



**SALT University College**  
**MENTORSHIP POLICY**



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## **SALT UNIVERSITY COLLEGE MENTORSHIP POLICY**

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## **SALT UNIVERSITY COLLEGE MENTORSHIP POLICY**

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### **1. Introduction**

The mission of SALT University College (SUC) is to develop a new vibrant breed of servant leaders for Africa and the World. SUC commits to achieving this mission by engaging competent, skilled, and positively oriented staff. They will be retained as far as feasible by maintaining a vibrant community operating in a job-enriched environment. Mentoring has been adopted as a strategic development tool for the realisation of SUC's mission.

This policy document outlines the approach of SUC mentorship. This is meant to provide both mentors and mentees with a satisfactory operating philosophy and practical guidance throughout the process.

### **2. Historical Background of Mentoring**

The origin of the word 'mentor' goes back to Greek mythology. In *The Odyssey*, written by the Greek poet Homer, Odysseus the King of Ithaca was preparing to fight in the Trojan War. He knew he would be leaving behind his beautiful wife Penelope and his only son and heir, Telemachus, for a long period. (The Trojan War lasted for 10 years, and it ended when the Trojans dragged the wooden horse into the city of Troy.)

Odysseus entrusted the care and education of Telemachus to his friend called Mentor, whose duty was to teach the young prince about the art and science of state leadership. Rather unfortunately, Mentor failed in this noble mission. However, the role of Mentor was assumed by Athena, the Greek goddess of wisdom, who guided and assisted Telemachus until his father returned to his kingdom. Over time, the word Mentor came to be associated with a more mature and wiser guide who helps a younger person to succeed.

### **3. Rationale for the Mentorship Policy**

In the 21st Century global economy, the dynamics of tertiary education has been drastically transformed compared to what prevailed in the previous Century. Information technology, innovation, and unpredictable change now characterise the education landscape. SUC recognises the need to foster a collaborative and supportive environment for all its students and staff. This Mentorship Scheme has been identified and adopted as one of the most efficient and human-centred approaches to support individuals in navigating their professional lives productively.

In line with the vision of SUC to raise transformational leaders for Africa, it is hoped that each mentorship relationship would be nurtured into a life-long adventure.

#### **4. Scope of the Policy**

The SUC Mentorship Policy caters to the three major identifiable groups in the SUC Community: Students, Administrative (non-teaching) staff, and Faculty (teaching) Members. However, two Mentorship Schemes apply to these groups, namely:

##### **4.1 Student Mentorship Scheme**

This Scheme is mandatory for all SUC students. If a student wishes to opt out, it should be discussed with the Dean of the student's Faculty. Under this Scheme, students are assigned to faculty members who will guide them throughout their academic journey in SUC. This includes their dissertation or thesis projects.

##### **4.2 Administrative Mentorship Scheme**

In this Scheme, the mentees are managerial, administrative, or non-teaching staff. The mentors are more experienced teaching or non-teaching staff who will provide professional guidance to their mentees.

#### **5. Aim and Objectives of the SUC Mentorship Scheme**

The main aim of this policy manual is to empower mentees to be more effective in their respective roles by supporting their professional growth and adaptability. The specific objectives of this policy are:

- ✓ To support the professional growth of mentees in their chosen areas of specialty and service.
- ✓ To provide a platform for engagement between mentors and mentees in an atmosphere of mutual trust and respect.
- ✓ To help new staff and students to navigate through the SUC community and facilities successfully with confidence.
- ✓ To inspire innovative thinking among the staff and students.

#### **6. Definitions**

The working definitions of the main concepts as applied in this Policy are:

**Mentee:** A student or staff member who is relatively new to the SUC community, and who requires to develop personally and professionally.

**Mentor:** A more experienced individual in the role of a Lecturer, Facilitator, Administrator, or equivalent, who helps and guides a student or less experienced professional.

**Mentoring in SUC:** The structured process implemented by SUC for a Mentor to support students and guide them to take control of their own development and academic work. It also refers to the process of supporting administrative and other staff of SUC to develop their goals and skills. This process is accomplished through a series of interactions and learning activities that may be formal or informal, confidential or non-confidential.

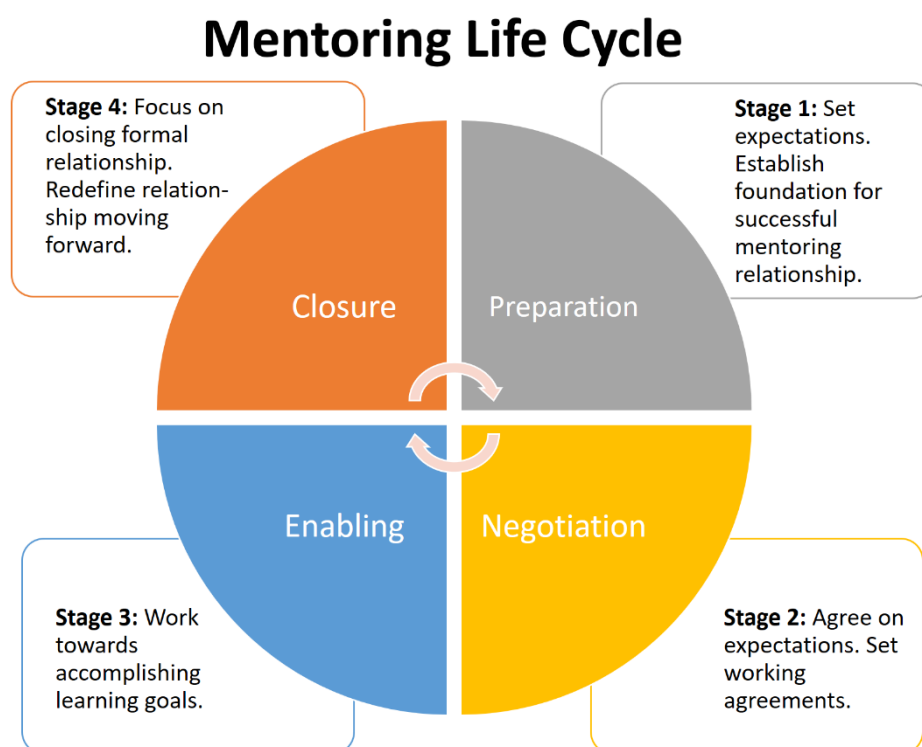
**Mentorship:** Mentorship is a positive and collaborative partnership between two individuals, where one person (mentee) desires to learn from the experiences of another person (mentor), with the goal of applying that knowledge to excel in their own career. Whether it is aiming for a promotion, exploring a new career path, transitioning careers, or pursuing something truly unique, the mentor's role is to guide the mentee on the best path toward their goal while staying true to the mentee's core identity. Drawing from their own lived experiences and relevant anecdotes from others, mentors provide insightful guidance to help mentees make informed decisions and unlock their full potential during the mentorship journey (Omadeke, 2024, p. 19).

## **7. Guiding Principles**

The following principles shall apply to this Mentorship Scheme:

- 7.1 Mentoring shall be maintained as an effective tool for continuously improving the human capital of SUC.
- 7.2 The Mentorship Scheme shall take into consideration the best interest of the SUC community and respect for the individual's personal growth and development. Any special needs such as physical disability shall be managed appropriately.
- 7.3 Mentors and mentees are required to maintain at all times during the mentoring process the highest ethical standard and global best practices.
- 7.4 The mentorship relationship shall be subject to evaluation at regular scheduled intervals to ensure that the desired quality and objectives of the relationship are achieved.
- 7.5 The principle of beneficence shall characterise all relationships and interactions, ensuring that the mentorship benefits all parties and society in general.
- 7.6 Mentors shall receive appropriate incentives and support such as guidance and orientation to make them effective in offering their best output.
- 7.7 The Mentorship Scheme will be afforded to all members of the SUC community without discrimination. However, participation shall be voluntary, and anyone shall have the liberty to opt out as may be found necessary.

Fig. 1: Diagram of the mentoring process



## 8. Best Practices of Mentoring

For mentoring to effectively serve as a strategic development tool, here is a brief outline of what is involved, and what is not.

- ✓ Mentoring is a mutual learning-based relationship that takes place outside of formal reporting and supervision lines.
- ✓ A mentor is a trusted guide and advisor but should not assume the role of manager, mediator, or recruiter.
- ✓ Mentors do not conduct or provide input to performance reviews.
- ✓ The role of mentors is to help mentees find their own solutions and hold up a mirror for the mentee while sharing their own story and experience.
- ✓ Mentoring should be confidential; discretion and diligence are required from the parties. As far as practicable, mentors should not discuss with third parties any matters of a personal nature. However, in academic mentorship, certain aspects of thesis or dissertation projects may be discussed in a peer forum to gain improved outcomes.
- ✓ The mentoring relationship is fundamentally driven by the mentee, who is expected to take the initiative and shape the partnership according to her or his learning needs.

- ✓ To ensure an effective process, the mentees must set aside time and energy to define their own needs, be open to feedback, and be willing to reflect and arrive at their own solutions.
- ✓ Mentoring is a dynamic process in which both mentor and mentee exhibit mutual respect and trust, while embracing individual style and preferences.

## 9. Benefits Envisaged from the Mentoring Process

Some anticipated generic and specific benefits from the mentoring process are:

- ✓ Mentors learn to apply their skills and competencies in a more structured approach.
- ✓ Mentors are allowed to share their wisdom and experiences as they engage in new professional relationships
- ✓ Mentors and mentees contribute to leadership and management development.
- ✓ The process helps increase the overall productivity of mentees.
- ✓ The process may assure innovative and skilful leadership.
- ✓ Staff and students feel more motivated and empowered, thereby generating a more productive institutional environment.

## 10. Assigning Mentors and Mentees

### 10.1 The Process

**The Dean:** The Dean of each Faculty shall maintain a register of all qualified mentors. This list will be updated regularly as resources may determine.

**Coordinating Officers:** Mentorship Coordinating Officers shall be assigned to the Office of the Deans. Their responsibilities will include managing the mentoring documentation in liaison with the Deans. They will also be responsible for assisting with monitoring and evaluating the outcomes of mentorships.

**Considerations:** The Dean shall assign mentors to each mentee and notify the parties immediately. The assignment of individuals shall be guided by the best interest of all parties. The Dean will consider professional experience, area of expertise, availability, age, and gender in the assignment of mentees to mentors.

**Documentation:** Each party will be expected to complete a form confirming their acceptance of the assigned relationship. The parties must further commit to abide by the ethical considerations guiding the mentoring relationship.

**Initiative by Mentees:** The mentoring relationship is expected to be mainly mentee-driven. Thus, the mentee must take the initiative to contact the mentor to arrange the initial meeting or engagement. Thereafter, either party must endeavour to maintain the relationship.

**Meetings:** SUC recommends at least one meeting each month between mentors and mentees in the first year of appointment and, subsequently, arrange about two main meetings or engagements each semester.

**Significant Milestones:** A journal shall be maintained by mentors and mentees to document significant goals, activities, ideas, skills, initiatives, and other worthwhile outcomes.

## **10.2 Training of Facilitators**

SUC shall support mentors by providing requisite orientation and training. All staff involved in the Student Mentorship Scheme and Administrative Mentorship Scheme shall participate in seminars and workshops for this purpose.

## **10.3 Duration of Mentorship**

The duration of the AMS shall be one complete academic year. The duration of the SMS shall be up to the graduation of the mentee student.

## **10.4 Mentor and Mentee Profiling**

It is essential for each party to have a fair idea of each other's qualifications and expertise. A mentor profiling and mentee profiling form shall be used for this purpose. A copy of the profiling form is attached as an appendix. After a mentee has been assigned a mentor, the mentee shall complete the profiling form and send it to the mentor within one week. On receipt, the mentor shall also complete the mentor profiling and send it to the mentee. The profiling form shall be maintained as confidential between each party.

## **10.5 Evaluation**

Evaluating the mentoring program can be useful for making necessary adjustments and determining the success or effectiveness of the Scheme. Two types of evaluation are expected in this Scheme:

### **Formative Evaluation:**

Relevant information is collected during the course of the mentorship and is used to help improve the program.

## **Summative Evaluation:**

Information collected at the end of the process which is used to determine the extent to which the Scheme achieved its objectives.

SUC will provide evaluation forms for mentors and mentees to complete to assist with formative evaluation. Another form will be completed for the attention of the Mentorship Coordinating Officers. This will be used for the summative evaluation.

## **11. Successful Mentoring Considerations**

### **11.1 Desirable Attributes of a Mentor**

Serving as a mentor may be demanding occasionally, yet it could generate lasting feelings of contentment. The following desirable attributes may be cultivated by mentors.

- ✓ **Approachable Personality:** Make yourself approachable and available, and make mentees feel you care and are interested in their welfare.
- ✓ **Confidentiality:** Maintain personal and professional confidentiality
- ✓ **Trust and Openness:** Create a trusting relationship, making mentees feel welcome to discuss any matters of interest without fear of reprisal or judgmental comments.
- ✓ **Sharing:** Create an atmosphere for sharing lived experiences, knowledge, ideas, observations, and general exchange of information.
- ✓ **Respect:** Encourage mutual respect of personality, time, emotions, and opinions. Acknowledge their skills and progress.
- ✓ **Relevant Feedback:** Provide timely and relevant feedback through assertive and honest communication about your expectations, emotions, and observations.
- ✓ **Technical Competence:** Update your professional competence and acknowledge your lack of expertise as necessary.
- ✓ **Be Supportive:** Inspire, motivate, and encourage your mentees by providing emotional, intellectual, and other meaningful support.
- ✓ **Commitment:** Be committed to the relationship by investing time and resources as needed.
- ✓ **Reliability and Consistency:** Mentees must perceive you as keeping to your word and to agreed schedules.

### **11.2 Responsibilities of a Mentor**

- ◆ Support the vision, mission, and goals of SUC.
- ◆ Provide a good overview of programmes and procedures in SUC.

- ◆ Provide guidance and feedback at various stages of the mentee's progress.
- ◆ Supervise students' dissertation or thesis projects.
- ◆ offer helpful insights or alternative dimensions to issues facing mentees.
- ◆ Be committed and accessible throughout the mentorship period.
- ◆ Be an effective communicator and active listener.
- ◆ Inspire, motivate, and encourage through genuine positive reinforcement.
- ◆ Share valuable lived experiences that may be helpful.
- ◆ Be resourceful while serving as a resource person and a point of reference.
- ◆ Serve as a positive role model in the pursuit of excellence.

### **11.3 Responsibilities of a Mentee**

The mentee shares a significant part of the responsibility for making the mentoring relationship productive and rewarding.

- ◆ Commit to initiating communication with your mentor.
- ◆ Be ready to develop self-awareness and personal enhancement from mentorship.
- ◆ Be responsible for acquiring improved attitude, knowledge, and skills.
- ◆ Discuss personal professional development plan with your Mentor.
- ◆ Be open and honest about goals, expectations, challenges, and concerns.
- ◆ Engage in active listening and ask questions.
- ◆ Be ready to accept advice, feedback, alternative insights, and constructive criticism from your mentor in good faith.
- ◆ Respect your mentor's time and resources.
- ◆ Be committed and accessible throughout the mentorship period.
- ◆ Provide feedback to your mentor on your personal assessment of what works for you in the mentoring process.

## **12. Terminating the Mentoring Relationship**

### **12.1 Arrangements**

The mentoring relationship is expected to travel to its natural end for students and staff. However, the relationship might be terminated before the end of its anticipated duration. Either mentor or mentee may request to end the relationship for various reasons. Under the Student Mentorship Scheme (SMS), if the mentoring relationship ends before the student completes their dissertation project, the mentor must inform the Dean accordingly. The Dean may assign a new mentor if necessary.

Under the Administrative Mentorship Scheme (AMS), if the mentoring relationship ends while the mentee has not attained the desired goals, the mentor must inform the Dean. A new mentor may be assigned if necessary.

## **12.2 Reasons for ending the Mentoring relationship**

- The relationship has achieved its objective.
- The mutually agreed upon end date is due.
- The mentor believes that the mentee is mature enough to be weaned off the relationship.
- The mentee has become unresponsive and is no longer cooperating with the mentor.
- The relationship has become stressful or is not working, and both parties wish to terminate it.
- A student in the SMS has dropped out of the University College.
- An employee is no longer in the employment of SUC.

## **13. Conclusion**

This Mentorship Policy has been prepared to provide guidelines that will facilitate an enjoyable, fruitful, and mutually beneficial mentorship experience. The ultimate aim is to create relationships that last beyond the tenure of individuals in SALT University College. Such professional relationships may lead to outcomes that transcend the initial expectations of mentors, mentees, and the University itself. It is anticipated that these outcomes will translate into a vibrant army of well trained, equipped, and innovative leaders spearheading transformational initiatives throughout Africa.

## References

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## Appendix

# SALT University College

Accra – Ghana

## Mentee Profile

Dear Cherished Student,

This form is to provide concise information about a Mentee, to facilitate appropriate interventions by your Mentor. It is all treated as private and confidential, and for the stated purpose only.

### A. Personal

Surname ..... Other names .....

Date of Birth: ..... Nationality: ..... Gender: M\_ F\_

Highest Academic Qualification: ..... Year Obtained: .....

Where you worship (Church)..... Year of Joining this church: .....

What is your current or previous business? .....

### B. Family

Marital Status (tick one):

Never been married\_ Married\_ Separated\_ Divorced\_ Widowed\_ Other\_\_\_\_\_

If married, Spouse's Name: .....

Nature of Spouse's Business: .....

How many children do you have? ..... Their ages: .....

Residence – Location and Area: .....

### C. Looking Ahead

Describe the **best** thing that ever happened to you: .....

Describe the **worst** thing that ever happened to you: .....

What is your expectation from this Mentor-Mentee relationship? .....

What immediate need do you have that you wish your Mentor would help with? .....

If you had an opportunity, what would you like to do to assist your Mentor? .....

Name : ..... Signature: ..... Date of filling form: .....

# SALT University College

Accra – Ghana

## Mentor Profile

Dear Cherished Facilitator,

This form is to provide a concise profile of the Mentor, for the benefit of the Mentee. It is optional; it is all treated as private and confidential, and for the stated purpose only.

### A. Personal

Surname ..... Other names .....

Date of Birth: ..... Nationality: ..... Gender: M\_ F\_

Highest Academic Qualification: ..... Year Obtained: .....

Where I worship (Church)..... Year of Joining this church: .....

My current or previous business? .....

### B. Family

Marital Status (tick one):

Never been married\_ Married\_ Separated\_ Divorced\_ Widowed\_ Other\_\_\_\_\_

If married, Spouse's Name: .....

Nature of Spouse's Business: .....

How many children do I have? ..... Their ages: .....

Residence – Location and Area: .....

### C. Looking Ahead

What is my expectation from this Mentor-Mentee relationship? .....

.....

What immediate need do I have that I wish my Mentee would help with? .....

.....

My first testimony or encouragement for the Mentee .....

.....

Name : ..... Signature: ..... Date of filling form: .....