

MENTORING PROGRAM FOR UNIVERSITIES (MPU)

A Guideline by
NATIONAL ACADEMY OF HIGHER EDUCATION
(NAHE-HEC)

Watching someone grow in confidence, independence and self-worth through mentoring is its own reward.

October, 2025

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Mentoring in Higher Education Institutions

1.1 Introduction

Higher Education Commission (HEC) undertook a significant initiative of Women Empowerment and Mentorship Program (WEMP) for female employees of public sector universities across Pakistan. WEMP was exclusively developed to promote women empowerment and leadership roles; keeping in view the socio-cultural context and gender parity indicators of Pakistan. The programme components aimed to foster self-confidence and professional development of the target group through a very comprehensive process. It was led by experts as mentors having desired level of professional excellence. The mentors served as coaches, guides, and moral supporters; helped mentees in the mutually agreed plans contributing to their job satisfaction and professional growth. WEMP provided women with opportunities of skill building, exposure and networking with successful leaders, experts and institutions. After the completion of first cohort, a community of about 200 mentors and 700 mentees have been established for the sustainability of this initiative in the universities.

In this background, HEC now intends to expand this program and share these guidelines with all universities. It is expected that the Mentoring will provide guidance to its beneficiaries to deal with challenges in the institutions, develop leadership capacities, and enhance ability to contribute to their own growth and the growth and transformation of their respective academic institutions. The programme will not only serve to promote faculty in education sector but also contribute to create a more inclusive and diverse academic environment for their students where every voice is valued and represented in leadership roles. The mentorship program will support and encourage emerging leaders in higher education sector through maximizing their potential, developing their skills and enhancing their performance to become the person they want to be.

The mentorship program will be rolled out at the national level in all the universities. A steering committee at NAHE will provide an oversight function; to review, evaluate and make recommendations for improvement of the programme. Similarly, each university will have a mentorship programme committee (MPC); to ensure smooth implementation of the programme as per criteria and guidelines given in the document. Each mentoring cohort will consist of three-month duration with a rolling over plan for the whole year. The mentorship programme will be concluded through a proper evaluation process not only to celebrate the success but also assess the lessons learnt and areas for improvement at the university level.

1.2 Program Objectives

Following are the objectives of the program:

- a) Systematically introduce mentorship and develop mentor/mentee relationships among academics and students in Pakistani universities.
- b) Develop leadership skills, support professional development, career advancement, achieve a healthy work-life balance, and provide networking opportunities for mentees.

- c) Cultivate a supportive community for all employees within HEIs.
- d) Provide networking opportunities for the mentees to connect with and shadow other students or professionals in their field, and create collaboration opportunities, where mentees can share research ideas.

1.3 Program Duration

The program will be of **3 months** and will be offered on a rolling basis throughout the year.

1.4 Mentoring Framework

The mentoring framework provides guidelines, schedules, and processes for the mentoring relationship that will help maintain consistency and direction across cohorts of mentees and a diversity of mentors. Mentoring is introduced by NAHE-HEC, and it will be steered by the Mentorship Program Committees (MPCs) in the universities.

1.5 Steering Committee

A steering committee at NAHE will provide an oversight to the mentoring program, review the feedback, evaluate and make recommendations for improvement of the program.

1.6 Mentorship Program Committee (MPC)

Each university will have a Mentorship program committee (MPC). Following would be the composition of the committee with at least three members (one of them preferably a female):

- a. Dean or a senior faculty member of the university as Chairperson.
- b. Faculty representative of the university.
- c. Representative of QEC / Faculty development Centre (if applicable).
- d. Management Officer representative of the university (Secretary, MPC).

1.7 Responsibilities of the Committee (MPC)

Following are the responsibilities of the MPC:

- a. Selection of mentors and mentees.
- b. Allocation of mentors and mentees. Each mentor will have a maximum of five mentees to foster personalized guidance and effective mentoring relationships.
- c. Ensure smooth implementation of a mentorship program in the university.
- d. Obtain feedback from mentors and mentees and maintain record as per the mentoring forms available (consolidated feedback can be shared with NAHE-HEC along with the list of mentors and their respective mentees)

1.8 Mentor

Following would be the preferable criteria for Mentors:

- a. Mentors should be a regular faculty or management member of the university – (For peer mentoring at student level, this condition can be waived)
- b. At least 5 years of higher education sector experience inclusive of leadership roles.
- c. Familiarity with the higher education environment of universities.
- d. Personal traits such as being a respectful, committed, active listener, exhibiting empathy, motivator etc.
- e. Completion of at least one course on leadership/management.
- f. Participation as a mentor or mentee is entirely voluntary; however, mentors and mentees would be recognized and awarded certificates by the University after successful completion of the mentorship program.

1.9 Mentee

Mentee should be a faculty or administrative member of the university. He or she should be in the early career to mid-career stage and is willing to seek professional and career development. Senior faculty members may also opt to join the program as a mentee for developing a specific skill or professional competence. – (For peer mentoring at student level or student-teacher mentoring, this condition can be waived).

1.10 Mentors Training and Support

MPCs will arrange basic training for the mentors to update their knowledge of mentoring skills and techniques and to enable them to initiate mentoring conversations while adhering to ethical principles. Other common topics in the higher education landscape of Pakistan as HEC policies, regulations, procurement modalities and challenges, financial management, student-oriented higher education, employability of graduates, strategic leadership etc. will be covered in the training as well.

1.11 Mentees Training and Support

MPC would ensure providing training for mentees to understand their roles and responsibilities. Ongoing support, including resources and troubleshooting assistance, helps maintain a congenial and committed relationship with mentors. A statement of commitment (mentoring agreement template) will be taken from mentors and mentees both at the time of enrolment by MPC.

1.12 Mentors Mentees Allocation

Allocation of the mentors and mentees would preferably be based on skills, experiences, goals and regional proximity. Compatibility in personality and communication style would be a consideration. MPC of the university would be responsible for effective matchmaking of mentors and mentees. An open call to apply for mentoring within the universities in the same city (or preferably adjacent universities) may be invited at least twice a year to ensure transparent access to possible mentees and mentors.

1.13 Guidelines for the Conduct of Mentoring Sessions

The recommendations of MPC for selection and allotment of mentors, mentees along with their specific mentoring areas would be approved by the Vice Chancellor. The mentoring sessions may be arranged at least on a fortnightly basis after assigning the mentors with mentees, with a minimum of 6 contact sessions during the mentoring program. Each of the

mentoring session will last for a minimum of an hour. Sessions could be virtual or blended and of mutually agreed time durations. At the end of each session, mentors and mentees will provide their feedback to the MPC.

The broad guidelines for mentoring sessions are as under:

- a) The initial meeting between mentors and mentees will be a 'no commitment' conversation, the purpose of which is for both parties to assess their compatibility and to establish a rapport. Mentors will hold a mentoring agreement conversation with the mentee before the mentoring begins. The purpose of this is to ensure a shared understanding of what both are committed to. The initial meeting will be one-on-one followed by individual or group mentoring sessions. In case the mentee or mentor does not want to continue with the mentor-mentee arrangement, it needs to be ended professionally.
- b) The mentoring session will take a broader view of a mentees' development, with a focus on career, personal and professional development.
- c) Meeting notes to be maintained by Mentors and Mentees and shared with mentors at the end of each session while ensuring confidentiality, security and privacy.
- d) Promoting regular communication and establishing regular check-ins and open lines of communication ensures that both mentors and mentees stay engaged and can address any issues promptly.
- e) Mentors to encourage Mentees to set specific, measurable goals which may help in tracking the progress.
- f) Flexibility is inherent in the program allowing mentors to adapt to the changing needs and circumstances of participants. This is also valid for peer mentoring by students.
- g) Mentors and mentees do not need to have the same cultural backgrounds; however, they must be sensitive to the differences. Mentors are not expected to be experts in intercultural communication, hence an awareness of differences is essential.
- h) Mentors and mentees are required to adhere to the code of conduct, HEC policies (including anti-harassment policy; anti-drug; university's code of conduct as per their statutes (where applicable); tobacco control policy etc.) and maintain confidentiality. Its violation may result in appropriate action as per university rules and regulations.
- k) The mentor/mentees will not impose their own agenda on each other, nor will they intrude into areas that they wish to keep off-limits.
- l) Mentors will be aware of their own level of competence and ensure they operate within the limits of their competence and assigned area of expertise for the mentoring to the assigned mentees. Similarly, mentees will not expect or demand outside of mutually decided area/expertise/skills or information.
- m) Mentors are responsible for setting and maintaining clear, appropriate and culturally sensitive boundaries with mentees and mentees are required to uphold the same. Mentors should be aware of the potential for unconscious bias and seek to ensure they take a respectful and inclusive approach.
- n) Mentors will be aware of any potential conflicts of interest arising through the mentoring relationship and address them quickly to ensure that there is no detriment to the mentee, themselves or the University.

- o) Mentors and mentees will evaluate the quality of their mentoring through feedback from mentees/mentors. They must commit to the fact that their responsibilities continue beyond the end of the mentoring relationship in terms of confidentiality, secure storage and disposal of records, conflict of interest, and avoidance of any exploitation of the former mentoring relationship between both parties.

1.14 Networking and Collaboration Opportunities

- a) A list of possible collaborators and professional organisations will be available to mentors and mentees by the MPC for developing effective and transparent networking to benefit the university and professional development of mentees and mentors.

1.15 Program Evaluation

- a) At the end of the program, a closing session will be held at the university to celebrate the accomplishments of the mentees and mentors.
- b) Mentees will share their experiences and how the program has helped them achieve their goals.
- c) Feedback will be gathered from both mentors and mentees on the program's strengths and areas for improvement. Certificates to the successful participants would also be awarded.

2.0 Mentoring

At its very basic core, mentoring is a relationship in which an individual supports a person by sharing their professional knowledge and experiences, and utilising key skills and personal attributes, to enable that person to achieve their goals.

The mentoring relationship is focused on enabling the mentee to:

- **Progress in their professional life/career.**
- **Develop their skills, knowledge and capability.**
- **Facilitate their personal & professional development so that the mentee can fulfil their potential.**

Mentoring isn't about giving advice, telling the mentee to 'do it the way the way I did it'. It's about motivating and empowering the other person to identify their own issues and goals. The aim is to help them find ways of resolving their issues, or reaching their goals, while understanding and respecting that the mentee may do things differently to the mentor.

Mentoring is not coaching, counselling or therapy - although the mentor may help the mentee to access more specialised support if it becomes apparent that this is needed. Mentors cannot have, and are not expected to have, all the answers. To be effective, mentors need to encourage their mentee to come up with their own solutions and, if needed, seek advice from their line manager, colleague, or even peers.

2.1 Peer Mentoring

Peer mentoring is a supportive, developmental relationship between students or colleagues at similar career or academic stages. Unlike traditional mentoring (often senior–junior), peer mentoring involves participants of similar age or experience. This shared stage creates a collaborative, less hierarchical atmosphere where both mentor and mentee learn from each other.

Peer mentoring can be defined as a reciprocal, collaborative learning approach where peers support and guide one another. In academic contexts, it adds value by offering relatable guidance – for example, upper-year students help newer students navigate coursework and campus life.

Research shows peer mentoring builds a sense of belonging and strong social ties on campus, which boosts persistence and success. By empowering students to solve problems together, peer mentoring motivates participants to set and achieve goals through mutual understanding and support.

Different Scenarios for Peer Mentoring are illustrated below:

A landscape of peer mentoring strategies

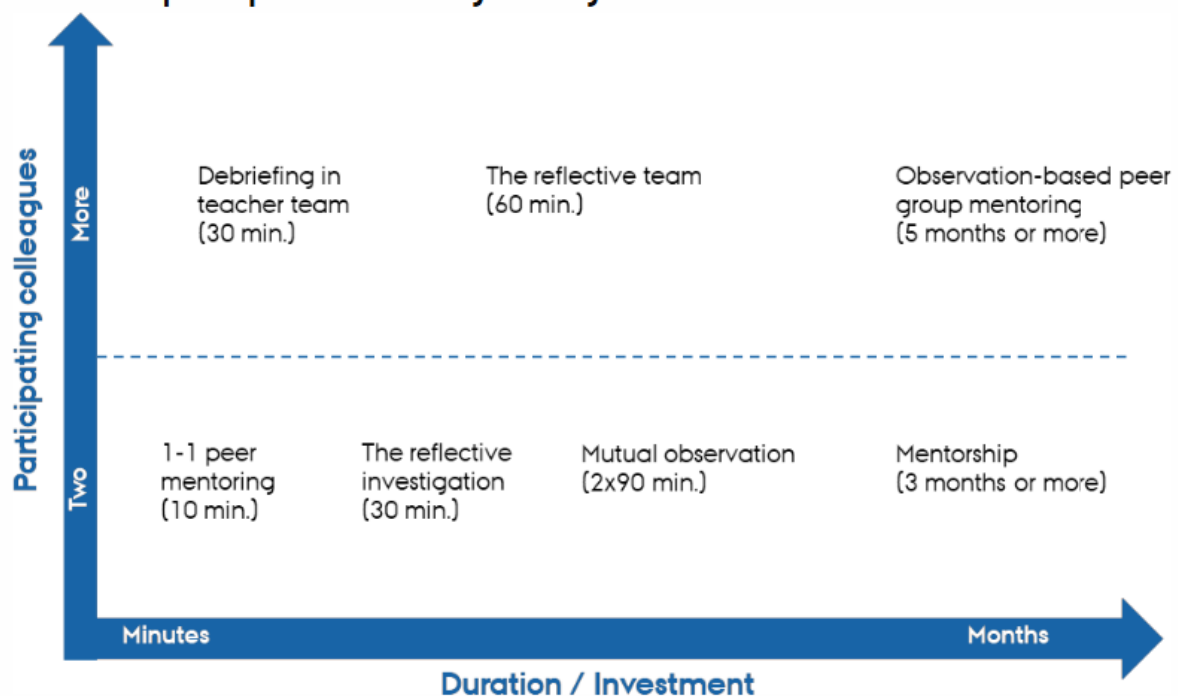


Illustration: Mette Krogh Christensen, PhD, Associate Professor, Centre for Educational Development, Aarhus University

1-1 Peer Mentoring:

1-1 peer mentoring is a **focused dialogue between two colleagues** lasting 10 minutes. One colleague brings up a particular consideration about their teaching or supervision practices while the other colleague **listens carefully** and **adopts a curious attitude to help the colleague explore their thoughts and considerations further**. In this manner, 1-1 peer mentoring resembles the principles of coaching (Stelter & Eiberg Hansen, 2006).

1-1 peer mentoring is inspired by “Humble Inquiry” (Schein & Schein, 2021). According to Schein, the humble inquiry is “...the fine art of drawing someone out, of asking questions to which you do not already know the answer, of building a relationship based on curiosity and interest in the other person.” In simple terms, **a humble inquiry is an exploratory conversation characterized by an open, humble and curious attitude, and a behaviour that arises from respect** and the desire to enhance the quality of a conversation by encouraging openness and sharing task-related information.

Consequently, 1-1 peer mentoring is not feedback. Instead, it is a **reflective conversation** (Stelter & Eiberg Hansen, 2006) involving one colleague listening and gently asking questions about another colleague's experience of a situation. This aids the colleague to understand and learn from the situation. The colleague listening must engage in active listening, meaning to listen attentively rather than thinking about what question to ask next, and then help the colleague to understand and learn from the situation. One should use open-ended questions when asking about a colleague's considerations. In this regard, one should not behave as an expert and offer well-meaning advice on the topic of the conversation. There must be time to think instead of trying to avoid pauses. Pauses provide great opportunities for reflection.

10 minutes of 1-1 peer mentoring



Check in (1 minute)

- › A colleague takes the initiative and sets the framework for the conversation.
- › For example: Colleague 1: "Do you have just 10 minutes? There is something I have been thinking of." Colleague 2 replies: "Yes, I'd like to listen for 10 minutes now", or "Yes, I'd like to listen later today, if that works".
- › It is an important framework for the conversation that should not take too long, but at the same time be focused and attentive.



Humble Inquiry (7 minutes)

- › Colleague 2 listens curiously and openly to colleague 1's thoughts and reflections and humbly asks about their possible afterthoughts and understanding of the situation.
- › For example: "I'm curious about what you think about your role in the situation", or "If you look at it from a different angle, what do you see?"



Check out (2 minutes)

- › Colleague 2 asks how the conversation has helped colleague 1.
- › For example: "When you look forward, what do you see?", or "What we have talked about now, what does it tell you about what you have to do now?".
- › Colleague 1 summarizes the conversation and possibly outlines changes in practice.

A breakdown of 10 minutes of Peer Mentoring

Source: <https://ced.au.dk/en/consultancy/peer-mentoring/1-1-peer-mentoring>

Reflective Investigation:

In peer mentoring, reflective practice is when participants:

1. compare previous, current, and future experiences
2. integrate cognitive and emotional experiences
3. observe an experience from several different angles

4. explore alternative understandings
5. articulate what they see when they observe their experiences, and
6. plan future opportunities for learning and action.

In that way, peer mentoring and reflective practice are means to achieve a robust and developing teaching culture, which is motivating and inspiring for teachers to be a part of.

The details of the rest of the techniques is available at:

<https://ced.au.dk/en/consultancy/peer-mentoring>

Peer Mentoring (Three Months)

Mentoring is a developing collaboration between two people with different bases of experience where both parties can achieve new learning and personal growth (Poulsen, 2023). Based on the conversations between mentor and mentee, both can be inspired and gain new insights and perspectives that can be built upon to find their own answers and solutions.

In the modern approach to mentoring, the mentor is a confidential learning partner and not a more knowledgeable senior. Therefore, in modern mentoring, the focus is on both mentor and mentee learning something new about themselves and each other (Poulsen, 2023). A mentor-mentee collaboration can be beneficial in several areas: personal development, professional skills, career development, cultural understanding, knowledge sharing, networking, and active listening.

Mentoring is a mutual relationship with a focus on giving and receiving. A mentor-mentee conversation is a dialogue between two equals aiming to discuss various topics and questions (professional as well as personal), where both parties are mentally present and open to dialogue (Hejlsvig, 2017).

It is important to note that a mentorship program has a specific duration, start and end dates, a clear role distribution, and a special focus. A longer programme typically lasts 8-12 months with a minimum of 5 meetings in the course, while a shorter programme lasts approximately 3 months with 3-4 meetings. It is recommended that a meeting – the mentor conversation – lasts 1-1½ hours.

When the mentor and mentee have agreed on goals and framework for the mentorship, it is recommended to draw up and sign an agreement.

6 focus points for the mentor conversation are as follows:

1. There must be something at stake

The topic that the mentee brings to the conversation must be important and meaningful to the mentee. The mentor can help the mentee explore new thoughts, feelings, and actions.

2. Find the focus of the conversation

There can be a difference between what the mentor and mentee perceive as the most important thing in the conversation. Agree from the start where the focus of the conversation should be: personal, professional, or relational?

3. How do we talk about it?

In the mentoring conversation, both parties can benefit from moving slowly and focusing on examining and exploring the elements of the mentee's challenge.

4. From words to action

You can explore what lines of action the conversation can lead to. The mentee can clarify the consequences of the conversation and what decisions and actions the mentee wants to take when the conversation is over.

5. Take responsibility for the conversation

Remember that the mentor is responsible for the process and the methods used in the conversation. The mentee is responsible for taking the initiative for the meetings and deciding which topics should be discussed and processing the conversation independently after the meetings and preparing between meetings.

6. Keep the focus on working life

Be clear from the start about what the mentor conversation should be about and what needs to go elsewhere. The overall focus of the mentoring conversation is working life. When other topics are brought up, ask what relevance they have towards working life.

2.2 How Mentoring is beneficial for Mentee?

A mentee not only gets the chance of benefiting from the experiences and knowledge of another colleague, and the time and space to reflect on your current and future challenges and opportunities, but also benefit from the chance to:

- Get help with setting and achieving personal and professional goals and addressing challenges.
- Share ideas and consider new ways of doing things in a space away from your normal working environment.
- Discuss and receive encouragement to progress your career and develop new skills and knowledge.
- Gain independent feedback on your performance.
- Increase confidence and sense of value.
- Build a support network outside your own team or work area to draw on in the future.
- Understand and gain an insight into other parts of the University.

2.3 What is in Mentoring for Mentor?

A mentor not only gets the chance of benefiting from the opportunity to draw on one's own experience and knowledge to help another colleague grow and develop, but also benefit from the chance to:

- Develop valuable interpersonal and communication skills such as listening and questioning.
- Have the opportunity to 'give something back'.
- Share good practice from your own experience.
- Enable new colleagues to 'hit the ground running' and be as effective as possible in their role.
- Offer perspectives and insights into new or different ways of doing things.
- Learn from your mentee by gaining exposure to new ideas, approaches and perspectives.
- Give your mentee insight into processes and practices that you are familiar with.
- Gain recognition for your skills and experience and for your contribution as a mentor, raising your professional profile.
- Expand your network outside of your own team, department or institution.

2.4 Roles and Responsibilities of Mentors and Mentees:

2.4.1 Mentor:

A mentor is someone who has a genuine interest in helping others and providing them with the necessary space for personal development. As a mentor, you put yourself in a position that enables you to listen, observe, ask questions, challenge the mentee, and remain curious.

Mentors put themselves in the mentee's shoes and assist them in the most suitable way possible. They can contribute knowledge from their own context or career path but should not be seen as an oracle who tells the mentee what to do. Both mentor and mentee should be viewed as equals who can learn from one another.

2.4.2 Mentee:

A mentee is someone who chooses to establish a relationship with a mentor for various reasons. As a mentee, you may lack knowledge or require input on a specific field, or you may feel uncertain and in need of a neutral learning space and guidance from someone outside your inner circle of family, friends, colleagues, etc. A mentee can learn from a mentor's experience and inspiration, both personally and professionally. A mentee is serious about the future and is interested in developing and learning. A mentee is also willing to share learning with the mentor.

2.4.3 Responsibilities:

In any mentoring partnership, the mentor and mentee both share responsibility for ensuring the partnership is effective. Their roles may be slightly different, but they are both equally important in making the mentoring a success.

Before starting the mentoring relationship, it is important that both the mentee and the mentor are comfortable with taking on their roles and responsibilities.

Mentee	Mentor
• Be prepared to ‘drive’ the relationship – schedule meetings, maintain a record of agreed tasks and goals. • Come to the first meeting with clarity on what you want to achieve. • Respect and keep to the points agreed at the start. • Be honest and transparent when sharing information. • Be prepared to reflect and evaluate your own practice – what went well, what could have been done differently. • Show commitment and flexibility. • Be receptive to challenge. • Be prepared to step out of your comfort zone and consider new ways of doing things. • Commit to completing agreed tasks between meetings. • Be sensitive to the individual - culture, gender etc.	• Listen well, question constructively and offer supportive challenge when needed. • Act as a confidential and non-judgemental sounding board. • Encourage reflection, and independent and creative thinking. • Give constructive feedback and provide new insights. • Respect and keep to the points agreed at the start. • Recognise and celebrate achievements. • Focus on the objectives set by the mentee. • Be willing to share experience, knowledge and expertise. • Provide advice when relevant. • Be encouraging and supportive. • Be sensitive to your mentee - culture, gender etc. • Show commitment and flexibility.

2.5 When is it a good time for mentoring and where can I find a mentor?

Mentoring can be with someone in your own department or institution, or a colleague outside of your own work area. A friend you met during a training, workshop, or a seminar can also be a mentor. Your teacher or a fellow student can also be your mentor depending upon the objectives of mentoring.



Source: Mentoring Guide by University of Cambridge

3 Mentoring Journey - the Practicalities:

3.1 Mutual expectations:

- Agree what you both expect from each other e.g. who will be responsible for making arrangements for each meeting (this should be the mentee).
- Review and discuss the roles and responsibilities of both mentor and mentee (outlined above).

3.2 Practical arrangements:

- Agree when the mentor relationship will start and how long it will last for. You can always decide to extend the relationship if you both wish, but it is best to set a finite time from the outset.
- Agree when you will review progress – depending on the reason for the mentoring relationship, this could take place after the first or second meeting or much later in the relationship.
- Agree how often and how long you'll meet for, and a regular meeting location that is convenient for both of you, including online if suitable.
- Discuss and agree whether the mentee can contact the mentor between meetings and, if so, what the circumstances for that might be e.g. to ask a particular question.

- It is a good idea to agree this initially and re-negotiate if it gets out of hand — which is unlikely if your other meetings are regular.

3.3 Confidentiality:

- In order to build an effective and trusting mentoring relationship, agree together that you will not disclose to anyone else what is discussed in the mentoring conversations unless otherwise agreed.

3.4 Review and Evaluation:

- At the end of the arrangement, look back over the time and list what went well and What you might do differently another time. Comment constructively on each other's handling of the role.

4 How to Structure Mentoring Conversations:

It is helpful to structure your mentoring conversation to ensure that conversation remains focused and productive. Each topic that is discussed, can be structured by encouraging self reflection, setting and agreeing goals and finally agreeing actions and timeframes. The following communication cycle supports this structured approach:



5 Mentoring Challenges and Proposed Solutions:

Unrealistic expectations often make mentoring challenging and it's not necessary that all mentoring partnerships work out. If you experience any issues during the mentoring relationship, it's important to be open and honest with your mentor/mentee. Discuss what

isn't working and try to reach an agreement as to how to resolve the issue and move forward. If you can't resolve the issue, you both need to agree to finish the relationship at that point and part on good terms.

6 Some Essentials to Make Mentoring Successful:

6.1 Listening Skills:

Listening is a core skill for being an effective mentor and mentee. How well you listen has a major impact on the quality of your relationship. To improve your listening skills, practise **active listening** - making a conscious effort to hear the words and understand the meaning behind them. Pay careful attention. Try not to become distracted, bored or lose focus.

It can be challenging to stay focused. You may be thinking ahead to your next question or topic of discussion for example. If you're finding it difficult to focus or concentrate, try repeating the words mentally – this will reinforce their message and help you stay focused.

L	Listen to what is being said and how it is being said – tone of voice, speed, volume.
I	Interpret non-verbal messages - body language, facial expressions etc.
S	Show you are being attentive – affirming gestures such as nodding, smiling – and short words or noises 'um', 'yes', 'go on'. Avoid interrupting.
T	Try to understand the meaning, not just hear the words – listen and ask questions.
E	Evaluate and summarise/paraphrase the words of your mentor or mentee back to them to clarify you have understood.
N	Neutralise your feelings – try not to show negative emotions e.g. shock, disapproval, as this may affect your mentee or mentor's willingness to be open with you in the future.

Listen Open Probe Closed to clarify or commit Reflective & Comparative	
Question types	Examples
Open: Framed to encourage a detailed response and prompt thought and reflection.	How have things been since we last met?
Probing: Help to get under the surface of an initial answer and bring out more detail, enabling the mentee to explore an issue in depth.	What was that like for you?
Closed: Framed to elicit a yes or no answer. They are used to clarify or to commit to something, or to check understanding.	My understanding is that...is that right? You are happy to agree to complete that objective before we next meet, yes?
Reflective: Repeat something the mentee has said or implied, enabling them to reflect on the impact of what they have said. Can provide new insights.	So you've told me that... It sounds like from what you have said that...
Comparative: A form of closed questions, providing the mentee with options to decide on the most suitable way forward.	Which would you say is more difficult to achieve?

Source: Mentoring Guide by University of Cambridge

6.2 Setting SMART Objectives:

To ensure the mentoring relationship is effective, it is important that there are tangible outcomes from the mentoring process. These agreed actions can be captured as objectives for the mentee to work on.

In order to be effective, objectives need to be distinguished from a general expression of intent. They must be clear, achievable and provide a definition of success.

S	Specific – Clear, unambiguous and focused on specific deliverables
M	Measurable – Include milestones and markers to measure progress over time
A	Attainable – Realistic but requiring a stretch
R	Relevant – Aligned with the overarching University and departmental goals
T	Time-based – Include a time frame for achieving each specific objective

6.3 GROW Technique:

Goal: What is the objective or desired outcome?

It must be specific and measurable, think SMART. Ask the mentee:

How will you know when you have achieved that goal?

Reality: What is the current situation? What is stopping the goal from being reached? Check any assumptions with the mentee:

Why do you think that might happen?

Options: What choices do they have? What different journeys can they choose to reach the goal? This is also known as 'Obstacles Exploration.' Avoid making suggestions on the mentees' behalf.

Way Forward: What will they do next? This is also known as 'Will' or 'Way forward.' Gain commitment to an action and a follow-up if required.

7 Success Story from within Pakistani Academic Community

695 Mentees trained by 195 Mentors across 18 exclusive Women Universities within 4 months – that too without spending a single rupee.

Also, another notable success story comes from California State University, Fullerton. Their College of Health and Human Development launched a formal peer-mentoring program in 2015. A study comparing program participants to a matched control group found striking results. The four-year graduation rate for students with peer mentors was **47.3%**, compared to only **23.0%** for non-participants. The program was especially impactful for underrepresented first-year students: 34.0% of those in the program graduated in four years, versus just 12.7% of similar students without mentors. This case shows how structured peer mentoring – with trained mentors guiding peers each year – can dramatically improve academic outcomes and equity in higher education.

Note: Mentoring forms available at the end of this guide are essential part of the mentoring program.

8 Mentoring Forms

8.1 Mentoring Agreement (To be filled at the start of the mentoring session)

- i. Name and Designation of Mentor: _____
- ii. Discipline and Department of Mentor: _____
- iii. Experience in number of years: _____
- iv. Name and Designation of Mentee: _____
- v. Discipline and Department of Mentee: _____
- vi. Experience in number of years: _____
- vii. Name of University: _____

Responsibilities and Commitment	We are both committed to achieving a confidential, productive and honest relationship which fosters learning and development for both of us. We both understand our responsibilities and agree to commit to them.
Set individual boundaries of Mentor and Mentee	
Duration of mentoring (up to 3 months)	
Potential conflicts of interest identified	(Write N/A if none are identified).
Contact of Mentors and Mentees during formal mentoring sessions only	(Yes/No)
Prior Notice for Postponement or Cancellation of mentoring sessions (like 24 hours or more notice period)	
Record Keeping of respective mentoring session	
Goals (mentee)	
Goals (mentor)	
Reviewing progress	
Signature of Mentee:	Date:
Signature of Mentor:	Date:

8.2 Record of Mentoring Meeting

- i. Name and Designation of Mentor: _____
- ii. Discipline and Department of Mentor: _____
- iii. Name and Designation of Mentee: _____
- iv. Discipline and Department of Mentee: _____
- v. Name of University: _____

Meeting Number and Date of Session: _____

Progress/achievements since the last session

Key points and topics discussed during today's session

Agreed goals for today's session

Identified actions from today's session

Reflections on overall Mentoring sessions (this section is to be filled at the end of the mentoring sessions) Identified actions from today's session

8.3 Feedback Form for Mentoring Sessions (Consolidated)

Name of University:

Total Number of Meetings between Mentor and Mentee:

Start and End Date of Mentoring Program:

Mentor's Name & Designation:

Mentee's Name and Designation:

Agreed Upon Goals / Objectives between Mentors and Mentees:

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Achievements of the mentoring program:

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Reflections on overall Mentoring sessions

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9 Useful Resources for Peer Mentoring:

- Personal and Professional Development, University of Cambridge: https://www.ppd.admin.cam.ac.uk/files/mentoring_guide_2020_v3.pdf
- Centre for Educational Development: <https://ced.au.dk/en/consultancy/peer-mentoring>
- Peer Mentorship – The Teaching & Learning Center: <https://tlc.ucsc.edu/resources/mentoring-in-research-teaching/peer-mentorship/>
- Peer Mentoring for Undergraduate Students - Telfer School of Management: <https://telfer.uottawa.ca/en/telfer-knowledge-hub/experiential-learning/benefits-of-peer-mentoring-for-undergraduate-students>
- Exploring Peer Mentorship Programs: A Support System for Students: <https://www.quadc.io/blog/exploring-peer-mentorship-programs-a-support-system-for-students>
- Benefits of Peer Mentorship in College | Leadership | NSCS : <https://nscs.org/benefits-of-peer-mentorship-for-college-students/>
- Peer Mentee Roles and Responsibilities – Mentor UPP | The University of Alabama : <https://mentoring.eng.ua.edu/undergraduates/peer-mentee-roles-and-responsibilities/>
- Hejlsvig, S. S. (2017). The mentoring journey. Aarhus University.
- Poulsen, K. M. (2023). Kort & godt om mentoring (1. udgave. ed.). Dansk Psykologisk Forlag.
- DJØF website about mentoring: <https://services.djoef.dk/r-aa-dgivning/netv-ae-rk-og-mentor/mentoring.aspx#Top>
- AU website about mentoring: <https://medarbejdere.au.dk/administration/hr/kompetenceudvikling/karriereudvikling-paa-aarhus-universitet/mentoring>

10. Proposed Mentoring Modules

Building upon the success of the Women Empowerment Mentoring Program (WEMP), the Mentoring Program for Universities (MPU) aims to institutionalize mentoring as a strategic tool for academic, professional, and personal development across Pakistani Higher Education Institutions (HEIs). The MPU encourages universities to foster a culture of leadership, ethics, inclusivity, and innovation through structured mentoring interventions applicable to faculty, students, and administrative staff. Following are the proposed mentoring modules:

1. Communication Skills

- Strengthen interpersonal, academic, and professional communication.
- Enhance clarity, empathy, and feedback mechanisms in mentoring relationships.
- Build confidence in public speaking, academic writing, and cross-cultural dialogue.

2. Conflict Resolution, Problem Solving, and Decision Making (EQ vs IQ / Psychological Wellbeing)

- Understand sources of academic and interpersonal conflict in HEIs.
- Apply mentoring techniques for constructive dialogue and mediation.
- Promote a culture of respect, empathy, and collaboration within departments and teams.
- Apply evidence-based and collaborative approaches to decision-making.
- Use critical and creative thinking for academic and administrative challenges.
- Strengthen problem analysis and consensus-building skills.

3. Growth and Reflection

- Engage in reflective mentoring practices to support personal and professional growth.
- Recognize strengths and developmental areas through guided self-assessment.
- Foster a continuous improvement mindset aligned with institutional goals.

4. Leadership Development, Ethics and Integrity

- Develop leadership competencies at individual and institutional levels.
- Learn mentoring-based leadership styles that promote shared governance.
- Encourage innovation, accountability, and servant leadership principles.
- Recognize ethical responsibilities in research, teaching, and institutional governance.
- Apply ethical mentoring principles to support transparency and trust.
- Promote academic honesty and responsible professional conduct.
- Personal and Professional Development at workplace

5. Inclusivity and Diversity

- Foster inclusive mentoring environments for all genders, disciplines, and backgrounds.
- Understand unconscious bias and apply inclusive communication techniques.
- Design mentorship practices that enhance equity and belonging.

6. Digital and AI Tools

- Utilize digital platforms for mentor-mentee interaction, tracking, and evaluation.
- Apply AI tools to enhance personalized learning and mentorship insights.
- Ensure ethical and inclusive use of technology in mentoring processes.

7. Institutional Innovation and Custom Modules

- Encourage universities to design their own additional modules based on their local context and expertise (e.g., entrepreneurship, sustainability, civic engagement).
- Ensure new modules aligned with MPU objectives and receive approval from the Vice Chancellor.
- Enable HEIs to adapt the mentoring framework to emerging challenges.

Notes:

- Mentoring formats may include one-on-one, group, or peer mentoring.
- Universities may adapt the modules to suit faculty, management, or students.
- Any additional or specialized module may be adopted as per their needs, context, expertise by institutional experts and implemented as per standard procedures.