

1

# MEN TOR ING



## CAREER DEVELOPMENT OF EARLY CAREER RESEARCHERS

Mentoring program of Centre for Gender and Science is a member of eument-net  
(European Network of Mentoring Programmes for the Advancement of Equal Opportunities  
and Cultural and Institutional Change in Academia and Research).



Institute of Sociology  
Czech Academy of Sciences



gender & science

# Contents

<b>What is mentoring?</b> .....	3
Possible roles and areas of mentoring .....	3
Mentoring – a part of cultural and institutional change in science and research .....	4
<b>Eument-net</b>	
<b>a support network for coordinators</b>	
<b>of mentoring programs in academia and research</b> .....	5
<b>Mentoring Program for Early Career Researchers provided</b>	
<b>by Centre for Gender &amp; Science</b> .....	7
Objective .....	7
Target groups .....	7
Format .....	8
Program duration .....	8
Time requirement .....	9
How does the program work? .....	9
<b>Role of mentor</b> .....	14
Areas of possible support from a mentor .....	15
Mentor’s benefits from doing mentoring work .....	15
Difference between mentor and supervisor:.....	16
Tips for mentors .....	17
<b>Role of mentees</b> .....	19
Mentee should .....	19
Mentee’s benefits from cooperation with a mentor .....	19
What else can mentees learn from their mentors? .....	20
Tips for mentees .....	21
<b>How to formulate your mentoring goals (sample)</b> .....	23
<b>The Agreement between the Mentor and the Mentee (sample)</b> .....	24
<b>Program coordinators</b> .....	26
<b>Literature:</b> .....	27
<b>Internet sources:</b> .....	27
<b>Other useful literature:</b> .....	28
<b>List of eument-net members</b> .....	29

# WHAT IS MENTORING?

Mentoring is a process through which younger and less experienced people (so-called mentees) are given support, advice, and friendship to enable them to launch a career and succeed in working life or in their studies.

It is a very effective tool for supporting and developing human potential, both in the academic field (at schools, in science and research), and in the commercial sphere. There are different forms of mentoring programs. Some programs are a long-term individual cooperation between one mentor and one mentee, or one mentor and a group of mentees, while other programs put more emphasis on mutual support among “peers”. Some programs take place only within one institution, while other programs connect people from different workplaces and schools. Specific program formats are based on goals and needs of organizing institutions as well as target groups. Programs specialize in both professional development and career growth of employees, and successful course of study of university students as well as secondary and elementary school students.

## Possible roles and areas of mentoring

Mentoring has three main roles which can help a mentee to further develop his/her professional/study skills. It provides:

- role model (professional and/or human model – what type of researcher to be, how to approach research, how to organize the working schedule, etc.)
- psychological support
- practical help (even in the form of sponsorship /de Vries, 2015/ where the mentor actively provides his/her resources to the mentee to use it – especially his/her network of contacts and expertise)

It depends on the mentee to choose an area in which (s)he needs the most help, as well as on the mentor who decides which role (s)he is able or willing to play.

Generally speaking, mentoring aims to overcome individual barriers to professional and career development; to strengthen the mentee's position within the institution and the professional community, and to strengthen and develop his/her competencies, knowledge, professional aspirations and self-confidence.

## Mentoring – a part of cultural and institutional change in science and research

As has been said, there are many different forms of mentoring programs which can aim at different target groups. In the field of education, science, and research, however, these programs have been primarily created as a tool for supporting groups that usually do not receive informal mentoring, i.e. support from more experienced colleagues, superiors or teachers, to such an extent as other groups. In European science and research field, there is still a significantly lower proportion of women than men (European Commission 2015). Therefore, historically, mentoring programs in science and research has been primarily focused on female mentees.

Unfortunately, mentoring can help remove barriers to the career development of women in science and research only at an individual level. The causes of a low proportion of women in science can be found at institutional, symbolic and interpersonal levels as well (Vohlídalová & Linková 2016). Therefore, a comprehensive approach is required to eliminate unequal opportunities for women and men in science and research. This approach incorporates cultural and institutional change that targets all four of these levels (Víznerová 2017: 35-36). In science and research institutions, mentoring programs are usually part of a broader strategy of achieving more balanced representation of women and men among researchers and decision makers, and, in general, part of efforts for a proactive HR policy to promote the professional development of employees. Mentoring programs often follow up on other

activities and services, such as career counseling, coaching, professional and personal development courses (so-called soft skills) and networking activities (Víznerová 2017: 100, 109). Mentoring programmes are common part of projects aimed at obtaining prestigious 'HR Excellence in Research Award' granted by European Commission for the institutions which make progress in aligning their human resources policies to the 40 principles of the Charter for Researchers and a Code of Conduct for the Recruitment of Researchers. Detailed information is available here: <https://euraxess.ec.europa.eu/jobs/hrs4r>

It is difficult to evaluate the effect of mentoring programs as some benefits may appear in the long run. Then it is complicated to separate them from other factors and circumstances that have affected the lives of former mentees. Research shows, however, that people who completed mentoring programs tend to be more successful in their career than those who didn't (Chao et al. 1992). An important factor may also be the types of persons applying for such programs (we can assume that they are more active than their peers), as well as the fact that some scientific institutions consider it a very prestigious and selective process so that selected mentees are recruited from the best students or early career researchers at the institution. The strategy of rigorous selectivity is therefore controversial as it may exclude those applicants for mentoring who need it the most.

## EUMENT-NET

### **a support network for coordinators of mentoring programs in academia and research**

If you are a coordinator of a mentoring program in an academic environment, or you are considering setting up a mentoring program in your institution, we recommend the possibility of joining the European Network of Mentoring Programs for the Advancement of Equal Opportunities and Cultural and Institutional Change in Academia and Research (eument-net) - [www.eument-net.eu](http://www.eument-net.eu). This network brings together mentoring programs that take place at European universities and other research institutions in order to share the experience with

organizing these programs and for their further improvement. The network provides training and short-term internships for coordinators or mentors and arranges regular workshops and conferences. On the website, there is an up-to-date list of membership programs including their target groups. For detailed information about particular programs, with which it is possible to start cooperation, please see the section List of eument-net members. Some of the organizing institutions offer short-term missions to foreign coordinators and cover travel expenses. Some coordinators also offer specifically targeted training for other program coordinators or participants.

Membership is available also for individuals and institutions (or their departments) that consider setting up a mentoring programme and are interested in being in contact with experienced coordinators of mentoring programmes. In case of any questions about eument-net please contact its chair person.



It is beneficial for both parties. Every institution has its own standard ways, and outside perspectives can open up new horizons.

Tomáš Macek,  
University of Chemistry and Technology in Prague,  
Professor at Department of Biochemistry and Microbiology

# MENTORING PROGRAM FOR EARLY CAREER RESEARCHERS PROVIDED BY CENTRE FOR GENDER & SCIENCE

## Objective

The main objective of the program is to support the career development of doctoral and postdoctoral researchers, to help them launch a scientific career and to clarify its direction.

Sub-objectives:

- to help early career researchers identify their own career goals and steps to achieve them
- to facilitate orientation in the scientific career system
- to provide early career researchers with important contacts with “peers” and more experienced researchers from the Czech Republic and abroad, and thus expand their professional network and job opportunities in science and research
- to strengthen mentees’ international and interdisciplinary outlook and enable their integration into the international professional community
- to enhance the mutual exchange of experience among program participants
- to encourage the self-confidence of early career researchers

## Target groups

**Mentees:** doctoral and postdoctoral researchers interested in support, information, advice, contacts and mentoring provided by experienced researchers from their or related field, preferably from an institution

(including foreign ones) other than the one at which they are currently studying or working.

**Mentors:** experienced researchers working at public universities and research institutions other than the one attended by the mentee. For mentees at an early stage of their doctoral studies, the mentors can be also Ph.D. candidates in final years or fresh postdocs. What is essential is their desire to share their experiences and opinions.

## Format

The program consists of two main parts:

- 1) **individual cooperation** of a mentee and a mentor (one-to-one mentoring);
- 2) **group activities** that take a form of
  - a) seminars and workshops aimed at the professional and personal development or discussions with guests on topics chosen by mentees
  - b) informal meetings initiated by the mentees themselves (for example, they can arrange a smaller seminar with reading methodological texts, or regular joint breakfasts or dinners to discuss current topics and issues they are dealing with).

Part of the program is so-called **peer mentoring** which means that mentees provide mentoring to each other. For example, they can recommend literature or contacts among each other, consult various working strategies, form study groups, or develop research cooperation.

## Program duration

The program takes place from February to December. If a mentee is interested, it is possible to extend his/her participation in the program to the following academic year (i.e. for a total of 20 months). Mentees use this option to:

- 1) complete their mentoring plan if they did not manage to do so during one year or create new plan if their situation and priorities changed;
- 2) sign up for courses they could not attend the previous year;



3) find a suitable mentor in case they have not cooperated with anyone so far and only used the possibilities of courses and peer mentoring (see Start of the program for mentors - mentoring matching process).

## Time requirement

Time spent on the program is based on the possibilities and mutual agreement of the mentee and the mentor. In general, the more time they invest, the more they can get, which applies to both parties. Mentoring pairs should have at least two personal or virtual (via Skype, phone) meetings, and in the meanwhile keep in touch via e-mail or phone.

## How does the program work?

### How to sign up?

Early career researchers interested in being a mentee can sign up for the program by filling in the registration form on the program's website: <http://genderaveda.cz/mentoring/>

### Facebook group

The programme has its own facebook group where coordinators and mentees announce scientific events, news, seminars or conferences and share important information about the programme.

### Start of the program for mentees – introductory workshop

In February, an introductory workshop takes place, where mentees get acquainted with program coordinators and fellow mentees. On the workshop, mentees discuss their expectations of the program, identify and clearly formulate the goals they would like to achieve. They prepare their personal mentoring plan, which is the basis for identifying characteristics of the ideal mentor and establishing cooperation with their mentor/s. The mentee can have no more than three goals (and mentoring plans for them), and work with up to three mentors. Normally, however, there is one plan and one mentor.

Due to significant differences in an approach to research work and system of and opportunities for career progress between natural and technical sciences on the one side and social sciences and humanities on the other side the introductory workshops are separated for these two groups of mentees. In this setting, mentees do not lose time with mutual explanations of field specifics and have more time for creating their own mentoring plans and discussing them with others.

### **Start of the program for mentors - mentoring matching process**

The introductory workshop for mentees is followed by a so-called *matching process*, creating mentoring pairs mentor-mentee. Mentee finds his/her potential mentor based on his/her mentoring goals formulated at the introductory workshop (recommendations for suitable mentors are discussed during the workshop but personal search is also needed).

Due to a fact that the programme is opened for early-career researchers from all disciplines and all institutions in the Czech Republic, there is no stable list of mentors from whom the mentees could choose. In this situation, the coordinators cannot predict the composition of the group of mentees in the next run of the programme and the mentoring goals of individual mentees.

The mentor of their choice is then approached by mentees themselves or by program coordinators. Coordinators contact this person and explain to him/her how the program works. Mentees send an e-mail explaining their motivation to enter the program, their goals and ideas how to achieve them in cooperation with the mentor and why they wish to cooperate specifically with him/her. Subsequently, the mentee arranges an introductory meeting with the selected mentor, where they explore the possibilities of their mentoring cooperation, mutual expectations, and possible limits. If the meeting is successful, the mentee will notify the coordinator of the program about beginning of the cooperation and proceed according to their agreement with the mentor. If they want they can also sign the mentoring agreement. You can find the sample of it on the page 24..

If you are searching for mentor from abroad, you can use the list of institutions in the section *List of eument-net members* for your inspiration. We will mediate the contact if you like. In case you would like to visit your foreign mentor, it is possible to use various grant and scholarship schemes for short internships for postgraduate and post-doctoral students.

Mentoring matching process can be a time-consuming procedure, but it is worth paying enough attention to it. To find a good mentor is half the success of the program.

The introductory workshop may not be enough for some mentees to be able to formulate their mentoring goals, and thus they can think about their professional and personal priorities and make them clearer during the whole one year of the program when they have a chance to attend soft-skills courses and communicate and cooperate with fellow mentees. Such mentees have the opportunity to stay in the program for the next year and only then clearly formulate their mentoring plan and approach a suitable mentor (see Program duration).

### **Program content**

Content of the cooperation of the pairs depends on their initial agreement and goals of the mentees. The options are very diverse – from coffee talks to their joint conference contribution or article.

As part of the program, there are voluntary group activities that take place in the form of workshops, seminars and discussions focused on professional and personal development (see Courses), or in the form of self-help smaller groups established and organized by the mentees themselves (for example, methodological texts reading groups). Group activities also help networking, strengthening relationships and mutual support among the mentees.

## Conclusion of the program

In December, the final evaluation of the program is conducted through a questionnaire and focus group with mentees. Mentees and mentors evaluate the benefits of the program, and whether and how they have managed to achieve their individual mentoring goals. Coordinators reflect the outcome of the evaluation in changes to the program conception for the next year.

### Schematic course of the mentoring program:



## Courses

The mentoring program includes professional and personal development courses, so-called *soft skills*. Throughout the year, we offer courses focused on:

- **time management**
- **identification of your strengths**
- **burnout prevention – stress management**
- **management skills**
- **project management basics**
- **financial project management**
- **how to write a competitive project**
- **academic writing**
- **communication skills**
- **presentation skills**

This offer is not final. Courses are tailored to meet mentees' needs. Participation in the courses is optional and free of charge. Due to the high cost of these courses and limited number of attendees, it is necessary to register or unregister well in advance. If you cannot attend a course you are interested in, you can complete it next year with participants of the next year of the program.

# ROLE OF MENTOR

The role of a mentor is to encourage his/her mentees' sense of responsibility for their own professional and personal development, to share their knowledge, experience and opinions and to inspire the mentees through their activities, to be a role model.

For doctoral and postdoctoral researchers, effective mentoring can be a key element in their scientific career. Therefore, a good mentor should have enough time for his/her mentee to work together in order to build a relationship based on mutual respect and understanding.

## The mentor has several roles:

- **counselor** – professionally more experienced person who is willing to share his/her knowledge and experience and to consult mentee's decisions
- **supporter** – provides emotional and moral support
- **tutor** – provides feedback on specific activities (presentations, discussions, paper etc.)
- **expert** – mentor is "a master" and mentee is "an apprentice"
- **role model** – inspiration for what type of researcher to be and how to balance professional and personal life
- **sponsor** – provides/mediates an access to resources relevant for professional growth and progress (e. g. introduces the mentee to other scientists with whom (s)he could cooperate in the future or involves her/him to important professional networks)

## Mentor should

- encourage the mentee in development (of his/her professional ambitions and skills, in personal development)
- be interested in innovations and developments in his/her field
- have a positive approach to his/her work
- have empathy and understand the situations the mentee may face
- be consistent with his/her opinions and attitudes
- have patience
- be available

## Areas of possible support from a mentor

- support and inspiration in setting career and research goals
- consultation of professional plans
- discussion of career and research opportunities
- help understand the functioning of the academic field
- cooperation on research papers
- joint participation in professional conferences
- engagement in professional networks (including foreign ones)
- consultations on conduct of scientific activities.(e.g. writing, teaching, team management, project coordination)
- work-life balance (help with clarifying priorities, advice on time management etc.)
- references to relevant (not only academic) workplaces (including foreign ones)

## Mentor's benefits from doing mentoring work

- a good feeling from helping less experienced colleagues
- professional discussions with younger colleagues
- new views on their field of activity or research plan
- another institution's perspective
- an overview of new trends or technologies in their or related field
- improving their communication and leadership skills
- a sense of fulfillment from passing on their knowledge
- inspirations for self-reflection, better self-knowledge, and further personal and professional development
- expanding their professional networks
- a new co-worker
- to gain more respect in the field as a good mentor

Mentoring relationship benefits depend on both parties' personal contributions and the setting of their relationship.



### Difference between mentor and supervisor:

- The mentoring relationship has a different purpose than that of a supervisor and Ph.D. candidate. **The goals of a supervisor-Ph.D. candidate relationship are predetermined;** the main objective is to prepare the candidate to successfully defend his/her dissertation thesis. **The goals of the mentoring relationship are, on the contrary, determined by mentees themselves** according to their individual needs. These goals may not be directly related to the Ph.D. program. For example, a mentee may want to find out how his/her mentor started the career and how (s)he got to where (s)he is today. The mentor (unlike supervisor) may be from a different field than the mentee.
- **What is essential for the mentor is that mentees are not dependent on him/her in any formal way** (they are not his/her students or subordinates). In order to eliminate potential dependence or competition it is ideal if the mentor is from an institution other than the one at which the mentee is currently studying or working. **Independence allows a more open relationship.** Mentees can confide with problems and concerns that may put them at risk in their home institution. They also can take a critical attitude towards their institution, and their mentor can help them safely see how it works elsewhere.

## Tips for mentors

Mentoring leadership, like any other skills (e.g. teaching), evolves and improves over time. To give your mentees the best mentoring you are capable of, we have some tips for you:

- at the beginning, clarify mutual expectations with your mentee; evaluate what can you do to help him/her and how much time are you able to spend on mentoring (the result should be put into the written agreement)
- discuss the form, frequency, and duration of your meetings, ideally make a schedule right away and write the dates to your diaries (for example, based on conferences dates where you can meet, or deadlines in journals in which you could co-publish)
- listen to and discuss the opinions of your mentee
- encourage your mentee in pursuing his/her goals, independence, and career path – do not make your „clone“ out of him/her
- protect your time together; try to avoid being interrupted during meetings (schedule your meetings at the most convenient time – e.i. some pairs have breakfasts together; if you are from different cities or abroad, you can arrange for skyping, or meeting during conferences)
- introduce the mentee to your colleagues, familiarize him/her with your contact networks (e.i. take the mentee for lunch at your workplace, or invite him/her to a conference at your institution)
- remember that the mentee can be very busy as well; make changes to the agreed dates as little as possible
- do not abuse your authority to keep him/her busy with tasks that are not related to mentoring (e.g. babysitting, interviews transcriptions, etc.)
- share your life story – career advancement, (non-) achievement of your dreams and goals, current (dis) satisfaction, your further career paths and plans to achieve them

- if you would like to receive support or advice from other mentors, contact program coordinators to arrange you meeting/ contact with other mentors
- if there is a situation in your mentoring relationship that you may not want to address with your mentee, contact program coordinators; also in case of any other queries – we are here for you

If you are interested in getting in touch with experienced mentors from foreign academic and research institutions, we can mediate contact for you. Please see the section List of eument-net members (or eument-net website [www.eument-net.eu](http://www.eument-net.eu)) and let us know from which mentoring programs your mentor should be. Some institutions offer short internships for mentors and cover travel expenses.



Experience exchange with fellow mentees can be as beneficial as talking with a mentor.

Tomáš Buryška, Faculty of Science at Masaryk University, Microbiology

# ROLE OF MENTEES

A key feature of mentees role is activity, own initiative. Mentees must know what kind of support they expect from their mentor and must approach him/her with a concrete vision of their mentoring relationship and cooperation. Throughout the program, the mentee is the one who shows the most activity. Mentees are not passive recipients.

## Mentee should

- clearly define areas to focus on within the program (with regard to his/her short-term and long-term career goals)
- be proactive (independently seek out appropriate opportunities for his/her development and take responsibility for them; contact his/her mentor actively)
- be open to constructive criticism from his/her mentor
- be ready to learn new things
- ask relevant questions (be prepared for mentoring meetings so that the mentor does not feel like (s)he is wasting his/her time)
- be prepared to share his/her experience, knowledge and opinions with the mentor and fellow mentees
- be reliable to his/her mentor and program coordinators

## Mentee's benefits from cooperation with a mentor

- invaluable help and advice from a more experienced researcher
- example and inspiration for his/her own professional and personal life
- access to professionally important networks
- support in his/her scientific efforts
- external perspective on his/her research (from a different institution, field, country)
- information on the possibilities of research funding
- (mediation of) engagement in international projects
- better orientation in his/her field
- information on the possibilities of getting a position and career advancement at different institutions in the Czech Republic or abroad

## What else can mentees learn from their mentors?

- what their normal working day looks like
- what is the typical career advancement in their institution
- which institutions and people do they work with and why
- what kind of knowledge or qualification they consider to be the most important for their field
- what form of qualification improvement is the most effective in the field
- what kinds of mentee's knowledge, competencies and qualities require improvement

Mentees can have a significant benefit not only from cooperation with their mentor but also from sharing their experience with fellow mentees. It is beneficial to find out that they do not have to solve certain problems themselves and talk to people in a similar situation about the possible solutions and negotiation strategies they have experience with.

## Tips for mentees

Getting a good mentor can be a crucial moment in your scientific career. Therefore, take your time when selecting the right person. To facilitate your decision-making process, we have a few recommendations for you.

More tips:

- feel free to ask your mentor about anything you want to know - whether from his/her professional or private life; only you two determine the boundaries of the relationship
- if you have a tip for other participants of the program, or you would like to receive support or advice from other mentees, use Facebook group or contact program coordinators
- if there is a situation in your mentoring relationship that you may not want to address with your mentor, contact program coordinators; also in case of any other queries – we are here for you

## How to choose a mentor?

- identify your key areas for mentoring
- set up realistic mentoring goals (the introductory workshop will help)
- think about what (s)he should be like in order to be able to help you achieve your mentoring goals in the most efficient way (gender, age, children, field, specialization, job position, type of institution, working experience outside the academic field, working experience from abroad, experience with decision-making positions – with membership in editorial boards of relevant journals, with editor-in-chief position, with membership in grant committees, etc.)
- consider your time options (flexibility and amount of time you are able to spend on the program); if you choose a mentor from a different city (or working abroad), it may be more difficult to hold joint meetings, on the other hand, such a mentoring relationship can greatly expand your horizons beyond your familiar environment; there is no need to have too many personal meetings (specific questions can be consulted via e-mail, phone or Skype)
- we recommend to have a mentor from an institution other than the one at which you are currently studying/working, as it allows for greater openness and criticism on both sides, and also fears of competition are eliminated
- a good mentor may even be a person with whom you do not have to fully share your life attitudes and values – even that person can show you possible career and life strategies and, thanks to mutual differences, you can better realize your own goals, needs, and priorities

# HOW TO FORMULATE YOUR MENTORING GOALS (SAMPLE)

For successful mentoring, the mentees have to determine in which areas they need help, and how to get the help. We recommend mentees to formulate their key areas for cooperation with their mentor (e.g. to make research work more effective, to explore/find new job opportunities, etc.), and to propose concrete steps to achieve their mentoring goals (e.g. to discuss with mentor various work strategies, to get acquainted with mentor’s colleagues and students). Preparing a specific mentoring plan is the subject of the introductory workshop for mentees.

Area:	
Steps to reach the goal	Success achieved when:
1.	
2.	
3.	

Area:	
Steps to reach the goal	Success achieved when:
1.	
2.	
3.	

Area:	
Steps to reach the goal	Success achieved when:
1.	
2.	
3.	

# THE AGREEMENT BETWEEN THE MENTOR AND THE MENTEE (SAMPLE)

Name of Mentor: .....

Name of Mentee: .....

Duration of mentoring: March – December 2020

Form, frequency, and preliminary meeting dates:

Date and time of the meeting	Form and content of the meeting

At the end of each meeting, the next contact date will be confirmed.

Additional forms and rules of communication: .....

## MENTOR'S AND MENTEE'S COMMITMENTS

The Mentor agrees to support the Mentee by:

- maintaining a professional and ethical working relationship, in keeping with this Agreement
- ensuring a safe and supportive environment for each meeting
- challenging the Mentee with respect to the attainment of set goals
- keeping all commitments regarding the scheduling of contacts and meetings
- being open, honest and respectful in all communications with the Mentee
- responding to phone calls or e-mails from the Mentee as soon as possible



**The Mentee agrees to participate in the mentoring relationship as follows:**

- to act honestly and actively to meet his/her commitments and to achieve set goals (contact the Mentor with relevant queries)
- to keep all commitments regarding the scheduling of contacts and meetings
- to accept constructive criticism
- to be willing to experiment with different behaviors and new concepts of work that are discussed during mentoring meetings
- to respond to phone calls or e-mails from the Mentor as soon as possible

**CONFIDENTIALITY:**

**We agree to keep all conversations content during the mentoring meetings confidential..**

**TERMINATION OF THIS AGREEMENT:**

The process below will be followed where either the Mentor or Mentee decide to terminate the mentoring relationship:

- I. The partner wishing to terminate the Agreement will inform the other party why they wish to terminate the mentoring relationship and provide specific information about the reasons for his/her decision as soon as possible.
- II. Both parties will then discuss the situation and seek changes that will resolve the issue.
- III. The agreement will be made in respect to what changes will be implemented to address the concerns raised and a suitable time will be allowed to „trial“ the altered arrangements.
- IV. Should no mutually agreeable alternatives be found, the Mentor and Mentee may consult with project coordinators in order to seek a workable solution.
- V. If no mutually agreeable alternatives can be reached, the mentoring relationship will be ended in a polite and professional manner in written form.

-----  
--

-----  
--

Date and Signature of the Mentee

Date and Signature of the Mentor

# PROGRAM COORDINATOR

Who to contact in case of any questions or issue:



**Kateřina Maršálová**

katerina.marsalkova@soc.cas.cz

210310322

Centre for Gender & Science  
Institute of Sociology, Czech Academy of Sciences  
Jilská 1, 110 00 Praha 1

# LIST OF REFERENCES AND SOURCES

## Literature:

Chao, G. T.; Walz, P. M.; Gardner, P. D. 1992. „Formal and Informal Mentorships: A Comparison on Mentoring Functions and Contrast with Non-mentored Counterparts.“ *Personal Psychology* 45 (3): 619–637.

de Vries, J. 2015. *Is my bias showing? The role of sponsorship in building scientific careers*. Poster presented at Gender Summit GS7, Berlin 2015. Available at: <https://static1.squarespace.com/static/506ad3dae4b00f5f2f4c9f0a/t/58a50be01e5b-6c3a10ae436f/1487211501112/Gender+Summit+poster+JDV+FINAL.pdf>

European Commission. 2015. *She Figures 2015*. Available at: [https://ec.europa.eu/research/swafs/pdf/pub\\_gender\\_equality/she\\_figures\\_2015-final.pdf](https://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf).

Víznerová, H. 2017. *Genderová rovnost ve vaší výzkumné instituci: jak na to*. Praha: Sociologický ústav AV ČR, v.v.i.

Vohlídalová, M., Linková, M. 2016. *Gender and Neoliberalism in Czech Academia*. Praha: SLON

## Internet sources:

Ada Lovelace Projekt. *Mentoring-Programm*. Available at: <http://mainz.ada-lovelace.com/doktorandinnenpostdocs/mentoring-programm/>

Argonne National Laboratory. *Postdoctoral Mentoring Program*. Available at: <http://www.dep.anl.gov/postdocs/resources/Argonne-Postdoctoral-Mentoring-Program-Guidelines.pdf>

Association of American Medical Colleges. (2006). *Compact Between Postdoctoral Appointees and Their Mentors*. Available at: <http://www.aamc.org/postdoccompact>

Burroughs Wellcome Fund, Howard Hughes Medical Institute. 2006. *Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty*. Available at: <http://www.hhmi.org/labmanagement>

Georgetown University Medical Center Faculty Mentoring Program. *Guidelines for Mentors and Mentees*. Available at: <http://www.uams.edu/facultyaffairs/word%20docs/Georgetown%20mentoring%20guide.pdf>

Johannes Gutenberg University. *Christine de Pizan – Programm*. Available at: [http://www.frauenbuero.uni-mainz.de/Dateien/Mentoring1\\_Web.pdf](http://www.frauenbuero.uni-mainz.de/Dateien/Mentoring1_Web.pdf)

National Center for Women & Information Technology, Anita Borg Institute for Women in Technology. *Protégée's Guide*. Available at: [http://www.ncwit.org/sites/default/files/legacy/pdf/IMentor\\_ProtegeeGuide.pdf](http://www.ncwit.org/sites/default/files/legacy/pdf/IMentor_ProtegeeGuide.pdf)

National Postdoctoral Association. *Developing a Mentoring Plan*. Available at: <http://www.bumc.bu.edu/facdev-medicine/files/2011/01/Developing-a-Postdoctoral-Mentoring-Plan-National-Postdoctoral-Association.pdf>

Ramani, S., Gruppen, L. & Kachur, E. K. 2006. *Twelve tips for developing effective mentors*. In: *Medical Teacher*, Vol. 28, No. 5, 2006, pp. 404-408 University of Cambridge. *Guidelines on mentoring for newly appointed staff*. Available at:

<http://www.admin.cam.ac.uk/offices/hr/mentoring/>

## Other useful literature:

American Heart Association. 2008. *Mentoring Handbook*. Dallas: American Heart Association

Dean, D. J.. 2009. *Getting the Most out of Your Mentoring Relationships. A Handbook for Women in STEM*. New York: Springer

National Academy of Sciences, National Academy of Engineering, Institute of Medicine. 1997. *Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering*. Washington, DC: National Academy Press

Olivero, O.A. 2014. *Interdisciplinary Mentoring in Science. Strategies for Success*. Oxford: Academic Press

Rayburn, C. A., Denmark F. L., Reuder M. E., Austria, A. M. (eds.). 2010. *A Handbook for Women Mentors: Transcending Barriers of Stereotype, Race, and Ethnicity*. Santa Barbara: Praeger

# LIST OF EUMENT-NET MEMBERS

## Programs for women in all disciplines

### **SelmaMeyerMentoring**

Heinrich-Heine-University Dusseldorf

#### **Goals of the program::**

- to increase the number of women in the leading positions (female professors and female researchers outside of the academia)
- to help qualified and dedicated young female researchers to identify and develop their skills and abilities and integrate them systematically into their career plans

**Mentees:** Ph.D. students, postdocs, researchers at an advanced stage of obtaining their post-doctoral lecturer qualification (Habilitation)

**Mentors:** university professors and researchers, experienced management personnel from the private sector

**Discipline:** all disciplines

**Format:** 3 modules: 1) one-to-one or peer-group-mentoring; 2) professional and personnel development workshops with external trainer; 3) networking events

**Timetable:** 18 months, not related to the school year schedule

**Successes and good practice:** increased number of female professors (12,6% in 2006, 22,7% in 2016); strong influence on individual success of the mentees; the program is well-known at the university and highly recognized among researchers and management

**Obstacles, challenges, questions and plans:** multidimensional goal – difficult to measure

**Institutional position of coordinators:** Equal Opportunities Office

**Institutional embedding of the program:** part of gender action plan

**Funding:** institutional, project funding, partners co-funding (Bergisch University Wuppertal)

**Website:** <http://www.uniduesseldorf.de/home/universitaet/strukturen/beauftragte/gleichstellungsbeauftragte/selmameyermentoring.html>

**Contact person:** Ekaterina Masetkina, masetkina@hhu.de



SelmaMeyerMentoring

## Programs for women in all disciplines

### **Mentoring Program GENOVATE@UNINA**

University of Naples Federico II (UNINA)

#### **Goals of the program:**

- to support young women researchers in identifying their own career goals and in focusing on their accomplishments
- to act as a transformational process, promoting diversity in academic contexts and contrasting academic practices that may cling to gender-neutral assumptions

**Mentees:** Ph.D. students, postdocs, researches

**Mentors:** associate professors, full professors

**Discipline:** all disciplines

**Format:** one-to-one mentoring

**Timetable:** 12-18 months

**Obstacles, challenges, questions and plans:** The final aim of the study based on the program evaluation is to design a model of mentoring able to de-construct gendering processes acting in science and to work

as a transformative tool towards gender equality in academia. Coordinators are working to enhance the mentoring networking and provide to mentors and mentees more tools in order to achieve the mentoring aims and address gender equality in academia.

**Institutional position of coordinators:**

**Institutional embedding of the program:** part of the Gender Equality Action Plan

**Funding:** project funding

**Website:** <http://www.genovate.unina.it/>

**Contact person:** Ilenia Picardi, [ilenia.picardi@unina.it](mailto:ilenia.picardi@unina.it)



## Programs for women in all disciplines

### **Mentorat relève - Subside tremplin - Mentoring for International Companies**

University of Geneva

**Goals of the program:**

- increase number of female researchers on the top management

**Mentees:** Ph.D. students, postdocs, researches

**Mentors:** full professors, group leaders, deans, rectorate of the university

**Discipline:** all disciplines

**Format:** one-to-one mentoring, professional and personnel development courses

**Timetable:**

**Institutional position of coordinators:** project officer, Equal Opportunities Office

**Institutional embedding of the program:** part of the Gender Action Plan

**Funding:** institutional

**Website:** <https://www.unige.ch/rectorat/egalite/programmes/mentorat-releve/>

<https://www.unige.ch/rectorat/egalite/programmes/subside-tremplin/>

**Contact person:** Olivia Och, [Olivia.Och@unige.ch](mailto:Olivia.Och@unige.ch)



**UNIVERSITÉ  
DE GENÈVE**

## Programs for women in all disciplines

### Career-Mentoring III

Danube University Krems (joint program - universities from Krems, Linz and Salzburg)

#### Goals of the program:

- to support the careers of less experienced female academics
- to create, exemplify and utilize synergies between the three universities
- to contribute to the superior goal of raising the percentage of women in leading positions and among professors at the participating universities

**Mentees:** PhD students, postdocs

**Mentors:** academics/researchers from universities (professors) or other research institutions

**Discipline:** all disciplines

**Format:** one-to-one mentoring, individual coaching and career development training



**Timetable:** 1.5 year (current cycle started on Sept. 2017)

**Successes and good practice:** mentees improved their knowledge in how to pursue their individual academic career, how to improve their self-representation and how to understand the “rules of the game” in academia better

**Obstacles, challenges, questions and plans:** recruiting a sufficient number of suitable mentees and ensuring their commitment throughout the entire program duration; warranting their commitment throughout the duration of the program (demanding working conditions, “gender fatigue”)

**Institutional position of coordinators:** Gender Equity Office

**Institutional embedding of the program:** part of University Development Plan

**Funding:** institutional

**Website:** [www.donau-uni.ac.at/gender/mentoring](http://www.donau-uni.ac.at/gender/mentoring)

**Contact persons:** Doris Czepa and Michaela Gindl,  
michaela.gindl@donau-uni.ac.at



## Programs for women in all disciplines

### Réseau romand de mentoring pour femmes

University of Fribourg

**Goals of the program:**

- support junior women scientists who aim at a career in academia

**Mentees:** advanced PhD students, postdocs on the way of professorship

**Mentors:** women and men professors in Swiss universities and abroad

**Discipline:** all disciplines

**Format:** one-to-one mentoring, soft skills workshops, peer groups

**Timetable:** 2 years (about 1.5 year for the mentoring relationship)

**Successes and good practice:** Mentees received the support they were expecting. They expanded their national and international networks and were encouraged to continue their academic career. The statistics for all program editions 1-8 show that 14% of the former Réseau romand mentees now have a position as a full, associate or assistant professor at university or EPFL/ETH level, at a university of applied sciences or a school of education.

**Institutional position of coordinators:** 1) coordinator: scientific collaborator, part of administrative and technical staff of the University of Fribourg; 2) head: head of gender equality office, University of Fribourg

**Institutional embedding of the program:** part of gender action plan 2017-20 of all partners institutions (part of SNSF-Swiss National Science Foundation gender strategy)

**Funding:** project funding

**Website:** <http://www.unifr.ch/f-mentoring/en/welcome/reseauromand>

**Contact person:** Muriel Besson, [muriel.besson@unifr.ch](mailto:muriel.besson@unifr.ch)

**UNI  
FR**  
■

UNIVERSITÉ DE FRIBOURG  
UNIVERSITÄT FREIBURG



## Programs for women in STEM disciplines

**Mentoring Hessen (ProCareer.MINT, ProCareer.Doc, ProAcademia, ProProfessur)**

Mentoring Hessen, Goethe University Frankfurt and 10 other Hessian Universities

## Goals of the program:

- to increase the percentage of women occupying attractive specialist and executive positions in business and science
- to provide preparation for professional life and encouraging women for their career steps (empowerment)
- to give orientation and help to make reflected decisions when confronted with multiple career path choices
- to improve the accessibility and transition between careers paths in science and business
- to promote equality-oriented cultures in science and business

**Mentees:** 1) ProCareer.MINT: students; 2) ProCareer.Doc: PhD students and postdocs;

**3) ProAcademia:** postdocs and advanced PhD students aiming at a career in Science;                      4) ProProfessor: professorship candidates

**Mentors:** 1) + 2) ProCareer.MINT and ProCareer.Doc: Successful women in business, research, administration and science management; 3) + 4) ProAcademia and ProProfessor: Professors in science and Research (female and male)

**Discipline:** 1) ProCareer.MINT: STEM; 2) ProCareer.Doc: all disciplines; 3) ProAcademia: all disciplines; 4) ProProfessor: all disciplines

**Format:** one-to-one mentoring, peer groups, professional and personnel development and qualification courses, networking, field excursions to enterprises and research institutes

**Timetable:** 1) ProCareer.MINT: 12 month, starting in June each year; 2) ProCareer.Doc: 15 month, starting in June each year; 3) ProAcademia: 15 month, starting, in May each year; 4) ProProfessor: 18 months, starting in May, every two years

**Successes and good practice:** a lot of alumni are in leadership positions and professorships; evaluation confirms the benefit for both mentees and mentors

**Obstacles, challenges, questions and plans:** we are looking for cooperation with other mentoring programs in Europe for exchange and networking between coordinators but also between mentees and mentors for their need of international networking

**Institutional position of coordinators:** the office of Mentoring Hessen is part of the Goethe University Frankfurt, attached to the Equal Opportunity Office

**Institutional embedding of the program:** part of Gender Action Plans of the 11 Hessian Universities

**Funding:** institutional, cooperation with 11 enterprises and 3 research institutes

**Website:** <http://mentoringhessen.de/>

**Contact person:** Ulrike Kéré, kere@mentoringhessen.de



## Programs for women in STEM disciplines

### **dynaMENT Mentoring for Women in Natural Sciences**

University of Hamburg (MIN Faculty Cluster of Excellence CUI, Collaborative Research Center SFB 676 und SFB 925), DESY, MPSD and PIER Helmholtz Graduate School

#### **Goals of the program:**

- to increase female participation on all levels in Natural Sciences (equality)
- to support and encourage women to pursue a career in science

**Mentees:** PhD students, postdocs (members of the project partners)

**Mentors:** female professors and leading scientists

**Discipline:** natural sciences

**Format:** one-to-one mentoring, networking events and workshops

**Timetable:** 1 year (starts in July)

**Successes and good practice:** Both mentees and mentors were satisfied with the organization and topics of the workshops/events. The mentees saw it as a great opportunity because they could benefit from the experience of a successful female researcher. With the support of their mentor they gained deeper insight into the scientific career landscape. They described that the mentors provided not merely a second opinion, but rather wise guidance based on rich professional experience. The mentors stated that they enjoyed seeing mentees grow and become more aware of their possibilities and options, and trusting their own plans and ideas.

**Obstacles, challenges, questions and plans:** At the moment we work on a questionnaire for the former mentees (2015/2016) to figure out which career paths they took and where they are today. For the future development of the program we are constantly working on new ideas for training formats, training topics and networking events as well as cooperation.

**Institutional position of coordinators:** project management and coordination (office?)

**Institutional embedding of the program:** The project is a joint venture of CUI, DESY, Max Planck Institute for the Structure and Dynamics of Matter, MIN Faculty Universität Hamburg, PIER Helmholtz Graduate School, SFB 676 and SFB 925.

**Funding:** joint venture of 7 different partners

**Website:** <https://www.dynament.de/>

**Contact person:** Anika Ostermaier-Grabow, mentoring@dynaMENT.de



Particles, Strings,  
and the Early Universe  
Collaborative Center for the Early Universe



## Programs for women in STEM disciplines

### **kite-mentoring**

University of Freiburg

#### **Goals of the program:**

- to support female PhD candidates and postdocs regarding: career planning, job search and application, developing personal skills, work-life balance, leadership and communication, networking, career days, contact to different companies

**Mentees:** PhD candidates and postdocs

**Mentors:** mentors are man and women from academia (not only from UF) and industry

**Discipline:** natural sciences (physics, chemistry, pharmacy, mathematics, computer sciences, engineering, biology, medicine)

**Format:** one-to-one mentoring, peer group mentoring (organized by the mentees themselves), courses and trainings (all events are voluntary)

**Timetable:** 1 – 1.5 years (starting point is according to the request), the program is open and flexible (registration is possible in any stage of the career - PhD and postdoc position)

**Successes and good practice:** mentees can register any time during a year and be part of the group (better than to have a „waiting list“); peer group is running all the time, organized by the mentees and in concordance with the methods of peer mentoring they have learned during the trainings

**Obstacles, challenges, questions and plans:** difficulty to find the mentors (we do not have our own mentor database yet); cooperation with other mentoring programs of the University Freiburg, the city of Freiburg and the network of the mentoring programs of Baden-Württemberg (LaKOG); extension of the mentoring program for men is being considered (What is the experience from other programs? Do we still need mentoring?)

**Institutional position of coordinators:** Coordinator of the „kite-mentoring“ program, Faculty of Engineering, Cluster of excellence „BrainLinks-BrainTools“

**Institutional embedding of the program:** coordinators are in contact with the Gender and Diversity Office and the Gender Equality Office of the University Freiburg

**Funding:** institutional, project funding - pooled gender money from different research programs (gender allowances from programs of the DFG) and contribution of some faculties (consequently, all junior female scientists of the contributing partners can participate in the kite-mentoring program)

**Website:** <https://www.brainlinks-braintools.uni-freiburg.de/gender-equality/kite-mentoring/>

**Contact person:** Evelyn Rusdea, kite-mentoring@mail.uni-freiburg.de



## Programs for women in STEM disciplines

**via:mento\_ocean**

Kiel University

**Goals of the program:**

- to support female scientists in non-permanent positions in developing their academic careers

**Mentees:** PhD students, postdocs (who are continuing their academic career, aiming for a professorship or a permanent senior research scientist position)

**Mentors:** experienced professors and senior scientists in permanent positions, who are members of any (German) university or non-university research institute

**Discipline:** all areas of Kiel Marine Sciences

**Format:** one-to-one mentoring, networking activities, workshops on different topics of general relevance for a successful career development in academia; the whole program is in English

**Timetable:** Normally 21 months (this year just 16 months - 4 months to prepare the mentoring relationship, 12 months mentoring)

**Successes and good practice:** via:mento\_ocean is the only German mentoring program in academia for a specific field and conducted in English in order to give female postdocs the opportunity to build up a network within a very internationally oriented community

**Obstacles, challenges, questions and plans:** this year we will have also doctoral researchers in the program - we do not know, if it will be a success or not; plan - cooperation with other cluster of excellence or with other international programs in the field Marine Sciences

**Institutional position of coordinators:** coordinator for gender measures Cluster of Excellence ‚The Future Ocean‘ and coordination via:mento\_ocean; working for the project „Future Ocean“ but collocated in the „Central Office for Gender Equality, Diversity & Family“ of the whole university

**Institutional embedding of the program:** Central Office for Gender Equality, Diversity & Family; via:mento\_ocean is a branch of via:mento for (post)docs of the Kiel Marine Sciences

**Funding:** project funding

**Website:** <https://www.mentoringocean.uni-kiel.de/en>

**Contact person:** Marta Chiarinotti, [mchiarinotti@gb.uni-kiel.de](mailto:mchiarinotti@gb.uni-kiel.de)



Christian-Albrechts-Universität zu Kiel





# Programs for both women and men in all disciplines

## Cross Cultural Mentoring Program

University of Stuttgart

### Goals of the program:

- Creating a culture of diversity on the campus of the University. The „learning from each other“ is a key aspect of the program.
- Strengthening the social integration of international students and their participation in the academic and student life at the university.
- Supporting and advising the international students in the initial study phase in order to improve their technical and linguistic skills.

**Mentees:** international full-time students in their 1st and 2nd semester (BA and MA)

**Mentors:** students of all study-fields (from the 3rd semester on)

**Discipline:** all disciplines

**Format:** one-to-one mentoring, courses, networking etc.

**Timetable:** every semester (April-September; October-March)

**Successes and good practice:** easy to find committed mentors; extra care to the matching process; the offer of interesting program of leisure activities and networking possibilities; we would like to serve as best practice to other universities who want to establish programs with international aspects - we offer support and advice in every step of the process of building up such a program

**Institutional position of coordinators:** Project Manager in the International Office of the University

**Institutional embedding of the program:** part of the internationalization strategy

**Funding:** project funding

**Website:** [www.ia.uni-stuttgart.de/ikmentoring](http://www.ia.uni-stuttgart.de/ikmentoring)

**Contact persons:** Maja Heidenreich, [heidenreich@ia.uni-stuttgart.de](mailto:heidenreich@ia.uni-stuttgart.de)



Universität Stuttgart

## Programs for both women and men in all disciplines

### MenTa – Talent Also Needs Mentoring

Ghent University

#### Goals of the program:

- Career mentoring for postdocs wishing to pursue a non-academic career

**Mentees:** postdocs (Belgian and international)

**Mentors:** former doctoral candidates or postdocs pursuing a non-academic career (either within our outside academia) or other people with great affinity with the target group

**Discipline:** all disciplines

**Format:** one-to-one mentoring, networking events, professional/personal development workshops and activities

**Timetable:** 1 calendar year (every two years a new edition is launched)

**Successes and good practice:** contribution to self-awareness of postdocs regarding career opportunities outside academe; increase of the visibility of postdoctoral researchers within and outside the institution; help to establish sustainable network with stakeholders outside academia

**Obstacles, challenges, questions and plans:** difficulties to measure/monitor real impact; how to coach/mentor mentors?; timetable - only

repeated every two years some postdocs will miss out on the opportunity; maybe interest in cooperation in the field of international non-academic careers; collaboration with non-academic partners

**Institutional position of coordinators:** HR & Doctoral Schools officers

**Institutional embedding of the program:** part of a postdoc talent management program

**Funding:** institutional, government subsidy

**Website:** [www.ugent.be/doctoralschools/en/menta.htm](http://www.ugent.be/doctoralschools/en/menta.htm)

**Contact persons:** Dieter De Bruyn, dieter.debruyn@ugent.be



## Programs for both women and men in all disciplines

### Mentoring for Scholars at Risk (SAR Mentoring)

University of Cologne

#### Goals of the program:

- effective support for SAR scholars' integration into German academia and culture;
- strong focus on career planning and implementation;
- to take global responsibility and actively protect the freedom of education and science

**Mentees:** international postdocs and professors with refugee status or being at risk

**Mentors:** academics and researcher at University of Cologne or other institutions as well as people outside university

**Discipline:** all disciplines

**Format:** one-to-one mentoring, peer groups, workshops, networking, coaching

**Timetable:** 1 year (January - December)

**Obstacles, challenges, questions and plans:** the program will hopefully be continued after the evaluation of a pilot run in 2018

**Institutional position of coordinators:** Management position in the Department for academic staff development

**Institutional embedding of the program:** Project of the Department for academic staff development in cooperation with International office

**Funding:** project funding

**Website:**

**Contact Persons:** Katrin Pieper, k.pieper@verw.uni-koeln.de



## Programs for both women and men in all disciplines

### Mentoring for Early Career Researchers

Institute of Sociology, Czech Academy of Sciences

#### Goals of the program:

- to support the professional development of doctoral students and postdoctoral researchers
- to facilitate the launch of their academic career
- to help them make future plans

**Mentees:** Ph.D. candidates and postdocs

**Mentors:** academics and researchers from institutions in the Czech Republic and abroad

**Discipline:** all disciplines

**Format:** one-to-one mentoring, professional and personnel development workshops with external trainer

**Timetable:** 1 year (March - December)

**Obstacles, challenges, questions and plans:**

- low priority for mentees (lack of motivation to attend workshops, no apologies from registered attendees etc.)
- how to make mentees more disciplined (e.g. registration fees?)
- we plan to transform the national program to international one

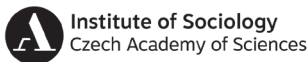
**Institutional position of coordinator:** Ph.D. candidate in the Centre for Gender & Science

**Institutional embedding of the program:** Project of the Centre for Gender & Science, Institute of Sociology, Czech Academy of Sciences

**Funding:** project funding

**Website:** <http://genderaveda.cz/en/mentoring-en/>

**Contact Persons:** Kateřina Maršálková, [katerina.marsalkova@soc.cas.cz](mailto:katerina.marsalkova@soc.cas.cz)



Institute of Sociology  
Czech Academy of Sciences



## Programs for both women and men in STEM disciplines

**Mentoring Program for Early Stage Researchers at UCT Prague**

University of Chemistry and Technology, Prague

**Goals of the program:**

- to help to start up scientific career for early stage researchers (PhD students and post-docs), particularly female researchers

**Mentees:** PhD students, post-docs (preferably women but also men and foreigners)

**Mentors:** people outside UCT or from another faculty than a mentee, from both academic and private sectors according preferences of mentees

**Discipline:** chemistry - all branches as are the study programs of UCT Prague

**Format:** one-to-one mentoring (we have also a group of 1 mentee and 2 mentors)

**Timetable:** 10 months (March-December)

**Obstacles, challenges, questions and plans:** some senior researchers of UCT Prague do not understand the importance of mentoring and consider it worthless

**Institutional position of coordinators:** Advisory and Career Centre

**Institutional embedding of the program:** The 1st edition was financed under the FP7 project TRIGGER, currently the program is financed from the internal funding under the Institutional plan of development of UCT Prague 2016-2018

**Funding:** institutional, project funding

**Website:** <http://kariera.vscht.cz/mentoring>

**Contact person:** Anna Mittnerová, [Anna.Mittnerova@vscht.cz](mailto:Anna.Mittnerova@vscht.cz)



## Programs for both women and men in STEM disciplines

### **Mentoring, Coaching and Training for scientists at EPFL**

Ecole polytechnique fédérale de Lausanne (EPFL)

#### **Goals of the program:**

- support for progress in Ph.D. thesis writing process
- career development
- advice during tenure track

#### **Mentees:**

- Ph.D. candidates
- female PhDs and postdocs
- tenure track professors

#### **Mentors:**

- EPFL faculty (co-supervisors of Ph.D. candidates)
- mentors from academic and non-academic institutions
- EPFL faculty

**Discipline:** all EPFL disciplines

#### **Format:**

- one-to-one mentoring
- one-to-one and peer mentoring
- one-to-one mentoring

#### **Timetable:**

- the whole PhD training (from enrolling to PhD training to gaining Ph.D. degree)
- 1 year
- during Tenure Track period

**Institutional Position of Coordinators:**

- PhD program coordinator
- specific mentoring program coordinator
- head of school or institute

**Institutional embedding of the program:** a) EPFL; b) ETH Domain; c) EPFL

**Funding:** a) EPFL; b) ETH Domain; c) EPFL

**Website:** a) - ; b) <http://www.fix-the-leaky-pipeline.ch/>; c) -

**Contact person for equal opportunities:**

Helene Füger, [helene.fueger@epfl.ch](mailto:helene.fueger@epfl.ch)







# SPACE FOR YOUR NOTES

A series of 25 horizontal dotted lines for writing notes.



The handbook was developed as part of the project “Center for Gender and Science 2017 - 2020” (INTER-INFORM), MEYS, LT117 and supporting the long-term conceptual development of the research organization RVO: 68378025.

© Center for Gender and Science

Institute of Sociology of the Czech Academy of Sciences, Praha 2017

ISBN: 978-80-7330-332-7 (print)

ISBN: 978-80-7330-333-4 (online)

# MENTORING

## Career Development of Early Career Researchers

*Kateřina Cidlinská, Martina Fucimanová*

Cover design: Ivana Čeljuska

Typesetting: Michal Pytlík

Published by: Institute of Sociology of the Czech Academy of Sciences

Praha 2018



# 3. FLOOR

SATISFACTION IN PROFESSIONAL  
AND PERSONAL LIFE

# 2. FLOOR

INTERNATIONAL COOPERATION,  
SUCCESSFUL RETURN FROM PARENTAL LEAVE

# 1. FLOOR

FIRST PUBLICATION, OBTAINING A GRANT

