | Communications is the key to achieving all of our goals. Ask students if they agree or disagree with this statement.  Ask students to share situations, problems, and challenges at college in which communications played a critical role. Identify students with weak communication skills and give them tasks accordingly |
| 4 | Students participation in several activities (Cultural, Sports, Technical events) | 4.1. List the events / type of activities you would like to participate in. | Encourage students to participate in curricular & extracurricular activities. Ensure each student is actively participating in at least one activity. |
| 5 | Internship & Skill enhancement Awareness | 5.1 What technical skills would you like to acquire this semester? | Ask students to identify the technical skills they would like to acquire. Discuss the ways to enhance these skills. Encourage students to pursue internships during vacations. Emphasis on importance of internships. |
| 6 | Technical certifications awareness | 6.1 List the technologies you would like to have certifications in. | Discuss the importance of technical certification. Share details of these certification examinations. |
| 7 | Academic and Other Activities Review | 7.1 Are you satisfied with your academic performance? If yes why, If No why not? | Review every students academic performance like attendance, test marks etc. Ask every student about his/her participation in any curricular/ extracurricular activities.  Guide and encourage each student to improve their participation in academic & extracurricular activities. |
| 8 | Review of Semesters achievements / Goals | 8.1 Do you have any significant achievements this semester? | Take the review of students’ achievements and all your mentor meetings. |

**Other points or questions to be discussed with students**

Discuss a role model that has been influential in each of your lives. How has s/he impacted your decisions or beliefs?

Discuss: What keeps you up at night/ What are your dreams?

Discuss a situation of interpersonal conflict that the students has experienced or successfully avoided.

Discuss students’ personal vision: What would he/she like to be remembered for over the next few years?

Exchange and discuss potentially useful articles.

Discuss the positive changes that occurred for both the mentor and mentee. For example, how are you going to apply and integrate what you have learned as a result of the mentoring relationship?

**Suggestions for Mentors to conduct meetings**

* Spend time learning more about each student in building a personal relationship before formally tackling mentoring program objectives.
* Exchange jokes, funny stories to touch base with this side of you.
* Identify/refine 1-3 objectives to work on together preferably skills pertaining to growth areas and leveraging strengths.
* Talk a lot about family, occupation, recreation, and motivation.