



# A HANDBOOK FOR ORC MENTORS

**A** mentor is someone who allows you to see the hope inside yourself. A mentor is someone who allows you to know that no matter how dark the night, in the morning joy will come. A mentor is someone who allows you to see the higher part of yourself when sometimes it becomes hidden to your own view.

- Oprah Winfrey



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Box -1

## Vision and Mission of ORC Mentoring Program

### *VISION*

Resilient Minds, Empowered Children

### *MISSION*

Reducing vulnerabilities and risks facing ORC participants  
through a tailored program of mentoring



## I. What is ORC Mentoring – Objectives & Benefits

1. The Our Responsibility to Children (ORC) program identifies children who are at risk and provides them with necessary and ongoing support to reduce the risks they face, enhance protective factors, strengthen the child's life skills, and motivate them into becoming productive and responsible youth of tomorrow, with values necessary for a strong India.<sup>1</sup>
2. The ORC Mentoring Component (ORCMC) is one of the many tools to achieve the program's objectives. The process of mentoring is essentially a partnership between two people: (i) an older and more experienced person (the mentor) and a child participant of ORC (the mentee); or (ii) a person from the mentee's peer group (peer mentoring) and the mentee. Both types of mentoring are based on mutual trust, respect, and affection; and aim to improve the mentee's: (i) sense of stability, self-worth, and security; (ii) goal orientation and motivation to achieve; and (iii) social and familial connectedness.
3. Table 1 describes the types of mentoring it proposes to use, the objectives, characteristics, and focus.

Table : I Types of Mentoring in ORC Program

Type for Modeling	Objectives	Mentor Characteristics	Mentoring Focus
One-to One School based Mentoring	Empowering the child	Adult Volunteer from the Community	Individual emotions, attitudes, behavior, and capabilities
Peer Mentoring	Non-judgmental and empathetic handholding	Individuals from peer group	Enhanced sense of self-worth, role modelling "we feeling"
Group Mentoring in special cases	Improved socialization and team work	Adult Volunteer from Community trained in group dynamics	Social skills, relationships, and behavior enrichment

<sup>1</sup> Values are generated from the Constitution of India



4. *This handbook provides guidance only for one-to-one and peer school-based mentoring. It provides broad guidance and mentors should adapt the information to suit the situation in the case assigned to them. The guidelines for Peer Mentoring will be developed in a participatory way engaging children at ORC's SMART 40 Camps.*
5. There are many ways to mentor and will depend on the specific situations that will arise. It must always be kept in mind that there is no single way of mentoring. *The only cardinal rule is that the mentee's best interest is the key principle that guides the actions and behaviour of the mentor.*

### Box -2 **Qualities of a Good Mentor**

- Someone who leads by example, enabling mentee to grow in self-determined ways
- Unconditional positive regard and acceptance of diversity
- Self-respect and respect for others
- Effective Communication: Ability to listen, understand, question, clarify and respond caringly
- Committed to the well-being of the mentee
- Motivates and inspires the mentee to make a positive difference in their lives
- Knows one's strengths, limitations, and open to seek guidance of others when needed
- Non-Judgemental
- Respects confidentiality

### 6. **Benefits of Mentoring**

Typically, a mentoring relationship is beneficial for both the mentor and the mentee:

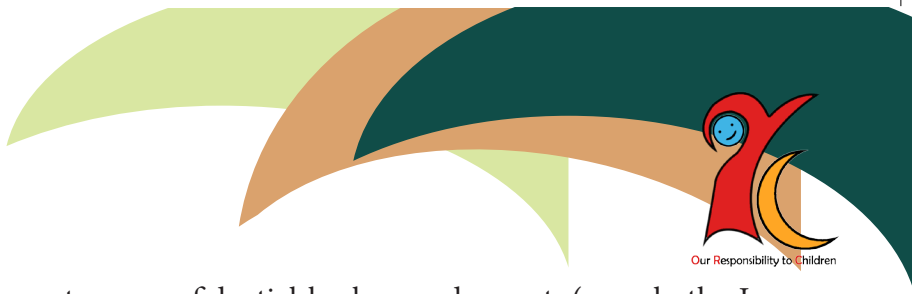


Table : II Effective Mentoring Benefits Both Mentor and Mentee

Benefits for the Mentee	Benefits for the Mentor
Enhanced sense of self-worth, security, belonging	Share Experience and learn from other life situations
Enhanced Goal Orientation	Opportunity to utilize skills to influence others positively
Improved Behavior and Attitudes to Family, School, and Community	Sense of Accomplishment & Self-Esteem
Improved Decision making and problem solving skills	Increased self-refinement
Self-respect and respect for others	An opportunity to acquire new knowledge and skills
Enhanced Academic Performance	Improved social acceptance and networking
Healthier lifestyles & increased resistance to unhealthy influences	

## II. Identification of Mentees

- Mentees will be identified by the school ORC core team based on a scientifically determined assessment, and matched to mentors. Typically, the mentees will be those facing moderate or severe behavioural, emotional, learning or social issues. In case of mentees facing severe risks and in need of professional medical or psychiatric support, mentors will be carefully selected, and will only play a supportive role, with experts in the driver's seat.



8. For each mentee, a confidential background report, (namely the I know my student score card, and consolidation sheet by the core team) will be provided to the mentors. Such a note will provide confidential information not to be divulged by the Mentor, and include the mentee's background (only the child's code), the strengths and weaknesses of the child, the risks to which the child is exposed (such as substance abuse, involvement in school or other violence), and specify the areas needed for improvement.

### III. Identification of Mentors

9. Although a mentor can be any responsible person committed to the well-being of children (such as a mother, a father, a professional who engages with children), a screening process is essential to identify committed and suitable mentors for the ORC Program. Identification of a mentor will be a two-step process, described in Section x and x below.
10. Eligibility Requirements: The mentors will be first screened by the District-level school based on the following criteria:
  - a. minimum age for adult mentors of 30
  - b. residing in the ORC school area for the past two years;
  - c. Provision of Police Clearance Certificate to certify that the mentor has no history of any crime or substance abuse; and
  - d. a history of being dependable, emotionally mature, reasonably flexible and tolerant (based on a check with references provided in the application form).
11. The selection criteria may be relaxed in the case of (a) and (b) above in exceptional cases, with reasons for such relaxation recorded in writing.
12. The ORC Core team may select the mentors using the following criteria. These will be confirmed through a face-to-face interview and a home visit, where the proposed mentor is relatively unfamiliar to the school authorities. Key criteria include:



- a. Demonstrated commitment to children and youth in the community or other relevant issues that affect the community;
  - b. Must be willing to act as a mentor for at least a period of one year;
  - c. Must agree to consistent and regular contact with mentee as agreed;
  - d. Be committed to values of equality, equity, justice, and freedom;
  - e. Agreeable to participate in the ORC Training Program for mentoring, including refresher sessions.
  - f. Agreeable to participate in other school level ORC activities (such as Smart 40 Camp) when required.
13. Opportunities for mentoring will be advertised on the website, on school notice boards, and in other Local Government notice boards. Mentors must fill out an application form on line, available at the ORC webpage ([www.orcindia.org](http://www.orcindia.org)). Each district will then select and maintain a list of mentors as a pool, from which the school may select the mentors.

#### **IV. Matching Mentors with Mentees**

14. Matching is undertaken by the ORC Core team. A mentor must be matched to a student based on common interests of the mentor and the mentee. Additionally, to the extent possible, the expectations of the mentee and the mentor should be matched. Preferably, a mentee should be allotted to a mentor of the same gender. A list of selected mentors, their addresses, and qualifications will be published on the ORC webpage.

#### **V. Responsibilities and Roles of Mentors & Mentees**

15. A Mentor's task is broad and will vary from child to child, the child's background and context, and the kind of risks the child faces. Mentoring will deal with matters related to the four factors. A mentor plays multiple roles, that of a teacher through sharing of knowledge, experience, and



information, a guide when needed, a dependable friend at all times, a discussant when the mentee needs help to make decisions, a non-judgemental listener always, and a role model who demonstrates qualities that are worth emulating.

16. Mentoring responsibilities can broadly be fitted into a few broad categories of activities, namely psychosocial, academic, social, and through example. These are limited because mentoring is done here not by professionals but by lay laypersons, discussed below, as are the dos and don'ts of mentoring are out.
  - a. Psychosocial support to enhance resilience and ensure self-confidence refers to providing that support to a mentee which puts the mentor in the role of a non-judgmental friend, a guide, and a sounding board, who listens to the mentee and through discussion, questioning, and debate, helps the mentee to better explore and understand his or her own self better.
  - b. Academic support refers to providing support to improve the mentee's academic performance, and instil a sense of a clear goal towards which the mentee will work.
  - c. Social support: Through anecdotes and discussion of topical issues, the Mentee can enhance the general knowledge of the mentee and introduce without any bias the Constitutional values of equality (gender, religious, and caste), equity, and social justice on which a strong society can be built.
  - d. Guidance by Example. This does not involve any training or mentoring but merely through his or her behaviour, approach, and words, the mentor imparts and reinforces values, attitudes, and culture that can be emulated by the mentee. Bad habits are also absorbed by mentees, and it is important to ensure that the mentor abstains from any kind of behaviour, attitude or choice of words that are inconsistent with the principles of equality, equity, justice, and liberty.
17. Space for Mentoring: The mentor must create a space where the mentee feels comfortable to ask questions, engage candidly with the mentor about their thoughts and feelings, and develop close ties with their peer group and families. The key responsibility of a mentor is not to fix the mentee's problems but to increase his or her capabilities and



resilience so that he or she can independently deal with his problems by himself or with the help of family members and/or teachers.

18. Time for Mentoring. DVMs are expected to engage with the child face-to-face at least once every two weeks in the school. Each session must last for at least 30 minutes and may extend to one hour. Sessions may be conducted only on the school premises during the time agreed with the ORC School Team.
19. Planning for the Sessions: A mentor needs to plan for the overall mentoring sessions as well as for each mentoring session. The draft guide, provided in Annex 1, will help to build trust and confidence between the mentor and mentee, as he or she sets the objectives of the overall mentoring sessions, along with necessary adjustments as the relationship gets better. Table 4 provides guidance in the form of a set of Do's and Don't's for a Mentor.
20. Expert Support: Where the assigned child has a problem that requires special treatment based on her or his unique circumstances, the mentor must not handle it independently, but seek support from the ORC District Resource, and notify the same to the School ORC Unit. For example, in the case of a child needing medical treatment or special protection from an alcoholic parent, the mentors will act in close collaboration with teachers, social workers, counsellors, medical experts or police/justice/protection personnel.
21. Responsibilities of ORC Mentoring Team & PTA: An Orientation Session will be conducted by the ORC Core team with mentees, parents, and mentors to explain the objectives, benefits and limitations of the program. This must be conducted prior to the initiation of the mentoring. The session should facilitate a small introductory meeting of the mentee and the assigned mentor.
22. It is the role of the PTA to bring parents of children on board the program. However, in cases of parents who are resistant, mentors should, in consultation with teachers, plan home visits to convince parents on the benefits of participation in ORC. Monthly class-wise PTA meetings should be held with both parents to enable better teacher-parent interaction and for monitoring child performance.



23. **Recording Experience:** Finally, a mentor should encourage the mentee to maintain a journal of what has been done and achieved through the mentoring process. It could be a simple notebook where the mentee notes down the date of the meeting, accounts what happened, and what the mentee took away from the meeting. Ideally, the mentor and mentee should discuss the account candidly to discuss what worked, and how the engagement could be improved.

## VI. Supervision of Mentors

24. A District Mentor Coordinator (DMC) will be selected from the pool of mentees. They will be selected on years of related experience, and ability to guide and coach other mentors.
25. DMCs will be responsible for regular monitoring of the quality of the kind of care provided by Mentors. DMCs should visit each school, once in every 3 months, to supervise activities and review progress. They should also monitor the performance of DVMs both to assure provision of quality service and that results are being achieved. A quarterly report should be prepared in the form provided to them.
26. **Performance of Mentors;** Mentor performed should be assessed at regular periods in a participatory manner, seeking the opinion of student, the parent, teacher, and mentees. The assessment should be focused on quality of performance and should aim to understand inter alia:
  - a. positive changes noted in the mentee by family or teachers;
  - b. innovative methods utilized by the mentor; and
  - c. personal contribution to the ORC program.
27. **Recognising Mentors:** Since mentors receive no remuneration, their contribution should be recognized in different ways by schools and ORC Mentoring Teams. Such recognition should be based on their good performance. While this would vary from place to place, typically, they should be results oriented (that is related to changes in child



performance, attitude or behaviour. Incentives can include:

- (i) identifying good work and initiative at District or State level meetings;
- (ii) a congratulatory letter commending their good performance from the State Committee or Chief Nodal Officer.

## VII. Training Strategy for Mentor

- 28. Three-day mentoring programs will be organised under the ORC Program for selected mentors. The initial training will be accompanied by annual refresher trainings. This will be mainly a forum for exchanging experiences. The training program will be developed and updated by the ORC Resource Group.

## VIII. Results Monitoring Framework

- 29. The success of the mentoring program will be assessed by a three-dimensional framework. Figure 1 illustrates the framework, and Table XX provides associated sample indicators, which will be developed and finalized during the first mentoring workshop. Semi-annual and Annual one-page surveys will be conducted in a format provided by the Mentoring Committee. During the pilot implementation of the mentoring program, surveys may be conducted every three months.

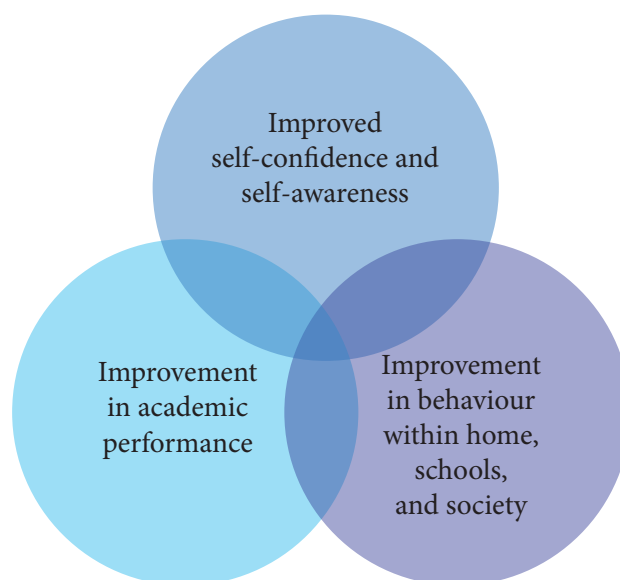


Figure 1: Results framework for Mentoring Program

Table III: Sample Indicators for Pilot Phase to be Refined at First Mentoring Workshop

<i>Outcome 1: Increased Self Confidence &amp; Self-Awareness</i>
Participation in School Activities increased over baseline during year
I Know My Child Card shows Improvement over one academic year
<i>Outcome 2: Improved Academic Performance</i>
Grades improved in relation to baseline after first year of participation
Focus on Studies has improved
<i>Outcome 3: Improved Behaviour within Home, Schools, and Community</i>
Parents respond positively to improvement in child's behaviour. This should be triangulated with members of community who are aware of the child and of school personnel
Some Engagement with Community Issues (Appropriate given age)



**Table IV: Dos and Don'ts for Mentors**

(Sources: mentorprrie.org; nspe.org, Inc.com; Mentorsme.co.UK; Brookings youth mentoring.com, bcsc.k12.in.us; phoenixmed.arizona.edu; archive.designigniteschange.org;)

DOs	DON'Ts
Golden Rule: Always do what is best for the mentee!	Assume the Mentee does not know what is good for her or himself.
Establish trust and respect for each other by explaining why you are there and seek the mentees contribution on how best you can help the Mentee achieve these goals.	Expect to bond Immediately – It takes time to establish trust and respect.
Be a reliable presence in the mentee's life by setting and adhering a timetable for your engagement.	Forget that you are not the Mentee's parent or a relative. You are only a mentor.
Focus on the Mentee's needs and aspirations. If you plan to give advice, ask mentee if you can make a suggestion. Or ask good questions to make him think of different options before making a decision.	Impose your views because you think you have greater experience and expect that any advice you give must be followed.
Share your experience and in a un-imposing manner to help mentee learn better decision making.	Impose any values on mentee or bring your personal biases (gender, religious, caste, or class) into the discussions or through reading materials
Plan for each session you have with the mentee, ideally discuss with the mentee at the first session how you plan to do it	Make any promises you cannot keep.



DOs	DON'Ts
Be positive and praise the mentee when deserved but at the same time be honest and sincere	Always have an answer. Where you do not know, try and find an answer together.
Respect your mentee's privacy and keep all matters confidential. If a serious issue emerges such as substance abuse seek advice from ORC Core Team.	Violate confidentiality
Be a role model; demonstrate by action. For example, be prompt, and expect mentee also to be on time.	Assume your schedule has priority over that of the Mentee
	Give gifts, including eatables
Inculcate good study habits and skills	Don't promise to solve mentee's problem, and do not complain about your problems to the mentee unless it is to show him or her that all of us have individual challenges to face.
Help the mentee set high reachable goals as well as a time line.	Over react to a mentee's mistake or to setbacks, all part of a learning process.
Be ready to take two steps forward and one back set as necessary.	Counsel. Remember, there are trained professionals to do this.
Promote skills to increase the mentees self-esteem and self-reliance	Create dependency.
Always speak fairly, in a non-judgement manner.	Settle for rudeness or bad language.
Take your role lightly and make it fun	Expect anything from the mentee for your engagement with the mentee.







Goal TWO	Plan of Activities	Time Line
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Goal THREE	Plan of Activities	Time Line
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Thank you for your partnership in supporting the success of the ORC Program



## Application form for becoming an ORC Mentor

Please complete this application and mail it to:

Name of program: .....

### Part I

Name: .....

Date of Birth: ..... Adhar Number: .....

Present Address: .....

.....

Street: .....

City / Town ..... Pin Code .....

Phone (Resi.): ..... Mobile: .....

E-mail: .....

How long have you been living at this address? .....

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### Part II

How did you hear about [name of mentoring program]? .....

Have you ever been a mentor? .....

If yes, where and for how long? .....

Why do you want to become a mentor? .....

.....



For what period are you willing to commit? .....

Do you have the time commitment to become a mentor? .....  
(approximately 2-3 hours per week)

Have you ever committed a crime previously? .....

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### Part III

To help us match you with a youth in our program, we would like to know a little about your interests.

#### Which of these activities do you enjoy:

1. Playing sports? .....  
If yes, which sports? .....
  
2. Other outdoor activities? .....  
If yes, what activities?
  
3. Games ? .....  
(board games, card games, video games, chess, etc.)  
If yes, what kinds of games? .....



4. Arts and/or crafts? .....

If yes, what are your specific interests and skills? .....

.....

5. Computers and other technology? .....

If yes, what are your specific interests and skills? .....

.....

6. Other interests? .....

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7. Do you have other special skills and experience? (For example, knowledge of sign language, experience working with adolescents, experience helping children learn to read.)

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## Part IV

To help us match you with a youth in our program, we would like to know a little about any preferences you may have.

1. Are there some types of children or youth whom you would prefer to mentor—or for whom you feel you would be a particularly successful mentor? (For example, someone who has trouble managing his or her anger, someone who loves to draw, someone who loves sports, someone with a learning disability, someone with a physical disability.)

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.....  
.....  
.....

2. Would you prefer a particular gender? If so, which and why?

.....  
.....  
.....

3. Are there some types of children or youth with whom you might have difficulty or would prefer not to mentor?

.....  
.....

4. What kinds of support and assistance can the program offer that will be most helpful to you?

.....  
.....  
.....



## Part V

Please list the names, addresses, and phone numbers of three people in the area you want to use as references. They must be people who have known you for at least one year. Please do not list relatives.

1. Name: .....

Address: .....

.....

..... Pin Code .....

Phone : ..... Mobile: .....

E-mail: .....

How long have you known this person?.....

Your relationship .....

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2. Name: .....

Address: .....

.....

..... Pin Code .....

Phone : ..... Mobile: .....

E-mail: .....

How long have you known this person?.....

Your relationship .....

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3. Name: .....

Address: .....

.....

..... Pin Code .....

Phone : ..... Mobile: .....

E-mail: .....

How long have you known this person?.....

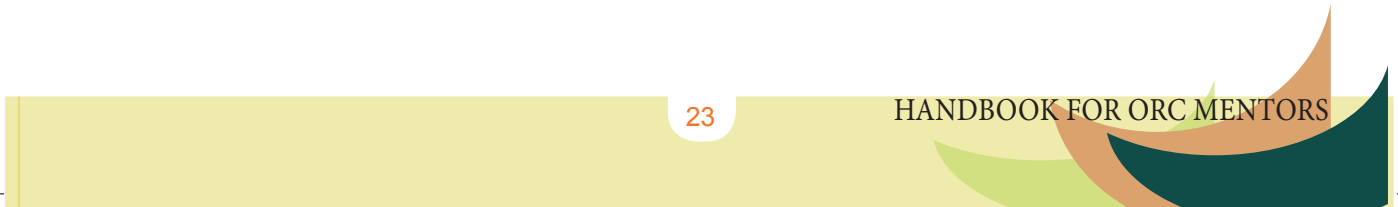
Your relationship .....

.....

Your signature.....

Place : .....

Date: .....





## Notes

A series of horizontal dotted lines for taking notes.