



## SABARAGAMUWA UNIVERSITY OF SRI LANKA

### STANDARD OPERATING PROCEDURE (SOP) –MENTORING FOR ACADEMIC MEMBERS, SUSL

SOP Name /Title	Standard Operating Procedure - Mentoring for Academic Members, SUSL
SOP Reference Number	CQA/SOP/Gov Mgmt/07/2022
Senate Approval	12.07.2022
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Originator	CENTRE FOR QUALITY ASSURANCE

### GUIDELINE FOR MENTORS AND MENTEES

- Successful mentoring relationships go through four sequential phases build on each other and vary in length
  1. **Phase one:** Preparation,
  2. **Phase two:** Negotiating,
  3. **Phase three:** Enabling growth,
  4. **Phase four:** Closure

Both mentor and mentee has different responsibilities at each phase to make it a success.

#### 1. Phase one: Preparation

#### *Check list for the mentor and mentee to see the preparedness*

- ✓ I have a sincere interest in helping this person or being helped by this person
- ✓ I am clear about my role
- ✓ I can commit adequate time for the mentoring relationship
- ✓ I am willing to use my network of contact to help in the progress

- ✓ I have access to opportunities and resources to support learning
- ✓ I am committed to developing my own mentoring skills

First Mentor/Mentee may check whether they are ready for mentoring.

### ***Things to do in preparation phase***

- **Initiate contact with the mentee.**

This could be a very friendly chat at a convenient time and place to both mentor and mentee. Mentor/Mentee may exchange contact information such as telephone, Whatsapp or email. And tell the preferred communication mode and times. Some of the questions to be asked at the beginning are attached as annexure A

- **Exchange background information before a formidable professional relationship.**

Mentor/Mentee may exchange some of the personal background information if necessary, professional background, research interests etc. In this stage both mentor and mentee can decide whether they want to continue the relationship or not.

- **Take time to get to know each other.**

Mentor/Mentee may explore what are the common interests such as sports, hobbies and recreation being within the boundaries of a professional relationship.

- **Share past mentoring experiences and those who influenced us**

Here the mentor can share his/her own personal experience and how he/she was been helped by their own mentors to motivate the mentee on this process

- **Talk about the learning and development goals**

Mentor and mentee talk about developmental goals of the mentee. In this stage the mentor should know the personal back ground, strength and weaknesses, special interests, available academic options and alternatives with the university and beyond. Tell the mentee to set SMART goals for his/her academic career. Ask about their personal learning styles. What made him/her to select this particular subject area? Make sure mentor that the mentor doesn't make decisions but give enough information for the mentee to make an informed decision.

- **Determine the personal expectations of the relationship.**

Explicitly and tell what are the expectations of the mentee through this relationship. Different individuals like different levels of intervention. Mentor always should allow the freedom of the mentee. Don't give unrealistic hopes and promise beyond your limits which may lead to frustration and mistrust.

- **Define the “deliverables” and desired outcomes.**

Discuss and agree on deliverables and indicators of the success of the mentoring process. It could be targeted exam results, reports, records, training and evaluation, feedback from the industrial supervisor etc.

- **Share personal assumptions and limitations.**

Be open to share one's own assumptions and limitations in this process. Mentor/Mentee can exchange their academic plans for next three years having the good will of mutual learning. Mentee should know whether Mentor is going on sabbatical, maternity or study leave during this period. If such thing is likely to happen Mentor may have a developed plan for his/her Mentee? Are you going to transfer mentoring role to someone else or are you going to continue over the phone or online platform, has to be thought and clarified.

### **Phase two: Negotiation**

**In this phase Mentor negotiate the relationship based on what you have explored during preparation phase**

- Both mentor and mentee come to an agreement on the learning goals and define the content and process of the relationship.
- Establish ground rules and create a shared understanding about assumptions, expectation, goals, and needs. These need to be very clear and explicit to both parties to avoid and frustration.
- Discuss confidentiality, boundaries, and limits regardless of how difficult these topics are to discuss. Also make aware of your mentee the importance of setting boundaries in a professional relationship.
- When and how to meet, responsibilities, criteria for success, accountability, and timeline for closure.
- Review, complete and sign a Mentoring Agreement

### **Phase Three: Enabling**

- Learn and develop, communicate openly, reflect on the learning progress continuously.
- Mentor to nurture mentee's growth by establishing and maintaining an open and affirming learning climate and providing thoughtful, timely, candid and constructive feedback.
- Both to monitor the learning progress to ensure the learning goals are being met.

## **Phase Four: Closing**

- Be aware of the signals that indicate it is time for closure.
- Evaluate if the learning goals have been met or if the relationship is no longer effective.
- Evaluate personal learning and celebrate progress made.

## **Supporting Documents**

1. Policy on Mentoring for Academic - SUSL ; Policy Number – Policy / SUSL / Gov & Mgmt / 13

*This SOP has been prepared by a committee chaired by Dr. Jayaprasad Welgama. Other members involved are Prof. Priyanath, Prof. Arunshantharachchi, Prof. Manoj Ariyaratne, and Prof. HAD Ruwandeepika.*

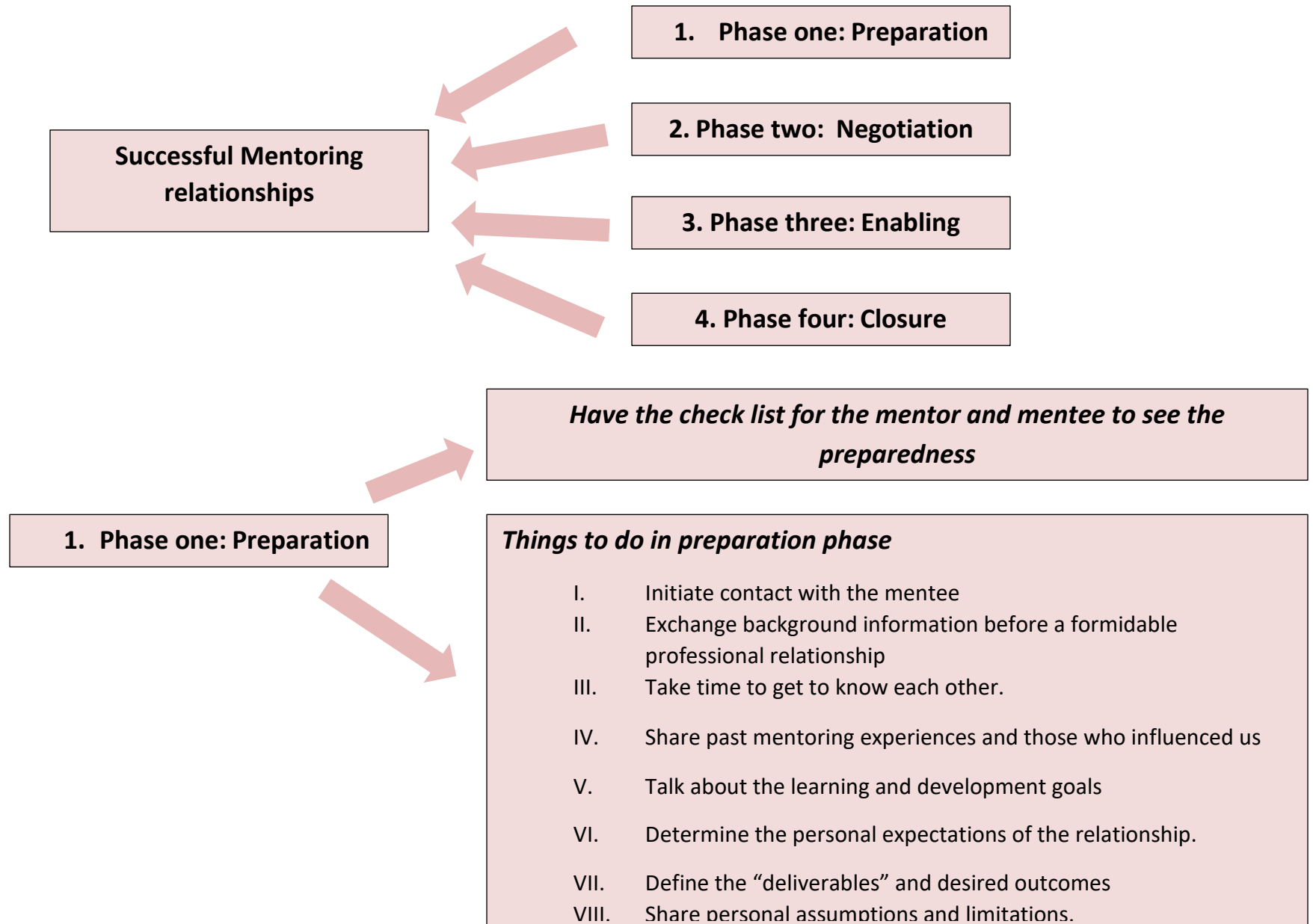
***\*\*Remarks: this document has been prepared based on the recommendations made at the 40<sup>th</sup> and 41<sup>st</sup> Senate Standing Committee meeting held in May and June, 2022.***

***\*\*\*This has been approved at the 265<sup>th</sup> Senate held on 12.07.2022 and at the 287<sup>th</sup> Council held on 22.08.2022***

**Centre for Quality Assurance**

**May 2022**

## FLOW CHART - GUIDELINE FOR MENTORS AND MENTEEES



## **2. Phase two: Negotiation**



- **In this phase Mentor negotiate the relationship based on what you have explored during preparation phase**
  - I. Both mentor and mentee come to an agreement
  - II. Establish ground rules and create a shared understanding
  - III. Discuss confidentiality, boundaries, and limits
  - IV. When and how to meet
  - V. Review, complete and sign a Mentoring Agreement

## **3. Phase three: Enabling**



- **Learn and develop, communicate openly**
- **Mentor to nurture mentee's growth**
- **Both to monitor the learning progress to ensure the learning goals are being met**

## **4. Phase four: Closure**



- **Be aware of the signals that indicate it is time for closure**
- **Evaluate if the learning goals have been met or if the relationship is no longer effective**
- **Evaluate personal learning and celebrate progress made**