

Mentoring researchers

Euraxess Top IV (Gr. No:786133), Task 2.3 Community of Practice

Webinar for Euraxess Staff & Career Development Center, 19/6/2019

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Did you say « Mentor »?

When Odysseus went to fight in the Trojan War, he has trusted **Mentor**, who had entrusted the care of his kingdom and his son and so been given the task of educating Odysseus' son, Telemachus.

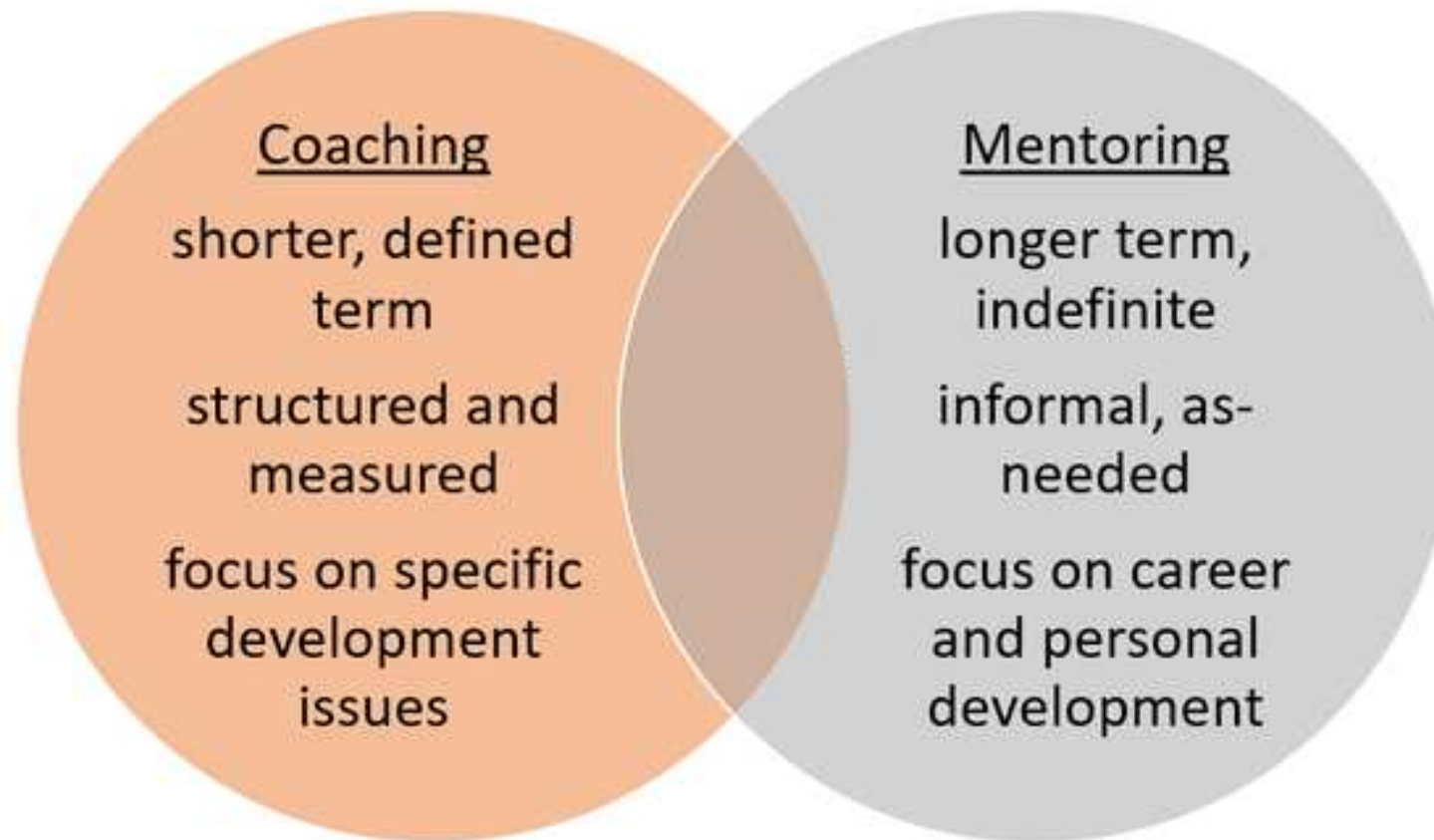


What is mentoring?

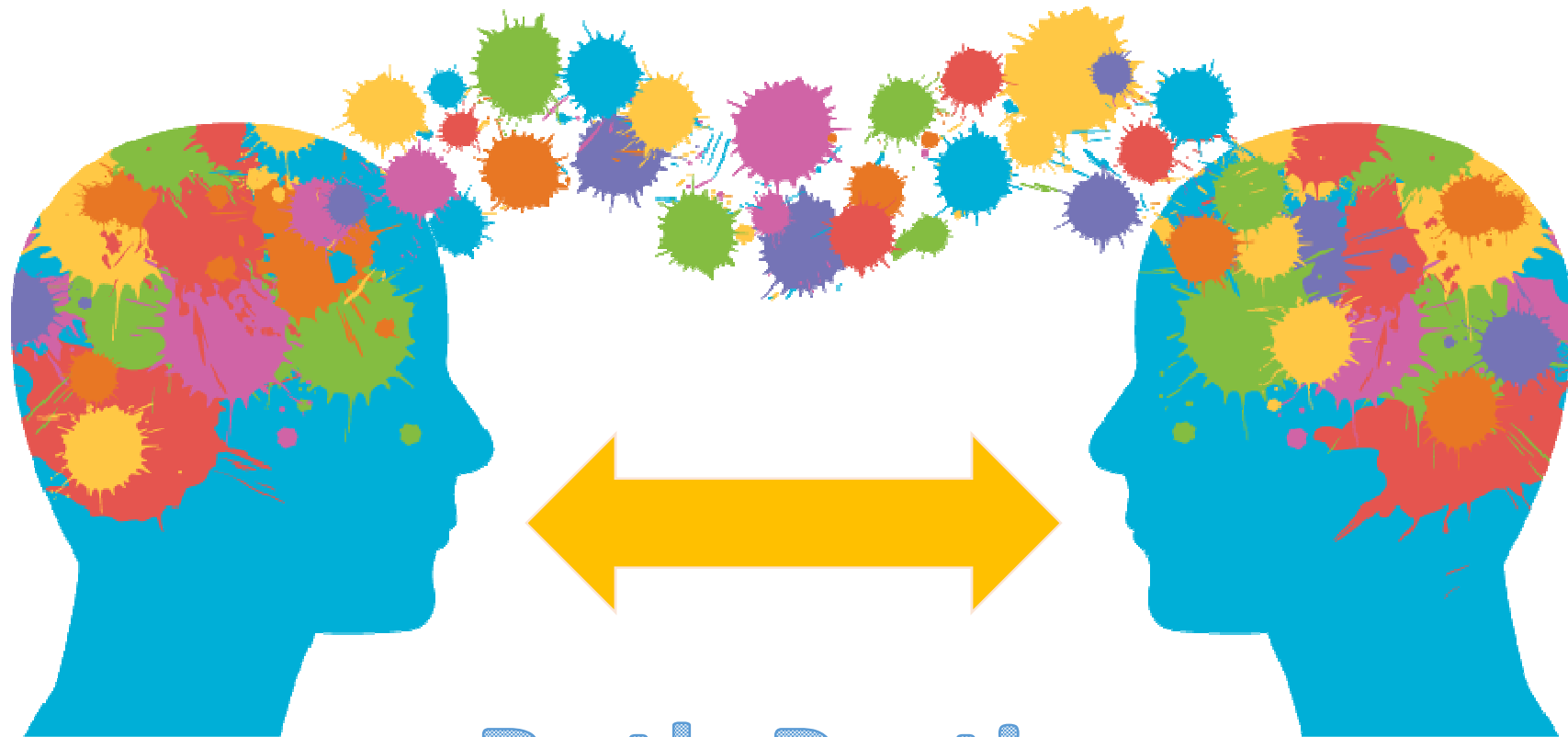
- Mentoring is a timeless voluntary professional relationship between a mentor and a mentee, whose purpose is professional and career development.



Coaching versus Mentoring



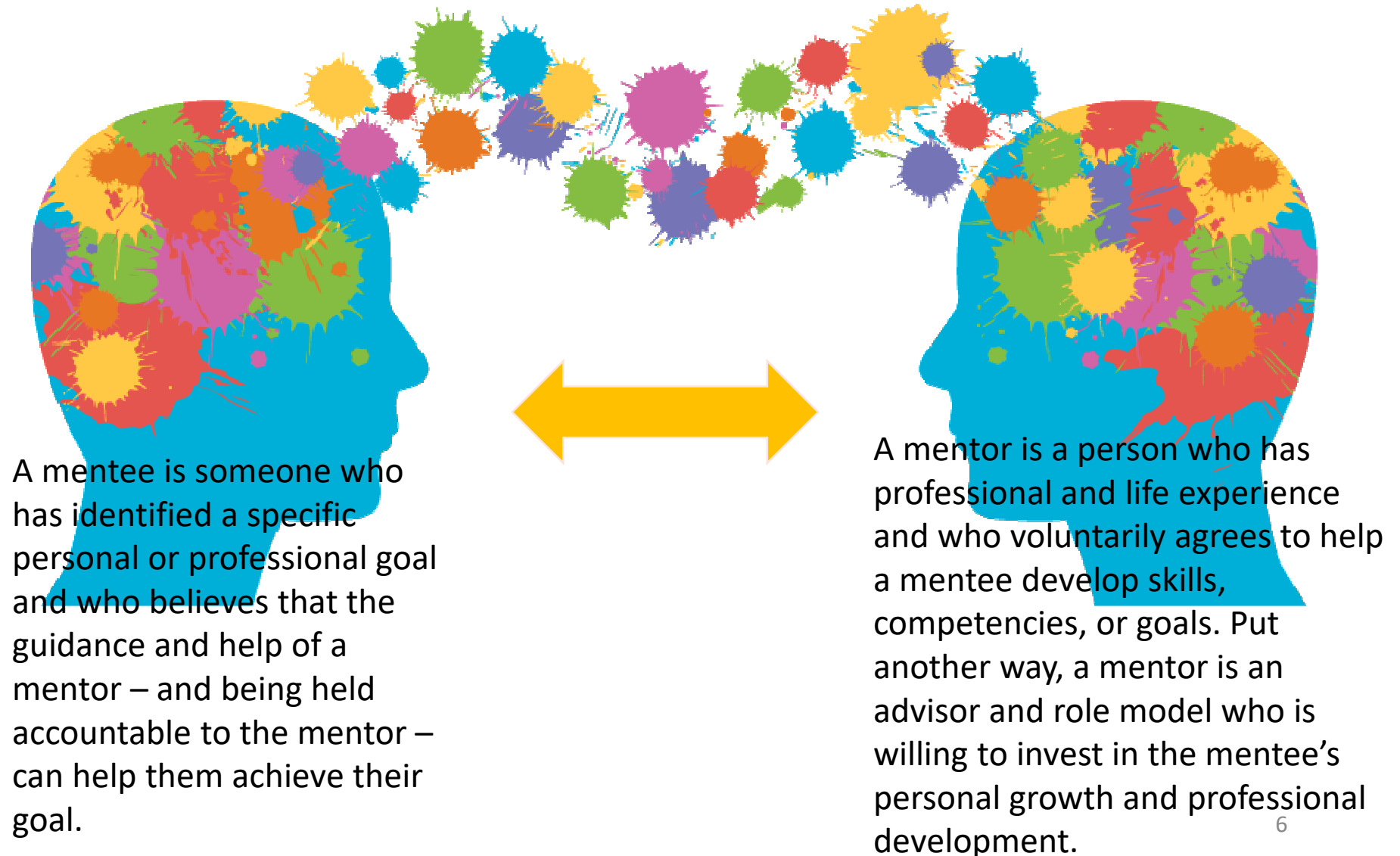
Who drives the mentoring process?



Both Parties

But roles are different

Who drives the mentoring process?





At the heart of mentoring

Relationship

Trust


Respect

Communication

Involvement

Confidentiality

Principles for implementation

- 
- Researchers are aware of mentoring possibilities (internal, external)
 - The mentee takes the initiative
 - The mentor responds
 - They work together and assess progress



Role of the organisation

- In-house mentoring programme
- Information on possibilities
- Listing of potential mentors
- Programme assessment
- Measurement of outcomes
- Communication on success
- Encourage researchers as mentors
- Help if difficulties arise
- Recognition of mentoring activities
- Training on mentoring and coaching skills

Benefits



of mentoring

- It supports researchers' advancement in research and career.
- Mentees are less likely to feel ambushed by potential bumps in the road, having been alerted to them, and provided resources for dealing with stressful or difficult periods in their careers.
- The experiences and networks their mentors help them to accrue may improve the researchers' prospects of securing professional placement.
- The knowledge that someone is committed to their progress, someone who can give them solid advice and be their advocate, can help to lower stress and build confidence.
- Constructive interaction with a mentor and participation in collective activities he or she arranges promote engagement in the field.

Who can be mentor?

Any person who can help, commit and is available

A Senior colleague in the same unit

Can offer
issues th

A Senior

Close en
overview

A Discip

- Some with your sphere and able to offer a wider perspective on possibilities.

A Near-peer mentor

- A close perspective, able to understand your position. Can draw on direct, recent experience to offer insights about likely issues.

Mentoring is an approach to people development that is independent of and takes place outside any line management relationship

Different mentors can offer different insights

Who can be mentor?

Any person who can help, commit and is available

A Senior colleague in the same unit

Can offer insight into your context, including detail about people and issues that surround you on a day-to-day basis.

A Senior colleague in the same institution

Close enough to understand your context, but better able to give an overview. Able to give insights into wider strategies and issues.

A Disciplinary colleague outside of the institution

- Somewhat removed from the particulars of your context, but familiar with your sphere and able to offer a wider perspective on possibilities.

A Near-peer mentor

- A close perspective, able to understand your position. Can draw on direct, recent experience to offer insights about likely issues.

Different mentors can offer different insights



Qualities of a Good Mentor

1. Willingness to share skills and expertise.
2. Demonstrates a positive attitude and acts as a positive role model.
3. Takes a personal interest in mentoring.
4. Exhibits enthusiasm in the field.
5. Values ongoing learning and growth in the field.
6. Provides guidance and constructive feedback.
7. Respected by colleagues and employees in all levels of the organization.
8. Sets and meets ongoing personal and professional goals.
9. Values the opinions and initiatives of others
10. Motivates others by setting a good example.

Benefits



of being Mentor

- Personal satisfaction from being able to share experience
- Feeling energized
- Increased self-awareness
- Reinforced sense of professional identity
- Increased visibility and respect in your organization
- Increased ability to develop talent
- Enhanced managerial skills
- Increased job satisfaction
- Increased confidence
- Opportunity to help shape future industry leaders
- Opportunity to gain insight about a different generation or culture
- Opportunity to enhance your people skills
- Opportunity to interact with, and learn from, someone outside of your normal social or professional circle
- Opportunity to build or enhance your support network
- Opportunity to develop lasting friendships

Who select mentors?

The mentee!



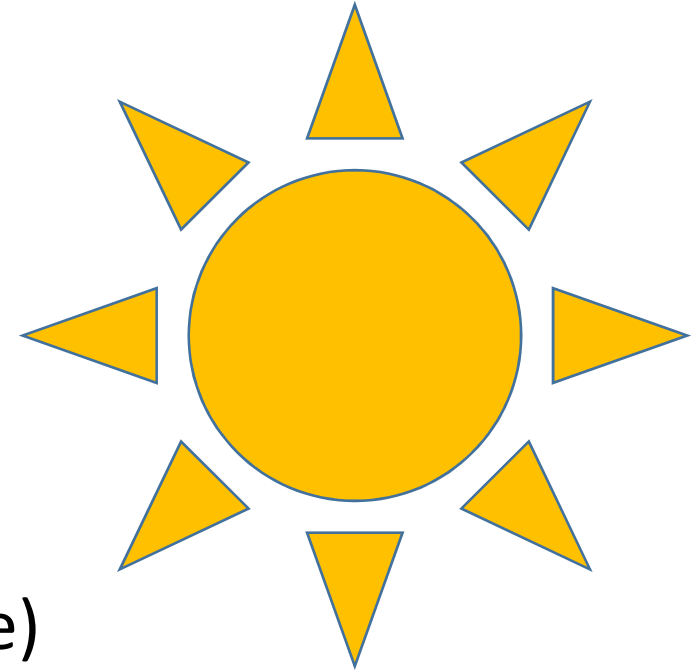
Identifying a mentor



- Understand the characteristics of an effective mentor.
- Prioritize the characteristics that are particularly important to you.
- Ask others who they might recommend as a mentor and ask them to introduce you to them.
- Consider seeking multiple mentors.

Types of mentoring

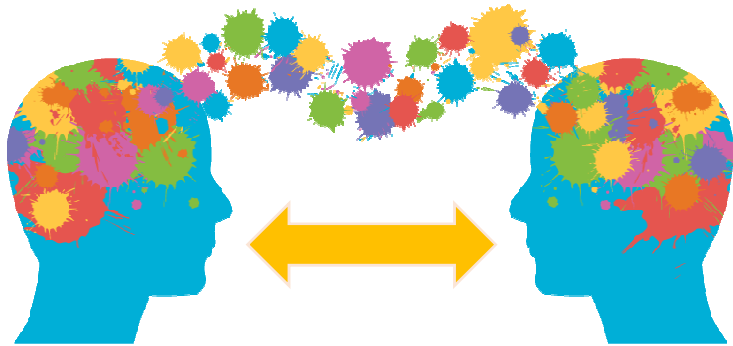
- Classical mentoring (one-to-one)
- Group mentoring (one-to-many)
- Multiple mentoring (many-to-one)
- Team mentoring (many-to-many)
- Peer mentoring
- Reverse mentoring
- Triad mentoring (one-to-two; two-to-one)
- e-mentoring



Mentee's expectations

- Career advice
- Help setting career goals and strategies for achieving them;
- Help with networking
- Help expanding your network
- Help raising your profile
- Insights into a particular area or specialty
- Perspectives on ways of achieving a work-home balance
- Improvement of particular skills, such as communication management or time management skills
- ...





What makes mentor-mentee relationship great?

- The mentor's role is to provide guidance, encouragement and support.
- The mentee's role is to ask for help when needed, set the agenda for the meetings, establish clear lines of communication, maintain contact, and learn.
- It is also important to evaluate and assess whether the goals and expectations are being met and if the meetings are productive.

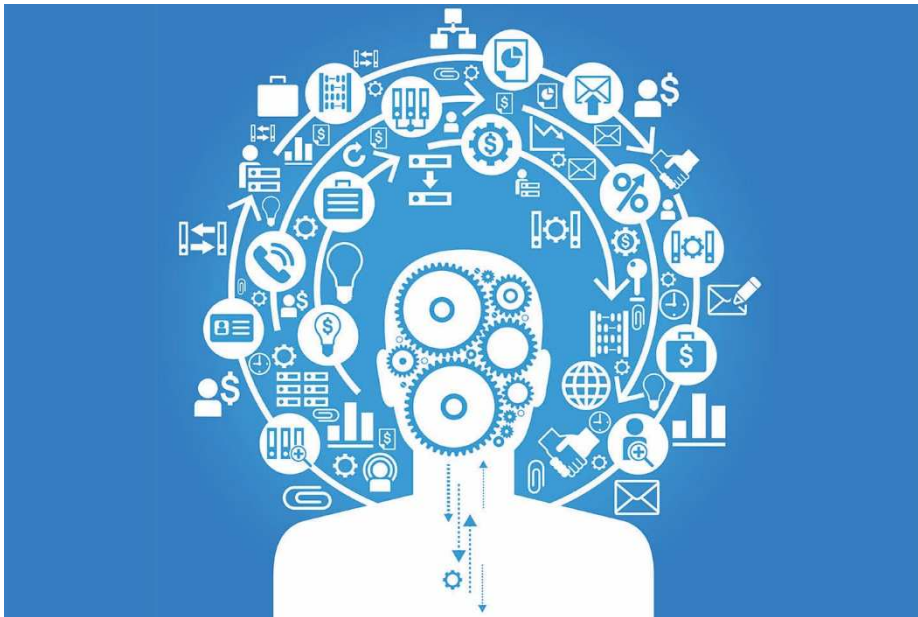
Mentoring in a diverse community

- Women, underrepresented groups, international, LGBTQ+, researchers with disabilities, researchers with children
- Call for attention and thoughtfulness on the part of mentors on need for role model, questioning the academic canons vs their interests, feeling of isolation, burden of being a spokesperson, concern about speaking up in class/lab, suffering from stereotypes



What happens if problems arise?

- The problems can range from minor (for example, scheduling difficulties) to serious (for example, a breach of confidentiality)
- Proceed using a 3-approach:



- Identify the grounds for dissatisfaction
- Raise your concerns with your mentor
- Assess whether you feel the problems are remediable

How Euraxess staff can help

- Sensitize researchers to mentoring
- Disseminate info, tools & references
- 1st contact with mentees or mentors
- Help to match mentor-mentee
- Contribute to mentoring (joint mentoring)
- Help to deal with problems
- Help to deal with diversity
- Collect feedback



Time for questions ...

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References

Images:

p.2: <http://en.wikipedia.org>

p.3: <https://ax.polytechnique.org/page/carrieres-programmes-mentoring>

p.4: <https://johnmattone.com/executive-coaching-definition-benefits-strategies-and-results/>

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p.10: <https://www.highlandvillage.org/311/Benefits-Overview>

p.15-16: <https://atmanco.com/fr/blog/recrutement/recrutement-selection-du-personnel-comment-atmanco-aider/>

p.20: <https://thatfreckledbrunette.com/2017/05/07/lack-of-diversity-in-a-diverse-community/>

p.22: <https://www.businessnews.com.au/article/What-is-business-intelligence-and-what-problems-can-it-solve>

References

Content:

- *Vitae UK: Mentoring and coaching researchers* - <https://www.vitae.ac.uk/doing-research/leadership-development-for-principal-investigators-pis/developing-individual-researchers/mentoring-and-coaching-researchers>
- *Professional Skills for Research Leaders – Course on« Developing and consolidating your research career »* – ULiege Mentoring programme
- *What advice would you give researchers on using their career plan?* - Dr Eithne O'Connell Senior Lecturer in Translation Studies, Dublin City University
- *Towards a successful mentor-mentee relationship* - <https://www.forbes.com/sites/pragyaagarwaleurope/2018/08/26/top-tips-for-a-successful-mentor-mentee-relationship/>
- *How To Be A Great Mentee And Mentor* - Roberta Matuson, <https://www.forbes.com/sites/robertamatuson/2018/11/14/how-to-be-a-great-mentee-and-mentor/>
- Institut d'assurance - <https://www.insuranceinstitute.ca/fr/Mentoring/about-mentoring/what-is-mentoring>
- *Coaching for performance*. Whitmore, J. (1993), Nicholas Brearley Publishing Ltd.



Mentoring researchers-

Useful documents

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Useful docs
Mentoring

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Coaching versus mentoring

Mentoring	Coaching
Focus is on career and personal development	Focus is generally on development/issues at work
More long-term and takes a broader view of the person	Short-term (sometimes time-bounded) and focused on specific development areas/issues
Mentor is usually more experienced and qualified than the 'mentee'. Often a senior person in the organisation who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities	Coaching is generally not performed on the basis that the coach needs to have direct experience of their client's formal occupational role, unless the coaching is specific and skills-focused
Ongoing relationship that can last for a long period of time	Relationship generally has a set duration
Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support	Generally more structured in nature and meetings are scheduled on a regular basis
Agenda is set by the mentee , with the mentor providing support and guidance to prepare them for future roles	The agenda is focused on achieving specific, immediate goals

Source: <https://www.vitae.ac.uk/doing-research/leadership-development-for-principal-investigators-pis/developing-individual-researchers/mentoring-and-coaching-researchers>

Types of mentoring

Source: Garcia paper n° 13 : Toolkit for setting up a self tailored mentoring programme for researchers, page 15

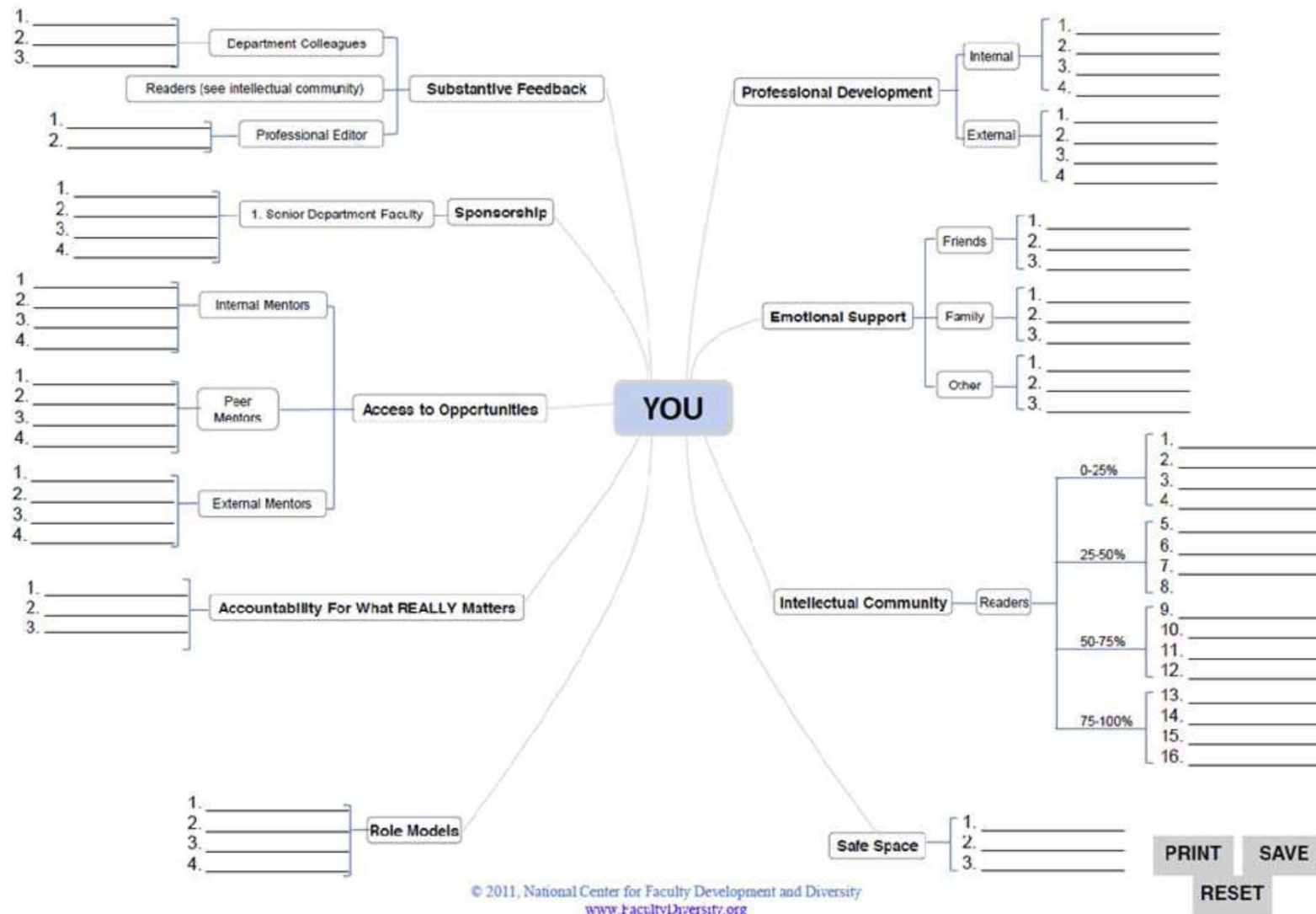
http://garciaproject.eu/wp-content/uploads/2016/10/GARCIA_working_papers_13.pdf

Type of Mentoring	Characteristics	Advantages	Disadvantages
Face-to-Face	Dyads with mentor (experienced in the position) and mentee (inexperienced)	Relational aspect favoured. A better knowledge of the issues.	If persons are not well matched, the relationship does not work.
Peer-Mentoring	Dyads are composed of peers.	Enlargement of the network, no hierarchical bias.	Can engender competition feeling. No role modelling.
Cross-mentoring	The members of the dyad belong to different categories (gender, ethnicity...) or evolve in different units of the organization.	Interdisciplinary exchange. Favours connectivity. Enlargement of the network.	Not always a good knowledge about the evolution of the particular domain/field.
Reverse-mentoring	An inexperienced person shares their knowledge with an experienced person.	More experienced workers acquire up-to-date knowledge. Valorisation of inexperienced workers' current knowledge/competences.	Not always well received by senior members.
Lateral-mentoring	The persons composing the dyad have the same status.	No hierarchical bias, using feedback as tool of evolution. More sharing. Feeling of « community ».	Risks of no enlargement of the network and/or the development of competences.
Group-mentoring	One or two mentors animate meetings with multiple mentees	Mobilisation of a single mentor for multiple mentees. Allows an enlargement of the network for the peers.	The relational aspect is not central. Introverts might not participate.
E-mentoring	The dyad is formed by people who are communicating via internet.	The ease of contact. Allows contact without actual physical presence. Introverts may appreciate.	Sometimes perceived as not personal enough.

Table 1. Types of mentoring (Adam, 2016 from Paul, 2009; Ensher and Murphy in Raggins and Kram, 2007)

Mentoring Map

Source: Garcia paper n° 13 : Toolkit for setting up a self tailored mentoring programme for researchers, page 17



Swot analysis

Source: Garcia paper n° 13 : Toolkit for setting up a self tailored mentoring programme for researchers, page 27

	Positive (to achieve the goal)	Negative (to achieve the goal)
INTERNAL ORIGIN	Strengths	Weaknesses
	<p>Networks, existing programmes</p> <p>Bottom up</p> <p>Gender expertise and knowledge among organizers</p> <p>Potential complementarity among SSH and SST (ex. Participatory design)</p> <p>Management support</p> <p>Informational content already available</p> <p>Tools (Qualtrics...)</p> <p>Good timing</p> <p>—</p>	<p>Budget, time</p> <p>No perspective for lasting mentoring initiatives</p> <p>Lack of institutional support</p> <p>No experience in MP</p> <p>Too many candidates</p> <p>Incomplete and spread information</p> <p>No clear regulation for rights and duties</p> <p>—</p>
EXTERNAL ORIGIN	Opportunities	Threats
	<p>Will, motivation</p> <p>To enhance visibility of early career researchers</p> <p>Increase the sense of belonging</p> <p>Existing base and links with it</p> <p>Institutional generalization and support</p> <p>National or European gender regulation</p> <p>Networks</p> <p>—</p>	<p>Institutional complexity</p> <p>Lack of collaboration between actors</p> <p>Administrative and bureaucratic process schedule</p> <p>Time, costs</p> <p>Resistance: Judgment "sexism", men vs women, low awareness about mentoring</p> <p>Too few mentors, mentors availability, no incentives for mentors</p> <p>Position instability (changes in deans etc.)</p> <p>Low gender expertise and/or no gender equality office</p> <p>—</p>

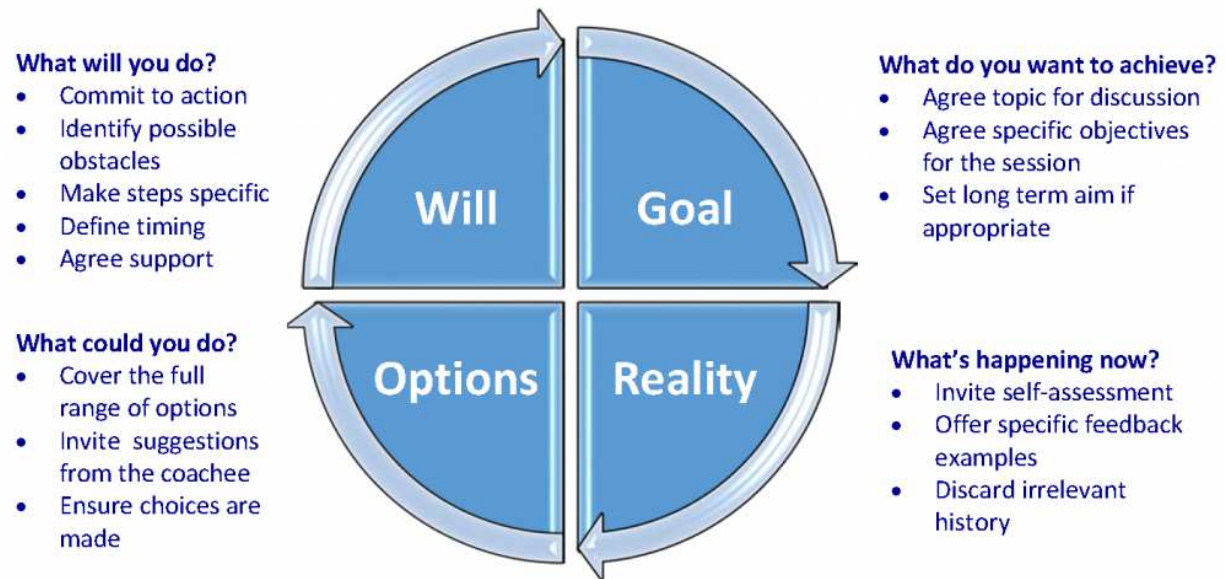
Table 4. A cross-country SWOT analysis.

Then the **resources** must be listed (available and needed) in terms of personnel, time, data base, organigram, space, budget and fundings. The ideal timeline must also be

GROW Model for structuring mentoring/coaching sessions

(G. Alexander, A. Fine and John Whithmore)

- **Goal:** What is the desired outcome?
- **Reality:** What is currently happening?
- **Options:** What could you do?
- **Will:** What will you do?



Many references on the GROW model can be found. See i.e. https://www.mindtools.com/pages/article/newLDR_89.htm

Goal setting exercise- a template to help mentees defining their goals

(<http://www.insuranceinstitute.ca>)

- 1. What do you want out of life?
- 2. What professional positions or roles would you like to have in your career?
- 3. Where do you want to be one year from now? What about three years from now? Or five years from now?
- 4. Can you achieve your career objectives with your current skill set? If not, what skills or training might you need to reach your career objectives?
- 5. What will you be able to do as a result of achieving your goal? Or, how will your life be different as a result of achieving your goal?
- 6. What character traits and competencies do you need to obtain your objectives? Do you have these traits and competencies or do you need to develop them?
- 7. Are your objectives consistent with your philosophy of life?

Initial questions to the mentor

- Are my career success goals still appropriate?
- Have I chosen the right signifiers of success?
- Have I got my priorities right for to uncover mismatches between effort and impact?
- What else should I be thinking about at this stage?

Really helpful in the context of monitoring your progress when you need a clear perspectives on things done and thing still to do

Being able to monitor your progress is an essential skill for most positions, allowing you to better organise your workload and to ensure that you're taking regular, well-structured steps towards achieving goals. In the context of a research leadership career it can be more challenging, since the outcomes may be less easily quantified

After your 1st meeting, as mentee, ask yourself these questions:

- Do they understand your goals?
- How often are they available to meet?
- Do they have the same philosophy towards work/life balance as you?
- Have they been a successful mentor in the past?
- What is their mentorship philosophy?
- Do they seem supportive?
- Do you get along?
- Would you feel comfortable coming to them with a problem?

When is it over?

When they have reached their goals or when mentees and mentors believe it is time to move on, they should end the relationship.

Formally ending the relationship will help them maintain good relations going forward.

This could be expressly stated in the 'rules of the game' prepared for both mentors and mentees by the organization.

A switch in perspective : how mentees can support mentors ;-)

- Remember, you have valuable skills to share. What could you teach your mentor that would make their life easier?
- Junior members of staff and postgraduates usually have social media skills; advice that a mentor without those skills would find valuable.
- Just because someone is further along the career path does not mean that they know everything. I have supervised students who had brilliant ideas and approached problems with a fresh perspective.
- Carving out a successful academic career can be difficult, with many setbacks along the way. Having someone on your side as your champion can make all the difference to succeeding in building your academic track-record.
- Good mentors, especially awesome mentors, are hard to find. In the meantime, to widen your knowledge, consider taking advantage of blogs, forums, as sources of inspiration.

Is an in-house mentoring program right for your organisation?

Mentoring Advantage programme of CIP Society, a division of the Insurance Institute, Canada (<http://www.insuranceinstitute.ca>) suggest to Answer true or false quiz for organizations:

1. Mentoring is ideal for helping staff with issues of work/life balance.
2. Our managers are expected to coach their staff on a variety of things, so mentoring is not needed.
3. Acting as a mentor can improve the person's job performance.
4. Having a mentoring program can create a climate of favouritism.
5. Our organization has an Employee Assistance Program (EAP), so we don't need a mentoring program.
6. The skills necessary to be an effective mentor cannot be taught so if our organization doesn't have people with solid mentoring skills the program will flop.
7. Workers who have been mentored are more inclined to act as mentors.
8. Once a mentoring program is solidly established, monitoring is not important.
9. Mentoring goes hand-in-hand with training and development initiatives as well as performance evaluation.
10. Our organization cannot afford to institute an in-house mentoring program.

Answers can be found on : <https://www.insuranceinstitute.ca/-/media/Mentoring/Mentoring-PDF-tools/True-or-false-quiz-for-organizations.pdf>



Mentoring researchers- Useful docs Institutional mentoring programme

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Mentoring programme

Here are some ways to signal your organization's commitment to a mentoring programme:

- Include top management in the program design and administration.
- Market the program to staff
- Tell about the program when recruiting
- Encourage top leaders to participate as mentors
- Let program participants use work time for their mentoring activities.
- Reward staff for participating
- Hold events that spotlight the program (for example, a kickoff) and ensure that high-level management attend the events
- Ensure the program administrator is effective, approachable, and available: this is Euraxess staff 😊

A checklist for creating an in-house mentoring program

(<http://www.insuranceinstitute.ca>)

Set Organizational Goals for the Program

- Assess how the program fits with other human resource policies and goals

Set the Program Objectives

- Articulate desired outcomes (for example, if the goal is to increase retention, a program goal might be to increase staff retention rates by 10% over two years)
- Articulate the program goals mentors can expect
- Consider whether any structural changes need to be made to support the program (for example, does the performance-appraisal system need to be modified to include reference to the program?)

Set Program Evaluation /Measurement Standards

- Articulate what outcomes to measure. Consider: qualitative and quantitative outcomes + individual outcomes and program outcomes
- Articulate short-term and long-term program evaluation criteria
- Consider how KPIs will be designed to measure results

Decide Who Will Participate

- Articulate mentor eligibility criteria
- Articulate mentee eligibility criteria
- Address how mentors/mentees will be recruited and whether participation will be voluntary or required
- Consider mentor “reward/compensation” for participating (and if so, how)
- Address whether/how to integrate the program into the performance-appraisal process

Choose Mentoring Model(s)

- Consider which mentoring model(s) are best suited given: program goals & pool of participants

Formal agreement? An example

(<http://www.insuranceinstitute.ca>)

We [fill in the names of the mentor and mentee] have met and have decided to commit to working together in a mentor/mentee relationship.

Goals and objectives

- We agree to enter into a mentoring relationship to focus on: [list the goals and objectives you have set]

We agree to work together on the following to help the mentee achieve the goals and objectives described above: [list specific actions you may have agreed upon]

Ways of working together: To help ensure that the relationship is beneficial and satisfying for both of us, we have also discussed and agreed on the ways we will work together, including:

- We agree to do our best to meet [fill in how often and by what method(s), for example, in person, by phone, e-mail, etc.]
- We agree to the following guidelines: [fill out any other guidelines you have established – if there aren't any, you can omit this item]

Feedback: We agree to be open to feedback and we agree to provide feedback respectfully, honestly, and professionally.

Confidentiality: We agree that confidentiality is critical and we agree that we will not mention to anyone else anything we learn about each other or anything that we discuss unless both of us agree – in advance – that we may share anything we learn as a result of this relationship.

Professionalism and ethics: We agree to behave professionally and to adhere to the CIP Society's Code of Ethics.



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References

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- *Towards a successful mentor-mentee relationship* - <https://www.forbes.com/sites/pragyaagarwaleurope/2018/08/26/top-tips-for-a-successful-mentor-mentee-relationship/>
- *How To Be A Great Mentee And Mentor* - Roberta Matuson, <https://www.forbes.com/sites/robertamatuson/2018/11/14/how-to-be-a-great-mentee-and-mentor/>
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- *Improving Academic Mentoring Relationships and Environments* - Kent L. Gee, Univesity Provo
- *How to mentor graduate students, A guide for Faculty*, Rackham Graduate School, University of Michigan
- A full online course about mentoring at the workplace... If you have time... <https://study.com/academy/course/mentoring-coaching-in-the-workplace.html>

FESTA Strategic Career Manager

- FESTA Strategic Career Manager (SCM) is a software application to support junior to mid-level female researchers and academics in managing their careers in academia. Populated with data derived from interviews with 106 academics and researchers in Bulgaria, Denmark, Ireland and Turkey, it is a user-friendly, web-based decision support system, which provides users with a personalised career profile and guides them to make strategic career decisions in order to progress their academic careers.
- In the FESTA-SCM user interface is a set of interview questions which captures the characteristics of the user, as each user individually completes their personal profile. This results in them receiving personalised recommendations which directs them to focus on particular actions to suit themselves, presented in a ranked order of importance. The Knowledge Base enables users to be presented with recommendations based on their personal profiles.

Tool description: <http://www.engineersjournal.ie/2016/09/20/festa-strategic-career-manager-academia/>

Tool: <http://proisis.lero.ie/festa/App/Consult>

Mentoring programme on EU organisations websites

- Vitae UK - <https://www.vitae.ac.uk>
- KUL - <https://admin.kuleuven.be/personeel/opleiding-ontwikkeling/mentoring>
- UGhent - <https://www.ugent.be/en/work/mobility-career/postdoc-talent-management/mentoring/overview.htm>
- ULiege
 - <http://www.hec.ulg.ac.be/fr/hec-liege/accelerateurs-talents/mentoring-au-feminin>
 - http://www.openbordersmba.com/sites/default/files/uploads/HEC/Accelerateurs/Charte_HEC-ULg%20Fe%CC%81minin%202018.pdf
 - https://www.recherche.uliege.be/cms/c_10289096/fr/psrl



Please share with the buddy group
your good practices, other useful
tools and references!

Thanks! Brigitte and Isabelle; euraxess@uliege.be

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