Title of the Practice: Comprehensive **Mentoring Process** Integrating the DISC Model

The Context That Required the Initiation of the Practice:

In a competitive academic environment, students often face challenges that impact their academic and personal growth, such as adjusting to professional education, managing stress, and aligning career goals. Recognizing the importance of holistic development, the institution introduced a structured mentoring process integrated with the **DISC (Dominance, Influence, Steadiness, and Conscientiousness)** model. This approach enables faculty mentors to guide students in both academic and non-academic areas throughout their journey from Semester I to Semester IV.

The practice addresses the need for personalized guidance, fostering self-awareness, and equipping students with the skills to excel in academics, careers, and personal growth.

Objectives of the Practice:

1. To provide continuous mentoring support for students' academic, personal, and professional development.
2. To monitor student progress from Semester I to Semester IV and offer tailored interventions where needed.
3. To foster self-awareness among students using the DISC model, helping them understand their personality traits and leverage them effectively.
4. To create a strong mentor-mentee relationship that enhances trust and open communication.
5. To prepare students for challenges in academic, professional, and social spheres.

The Practice:

1. **Assignment of Mentors:**
   o Each student is assigned a faculty mentor at the beginning of Semester I, and this mentor remains with the student until the completion of the program (Semester IV).
   o Mentors are responsible for understanding the unique needs of their mentees and offering continuous support.
2. **Integration of the DISC Model:**
   o Students undergo a DISC personality assessment at the beginning of their academic journey to identify their dominant personality traits (Dominance, Influence, Steadiness, and Conscientiousness).
   o The DISC model helps mentors and mentees understand individual strengths, communication styles, and areas for improvement.
   o Tailored mentoring strategies are adopted based on the DISC profile to enhance self-awareness, interpersonal skills, and decision-making.
3. **Regular Mentoring Sessions:**
   o One-on-one and group mentoring sessions are conducted regularly to discuss academic performance, career aspirations, personal challenges, and co-curricular activities.

- o Mentors maintain detailed progress reports for each student and track their growth over the semesters.
4. **Focus Areas of Mentoring:**
   - o **Academic Support:** Assistance with course selection, project guidance, and overcoming academic challenges.
   - o **Career Planning:** Guidance on internships, placements, and future career options.
   - o **Personal Development:** Building communication, leadership, and problem-solving skills.
   - o **Emotional Well-being:** Identifying and addressing mental health concerns and stress management.
5. **Customized Interventions:**
   - o Students struggling in specific areas receive personalized plans for improvement, including additional academic support, peer mentoring, or counseling services.
6. **Collaborative Approach:**
   - o The mentoring process involves collaboration with parents, placement officers, and industry experts to ensure holistic guidance for students.

Obstacles Faced and Strategies Adopted to Overcome Them:

1. **Challenge:** Building Trust with Students
   - o Students were initially hesitant to share personal challenges with mentors.
   - o **Strategy:** Conducted orientation sessions emphasizing the benefits of mentoring and fostering a safe, non-judgmental environment.
2. **Challenge:** Managing Diverse Needs
   - o Each student had unique challenges, making it difficult to create a one-size-fits-all mentoring approach.
   - o **Strategy:** Leveraged the DISC model to tailor mentoring strategies to individual personality types and needs.
3. **Challenge:** Time Constraints for Faculty Mentors
   - o Faculty mentors struggled to allocate time for mentoring alongside academic responsibilities.
   - o **Strategy:** Created a structured schedule for mentoring sessions and reduced administrative burdens through technology-enabled tracking systems.
4. **Challenge:** Maintaining Consistency
   - o Ensuring regular follow-ups and tracking progress for all students was challenging.
   - o **Strategy:** Introduced digital dashboards and templates for consistent progress monitoring and reporting.

Mentoring Diaries