**A tale of connections and relationships: Craving for family in a new environment**

Emmy, a caring and ambitious scholar, had a mentoring session with her mentor, Elizabeth, who was also a good academic friend. However, she left the mentoring session somewhat in a dilemma. Emmy wanted family close to her, and she thought her younger sister would be a perfect fit for her current undergraduate program in Canada/UK, since she had just completed high school and had done well in her graduating exam in Lesotho. Her mentor knew that having parents and siblings so far away was quite difficult for young people like Emmy, and recalled having these conversations with other mentees who wanted their siblings to come over and partake in the same program as them.In fact, Elizabeth thought that such kinds of conversationswere really important to her mentees as they tried to figure out their next steps in Canada/UK. Some of the topics that have been raised by mentees in such mentoring sessions included whether they should stay in Canada/UK and apply to become a permanent resident or go back home and bring what they have learned to their home country, as well as questions around whether they would be able to find any jobs where I can use the skills I have learnt back home.

**Cases Issues**

* Family connections
* Establishing roots in a new environment
* Career projections

**Guiding questions**

* As a mentor, If you had the chance to discuss with Elizabeth on these issues raised by mentees, what suggestions would you give her so she can assist her mentees with making informed decisions?
* What factors would you ask the prospective mentee to consider if they are trying to make such decisions?
* What would be your perspective on job opportunities available in Canada/UK vs the mentees home country? Would there be any resources and recommendations you could offer on career advancement and planning?

**Case two**

**Too much to bite…**

Molema, a third year engineering student, has an amazing mentor Professor Ring Bolt. Bolt has delegated an enormous amount of his work to his co-op student Molema. Bolt is proud his co-op students are hardworking, but Molema is overwhelmed. His cultural upbringing doesn’t allow him to say much to Bolt. More so, Molema can’t let the opportunity go as he is worried that his future as an engineer could be at stake. His mentor also feeling Molema is driven and motivating keeps assigning Molema more work since there is no push back and Molema is happy to work with the tightest of deadlines. Molema has been as a result stopped staying in touch or hanging out with his friends on the weekends like he used to. He also has a new baby and combining this with his family responsibilities seems to be taking a toll on his relationships, family and his own mental health.

**Guiding questions**

How can Molema bring up the issue to his mentor without feeling like his mentor/professor will be offended? What could be a starter guide to lead into such a converstaion

How can Prof Bolt, create a culture for his diverse students from culturally different background to be able to speak up and feel like they can trust him without feeling threatened to miss any opportunities?

What can Molema do to intentionally balance his life as a student, a new father while still maintaining his social relations.

**Case Issue**

* Speaking up
* Work-life balance

**Case three**

**Mesa, the legendary mentor**

**Number one rule to mentorship: ability to get to know the person**

Mesa, a seasoned mentor, has a number of new mentees.

As a mentor, he has been recognized for having most of his mentees emerge top of their class during graduation. Over time, he has become very driven towards the academic excellence of his mentees. His conversation started directly by asking about their academics, “How's your chemistry? Well, do you understand molecular..." et cetera, et cetera.

He has recently seen a decline in the attendance of his mentees to their one-on-one mentorship. One mentee ha been seeing low grades in the term and feared Mesa would be disappointed in her. Another, Kudus, has been suffering from health challenges and showing signs of depression. He did not know how to deal with his current state of physical and mental health. Another mentee had been having strains in their relationship and this seem to have had a toll on their academics.

Kudus, a mentee thought to himself, if only I can discuss with my mentor, *“What is it that makes*

*me tick; What are the things that make me sad or happy; What motivates me at school”*

**Guiding questions**

1. How can Mesa encourage his mentees without seeming too focused on their academics only
2. What are the tools Mesa can use to motivate his mentees or gauge how much pressure may be on them?

**Case Issues**

* Balancing academics and non-academic issues in mentorship
* Motivating students