

MENTORING IN INDIAN EDUCATIONAL SCENARIO - A NECESSITY FOR TEACHER TODAY.

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ABSTRACT

So far INDIAN education has been progressing on the blackboard front, and less commitment towards mentoring and building the overall capabilities of student, today what ever is the course, it has become essential for teachers to have an additional role as mentors. There has been various role models in the past, who have achieved greater success in their teaching profession.

Mentoring as such has become a vital tool; in bringing about results on a consistent basis. Well might be wondering what the benefits of mentoring are.

Lets get into the core of a learning experience that a student goes through in INDIA. From the age of 3 till the age of 21, the educational system in INDIA has become compulsory, and only after the age of 21, can a student graduate to start practicing the skills learned and start up a career, a business, or which ever way, he /she can add value towards the society.

Now the value system in every individual is one focus area, which we would be discussing about

1. Mentoring for better relationships
2. Mentoring for Life Focus.
3. Student 2 student mentoring

The primary area of a mentor is to build a relationship, and remember mentoring is not working with a group, its working individually with each and every person who falls under the bracket of students.

Mentoring for better relationships

Relationship between student and teacher need a shift and change. In Indian context the elders are to be given respect and the elders are supposed to guide them. Yet as all system has some loop holes, this too has! Mostly

students do not have respect rather they are afraid of faculty. It might not be applicable to all. As we are crossing over this stage yet there is still more work to do. We need to build a relationship based on values with our students.

Mentoring for Life Focus.

When we ask a person young. Active and agile, what he wishes to achieve in life he would have a list of things. Though meeting him after probably a decade later you very well know where he has reached. Life goals or life focus is within us, though realizing these life goals will require a lot more to be there, these internalized pictures and thoughts Need to be supported by their beliefs, their capabilities get their outcome Once we set this as run life focus will find its own direction, we can only hide them and strengthen them, not to substitute life goals for the students.

Limitless beliefs

Beliefs are unlimited, and we often limit us within a set pattern of beliefs. Let me ask you what is beyond limit. I wonder if we have an answer for the same. Yet we still keep moving within a box with limitations. Lets not limit our creativity, lets not limits the students activity, lets encourage and make students reach what they want by starting to believe in it.

Becoming a Mentor

Mentors should understand the need to assume a number of different roles during the course of a mentoring relationship, but successful mentors also share the same basic qualities:

- A sincere desire to be involved with a young person.
- Respect young people.
- Listen actively.
- Empathize.
- See solutions and opportunities.
- Be flexible and open.

As you and your mentee begin your communication; exploring values, interests and goals, you will find yourself making a difference and having a positive effect on a young person's life. What you may also be surprised to see is that you will be learning more about yourself, too. Mentoring is a shared opportunity for learning and growth. Mentoring doesn't just affect the young person.

Mentoring provides significant benefits. As a mentor, you will be

- Making a difference in someone else's life.
- Learning about yourself.
- Giving back and contributing to the future.
- Having fun.

If you're still not sure you understand what is expected of a mentor then just ask a young person. Good mentors are willing to take time to get to know their mentees, to learn new things that are important to the young person, and even to be changed by their relationship.

Accept the challenges and rewards of mentoring a child for a period of one school year (nine months) or longer and experience the benefits that will last each of you a lifetime.

Mentoring is a Practice:

We can be at our best in mentoring, provided we are

willing to practice mentoring. The core outcomes of mentoring are .

Great habits

Excellent Values

Limitless beliefs.

Neuro Logical Levels:

Remember "*The problems of today cannot be resolved at the same level of thinking that created them.*" - Albert Einstein

Our brain, as well as any other biological or social system, is designed to process information in varying chunks, or levels. These levels represent information processing from the very general to the very specific - or vice versa. Your brain has a predictable way of processing this information that relates to both the experience of thinking and that of being.

"From the psychological point of view there seem to be five levels that you work with most often. (1) The basic level is your *environment*, your external constraints. (2) You operate on that environment through your *behavior*. (3) Your behavior is guided by your mental maps and your strategies, which define your *capabilities*. (4) These capabilities are organized by *belief systems* and (5) beliefs are organized by *identity*."

Spirituality (Who Else)
Identity (Who)
Choice (Which)
Beliefs/values/attitudes (Why)
Capability (How)
Behaviour (What)
Environment (Where, When)

Figure 1-1

How to create a lasting Change:

A lasting change can be brought about only through

continuous practice and improvement. The mentor role will be to advocate and extend the role towards practicing whatever has been discussed about.

In India building a relationship as a mentor is more essential before we really start working on the student.

When we add visualization exercises along with logical levels, mentoring becomes more effective, also we know we can easily work around role modeling through visualization as well. All human are excellent in the power of visualization, and I would say that today we are driven by visualizations and creations. The margin between internal representation (Visualization) and reality are minimal, hence it is our responsibility to mentor students towards a greater power of visualization, since every thing a person does is initially created within their mind, and then action takes place.

This is one process that we all are familiar yet discard it. What if we could follow the loop,(fig.1.2) and understand the logical levels in every discussion that we make or every word that we communicate with students.

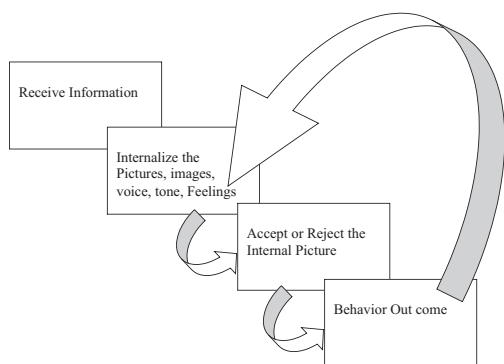


Figure 1.2

All words spoken are linked either to one of the logical levels, on understanding if it's a value, or a belief, we can easily work around it for successful mentoring.

Remember it's a practice, and not something to be learned, and practice needs, precision, and specificities, to be worked around always.

A great relationship, and beyond that a commitment to a cause. Ideally we could state that when ever we get to know the word, practice, we realize, we need to get it started first.

We should have a strong understanding of our logical levels, to go ahead with mentoring, as our values and beliefs should align with the vision, or goal that we have within, and this will have to lead us to a commitment. Once we ourselves have gone through this process of understanding our logical levels, we could easily start mentoring, or rather it would just come from within you.

Mentoring is not a job, it's a commitment towards developing human potential, and exploring the unlimited horizons of human creativity.

Also remember, we have been saying to yourself, to use positive words, now positive words may not mean good words for some, and for some could be generic words. When we say to a student use positive words, it might sound a little way ahead of him.

What I would suggest is that we talk about encouragement, and build encouragement as a value, and this in turn will become a habit eventually, as the sole purpose of using positive words is to bring about a change in the way students perform.

Many of you might not agree to the fact that learning and scoring excellent marks is a habit. Well if you believe this, how much of our efforts towards mentoring can easily get us the results required.

Over the past trainings spend along with teachers of different institutions, we could easily gather thoughts, that working on the belief system, has started changing the way students deal with their learning habits.

Motivation otherwise is termed to be working with beliefs. So if you require to motivate people, let's not look at motivation, and then pump down again after 2 or 3 days.

Having a systemic approach towards working on beliefs will create a lasting change, and I would suggest you to work on the logical levels.

The model proposed by Stephen Covey on 7 habits, which is a successful model followed by many, has also been practiced by schools in the United States, which has been highly effective, and one of the best models of this decade.

The role of a mentor is usually equalized with cocoon of a butterfly. It depends on the time period. The quality of mentoring is on shaping up the cocoon that churns it out to a wonderful beautiful butterfly. We know that butterflies

can take care of themselves and not the cocoons. That's where as teachers and mentors we exactly need to support them.

As human race grows, it takes a little more effort to satisfy more and more emotional needs, and mentoring is just the right thing to take on this innovative age growth.

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