



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

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### 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

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### 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 <sup>[1-4]</sup>. 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 <sup>[5, 6]</sup>. 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 <sup>[7, 8]</sup>. One key approach is the faculty-mentored undergraduate research experience, where students work with expert mentors on discipline-specific research projects <sup>[9]</sup>.

## 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