

**Mentoring System and Policy
For the Undergraduate Students
of the Faculty of Business Studies**

The Faculty of Business Studies Mentoring System and Policy provides a standard definition and consistent approach to mentoring for faculty students. The Faculty offers a "Mentoring System" through which a group of students is assigned to a group of academic members of the faculty at the beginning of their academic program and later, after the first year of their studies, they can be reassigned in depending on the selection of their honours degree program.

The primary goal of this mentoring system is to provide a comprehensive and reliable support system, to motivate students to excel in academic and non-academic fields and make the most of their life at the faculty. The faculty mentoring system ensures that students adapt to the dynamic learning environment and lead their way to highly successful careers.

1. Mentoring

Mentors meet their students and guide them with their studies and extra-curricular activities. They also provide advice relating to selection of major, career guidance and personal problems. The mentors act as guides to the students during their life at the faculty. Mentoring that occurs within a structured program coordinated by the faculty or as part of a career/professional development program or mentoring that initiated by the mentor or mentee.

2. Policy Statement

The faculty supports and encourages mentoring. Mentoring is a voluntary, confidential relationship. A mentoring relationship is an effective and efficient students' development method. The specific objectives of the policy are to:

- emphasize that mentoring is a relationship that is entered into and developed voluntarily and is not a process to be imposed.
- explicitly recognise mentoring as a valuable and valued element of the students' development framework.
- ensure that mentoring, particularly in support of students' development and career advancement.

- establish that mentoring relationships in whatever form are governed by existing policies on quality, equal opportunity, inclusiveness, code of conduct and privacy.

3. Benefits of a Mentoring System:

- enhances the students' confidence and challenges them by setting higher goals, taking risks and ultimately guiding them to achieve higher levels.
- individual recognition and encouragement.
- psychosocial support at the time of need.
- routine advice on balancing of academic and professional responsibilities.
- mentors act as role models and facilitate leadership by developing the interpersonal skills and helping students thrive in competitive environments.
- students get access to a support system (Mentors) during the crucial stages of their academic, professional and intellectual development.
- students get an insider's perspective on navigating your career in the right channel.
- students get an exposure to diverse academic and professional perspectives, and experiences in various fields.
- the mentors lay the foundation for the students to reach greater heights in their professional lives- Thereby contributing to lasting personal and professional relationship.

4. The nature of mentoring

The faculty supports a view of mentoring as a private and non-reporting relationship that:

- enables developments in knowledge, or thinking;
- involves a non-directive dialogue rather than instructing;
- assists the faculty's objectives in equal opportunity.
- mentor has no supervisory responsibility or authority over the mentee;
- mentoring relationship provides a confidential, non-judgmental and non-directive environment;
- the overall developmental needs of the mentee are the main focus within the relationship.

5. The Role of the Mentor.

Mentoring usually involves guiding the students to achieve their goals, which can involve:

- sharing expertise and experiences

- suggesting solutions to problems
- acting as a sounding board and providing alternative perspectives
- exchanging feedback
- introducing the mentee to people and networks to assist them in their career.
- develop a range of skills including leadership, communication and personal skills.
- support for sense of fulfilment and personal growth.
- mentors also keep track of the mentees' performance by continuous interaction
- mentors coordinate with the parents regarding the progress of the students
- mentors communicate with mentees at the time of difficulty / opportunity to help them develop further in their areas of interest.
- the mentor and mentee share the duty to observe the confidential nature of the relationship and the dialogue arising within it.

6. The Role of the Mentee

The role of the mentee can vary depending on the context and purpose of the mentoring relationship but will, in principle, include:

- taking responsibility for identifying and achieving their own development goals
- initiating meetings with the mentor, managing meeting dates and times and negotiating the agenda for discussions within the relationship
- having meetings with the mentor at least two times in an academic year.
- listening, clarifying, reflecting back and discussing
- sharing feedback with the mentor about how the relationship is progressing in order to improve the outcomes they are achieving from mentoring meetings.

7. The Role of the Faculty

The Faculty has an integrated mentoring system where acts as a link between the mentor and students and perform the following functions.

- mentors are assigned to monitor and guide students all through their lifetime at the faculty.
- the faculty discusses the mentoring related issues at least once in a semester and revises or upgrade the system if necessary.
- the faculty will review of proper implementation of the system.
- suggest, advise and train mentors whenever necessary.
- initiate administrative action on a student (when necessary).

- give a detailed report of the mentoring system time to time.
- review the mentoring needs of their students as part of their strategic planning process.

Note: Meeting report of the mentor is herewith attached.

Dean

Faculty of Business Studies.