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# A framework for effective pedagogical strategies in student mentoring to empower the potentials beyond knowledge transfer

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## Article Info

**Abstract**

In order to prepare students for employment in human services with adolescents, this article offers a classroom and service learning strategy. The method combines the analysis of academic literature, the study of teenage development, curriculum creation in addition to working directly with teenagers. It was intended primarily for junior and senior students with a focus on adolescent development. The theoretical and empirical underpinnings for the creation of this mix of teaching styles are first reviewed. The findings provide three key theoretical advances. Mentoring enhances information-seeking and sharing abilities and helps students acquire competencies by transferring technical knowledge from academic mentors to mentees. Second, promoting information literacy and competency development can improve students' research skills. Our data indicate that mentoring does not directly improve research skills. Instead, information-seeking and sharing behaviours, as well as competency development, play a crucial role in mediating this relationship. Mentors must mould these actions to help students develop their research abilities. The findings provide theoretical and practical insights for academicians to construct mentoring efforts for undergraduate as well as postgraduate students. The purpose is to better prepare preprofessional for the college curriculum. Mentees were allocated mentors. There were interactions every month, even once a week if necessary, with proper recording and a reflective review of the experience. Evaluation was conducted by sending a questionnaire via Google Forms, taking into accounts the types and methods of interaction, good or negative replies, and recommendations for future improvement. The majority of students rated the program highly, and a large number of the mentors' mentees had favourable experiences. The mentorship experience will continue as a means of educating future pre-professional students about professional development.

**Keywords:** Experiential education, Human services education, Mentoring, Peer-Education, Student program

## 1. Introduction

Mentors are frequently credited with having a significant impact on the professional development of their younger colleagues, and the mentoring process serves both career development and psychosocial roles within an organization [1-4]. Mentoring programs occur in both industries and institutions. In colleges, a mentorship program pairs an older student with an incoming student or a graduate with a current student. The mentoring student can assist newcomers with scheduling, time management, studying, campus tours, and other needs. If the mentorship links a graduate with a current student, it is intended to provide career guidance while a student is studying a subject academically. Campuses provide mentoring programs to assist students adjust and flourish. Mentorship programs can help incoming students acclimate to their new college lifestyle. Mentorship programs can give students with information and networking opportunities once they have graduated and entered the profession. Mentoring programs are open to everyone. However, they are most effective with pupils who are eager to learn and open-minded. Mentorship programs can be exposed to all students, nevertheless of their year or discipline.

Mentors are frequently credited with having a significant impact on the professional development of their younger colleagues, and the mentoring process serves both career development and psychosocial roles within an organization. To improve the impact of mentoring programs, some advice using assessment data to monitor mentors' and mentees' responses [5, 6]. To achieve this goal, programs should use available data to identify and support mentors and mentees at risk of early termination. A mentor is someone who shares their wisdom with others. Mentors should be able to coach their mentees, motivate them, help them set realistic goals, and provide problem-solving skills. College mentor programs provide an excellent environment for mentors and mentees to learn and grow together. Each participant in the program gains by learning from one another and broadening their network.

Mentorship programs are especially beneficial to first-year college students who want to familiarize themselves with campus culture. These programs can help you thrive in education and in your career by assisting you with time management, stress relief, support, and direction. Good targets are SMART (specific, measurable, attainable, relevant, and time-bound). Good targets are SMART (specific, measurable, attainable, relevant, and time-bound). Objectives guide program participants and help departmental personnel and instructors understand why they should lend their support. It can be difficult to establish a strong mentorship network. Understanding the positive and negative variables influencing alumni participation is essential. Connect with alumni through their different organizations to determine their needs and challenges. Once you've identified them, look for innovative methods to promote positive drivers and reduce the barriers to bad ones throughout the mentoring process.

There are numerous benefits to obtaining student mentoring while in college. First and foremost, you are far more likely to succeed. This is because there is someone checking in on you, someone to look up to and discuss your aspirations with. You will have someone with more experience in your profession to bounce ideas off of and help you plan your future path. Mentors are likely to give you a "in" in your sector or school. This could lead to schooling, employment, or research opportunities. To capitalize on the potential benefits of mentoring, be sure to continuously check in with your mentor about what they are working on, or be upfront about your interest in obtaining internships. Mentoring undergraduate research has been shown to improve the quality of teaching and learning in higher education [7, 8]. One key approach is the faculty-mentored undergraduate research experience, where students work with expert mentors on discipline-specific research projects [9].

## 2. Mentors Qualities, Focus & Activities
Mentors are advisors for people with career experience willing to share their knowledge. They are supporters for people who give emotional and moral encouragement. They also act as tutors for students who give specific feedback on one's performance. They are sponsors for sources of information about and aid in obtaining opportunities. Mentoring provides an opportunity to gain a positive role model and a friend who has more responsibility for own learning. Mentoring also increases confidence, motivation and professional development. It also improves the future prospects with improved inter-personal and social skills.

## Qualities of a good mentor
- **Good Listeners:** A good mentor is a good listener. He listens carefully to the student's words, including tone, attitude and body language and convey her empathy for the student and her understanding of a student's challenges. This empathy opens the channel of communication for more effective mentoring.
- **Regular Contacts**: A good mentor is open who is keeps regular contacts with her students. This is essentially to develop good rapport with the students and to anticipate problems before they become serious.

## The following are the key areas where a mentor can help the students
- **Planning and Organization**: Mentors can help students to acquire this skill with simple scheduling of mentoring appointments as a framework.
- **Writing Ability:** Handwriting is one of the most important art a student can poses. Mentors can also help the students in this field to improve their handwriting.
- **Oral Communication:** Students must be able to present ideas in an effective manner. Many of the students are shy and unable to present properly. They need to be motivated constantly by giving them some exercises and improving their confidence levels. Videotaping practice sessions can enable students to see correctable habits and it helps build their confidence. Many students also benefit from professional training, via speech classes or consultation.
- **Teaching**: Teaching is one of the most important communication skills as this enhanced the knowledge as well as level of confidence.
- **Non-academic Abilities**: Non-academic talents are essential in today's employment market and are not included in traditional education. Elective classes, temporary jobs, or off-campus internships can all help you build these skills, including administration, management, planning, and budgeting.
- **People Skills**: Students should have people skills such as listening, sharing ideas, and expressing themselves. Shy students must be counselled independently in order to become confident enough to speak in front of diverse audiences. Encourage students to take up leadership roles in disciplinary societies, journal clubs, student government, class exercises, and volunteering.
- **Leadership:** Encourage students to take up leadership roles in disciplinary societies, journal clubs, student government, class exercises, and volunteering.
- **Teamwork**: Working in team is key to good learning in a community of academics. Group exercises, collaborative laboratory work, and other team projects can all help to improve cooperative problem-solving abilities. With the rise of diverse work in science and engineering, team skills have become increasingly important.
- **Creative thinking:** A productive scientist or engineer addresses issues with an open mind. Allow pupils to go beyond hesitant or traditional solutions, and remind them that innovative thought involves some risk. Create an environment in which it is safe to take intellectual risks.

## Mentoring Focus - Instrumental Support
Within organizations, mentoring might focus on instrumental

support, such as providing instruction and feedback to assist with career advancement and psychosocial support, such as role modelling and encouragement. Kram (1983), Caruso (1990) and Roberts (2000) found that these mentoring relationships evolve through various stages over time.

- **Initiation phase**-which reflects the start of the relationship, and during which the mentor prescriptively directs the mentee
- **Cultivation phase**-where mentorship functions are better established and maximized and where the mentor persuades the mentee, so they may begin to collaborate, with the mentor ultimately confirming the mentee's ability through full delegation of tasks
- **Separation phase**-in which organizational or psychological changes within one or both mentoring parties decrease the relationship's fruitfulness
- **Redefinition phase**-where the relationship ceases to exist or evolves into a new form, such as friendship.

### Mentoring Activities
It starts with counselling where listening, encouraging, identifying and evaluating problems are followed. Coaching that helps to acquire particular skills and knowledge of individuals. Tutoring helps in instructing on subject details as well as general motivation to students. Sponsoring is finding the appropriate network or position for the needy students. Advising is matching students' academic interests with their career aspirations. Befriending that helps in developing informal supportive relationships. Apart from this they discover latent abilities with improved performance. Mentoring activities also increases the growth in mentee confidence level both personally and professionally.

### 3. Types of Mentoring
Philip and Hendry in 1996 produced a typology of mentoring drawn from interviews with 150 young people aged between 13 and 18 years old. The five different styles of mentoring identified by them are:

- **One-on-one mentorship** - when discussing mentoring, this classic style is often the first thing that comes to mind. It involves an experienced mentor coaching a single mentee. They work together to help the mentee grow professionally and personally. It's a mutually beneficial connection; as the mentee matures, the mentor improves leadership techniques and gains fresh insights. A one-on-one connection between an adult and a young person in which the older, more experienced mentor offers encouragement, guidance, and challenges.
- **Peer mentoring** - occurs when two people of similar professional position or age collaborate. Their interactions could include rotating roles or a more collaborative mentorship experience. By exchanging knowledge and experiences, they want to grow together and retain mutual accountability.
- **Group mentoring** - occurs when one mentor works with numerous mentees at the same time. This allows a mentor to reach more people in a shorter amount of time. This design encourages collaborative learning, knowledge retention, and increased teamwork among participants.
- **Long-term** Mentoring with 'risk-taking' adults. 'This style is similar to "classic" mentoring in many ways, but it differs in that it is frequently a relationship between a young person and a mentor who has a history of rebellion

and challenging authority, and who the young person perceives as resisting adult definitions of the social world'.
- **Virtual mentorship:** As remote work becomes more common, virtual mentoring has grown in popularity. Different mentorship techniques can be implemented remotely utilizing a variety of digital tools. This ensures that geographical constraints do not impede mentoring, and that people who choose or require virtual contacts are not excluded.

### 4. Successful Mentoring
To design or participate in a mentor program, one should ensure that the following aspects are addressed:

- **Effective Leadership:** Your program's director will be vital to its success. Finding the ideal leader is putting someone in charge who is well-organized, passionate, and communicates effectively. The program director should be able to make continuous modifications and changes to the program depending on feedback.
- **Clear aims:** Good objectives should be SMART. This stands for Specific, Measurable, Attainable, Relevant, and Time-bound. When the program's participants and leaders have clear objectives, everyone engaged will be more committed to accomplishing them together.
- **Flexibility:** While a mentorship program has structure, it must also be adaptive to the changing needs of mentors and mentees. For example, you may consider a mentorship program that is organized in its pairing approach but flexible in how mentors and mentees use their time together.
- **Participant Preparation:** This phase goes beyond orientation. Preparing participants for success entails providing assistance throughout the program. Individual goals must be understood before they can be achieved. To accomplish this, you can utilize a range of platforms, including social media, webinars, forums, and group lectures. The more prepared and involved participants feel, the more willing they are to share feedback and communicate with one another and program organizers.
- **Matchmaking:** A successful mentorship program relies heavily on the connection between mentors and mentees. You can utilize artificial intelligence and computers to automate this process, or you can create matches manually. Allowing mentees to participate in the selection of their mentor is beneficial. Consider hosting a meet-and-greet and asking mentees to choose their top three preferred mentors. Then, try to match them with one of the people on their list.
- **Measurement:** Feedback is essential for intrapersonal communication programs. Provide feedback questionnaires on a regular basis, as well as comments for ways to improve the program.
- **Closure:** Mentors and mentees develop a bond, which can lead to something more open-ended. Instead, define measuring milestones to keep the process moving toward achieving goals. This allows mentors and mentees to set aside time to check in with one another on how the process and relationship are doing. Share the tales of mentees who have benefited from having a mentor to raise awareness of the program among incoming students. If students and mentors understand what they may benefit from the program, they will be more willing to commit their time and energy in participating.

## 5. Risk and Ethics in Mentoring

Historically, research on juvenile mentoring has mostly focused on its usefulness as an intervention. Recent research has focused on identifying mentorship processes that enhance efficacy, with a focus on building strong relationships [10]. Mentoring ethical standards include encouraging mentee welfare and safety, acting with integrity, and honouring their rights and dignity. The principles primarily address disclosures made to mentors, mentees, or their families, with limited guidance on how mentors might engage in ethical disclosure. One exception is the possible harm caused by mentors' 'improper disclosure' due to incorrect limits. When discussing disclosure ethics, it's important to understand how adults affect child behaviour. Mentors serve as role models for mentees, potentially influencing their views and behaviours. Research indicates that boys who see non-parental adults as engaging in problematic behaviour are more likely to report wrong doing.

Mentor/mentee pairs participated in structured activities such as relationship building, self-reflection, knowledge/skill development, and peer consultation.

- Self-reflection exercises let students gain a better understanding of themselves by analysing their past experiences, obstacles, and approaches. The exercises emphasized the liberal arts concepts of self-knowledge and oral presentation. Mentors and mentees collaborated on exercises to improve self-awareness, personal narratives, and presentation skills, fostering a learning partnership.
- During relationship-building exercises, students shared stories about their lives, college experiences, and personal/professional objectives. The exercises encouraged participants to negotiate and set expectations for their relationship, hold each other accountable, and self-direct if not satisfied.
- During knowledge/skill development exercises, students learned and applied relationship building theories and approaches to their mentor/mentee relationships. These exercises emphasized the liberal arts concepts of learning and applying knowledge. Mentors and mentees formed a learning partnership by learning and developing these abilities together, as neither had been asked to do so before.
- Peer consultation exercises encouraged students to share their experiences as mentors and mentees, learn from one another, and apply what they learned to their own mentoring relationships. These activities emphasized the liberal arts virtues of questioning and investigation, while also meeting human needs for peer contact, belonging, and community support. These exercises do not heavily rely on mentor-mentee relationships. Instead, they prioritize building connections within a larger student group.

## 6. E-Mentoring

E-mentoring, also known as virtual mentoring, is a modern approach to mentorship that uses digital technology to improve communication between mentors and mentees. While virtual mentoring programs have gained in popularity with technological developments [11], they still account for only 3% of mentoring interactions [12]. Traditionally, e-mentoring programs have targeted certain young populations, such as those with health issues or underrepresented groups [13]. E-mentoring can be also called as live or virtual mentoring, tele-mentoring, cybermentoring, etc., has been increasingly discussed as a possible solution to logistical constraints such as limited staff expertise. The present project identified skills in mentoring in terms of three broad categories of behaviour:

(1) **Consulting and counselling**: listening; questioning; clarification; exemplification; summarising; informing; challenging; giving feedback, aspirations, goals, methods, processes, systems, effects, reality checking, hidden agendas, unforeseen outcomes.

(2) **Socio-emotional support**: personal interest; empathy; encouragement; support; praise; sustain confidence/morale; model steps to achievement; model coping; socialisation into new culture.

(3) **Goal-setting and problem-solving**: identification and clarification of opportunities and problems, goals and timescales; brainstorm, consider, select, facilitate onward actions; evaluate problem solution and goal attainment.

In an e-mentoring environment the issue of partiality is erased. Hamilton and situation by allowing protégés access to a larger, more diverse pool of mentors. Further, the virtual nature of e-mentoring does not rely on visual cues or proximity for the relationship to succeed" (p.388). E-mentoring also provides additional benefits through group learning and interorganizational connections. Facilitating this type of mentoring can also foster relationships that will create the absence of partiality, gender, and ethnicity issues that often result in an informal or formal traditional mentoring program. The use of e-mail allows the student-/protégé to search outside geographic and corporate restrictions for mentors and poses minimal if any disruption to the mentoring relationship should one or both members change jobs. In sum, online communication is an efficient and effective means for bringing the student/ protégé and mentor together (Jones, 1996). In addition, interorganizational mentoring enables a protégé to interact and learn from diverse members of other organizations. According to Murrell [15], "formal mentoring relationships that cut across traditional organizational boundaries may be a mechanism to facilitate positive interactions among the increasingly diverse members of today's organizations" (p. 290).

## 7. Software Implementation

**Phase 1:** The first training meeting for mentors involved a general talk about mentoring, leading to more specific detail and tools, including the project plan, a needs assessment framework to scaffold initial interaction with mentees and an e-mentoring contract proforma. Mentors then worked together on a SWOT analysis of current strengths, weaknesses, opportunities and threats in the delivery of e-learning in the department. Mentor–mentee pairings were subsequently made on the basis of any order followed in the institution.

**Phase 2:** Greater structural clarity and more systematic evaluation were built into this second phase, the roles of mentors were more clearly defined and more emphasis was placed. Now some of the mentors had experience of the project methods and tasks. Mentors were typically allocated three mentees each. The online discussion forum was still not extensively used, communications tending to be one-to-one.
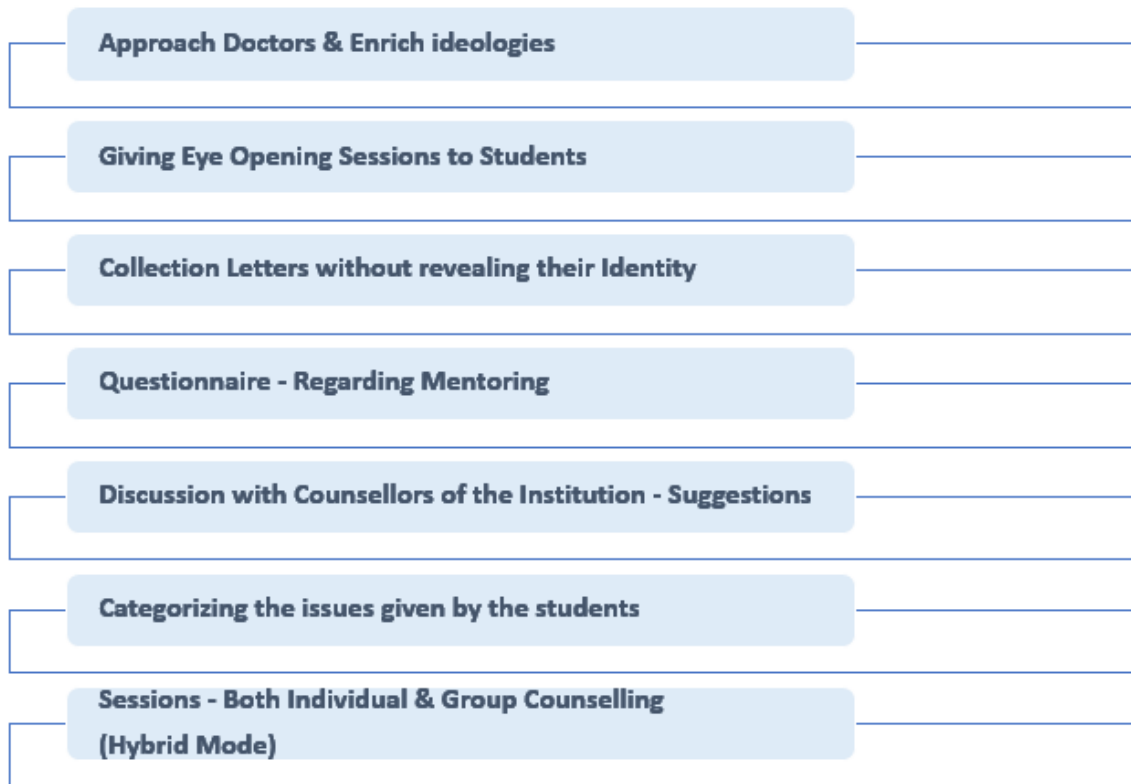
Approach Doctors & Enrich ideologies

Giving Eye Opening Sessions to Students

Collection Letters without revealing their Identity

Questionnaire - Regarding Mentoring

Discussion with Counsellors of the Institution - Suggestions

Categorizing the issues given by the students

Sessions - Both Individual & Group Counselling
(Hybrid Mode)

**Fig 1**

**Questions Asked**
- Are you communicating with your mentor truly without hiding anything?
- Do you have any inconvenience in sharing your thoughts and feelings with your mentor as they are known to you?
- Are you hesitating to talk openly to your mentor?
- If you have an opportunity to get counselling through a text message in the mail or through a letter, are you comfortable sharing your thoughts and feelings?
- Getting counselling on a platform on which you and your mentor are not known to each other. Are you comfortable with that?

**7. Results & findings**
Students' end-of-semester observations, based on weekly video diaries, highlighted common issues in academics, time management, seeking help from instructors, and scheduling breaks. However, several students' reflections highlighted the isolation imposed by online learning. During their first semester of online education, many students experienced social and academic isolation and lacked full engagement with college. Students repeatedly mentioned the benefits of the mentoring program. We discovered three categories of benefits from the comments. Both mentors and mentees mentioned the mentorship program.
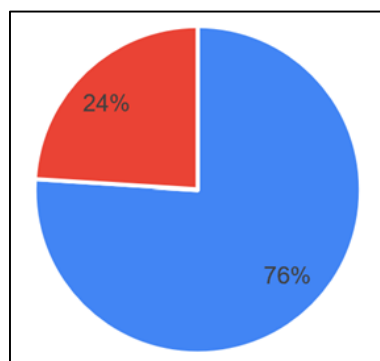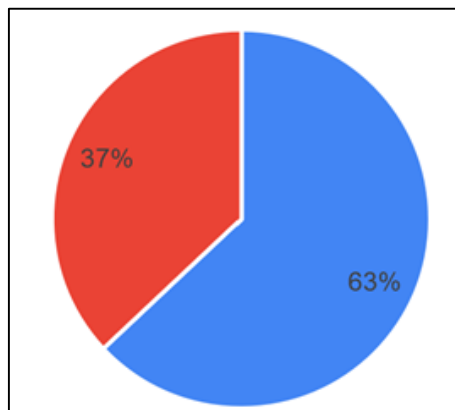
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thoughts and feelings with your mentor as they are known to you?
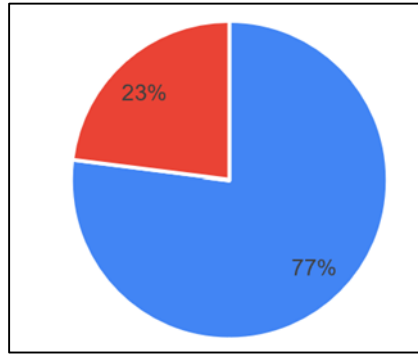
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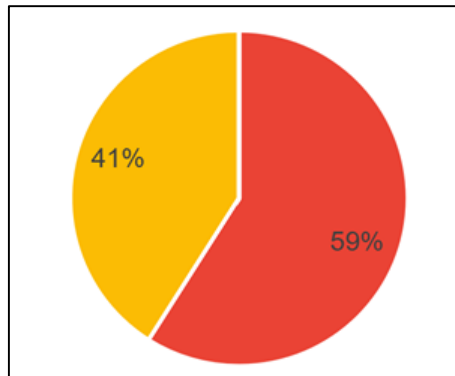


If you have an opportunity to get counselling through a text message in the mail or through a letter, are you comfortable sharing your thoughts and feelings?



Getting counselling on a platform on which you and your mentor

**Fig 2**

"It was comforting to know the response wasn't alone in my experiences." (Undergraduate Student in First Year). One respondent said, "My mentor, it also helped with as we got closer it felt like a friendship and less like a mentorship, which was and is great." Mentors and mentees reported a strong sense of friendship and companionship in the mentoring-oriented skills. (Second Year Undergraduate).

The mentee's recommendation "My favourite aspect of this semester was the mentorship program. "This study was helpful in understanding more about the mentee and in addressing academic subjects. It was quite beneficial to have someone to talk to about problems and exchange ideas with, especially during challenging periods. (III Year Undergraduate Student).
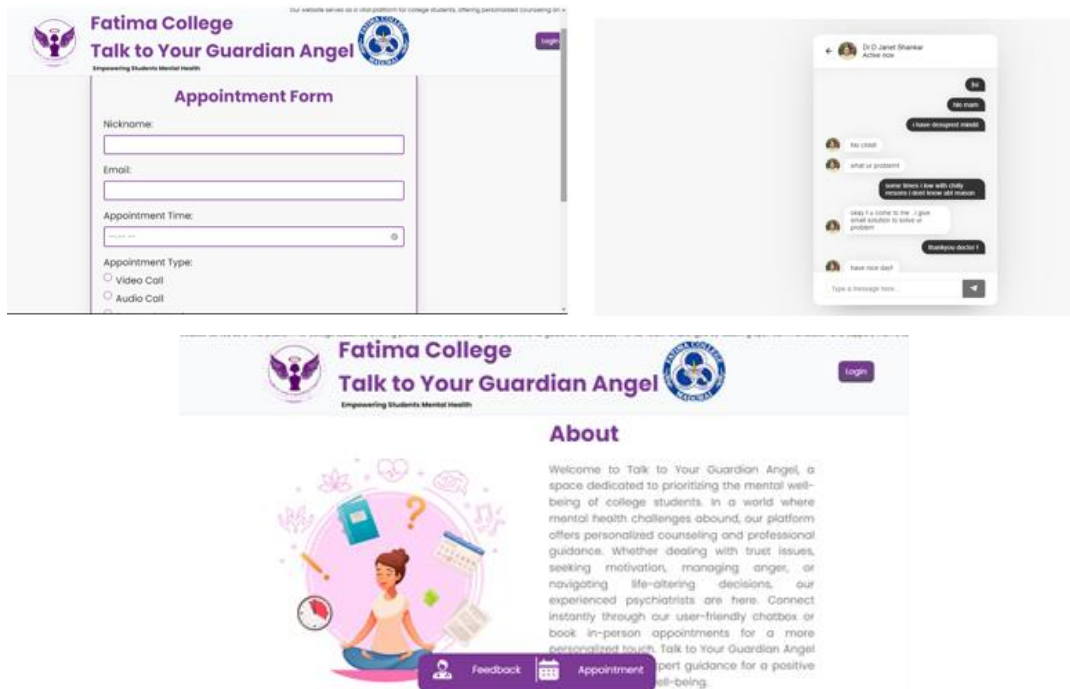
**Fig 3:** Screenshots of the Webpages Created

Both mentors and mentees gained confidence in giving advice and profited from the mentor-oriented program. This semester's mentor and mentee program was liked by the entire study. Being able to mentor my mentee has made me feel more responsible and career-focused. One important lesson learned this semester, according to students, is the importance of interacting with peers and classmates. If we are unable to work together in person, there are still long-term benefits to texting: "The researchers plan to build better connections with my peers as I value finding people that the study able to trust and talk to during these difficult times." Students pointed out that the advantages of on-campus co-curricular activities were not entirely replaced by our online peer mentorship program.

## 9. Recommendations
▪ Our recommendation is for universities and colleges to implement department-level student peer mentorship programs.
▪ Mentor/mentee pairs who share similar interests and challenges in pursuing the same major can foster meaningful conversations, leading to shared academic experiences, career interests, values, and goals. Organizing mentorship at the department level empowers academics to take control of their program, personalize courses based on their experience, and fosters collaboration.
▪ The program can be done with students in any year of their degree program, not only first- and second-year undergraduates, with older students mentoring younger ones.

Based on casual observations, we believe that first- and second-year students were more engaged and benefited from mentorship compared to juniors and seniors. Colleges and universities are expected to witness significant increases in engagement, academic performance, and retention among first and second-year students.

## 10. Conclusion
Mentoring provides both career development and psychosocial functions and is essential to the growth and success of new professionals. Good mentoring can make the difference between not only recruiting good students but also retaining the student and helping the student to be marketable upon graduation. With good mentoring, a student will be well prepared to enter her profession not only with the requisite disciplinary knowledge and skills but also with an understanding of the pathways to success and the self-reliance to embark upon them with confidence.

Mentoring can help youth as they go through challenging life transitions, including dealing with stressful changes at home or transitioning to adulthood. Close, healthy, supportive relationships between mentors and mentees that last for a significant portion of time (i.e., more than one year) are central to success. Without this, mentoring programs run the risk of harming young people who are paired with mentors ill-equipped to meet the mentees' needs. Specifically, relationships with mentors that last less than three months; where there is irregular and inconsistent contact; where there is a disconnect between the personalities, interests, and expectations of the mentors and mentees; where mentors are unprepared and lack skills to relate to youth; and where there is no emotional bond between the mentor and mentee have been found to be harmful to youth. Thus creation of this website will surely help the students to share their feelings without any hesitation and get proper suggestions to reach their goals.

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