

Mentoring/Counselling Manual

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Goals

1. To understand their concerns, identify grey areas and suggest path for improvement
2. To promote the psychological and emotional wellbeing of students.
3. Enhance students' academic and personal functioning.

Requirement for Mentoring/Counselling

1. Personality Assessment
2. Communication Assessment record
3. Academic Performance
4. Any other

When to do Mentoring/Counselling

First round of formal Mentoring/Counselling should be done within 20 days of student joining this Campus. Second round can be after the results of Term/Trimester/Semester Mid Term examination results. And then follow up Mentoring/Counselling session with the students as and when required

Where to do Mentoring/Counselling?

Mentoring/Counselling must be done face to face in a room where there is proper seating arrangement and has to be done one on one without any external disturbance. The time of Mentoring/Counselling session should be fixed in advance and informed to the participant.

Confidentiality

Counsellor(s) must follow high ethical standards. The details personal or professional of the Subject should not be shared with anyone until and unless it is required for the personal and professional growth of the individual

Role of a Counsellor

1. Counsellor does not give answers and does not 'fix' student's problems. Counsellor's role is to empower student to find his/her own answers.
2. Counsellor is non-judgemental and surround student with unconditional positive energy, providing him/her with a safe therapeutic environment where he/she can share his/her concern.
3. Counsellor listen to the student with full acceptance and empathy, helping him/her to explore, understand and deal with his/her feelings effectively.
4. Counsellor supports student to assess his/her personal as well as professional life.
5. Counsellor helps student to develop strategies which will help him/her to acknowledge and accept the situation, or change it.
6. Counsellor supports student to develop his/her self-awareness and individuality, and promote his/her well-being.

Preparedness required before counseling session

1. Must go through the record of the student before getting into the Mentoring/Counselling session and carry them in the Mentoring/Counselling session.
2. Should identify a proper time for Mentoring/Counselling when you can give undivided attention to the student
3. Should arrange for the stationery to be used to record the discussion and important points during Mentoring/Counselling which is very much required for the follow up sessions

Mentoring/Counselling Do's and Don'ts

Do's

1. Create a setting and situation in which the person being counseled feels comfortable in sharing his/ her thoughts. They shouldn't feel threatened in any way.
2. Ask questions and make small interventions at suitable times without affecting the flow, so that the person being counseled speaks without any hindrance.
3. Sometimes you can use silence and long pauses to your advantage. Most people can't cope up with silence and blurt out their innermost thoughts (as against hiding their thoughts).
4. Listen actively and attentively.
5. Observe the body language and the expressions. If tense, help in getting the person de-stressed.
6. Be patient and neutral.
7. Try to ascertain core problem areas which may lie hidden behind what is easily visible.
8. It is best if the person being counseled arrives at a solution on his/her own and takes ownership of the solution. Help him/her along in this process with small interventions, silences, hints etc.

Don'ts

1. Don't offer readymade solutions.
2. Don't be critical or judgmental or biased.
3. Don't jump to conclusions.
4. Don't get emotional.
5. Don't leave the person midway—it may lead to emotional harm.
6. If nothing else works, at least motivate and give confidence.
7. Don't quote or share the discussion you had with the student with others

Being a counselor is different from being a teacher!

Guidelines for Dealing with Distressed Students

There are no absolutely correct procedures for dealing with a distressed student. Each person has his or her own style of approaching and responding to others. Furthermore people have differing capacities to deal with others' problems. It is important to know your personal limits as a helper.

If you choose to try to help a distressed student, or if a student approaches you to talk about personal problems:

- Request to see the student in private.
- Speak directly and honestly to a student when you sense that he/she is in academic and/or personal distress.
- Ask if the student is talking to anyone, such as family or friends, about the problem. People tend to isolate themselves when in distress but this is rarely a useful stance.
- If you have initiated the contact, express your concern in behavioral, nonjudgmental terms. For example, "I've noticed you've been absent from class lately and I'm concerned," rather than "Where have you been lately? You should be more concerned about your grades."
- Listen to thoughts and feelings in a sensitive, non-threatening way. Communicate understanding by repeating back the essence of what the student has told you. Try to include both content and feeling ("It sounds like you're not accustomed to this much work in so short a period of time and you're worried about failing.")
- Avoid judging, evaluating and criticizing even if the student asks your opinion. It is important to respect the student's value system, even if you don't agree with it.
- Behavior that is strange or inappropriate should not be ignored. Comment directly on what you have observed.
- Do not discuss your concerns with other students.

If you are concerned about a student's suicide potential, keep in mind that mental health professionals assess suicide potential, in part, by asking if the student has a plan for exactly how he/she would act on these thoughts, when and where the student intends to carry out the plan, and if he/she has ever attempted suicide before. The more specific and lethal the plan, the fact of having made a previous attempt and the greater the ability to carry out the plan, the higher the risk that a suicide will occur. You need not be afraid to ask these questions. For people who are considering suicide, these questions will not furnish them with new ideas. Most people who are actively suicidal are willing to answer these questions. Conversely, many people consider suicide from time to time in passing. The less specific and lethal the plan (e.g., "I guess I'd take a couple sleeping pills sometime"), the less likely a suicide attempt, although one should not dismiss references to seemingly non-lethal means of attempting suicide.

Key deliverables – Mentoring/Counselling

1. Categorisation of students – Academic Performance
2. Students with stressed history
3. Identifying the problem cases ---- 1) Self harm 2) Attitudinal Problem
4. Poor economic background
5. Confidence Level

Student Data Format

Enrollment No:

Name:

CAT/CMAT/XAT/GMAT Score:

MBTI Personality Type and Interpretation:

Johari Window Interpretation

First Mentoring/Counselling

Date:

Place:

Names of Mentor(s)/Counsellor(s): _____

S.No.	Item	Yes	No	Remarks
1	Need extra efforts on academics			
2	Stressed family history			
3	Poor economic background			
4	Low confidence level			
5	Attitudinal Problem			
6	I'm ok you're not ok case (Self harm tendencies)			

Follow up

Date:

Place:

Names of Mentor(s)/Counsellor(s):

Third interaction

Date:

Place:

Names of Mentor(s)/Counsellor(s):
