

**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](http://www.genderaveda.cz)  
[www.eument-net.eu](http://www.eument-net.eu)

 

gender & science

## ***International Online Expert Exchange***



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# Session 2: How to work with mentors?

## ■ Experts

- Dr. MARIA ROSARIA MASULLO (National Institute of Nuclear Physics, Naples, Italy)
- Dr. EVELYN RUSDEA (Univ. Freiburg, Germany)
- KERSTIN TIEFENBACHER (Univ. Vienna, Austria)

## ■ Facilitator

- IZASKUN LACUNZA (Spanish Foundation for Science and Technology, Madrid, Spain)

# Session 2: How to work with mentors?

**Block I: 10:10-11:10**

## ■ AGENDA

10:10-10:15 Welcome

10:15-10:30 Input-Presentation from experts' side

10:30-10:35 Q&A

10:35-11:05 Open discussion

11:05-11:10 Main findings

# Session 2: How to work with mentors?

Block II: 11:30-12:30

## ■ AGENDA

11:30-11:35 Welcome

11:35-11:50 Input-Presentation from experts' side

11:50-11:55 Presentation **CLAUDIA MIEBACH** (Univ. Frankfurt  
Germany)

11:55-12:00 Q&A

12:00-12:25 Open discussion

12:25-12:30 Main findings

# Session 2: How to work with mentors?

## Housekeeping

- Mute your mics
- Use the chat to put questions or virtually raise your hands
- We will open the floor after the presentations

# Session 2: How to work with mentors?

## ■ Goals of the session

- Main goal is to get tips on what to do with mentors to reach specific aims and solve specific problems
- What are possible problems regarding the cooperation with mentors?
- How can we solve these problems? Best Practice

# Session 2: How to work with mentors?

## ■ Structure

- Recruitment - finding a mentor
- Matching - contacting and meeting
- Expectations in the mentors
- Working with mentors
- Benefits for mentors

# Session 2: How to work with mentors?

- *Recruitment of a mentor*

- Include the mentees in the process – ask them to make suggestions (differences btw. 1:1 and peer mentoring)
- „Activate“ your own network (e.g. former mentors, Alumnae, cooperation partners - also from industry, public sector)
- Open searching (personnel of your university or institution, relevant networks, Xing, LinkedIn, google and other internet platforms, ...)
- Assessing (“checking”) the mentors: motivation, skills, commitment, etc.

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- **Matching – contacting – meeting**
    - Matching: program coordinator
      - ♦ use a questionnaire or profile to pick up information and data you need for the matching
    - Contacting: different approaches
      - ♦ contact directly by the mentee
      - ♦ contact via the program coordinator
      - ♦ contact via other mentors, experts
    - First meeting: prepare mentors (& mentees) with a leaflet
- !** *Clear and precise communication of expectations and roles (mentees towards mentors and vice-versa) !*

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- *Expectations in the mentor (1)*
  - Intrinsic motivation, voluntary base
  - Open-mindedness and confidence, no hierarchy
  - Willingness to share knowledge and networks as well as professional experience and life-experience
  - Ability to refrain from acting in a teacher's mode – imposing advice and ready answers – rather acting as a guide in a coach-mode for the mentee
  - Commitment
  - Time required
  - Disposition to reflect and develop him- and herself

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- *Expectations in the mentor (2)*
  - Knowledge about the current challenges faced by young researchers (including career paths)
  - Awareness of gender-specific barriers
  - Reflection from a gender perspective on the conciliation between research work and private life
  - Reflection of the own role:
    - » Expert advisor vs. personal development counsellor
    - » Active listening
    - » Ability to reflect own biases

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- *Working with mentors*
  - Organisational structure of the program: introduction of the program (e.g. handbook, mentoring agreement)
  - Preparation for the role as mentor: mentoring-training, gender- & diversity workshops
  - Continuous support (meetings, focus groups, supervision)
  - Obligations (“mentoring agreement“ -> in written form)
  - Quality management: mid term evaluation, final evaluation
  - Networking events (advantages of online formats!)

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- ***Benefits for mentors***

- Professional assistance of the mentoring process:
  - » Allocation of tutors (costly)
  - » Support through coaching, training, supervision
- Strengthening of the own advisory capacity and leadership competence
- Extension of own networks and new cooperation possibilities
- New impulses, ideas and stimuli for the own work
- Reflection of own position and roles [in broader sense: own career and aspirations] also from a gender perspective!!

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## ■ 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.*

# Session 2: How to work with mentors?

## ■ Conclusion/statements from our discussion

- Voluntary and bilateral. No hierarchy!
- Incentives good but the joining is altruistic
- Mentors can change during the program if the goals of the mentee change. This is good!
- Mentoring has a limited time! 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 1:1 mentoring
- Asking mentees about their wish mentor list is a good way to start!