

FAU's ARIADNE*TechNat* programme

Guideline for the mentoring

*Career development for female researchers and students at the
Faculty of Engineering and the Faculty of Sciences*



ARIADNE*TechNat*

Table of contents

The ARIADNE <i>Tech/Nat</i> team	3
The ARIADNE programme at FAU	4
Background and project objectives	4
Target groups	5
Programme offer and funding.....	6
The concept of mentoring.....	7
The ancient model of mentoring.....	7
Modern Mentoring.....	7
Characteristics of a mentoring relationship	7
Confidentiality	8
Type of mentoring	8
Quality management.....	8
Matching of mentoring tandems	9
Range of topics	9
Participation as a mentee	10
The mentee's role.....	10
The mentee's responsibilities.....	11
The mentee's benefits.....	11
Limits of mentoring	12
Participation as a mentor	13
The mentor's role	13
The mentor's responsibilities	13
The mentor's benefits	14
The event programme.....	15
Introductory event for mentees.....	15
Kick-off event.....	15
Career seminars and talks	15
Networking events	16

Das ARIADNETechNat-Team

Closing event	16
Recommendations for organising the mentoring talks	17
The first step: Getting to know each other	17
Frequency, length and organisation of meetings.....	17
First mentoring meeting and framework conditions	18
Regular conversations	19
The final conversation	19
Success factors and barriers in the mentoring process	20
Child care	22
Appendix 1 Template for a mentoring agreement between the mentee and the mentor	23
Appendix 2 Template for the preparation and follow-up of mentoring talks by the mentee	27

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<https://www.mentoring.fau.de/ariadnetechnat/>

The ARIADNE programme at FAU

Background and project objectives

Despite the prevalence of equal opportunities in education for all genders, there is still significant gender segregation among mid-level academic staff and professors. The assumption that increasing numbers of female students would lead to more women in senior academic positions in institutional hierarchies has yet to be proved.



Although women have just as much academic potential and ambition as their male colleagues, differences in percentages of female and male researchers are evident in specific subjects and at different academic qualification levels.

A similar development can be observed at Friedrich-Alexander-Universität Erlangen-Nürnberg (FAU) (<https://www.gender-und-diversity.fau.de/chancengleichheit/monitoring/>).

Female researchers are more likely to abandon a research career in science and engineering than their male counterparts. In these areas, factors have been reported that systematically affect the progression of women in research careers and the equal representation of women in senior academic positions.¹

The critical point at which women decide whether to continue a research career is during and after the doctoral research phase. The dropout rate among female researchers is particularly striking during the transition from doctoral to post-doctoral research. Still, it is also reflected in the appointment of female researchers and reproduces gender asymmetries at the professional level.

Complex interactions between multi-dimensional factors inherent in institutional structures and characteristics of subject cultures have been linked to causing the under-representation of women in senior academic positions. In this context, professional cultural characteristics and personal/structural/socio-cultural factors form a multi-dimensional structure of effects that leads to women frequently leaving academia.

Female researchers often lack the necessary support and funding to achieve their potential. Traditional roles and expectations detract from recognition of their academic excellence. Alongside homosocial co-optation – e.g. the tendency to accept socially similar members into an existing network – unequal participation of women and men in formal and informal

¹ Beaufays, Sandra / Engels, Anita / Kahlert, Heike: Einleitung: Einfach Spitze? In: Beaufays, Sandra / Engels, Anita / Kahlert, Heike (Hrsg.): Einfach Spitze? Neue Geschlechterperspektiven auf Karrieren in der Wissenschaft. Frankfurt am Main 2012, pp. 7–22. Citation p. 10.

networks negatively impacts the career prospects of female researchers. **This means that science as a whole is losing great potential.**

To mitigate this situation, the ARIADNE *TechNat* mentoring programme promotes excellence and career development, intending to support female researchers through an institutional programme and represent their interests more effectively within a formal network. As an instrument of targeted support for young researchers, mentoring aims to strengthen women in their self-image as scientists and motivate them to pursue their scientific careers consistently.

With the ARIADNE mentoring programme, FAU is making a targeted effort to increase the proportion of women in all research areas, offer real equal opportunities, and promote research excellence.

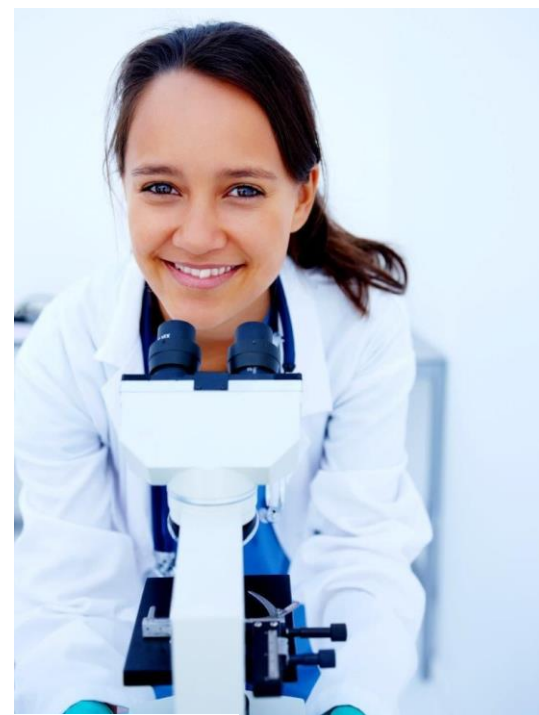
Target groups

ARIADNE *TechNat* is designed for female

- **students** of the Master or State Examination programmes who wish to gain a further academic qualification,
- **doctoral candidates**
- **post-doctoral researcher, Habilitandinnen** and
- **junior professors**

at the Faculty of Engineering and the Faculty of Sciences.

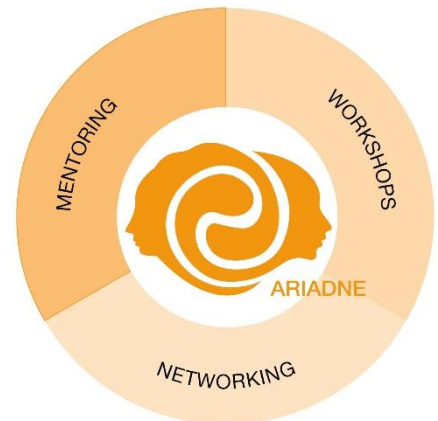
Likewise, ARIADNE *TechNat* is aimed at **professors and academic staff** of both faculties who would like to pass on their personal and academic experience as a mentor and advise and support a young female scientist in her academic qualification path.



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Programme offer and funding

ARIADNE *TechNat* provides young female academics with **individual, interdisciplinary mentoring advice on academic career planning from a person with career experience (Mentor)**. The counselling covers, for example, strategic questions regarding the academic qualification path and the practical implementation of career steps. In addition, individual topics such as the compatibility of different areas of life with an academic career or questions about the current qualification phase can be the subject of regular discussions.



In addition to mentoring, ARIADNE *TechNat* offers the mentees **top-class career seminars with professional coaches** to develop interdisciplinary and personal skills.

Regular **network meetings** offer mentees the chance to expand their peer network.

For tailored support at different qualification levels, ARIADNE *TechNat* is offered in **qualification-specific programme lines**

- **ARIADNE *TechNat* master** for female students of Master and State examination programmes (Duration: 9 months)
- **ARIADNE *TechNat* doc/postdoc+** for female doctoral candidates, post-doctoral researchers, Habilitandinnen, and junior professors (Duration: 18 months)

ARIADNE is part of the Zielvereinbarungen zur Erhöhung des Frauenanteils in der Wissenschaft 2018-22/ Target Agreements for the Increase of the Proportion of Women in Science 2018-22, which were jointly agreed upon by the Faculties and the university executive.

The concept of mentoring

The ancient model of mentoring

The concept of mentoring originates from Greek mythology. In Homer's *Odyssey* Mentor was a friend of Odysseus. When Odysseus went into the Trojan War, he entrusted *Mentor* with the education of his son Telemachos. *Mentor* became a role model, friend, advisor and protector for Telemachos.

Since the 18th century, the term *mentor* has been used synonymously for a teacher or counsellor who accompanies their protégé on their path through life, advises them and teaches them how to find their way in society.²

Modern Mentoring

Mentoring was rediscovered and developed in the 1970s in the USA to support the career development of young professionals. Today, mentoring in academia is a particularly proven and effective human resources development tool in the targeted promotion of young academics.

Characteristics of a mentoring relationship

The mentoring relationship is a working relationship. It is a protected, open relationship based on personal contact, trust, mutual goodwill, and respect.

Both the mentor and the mentee enter into the mentoring relationship voluntarily and should benefit equally.

The thematic focus is on questions of further professional qualification, career crafting, career-relevant decisions and dealing with challenges in the university context. This also includes the compatibility of science and family.

² Cf. Ziegler, Albert: Mentoring. Konzeptuelle Grundlagen und Wirksamkeitsanalyse. In: Stöger, Heidrun / Ziegler, Albert / Schimke, Diana (Hrsg.): Mentoring: Theoretische Hintergründe, empirische Befunde und praktische Anwendungen. Lengerich 2009, pp. 7–29, citation p. 8f.

Mentoring takes place outside of hierarchical relationships of dependency and does not entail any authority to give instructions. The mentoring relationship exists over a defined period based on an individual agreement on objectives between the mentor and the mentee. Regular contact and exchange of information take place within this period.

Mentoring is not professional supervision and cannot replace it.



Confidentiality

The prerequisite for an open and trusting atmosphere of discussion is confidentiality. **Both parties are obliged to maintain confidentiality towards third parties**, even after the end of the programme.

ARIADNE mentoring

Type of mentoring

As a complement to scientific supervision, **ARIADNE provides interdisciplinary mentoring**. It is not a subject mentoring service. ARIADNE offers space for an open and trusting exchange with an independent and neutral person on individual questions of career crafting in science.

Quality management

As a member of the nationwide professional association *Forum Mentoring e.V.*, FAU's ARIADNE programme has committed to adhering to the applicable quality standards for mentoring programmes at universities³.

³ *Forum Mentoring e.V.: Mentoring mit Qualität. Qualitätsstandards für Mentoring in der Wissenschaft (2014): <https://forum-mentoring.de/mentoring/qualitaetsstandards/>*

Matching of mentoring tandems

To exclude hierarchical relationships or other reasons of bias between mentee and mentor, ARIADNE mentoring is designed as **interdisciplinary mentoring within FAU**. Usually, the mentor is not affiliated with the department/subject area of the mentee. However, the matching is generally carried out within the faculty of the mentee since certain professional proximity or similarities in the scientific work, and the qualification paths are advantageous for the mentoring and significantly increase the benefit for the mentee.

The most crucial criterion for matching is that the mentor, through her/his wealth of experience, can advise the mentee on the majority of the topics she mentions.

Range of topics

Mentoring is unstructured in a positive sense and does not dictate the content of the conversation. It depends on the mentee and the mentor what they talk about, although the content should be related to the university work context.

Topics for mentoring in this context may be:

- Strategic career crafting
- Clarification of career goals (e.g. university vs industry/business)
- Academic structures and processes
- Profiling in academia
- Career entry and application
- Reconciling family and career
- Self-presentation and working techniques
- Planning stays abroad
- Publication strategies
- Leadership and conflict management
- Research promotion
- Building scientific networks
- Habilitation process & appointment procedure
- Setting up scientific working groups



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Participation as a mentee

The mentee's role

As a mentee, you should be open to new perspectives, ideas and strategies and be prepared to accept constructive criticism. The focus of the mentoring process is the mentees' learning process.

As a mentee, you take on the active role/responsibility for the process in the mentoring tandem.

The mentoring tandem: The mentee sits in front!



Perfect!



Not allowed!



Contact the programme coordinator!

The mentee's responsibilities

As a mentee, you are responsible for setting the collaboration goals in the mentoring tandem. It is your task to formulate **concrete questions/topics** for the mentoring and **actively** request support from the mentor.

The mentor helps formulate the goals realistically and coherently and supports achieving them. In the mentoring meetings, the mentee obtains advice, suggestions, and recommendations, becomes aware of her decision-making motives, and makes her decisions independently and on her responsibility on an expanded knowledge base.

The mentoring relationship provides a confidential and protected setting where somebody can express new ideas, discuss problems, and analyse successes and failures.

Contact your mentor early on if you wish to talk about specific topics, prepare for the talks, and do a follow-up.

It has proven beneficial to inform the mentor in advance about the discussion topics so that both sides can prepare for the meeting.

After half of the programme duration and shortly before the end of the programme, you will be asked to submit an **interim or final report**. You will receive a report template from the programme coordinator. The reports will be treated confidentially. They serve the mentee to reflect on the programme and the goals achieved. At the same time, the reports provide essential feedback for the programme coordination on the design and success of the programme. They can thus contribute to the continuous improvement of ARIADNE. After submitting the final report, the mentees receive a **certificate of participation**.

The mentee's benefits

One-to-one mentoring offers you the opportunity for **individual support**. As a mentee, you can benefit from the relationship with your mentor by receiving suggestions for targeted career crafting in science and in-depth insight into university structures and rules. By exchanging personal experiences with your mentor, you will gain **career-relevant knowledge** and acquire information and tips on profile building and the requirements in the academic environment. You can also gain an essential understanding of application and appointment procedures.

The individual feedback from the mentor can support you in getting to know your potential better, analysing challenges, and working out possible solutions.

The career seminars by professional coaches are exclusively offered to mentees and allow you to develop further **interdisciplinary and personal skills** that are important for an academic career and management position.

The ARIADNE network meetings allow you to **expand your peer network** and network/exchange interdisciplinarily with people at your qualification level.

Limits of mentoring

In addition to the many opportunities that the exchange with a mentor offers, it is also essential that you know the limits of mentoring. Mentors can only make you offers, give you help in making decisions and point out possibilities - but they cannot take decisions away from you.

*Mentoring is not a magic pill,
but a broadening of possibilities.*



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Participation as a mentor

The mentor's role

Mentors are role models and coaches. They give feedback, advice and constructive criticism.

Mentoring means counselling, and counselling means helping people to help themselves. Counselling does not mean making decisions for the mentee but supporting the process of decision-making by asking specific questions (clarification of preferences, evaluation of different ways to reach the goal, identification of possibilities...). **The mentee should learn to help herself!**

The mentor's responsibilities

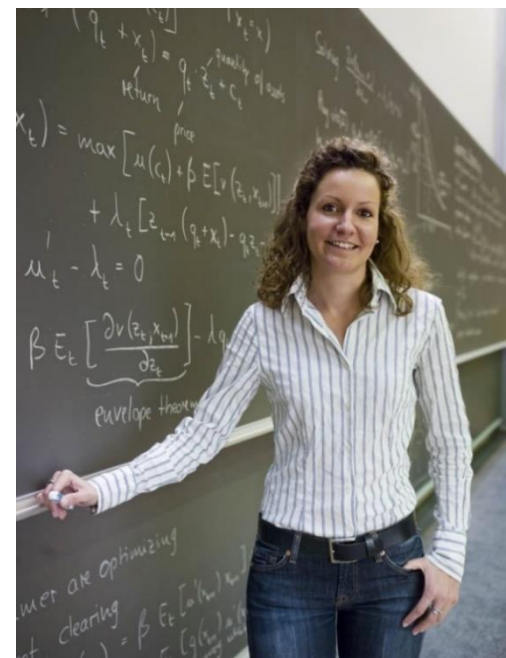
As a mentor, you pass on your **informal knowledge** and experience to your mentee and support the mentee in her personal and academic development.

Mentoring requires counselling skills, i.e. knowledge of learning and development processes, interaction and communication, and methods of leading conversations. The decisive factor in counselling is that the mentor does not feel responsible for the mentee's decisions, presents ready-made solutions or believes that he or she must convince the mentee of a specific decision or behaviour. The freedom and responsibility for decision-making in the counselling process lie with the young scientist/student seeking advice.

Mentors support the formulation and development of realistic career goals. Together with the mentee, they define milestones and partial steps and point out possible consequences, obstacles or potential conflicts at an early stage.

One of the essential effects of mentoring is a greater awareness of the connections between career development, **networking** and cooperation and a higher level of commitment to professional networks.

The mentors support the mentees in establishing professional and career-relevant contacts, and they may act as "door openers" into networks or point out important events or funding opportunities.



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The mentor's support can consist of the following elements:

- Imparting knowledge and contacts
- Reporting own experiences and passing on insider knowledge
- Tips for achieving professional goals
- Help in the search for information
- Encourage and strengthen
- Giving and receiving feedback
- Providing feedback on the mentee's competencies
- Analyse and/or generate options
- Offer decision-making methods (the mentee decides!)

The mentor's benefits

As a mentor, you can actively contribute to promoting young researchers. You can

- get new impulses for your work
- reflect on your career
- strengthen your counselling skills
- expand your network and
- gain insights into the situation and challenges of young female academics

Upon request, mentors receive a certificate of their ARIADNE mentorship.

The event programme

Introductory event for mentees

The **introductory event for mentees** takes place shortly before or after the kick-off event.

The mentees are prepared for their role as a mentee. The event teaches the basics for successfully shaping the mentoring relationship, points out possible limits and invites participants to examine their expectations and goals for mentoring.

In addition, there is the opportunity to get to know the peer mentees.

Participation is mandatory for the mentees!

We recommend scheduling the first mentoring meeting after the date of the introductory event.

Kick-off event

The **kick-off event** marks the official start of the programme.

The event offers the mentoring tandems matched before the start of the programme the opportunity to get to know each other better.

There will also be an opportunity to get to know the peer mentees and mentors while enjoying refreshments.

Career seminars and talks

A qualification-specific programme of events consisting of **career seminars and talks for the mentees** accompanies the mentoring.

In addition to career-relevant soft skills, the interactive workshops also aim to impart skills and knowledge indispensable for an academic career and leadership positions.

Regular topics in the ARIADNE *TechNat* programme are:

- Career crafting
- Self-presentation & communication
- Networking
- Time management
- Work-life balance
- Research Funding
- Leadership in Academia
- Scientific Writing
- Professorial Appointment Training
- ...

Networking events

Network meetings promote contact and exchange among the mentees and offer the opportunity to expand the peer network.

There are organised network meetings for the individual groups and overarching network events of all ARIADNE programmes at FAU in the ARIADNE programme. The meetings are informal and sometimes deliberately held in non-university settings - e.g., a visit to a museum or a guided tour of the city followed by a visit to a restaurant.

In addition, the group usually also organises network meetings on its initiative - e.g. in the form of a regular round table.

Closing event

At the festive **closing event**, the mentees and mentors officially end the mentoring relationship and the programme. The mentoring tandems are free to continue the mentoring partnership after the end of the programme.



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Recommendations for organising the mentoring talks

The first step: Getting to know each other

In the matching phase before the programme's official start, a **first meeting** takes place between the mentee and the potential mentor. This meeting is not yet a mentoring discussion but serves to test the "chemistry" between both parties and get to know the other person. Last but not least, sympathy is of central importance in the mentoring relationship. A collaboration between mentee and mentor can only be fruitful if sympathy arises. Based on this initial meeting, both sides decide whether they would like to enter into a mentoring relationship and start the programme together as a tandem.

Mentees are asked to contact the proposed mentor promptly after the matching and to arrange an appointment for a personal meeting. A mentoring partnership does not start until both parties have given their consent.

Frequency, length and organisation of meetings

The frequency and length of the meetings are agreed upon individually by the mentoring tandems. They can take place regularly (e.g. at a fixed time once a month) or as needed. Sessions of about **60-120 minutes at intervals of about six weeks** have proven useful.

As a general rule, meetings should occur more frequently at the beginning of the mentoring relationship. Since mentoring thrives on personal learning processes, there should be enough time between two sessions to allow new learning experiences. In the case of important events, it should be possible to have short interim meetings.

The mentee must initiate the meetings. She must ask the mentor for an appointment.

ARIADNE recommends that the mentee briefly tells the mentor the topics she would like to address beforehand so both parties can prepare for the meeting.

The tandem also chooses the location for the meetings. For example, they can take place in the mentor's office or a café.



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Face-to-face meetings can be supplemented by contacts via video conference, telephone, e-mail, etc. It is advisable to agree on a basic procedure on which contact methods and times are accepted/preferred by both sides.

First mentoring meeting and framework conditions

The first mentoring meeting should take place after the introductory event for the mentees and serve to define the goals and some rules for shaping the mentoring relationship.

ARIADNE recommends that the tandem bindingly elaborates the **mentoring working agreement (Appendix 1)** printed in this guideline or discuss the aspects listed therein.

The mentoring working agreement serves as a suggestion for an effective design of the mentoring relationship and clarifying mutual expectations and goals. **The confidential document remains solely with the mentoring tandem.** Do not forward to document to the programme coordinator!

In the first mentoring meeting, it is vital to build trust and get to know the other person. Tell each other about yourself and agree on confidentiality. **It is important to schedule enough time for this first conversation.**

ARIADNE recommends that you exchange the following information at the first meeting:

- Topics, concerns and wishes that are particularly important for you both. What are your goals and expectations as a mentee for the duration of your relationship?
- How do you deal with confidentiality? Agree on rules about how confidentiality is to be handled.
- What is not allowed to happen? What do you not want to experience in the mentoring process?
- How will the conversations be prepared and followed up?
- Definition of success: How do we determine the success of our cooperation in tandem? What goals would you like to have achieved by the end of the programme?

Regular conversations

Mentoring is unstructured in a positive sense and does not dictate the content of the conversation. It depends on the mentee and the mentor what they talk about, although the content should be related to the university work context. The topics of conversation depending on the mentee's wishes and needs, the mentor's relevant competence, and the depth of the trust developed.

After a mentoring meeting, the following questions can help evaluate the conversations from the mentee's perspective:

- What topics did we discuss today?
- What solutions and strategies did we develop?
- What are the tasks until the next meeting?
- What is the subject of the next discussion?

For the **preparation and follow-up of the talks**, mentees are provided with the templates in **Annexes 2 and 3**.

The final conversation

Formally, your mentoring relationship ends after the specified programme period with the closing event. We recommend that you reflect on your work together in a **final discussion** with your mentor and possibly also develop future perspectives. As a result, you can agree on further goals and also decide whether and to what extent you would like to remain in contact after the end of the official mentoring ring.

Contents of the final meeting may include:

- What were the goals set at the beginning of the mentoring relationship? Which ones have been achieved? Which are still open? What is still possible?
- What were essential and valuable experiences and learning steps in the mentoring for both parties?
- What did the parties appreciate about each other?
- In retrospect, what would the tandem have preferred to do differently? What was a pity/regrettable?
- Is there a wish/the possibility to continue contact after the end of the programme?



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Success factors and barriers in the mentoring process

For the Mentee:



- ✓ Proactive design of the mentoring process
- ✓ Confidentiality/discretion
- ✓ Being able to listen
- ✓ Accepting feedback
- ✓ Giving feedback
- ✓ Willingness to be self-critical
- ✓ Developing goals
- ✓ Ambition to achieve the goals set
- ✓ Prepare for and follow up on meetings
- ✓ Reliability
- ✓ Appreciation
- ✓ Patience



- ✗ A sense of entitlement
- ✗ The expectation of ready-made solutions/wanting to be served
- ✗ Lack of distance, topics become too private
- ✗ No assumption of responsibility for the process
- ✗ Unreliability
- ✗ Violation of confidentiality
- ✗ Confusion between friendship and mentoring relationship

If there are problems in the mentoring relationship that you cannot solve with your mentor, please contact the programme coordinator on time.

Should there be any changes in your situation and you no longer wish to take advantage of mentoring, please inform your mentor and the programme coordination.

For the Mentor:



- ✓ Openness
- ✓ Confidentiality/Discretion
- ✓ Be able to listen
- ✓ Giving honest feedback, but no accusations!
- ✓ Taking problems seriously
- ✓ Taking enough time for discussions
- ✓ Reliability
- ✓ Avoiding disturbances during conversations
- ✓ Patience
- ✓ Asking questions
- ✓ Showing alternatives
- ✓ Giving decision **support**



- ✗ Comparing the mentee with previous mentees
- ✗ Taking decisions away
- ✗ Lack of distance, topics become too private
- ✗ Reproaches
- ✗ Expectations of the mentee are too high
- ✗ Unreliability
- ✗ Conflicts of interest
- ✗ Impatience

Child care

If required, we offer childcare for the duration of an ARIADNE *TechNat* event, either at the mentee's home or on-site.

If necessary, contact the programme coordinator early after receiving the event invitation. A childcare requirement must be notified at least three weeks before the event for organisational reasons.

Appendix 1

Template for a mentoring agreement between the mentee and the mentor

We recommend that mentoring tandems draw up a mentoring agreement during the first meeting after the introductory event for mentees to define the common goals and the framework conditions for the cooperation.

The mentees receive this document as an electronically fillable version at the introductory event.

Mentoring agreement between

the **mentee**

Name

Address

E-Mail

Phone

and

the **mentor**

Name

Address

E-Mail

Phone

1. Organisation and structure of the mentoring meetings

How frequently and how long should we meet?

What forms of communication do we use? (personal meetings, e-mail, video conferencing...)

Are there preferred time slots for our meetings?

Are there times when we do not want to be disturbed?

Where do we prefer to meet?

How should we prepare for our meetings?

2. Expectations and target agreements

What goals would I like to achieve as a mentee within the programme period?

As a mentee, what expectations do I have of my mentor?

As a mentor, what expectations do I have of my mentee?

How do we know that the mentoring objectives have been achieved?

3. Other agreements

4. Declarations

We accept the following goal of the mentoring programme:

Professional and personal promotion of the mentee by the mentor

Confidentiality & Feedback

We agree that the contents of our meeting will be held in the strictest confidence and will not be shared with third parties. This ensures a trusting, honest and open working relationship that is essential to a successful mentorship. This agreement to confidentiality shall apply beyond the participation in the mentoring programme.

We agree to be open-minded and respect the different perspectives and opinions that may arise during the mentorship. We intend to maintain a productive working relationship in which we give each other feedback after each meeting. This helps us to ensure that we have understood each other and avoid misunderstandings.

Ending the mentoring work

Our mentorship officially ends on the date of the closing event. We may agree to continue the mentorship after the end of the programme on an informal basis.

Place, date

Place, date

Signature of mentee

Signatur of mentor

Appendix 2

Template for the preparation and follow-up of mentoring talks by the mentee

Checklist for preparation of mentoring interviews

This checklist may make it easier to prepare for the next mentoring meeting and to achieve the greatest possible benefit.

Answer the questions that are relevant to your topic/next meeting:

- Is there clarity about time and place?
- What remained open afterwards at the last meeting?
- Which topic do you want to talk about now?
- What aspects of this topic interest you?
- Do you have examples of how the topic affects you?
- Make notes so that you do not forget essential aspects.
- To what extent could the mentor support you? What kind of feedback/advice do you expect?
- Which experiences that the mentor has had are of particular interest to you?

Please remember:

You as a mentee take the initiative and approach your mentor.

Preparation of mentoring interview

Date:

What topics do I want to discuss? What are my specific questions?

Which topic is of particular importance to me and why?

What thoughts have I already had about this?

Follow-up of mentoring interview

Date:

What topics did we discuss today? Developed solutions and strategies:

Tasks until next meeting:

What remained open? Topics for the next meeting:

