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Impact of an integral mentoring program on the development of personal competencies

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ABSTRACT

Integral mentoring refers to the process by which an expert mentor accompanies the student in the harmonious growth of all their dimensions through the development of personal competencies. Competencies such as personal knowledge and acceptance, search for meaning in life, proactivity, self-management and achievement orientation. This research seeks to contribute theoretically and empirically to the debate on the concept of mentoring and its effectiveness in developing personal competencies by offering results from the application of an integral mentoring program in a Spanish university. A quasi-experimental pretest-posttest study was carried out with a control group. The sample consisted of 610 university students from Madrid. A reliable and valid questionnaire on competencies was used as a measurement instrument. The results show significant differences in the level of acquisition of intrapersonal competencies in favor of the university students who received the integral mentoring program. This article also proposes best practices for the design of integral mentoring programs.

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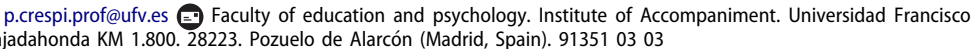
Social sciences; Education; Higher education; Study of higher education; Teaching and learning

1. Introduction

1.1. Review on mentoring, particularly in the university educational context

Mentoring is a tricky word whose meaning has evolved over the years (Crisp & Cruz, 2009; Haggard et al., 2011; Mullen & Klimaitis, 2021). The proliferation of definitions of mentoring leads to a variety of ways of operationalizing and measuring its effectiveness (Nuis et al., 2023). Moreover, research results show extreme heterogeneity in the effects of mentoring programs (Álvarez-Montero et al., 2023; Caldarelli et al., 2024; Eby et al., 2008; Letsoalo & Chia, 2024; Stoeger et al., 2021; Underhill, 2006). This research seeks to contribute theoretically and empirically to the debate on the model of mentoring and its effectiveness by offering results from the application of an integral mentoring program in a Spanish university.

Initially, mentoring programs were implemented in the workplace with the aim of training employees offering knowledge, experience and guidance on best practices within an organization (Hunt & Michael, 1983; Kram, 1983; Roche, 1979). The practice of mentoring has evolved from a sponsorship-centered approach which emphasizes the mentor's use of influence and authority on behalf of a mentee, and the development-based model of mentoring, which emphasizes the mentor's expertise and wisdom in order for the mentee to become self-sufficient and take ownership of his or her identity formation and personal development (Allen & O'Brien, 2006; Clutterbuck, 2015; Higgins & Kram, 2001; Hill et al., 2022; Krishna et al., 2024; Mullen & Klimaitis, 2021). There is, however, continuity in the pursuit of objectives,

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such as developing the potential of their employees and retaining talented employees. In traditional models of mentoring, the unidirectional hierarchical relationship and professional content carries more weight than in more recent models, usually from a psychosocial perspective, which emphasize the two-way conversation between peers and the personal development of both mentor and mentee (Higgins & Kram, 2001; Mullen & Klimaitis, 2021).

After reviewing the definitions provided in different models on mentoring (Andersen & West, 2020; Law et al., 2020; Mullen & Klimaitis, 2021; Nuis et al., 2023), this study defines mentoring as a form of accompaniment in which one experienced and competent person, the mentor, guides another, the mentee, to develop personal competencies in order to flourish (Crespí & López, 2023). This definition is close to that of Nuis, Segers and Beusaert, but with an anthropological orientation towards the flourishing of the person: mentoring is a formalized process based on a developmental relationship between two people in which one person is more experienced (mentor) than the other (mentee).

There is a growing interest in mentoring, especially in universities (Crespí, 2021; Crisp & Cruz, 2009; Nuis et al., 2023; Stoeger et al., 2021). This interest is reflected in the large number of universities that offer mentoring programs for their students or faculty, as well as in the variety of types of academic mentoring: informal, formal, diverse, electronic, collaborative, group mentoring, peer mentoring, multi-level mentoring structure and cultural mentoring (Mullen & Klimaitis, 2021).

Initially mentoring programs at universities were oriented towards student retention, autonomy, and academic performance. However, mentoring programs now emphasize other goals such as mental health and well-being, mentor development, enhancing relationships and student flourishing (Boeder et al., 2022; Caldarelli et al., 2024; Hastings et al., 2024; La Rosa et al., 2025).

The current increase interest in mentoring in the university context is related to the search for more effective educational methodologies to develop the personal competencies that graduates need for their professional performance and flourishing (Allen et al., 2004; De Ruyter & Wolbert, 2020; Kristjánsson, 2020; Law et al., 2020; López González et al., 2025; Tuning, 2006).

Mentoring is not the only form of support offered to the student. Universities offer different types of support, such as (1) academic support. This includes tutoring in specific subjects that guide and accompany the student's academic development (Benites, 2020); (2) emotional support and psychological well-being. This includes services or programs for emotional support and psychological well-being (Madigan et al., 2024; Nogueira, 2024); (3) support in the development of personal and social skills. This includes support in the development of skills such as time management, communication, and resilience (Lister et al., 2023); (4) professional and transition support. Includes career guidance, career planning support, and access to professional networks (Damodar et al., 2024).

Mentoring can be formal (institutional programs) or informal (spontaneous relationships). Two types of mentoring approaches can be considered: content and delivery (Nabi et al., 2025). Mentoring delivery types (Nabi et al. 2025): (a) individual mentoring, (b) group mentoring, (c) peer mentoring, (d) online mentoring, (e) hybrid mentoring (mixture of the above). Mentoring content types: (a) academic mentoring, a relationship between a student and a teacher or academic tutor who guides the student's academic development (Nabi et al. 2025). Academic mentoring, aimed principally at helping students to improve their academic performance, increasing retention and reducing drop-out rates (Campbell & Campbell 1997; Masehela & Mabika 2017), is usually focused on new students; (b) mentoring for international students, aiming to facilitate the integration and cultural adaptation of international students (incoming and occasionally outgoing students); (c) research mentoring, aiming to facilitate research activities. These programs are usually aimed at students in their final year (for their End-of-Degree Project) or graduate students (Master or Doctorate); (d) career mentoring, mentoring focused on career development, where the mentor offers guidance on the world of work, professional networks, and employability skills (Nabi et al. 2025). Mentoring for professional development is aimed at articulating a plan for their future career and their first steps in professional life. This type of mentoring is generally aimed at students in their final years of university study; (e) psychosocial mentoring, which includes, in addition to academic support, the psychological and social wellbeing of students (Masehela & Mabika, 2017; Nabi et al., 2025). Psychosocial mentoring, intended to improve not only academic performance but also the psychological and social wellbeing of students (Masehela & Mabika 2017). At universities, psychosocial mentoring is especially focused on helping students adapt to the university and life on

campus, their wellbeing and self-confidence in their new environment (Ismail et al. 2015). This type of mentoring is more open, often addressing personal as well as academic issues (Livingstone & Naismith 2018). Psychosocial mentoring is generally aimed at new students.

The structure of educative mentoring programs can vary widely, from: (1) the mentor: professors, students, alumni, professionals; (2) the mentees: all students, first-year and final-year students, international students, graduate students, minorities, etc.; (3) the mentor training: formal or informal; (4) the theoretical approach: a conceptualized framework or not (Castellanos et al., 2016; Gershenfeld, 2014; Law et al., 2020; Shapiro & Blom-Hoffman, 2004).

There are many universities which offer mentoring programs aimed specifically at first year students, while others offer programs for students in their later years. There are also universities which have established mentoring programs for all students (Crisp & Cruz, 2009; De Angelo et al., 2016; Hall & Liva, 2021; Ragavan, 2014; Thiry & Laursen, 2011; Vieregger & Andrew Bryant, 2020). The most common mentoring programs in universities have an academic or psychosocial orientation (Alonso-García, 2021; Barbosa-Herrera & Barbosa-Chacón, 2019; Gershenfeld, 2014; Law et al., 2020).

1.2. Mentoring in the Spanish university context

In Spain, the University Student Statute recognizes the need to implement mentoring/tutoring programs aimed at furthering integral education through quality guidance and follow-up (Real Decreto 1791/2010, de 30 de diciembre, por el que se aprueba el Estatuto del Estudiante Universitario, 2011). In this line, several Spanish universities have established this methodology with the primary aim of providing guidance and facilitating students' adaptation to university life (Blanco et al., 2009; Casado-Muñoz et al., 2015).

These mentoring programs have gradually become more prevalent, currently found in virtually all Spanish universities (García-Cardo et al., 2023; Velasco-Quintana & Benito-Capa, 2011). An exhaustive analysis of the principal universities in Spain (Casado-Muñoz et al., 2015; *Estudio de Mercado sobre Programas de Mentoring en 31 Universidades Españolas*, 2021) showed that these mainly offer psychosocial mentoring programs to new students. The principal aim of these programs is to facilitate the adaptation of students to university life, academically, socially, and administratively. These are generally peer mentoring strategies, in which students of later years volunteer to share their experiences and 'best practices' with first year students. Thus, new students are accompanied by more veteran students who provide the tools to engage with campus life, improve their academic performance, and thus reduce drop-out rates. Some universities offer specific training to senior students to become mentors. Thus, these students develop transversal competencies such as communication, team management and leadership, key competencies for the role of mentor, and necessary for their professional future. These mentoring programs are voluntary; that is, mentees are not required to attend; they are often conducted in groups so that mentors take several mentees at the same time, although there are also individual mentorships. Finally, these are also extracurricular programs and are not incorporated into any specific subject within study plans (Aguilar et al., 2020; Casado-Muñoz et al., 2015; Manzano Soto et al., 2012; Sánchez García et al., 2011; Venegas & González, 2018).

This research proposes integral mentoring, in line with integral accompaniment, which is a topic of growing interest in the university context, especially in Spain (López González et al., 2025). The study presents the integral mentoring model, as applied at a private Spanish university, Universidad Francisco de Vitoria (UFV), comparing the results of its impact on the development of competencies in university students with those of another Spanish university as a control group (CG), Universidad Complutense de Madrid (UCM), both located in Madrid.

Although the term 'integral mentoring' is new, it is similar to the one presented by Wang and Sbeit (2020) and has many elements in common with the developmental model (Higgins & Kram, 2001).

Integral accompaniment can be defined as 'an intentional pedagogical action that aims to help and support people in their effort to know themselves and take decisions that favors their personal growth and development, with the necessary support in its implementation' (Crespí & López, 2023, p. 2). The integral mentoring proposal offered is based on a personalist educational paradigm (Maritain, 1943,

1951). Integral formation refers to the education and development of the whole person (Domínguez Prieto, 2017; García Hoz, 1997).

Integral mentoring refers to the process by which an expert mentor accompanies the student in the harmonious growth of all their dimensions (corporal, psychic and spiritual) in their different areas (personal, social, academic and professional), through the development of personal competencies. Personal competencies understood as

the dynamic set of knowledge (knowing), skills or abilities (knowing how to do), attitudes, values and universal principles (knowing how to be) that, internalized and embodied in our acts, behaviors or ways of doing, put us on the path to our own excellence, fulfillment and happiness. (Crespí, 2018, p. 128)

This mentoring is provided to all students throughout their academic training (from the first to the final year). In each academic year, the mentoring program is linked to a formal subject, included in the curriculum of each grade.

The research compares the results of the integral mentoring model (Intervention Group-IG) with those of the psychosocial mentoring model (Control Group-CG). As will be shown, the integral mentoring program presented, encourages the personal growth of students through the development of transversal competencies, especially those of an intrapersonal nature. In the integral mentoring model, the mentor is a professional, fully trained and experienced in educational accompaniment, who acts as a guide in the personal growth of the student. The mentoring program for first-year students is part of the obligatory subject Personal Skills and Competencies (PSC); and includes assignments that count towards the final mark in the subject. The mentoring program applied in the CG cannot be considered representative of every psychosocial model.

Integral mentoring includes various elements present in other mentoring models, including psychosocial mentoring. It does not detract from the psychosocial model but presents a distinct approach that may be particularly valuable in achieving the educational purpose of the university as stated in its mission statement. Table 1 presents the differences between the integral mentoring and psychosocial mentoring models in first-year university students that have been identified based on the academic literature (Aguilar et al., 2020; Casado-Muñoz et al., 2015; *Estudio de Mercado sobre Programas de Mentoring en 31 Universidades Españolas*, 2021; Manzano Soto et al., 2012).

The integral mentoring model assumes some of the objectives of the psychosocial model, such as mental health, well-being and autonomy of the student during the university stage, although with an integral educative approach according to which both the mentor and the mentee pursue the development of their potentialities in order to their personal and social flourishing. The aim of this research is to identify the effectiveness of the integral mentoring model (IG) in developing intrapersonal competencies in university students compared to the psychosocial mentoring model (CG).

2. Methodology

2.1. Hypotheses and research variables

The basic hypotheses of this study were as follows (FH):

The first hypothesis states that significant differences will be found in the global score for the intrapersonal competency between university students receiving the mandatory integral mentoring program (IG-Intervention Group) and those receiving the voluntary psychosocial mentoring program (CG-Control Group).

The second hypothesis states that significant differences will be found in the global scores for the subdimensions of introspection and personal growth between university students receiving the mandatory integral mentoring program (IG) and those receiving the voluntary psychosocial mentoring program (CG).

The third hypothesis states that significant differences will be found in the global scores for the intrapersonal competencies of introspection: self-awareness, self-acceptance, self-management; and the intrapersonal competencies of personal growth: search for meaning in life, orientation towards achievement/excellence and proactivity, between university students receiving the mandatory integral mentoring program (IG) and those receiving the voluntary psychosocial mentoring program (CG).

Table 1. Main differences between psychosocial and integral mentoring in first-year university students.

Mentoring program	Psychosocial mentoring	Integral mentoring
Principal goal	Academic performance, administrative orientation, adaptation to university life and social wellbeing of students or mental health.	Full development and harmonious growth of all their dimensions (corporal, psychic and spiritual) in their different areas (personal, social, academic and professional).
Principle expected results	Academic guidance. Fluid relations between students and professors. Learning to be organized and improve performance. Feeling more secure and confident in their studies.	Improvement in the development of transversal competencies like self-awareness, self-acceptance, self-management, search for meaning in life, orientation towards achievement and proactivity.
Secondary expected results	Participation in university life. Taking advantage of university services and activities for recreation and social life.	Better academic performance. Better communication between peers and professors. Taking advantage of university services and activities for recreation and social life.
Individual	Group or individual.	Yes.
Mandatory	No.	Yes.
Number of sessions	Varied.	6 sessions.
Frequency	Varied.	Every 4–5 weeks.
Formal	Yes.	Yes.
Part of a subject	No.	Yes.
Itinerary for competency development	No.	Yes.
Compulsory assigned tasks	No.	Yes.
Evaluated assignments	No.	Yes.
Mentees	First year students.	First year students.
Mentors	Generally, final years students.	Professional mentor.
Required mentor training	None or initial training from 8 to 20 h.	Master's in educational accompaniment. Annual training in the mentoring program (from 12 to 15 h). Annual training in humanities/psycho-pedagogy (from 12 to 15 h).
Prior mentor experience	Not necessary.	Yes. It is necessary.
Specific methodology	No. Sessions resolve doubts and deal with subjects of mentees interest.	Yes. An experiential methodology for the development of transversal competencies.
Evaluation of the development of competencies	No.	Yes.
Program evaluation	In some cases.	Yes.
Mentor evaluation	In some cases.	Yes.

Table 2. Sample size.

Group	Sample Ene 3.0 program	Study sample
IG	227	387
CG	217	223
Total	444	610

2.2. Design of the research, participants and measurement instrument

This is a quasi-experimental, pre-test/post-test, study whose target population consists of first-year university students in the Community of Madrid. An incidental, nonprobability sample was used consisting of 610 students of whom 387 students from UFV constituted the IG and 223 students from UCM constituted the CG.

The statistical software Ene 3.0 was used to determine the sample size ($DT = 3$, confidence interval: 95%, precision level: 0.40). Although the program estimated a sample of 444 students, the study ultimately used a larger sample. Thus, the size of the sample is ample and representative (Table 2).

The Questionnaire on Transversal Personal Competencies or also called Questionnaire of Basic Generic Competencies (QBGC), was used as the measurement instrument (Crespí & García-Ramos, 2023). The purpose of this questionnaire is to measure the degree of development of transversal or generic competencies. It is structured into two dimensions: intrapersonal and interpersonal, with four subdimensions: introspection, personal growth, teamworking, and communication. Each subdimension has three indicators (competencies) and three items for each indicator. Specifically, the indicators of most interest to this study are those corresponding to the subdimensions of introspection: self-awareness, self-acceptance

and self-management; and those of the subdimension of personal growth: search for meaning in life, orientation towards achievement and proactivity. These are the competencies most closely associated with integral formation which the mentoring program aims to develop for first-year students. All of these competencies are within the intrapersonal dimension of the QBGC (Appendix A) consisting of 41 items, 4 dealing with sociodemographic data, a further 36 dealing with behaviors related to generic competencies, measured using a Likert-type scale from 1 to 6 (1, not at all or never, and 6, completely or always), and a final item for a general evaluation of the degree of acquisition of these competencies.

2.3. The UFV integral mentoring program

2.3.1. Context of mentoring in the first year: course in personal skills and competencies (PSC)

The UFV mentoring program is formal and curricular (and therefore, mandatory), individual and present. By formal and curricular we refer to the fact that the UFV mentoring program is embedded in the study plans of all university degree programs through the subject Personal Skills and Competencies (PSC). A course designed by the UFV to 'put the student on the path to personal and professional growth through the discovery of their vocation' (*Guía Docente de Habilidades y Competencias de la Persona*, 2017, p. 1) focusing on the development of those competencies that enable them to deploy their talents as a 'capable and responsible professional with effective leadership skills and socially committed to the common good' (*Guía Docente de Habilidades y Competencias de la Persona*, 2017, pp. 1–2).

By means of various activities each student will discover their strengths and abilities as well as areas for improvement and growth to put them on the path towards their personal fulfilment and excellence.

In this way, the PSC course aims to accompany the student in their personal and professional growth through the acquisition of transversal competencies, especially those of an interpersonal, intrapersonal, and cognitive nature. The syllabus of the subject offers 'addresses various critical personal competencies that favor the student's personal fulfilment and excellence in different areas: personal, social, academic and professional' (*Guía Docente de Habilidades y Competencias de la Persona*, 2017, p. 2).

The subject is taught in all degree programs and is developed in two different areas:

- Classroom work where the student, accompanied by their professor and their classmates, principally develops their interpersonal competencies of teamworking, communication, conflict resolution and leadership; and cognitive competencies such as creativity, decision-making and time management: organization and planning.
- Mentoring sessions where the student, accompanied by their mentor, principally develop their intrapersonal competencies of proactivity, self-awareness, self-acceptance, self-management, introspection, orientation towards achievement and search for meaning in life.

2.3.2. Personal competencies developed in the mentoring program

The program focusses on the development of essential or core competencies associated with integral formation. Considering mentoring as a space of individual accompaniment where the mentor is at the disposal of the student for their integral growth, it is logical to suppose that the process aims to develop personal competencies, mainly intrapersonal ones. As shown in Table 3, below, these competencies are in line with those proposed for the European Higher Education Area (EHEA) through the *Tuning Project* (González & Wagenaar, 2003; Poblete & García, 2007).

The specific intrapersonal competencies developed in the mentoring for first year students are (Díaz-López et al., 2013):

"Introspection", referring to the capacity to discover the true value of everything that surrounds us, that is, reality itself, oneself, and others.

"Self-awareness and self-acceptance", referring to the capacity to know, recognize and accept the qualities, strengths, weaknesses, and areas for self-improvement that make up one's own character and personality.

"Self-management", referring to the capacity to take responsibility for one's own actions and decisions.

Table 3. Target competencies of the mentoring program and their correlation with the tuning project.

Classification	Critical competencies: Mentoring	Critical competencies: <i>Tuning</i>	<i>Tuning</i> Classification – Generic:
Intra-personal: Related to oneself	Introspection Self-awareness Self-acceptance Self-management Personal growth Search for meaning in life Proactivity Orientation towards achievement	Critical thinking Capacity for self-awareness/criticism Initiative and a spirit of entrepreneurship Reflexive thinking Orientation towards achievement	Instrumental – cognitive Interpersonal – individual Systemics – entrepreneurial skills Instrumental – cognitive Systemic – leadership

Table 4. Intrapersonal competencies and content of the UFV mentoring program.

Competencies	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Intrapersonal and specific	Introspection. Proactivity. Self-management. Addressing the value of seeing and locus of control	Self-awareness and self-acceptance I. Addressing the personality: temperament and character	Personal growth. Orientation towards achievement. Addressing the path to excellence through good habits	Self-awareness II. Addressing the unique contribution each person can make to the world	Search for meaning in life. Addressing vocation and life goals: mission and vision	Synthesis of the Personal Development Program (PDP). Addressing exposition and submission of portfolio
Transversal and common	Critical thinking, Decision-making, Communication, Intellectual work, Time management					

Source: Díaz-López et al., (2013).

“Personal growth”, referring to the capacity to pursue personal excellence and fulfilment based on one’s own strengths, weaknesses and working to acquire good habits (virtues).

“Search for meaning in life”, referring to the capacity to reflect on the great questions of existence and meaning in one’s own life (also referred to as ‘transcendental intelligence’), engaging in questions about one’s vocation and personal goals in life.

“Orientation towards achievement”, referring to the capacity to set meaningful goals that lead to personal growth and fulfilment.

“Proactivity”, referring to the capacity to act, undertake actions and projects to make things happen.

2.3.3. Sessions of the integral mentoring program for first year university students

The mentoring program consists of six 1-h individual sessions, three during the first semester and during the second semester. Each session addresses one or two intrapersonal competencies relevant to the integral formation and personal maturation of the student. Table 4 indicates the itinerary for personal growth through the development of the intrapersonal competencies specifically addressed in the UFV mentoring program.

2.3.4. Methodology, assignments and evaluation

Mentoring is designed according to an experiential methodology developed by UFV (Figure 1), based in turn on the SCL model (Student-Centered Learning) and experiential learning (Kolb, 2015; Ontoria Peña, 2004). In the sessions, the mentor accompanies the mentee in their integral formation; basing each session on a real lived experience of the student or on a situation introduced by the mentor, using for that different tools, dynamics and existential questions. The mentee then, with the help of the mentor, reflects the meaning of this experience considering the competencies and themes of the mentoring session. The mentor poses existential and relevant questions to the student, encouraging them to consider and establish their own convictions and decisions, leading to action. It is precisely this step, from decision to action, that will allow the student to change and grow, developing the competencies addressed in each mentoring session.

This experiential methodology is articulated around the work and assignments students must present both in mentoring sessions and over the course of the entire mentoring program.

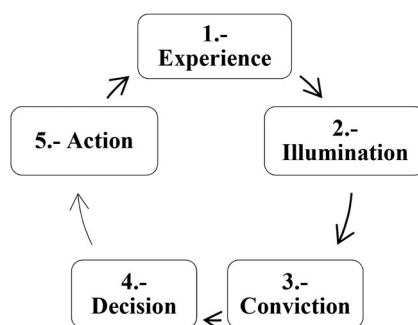


Figure 1. Experiential methodology of mentoring. *Source:* Díaz-López et al., (2013).

Table 5. Evaluation of mentoring and the mentor.

Academic year	Total n° degree students	N° 1- year students	N° of 1year mentors	N (sample size)	Mean evaluation of the mentoring as core	Mentoring as criterial item (item 25 ¹)	Mean evaluation of the mentor as core	Mentor as criterial item (item 17 ²)
16–17	5348	1531	97	1158	4.53	4.52	5.22	5.00
17–18	5889	1523	115	1232	4.63	4.57	5.16	5.08
18–19	6627	1867	132	1443	4.81	4.72	5.14	5.20
19–20	7716	2207	156	1114	5.07	4.98	5.41	5.48
20–21	8734	2439	172	1327	5.11	5.08	5.47	5.54
21–22	9743	2769	152	1800	4.82	4.78	5.30	5.41
22–23	10,595	2836	135	1800	5.24	5.11	5.48	5.54
23–24	10,997	2511	130	1285	5.23	5.05	5.48	5.52

Source: Informe de evaluación de la percepción de los alumnos con la calidad de los mentores y las mentorías (2025).

The mentoring program counts for 25% of the final mark for the PSC subject. This mark is calculated on the results of their homework and presential assignments.

2.3.5. Mentors: selection, training, and evaluation

The mentors of the UFV program are professionals within a specific field of knowledge with training and experience in mentoring and educative accompaniment. UFV mentors have the personal and professional background to effectively guide and accompany university students in their integral formation in their different areas (personal, social, academic and professional). Thus, most mentors are professors, although others are professionals in their field or sector.

The selection of UFV mentors is based on three criteria: a master's degree in educational accompaniment or similar, professional experience (for instance tutoring, mentoring or coaching) and, where possible, professional expertise in the degree program in which they will be a mentor.

In addition, the future mentors, after a series of rigorous interviews and an initial training course, if chosen as mentors, as a final part of their training, are paired with qualified mentors to experience the program for which they will become future mentors. Once mentors have been selected, they will begin a continuous and annual training program with the community of UFV mentors (25–30 h approximately). The initial line of training will help mentors adequately prepare each mentoring session: contents, competencies, dynamics, exercises, etc. A second line is aimed at providing further training in other areas of interest associated with psychology, education, pedagogy and the humanities.

Finally, the mentoring program and the mentors are formally evaluated by their students using an annual satisfaction survey with a Likert-type evaluation scale (from 1 to 6) to ensure its quality. This survey was certified in 2013 by the state evaluation agencies (ANECA and ACAP). The items evaluated in the survey are indicated in Table 5, which shows the average rating of the mentoring program and the mentor over the last 6 years, as well as its criterion items. As the table shows, the evaluations of the program and the mentors were very positive, both globally (core) and in their criterion items.

Table 6. Reliability and criterion validity of the measurement instrument.

	Complete questionnaire	Dimension intra-personal	Dimension inter-personal	Sub-dimension introspection	Sub-dimension personal growth	Sub-dimension teamworking	Sub-dimension communication
Reliability (rxx)	0.94	0.90	0.90	0.83	0.83	0.83	0.86
Validity (rxy)	0.69	0.64	0.65	0.60	0.59	0.54	0.63
N° items	36	18	18	9	9	9	9

Source: Crespí and García-Ramos (2023).

2.4. Data collection and data analysis

The data was collected using the same procedures in both universities. The various data analyses were conducted using the statistics program IBM SPSS version 21. The mean scores, standard deviation, variance and range for descriptive analysis, and Pearson correlation coefficients were calculated. Finally, an ANOVA F-test, significance and Effect Size were all analyzed to contrast the hypotheses. To explain the size of the effect, the interpretation of López-Martín & Ardura-Martínez (2023) has been used.

2.5. Ethics declarations

Informed consent was obtained from all students included in the study. Following the guidelines of the Ethics Committee, an informed consent section was included in the questionnaire, informing students of the objectives of the research and requesting their express and voluntary consent to participate.

3. Results

3.1. Validation of the instrument

The study used the Questionnaire of Basic Generic Competencies (QBGC), a highly reliable and sufficiently valid measurement tool (Crespí & García-Ramos, 2023). The Cronbach's alpha coefficient (Table 6), following the guidelines of George & Mallery (2003), indicates an internal consistency of between excellent (0.94 for the complete questionnaire and 0.90 for the intra- and inter-personal dimensions) and good (0.83–0.86 for the subdimensions). The Pearson correlation coefficient shows a degree of validity between good (0.69 for the complete questionnaire and 0.64–0.65 for the intra- and inter-personal dimensions) and acceptable (0.54–0.63 for the subdimensions). On the other hand, the homogeneity and validity of the items is, in all cases, higher than 0.20, which indicates satisfactory values. Finally, both exploratory and confirmatory factor analyses confirm that the dimensional structure of the BGCQ is acceptable (Crespí & García-Ramos, 2023).

The instrument shows satisfactory levels of homogeneity and validity, with values above 0.20 for all items. The Exploratory Factor Analysis (EFA) shows that the questionnaire conforms to the theoretical model (the oblique rotation matrix, PCA+Oblimin, clearly reflects the structure of the four dimensions in the four factors) with acceptable EFA results for many indicators (Crespí & García-Ramos, 2023).

3.2. Contrast of the hypotheses

Before proceeding with consideration of the hypotheses of the study, we will analyze the two groups (IG and CG) to identify similarities and differences between them.

First, the possible existence of initial (pre-test) differences in the level of competencies of the IG and CG students is examined. The results indicate that, although there are significant differences in some cases (F is greater than 1 and the significance is less than 0.05) in favor of the CG, these have a small Effect Size (ES) (Table 7). In the case of interactions, the variance explained by the differences between the two groups would vary between 0.7% (self-management) and 3.1% (proactivity).

Secondly, the behavior of both groups (IG and CG) will be analyzed in order to determine the impact of the different mentoring programs on the development of intrapersonal competencies.

Analyzing the evolution of the IG (Table 8) it can be seen that, firstly, there are significant differences in all competencies, in the two subdimensions and in the global score for all intrapersonal competencies. Additionally, in all cases the effect size (ES) is very large. Analyzing the interactions, the explained

Table 7. Differences in initial (pre-test) level of competencies between groups.

Competencies (dependent variables)	Mean pre-test IG	Mean pre-test CG	Mean diff. pre-test CG-IG	F	Sig. (bilateral)	ETA (ηp^2)
Global Intrapersonal competencies	74.299	76.179	1.879	4.788	0.029	0.008
Subdimension 1. Introspection	37.175	38.448	1.272	7.272	0.007	0.012
Self-awareness	11.449	12.013	0.563	10.395	0.001	0.017
Self-acceptance	13.113	13.412	0.298	1.933	0.165	–
Self-management	12.612	13.022	0.410	4.290	0.039	0.007
Subdimension 2. Personal growth	37.124	37.730	0.606	1.581	0.209	–
Search for meaning in life	12.715	12.991	0.275	1.374	0.242	–
Orientation towards achievement	12.069	11.843	–0.226	1.440	0.231	–
Proactivity	13.640	14.574	0.933	19.569	0.000	0.031

Table 8. Differences between initial competency (pre-test) – final (post-test) of the IG.

Competencies (dependent variables)	Mean pre-test IG	Mean post-test IG	Mean diff. post-test / pre-test	F	Sig. (bilateral)	ETA (ηp^2)
Global Intrapersonal competencies	74.300	91.324	17.024	536.829	0.000	0.421
Subdimension 1. Introspection	37.176	45.644	8.468	454.471	0.000	0.381
Self-awareness	11.450	14.735	3.285	432.737	0.000	0.369
Self-acceptance	13.114	15.503	2.389	194.602	0.000	0.208
Self-management	12.612	15.407	2.794	294.448	0.000	0.285
Subdimension 2. Personal growth	37.124	45.680	8.556	440.943	0.000	0.374
Search for meaning in life	12.716	15.542	2.827	229.015	0.000	0.237
Orientation towards achievement	12.070	14.994	2.925	324.874	0.000	0.305
Proactivity	12.339	15.144	2.806	309.716	0.000	0.295

Table 9. Differences between initial competency (pre-test) – final (post-test) of the CG.

Competencies (dependent variables)	Mean pre-test CG	Mean post-test CG	Mean diff. post-test- pre-test	F	Sig. (bilateral)	ETA (ηp^2)
Global Intrapersonal competencies	76.179	78.590	2.411	7.318	0.007	0.017
Subdimension 1. Introspection	38.448	39.720	1.272	6.107	0.014	0.015
Self-awareness	12.014	12.586	0.572	7.196	0.008	0.017
Self-acceptance	13.413	13.643	0.230	0.919	0.338	–
Self-management	13.022	13.492	0.470	5.314	0.022	0.013
Subdimension 2. Personal growth	37.731	38.870	1.139	4.989	0.026	0.012
Search for meaning in life	12.991	13.321	0.330	1.603	0.206	–
Orientation towards achievement	11.843	12.181	0.338	2.687	0.102	–
Proactivity	12.897	13.368	0.471	4.565	0.033	0.011

variance of the differences because of time in the IG is 42.1% for Global Intrapersonal Competencies, 38.1% for Subdimension 1. Introspection, and 37.4% for Subdimension 2. Personal Growth. Regarding competencies, it varies between 20.8% (self-acceptance) and 36.9% (self-awareness). This indicates that the students of the integral mentoring program (IG) showed considerably higher levels of intrapersonal competencies after the application of the program.

In the case of the CG, the results showed that while there are some significant differences (global score, subdimensions and some competencies), the ES is small, indicating that these differences are not very significant (Table 9). Analyzing the interactions, the explained variance of the differences due to the effect of time in the CG varies between 1.1% and 1.17%.

Thus, it can be said that students who have received psychosocial mentoring improve little in the development of intrapersonal competencies.

Considering these results the hypotheses of the study are presented:

The **first hypothesis** affirms that significant differences will be found in the global scores for the development of intrapersonal competencies between university students receiving the mandatory integral mentoring program (IG) and those receiving the voluntary psychosocial mentoring program (CG). The overall results (Table 10) show significant differences for intrapersonal competencies in favor of the IG, with a very large ES. The explained variance of the differences between groups due to the effect of the intervention is 31.3%. This confirms that students receiving integral mentoring improved their level of intrapersonal competencies more than those receiving psychosocial mentoring (CG).

Table 10. Differences in global scores for intrapersonal competencies (post-test) between both groups.

Competencies (dependent variables)	Mean post-test IG	Mean post-test CG	Mean diff. post-test IG-CG	<i>F</i>	Sig. (bilateral)	ETA (ηp^2)
Global Intrapersonal competencies	91.324	78.590	12.734	248.996	0.000	0.313

Table 11. Differences in intrapersonal subdimensions (post-test) between both groups.

Competencies (dependent variables)	Mean post-test IG	Mean post-test CG	Mean diff. post-test IG-CG	<i>F</i>	Sig. (bilateral)	ETA (ηp^2)
Subdimension 1. Introspection	45.644	39.720	5,924	173.806	0.000	0.242
Subdimension 2. Personal growth	45.680	38.870	6,810	228.872	0.000	0.296

Table 12. Differences in intrapersonal competencies (post-test) between both groups.

Competencies (dependent variables)	Mean post-test IG	Mean post-test CG	Mean diff. post-test IG-CG	<i>F</i>	Sig. (bilateral)	ETA (ηp^2)
Self-awareness	14.734	12.585	2.149	115.410	0.000	0.175
Self-acceptance	15.502	13.642	1.860	94.355	0.000	0.148
Self-management	15.406	13.492	1.914	122.815	0.000	0.184
Search for meaning in life	15.542	13.321	2.221	114.307	0.000	0.173
Orientation towards achievement	14.994	12.181	2.813	229.152	0.000	0.296
Proactivity	15.144	13.367	1.777	92.947	0.000	0.146

The **second hypothesis** affirms that significant differences will be found in the global scores for the development of the subdimensions introspection and personal growth between university students receiving the mandatory integral mentoring program (IG) and those receiving the voluntary psychosocial mentoring program (CG). The results (Table 11) show significant differences for both subdimensions in favor of the IG with a very large ES. The explained variance between groups due to the effect of the intervention is 24.2% for Subdimension 1. Introspection and 29.6% for Subdimension 2. Personal growth.

The **third hypothesis** affirms that significant differences will be found in the global scores for the development of the six intrapersonal competencies between university students receiving the mandatory integral mentoring program (IG) and those receiving the voluntary psychosocial mentoring program (CG). The results (Table 12) show significant differences in favor of the IG for all intrapersonal competencies; with an ES between large (0.146) and very large (0.296). These scores confirm that students receiving integral mentoring improved their level of intrapersonal competencies more than those receiving psychosocial mentoring. Finally, among the competencies in which greater differences were observed between the IG and CG are achievement orientation, search for meaning in life, self-awareness and self-management; in these competencies the mean differences and ES are higher. The variance explained between groups due to the effect of the intervention varies between 14.6% (proactivity) and 29.6% (achievement orientation).

4. Discussion and conclusions

A review of the literature on the quality of mentoring programs reveals the need to improve existing models and their implementation, particularly with regard to the integral development of students (Barbosa-Herrera & Barbosa-Chacón, 2019; Crisp et al., 2017; Law et al., 2020).

This paper presents a new mentoring model: integral mentoring. This mentoring model is oriented toward the integral or comprehensive development of the person, that is, their full development and personal fulfillment. That is why it seeks to develop transversal personal competencies in students, primarily of an intrapersonal nature. It implies an individualized accompaniment that helps each student to discover their vocation and set them on the path of life where their profession, well-being, or performance are some aspects of their personal fulfillment. The rationale for the model and how to apply it, as well as an instrument to measure its effectiveness, are presented.

This research assumes the recommendations of Stoeger et al., (2021): consideration of best practices and recent research on mentoring, consideration of the idiographic characteristics of the program (students and mentors), consideration of the moment in time (a new student is not the same as one who

has already graduated), orchestration of mentoring objectives, provision of resources, and evaluation through measurement as a basis for improvement.

Based on the results of the study, we can confirm our main hypothesis regarding the effectiveness of the integral mentoring model (IG) in developing intrapersonal competencies compared to the psychosocial mentoring model (CG). However, given that the mentoring model applied in the CG cannot be considered fully representative of the psychosocial model, it cannot be concluded that one model is superior to the other. In any case, the integral mentoring model applied at the university is effective and provides information for its improvement.

In particular, an analysis of the results for each group (pretest – posttest) reveals that while the IG shows significant difference (very large ES) in all cases: global score, subdimensions and all intrapersonal competencies (Table 8) the CG does not show similar results. The CG (Table 9) does not show significant differences in all the competencies; and, in those that do exist, these are not relevant, due to the small ES. Evaluating the Fundamental Hypotheses (FH) of the study, it was found that intrapersonal competencies (FH 1) showed there were significant and relevant differences (Table 10) in favor of the IG (ES 0.313). The dimensions of introspection and personal growth (HF 2) also showed significant and relevant differences (Table 11) in favor of the IG (ES 0.242 and 0.296 respectively). Similar outcomes were seen in the six intrapersonal competencies (FH 3), showing significant and relevant differences (Table 12) in favor of the IG (with ES values between 0.146 and 0.296).

Thus, it can be concluded that students who received integral mentoring significantly improved their level of intrapersonal competencies compared to CG. The ES results indicate that the significant differences in the development of intrapersonal competencies are largely due (between 14.6% and 29.6%) to the educational intervention (integral mentoring), which suggests the relevance of implementing integral mentoring over psychosocial mentoring. Of note are the competencies of orientation towards achievement (ES 0.296), self-management (ES 0.184), self-awareness (ES 0.175), search for meaning in life (ES 0.173), self-acceptance (ES 0.148), and proactivity (ES 0.146). The effectiveness of the integral mentoring program may partly be because the striving for excellence (synonymous in our study with orientation towards achievement) is a key element in mentoring (Clayton et al., 2013; DuBois & Karcher, 2005). It was precisely in this competency where the most significant and relevant differences were found (ETA 0.296) compared to the psychosocial mentoring program (CG). Furthermore, and despite the significant differences between the two groups, the competency with the lowest ES compared to the CG is proactivity (ES 0.146). This is logical considering that this competency is directly related to the position of the student as the center and principal driver of their own learning and development (Benito & Cruz, 2006; Ontoria Peña, 2004; Yániz, 2008). Additionally, integral mentoring showed a significant impact on self-management (ES 0.184), that is, as proposed by Frankl (2015), the understanding that each person is the protagonist of their own life and that external conditions may influence but not determine their life.

These results reaffirm the notion that mentoring is effective in the acquisition of key competencies (Aguilar et al., 2020; Crespí, 2021; Crespí et al., 2025; Cuéllar Becerra et al., 2019; Lleó et al., 2018; Orrego-Chica & Vieira-Salazar, 2021; Velasco-Quintana et al., 2010; Velasco-Quintana & Benito-Capa, 2011).

The integral mentoring program subject to this study also addresses some of the most common shortcomings of mentoring programs, such as the lack of an operational definition of mentoring, a largely theoretical approach, deficient program design and the absence of empirical evidence on results (Law et al., 2020). Overcoming these deficiencies reasserts the role of mentoring as an effective learning tool with great potential to become a key pedagogical strategy in Higher Education (Law et al., 2020).

Further to this, the results of the present study are consistent with the recommendations of Jones & Smith (2022): (1) selection and training of mentors. To recruit mentors who are professionals in educative accompaniment, with extensive experience and specialized training. It is recommended that mentors be given time to reflect on their personal skills and attitudes; reinforce their knowledge of mentoring; and learn a variety of pedagogical strategies (Thornton, 2024); (2) cultivate the relationship with the mentee, combining different forms of support, focusing on growth and achievements (Crisp & Cruz, 2009); (3) establish an appropriate learning methodology based on experiential learning and the SCL teaching model where a critical element is the action. This implies motivating and mobilizing the students to transform their decisions and intentions into concrete and real actions. These actions and their

follow-up are the key to successful mentoring, along with the homework. All of this guarantees meaningful learning that is transferable to the student's daily life and, therefore, demonstrable in behaviors/competences; (4) to have mentoring content and materials with solid theoretical grounding and a specific, well-structured program with a clear, planned itinerary over the course of the mentoring sessions. In this way, it is important to carefully select the critical personal competencies to be developed by the student; (5) the mandatory attendance guarantees that all students have the same opportunity for learning and development, although this depends on the willingness and real engagement of each student. The individual face-to-face sessions facilitate a closer and more authentic relationship; (6) embed mentoring in the degree study plan, with obligatory and evaluated assignments, lead, firstly, to greater student engagement in the program and, secondly, spur true reflection on their lives and areas for improvement.

The design of the integral mentoring training model is also consistent with the success factors described by Campbell (2010) and other researchers (Castellanos et al., 2016; Cornelius et al., 2016; Ingraham et al., 2018): (1) formal mentoring, understood as the high level of intentionality of the program; (2) recruiting and selecting mentors based on personality and behavior; (3) matching mentor and mentee; (4) mentor training regarding their tasks and functions; (5) appropriate boundaries to ensure a safe and trusting atmosphere that favors engagement and communication; (6) frequency of interaction between mentor and mentee. Sandner (2015) adds other practical suggestions, such as: (7) mentors should be graduates; (8) mentoring should be mandatory and programmed; (9) mentoring should be presential; (10) the number of students per mentor should be low. All of these practices are fundamental to determining if the program is having a positive impact on student development (Law et al., 2020).

However, the scalability and implementation of the integral mentoring model for other universities may prove complex because it requires a significant institutional commitment in terms of mission and vision, budget, material resources (including physical space for mentoring, software to assign mentees to mentors, etc.), a large number of professional mentors in continuous training, and the integration of mentoring into the curriculum (Knoblach et al., 2025; Nabi et al., 2025).

Additionally, a further contribution of this study is its empirical approach. There is little research evaluating the effectiveness of mentoring, and that which does exist refers primarily to program evaluation. Those few instances where there is some type of evaluation generally make use of interviews and questionnaires consisting of open questions (Crisp & Cruz, 2009). Furthermore, existing empirical studies often present significant methodological problems, such as: (1) the poor validity or reliability of the questionnaire; (2) a single moment of data collection; (3) the lack of evidence of the representativeness of the sample to the target population; (4) the absence of a control group; (5) the excessive use of descriptive methods in the analysis of results; (6) the lack of a solid theoretical study and the lack of valid and operative construct of mentoring; (7) the dependence of results on the reporting of mentoring benefits (Crisp & Cruz, 2009; Law et al., 2020).

However, this study has three relevant limitations that are important to indicate: (1) the lack of randomization or matching weakens the internal validity of the study, (2) relying exclusively on self-report questionnaires in development assessment can introduce bias, especially since the competencies assessed are reflective and affective in nature. In this sense, it is recommended to complement the measurement by including the self-perception of development (self-report questionnaire), the perception of mentors, critical incident interviews, direct observation of behaviors through the evaluation or assessment of specific tasks; in this sense, the use of a mixed research methodology is appropriate, (3) having compared mentoring sessions with a regular frequency, those of the IG (6 sessions specifically), with mentoring sessions with an irregular frequency, those of the CG (number chosen by the mentee).

As a prospect for future research, it is considered important to implement the following actions: (1) use a mixed methodology: qualitative and quantitative; (2) conduct a longitudinal study to observe the greater or lesser permanence of the competencies developed in students throughout the academic period; (3) use a larger sample of universities that apply the integral mentoring model and the psychosocial model (and other models) in order to generalize the results.

These actions will improve the quality of research on the measurement of intrapersonal competencies development in university students who receive mentoring as an educational intervention.

In conclusion, this study (1) presents an innovative model of mentoring: integral mentoring; a form of mentoring oriented towards the integral formation of the university student, encompassing their personal, academic, social, and professional growth. It may be said that this type of mentoring more closely addresses the aims and purpose of the original concept of mentoring within both companies and in education; (2) proposes a formal learning program with an itinerary based on the development of critical intrapersonal competencies such as: self-awareness, self-acceptance, self-management, search for meaning in life, orientation towards achievement and proactivity; (3) presents a program for individual and mandatory accompaniment, linked to a regulated subject in the curricula of each degree program; (4) suggests expert and professional mentors.

The present study also offers a solid research methodology which: (1) is based on a sufficiently ample; (2) includes a validated and reliable questionnaire, specifically design to measure transversal competencies; (3) includes both an intervention group and a control group; (4) analyzes the results contrasted with the fundamental hypotheses of the research. For all these reasons, this study can be an opportunity to have a more complete and holistic look at university mentoring; a look that contemplates all its possibilities of action and development; which allows to better respond to what it is essentially called for and, on the other hand, it can be conceived as a direct contribution to integral formation, formation that today continues to be one of the great challenges of higher education.

Notes

1. Item 25. In general terms, evaluate the effectiveness of the mentoring program as a space for personal growth.
2. Item 17. In general terms, evaluate the effectiveness of the mentor as facilitator of learning and personal growth.

Disclosure statement

No potential conflict of interest was reported by the author(s).

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Appendix A: Questionnaire on transversal personal (QBGC)

This questionnaire is anonymous. Its purpose is to determine your level of certain transversal competences which are important to university education: self-awareness and personal growth, teamwork and communication. Please select the option which best reflects your opinion for each item.

The scale of evaluation is as follows:

1 Not at all 2 A little 3 Average 4 Somewhat 5 A lot 6 Completely

We thank you for your time and the veracity of your answers. It is important to respond according to how you are in general, not how you feel at this moment or how you would like to feel or be. If you do not understand a question, ask the teacher administering the test. All answers are absolutely confidential.

1. University

UCM _____
UFV _____

3. Age

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Tens
Units



2. Sex

Female
Male

4. Degree

Pre-primary Educ _____ <input type="radio"/>	Gastronomy _____ <input type="radio"/>	Psychology _____ <input type="radio"/>	Computer Engineering _____ <input type="radio"/>
Primary Educ _____ <input type="radio"/>	Law+BA _____ <input type="radio"/>	Biomedicine _____ <input type="radio"/>	Journalism _____ <input type="radio"/>
Law _____ <input type="radio"/>	Medicine _____ <input type="radio"/>	Architecture _____ <input type="radio"/>	A-V Communication _____ <input type="radio"/>

- 5. I recognise my strengths, that is, my qualities or talents _____ 1 2 3 4 5 6
- 6. I recognise my weaknesses, that is, my defects or areas for improvement _____ 1 2 3 4 5 6
- 7. I realise what makes me unique and special _____ 1 2 3 4 5 6
- 8. I accept how I am with my strengths and weaknesses _____ 1 2 3 4 5 6
- 9. I recognise myself as a unique irreplaceable individual _____ 1 2 3 4 5 6
- 10. I understand my life as a continuous journey of learning and growth _____ 1 2 3 4 5 6
- 11. I am the protagonist of my own life, that is, my circumstances condition me but don't determine me _____ 1 2 3 4 5 6
- 12. When things don't work out as I hoped, I analyse the possible causes and reasons _____ 1 2 3 4 5 6
- 13. I take responsibility for my actions and decisions _____ 1 2 3 4 5 6
- 14. I wonder about the meaning of my life and the reasons for existence _____ 1 2 3 4 5 6
- 15. I wonder about my professional, personal vocation, or both _____ 1 2 3 4 5 6
- 16. I think about my goals and objectives in life _____ 1 2 3 4 5 6
- 17. I set myself goals to improve, either academically, personally or professionally _____ 1 2 3 4 5 6
- 18. The goals I set for myself are a challenge _____ 1 2 3 4 5 6
- 19. Having a mentor or tutor helps me to establish goals for improvement _____ 1 2 3 4 5 6
- 20. I take action to reach my goals or achieve my objectives _____ 1 2 3 4 5 6
- 21. When I encounter obstacles I look for solutions _____ 1 2 3 4 5 6
- 22. I take the initiative; I do what I can to make things happen _____ 1 2 3 4 5 6
- 23. When I work in a team I share my ideas, initiatives or knowledge _____ 1 2 3 4 5 6
- 24. When I work in a team I offer my help, advice and support _____ 1 2 3 4 5 6
- 25. When I work in a team I encourage integration, participation and listening among team members _____ 1 2 3 4 5 6
- 26. I treat the members of the team with respect, without judging _____ 1 2 3 4 5 6
- 27. When I work in a team I have a positive, willing attitude towards the task at hand _____ 1 2 3 4 5 6
- 28. When I work in a team I focus on the positive aspects, achievements and opportunities for learning _____ 1 2 3 4 5 6
- 29. When I work in a team I propose using planning or management tools (organisational minutes, chronograms, schedules, etc.) _____ 1 2 3 4 5 6
- 30. When I work in a team I accept the established roles and functions _____ 1 2 3 4 5 6
- 31. When I work in a team I complete my tasks on time and as decided _____ 1 2 3 4 5 6
- 32. I can express the main ideas of a subject in my academic written work or oral presentations _____ 1 2 3 4 5 6
- 33. My academic written work and oral presentations follow a structure: introduction, development, conclusion _____ 1 2 3 4 5 6
- 34. I can express myself clearly in my academic written work or oral presentations _____ 1 2 3 4 5 6
- 35. I make visual contact with the audience when making academic oral presentations _____ 1 2 3 4 5 6
- 36. My hand and body movements are appropriate to my discourse in my academic oral presentations _____ 1 2 3 4 5 6
- 37. My voice intonation and speed of speaking favour understanding in my academic oral presentations _____ 1 2 3 4 5 6
- 38. I put myself in the place of others and so can understand how they think, feel or their actions _____ 1 2 3 4 5 6
- 39. I express my thoughts and feelings without offending others _____ 1 2 3 4 5 6
- 40. I pay careful attention to understand the message being communicated to me _____ 1 2 3 4 5 6
- 41. On a general scale, I feel my level of development of these transversal competences is: _____ 1 2 3 4 5 6