



ISABS

Indian Society for Applied Behavioural Science



Professional Development Programme (PDP)
&
Mentoring Guidelines

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Forward

Journey to be a professional member of the Indian Society for Applied Behavioural Sciences (ISABS) is a tough, enriching and highly meaningful learning experience. The Professional Development Programme (PDP) is a rigorous programme and does demand a lot from participants.

In our endeavour to make the learning journey more visible and understandable by all, we have documented the process of PDP as it has evolved over the years. We have also documented the Mentoring guidelines for use by both mentors and mentees. As rightly pointed out, these guidelines are meant only to provide guidance and clarity on some aspects of mentoring in ISABS and not as a Rule Book or Manual that directs or dictates 'how to do Mentoring'. The objective is to ensure that we all have a shared understanding of the roles and expected process outcomes.

This booklet is possible due to efforts of past PDP Deans and Dean PDP under my term, Sharad & Zeb. They both ensured that the task is completed and the booklet made available to every participant and PMs of our ISABS community.

I hope this will make the process more transparent, easier to understand and therefor easy to follow.

Warm regards



Atul Chugh
President

Introduction

These guidelines have been developed and evolved over the years as outline of the objectives and procedures for the Professional Development Programme (PDP) system of Indian Society for Applied Behavioural Science (ISABS) that is dynamically intended for self-learning and acquiring professional competencies of facilitating group processes.

The PDP of ISABS is aimed at developing professionals capable of facilitating experience-based learning in organisations, societies and institutions. The professional members are people who have acquired human process competencies and are also resource persons and facilitators of self-growth among people who volunteer to participate in Human Process Labs. ISABS has institutionalised the contents and coverage of the PDP curriculum, and also the procedure that lends clarity to both the candidates as well as the facilitators of PDP. In the current global scenario of fast-paced change, two key competencies seem to have become critical for individuals, groups and organisations.

- i. The ability to cope with a high degree of ambiguity and provide leadership amidst uncertainty, and
- ii. The ability to build work-groups or teams and facilitate effectiveness in the human systems.

The Laboratory (T-Group) methodology focuses on 'unstructured', experiential and nondirective facilitation of learning. The PDP process in ISABS focuses on developing competencies of group work, which may in turn improve team-work and consensual decision-making processes in organisations. An integral part of PDP is an increased self-awareness and focus on personal growth that enriches quality of life and interpersonal relationships. Through an in-depth exposure to process competencies at the individual, group and system-wide level and the practical experience, participants acquire competencies in personal, group and organisation development. This understanding in the field of Applied Behavioural Science through experiential and theory-oriented learning, is a commitment to the human process discipline and the professional ethics of ISABS.

In putting together and bringing out this manual in print, there are many people to acknowledge their contribution. I, and members of NPDPC of ISABS do acknowledge and thank every individual or group of individuals that contributed in any way to the success of this print.



Zeb O. Waturuocha
Dean, PDP

Who is the PDP for?

- i. Individuals already in or wishing to take up the role as a change agent for individuals, groups and institutions
- ii. HR, Learning and OD Specialists, Managers and Consultants in Corporate, Educational and Social Sector organizations.
- iii. Individuals who would like to develop competence in T-Group facilitation and become a Professional Member of ISABS.

Eligibility for getting into PDP

- i. Candidate shall have completed ALHP & Pre-PDP requirements;
- ii. Is cleared by facilitators to enter Phase A i.e. PDP and,
- iii. Must have completed the qualifying **lab** within the last two years of application.

Pre-Professional Development (PPD) Stage:

To enter Phase-A of PDP the candidates should have cleared their PPD requirements. The candidates who have been cleared in ALHP within a period of two years shall submit the following logs to their respective Regional Co-ordinator:

1. Log on Basic understanding of aspects of Behavioural Science - (about 1000 words)

The purpose of the log is to ascertain basic interest and exposure to basic applied behavioural science theories and concepts. A write-up about what the person has read and understood in the field of humanities and social sciences – such as psychology, sociology, anthropology, education, learning, management, behavioural science, etc. He/she may consider readings already done or make use of the reading materials provided during the BLHP and ALHP labs or articles in the ISABS newsletter, “Here and Now”. The write-up must clearly establish understanding of the concepts in the field of behavioural science and the reasons why they appealed to him or her. The names of books/articles/ journals and authors that the person has referred to must be mentioned.

2. Log on Labs attended so far – (BLHP & ALHP)

This log will describe learner’s journey in the BLHP/ALHP that they attended – significant insights and learnings about self, experience of building relationships in the lab, patterns of behaviour discovered and also experienced repetitively in

back home situations, experimentation done and risks taken to behave differently during the course of the lab or after, personal issues that were identified, areas of future growth and learning that have emerged for self and the processes and themes occurring in the group during the course of the lab. They may record their learning from the observations and feedbacks they received from co-participants and the facilitators - also about the initiatives and impacts they made in the group.

3. Autobiographical Sketch (about 1000 words)

Autobiographical Sketch (about 1000 words) – This log is a personal story of one's life with a focus on significant phases and processes of development. It is not a chronological rendition of one's life events but rather a deeper reflection and understanding of self as a person – the person I have been, I am and hope to become, typical feelings, values, belief system, behavioural patterns and one's understanding of how they got formed. It is a sort of cognitive picture of oneself. A few key aspects a participant could focus on in the log are:

- Personal life journey so far - from childhood to where one is today. Significant milestones as they grew up which have made them the person who they are.
- Self-understanding and perceptions - as a person and where they see themselves in their life path today.
- Personal dreams and aspirations, where they would like to go – In their personal and professional life and how they see it connected with PDP.
- Present personal role at work and its connection to the expected learning in PDP.

These Pre-PDP requirements are to be submitted to the Regional Coordinator (RC) who will in turn send the same to the Regional PDP Committee (RPDPC). The RPDPC will review the logs and other documents and convey acceptance/non-acceptance of the documents. In the case of acceptance, the RC will invite the candidate to apply for Phase A and in the case of non-acceptance in-as-it-is condition, the RC will send the documents for re-work in line with the suggestions of the RPDPC. On receipt of the invitation from the RC, the candidate will proceed to fill the application form available on the ISABS website and with details of payment of fees, submit the same along with the logs mentioned above to the RC for further action.

Who is PHASE A for?

The candidates should have had a recent (within 2 years) experience as a participant in ALHP, with a minimum of 80 hours T-group work conducted by a Professional member of ISABS, including BLHP and ALHP. The ALHP facilitator should have cleared the candidate for PDP Phase A. Candidates must have completed the PPDP process and received invitation from the RC to apply for Phase A.

The participants of Phase-A shall complete the application form and submit along with their logs and other details about their clearance

- Copy of invitation letter/clearance from the RC
- Copy of all the documents submitted and approved by the RC
- Copy of feedback from facilitator(s) of candidates last ALHP
- Relevant fee details.
- Consent letter from the Mentor

The above documents need to be submitted to the RC who will in turn submit the same to the National PDP Dean. The PDP Dean will acknowledge and accept the applications as submitted through the RC.

Coverage in Phase A

Phase A is a two-week lab, which broadly covers the following:

- i. An awareness of processes within self and interpersonal situations
- ii. An awareness of behavioural processes in groups and systems; and
- iii. Development of skills in diagnostic interventions at self, interpersonal and group levels leading to change.

In Phase A, the focus is on developing the following competencies in the candidates:

1. Interest in theory and conceptual understanding of experiential learning.
2. Interest and involvement in using the T-group method for learning about self and groups.
3. Ability to deal functionally with one's emotions, which includes the following:
 - 3.1 Ability to articulate and acknowledge emotions and feelings within oneself.
 - 3.2 Willingness to explore these emotions and feelings, communicate them and examine their impact on others

- 3.3 Ability to pick up feeling(s) of other group members that is couched in some behavioural expression.
4. Is in touch with one's own needs for membership of group, visibility, power and influence, affection and approval etc. without negating the needs of the other.
 5. Willingness and ability to invite feedback on oneself, work on it and make learning out of it. Also provide feedback to others
 6. Ability to distinguish between content and process.
 7. Ability to observe and articulate some group level processes such as inclusion, exclusion, competition for leadership, authority issues etc.
 8. Ability to remain in the **Here and Now** and help the group do the same

Learning Agenda

The Phase A lab is aimed at developing experiential and conceptual understanding of processes that occur at multiple levels in small groups and building skills in diagnostic interventions at self, interpersonal and group level.

Week 1

- i. Explore Here & Now feelings and learn to deal with them in functional ways
- ii. Become aware of implicitly accepted and explicitly stated group norms and their impact on learning of self and group.
- iii. Become aware of one's fears, needs, and values in action and their impact on behaviour and choices made
- iv. Become aware of how one responds to those in Authority and uses one's Personal Authority in the group

Week 2

- i. Experiment with using one's personal authority and providing leadership in the group
- ii. Experiment with practicing T Group values – spontaneity, authenticity, confrontation, autonomy, etc. in one's interactions
- iii. Notice and articulate conscious and unconscious processes in communication, decision making, leadership, authority, dealing with conflict, etc. at self, interpersonal and group levels
- iv. Become aware of the social processes of Inclusion and Exclusion based on gender, caste, class, age, and other differences
- v. Become aware of the dynamics of attraction and sexuality

(See Addendum I for detailed competencies required to be covered in Phase A).

On completion of Phase A, the candidate will be given feedback by both the WK I and WK II facilitators. The WK I facilitators will endeavour to provide the First Week feedback as well as recommendations for participant's focus for WK II. Focus on WK I feedback while in Wk. II, will not preclude issues and insights emerging in WK II. In case the recommendations of both weeks differ, the PDP Dean and the faculty for both the weeks will set up a meeting to discuss the issue to get a consensus for the candidate's next level in the PDP Journey.

Inter-phase work for movement from Phase A to Phase B

Once a candidate is eligible to go to Phase B, the inter-phase work between Phase A and Phase B which need be completed before attending Phase B lab are as follows:

- Submission of Logs of the Phase A lab to the RC with copy to the Dean PDP within 8 weeks (2 months) from the date of the end of the lab. This is required irrespective of the time the candidate would want to do the next phase within the 2-year gap prescribed.
- Observation of a T-Group and writing a log on the experience of observation, with specifics of the observations made and the assumptions and interpretations behind the observation. The log must also bring out the candidate's ability to distinguish between observations, interpretations and judgments. The log should be submitted within 2 months of attending the event along with a formal approval note from the faculty whose lab is observed.
- Working on personal issues with the chosen mentor and a log on interactions with the mentor, and the progression of the mentor-mentee relationship.
- Cognitive mapping of the candidate's personal growth, with special emphasis on her/his emotional state of being.
- Book Reading and Review from books related to behavioural science and human process work. Connecting the ideas and concepts in the book to one's life and lab experience.

The mentor of the candidate supervises and certifies that the candidate has fulfilled the inter-phase requirements for Phase B before submitting to the RC.

Who is PHASE B for?

Those who have completed Phase A as well as the inter-phase work and have obtained a clearance from the respective RPDPC. Completion of logs, documenting the work done during Phase A and the inter-phase work are essential for entry to Phase B.

Coverage in Phase B

Phase B is a two-week lab, with the following objectives:

- i. Diagnosing human processes in self and group, and experimenting with interventions that facilitate exploration and learning
- ii. Process diagnoses for systems and organisation as a whole
- iii. Linkage between experience and relevant concepts and theories
- iv. Skills of building a learning climate in the group
- v. Intervention strategies focussing on individual and the group
- vi. Action interventions and their conceptual base

Learning agenda for candidates in Phase B:

Week 1

- i. Become aware of one's need for influence, acceptance, recognition, etc. and their impact on stances and role
- ii. Diagnosing group processes (inclusion/exclusion, gender, leadership & power, authority, decision making, etc.)
- iii. Experientially understanding the relationship between one's personality and one's presence in the group
- iv. Experiment with articulating behavioural processes noticed in self and group
- v. Examine consciously and unconsciously held beliefs and values and their impact on facilitation

Week 2

- i. Explore and understand conflicts between person and role
- ii. Develop the ability to identify conscious and unconscious group processes underlying interactions in the group
- iii. Reflect and examine interventions made - levels, intention & impact
- iv. Become aware of deeply held attitudes to learning, one's style of facilitation & their links
- v. Become aware of boundaries of role and task

(See Addendum II for detailed competencies required to be covered in Phase B).

Building upon the competence acquired in the Phase A, the focus in Phase B is on the candidate acquiring the following competencies:

- 1) Ability to distinguish T-group learning from other kinds of learning in terms of content, process and facilitation.
- 2) Deeper theoretical and conceptual understanding of experiential and laboratory learning; especially in context of ISABS.
- 3) Demonstrating courage to articulate behavioural processes in self, others and group
- 4) Being sensitive to the needs of self and others by:
 - a. Intervening
 - b. Confronting
 - c. Being silent
 - d. Responding
 - e. Taking a stand on whatever is happening in the group
- 5) Ability to distinguish between individual focussed work and group focussed work
- 6) Ability to pick up conscious and unconscious group processes underpinning content and nature of interactions in the group (e.g. issues of leadership, gender, attraction, competition etc.)
- 7) Ability to contribute to group building through one's interventions.
- 8) Ability to develop hypothesis about group behaviour and willingness to explore the same

The indicated requirements on the part of the candidate also determines the role, tasks and responsibilities of the facilitators of Phases A and B and of Mentors guiding the candidate through inter-phase work.

On completion of Phase, the candidate will be given feedback by both the WK I and WK II facilitators. The WK I facilitators will endeavour to provide the First Week feedback as well as recommendations for participant's focus for WK II. Focus on WK I feedback while in Wk. II, will not preclude issues and insights emerging in WK II. In case the recommendations of both weeks differ, the PDP Dean and the faculty for both the weeks will set up a meeting to discuss the issue to get a consensus for the candidate's next level in the PDP Journey.

Readiness for Internship:

This would imply that the candidate has demonstrated in Phase B the above competencies to a large extent, as clearly stated by the facilitators in the candidate's feedback form. The candidate applying for entry to internship would also have completed the inter-phase work between Phase B and Internship as outlined below. The Dean PDP supervises and certifies that the candidate has fulfilled the inter-phase requirement for entering internship. A candidate starts her/ his internship only when specifically invited by Dean PDP to a national event.

Inter-phase work before starting internship

1. Log on the experience and learnings in Phase B
2. Cognitive Map
3. Community work Log - a candidate is required to do a community work for a Minimum of 15 hours and write a log of his or her experience and learning)¹
4. A log on a research project (applying behavioural science approach) undertaken by the candidate that covers briefly the area of research, hypothesis that needed to be tested, methodology used, findings and conclusion. Candidates may contact Dean Research for assistance in their research project.

OR

The PDP participant may choose to make a conceptual presentation on some aspects of Applied Behavioural Sciences (ABS) at the regional/national events which will be assessed by a panel of professional members comprising the RC, one member of the RPDPC and one PM selected from amongst those present at the regional event or those nominated by Dean – PDP at the national event. Criteria for presentation and assessment is available here as appendix

5. A copy of the presentation (PPT), reading material and an audio/visual recording (if possible) of the presentation will be sent to the Dean PDP who will along with the NPDPC go through the assessment of the evaluation to determine the next step for the candidate.

¹ The community work must be for the benefit of rural, marginalised or special community – schools, hospitals, orphanages and homes, etc., directly or through an agency such as NGOs, Social Clubs, etc.

Who is Internship for?

Those who have completed Phase B as well as the inter-phase work, and have obtained a clearance from the Dean (Professional Development). Completion of logs, documenting the work done during inter-phase B is essential for internship/co-facilitation phase. The Internship phase will consist of two stages:

Stage I: Internship

One week of internship, working with a professional member at a National Event to develop and sharpen skills of T-Group facilitation: observation, diagnosis and practising interventions. This lab is for practice and will not be considered nor counted for the number of co-facilitation labs prescribed for grant of professional membership.

Stage II: Co-facilitation

The co-facilitation requirements towards applying for professional membership will begin after Stage I. Stage two will have a minimum of 3 weeks of co-facilitation experience with at least one at the National Event of ISABS.

Note: In both Stage I and Stage II, a minimum gap of 4 months is required before the candidate attends the next co-facilitation lab

The first week of Internship will focus on:

- Examining the beliefs, values and processes of T-Group facilitation
- Examining one's understanding of “Here and now” vis-a-vis “there and then” – Valid Information and Informed Choice.
- Democratic processes vis-à-vis facilitator centric processes in the group
- Understanding one’s own location/s and styles as facilitator
- Role, Boundaries and Mission (Purpose/ Primary Task)
- Exploring and experimenting with alternative styles of interventions
- Diagnoses of processes and conceptualizing interventions.
- Sharpening one’s skills to make group-level interventions
- Individual focused and group focused styles of intervention

Learning Agenda

- Differentiate learning in a T group from other types of learning.
- Familiarize and integrate the values of T group in the learning process.
- Learn to use thoughts and feelings in self as data for intervening in the group.
- Sharpen understanding of processes at self, interpersonal and group level.
- Enhance ability to articulate hypotheses and make interventions at intrapersonal, interpersonal and group levels.
- Understand the value and need for clinicking `spaces for dealing with self and role related issues

For every co-facilitation a feedback report (which is usually prepared for the participants) shall be prepared by the Facilitator and sent to the national office. The candidate shall have the copies for discussion with Dean-PDP while making application for professional membership along with a minimum of three recommendations from professional members who worked with him/her during this stage. The application shall be made to the President through the Dean-PDP. Dean-PDP after discussing with the President, will recommend the participant to the Board for admission. The participants in the Professional development stream are requested to keep their logs and other related papers with them so that these may be available for referrals to prepare the note for admission of professional members.

The first Co-Facilitation Lab (stage I) will be purely for learning in this new role and will not be open for obtaining a Letter of Recommendation.

- At the end of each co-facilitation lab, the Intern will need to submit a log of the lab. The Logs need to be submitted within 2 months of the conclusion of the lab and reviewed before attending the next co-facilitation.
- A time gap of at least 4 months between co-facilitations must be maintained to enable needed reflection, writing, review, reading and integration of learning from the lab experience.
- **Before applying for professional membership, a candidate must have published at least two of the above logs in the ISABS newsletter ‘Here & Now’**

Applying for Professional Membership

To apply for professional membership a candidate must apply in writing to the President through the Dean PDP providing the following details

- a. Details of Co-facilitation labs done including dates, event and names of co-facilitators,
- b. Review forms received for all the labs in Stage I and Stage II.
- c. Letter of Recommendation (LOR)² from a minimum of 3 professional members the candidate worked with in Stage II only.
- d. Log on internship experience

The Process:

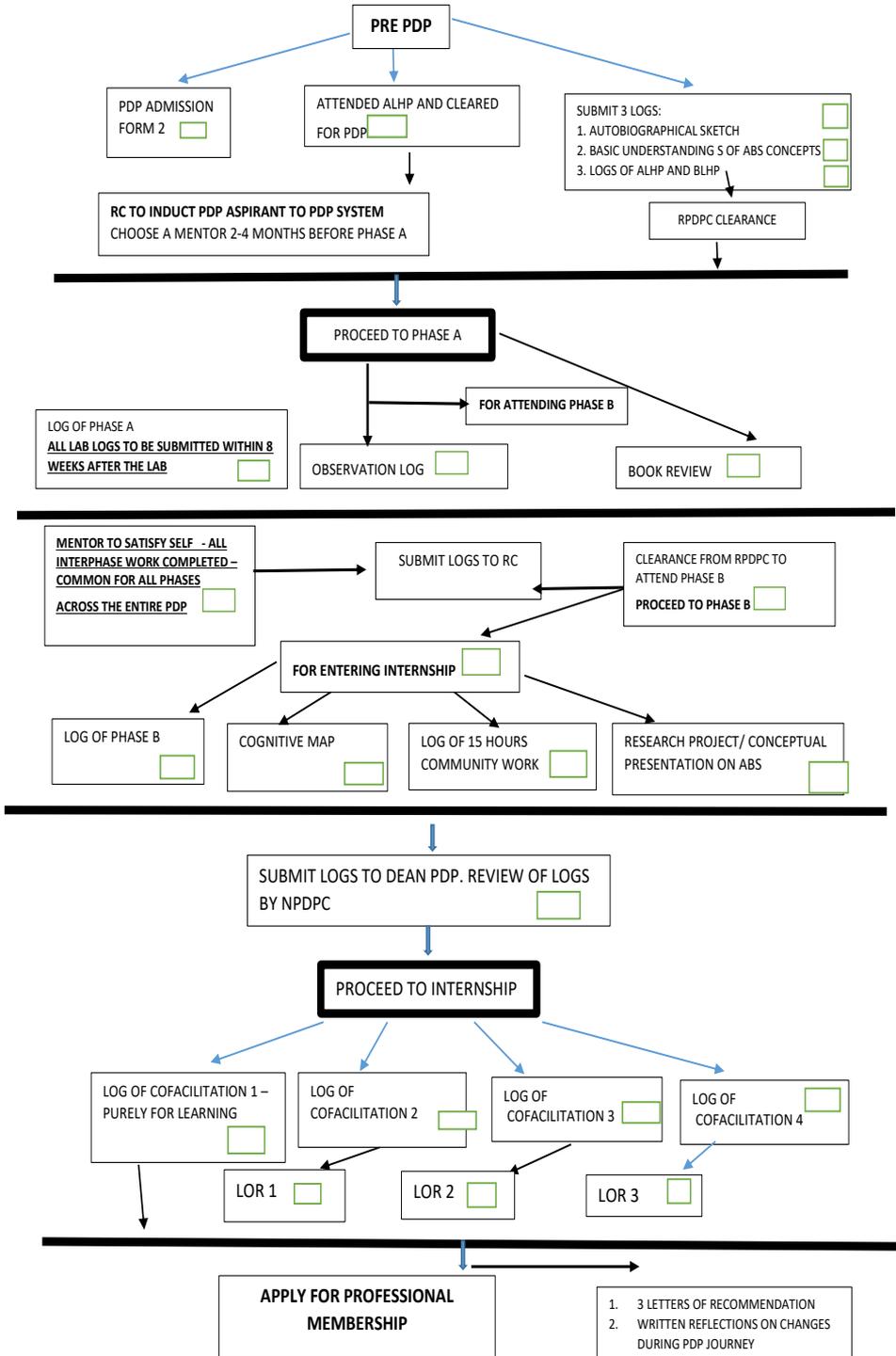
1. The process for applying for professional membership, including requests for letter of recommendation (LOR) may begin only after the Intern has completed all required co-facilitations and received an invitation from Dean, PDP to apply. It is recommended that the candidate will initiate the process well in advance or at least 45 days before an EB Meeting.
2. Once the application and LORs are received, they will be reviewed by the Dean PDP and National PDP Committee
3. Admission to professional membership will be deliberated upon by the Executive Board and presented to the General Body for approval. The General Body is the final authority to approve professional membership application. It means that this body has can ask for more details, suggest more work to be done before giving its consent to the professional membership of the applicant.

*LOR template is available in on the website. The Candidate will initiate the process by sending a request to the concerned professional members. Completed LORs are to be mailed directly to Dean PDP by the facilitators and **not by the candidate.**

Kindly refer to the following Appendices to gain more understanding of what is required in the PDP process as described above.

² The template for Letter of Recommendation is available on the ISABS website. The candidate will initiate the process by sending a request to the concerned professional member, who will, in turn, send the LOR directly to the Dean PDP.

Appendix 1 – Diagrammatic Representation of the PDP journey



Appendix II - List of logs and other documents at every stage of PDP Journey

For entering Phase A.

1. PDP Admission form
2. Write-up on Basic Understanding in the field Human and Social Sciences (1000 words)
3. Autobiographical sketch
4. Log of Labs attended so far (BLHP/ALHP)

For entering Phase B

1. Log on Phase-A
2. Observation Log
3. Cognitive Map
4. Book Review – A book on T-Group and Laboratory methodology

For entering Internship

1. Log on Phase-B
2. Cognitive map
3. Community work Log
4. Research Project Report or Presentation of an ABS Concept.

For becoming a professional member

Logs on co-facilitation experiences – after each co-facilitation

Written reflections on “Changes during PDP process” – the person articulates changes and transformation from the time they started PDP till now.

First co-facilitation must be at a National Event as a learner/observer and this experience will not be counted for recommendation for Professional Membership. In all, a minimum of 4 co-facilitations with at least three resulting in recommendations on Letter of Recommendation (Form available on the website).

Appendix III Log Writing Guidelines

I. Courtesy: Dilip Panikker

1. Basic constitution of the group: In this section you can write about the various members of the group (including facilitators; preferably naming them only with initials; however, please refer to yourself as “I” and not AW). You could also include diversity aspects such as gender, corporate/non-corporate, age, etc. You could also put down your initial reactions to specific people including the facilitators.
2. Narration of data: In this section you could write a synopsis of the events of each day. (It is recommended that you keep notes on daily basis) You could focus on any event that seemed to be of importance for you or involved you on each day.
3. Processes observed: Here you could speak of various processes that occurred. These might include individual processes for particular persons in the lab, interpersonal processes, as well as group level processes.
 - a. Individual processes would include things like: projection (treating someone else in the group as though s/he were someone else from the person’s life outside the lab; an exceptional unexplained silence of an individual; aggressiveness on the part of an individual.
 - b. Examples of interpersonal processes such as attraction, collusion (or pairing), leadership conflict could be described. Group level processes such as levelling with the facilitators, movement of the group from dependency to some level of independence (you could use the norming, storming... model if you like).
 - c. For each of the processes you describe, you could use an annotative style – (supply critical or explanatory notes) citing data from section 2 above.
4. Personal processes and learning: This would be essentially a narrative of what you observed happening to yourself over the course of the lab. Here you would also include any insights that you had as you interacted with others in the lab. Also you might want to write about the feedback you received during the course (and conclusion) of the lab.
5. Way forward: this is not an essential section but you may want to write about any steps you decided to take to work on the feedback that you received in the course of the lab.

NOTE: Please contact Dean-PDP for clarifications, if any. The logs written by participants are for the reference and reinforcement of their learning. So they are required to have them for reference during their phases of learning. They may have to use the logs to engage in dialogues with facilitators and Dean-PDP. Participants may decide about reading books or articles and may also consult Mentors, Facilitators or Dean-PDP. However, it is essential to read all the materials given from BLHP onwards

II. Courtesy – R. Sankarabramanyam

- Keep writing down your answers to subsequent questions to find the processes.

- Keep content out of the logs.

What was the process?

What were the feelings around it?

What are the patterns I noticed in myself from these processes and these feelings?

What theme emerges?

Filter down the important processes to 10.

Pick up the peak processes.

What could be my insights about myself?

From these insights that I observed what are my learnings about the processes?

Examples of processes:

Inclusion / Exclusion

Attraction / Rejection

Gender

Authority

What is the meaning-making around that process?

Theorize

Disproportionate reactions

Covert and overt processes

Convey in a medium that is the best expression of you.

1 week – 5 to 10 processes

Entire log can be 4 to 5 pages

Bring it to group level.

Versus what others did.

How other's processes impact you?

Feelings versus other's ease? Envy / jealousy, etc.?

PLEASE NOTE: While writing your log, remember the confidentiality norm to ensure that your log does not contain identities and stories that would embarrass other participants in the same lab.

Appendix IV - Book Review³

Courtesy: Gauri Nigudkar

What is a book review?

A book review is a form of literary criticism in which a book is analysed based on content, style, and merit. A book review may be a primary source, opinion piece, summary review or scholarly review.

What is the purpose of a book review in PDP journey?

PDP is a journey of learning and growth not just at a self-awareness level, but also about building skills and competence to become a T-group Facilitator. In the PDP journey the labs form the contact modules of the program. Other skill and competence building is a self-directed journey and happens outside the lab. This includes reading books and articles on various subjects related to applied behavioural science. Book review is an effective way of capturing one's reflections while and after reading the book. It helps the person to assimilate his/her thoughts and view the book's content and application in a deeper and meaningful way.

Book review is also one of the means for evaluation of a person's depth of conceptual understanding.

Which books can be taken up for book review?

Books on theories and applications of Behavioural Sciences, Personal Growth and T-Groups.

What is expected to be a part of book review written by a PDP candidate?

The book review is expected to be rich in content and should be an extended essay that is closely related to the theme of the book.

Typically, the book review should include the following:

- Name of the book, author and publication details
- Your reason / rationale for choosing the particular book for review
- What in your opinion is the purpose of the book? Who is it intended for?

³ A Movie in lieu of Book Review is acceptable as long as it follows the detailed process of Book Review replacing authors with characters and topics with themes.

- Specific sections / excerpts from the book that impacted you significantly. You may include the excerpts in brief and write your reflections, how it impacted you
- Connecting the book reading with your experiences and how it may be used in practical application
- Any disagreements that you may have with the author – what do you disagree with, why, what is your point of view
- Other critic in terms of any limitations that you may have identified or some aspects of the subject that the author has ignored
- Personal changes that you went through while and after reading the book
- Your conclusions in brief

Points to ponder as you read the entire book:

- What's the general field or genre? Does the book fit?
- From what point of view is the book written?
- Do you agree or disagree with the author's point of view?
- Make notes as you read, passages to quote in your review.
- Can you follow the author's thesis, "common thread"?
- What is the author's style? Formal? Informal? Suitable for the intended audience?
- Are concepts well defined? Is the language clear and convincing? Are the ideas developed? What areas are covered, not covered? How accurate is the information?
- Is the author's concluding chapter, the summary, convincing?

Writing the Review:

- Think about the person reading your review. In this particular case the review is first and foremost a learning document for yourself. Secondly, it is being read by a professional member of ISABS, assigned to evaluate the book review. Lastly, it could be published in the Here and Now for general public to read.
- Your conclusion should summarize, perhaps include something about you.

Appendix V Cognitive_Map / Mental Map

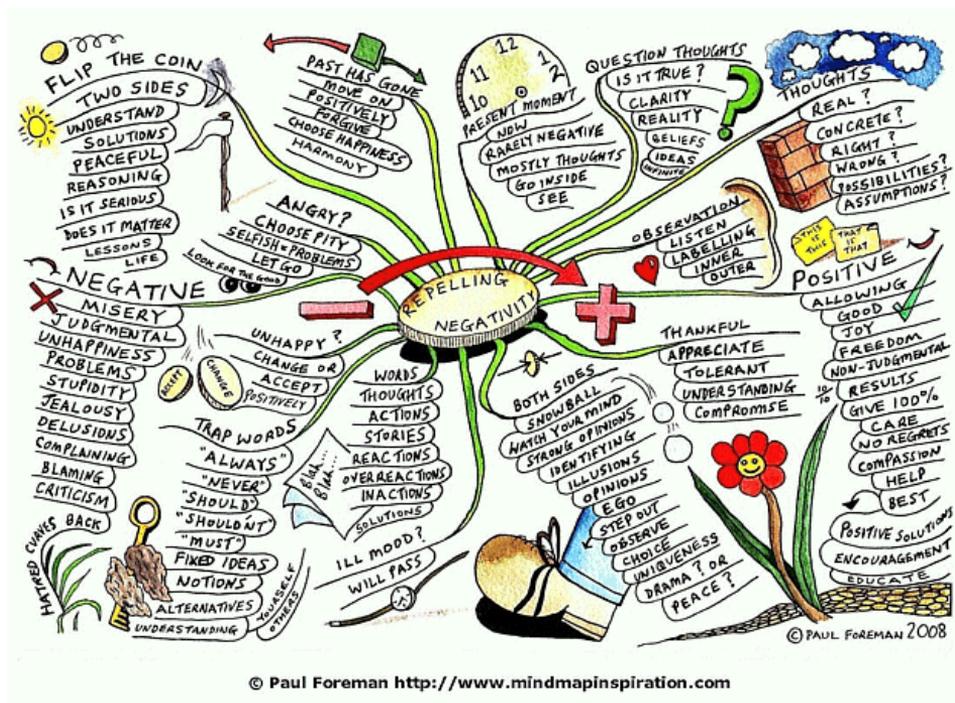
Courtesy: Gauri Nigudkar

What is a Cognitive Map / Mental map in PDP (ISABS) context?

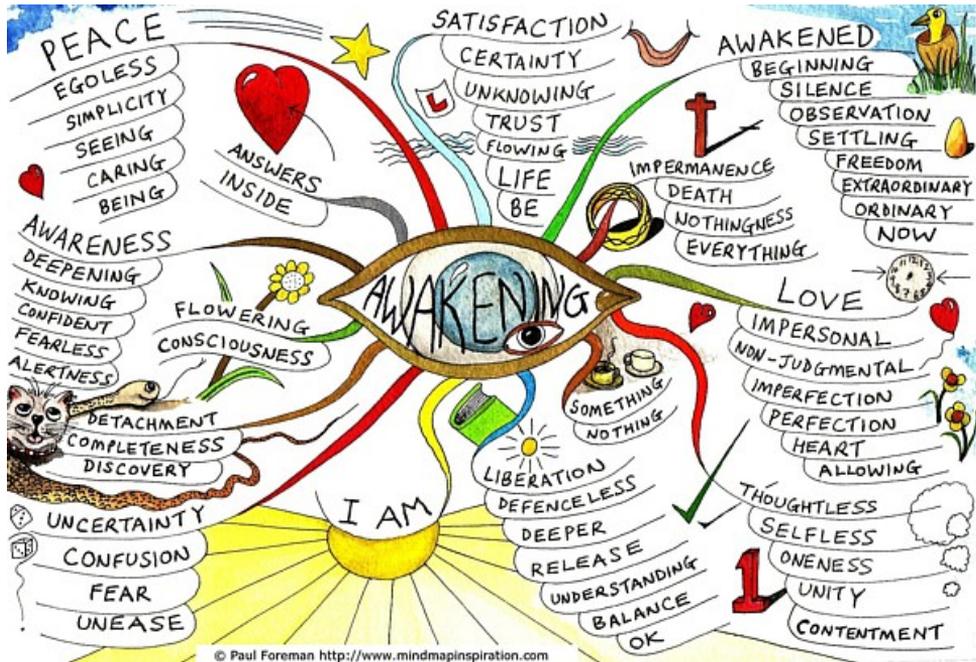
A person's perception of the world is known as a mental map. A mental map is an individual's own internal map of their known world. Therefore, for a PDP candidate, the mental map is about his/her perception of their own PDP journey and his/ her internal world in that journey. This is a dynamic document and changes as the persona advances in his/her journey.

A cognitive map is a type of mental representation which serves an individual to acquire, code, store, recall, and decode information about the relative locations and attributes of phenomena in their everyday or metaphorical spatial environment. In PDP context, it serves as an exercise in connecting the various dots of one's PDP journey i.e. emotional shifts, building cognitive understanding, interconnections between theory and experience, behavioural changes, emotional and mental blocks, challenges in overcoming the blocks and/or making shifts etc.

This is usually a written document tracing the person's journey in PDP. It may also be illustrative as shown in the representative images below.



© Paul Foreman <http://www.mindmapinspiration.com>



How to write a cognitive map / mental map?

- Decide on a start point from where you want to start tracing your journey.
- Decide the end point till where you want to trace the journey.
- Trace the milestones of the journey and note them down.
- Dive deeper into each milestone. Note down the challenges, blocks, overcoming the blocks, inability to make shifts, who helped you, what were your discoveries about self and others, your strengths and areas of development
- Identify your current state of being
- Identify the next steps of the journey

How to draw a mind map / illustrative mental map?

There are many tutorials available on YouTube. Here are links to some.

<https://www.youtube.com/watch?v=XskqMhtndfQ>

<https://www.youtube.com/watch?v=mRFn1U3jvCw>

Appendix VI: ABS concept presentation in lieu of ABS research for admission into the PDP internship programme of ISABS

Process

- i. The candidate will choose an ABS preferably with the consent of the Mentor
- ii. Prepare a write-up and a PPT presentation
- iii. Send the write-up to Dean PDP
- iv. Dean negotiates with RCs in the case of regional event or Dean programme in the case of National Event for date and time of presentation and informs the candidate

Presentation

- i. The candidate is physically present and the designated PMs for assessment along with audience comprising only of PDP candidates, Interns and Professional Members
- ii. II. Power Point presentation of 15-20 Minutes and Q&A session and discussions of 15-20 minutes. The maximum time allotted is 45 Minutes.
- iii. III. Distribute the hand-out to participants
- iv. The presentation will be recorded and a copy made available to the Dean PDP for assessment purposes
- v. The presentation PPT and write-up will be uploaded to the ISABS ABS Concept Bank

Criteria for Assessment

(Scale: 1-5, with 1 as Least and 5 as Highest)

S/No	Components for Evaluation	1	2	3	4	5
1	RELEVANCE : The extent to which the topic is a core topic of ABS					
2	DEFINITION AND UNDERSTANDING: The extent to which the candidate defined and understood the concept					
3	PRESENTATION: The extent to which the candidate captured the meaning and relevance of the concept in relation to ABS					
4	EXPERIENCE: The extent to which the candidate presented his/her experience of the concept in a lab setting throughout his/her journey so far					
5	MASTERY: The extent to which the candidate has adequate control of the topic as depicted in the confidence with which she/he held him/herself and responded to related questions and clarifications sought by the participants.					

Appendix VII- Re-Entry Guidelines

For re-entry of PDP Candidates other than Interns

The existing norm is that the minimum acceptable break between labs for PDP Candidate (or candidates at any other stage) is 2 years. This name remains unaltered

If the gap is more than 2 years but does not exceed 3 years, the candidate is required to

1. Submit an application explaining their absence and providing details of work done in the intervening period that could qualify as experience based learning.
2. Submit a log that explores their understanding and insight into self before moving to the next lab.

This log is submitted to the Regional Coordinator for consideration in consultation with the RPDP committee and the decision communicated to the candidate with copy to the PDP Dean to update the candidate's record.

If the gap is more than 3 years but does not exceed 5 years:

1. Submit a log of reasons for wanting to pursue PDP especially given the long break which should include, the kind of work done during the period of absence, growth experienced etc.

This log is submitted to the RC who will, in consultation of the RPDP Committee take decision in these lines:

1. If the break was necessitated for valid reasons, then the person does an ALHP or one week of Phase A or Phase B, depending on learning needs as adjudged by the Dean – PDP and members of NPDPC by examining the review forms of the earlier labs, recommendations given by the facilitators of the labs, the contents of the document Sr. No. 1 above, and one-to-one discussion with the candidate.
2. Movement ahead will depend on the outcome of the lab / particular week of the lab so attended.

This decision need be communicated to the candidate and copied to the PDP Dean to updated the candidate's record

If the gap is greater than 5 years:

1. Submit an application that gives the context, background, and the reasons for such a long absence, what makes the person to come back to re-start her or his PDP journey, including the kind of work done during the intervening period and growth experienced.

This log is submitted to the Dean PDP, who will, in consultation with the NPDP Committee take decision on the following lines:

- i. The person concerned re-qualifies for PDP by attending an ALHP lab.
- ii. The movement further or otherwise is determined by the outcome of the lab.

At what stage the person enters PDP – assuming she or he is cleared in ALHP - will be decided by Dean-PDP and members of NPDPC after considering the recommendations of ALHP facilitators, examination of ALHP log submitted by the candidate, which may include several one-to-one discussions with the candidate.

For re-entry of Interns

The EB in its SE 2017 meeting has fixed period of internship: Intern should finish internship in a period of 60 months (5 years) once he or she enters Internship phase.

If the gap is greater than 5 years:

1. Submit an application sharing the context and reasons for such a long absence after reaching internship stage / co-facilitating labs
2. Submit a written cognitive map giving details of work done during the intervening period and growth experienced
3. The person concerned re-qualifies for PDP by attending an ALHP lab.
4. The movement further or otherwise is determined by the outcome of the lab.
5. The person writes a log of her or his experiences in ALHP.
6. The Dean-PDP and member/s of NPDPC will take into consideration the recommendations of ALHP facilitators, contents of document at Sr. No. 1 and 2 above and one-to-one discussion with the candidate, if required.
7. The person may be asked to exceed the 4 mandatory co-facilitations, if need be.

While the guidelines provide basic direction, they will be applied on a case to case basis and may be altered depending on the nature and facts of the particular case.

Please Note: These conditions which apply to both Phases A and B.

1. A PDP participant can do a maximum of 3 labs in one phase within 5 years, utilizing the bursary provided by ISABS both national and regional. If the candidate is not cleared in the third attempt (either PDP or repeat of ALHP), the participant can continue at 100% cost and can do as many labs in the BLHP or ALHP but is not admissible to the PDP process anymore.

2. A PDP participant who has been asked to repeat a lab in any of the phases, will have the following options to choose from:
 - i. Attend a special PDP lab during the national event subject to the availability of a minimum of 5 participants from the phases OR
 - ii. An ALHP lab at the national level, write a log on self-work, concepts and process as observed and new insights in the lab. Submit this log to the RPDPC for consideration in consultation with the RPDPC. OR
 - iii. Repeat the Phase lab for the two weeks.

Addendum i. Competencies required to be covered in Phase A

Phase A will be a two-week lab, and overall it will cover the following:

- i. Experiencing and exploring processes within self and interpersonal situations
- ii. Experiencing, hypothesising and exploring group process and its impact on self and others
- iii. Understanding underlying concepts around self, interpersonal and groups, specifically the following, but not limited to this:
 - Self-Awareness wheel
 - Personal identity with specific reference to Gender
 - Jungian concept of shadows
 - Projection, transference, introjection and projective identification
 - Defence Mechanisms
 - FIRO Model
 - Interpersonal giving and receiving feedback
 - Theories on interpersonal trust
 - Group Development – Tuckman
 - Basic assumptions theory – Bion
- iv. Development of skills in diagnostic interventions, making observations and carefrontations at self, interpersonal and group levels leading to change.

In Phase A, the focus is on developing the following competencies in the candidates:

- 1) Experiential learning – Kolb's theory
- 2) T-group method for learning about self and groups – basics of T-Group, Here and Now, Emerging process versus structuring process, group dynamics – power, authority and intimacy
- 3) Ability to deal functionally with one's emotions, which includes the following:
 - 3.1) Ability to articulate and acknowledge emotions and feelings within oneself.
 - 3.2) Willingness to explore with these emotions and feelings, communicate them and examine their impact on others
 - 3.3) Ability to pick up feeling(s) of other group members that is couched in some behavioural expression.

- 4) Ability to own one's need for membership of group, visibility, power and influence, affection and approval etc. without negating the needs of the other.
- 5) Ability to invite feedback on oneself, work on it and make learning out of it. Also provide feedback to others
- 6) Ability to observe and articulate some group level processes such as inclusion-exclusion, competition for leadership, authority issues etc.
- 7) Ability to remain in the **here and now** and help the group do the same.

Addendum ii. Competencies required to be covered in Phase B

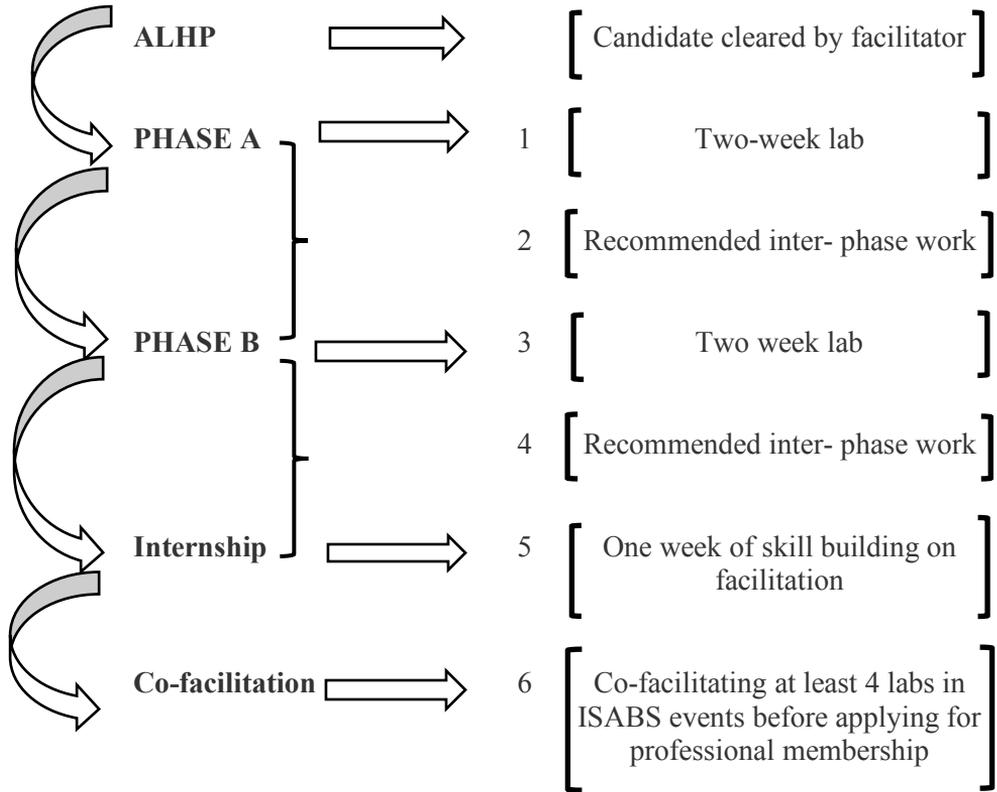
Phase B will be a two-week lab, with the following objectives:

- i. Diagnosing human processes in self and the group, and experimenting with interventions that facilitate exploration and learning. Special attention to Power, Relationships, Sexuality, Sensuality, Attraction and Repulsion (from shadows perspective). Understanding motives – affiliation, power and achievement
- ii. Process diagnoses for systems and organisation as a whole. Learn these suggested concepts and models:
 - Understanding Systems and systems thinking – Peter Senge
 - Introduction to OD and SD (social development)
 - Concepts around Rank, Privileges and Power
 - Gender dynamics
 - Basic introduction to caste and class dynamics
- iii. Linkage between experience and relevant concepts and theories. Help participants to develop own theories based on experiences
- iv. Process consultation model by Edgar Schein - Skills of building a learning climate in the group
- v. Intervention strategies focussing on individual and the group
- vi. Action interventions and their conceptual base

In Phase B, the focus is on developing the following competencies in the candidates:

- 1) Ability to distinguish T-group learning from other kinds of learning in terms of content, process and facilitation. Introduction to GRC as a group model and Coaching as an individual model – similarities in values between three approaches
- 2) Deeper theoretical and conceptual understanding of experiential and laboratory learning; especially in context of ISABS.
- 3) Demonstrating courage to articulate behavioural processes in self, others and group. Confrontation models
- 4) Develop Facilitation skills through “group-on-group” process by
 - a. Intervening
 - b. Confronting
 - c. Being silent
 - d. Responding
 - e. Taking a stand on whatever is happening in the group
- 5) Ability to distinguish between individual focussed work and group focussed work
- 6) Ability to pick up conscious and unconscious group processes underpinning content and nature of interactions in the group (e.g. issues of leadership, gender, attraction, competition etc.)
- 7) Ability to contribute to group building through one's interventions.
- 8) Ability to develop hypothesis about group behaviour and willingness to explore the same

THE PDP PROCESS



Jimmy Dabbi

Ganesh Anantharaman

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MENTORING GUIDELINES

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Introduction

Mentoring in ISABS as a support role played by the professional members of good standing as part of their voluntary contribution to building effective resource base for the organisation. Mentoring has been an ongoing process in the journey of professional development in ISABS, hence, this is not a new addition but an attempt to put some of the practices together for easy references.

This is the result of the initiative taken by Sharad as the Dean PDP along with his NPDPC to constitute a committee to look into the mentoring process for PDP in ISABS. Accordingly, Sushma Sharma, S.M. Singh and Zeb Waturuocha volunteered for this assignment. With several meetings among the committee and an overwhelming response (>75% of Professional Members) to a detailed questionnaire sent out for this purpose, this manual has materialised.

I, on behalf of the President and members of ISABS do acknowledge the efforts of and thank Sharad Sakorkar and the Mentoring committee for successfully completing this assignment. My special gratitude to the Professional Member Community that spent time to respond to the questionnaire with some of them posing intriguing questions that helped the committee go deeper into the assignment.

With kind regards



Zeb O. Waturuocha
Dean, PDP

Mentoring

“At a most basic level, it is simply the act of helping another learn” “Mentors” are people (especially leaders) who engage in deliberate actions aimed at promoting learning.”...”Bottom line, a mentor is simply someone who helps someone else learn something that would have otherwise been learned less well, more slowly, or not at all.” Mentors as Managers Building Partnerships for Learning – Chip Bell and Marshall Goldstein’

Preamble

In compliance with the requirements for Professional Membership of the Indian Society for Applied Behavioural Science (ISABS), this document articulates the written policy on mentoring for candidates in the Professional Development Stream, here by referred to as PDP candidates of ISABS. The Dean PDP is committed to the value of formal mentoring for growth and success of PDP candidates. Mentoring, formal or informal, is a responsibility that more experienced faculty members have to their less experienced and aspiring colleagues. Strong and effective mentoring can contribute to our mission of inclusion and help us maintain a culture of collegiality and camaraderie. The primary goal of this manual is to support the professional development of PDP candidates as they progress towards Professional Membership of ISABS.

Mentoring defined

“Mentoring is a collaborative learning relationship between a mentor and a mentee who share mutual responsibility and accountability for helping the mentee work toward the fulfilment of clear and mutually defined learning goals. Mentoring is used to assist individuals at specific stages of development or transition and lasts for a sustained but defined period of time. The mentoring relationship provides a developmental opportunity for both parties and can thus be of mutual benefit.

Mentoring is a developmental partnership through which mentor shares knowledge, skills, information, and perspective to foster the personal and professional growth of mentee. We all have a need for insight that is outside of our normal life and educational experience. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement, and problem solving.

Mentoring Guideline: The beauty of mentoring in ISABS is that it creates a personal feel (a person-to-person contact). It is this relationship that strengthens the mentee's learning more than what is done or discussed in their meetings. Hence, these guidelines are meant to only provide guidance and clarity on some aspects of mentoring in ISABS and not as a Rule Book or Manual that directs or dictates the 'how to do' mentoring.

The need for mentoring in ISABS' PDP

PDP is a journey that can be quite lonely, hard, and arduous. Mentoring keeps the person motivated with enhanced capacity to develop.

In the context of ISABS and as per responses of professional members to the open question on need for mentoring in ISABS, the responses are stated below in order of number of responses, and become the basis for the mentoring process

1. To explore one on one deeper issues and understanding of individual, interpersonal and group dynamics.
2. A confidante who can challenge the PDP candidate and push mutual boundaries.
3. Get guidance for enhancing experiential learning on the logs
4. Provide conceptual knowledge cognitive support to the experiential learning
5. Be a platform that bridges the gap between labs to land.

Objectives of Mentoring

It is on the basis of the above group of responses that the objectives of mentoring here are stated to include the following:

- To create space for the mentee to explore deeper processes in self, interpersonal and group dynamics.
- To facilitate dialog which leads to greater awareness of the professional journey of the mentee.
- To push the boundaries of each other's (mentee and mentor) learning
- To create an environment of trust and fun, around/about/during (?) the discussion of log, process and content and its impact.

Guideline to Mentees

The Mentoring process is a journey of making choices, self-exploration of dilemmas, vulnerability, challenges, and concern for growth as a person. It is not only about writing and submitting logs as an organizational requirement but also a journey of learning.

1. A candidate who is cleared in ALHP to proceed to the PDP phase is required to select a mentor from the list of mentors available on the ISABS website or contact the PDP Dean for list of mentors.
2. Choice is respected but be sure of the reasons and cause for choosing a person as a mentor or accepting a person as a mentee. It may help if the reason for such choice is documented and a copy sent to the PDP Dean for record purposes.
3. Please reflect upon the feedback received from ALHP and phase-A, on your edges of growth before choosing a mentor.
4. Try to ensure Cognitive Fit between you and the Mentor you have chosen.
5. Keep in mind that Initiating of the mentoring process is the responsibility of the mentee and not of the mentor.
6. Try to have at least 3 to 4 face to face meeting with your mentor.
7. It is important to keep submitting your logs to your mentor after each lab experience.
8. Ensure that the finalised log is submitted to your mentor at least 45 days prior to actually attending any other lab.
9. Please note that you can make your choice of changing your mentor with mutual exploration and agreement with the present mentor
10. Frequent change of mentor needs a deeper exploration.
11. Be aware of larger societal issues of inclusion and exclusion and so ensure that your choice is not biased on the basis of gender, caste, creed or any other such inclination.

Role of Mentor

The main role of a mentor would be to act as

1. **Role:** To help the participants to unlock her/his potential by acting as;
 - a. **Enabler:** To help the participants to use self as an Instrument of change,
 - b. **Helper:** To help the participants to explore various aspect of her/his personhood on themes like sexuality, gender, diversity, privileges, power, authority etc., and values and its alignment with person, profession, and organization.
 - c. **Explorer:** Enable the participants to explore deeper aspect of person's personality, and its alignment with their value system.
 - d. **Listener:** provide psychologically safe environment by active listening to mentee to disclose and understand her/his, fear, concern, constraint, joy challenges etc.
 - e. **Challenger:** Let the person to stretch and expand her/his boundary.

f. Suggestion provider

It is therefore required that the mentor consider a firm and abiding commitment to complete the process without being pushy.

2. Firm and abiding commitment to complete the process, without being pushy,
3. To encourage the Mentees to ensure that the final log is submitted to the mentor at least 45 days prior to actually attending any lab.
4. Explore the need and challenges before accepting somebody as a mentee.
5. While contracting with mentee inform her/him that she/he can make choice of changing mentor with mutual exploration and agreement with present mentor.
6. Ensure Cognitive Fit between both of them.
7. Be accessible and trusted by the mentee.
8. Mentor is aware of the conscious/unconscious reason for accepting to mentor the mentee
9. **Be sensitive to mentee feelings**
10. Be aware of larger societal issues of inclusion and exclusion including all the biases mentioned in No. 11 under the role of mentees.

Contracting

A. Contracting with a Mentor

After attending the ALHP lab and being recommended to proceed to the next level, the candidate must have a contract with a professional member who will accept to be her/his mentor. A list of potential mentors is available on the ISABS website. When choosing a mentor, mentees should keep in mind the following:

- a) Decide how involved they would like to have their mentor. Some mentors are more ready to get involved than others. Discuss this with your mentor to help you come to a conclusion.
- b) The mentoring process is to assist learning. Choose a mentor who will challenge you rather than one who makes you feel comfortable.
- c) Widen your pool of available mentors. Physical location while desirable should not be a limiting factor. Remember that meetings can be held over phone or electronically.
- d) Do not quickly settle with your lab facilitator as your Mentor. Speak to the Dean PDP or your Regional Coordinator for guidance.
- e) Clarify your expectations with your (potential) mentor. Some aspects to consider for discussion:
 - Does he/she have the time?
 - Is he/she a good listener?
 - Can he/she challenge when needed?
 - Is he/she supportive and encouraging
 - Does he/she encourage experimentation and learning from mistakes?
- f) Once the mentee has contracted with a mentor, send an email to Dean PDP informing her/him of the decision.

Mentor/Mentee journey together

	Mentee	Mentor
Identifying Roles	Have a clear understanding of why you have chosen this mentor.	Have a clear understanding of why you agreed to be a mentor. Mentor with a realistic assessment of your skills and experience.
Communicating Expectations	Have a clear understanding of your expectations for your mentor. Clearly communicate those expectations. Stay flexible in changing expectations or plans. Create goals with milestones and deliverables. Inform your mentor about your preferred learning style Be realistic about setting timelines.	Have a clear understanding of your expectations from your mentee. Clearly communicate those expectations. Stay flexible in changing expectations or plans. Create goals with milestones and deliverables. Adapt your feedback to your mentee's learning style. Be realistic about setting timelines.
Working Together	Listen and contribute to the conversation. Understand that your mentor will not have all the answers. Accept constructive feedback. Set time aside for self-reflection. Evaluate progress. Celebrate success. Be consistent and reliable.	Facilitate Mentee's Learning. Recognize your mentee's weaknesses and build on his/her strengths. Offer constructive feedback. Evaluate progress. Be your mentee's sounding board. Be consistent and reliable.
Meeting All the Goals	Provide your mentor with updates (a log of the entire co-facilitation experience including mentoring) after applying for Professional Membership	

B. Expectations from Mentors

- Mentors should ideally meet or interact with mentees as and when required majorly by the mentee. Meetings may be held in person, over phone calls, skype or whatever other mode is convenient.
- Mentors need to provide support for writing logs (including the how to), and could make it a point to review the mentee's Lab Review Form before doing so. Logs must be reviewed and reworked as suggested. Logs must be returned within a reasonable time of receiving them.
- Mentors need to play ensure that Mentees submit the logs within 3 months of the lab. The list of logs to be submitted is available in the PDP section of the website. It is the Mentors responsibility to ensure that all logs are submitted.
- Mentors play an important role in discussions and recommending relevant reading, etc. to assist / help mentees develop their theoretical and conceptual foundations.
- Mentors are expected to guide and prepare mentees for doing the Process Observation Lab and inter-phase requirements. This includes having a discussion on the what, why and how of doing Process Observation.
- Mentors should be available for dialoguing on issues relating to personal and professional growth that the mentee may bring up from time to time.
- At all times respect, privacy and confidentiality of the discussions should be maintained

C. Expectations from Mentees

- It is the mentee's responsibility to initiate meetings with their mentors to get the most out of mentoring
- Interact with your Mentor as and when required
- After attending a lab, discuss your lab Review feedback with your mentor and submit your lab log within 3 months of attending a lab. (The logs will be reviewed and commented upon by the Mentor followed by a meeting to discuss them. Once the logs are cleared by the Mentor, they are to be submitted to the Regional Coordinator or the PDP Dean in the case interns.
- Be committed to the process
- Be open to challenges posed by the process
- Discuss things openly with your mentor
- Take risks if you want to make progress
- Do what you say you are going to do
- Provide feedback to the mentor on how the process is facilitating you
- Provide feedback to Dean PDP on the progress of mentoring at the end of the mentoring process or take the initiative to give it whenever required

Rules and Regulations

1. Criteria for Mentor Selection

Qualification of a mentor and Terms/Conditions of Mentoring a Candidate

- i. Professional member for at least 3 years
- ii. Attended ISABS event (regional and/or national) twice in the last 3 years
- iii. Has facilitated a minimum of 2 BLHP and 1 ALHP lab
- iv. Has no personal or intimate working relationship with the candidate
- v. Does not have more than 3 mentees at a time. Those who have more than 3 now should discontinue this practice after the present mentees become Professional Members,
- vi. Is in agreement in the PDP process of ISABS
- vii. Well versed in the PDP process as given in the PDP Guideline and in this Mentor's Manual

2. Professional Relationship

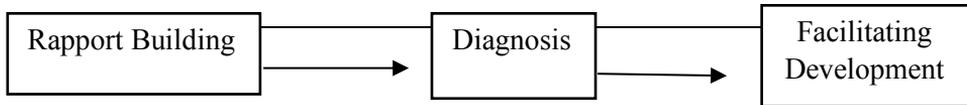
- i. Mentor/Mentee would ensure that only the professional relationship as sanctioned by ISABS exists between them.
- ii. ISABS would not be held responsible for any other relationship outside the one mentioned above.
- iii. The time spent together between the mentor and the mentee needs to be documented in terms of learning in the form of a log by the mentee and this would form part of the required submissions for the next step.
- iv. The mentoring process will officially come to a close when the candidate becomes a Professional Member unless there is a mutual agreement to discontinue the engagement before this time.

3. Other Conditions

- i. As much as possible, a mentor is morally obliged to desist from facilitating in a lab where her/his mentor is a participant. However, sometimes it is inevitable.
- ii. If a mentee becomes inactive for 2 years and above, the mentor can accept another mentee as long as the number remain at a maximum of 3. In case the inactive mentee becomes active and wishes to continue with the same mentee, the mentor has the option to accept or reject keeping in mind that he/she should not exceed the maximum of 3 mentees at a time.
- iii. It is required that a mentor help the mentee to accept any feedback given to the mentee and help him/her to work on the feedback.

The Mentoring Process

Mentoring as an activity can be broken down into three separate phases:



1. Rapport Building

At this stage, it is important that the Mentor take the lead and pay attention to developing the relationship. Clarify the aims and objectives of mentoring so that both parties have a mutual understanding of what is involved and expected. Before accepting to be a Mentor think realistically about the amount of time you will be able to give. Is a weekly meeting desirable or achievable? It is not helpful to promise a lot if you are not likely to be able to deliver, as it will impact the quality of the relationship.

Initially it is important to spend some time understanding the Mentee's profile, life experiences and values. It helps to get to know the Mentee at a personal level. The Mentor also needs to share more about herself/ himself as a person and as a professional. The aim is to develop a foundation of trust and respect. This is also the time to set expectations on number of meetings, mode of meetings, frequency etc.

2. Diagnosis

Once the initial rapport is established and some clarity exists on how things will proceed, both Mentor and Mentee can get started with the actual process of mentoring. The process begins with diagnosis of the learning and development needs of the Mentee. New learning can sometimes make the Mentee feel quite vulnerable, especially if s/he recognizes that a way of behaving has outlived its usefulness and there is a need to change. Mentors need to be supportive and sensitive so that the Mentee will be receptive. Progress at this stage can be slow and erratic. You may have to go back to building rapport to get the relationship back to a positive one.

Once Mentor and Mentee develop some level of trust, both may together reflect upon Mentee's strengths and opportunities for improvement.

- Goals to be achieved jointly over the period of mentoring*
- Strategies and ideas to achieve them.*
- Nature of the interactions and feedback process to help review progress*
- Joint understanding of the learning and development needs of mentee is essential for the process of successful mentoring.*

Facilitate Development

If stages 1& 2 are done well this stage is quite straightforward. Every meeting may not end in personal transformation, but the process of development can be facilitated. It may be appropriate to arrange a meeting to continue what you started in a previous meeting till the process is complete for the mentee.

Remember the Mentee owns the solution or change even when they enlist your help.

The Mentor can be pro-active about reaching out to the Mentee for the issues that mentee raise in the meetings and adding value to her/ his development but the initiative for the engagement should come from the Mentee. The chemistry of each relationship will be different and a Mentor may guide a Mentee through regular feedback.

It is important to review the progress every few months and evaluate if the objectives set jointly are being met. The process of mentoring, goals and expectations may be modified on an ongoing basis. This phase is akin to "intervention" and "feedback" stages in OD cycle.

Mentoring is a long-term relationship and it can last as long as it is rewarding for both parties. Instead of letting the relationship die due to inactivity, closure may be considered if the objectives of the relationship are met and active mentoring is no longer needed.

Mentors need to possess a real interest in the mentees and specifically in their development and learning. This is crucial, as it is this that drives their ability to put the issues and concerns of their mentees ahead of the other things that the rest of us find more important. The Mentor's role is essentially to accelerate the rate at which a person learns. Mentoring is a potentially a powerful intervention in the development of people and hence is an investment worth the time and can be enriching and rewarding for the mentor too.

"It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself." –Ralph Waldo Emerson

Indian Society for Applied Behavioural Science (ISABS), founded in 1972 is a national, voluntary society of behavioural scientists engaged in applying their knowledge and skill to the well-being of persons, organisations, communities and the society at large. Its members work as independent consultants, trainers, counsellors, academicians, human resource managers, line managers, executives and community change agents.

ISABS currently offers two certification Programs

Organisation Development Certification Program (ODCP) – The story of ISABS is also the story of OD in India. From the 1960s, pioneers in the field of OD in India were developing programmes for Internal Change Agents and facilitators. Today many current ISABS Professional Members are leading practitioners of OD in India and abroad. New partnerships have been formed with other Behavioural Science organizations such as OEGGO in Austria. ODCP benefits from this abundant pool of expertise and experience

Community Process Facilitation Program (CPFP) -Specifically meant for community level facilitators, coordinators and supervisors involved in community level work, trainers involved in training communities, group leaders etc. CPFP is trying to expand its reach and is seeking participation of people working in CSRs and in Govt. programs and missions that are working on specific issues such as Health and Livelihoods.

Other Services

Consultancy -ISABS offers Consultancy services to Corporates, NGOs, PSU and other large institutions with an aim to help them in their Leadership, Organisational and Culture Development journey. Our Consulting activities, workshops, orientation programs are such that our clients experience the benefits of contracting a resource-rich and diverse organization, which ISABS is today.

Research - ISABS provides a networking mechanism for the Behavioural Scientists to disseminate the research work done by them. In addition, ISABS provides research assistance and fellowships to postgraduate students, research scholars and scientists to facilitate research.

Social Development - ISABS does not work directly with the community, or with issues affecting the nation. However, it has the ability to develop the skills of those who are working with the above: the civil society organizations, the NGOs, the Govt. missions and the CSR initiatives. ISABS can play a hugely significant role, by providing answers to questions like: How do different sections of the community learn to work with and trust each other? How can they develop the skills of work together in a way that is able to surmount the challenges of different needs and drives? How can organizations that are otherwise committed to solving fundamental national problems be prevented from self-destructing.