



(Company No. 101067-P)

الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
يُونِيسْتِي إِسْلَامِيَّةٌ اِبْتَدَائِيَّةٌ مِلِّيَّةٌ

Garden of Knowledge and Virtue

MENTOR-MENTEE SYSTEM (UNDERGRADUATE)

GUIDEBOOK FOR MENTORS

KULLIYAH OF MEDICINE

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Version 2.0 | Revised: 14th December 2021

LEADING THE WAY

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Background

The International Islamic University Malaysia (IIUM) Mentoring Programme has been endorsed by the University's Senate on the 432nd Senate Meeting held on 24th February 2017 to be implemented by all Kulliyahs.

Objectives

The general objective of the programme is to help to maximize student growth and development - academically, professionally, and otherwise – whereby Kulliyah members serves as a role model, teacher, sponsor, encourager, counsellor, and friend to the students with the end goal of promoting the students' professional and personal development.

While the focus of the program is on academic-related matters, it can be expanded to include personal, professional, and extracurricular issues. More specifically, the objectives of this programme are:

1. To provide a consistent and reliable academic support system for undergraduate students beyond classroom contact.
2. To provide support and guidance on developing students' academic, personal, and professional skills.
3. To enhance students' experience and assist them in actively engaging in educationally-purposeful activities.

Administration

Each academic member may run mentoring activities in different ways, but all mentors are expected to meet their mentees regularly and be available to discuss any relevant issues that come up, be they academic, personal, or social. Nevertheless, as stipulated in the Mentoring Programme regulation, all mentors are required to conduct an **induction meeting** with all mentees, which ideally should be conducted at the beginning of each academic year. This may be followed by subsequent meetings or activities with the mentees.

The programme is not intended to be overly onerous for mentors in terms of time commitment but the University would be delighted if mentors are able to conduct some academic-related activities and spend some time with assigned students on two or three occasions during the academic year.

The University's Guideline for Induction Meeting of the Mentor-Mentee Programme is attached as ***Appendix A***.

Implementation of Mentor-Mentee System at Kulliyah of Medicine

The mentor-mentee system has been implemented for undergraduate students at the Kulliyah of Medicine, particularly during Phase I (year 1 and year 2) of the MBBS programme. During Phase II and Phase III, the mentor-mentee system is currently limited to the postings that the students enroll by rotation. Starting from the academic session 2018/2019, the implementation of the mentor-mentee system will be further enhanced to ensure the continuity of mentoring activities from the first year until the final year of study.

For practical purposes, Phase I (year 1 and year 2) students are assigned to lecturers from the Department of Basic Medical Sciences and Department of Pathology and Laboratory Medicine as their mentors. Upon entering clinical year at Phase II (year 3), lecturers from the clinical departments will take over the mentoring responsibilities and continue until the students complete their study at the final year. In short, for the whole duration of the study, a student will have two mentors – one mentor during pre-clinical years and another mentor during the clinical years.

Based on the current numbers of academic staff and enrolled students, each pre-clinical lecturer will be mentoring about 5-6 preclinical students, while each clinical lecturer will be mentoring about 3 to 4 clinical students.

The implementation of the mentor-mentee system at the Kulliyah of Medicine is done in the best way to cater the specific nature and demand of the MBBS programme.

Terms of Reference for Mentor

The terms of reference for the mentors are:

1. Work with students to help them establish realistic and obtainable goals and identify ways to achieve them by offering constructive suggestions and feedback.
2. Foster good rapport and professional relationship with the students while maintaining appropriate boundaries.
3. Help students increase awareness and gain access to academic and professional resources and organisations for their professional development.
4. Maintain complete records of mentoring activities throughout students' duration of study.
5. Monitor students' performance for Islamic Input in Medical Programme (IIMP) component.

Responsibilities of the Mentor

1. Be contactable by the mentees when required either through face-to-face meeting, phone calls or messages.
2. Conduct an induction meeting with the mentees at the start of each academic year and arrange for subsequent regular face-to-face meeting or on-line meetings at least once per block or posting, or at least 2-4 times per academic year.
3. Maintain records of mentor-mentee activities which is to be compiled in the students' Portfolio.
4. Monitor the mentees' performance for the Islamic Input in Medical Programme (IIMP) throughout the year.
5. Refer mentees with specific issues of concern requiring further attention to the Deputy Dean (Academic & Industrial Linkages) and/or the Deputy Dean (Student Development & Community Engagement).

Responsibilities of the Mentee

1. Foster good rapport and effective communication with the mentor while maintaining appropriate boundaries
2. Arrange for regular face-to-face meetings as agreed with the mentor and be committed to carry out agreed upon goals
3. Act in a professional manner imbued with Islamic values at all times and show appreciation for the mentor's support and guidance
4. Fill in the online **Student Monitoring and Reflection Form** at <https://forms.office.com/r/KTFx7kCyEw>. (*Appendix B*). The completed and printed e-form shall be submitted to the Mentor before each mentor-mentee meeting and keep the completed e-form in the Student Portfolio
5. Maintain up-to-date records in IIMP Logbook and reflective writing in IIMP Reflection
6. Maintain good record keeping and updated documentations in Student Portfolio

Records of Mentoring Activities

To maintain a good record of the mentor-mentee activities, the Mentor is required to:

1. Review the online **Student Monitoring and Reflection Form** submitted by the Mentee before each mentor-mentee meeting. The completed form should be printed and kept in the Student Portfolio and a copy kept by the mentor. The online form will be kept by the Office of Academic & Internationalisation.

2. Mentors are required to fill-up the Mentor's e-report on mentor-mentee program after each meeting at <https://forms.office.com/r/WSK2vNV0hu> (Appendix C)
3. Verify and sign each mentee's IIMP Logbook and IIMP Reflection at each session of the face-to-face meeting. The logbooks shall be kept by the mentees throughout the duration of their study as part of the evidence for IIMP activities.

Monitoring of Mentees for Islamic Input in Medical Programme (IIMP)

Students' performance in the Islamic Input in Medical Programme (IIMP) will contribute 10% of the final marks in the Final Professional Examination.

The mentor is required to monitor their mentees in terms of participation, progress and record-keeping of activities related to IIMP. The mentor may discuss selected IIMP topics with their mentees as part of the mentor-mentee activities.

The assessment for IIMP component which contributes to the Final Professional Examination marks is done by a special IIMP Committee based on students' IIMP logbook and IIMP Reflection.

Guideline: Induction Meeting of the Mentor-Mentee Programme

Topics to discuss

These are guidelines for how to get started with your mentee and are designed based on research of “best practices” for mentoring programs. You will not be able to cover all of these topics in one meeting, so use these questions and discussion topics to fit your own style and approach.

Mentor reviews with mentee what they would like to cover in initial meeting. Ask mentee how that sounds to them and if there is anything else they would like to cover:

1. Talk about what mentoring is and isn't
2. Mentor talks about why they mentor and what they get out of it
3. What is confidential and what is not
4. Mentor asks mentee in general what they would like to get out of the partnership
5. Mentor asks mentee some questions to begin to get to know more about them and what they want
6. Mentor asks mentee what they would like to know about the mentor's background
7. Review responsibilities of mentor and mentee based on the Mentoring Programme document
8. Mentor asks questions about what mentee needs from the mentor
9. Mentor shares with mentee what they need from them as the mentee (i.e. what's important to them in the relationship as a mentor, and how they like to work as a mentor
10. Mentor and mentee decide on the logistics and structures that they want to use to support their relationship
11. Mentor and mentee make some agreements based on above conversations about how they want to be with each other to best support mentee in achieving their agenda and goals
12. Mentor asks mentee if there is anything else that is important to the mentee to cover in the session
13. Close with what the next steps are and agreeing on next meeting (may want to ask them to review the competencies and skills for their job and identify some areas that they would like support in).

LOGISTICS OF INDUCTION MEETING

GROUPING

- The meeting can be conducted as a big group meeting, just like for a lecture in a lecture room.
- The meeting can also be done in separate session for smaller groups. For example, there are 4 induction meetings separately for level 4, 3, 2, and 1 mentees.
- The meeting can also be done with a mixed setting, whereby initially the mentees gathered as a big group, and later assigned into smaller groups (based on levels, or intervals of CGPA).

VENUE

- Based on the number of mentees, lecture rooms and teaching rooms are suitable places for the meeting.
- Based on the ice-breaking activities chosen, other suitable venues could be used e.g. HS Square, Sports Complex.

SUGGESTED ACTIVITIES

- Ice breaking activities
 - i. Idea generation groups: In small groups, list the possible usage of a paper clip.
 - ii. Spontaneous groups: Ask the mentees to get into groups based on (i) residency (mahallah) (ii) shoe size (iii) brand of mobile phone used
 - iii. 3 Truths and a Lie; Each mentee should write 4 statements about themselves: one of the statements should be false while 3 should be true. The goal is to fool people about which is the lie. The other mentees should try to guess which is the lie.
 - iv. What's in my Name: Ask the mentees to describe the meaning of their name and whether the name fit their personality. If they do not know the meaning of their name, ask them what they would like the meaning to be.
 - v. Make Jalur Gemilang: Assign mentees into 5 groups. Give each group limited number of supplies with the instruction "Listen to this instruction carefully for I will not repeat it: Use the available resources to construct a Jalur Gemilang. You have 5 (or up to 7) minutes to complete the task".
 - vi. Skyscraper: In groups, have a competition to make a free standing structure using drinking straws, cellophane tapes, and a pair of scissors. Winners can be chosen based on height (tallest), aesthetics (most beautiful), and stability (most stable – hit the building with a paper airplane).
- Socratic dialog e.g. What is a mentoring relationship?
- Small group discussion/brain storming. e.g. discuss answers to topic 1 and 3 from the list of topics.
- Goal setting exercise.
- Taking a pledge: this can be done verbally and/or orally.

MATERIALS

- Limited stationary items may be available from the Department e.g. stick-it notes, markers, pens, papers.

TIME / DURATION

- A suitable time is Friday. However, some students may have replacement class on that day. It is best if all mentees can agree on a time and day.
- Based on the level of participation of the mentees, the meeting can last between 1 to 2 hours. Try not to exceed 3 hours. If the meeting is more than 3 hours, light refreshment may need to be prepared.

Records and evaluation

1. Mentors are required to review the student monitoring and reflection form before every meeting and to fill-up the Mentor's e-report on mentor-mentee program.
2. The copy of this forms shall be submitted to the HOD at the end of each semester or as the need for intervention arise.
3. The mentors also will have to sign each mentees' logbook at each meeting.

Roles and responsibilities

Students and mentors share responsibility for ensuring the success of mentoring. Specific responsibilities for both parties are detailed further below:

For Mentors:

- Work with students to help them establish realistic and obtainable goals and identify ways to achieve them.
- Offer constructive suggestions and feedback.
- Maintain appropriate boundaries.
- Ask good questions that help student explore their own values and needs or make informed decisions.
- Help student increase awareness and gain access to academic and professional resources and organizations.
- Encourage students to explore new areas.
- Maintain complete records of mentoring activities.
- Be aware of the limits of mentoring - mentoring should aid personal development and should not provide counselling, therapy, or performance management.
- Do not make decisions for your mentees. Help them make their own.

For Students:

- Be committed to carry out agreed upon goals.
- Be receptive to suggestions and feedback.
- Do not expect mentors to answer every question you have.
- Network through mentors to meet other people and gain access to academic and professional resources.
- Show appreciation for your mentor's support and assistance.

For Both Mentors and Students:

- Participate in some form of orientation and goal setting during the first meet.
- Discuss needs and expectations up front.
- Notify each other if you are unable to attend a scheduled meeting.
- Maintain regular contact via telephone, email, or meetings.
- Act in a professional manner at all times.
- Respect confidences and trust each other.
- Work to discover common ground and be respectful of differences.
- Be yourself. Be a good listener. Be available.

- Contact Academic Advisors and HOD if there is a concern with the mentoring relationship.

Possible mentoring activities

- Meet face-to-face, via email, or via telephone.
- Discuss issues such as advising, study plan, student services, policies and procedures, internal and external service to the university.
- Conduct activities on topics such as time management, study habits, class attendance, campus involvement, responsible decision-making, accessing campus support services, getting to know the department and kulliyah, and student accountability.
- Explore and recommend academic and professional development opportunities.
- E-mentoring.

Dealing with problems

Issues that may arise

- First true experience of independence e.g. students allowed to come and go as they please, no one monitoring their studying.
- Increased academic demands e.g. increased amount of coursework and reading, increased study time required outside of class.
- Financial pressures.
- Potential roommate/peers difficulties.
- Social pressures e.g. relationship issues.
- Experimentation with drugs and alcohol.
- Loneliness, missing family, friends, and cultural traditions.
- Feelings of isolation.
- Increased fear of failure.
- Feeling discriminated against.

Recognising signs of academic difficulties or personal issues

- Skipping classes.
- Poor time management skills.
- Ambivalence toward academic work or changing of major.
- Excessive computer usage for non-class activities.
- Complaints of difficulty concentrating.
- Negative attitude toward lecturers.
- Test anxiety.
- Lack of motivation toward coursework.
- Isolating from social support (family, friends, lecturers, etc.)
- Decline in personal hygiene.
- Significant increase or decrease in sleep.
- Rapid weight gain or loss.
- Change in personality.
- Verbalising feelings of hopelessness.
- Premature consideration of withdrawal from course.

Important notes:

1. Keep student's information confidential unless he/she confides planning to hurt self or others.
2. If that occurs, refer to Academic Advisors and HOD. Do not try to handle this on your own.
3. Do not attempt to handle situations or make referrals for which you are not qualified.

References

1. Cramer, R.J., & Prentice-Dunn, S. (2007). Caring for the whole person: Guidelines for advancing undergraduate mentorship. *College Student Journal*, 41 (4), 771-778.
2. Johnson, W.B. (2007). Student-faculty mentorship outcomes. In T.D. Allen & L. T. Eby (eds.), *Blackwell handbook of mentoring* (pp.189-210). Oxford: Blackwell.
3. Long, E.C.J., Fish, J., Kuhn, L., & Sowders, J. (2010). University of Wisconsin-Mentoring Undergraduates: Professors Strategically Guiding the Next Generation of Professionals. *Michigan Family Review*, 14 (1), 11-27.

APPENDIX B (STUDENTS MONITORING & REFLECTION FORM)



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KULLIYYAH OF MEDICINE STUDENT MONITORING AND REFLECTION FORM

This form shall be completed by the student at each mentor-mentee meeting. The completed form should be printed and kept in the Student Portfolio and a copy kept by the mentor. The online form will be kept by the Office of Academic & Internationalisation.

Thank You.

* Required

1. NAME *

2. MATRIC NO. *

3. YEAR/BLOCK *

4. END OF BLOCK RESULT: *

6. DIFFICULTIES ENCOUNTERED *

7. OTHER ISSUES/PROBLEM *

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APPENDIX C MENTOR'S APPRAISAL FORM



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KULLIYAH OF MEDICINE MENTOR'S APPRAISAL

1. Mentors are required to review the student monitoring and reflection form before every meeting and to fill-in the Mentor's e-report on mentor-mentee program.
2. Mentors are required to verify and sign each mentee's IIMP Logbook and IIMP Reflection at each session of the face-to-face meeting. The logbooks shall be kept by the mentees throughout the duration of their study as part of the evidence for IIMP activities.
3. The duly completed form should be printed and submitted to the respective Head of Departments as the need for intervention arises.

Thank You

* Required

1. NAME *

2. DEPARTMENT *

3. TELEPHONE NUMBER *

4. MENTEE'S NAME *

5. MENTEE'S MATRIC NO. *

6. DATE OF MEETING *

Format: M/d/yyyy

7. TYPE OF MEETING *

ONLINE

FACE TO FACE

8. KINDLY RATE MENTEE'S BASED ON CRITERIA BELOW *

	Excellent	Good	Average	Fair	Poor
ACADEMIC PERFORMANCE & ACHIEVEMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATTITUDE (cheerful, courteous, able to study at difficult or disagreeable tasks etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MOTIVATION/INITIATIVE (motivated to finish a task on time, comes out with ideas creatively etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DEPENDABILITY & COOPERATION (trustworthy, punctual, reliable, responsible etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
REVIEW OF IIMP LOGBOOK AND IIMP REFLECTION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OVERALL ASSESSMENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. ADVICE GIVEN *

10. The student is *

- required to meet the DDAI/DDSDCE
- not required to meet DDAI/DDSDCE