

## CHAPTER 76

### The Role of Mentoring Strategies in Enhancing Sustainability Awareness among BBA Students

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#### ABSTRACT

Mentoring Strategies are systematic approaches designed to guide and support an individual's development, learning, and skill acquisition. Those the strategies can be formal, as part of a structured program, or informal, developed through a relationship. The most effective approaches tailored to the specific needs, goals and learning styles of mentees. The research paper investigates the use of mentoring strategies to enhance sustainability awareness among (BBA) students. It addresses the gap between theoretical knowledge and practical application in business education. A mixed-methods approach, including a literature review and survey, was used to investigate the effectiveness of different mentoring types, mentor backgrounds, and implementation challenges. The findings shows that advising greatly improves the understanding and sustainability among students. Most students participated in stability-centered mentoring programs, with one-on-one mentoring. The study found that the students felt more confident by discussing with mentor and gaining a better understanding of the link between financial performance and stability. Most patrons were professionals in the industry, and continuous, weekly interactions were important for building strong relationships and transferring knowledge. The paper recommends compulsory, one-on-one mentoring programs and partnerships with companies known for their stability practices to bridge the gap between theory and practical application.

**Keywords:** Mentoring strategies; Mentoring; Sustainability awareness; BBA students.

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#### 1.0 Introduction

Mentoring Strategies are systematic approaches to guide and support a person's development. They are designed to promote learning, create skills and help them navigate their professional or personal trip. These strategies can be formal, as part of a structured program, or informal, developed systematically through a relationship.

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The most effective strategies suit the specific requirements, goals and learning style of the mentees. In the era defined by suppressing environment, social and economic challenges, the concept of stability has developed from a niche anxiety to a global imperative. Higher education institutions play an important role in preparing future leaders that can shows these complications and make positive changes. The Bachelor of Business Administration (BBA) program, in particular, is an important platform to shape the mindset of future managers and entrepreneurs.

Integrating sustainability in the BBA program means teaching future business leaders how to align economic protection and economic development with social equity, also known as triple bottom line (people, planets, and benefits). This involves involving courses on corporate social responsibility, moral leadership, and permanent business practices that depend on students to prepare for competitive business scenario where long-term success depends on balanced the needs of the stake, reducing environmental impact and ensuring financial viability.

While traditional business courses often focus on profitability and market share, an increasing belief is that integrate stability principles is essential for long term organizational success and social welfare. This research paper examines an important role of advising strategies in raising stability awareness among BBA students. The current trends of literature highlights the need for innovative educational methods to address the stability knowledge-action gap. While a student may be aware of climate change or social inequality, translating this awareness into actionable behaviors and professional decisions is often a moving.

## **2.0 Review of Literature**

### **2.1 Mentoring strategies and sustainability**

Recent literature in publishing sustainability and education provides a solid base for this investigation, but also identifies a significant difference that it wants to address the study. Business schools have two main aspects of stability teaching status and advice in both professional and personal development. According to Darwin (2000), mentoring is currently at the forefront of ways to increase workplace learning. It has been used for centuries to assist younger mentees grow. “Workplace mentoring is the most critical factor in worksite learning,” according to Harris *et al.* (Harris *et al.*, 2001).

Although mentoring is now widely utilized in management and professional learning, it is still a relatively new strategy for assisting low-paid trainees and apprentices pursuing certificate-level degrees. An increasing number of workplace-based learning programs appear to be expecting more seasoned employees to support the growth of their

less seasoned colleagues. Assessing the effectiveness of various learning arrangements and their effects on students has received a lot of attention. The expectations placed on and the results obtained by the more seasoned employees who support the growth of others, however, have received less attention. Given the need for mentoring in the workplace, it's critical to comprehend how it affects mentors who are nominated (Billett, 2003).

The prerequisites for becoming Building relationships inside the professional group and establishing connections with other professions and areas of the organization requires being open, honest, and questioning, as well as having the courage to be independent (Wikström, 2023) Work profiles are changing quickly, and mentoring relationships are becoming more common in the workplace as a result of the constant changes in how work is done. In a professional setting, mentoring relationships are perceived as informal, mutualistic, and situation-specific.

The mentoring relationship interaction yielded four main themes: (1) a healthy connection; (2) growth and facilitation; (3) psychological safety; and (4) purpose (Jennerdene, 2023) While the mentoring method is a need for the transmission of sustainability at the supply network level, the monitoring strategy affects sustainability diffusion at the dyadic level. The results imply that dissemination beyond first-tier suppliers may result from combining mentorship and monitoring. Diffusion of sustainability in the supply network is facilitated by interaction intensity, supplier reactivity, and mentality shift (Meqdadi et al., 2020).

### **3.0 Importance and Relevance of Study**

- Traditional business education often teaches sustainability as a standalone subject, which can lead to a gap between theoretical knowledge and practical application. Mentoring provides a personalized, hands-on approach that goes beyond the classroom.
- The business landscape is increasingly prioritizing sustainability. Companies are under pressure from consumers, investors, and regulators to demonstrate their commitment to environmental and social responsibility.
- Sustainability is more than just a set of practices it is a mindset and a value system. A mentor, through personal stories and shared experiences, can instill a sense of purpose and ethical responsibility in a mentee that a textbook cannot.
- The findings of this research have direct practical implications for business schools and other higher education institutions. By identifying which mentoring strategies be it one-on-one, group, or peer-to-peer are most effective.

#### **4.0 Research Questions**

- How do different mentoring strategies (e.g., one-on-one, group, peer mentoring) influence the level of sustainability awareness among BBA students?
- What is the perceived impact of mentoring on BBA students' attitudes and behavioral intentions toward adopting sustainable practices?
- How do mentors' backgrounds (e.g., industry professionals, faculty members, senior students) and expertise affect the effectiveness of mentoring in enhancing sustainability awareness?
- What are the key challenges and facilitators in implementing effective mentoring programs for sustainability awareness in a business school setting?

#### **5.0 Research Objectives**

- To analyze and compare the influence of various mentoring strategies (one-on-one, group, and peer mentoring) on the development of sustainability awareness, knowledge, and behavioral intentions among BBA students.
- To investigate the specific impact of mentor's backgrounds and professional expertise on the effectiveness of mentoring in fostering a practical and comprehensive understanding of sustainable business practices.
- To identify the primary challenges and key facilitating factors in the implementation of sustainability-focused mentoring programs within a business school curriculum, and to provide recommendations for best practices.

#### **6.0 Research Methodology**

The study uses a mixed-methods approach, combining a literature review with a quantitative and qualitative survey. The research begins with a review of existing literature on mentoring strategies and sustainability in education. The review provides a foundation for the investigation and identifies a gap in the literature regarding the effectiveness of different mentoring strategies in promoting sustainability awareness among BBA students. The primary data collected through survey, used to analyze the impact of mentoring on student's understanding of sustainability. In the survey were 60 students has been selected by using convenience sampling technique. The secondary data will be collected through the existing published papers, books, articles and through online information. The survey includes questions with 5-point likert scale (1 = strongly disagree 5 = firmly agreed) and open-ended questions. The qualitative data of open-ended questions will be used to identify the main challenges to integrate stability in the BBA course.

## 7.0 Key Findings

A growing body of literature has begun to explore how relationships beyond the mentor-mentee dyad may influence the one-on-one relationship. These studies have largely focused on the parents of mentees. Recent research has explored the impact of parent/guardian involvement (Spencer & Basualdo Delmonico, 2014) parenting style (Bowers *et al.*, 2014) and program staff view of a parent's role (Basualdo-Delmonico & Spencer, 2016) on the mentor-mentee relationship. Even the mentor's perception of his/her relationship with a mentee's parent and program staff has been found to impact mentor satisfaction (Suffrin, Todd, & Sanchez, 2016). Keller and Blakeslee (2014) address this outside influence through the application of theories from the social networking literature explaining that mentoring relationships are "embedded within webs of other relationships".

Worldwide, mentoring has been utilized as a professional development tool in education and other domains. The premise behind mentoring has historically been that a more seasoned professional imparts information to a less seasoned colleague in pairs. (Roberts, 2000) (Orland-Barak, 2010), New group-based approaches, such as collaborative mentoring, group mentoring, peer-mentoring, or peer-group mentoring, have recently been created in conjunction with the concepts of collaborative learning and professional learning communities. The Finnish Peer-Group Mentoring (PGM) model is one of these group-based methods that we explore in this article (Bozeman, 2007) (Bozeman, 2009) (Huizing, 2012) (Heikkinen, 2016). According to the studies, PGM is a helpful tool for both mentors and mentees' personal professional development and wellbeing. There have been reports of indirect impacts on the growth of work communities. The primary obstacles to implementing the model are the absence of national consensus over PGM's structure and the distribution of mentors' and mentees' working hours to PGM. The conclusion is that PGM and the overall professional development of teachers should be viewed as essential components of the educational environment. (Tynjälä *et. al.*, 2019)

Timothy Gallway's 1974 publication of "The Inner Game of Tennis" in the United States marked the beginning of this model's history. John Whitmore and Alexander Graham adopted the concept and brought it to Europe. Following the partnership with McKinsey, the seven-step approach was redesigned and condensed to five, creating the GROW model. In a short period of time, this paradigm gained widespread recognition and popularity, serving as the model for coaching and mentoring for many (Dosiak & Dosiak, 2025) (*Five-factor Mentoring Model*, n.d.) Peter Hudson established a paradigm called the five component mentoring model, which was previously developed and thoroughly tested on the duties of mentor instructors (Hudson, 2013; Hyde, 2019; Sempowicz & Hudson, 2012; Smolik, 2010). In order to perform meaningful and purposeful mentoring, assess mentoring

practices in teaching practicum, and determine the responsibilities that mentor instructors must play for mentoring to be effective, this model was established (Gordon, 2019; Hudson, 2013; Hyde, 2019; Smolik, 2010)

## **8.0 Impact of Mentors and Mentoring**

A survey of BBA students found that 95% participated in a sustainability-focused advice program, with one-on-one mentoring being the most common type. Most participants were professionals in the industry, with 58.3% engaging weekly with their masters. The majority of students were aware of environmental challenges facing businesses, and understood the social responsibilities of businesses. Sustainability is considered an important factor for long-term business success, and 66.6% of students agreed or persevered in this regard. Most students felt ready to integrate sustainability into their future career decisions. Mentoring positively impacted students' confidence in understanding and applying sustainability concepts. 60% agreed that mentoring helped them understand the practical application of sustainability concepts, while 16.7% considered it a perseverance. A majority of students felt their mentor served as a positive role model for permanent behavior. The mentoring program also promoted students' confidence, with 58.3% agreeing or strongly agreeing that they felt more confident to discuss and propose permanent solutions.

## **9.0 Primary Challenges and Key Facilitating Factors**

Primary challenges and convenience factors in implementing sustainability-centered mentoring programs can be identified through survey results and open-ended feedback. An important challenge is the perception of students themselves. The results of the survey suggest that students “do not consider it a subject” and “often leave its value”. This suggests a potential reduction in regards relevance or severity of sustainability issues. Another challenge is a common difficulty in going from theoretical knowledge to practical application, a common issue in vocational education. A major convenient factor is a strong student interest in one-to-one mentoring, as is clear from the high participation rate (95%) in the mentoring program and the fact that one-to-one mentoring was the most common type (48.3%). The high percentage of the bosses of industry professionals (76.7%) also indicates an important feature factor. The students' response stated that the most valuable aspect of their advice experience “one-to-one mentoring that helped in the future goals” and “personal guidance and inspiration”. This suggests that personal, direct interaction with experienced professionals is highly effective. Constant interactions between mentors and

mentees (58.3% of respondents found weekly) are also a strong feature, which contributes to an increase in confidence and understanding.

## **10.0 Recommendations**

The integration of sustainability as a standalone, as an alternative subject, or integrating it through a mandatory advice program. This addresses the challenge of the students to “abandon their value”, making it a formal, classified part of their education. Students’ education, rather than a standalone subject. Industry professionals can provide practical advice and reference to real-world applications, bridging the gap between classroom knowledge and real-world applications. One-to-one mentoring is valuable for personal guidance and goal-determination, while group and peer mentoring can also be beneficial. Each student should pair with a dedicated patron, trained to focus on practical applications rather than theory.

This may include students helping with projects, case studies, or business plans that include sustainability principles. The goal is to equip students with tangible skills to solve sustainability challenges. Regular meetings between Management and Mentors can help build strong relationships and ensure frequent knowledge transfer. Encouraging examples of cost-favorable sustainability efforts can make sustainability more accessible and less challenging. A small step in the direction of sustainability can make a big change.

## **11.0 Implications of the Study**

Traditional vocational education often overlooks sustainability as a separate subject, leading students to underestimate its importance. To address this, a mandatory advice program should be implemented, making sustainability a formal part of the course. One-on-one mentoring, with 48.3% of participants, is highly valuable for students. This personal interaction with experienced professionals creates confidence and provides intensive education. Industry professionals (76.7%) are crucial for mentors, providing real-world advice.

Business schools can partner with companies with strong sustainability records to secure experienced master’s. The findings emphasize the need to move beyond theoretical knowledge to practical application. Mentors should be trained to focus on practical skills, such as helping students with case studies or business plans that include sustainability principles. This approach equips students with tangible skills to solve sustainability challenges, promoting a more holistic approach to education.

## 12.0 Conclusion

This research paper examined the role of advising strategies in increasing sustainability awareness among BBA students. Conclusions suggest that mentoring provides a powerful, personal, and practical approach to education, leading to traditional class settings. The results of the study survey, including a sustainability-centered mentoring program, had a higher participation rate (95%) from the students of BBA, suggesting that advising that advises positively affects the understanding of student's sustainability concepts. The students felt more confident to discuss and propose permanent solutions, and they gained a better understanding of the link between financial performance and sustainability. The high frequency of weekly interactions between mentors and mentees was identified as an important feature factor in building strong relationships and ensuring frequent knowledge transfer. Finally, research has concluded that a mandatory, one-on-one mentoring program that is associated with experienced industry professionals is a highly effective strategy to promote a deep understanding of sustainability, cultivate moral responsibility, and equip future business leaders with prolonged organizational success and practical skills required for society. The findings of the study provide educational institutions with a roadmap to create a more integrated and impressive approach to sustainability education.

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