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DEVELOPING HUMAN CAPITAL THROUGH THE FORMATION OF A COMPREHENSIVE TUTORING AND MENTORING SYSTEM IN HIGHER EDUCATION INSTITUTIONS

The article examines the role of tutoring and mentoring as strategic instruments for human capital development in higher education institutions. It is substantiated that in the context of rapid social transformations, digitalization, and increasing educational gaps, higher education institutions require systemic approaches to using tutoring and mentoring as instruments for effective knowledge transfer, competency formation, adaptation to changing environment and professional self-determination. Based on the generalization of contemporary scientific approaches and the empirical experience of implementing tutoring and mentoring programs within the Erasmus+ KA2 PROMENT project during two pilot stages in 2024–2025, the necessity of transitioning from fragmented initiatives to a comprehensive tutoring and mentoring system due to institutionalization of tutoring and mentoring centers, methodological frameworks, stakeholder involvement, and digital coordination tools is conceptualized. It is concluded that tutoring and mentoring system in higher educational institutions contribute not only to individual student development but also to strengthening university–stakeholder collaboration and enhancing the strategic capacity of universities to develop adaptive and competitive human capital.

Keywords: human capital development; mentoring; tutoring; system of tutoring and mentoring; human resources, labour market; student youth; higher education institutions; peer-to-peer model; professional competencies; educational innovation; PROMENT project.

Fig.: 3. References: 11.

Statement of the problem. In the face of unprecedented global challenges and rapid societal transformations, human capital is becoming an essential strategic asset playing a crucial role in driving innovations and fostering competitiveness in the changing global environment. At the same time, human resource development in contemporary conditions of technological change, socioeconomic instability, and global uncertainty requires new approaches and a shift from passive knowledge accumulation to active personality development. In this context, special attention should be paid to mentoring and tutoring as effective instruments that provide structured guidance, knowledge transfer, individual support, and assistance in helping young people to adapt to new realities and changing labor market demands. The introduction of tutoring and mentoring into global educational practice demonstrates that the human capital of young people, enriched by the experience of mentors, becomes a driving force, shaping the country's innovative and strategic potential. At the same time, it is essential to ensure the transition from using tutoring and mentoring as fragmented initiatives to building comprehensive system of tutoring and mentoring in higher education institutions.

Analysis of recent research and publications. Current research in the field of human capital management focuses on modern management technologies, talent retention and development, learning culture and knowledge sharing practices, and the use of digital technologies to enhance organizational competitiveness. Nazarko S., Kancur I., and Poznanska I. examined

theoretical and practical approaches to human capital management in wartime conditions. They emphasize that employers face significant challenges associated with significant losses of human capital and the complex conditions for its formation, development, and preservation, and propose priority areas for action by both government and business [7].

Grenko T. and Nastichenko Yu. conducted an in-depth study of the theoretical foundations of human capital management and its role in shaping enterprise strategy [3]. Martynova L. and Korzh N. substantiated the relevance of implementing flexible and lean management methods and systematized the core values embedded in the concept of flexible human resource management [6]. Bundak O. A., Popov A. A., and Tuz Yu. O. draw attention to the problems of tutoring as a component of individualized learning [2].

At the same modern researchers started to focus on examining the role of mentoring and tutoring in human capital development as a response to the complex global challenges faced by modern societies [2,4,5,9-11].

Thus, Demyanenko N. substantiated the architecture of tutoring in higher education, emphasizing its importance in shaping a modern educational and research environment in higher education institutions [4]. Sytnik D. and Dekhtyarova N. discuss the problem of creating tutoring support and the unique role of peer-to-peer approach within the framework of student-centered learning [8].

We also support the position of G. I. Bulatkina, who asserts that the higher education system should ensure not only the transfer of knowledge but also the development of a harmoniously formed individual, capable of adapting to modern challenges. In this process, the mentor plays a crucial role, helping students master academic content, develop a system of values, develop leadership qualities and professional competencies, and adapt to the demands of the labor market [1].

Ilich L., Akilina O. examines tutoring, mentoring, and coaching as strategic instruments for human capital development within modern organizational and educational contexts. The authors address several interrelated problems: the lack of clear differentiation between tutoring, mentoring and coaching; insufficient institutionalization of mentoring systems; the limited measurement of mentoring outcomes and the lack of systematic evaluation of its effects. In this context we fully agree with the point of view about the importance of the correct use of the terms “tutoring” and “mentoring” to avoid methodological confusion as well as about the fact that tutoring and mentoring remain fragmented initiatives rather than integrated components of human capital development because of insufficient institutionalization of mentoring systems in modern organizations [5].

Highlighting unexplored parts of the general problem. At the same time, the analysis of contemporary scientific publications demonstrate that despite the considerable attention of researchers to individual aspects of human capital development and recognition of the significant potential of tutoring and mentoring in fostering young people’s personal and professional growth the systemic and institutionally integrated approach to their implementation in higher educational remains insufficiently elaborated. This indicates the need to conceptualize the formation of a comprehensive tutoring and mentoring system in higher educational institutions as a strategic framework for human capital development basing on the continuous transfer of knowledge, experience, and values across generations, and helping in overcoming educational gaps and fostering students’ personal and professional growth.

Purpose of the article. The purpose of this article is to investigate the contribution of tutoring and mentoring to students’ human capital development based on the empirical experience and to conceptualize the need for building systemic tutoring and mentoring ecosystem in higher education institutions as a strategic response to educational gaps and contemporary socioeconomic challenges.

Presentation of the main material. In the context of the mentioned above theoretical considerations, the need to move from conceptual discussions to practical implementation becomes particularly evident. From that point the existing experience of creation the institutional mechanisms for ensuring tutoring and mentoring systematic integration in 4 Ukrainian and 2 Georgian HEIs within ERASMUS+ KA2 PROMENT project «Promoting professional education and students engagement through comprehensive mentoring and tutoring system at HEIs» (project number 101082696-ERASMUS-EDU-2022-CBHE) is really very important. The primary objective of the project was to design and institutionalize comprehensive tutoring and mentoring systems in partner universities in Ukraine and Georgia, thereby strengthening their capacity to foster sustainable human capital development.

According to the implementation logic of the PROMENT project, the main stages of establishing a tutoring and mentoring system in universities included the following:

- the study of the European partner-universities' experience (Vienna Technical University in Austria, University of Perugia in Italy, University of Aveiro in Portugal, and Silesian University of Technology in Poland) regarding the implementation of tutoring and mentoring within the educational process;

- the development of a methodology for introducing twelve standard tutoring and mentoring schemes as well as a comprehensive set of teaching and methodological materials to support their implementation;

- the establishment of Tutoring and Mentoring Centers (T&M Centers) in four Ukrainian HEIs (Lviv Polytechnic National University, Lviv; Dnipro University of Technology, Dnipro; Petro Mohyla Black Sea National University, Mykolaiv; Chernihiv Polytechnic National University, Chernihiv) and two Georgian universities (Georgian Technical University, Tbilisi; Batumi Shota Rustaveli State University, Batumi);

- capacity-building and training of T&M Center staff, tutors, mentors and introduction 1,0 credit course for HEI teachers;

- two pilot phases of tutoring and mentoring programs, the analysis of the implementation experience, quality assessment and further improvement of tutoring and mentoring process.

The total number of students participating in tutoring and mentoring (T&M) programs in 6 HEIs was 495 persons in 2024 and 2392 students in 2025. The Chernihiv Polytechnic National University (CPNU) was one the partner universities engaged in the institutionalization process of tutorship and mentorship by means of establishment of Tutoring and Mentoring Center and its integration into the university's organizational structure. During 2024-2025, the eleven tutoring and mentoring programs were introduced for various target groups of students according to clear implementation algorithms. Thus, 104 students graduated from 2 T&M programs in 2024 and 261 students graduated from 11 T&M programs in 2025. As illustrated in the diagram (Figure 1), the first-year student tutoring represents the dominant program and plays a pivotal role in facilitating students' adaptation and providing support at the initial stage of their academic journey.

The role of the student-tutors within the peer-to-peer model is essential for fostering horizontal connections in the modern university ecosystem. It is grounded in reduced communication distance and a shared experience of adaptation and development within the academic environment. In the context of influence on human capital development group and individual tutoring programs not only address the needs, concerns, and abilities of individuals, but also contributes to diversifying and optimizing the forms and modes of their educational activities. One of the key objectives of tutoring support is not only to provide timely assistance and guidance to higher education students, but also to empower them to overcome challenges independently, develop a responsible attitude toward their personal and professional growth, and support their transformation into active agents of their own educational, professional, and civic trajectories [9; 10].

The successful launch of tutoring programs requires not only organizational arrangements but the systematic training of student-tutors prior to their engagement in tutoring activities. Such structured training was organized in the format of the 3-day School for tutors which were organized at CPNU for three times to equip students with the knowledge and skills necessary to support first-year students, and other target groups of tutoring programs.

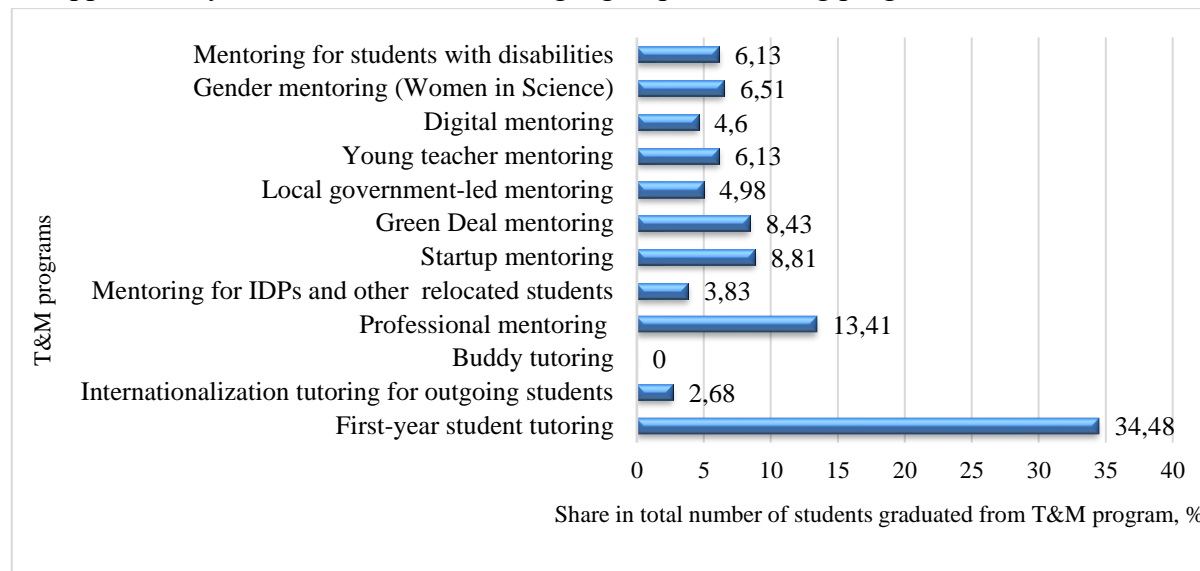


Fig. 1. The distribution of students within T&M schemes during the second piloting stage in Chernihiv Polytechnic National University in 2025

Source: research conducted within the framework of the Erasmus+ K2 PROMENT project.

The survey of 101 students engaged in the training process demonstrated the improved understanding of the tutor's role, enhanced communication and leadership skills, and the understanding how to plan and conduct both group and individual tutoring sessions, navigate the academic, social, and psychological challenges faced by first-year students. In this sense, tutor preparation represents not an auxiliary element, but a foundational stage in building an effective and scalable tutoring ecosystem within higher education institutions.

The first-year student tutoring at CPNU was implemented through a combination of group sessions, individual consultations, peer support activities, and online communication, allowing tutors to respond flexibly to the academic, organizational, and social needs of first-year students. In addition, the Tutoring and Mentoring Center organized coordination meetings for tutors to provide methodological guidance, exchange experiences, and address emerging challenges. For first-year students (tutees), the T&M Center delivered practical training sessions on time management and overcoming procrastination, aimed at strengthening self-organization skills and learning autonomy.

According to the achieved survey results collaboration between tutors and tutees was mutually beneficial. Thus, for tutees, the tutoring program successfully fulfilled the role of a "soft entry" into the academic environment helping in academic adaptation and social integration. Most often, among the main goals of participating in the program tutees reported support with adapting to the learning environment (94,4%). A significant share of respondents also emphasized moral support and help with solving problems (64,8%), development of self-organisation and time-management skills (36,6%) and support in mastering difficult subjects (32,4%). Only 1,4% of respondents mentioned help with navigating the university system which can be explained by the predominance of online learning formats under wartime conditions in a border

Chernihiv region, limiting students' interaction with on-campus administrative and organizational processes. Overall, tutoring is perceived primarily as a tool for entering and integrating into the university environment, rather than only as academic subject support.

For student-tutors, tutoring program had served as a powerful mechanism for developing soft skills including leadership, empathy, communication, and mentoring competencies thereby significantly strengthening their competitiveness in the labor market. Among the improved tutors' skills communication was mentioned in 100% responses, leadership – 78,9%; time management and self-organisation – 68,4%; problem-solving – 68,4%; teamwork – 47,4%. Overall, the programme provided tutors with a noticeable increase in soft skills and self-organisation skills.

The received feedback indicates a high level of satisfaction of tutors (average 9,2 on the 10 points scale) and a predominantly positive assessment of tutees' outcomes (57,9% achieved their goals and 42,1% partially achieved). Among the challenges pointed by tutors the most often problem was low activity and engagement among tutees (47,4%), communication difficulties (31,6%), insufficiently clear articulation of tutees' goals/requests (26,3%); insufficient knowledge/skills of the tutor to address tutees' issues (15,8%). At the same time, 36,8% indicated that there were no particular difficulties, meaning that for some tutors the experience was relatively smooth.

The respondents' responses to open questions allowed us to group the key success factors of the first-year student tutoring program into three interrelated areas. First, the program significantly contributed to building trust, as tutors observed a clear psychological transformation among the first-year students (from initial shyness and passivity to greater confidence in communication and a perception of the university as a safe environment where asking questions became common practice rather than a sign of weakness). Second, mentoring played a crucial role in social integration and smooth adaptation, accelerating students' understanding of informal norms, culture, and ethics of university life, encouraging collaboration among peers, and facilitating the establishment of new social connections, thereby reducing stress and feelings of isolation during the first semester. Third, tutoring also supported academic adaptation by providing timely guidance on organizational and learning-related issues, which helped students navigate the educational process more confidently, although the effectiveness of this support varied depending on the individual tutor's level of engagement and competence.

The introduction of mentoring programs in higher education institutions implies a special approach to students professional development through personalized guidance, value-based interaction, support in achieving personal goals. The role of mentoring extends beyond the mere transfer of knowledge and skills and contributes to the development of students' competencies, critical thinking, self-awareness, career orientation, and the ability to make informed decisions in a dynamic and uncertain professional environment. In this way, mentoring serves as a strategic mechanism for identifying and shaping students professional trajectories in the system of human capital development. The effectiveness of this interaction directly depends on the readiness of both mentor and mentee to observe common principles and share responsibility for the result. In the conditions of modern social transformations, mentoring becomes a strategic tool for forming not just a specialist, but a mature person capable to effectively overcome real challenges and be in demand on the labor market [9; 11].

Prior to introduction of 9 mentoring programs in Chernihiv Polytechnic National University the special mentor training was organized within the framework of the Erasmus+ PROMENT project to equip current and prospective mentors with practical tools, strategies, and understanding of mentorship principles, enabling them to provide effective guidance and support to students. Totally 74 participants took part in two trainings for mentors in 2024 and 2025.

The practical testing of 9 mentoring programs was organized in two pilot stages in 2024-2025. During the first pilot stage 39 mentees graduated from two mentoring programs, whereas in 2025 164 students successfully completed nine mentoring programs. It should be noted that

these figures reflect the pilot nature of the programs. The primary focus at this stage was not on maximizing the number of participants, but rather on testing the feasibility of the mentoring schemes and evaluating the effectiveness of their implementation algorithms.

The distribution of participants (both mentors and mentee) within mentoring programs in 2025 (Fig. 2) demonstrates a clear concentration of mentees in professional, startup, and Green Deal mentoring, indicating strong demand for career-oriented and competency-based support.

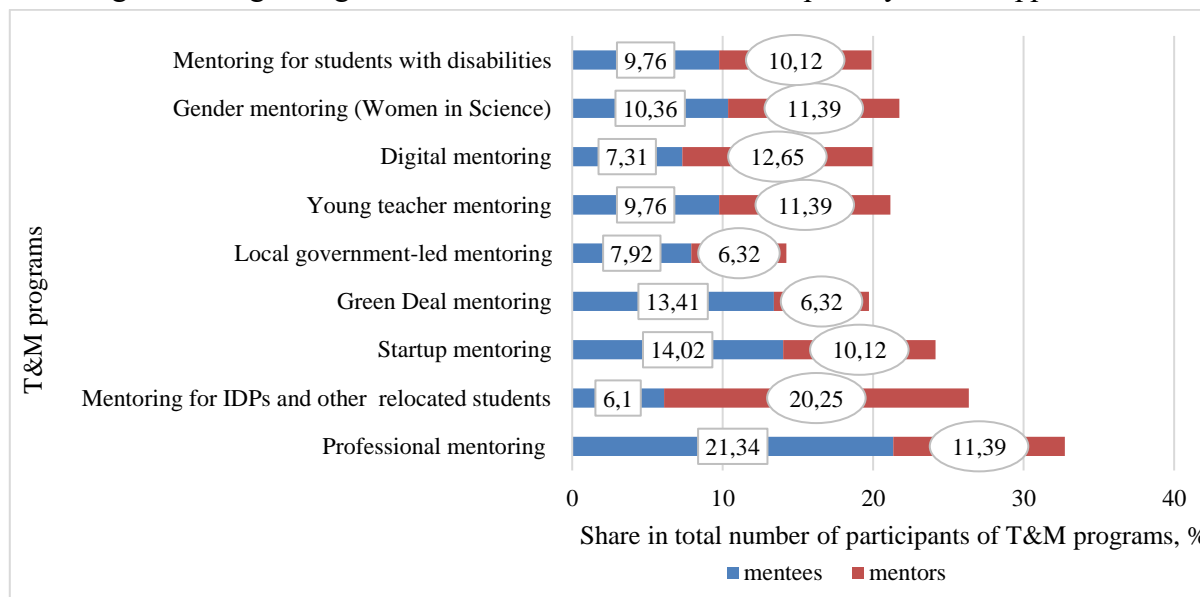


Fig. 2. The distribution of mentors and mentee across the mentoring programs during their second piloting at Chernihiv Polytechnic National University in 2025

Source: research conducted within the framework of the Erasmus+ K2 PROMENT project.

At the same time, mentoring for IDPs shows a relatively higher proportion of mentors, reflecting the need for more intensive guidance. Overall, the structure of participation appears balanced and diversified, covering both professional development and socially oriented support areas. It's necessary to specially stress that each mentoring program is an entry point into the mentoring system. The diversity of programs ensures that more young people are involved, for whom the name, design and content of the program resonate with personal values, interests and beliefs. The principle of multiple entry points into the mentoring ecosystem actualize the need the joint efforts of the entire university community to ensure the sustainability and further development of the mentoring culture.

Basing on the results of mentors' survey the strongest motivators for them were the opportunity to share knowledge and experience (85,7%), the desire to contribute to the professional community/industry (60,3%) and seeing students' progress (55,6%). Personal development motives such as improving leadership and communication were mentioned less often (27,0%). The most common challenges for mentors were related to unclear mentees' goals / requests (38,1%) and balancing mentoring with work and other duties (34,9%). At the same time, nearly a third reported no significant challenges (31,7%). Differing knowledge levels among mentees (20,6%) and providing constructive criticism (15,9%) indicate a need for stronger onboarding, expectation-setting and mentoring toolkits.

Meanwhile, mentors indicated that certain aspects of the program could be further improved to achieve better results. In particular, they suggested introducing more flexible scheduling options, providing clearer differentiation of mentoring content according to the initial skill level of mentees, and allocating additional time for practical, hands-on activities. Some mentors also emphasized the value of clearer guidelines and methodological support for mentors, especially at the initial stages of the mentoring process. They also noted the value of clarifying mentees' needs at an early stage,

for example through a short intake questionnaire and simple goal-setting templates. Several mentors pointed out that having a basic set of working tools such as agendas, checklists, and feedback forms, clearly defined communication channel, helped streamline collaboration. The importance of peer learning among mentors was also underlined, with proposals to organize informal meetups to exchange cases and practical solutions. Finally, mentors stressed the need to maintain flexibility in mentoring formats, including the possibility of occasional one-to-one sessions, particularly when mentees differ significantly in their initial skill levels.

The practice of implementing mentoring programs shows that the key condition for effective student engagement is the formation of a trusting relationship between the mentor and the mentee. Establishing trust is based on a combination of personal, communicative and ethical factors. Personal prerequisites include the mentor's authenticity, professional expertise and internal integrity, which is manifested in the correspondence between declared values, behavior and practical actions. The communicative dimension of trust is ensured by the use of narrative practices, in particular real stories of mentor's success and fuckups, which contribute to the emotional inclusion of students and the reduction of barriers to interaction.

Research results show that system of tutoring and mentoring at the university plays a decisive role in the formation of student youth human capital (Fig. 3).

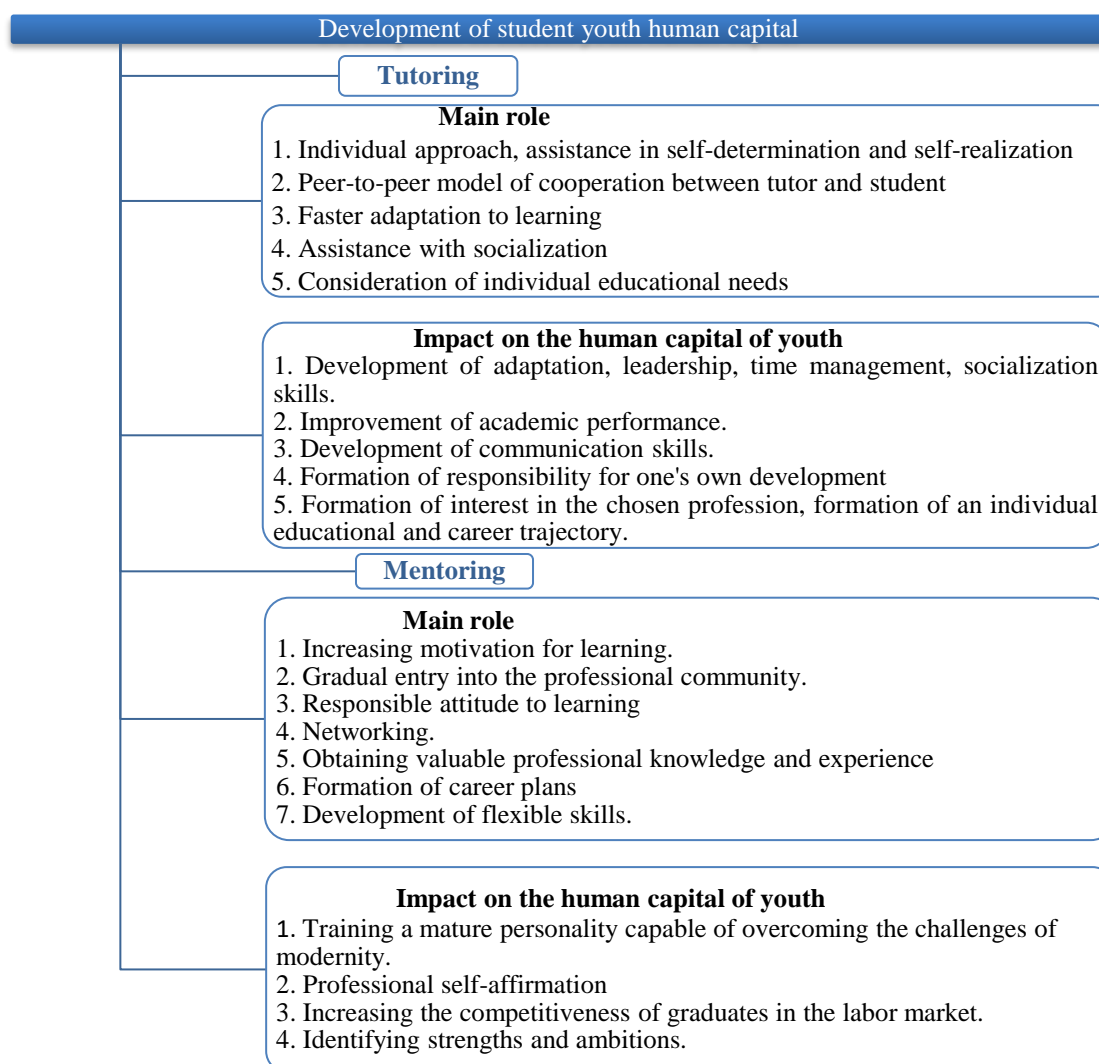


Fig. Influence of the comprehensive system of tutoring and mentoring in HEI on the human capital development

Source: Systematized by the authors.

Thus, the main positive impact of tutoring and mentoring on the human resources development was noticed in such dimensions as students' social adaptation and integration, career awareness and professional orientations, digital and soft skills development, innovation and entrepreneurial competencies, social responsibility and inclusion.

At the same time the experience of implementing tutoring and mentoring programs within Erasmus+ KA2 PROMENT project demonstrates that their effectiveness depends on the sustainable functioning of integrated tutoring and mentoring system organized around Tutoring and Mentoring Centers and based on clear methodological frameworks, standards, and quality assurance procedures. Equally important is the creation of multi-level participation models that combine peer-to-peer tutoring with different types of mentoring programs, thereby ensuring both horizontal and vertical knowledge and experience exchange. This dual structure enhances trust, accelerates adaptation, and strengthens the continuity of human capital development throughout the student lifecycle.

Conclusions and suggestions. Based on the results of our research, it should be concluded that the introduction of comprehensive tutoring and mentoring system allows higher educational institutions to make education process more effective, modern, and student-centered as well as create favorable environment for human capital development. At the same time the effectiveness of tutoring and mentoring practices in developing human capital is largely determined by the level of building trust and requires more time and an individualized approach. At the same time, successful mentoring and tutoring practices show that after overcoming the initial barrier of trust, the level of student involvement increases significantly. This indicates the presence of the phenomenon of “high threshold of initial inclusion”, which requires systematic understanding in the context of human capital development

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РОЗВИТОК ЛЮДСЬКОГО КАПІТАЛУ ЧЕРЕЗ ФОРМУВАННЯ КОМПЛЕКСНОЇ СИСТЕМИ ТЬЮТОРСТВА ТА МЕНТОРСТВА У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Розвиток людського капіталу в умовах технологічних трансформацій, соціально-економічної нестабільності та глобальної невизначеності зумовлює необхідність переосмислення традиційних підходів і пошуку нових ефективних моделей формування професійних компетентностей та адаптації студентської молоді до змін динамічного середовища. Впровадження тьюторства та менторства в освітню практику демонструє, що людський капітал молоді, збагачений досвідом наставників, стає рушійною силою формування інноваційного та стратегічного потенціалу країни. У статті досліджено концептуальні засади формування комплексної системи тьюторства та менторства у закладах вищої освіти як стратегічної основи для розвитку людського капіталу, що базується на безперервній передачі знань, досвіду та цінностей між поколіннями, допомагає долати освітні розриви та сприяє особистісному і професійному зростанню здобувачів вищої освіти. Базуючись на результатах дослідження в межах міжнародного проєкту Еразмус+ KA2 PROMENT, автори обґрунтовують необхідність переходу від використання тьюторських і менторських програм як фрагментарних ініціатив до побудови комплексної системи тьюторства та менторства в сучасних університетах. На підставі результатів двох етапів пілотування 11 тьюторських та менторських програм у Національному університеті «Чернігівська політехніка» зроблено висновок про вагомий роль Центру тьюторства та менторства в інституціоналізації екосистеми наставництва, забезпеченні навчання менторів, тьюторів та викладачів, якісної координації, інформаційної та комунікаційної підтримки учасників тьюторських та менторських програм. Не менш важливим є створення багаторівневих моделей участі, які поєднують тьюторство на засадах «рівний рівному» з різними типами менторських програм і тим самим забезпечують як горизонтальний, так і вертикальний обмін знаннями та досвідом, а також множинність точок входу в систему наставництва для здобувачів вищої освіти. Зроблено висновок, що формування комплексної системи тьюторства та менторства сприяє не лише індивідуальному розвитку студентів, але й зміцнює співпрацю між університетом та роботодавцями, посилює вплив на розвиток людського капіталу.

Ключові слова: розвиток людського капіталу; наставництво; менторство; тьюторство; система тьюторства та менторства; людські ресурси; ринок праці; студентська молодь; заклади вищої освіти; модель «рівний рівному»; професійні компетенції; освітні інновації; проєкт PROMENT.

Рис.: 3. Бібл.: 11.