



MENTOR MENTEE HANDBOOK

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1. INTRODUCTION

Student Affairs and Counselling office at Sri Venkateshwara College of Engineering (SVCE) Bangalore is established to facilitate positive behaviour changes, improving the student's ability to establish and maintain relationships socially, promoting their decision-making process, helping the student to understand their own potential and cope effectively with the problems they face through *Counselling Services*.

Counselling Services are an integral and essential component of the educational process for all students as they progress through the educational system in Sri Venkateshwara College of Engineering (SVCE). The need for these services is dictated by the complexity of the human growth process, the demands on youth and the ever-changing nature of society.

The aims of Counselling services, which are based on a developmental hierarchy, are to provide students with:

- ✓ Opportunities to develop knowledge and an appreciation of themselves and others.
- ✓ Opportunities to develop relationship skills, ethical practices and a sense of responsibility.
- ✓ Opportunities to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests and abilities.
- ✓ Information which would enable them to make decisions about life and career opportunities.

Administrators and teachers contribute to the implementation of these aims, both informally and through curriculum, as well as by identifying and referring students who have needs. Specific counselling functions require the intervention of qualified college counsellors and consultant staff.

2. COUNSELLING

The Counselling functions may include individual, group and class work to provide both an intervention and prevention service. The intention of the counselling service is:

- Respond to emotional, social, intellectual, academic and career needs in a developmentally appropriate manner
- Provide an environment which is conducive to self-exploration in order to develop an awareness of personal uniqueness which is of primary concern in the counselling process
- Promote personal and social development appropriate to developmental stages
- Help students, through their families and the community, grow in areas such as self-esteem and individual responsibility, and in skills such as decision making and social relationships
- Support a student's academic progress through a variety of interventions which may include individual assessments, goal setting, assisting with the development of Individual Education Plans (IEP), study habits and organizational skills.

2.1. PREVENTION

Counsellors spend much of their time developing and implementing plans and programs which could be categorized as preventative services.

Prevention services may be described as follows:

- The **Primary prevention level** focuses on preventing a problem from occurring. The emphasis is on enhancing positive school climate. One example may be a school program to facilitate a safe school environment.
- The **Secondary level of prevention** focuses on early indicators of problems. The goal is to shorten the duration or lessen the impact of a problem.

- The **Tertiary level** focuses on minimizing the immediate consequences of an existing severe problem. The emphasis is on regaining control over a situation so remediation and prevention strategies can be developed, implemented and assessed.

The whole area of prevention and preventative planning responds to a range of complexity or severity. This requires specialized skill sets which may include:

- Effective communication skills
- Conflict resolution
- Data collection
- Collaboration
- Mediation
- Helping others to solve their own problems and make informed decisions
- Specialized knowledge and skills for a consultation process.

2.2. EDUCATION

Counsellors may provide direct instruction to students in areas such as peer helping, conflict resolution, social skills, and life skills. As well, Counsellors provide support to other educators in implementing career and personal planning, promoting positive climates and enhancing the emotional/social well-being of students.

An ongoing issue in the field of counselling is a general lack of understanding about what counsellors do that impacts student outcomes. Counsellors need to be involved in public relations to educate their staff and the college community on the kinds of services they can provide and to promote the benefits of their services.

Their educational role may also include:

- Disseminating information to parents and other professionals
- Monitoring and assessment of the services they provide
- Acting as a resource for Professional and Curriculum Development

2.3. TIME MANAGEMENT

Counsellors must organize and co-ordinate their services as an integral component of the whole program. Ideally, counselling services should be designed to foster support from both within and outside the college community to meet the developmental needs of students. Counsellors establish services to address student needs which are achievable through a variety of means, including curriculum activities, small group and/or individual counselling, referrals and consultation.

To provide a continuum of preventative, remedial and intervention services, it is essential counsellors organize their time to effectively deliver such services. Scheduling and priorities should result in enhancing student learning. Time to deliver this type of intervention needs to be factored into the school counsellors overall schedule.

The schedules of Counsellors are influenced by a number of factors:

- Priorities established by the particular needs of the College
- Addressing unexpected student needs such as a crisis
- Developmental needs of all students
- Need for consultation with teachers, other professionals and parents/guardians
- Administrative responsibilities

The overall objective is for counsellors to analyze their time to ensure they are utilizing it effectively to meet the identified goals and objectives.

3. MENTOR-MENTEE SYSTEM

Mentoring is an effective and popular way of providing guidance and support to young students. Effective mentoring also helps to accomplish program goals, ensuring consistency and stability. The prime objective of the mentor – mentee process at SVCE is to ensure students' overall development and growth on the academic and professional matters by fully exploiting the potential of every individual.

3.1. MENTOR-MENTEE PROCESS

- Eligible faculty members are assigned a group of 15 to 25 mentee students whom they serve as mentors
- The mentees will be allotted to mentors of their respective departments.
- The mentee will be under particular mentor for complete four-year duration
- The mentor can receive the academic performance data and details of slow and advanced learners from the respective department coordinator.
- Data privacy is to be maintained by the mentor.
- The mentors will be consulted/informed in case of disciplinary issues on code of conduct with a student.

3.2. ROLE OF A MENTOR

- To take the lead in supporting a mentee through an ongoing, one-to-one relationship.
- To build a relationship of trust by caring and planning for welfare of the mentee.
- To serve as a positive role model.
- To strive for mutual respect.

3.2.1. DESIRABLE QUALITIES OF A MENTOR

- Willing listener
- Encouraging and supportive
- Patient and approachable
- Tolerant and respectful

4. RESPONSIBILITIES

4.1. MENTOR

- Meet the mentee student twice a week as per the timetable.
- Track the academic performance of the mentee and counsel, guide and motivate in all academic and professional matters.
- Advise the mentee regarding choice of electives, add on courses, external certifications, project, summer training/internships and other co curricular matters.
- Advise for career options and its planning and development.
- Maintain a confidential progressive record of the mentee.
- Intimate HOD and suggest if any coordinated action is required.

- Contact parents/guardians if situation demands e.g. irregularities, negative behavioral changes and interpersonal relations, detrimental activities etc.
- Maintain contact with the students even after their graduation.
- Any Request or Approvals for the Hostel student needs to be done through mentor and forwarded to hostel warden.

4.2. MENTEE

- Respect the mentor
- Regularly attend the meetings with the mentor and seek advice.
- Provide the details of his/her performance, curricular and extracurricular activities to the mentor.

4.3. HEAD OF DEPARTMENT

- Allocate mentors to all the students.
- Review the mentor – mentee system on regular intervals.
- Support and advise the mentors for effective discharge of their duties.
- Keep the Head of the Institute informed.

5. COUNSELLING RECORDS

Counselling records exist for some students. Counsellors are required to maintain records to track the sequence and nature of the services provided within a counselling relationship. The purpose of these records is to enhance the counselling process and is not intended to be a means of “gathering evidence” to diagnose or to further a legal case. It is the responsibility of the

counsellor to inform students, and parents, as appropriate, that counselling records are kept and of the purpose of such records. Information collected for such records is maintained and controlled in a responsible and efficient manner that is governed by strict rules of confidentiality.

5.1. RECORD KEEPING

Counsellors need to:

- Record information in an objective, factual manner
- Identify clearly personal impressions, observations and hypotheses as their view
- Describe behaviour, avoiding the use of undefined and/or unnecessary adjectives
- Make and initial their own entries and record information in a timely manner
- Note and initial any subsequent alterations or additions, leaving the original entry legible and intact, and never erase, delete, or whiteout, etc.
- Be brief, but ensure information is sufficient to support continuity of the counselling service

Counsellors maintain counselling records with no less than the following information:

5.1.1. BASIC INFORMATION

- ✓ Name, date of birth, address, telephone number
- ✓ Name of parent/guardian and/or contact person

5.1.2. RECORD OF EACH PROFESSIONAL CONTACT

- ✓ Date of contact, length, name(s) of all present
- ✓ Counselling information sufficient to keep track of counselling issues and progress
- ✓ Correspondence - written, telephone, e-mail

- ✓ Record of consultations regarding student,
- ✓ Including telephone calls and e-mails

Records may be written, taped, computerized or maintained in any other medium so long as their utility, confidentiality, security and preservation are assured, and they cannot be altered without being detected.

Counsellors do not leave records on their desks, computer screen, in computer files or in any area or medium where they can be read by others.

Counselling notes are maintained in a separate, secure file in the Counsellors office at the college where the student attends. Information acquired by counsellors that is used for the purpose of program planning for the student is placed in the student record, separate from the counselling record.

On a yearly basis, school counsellors should review all counselling records to ensure they contain only pertinent, accurate and current information.

Students have a right of access to their counselling records. Parents/guardians do not have an absolute right to know all the details of their child's counselling. Each request for access from a parent/guardian should be evaluated on a **"need to know"** basis. Disclosure to others of information from these records only occurs with the written consent of the student, or parent, if deemed appropriate.

Before information from the counselling record is released to an outside agency, written consent must be obtained from the parent/guardian or the student, as appropriate. A copy of the written consent, which outlines the information to be released, will be maintained within the counselling record.