

## **1.0 BACKGROUND**

The Faculty of Engineering is aiming to offer high quality engineering education to our students. One of the most important services offered to students is consultation with academic member. This is achieved through the Mentor-Mentee system established in the Faculty. Through this system each academic staff will act as a Mentor to several numbers of students, acting as Mentee. The Mentors are not expected to act as professional counsellors as they are not given serious training but they could be advisors to Mentees. Their Mentees can seek guidance from their Mentors on issues related to their studies. In order to assist the Mentors with the valuable advice they can give, the Faculty have opted to come up with this second edition of Student Advisory Guide. Based on cases being handled, it should offer some guide to Mentors on the best alternatives to their Mentee's situation. This Guide also introduces the "MENTOR-MENTEE FORM" which contain some basic information that Mentor should monitor from their mentee. The form will be submitted to the General Office at the end of their Mentee's studies in Unimas.

### **1.1 OBJECTIVES**

- a) To act as a guide for Mentors to understand their role with respect to mentoring.
- b) To guide Mentors on advice needed by their mentees.
- c) To provide Mentors with a working definition of mentoring.
- d) To assist Mentors on maintaining basic record for mentoring purposes.

**2.0 RESPONSIBILITIES OF MENTORS**

- a) To provide guidance and support to their mentees by creating an atmosphere of openness, caring and concern.
- b) To schedule appointments with their mentees if the needs arise.
- c) To conduct one-on-one sessions with Mentee on academic related issues.
- d) To keep accurate records of Mentee's progress and submit a report to the Dean Office for further actions.
- e) To encourage mentees to readily get themselves involved in the mentoring process by keeping meaningful communication and trust.
- f) To assist the Mentees in improving their academic achievements by giving appropriate advice.
- g) To ensure that Mentee developed sufficient soft skills before graduation by encouraging them to get involved in co-curricular activities.
- h) To keep confidential any personal matters raised by Mentee and not to disclose them to other parties unless deemed inevitable for any positive gain

### **3.0 MENTOR-MENTEE ACTIVITIES**

The relationship between Mentor and Mentee can be developed by engaging in several activities together. The Mentor-Mentee system hinges heavily on the positive interaction between both Mentor and Mentee. Activities can be developed through programs initiated by the Faculty, Mentor/Mentee, clubs, hostels and any other organization.

The main target of having these interactions is to establish a positive relationship between Mentor and Mentee. Such relationship should be based on mutual trust and respect by having scheduled meeting and discussion sessions. These sessions should be constructive and supportive such that the Mentee deemed it beneficial for their personal development.

Another target of these interactions is to assist Mentee to develop life skills before graduation. Irrespective of their academic performance, the development of life skills or soft skills in Mentee is necessary. These skills will be handy when the Mentee graduates and join the working force and forms important programme educational objectives. The Mentor can achieve this by encouraging the Mentee to be involved in various co-curricular activities or programmes organized by the Faculty.

Another purpose of organizing such activities is to increase the Mentee's ability to interact with people from various background, culture, race and socio-economy. The Mentee should be able to respect and explore differences amongst people from various backgrounds.

Lastly, activities between Mentor and Mentee should assist the student to gain good grades in their studies. Mentors can guide the Mentee on the courses to take, goals to improve grades, establishing good time management, keeping to good attendance in classes, improving their self-esteem and confidence.

Especially for First year, the Mentor should help the Mentee to settle down quickly and differentiate between school and university studies.

### **3.1 Proposed Mentor-Mentee Activity**

#### **a) Mentor-Mentee Introduction Session.**

**Purpose:** To “start up” the relationship between mentor(s) and Mentee(s).

**Activities:**

- Contact and identify each other.
- Discussion of Mentee(s) needs and expectations.
- Discussion of goal setting activities to assist in achievement of Mentee(s).
- Sharing of resource information beneficial to Mentee.
- Establish a schedule for further meetings.

#### **b) Motivational Talk**

**Purpose:** To motivate and inspire mentees with CGPA < 2.5

**Activities:**

- Talk by motivator invited by the faculty
- Knowledge sharing session
- Question and Answers

### **3.2 ACTIVITIES ORGANIZED BY FACULTY**

The followings are activities by organized by the Faculty and all parties are involved. It is already a culture in the Faculty and its progress are being monitored seriously.

<b>Activity 1: Build up relationship between students and staffs of First Year Students</b>			
<b>Strategy</b>	<b>Activities</b>	<b>Time</b>	<b>Outcome</b>
Introduce the staff to the student	Provide the sharing time for lecturer and student during first week. This is what we called as 'ice-breaking'	Week 1	The student and staff will know each other better and build up their positive relationship.
<b>Activity 2: To promote mentor engagement with the Mentee's progress</b>			
Getting the result slip from the mentor or download the result from the system	Discussion of mentee's study progress and their problems regarding their results	Week 1	Improve mentor-mentee communication and improve mentee's result through discussion
<b>Activity 3: Motivational Talk - To motivate mentees with CGPA &lt; 2.5</b>			
Getting the result slip from the mentor or download the result from the system	Discussion of mentee's study progress and their problems regarding their results	Week 5	Improve mentees' results.

#### **4.0 ADVISORY GUIDELINES FOR MENTORS**

This section deals with the advice Mentor can give to their Mentee during their consultation session. These advisory notes are meant as guidelines for Mentor based on responses collected from students on their academic performance. It highlights the different scenarios Mentor will be facing with various problems posed by their Mentee. Mentors are not obliged to comply strictly to these advisory notes and they can offer their own expert advice based on their experience and Mentee's needs.

##### **4.1 Recording the Mentee's progress in Mentor-Mentee Form**

The Mentor-Mentee **Form** outlines three basic components whereby Mentor can use to monitor the progress of their Mentee. The first aspect is on the particulars of the Mentee. These particulars are kept to the minimum possible such as the Mentee's programme, name, year of intake and contact number. Should any further information is needed; mentor can write the particulars on the single lines spaces provided on the other side.

The second aspect is on the Mentee's CGPA progress throughout their studies. A graph is provided for noting the Mentee's CGPA from the First year till Final year, which could be four or a maximum of six years. There is no space provision for additional years in cases of Mentee applying for

“Penangguhan Pengajian”. Lastly, the aspect that requires the task of recording on the part of Mentor is to identify courses that Mentee has failed and the process of re-taking the course. Each Mentee will only have three chances of repeating the failed course, failing which the Mentee will be dropped from study in university. A grade of “Gagal Berhenti” will be awarded were the Mentee failed the course after taking it the third time.

## **4.2 Priority Area of Advice**

The most fundamental advice Mentee needs concern their academic performance. It is vital that Mentor keep their involvement within the limit of academic matters so that they act as effective advisor instead of trained counsellors. It is necessary that Mentor need a few personal particulars from their Mentee but it is advisable not to probe in-depth about their personal lives. Emotional, financial and social attachment is highly not advisable. Mentor should take note that the university employed several licensed counsellors available to assist should their Mentee warrant specialized attention.

With respect to academic matters, the first aspect a Mentee will need is to adjust themselves to the university study. The earlier they settle down in their dormitories, social friends and environment, the better they will focus on their study. All these factors are indirectly related to their aim of getting a degree but have direct bearing to their results. Problems pertaining to accommodation or financial disability can be highlighted to the Faculty for attention and possible action.

The Guide divide four priority areas Mentor can look into when dealing with their Mentee academic performance. These divisions are based on responses obtained from two consecutive years of survey on students failing one or more courses per semester. The students are required to fill in the Mentor-Mentee Form and submit it with the Mentor's comments to the Faculty. Based on the available data, these categories are contrived. The four categories are stated below:

- Fundamental Knowledge
- Motivation
- Attitudes
- Study Techniques

**a) Priority Area of Advice and Few Indicators to Identify the Area**

<b>PRIORITY</b>	<b>INDICATORS</b>
Fundamental Knowledge	<ul style="list-style-type: none"><li>• CGPA &lt; 2.5 during matriculation and STPM</li><li>• Failing &gt; 3 core courses</li><li>• Confused with units</li><li>• Lack of knowledge</li><li>• Subject was difficult</li></ul>
Motivation	<ul style="list-style-type: none"><li>• Unsure of doing engineering</li><li>• Wishing to change university</li><li>• Less confidence</li><li>• Lost interest in studies</li><li>• Busy with co-curricular</li></ul>
Attitude	<ul style="list-style-type: none"><li>• Involves in games too much</li><li>• Less attention during study</li><li>• Did not work hard enough</li><li>• Did not prepare for final</li><li>• Not work hard</li></ul>
Study Techniques	<ul style="list-style-type: none"><li>• Keen interest to improve</li><li>• Studied hard yet still failing</li><li>• Scope of topics too many</li><li>• Concentrate in wrong subjects</li><li>• Failure in time management</li></ul>

**b) The Mentee Has Finished First Semester Of First Semester**

RECOMMENDED ACTION				
YEAR	SEM	PRIORITY	CGPA	POSSIBLE ADVICE
1	2	Fundamental knowledge	• < 2.0	<ul style="list-style-type: none"> <li>• Consider changing program</li> <li>• Advice to work harder</li> <li>• Revise on mathematic courses</li> </ul>
			• 2.0 - 2.5	<ul style="list-style-type: none"> <li>• Focus on mathematic courses</li> </ul>
		Motivation	• < 2.0	<ul style="list-style-type: none"> <li>• Give some motivation</li> <li>• Discuss with counsellor</li> </ul>
			• < 2.0	<ul style="list-style-type: none"> <li>• Report to Head of Department</li> <li>• Give advice</li> </ul>
		Study Techniques	• 2.0 - 2.5	<ul style="list-style-type: none"> <li>• Report to Head of Department</li> <li>• Give advice to change</li> </ul>
			• < 2.0	<ul style="list-style-type: none"> <li>• Redistribute courses per semester</li> <li>• Consider changing program</li> </ul>
• 2.0-2.5	<ul style="list-style-type: none"> <li>• Explain about carry over marks</li> </ul>			
	• 2.6-3.0	<ul style="list-style-type: none"> <li>• Identify weakness</li> <li>• Implement target setting</li> </ul>		

**c) The Mentee Has Finished Second Semester of First Year (One Year Study)**

RECOMMENDED ACTION				
YEAR	SEM	PRIORITY	CGPA	POSSIBLE ADVICE
2	1	Fundamental knowledge	• < 2.0	<ul style="list-style-type: none"> <li>• Seriously consider changing program</li> <li>• Advice to work harder</li> <li>• Focus on mathematic courses</li> <li>• Get tutor from seniors</li> </ul>
			• 2.0 - 2.5	<ul style="list-style-type: none"> <li>• Focus on getting CGPA above 2.5</li> <li>• Take more generic/complimentary courses</li> <li>• Implement target setting</li> <li>• Arrange meeting with mentor every month</li> <li>• Get tutors from seniors</li> </ul>
		Motivation	• < 2.5	<ul style="list-style-type: none"> <li>• Identify the cause</li> <li>• Discuss with counselor</li> <li>• Highlight problem to Dean's office</li> </ul>
		Attitude	• < 2.0	<ul style="list-style-type: none"> <li>• Report to Head of Department</li> <li>• Give advice to change</li> </ul>
			• 2.0 - 2.5	<ul style="list-style-type: none"> <li>• Report to Head of Department</li> </ul>

		Study Techniques	• 2.6 – 3.0	<ul style="list-style-type: none"> <li>• Give advice to change</li> <li>• Reduce co-curricular activities</li> <li>• Advice on importance of good CGPA</li> </ul>
			• < 2.0	<ul style="list-style-type: none"> <li>• Redistribute courses per semester</li> <li>• Discuss with counselor</li> </ul>
			• 2.0-2.5	<ul style="list-style-type: none"> <li>• Focus on getting CGPA above 2.5</li> <li>• Explain about carry over marks</li> <li>• Advice on team study</li> </ul>
			• 2.6-3.0	<ul style="list-style-type: none"> <li>• Get tutors from seniors</li> <li>• Discuss on abilities</li> <li>• Focus on easy/difficult courses</li> <li>• Emphasize on fundamental engineering courses</li> </ul>

**d) The Mentee Has Finished First Semester of Second Year**

RECOMMENDED ACTION				
YEAR	SEM	PRIORITY	CGPA	POSSIBLE ADVICE
2	2	Fundamental knowledge	• < 2.0	<ul style="list-style-type: none"> <li>• Report to Dean's office</li> <li>• Identify problems</li> </ul>
			• 2.0 - 2.5	<ul style="list-style-type: none"> <li>• Analyze results of core courses</li> <li>• Focus on difficult courses</li> <li>• Improve mathematic courses</li> </ul>
		Motivation	• 2.0 – 2.5	<ul style="list-style-type: none"> <li>• Discuss with peers</li> <li>• Make appointment with counselors</li> <li>• Identify the problems</li> </ul>
			• 2.6 - 3.0	<ul style="list-style-type: none"> <li>• Reduce co-curricular activities</li> <li>• Report to Head of Department</li> <li>• Encourage group study</li> </ul>
		Attitude	• < 2.0	<ul style="list-style-type: none"> <li>• Report to the Dean's office</li> <li>• Identify problem</li> </ul>
			• 2.0 - 2.5	<ul style="list-style-type: none"> <li>• Focus on getting CGPA above 2.5</li> <li>• Investigate the problem</li> <li>• Make appointment with counselors</li> </ul>
			• 2.0-2.5	<ul style="list-style-type: none"> <li>• Identify difficult courses</li> <li>• Determine the student's weakness</li> <li>• Focus on getting CGPA above 2.5</li> <li>• Implement target setting</li> </ul>

				<ul style="list-style-type: none"> <li>• Make monthly appointment</li> </ul>
			• 2.6-3.0	<ul style="list-style-type: none"> <li>• Implement target setting</li> <li>• Encourage group study</li> <li>• Discuss with counselor</li> </ul>
		Study Techniques	• 2.0-2.5	<ul style="list-style-type: none"> <li>• Identify difficult courses</li> <li>• Determine the student's weakness</li> <li>• Focus on getting CGPA above 2.5</li> <li>• Implement target setting</li> <li>• Make monthly appointment</li> </ul>
			• 2.6-3.0	<ul style="list-style-type: none"> <li>• Implement target setting</li> <li>• Encourage group study</li> <li>• Discuss with counselor</li> </ul>

**e) The Mentee Has Finished Second Semester of Second Year (Two Years Study)**

RECOMMENDED ACTION				
YEAR	SEM	PRIORITY	CGPA	POSSIBLE ADVICE
3	1	Fundamental knowledge	• 2.0 - 2.5	<ul style="list-style-type: none"> <li>• Report to Dean's office</li> <li>• Identify the causes</li> </ul>
		Motivation	• 2.0 – 2.5	<ul style="list-style-type: none"> <li>• Report to Head of Department</li> <li>• Identify problems</li> <li>• Give advice to focus on study</li> </ul>
			• 2.6 - 3.0	<ul style="list-style-type: none"> <li>• Reduce co-curricular activities</li> <li>• Report to Head of Department</li> <li>• Encourage group study</li> </ul>
		Attitude	• < 2.0	<ul style="list-style-type: none"> <li>• Report to the Dean's office</li> <li>• Identify problem</li> </ul>
			• 2.0 - 2.5	<ul style="list-style-type: none"> <li>• Focus on getting CGPA above 2.5</li> <li>• Investigate the problem</li> <li>• Make appointment with counselors</li> </ul>
		Study Techniques	• 2.0-2.5	<ul style="list-style-type: none"> <li>• Identify difficult courses</li> <li>• Determine the student's weakness</li> <li>• Focus on getting CGPA above 2.5</li> <li>• Implement target setting</li> <li>• Make monthly appointment</li> </ul>
			• 2.6-3.0	<ul style="list-style-type: none"> <li>• Implement target setting</li> <li>• Encourage group study</li> <li>• Discuss with counsellor</li> </ul>

**Note:** The mentee has finished first semester of third year. There is no advisement in the following semester as the students are going for industrial training. Any

*discussion on their results will be done in semester one of year four.*

**f) The Mentee Has Finished Industrial Training And Any Discussion Will Be On Results Obtained In First Semester Of Third Year.**

RECOMMENDED ACTION				
YEAR	SEM	PRIORITY	CGPA	POSSIBLE ADVICE
4	1	Fundamental knowledge		
		Motivation	• 2.0 – 2.5	<ul style="list-style-type: none"> <li>• Make appointment with counselors</li> <li>• Make monthly appointment</li> </ul>
		Attitude	• 2.0 - 2.5	<ul style="list-style-type: none"> <li>• Identify the weakness</li> <li>• Advice on finishing studies</li> </ul>
		Study Techniques	• 2.0-2.5	<ul style="list-style-type: none"> <li>• Identify difficult courses</li> <li>• Get to study in pair or group</li> </ul>

**g) The Mentee Has Finished First Semester of Fourth Year**

RECOMMENDED ACTION				
YEAR	SEM	PRIORITY	CGPA	POSSIBLE ADVICE
4	1	Fundamental knowledge		
		Motivation		
		Attitude	• 2.0 - 2.5	<ul style="list-style-type: none"> <li>• Report to the Dean's office</li> <li>• Identify problem</li> </ul>
		Study Techniques	• 2.0-2.5	<ul style="list-style-type: none"> <li>• Identify difficult courses</li> <li>• Determine the student's weakness</li> <li>• Implement target setting</li> <li>• Make monthly appointment</li> </ul>
			• 2.6 -3.0	<ul style="list-style-type: none"> <li>• Implement target setting</li> <li>• Encourage group study</li> </ul>

**Note:** *There is small possibility that mentee take advice during their final year.*

### **4.3 Various Scenarios of Undergraduates Issues**

#### **1<sup>st</sup> Year Students**

##### **a) Semester 1 and 2**

The Mentee's results in 1<sup>st</sup> year (semester 1 or 2) are not indicative of the genuine ability.

##### **Action to be taken by mentor:**

##### **1) The mentor needs to evaluate the students' fundamental knowledge**

This includes to identify the batches of students whether they are from Polytechnics/Matriculation or other institutions. If their CGPA during diploma/STPM/matriculation is low (<2.5), it is possible they might have problem with fundamental knowledge, particularly mathematics. Especially, if the Mentee fails more than 2 core courses, the possibility is higher.

##### **2) Evaluate the ability to adapt**

There are two aspects of student's adaptability that need to be assessed. Adaptability in terms of school-style teaching and university style student centred learning. Mentee will need to appreciate the difference between the two styles and accommodate the situation accordingly. The second aspect of adaptability is in terms of getting familiar with the campus life, choice of studies and university. Mentee may need to settle down and accept their condition quickly and stay focus on their studies. Failing to do so will make them not motivated to pursue their studies.

##### **Priority area of advice:**

- 1) The Mentee needs to ensure their CGPA lie above 2.5
- 2) The Mentee will emphasize the need to achieve high CGPA before graduation.
- 3) The mentor needs to encourage the students to target their CGPA by using the so called "CGPA calculator" which is available in FENG bulletin board.

## **2<sup>nd</sup> Year Students**

### **a) Semester 1 and 2**

The students' results in 2<sup>nd</sup> year are very crucial. In most cases, without any extension of study time, the Mentee's CGPA at the end of second year study will also be the CGPA during graduation.

#### **Action to be taken:-**

##### ***Scenario 1:***

If the students get LMK1 and LB1 (CGPA <2.0) at this stage, this is because they fail 2 or more courses.

#### **Action to be taken by mentor:**

- 1) The mentor should ask the students to seek advice from the university counsellor.
- 2) The mentor should conduct the interview with the students to identify whether those students should continue their study in the same programme or change to other programme.

##### ***Scenario 2:***

If the students CGPA between 2.00 to 2.50.

#### **Action to be taken by Mentor:**

- 1) The Mentor should advice the students to conduct peer discussion and improve study techniques.
- 2) The Mentor should ask the students to seek advice from the university counsellor and resolve all their personal problems, if any.
- 3) The Mentor need to advice the urgency of keeping full attendance and avoid missing of lectures.
- 4) The Mentor should advice the students to increase their CGPA to >2.5. To achieve this, ask the Mentee to take easy complimentary courses and generic courses
- 5) If the Mentor is repeating three or more courses, it is likely the Mentee

will need to consider serious an extension of one or more semester.

6) The Mentor should seek corporation from UPFK unit to collect the Mentee's attendant by week 7 of teaching weeks conducted. This is to identify those problematic students that skipped the classes.

### **3<sup>rd</sup> Year Students**

***Scenario:***

If the Mentee failed more than 3 courses (irrespective of CGPA results).

**Action to be taken by Mentor:**

- 1) The Mentor should advice the students to re-organize their courses accordingly for the remaining semesters. It is likely the Mentee will extend for another year.

### **4<sup>th</sup> Year Students**

***Scenario 1:***

If the Mentee failed 1 course and cannot graduate.

**Action to be taken by Mentor:**

- 1) The Mentor should advice the Mentee on the how to pass the course.
- 2) The Mentor should focus on improving the Mentee's CGPA since the Mentee will have to extend one more semester.

***Scenario 2:***

If the Mentee needs to do Industrial Training to fulfil the graduation requirement.

**Action to be taken by Mentor:**

- 1) The Mentor should inform the Industrial Training Coordinator early about this case.
- 2) The Mentor should focus on improving the Mentee's CGPA since the Mentee will have to extend one more semester.

**5<sup>th</sup> and 6<sup>th</sup> Year Students**

**Scenario:**

If the students finished all their courses but need to repeat 1 course offered in semester 2,

**Action to be taken by mentor:**

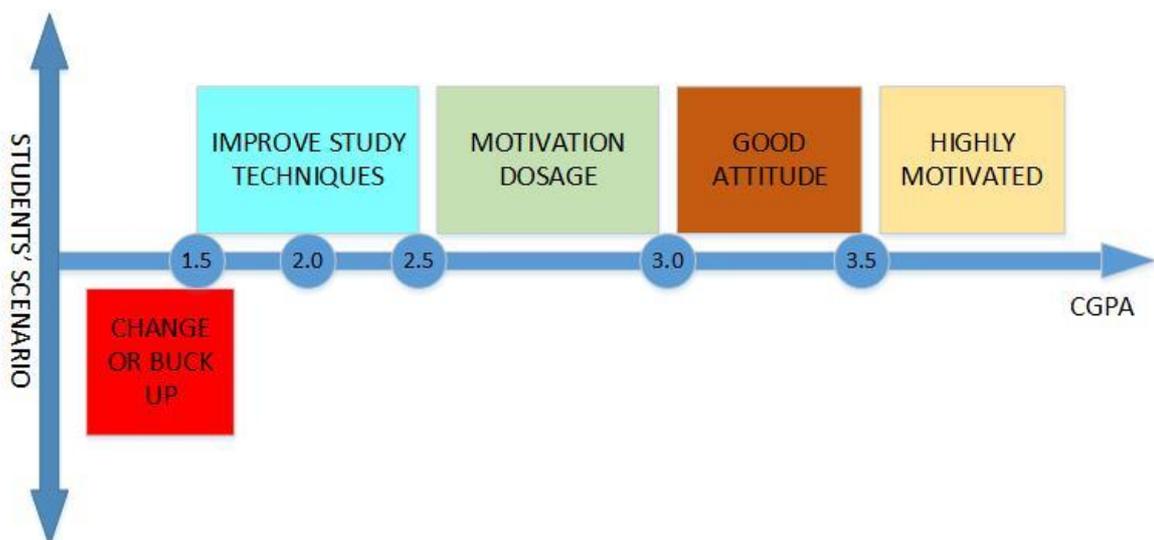
- 1) The mentor should advise the students to take that particular course in semester 1 if that course is on offer or else advise them to perform “Penangguhan Pengajian”. (Abstention from studies). Please keep in mind that students are only allowed abstention from studies three times and not more.

**Note:**

- If the courses registered is greater than 12 credits: The students will pay full tuition fees.
- If the courses registered less than 12 credits: The students will pay the fees according to the number of credits taken.

**4.4 Advisory guide in brief**

The figure below depicts the above description in a form of graph.



**Figure 1 Different issue to tackle with respect to CGPA**

## **5.0 CONCLUSION**

It is hoped that the Student Advisory Guide can assist in the mentor-mentee process and mentoring can become an effective tool to assist the students throughout their academic years. As it is now, the Guide aim to assist the students with their present academic needs at the Faculty of Engineering, UNIMAS. The Guide may be reviewed if the need arise in future.