

Goals of mentoring



The careerMe mentoring programme is designed to empower mentees at their current stage of their careers and provide them with targeted support in achieving their individual career goals through the mentor's sharing of practical experience.

The focus is on providing guidance and support, rather than technical expertise.

In the *Career in Academia* track, mentees gain informal insights into the structures and processes within the university. Mentors provide guidance on academic career planning, share personal insights into the progression of an academic career, and offer support in goal-setting and decision-making processes. The mentoring programme is designed to increase mentees' chances of pursuing a long-term career in academia.

In the *Career Beyond Academia* track, mentees gain insight into various career options and paths in science-related or science-oriented fields outside of higher education (e.g., cultural management, foundation work, science or library management, work in NGOs) and, in addition to formal knowledge, also benefit from informal knowledge about the structures and processes of their mentors' respective fields of work. The programme facilitates the development of professional contacts and relationships, and mentees receive practical support in planning and implementing their individual career paths. They are encouraged to make the transition from academia to the non-academic sector.

Mentors also benefit from participating in the programme. Through their interactions with mentees, they gain new insights for their own work, can further develop their advisory skills, and strengthen their role as leaders. In addition, the programme encourages reflection on their own career paths, past experiences, and decisions. Serving as a mentor enables them to provide personalized, targeted, and interdisciplinary support to graduates.

Role of mentees



- **Motivation:** Mentees should participate in the mentoring programme out of their own motivation.
- **Initiative and commitment:** Participation requires commitment, initiative and personal input.
- **Maintaining contact and discussion topics:** The mentee is primarily responsible for maintaining contact. The mentee should check in with the mentor regularly. In doing so, they should adhere to the arrangements outlined in the mentoring agreement.
The mentee also takes the lead in setting the topics for discussions.
- **Responsibility for target achievement:** The mentor can offer advice and feedback. However, the decision on how to proceed—and thus whether the goals are achieved—is up to the mentee.
- **Liability:** Tandem partners should stick to their agreements. By reliably adhering to these agreements, trust can be built and disruptions within the mentoring relationship can be prevented.
- **Transparency and openness:** Open and transparent communication can help prevent misunderstandings and build trust.
- **Appreciation:** Mentors participate in the programme voluntarily and invest their time in supporting mentees. Therefore, treating them with respect should go without saying. Thorough preparation for meetings can also demonstrate your appreciation for the mentor.
- **Asking questions:** Mentees should definitely ask questions! Mentees have the opportunity to gain practical and informal knowledge from their mentor. This opportunity should be taken advantage of.



Role of mentors

- **Willingness to share knowledge:** Mentors agree to share with mentees both their practical experience and their knowledge of the structures and processes at the university or their respective workplace.
- **Feedback:** Mentors can provide feedback on various matters and also receive feedback from their mentees.



- **Provide support:** Mentors can offer suggestions and ideas, but the decision rests with the mentee. Mentors are not responsible for finding solutions.
- **Role model:** As role models, mentors serve as examples. However, this does not mean that the mentor's career path is the only true and correct one. It is, however, one possible path to pursuing an academic or non-academic career.
- **Promote potential:** Mentors promote the potential and strengths of their mentees to the best of their ability.
- **Transparency and openness:** Mentors should communicate openly with their mentees. This helps prevent misunderstandings and builds trust.
- **Content limitations:** Mentors support mentees with career planning and professional development. However, mentors are not professional coaches and can therefore only provide support to the extent that they are able.
For issues that go beyond career planning and development, mentees must be referred to other contacts..

The mentoring relationship



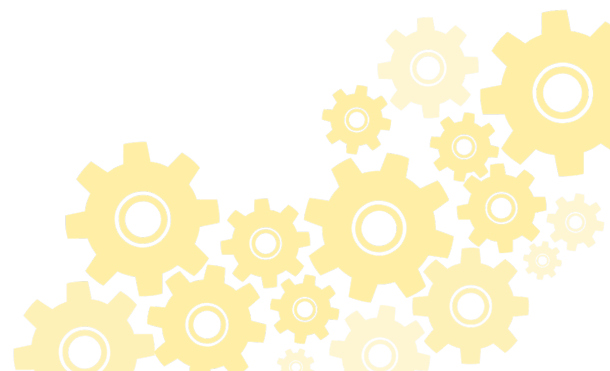
Mentoring is a **non-hierarchical, trusting relationship** in which an experienced person (mentor) shares their knowledge and experience with a less experienced person (mentee). Mentoring typically takes the form of one-on-one mentoring (one mentor – one mentee).

The specifics and topics covered within the mentoring relationship are agreed upon individually and documented in a **mentoring agreement**.

To ensure an effective and dynamic mentoring relationship, **contact** (e.g., email, meeting) between the mentee and mentor should take place **every four to six weeks**.

The mentoring relationship within the programme lasts for **one year**. Afterward, the mentee and mentor are invited to participate in an evaluation.

If both parties are interested, the relationship can of course continue on a personal basis.



Tips for a successful mentoring relationship



- **Define expectations:** Define and communicate your expectations to your tandem partner so that both parties know what is expected of each other.
- **Stay in touch:** A successful mentoring relationship thrives on regular contact and ongoing communication.
- **Open communication:** Communicate openly with one another and share your goals and what you hope to gain from the mentoring relationship.
If you don't understand something or disagree, you should communicate that honestly.
- **Openness:** Be open to new ideas, such as different approaches used in other subjects.
- **Getting to know each other:** Keep in mind that people have different backgrounds and experiences. Get to know each other on an individual basis.
- **Stay positive:** Remember that feedback is given to support, not to criticize.

If you have any questions or concerns, please feel free to contact the programme coordinators at any time!

Contact



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