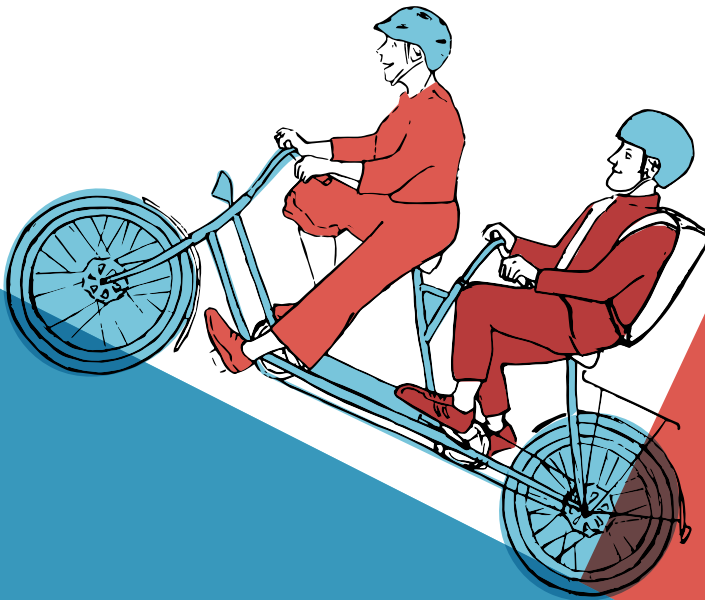




UNIVERSITÄT
LEIPZIG



T.E.A.M. PROGRAMME MENTORING GUIDE

In tandem to success!

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FOREWORD

Dear reader,

Welcome to Leipzig University's t.e.a.m. programme!

Mentoring is a multi-layered and reciprocal process to further develop professional, social and personal skills. The learning processes initiated during the mentoring partnership are intended to serve personal development and self-reflection on the part of both the mentees and the mentors.

As a **mentor**, have you decided to share your knowledge and experience to support your mentee's personal and professional journey? In this regard, are you asking yourself what a mentoring relationship looks like and which responsibilities it entails? With this guide, we would like to offer some orientation on how to shape your mentoring role as well as to thank you for your commitment to the t.e.a.m. programme!

If you are a **mentee** considering the opportunities mentorship can offer for your personal and professional journey, and what successful mentorship might look like for you, you will find many strategies and options in this guide, as well as answers to your questions.

For a brief insight, you can read the respective chapter for mentees or mentors. For a more intense discussion of the topic, we generally recommend reading the entire guide to gain an increased mutual understanding. You will find a material list with templates for agreements and protocols in the appendix.

If you have any questions or comments, please do not hesitate to contact the t.e.a.m. programme's project leader and project coordination.

We look forward to working with you!

WELCOME TO THE T.E.A.M.

The Programme

The staff development instrument "t.e.a.m." for women* at all academic qualification levels has been successfully established at Leipzig University – and beyond – since 2015. On behalf of the Vice-Rector for Talent Development: Studies and Teaching, the Office for Equality, Diversity and Family Affairs (CDF) organises coordinated mentoring, workshops, and networking opportunities in seven different programme lines. The programme focuses on careers in academia, but also takes a look at the occupations of academic management, business and administration. In 2017, it was awarded first place in the Innovation Prize for Continuing Education of the Free State of Saxony.

You can also make use of free childcare during face-to-face events. In addition, we try to generally make the events accessible to enable everyone to participate. Furthermore, you are welcome to mention any personal needs, such as registering an assistant or German sign language interpretation as well as simultaneous interpretation into English. Feedback is always welcome if you have any suggestions on how we can improve.

Partnerships / Transfer

In addition to the established partnership with the city administration and the Leipzig University of Applied Sciences (HTWK), there is also a student programme line with the EAF Berlin and the universities of the Ruhr Alliance. The great transfer potential of t.e.a.m. is also apparent in partnerships at Leipzig as a scientific location. In addition to the mentoring programme at UNIBUND Halle-Jena-Leipzig, a partnership also exists with the Helmholtz Centre for Environmental Research (UFZ), the Leibniz Institute

* Marking diversity, the asterisk refers to all women, i.e., all people of the female gender.

for Surface Engineering (IOM) and the Max Planck Society.

Target groups

The programme lines address German- and English-speaking female students, doctoral researchers and female junior faculty with and without disabilities or chronic illnesses at the university and at Leipzig as a scientific location. Likewise, t.e.a.m. addresses local professors, scientists and managers who wish to pass on their personal and academic experience as mentors and thus support and accompany women at all scientific qualification levels in their career planning.

Elements

The programme's name stands for the basic understanding that participants can accomplish more as a team and is also an acronym for the building blocks that underlie each programme line.

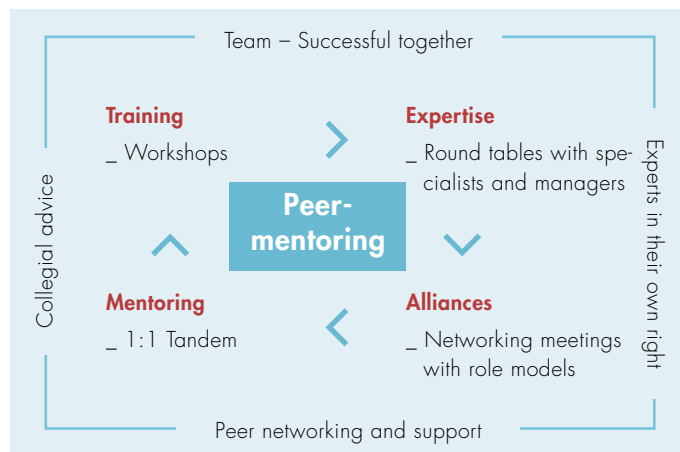


Figure 1: Explanation of the t.e.a.m. elements, source: own depiction

Training

Workshops tailored to the participants' needs form an essential component, which, in addition to mental health aspects (e.g., resilience training, mindfulness, stress management, etc.) or leadership and presentation skills, also address personal career planning within or outside the university sector.

Expertise

The Expertise Round tables were integrated as a programme component to make our university's institutional realities and existing expertise accessible. Specialists and executives from the university's administration, academic management and science are engaged in conversation to provide specific insights into university operations and lend a face to relevant structural areas.

Alliances

During networking events, mentees meet women who have successfully completed their career paths in culture, politics and business. The guests' diverse perspectives provide impetus for careers outside of academia. The networking events also provide the space to meet and talk with role models from other disciplines and skill levels.

Mentoring

The programme's core consists of individual mentoring between a mentor (professional or manager) and a programme participant. As part of the programme, the mentees' desired requirements for their mentors are taken into account in order to find a suitable match in a subject-related or subject-remote area as well as according to personal expertise. This creates an optimal starting point for an enriching collaboration between mentor and mentee.

The fifth (informal) element

Following the motto "The programme is what you make of it", participants use their cohort as a fifth (informal) element in the sense of peer mentoring. Joint meetings and exchanges have established themselves as an initiative-taking, self-organized format for mutual support, empowerment and inspiration.

Project coordination

During the programme's entire duration, project leader and coordination are available as contact persons under team.gsb@uni-leipzig.de for questions, support in case anything is unclear, problems or conflicts.

t.e.a.m. lines

The t.e.a.m. programme consists of seven programme lines, which pursue different objectives depending on the target group and have different durations (see Table 1). More information on the individual lines, application deadlines or programme points can be found on the website: www.uni-leipzig.de/team

	Target group	Objectives	Mentorship
Wissenschaft findet Stadt	Female students of Leipzig University	Insights into Leipzig's city administration	With senior leaders of the city administration
t.e.a.m. ability	Female students with impairments and/or chronic illness	Successful study organisation & career start	With a specialist from the professional field the student is interested in
Misch dich ein – Mach Politik vor Ort!	Female students of Leipzig University (18-27 years)	Increase political participation of young women	There is no mentorship for this
t.e.a.m. for female doctoral researchers	Female doctoral researchers at Leipzig University	Support in career planning	Professors from other disciplines at Leipzig University
t.e.a.m. for female postdocs	Postdocs of Leipzig University	Support on the way to a professorship	Professors from the universities of Halle, Jena or Leipzig who are in a subject-related or subject-remote area
t.e.a.m. expats	Female doctoral researchers & postdocs at non-university research institutions	Insights into Leipzig University & support with career goals	Professors of Leipzig University who are in a subject-related or subject-remote area
t.e.a.m. basecamp	Female doctoral researchers & postdocs at Leipzig University in DFG joint projects	Cross-project networking & synergies	Topic-specific mentoring according to the participants' interests

Table 1: Overview of t.e.a.m. programme lines

MENTORING

Instrument with history



The origin of the word "mentoring" lies in Greek mythology: According to Homer's *Odyssey*, Odysseus entrusted the upbringing of his adolescent son, Telemachus, to his good and experienced friend, Mentor, before setting out for the Trojan War. Mentor assumed the position of role model, friend, advisor and protector. From time to time, however, the "voice of wisdom," that is, the goddess Athena (patroness of science) in the guise of Mentor, spoke to Telemachus as an advisor and confidant.

Nowadays, mentoring, which is used in many areas of society to benefit from the mutual **transfer of experience and knowledge**, is a proven and effective instrument for targeted support for doctoral and early career researchers as well as for management development. It is based on the principle of a more experienced person (mentor) giving one-on-one support to a less experienced person (mentee). A mentorship provides support in professional and personal development. Mentors encourage mentees in their process of career self-discovery, advise them on career planning, and provide constructive feedback on their performance and skills. They impart important practical knowledge about leadership requirements, structures and processes

within and outside of academia, explain unwritten "rules of the game", show opportunities for career entry and facilitate access to career-relevant networks. Mentors act as role models in this process.

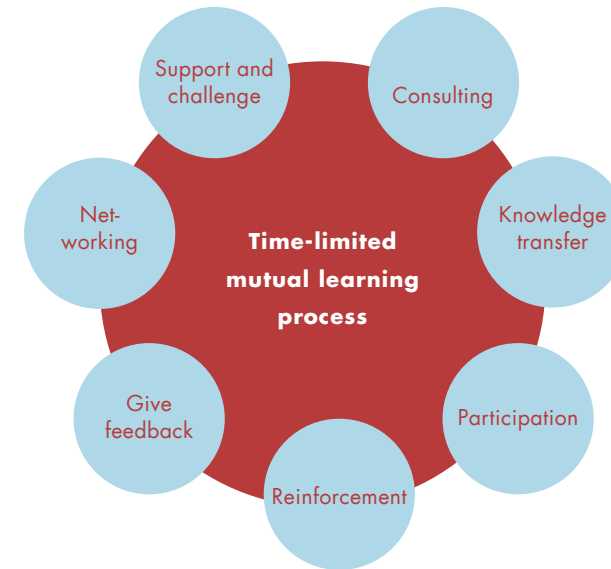


Figure 2: Mutual learning process, source: own depiction

Mentoring characteristics

Mentoring is a process centred on the **protected** and, above all, **professional relationship** between mentor and mentee. It is a **time-limited mutual learning process**, with space for exchange, learning and experimentation, as well as to further develop existing skills and new competencies. Mentoring is based on the mentee's commitment. She is the participant engaging with her individual learning and development process – and is supported by the mentor for a certain period of time.

- Mentoring occurs at eye level outside of authority and dependency relationships.
- The duration of a mentoring relationship is limited in time. There is regular contact within this period (recommended interval: every 6–8 weeks).
- Mentoring is age-independent, even though mentors in traditional mentoring are usually older than their mentees.
- Mentoring is a reciprocal process of give and take. Mentors can also benefit in terms of their personal and professional development.
- Mentoring is an official collaboration: The programme structure and the existence of support relationships are visible and transparent.
- The prerequisites for mentoring are voluntariness, mutual goodwill, respect and trust.
- Mentoring is not professional counselling, nor can it replace it.

Topics

The specific topics discussed within the mentorship are subject to conditions so individual that it is impossible to make an exhaustive list. Frequently addressed aspects relate to:

Topics	Contents
Developing individual career strategies	Career design and career entry
	Personal assessment within and outside of academia
	Career perspectives and definition of objectives
	Work-life balance: Striking a balance between work and family life, mental health and career, dual career
	Dealing with fixed-term contracts, glass ceiling
	Dealing with setbacks
	First-generation academics
Expanding personal competencies	Developing/consolidating the professional and scientific profile
	Time and task management
	Publication strategies
	Speaking, argumentation and presentation skills
Transfer of formal and informal knowledge	Structures, processes and rules of the game in the scientific field, business enterprise, administrative apparatus, etc.
	Dealing with gender-specific, ableist, racist exclusion mechanisms
	Requirements for specialist, management and leadership tasks
Networking	Communication strategies with employees, colleagues and superiors
	Instruments to increase visibility in the scientific community
	Strategic networking within and outside the university

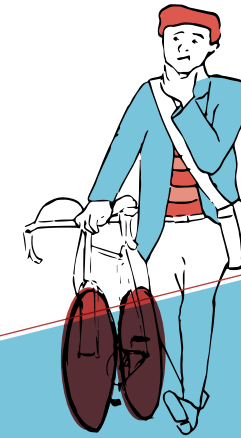
Table 2: Topic overview

Important

There may also be topics that you do not want to talk about for personal reasons. It is therefore advisable to define sensitive topics at the beginning and to communicate clearly where personal boundaries lie. Ultimately, it is up to you to decide what you are willing to talk about. Regardless, it often does not matter how something is meant, but how you receive it. If you feel your personal boundary is not being respected or violated, contact the project coordinator.

The following list enumerates potential sensitive topics, but is not complete:

- Partnership
- Sexual orientation and identity
- Parenting
- Care responsibility
- Mental or physical illness
- Family background
- Experiences of discrimination
- Financial status

MENTEES

The focus of mentoring is the mentee's intense and trust-based learning and development process. She is the proactive member and is responsible for what she learns in the mentoring partnership. This not only requires certain competencies, but also places specific demands on the mentee.

As a mentee you have the active role in the mentoring process. The metaphor "riding in tandem" describes this easily. Imagine your career were a tour of a professional or academic maze on a tandem bike. You are sitting at the front, and it is your task to set the direction and steer. You decide on the route and diversions, topics and goals. You are supported on this "tour" by the person (your mentor) behind you, who supports you, accompanies you and gives you a tip or two.

Important

You as a mentee ...

- have professional/personal goals and are determined to actively work towards them.
- are able to establish and maintain relationships with other people.
- can talk openly about ideas, fears and weaknesses.
- have the courage to make mistakes and to try things out.
- are willing to reflect on your own position and critically question yourself.
- are prepared to accept and implement advice from others.
- are honest, trustworthy, reliable and show goodwill towards the mentor.
- are responsible for yourself and make your own decisions.

Objectives and opportunities

In many respects, mentoring offers the opportunity for professional orientation and personal development. As a mentee, mentorship will give you the opportunity ...

to further develop your personality:

Mentoring makes your individual skills visible to you and others and gives you the opportunity to expand them even further. In dialogue with your mentor, you can develop the ability to analyze problems and sharpen your judgment. You will improve your self-assessment, learn about your strengths, as well as how to use them more effectively and manage your weaknesses more easily.

to further develop competencies:

The mentoring process trains various competencies such as the ability to deal with criticism and conflict, to work in a team, and social skills (self-competence, self-assertion,

assertiveness, contact skills). You can also develop your professional skills. You will gain insight into the mentor's professional practice, other professional fields or topics such as leadership techniques, dealing with employees or preparing for meetings.

of professional orientation:

Professional development opportunities are analysed in the mentoring process. You learn to realistically assess opportunities, prospects and the energy required to achieve them. Through the mentor, you will learn about other perspectives and experiences, thereby broadening your horizons.

for further career planning:

During the mentoring process, you will gain greater clarity about your professional and personal goals and have the opportunity to develop individual strategies for starting and planning your career.

of new contacts:

Through your mentor, you may be able to establish professional contacts and gain access to networks that can help you advance in your career.

Role and tasks for mentees

1. Set objectives: You formulate clear objectives for the mentoring process. It is up to you to become aware of your own plans and the kind of support you desire. At the beginning of the mentoring partnership, you come to an understanding with the mentor and agree on specific topics and measures that will help you achieve your goals.

2. Keep in touch: It is your job to keep in touch and inform your mentor of your development status. If you have current questions, contact your mentor between scheduled appointments (if agreed upon).

3. Be active: Prepare for the conversations with your mentor. Clearly define what aspect of the topic you are concerned with and what input you expect from your mentor. Work out initial approaches to solving a problem, if necessary. Record the results of the discussions, e.g., as a short protocol (see Appendix, p. 47), which you can also make available to the mentor, depending on the agreement.

4. Be open: Mentoring is more beneficial the more open you are and the more you share your difficulties and weaknesses with the mentor. This gives you the chance to learn from mistakes or difficult situations. On the one hand, this presupposes partnership based on trust, but on the other hand, it can also help to create trust. Do not be afraid to openly address existing conflicts/disagreements in mentoring in order to jointly reach a mutually satisfactory solution. If you and your mentor require mediation, please feel free to contact the project coordinator.

5. Make things happen: Do not leave it at planning, questioning and discussing, but actively implement things. Do not expect ready-made solutions but shape your further development with the help of the suggestions and contribute your skills in a creative and committed way.

6. Reflect on the process and your role: Allow enough time to critically analyse the mentoring and your contribution on a regular basis. Let your objectives guide you and check that they are still central to the mentoring process.

Preparing for conversations

To use the conversations effectively, consider the following in advance. You can also use the conversation preparation template as a guide (see Appendix, p. 46)

Topic

Specify the topic precisely and possibly give an example. What exactly are you getting at? The topic of careers, for example, offers potential for a wide range of issues. But what aspect are you interested in? Inform your mentor in advance what topic you want to discuss during your next meeting.

Prior knowledge

Think about what prior knowledge you already have and share it with your mentor. This will prevent your mentor from telling you things you already know. If you want advice on a particular situation, take notes ahead of time so you do not forget any important aspects when talking about it. Or draw a flow chart or similar beforehand and bring it to the meeting. If agreed, send the material to your mentor beforehand, such as a report you have written that you would like feedback on.

First considerations

If you are looking for a solution to a question, develop your own initial thoughts, which you then present for discussion. This also shows your mentor that you do not want to leave the problem solving to them, but that you are active.

Mentor's contribution

What do you want to hear from the mentor? Their own experience? Literature recommendations? Feedback on your behaviour? Do you want them to ask you questions and

help solve a problem or tell you something about themselves? The more specific you are in explaining to your mentor what you would like to hear, the more you will be able to do with the answers.

Topicality

Ask for support when you need it. Contact your mentor when a current problem arises, not when it is too late in reality. If you are not sure whether the problem can be discussed during mentoring, feel free to contact the project coordination and ask for advice.

Follow-up to the conversations

It is important to write down not only what you talked about with your mentor, but also what conclusions you draw. Only by tallying up the results, can you identify developments as well as any questions that may still be open. Furthermore, misunderstandings can be identified more easily if you also make the protocol available to your mentor. In addition, the names and functions of persons whom your mentor has named or whom you have met through your mentor are set out in writing and you can refer back to them, if necessary, with reference to the situation you encountered them in.

FAQs

How do I find a suitable mentor?

Think about where you are at the moment and what career goals you would like to tackle perspectively. Think about what questions you have about your future or your current situation and who you think would be a good person to talk to. What wealth of experience should your mentor have, what characteristics or biographical background would be important to you, or from which specialist area, which industry could you imagine someone to be? Go all the way along the lines of "When I imagine my desired mentor, then...".

For academics: Search for appropriate individuals on Leipzig University's website. Often a person's curriculum vitae, research portfolio and publications are published there, and you can get a first impression. If you have a potential fit, give us 1–3 names and we will formally request the individuals for you.

If you have any questions about mentoring, please feel free to contact the project coordinator.

I do not dare contact my mentor – what should I do?

Consider why you are reluctant to contact your mentor. Are you unsure if you get along or do not know what exactly to talk about?

It may reassure you: Your mentor has made a conscious decision to mentor you and is very open to any form of approach and topic selection. Just like you, your mentor has a busy schedule, so you can make an innocuous inquiry regarding a getting-to-know-you meeting where you can both see if you both get along and would like to work together as part of the mentorship. Remember, you always have an exit option as well if you feel rather uncomfortable.

To prepare for the meetings and for possible topics, you will find templates and hints in this guide that can help you in this regard. Otherwise, please contact the project coordination and, together, we will see how we can find a suitable solution for you.

What can I do if my mentor does not get back to me?

Even mentors can have emails "slip" their attention. Try again to contact them by email or phone. If you do not receive any feedback at all, please contact the t.e.a.m. programme's project coordination.

If your mentor is no longer able to continue the mentorship for professional or private reasons or must discontinue it, please contact us. Depending on your needs and interest, we will then look for a new person for you.

I am unsure how openly I may address certain topics or how directly I may also ask e.g., personal questions?

The mentorship is deliberately chosen so that you are not in a dependent relationship with your mentor. During the first meeting you can clarify jointly which topics they are willing to talk about and which topics should rather be left out. A relationship of trust develops during the work phases, which allows you to ask direct as well as personal questions. We would also like to strongly encourage you to take advantage of these opportunities and acquire "informal knowledge" through these questions.

I will be absent for an extended period (illness and/or disability, caregiving, childcare, study abroad, etc.) and will not be able to meet with my mentor during that time. Can this time be made up?

If you will be absent for an extended period, please let your mentor and the project coordinator know. It is up to both of you whether you mutually decide to continue mentoring after the end of the programme term. However, support from the t.e.a.m. programme ends at the end of the programme term. This also applies if you decide to continue the mentorship (regardless of absences) after the regular term.

What happens if I meet my mentor again in a different professional context after the t.e.a.m. programme?

Regardless of the context in which you meet your mentor again after the t.e.a.m. programme, deal with the situation openly and communicate transparently to others that you already know each other and have worked together as tandem partners. This will help you avoid potential misunderstandings and reservations in your current role.

MENTORS



The mentor assumes different roles based on the content of mentoring. However, it is important that you are not a "parent" or, in this context, a teacher, as this role is temporary and occurs without a relationship of dependency.

The mentee has the active role in the mentoring process. The metaphor "riding in tandem" describes this easily. Imagine you and your mentee are on a tour of a professional or academic maze on a tandem bike. Your mentee is sitting at the front, and it is their task to set the direction and steer. They decide on the route and diversions, topics and goals. The mentee is supported on this "tour" by you, who supports them, accompanies them and gives them a tip or two.

The decisive factor in all actions is that you cannot provide solutions, but only support the mentee in finding her own!

Important

You as a mentor ...

- are interested in strengthening a mentee's skills and contributing to their development.
- are willing to share your professional and life experience, provide the mentee with insights into your professional responsibilities and activities, and explain your own work style.
- know the informal structures and rules of your institution and are willing to share your knowledge.
- have a good network and extensive contacts and can imagine using them for the mentee.
- are open to also learning new things through the mentee and recognize this as an enriching aspect of the mentoring partnership.
- have already dealt with the opportunities and barriers of female career planning and are interested in working to increase the proportion of women in positions of responsibility.
- are sensitized to different forms and dimensions of discrimination and are prepared to work for more diversity in the professional world.
- are willing to invest time in the mentoring partnership.

Objectives and opportunities

Mentoring is a win-win process for both individuals, and mentors can also benefit from their involvement without presenting their own path as the "recipe for success."

As a mentor, mentorship will give you the opportunity ...

- to share your own experiences and values.
- to reflect on your own professional biography and work style through the mentee's perspectives and questions.
- to be confronted with other ideas, views and behaviours, to deal with them and to gain new insights.
- to receive open and confidential feedback from your mentee about your external impact and work practices.
- to strengthen your consulting and leadership skills.
- to gain insights into the world of ideas and experiences of a younger generation.
- to expand your own (professional) networks through new contacts.
- to strengthen your reputation as a good specialist or manager and contribute as a supporter of opportunity-oriented staff development.

Role and tasks for mentors

Advisor and distributor of knowledge

The mentee comes to you with questions and topics from her current professional situation. You can give your assessment, advise her and contribute your own experience and knowledge of informal structures and rules of the game. You can impart knowledge by letting the mentee participate in meetings or discussions or by involving her in current projects or work processes. She gains a direct insight into how you approach certain things, and you can discuss this afterwards.

Supporter

You participate in the further development of the mentee's strengths: From your experience, after a while, you will certainly recognize which competencies distinguish the mentee. You make her aware of these strengths and consider jointly in which situations she can use and expand them. You encourage her to try new behaviours and discuss what she is experiencing. You may be able to give her projects or tasks in which she can practice these skills.

Exercise partner

We learn the most from our own experience. You encourage your mentee to have her own experiences. You serve as an exercise partner beforehand. You take the mentee's ideas and initiatives seriously, discuss the course of action with her, discuss possible consequences, and then take stock of the experience with her. In doing so, the mentee may ask you questions that are otherwise not readily asked in a professional context, such as what behaviour is appropriate in certain circles or at certain events.

Career advisor

Another aspect of mentoring is to help the mentee advance in her career. Discuss with her what her goals are and what steps might be taken to achieve them. From your experience, you certainly know what helps or hinders a career. You can discuss with your mentee what difficulties she encounters and how they might be overcome.

Door opener

If possible, provide your mentee with contacts you think will be useful. You can introduce her to networks and share with her how to make and maintain useful contacts on her own.

Checkliste und FAQs

How can you support your mentee?

The decisive factor in all actions is that you do not provide solutions for the mentee, but only support her in finding her own!

Checklist: Aspects to be clarified

During the programme, the mentor and the mentee have the opportunity to define the mentoring framework. This is not obligatory, but only serves as a suggestion to establish an optimal mentoring relationship. The following points can be addressed:

Framework

- When does the mentoring relationship begin and end?
- How often and where should mentoring meetings take place?
- How much time should there be between mentoring meetings?
- At how short notice may an appointment be postponed?
- During what times should calls not be made?
- Does scheduling have to take into account childcare or caregiver time?
- Is contact by telephone and email desired? How frequent may the contact be?
- What methods and measures are desired? (Casual conversations, prepared topics and questions, project discussion, going along to appointments)
- Are there foreseeable or plannable breaks (e.g., stays abroad, parental leave, periods of illness, etc.)?

Mentoring topics

- What are the expectations regarding each other as well as to mentoring in general?
- What are the goals to be achieved through mentoring?
- What topics should be covered in mentoring?
- Which topics should not be dealt with in mentoring (see "sensitive topics, p.12)?)

Confidentiality

- Mutual agreement on the confidentiality of information exchanged in the mentoring process in relation to third parties.

Terminating mentoring

- How are problems handled during the process?
- What should be done if either party does not abide by the agreement?
- Under what conditions will one or both parties discontinue mentoring?

End of mentoring

- How should the end of mentoring be structured?
- Are the parties interested in staying in touch after the end of mentoring?

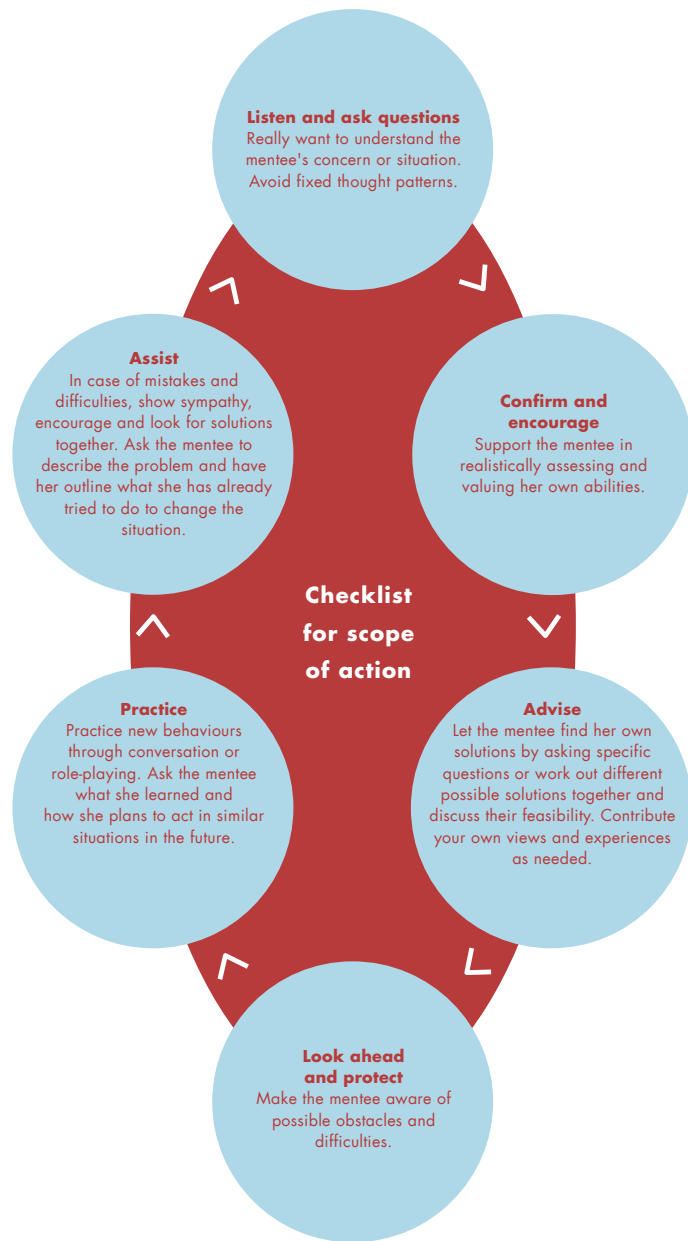


Figure 3: Checklist scope of action for mentors, source: own depiction

FAQs

I have a heavy time commitment and am unsure if I can do a mentorship justice.

Mentoring is not about quantity, but about the quality of time spent together. Actively address this issue at the outset and see how a mutually satisfactory solution can be found.

I do not know if I have the answers to all the questions.

It is quite natural that you do not have an answer to every question. But that is not what matters in the mentoring process. It is much more important that you, as a mentor, can show the mentee possible perspectives and paths where the mentee can find the appropriate answer for herself.

At the student level: My professional expertise is very far removed from the mentee's field of study – does the matching fit at all?

In the case of students, matching is deliberately made in the occupational field in which the mentee would potentially like to find herself in the future. Here, it is less a matter of technical expertise and more a matter of impressions and experiences from everyday work. In addition, there are potential impulses for the participants' career planning as well as career opportunities that do not necessarily have to match the mentee's current field of study.

At the academic level: My academic expertise is very far removed from the mentee's research projects – does the matching even fit at all?

The answer is twofold:

For our doctoral researchers, mentoring is deliberately not subject-specific. Accordingly, mentor and mentee do not come from the same discipline and are not otherwise in a relationship of dependence. The mentoring therefore focuses not on specific subject content or on interdisciplinary doctoral studies support, but rather on the framework conditions for working in academia, strategic career planning, and academic standing. For matching, however, we respect the different principles from the humanities and natural sciences, of course.

For postdocs and participants from non-university research institutions, both subject-related or subject-remote matches can be made. In this situation, the request is based much more strongly on the participants' wishes, which are partly also based on specific personal wishes.

My mentee does not get back to me.

Even mentees can have emails "slip" their attention. Try to contact them again. If you do not receive any feedback at all, please contact the t.e.a.m. programme's project coordination.

I am overwhelmed with individual topics or situations that come up in conversation and do not know how to react correctly.

While mentoring, you should repeatedly reflect on your own role. This will prevent you from giving "too much" or falling into a "saviour role" toward the mentee. You have not taken responsibility for ensuring that she is doing well and that everything is running smoothly in her career. If the

mentee is dealing with topics that you cannot help with based on your experience and knowledge, tell her this and distance yourself. Some topics are better discussed with a professional coach or in the context of counselling, and you should not feel pressured to take on that role. In such a case, you are welcome to contact the t.e.a.m. programme's project coordination.

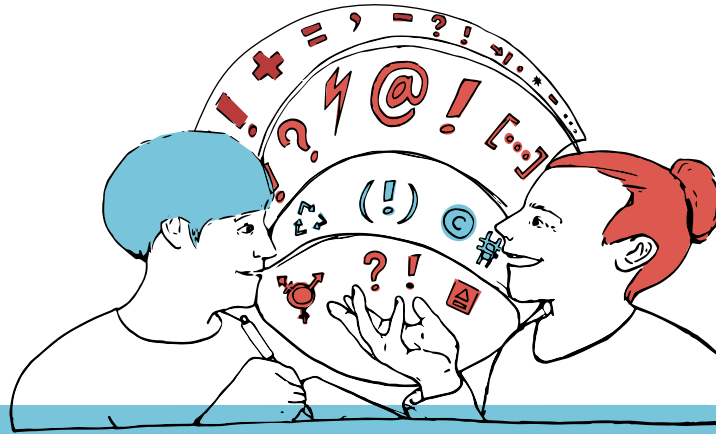
I cannot continue the mentorship for professional or personal reasons and have to discontinue it? What happens next?

In such a case, please contact the project coordinator and let your mentee know. If needed, we will find a new mentor for your mentee.

What happens if I meet my mentee again in a different professional context after the t.e.a.m. programme?

Regardless of the context in which you meet your mentee again after the t.e.a.m. programme, deal with the situation openly and communicate transparently to others that you already know each other and have worked together as tandem partners. This will help you avoid potential misunderstandings and reservations in your current role.

IMPLEMENTATION



Phases of mentoring

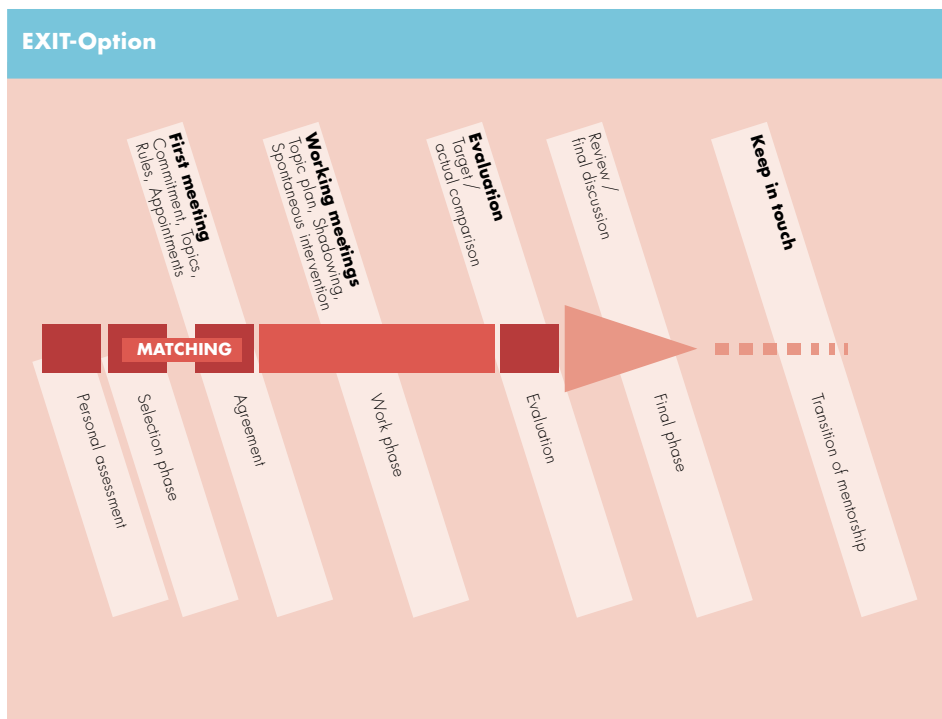


Figure 4: Mentoring process in the t.e.a.m. programme, Source: own depiction

Selection procedure

The mentoring process in the t.e.a.m. programme goes through various phases. Excluded from this are the programme lines "Wissenschaft findet Stadt" and "Misch dich ein – Mach Politik vor Ort!". After the application period and selection interviews, accepted participants are given a mentoring briefing. During the briefing, in addition to the mentoring process and the associated framework conditions being presented, a comparison is made between the goals and wishes with regard to the desired mentor. In addition, the "personal assessment" is addressed.

Matching

Based on 1–3 personal requests (in the case of academic lines) as well as other professional, individual or institutional aspects, the CDF office officially requests mentors at Leipzig as a scientific location. As part of the request, individuals will receive the participant's resume and, if accepted, a mentoring briefing in advance as well.

First meeting

After successful matching, it is the participant's responsibility to contact their mentor as soon as possible regarding an initial meeting. The first meeting is used to establish the goals, expectations, and some parameters of the mentoring relationship. To help with this, it is recommended that the contents of the mentoring agreement (see Appendix, p. 43) be discussed together and, if necessary, recorded in writing. The mentoring agreement serves only as a bilateral agreement and does not have to be sent to the project coordination.

Contents of the first meeting could be (see Mentoring Agreement, p. 43):

- Introductions and getting to know each other
- Agree on and set common goals
- Clarify mutual expectations regarding desired topics, sensitive topics, behaviour, reliability, wishes, hopes, fears, confidentiality, communication rules, etc.
- Make agreements regarding scheduling, number, form and organisation of contact, responsibilities, tasks, etc.

If both feel they can envision the mentoring process with the other person, then additional working meetings can be arranged at 6–8-week intervals lasting approximately two hours.

Important

If, as a mentee or mentor, you feel at the beginning or during the process that you cannot establish a professional mentoring relationship with the other person, the exit option also always exists. Please contact the project coordinator with any such concerns.

Working meetings

During this work phase, it is important to work on the objectives and topics in a structured way and to react to spontaneous interventions (e.g., applications, conferences, etc.). The mentee should be given the opportunity to benefit from the mentor's wealth of experience. The initiative always comes from the mentee. Preparing and following up the meetings before and after is recommended. This allows the mentee to create a list of topics in advance and provide it to the mentor. The frequency and duration of the meetings are mutually agreed upon by the mentoring tandem. Be aware of whether childcare or caregiver schedules need to be taken into consideration when making appointments.

During the appointments, the following items could be included on the agenda (the list is not complete):

- Processing and joint discussions on topics that were previously established or have suddenly come up
- Learning and exercise room for e.g., giving a presentation or different work scenarios. The CDF staff office will be happy to assist you with loaning accessible work materials or more information on accessible workspaces
- Review and consultation on application documents or motivation letter
- Experiments or testing various tools or working techniques
- Correction and discussion of tasks set in advance
- Job shadowing (accompanying the mentor at e.g., teaching events, committee meetings, congresses, meetings, etc.)

Should new topics, aspects or tasks develop during the process, it may be necessary to readjust the mentoring goals.

Evaluation

At the end of the programme period, conducting a joint evaluation in the form of an evaluation/accounting is recommended. For this, there should be room to reflect on what has been learned and to give feedback. It is also often helpful to make an actual/target comparison with the previous objectives.

Conclusion

The final phase is the last meeting planned as part of the programme, and both of you can consider whether you would like to stay in touch after the programme officially ends.

Additional contact:

The working meetings can be supplemented by contact via email, telephone or Zoom in case of acute questions. In general, this type of communication (times, routes) must be discussed in advance and accepted by both parties.

Shaping the mentoring relationship

The added value of a mentoring process and satisfaction on both sides are highest when the mentee and mentor clearly define their own objectives and expectations in the beginning. It also helps to clarify a framework at an early stage to avoid any misunderstandings and to structure the process in a mutually agreeable way. The foundation of this is an open and continuous communication culture as well as clear agreements.

Openness

Mentor and mentee must be interested in an open exchange. One of the things mentoring is about is addressing those issues that are not otherwise addressed, but still have a subtle impact. The mentee must also be able to disclose faults and weaknesses – without fearing possible adverse effects on her professional career.

Trust and confidentiality

In the mentoring process, a – sometimes very personal – exchange takes place about professional experiences, leadership behaviour, work cultures, informal knowledge and difficult messages. This requires trust. Mentee and mentor must be certain that anything discussed will only be shared with others by agreement.

Voluntariness

Mentoring is based on individual commitment, meaning the mentee and mentor participate in the programme voluntarily and due to their own interest.

Independence

Mentoring is not a hierarchical relationship, does not involve authority to issue directives, and does not involve a direct relationship of dependency. It is a consultation and

exchange partnership between two people with different levels of experience.

Commitment and regularity

Mentoring involves guiding a person's development over an extended period. This requires that mentee and mentor know what is currently on each other's mind. This can only be achieved through regular contact, through which connectedness can also develop. Experience has shown that solidarity creates commitment, which is also a prerequisite for a successful mentoring partnership.

Reciprocity

Mentoring is a reciprocal process of give and take. Both sides learn from each other, because the mentoring process also gives the mentor the opportunity to be critically questioned in their professional view, to learn about new perspectives and previously unnoticed problematic situations.

Expectations and agreements

At the beginning of the mentoring process, it is recommended that individual expectations, reservations, objectives, communication channels and rules be discussed together and, if necessary, recorded in writing.

Professionalism

In addition to open and appreciative communication, the relationship between mentor and mentee is also based on a professional working relationship. Thus, matching does not serve to provide "best buddies", but rather to enter into a constructive exchange as sparring partners.

Obstacles in the mentoring process

Please get in touch if discrepancies develop with regard to how the mentoring process is structured or if something has changed compared to the process to-date and you are dissatisfied with it. This could be for the following reasons:

- Conflicts that arise between the mentoring process and daily business e.g., no more time for meetings, or forgotten appointments
- Organizational difficulties to successfully carry out the mentoring, e.g., it is no longer possible to properly prepare and follow-up the conversations
- Private or professional obstacles. Examples of private obstacles can be starting a family, caring for relatives or sick leave. Professional obstacles are, e.g., dependencies that change in the course of the mentoring process
- Personal misconduct on the part of the mentee or mentor, e.g., emotionally inappropriate closeness or reactions, too intensive relationship building
- "Fading away" of the mentoring process, i.e., decreasing frequency of meetings, communication
- Barriers that arise due to disability, chronic illness, or mental health issues that make it difficult to provide mentoring that meets needs. These can be, e.g., one's own insecurity in dealing with persons in mental crises

Dealing with obstacles

Think about the mentoring process so far. The mentoring agreement can also be helpful for this if you concluded it jointly. If necessary, formulate an interim balance sheet and compare the goals set at the beginning with the current actual state. As a mentee and mentor, ask yourself the following questions:

- What bothers me about the current situation?
- How comfortable do I feel in the current situation?
- What are my wishes for a further partnership?

Talk together and openly about these points, also express or listen to critical things without explaining or justifying yourself right away. Together, check if you can or want to fulfil your respective ideas of mentorship or if external circumstances cannot be changed. After the conversation, you may be able to agree on defined changes in the mentoring relationship. If you cannot resolve the issues on your own, contact the project coordinator.

If you hit personal limits in the course of the mentoring programme, e.g., concerning your own mental health, please contact the service offices at Leipzig University:

For students:

- Psychosocial counselling for students
(studierendenberatung@studentenwerk-leipzig.de)
- Social counselling
(sozialberatung@studentenwerk-leipzig.de)
- Legal advice
(kornfeld@studentenwerk-leipzig.de)
- Office for Equality, Diversity and Family Affairs
(gleichstellung@uni-leipzig.de)
- Senate Representative for Students with Disabilities and Chronic Illnesses
(barrierefrei@uni-leipzig.de)

For employees:

- Psychosocial counselling for employees
(psb-mitarbeitende@uni-leipzig.de)
- Conflict consulting
Dr. Sabine Korek,
Consultant for Occupational Health Management
(korek@uni-leipzig.de)
Ralf Moros, Staff Council contact person
(ralf.moros@uni-leipzig.de)
- Work addiction counselling
(graf-suchtberatung@uni-leipzig.de)
- Office for Equality, Diversity and Family Affairs
(gleichstellung@uni-leipzig.de)
- Mitteldeutsches Institut für Arbeitsmedizin GmbH
(info@mia-doc.de)
- Sport and Health Centre of Leipzig University
(www.gesundheit.uni-leipzig.de/gesundheits-
sport-betriebliches-gesundheitsmanagement.html)
- Mittelbauinitiative Leipzig
(kontakt@mittelbau-leipzig.de)

MATERIAL

Mentoring Agreement Template

The mentor (first name, last name)

.....
and the mentee (first name, last name)

.....
enter into the following agreement for their mentorship:

The mentoring relationship is established for the period

from
to

Planned interval of face-to-face or digital meetings:

.....
.....
.....
.....
.....

In addition, contact can be made via phone and/or email.

Mentee	Mentor
Phone	Phone
Email	Email

.....
.....
.....
.....

Mentoring partnership

Mentee

Mentor

Expectations of the mentoring relationship

--	--

Mentoring topics

--	--

Mentoring objectives

--	--

Mentee and mentor commit to regular meetings to analyse and reflect on current developments, discuss open questions and plan further steps. Both sides feel responsible for the mentorship's successful development.

We declare to,

- respect each other's privacy and boundaries,
- commit to keep the contents of our conversations confidential,
- talk about topics/contents of our mentoring partnership with third parties only if we have expressly agreed to this,
- maintain confidentiality beyond the duration of the mentoring relationship and, in the event of subsequent (professional) contact, to speak transparently (to third parties) about previous collaboration,
- contact the project coordination if problems occur,
- always strive for open and constructive feedback.

Leipzig,

Leipzig,

.....
Mentee

.....
Mentor

Conversation Preparation Template

Mentoring meeting on

Topics left open at the last meeting:

.....
.....
.....
.....

Topics I would like to address:

.....
.....
.....

Possible objectives:

.....
.....
.....

Questions about the next meeting:

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.....

Wishes for the next meeting:

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.....

Recommendations/Suggestions for improvement:

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.....

Conversation Protocol Template

Mentoring meeting through

telephone e-mail personal meeting / conversation

Topics

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.....

Conversation objectives

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.....

Content/Conversation flow

.....
.....

Agreed-upon objectives

.....
.....

Recommendations

.....
.....

Agreements/Tasks for next meeting

.....
.....

Reviewed on

.....
.....

Completed

.....
.....

Notes

.....
.....

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This measure is co-financed by taxes based on the budget passed by members of the Saxon state parliament.