BHARATI INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH & DEVELOPMENT (BIJMRD)

(Open Access Peer-Reviewed International Journal)

DOI Link : https://doi.org/10.70798/Bijmrd/04011014

Available Online: www.bijmrd.com | BIJMRD Volume: 4 | Issue: 01(1) | January 2026 | e-ISSN: 2584-1890

Development and Validation of a Core Mentoring Skills Tool

Mrs. Manisha Sonavane

Research Scholar, Department of Education, University of Mumbai, Kalina, Santacruz East, Mumbai
Email: mssonavane123@gmail.com

Abstract:

Mentoring is a reciprocal developmental process that plays a vital role in educational, professional, and personal growth. Effective mentoring requires a set of core skills that are not exclusive to mentors but are equally relevant for mentees. The present study aimed to develop and validate a self-made Mentoring Skills Tool applicable to both mentors and mentees. The tool was developed with Reference to Dr. Philip Jones' publication on mentoring skills, from which only the core skills common to both roles were identified and adapted. The final tool consists of 37 statements covering four core mentoring skill dimensions: Listening Skills, Building Trust, Encouraging, and Identifying Goals and Current Reality. Content validity was established through expert judgment by eight subject experts, yielding a validity coefficient of 0.729. Reliability analysis conducted using Jamovi software resulted in a Cronbach's Alpha value of 0.809, indicating good internal consistency. The findings suggest that the tool is reliable and valid for administration on a large population.

Keywords: *Mentoring skills, Tool development, Reliability, Validity, Jamovi, Mentors.*

1. Introduction:

Mentoring has emerged as an essential developmental strategy across educational institutions, professional organizations, and leadership development programs. It is widely acknowledged as a collaborative relationship that supports learning, career advancement, and psychosocial development. Traditionally, mentoring has been conceptualized as a mentor-driven process, where mentors are expected to possess advanced skills while mentees are viewed as passive recipients of guidance. However, contemporary mentoring theories emphasize mentoring as a mutual and reciprocal process, requiring active participation and shared competencies from both mentors and mentees.

The present study addresses this gap by developing a Mentoring Skills Tool that focuses exclusively on the skills common to both mentors and mentees. By doing so, the study aligns with the evolving understanding of mentoring as a shared developmental partnership. Furthermore, the study establishes the reliability and content validity of the tool, ensuring its suitability for large-scale use.

2. Review of Related Literature:

Mentoring literature consistently emphasizes the importance of communication, trust, encouragement, and goal orientation in effective mentoring relationships. Allen, Eby, and Lentz (2006) highlighted that

mentoring outcomes such as job satisfaction, career advancement, and organizational commitment are strongly influenced by mentors' and mentees' communication, trust-building, and goal-setting skills. Ragins and Cotton (1999) stressed that trust and encouragement are critical mentoring functions that predict mentee confidence and professional identity formation. They argued that systematic assessment of mentoring skills enables organizations to identify strengths and gaps within mentoring relationships. Dr. Philips Jones (2003) proposed a comprehensive mentoring skills framework that identifies essential competencies such as listening, relationship building, feedback, and goal alignment. Jones' framework has been widely cited in professional mentoring literature for its holistic view of mentoring as a reciprocal process. However, Jones also acknowledged the need for contextual adaptation of mentoring skills tools to suit specific populations and professional settings, reinforcing the relevance of customized assessment instruments.

The reviewed studies collectively emphasize that reliable and valid mentoring assessment instruments are indispensable for enhancing professional mentoring practices.

3. Objectives of the Study:

The present study was undertaken with the following objectives:

1. To identify core mentoring skills common to both mentors and mentees.
2. To develop a self-made Core Mentoring Skills Tool based on Dr. Philip Jones' mentoring skills framework.
3. To establish the content validity of the tool through expert judgment.
4. To determine the internal consistency of the tool using Cronbach's Alpha.
5. To examine the suitability of the tool for administration on a large population.

4. Methodology:

4.1 Research Design:

The study adopted a tool development and validation research design, focusing on the construction, refinement, and psychometric evaluation of a mentoring skills assessment instrument.

4.2 Development of the Tool:

The initial development of the tool was guided by Dr. Philip Jones' publication on skills required for mentoring. From this framework, only the core mentoring skills common to both mentors and mentees were identified. These core skills were selected based on their relevance, universality, and applicability across mentoring roles.

The tool was structured around the following four dimensions:

1. Listening Skills
2. Building Trust
3. Encouraging
4. Identifying Goals and Current Reality

An initial pool of 37 statements was developed using both positive and negative wording to minimize response bias. The tool was designed on a Likert-type scale, allowing respondents to indicate their level of agreement with each statement.

4.3 Structure of the Tool:

The final tool consists of 37 statements, distributed across four dimensions as follows:

Dimension	Positive Statements (PS)	Negative Statements (NS)	Total
Listening Skills	4	8	12
Building Trust	0	6	6
Encouraging	8	3	11
Identifying Goals and Current Reality	6	2	8
Total	18	19	37

The inclusion of both positive and negative statements enhances the psychometric robustness of the tool by reducing acquiescence bias.

4.4 Content Validity:

Content validity was established through expert judgment. The tool was reviewed by eight subject experts from the fields of education, psychology, mentoring, and research methodology. Experts were requested to evaluate each statement for clarity, relevance, and appropriateness.

Based on expert feedback:

- 26 statements were refined for grammatical clarity.
- The remaining statements were accepted as valid without modification.
- No statement was rejected on conceptual grounds.

The overall content validity coefficient obtained was 0.729, indicating acceptable content validity.

4.5 Pilot Study:

To examine the feasibility, clarity, and preliminary reliability of the tool, a pilot study was conducted. The tool was administered to 40 faculty members drawn from educational institutions where mentoring relationships were part of academic or professional practice. Out of the 40 faculty members contacted, 30 teachers responded, yielding a response rate of 75%, which is considered adequate for pilot testing.

The pilot study served multiple purposes:

- To assess clarity and comprehension of statements
- To identify grammatical or linguistic ambiguities
- To obtain preliminary data for reliability analysis

Feedback obtained during the pilot phase informed minor refinements without altering the conceptual framework of the tool.

4.6 Reliability Analysis:

Reliability and validity are critical components of tool development. Cronbach's Alpha is widely used to assess internal consistency, while expert judgment remains a commonly accepted method for establishing

content validity. Reliability analysis was conducted using Jamovi statistical software. Internal consistency was assessed using Cronbach's Alpha.

The analysis yielded a Cronbach's Alpha value of 0.809, which is considered good and acceptable for research purposes. This indicates that the tool demonstrates satisfactory internal consistency and reliability.

5. Results:

The psychometric analysis of the Core Mentoring Skills Tool produced the following key findings:

- The tool demonstrated good internal consistency, with a Cronbach's Alpha of 0.809.
- Content validity established through expert judgment yielded a coefficient of 0.729.
- The use of both positive and negative statements ensured balanced item construction.
- Expert feedback contributed significantly to improving grammatical clarity without altering conceptual meaning.

These results confirm that the tool is reliable and valid for large-scale administration.

6. Discussion:

The findings of the present study support the effectiveness of the Core Mentoring Skills Tool as a psychometrically sound instrument. The Cronbach's Alpha value of 0.809 exceeds the commonly accepted threshold of 0.70, indicating good internal consistency among the items. The content validity coefficient further confirms that the tool adequately represents the construct of core mentoring skills.

The decision to focus on skills common to both mentors and mentees reflects a contemporary understanding of mentoring as a collaborative process. The four identified dimensions—Listening Skills, Building Trust, Encouraging, and Identifying Goals and Current Reality—are widely recognized as essential components of successful mentoring relationships.

The inclusion of negative statements strengthens the tool by reducing response bias and encouraging thoughtful responses. Expert involvement ensured linguistic clarity and conceptual relevance, enhancing the overall quality of the instrument.

7. Educational and Practical Implications:

The Core Mentoring Skills Tool has several practical applications:

- It can be used in educational institutions for mentoring program evaluation.
- It supports self-assessment for mentors and mentees.
- It can inform training and professional development initiatives.
- Researchers can use the tool for large-scale mentoring studies.

8. Limitations of the Study:

- The study focused primarily on content validity and internal consistency; further studies may establish construct validity.
- The tool was validated through expert judgment; empirical validation across diverse populations is recommended.

9. **Conclusion:**

The present study successfully developed and validated a self-made Core Mentoring Skills Tool applicable to both mentors and mentees. Drawing from Dr. Philip Jones' mentoring skills framework, the tool focuses on shared competencies essential for effective mentoring. The tool demonstrated good reliability (Cronbach's Alpha = 0.809) and acceptable content validity (0.729), indicating its suitability for large-scale administration. The instrument contributes to mentoring research by offering a holistic, reciprocal assessment of mentoring skills and holds significant potential for educational and professional mentoring contexts.

References:

- Allen, T. D., Eby, L. T., & Lentz, E. (2006). Mentorship behaviors and mentorship quality associated with formal mentoring programs. *Journal of Applied Psychology, 91*(3), 567–578.
- Bozeman, B., & Feeney, M. K. (2018). *The mentoring manual*. Princeton University Press.
- DeVellis, R. F. (2017). *Scale development: Theory and applications* (4th ed.). Sage Publications.
- Eby, L. T., Allen, T. D., Evans, S. C., Ng, T., & DuBois, D. L. (2013). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *Journal of Vocational Behavior, 83*(1), 106–116.
- Maity, A. (2025). Teacher effectiveness in relation to ICT acquaintance among secondary teachers of Medinipur District of West Bengal: A study on demographic variables. *American Journal of Social and Humanitarian Research, 6*(5), 1108–1118.
- Maity, A., et al. (2023). Correlation between study habit, test anxiety and academic achievement of the male and female B.Ed. college students. *Journal for ReAttach Therapy and Developmental Diversities, 6*(9s), 1872–1880.
- Maity, A., et al. (2023). Job satisfaction among secondary school teachers in Paschim Medinipur district in the present context. *Journal of Pharmaceutical Negative Results, 14*(3).
- Maity, A., et al. (2024). Exploring multidisciplinary perspectives of the National Education Policy (NEP) 2020: Implications for education, society, and policy reform. *International Journal of Trend in Scientific Research and Development, 8*(5), 1303–1307.
- Maity, A., Sanuar, S., & Ghosh, D. (2024). An assessment of the socio-economic status of the minority girls students at secondary level in Paschim Medinipur district of West Bengal. *Educational Administration: Theory and Practice, 30*(5), 9123–9127.
- Maity, N., Maity, A., & Bairagya, S. (2024). Innovation in teaching-learning process: Requirement of the present era. In *Perspective issues and research in teacher education* (ISBN 978-93-92522-26-0).
- Majumder, R., & Bairagya, S. (2025). Attitude towards e-learning: A study on secondary school teachers. *Bharati International Journal of Multidisciplinary Research and Development, 3*(3), 80–88.
- Majumder, R., & Bairagya, S. (2025). Exploring teachers' perceptions on the provisions of NEP 2020 for teachers. *Bharati International Journal of Multidisciplinary Research and Development, 3*(3).

- Noe, R. A. (2017). *Employee training and development* (7th ed.). McGraw-Hill Education.
- Phillips-Jones, L. (2001). *The new mentors and protégés: How to succeed with the new mentoring partnerships* (Rev. ed.). The Mentoring Group.
- Ragins, B. R., & Cotton, J. L. (1999). Mentor functions and outcomes: A comparison of men and women in formal and informal mentoring relationships. *Journal of Applied Psychology, 84*(4), 529–550.
- Roy, S., & Bairagya, S. (2019). Conceptualisation of pedagogical content knowledge (PCK) of science from Shulman's notion to Refined Consensus Model (RCM): A journey. *Education India Journal: A Quarterly Refereed Journal of Dialogues on Education, 8*(2), 55–59.

Citation: **Sonavane. Mrs. M.,** (2026) "Development and Validation of a Core Mentoring Skills Tool", *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-4, Issue-01(1), January-2026.