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**WOMEN EMPOWERMENT
AND MENTORING
PROGRAM**

FRAMEWORK

1. FRAMEWORK

1.3

1.4

1.1 Introduction

Higher Education Commission (HEC) of Pakistan and Higher Education Development Project In Pakistan (HEDP) takes on a significant initiative of Women Empowerment and Mentorship Program (WEMP) for female employees of public sector universities across Pakistan. WEMP has been exclusively developed to promote women empowerment and leadership roles, keeping in view the socio-cultural context and gender parity indicators of Pakistan. The programme components will aim to foster self-confidence and professional development of the target group through a very comprehensive process. It will be led by experts as mentors having desired level of professional excellence. The mentors will serve as coaches, guides, and moral supporters; enabling mentees in the mutually agreed upon plans contributing to their job satisfaction and professional growth.

WEMP will provide women with opportunities of skill development, exposure and networking with successful leaders, experts and institutions. Mentoring will provide guidance to deal with challenges at the institutions, develop leadership capacities, and enhance their ability to contribute to their own growth and the growth and transformation of their respective academic institutions. The programme will not only serve to promote women in education sector but also contribute to create a more inclusive and diverse academic environment where female voices are valued and represented in leadership roles. Due to male dominated society, women require skills beyond the traditional education. WEMP will support and encourage emerging women leaders in higher education sector through maximizing their potential, developing their skills and enhancing their performance to become the respective professional they want to be.

WEMP is being rolled out at the national level in the selected universities. A steering committee at NAU will provide an oversight function; to review, evaluate and make recommendations for improvement of the programme. Similarly, each university will have a mentorship programme committee (MPC); ensure smooth implementation of the programme as per criteria and guidelines given in the document. Each WEMP component will consist of three-month duration with a continuation plan for the whole year. The mentorship programme will be concluded through a proper evaluation process not only to celebrate the success but also assess the lessons learnt and identify further areas for improvement.

1.2 Program Objectives

- a) Systematically introduce mentorship and develop mentor/mentee relationships among female academics in Pakistani universities.
- b) Develop leadership skills, support professional development, career advancement, achieve a healthy work-life balance and provide networking opportunities for mentees.
- c) Cultivate a supportive community for women employees within HEIs.
- d) Provide networking opportunities for the mentees to connect with and shadow other professionals in their field and create collaboration opportunities, where mentees can share research ideas.

WEMP to foster self-confidence and professional development of the target group through a very comprehensive process.

1.3 Program Duration

The program will be of 3 months and will be offered on a rolling basis throughout the year.

1.4 Women Empowerment Mentoring Framework

The WEMP framework provides guidelines, schedules, and processes for the mentoring relationship that will help maintain consistency and direction across cohorts of mentees and a diversity of mentors. WEMP will be introduced by NAHE, and it will be steered by the Mentorship Program Committees (MPCs) in the universities.

1.5 Steering Committee

A steering committee at NAHE will provide an oversight to the WEMP, review the feedback, evaluate and make recommendations for improvement of the program.

1.6 Mentorship Program Committee (MPC)

Each university will have a mentorship program committee (MPC). Following would be the composition of the committee with at least three members (two of them must be female including the head of the committee):

- a. Dean or a senior faculty member of the university as Chairperson.*
- b. Faculty representative of the university.*
- c. Representative of QEC / Faculty Development Centre (if applicable).*
- d. Management Officer representative of the university (Secretary, MPC).*

1.7 Responsibilities of the Committee (MPC)

- a. Selection of mentors and mentees as per the eligibility criteria.*
- b. Matchmaking of mentors and mentees. Each mentor will have a maximum of five mentees to foster personalized guidance and effective mentoring relationships.*
- c. Ensure smooth implementation of a mentorship program in the university.*
- d. Obtain feedback from mentors and mentees and share it with NAHE (as per the attached template in Annex - IV).*
- e. A list of mentors along with their respective mentees will be provided to NAHE.*

1.8 Mentor

- a. Mentors should be a female employee of the university*
- b. At least 10 years of inclusive higher education sector experience preferably 5 years of leadership roles.*
- c. Familiarity with the higher education environment of universities.*
- d. Personality traits such as being respectful, committed, active listener, exhibiting empathy and motivation etc.*
- e. Completion of at least one course relevant to leadership/management.*
- f. Participation as a mentor or mentee is entirely voluntary; however, mentors and mentees will be given recognition and certificates by NAHE after successful completion of the mentorship program.*

1.9 Mentee

Mentee should be a female employee of the university, either in a faculty or administrative position. She

WEMP to foster self-confidence and professional development of the target group through a very comprehensive process.

should be in the early career to mid-career stage and is willing to seek professional and career development support. Senior faculty members may also opt to join the program as a mentee developing a specific skill or professional competence.

1.10 Education Landscape

All the participating universities will share the list of mentors and mentees to NAHE. NAHE will arrange basic training for the mentors to update their knowledge of mentoring skills and techniques and to enable them to initiate mentoring conversations while adhering to ethical principles. Other common topics on the higher education landscape of Pakistan as HEC policies, regulations, procurement modalities, challenges, financial management, student-oriented higher education, employability of graduates, strategic leadership etc. will be covered in the training as well. Mentors' toolkit has been developed facilitating mentors in the smooth conduct of mentoring sessions.

1.11 Mentees Training and Support

MPC would ensure to provide training for mentees to understand their roles and responsibilities. Ongoing support, including resources and troubleshooting assistance, helps maintain a congenial and committed relationship with mentors. A statement of commitment (mentoring agreement template Annex I) will be taken from mentors and mentees both at the time of enrolment by MPC. Mentees toolkit has been developed for facilitating mentees in the smooth conduct of mentoring sessions.

1.12 Mentors Mentees Matching

Matching of the mentors and mentees would preferably be based on skills, experiences, goals and regional proximity. Compatibility in personality and communication style would be a consideration. MPC of the university would be responsible for effective matchmaking of mentors and mentees. An open call to apply for mentoring within the universities in the same city (or preferably adjacent universities) may be invited at least twice a year to ensure transparent access to possible mentees and mentors.

1.13 Guidelines for the Conduct of Mentoring Sessions

The recommendations of MPC for selection and allotment of mentors, mentees along with their specific mentoring areas would be approved by the Vice Chancellor. The mentoring sessions may be arranged at least on a fortnightly basis after assigning the mentors with mentees, with a minimum of 6 mentoring sessions during the mentoring program. Each of the mentoring session will last for a minimum of an hour. Sessions could be virtual or blended and of mutually agreed upon time durations. At the end of each session, mentors and mentees will provide their feedback (as per Annex V) to the MPC.

The broad guidelines for mentoring sessions are as under:

- a) *The initial meeting between mentor and mentees will be a 'no commitment' chemistry conversation, the purpose of which is for both parties to assess their compatibility and to establish a rapport. Mentors will hold a mentoring agreement conversation with the mentee before the mentoring begins. The purpose of this is to ensure a shared understanding of what both are committed to. The initial meeting will be one-on-one followed by individual or group mentoring sessions. In case the mentee or mentor does not want to continue with the mentor-mentee arrangement, it needs to be ended professionally.*
- b) *The mentoring session will take a broader view of a mentees' development, with a focus on career, personal and professional development.*

- c) Meeting notes to be maintained by mentors and mentees and shared with mentors at the end of each session while ensuring confidentiality, security and privacy (Annex II).
- d) Promoting regular communication and establishing regular check-ins and open lines of communication ensures that both mentors and mentees stay engaged and can address any issues promptly.
- e) Mentors to encourage mentees to set specific, measurable goals which may help in tracking the progress.
- f) Flexibility is inherent in the program allowing mentors to adapt to the changing needs and circumstances of participants.
- g) Mentors and mentees do not need to have the same cultural backgrounds; however, they must be sensitive to the differences. Mentors are not expected to be experts in intercultural communication; hence an awareness of differences is essential.
- h) Mentors and mentees are required to adhere to the code of conduct, HEC policies (including anti-harassment policy; anti-drug; university's code of conduct as per their statutes (where applicable); tobacco control policy etc) and maintain confidentiality. Its violation may result in appropriate action as per university rules and regulations.
- i) Commitment to undertake any actions identified during a mentoring meeting by the agreed deadline to maximize benefits from this program. Mentees/mentors will be required to provide feedback on their mentoring experience to the mentor/mentees and respect the committed time.
- k) The mentor/mentees will not impose their own agenda on each other, nor will they intrude into areas that they wish to keep off-limits.
- l) Mentors will be aware of their own level of competence and ensure they operate within the limits of their competence and assigned area of expertise for the mentoring to the assigned mentees. Similarly, mentees will not expect or demand outside of mutually decided area/expertise/skills or information.
- m) Mentors are responsible for setting and maintaining clear, appropriate and culturally sensitive boundaries with mentees and mentees are required to uphold the same. Mentors should be aware of the potential for unconscious bias and seek to ensure they take a respectful and inclusive approach.
- n) Mentors will be aware of any potential conflicts of interest arising through the mentoring relationship and address them quickly to ensure that there is no detriment to the mentee, themselves or the University.
- o) Mentors and mentees will evaluate the quality of their mentoring through feedback from mentees/mentors. They must commit to the fact that their responsibilities continue beyond the end of the mentoring relationship in terms of confidentiality, secure storage and disposal of records, conflict of interest, and avoidance of any exploitation of the former mentoring relationship between both parties.

1.14 Networking and Collaboration Opportunities

- a) A list of possible collaborators and professional organisations will be available to mentors and mentees for developing effective and transparent networking to benefit the university and professional development of mentees and mentors.

1.15 Program Evaluation

- a) At the end of the program, a closing session will be held at NAHE Islamabad and all Regional NAHE Centres to celebrate the accomplishments of the mentees and mentors.
- b) Mentees will share their experiences and how the program has helped them achieve their goals.
- c) Feedback will be gathered from both mentors and mentees on the program's strengths and areas for improvement. Certificates to the successful participants would also be awarded.

**WOMEN EMPOWERMENT
AND MENTORING
PROGRAM**

**TOOLKIT FOR
MENTORS**

2. TOOLKIT FOR MENTORS

2.1 Introduction

This Toolkit is for Mentors of the Women Empowerment Mentoring Program (WEMP) of NAHE, HEC which is designed to support the professional growth and personal development of female employees within HEC and universities of Pakistan. WEMP aims to establish a nurturing community where women leaders as mentors can guide and lead their junior female colleagues (as mentees) and help them achieve their personal and professional goals thus making them empowered.

2.2 Objectives

- a) Refresh mentors' knowledge of mentoring skills and techniques and help them prepare for the mentoring sessions.
- b) Provide resource material to the mentors for the mentoring sessions.
- c) Facilitate university staff/faculty with the opportunity to receive focused developmental support outside of their normal line management.
- d) Enhance mentee's performance and/or development through their rich experience.

The program is designed to ensure its effectiveness through the following:

- a) Facilitating a series of conversations between mentors and mentees through listening, questioning, clarifying, and reframing challenges which mentees identify to be addressed through institutional mechanism, effective policy making and best practices.
- b) Supporting collaborative professional culture/ecosystem for mentors and mentees to achieve their goals and to find their own solutions instead of giving the answers.
- c) Establishing practices of mentors using their knowledge/experience/expertise to suggest options and approaches.
- d) Promoting mutual respect between mentors and mentees for effective guidance and support to develop confidence and competence in the area selected.

2.3 Available Tools and Resources

Following tools, adopted from the mentoring program of Warwick University, UK, may be used for facilitating the mentoring process:

- a) Mentoring Agreement Template (Annexure I).
- b) Record of Mentoring Meeting (Annexure II).
- c) Tools for engagement with mentees e.g. GROW model, SWOT Analysis etc. (Annexure III).

2.4 Goal Setting

Setting goals is an important part of mentoring. The aim of goalsetting while measuring mentees' progress is to:

- a) Create a sense of purpose.
- b) Establish a clear focus.
- c) Foster better time management and work-life balance.

d) Drive motivation.

The mentees should have clarity and determine their own goals, that is, what they want to achieve through the mentoring, and the mentor's key role is to help the mentee shape and define the goals. The mentee should be facilitated to develop SMART goals.

- a) *Specific* - is the goal clear?
- b) *Measurable* - how will you know when it has been achieved?
- c) *Achievable* - does the mentee have the resources and time to meet the realistic goal?
- d) *Relevant* - does the goal align with the mentee's development needs and/or career?
- e) *Time-bound* - does the goal have a deadline or series of milestones?

2.5 Development Resources

Mentors are to bear in mind that during the mentoring process, they may need to recommend books, articles, online courses, and workshops relevant to mentees' professional growth. This should be addressed as needed and connected with colleagues for exploration.

2.6 Networking Opportunities

As per the requirements of the mentees', the mentors may introduce mentees to professional networking conferences, and events in their field through mentors' professional networks/connections, ensuring required approvals are obtained where necessary.

2.7 Feedback and Evaluation Tools

Ensure that feedback forms are received from mentees to assess the effectiveness of the mentoring relationship. Mentors are to submit reflections while referring to the "Record of Mentoring Meeting" at Annexure II.

Following are the roles and responsibilities of Mentors:

- a) *Act with integrity during meetings with mentees, including being on time and being prepared.*
- b) *Ask for, receive and reflect on feedback from their mentee.*
- c) *Give honest feedback to the mentee constructively and respectfully.*
- d) *Comply with the HEC policies (including anti-harassment policy, anti-drug and tobacco control policy) and Code of Ethics (Reference: Global code of ethics for mentors and coaches - European Mentoring Coaching Council)*
- e) *Mentors may not intrude into areas that the mentee wishes to keep off-limits.*
- f) *Mentors to operate preferably in their area of competence.*
- g) *Mentors are responsible for setting and maintaining clear, appropriate and socio-cultural boundaries with mentees.*
- h) *Mentors are to be aware of any potential conflicts of interest arising through the mentoring relationship and address them at the earliest.*

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2.8 Setting Clear Expectations

The initial meeting between mentor and mentees will be pivotal as its purpose is for both parties to assess their compatibility and establish an understanding. Mentors will complete a mentoring agreement (Annexure 1) with the mentee before the start of the mentoring session. The purpose of this agreement is to reach a shared understanding. Mentoring sessions may take place in-person or virtual.

2.9 Listen Actively

The ability to listen to the mentee is a very important skill in mentoring and requires the mentor to give their full attention to the mentee for long periods of time. It is fully concentrating of what is being said as opposed to passively hearing a message or hearing what you want to hear. It involves listening with all the senses and giving the mentee a 'safe space' to talk without interruption or judgment.

2.10 Provide Constructive Feedback

Mentors' role is to provide constructive feedback in a manner that helps mentees to improve professionally or personally. Mentors have to be watchful that the feedback is provided timely when it is relevant, and mentees can register it fully. The mentor needs to be specific and avoid assumptions.

2.11 Encourage Reflection and Growth

Encourage reflection after each mentoring session about what has been learnt and to document using the tools provided.

2.12 Build Trust and Rapport

Building trust is crucial in mentor-mentee relationships. Recognizing this, the following steps may provide guidelines to mentors to build trust and rapport in the mentoring sessions of WEMP:

- a) *Make a conscious effort to keep your commitments.*
- b) *Align your conduct with the guidance provided during the sessions.*
- c) *Be honest, sincere and transparent in your discussions.*
- d) *Be an active listener and pay attention to what is being said in mentoring sessions.*
- e) *Timely responding to the needs of mentees.*
- f) *Show empathy, solicit feedback and address identified issues.*

2.13 Celebrate Successes

Celebrating mentees' successes after reviewing the goals set at the beginning and seeing accomplishments at the closing session will help boost the morale of both the mentors and mentees. Mentors and mentees are encouraged to thank and acknowledge each other's contributions and end the program on a positive note. This would be followed by a certificate distribution ceremony by NAHE.

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WOMEN EMPOWERMENT
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**TOOLKIT FOR
MENTEES**

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3.2 Objective

The objective of the toolkit is to facilitate understanding of mentees about WEMP so that they may enhance their performance and reap benefits through the rich experience of their mentors.

3.3 Goal Setting

Setting goals is an important critical part of mentoring program. As a mentee, one must clearly define goals and objectives to be achieved in the mentoring cycle and what exactly are the expectations from the mentor. The mentee must write SMART goals (Specific, Measurable, Achievable, Relevant and Time-bound) so that its progress can be tracked throughout the program with clear goals.

3.4 Establishing a Mentor-Mentee Relationship

Trust, respect and open communication are pillars of a successful mentoring relationship. The mentoring process often moves through following three stages:

- a. *Initiation: The mentee describes her goals, personal, professional and networking requirements and targets to be achieved.*
- b. *Cultivation: Mentee works closely with the mentor to ensure that the agreed upon objectives are achieved mutually.*
- c. *Separation: The mentee starts achieving her professional and personal objectives and starts becoming independent and it starts transitioning into a professional relationship.*

3.5 Good Communication

Good communication is crucial in all such stages. To maximize benefits from this program, a mentee should use clear and positive language with a mentor expressing how she feels or what are some thoughts bothering her. Mentees must also develop skills of active listening to ensure positive learning experience. It is important for the mentee to prepare for the initial mentor meeting with a list of questions ready and be prepared to talk about what it is that she wants out of the mentoring program.

The initial meeting between mentor and mentees will be pivotal as its purpose is that both parties assess their compatibility and establish an understanding. Mentors will hold a mentoring agreement conversation (Annexure-1) with the mentee before the mentoring begins. The purpose of this agreement is to reach a shared understanding.

Mentees should set realistic expectations from the mentoring program. The program will facilitate their transformation as emerging leaders in higher education sector. Mentees are encouraged to use "Record of Mentoring Meeting template" tool (Annexure II) to ensure that notes are kept and feedback from mentors is responded accordingly. To assess the effectiveness of the mentorship relationship, mentees are to submit reflections while referring to the "Record of Mentoring Meeting template" tool at the conclusion of the mentoring sessions.

3.6 Personal Development

Personal development is also significant in the mentoring program. Mentee must identify personal strengths, weaknesses, opportunities and threats (SWOT analysis). Being aware of the help mentor and mentee have the mentoring process customized to suit the desired needs. Develop a personal development plan (PDP) and continuously update that plan along with achievements. Mentee must have short term and long-term objectives, and it should be told to the mentor in the meetings.

3.7 Academic and Professional Counselling

Academic success and career planning are enriched into the core of the mentoring program. For academic excelling, mentees need to be well-versed with time management and organizational skills, as well as the study techniques that will help in efficient learning. Mentees may also seek academic support in case it is needed.

Career exploration is another important part of mentoring. The mentee may ask help from mentors through different career paths, comprehend the job market, and get to know what makes a professional network. Networking for one's career is very vital, and mentors will help to connect with professionals in the field of interest.

3.8 Leadership & Empowerment

The mentoring process is essential for building empowerment and leadership skills. The mentee learns the art of transforming her life in a manner which is an inspiration to others, both personally and professionally. Resolving disagreements, forming well-informed judgments, and working successfully in teams are all components of effective leadership. Participation in extracurricular activities is a good way to enhance leadership skills. The mentee should learn the art of transforming her life in a manner which is an inspiration. It will help the mentee to understand gender issues and women's rights in the country, which would ultimately enhance the women leadership.

3.9 Health and Wellness

Maintaining physical and mental health is crucial to the mentoring program. A healthy lifestyle includes regular exercise, a healthy diet and adequate rest. Mentee should focus on stress management techniques for work life balance.

3.10 Networking and Career Development

Professional networks have an important role in career advancement. The mentoring process will help the mentee in creating and maintaining professional networks. Digital platforms such as LinkedIn can be useful tools to connect with the relevant people in your profession. Mentors can guide and support in creating a professional networking group.

3.11 Reflection and Feedback

Reflection is a critical part of the learning process in the mentoring program. Regularly reflecting on progress allows to evaluate the achievements, understand the areas that require improvement, and adjust the goals accordingly. Keeping a record of meetings and using the reflection record template can be a helpful practice, enabling the mentee to document the thoughts, experiences, and lessons learned throughout the program (Annexure II).

Feedback is another essential component of growth. Learning how to ask for constructive feedback from the mentor and be open to receiving it is equally important. Constructive feedback, when given effectively, can significantly enhance the learning experience and contribute to continuous improvement.

WOMEN EMPOWERMENT
AND MENTORING PROGRAM

MODULES

4.1 Objectives:

- Introduce basic principles of mentoring.
- Introduce application of concepts of mentoring in higher education for emerging women leaders.
- Enhance familiarity with different types of mentoring/mentoring spectrum.
- Recognize characteristics of mentors and mentees.
- Equip with knowledge of mentoring skills and techniques and ability to initiate mentoring.

4.3 Introduction to the Mentoring

- Introduction to mentorship.
- Types of mentoring relationships.
- Mentoring and leadership skills.
- Mentoring of emerging women leaders.
- Scope of mentoring.
- Effective utilization of time in mentoring sessions.
- Characteristics of effective mentors and mentees.
- Ethical mentoring.

4.4 Teaching Methods

- Lecture and Interactive discussions.

4.2 Key Learning Outcomes

- Recognize benefits of a mentoring program.
- Advocate for the mentoring program.
- Recognize the role of mentors in promoting women leadership in higher education.
- Apply the mentoring skills and techniques to be effective mentors.
- Understand the contextual factors as socio and culture of emerging women leaders working in HEIs across Pakistan.

4.5 Readings & Learning Resources

- Introduce basic principles of mentoring.
- Introduce application of concepts of mentoring in higher education for emerging women leaders.
- Enhance familiarity with different types of mentoring/mentoring spectrum.
- Recognize characteristics of mentors and mentees.
- Equip with knowledge of mentoring skills and techniques and ability to initiate mentoring.
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- Joselynn Fountain & Kathryn E. Newcomb (2016) Developing and Sustaining Effective Faculty Mentoring Programs, *Journal of Professional Affairs Education*, 22:4, 483-506, 10.1080/15236803.2016.12002262
- Video links
 - a <https://youtu.be/u4kTIK5mUHc?si=in0f0Vao8tNQ>
 - b <https://youtu.be/Atme26C0I5E?si=eBreFL5OwFs8D>
 - c. Video: Reflections on FJWU-UW, UK mentoring emerging women leaders in higher education.

MODULE II: Higher Education Challenges

5.1 Objectives:

- Understanding types of challenges leaders face in the higher education sector.
- Understanding how to handle multiple challenges in higher education sector.
- Learning stories of women leaders who handled a variety of challenges.
- Breaking internal barriers to become successful as a woman leader in the higher education sector.
- Equipping oneself with knowledge and lessons of characteristics required by women leaders in the higher education sector.

5.3 Session 1: Challenges in Higher Education sector

- Internal and external barriers
- Intrinsic challenges
- Psychological threats
- Good woman - bad leader or bad woman - good leader dilemma
- The likability dilemma for women leaders
- Unconscious Bias
- Relational aspects of leadership
 - i. Relations within team
 - ii. Relation between a leader and their team
 - iii. Relation between a leader and another leader in the organization
- Feminine focus on building and maintaining relationships
- Emotional aspects of leadership
- Facing gender bias and lack of gender equality education
- Fear of failure and indecision
- Difficulty integrating into male-dominated social circles
- Peripheral environments biased against women
- Competitive culture
- Country-specific challenges

5.2 Key Learning Outcomes

Following are the key learning outcomes of the module:

- Recognize types of challenges, leaders handle in the higher education sector.
- Learn lessons from the stories of successful women leaders in higher education sector.
- Connect lessons with the indigenous contextual environment related to women leaders in higher education sector.
- Conduct self-assessment and apply personal traits to handle challenges.

5.4 Session 2: Lessons learned to handle challenges in Higher Education sector and promoting women leadership

- Lessons learnt from the stories of women leaders.
- Assessing personal characteristics.
- Using a positive mindset and avoid challenges too difficult to handle.
- Characteristics and other efforts like policy and action plan formulation, educational development, social environment improvement, media advocacy and mindset change that are required to handle challenges effectively.

5.5 Teaching Methods

- Lecture and Interactive discussions including the Situational Judgment Test (SJT) samples.

<https://youtu.be/UnX4f-w8sPY?si=ctF50hRGyGF3I886>

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- Fowler, C.A., 2019. Nevertheless, she leads: Women leadership in higher education (dissertation, Ohio University).
- Online Resource:
 - a. <https://www.timeshighereducation.com/collections/challenges-facing-female-leaders-higher-education-and-how-address-them>
 Video links:
 - a. <https://youtu.be/BTdhnU7TwtE>
 - b. https://www.ted.com/talks/alexis_kanda_olm_the_science_of_women_s_leadership?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare
 - c. <https://youtu.be/T2I4tus05hl>
 - d. https://youtu.be/GHZ9vD2uOLU?si=xyCAPXl_05

MODULE III: Growth And Reflection: Expectations And Goals

1 Objectives:

- Explain the concept, role, dimensions, significance of growth, reflection, and goal-setting in both personal and professional contexts and their interaction.
- Setting realistic expectations for oneself and others.
- Teaching effective goal-setting techniques and the importance of aligning goals with growth and reflection

3 Session 1: Introduction to Growth, Reflection and Goal-Setting

6.3.1 Introduction to Personal and Professional Growth

- Importance of self-reflection.
- Driving progress through setting expectations and realistic goals
- The GROWTH Model

6.3.2 Understanding Growth

- Types of growth: personal, professional, emotional, intellectual, etc.
- Growth mindset vs. fixed mindset (referencing Carol Dweck's work)
- Identifying areas for growth such as personal and professional development, networking, skillset enhancement, capacity building, and leadership.
- Activities:
 - i. Self-assessment quiz to identify areas of growth
 - ii. Group discussion on personal experiences of growth

6.3.3 The Power of Reflection

- Defining reflection and its various types such as reflective thinking, journaling, feedback loops etc.
- Benefits of regular reflection: learning from experiences, recognizing patterns, improving decision-making
- Practicing self-reflection: techniques and tools (journaling, meditation, feedback): including STAR (Situation, Target/s, Action/s and Results/Review), SWAIN (Strengths, Weaknesses, Aspirations, Interests and Needs) (Annexure VI), GROW (Goals, Reality,

6.2 Key Learning Outcomes

- Understanding the importance of growth, reflection, and effective goal-setting techniques as professionals in higher education.
- Comprehension of various dimensions of growth including personal, professional, emotional, and intellectual.
- Establishing realistic expectations for themselves and others in a manner that goals and objectives become achievable, motivating, and aligned with personal and professional aspirations.

Obstacles/Opportunities and SWOT (Annexure – III) (Strengths, Weaknesses, Opportunities and Threats) (Annexure VII) methods to reflect and set targets/goals

• Activities:

- i. Guided reflection exercises.
- ii. Creating a personal reflection journal based on GROW, SWAIN and SWOT Methods.
- iii. Peer-to-peer reflection: sharing insights with a partner

6.3.4 Setting Expectations

- The role of expectations in performance and satisfaction
- Managing internal (self) vs. external (others') expectations
- Aligning expectations with reality and growth stages

6.3.5 Activities:

- Case study analysis: managing expectations in various scenarios (Cases from Academia: Female academics in their careers)
- Interactive session on balancing expectations, self-care and health

6.3.6 Goal Setting

- SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound)
- Long-term vs. short-term goals
- Aligning goals with personal values and growth areas

6.3.7 Activities:

- Goal-setting workshop: participants set and share one personal and one professional goal.
- Creating a goal-tracking system (using digital tools or planners).

6.3.8 Integration: Growth, Reflection and Goals

Continuous loop: Reflect on experiences > Set goals > Work towards growth > Reflect again

- *Adjusting goals and expectations based on reflection*
- *Case studies/examples of successful growth journeys*

6.3.9 Activities:

- Reflective group activity: Map out a recent experience through the lens of growth, reflection, and goals
- Developing a personal growth plan for the next 3 months

6.3.10 Conclusion

- Recap of growth, reflection, and goal setting
- Encouragement to integrate these practices into daily life
- Resources for continued learning and development

6.5 Readings & Learning Resources

- Mindset: The New Psychology of Success
Dr. Carol S.
- Dweck Ryan, Mary (2013) The pedagogical balancing act: teaching reflection in higher education. *Teaching in Higher Education*, pp. 144-155.

<https://eprints.qut.edu.au/218804/>

- Reflection This seven-page handout offers a variety of useful information, including questions for reflection before, during and after an experience:

<http://psl.oditech.com/pages/reflection/purpose-reflections.pdf>

- Service Learning Reflection Journal downloadable 112-page journal for reflection includes a public affairs scale to complete before and after a service project, a project plan and timeline, daily and journal entries and directions for a reflection paper.

- Reflective Learning

http://docs.lib.purdue.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1000&context=sps_ebook

<https://upsu.net/development/skills-development/hat-is-swain>

6.4 SESSION 2: RECAP**6.4.1 Group Work:**

Participants will work in pairs

- Recap of growth, reflection, and goal-setting
- Encouragement to integrate these practices into daily life

Resources for continued learning and development

6.4.2 Activities:

- Final reflection: What have I learned?
- Develop personalized learning plan
- SWAIN ANALYSIS - (Annexure VI)

MODULE IV: Communication for Teachers and Professors

7.1 Module Overview

This training module aims to equip mentees with comprehensive knowledge and skills in effective communication. The module covers the fundamentals of communication, its importance, types, common issues, conflict resolution, benefits of effective communication and practical tips for improvement and reference material.

- Participants will employ inclusive communication and conflict resolution practices, showing sensitivity to diverse perspectives and the ability to address and navigate sensitive topics respectfully and effectively

7.2 Objectives

- Develop effective interpersonal communication skills for improved relations and networking, collaborations and professional growth.
- Improve confidence and effectiveness in public speaking, delivering lectures, presentations, and conference talks.
- Enhance the quality and impact of academic writing, including research papers, grant proposals, and professional correspondence.
- Develop leadership skills through emphatic listening for leading teams, managing projects, provide training and facilitate and moderate discussions and workshops.

7.3 Key Learning Outcomes

- Mentees will be able to demonstrate improved confidence and effectiveness in public speaking, training and delivering lectures
- Mentees will be able to develop and demonstrate positive and productive relations and networking with colleagues, staff and students, partners and donors
- Mentees will be able to produce high quality written documents, research papers, grant papers by adopting clear structure, arguments, rationale and effective presentations
- Participants will inculcate effective negotiation skills and strategies to win arguments, advocate for resources and professional advancement and conduct meaningful dialogue

7.4 Teaching Methodology

Interactive one to one session, lectures, videos, case studies etc.

7.5 Key sessions

Following are the main contents of the sessions under this module:

- *Introduction to Communication*
- *Components of Effective Communication*
- *Importance of Communication*
- *Types of Communication*
- *Common Issues in Communication*
- *Resolving Conflicts in Communication*
- *Tips to Improve Communication*
- *Ethical Considerations in Communication*

a) Introduction to Communication

- Effective communication is the process of exchanging ideas, thoughts, opinions, knowledge, and data so that the message is received and understood with clarity and purpose. When we communicate effectively, both the sender and receiver feel satisfied.
- Communication is a two-way process of exchanging verbal and non-verbal messages. Pre-requisite of communication is a message based on some context. Which is conveyed through some medium to the recipient who should understand the message as intended by the sender through giving feedback.

b) Components of Effective Communication (Context, Sender, Message, Medium, Receiver, Feedback)

- **Context:** Communication is affected by the context in which it takes place. This context may be physical, social, chronological or cultural. Every communication proceeds with context by the sender.
- **Sender:** The person who initiates the message. The sender's role is pivotal as it sets the stage for effective communication. A well-defined message from the sender minimizes the risk of miscommunication and helps in achieving the communication objective. However, if the sender fails to consider the receiver's context or emotional state, it can lead to misunderstandings and conflict.
- **Message:** The message is the main content that the sender wants to convey to the receiver. The message should have a clear purpose and be relevant to the context of the communication. A well-structured message facilitates understanding and engagement, while a poorly crafted message can cause confusion, frustration and disengagement.
- **Medium:** The channel through which the message is transmitted (e.g., verbal, written, non-verbal). The effectiveness of communication often depends on choosing the right medium (e.g., email, face-to-face, phone call).
- **Receiver:** The person who receives and interprets the message. The receiver interprets (Decoding) the message based on their understanding and context and provides feedback to the sender, indicating whether the message was understood. Misunderstandings can arise if the receiver fails to understand the message correctly or if feedback is not provided.

- **Feedback:** It is the receiver's response to the message, which helps the sender understand how the message was perceived. Feedback helps the sender verify whether the message was understood as intended. Feedback allows for adjustments and improvements in future communication.

• 7 Cs in Effective Communication

Concise, Complete, Coherent, Clear, Courteous, Concrete and Correct.

c) Importance of Communication

- **Building Relationships:** Effective communication fosters strong relationships, trust and collaborations between teachers, students, colleagues, and other stakeholders. Strong relationships in educational settings are built on clear, open, and respectful communication. Effective and meaningful communication helps to address and meet the needs of others, fostering a supportive and cooperative environment. Conversely, poor communication can lead to misunderstandings, reduced trust, and strained relationships.
- **Enhancing Learning:** Clear communication ensures that instructions and educational content are understood, facilitating better learning outcomes. Ineffective communication, such as vague instructions or delayed feedback, can hinder learning outcomes, lead to student confusion, and result in disengagement.
- **Conflict Resolution:** Good communication skills help in resolving misunderstandings and conflicts constructively. It involves active listening, empathy, and clear expression of concerns and solutions. Poor communication, on the other hand, can exacerbate conflicts, leading to unresolved issues and strained relationships.
- **Professional Development:** Effective communication is key to professional growth, collaboration, career advancement and professional success. Weak communication skills can limit career opportunities, hinder professional growth, and reduce overall effectiveness in the workplace.

d) Types of Communication

- Verbal Communication
- Non-Verbal Communication
- Visual Communication
- Digital Communication

e) Common Issues in Communication

- **Misunderstandings:** Misunderstandings occur when the receiver interprets the message differently than the sender intended it due to unclear language, ambiguous instructions, or differing assumptions.
- **Cultural Differences:** Cultural differences refer to variations in communication styles, norms, and practices across different cultures. These differences can affect how messages are conveyed and interpreted.
- **Language Barriers:** Language barriers arise when individuals do not share a common language or when jargon or technical terms are used that are not understood by all parties.
- **Emotional Barriers:** Emotional barriers occur when personal feelings, stress, or emotional states interfere with effective communication. These barriers can affect how messages are received and responded to.

Resolving Conflicts in Communication

- **Active Listening:** Active listening involves fully focusing on the speaker, understanding their message, and responding thoughtfully. It requires giving undivided attention and demonstrating understanding through verbal and non-verbal cues.
- **Clarification:** Clarification involves asking questions or seeking additional information to ensure that the message is understood correctly. It helps to address ambiguities and confirm understanding.
- **Empathy:** Empathy involves understanding and respecting the feelings and perspectives of others. It requires putting oneself in another's shoes and acknowledging their emotions.
- **Open-Mindedness:** Open-mindedness involves being receptive to new ideas and different viewpoints without prejudice or judgment. It encourages exploration of alternative solutions and perspectives.

g) Tips to Improve Communication

I. Personal Communication Styles

- **Assertive:** Clear, respectful, and confident expression of thoughts, needs, and feelings.
- **Passive:** Avoiding expressing thoughts and feelings directly, often leading to misunderstandings.
- **Aggressive:** Expressing thoughts and feelings in a way that violates others' rights.
- **Passive-Aggressive:** Indirect expression of negative feelings, often through subtle or covert behaviours.

II. Professional Communication Styles

- **Formal:** Structured and often follows established protocols and etiquette.
- **Informal:** Casual and conversational, often used in less formal contexts.
- **Direct:** Straightforward and clear, with minimal ambiguity.
- **Indirect:** Uses subtleties and nuances to communicate, often to avoid confrontation or to be diplomatic.

III. Strategies for Enhancing Communication Styles

- **Self-Awareness and Reflection**

a) Identify Your Current Style

- Action: Reflect on your default communication style and how it affects interactions with others.*
- Tool: Self-assessment quizzes and feedback from colleagues.*

b) Understand Impact

- Action: Assess how your communication style influences your relationships and work environment.*
- Tool: Regular feedback from peers and supervisors.*

- **Active Listening Skills**

a) Practice Active Listening

- Action: Focus fully on the speaker, provide feedback, and avoid interrupting.*
- Tool: Techniques such as paraphrasing, summarizing, and asking clarifying questions.*

- **Show Empathy**

- Action: Acknowledge and validate the speaker's feelings and perspectives.*
- Tool: Use phrases like "I understand how you feel" or "That sounds challenging."*

IV. Verbal Communication Techniques

- Clarity and Conciseness
 - i. **Action:** Use clear and straightforward language; avoid jargon and ambiguous terms.
 - ii. **Tool:** Practice summarizing complex information in simple terms.
- Appropriate Tone and Body Language
 - i. **Action:** Ensure your tone matches your message and that your body language supports what you're saying.
 - ii. **Tool:** Record and review your presentations or interactions to assess tone and body language.

V. Non-Verbal Communication Skills

- Body Language Awareness
 - i. **Action:** Be mindful of your gestures, facial expressions, and posture.
 - ii. **Tool:** Practice in front of a mirror or seek feedback on your non-verbal cues.
- Use of Space and Proxemics
 - i. **Action:** Respect personal space and be aware of cultural differences in space usage.
 - ii. **Tool:** Adjust your seating arrangements and proximity based on the context and cultural norms.

VI. Digital Communication Skills

- Effective Email Communication
 - i. **Action:** Use clear subject lines, concise content, and professional language.
 - ii. **Tool:** Templates and best practices for email communication

Managing Digital Presence

- i. **Action:** Maintain professionalism in all digital interactions and social media platforms.
- ii. **Tool:** Regularly review and update privacy settings and content on social media

VII. Conflict Resolution

- Address Conflicts Early
 - i. **Action:** Approach conflicts calmly and address them promptly before they escalate.
 - ii. **Tool:** Use conflict resolution frameworks such as the "Interest-Based Relational Approach."

Seek Common Ground

- i. **Action:** Focus on shared goals and interests to find mutually acceptable solutions.
- ii. **Tool:** Techniques such as collaborative problem-solving and negotiation.

VIII. Ethical Considerations in Communication

When developing a communication module for faculty in educational institutions, it's essential to address the ethical considerations involved in communication. These considerations help ensure communication is conducted in a manner that respects all and upholds the integrity of the educational environment.

- **Respect for Confidentiality**

Faculty members often have access to sensitive information about students, colleagues, or the institution. Ethical communication requires maintaining confidentiality and not sharing private information without proper consent. Transparency is the most important component of communication.

For Example:

A faculty member receives a student's records as part of an accommodation request. Sharing this information with other student staff without the student's explicit permission would breach confidentiality. Interactions should assess tone and body language.

- **Honesty and Transparency**

Faculty members must communicate honestly, providing accurate and truthful information. Transparency is also crucial in explaining grading criteria, and expectations.

For Example:

If a professor is aware that a grading error occurred, they should promptly correct it and inform the student, rather than leaving the error unaddressed.

- **Fairness and Equity**

Communication should be conducted in a manner that treats all individuals fairly, without favouritism. This includes being open to interactions with students and colleagues.

For Example:

A faculty member should avoid giving preferential treatment to students they personally know well, ensuring that all students have equal opportunities to participate in class discussions and activities.

- **Cultural Sensitivity and Inclusivity**

Faculty members must be mindful of the diverse backgrounds of their students and colleagues, avoiding language or behaviour that could be considered disrespectful or exclusionary.

For Example:

Using culturally insensitive language or failing to accommodate the diverse learning needs of students from different cultural backgrounds could alienate or harm those students.

• **Avoidance of Harm**

Communication should be conducted in a way that avoids causing harm to others, whether through harmful language, misinformation, or emotional distress.

For Example:

Publicly criticizing a student's work in a manner that humiliates them in front of their peers can cause emotional harm. Constructive feedback should be given privately and respectfully.

• **Respect for Intellectual Property**

Faculty member should respect the intellectual property rights of others, including proper citation of sources and avoidance of plagiarism.

For Example:

If a professor uses content from a colleague's lecture in their own course, they should properly credit the original creator, rather than presenting the material as their own.

Responsible Use of Authority

Faculty members hold a position of power, and it is important to use that authority responsibly, avoiding any form of coercion or misuse of power.

For Example:

A professor should not compel students to participate in activities that are outside the scope of the course or that may conflict with their personal beliefs or values.

• **Conflict of Interest**

Faculty members should avoid situations where personal interests could conflict with their professional responsibilities, ensuring that their communication and decisions remain unbiased.

For Example:

A professor should not accept gifts or favours from students in exchange for better grades, as this would compromise the fairness of the grading process.

• **Professionalism and Respect**

Faculty members should communicate in a professional manner, showing respect to students, colleagues, and the institution. This includes using appropriate language and tone.

For Example:

Engaging in informal or overly familiar communication with students on social media platforms could blur the boundaries of professionalism.

• **Commitment to Ethical Teaching Practices**

Faculty members should model ethical communication for their students, teaching them the importance of these principles in both academic and real-world settings.

For Example:

Integrating discussions on ethical communication into the curriculum helps students develop a strong ethical foundation in their own communication practices.

7.6 Reference Material for Study:

- **"The Art of Communicating" by Thich Nhat Hanh**

Overview: This book provides profound insights into mindful communication, emphasizing the importance of understanding and empathy in communication.

- **"Nonviolent Communication: A Language of Life" by Marshall B. Rosenberg**

Overview: Introduces the concept of nonviolent communication, focusing on empathy, compassion, and understanding in interactions.

- **"Crucial Conversations: Tools for Talking When Stakes Are High" by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler**

Overview: This book offers strategies for navigating difficult conversations where emotions and stakes are high.

- **"Communicate Like a Leader: Connecting Strategically to Coach, Inspire, and Get Things Done" by Dianna Booher**

Overview: Focuses on strategic communication skills needed for leadership and influence.

- **"Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds" by Carmine Gallo**

Overview: Analyses what makes TED Talks so powerful and how to apply those principles to everyday communication.

- **"The Seven Challenges Workbook: Cooperative Communication Skills for Success at Home and at Work" by Dennis Rivers**

Overview: This workbook offers a structured approach to developing communication skills through practical exercises and self-reflection.

- **"Difficult Conversations: How to Discuss What Matters Most" by Douglas Stone, Bruce Patton, and Sheila Hee**

Overview: Offers guidance on managing tough conversations by understanding underlying emotions and viewpoints.

- **"Presentation Zen: Simple Ideas, Presentation Design and Delivery" by Garr Reynolds**

Overview: Focuses on effective presentation design and delivery, emphasizing simplicity and clarity.

- **"Interpersonal Communication: Everyday Encounters" by Julia T. Wood**

Overview: A comprehensive textbook explores various aspects of interpersonal communication in everyday situations.

- **"The Power of Visual Storytelling: How to Use Visuals, Videos, and Social Media to Market Your Brand" by Ekaterina Walter and Jessica Gioglio**

Overview: Explores the use of visual content to communicate messages effectively.

These resources cover a broad spectrum of communication skills, from interpersonal interactions to public speaking and business communication, making them invaluable for educators looking to enhance their effectiveness in the classroom.

MODULE V: Conflict Resolution and Management

1 Introduction to Conflict Management in Academic Settings

In academic environments, conflict is a natural and often inevitable occurrence due to diverse perspectives, differing goals, and varied work styles. When managed constructively, conflict can lead to innovation, better decision-making, and improved relationships. However, if not addressed properly, it can affect professional relations, create tension, reduce productivity, and harm the collaborative culture within academic institutions. By fostering a culture of constructive conflict management, institutions can create an environment where disagreements lead to growth rather than discord.

Objectives

Equip faculty members with introduction, context and structured approaches for addressing conflicts, in the academic context

Help faculty members enhance their ability to handle conflicts constructively for personal and professional growth

Equip faculty members with effective techniques like effective communication, empathy and emotional intelligence to articulate their viewpoints and actively listen to colleagues

Promote a culture of collaboration among faculty members by encouraging joint problem-solving and shared decision-making for achieving collective organizational goals

Establish mechanisms to develop and promote conducive environment through enabling faculty members to have open discussions about conflict and express concerns without fear of repercussions

3 Key Learning Outcomes

- Faculty members will cultivate an environment of mutual respect and collaboration, reducing the occurrence of conflict through proactive relationship management

- Faculty members will demonstrate improved clarity in expressing their ideas and exhibit Empathy and active listening skills in discussions
- Faculty members will engage in cooperative projects and decision-making processes, leading to increased collaboration and reduced conflicts
- Faculty members will apply structured conflict resolution tools and techniques such as negotiation and mediation, in real-life scenarios, resulting in successful outcomes
- Faculty members will identify their emotional triggers and use techniques to manage emotions effectively during conflicts, exercising a smooth dialogue
- Faculty members will actively participate in peer support groups, sharing strategies and experiences that lead to improved conflict resolution practices, leading to a culture of transparency and mutual respect.

8.4 Teaching Methodology

One to one discussion, Self-Assessment, self-reflection exercises, Group work, Collaborative learning, Reading prescribed material

8.5 Session 1: Introduction to Conflict Resolution and Management

I. Pre-Assessment Form for the Participants

Consider each of the following statements, which most accurately reflect your reaction to conflict. Choose the item that best describes your most often preferred course of action – be honest in your self-appraisal. Circle the number under each item, which most closely corresponds to you.

1 = Strongly disagree 2 = Disagree
3 = Agree 4 = Strongly Agree

NAME: _____

GENDER: Male Female

UNIVERSITY: _____

Department: _____

A.	I work with others to find solutions to a problem that satisfy our expectations.	1	2	3
B.	I avoid being 'put on the spot' and try to keep my conflict with others to myself.	1	2	3
C.	I use my influence to get my ideas accepted.	1	2	3
D.	I work to satisfy the needs of others.	1	2	3
E.	I find a middle course to resolve impasses.	1	2	3
F.	I exchange accurate information with others to solve a problem together.	1	2	3
G.	I avoid open discussion of my differences with others.	1	2	3
H.	I use my authority to make a decision in my favor.	1	2	3
I.	I accommodate the wishes of others.	1	2	3
J.	I propose a middle ground for breaking deadlocks.	1	2	3
K.	I bring all concerns out in the open so that the issues can be resolved in the best possible way.	1	2	3
L.	I stay away from disagreement with others.	1	2	3
M.	I use my expertise to make a decision in my favour.	1	2	3
N.	I give in to some of the wishes of others.	1	2	3
O.	I negotiate with others so that a compromise can be reached.	1	2	3
P.	I work for others for a proper understanding of a problem.	1	2	3
Q.	I keep my disagreement with others to myself in order to avoid hard feelings.	1	2	3
R.	I use my power to win a competitive situation.	1	2	3
S.	I try to satisfy the expectations of others.	1	2	3
T.	I use 'give and take' so that a compromise can be made.	1	2	3

II. Scoring Conflict Management Styles Self-Assessment

Find under each heading below the question letters that corresponds to the questions on the inventory sheet (Pre-Assessment form given above). At the appropriate question letter in your numerical score., for example, under the heading 'Collaborating' you would enter the number value of your answer to question A.

Add your scores together under each heading (from the above pre-assessment form).

COLLABORATING

A- _____
 F- _____
 K- _____
 P- _____
 TOTAL= _____

ACCOMMODATING

D- _____
 I- _____
 N- _____
 S- _____
 TOTAL= _____

AVOIDING

B- _____
 G- _____
 L- _____
 Q- _____
 TOTAL= _____

COMPROMISING

E- _____
 J- _____
 O- _____
 T- _____
 TOTAL= _____

COMPETING

C- _____
 H- _____
 M- _____
 R- _____
 TOTAL= _____

III. What is Conflict?

Conflict is defined as a clash between individuals arising out of a difference in thought processes, attitudes, understanding, interests, requirements, expectations and even sometimes perceptions. Conflict can be positive and negative.

IV. Common Reasons of Conflicts

- Misunderstandings, lack of complete information or poor communication skills
- Differing, family/ cultural background, upbringing, opinions, viewpoints, perspectives or personalities
- Biases or stereotypes
- Lack of Empathy or Exercise of Emotional Intelligence
- Different learning, working styles
- Abuse of authority
- Personal vested interest

VI. Negative Impact of Conflict

Conflict is defined as a clash between individuals arising out of a difference in thought process, understanding, interests, values, expectations and even sometimes perceptions. Conflict can be positive and negative.

Conflicts can cause enmity between individuals and reduce team cohesion and working environment and the ability of team members to work together.

Conflicts can make people withdraw their attention or participation, leading to poor coordination of interdependent tasks resulting in a non-productive environment.

Conflict can cause tension and heightened emotions, which can lower team members' motivation, increase frustration, and lead to bad judgments.

Conflict among members, if left unaddressed, can lead to the complete inability of the team to function, which can hamper not only the development and growth at the individual level but also effects the collective results and goals at the organizational level.

VII. Indicators for Self-reflection

- Are you conscious of choosing the right words while speaking?
- Are you aware of your non-verbal messages?
- Do you change your behaviour according to the interaction?
- How do you manage your anger?
- How do you overcome the difficult/negative feelings that people give you?
- Could you be part of the problem?
- How can you work towards a solution?

VIII. Introduction to conflict resolution and management

The term conflict management refers to processes and programs that teach individuals concepts and skills for preventing, managing, and resolving conflicts non-violently. Conflict management programs can teach life skills, "win-win" negotiation strategies, mediation skills and violence prevention strategies. They are implemented to help students, teachers, administrators and parents resolve conflicts effectively.

Although conflict management programs may not all look alike, or use identical problem-solving models, they do share several basic philosophical underpinnings. We need to remember that conflict

is natural, necessary and normal. Conflict, to differing degrees, occurs daily in everyone's life. Conflict in and of itself is not necessarily good or bad. How we manage conflict determines whether it is functional or dysfunctional - productive or destructive. It's the way that conflict is handled that makes the outcome positive or negative. If handled effectively, conflict can create a good learning experience. If handled ineffectively, conflict can quickly escalate, even to physical and emotional violence.

VIII. Appropriate behaviour in Conflict management

If we are mindful of the some behavioural practices and adopt them, we can manage to avoid or resolve conflict successfully at personal and professional level e.g:

- **Active Listening:** Pay full attention to the speaker, acknowledging their perspective and validate their feelings.
- **Open Communication:** Express thoughts and feelings clearly and respectfully to prevent misunderstandings.
- **Empathy:** Try to understand others' viewpoints and feelings, which can reduce tension and foster cooperation.
- **Stay Calm:** Maintain composure in discussions, managing emotional responses to avoid escalation.
- **Choose the Right Time and Place:** Address sensitive topics in a private and appropriate setting to minimize discomfort.
- **Use "I" Statements:** Frame concerns using "I" statements (e.g., "I feel..."), which focus on personal experiences rather than assigning blame.
- **Seek Common Ground:** Identify shared interests or goals to build rapport and foster collaboration.
- **Be Flexible:** Be willing to compromise and explore alternative solutions that satisfy all parties involved.
- **Avoid Assumptions:** Clarify uncertainties and avoid jumping to conclusions about others' intentions or feelings.
- **Set Boundaries:** Establish and communicate personal boundaries to protect yourself and maintain respectful interactions.
- **Practice Patience:** Allow time for emotions to settle before addressing conflicts, preventing impulsive reactions.
- **Focus on Solutions:** Redirect conversations toward constructive solutions rather than dwelling on problems.

- **Respect Differences:** Acknowledge and appreciate diverse perspectives and backgrounds, promoting inclusivity.
- **Take Breaks:** If discussions become heated, suggest a brief pause to cool down and gather thoughts.
- **Offer Support:** Show willingness to assist others in resolving their issues, fostering a collaborative environment

IX. Strategies for conflict management and resolution

- Avoiding
- Competing
- Accommodating
- Compromising
- Collaborating

Since we as individuals have different points of view, there will always be instances when misunderstandings will occur among us. Here we need to adopt the conflict management strategies. Even in seemingly ordinary situations, conflict may be rooted by other non-apparent reasons. Understanding the other sides of the issue would allow those involved to come up with an ideal resolution to the problem. Here is The Thomas-Kilmann Conflict Model Instrument, which is used globally in conflict handling. It specifies five strategies as follows:

Collaborating

Collaborating aims to find a solution to the conflict through cooperating with other parties involved. Hence, communication is an important part of this strategy. In this mechanism, effort is exerted in digging into the matter to identify the needs of the individuals concerned without removing their respective interests from the issue. Collaborating individuals aim to come up with a successful resolution creatively, without compromising their own satisfaction.

Avoiding

In this approach, there is withdrawal from the conflict. The problem is being dealt with a passive attitude. Avoiding is mostly used when the perceived negative end outweighs the positive outcome. In employing this strategy, individuals end up ignoring the problem, by thinking that the conflict will resolve automatically on its own. It might be applicable in certain situations but not in all. Avoidance would mean that you neglect the responsibility that comes with it. The other individuals involved might think that you are neglecting the problem. Thus, it is better to confront the problem before it gets worse.

Competing

Competing involves authoritative and assertive behaviour. In this style, the aggressive individual aims to instil pressure on the other parties to achieve a goal. It includes the use of any means to attain what he or she thinks is right. It may be appropriate in some situations, but it shouldn't come to a point where the aggressor becomes too unreasonable. Dealing with the conflict with an open mind is vital for a resolution to be met.

Accommodating

Accommodating involves having to deal with the problem with an element of self-sacrifice; an individual sets aside his/her own concerns to maintain peace in the situation. Thus, the person yields to what the other wants, displaying a form of selflessness. It might come as an immediate solution to the issue; however, it also brings about a false manner of dealing with the problem. This can be disruptive if there is a need to come up with a more sound and creative way out of the problem. This behaviour will be most efficient if the individual is in the wrong as it can come as a form of conciliation.

Compromising

Compromising is about coming up with a resolution that would be acceptable to the parties involved. The one party is willing to sacrifice their own sets of goals as long as the others will do the same. Hence, it can be viewed as a mutual give-and-take scenario where the parties submit the same amount of investment for the problem to be solved. A disadvantage of this strategy is the fact that since these parties find an easy way around the problem, the possibility of coming up with more creative ways for a solution would be neglected.

8.6

Session 2: Conflict Resolution Workshop (Case Study for One on One or group mentoring sessions)

- Individually describe (on paper) three conflicts or incidents that have happened in your classroom between the students, or between the teacher and a student, during the past few years (one paragraph per incident).
- Begin by identifying conflicts that you attribute to cultural, religious, or linguistic differences. If none of the incidents fall into these categories, explore other potential causes like gender, class, or attitude.
- Now sit in groups of five.
- One person is the facilitator/presenter of Conflict/Incident

- One the Writer
- One the Reporter
- List all of the conflicts and incidents (per group there will be approximately 15 conflicts/ incidents) in two categories. One list is of those incidents that were due to cultural misunderstandings and inter-ethnic differences. The other list contains the other types of incidents.
- Group Discussion
- Are there any basic differences between the incidents listed on List A and List B? What are they?
- Which incident from each list do you feel is the most common in your own classroom experience (if not in your classroom, then in your university).
- Select two conflicts/incidents within each group. (These solutions will later be added to the Workshop recommendations)
- Within each group answer the following questions per incident/conflict:
 - i. How did the teacher involved deal with this conflict/incident?
 - ii. How did the other persons in the situation (students, colleagues, administration, family) respond behaviourally?
 - iii. What do you think they felt emotionally?
 - iv. Do the rest of the group feel this was the most appropriate intervention, given the previous discussion?
 - v. Have the others had similar experiences?
 - vi. How did they deal with similar problems?
 - vii. What does the group feel the most appropriate solution to the two incidents mentioned at the beginning would be? (These solutions will later be added to the Workshop recommendations)
- Each group now presents the two scenarios (conflicts/ incidents) and what they feel the most appropriate interventions/solutions would have been in the two situations that their group came up with.
- Discuss of these solutions with the larger group in a wrap-up session.

8.7 Online Resources:

- Conflict Resolution Network
<https://www.crnhq.org/>
- Program on Negotiation
<https://www.pon.harvard.edu/>
- Conflict Resolution Skills
<https://www.pon.harvard.edu/>
- Successful Negotiation
<https://www.coursera.org/learn/negotiation-skills>

WOMEN EMPOWERMENT
AND MENTORING
PROGRAM

ANNEXURES

Annexure I

Mentoring Agreement Template
(To be filled at the start of the mentoring session)

- i. Name and Designation of Mentor: _____
- ii. Discipline and Department of Mentor: _____
- iii. Experience in number of years: _____
- iv. Name and Designation of Mentee: _____
- v. Discipline and Department of Mentee: _____
- vi. Experience in number of years: _____
- vii. Name of University: _____

Responsibilities and Commitment	We are both committed to achieving a confidential, productive and honest relationship which fosters learning and development for both of us. We both understand our responsibilities and agree to commit to them.
Set individual boundaries of Mentor and Mentee	
Duration of mentoring (up to 3 months)	
Potential conflicts of interest identified	(Write N/A if none are identified).
Contact of Mentors and Mentees during formal mentoring sessions only	(Yes/No)
Prior Notice for Postponement or Cancellation of mentoring sessions (like 24 hours or more notice period)	
Record Keeping of respective mentoring session	
Goals (mentee)	
Goals (mentor)	
Reviewing progress	
Signature of Mentee:	Date:
Signature of Mentor:	Date:

Annexure II

Record of Mentoring Meeting Template

i. Name and Designation of Mentor: _____

ii. Discipline and Department of Mentor: _____

iii. Name and Designation of Mentee: _____

iv. Discipline and Department of Mentee: _____

v. Name of University: _____

Meeting Number and Date of Session: _____

Progress/achievements since the last session

Key points and topics discussed during today's session

Agreed goals for today's session

Identified actions from today's session

Reflections on overall Mentoring sessions (this section is to be filled at the end of the mentoring sessions) Identified actions from today's session

Annexure III

GROW Model

The GROW model is a simple 4-step process for structuring a conversation and setting goals by mentee. It is a powerful framework for structuring coaching or mentoring sessions. GROW stands for: Goal; Current Reality; Options (or Obstacles); Will (or Way Forward). This model enables the mentee to identify their goals, ways in which they can achieve those goals and to take responsibility for their own learning and development. The GROW model does not have to be used in a linear format; you can move between the different stages of the model during a conversation in any order that is helpful. Also, you may not be able to work through the whole of the GROW model in one conversation; it may take more conversations.

The GROW Model is a simple yet powerful framework for structuring coaching or mentoring sessions.

GROW stands for: **Goal; Current Reality; Options (or Obstacles); Will (or Way Forward).**

GROW model example questions:

Goal	Reality
<ul style="list-style-type: none"> • What do you want to achieve? • What do you want the outcome to be? What is your goal? • How important is it on a scale of one to ten? • If you could wave a magic wand, what would you like to happen? Imagine the problem/issue has been solved, what would you see, hear and feel? Imagine it is three years from now. What are you doing? 	<ul style="list-style-type: none"> • Describe the situation. • What is happening right now? What is your concern about this? How much control do you have? What action have you taken so far? • What has stopped you? • What obstacles have you encountered? • What resources do you need? • What else do you need? • Where can you get it from?
Options	Will or What next
<ul style="list-style-type: none"> • What are all the different ways in which you could approach this? • What are the positives and negatives of each one? • What if 'X' was not a factor? • What if you had the opportunity to...? • Make a list of all the alternatives. • What else could you do? 	<ul style="list-style-type: none"> • Which option or options do you choose? • What are your measures of success? • What is the next/first step? • When are you going to start and finish each action? • What personal resistance, if any, do you have? • Who needs to know what your plans are? • What support do you need and from whom? • What could I do to support you? • How committed are you to this, on a scale of one to ten? • What prevents it from being a ten? • What could you do to raise your commitment closer to ten?

Annexure IV

Feedback Form for Mentoring Sessions (Consolidated)

Name of University: _____

Total Number of Meetings between Mentor and Mentee: _____

Start and End Date of Mentoring Program: _____

Mentor's Name & Designation: _____

Mentee's Name and Designation: _____

Agreed Upon Goals / Objectives between Mentors and Mentees:

Achievements of the mentoring program:

Reflections on overall Mentoring sessions (this section is to be filled at the end of the mentoring program by MPC in consultation with Mentors and Mentees)

**To be signed by the Secretary, MPC*

Annexure V

Feedback Form for Mentoring Sessions (For Individual Sessions)

Date:

Name of University: _____

Total Number of Meetings between Mentor and Mentee: _____

Date of Mentoring Session: _____

Mentor's Name & Designation: _____

Mentee's Name and Designation: _____

Agreed Upon Goals / Objectives between Mentors and Mentees:

Achievements of the mentoring session:

Reflections on the overall Mentoring session

**To be signed by the Mentor and Mentees individually.*

Annexure VI

SWAIN METHOD

STRENGTHS	WEAKNESSES
<p>I am</p> <ul style="list-style-type: none"> • <i>Motivated</i> • <i>Hard working</i> • <i>Focused</i> • <i>Honest</i> • <i>Flexible</i> • <i>Multifunctional</i> • <i>Cooperative</i> • <i>Team player</i> 	<p>I need to improve:</p> <ul style="list-style-type: none"> • <i>Wasting time</i> • <i>Dueling on useless activities</i> • <i>Stress level and mental health</i> • <i>IT skills</i> • <i>Content Knowledge</i> • <i>AI Use</i> • <i>Statistical Analysis</i> • <i>Financial Management</i>
ASPIRATIONS	INTERESTS
<ul style="list-style-type: none"> • <i>Successful career at the university</i> • <i>Be a kind person</i> • <i>Skillful in IT skill</i> 	<ul style="list-style-type: none"> • <i>Arts and their integration in my teaching and research</i> • <i>AI and its use in my subject and research, presentation</i> • <i>Public speaking</i> • <i>Administration</i> • <i>Research etc.</i>
NEEDS	
PERSONAL	PROFESSIONAL
<ul style="list-style-type: none"> • <i>Consistency</i> • <i>Networking and PR</i> • <i>Internal empowerment</i> • <i>Interpersonal skills</i> • <i>Better organization and time management</i> • <i>Negotiation skills fr peaceful conflict resolution</i> • <i>Legal knowhow and network</i> 	<ul style="list-style-type: none"> • <i>Respect and Influence</i> • <i>Conducive environment</i> • <i>Clear guidelines and goals</i> • <i>Task management and support</i> • <i>Recognition od work and good job performance</i> • <i>Legitimacy and transparency</i> • <i>Flexibility and support</i> • <i>Mentoring: formal and informa</i>

Annexure VII

SWOT METHOD

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

Internal Environment

External Environment