



VILLAGE SUPPORT LIMITED

&

ATHIEI FOUNDATION



MENTORSHIP HANDBOOK

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Preface

This handbook is the culmination of a collaborative effort between *Village Support Limited* and the *Athiei Foundation*, grounded in our shared belief that “it takes a village to raise a child.” In a world where young people face complex social, educational, and economic challenges, mentorship has proven to be a powerful pathway for nurturing their potential and guiding them toward productive, fulfilling lives.

Our aim in creating this handbook is to provide practical guidance and structured approaches for mentors and mentees alike. It offers strategies, tools, and insights to foster meaningful relationships that promote growth, resilience, and self-confidence among young people. At its heart, this handbook is about empowering youth to navigate challenges, make informed decisions, and take charge of their personal and professional development.

We envisage this guide as a living resource, adaptable to diverse contexts and responsive to the evolving needs of young people in our communities. By sharing knowledge, experiences, and best practices, we hope to strengthen the capacity of mentors and the confidence of mentees, ensuring that every young person has the support they need to thrive.

It is our hope that this handbook will serve not only as a practical tool but also as a source of inspiration, encouraging communities, mentors, and youth to work together in building a future filled with promise, purpose, and productivity.

— *Village Support Limited & Athiei Foundation* —

Table of Contents

Preface	1
Table of Contents	2
1.0. Introduction	4
1.1. Mentorship in context: African Village Model and mentorship of young people	4
1.2. Authentically community-led work	6
1.2.1. The key concepts	6
1.2.1.1. Engagement.....	6
1.2.1.2. Partnership	7
1.2.1.3. Empowerment	7
1.2.1.4. Co-design.....	8
1.2.1.5. Early Intervention	8
1.2.1.6. Rehabilitation	8
1.2.2. “Community-Led Connections: Linking Young People to Culture, Family, and Essential Services”	9
1.2.3. Cycle of the Community Engagement, Empowerment and Partnership	10
2.0. What is Mentorship?.....	10
3.0. Objectives of Mentorship	11
4.0. Who should be a Mentor?.....	11
4.1. Qualifications	12
4.2. Age and experience.....	12
4.3. Achievements and attributes.....	12
5.0. Core principles of effective mentorship	12
6.0. Peer Mentorship.....	13
6.1. What is peer mentorship?.....	13

6.2.	Who should be a Peer Mentor?	14
6.3.	Why is this significant for mentorship?	14
6.4.	Who Do You Identify as a Peer Mentor?	15
6.5.	How Do You Match Them Properly with a Mentee?.....	16
7.0.	Who is a Mentee?	16
8.0.	Skills needed to be an effective Mentor	16
9.0.	Expectations from a Mentor.....	17
10.0.	How Mentors are assigned to tasks.....	17
11.0.	Mentoring.....	18
11.1.	Mentoring Relationship Model	18
5.1.	Phases of mentorship.....	19
5.2.	Expectations of People from a Mentor	19
5.3.	Process of assigning a Mentor to a Mentee	21
5.4.	Mentoring in a Diverse and Complex Environment.....	22
5.5.	Reviewing and Changing Mentorship Strategy	24
5.6.	Key themes underpinning mentorship objectives	25
6.0.	Mentoring: what it is and what it is not.....	27
7.0.	Difference between mentorship and coaching.....	28
8.0.	Mentor, Supervisor, Counsellor and Coach.....	28
9.0.	Mentorship: Benefits to mentor and mentee	28
10.0.	Reviewing and changing mentorship strategies	29
10.1.	Steps for reviewing.....	29
10.2.	Indicators for change	29
11.0.	Conclusion.....	29
	Bibliography.....	30

1.0. Introduction

Mentorship is a powerful tool for personal, professional, and academic growth, offering a structured pathway for knowledge sharing, skill development, and leadership building. It bridges the gap between experience and learning, creating opportunities for mentees to access valuable guidance while enabling mentors to contribute meaningfully to others' success. Effective mentorship goes beyond simply offering advice, it fosters trust, mutual respect, and two-way learning where both parties benefit. Within diverse and complex environments, mentorship plays an even greater role in promoting cultural understanding, social inclusion, and resilience. It addresses multiple dimensions of a mentee's life, including education, career advancement, leadership development, language and communication skills, and personal well-being. This handbook provides practical strategies for implementing impactful mentorship programs, from defining objectives to assigning mentors and reviewing progress. It also explores essential qualities of mentors and mentees, best practices for relationship management, and methods for adapting strategies as needs evolve. Ultimately, mentorship is not a one-size-fits-all process; it is a dynamic, adaptable, and collaborative journey that empowers individuals to achieve their full potential while contributing to broader organisational and community goals.

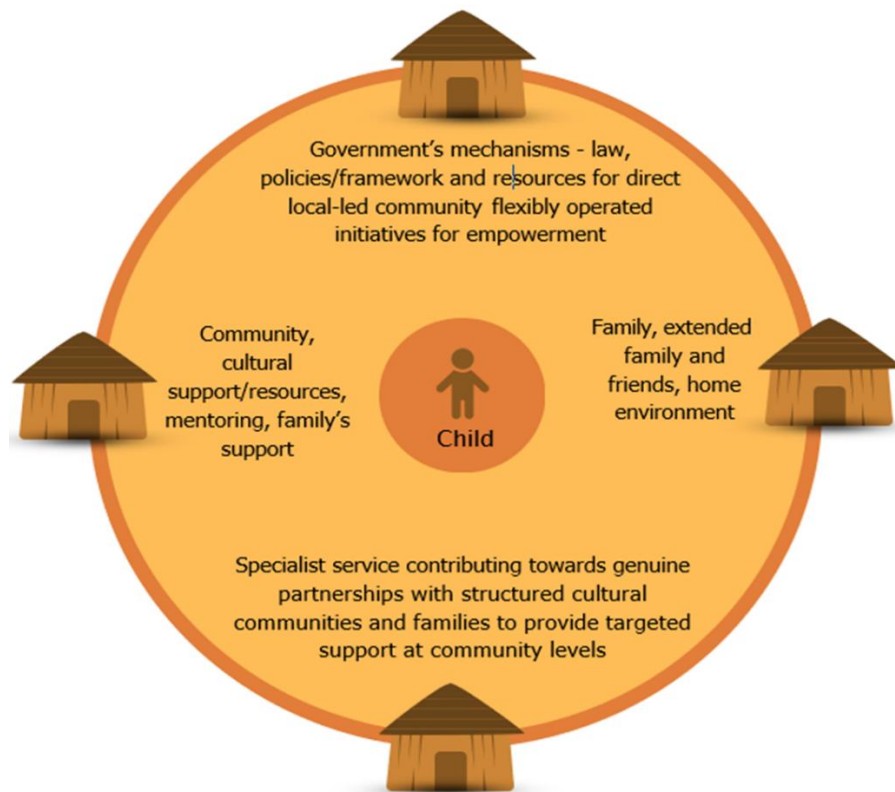
1.1. Mentorship in context: African Village Model and mentorship of young people

The African Village Model, grounded in the principle *"It takes a village to raise a child,"* provides a powerful framework for understanding and implementing mentorship for young people. Mentorship, like child-rearing in the African cultural context, is not the sole responsibility of one individual but a collective effort supported by family, community, government, and specialist services.

At the centre of the model is the young person, surrounded by multiple layers of influence and support:

1. Family and extended networks

Family remains the primary source of guidance, values, and emotional support. In mentorship, families often provide the initial role models and encourage participation in programs that align with cultural expectations and personal aspirations.



The African Village Model in Australia

2. Community and cultural mentorship

Community members including elders, cultural leaders, and peers, offer informal and formal mentorship opportunities. These relationships strengthen cultural identity, instil values, and provide practical life skills, ensuring that mentorship addresses both personal growth and cultural connectedness.

3. Government mechanisms

Government policies and frameworks enable structured mentorship programs, particularly for vulnerable or marginalized young people. By supporting community-led initiatives and resourcing culturally responsive programs, governments create an environment where mentorship is sustainable and impactful.

4. Specialist services and partnerships

Professional mentors, educators, and service providers collaborate with communities to offer targeted mentorship in areas such as career development, education, mental health, and employability skills. Outsourcing specialized elements ensures that mentorship evolves with the mentee's changing needs.

Through this integrated approach, mentorship becomes more than a one-on-one relationship, it becomes a network of interconnected supports that collectively empower young people to thrive academically, socially, and emotionally while remaining grounded in cultural identity.

1.2. Authentically community-led work

1.2.1. The key concepts



1.2.1.1. Engagement

- Careful mapping-out of the communities in terms of various social demographics, structures, formal and informal groups
- Outreach in the community where they live and feel safe
- Establishing appropriate contact without undermining or creating divisions in the community
- Positive relationships and trust building, maintaining relationships and trust
- Conduct need-based analysis led by the local community and authorised legitimate representatives to identify varying needs for new arrivals, long-settled communities/families, international students, skill migrants, humanitarian entrants, social



demographics to identify short-term, medium-term and long-term needs,

- Genuinely refraining from sensitive, divisive and traumatic local community politics (remaining genuinely impartial and neutral privately and publicly) while engaging with the community members and leaderships.

1.2.1.2. Partnership



- Entering into formal and mutually agreed arrangements with the legitimate community groups with the real proven knowledge of community's priorities, social infrastructure and have independently developed their initiatives and solutions
- Shared decisions and power, and investment in direct local community-developed and led initiatives within the local communities' safe spaces of cultural significance and connections
- Capacity-building, professional/career opportunities for people from relatively underrepresented communities on organisation and agency's leadership positions
- Having the community perspectives taken into decision-making and policy development through direct participation.
- Allowing and supporting the community to independently speak and advocate for itself through their elected or nominated representatives.

1.2.1.3. Empowerment

- Knowledge of Community's priorities and their own social infrastructure capital
- Practically supporting initiatives independently developed by the local community groups
- Investment in safe spaces of cultural significance and connections
- Capacity-building
- Providing or creating professional opportunities, especially leaderships for people from relatively underrepresented communities in organisation and agency's senior/executive

management and having their perspectives taken into decision-making and policy development of the organisation or agency

1.2.1.4. Co-design

A truly and practically collaborative process where individuals or groups of people, affected by a particularly policy issue, including those with genuine lived experience and technical expertise, work together as equals in developing products, policies, services and programs.

1.2.1.5. Early Intervention



- Careful and comprehensive strategy of identifying a potential young person or student at-risk of disengagement from education due to unknown or known factors
- Building positive relationships and trust with the young person and their family and support network in order to design a strategic support plan
- A comprehensive, holistic and focused strategy that provides support, whether directly or indirectly, to all individuals within the family and community of a young person who holds significant influence and plays a pivotal role in the young person's life before, during, and after school hours.

1.2.1.6. Rehabilitation

- A multi-dimensional program and set of mechanisms that unpack and categorise young people in the criminal justice system based on the nature of their offending and cultural backgrounds
- Designing a support plan that is comprehensive and mutually acceptable to individual young person, their family, and cultural community while they are within juvenile detention facilities or involved in the broader system. This involves capturing and integrating their living circumstances, background, support systems both inside and outside,



and ensuring that these elements are incorporated into the plan. The goal is to establish a plan that garners trust and commitment from the young person, thereby significantly reducing their likelihood of re-offending.

1.2.2. “Community-Led Connections: Linking Young People to Culture, Family, and Essential Services”

Connecting Young People to their Culture, Families and Services:

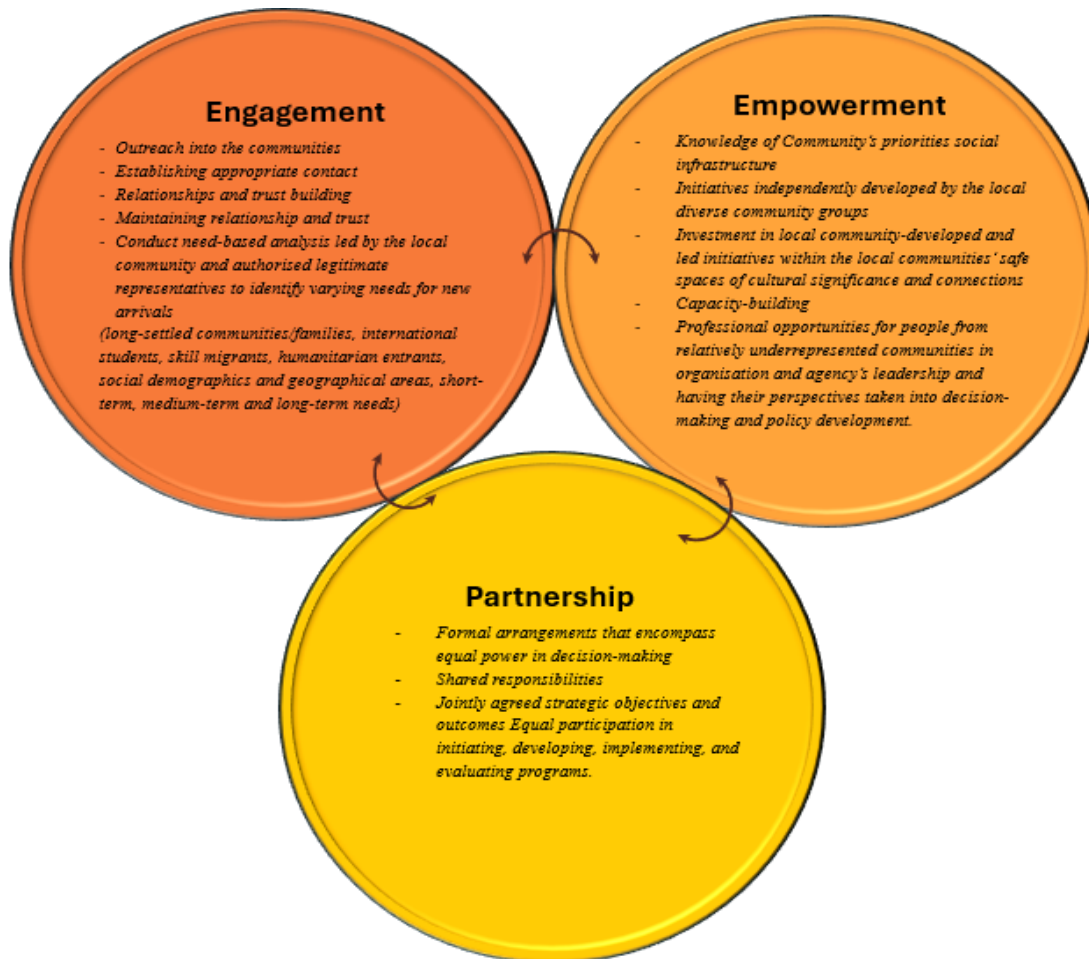
- An initiative where young individuals are respectfully, authentically, and unconditionally provided with safe spaces of cultural significance to connect, interact, and take part in a program devised and executed by their cultural community.
- This program allows them to learn the language, traditions, stories, history, and other vital aspects of their original culture within the community.

Community-led and community-controlled:

- * A program independently initiated, planned, developed and executed by members of a community disproportionately impacted by a specific issue of public policy significance.
- * Government agencies and mainstream service providers can play a pivotal role in capacity-building financing, and/or forming strategic partnerships to support such initiatives.



1.2.3. Cycle of the Community Engagement, Empowerment and Partnership



2.0. What is Mentorship?

Providing a definition for mentorship is not easy because the role changes as the relationship evolves. However, with a focus on the primary role of a mentor, *mentorship can be defined as a structured and supportive relationship in which an experienced person (mentor) provides guidance, advice, and support to another individual (mentee) to enhance their personal and professional development.* It is built on **trust, respect, and mutual growth**, and focuses on helping the mentee achieve specific goals.

Key Characteristics of Mentorship:

- Long-term developmental relationship.
- Focus on growth, not just problem-solving.
- Two-way learning (both mentor and mentee benefit).



3.0. Objectives of Mentorship

The objectives of mentorship programs may vary by context, but common goals include:

- **Knowledge Sharing:** Transfer of skills, experience, and best practices.
- **Career Development:** Supporting mentees in planning and advancing their careers.
- **Leadership Building:** Developing leadership skills for future roles.
- **Confidence and Motivation:** Enhancing self-esteem and professional confidence.
- **Networking Opportunities:** Expanding professional connections and opportunities.
- **Retention and Growth:** For organizations, improving engagement and retention rates.

4.0. Who should be a Mentor?

A mentor should be someone who has the knowledge, experience, and willingness to guide others effectively.



4.1. Qualifications

- Minimum of 3–5 years of experience in a relevant field.
- Demonstrated professional competence and ethical conduct.
- Ability to communicate clearly and empathetically.

4.2. Age and experience

- No strict age requirement, but ideally someone mature and experienced enough to provide guidance.
- Should have practical experience in the mentee’s area of interest.

4.3. Achievements and attributes

- Proven track record of success in their field.
- Recognized for leadership qualities and problem-solving ability.
- Passionate about developing others and committed to continuous learning.

5.0. Core principles of effective mentorship

A Mentor should be able to:

- uphold the values and ethics of the public, corporate and community sector in which they work
- explain the basic mechanics of the organisation
- support the organisation’s mission, vision, and goals
- employ active listening skills
- offer encouragement through genuine positive reinforcement
- provide tools and strategies to make informed choices and decisions
- be a positive role model
- share “lessons learned” from your own experiences
- be a resource and a sounding board

- contribute to the professional development of your mentee(s)
- provide support and guidance to your mentee(s) to navigate complex life's challenges, professionally and socially
- be accessible, committed and engaged during the program

6.0. Peer Mentorship

6.1. What is peer mentorship?

Peer mentoring is a form of mentorship that usually takes place between a person who has lived through a specific experience and a person who is new to that experience. An example would be an experienced student being a peer mentor to a new student, the peer mentee, in a particular subject, or in a new school, a young person who may have been involved in offending, a former refugee helping new arrivals settle in the new country etc.



6.2. Who should be a Peer Mentor?

A Peer Mentor is typically someone who:



- **Has relevant/lived experience:** They have successfully navigated similar challenges or environments as the mentee (e.g., academic programs, professional settings, cultural adaptation).
- **Possesses interpersonal skills:** Good communication, empathy, and active listening skills.
- **Demonstrates reliability and responsibility:** Can commit time and effort to the mentoring relationship.
- **Shows leadership and role-model behaviour:** Upholds values and attitudes worth emulating.
- **Understands boundaries and confidentiality:** Maintains professionalism while being approachable.

6.3. Why is this significant for mentorship?

The significance of peer mentorship lies in its ability to create mutual learning, support, and empowerment between individuals who share similar experiences or stages in life. Here are the key reasons why it is significant:

1. Relatability and Approachability

Peer mentors share similar experiences, backgrounds, or challenges with mentees, making them more relatable and easier to approach than senior mentors. This reduces intimidation and fosters open communication.

2. Builds Confidence and Belonging

It promotes a sense of inclusion, community, and belonging, especially in educational, professional, or cultural transition settings. This is crucial for reducing isolation and improving well-being.

3. Practical and Timely Guidance



Peer mentors provide real-world, experience-based advice that is immediately applicable to the mentee's current situation. This practical support often addresses issues that formal systems overlook.

4. Enhances Social and Emotional Support

It creates a safe environment for sharing concerns, reducing stress, and enhancing resilience, which is particularly important for young people and marginalized groups.

5. Leadership and Skill Development

Peer mentors gain leadership, communication, and problem-solving skills, which contribute to their personal and professional growth.

6. Cost-Effective and Sustainable

Peer mentorship programs are often more affordable and sustainable than traditional mentorship models because they leverage existing networks and shared experiences.

6.4. Who Do You Identify as a Peer Mentor?

A peer mentor is typically:

- **Experienced in similar contexts:** Someone who has successfully navigated a stage or challenge that the mentee is currently facing (e.g., academic program, workplace integration, cultural adjustment).
- **Relatable and approachable:** Shares some common background or interests with the mentee.
- **Demonstrates positive traits:** Responsible, empathetic, and able to communicate effectively.
- **Committed to support:** Willing to dedicate time and effort consistently.
- **Understands boundaries:** Maintains professionalism, confidentiality, and respect.

6.5. How Do You Match Them Properly with a Mentee?

1. **Assess Mentee needs and goals:** Understand what the mentee hopes to achieve (academic success, career guidance, social integration, etc.).
2. **Collect mentor information:** Gather details about the mentor's background, experiences, interests, and strengths.
3. **Match based on key factors:**
 - Common Interests and Goals: Similar academic field, career aspirations, or cultural experiences.
 - Background and Language: Shared cultural or linguistic background can increase comfort and trust.
 - Personality Fit: Compatible communication and interaction styles.
 - Gender or Cultural Sensitivity: Consider mentee preferences for gender or cultural compatibility.
4. **Check availability and commitment:** Ensure both mentor and mentee have compatible schedules and time commitments.
5. **Facilitate an introductory meeting:** Give both parties a chance to meet and agree on expectations before finalizing the match.

7.0. Who is a Mentee?

A mentee is an individual seeking guidance, support, and learning from a more experienced person to achieve personal or professional goals.

Characteristics of a good Mentee:

- Open to feedback and learning.
- Proactive in setting goals and engaging in the process.
- Committed to applying lessons and strategies discussed.
- Respectful of the mentor's time and effort.

8.0. Skills needed to be an effective Mentor

To mentor successfully, one needs a mix of technical expertise, interpersonal skills, and emotional intelligence.

Essential skills:

- **Active Listening:** Understand the mentee’s concerns and aspirations.
- **Effective Communication:** Convey ideas clearly and constructively.
- **Empathy:** Show understanding and sensitivity.
- **Coaching and Feedback:** Provide actionable advice and constructive criticism.
- **Problem-Solving:** Help mentees navigate challenges.
- **Networking Ability:** Connect mentees to relevant people and opportunities.
- **Adaptability:** Adjust strategies based on mentee’s progress.



9.0. Expectations from a Mentor

Mentors are expected to:

- **Guide and support:** Help the mentee define and achieve goals.
- **Provide honest feedback:** Give constructive criticism without judgment.
- **Share knowledge and experience:** Offer insights, resources, and strategies.
- **Maintain confidentiality:** Protect the trust within the relationship.
- **Encourage independence:** Empower the mentee to make informed decisions.

10.0. How Mentors are assigned to tasks

Assigning mentors to tasks depends on:

- **Area of Expertise:** Match mentor’s experience with mentee’s needs.
- **Availability:** Ensure mentors have adequate time to commit.
- **Personality and Compatibility:** Consider communication styles and interests.
- **Goals of the Program:** Align mentor-mentee pairs with the organization’s objectives.

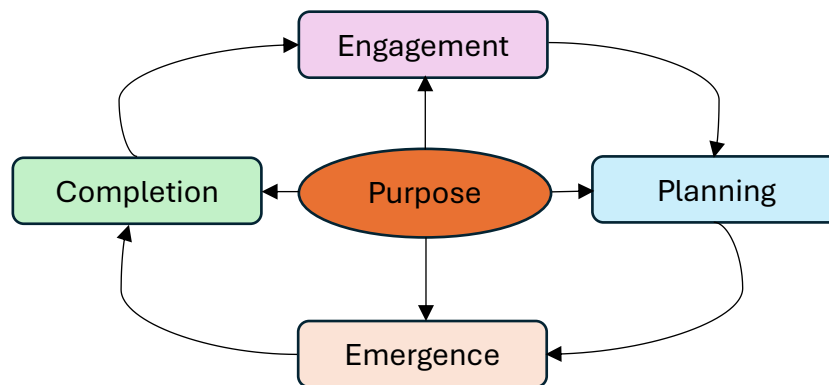
Methods of assignment:

- **Self-selection:** Mentees choose mentors from a list.
- **Coordinator assignment:** Program manager assigns based on profiles.
- **Mutual agreement:** Mentor and mentee agree after an introductory session.

11.0. Mentoring

11.1. Mentoring Relationship Model

- **Purpose** (*Why do I want a mentor? Why do I want to be a mentor?*): This phase establishes the reasons for mentorship for a mentor and mentee.



Mentoring Relationship Model

Engagement (*How do I begin?*): This phase focuses on how one finds or becomes a mentor, either formally or informally. The mentor and mentee will determine the nature of the relationship to meet learning needs, objectives and mutual goals.

Planning (*How can I achieve my goal? How will we work together?*): Planning concentrates on the development of an action plan, including goals, actions, resources, timelines and how to evaluate success. This is also the phase where the terms of the relationship are negotiated and agreed upon.

Emergence (*How am I doing? What are we learning?*): sees the evolution of the mentoring relationship. The goals are clear, a plan is in place, and the mentor facilitates the growth and development of the mentee by supporting, encouraging and challenging. This is an interactive process as it flows through engagement in conversation, reflection and evaluation.

Completion (*What are my next steps?*): phase is a time for celebrating accomplishments, redefining the relationship and examining what your next steps will be. This is the time where the relationships become more collegial and collaborative.

5.1. Phases of mentorship

Phase 1: Establish expectations and build trust (pre-work & sessions 1-2)

- ✓ Identify your expectations for the mentoring relationship
- ✓ Hold introductory meeting
- ✓ Listen to your mentee's expectations and goals
- ✓ Clarify roles and responsibilities
- ✓ Share your expectations for the programme with the mentee

Phase 2: Create an action plan (sessions 2-3)

- ✓ Ask about your mentee's strengths and challenges
- ✓ Discuss their goals and action items for the programme
- ✓ Encourage your mentee to fill out the Mentorship Agreement on the platform (or another action plan document of their choosing)

Phase 3: Meet consistently and revise the action plan (session 3 onward)

- ✓ At each meeting, review progress on actions items
- ✓ Discuss items of interest, current challenges, recent successes, etc.
- ✓ Foster learning and development with practical exercises

5.2. Expectations of People from a Mentor

1. **Being professional**

A mentor is expected to maintain professionalism in their interactions, communication, and conduct. This means setting clear boundaries, respecting confidentiality, and offering guidance in a constructive, non-judgmental manner. Professionalism helps build credibility and sets a positive tone for the mentoring relationship.

2. **Respectful and humble**

Mentees value mentors who show respect for their ideas, backgrounds, and experiences. Humility ensures that the mentor does not position themselves as “all-knowing” but instead engages in mutual learning. This creates an environment where mentees feel valued and supported.

3. **Lead by example**

A mentor is often seen as a role model. Demonstrating integrity, discipline, resilience, and ethical decision-making provides mentees with a living example of the standards and behaviours they can emulate in their personal and professional lives.



4. **Organisational values**

Mentors are expected to embody and promote the core values of their organisation or community. By aligning their advice and conduct with these values, they help mentees understand the culture, expectations, and responsibilities tied to belonging to that organisation.

5. **Consistency and reliability**

Mentees rely on mentors for dependable support. Consistency in availability, communication, and guidance builds trust and reassures mentees that they can count on their mentor during both challenges and successes.

6. **Trustworthiness**

Trust is central to any mentoring relationship. Mentors are expected to respect confidentiality, honour commitments, and provide honest feedback without bias. Trustworthiness fosters openness, allowing mentees to share challenges without fear of judgment.

7. **Confidence**

A mentor should demonstrate confidence in their knowledge, skills, and decision-making, while also instilling confidence in the mentee. This includes encouraging mentees to recognise their strengths, take on challenges, and grow both personally and professionally.

8. **Organised**

Effective mentors manage their time well, prepare for meetings, and structure mentoring sessions thoughtfully. Being organised ensures that both mentor and mentee

make the most of their time together and achieve clear goals within the mentoring process.

5.3. Process of assigning a Mentor to a Mentee

1. Identify program goals and objectives

- Clarify the purpose of the mentoring program (e.g., career development, academic support, cultural integration, leadership growth).
- Define the expected outcomes for both mentors and mentees.

2. Recruit and select mentors and mentees

- Invite interested mentors (experienced professionals, leaders, or peers).
- Register mentees who would benefit from guidance.
- Collect relevant background information on both groups (goals, ambitions, interests, personality, skills, experience, cultural background, challenges, and expectations).
- Know the mentee's goals, ambitions, interests, personality, cultural background, challenges etc.
- Introduce the mentor to the mentee appropriately and properly to establish a bond from the start.

3. Screening and training

- Provide orientation or training for mentors and mentees on roles, responsibilities, and expectations.
- Ensure mentors are prepared to support mentees in a professional, respectful, and ethical manner.

4. Matching criteria development

- Establish matching criteria such as:
 - Career or academic interests
 - Skills and expertise
 - Personality and communication style
 - Cultural background and language (if relevant)
 - Availability and commitment level

5. Matching and assignment

- Use the collected information to pair mentors and mentees thoughtfully.

- Some programs use software or surveys to match participants; others rely on program coordinators' judgment.
- In some cases, mentees may be allowed to choose from a pool of potential mentors.



6. Introduction and agreement

- Arrange an initial meeting (formal or informal) between the mentor and mentee.
- Encourage both parties to set clear goals, boundaries, and expectations.
- A mentoring agreement (outlining confidentiality, frequency of meetings, and communication style) can be useful.

7. Monitoring and support

- Program coordinators should check in periodically to ensure the relationship is progressing well.
- Provide support, mediation, or re-matching if necessary.

8. Evaluation and feedback

- At set intervals (e.g., quarterly or at the end of the program), gather feedback from both mentors and mentees.
- Evaluate outcomes against program goals and adjust processes for future cycles.

Summary



5.4. Mentoring in a Diverse and Complex Environment

Mentoring in diverse and complex environments goes beyond basic guidance. It requires a systems-based, culturally competent, and adaptive approach that recognizes the unique realities

faced by young people. This approach addresses not only individual needs but also the broader influences shaping their lives.

1. Key Considerations

a) External factors and surroundings

- Community influences, socioeconomic conditions, and cultural expectations shape a young person's opportunities and decisions.
- Mentors need to understand how these factors affect the mentee's goals and choices.

b) Internal and external systems

- **Internal systems:** Family structure, cultural norms, values, and personal identity.
- **External systems:** Education, social services, peer networks, and institutional policies.
- Mentors should help mentees navigate these systems effectively while leveraging available support networks.



c) Varied interests of the mentee

- Each mentee brings diverse aspirations, ranging from personal passions to career goals.
- Mentors must align guidance with these interests, promoting self-determination rather than imposing predefined paths.

d) Background and knowledge gaps

- Cultural background, prior educational experiences, language proficiency, and access to resources may differ widely.
- Mentors play a key role in **bridging gaps**, offering knowledge, skills, and connections tailored to the mentee's context.

2. Strategic approach

- a. **Cultural competence:** Understand and respect cultural diversity and identity.

- b. **Holistic perspective:** Address not just individual skills but the broader ecosystem affecting the mentee.
- c. **Individualized support:** Develop strategies based on the mentee’s unique background, strengths, and goals.
- d. **Empowerment and advocacy:** Advocate for systemic changes and opportunities while empowering the mentee to take ownership of their growth.
- e. **Collaboration with stakeholders:** Engage families, schools, and communities to create a supportive environment.

3. Outcome goals

- Enhance mentee’s confidence and resilience.
- Support navigation of complex systems and environments.
- Build strong cultural identity alongside personal and professional growth.
- Influence external conditions positively through advocacy and resource connection.

5.5. Reviewing and Changing Mentorship Strategy

Mentorship strategies should be flexible and adaptable to meet the evolving needs of the mentee. A static approach may fail to address new challenges, interests, or opportunities that arise over time. Reviewing and adjusting the mentorship strategy ensures continued relevance and effectiveness.

1. Timely assessment of progress

Regular reviews are essential to evaluate whether goals are being met and whether the mentorship relationship remains productive. This involves scheduled check-ins, performance tracking, and open feedback sessions. Timely assessment prevents stagnation and helps identify gaps early.

2. Altering the plan and strategy

If progress is slow or goals have shifted, the mentoring plan should be revised. This could include setting new objectives, adopting different communication styles, integrating practical activities, or involving additional resources. Flexibility is key to keeping the process relevant to the mentee’s current needs.

3. Staying the course or changing direction

In some cases, the existing strategy may still be effective, requiring no significant change, just consistent application. However, when major misalignments occur, a new strategy or approach should be implemented to keep the mentee engaged and supported.

4. Changing the Mentor

If challenges persist despite strategic adjustments, such as lack of compatibility or recurring conflicts, it may be necessary to assign a new mentor. This transition should be managed professionally to avoid negative impacts on the mentee's experience.

5. Cooperation between past and current Mentors

When a mentor change occurs, smooth collaboration between the previous and new mentor is critical. Sharing progress reports, goals, and context ensures continuity and avoids duplication or confusion.

6. Managing emerging conflicts positively

Conflicts may arise during the mentoring process. These should be addressed promptly and constructively through open dialogue, mediation if necessary, and a focus on shared objectives. Turning conflicts into opportunities for growth can strengthen the mentoring relationship.

7. Outsourcing certain elements of mentorship

As more needs and interests emerge, mentors may need to involve specialists or external resources. For example, technical skills training, cultural integration support, or mental health assistance can be outsourced while the mentor continues providing overall guidance.

Key principle

The ability to review and adapt mentorship strategies, through assessment, collaboration, and resourcefulness, is essential for maintaining a dynamic, effective, and supportive mentoring process in complex environments.

5.6. Key themes underpinning mentorship objectives

Mentorship programs are designed to support the holistic development of mentees while ensuring that objectives remain meaningful and aligned with their personal, social, and professional aspirations. The following themes capture the core considerations for setting mentorship objectives:

1. Relevance to the Mentee's Context

Mentorship objectives must be tailored to the mentee's unique needs, background, and aspirations. This ensures the process is engaging and impactful. Relevance may include:

- **Education:** Supporting academic achievement, study strategies, and educational pathways.
- **Career Options:** Providing career guidance, exposure to different professions, and networking opportunities.
- **Leadership Development:** Fostering confidence, decision-making skills, and the ability to influence positively.
- **Language and Communication:** Enhancing proficiency in language(s) required for education, work, and social integration.
- **Cultural Knowledge and Identity:** Strengthening cultural pride and understanding while promoting cross-cultural adaptability.
- **Creative Arts:** Encouraging participation in music, dance, art, and other cultural expressions as tools for identity and personal growth.
- **Employability Skills:** Building practical competencies such as teamwork, problem-solving, time management, and digital literacy.
- **Sports and Recreation:** Using sports as a means of building discipline, resilience, and teamwork.
- **Family Circumstances:** Considering family dynamics, responsibilities, and cultural expectations that influence the mentee's opportunities.

2. Holistic Development

Objectives should address multiple aspects of the mentee's life, including **personal growth, social inclusion, and professional readiness**, rather than focusing on one dimension.

3. Individualization and Flexibility

Every mentee is unique; objectives must be **adaptable** as needs evolve. Mentorship plans should allow for adjustments based on progress, interests, and emerging opportunities.



4. Empowerment and Self-Determination

Mentorship should equip mentees to take **ownership of their development**, make informed decisions, and build confidence to navigate complex environments.

5. Cultural Sensitivity and Inclusiveness

Objectives should respect the mentee's **cultural background, identity, and values**, while promoting inclusion and appreciation of diversity.

6. Long-Term Sustainability

Mentorship goals should not only focus on immediate gains but also on **skills and attitudes that support lifelong learning, resilience, and adaptability**.

6.0. Mentoring: what it is and what it is not

Mentoring Is...	Mentoring Is Not...
<ul style="list-style-type: none">• Development tool - a mentoring relationship can help you understand more about the Organization and what you want out of your career.• Knowledge-sharing opportunity - mentoring facilitates the flow of information and ideas among staff in different departments and duty stations.• Organizational culture support - mentoring can help staff better understand the Organization's cultural norms, some of which are not captured in written policies and rules.• Candid and Specific - a good mentoring relationship provides honest and specific feedback and a route to growth.	<ul style="list-style-type: none">• Replacement for formal development - Mentoring cannot take the place of formal training but can augment it.• Management replacement - A mentor should not take on the role or responsibilities of a mentee's manager.• A guaranteed promotion - A mentoring relationship provides no assurance of a promotion, success. However, both parties may develop competencies and skills that improve overall personal growth, job performance.• Personal counselling - It is best to seek help on personal issues from a life coach or mental health professional.

7.0. Difference between mentorship and coaching

Mentoring	Coaching
<ul style="list-style-type: none"> • Tends to focus on an individual's overall career goals and aspirations • Mutually benefits the mentor and mentee. • Formal mentoring period may be finite, but the relationship may continue 	<ul style="list-style-type: none"> • Assesses and improves an individual's performance in a particular area. • Benefits the coachee more than the coach • Often has a time-bound relationship defined to meet specific goals

8.0. Mentor, Supervisor, Counsellor and Coach

Mentor	Supervisor	Counsellor	Coach
✓ Informal relationship	✓ Formal relationship	✓ Formal relationship	✓ Informal or formal relationship
✓ Agenda set by the mentee	✓ Agenda set by supervisor	✓ Collaborative agenda	✓ Collaborative agenda
✓ Focuses on general professional/personal development	✓ Focuses on work performance	✓ Focuses on personal issues	✓ Focuses on skill development
✓ Semi- structured relationship	✓ Structured relationship with clear boundaries	✓ Structured relationship with clear boundaries	✓ Can be structured or semi-structured
✓ Provides open communication	✓ Can be open and closed communication	✓ Collaborative communication	✓ Open communication
✓ Identifies and supports growth opportunities	✓ Identifies any performance issues and professional development	✓ Identifies underlying personality or behavioural issues	✓ Identifies strengths and weaknesses
✓ Provides general, objective advice and supports	✓ Provides formal advice and directives	✓ Provides formal professional advice	✓ Provides general advice and support

9.0. Mentorship: Benefits to mentor and mentee

For the Mentor	For the Mentee
<ul style="list-style-type: none"> ▪ enhance your skills in areas such as leadership, interpersonal skills and communication 	<ul style="list-style-type: none"> ▪ A personalised professional development opportunity

- increase your professional networks
- hear fresh perspectives from future members of your profession
- have the opportunity to reflect on your own practice
- An insight into working in the public, community or corporate sector, and organisation expectations
- Development of practical skills through information sharing
- Increased access to professional development and networking opportunities
- Additional supports during time of change, transition and learning
- The opportunity for impartial feedback and constructive criticism

10.0. Reviewing and changing mentorship strategies

Mentorship strategies should evolve as goals change. Regular reviews ensure effectiveness.

10.1. Steps for reviewing

- a. **Set measurable goals:** Define clear expectations at the start.
- b. **Conduct periodic evaluations:** Quarterly or bi-annual reviews.
- c. **Collect feedback:** From both mentor and mentee.
- d. **Adjust approach:** Change strategies if progress is slow.
- e. **Reassign if necessary:** If compatibility issues arise.



10.2. Indicators for change

- Lack of engagement from either party.
- No progress toward agreed goals.
- Misalignment of communication styles or values.

11.0. Conclusion

Mentorship is more than a professional relationship, it is an empowering partnership that supports growth, confidence, and lifelong learning. By aligning objectives with the unique needs of each mentee, programs can foster holistic development across academic, career, and personal domains. Successful mentorship requires a foundation of trust, respect, and cultural

competence, ensuring relevance and inclusivity in diverse contexts. Continuous review and flexibility are critical, allowing strategies to evolve as goals change and challenges emerge. Whether through altering plans, introducing new resources, or transitioning to a different mentor, adaptability ensures the relationship remains effective and meaningful. Additionally, collaboration between mentors, program coordinators, and external stakeholders enhances support networks and opportunities for mentees. The benefits extend beyond individual growth; mentorship strengthens organisational culture, builds leadership capacity, and promotes community engagement. In an ever-changing world, mentorship stands as a strategic approach to equipping individuals with the skills, confidence, and resilience needed to thrive. As this guide highlights, impactful mentorship is intentional, structured, and responsive, delivering value not only for mentees and mentors but for the systems and communities they belong to.

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