

# The Gift of Mentoring

A Guide for Mentors



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## **Youth Mentoring Office Yayasan MENDAKI**

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## ADVISOR'S NOTE



Dear Mentors

Thank you for stepping forward to serve as a mentor and a role model to our youth.

M3 Focus Area 3 is one of the four Focus Areas under M3. It aims to help our youth to build and achieve their aspirations through empowerment and mentoring programmes. Through the Youth Mentoring Office (YMO), we hope to build a strong and active mentoring culture and eco-system in our community where youth from diverse backgrounds and interests can be connected to mentors and benefit from the mentoring and advice they receive on their education and career paths.

But for mentoring to be effective, our mentors must be trained and equipped with the appropriate knowledge and skills. Therefore, I welcome the initiative by YMO in curating this manual for our mentors' reference. With this manual, we can ensure greater understanding and consistency in the application of the Gift-Centred Mentoring approach by our mentors to help their mentees to discover their gifts (inherent strengths), develop their potential to achieve their aspirations, and shine.

Your dedication and commitment can help to shape the future of the young people you mentor. I look forward to your continued support so more youth can benefit from this programme.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Rahayu Mahzam'.

**Mdm Rahayu Mahzam**

Parliamentary Secretary

Ministry of Communications and Information and Ministry of Health

Chairman, M<sup>3</sup> Focus Area 3

# Congratulations, on becoming a mentor!

You may have provided some mentoring or other development assistance to someone before, in a formal or an informal setting. Or this might be your first time being a mentor. The world of mentoring has developed extensively over the past decade, and we are excited to bring the best practices modelled after an evidence-based mentoring framework.

This mentor manual is designed to help you form a successful partnership with your mentees so that both you and your mentees can fully benefit from the experience. The training materials will help you build on and reinforce the mentoring knowledge and skills you may already have as well as provide you with several new ideas, strategies, and tools, including sharing of Gift-Centred Mentoring philosophy. Ultimately, this manual hopes to support rapport building with mentees and plan your mentoring interactions.

We hope you will benefit from this resource and we welcome your suggestions and ideas! Happy connecting!

**Youth Mentoring Office**  
Yayasan MENDAKI

# GLOSSARY OF TERMS

## 1 Mentoring

A relationship that encourages learning and developing potential skills, with results that can be measured through the competencies gained. This can be a one-on-one relationship or may occur in a group setting. .

## 2 Mentor

A mentor facilitates and guides an individual in personal and professional growth by sharing knowledge and wisdom from experience.

## 3 Mentee

Someone who seeks personal and professional growth by learning from a mentor.

## 4 Formal mentoring

An explicit agreement to establish a relationship between a mentor and mentee. These relationships come with procedures, boundaries and measurable objectives.

## 5 Informal mentoring

A casual and less-defined relationship between a mentor and mentee. These relationships are less professional and more personal in nature, with an arrangement that is informal and may not be recognised as mentoring.



## **Chapter 1:**

# **BACKGROUND OF STAKEHOLDERS**

This chapter aims to provide a background of the different stakeholders critical to this mentor manual. They are Yayasan MENDAKI, Youth Mentoring Office and Youth Mentoring Connection.

## 1.1 YAYASAN MENDAKI



Yayasan MENDAKI (Council for the Development of Singapore Malay/Muslim Community) is a pioneer self-help group formed in 1982 dedicated to empower the community through excellence in education, in the context of multi-racial and multi-religious Singapore. MENDAKI's programmes are highly subsidised to enhance its accessibility to as many Muslim families as possible. These programmes are designed to supplement and complement national initiatives. Among the programmes and services provided include the MENDAKI Tuition Scheme, Mentoring for Youths and Parenting Workshops. In addition, MENDAKI also provides financial assistance schemes for education such as bursaries and study loans in supporting students reach their aspirations. In 2015, its programmes and services were streamlined into three pillars – School Ready, Perform in School and Future Ready.

The School Ready pillar focuses on laying the foundation for pre-schoolers to ensure school readiness. Programmes under the Perform in School pillar, which have formed the bedrock of MENDAKI's programmes since its formation, focus on providing holistic support towards learning throughout the school years. At the end of the spectrum, the Future Ready programmes generate awareness for lifelong learning and facilitate the cultivation of competencies and acquisition of skills for the competitive talent market of the future economy.

MENDAKI continues to work extensively with partners that share and support its vision and mission. They consist of government agencies, schools, mosques, Malay/Muslim organisations, employers, grassroots' organisations and social service agencies.



## 1.2 YOUTH MENTORING OFFICE



The Youth Mentoring Office (YMO) was set up within MENDAKI in August 2019 to spearhead and drive mentoring efforts to develop and establish a strong and active mentoring culture within the Malay/Muslim community. YMO is a product of the M<sup>3</sup> (MENDAKI, MESRA, MUIS) collaborative efforts to develop a vibrant Malay/Muslim youths' core, inspiring each youth to continue to pay it forward and give back to the community.

The YMO focuses on building mentors' capabilities in Gift-Centred Mentoring (GCM) philosophy and provides programme guidance to partners in the mentoring eco-system. The GCM philosophy which YMO had contextualized to local settings was adopted from the Youth Mentoring Connection, a Los Angeles-based youth mentoring agency that reached out to the inner-city minority youth population to help them remain in the education system and connect them to positive role models. MENDAKI found this model relevant to the Malay/Muslim community in Singapore in terms of building motivation, encouraging students to remain in school and pursue higher education and connecting them to opportunities and resources through mentoring.

## 1.3 YOUTH MENTORING CONNECTION



Youth Mentoring Connection (YMC) was founded in 2001 by Tony LoRe, a successful businessman who sold his business in 1997 upon discovering his life's passion in helping youth. He now spends his time and energy dedicated to connecting youth with suitable mentors within their community.

YMC's mission is to transform the lives of at-risk youth from low-income families by recognising and acknowledging their unique gifts and talents and shining a light on these gifts through an ongoing mentoring community, creative expression, and life-changing experiences.



## Chapter 2:

# BASICS OF MENTORING

This chapter aims to equip you with the basics of mentoring. It is divided into three parts — Igniting Your Spark!, Foundations of Mentoring, and Mentoring in the Local (Singapore) Context. Each part is designed to guide you through your mentoring journey.

## 2.1 IGNITE YOUR SPARK!

Understanding yourself and setting your intentions right is the first step in making a positive change. In the first part of this chapter, you will learn about the significance of mentoring and how you can be part of the positive change within the community.

### 2.1.1 Choose to be the Difference



[▶ Watch the video on being a difference](#)

Research has shown that children who have achieved some form of success have had at least one stable and committed relationship with a supportive adult. You can be that adult who can make a difference in someone's life.

## 2.1.2 Why I Mentor?



*Watch the video featuring two mentor-mentee pairs from the Empowerment Programme @ ITE share their drive and passion for mentoring and how mentoring has helped mentees*

Mentoring is a two-way street.

## 2.1.3 Anchor Yourself

Before you start your journey as a mentor, set your objectives and realign them as you go. Here are some questions to ask yourself:

- 1 **Why do I want to be a mentor?**
- 2 **How do I aspire to support my mentees?**
- 3 **What do I hope to achieve by the end of my mentoring relationship?**



*[Head down to our pledging platform by scanning the QR code to pledge your intention and join the community!](#)*

## 2.2 FOUNDATIONS OF MENTORING

In the second part of this chapter, we will cover the basics of mentoring, as well as define the roles and stages of your mentoring relationship, to improve your readiness and manage your expectations prior to meeting your mentees.

### 2.2.1 What is Mentoring?

Mentoring is a process in which an experienced person (the "mentor") helps another person (the "mentee") achieve his/her personal and professional goals through a series of structured and confidential interactions over a period of development.

As a mentor, you will have the opportunity to share your wisdom, knowledge, and experiences with your mentees, while discovering the aspirations and interests of the younger generation.

### 2.2.2 Roles of a Mentor

Your role as a mentor is to provide guidance in the growth and development of your mentees. Listed below are some of the roles you play as a mentor:



### 1 Being a Positive Role Model

As a mentor, your mentees will observe the way you speak, present yourself, and interact with others. You must be aware of the impressions you wish to portray through your words and actions around your mentees. Inspire your mentees and encourage them to set goals while motivating them in their abilities and aspirations. Guide your mentees so they can develop into the best version of themselves and fulfil their potential.

### 2 Asking Important Questions

Rather than providing immediate solutions to your mentees, help them develop critical thinking and problem-solving skills by asking important questions that make them consider the results of their actions. Allow them to reflect on their feelings so they may also gain wisdom from their experiences.

### 3 Being Open to Different Perspectives

Good mentors respect varying opinions other than theirs, are open to understanding new things that their mentees are passionate about (e.g. lifestyles, philosophies) and acknowledge the different perspectives which they may express.

### 4 Being a Learning Facilitator

Instead of giving advice, tell your story. When you tell your story, it helps mentees trust you, so they can reciprocate and tell their story to you too. This allows for healing, so that mentees can start seeing a future for themselves. You can also share the lessons that you have learned from them. Show your mentees that their experiences can also provide learning moments for yourself. When your mentees realise that they are also able to inspire you, it will encourage them to strive for the better when addressing their problems.

### 5 Being a Good Listener

Good mentors tend to be good listeners who are not clouded by personal opinion and do not criticise, but instead are open-minded and able to empathise with their mentees.

### 6 Being a Non-Judgmental Friend

Youth today seldom have someone who they can share their difficulties with without facing criticism, especially from adults. By being a non-judgmental friend to your mentees, you will be able to establish a level of trust that allows them to open up to you when discussing their issues and struggles.

### 7 Being Committed and Showing Up on a Consistent Basis

Remember the number one rule in mentoring - Always Be Present. You should always show up for meetings with mentees when you say you will and be punctual even if your mentees are not always on time.

### 8 Being Empathetic Towards Mentees' Problems

Good mentors are able to empathise with their mentees' feelings and personal problems, while encouraging optimism and providing guidance on realistic solutions, possible opportunities and fresh alternatives.

### 9 Being Open to Feedback

Take the time to reflect on your own mentoring practices and be willing to listen and request for feedback. This can be from other mentor friends or even from your own mentees. Find out what works and does not so you can improve your mentoring practices. Be open to adapting your mentoring practices throughout the mentorship.

### 2.2.3 What a Mentor Is Not

A mentor cannot necessarily fulfil all the needs and wants of a mentee. Mentors can run into serious issues when they do not understand the boundaries of their relationships with their mentees. Listed below are some **roles that you should not take up as a mentor**:



#### **A parent/legal guardian**

The role of the parent is to provide food, shelter, and clothing for their children. It is not your role to fulfil these responsibilities. If you believe or suspect that your mentees are not receiving adequate necessities in any way, you should contact the programme staff immediately and inform them of your concerns.



#### **A psychologist**

A mentor is not a psychologist or therapist, who are licensed and trained professionals. It is more appropriate for you to act as a resource broker and guide your mentees on how to access such resources should they need them.



#### **A social worker**

It is not your role as a mentor to solve your mentees' issues at home or offer counsel to your mentees. A social worker is a licensed professional with the necessary skills and training to assist in such home-related matters. If you suspect that your mentees are facing troubles at home, share your concerns with the programme staff immediately.

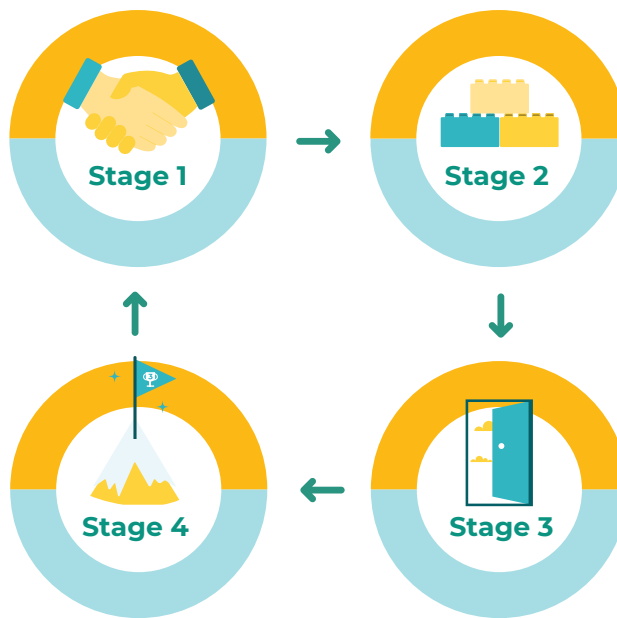


#### **An “ATM”**

Finally, you should not be seen as a convenient “ATM” and allow yourself to become a source of material gain for your mentees. Avoid splurging on material goods such as gifts or providing mentees with financial support. Doing so will affect the course of your mentorship as time goes by. If your mentees require financial assistance, you may direct them to the programme staff.

## 2.2.4 Stages of a Mentoring Relationship

Every mentorship goes through a series of stages. It is important for mentors to identify these different stages so that they can adapt the kind of guidance that they want to provide for their mentees.



### Stage 1 Initial Meeting

**At this stage, you may feel awkward, frustrated but also excited. In your eagerness to get to know your mentees, mentors may fall into pitfalls such as making all the decisions for your mentees, misinterpreting the responses of mentees or having high expectations. Here are some things you can do at this stage:**

#### Establish confidentiality

Establishing confidentiality with your mentees helps create a safe space for them to share their problems and challenges with you. You should let your mentees know that anything they share with you will remain confidential as long as no potential harm would come to them or to someone else. It is important to raise this to your mentees within the first few interactions so that they can understand your good intentions should there be a need to breach confidentiality.

#### Setting boundaries

Healthy boundary setting is an important component for both mentors and mentees to experience at the beginning of a mentorship. The term “boundaries” refers to rules, guidelines, limits and standards that are expected. Boundaries help mentees and you understand what is expected of each other in the relationship. When relationship boundaries are too loose, it may be misinterpreted. When they are too rigid, it can also incapacitate the relationship. To better understand the types of boundaries that exists within the relationship, you may read Challenge 2 in 3.2.4.6 Challenging Situations.



## Stage 2 Developing Rapport and Building Trust

**This is the most critical part of mentorship, commonly known as the “getting-to-know-you” phase. Here are some things you can work on during Stage 2:**

### Opening up

Youth often have difficulties opening up to others. There may be challenges communicating in the beginning simply because mentees may be anxious or just shy. Break the ice by sharing about yourself, your family, your job or even your interests. Ask open-ended questions to engage your mentees in conversation. Look for recurring themes that highlight the challenges they face but it is best to first stay away from sensitive issues such as family, grades, behaviour etc.

### Testing

Youth are often less trusting of adults they are not familiar with. As a result, they use testing as a coping or defence mechanism. They will test you to determine how much you care for them. An example of how mentees might test the relationship is by not showing up to a scheduled meeting to see how the mentor reacts. Be aware of these signs to establish a strong start to your relationship with your mentees.

### Be predictable and consistent

During the initial stage of the mentorship, it is critical to be both predictable and consistent. If you have scheduled to meet your mentees at a certain time, it is important to commit to that appointment. This helps to establish a commitment in your mentorship which can speed up the trust-building process. Being consistent is necessary even if your mentees need some initial encouragement to do so.

*Tips: You may refer to Chapter 2.2.7 and Annex D: Let's Talk! Card Game for rapport-building activities which you may explore with your mentees during this stage.*

## Stage 3 Opening and Deepening Connection

**Your mentorship has progressed when a sense of trust has been developed between yourself and your mentees. Remember to maintain your commitment and confidentiality while providing a good listening ear. You may come up with suggestions or propose solutions but remember to give your mentees the chance to make their own decisions. Here are some things you can expect:**

### Period of closeness

During the third stage, a sense of genuine closeness develops. Enjoy this, but be careful not to undermine the parents' or guardians' role.

### Affirming the uniqueness of the relationship

Once you have reached the third stage, it helps to do something special or different to further affirm the mentorship. For example, you can go to the beach or explore a hipster café etc. Experience something together which you did not do during the first and second stage of the mentorship.

### Acknowledge that the relationship may be rocky or smooth

All relationships have their ups and downs. There may still be rough periods even when the mentorship has entered the third stage. Be prepared for this and remember to manage your expectations.

### Rely on staff/resource support

Do not hesitate to seek inputs from your programme staff. It is perfectly okay to not know everything and you are not expected to have all the answers.

## Stage 4 Closure

**At some point, the mentorship will come to an end — whether it is because the mentorship is over or if either you or your mentees are moving to a direction that is beyond your control. It is crucial to not overlook this stage. Youth often have adults that come and go in their lives, and are very rarely given the opportunity to properly say goodbye. Use this stage to leave a lasting impression on your mentees so they will always remember your advice and wisdom as they progress in their lives. Some good practices at this stage are:**

### **Identify natural emotions, such as grief, denial and resentment**

Help your mentees express their emotions by modelling their behaviour. Remember to be honest—do not pretend that you are sad that the mentorship is ending when your relationship with your mentees was less than ideal. Do not expect your mentees to reciprocate what you feel as they might not be comfortable with sharing their emotions.

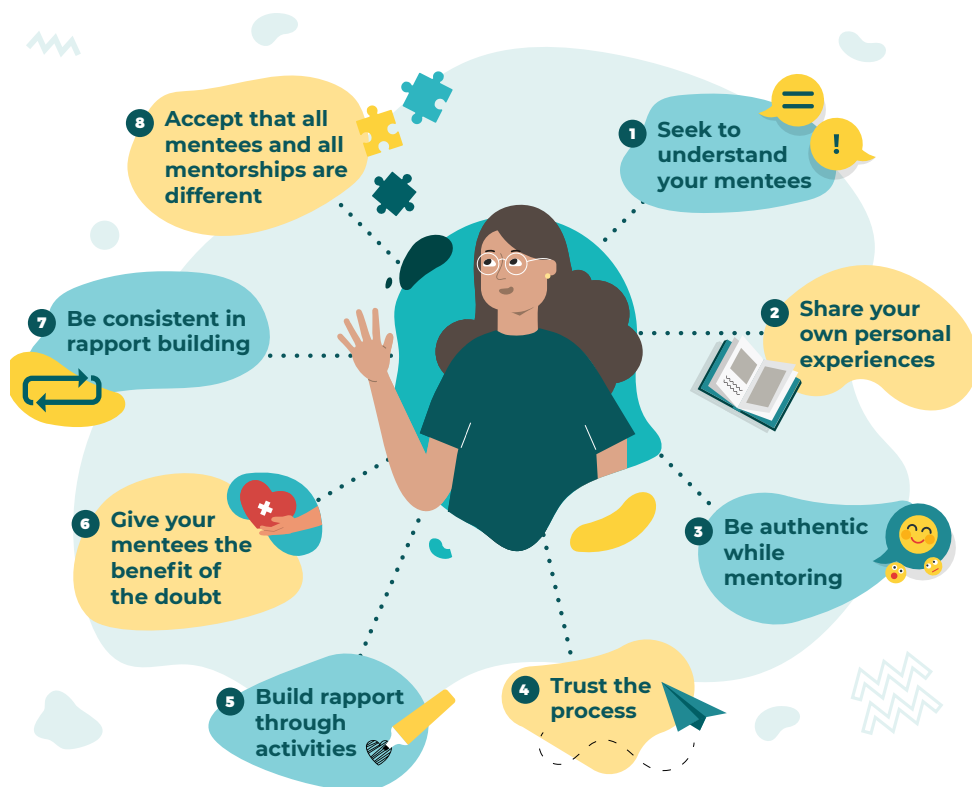
### **End the mentorship in a healthy, respectful and affirming way**

Do not wait until your final meeting to say goodbye. You should consistently reflect on the mentorship with your mentees throughout its duration and conclude the lessons and experiences two months before the end of the mentorship. If you need any assistance, you can seek help from the programme staff.

### **Address appropriate situations for staying in touch with your mentees**

It is up to your mentees and you to decide whether you would both like to stay connected even after the mentorship. But remember to not make promises that you cannot keep.

## 2.2.5 Rapport Building and Trust



Developing trust is a process that should be consistent throughout the mentorship. Rapport building can only be achieved over time and not something you can attain instantly. There should be a **constant effort to develop mutual respect and trust** so that your mentees are willing to open up to you.

There are many ways you can build rapport and trust with your mentees. Some of these include using effective interpersonal communication skills, in both verbal and non-verbal ways, actively listening, maintaining confidentiality (unless there are red flags, in which you need to inform your programme staff), and to not be afraid to be vulnerable in front of your mentees.

- 1 Seek to understand your mentees**  
 Try to empathise with your mentees and understand why they need a mentor (e.g., due to their home or school environments, how they joined the programme, whether they even wanted to be there). Find out their interests and ask about their life so you can understand how best to communicate with them.
- 2 Share your own personal experiences**  
 Your mentees are just as curious about you as you are about them. Rapport building is a two-way street that requires patience and empathy.

### 3 Be authentic while mentoring

Your mentees will know when you are not being authentic or genuine. Do not try to be someone you are not because you will not be able to fully utilise your own experiences for the benefit of your mentees. While it is important to be proactive as a mentor, try not to set expectations that are too high in the beginning. Commit in ways that you can in order to also manage your mentees' expectations.

### 4 Trust the process

Rapport building is not always easy. As mentors, try your best to build a positive relationship with your mentees but prepare to accept that certain failures may happen. Do not force the bond between yourself and your mentees. Give yourselves time to open up to each other.

### 5 Build rapport through activities

Doing activities together is a fun and approachable way of learning and understanding more about each other. You can engage in sports, arts or simple leisure activities. Building rapport should not be a formal process because it is meant to bring down walls and help you form a bond with your mentees.



*Student engagement at ITE College West in July 2019*

### 6 Give your mentees the benefit of the doubt

If your mentees are being passive, it is not necessarily a slight towards you or your efforts. They may still be in the process of learning to trust you before they can comfortably open up to you.

### 7 Be consistent in rapport building

Check in on your mentees at least once a week. If your mentees are not responsive, remind them that they are allowed to take their time to reply. As a mentor, you should be consistently present for your mentees.

### 8 Accept that all mentees and all mentorships are different

Rapport building is not one-size-fits-all. Some mentees are shy or reluctant to open up in the beginning, while others may be eager and excited to share their stories with you. Find what works for your relationship.



*Mentor Munir and Mentee Sufian from Empowerment Programme @ ITE in 2020*

## 2.2.6 The Primary Tasks of a Mentor

Listed below are four primary tasks to help a mentor perform his/her role effectively.

- 1 Establish a positive, personal relationship with your mentees**  
This is the most important task. Once a positive, personal relationship is developed, it is much easier to perform the remaining three tasks.
- 2 Help your mentees to develop life skills**  
Work with your mentees to accomplish specific programme goals that can instill broader life-management skills. Introduce them to realistic academic or career paths that will motivate them to improve themselves.
- 3 Assist your mentees with obtaining additional resources**  
Act as a resource “broker” as opposed to a “provider”. Introduce them to community, educational and economic resources available to youth and their families as well as how to access these resources. Guide them on how to leverage on these resources to help them meet their life goals.
- 4 Provide emotional support**  
Often, your mentees will need a listening ear and someone who can help them gain clarity and understanding over their challenges. Be a mentor who believes in them above all else.

## 2.2.7 Mentor Conversational Approaches

There are several ways you can facilitate interaction with your mentees. Consider the conversational approaches listed below so you can engage your mentees effectively. Find out what is best for you!

Mentor Conversational Approaches	
Approach	Description
<b>Assessments</b>	Assessments can help mentees build self-awareness or gain a new perspective on their strengths and abilities. Take time to debrief any assessments mentees complete. <i>You may wish to explore strength assessments such as the 16 Personality Types in Annex B or the Creative Type at <a href="https://mycreativitytype.com/">https://mycreativitytype.com/</a>.</i>
<b>Brainstorming</b>	The mentor and mentees generate ideas without judgement nor rejection and then explore the pros and cons of these ideas.
<b>Drawing</b>	Ask mentees to draw an image that captures what they are talking about. This is a great way to make abstract conversations more concrete.

## Mentor Conversational Approaches

Approach	Description
<b>Demonstration</b>	The mentor and mentees demonstrate how they execute different tasks so they can help each other improve on their methods.
<b>Roleplay</b>	The mentor and mentees use role-playing to practice handling a particular situation.
<b>Exploring Values</b>	Mentees share significantly fulfilling experiences, whether personally or academically, with the mentor. This helps to bring to surface values that are important to mentees.
<b>Goal Setting</b>	<p>Goal setting is an important process that both the mentor and mentees should engage in when it comes to a mentorship. What are the goals of a mentorship? Mentors can use the S.M.A.R.T. model to set clear goals for mentees.</p> <p>Translate the plans on paper and show how they are going to achieve the different stages:</p> <ol style="list-style-type: none"> <li><b>1</b> Create short, middle and long-term goals as milestones.</li> <li><b>2</b> Ensure each milestone is feasible and can build towards longer-term goals.</li> <li><b>3</b> Once a milestone is achieved, review its effect on the longer-term goals.</li> <li><b>4</b> Remember to celebrate each success, no matter how small. Every step is a step closer to the longer-term goals.</li> </ol>
<b>Action Planning</b>	<p>Mentees plan a set of actions to achieve a goal. Action plans include:</p> <ol style="list-style-type: none"> <li><b>1</b> Establishing a S.M.A.R.T. goal.</li> <li><b>2</b> Use S.M.A.R.T. actions to achieve the goal.</li> <li><b>3</b> Identify resources needed in the action plan.</li> <li><b>4</b> Initiate a completion date.</li> </ol> <p>You may refer to Annex E: Goal Setting Worksheet.</p>

Mentor Conversational Approaches	
Approach	Description
<b>Advising</b>	The mentor takes an advising approach by asking questions and providing encouragement.
<b>Information</b>	Provide information and resources that can help mentees.
<b>Conversation Starter</b>	<p>Use open-ended questions that encourage mentees to explore their own ideas, perspectives and solutions. For example:</p> <ol style="list-style-type: none"> <li>1 What would you like to accomplish?</li> <li>2 What ideas do you have?</li> <li>3 If you could advise yourself, what would that advice be?</li> <li>4 How would you like to solve it?</li> <li>5 What is important to you?</li> <li>6 Why do you think that option will work?</li> <li>7 What do you like about that?</li> </ol>
<b>Support System</b>	Some mentees just need encouragement and support so they can do better.

It is not unusual to have a cold start to the mentorship — after all, you and your mentees are still trying to understand each other in the beginning. Listed below are five mentor-mentee activities you can try out to break the ice with your mentees:

## Activity 1

# THE GOOD, THE BAD & THE FUNNY

<p><b>This check-in will help you to:</b></p> <ol style="list-style-type: none"> <li><b>1 RECONNECT</b> after some time apart</li> <li><b>2 LEARN</b> what are on your mentees' minds</li> </ol>	<p><b>How it's done:</b></p> <ol style="list-style-type: none"> <li><b>1</b> Your mentees and you will take turns to share with each other the following things to help you both catch up: <ul style="list-style-type: none"> <li>● Something good, something bad or frustrating, and something funny that has happened since you both last met.</li> <li>● You can encourage your mentees to write down notes to help with their sharing.</li> </ul> </li> <li><b>2</b> Share your own responses first. Be descriptive with your sharing so your mentees can better understand your life and personality.</li> <li><b>3</b> Next, invite your mentees to share their responses. Remember to use active listening skills such as asking for details so you can paint a better picture of their experiences. <p><i>NOTE: If your mentees have yet to open up to sharing, try asking about things they are passionate about or even shows/music they have watched/ listened to recently.</i></p> </li> <li><b>4</b> When sharing responses, ask your mentees about their thoughts and feelings to deepen the conversation.</li> </ol>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li><b>1</b> None</li> </ol>	
<p><b>Ways to deepen the conversation:</b></p>	<p>Here are some things you can ask to transit from a brief check-in to a deeper conversation with your mentees:</p> <ol style="list-style-type: none"> <li><b>1</b> What are you looking forward to in the coming week?</li> <li><b>2</b> When you are frustrated or experience a bad situation, who helps you get through it?</li> <li><b>3</b> What makes you laugh even when you are having a tough day?</li> </ol>



## Activity 2

# THREE WISHES

<p><b>This check-in will help you to:</b></p> <ol style="list-style-type: none"> <li>1 <b>RECONNECT</b> after some time apart</li> <li>2 <b>LEARN</b> what are on your mentees' minds</li> </ol>	<p><b>How it's done:</b></p> <ol style="list-style-type: none"> <li>1 Ask yourselves the following question and take some time to think of a response: If you could have three wishes granted, what would you wish for? The only rule is that you may not make a wish for more wishes.</li> <li>2 Take turns to share your responses and reflect on how your lives would change if your wishes were granted.</li> <li>3 Ask yourselves why these wishes are important to better understand how your lives can be improved.</li> </ol>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1 None</li> </ol>	
<p><b>Ways to deepen the conversation:</b></p>	<p>Here are some things you can ask to transit from a brief check-in to a deeper conversation with your mentees:</p> <ol style="list-style-type: none"> <li>1 Do you make wishes? When are you most likely to make a wish?</li> <li>2 Since these wishes are imaginary and may not come true, what are some things you can do to make these wishes realistically happen?</li> </ol>

## Activity 3

# WHAT'S ON YOUR MIND

<p><b>This check-in will help you to:</b></p> <ol style="list-style-type: none"> <li>1 <b>RECONNECT</b> after some time apart</li> <li>2 <b>LEARN</b> what are on your mentees' minds</li> <li>3 <b>TALK</b> about distractions</li> </ol>	<p><b>How it's done:</b></p> <ol style="list-style-type: none"> <li>1 Ask each other to think of three things that are on your minds today and answer the following questions: <ul style="list-style-type: none"> <li>● What are three things that are at the top of your mind today? They can be from any area of your life.</li> <li>● How did these things create a positive or less than ideal effect on your day?</li> <li>● Give your mentees a moment to reflect or write down their answers.</li> </ul> </li> <li>2 Share your responses first so you can structure these reflections. Try not to take up too much of the reflection so that you can spend more time discussing your mentees' responses.</li> <li>3 Direct the conversation towards a mental list that will help your mentees with problem-solving or even celebrating positive things that are on their mind.</li> </ol>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1 None</li> </ol>	
<p><b>Ways to deepen the conversation:</b></p>	<p>Here are some things you can ask to transit from a brief check-in to a deeper conversation with your mentees:</p> <ol style="list-style-type: none"> <li>1 What are some things that tend to distract you during your day? What are the problems you face in school (whether with friends or learning) when you let yourself get distracted?</li> <li>2 What are some things that help you stay focused in school? What are you able to achieve whenever you remain focused?</li> <li>3 What strategies do you use to stay focused whenever you get distracted in school?</li> </ol>

## Activity 4

## IF I COULD

<p><b>This check-in will help you to:</b></p> <ol style="list-style-type: none"> <li>1 <b>RECONNECT</b> after some time apart</li> <li>2 <b>LEARN</b> what are on your mentees' minds</li> <li>3 <b>TALK</b> about distractions</li> </ol>	<p><b>How it's done:</b></p> <ol style="list-style-type: none"> <li>1 Place the "If I Could..." strips hidden face-down on the table or folded in a bowl. Take turns to pick a strip and share your responses with each other.</li> <li>2 Encourage deeper conversation by reflecting on each response: Why did you choose this? How did you find out about this? Who are your biggest influences when it comes to this?</li> <li>3 Remember to provide meaningful and genuine responses to your mentees. This is a chance for you to also show your personality and share your interests with them.</li> </ol>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1 Prepare "If I Could..." statement starters, cut into strips. Each strip should indicate something you wish could happen. For e.g., "If I could be good at one thing, I want to be good at..."</li> </ol>	<ol style="list-style-type: none"> <li>1 "If I could be good at any one thing, I want to be good at..."           <p><b>Follow-up questions:</b></p> <ul style="list-style-type: none"> <li>● Why this ability or skill?</li> <li>● What would you do with this ability or skill?</li> </ul> </li> <li>2 "If I could spend an entire day any way I wanted, I would..."           <p><b>Follow-up questions:</b></p> <ul style="list-style-type: none"> <li>● Who would you want to spend your day with?</li> <li>● Why are these activities something you really want to do?</li> </ul> </li> <li>3 "If I could have any superpower, it would be...."           <p><b>Follow-up questions:</b></p> <ul style="list-style-type: none"> <li>● How would you use this superpower?</li> <li>● What is a real life skill that comes close to this superpower? Do you know anyone who does this?</li> </ul> </li> </ol>
<p><b>Ideas for "If I Could..." statement starters</b></p>	

<p><b>Ideas for “If I Could...” statement starters</b></p>	<p>4 “If I could be someone famous, I want to be like...”</p> <p><b>Follow-up questions:</b></p> <ul style="list-style-type: none"> <li>● Is this a talent that you currently have?</li> <li>● What are things about this talent that interest you?</li> </ul> <p>5 “If I could change anything about myself, I would...”</p> <p><b>Follow-up questions:</b></p> <ul style="list-style-type: none"> <li>● Why would you want to change this part of yourself?</li> <li>● What realistic steps can you take to make this change happen? What support do you need when taking these steps?</li> <li>● If this change is beyond your control, will it be difficult for you to accept this part of yourself? In what ways can you accept this part of yourself?</li> </ul> <p>6 “If I could accomplish one thing this year, it would be...”</p> <p><b>Follow-up questions:</b></p> <ul style="list-style-type: none"> <li>● How can you accomplish this goal? What is stopping you from accomplishing this goal?</li> <li>● What are the steps you can take this year to help you move closer to this goal?</li> <li>● How will you celebrate this accomplishment?</li> </ul>
<p><b>Ways to deepen the conversation:</b></p>	<p>Here are some things you can ask to transit from a brief check-in to a deeper conversation with your mentees:</p> <ul style="list-style-type: none"> <li>● How can dreams help us figure out our goals and wishes?</li> <li>● When do you notice yourself daydreaming? When you do, where does your mind wander off to?</li> <li>● What is the benefit of sharing your dreams with others?</li> </ul>

## Activity 5

# FINISH THE SENTENCE

<p><b>This check-in will help you to:</b></p> <ol style="list-style-type: none"> <li>1 <b>RECONNECT</b> after some time apart</li> <li>2 <b>LEARN</b> what are on your mentees' minds</li> </ol>	<p>How it's done:</p> <ol style="list-style-type: none"> <li>1 Place the sentence starters face-up on the table so that both of you can read them.</li> <li>2 Take turns to each select and complete a sentence starter. Give some time to consider your responses before sharing.</li> <li>3 Use your mentees' responses to lead to deeper conversation on what they are currently experiencing in life. <ul style="list-style-type: none"> <li>● If your mentees' responses are positive, you can try asking: <ul style="list-style-type: none"> <li>● What can you do to keep moving in a good direction?</li> </ul> </li> <li>● If your mentees' responses reveal frustration or a tough situation, you can try asking: <ul style="list-style-type: none"> <li>● Do you want to share more about what's going on?</li> <li>● What support would you like to help you make a positive change?</li> </ul> </li> </ul> </li> </ol>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1 Create sentence starters, cut into strips</li> <li>2 Pen/pencil for each person</li> </ol>	
<p><b>Ideas for sentence starters</b></p>	<ol style="list-style-type: none"> <li>1 I'm looking forward to...</li> <li>2 This morning, I...</li> <li>3 I don't feel great when I think about...</li> <li>4 I really need to...</li> <li>5 My day will turn out better if...</li> <li>6 I can't stop thinking about...</li> <li>7 I hope...</li> <li>8 What if...</li> <li>9 I can't believe...</li> <li>10 Someone I really appreciate lately is... because...</li> </ol>
<p><b>Ways to deepen the conversation:</b></p>	<p>Here are some things you can ask to transit from a brief check-in to a deeper conversation with your mentees:</p> <ul style="list-style-type: none"> <li>● Who else do you turn to when sharing about your day?</li> <li>● What are your feelings towards this topic/issue that you mentioned?</li> </ul>

## 2.3 MENTORING IN THE LOCAL CONTEXT

Understanding yourself and setting your intentions right is the first step in making a positive change. In the first part of this chapter, you will learn about the significance of mentoring and how you can be part of positive change within the community.

### 2.3.1 The Youth Landscape in Singapore

In 2020, the total number of resident youth population in Singapore was approximately 1.04 million. 44% of the total population were youth ranging from age 15 to 24 years old and 16.7% of the youth were Malays (National Youth Council, 2020).

The Malay youth in Singapore have shown great academic progress over the years. 99% of Malay children have completed at least 10 years of formal education and 94% of Malay students have completed post-secondary education. The proportion of Malay graduates from the polytechnics and universities has also increased. Significantly, there was a tenfold increase in Anugerah MENDAKI recipients attaining First Class Honours in the last ten years.

Apart from academics, Malay youth have achieved success across varying fields. Since 2005, more than 800 Malay youth have been recognised through MENDAKI's Anugerah Belia Cemerlang for their excellence in non-academic fields, including the creative and fine arts, music, design, sports, filmmaking and elsewhere.

Our youth have also adapted to a changing academic landscape over recent years, as the education system shifts to provide more holistic and improved learning. Some new measures include:

- 1 **Compulsory Education Act**
- 2 **Removal of exams**
- 3 **Subject-based banding**
- 4 **Aptitude-based entry**
- 5 **More education pathways**
- 6 **Greater emphasis on meaningful learning**

This means that we must also consider adapting the way we work with and inspire our youth. Our mentoring programmes should align with these changes to better suit the needs of our youth.

The approach we have taken with our mentoring programmes serves to complement the schools' efforts when it comes to developing young people. Your role as a mentor is to help your mentees realise their gifts and abilities so they can begin to fulfil their potential and set them on a path that prepares them for their future by introducing them to networks and resources that can allow them to progress. Through a community-coordinated approach, our collective efforts will empower them to make their own decisions with guidance from their mentors.



Yayasan MENDAKI "Future of..." Series in February 2019

### 2.3.2 The Case for Mentoring

Through focus group discussions with youth sector stakeholders, we discovered that more than 4 in 5 youth are interested to volunteer as mentors. Many young people are keen to contribute to the community and mentoring is seen as a viable approach. Mentoring is perceived as a 'noble duty' and a way to help other youth achieve success. Through mentorships, mentees are able to seize opportunities (including networking and building social capital) that provide them a gateway to available resources.

Educators and youth workers also shared that while youth have varying interests, they are not aware of opportunities that they can leverage on to pursue them. It is important to bridge the gap between youth and the available resources and beneficiaries. The role of a mentor is to guide mentees towards relevant opportunities.

Introducing good role models into the lives of youth will allow them to cultivate a positive worldview. Many underprivileged youth either do not have good role models or look up to people of influence who do not necessarily exhibit the values needed to help them excel. It is important to connect youth to mentors who can help them develop essential life skills and values such as resilience and adaptability.

### 2.3.3 Mentoring in the Malay/Muslim Community

M<sup>3</sup> is a collaborative effort between three key community institutions — MENDAKI, Islamic Religious Council of Singapore (MUIS) and MESRA. It aims to build a Community of Success by:

- 1 **Supporting citizen-centric and last-mile help for social and educational programmes, reaching families in need;**
- 2 **Serving the needs and aspirations of the Malay/Muslim community;**
- 3 **Encouraging individuals to step forward to help and promote impactful community programmes; and**
- 4 **Bringing together professionals and community leaders to contribute in local neighbourhoods, strengthening families and our next generation.**

One of the Focus Areas within M<sup>3</sup> is Focus Area 3 (FA3): Empowering and Mentoring our Youth. FA3 aims to connect youth with mentors and role-models in the community, while bridging them to resources, schemes and training programmes. This will guide and inspire our youth to realize their potential. FA3 is led by Parliamentary Secretary of Communications & Information and Health Mdm Rahayu Mahzam and the members are made up of representatives from MENDAKI, MUIS, MESRA, MENDAKI Club, National Youth Council and other partner agencies.

Currently, under FA3, there are six mentoring programmes. These mentoring programmes are categorised between agency-led and community-led programmes. Agency-led programmes are programmes run by MENDAKI, while community-led programmes are run by other organisations within the community.

## a. Agency-led Programmes

### 1 Empowerment Programme @ ITE



*Community Building Activity  
@ ITE College East in  
March 2020*

Led by MENDAKI, this 9-month programme targets full-time Malay/Muslim students across the three ITE colleges. Through mentoring and community-building programmes such as team building, motivational talks, sharing sessions and developmental workshops, the programme aims to motivate mentees to stay in school and graduate with at least a NITEC qualification.

<https://www.mendaki.org.sg/programmes/empowerment-programme-ite/>

### 2 Mentoring @ MTS



*Getting to know mentees in  
first session in February 2020*



Led by MENDAKI, this programme targets Secondary 3 and 4 Malay/Muslim students who are enrolled in MENDAKI Tuition Scheme (MTS) from the Normal Academic (NA) and Normal Technical (NT) streams. Through this programme, mentees are exposed to community-building activities such as team building, motivational talks and sharing sessions. They are also connected to professionals who can help them envision their pathways after secondary school. Mentees from the NT stream will also be bridged to MENDAKI's YouthSpaces @ ITE for ongoing support when they enter ITE after completing their 'N' Levels.

<https://www.mendaki.org.sg/tuition/>

## b. Community-led Programmes

### 1 Project SOAR



*Session 2 of Project SOAR by M<sup>3</sup> @ Chua Chu Kang in December 2019*

Led by the People's Association, Project Soar targets Malay/Muslim secondary school students, aged 14 to 16 years old, within various M<sup>3</sup> @ Towns. Through this 6-month programme, mentees will undergo various engagement activities related to career, community service and culture.

<https://www.facebook.com/m3projectsoar>

### 2 PEER Community Programme



*Laser Tag Activity for mentees in April 2021*

Led by MENDAKI Club, the PEER (Positive Experiences, Engaging Relationships) Community Programme targets secondary school students from M<sup>3</sup> @ Tampines and M<sup>3</sup> @ Woodlands. This 6-month mentoring programme incorporates elements of experiential learning and developmental relationships that are facilitated by mentors. <https://www.ymcpeer.com/>

### 3 MARA Mentoring



*CV Building and Coffee Making Workshop in March 2021*

Led by MENDAKI Club, MARA Mentoring is catered for undergraduates who are looking for an opportunity to join a community and network with professionals in industries such as finance, consulting, marketing, technology, and sales and operations. MARA also aims to bridge mentees to the emerging industries that lack Malay/Muslim representation.

<https://www.maramentoring.com/>

### 4 Project Pathfinder



*Inaugural Orientation in March 2021*

This is a ground-up volunteer-led initiative targeting Malay/Muslim ITE students at ITE College East. Through this curriculum-based mentoring programme, students will be empowered to understand themselves better and make informed decisions to help them achieve their aspirations.

<https://www.facebook.com/ProjectPathfinderSG/>



## Chapter 3

# GIFT-CENTRED MENTORING

This chapter aims to explore the deeper aspects of the GCM approach that you will be adopting in your mentorship. The GCM approach will be expanded into five essential elements — Intentions, Instant Community, Gifts and Wounds, Innovative Mentoring, and Initiation.

### 3.1 WHAT IS GIFT-CENTRED MENTORING?

Gift-Centred Mentoring (GCM) focuses on the unique individual gifts of mentees that are waiting to be discovered and continually nurtured. Apart from developing their gifts, particular attention is placed on identifying and caring for the wounds of mentees. By celebrating the strengths of their gifts and acknowledging their wounds, mentees will be able to fully leverage on their mentorships and achieve milestones in their lives.

The GCM approach differs from traditional mentoring. In traditional mentoring, there is usually a practice of encouraging mentees through incentives; i.e., “If you do this, you will get this”. But with the GCM approach, focus is placed on the gifts that manifest through mentees’ actions; i.e., “Look at what you managed to do. What gifts can you identify through your actions?” Someone who is disruptive in group settings may have the gift of leadership that is waiting to be discovered. By giving this person leadership responsibilities, you may be surprised to see a positive transformation in behaviour.



*Youth Mentoring Office Community of Practice in March 2021*

### 3.2 FIVE ELEMENTS OF GIFT-CENTRED MENTORING

There are five unique elements in GCM. They are:

- 1 **Intentions**
- 2 **Instant Community**
- 3 **Gifts and Wounds**
- 4 **Innovative Mentoring**
- 5 **Initiation**

In the next few pages, we will explore each element and how it is applicable to you as mentors in this mentoring journey.

### 3.2.1 Intentions

When mentees take up mentorships, they embark on a journey of self-discovery. The mentor's role is to provide them with guidance and advice along this journey. In order to fulfil objectives and maintain a strong relationship with mentees, it is important for a mentor to set the right intentions at the onset of the mentorship—Ask yourself, what kind of mentor do you hope to become for your mentees?

#### 3.2.1.1 Hero's Journey

It is important to note that every success story has a beginning, middle and end. Throughout the mentorship, mentees will discover gifts and strengths that they were previously unaware of. They will be part of a budding community and most importantly, have caring adults as mentors to guide them along their journey.

Shown below is Joseph Campbell's The Hero's Journey, which depicts the path a mentor can use to help track their mentees' journey. All epic sagas, including Homer's Odyssey, Ben Hur, Star Wars and even the Lord of the Rings, are plotted along this model. See how you can apply this journey for your mentees.



**1 The Ordinary World**

Mentees live in their own world within present conditions and are unaware of the life-changing journey that they are about to embark on.

**2 Call to Adventure**

Mentees receive the call to action and decide to embark on their own journey, without a clear idea of where it will lead to or how it will change their life.

**3 Refusal of the Call**

Mentees start to encounter their wounds — psychological issues and challenges which make them fearful and doubtful in accepting the quest.

**4 Meeting the Mentor**

Mentees meet a mentor-like figure who provides the necessary advice, guidance and support, as well as helping mentees overcome their own fears and self-doubts.

**5 Crossing the Threshold**

This is the point where mentees make a commitment to proceed with their journey of self-discovery and growth.

**6 Tests, Allies, Enemies**

After the initial period of optimism, mentees will come across various challenges that will test them emotionally, psychologically and even spiritually, which might prevent them from continuing their journey.

**7 Approaching the Inner Most Cave**

Mentees may face the very same doubts and fears which they had at the start of their journey and will need to do some self-reflection to confront them. They will need to dig deep within themselves to find the inner strength and courage to continue their journey.

**8 The Ordeal**

Mentees encounter their greatest challenges at this point and are at a breaking point in their journey. This requires them to summon all of their inner strength, skills and experience which they have gained along the way to overcome such challenges.

**9 Reward: Seizing the Sword**

This is the stage where mentees overcome their greatest challenges to become transformed individuals who are more capable as compared to the person at the beginning of the journey.

**10 The Road Back**

Once mentees have gone through an internal transformation and realise their new capabilities and unique gifts, they will subsequently need to “return to the real world” of their present life.

**11 Resurrection**

This is the climax of the journey where mentees experience their final and most challenging conflict — how to apply everything they have gained through their inner transformation into the real world.

**12 Return with Elixir**

At the conclusion of the journey, mentees are able to realise its rewards — change, success, and proof of their transformation. This is where mentees explore how they can contribute to the world around them and help others experience a similar positive transformation.

Adopting The Hero's Journey as part of the GCM approach will allow your mentees to become the hero in their own saga. Guide your mentees in this journey by being a caring and supportive mentor so that they can fully utilise their gifts and talents in a positive and meaningful way.

"THE CAVE YOU FEAR TO ENTER  
HOLDS THE TREASURE YOU SEEK."

- Joseph Campbell



Watch the video to better understand the Hero's Journey

In a mentorship, the journey that your mentees go through can be as follows:

- 1 Mentees accepting the mentorship**
- 2 Opening up to the mentors**
- 3 Confronting their wounds**
- 4 Discovering their gifts**
- 5 Journeying into life with these newly discovered gifts**



### 3.2.2 Instant Community

Humans have an instinct for being part of a community in order to feel a sense of belonging. Therefore, it is important for us to instill purpose and strong values so that our youth will not fall into negative influences such as gangs and other groups that partake in anti-social behaviour. Through mentorships, an instant community can be formed where mentors and mentees get together regularly to interact in a group.

This is akin to the “kampong spirit” that we practice in Singapore as part of the community’s treasured heritage. In the mentoring community, establishing “kampong spirit” means you tolerate differences, embrace diversity in thoughts and ensure that no one gets left behind. Through this, mentors will help your mentees to expand their social capital, foster stronger relationships and strengthen their network of support. As your mentees continue to expand their social capital, they will gain confidence, learn new skills and will eventually be able to give back to the community. This network of support will therefore become self-sustaining.

In a mentorship, we welcome mentees into a community where they can build a safe space and be around people who will empower them through their gifts. This will in turn help mentees develop their confidence and grow their self-esteem that contribute to their self-actualisation.

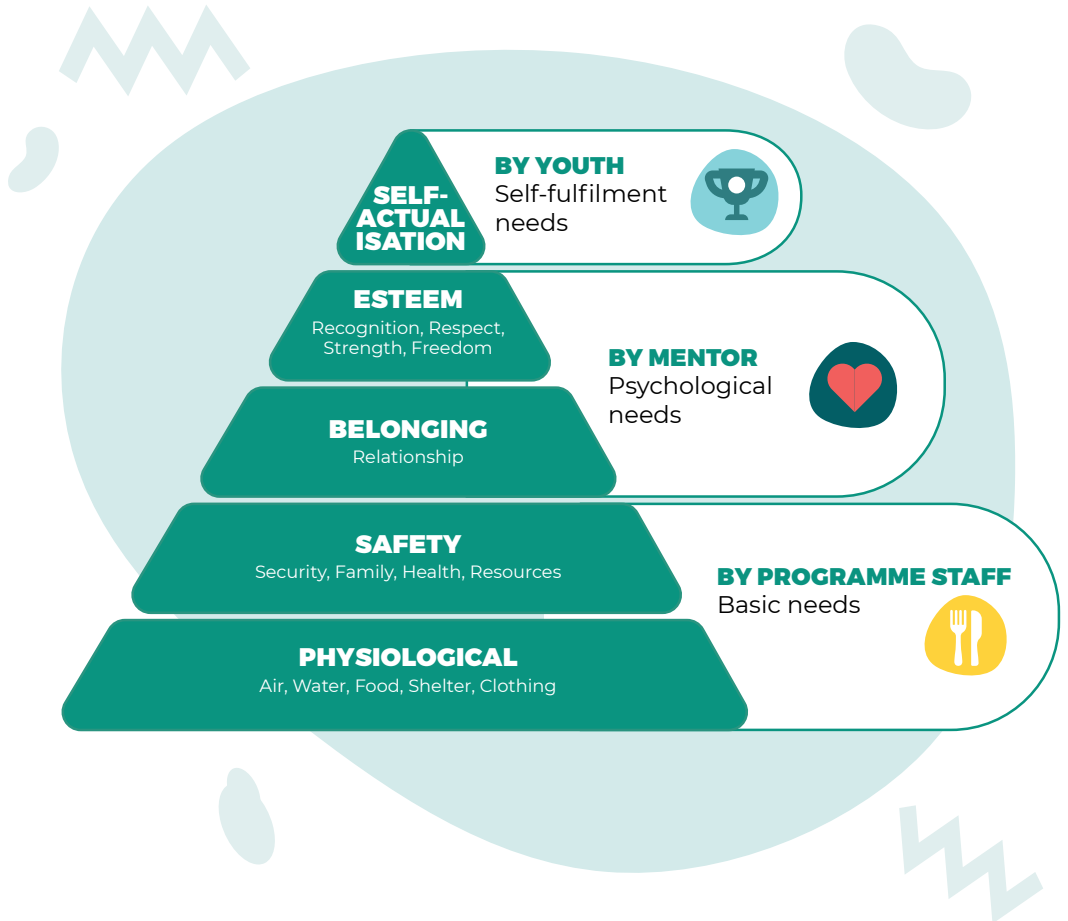


*Community Building Session by Empowerment Programme @ ITE in May 2019*



### 3.2.2.1 Maslow's Hierarchy of Needs

For mentees to achieve self-actualisation, their basic needs must first be met. In Maslow's Hierarchy of Needs, there are four elements that must be cared for before an individual can achieve self-actualisation. For mentees, the basic needs of Survival and Safety will be taken care of by the programme staff in collaboration with the school. Mentors will look to fulfil the needs for Belonging and Esteem through the mentorship. This need for love and belonging will be addressed as mentees join the mentoring community, expand their social circle and have a safe space to voice out their thoughts and emotions.



### 3.2.3 Gifts and Wounds

A mentor must understand that mentoring is not simply about guiding mentees in discovering their gifts and giving good advice. In the GCM approach, acknowledging and addressing their wounds are just as important in their development.

These gifts refer to any inherent, positive personality traits. Some examples of positive traits are being creative, confident, patient and approachable. Some of us may already know what our gifts are while others may still be discovering themselves. It is important to understand that the process of self-discovery is unique for every individual and will take its own time. For mentees, it is important to help them actively explore and understand what their positive traits or talents may be. By shining a light on their gifts, mentees will feel a sense of affirmation when it comes to traits or talents that are not only unique to themselves, but can be used to contribute to society. Ultimately, mentees will be empowered by their gifts and be driven to hone them towards achieving success.

Aside from their gifts, it is equally important for the mentor to care for the wounds of mentees. These wounds include any difficult situations or challenges that mentees had experienced throughout their life. At a deeper level, wounds and gifts may be intrinsically connected and exist on different sides of the same coin. Every individual will carry their own wounds and particularly for mentees, many will have built walls around their wounds due to negative experiences. The role of the mentor is to help mentees acknowledge and overcome their wounds so that they can develop a sense of purpose in realising their gifts.

Without proper guidance, the gifts of a mentee may be misused. One such case is the story of mentee S from ITE College East, who is an alumni of the 2019 Empowerment Programme @ ITE. Mentee S was once caught vandalising her school's toilet door by her teacher. When she opens up to her mentor, her mentor found that mentee S' wound was that she lacked attention from her loved ones and the people around her. With the help of her mentor, she discovered that one of her gifts is to express herself through art. This led mentee S' mentor to introduce her to the many opportunities where she could hone her artistic talents. By manifesting and developing her gifts, mentee S was able to secure a volunteer role in a company that specialises in mural art. Together with her friends from ITE College East, they had also painted a mural for MENDAKI.



*Mural by mentee S and friends at Wisma MENDAKI, 51 Kee Sun Avenue*

Through the GCM approach, we allow mentees to discover their gifts and realise a greater purpose in their lives. Another such case is mentee K from ITE College East. He was part of the Empowerment Programme @ ITE. His mentorship had allowed him to overcome his experience as a victim of bullying due to his weight to become a champion for peers who face similar self-esteem issues. He often provides advice to juniors who experience such wounds and is eager to step forward and render assistance when needed. Mentee K is a fine example of how acknowledging and addressing wounds can lead to the discovery of gifts that can not only benefit himself but others as well.



*Developmental Skills Workshop by YouthSpace @ ITE College Central in January 2020*

### 3.2.3.1 Finding Your Core Gift and Wounds

How can you help your mentees uncover their core gifts and wounds? Firstly, you will need to help them understand themselves. Refer to Annex C for the Core Gift Exercise which you can explore with your mentees. This exercise comprises 25 sets of questions which will lead them to discovering their core gift.

### 3.2.3.2 Helping Mentees Grow their Gifts and Care for Wounds

There are many resources you can explore with your mentees in this journey of uncovering gifts and acknowledging wounds. For a list of available resources, please refer to Annex A.



#### PERSONALITY TESTS

Personality tests such as the RIASEC (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) test or the MBTI (Myers-Briggs Type Indicator) test can help your mentees figure out what their strengths are and explore career paths that are related to their interests.



*[You may refer to the 16 personality types in Annex B or scan the QR code to further explore your mentees' personalities.](#)*



#### FINANCIAL RESOURCES

Financial resources may be an obstacle that prevents your mentees from developing their gifts. You can direct your mentees to the appropriate financial support within the community. You may also experience a case where your mentees may require financial help when caring for their wounds.



#### EDUCATIONAL RESOURCES

It is important to inspire your mentees towards academic achievements, no matter how small. Higher and specialised education can provide your mentees with a structured platform to hone their specific gifts and lead to qualifications that can set them off in their careers.



#### CAREER RESOURCES

It is also important for you to help your mentees explore the many career possibilities that exist after graduation. Help them find a purpose that allows them to strive for excellence in their lives.

Wounds are often intrinsically connected to gifts. Be open to exploring resources that care for the mental health and well-being of your mentees. By caring for their wounds, you will be able to better identify the innate gifts they may have.

### 3.2.4 Innovative Mentoring

Mentoring should never be a one-size-fits-all model. Mentors must acknowledge that every individual is unique and should adapt to the changes and challenges throughout the mentorship. Be flexible and open to exploring and adopting new methods of mentoring so that you can achieve the best results for your mentees.

#### 3.2.4.1 Youth Issues and Concerns in Singapore

Youth today are as anxious as they are ambitious. In the pre-adult stage, they require guidance and support so they can build resilience, a growth mindset and future-ready skills to navigate through life. While they have concerns over their future, youth also understand the need to aspire for the better by pursuing higher education and gaining relevant skills. Aside from career and work, their voices are also heard in discussions surrounding social issues like gender equality and racial discrimination, the environment, and even mental health. The youth are characteristically fearless, questioning, socially aware and goal-oriented.



*[Read more on the state of youth in Singapore by scanning the QR code.](#)*



*Yayasan MENDAKI "Future of..." series in October 2019*

While the social and economic landscape in Singapore has led to progress and resilience amongst youth today, they have also brought about fresh issues and concerns. The family, school, and community at large each has a role to play in the development of youth. Statistics from the Ministry of Social and Family Development (MSF) point towards pertinent issues emerging amongst youth, including those who have limited financial resources, a lack of parental supervision, negative peer group pressure and limited employment opportunities. A young person's environment plays a crucial role in their development. Below is a non-exhaustive list of issues that youth are facing today:

- 1 **Suicide among children and youth**
- 2 **Mental health and low socio-emotional resilience**
- 3 **Slow learners**
- 4 **Impact of parental incarceration**
- 5 **Impact of divorce**

- 6 Protection of children in abusive situations
- 7 Juvenile delinquency
- 8 Teenage pregnancy and underage sex
- 9 Substance abuse



[Read more about issues faced by youth in Singapore by scanning the QR code.](#)

Be prepared to face some of these issues in your mentorship. It is important to note that different mentees come from different backgrounds, and as such will face different challenges. Below are three main categories of youth-related issues that you may come across in your mentorship and the recommended ways to address them:

Delicate Topics	Issues of Concern	Requires Intervention
<p><b>Handled by mentor</b></p> <ul style="list-style-type: none"> <li>1 Low Self-Esteem</li> <li>2 High Peer Pressure</li> <li>3 Social Behaviour</li> <li>4 Low Self-care</li> <li>5 Poor School Performance/ Attendance</li> <li>6 Identity Issues</li> <li>7 Sex*</li> </ul>	<p><b>Seek help from programme staff</b></p> <ul style="list-style-type: none"> <li>1 Financial Issues</li> <li>2 Bullying</li> <li>3 Mental Health and Well-Being</li> <li>4 Smoking*</li> <li>5 Unprotected Sex*</li> <li>6 Alcohol Use*</li> <li>7 Radical Behaviours</li> </ul>	<p><b>Seek help from programme staff immediately and do not try to handle on your own</b></p> <ul style="list-style-type: none"> <li>1 Abusive Relationships</li> <li>2 Delinquent Behaviour</li> <li>3 Addiction</li> <li>4 Attempt of Suicide/ Self-Harm</li> <li>5 Shelter Issues</li> <li>6 Drug and Substance Abuse/ Pushing</li> <li>7 Child Abuse/ Neglect</li> </ul>

*\*The difficult issues above are not limited to the categories they are in. For issues concerning sex, unprotected sex, smoking and alcohol use, the age of mentees play a significant part in how you should deal with such issues. Issues that fall under 'Delicate Topics' may also escalate to 'Requires Intervention' if left unattended. It is important to identify the root causes of the issues so that they may be nipped in the bud before they escalate to bigger issues in the future.*

### 3.2.4.2 Red Flagging Process

Depending on the nature and severity, the mentor must take appropriate steps to flag distressing issues listed previously as soon as possible. The process for red flagging when it comes to delicate topics, issues of concern and immediate intervention are as follows:

#### Delicate topics

**You can work closely with your mentees to try and resolve the issues together. If necessary, seek help from the programme staff.**

- 1 Self-esteem**  
refers to issues surrounding how mentees see themselves. It is deeply influenced by society's perception and views on the self. Social media has a heavy influence when it comes to the way youth perceive their image.
- 2 Peer Pressure**  
refers to the influence of people within the same social circle. Peer pressure greatly influences the self-identification and sense of belonging in a social group.
- 3 Social Behaviour**  
refers to the social cues that exist in society which affects how a person should act. Social behaviour covers a wide spectrum of topics. The most common are being sensitive towards racial differences and the acknowledgement of mental health issues.
- 4 Self-care**  
refers to issues concerning mentees' well-being, including hygiene and self-presentation.
- 5 School Performance/Attendance**  
refers to mentees' academic progress and being present for classes. Absenteeism is a common issue amongst mentees.
- 6 Identity Issues**  
refer to issues concerning identity, the way they think about themselves and how they are perceived by others. Identity issues can be tied to race, religion and gender. If such issues require further assistance, mentors may categorise them as 'Issues of Concern' and seek help from your programme staff or community resources.
- 7 Sex**  
refers to issues pertaining sexual activities. The legal age for sexual intercourse in Singapore is 16 years old. This means that it is a punishable offence to have sex (whether vaginal, oral or anal) for persons below 16 years old, even if permission is given by the minor, as stated in section 376A of the Singapore Penal Code. If your mentees are below the age of 16, this should automatically fall under 'Issues of Concern' and your programme staff should be alerted.

## Issues of Concern

**When facing an issue which requires further assistance, the mentor must report it to programme staff as soon as possible before proceeding with trying to overcome this issue with mentees.**

### 1 Financial Issues

refers to issues surrounding finances such as school fees, household bills, loss of income of sole breadwinner, daily expenses, etc.

### 2 Bullying

refers to the abuse or mistreatment of someone vulnerable through physical, verbal, emotional or psychological means. It is a common issue faced by youth today especially through platforms such as social media.

### 3 Mental Health and Wellbeing

refers to emotional, psychological, and social well-being. It affects how youth think, feel and act. Issues of depression, anxiety and self-harm are not uncommon among youth today. Mentors can alert your programme staff while also seeking community resources as they help their mentees to navigate these issues.

### 4 Smoking

The minimum legal age for the purchase, use, possession, sale and supply of tobacco products in Singapore is 21 years old. If your mentees are below the age of 21, your programme staff should be alerted.

### 5 Unprotected Sex

refers to the act of unprotected or unsafe sex (whether vaginal, oral or anal). If your mentees are of legal age, the issue of unsafe sex will fall under 'Issues of Concern'. If your mentees are sexually active, you should still seek assistance from your programme staff especially if they are not married and still schooling.

### 6 Alcohol Use

The legal drinking age in Singapore is 18 years old. This means that only those aged 18 and above will be able to buy and/or consume alcoholic beverages in premises licensed to sell alcohol (such as restaurants and supermarkets) in Singapore. If your mentees are not of legal age, this will fall under 'Issues of Concern'.

### 7 Radical Behaviours

refers to behaviours and political leanings with the purpose of inciting extreme social change that may threaten the peace of society.



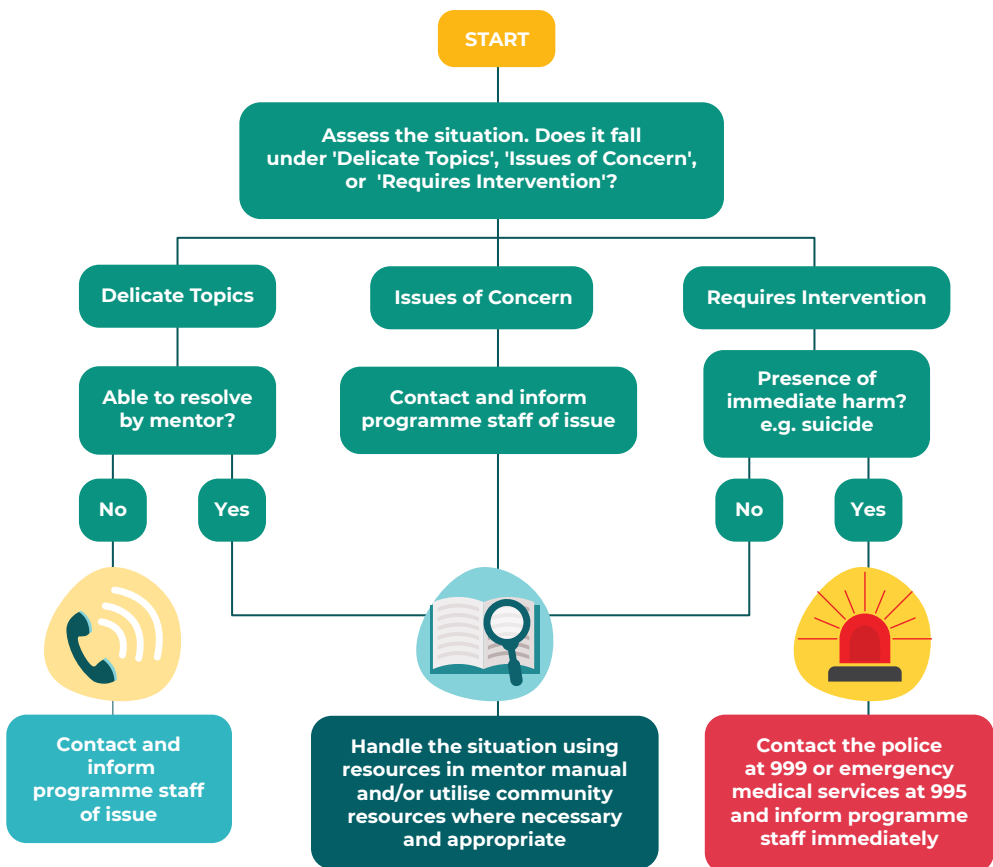
## Requires Intervention

**If immediate intervention is required, the mentor can turn to the helplines of relevant agencies and organisations. The mentor should first inform programme staff before contacting any helplines. Refer to Annex A: Mentoring Resources for a list of helplines.**

- 1 Abusive Relationships**  
refers to relationships that cause physical, verbal, emotional or psychological harm. If your mentees are showing any red flags such as bruises or significant emotional distress, inform your programme staff immediately.
- 2 Delinquent Behaviour**  
refers to criminal acts that cause harm or disruption to society. Examples include shop theft, vandalism, gang affiliation and violence.
- 3 Addiction**  
refers to the uncontrollable abuse of a particular substance or activity. Examples include smoking, alcohol use, pornography or even social media use.
- 4 Attempt of Suicide/Self-Harm**  
refers to thoughts, behaviours and actions that point to the intention of ending one's own life. Suicide is often seen as an escape from pain or suffering. In extreme life or death situations, mentors **must** immediately contact relevant helplines such as the **Police (call 999) or Emergency Medical Services (call 995)**. Simultaneously, mentors should inform your programme staff and try to neutralise the situation while waiting for the relevant authorities to arrive.
- 5 Shelter Issues**  
refer to issues relating to the survival or safety of mentees. If your mentees are facing such issues, inform your programme staff immediately instead of solving this issue on your own.
- 6 Drug and Substance Abuse/Pushing**  
refers to the use or selling of illegal drugs or over-the-counter drugs for purposes other than those for which they are meant to be used, or in excessive amounts.
- 7 Child Abuse/Neglect**  
refers to parent-child relationships that cause physical, verbal, emotional or psychological harm to the child.

For issues that require you to contact your programme staff or external parties for help, you can still get support without divulging important details that were shared by your mentees so as to not break confidentiality. Listed below are some helpful tips:

- 1 Ask your mentees if they are comfortable with you getting help from other people who are more professionally trained to better overcome their issues.
- 2 Understand the difference between 'observation' and 'disclosure'. If you observe that a mentee is having an issue that you want help with, it is perfectly fine to ask for help. You are not divulging anything that was shared with you in confidence.
- 3 Remember that your pledge of confidentiality does not apply in situations where the safety of your mentees or yourself is in question.



*Workflow for red flagging*

In any situation, mentors can utilise community and national resources to help mentees meet their needs. It is particularly important for mentors to remember that great mentoring is not just about helping one aspect of a mentees' life. All aspects of our lives are interconnected and do not exist in silos. For example, your mentees may not be doing well in their exams as they are working part-time and have to provide caregiving to their siblings. It can then spiral down to affect not only their education, but also their emotional wellbeing, finances and employability in the future. Such a scenario highlights how mentoring is not just about empowering mentees in their education and career. Rather, mentoring is about journeying with mentees in all aspects of their lives where you can, during the duration of the mentoring relationship. This involves the process of identifying such needs, advising on available resources, and referring mentees to such resources.



*[Read more on how mentors can journey with mentees by scanning the QR code.](#)*



### 3.2.4.3 The Five Powerful Questions

For issues which mentors are able to handle themselves, try problem-solving with mentees via the 'Five Powerful Questions'. The 'Five Powerful Questions' are five short questions to help someone analyse any particular problem and how they can overcome it without immediate help. This makes good practice for your mentees to empower them to become independent problem solvers. As mentors, your primary role should be to guide them to solving their problems instead of offering immediate solutions. With these questions, your mentees will learn the process of logical problem solving and critical thinking.

Listed below are the 'Five Powerful Questions' which you can adjust based on circumstance:

- 1 **What is one thing that \_\_\_?**  
E.g. What is one thing that makes you late?
- 2 **When does this usually happen?**
- 3 **How does this benefit you?**  
E.g. How does being late benefit you?
- 4 **What bad stuff happens because of this?**
- 5 **What can you do differently to be more effective?**
- 6 **How can I support you on that, without me doing it for you?**

The element of empowerment comes especially with the sixth question — "How can I support you on that, without me doing it for you?" For issues that require greater attention from your programme staff, you may refer to the Chapter 3.2.4.1 on Youth Issues and Concerns in Singapore for the appropriate red flagging process.



*Youth Mentoring Office  
Gift-Centred Mentoring  
training in December 2019*



#### 3.2.4.4 E-Mentoring

Mentors should also be open to adopting e-mentoring — a mentoring relationship that is maintained using online platforms. This allows mentors and mentees to communicate at their own convenience and eliminates the need for physical meet-ups. However, it is important to note that key mentoring values such as establishing trust and building rapport should not be sacrificed even if the mentorship is virtual in nature. Here are some tips to ensure that your mentoring sessions are still effective and impactful even though you are only communicating virtually with your mentees.

##### 1 E-Mentoring Platforms

There are many ways to conduct your mentoring sessions online to keep in touch with mentees. Video-calling, voice-calling, texting and gaming are some useful ways. Listed below are some non-exhaustive platforms you may explore to try and find what is best for your mentorship:

#### Voice-calling/Video-calling



##### Zoom Video Communications

- Free account with upgrades available
- Maximum 40 minutes call-time for 3 or more participants on free account
- Video-calling uses approximately 1.62 GB of data per hour



##### WhatsApp

- Free account with local mobile number
- Voice-calling uses approximately 300 MB of data per hour
- Video-calling uses approximately 102 MB of data per 30 minutes



### Google Meet

- Free account using Google
- Video-calling uses approximately 2.25 GB of data per hour



### Telegram

- Free account with local mobile number
- Voice-calling uses approximately 1.89 MB of data per 30 minutes
- Video-calling uses approximately 375 MB of data per 30 minutes

## Online Multiplayer Games

Online multiplayer games are best in facilitating interaction and reduce chances of awkwardness between your mentees and yourself. Based on feedback from previous mentors, Houseparty is a common online multiplayer game used with mentees.



### Houseparty

- group video chatting and multiplayer games through mobile and desktop applications



### PlayerUnknown's Battlegrounds (PUBG)

- an online multiplayer battle royale game



### Mobile Legend

- a mobile multiplayer online battle arena



### Call of Duty

- an online multiplayer first-person shooter video game



### Genshin Impact

- an online multiplayer role-playing game

*\*Mentors should exercise caution and monitor their mentees when introducing online multiplayer games during mentoring sessions to ensure that they do not impact their studies.*

## 2 E-Mentoring Tips

When maintaining a relationship online, mentors should be well-equipped with the skills to mentor virtually. Not being able to engage in face-to-face mentoring presents challenges to your relationship so by practicing the useful tips below, mentors can navigate difficulties during e-mentoring sessions.

### Staying connected



Schedule regular calls, text messages or video chats via FaceTime or WhatsApp to stay connected with your mentees. Social media platforms are also an accessible way to keep connected with youth.



Consistency is key. Regardless of the platform of choice, the consistency of keeping in touch is more important to your mentees. Schedule a regular time period that works best for both of you and commit to it. Even little texts to check in on your mentees can go a long way in your mentorship. This will make it easier for you both while giving you each something to look forward to.



Send positive texts as everyone appreciates some words of encouragement every now and then. Give your mentees affirmation whenever you think of them or if they have done something good. Constantly make them feel appreciated and present throughout the mentorship.

### Utilise different strategies for different mentees online



Find out what kind of learners your mentees are. Connecting virtually might be awkward since it is not face-to-face. Find out if they are visual, auditory or kinesthetic learners. For visual learners, you can use the annotate function on Zoom or even watch videos together. Auditory learners, on the other hand, appreciate the use of music and tonality so you can even sing and record songs together. Allow kinesthetic learners to write and doodle their thoughts or add in movements into your e-mentoring sessions such as using different camera angles or doing home workouts together.

### Keep conversations interesting



Find a common ground. What hobbies, interests or passions do you both share? Having something in common allows mentors and mentees to feel closer to one another. There will always be something to talk about when you are able to bridge your interests.

Ask questions to find out about your mentees' day. Probe them so they can ponder over their thoughts and opinions. This provides a signal that shows you are interested in their experiences and creates opportunity for discussion.

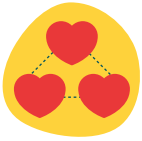
### Be in the moment



Remember to keep it real—mentors are not perfect human beings. If you are having a bad day, it is perfectly okay to share your feelings with your mentees. This helps to establish your mentorship as a two-way street where your mentees also feel that they can contribute to your well-being by being a listening ear.



Technical difficulties are normal. We all know how messy telecommunications can get especially with laggy internet, weird lighting and background noises. Find a solution that works well for the both of you.



Sometimes, your mentees may not want to talk as much as they do on other days, which is completely okay. Continue to encourage them to stay connected. Make sure that you show your presence in the mentorship even during times when your mentees are silent.

### 3.2.4.5 Future-Ready Elements

It is important to prepare our youth for the future, especially when it comes to education pathways and career possibilities. At MENDAKI, our goal is to ensure that mentees stay in school so they can pursue higher education, as well as empower them to aspire towards careers that tap on their gifts. Listed below are key elements to equip mentees with a future-ready mindset.



*[Read more on future readiness in the Future Ready Toolkit by scanning the QR code.](#)*







*Students from ITE College East with their Future Ready Toolkits in January 2020*

## Future of Work

The future of work is fluid and dynamic. When your mentees graduate from school and are ready to enter the workforce, they must be aware of the market trends and skills required to thrive in the future economy. Due to the advent of technology, many current jobs may become obsolete while new jobs and industries which may not even exist today, will be created tomorrow.

The future of work is marked by these four traits:

- 1 Transparent:**  
The work culture will be open and based on mutual trust, and information will flow freely between people and teams.
- 2 Flat:**  
There will be less hierarchy as employees will specialise on a specific area of a project, depending on their expertise. Work will be mobile and can be performed from anywhere, not just in the office.
- 3 Competitive:**  
Crowdsourcing will be the way forward. A worker can get a job anywhere in the world and learn new skills online through various Massive Open Online Courses (MOOC) platforms.
- 4 On Demand:**  
Work will be project-based and freelance, and teams are virtually made up of people from different parts of the world.

## Education Pathways

Singapore offers a wide range of post-secondary education routes. Today, youth are able to make varying choices across a large number of fields when it comes to pursuing education. Learn about the choices available for your mentees to pursue in their next phase of learning based on their interests and strengths.



*[Visit the Ministry of Education's website to explore the possible education pathways with your mentees depending on their current qualification by scanning the QR code.](#)*



*Yayasan MENDAKI NextStop Seminar in August 2019*

## Career Readiness

Here are some job portals you may check out with your mentees to help them kickstart their dream career. Internships can also help them gain valuable work experience and enhance their chances for employability.

**LinkedIn** <https://www.linkedin.com>

Discover the profiles of people working in different companies and the skills they possess that help them qualify for their jobs.

**JobStreet Singapore** <https://www.jobstreet.com.sg/>

Recruitment site for available full-time jobs, part-time jobs and internships in and out of Singapore.

**Wanted.Jobs** <https://www.wanted.jobs/newintro>

Referral-based job platform that increases your chances of securing a job.

**Indeed** <https://sg.indeed.com/>

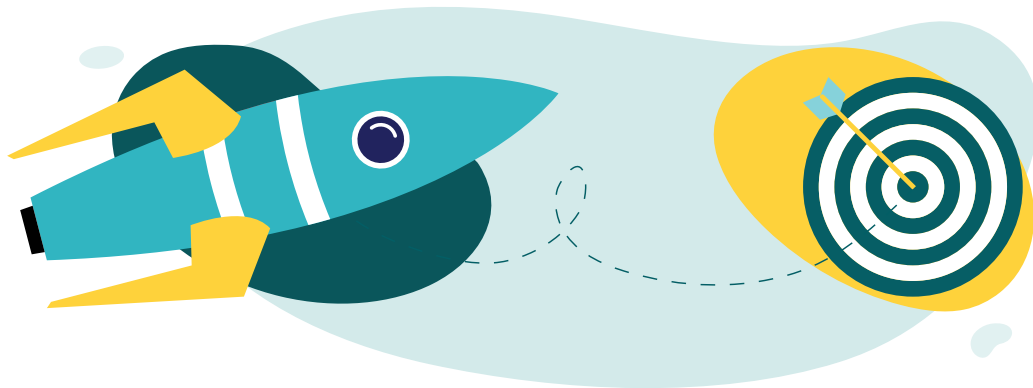
One-stop shop for job vacancies from multiple job portals for easier access.

**Glints** <https://glints.com/sg>

Specialises in internships and entry-level jobs not just in Singapore, but also within the region.

**InternSG** <https://www.internsg.com/>

Participate in an Internship Placement Programme, traineeships or freelancing in a range of industries. The short-term internship period is ideal for picking up new skills and gaining work experience during the school vacation.



## Goal Setting

Setting goals is important in a mentorship as it provides direction and sets expectations for what your mentees hope to achieve in terms of their education and future career. Ideally, goal setting should be done in Stage 2 of the mentoring relationship (refer to Chapter 2.2.4 Stages of Mentoring Relationship). When setting goals, ensure that the goals are Specific, Measurable, Attainable, Relevant, and Time-Bound (S.M.A.R.T.) to make them clear and objective. You may refer to Annex E for a goal setting worksheet that you can delve in deeper together with your mentees. The S.M.A.R.T. model is:

- 1 **Specific:** Who is involved? What do you want to accomplish? Where will it be done? Why are you doing this? What requirements do you have? Define the goal as objectively as possible without any ambiguity.
- 2 **Measurable:** How will you know when your goal is accomplished? Can you track the progress and measure the outcome?
- 3 **Attainable:** Make sure the goals are neither beyond nor beneath your mentees' capabilities. Are the goals reasonable enough to be accomplished? How so?
- 4 **Relevant:** Does each goal fit into your immediate and long-term plans? Is the goal worthwhile and will it meet your needs?
- 5 **Timely:** It will help your mentees establish a sense of urgency and better time management. Their objective should include a duration — I will complete this step by a specific day/month/year.

It is important to strike an understanding with your mentees when setting goals so that they will commit to them. Mentors are recommended to check on the progress of their mentees at least once a month. For younger mentees, it is important to break the goals down into smaller achievable objectives. Mentors should refrain from judging or imposing their own values on the goals that mentees have set. Instead, guide your mentees to broaden their mind and equip them with a holistic view of their journey. Mentors only facilitate the goal-setting process instead of determining the goals to be set for their mentees. It is important for mentors to build alliances with their mentees' teachers, parents or even counsellors to build a community of support to help track and motivate mentees towards their goals.



*Goal Setting workshop by YouthSpace @ ITE College Central in January 2020*

### 3.2.4.6 Challenging Situations

It is common to face challenging situations during your mentorship. You can expect scenarios that will require you to decide on the suitable actions to take in your role as a mentor. Below are some common challenging situations you may face and how you can deal with them. Note that there are many ways to overcome such situations but the most important thing is to provide support as a mentor.

#### Example 1

**Your mentees are always late for your meetings.  
How can you help them?**

##### **Answer:**

Try not to be critical regarding their tardiness and understand their perspective. Find out the challenges that prevent them from being punctual. Mentors often discover that their mentees are facing problems such as the need to care for their siblings at home or are undergoing financial problems that hinder them from travelling on time. Moving forward, you can agree on a better time to meet or send a reminder a day before the scheduled session. If your mentees need financial help for transport expenses, you may connect them to financial help that is available in the community or alert your programme staff if necessary.

## Example 2

**You seem to be hitting off well with your mentees. At the end of the meeting, they want to meet again the very next day even though you have explained that you are going to be busy. You are relieved that your mentees are eager to spend time with you but you are unsure of the time you can commit to them.**

### Answer:

Continue to build rapport with your mentees as you are still in the early stages of the mentorship. Let them know that while you have other commitments, you will always be reachable via text. However, do note that most mentees are usually less responsive at the beginning. Nonetheless, this highlights the importance of setting boundaries in the mentorship. Ideally, mentors and mentees should discuss the different kinds of boundaries, be it physical, financial, emotional, time or digital, within two or three months in the mentorship. This will allow both parties to lay the grounds on what they can expect during the mentorship and prevent potential misunderstandings.



**Physical boundaries:** associated with physical touch between mentor and mentee. This can come in terms of handshakes, patting or hugs. Some mentees may find physical touch uncomfortable due to underlying past experiences such as bullying or physical abuse. Discuss openly and determine what is comfortable for your mentees and yourself.



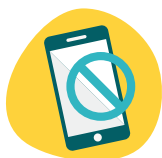
**Financial boundaries:** associated with monetary value. Mentors must remember that they are not “ATM” machines or financial providers for their mentees. The slightest amount can still be detrimental as it may skew the meaning of the mentorship. If you find that your mentees are facing financial issues, you may connect them to available community resources or seek help from your programme staff.



**Emotional boundaries:** associated with the beliefs, attitudes, views, and opinions that we perceive. It is important to lay grounds for a safe sharing space. Highlight to your mentees that they can share anything comfortably without fear of judgement or criticism. Discuss with your mentees if there are topics they prefer to stay away from.



**Time boundaries:** associated with the schedule and duration of conversations. All of us play multiple roles in our lives. As mentors, you should agree with your mentees on the appropriate time for meetups or online conversations that are comfortable for the both of you. State if there is a time period where you will not be available unless it is an emergency. Assure your mentees that you will still reply even if you are momentarily unavailable.



**Digital boundaries:** associated with the realm of social media. Discuss with your mentees on the appropriate platforms that they want to use to connect with you. If you are not comfortable with making your online profile visible to them, you may create a new account just to stay updated and connect with your mentees online. Your mentees will appreciate such gestures to engage with them.

### Example 3

**Your mentees come to the mentoring session reeking of cigarettes. They ask you for some cash for the transport home but you suspect that they might misuse the money you give them. What should you do?**

**Answer:**

In such situations, it is important to differentiate the course of action depending on the legal age of your mentees. The legal age of smoking in Singapore is 21 years old. If your mentees are below the minimum legal age, the issue becomes an “Issue of Concern” (refer to Chapter 3.2.4.1 on Youth Issues and Concerns in Singapore). While you discuss and understand the situation with your mentees, you may wish to deep dive into the reasons they pick up smoking. It could be due to peer pressure or they may be modelling their behaviour from an immediate family member. Understanding these root causes can help you to set goals with your mentees to help them live a healthy lifestyle. If you require further assistance, you may flag the issue to your programme staff.

### Example 4

**Your mentees have not attended three meetings which you have scheduled beforehand. Your fourth meeting is tomorrow and your mentees promise yet again that they will show up. The situation feels all too familiar. Should you show up or save your travelling time from another cancelled meeting?**

**Answer:**

The key in this challenging situation is to keep showing up. As mentors, it is your role to be present in the mentorship. Despite the failed previous meetings, you must always strive to turn up regardless of the circumstances. If your mentees decide to attend the fourth meeting in which you decided not to turn up, you will lose their trust. Other than being present, mentors must also check in and understand their reasons for not showing up.

### Example 5

**Your mentees refuse to turn on the camera for your e-mentoring sessions and often do not reply to messages or calls. What do you do?**

**Answer:**

This is a common issue for many mentors. This does not necessarily mean that mentees are not willing to engage with you, but they may just feel shy when it comes to showing you their surroundings. Since e-mentoring sessions are often conducted at home, mentees may be uncomfortable about showing their housing conditions. For such situations, mentors should not pressure mentees to turn on their cameras or unmute their microphones. Their presence in the e-mentoring session is already a first step to their commitment in the mentorship. Instead, mentors can explore ways to better engage their mentees. Mentors may explore using face filters or background images. Mentors can also utilise the chat box on video-calling platforms to converse with mentees. You may refer to Chapter 3.2.4.2 on E-Mentoring for more e-mentoring tips.



### 3.2.5 Initiation

Your mentees are at a stage in life where they are transitioning into adulthood. It is important to initiate them into a positive outlook or they may face challenges when assimilating into adulthood. Help your mentees develop self-actualisation and make positive contributions to the community. This ensures that the constructive aspects of initiation result in greater confidence in the self and a desire to make positive contributions to the community.

The four components of initiation within a mentorship in the GCM approach are as follows:

- 1 **Greetings**
- 2 **Pebbles and Petals**
- 3 **Intentions**
- 4 **Victory Call**

These components will be further explored in a contextualised version of the Native American Medicine Wheel in the next chapter.



## Chapter 4

# PRACTICES IN GIFT-CENTRED MENTORING

This chapter aims to explore the different types of practices in the GCM approach that you can incorporate into your mentoring sessions. It will be expanded into four different practices—Greetings, Pebbles and Petals, Intention, and Victory Call.



## 4.1 WHAT ARE PRACTICES?

The GCM approach is unique as it infuses positive “rituals” into mentoring. There are various practices that can be applied in mentoring sessions. The purpose of these practices ranges from:

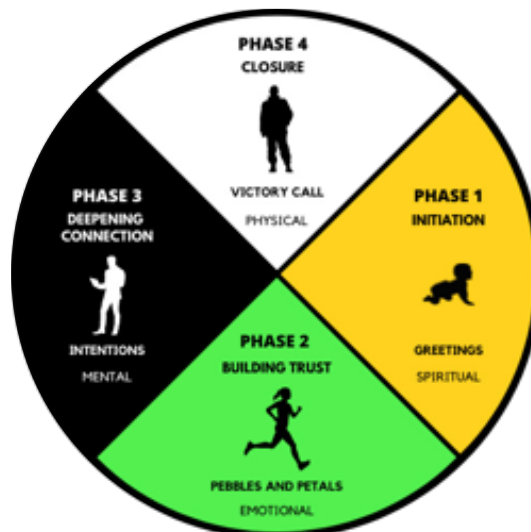
- 1 Helping to build mentor-mentee rapport
- 2 Helping mentees to open up so mentors can gain better understanding on their personal thoughts and feelings
- 3 Enable mentors to discover their mentees’ unique gifts or talents
- 4 Create a safe setting for mentees to share about their wounds
- 5 Build camaraderie and establish a sense of community among mentors and mentees

## 4.2 MEDICINE WHEEL AND GIFT-CENTRED MENTORING PRACTICES

The Youth Mentoring Office (YMO) has adopted and contextualised the Native American Medicine Wheel as part of our mentoring practice. The Medicine Wheel has been used by generations of Native American tribes for health and healing. It embodies the four directions (north, south, east and west) and denotes a complete cycle of life.

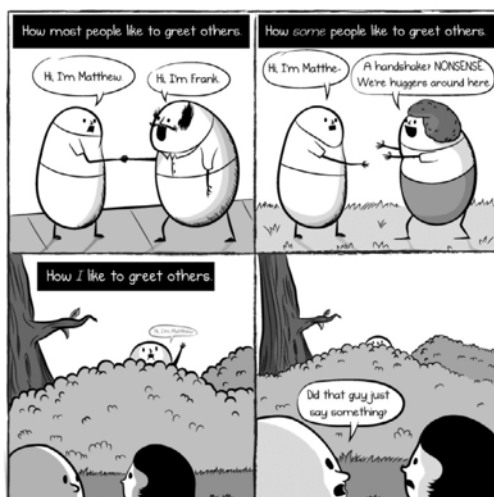
This is aligned to the objective of GCM in helping mentees discover their core gift and heal their wound by coming to terms with it and using it as a stepping stone to develop themselves. By doing so, mentees will undergo a complete cycle to eventually achieve self-actualisation.

Below is the version of YMO’s Medicine Wheel which mentors will get to experience in practice as part of Module 3 in the GCM training. YMO has aligned the Medicine Wheel to reflect the four core stages of a mentoring relationship from the introduction stage to the closure stage where mentors have completed the cycle of journeying with mentees — this is when mentees have the necessary skills to chart their own path in life.



*Contextualised GCM Medicine Wheel*

## 4.2.1 Phase 1: Greetings



*The Oatmeal Comic*

In the first stage where mentees first meet their mentors, the practice that can be applied is a simple greeting. Mentors and mentees can invent their own greeting rituals which they can incorporate as part of their rapport building.

Although simple, the effect of greetings must not be undermined. When you greet your mentees, you are sending a signal that the mentoring session has begun and that you are physically, mentally and emotionally present with your mentees. When mentees reciprocate your greetings, they are sending a signal that they acknowledge your presence and are ready to be mentored by you.

## 4.2.2 Phase 2: Pebbles and Petals



*Mentor Sabrina participating in the Pebbles & Petals activity in October 2020*

Once you have gotten to know each other and have built rapport, you will enter the second stage of building trust as you gain a better understanding of each other. At this stage, you will begin to help your mentees discover their core gift. As you discover your mentees' core gift, you will also need to pay attention to their wounds as these may be interlinked.

In this practice known as Pebbles and Petals, the pebbles represent the wounds of your mentees. You should encourage mentees to firstly acknowledge, confront, and lastly let go of their wounds. This letting go is manifested in action by throwing a pebble into water. The pebble will always sink in water. Similarly, their wounds should “sink” and be forgotten once they have been “thrown”, as carrying them like

a baggage may cause them to sink or fall into despair. It is useful to emphasise the importance of acknowledging and confronting wounds before letting them go. This addresses the concern of possibly denying wounds instead of the necessity to surface wounds so that mentees may deal with them in the light of day.

Consequently, the petals represent their gift. When a petal is thrown into water, it will always float on the surface. Similarly, your mentees' gifts will lift them up and help them to gain confidence when venturing into the world. Even if they throw a petal into murky water, the petal will continue to float, and its beauty will not be diminished. Similarly, their gift will not be diminished despite the environment that they come from. Their gift will continue to shine through and help them overcome any situation.

### 4.2.3 Phase 3: Intentions



*Mentors setting their intentions in the GCM training in December 2019*

As you reach the mid-point of your mentorship, you may encounter burnout and lose some motivation. This may be a result of other personal commitments or a lack of commitment on your mentees' part.

If you encounter this, you may wish to reflect on your initial intention for embarking on this journey of becoming a mentor. If you recall from an activity in Module 1, you should begin this journey by indicating your intention or your motivation for becoming a mentor. Renewing your intention can help you muster the strength to overcome the emotional or mental hurdle you may be experiencing. Reminding yourself of your intention will help you see through your six or nine-month commitment towards your mentees.

### 4.2.4 Phase 4: Victory Call



*Youth Mentoring Office Module 3 training in July 2021*

The last stage in YMO's Medicine Wheel is closure. This is where you bid farewell to your mentees, remind them to stay steadfast to their goals and for some of you, establish new boundaries in your relationship with your mentees, whether you wish to remain in contact or otherwise.

In this stage, mentors will reaffirm the wounds they had let go in Phase 2 and intentions made in Phase 3. As the mentorship comes to an end, it is important to re-establish the learning experiences that mentors and mentees have gone through together.

At the end of the practice, mentors will also elicit a victory call to symbolise your steadfastness in journeying with your mentees throughout the mentorship. This is done as a group to help establish camaraderie with fellow mentors. This is also one of the pillars in GCM where mentors build a community with each other and offer help and support where the need arise.

## 4.3 APPLYING PRACTICES IN MENTORING SETTINGS

The four practices mentioned above that make up the YMO's version of the Medicine Wheel are symbolic in nature. However, you may incorporate the practices into your mentoring sessions as part of the rapport building process with mentees. For example, if mentees have disclosed their past trauma or wounds that they are experiencing, you may incorporate, as part of your mentoring session, a trip to the beach where you guide mentees to let go of their wounds in order to move forward. Create your own rituals that commemorate the letting go of their wounds, such as throwing seashells into the water.

Mentees may not be comfortable to participate in these rituals at first as it will require them to showcase their vulnerabilities to you. You can ease this process by opening yourself up to mentees and sharing your wounds first to get things rolling. Sharing your vulnerabilities will allow mentees to let down their walls and be more willing to reciprocate the gesture.

As part of closure, you may get mentees to reflect on the entire journey, particularly, the goals that they have set together with you. You may guide mentees to renew their intentions to fulfil their goals, even without a mentor to guide and motivate them through the process. You can get your mentees to perform a symbolic ritual, for example, dipping their hands into water to signify the end of one journey and mark the beginning of the next with a refreshed mind and spirit.

It is up to your creativity to incorporate the practices and rituals in YMO's Medicine Wheel into your mentoring sessions, where applicable, to create a deeper and meaningful journey where both you and your mentees have an open and trusting relationship.



## Chapter 5

# WHAT'S NEXT

To give you a clearer idea of your mentoring journey roadmap, below is a breakdown of the different stages that you will go through over the programme. Throughout the mentorship, YMO will also be conducting evaluations to find out how we can better tailor the programme to meet your needs.

**START**



*Youth Mentoring Office Gift-Centred Mentoring training in November 2020*

## 1 Recruitment

At this stage, the programme's aims and expected outcomes are shared and mentors are recruited.

## 2 Screening

After recruitment, mentors are screened to determine whether they have the time, commitment and personal qualities to be a safe and effective mentor.

## 3 Training (You are here!)

After mentors are deemed fit for the programme, they will undergo training with YMO on the GCM approach. Mentors will learn the appropriate tools and knowledge that will assist them throughout the mentorship. For most of you reading this manual, you are at this stage.

## 4 Matching and Initiating

After equipping yourself with the right tools and knowledge, mentors will be matched to mentees by programme staff. Mentors and mentees will be matched based on but not limited to:

- Gender
- Occupation and/or course of study
- Interests
- Proximity

Should a match not fulfil a certain criterion, mentors will need to inform your programme staff. The programme staff will assess the situation and conduct a re-matching, where appropriate.

## 5 Mentor-Mentee Re-matching

Upon notification of a re-matching between a mentor and mentee, re-matching will be conducted within two weeks of the request being raised.

## 6

## Monitoring and Support

As your mentoring journey begins, your programme staff will be alongside you to provide any additional support you may need in your role as a mentor. YMO and your programme staff will always be available for advice, problem-solving, training and access to resources throughout the duration of the mentorship.

One such avenue is the monthly Community of Practice (COP) sessions conducted by YMO, where mentors can gather and discuss common challenges faced in their mentorships. Mentors can get tips from guest speakers and other experienced mentors on topics such as rapport building, e-mentoring, mental health and wellbeing, and working with different personality types. To get a glimpse of COP sessions conducted in 2020 and 2021, you may refer to the video by scanning the QR code. To read more of discussions from our past COPs, you may refer to the illustrations by scanning the QR code.



*Read more on discussions from our past COPs through our post-event illustrations by scanning the QR code.*



▶ Watch the video to get a glimpse of our COP sessions conducted in 2020 and 2021

## 7

## Closure

At the end of the six or nine months, the mentorship will enter its closure stage. The programme staff and mentors will formally bring the mentorship to a close and affirm the contributions of the mentor and mentees, giving them the opportunity to share their experience. If mentors would like to extend their relationship beyond the programme, they are welcome to stay connected with their mentees on their own through informal mentoring.

The background is a vibrant teal color. It is decorated with various abstract shapes and patterns in shades of purple and light blue. These include solid circles, irregular organic shapes, and zigzag lines. Some shapes are layered, creating a sense of depth. The overall aesthetic is modern and graphic.

**ANNEX**



## Annex A: Mentoring Resources

To help you through your mentoring journey, we have listed a non-exhaustive list of resources that you can explore and refer to where necessary and appropriate.

Helplines	
Police	999
Emergency Medical Services	995
Suicide Prevention and Crisis SOS (Samaritans of Singapore)	1800 221 4444
Singapore Association for Mental Health	1800 283 7019
IMH Emergency	6389 2222
Sexual Assault Care Centre	6779 0282
AWARE (Association for Women for Action and Research)	1800 777 5555

For Mentors		
<b>MindsetKit</b>	An online toolkit for mentors to guide mentees in developing a growth mindset and guiding them through challenges.	<a href="https://www.mindsetkit.org/growth-mindset-mentors">https://www.mindsetkit.org/growth-mindset-mentors</a>

Helping Mentees Understand Themselves Better		
<b>RIASEC Test</b>	For mentees to understand their career interests, skills confidence, and work values.	<a href="https://www.onlinepersonalitytests.org/riasec/">https://www.onlinepersonalitytests.org/riasec/</a>
<b>MBTI Test</b>	For mentees to understand their personality traits to see which career suits them.	<a href="https://www.16personalities.com/free-personality-test">https://www.16personalities.com/free-personality-test</a>

## Educational Financial Support

<b>Tertiary Tuition Fee Subsidy (TTFS)</b>	<p>TTFS is a government grant for Malay students that covers their tuition fees at tertiary institutions.</p>	<p><a href="https://my.mendaki.org.sg/">https://my.mendaki.org.sg/</a></p>
<b>Education Trust Fund (ETF)</b>	<p>ETF is a one-off education subsidy provided for Malay/Muslim students from low-income families who are attending MENDAKI-funded tuition programmes. It aims to complement existing assistance schemes provided at the national level.</p>	<p><a href="https://my.mendaki.org.sg/">https://my.mendaki.org.sg/</a></p>
<b>LBKM (Lembaga Biasiswa Kenangan Maulud) Bursary</b>	<p>Financial assistance in the form of bursaries and scholarships for students in secondary schools/JCs/Pre-Universities.</p>	<p>For secondary school to pre-university/JC students:  <a href="http://lbkm.org.sg/bursary-scholarship/lbkm-bursaries/primary-to-pre-university-jc/">http://lbkm.org.sg/bursary-scholarship/lbkm-bursaries/primary-to-pre-university-jc/</a></p> <p>For pre-diploma and polytechnic students:  <a href="http://lbkm.org.sg/bursary-scholarship/lbkm-bursaries/diploma-polytechnic/">http://lbkm.org.sg/bursary-scholarship/lbkm-bursaries/diploma-polytechnic/</a></p>
<b>MTFA (Muslimin Trust Fund Association) Bursary</b>	<p>MTFA awards bursaries to Muslim students from low-income families who are pursuing tertiary education.</p>	<p><a href="https://www.mtfa.org/scholarship-bursary/">https://www.mtfa.org/scholarship-bursary/</a></p>

## Enrichment Lessons Support

<p><b>Mendaki Tuition Scheme (MTS)</b></p>	<p>MTS aims to provide quality tuition at affordable rates to help students attain better results in their school and national examinations.</p>	<p><a href="https://my.mendaki.org.sg/">https:// my.mendaki.org. sg/</a></p>
<p><b>Collaborative Tuition Programme (CTP)</b></p>	<p>CTP was introduced as part of a collaboration with other Self-Help Groups (SHGs).</p> <p>The scheme is jointly organised by the Chinese Development Assistance Council (CDAC), Eurasian Association (EA), Singapore Indian Development Association (SINDA) and Yayasan MENDAKI with the aim of boosting students' academic performance.</p>	<p><a href="https://my.mendaki.org.sg/">https:// my.mendaki.org. sg/</a></p>
<p><b>MENDAKI Homework Café</b></p>	<p>The MENDAKI Homework Café aims to provide a conducive environment for Malay/Muslim students to complete their school work. Together with community partners, it aims to reach out and extend academic support and/or assistance to needy Malay/Muslim students. The scheme covers the English and Mathematics subjects.</p>	<p><a href="https://my.mendaki.org.sg/">https:// my.mendaki.org. sg/</a></p>

## Caring for Mentees' Well-Being

<p><b>Singapore Association for Mental Health (SAMH) Youth Reach</b></p>	<p>YouthReach provides psychosocial support and recovery programmes for youth (aged 13 to 21) with emotional, psychological and psychiatric issues in the community.</p> <p>The centre works with youth and their families, empowering them to achieve their goals while living in a safe, caring, and inclusive community.</p>	<p><a href="https://www.samhealth.org.sg/our-services/rehabilitation/samh-youthreach/">https://www.samhealth.org.sg/our-services/rehabilitation/samh-youthreach/</a></p>
<p><b>#YoungXHush</b></p>	<p>A youth impact movement that aims to address the rising concerns of stress and depression amongst the youth by promoting mental resilience, inclusion and community empowerment.</p>	<p><a href="http://www.hushteabar.com/">http://www.hushteabar.com/</a></p>
<p><b>Community Health Assessment Team (CHAT) Hub</b></p>	<p>CHAT Hub is a one-stop centre for mental health help and resources.</p>	<p><a href="https://www.chat.mentalhealth.sg/mobile/about-chat/chat-hub/">https://www.chat.mentalhealth.sg/mobile/about-chat/chat-hub/</a></p>
<p><b>Ministry of Social and Family Development (MSF) Services</b></p>	<p>The MSF website provides links to the nearest Family Service Centres, Social Service Offices/Agencies and Student Care Centres.</p>	<p><a href="https://www.msf.gov.sg/dfcs/familyservice/default.aspx">https://www.msf.gov.sg/dfcs/familyservice/default.aspx</a></p>

## Career Resources for Mentees

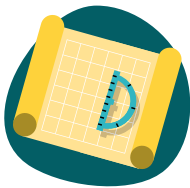
<p><b>MySkills Future for Students</b></p>	<p>MySkillsFuture for students is a one-stop platform that helps students to better understand themselves, their interests and strengths. Students can also use the platform's information and tools to explore different educational and career pathways.</p>	<p><a href="https://www.myskillsfuture.gov.sg/content/student/en/secondary.html">https://www.myskillsfuture.gov.sg/content/student/en/secondary.html</a></p>
<p><b>“Future Of...” Series by MENDAKI</b></p>	<p>An engagement platform with industry leaders to gain insights on future work landscapes.</p>	<p><a href="https://my.mendaki.org.sg/">https://my.mendaki.org.sg/</a></p>
<p><b>Next Stop Seminar by MENDAKI</b></p>	<p>An annual platform for post-secondary and tertiary students to hear from professionals, experts and thought leaders on the Future Economy, as well as the various academic and career pathways available.</p>	<p><a href="https://my.mendaki.org.sg/">https://my.mendaki.org.sg/</a></p>
<p><b>Job Portals</b></p>	<p>List of job portals to help students explore part-time, full-time and internship opportunities.</p>	<p><b>LinkedIn:</b> <a href="https://sg.linkedin.com/">https://sg.linkedin.com/</a></p> <p><b>JobStreet Singapore:</b> <a href="https://www.jobstreet.com.sg/">https://www.jobstreet.com.sg/</a></p> <p><b>Wanted.Jobs</b> <a href="https://www.wanted.jobs/newintro">https://www.wanted.jobs/newintro</a></p> <p><b>Indeed:</b> <a href="https://sg.indeed.com/">https://sg.indeed.com/</a></p> <p><b>Glints:</b> <a href="https://glints.com/sg">https://glints.com/sg</a></p> <p><b>InternSG:</b> <a href="https://www.internsg.com/">https://www.internsg.com/</a></p>

<b>Youthopia</b>	A platform that consolidates all resources related to youth in Singapore.	<a href="https://youthopia.sg/">https://youthopia.sg/</a>
<b>National Youth Council (NYC)</b>	A series of local and international programmes for youth with different interests.	<a href="https://www.nyc.gov.sg/en/initiatives/programmes">https://www.nyc.gov.sg/en/initiatives/programmes</a>
<b>Young NTUC</b>	An organisation that works with youth to give voice to the needs and aspirations of young workers.	<a href="https://www.youngntuc.org.sg/wps/portal/ydu2/home">https://www.youngntuc.org.sg/wps/portal/ydu2/home</a>

## Annex B: 16 Personality Types

As part of your rapport building process, we have provided you with an engaging way to discover your mentees' personality types using strengths and weaknesses of the 16 personality types. Using the perforated edges, you may cut along the lines to produce the 16 personality types into 16 smaller cards. To read more on each type, you may refer to [www.16personalities.com](http://www.16personalities.com).

### Analysts



#### Architect

INTJ

Imaginative and strategic thinkers, with a plan for everything.

#### Strengths

- 1 Rational
- 2 Informed
- 3 Independent
- 4 Determined
- 5 Curious
- 6 Versatile

#### Weakness

- 1 Arrogant
- 2 Dismissive of Emotions
- 3 Overly Critical
- 4 Combative
- 5 Romantically Clueless

### Analysts



#### Logician

INTP

Innovative inventors with an unquenchable thirst for knowledge.

#### Strengths

- 1 Analytical
- 2 Original
- 3 Open-minded
- 4 Curious
- 5 Objective

#### Weakness

- 1 Disconnected
- 2 Insensitive
- 3 Dissatisfied
- 4 Impatient
- 5 Perfectionist

### Analysts



#### Commander

ENTJ

Bold, imaginative, and strong-willed leaders, always finding a way.

#### Strengths

- 1 Efficient
- 2 Energetic
- 3 Self-Confident
- 4 Strong-Willed
- 5 Strategic Thinkers
- 6 Charismatic and Inspiring

#### Weakness

- 1 Stubborn and Dominant
- 2 Intolerant
- 3 Impatient
- 4 Arrogant
- 5 Poor Handling of Emotions
- 6 Cold and Ruthless

### Analysts



#### Debater

ENTP

Smart and curious thinkers who cannot resist an intellectual challenge.

#### Strengths

- 1 Knowledgeable
- 2 Quick Thinkers
- 3 Original
- 4 Excellent Brainstormers
- 5 Charismatic
- 6 Energetic

#### Weakness

- 1 Very Argumentative
- 2 Insensitive
- 3 Intolerant
- 4 Can Find It Difficult to Focus
- 5 Dislike Practical Matters

## Diplomats



### Advocate

INFJ

Quiet and mystical, yet very inspiring and tireless idealists.

#### Strengths

- 1 Creative
- 2 Insightful
- 3 Principled
- 4 Passionate
- 5 Altruistic

#### Weakness

- 1 Sensitive to Criticism
- 2 Reluctant to Open Up
- 3 Perfectionist
- 4 Avoiding the Ordinary
- 5 Prone to Burnout

## Diplomats



### Mediator

INFP

Poetic, kind and altruistic people, always eager to help a good cause.

#### Strengths

- 1 Empathetic
- 2 Generous
- 3 Open-minded
- 4 Creative
- 5 Passionate
- 6 Idealistic

#### Weakness

- 1 Unrealistic
- 2 Self-Isolating
- 3 Unfocused
- 4 Emotionally Vulnerable
- 5 Desperate to Please
- 6 Self-Critical

## Diplomats



### Protagonist

ENFJ

Charismatic and inspiring leaders, able to mesmerise their listeners.

#### Strengths

- 1 Tolerant
- 2 Reliable
- 3 Charismatic
- 4 Altruistic
- 5 Natural Leaders
- 6 Inspiring

#### Weakness

- 1 Unrealistic
- 2 Overly Idealistic
- 3 Condescending
- 4 Intense
- 5 Overly Empathetic

## Diplomats



### Campaigner

ENFP

Enthusiastic, creative and social free spirits, who can always find a reason to smile.

#### Strengths

- 1 Curious
- 2 Perceptive
- 3 Enthusiastic
- 4 Excellent Communicators
- 5 Festive
- 6 Good-Natured

#### Weakness

- 1 People-Pleasing
- 2 Unfocused
- 3 Disorganized
- 4 Overly Accommodating
- 5 Overly Optimistic
- 6 Restless



## Sentinels



### Logistician

ISTJ

Practical and fact-minded individuals, whose reliability cannot be doubted.

#### Strengths

- 1 Honest and Direct
- 2 Strong-willed and Dutiful
- 3 Very Responsible
- 4 Calm and Practical
- 5 Create and Enforce Order
- 6 Jacks-of-all-trades

#### Weakness

- 1 Stubborn
- 2 Insensitive
- 3 Always by the Book
- 4 Judgmental
- 5 Often Unreasonably Blame Themselves

## Sentinels



### Defender

ISFJ

Very dedicated and warm protectors, always ready to defend their loved ones.

#### Strengths

- 1 Supportive
- 2 Reliable and Patient
- 3 Imaginative and Observant
- 4 Enthusiastic
- 5 Loyal and Hard-working
- 6 Good Practical Skills

#### Weakness

- 1 Humble and Shy
- 2 Take Things Too Personally
- 3 Repress Their Feelings
- 4 Overload Themselves
- 5 Reluctant to Change
- 6 Too Altruistic

## Sentinels



### Executive

ESTJ

Excellent administrators, unsurpassed at managing things - or people.

#### Strengths

- 1 Dedicated
- 2 Strong-willed
- 3 Direct and Honest
- 4 Loyal, Patient and Reliable
- 5 Enjoy Creating Order
- 6 Excellent Organisers

#### Weakness

- 1 Inflexible and Stubborn
- 2 Uncomfortable with Unconventional Situations
- 3 Judgmental
- 4 Too Focused on Social Status
- 5 Difficult to Relax
- 6 Difficulty Expressing Emotion

## Sentinels



### Consul

ESFJ

Extraordinarily caring, social and popular people, always eager to help.

#### Strengths

- 1 Strong Practical Skills
- 2 Strong Sense of Duty
- 3 Very Loyal
- 4 Sensitive and Warm
- 5 Good at Connecting with Others

#### Weakness

- 1 Worried about Their Social Status
- 2 Inflexible
- 3 Reluctant to Innovate or Improvise
- 4 Vulnerable to Criticism
- 5 Often Too Needy
- 6 Too Selfless

## Explorers

**Virtuoso**

ISTP

Bold and practical experimenters, masters of all kinds of tools.

**Strengths**

- 1 Optimistic and Energetic
- 2 Creative and Practical
- 3 Spontaneous and Rational
- 4 Know How to Prioritize
- 5 Great in a Crisis
- 6 Relaxed

**Weakness**

- 1 Stubborn
- 2 Insensitive
- 3 Private and Reserved
- 4 Easily Bored
- 5 Dislike Commitment
- 6 Risky Behaviour

## Explorers

**Adventurer**

ISFP

Flexible and charming artists, always ready to explore and experience something new.

**Strengths**

- 1 Charming
- 2 Sensitive to Others
- 3 Imaginative
- 4 Passionate
- 5 Curious
- 6 Artistic

**Weakness**

- 1 Fiercely
- 2 Independent
- 3 Unpredictable
- 4 Easily Stressed
- 5 Overly Competitive
- 6 Fluctuating Self-Esteem

## Explorers

**Entrepreneur**

ESTP

Smart, energetic and very perceptive person, who truly enjoy living on the edge.

**Strengths**

- 1 Bold
- 2 Rational and Practical
- 3 Original
- 4 Perceptive
- 5 Direct
- 6 Sociable

**Weakness**

- 1 Insensitive
- 2 Impatient
- 3 Risk-prone
- 4 Unstructured
- 5 May Miss the Bigger Picture
- 6 Defiant

## Explorers

**Entertainer**

ESFP

Spontaneous, energetic and enthusiastic entertainers - life is never boring around them.

**Strengths**

- 1 Bold
- 2 Original
- 3 Aesthetics and Showmanship
- 4 Practical
- 5 Observant
- 6 Excellent People Skills

**Weakness**

- 1 Sensitive
- 2 Conflict-Averse
- 3 Easily Bored
- 4 Poor Long-Term Planners
- 5 Unfocused

## Annex C: Core Gift Exercise

Curious to find out what your mentees' core gifts are? Explore the core gift exercise below and discover what your mentees' core talents or traits are! Uncovering gift is a useful way to explore possible education and career paths that he/she can pursue.

### Core Gift Statement *Mentor's Copy*

**What are the patterns or similar themes that run throughout the focus person's responses? These threads inevitably point to the core gift, which is then developed into a statement. The statement is divided into two parts. The first sentence is the actual Core Gift. The second sentence is how the person expresses the Gift in the world.**

*My Core Gift is empathy. I do this by listening, and by striving to truly see, understand and affirm others while remaining connected to the earth.*

*My Core Gift is helping mutual understanding to take place. I do this by teaching, leading and sharing myself.*

*My Core Gift is problem solving. I do this by using my imagination in counselling and engineering new things.*

### My Core Gift Statement:

*My Core Gift is...*

*I give it by...*

**Core Gift Statement***Mentee's Copy*

What are the patterns or similar themes that run throughout the focus person's responses? These threads inevitably point to the core gift, which is then developed into a statement. The statement is divided into two parts. The first sentence is the actual Core Gift. The second sentence is how the person expresses the Gift in the world.

*My Core Gift is empathy. I do this by listening, and by striving to truly see, understand and affirm others while remaining connected to the earth.*

*My Core Gift is helping mutual understanding to take place. I do this by teaching, leading and sharing myself.*

*My Core Gift is problem solving. I do this by using my imagination in counselling and engineering new things.*

**My Core Gift Statement:**

*My Core Gift is...*

*I give it by...*



**Refine Your Core Gift Statement:***Mentor's Copy***Read your statement out loud and ask yourself these questions:**

- 1** Does it sound and feel like it captures the essence of who I am?
- 2** Does it inspire me to live fully into the truth of my Core Gift statement (to “do” more and to “be” more?)
- 3** If I did this, would it feel like my life has a powerful purpose and meaning?

**If these questions inspire you to refine your statement, write your new statement below:**

*My Core Gift is...*

*I give it by...*

**Refine Your Core Gift Statement:***Mentee's Copy***Read your statement out loud and ask yourself these questions:**

- 1 Does it sound and feel like it captures the essence of who I am?
- 2 Does it inspire me to live fully into the truth of my Core Gift statement (to “do” more and to “be” more?)
- 3 If I did this, would it feel like my life has a powerful purpose and meaning?

**If these questions inspire you to refine your statement, write your new statement below:**

*My Core Gift is...*

*I give it by...*



**Reflection / Discussion**

*Mentor's Copy*

- 1 What are the benefits your Core Gift brings into your life?
- 2 What are three ways this Core Gift has caused difficulty in your life?
- 3 Which one of the items in the second sentence of your Core Gift statement would you like to get better at? What are ways you could do that?
- 4 What kind of gifts in others might cause conflict with your Core Gift?
- 5 Tell a story about a time when you gave your Core Gift to another person or group and it caused something positive to happen.
- 6 Tell a story about a time when you gave your Core Gift to another person or group and it backfired or caused some difficulty to occur.

*In order to fully actualise our gifts, we build skills around them and look for ways to practice living into our gifts. What are three things that you can begin doing now to further develop your core gift?*

1

2

3



## Reflection / Discussion

Mentee's Copy

- 1 What are the benefits your Core Gift brings into your life?
- 2 What are three ways this Core Gift has caused difficulty in your life?
- 3 Which one of the items in the second sentence of your Core Gift statement would you like to get better at? What are ways you could do that?
- 4 What kind of gifts in others might cause conflict with your Core Gift?
- 5 Tell a story about a time when you gave your Core Gift to another person or group and it caused something positive to happen.
- 6 Tell a story about a time when you gave your Core Gift to another person or group and it backfired or caused some difficulty to occur.

*In order to fully actualise our gifts, we build skills around them and look for ways to practice living into our gifts. What are three things that you can begin doing now to further develop your core gift?*

1

2

3





## Annex D: Let's Talk! Card Game


Get to know each other better through this fun card game! You may cut the squares out for a better experience. Rules are simple: stack the cards in 3 stacks according to their levels. The mentor and mentee will take turns to draw a card out from any of the stacks. Remember, the questions require more thinking as the stages progress. To make it interesting, you may probe each other more questions to delve in the card question deeper.

### Stage 1

# CONNECTING



**WHAT GOOD THINGS ARE YOU LOOKING FORWARD TO IN THE NEXT WEEK?**



**WHEN YOU ARE FRUSTRATED, OR ARE EXPERIENCING A BAD SITUATION, WHO HELPS YOU GET THROUGH IT?**



**WHAT MAKES YOU LAUGH EVEN WHEN YOU ARE HAVING A TOUGH DAY?**



**IF YOU COULD HAVE ANY SUPERPOWER, IT WOULD BE...**



**WILD CARD!**  
CREATE YOUR OWN QUESTION

## Stage 2

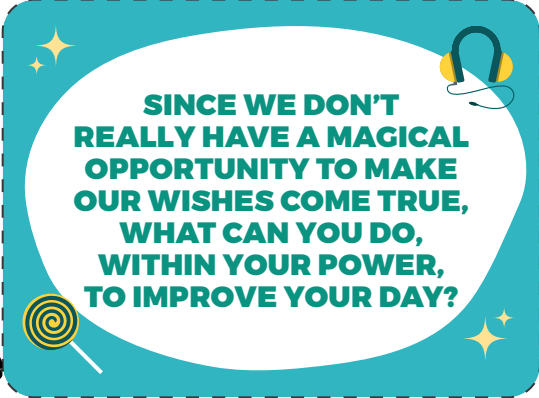
# DEEPENING



**WHAT IS SOMETHING ABOUT ME THAT YOU WOULD LIKE TO KNOW?**



**DO YOU MAKE WISHES?  
WHEN ARE YOU MOST LIKELY TO MAKE WISHES?**



**SINCE WE DON'T REALLY HAVE A MAGICAL OPPORTUNITY TO MAKE OUR WISHES COME TRUE, WHAT CAN YOU DO, WITHIN YOUR POWER, TO IMPROVE YOUR DAY?**



**WHAT WOULD YOU LIKE TO ACCOMPLISH THIS WEEK?**



**WILD CARD!**  
CREATE YOUR OWN QUESTION

## Stage 3

# REFLECTION



**IF I COULD BE FAMOUS  
FOR ONE TALENT,  
I'D BE FAMOUS FOR...**



**IF I COULD CHANGE  
ANYTHING ABOUT  
MYSELF, I'D CHANGE...**



**IF I COULD  
ADVISE MYSELF 5 YEARS  
AGO, WHAT WOULD  
THAT ADVICE BE?**



**IF I COULD ACCOMPLISH  
ONE THING THIS YEAR,  
IT WOULD BE...**



**WILD CARD!**  
CREATE YOUR OWN QUESTION

Mentor's Copy

**Annex E: Goal Setting Worksheet**

In learning better about each other's personal and relationship goals, setting goals with your mentees is a great and essential part of your relationship to ensure that both your purpose is clear, aligned, and reachable by the end of the six or nine months. Here are two goal setting worksheets that you can pen down with your mentees in the early stages of your engagement.

Name:

Date:

<b>S</b>	<b>MAKE IT SPECIFIC</b>	Be specific and concise. Include the measure and time frame.
<b>M</b>	<b>MAKE IT MEASURABLE</b>	How can I check if I'm making progress?
<b>A</b>	<b>MAKE IT ACHIEVABLE</b>	Is this possible? How will I achieve my goal? What are the milestones and key steps?
<b>R</b>	<b>MAKE IT REALISTIC</b>	Is this something I can do in the time I've set? What are some obstacles I might face along the way?
<b>T</b>	<b>MAKE IT TIMELY</b>	When will I achieve this goal?

Goal Achieved :

Goal Not Achieved :

What can I do better to achieve this goal? :



## Annex E: Goal Setting Worksheet

In learning better about each other's personal and relationship goals, setting goals with your mentees is a great and essential part of your relationship to ensure that both your purpose is clear, aligned, and reachable by the end of the six or nine months. Here are two goal setting worksheets that you can pen down with your mentees in the early stages of your engagement.

**Name:**

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<b>S</b>	<b>MAKE IT SPECIFIC</b>	Be specific and concise. Include the measure and time frame.
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<b>R</b>	<b>MAKE IT REALISTIC</b>	Is this something I can do in the time I've set? What are some obstacles I might face along the way?
<b>T</b>	<b>MAKE IT TIMELY</b>	When will I achieve this goal?

**Goal Achieved :**

**Goal Not Achieved :**

**What can I do better to achieve this goal? :**

## Annex F: Mentor-Mentee Relationship Contract

To avoid potential misunderstandings, it is important for both mentor and mentee to go through a contract at the beginning of the relationship to ensure both parties are aware and agreeable to functionality of the relationship. You may do up the Mentor-Mentee Agreement contract below and discuss on the terms of agreement together.



This contract is between the mentor and his/her mentee. The mentee and mentor must complete the form individually, and then jointly review and discuss each person's answers to reach an agreement. The contract should be signed and dated by both mentee and mentor. The mentee is responsible for keeping the contract and reviewing/updating it as necessary. The first joint review should occur one month after the initial meeting to check-up and agree to any needed changes.

- 1 Goals (What do you hope to achieve as a result of this relationship; e.g., gain perspective relative to skills necessary for success in academia, explore new career opportunities/alternatives, obtain knowledge of organisational culture, networking, leadership skill development.)
- 2 Steps to achieving goals as stated above (e.g., meeting regularly, steps to achieving independence.)



- 3 Meeting frequency (e.g., frequency, duration, and location of meetings; Who is responsible for scheduling meetings? How often will you meet? Where and when will you meet? Is there a time where you can't contact me?)
  
- 4 Expectations (What are my expectations of my mentor/mentee?)
  
- 5 Confidentiality (Any sensitive issues that we discuss will be held in the strictest of confidence. Are there any issues that are off limits for discussion? If problems arise between us, how will we resolve them?)
  
- 6 Boundaries (e.g., physical, time, emotional, psychological; Are there certain limitations that your mentor/mentee should know? Do you prefer not to have any physical contact? Do you prefer not to talk about certain topics?)
  
- 7 Plan for evaluating relationship effectiveness (e.g., monthly review of mentorship meeting minutes, goals, and outcomes/accomplishments.)
  
- 8 Relationship termination clause (If either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honour that individual's decision without question or blame.)
  
- 9 Duration (e.g., This mentorship relationship will continue for \_\_\_ months or longer if both parties feel comfortable with its productivity.)
  
- 10 Any additional areas/issues you want to discuss and agree to?

**Mentor Signature:** \_\_\_\_\_

**Mentee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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To avoid potential misunderstandings, it is important for both mentor and mentee to go through a contract at the beginning of the relationship to ensure both parties are aware and agreeable to functionality of the relationship. You may do up the Mentor-Mentee Agreement contract below and discuss on the terms of agreement together.



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**Mentor Signature:** \_\_\_\_\_

**Mentee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

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# Notes

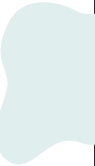
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# Notes



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# Notes



A series of horizontal dotted lines spanning the width of the page, intended for writing notes.



# Notes

A series of 25 horizontal dotted lines for writing notes.



# Notes

A series of 20 horizontal dotted lines for writing notes.



