

# Mentoring Guidebook

Providing Systemic Support for Mentees and Their Projects.  
A Handbook for Facilitators - Checklists and Templates

Theodor-Heuss-Kolleg of Robert Bosch Stiftung  
and MitOst Association.

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Nils-Eyk Zimmermann  
Translation: Mollie Hosmer-Dillard  
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# Expectations and First Contact

## 1. Meaning of Mentorship & Mentor's Project

### Profile

Who is a mentor for you and who is not?  
Advising attitude, purpose of mentoring

### Planned activities/project

Idea, background, goals and state

### Self-directed learning and autonomy

Capacities, learning- and performing-style

### Environment

Describe your journey as a part of the institution that brought you into mentoring.

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## 2. Personalities

### Your topics

What mentees want to experience  
What the mentor wants to experience

### Values in your activity

Which values will be realized by the project? Are your three most important included? (see list below)

### Personal background and values

Values concerning self-directed learning, cooperation and principal orientations to society

### 3. Targets and Resources

#### Measuring goals

What outcome of behavior will indicate that you have reached your goal(s)?

#### Resources

Which are required for reaching your goal(s)?  
Time, personal, money, other contributions.

#### Success

What are you doing, thinking, seeing, hearing, hearing now that you have reached your goal(s)?

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### 4. Experience/Expertise

#### Mentor as an expert

Which expertise and experience does the mentee need? Which should be shared?

Knowledge and Network  
Personal Development  
Management Competencies  
Dealing with authorities  
Self-directed learning

#### Mentee as an expert

Which fields of knowledge are interesting to the mentor?

## 5. Communication

### Communication Style

Preferred medium, personal preferences

### How often should we be in touch?

How often should in-person meetings, phone calls, Skype, e-mails, etc. take place?

### Feedback

How would you like to give and receive feedback?  
If you feel dissatisfaction or disappointment, how can you express it?

### Contact Info

Phone numbers of other important team members, e-mail addresses, Instant Messenger names, etc. Besides the mentor and the mentee, who should receive a copy of important documents?

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## 6. Values & Attitudes

- |                                            |                                                                    |                                                 |
|--------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Accuracy          | <input type="checkbox"/> Environmental consciousness               | <input type="checkbox"/> Punctuality            |
| <input type="checkbox"/> Activity          | <input type="checkbox"/> Fairness                                  | <input type="checkbox"/> Reliability            |
| <input type="checkbox"/> Assertiveness     | <input type="checkbox"/> Determination                             | <input type="checkbox"/> Responsibility         |
| <input type="checkbox"/> Autonomy          | <input type="checkbox"/> Fitness                                   | <input type="checkbox"/> Respect                |
| <input type="checkbox"/> Austerity         | <input type="checkbox"/> Forgivingness                             | <input type="checkbox"/> Security               |
| <input type="checkbox"/> Awareness         | <input type="checkbox"/> Flexibility                               | <input type="checkbox"/> Sensitivity            |
| <input type="checkbox"/> Benevolence       | <input type="checkbox"/> Freedom                                   | <input type="checkbox"/> Spirituality           |
| <input type="checkbox"/> Facing Challenges | <input type="checkbox"/> Generosity                                | <input type="checkbox"/> Solution-oriented      |
| <input type="checkbox"/> Clarity of goals  | <input type="checkbox"/> Sincerity                                 | <input type="checkbox"/> Solidarity             |
| <input type="checkbox"/> Compromises       | <input type="checkbox"/> Helpfulness                               | <input type="checkbox"/> Teamwork               |
| <input type="checkbox"/> Communication     | <input type="checkbox"/> Humor                                     | <input type="checkbox"/> Tolerance              |
| <input type="checkbox"/> Concentration     | <input type="checkbox"/> Justice <input type="checkbox"/> Kindness | <input type="checkbox"/> Trust                  |
| <input type="checkbox"/> Act consistently  | <input type="checkbox"/> Leadership                                | <input type="checkbox"/> Willingness to perform |
| <input type="checkbox"/> Cooperation       | <input type="checkbox"/> Love                                      |                                                 |
| <input type="checkbox"/> Friendliness      | <input type="checkbox"/> Mobility                                  |                                                 |
| <input type="checkbox"/> Credibility       | <input type="checkbox"/> Modesty                                   | The most important three:                       |
| <input type="checkbox"/> Creativity        | <input type="checkbox"/> Motivation                                | _____                                           |
| <input type="checkbox"/> Curiosity         | <input type="checkbox"/> Open-mindedness                           | _____                                           |
| <input type="checkbox"/> Discretion        | <input type="checkbox"/> Optimism                                  | _____                                           |
| <input type="checkbox"/> Egoism            | <input type="checkbox"/> Patience                                  |                                                 |
| <input type="checkbox"/> Dedication        | <input type="checkbox"/> Pragmatism                                |                                                 |
| <input type="checkbox"/> Enthusiasm        | <input type="checkbox"/> Principled                                |                                                 |

# Meeting Assessment Sheet

**Achievement** Have you achieved your goals? Which goals?

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**Methodological concept** Were you able to implement your concept?  
Was it successful? What steps were helpful?

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**Specificity** Was it specific enough for the mentee?

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**Time** Did you both have enough time?

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**Mentee's position** How would you have felt in the mentee's position?

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**Your contribution** to the meeting's success, challenges, or failure.  
Which conclusions can you draw from it for the future?

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**The next logical steps** that you should take

## Mid-term Assessment for Mentors

To what extent have the **mentee's goals been achieved**? What progress has been made? Have **my goals been achieved**? To what extent? (% or scale)

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Have I been able to **implement my methodological concept**?  
Was it successful? To what extent? (% or scale)

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What do **I appreciate about my mentee**? Is he or she aware of this?

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What about the mentorship is fulfilling for me? **What is enjoyable**?

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What could be **improved**?

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To what extent am I **satisfied with the structure of the process**  
(pro-active nature, intensity, regularity)?

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**What other questions** do I have for my mentee?

# Development & Analysis

Where the problem is evident Skills to be developed ▼	Personal	Group	Company/ institution
Intrapersonal skills; interpersonal or social skills			
Methodological and cultural skills			
Field knowledge			
Strategic skills			

## Dialectic Qualities & Development

### Positive Aspects

The positive aspects of your behavior?  
What would you risk losing by developing?

### Development

What do you want to achieve?

### Confrontation

What should be changed?

### Limitation

To what extent the development should be limited?



# Analysis of Outcome

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<b>Local Impact</b> Did the project involve other people? Were they motivated for participation? To what extent did the project incorporate awareness of other people on the topic?					
<b>Innovation</b> Did the project offer something different – with new approaches? Did it stimulate new development or new discussion in the institutional network of the project or its immediate environment? Is the experience transferable?					
<b>Participation</b> Did the team members make active contributions? Were they taking responsibility for the project and for other members of the group?					
<b>Peer learning in the team</b> Was the project an adequate learning space for the team? Were the team members sharing experiences, knowledge and skills within the group? Were they helping each other? Were new abilities being developed through sharing experiences?					
<b>Personal learning</b> Did the mentee achieve the self defined goals? Have the young people challenged themselves according to their potential at the start of the project? Were these positive outcomes observable for them?					
<b>Team</b> How did the team develop? Is every team member satisfied? Did the team face challenges in a constructive way? How did they manage conflicts? Is the relation between them better than at the beginning, the same or worse?					
<b>Budget</b> How was the budget balanced? Looking back, was there a possibility for anticipating important changes? Was the original financial concept adequate and realistic?					
<b>Feasibility</b> Did the project accomplish according to the original plans? Were the processual changes in the concept adequate and realistic? Are the objectives set at the beginning being reached?					
<b>Cooperation</b> Did the involved partners develop a shared vision? Did they participate in ways they had planned to? Was the planning and implementation well coordinated?					
<b>Evaluation</b> Is the project team able to undertake self-evaluation – of the process, the cooperation and the outcome? Are they drawing conclusions from this analysis?					
<b>Future</b> Is a continuation intended? Are the future plans realistic and adequate? Do they incorporate what was learned in the project work?					

# Dimensions of Learning



## Concrete knowledge

What did I learn? From whom?



## People

Which people became important? In which role? What new friends have I gained?



**Skills** Which concrete skills did I improve?

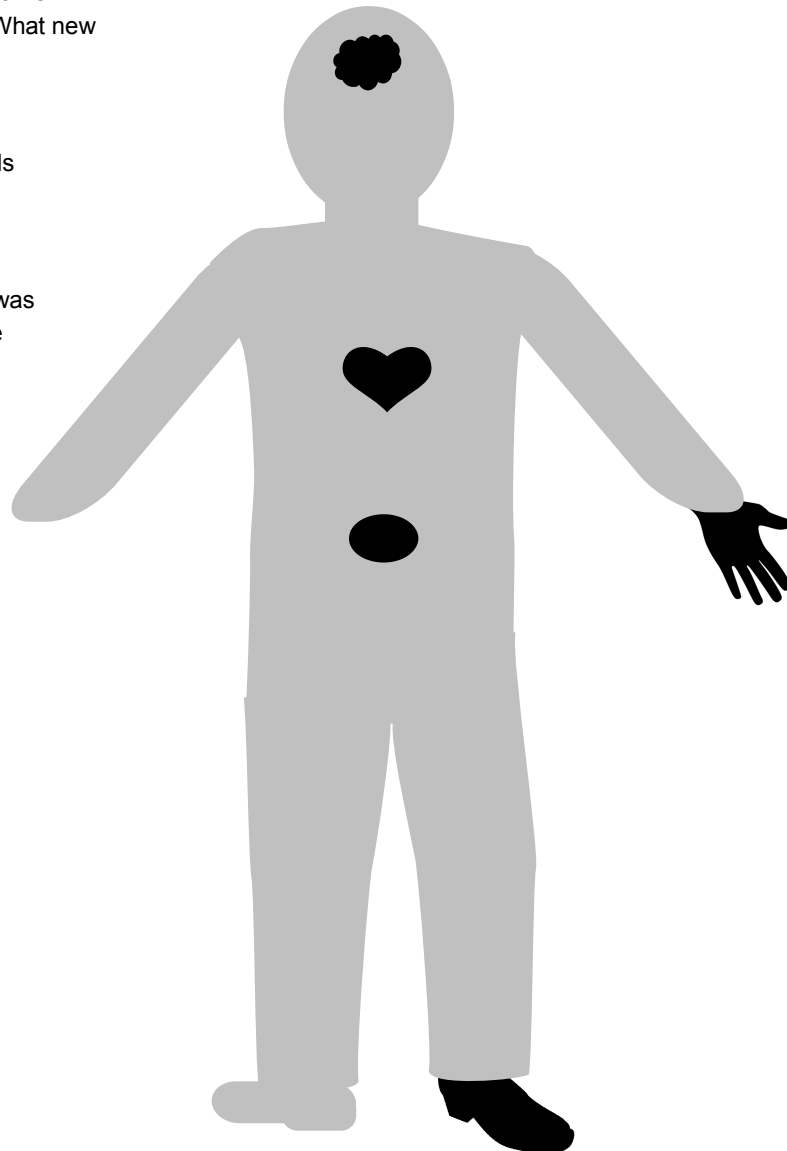


**Feelings** What emotions was I feeling? With what I came to this meeting?



## Network & Contacts

Who enriched my personal network? Who might be important for my future prospects?



## Evaluation: Five Finger

### **Pinky finger**

Aspects that fell short of expectations

### **Ring finger**

Satisfying aspects

### **Middle finger**

Disappointing aspects

### **Pointer finger**

Valuable tips and inspiration

### **Thumb**

Positive aspects

