PROJECT PROPOSAL

04/01/2024

From: Group Four Team   To: Samia Cherif D'Ouezzane (Director of Advisory Practice)

Re: **UM6P Mentorship Scheme**

This project proposal addresses a significant problem through a comprehensive set of solutions defined in the project scope. Our approach involves well-planned programs, schedules, and deliverables, all managed within a carefully budgeted framework. Governance, reporting, and risk mitigation strategies ensure seamless execution. The appendix supplements the proposal with additional details.
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I) Executive summary

This project aims to identify solutions to the Academic Orientation Challenges encountered by UM6P students. The client of this project is the school of collective intelligence, Mohammed VI Polytechnic University. In Mohammed VI Polytechnic University, it has been observed that students tend to find it difficult transitioning into the academic environment due to several reasons such as lack of information about available resources, lack of proper support system such as mentorship schemes, adequate internship opportunities etc. all of which in turn, affects their ability to make fitting and suitable professional choices.

After an in-depth analysis of the problem, we propose creating and implementing a broad mentorship scheme which will provide a comprehensive solution to these challenges. Over the past few years, our core team members have gained vast expertise in several academic and professional mentoring platforms with ground-breaking results and achievements. Moreover, due to our diverse backgrounds and experience in agile methodologies in the educational community, at **RRTTS consulting firm**, we strongly believe that this blend of intelligence makes us the best fit for the successful execution of this project.

This project is expected to be executed within eight months, which comprises the two-semester program of an academic session and has three key milestones including planning, implementation/execution, and evaluation stage. In this project, some of the expected deliverables include data collection, analysis and report of academic orientation challenges affecting UM6P students; project mapping of solutions towards the observed challenges; goal tracker report and evaluation form of the solution that was implemented.

II) Challenge / Problem statement

UM6P provides various tools to facilitate student's transition into the academic environment for successful integration into the university system, and academic orientation is one of the most important

activities that helps students to get information about the academic programs and campus resources enabling them to make informed decisions about their course of study.

UM6P students struggle with multifaceted challenges in assessing academic orientation, hindering a seamless transition into their academic programs, and impeding their ability to effectively prepare for future careers. Issues such as limited access to vital information, inadequate guidance, and a lack of understanding regarding career paths create significant hurdles. These challenges not only impact the students' academic integration but also undermine their overall preparedness for the demands of their chosen fields. Addressing these barriers is essential to cultivating a supportive learning environment and ensuring that students can maximize their academic potential while confidently navigating their career trajectories.

Problem deconstruction Methodology*:* The problem was identified through interviews with um6p students who were asked questions about academic orientation challenges. The interviews were conducted among three categories of student; undergraduates, masters, and PhD.

The major challenges of academic orientation highlighted from the interviews were categorized into three distinct features which are:

1. Attitude – Personal skills, student objective and self-confidence.

A student's academic journey was identified to be directly impacted by their personal skill set, which includes time management and organization. Their motivation is fueled, and their efforts are guided by goal setting and an optimistic outlook. Driven by prior accomplishments or a keen sense of self-worth, their self-confidence enables them to take on obstacles and select paths that suit their interests.

2. Social Influence – Associate experience influences course selection and available opportunity to the student.

Individuals in a student's immediate environment have a significant impact on how they learn. The expectations and experiences of friends, family, and even peers on social media were found to impact students' choice of courses and overall academic goals. While negative peer pressure can also present difficulties but positive influences such as mentors or role models can offer vital support and guidance.

3. Perceived Behavioral Control – School result & grade obtained, and program vision & profile.

A student's view of their own skills and potential for the future is shaped by their past academic achievements, both successes and failures. Their drive to take on new challenges and level of confidence is affected by this perception. Students may feel more in control of their academic success when teachers and schools provide a supportive learning environment and equip them with useful learning techniques.

III) Space of solutions

EXISTING PRACTICES

1. **Career Fair**

Invited organizations and companies usually only promote their organization rather than integrating students into their recruitment process.

Solution: The school should invite companies that have vacancies for student employment, internship opportunities, and industry workshop training.

2. **Meet and greet events**

They are not effective in equipping students with the needed skillsets, drive and motivation required in the professional workspace.

Solution: The companies should focus on enlightening students on required proficiency and skillset to be efficient in their companies

3. **Internships**

Most internship opportunities do not align with student goals and there are fewer international opportunities available

Solution: Exposing students to relevant local and international internship opportunities that resonate with their professional goals.

LATENT PRACTICES

Information Tv's: Academic orientation programs information provided which on events and programs schedule, but the information stays for a fleeting period which is insufficient to get the full details of events.

Solutions: The posters should last for more minutes and videos can be used to convey ideas about events.

IV) Project Scope

The project scope encompasses the development and implementation of a **mentorship scheme** designed to address the identified challenges gathered during the interview stage with the students of um6p. A comprehensive mentorship scheme to establish a structural mentorship system that addresses the targeted causes, and helps to enhance student's personal skills, including individual strengths, address weaknesses, and set clear academic and personal objectives. Also, through this program, mentors will create a positive social influence and help students explore various academic paths. Moreover, it will ensure that mentors provide academic support, helping mentees understand the relationship between school results, grades, and their overall objectives. The experience of mentors-mentees will provide a supportive environment for learning, growth, and skill development.

I) Phase I: Planning Phase

- Preliminary study/survey
- Project mapping
- Student Profiling & Mentee Selection
- Sending out registration emails
- Running ads on the boards
- Collecting registration information
- Building profiles for students.
- Recruitment of mentors
- Send out applications for mentorship positions
- Mentors profile review
- Select successful applicants

II) Phase II: Implementation/Execution Phase

- Orientation session (Introducing mentors and mentees to program targets, expectations, and guidelines, as well as clarifying both parties' roles and pairing of mentor and mentee for the mentorship session)
- Regular mentorship meeting (Setting up a one-on-one mentoring session with a focus on academic progress, setting targets, and personal development.)
- Personal & Social development activity (organizing seminars on time management, interpersonal skills, and personal development. Motivate mentees to engage in extracurricular activities and volunteer work in the community.)
- Community Building Event (Host event to promote a sense of community among mentors & mentees. Facilitate group activities, team-building exercises, and a mentoring forum.)

III) Phase III: Monitoring & Evaluation

- Collection of observations, feedback, comments, and remarks from mentors and mentees to determine the program's effectiveness (Evaluation Form).

V) Program and Schedule

The Mentorship Scheme, engaging about 80% of students, features a diverse mentor pool of PhD students, alumni, and professionals. Recurring after each session, it adapts to accommodate new students, and with a goal of at least 900 mentors, the scheme prioritizes metrics like participation rates, workshop attendance and mentor-mentee satisfaction. The scheme's impact extends beyond academics, fostering a vibrant community and valuable connections. This table shows the estimated starting and delivery date of our program and schedule.

Phases	Program	Start Date	Delivery Date
Phase I	Preliminary Study	Nov 1, 2023	Nov 14, 2023
	Project Mapping	Nov 15, 2023	Nov 30, 2023
	Students Profiling	Nov 31, 2023	Dec 15, 2023
	Mentor Recruitment	Dec 1, 2023	Dec 31, 2023
Phase II	Orientation and onboarding Session	Jan 8, 2024	Jan 9, 2023
	Monthly Mentor-Mentee Meeting	Jan 22, 2024	Apr 30, 2024
	Personal development & Social Activities (twice in a semester)	Feb 21, 2024	Apr 9, 2024
	Community event (Once in a semester)	Apr 25, 2024	Apr 25, 2024
Phase III	Bi-Monthly Evaluation Form (Mentor-Mentee Survey) - Performance tracking – such as mentee goal achievement, skill	Mar 4, 2024	May 6, 2024

	development, project completion rate. - Program assessment using survey (Self-efficacy of mentor; overall satisfaction and perceived progress of mentee).		

VI) Project Team

Sponsor: UM6P Career Center

Core Team: Project Manager – **Salam TAOUBANE,** Project Coordinator – **Rafiat BAMIMORE AKODU**

Risk & Compliance – **Taiwo SANDA,** Strategic Manager – **Rasheed OYEWOLE**

Finance Manager – **Toheeb JUMAH**

Extended Team: Procurement Officer, Data Analyst, Facilitator, Logistics Officer, and Event Coordinator

VII) Deliverables and Deadlines

The table below highlights the tasks in each phase of the project, deliverables and deadline of the tasks.

Phase	Tasks	Deliverables	Deadline
PHASE I	Preliminary Studies	-Data Collection from the survey -Data analysis and report to identify the scope of implementation of the mentorship scheme.	Nov 7, 2023 Nov 14, 2023
	Project Mapping	Project Map (Gantt Chart)	Nov 30, 2023
	Students Profiling	Documented student profiles	Dec 15, 2023
	- Mentor Recruitment	-Mentors final list	Dec 31, 2023
PHASE II	Orientation Session (2-day's session)	Mentor and mentee Pairing documentation. Mentor – Mentee monthly meeting schedule. Handbook of programs objectives and guidelines.	Jan 9, 2024

	Regular Mentorship Meeting	Goal tracker report, including meeting discussions, decisions, and students' goals update	Apr 30, 2024
	Personal and social development activities	Activities and events calendar outlining dates, topics, location, guest speakers.	Apr 9, 2024
	Community building events	Activities and events calendar outlining dates, location, and types of activities.	Apr 25, 2024
PHASES III	Monitoring and evaluation	Evaluation form	May 6, 2024

VIII) Budget

The estimated project budget is **TOTAL BUDGET 331, 500 MAD** distributed as follows:

Phase	Activity	Team involved	Cost category	Budget MAD
(I) Phase I (Planning Phase)	Preliminary Study/Survey	PM & PC & DA & FM	Research and development cost	1500
	Project Mapping	Core Team	Administrative overhead	10000
	Student Profiling	SM & PC &FM	Communication Cost	5000
	Recruitment of Mentors	SM & PC & FM	Human Resources	10000
(II) Phase II (Implementation phase)	Orientation Session (2 days session)	PM & PC & FM & FCL & PCR & LOG	Training and Development	200000
	Regular Mentorship Meeting	SM & PM	Intellectual Effort	0
	Personal and Social Development Activities	PC & EC & FCL & FM	Training and Development	60000

	Community Building Events	EC & PC & FM	Training and Development	30000
(III) Phase III (Monitoring and Evaluation phase)	Evaluation form	SM & DA & FM		15000
Total				331, 500 MAD

Legends

- PM: Project Manager   PC: Project Coordinator   FCL: Facilitator
- DA: Data Analyst   SM: Strategic Manager   PCR: Procurement
- LOG: Logistics   EC: Event Coordinator   FM: Financial Manager

VI) Governance & Project Reporting

This mentorship program was designed and will be done in close collaboration with the UM6P Career Center, an important partner whose knowledge and resources increase the initiative's efficacy.

WEEKLY MEETING (Once in a week)

Project Progress review

Agenda: - Updates on completed task, discuss the work currently in progress, and discuss challenges.

Distribute tasks for the upcoming weeks

Agenda: Discussion on the upcoming deliverables, task assignments and responsibilities.

Coordination and alignment

Agenda: Ensure alignment among team members and maintain a shared understanding of project priorities.

MONTHLY MEETING (Monthly Operational Review)

Project review

Agenda: - Reflect on the overall programs of the project and identify areas of improvement

Strategic planning

Agenda: - Discuss long term goal and discussion of strategic adjustments for the upcoming months

Resources allocation and budget review

Agenda: - Review resources wage and financial status to ensure alignment with project plans.

Emergency and Risk management

Agenda: - Develop plans for risk management and emergency response

EXECUTIVE COMMITEE MEETINGS (Quarterly)

- Sponsors updates: Updates about progress of the project to partners (UM6P Career Center)
- Financial Oversight: Budget review
- Strategic Planning: Discuss the strategic direction of the project and review long-term goals
- Policy Review: Revise and overview university's policies and ensure alignment with legal requirements
- Emergency and risk management: Review plans for risk management and emergency response

VII) Risks and Mitigation Plan

1. **Risk:** Withdrawal of mentors

   Mitigation: -Provision of more pool of mentors on standby to replace mentors that withdraw.

   -Provide support for the mentors to enhance their satisfaction and retention.

2. **Risk**: Withdrawal of mentees

   Mitigation: - Provision of regular feedback system

   - Provide counseling related to mental issues

3. **Risk**: Lack of mentees Engagement

   Mitigation: - increase in program benefit awareness

   - Provide an environment where mentees can freely express their concerns

4. **Risk**: Mentor-Mentee Matching Misalignment

   Mitigation: - Ensure student goals align with mentors' expertise

   - Provide opportunity for mentors-mentee exchange at the initial stage.

5. **Risk**: Conflict and Mismanagement

   Mitigation: - Provide conflict resolution training for mentees & mentors

   - Offer mediation or support services to address any conflicts that may arise

6. **Risk** : Project sustainability

   Mitigation: - Ensure timely review and project scheme flexibilty

   - Measure the effectiveness of the scheme

7. **Risk** : New University Policy

Mitigation: - Continously monitor university policy and be prepared to adjust project structures if neccessary.

8. **Risk** : Data Security & Policy

Mitigation: -Ensure the safety of personal information

  - Create a well-structured database for information storage.

  - Develop and implement clear security policies, that outline data handling procedures and reporting of incident.
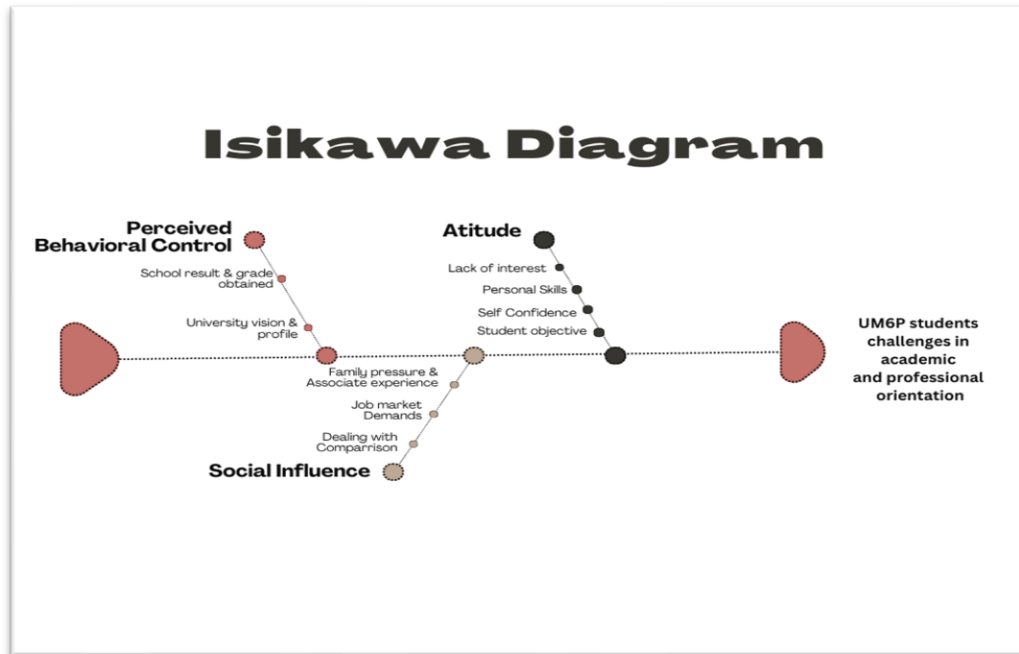
		RISK MATRIX			
	Negligible	Minor	Moderate	Significant	Severe
Very Likely					Withdrawal of mentee
Likely				Widthdrawal of mentor	
Possible			New University Policy	Lack of mentees engagement	Conflict & Mismangement
Unlikely			Mentor-Mentee Matching misalignment	Data Security and Policy	
Very Unlikely					Project sustainability

	Medium			Med High
	High			Low Medium

Appendix

- **Triple A analysis**

Authority	Acceptance	Aptitude
School management (100%)	Students (80%)	Funding (100%)
	School Management (80%)	Expertise (100%)

- **Problem deconstruction**

- **Theory of Change**