Mentoring in Academia and Research: a Tool to Improve Gender Equality in Human Resource Management

23.10.2020
9.30 – 13.30

www.genderaveda.cz
www.eument-net.eu

International Expert Exchange

The attendees of the conference are:

We understand „MENTORING" as:

Session 1: How to set up a mentoring programme

- **Conclusion/statements from our (expert) side**
  - Defining the mentoring programme: objectives, target group and target group
    - Understanding the specific needs of the target group
  - Support / Coordination and Budget (also private)
  - Importance of Public Relations
  - Networking externally and internally
  - Support of individual female researchers and change of the system
  - Why female researchers should stay in focus of mentoring programmes

Marta Chiarinotti, Ruth Kamm, May Morris

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Session 1: How to set up a mentoring programme

■ **Conclusion/statements from our (expert) side**

- How to deal with resistances and strategies to improve the standing of the mentoring programme
- Chances of a only women programme, and how to include to some extent men (as mentors, not as mentees)
  - Male/female mentors for female-only mentees: Some mentees even specifically wanted to be mentored by male mentor.
- Change needs to also come within the institutions (regarding gender equality)
- How to persuade the top management that mentoring/female-mentoring is good idea
  - Prestige, keeping up with other institutions
  - More effective than using numbers and statistic

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Session 2: How to work with mentors?

- ## **Conclusion/statements from our (expert) side**

  - ### Recruitment-Matching
    Understand by means of a profile or questionnaire the manifold resources and competences the mentor can provide; check the individual goals of the mentee; clarify the mutual motivations.

  - ### Expectations
    The mentor provides time, commitment, insights and experience; his/ her task is not teaching, but empowerment.

  - ### Benefits for the mentor
    are multiple: new impulses, stimuli for the own work, new experiences, networks, insights, training of skills, esteem.

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Maria Rosaria Masullo, Evelyn Rusdea, Kerstin Tiefenbacher

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Session 2: How to work with mentors?

■ Conclusion/statements from our discussion

– Voluntary and bidirectionality. No hierarchy!

– Incentives good but the joining is altruistic

– Mentors can change during the programme if mentee goals change. This is good!

– Time limit! Also for evaluation purposes

– Written agreements important

– Covid-19 can be an opportunity

– Disposition to reflect on own biases and develop/change

– Prepare mentors to be mentors! Support material important

– Group mentoring complements very good the one to one mentoring

– Asking mentees about their wish mentor list is a good way to start!

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Session 3: How work with mentees

- **Conclusion/statements from our (expert) side**

  - Elicitation of Mentees needs
    - We need empirical evidence of our mentees needs
  - Lack of proactivity/commitments – depends on number of mentees and their motivations (doctoral school affiliations, chart, guidelines..)
  - Reconciliation of career and life
  - Communication with mentor and with coordinator peer groups help a lot
  - Young generation can be over-coached

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Julie Batut, Phuong Glaser

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