

Mentoring Guide

Tips for mentors in the Job Mentoring Programme



The Job Mentoring Programme

Dear Mentors,

In November 2020, the University of Bayreuth launched the new DAAD-funded pilot project "PROFI in MINT", which is geared towards refugees who hold a degree.

Against the backdrop of the (supra-)regional shortage of skilled workers, we would like to cooperate with companies in Upper Franconia to tap the potential of highly qualified refugees and international students and help them integrate into the regional or national labour market. To this end, we have initiated a job mentoring programme in addition to the certificate course "Management and Technology" as part of the "Profi in MINT" project.

Experienced mentors who are willing to support their mentees in word and deed are the heart of any mentoring programme. We are therefore delighted that you would like to be involved in the Job Mentoring Programme for degree-holding refugees and thank you very much for your commitment to supporting our programme participants. Until December 2022, you will accompany your mentee and discuss topics related to her/his further professional career or questions about the compatibility of family and career, and support the mentee in finding her/his own personal path. We also hope that you will benefit from your role as a mentor and that the experiences you will have will be an enrichment for you.

When working in the mentoring tandem, we hope that you discover many new learning opportunities and have a lot of fun!

Yours faithfully,

Team PROFI in MINT

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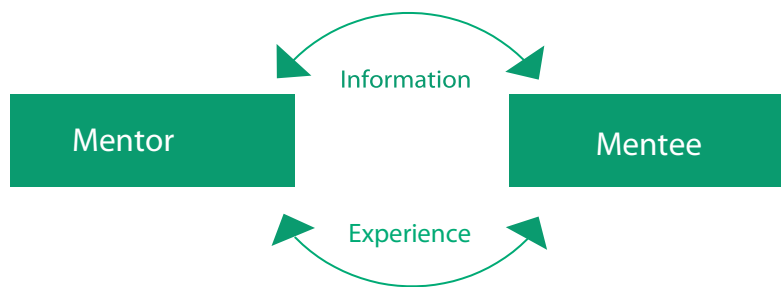
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Mentoring

Mentoring sees itself as a supplement to, not a replacement for, the usual academic supervision and is free of a hierarchical relationship.

"Mentoring refers to an individual learning process in which an experienced person (mentor) teaches a less experienced person (mentee) over an extended period of time in the form of 'one-on-one' counselling. [...] The aim is to find individual solutions for personal and professional topics and issues and to support the mentee in his/her personal development". (Bernd Schmid, Nele Haasen: Einführung in das systemische Mentoring, Heidelberg 2011, p.14 – translation from German)

The concept of mentoring is frequently used as a personnel development instrument. Especially junior scholars are individually supported in mentoring programmes in order to be prepared for a leadership role. Mentoring is used successfully in numerous companies as well as at over a hundred universities. Like hardly any other method, it is able to take into account the individual needs of a junior scholars in order to support them in their personal and professional development.



The core of mentoring is the personal relationship between mentor and mentee, which focuses on the development and awareness of resources and expertise as well as the exchange of individual experiences. This relationship serves the mutual exchange of information and experience.

Through your commitment as a mentor, you will be given the opportunity to

- make new contacts, expand their way of thinking and living,
- reflect on one's own career path,
- gain a new network with new cooperation opportunities,
- develop one's own counselling skills,
- in the best case, strengthen the cooperation between the university and company,
- ideally, attract qualified young people to their institution,
- further develop their own social skills.

The mentee has the opportunity to

- get to know and assess his/her personal and professional skills,
- develop ideas for his/her further professional and career path,
- identify fields of work for his/her own professional development,
- prepare for the demands of professional life in a practical way,
- develop the courage for one's own career and to tackle it purposefully,
- receive new professional impulses in a network and to realize one's own development opportunities.

The philosophy of the Alumni Job Mentoring Programme

Voluntary basis	Mentee and mentor participate in the programme voluntarily and of their own accord.
Independence	There is no direct relationship of dependence between mentee and mentor, i.e. no direct or indirect working relationship.
Defined period	The mentoring relationship exists for a defined period of time and can - by individual agreement - also be continued informally beyond this.
Confidentiality	The mentoring talks take place in a protected environment. and are to be treated as strictly confidential by the participants.
Commitment	The binding and reliable handling of appointments and agreements is an essential basic requirement for a successful mentoring relationship.
Agreement	At the beginning of the mentoring partnership, the mentor and mentee should discuss and define their common expectations and goals. The regularity and format of contact (whether by telephone, zoom, etc.) should also be arranged independently in consultation with each other.

(cf. www.forum-mentoring.de, 20.01.2020)

Prerequisites for working together effectively

The mentor

- has more knowledge and professional experience compared to his/her mentee,
- ideally knows the informal rules and structures in the targeted professional field of the mentee and is willing to pass on this knowledge,
- has already dealt with opportunities and barriers of their own career planning,
- Is willing to adapt to the mentee, listen actively and give constructive feedback,
- is willing to learn new things from the mentee and sees this as an important aspect of the mentoring cooperation,
- Shares own professional and personal experiences with the mentee and is willing to take time for the mentee

The mentee

- has clear ideas about their own professional future,
- sets clear goals for what is to be achieved and learned through mentoring,
- takes an active role in gathering information,
- is open to cooperation,
- uses the criticism and suggestions of mentoring constructively

Role and responsibilities of the mentor and the mentee

The role of the mentor

The mentor

- sees the personal growth of the mentee as the objective of the cooperation,
- focuses on the learning process of the mentee,
- supports the mentee in the implementation and review of goals,
- helps the mentee to recognize and develop their own competences and skills,
- leaves decisions to the mentee.

Each mentor will bring this role to life in a different way and set his/her own accents.

The responsibilities of the mentor

The mentor

- provides advice and helps to develop strategies to achieve the goals,
- asks questions, shows perspectives and gives critical-constructive feedback,
- provides impulses for professional and personal development,
- Introduces the mentee to relevant networks and passes on important contacts. Gives minor "homework" if needed (e.g. researching job advertisements and company portraits), which is discussed at the next meeting.

The role of the mentee

The mentee

- is open with the mentor, which allows him/her to learn from difficult situations or mistakes,
- is responsible for maintaining his/her own responsibility.

The responsibilities of the mentee

The mentee

- sets goals for the cooperation in the mentoring tandem,
- uses the mentor's criticism and suggestions constructively and implements them,
- maintains contact with the mentor and informs him/her about their development status or gives feedback if solutions developed do not fit their own situation or person,
- is responsible for making appointments, notes topics and cases in everyday life, and incorporates these in mentoring,
- prepares and follows up on the personal mentoring meetings, for example by taking minutes of the discussions or keeping a mentoring diary,
- applies what he/she has learned and insights from mentoring in everyday life.
- prepares for the meetings by collecting questions and topics in advance and, if necessary, completing "homework" from the last meeting in good time.

The first mentoring meeting

The first meeting in mentoring is essential for the further process. It lays the foundation for the direction of the cooperation. To give you a little help, here is a checklist of points that should or can be discussed at your first meeting:

Mentor

- Current position/function
- Field of activity, qualification, training
- Career to date
- Hobbies/interests

Mentee

- Current activity of the mentee
- Field of activity, qualification, training
- Career to date
- Professional wishes
- Hobbies/interests

Together

- Clarify basic conditions such as time, place, frequency of meetings
- Choice of means of communication between meetings
- Clarify responsibilities for scheduling and preparing the meetings
- Determine the topics for the individual meetings
- Clarify taboo topics; procedure if difficulties arise in the tandem
- Set expectations and goals for mentoring
- Set targets for the next meeting, for the mid-term of the cooperation in tandem, or at the end of the cooperation.

Shaping cooperation in mentoring

Depending on the mentee's individual concerns, different forms of collaboration in mentoring can be applied, which also influence the meeting place: personal conversations, job shadowing, or access to relevant networks.

Personal conversations

- Support with current challenges,
- Exchange of experience on professionally relevant topics such as career strategies or work-life balance, learning by example,
- Personal development, e.g. preparation for a difficult interview or strengths and weaknesses analysis,
- Passing on informal knowledge about career life.

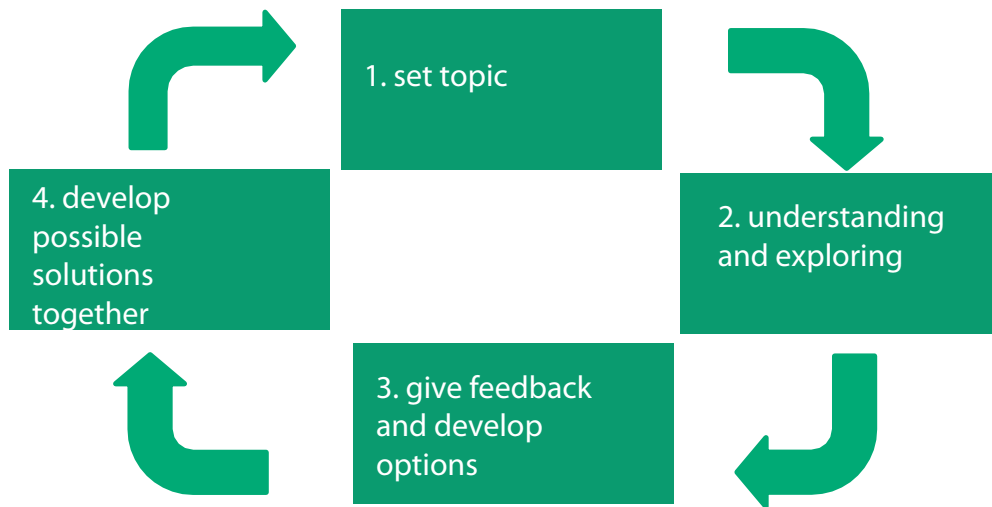
Job shadowing (optional)

- The mentee looks over her mentor's shoulder for a certain period of time at appointments, meetings, or events. Afterwards, what is observed is discussed together.
- The mentee should be taught how to work or negotiate in upper hierarchical levels.
- However, job shadowing can also take place the other way around: it can also be interesting for the mentor to experience the mentee in a professional environment and to give feedback.

Access to relevant networks (optional)

- Introducing the mentee in various circles, e.g. in the field of work, at networking events
- Make contact with individuals or through other events.

Moderating and structuring mentoring conversations



1. Setting the topic

The topic of the session should be designed in such a way that it can be worked on within the session. If possible, the mentor's topic should be submitted in advance. At the beginning of the meeting, the mentee should describe a concrete situation that exemplifies the problem to be discussed. Following this, a question should be formulated that is as concrete as possible.

2. Understanding and exploring

As a mentor, you have the task of understanding the mentee's problem and listening with empathy. To do this, you ask the mentee questions about the background until you have understood the situation. You make your experiences known through your questions to the mentee. The goal is to understand the problem ("What have you already tried to solve the problem?") and not to suggest solutions ("Have you already tried XY?"). Your main task as a mentor is to ask questions and in this way get the mentee to think.

3. Giving feedback and developing options

Give the mentee feedback on how his/her behaviour affects you. The way your interviewee comes across to you, he/she might also come across to others. This can help the mentee to get an impression of their external effect. Together with the mentee, develop options for the problem or offer possible solution approaches. Your task is to always narrow down a concern that needs to be addressed and to lead back to the topic if it digresses.

4. Developing possible solutions together

In the last step, you evaluate the developed options together with the mentee and derive possible solutions. It is the mentee's responsibility which solution he/she decides on. You will provide advice and plan the implementation together with the mentee.

Examples of systemic questions

1. General questions about the context

What should not come out under any circumstances?

What are your expectations of me as a mentor? (Advice, listening to experiences, encouraging, just listening...)

2. Questions about the problem context

When, since when, in what intensity, and where does the problem show itself?

Why is the problem important right now?

What view do others have?

3. Previous attempts at a solution

What has been done so far?

How do you explain that this was not successful?

Have others around you experienced the same problem?

How did they deal with it?

4. Specific questions

What is a concrete example of the problem?

How could the problem be exacerbated?

What could you do to make the problem worse, to keep it, to perpetuate it?

How can others help you with this?

5. Questions about the solution context

What do you want to preserve, what do you want to hold on to?

What do you want to be the same afterwards as before?

How would you specifically recognize that the problem has been solved?

What would be the first sign that something is changing?

Even if not everything is done yet, what can we record as progress for today?

6. Questions about possibility constructions

Suppose that ...; What if ...; Suppose that ...; Who would then react in what way?

Suppose an expert on XYZ were here: What solution would he see for the problem?

Suppose you were your own counsellor: What advice would you give yourself?

7. Focusing on situations where the problem does not occur (exceptions)

How often, how long, when did the problem not occur?

What did you do differently during these times?

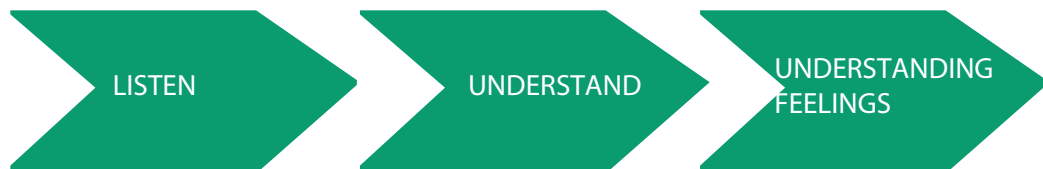
When does the cooperation work well?

What do you need to do to make more of them?

Active listening

Active listening means

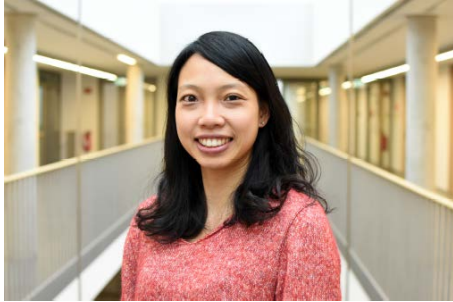
- that the interlocutor feels accepted,
- understanding what moves the other person, what he/she feels, what he/she wants to express,
- implicitly encouraging the interlocutor to speak and open up,
- a sensitive approach to each other,
- also paying attention to non-linguistic expressions such as voice, facial expressions, and body language,
- paying attention to possible language barriers and
- understanding what is being said instead of simply agreeing with it!



Give your conversation partner your full attention	Repeat the factual statement of the interlocutor in your own words.	Repeat the emotional statement of your conversation partner.
- Eye contact - "Mhm", "Yes" suffice; do not interrupt	- Recall and summarize in your own words	- Verbalize feelings - Put yourself in the other person's shoes - Listen to wishes

Always give feedback on how what was said comes across to you. Be descriptive and give first-person messages, such as "When you tell me how you acted in this conflict, it seems to me that you settled very quickly on a single solution." This helps the mentee to get an impression of his/her external impact. It is important not to generalize the statements, but to illustrate them with a concrete example.

Give the mentee the freedom to accept or reject the feedback. Specifically reflect on the mentee's strengths and encourage him/her. The main task of mentors is to ask questions that make the mentee think, thus helping the mentee to adopt a new perspective.



If you have any questions about the programme,
I would be happy to hear from you:

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