

Mentoring for female post-docs and junior professors

Enhancing female scholars' career prospects

January 2014–June 2015



Foreword

Dear Mentors and Mentees,

Welcome to the mentoring program for post-docs and junior professors at Osnabrück University!

This mentoring program represents the third round of the mentoring scheme, a targeted tool for developing young scholars at our University. The scheme, financed by the Federal Government and *Länder* Program for Women Professors, is organized in close cooperation with Osnabrück University's PhD Career Center and Equal Opportunity Office.

Within this program, female post-docs and junior professors seeking to obtain a professorship or management position in academia or research are accompanied on their career paths by (male and female) mentors. In this way, they receive individual support in the strategic development and realization of their career plans.

The aim of this guide is to provide you with information and food for thought about the current program. In addition to information about the concept, the structure of the program and how it functions, you will also find tips for ensuring fruitful cooperation within the tandem. If you wish to discover more about the program and the current dates, please visit our website. If you have any questions, feel free to contact us.

We are delighted about your participation in the mentoring program, and look forward to collaborating with you!


Dr. Sabine Jösting

Equal Opportunity
Officer at Osnabrück
University


Professor Dr. May-Britt Kallenrode

Vice President for Research and Student Development
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Dr. Elke Bertke

Program Manager at
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1. The project team and the Scientific Advisory Council

1.1 The project team

The project team of Osnabrück University's mentoring program consists of the project management and the program management:

Project Managers

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The Program Manager is the first port of call for anyone involved in the mentoring program. She maintains contact to the mentees and mentors, and is available to answer any questions that arise concerning the mentoring relationship and how the program functions. The Program Manager's tasks include planning and organizing the entire program, designing the training program, organizing the topic-related network evenings, public relations, documenting and evaluating the program and continually developing mentoring schemes at Osnabrück University.

1.2 The Scientific Advisory Council

In order to ensure the long-term success of Osnabrück University's mentoring program, it is flanked by the Scientific Advisory Council¹ of the PhD Career Center².

The Council is composed of professors from all schools of Osnabrück University as well as representatives for PhD students. The mentoring program project team and the university lecturer representatives constitute the program committee, which is responsible for selecting mentees for the program.

University lecturers on the Scientific Advisory Council of the PhD Career Center:

Professor Dr. May-Britt Kallenrode	Vice President for Research and Student Development
Professor Dr. Andrea Lenschow	FB 01 School of Social Sciences
Professor Dr. Klaus Niehr	FB 02 School of Cultural Studies and Geography
Professor Dr. Wassilis Kassis	FB 03 School of Educational and Cultural Studies
Professor Dr. Jochen Gemmer	FB 04 School of Physics
Professor Dr. Roland Brandt	FB 05 School of Biology/Chemistry
Professor Dr. Tim Römer	FB 06 School of Mathematics/Computer Science
Professor Dr. Peter Schneck	FB 07 School of Language and Literary Studies
Professor Dr. Ursula Stockhorst	FB 08 School of Human Sciences
Professor Dr. Joachim Wilde	FB 09 School of Business Administration and Economics
Professor Dr. Oliver Dörr	FB 10 School of Law

¹ Scientific Advisory Council at Osnabrück University: http://www.uni-osnabrueck.de/forschung/nachwuchsfoerderung/mentoring/wissenschaftlicher_beirat.html

² PhD Career Center: http://www.uni-osnabrueck.de/forschung/nachwuchsfoerderung/zentrum_fuer_promovierende.html

2. Program concept

2.1 Introduction

The higher the level of qualification, the lower the proportion of women in the higher education system. This phenomenon, known as the “leaky pipeline”, signifies a substantial loss of academic potential for universities. In fact, 20 per cent of all professorships are currently held by women (Destatis 2013).

The reason for the underrepresentation of women in management positions is often a lack of networks, role models and targeted career planning support.

Over 100 universities and universities of applied sciences across Germany organize mentoring programs, which have proven to be a useful tool for effectively developing young scholars and human resources.

The mentoring program is an element of the Equal Opportunities Concept adopted by the Senate of Osnabrück University.

2.2 Objectives of the mentoring program

The aim of the mentoring program for female post-docs and junior professors is to accompany and promote highly qualified young female scholars in their academic career and personal development. The program enables mentees to hone their career-related skills and to expand their individual and interdisciplinary networks.

In the long term, the program intends to help increase the proportion of women in senior positions in academia and research. The objectives of the mentoring program for female post-docs and junior professors can be summarized as follows:

- To promote the individual careers of female post-docs and junior professors in academia
- To tap the academic potential of women
- To motivate young female scholars to embark on an academic career

- To sustainably increase the proportion of women in management positions in science and research.

2.3 Target groups

The program is directed at female post-docs and junior professors from all schools at Osnabrück University who strive to obtain a professorship or a senior position in academia. Participating mentees should be willing to become actively involved in shaping the mentoring relationship and to help develop a network. A high degree of commitment and initiative are key requirements for participating in the program. Mentees are selected by the program committee on the basis of their qualifications and level of motivation, taking into account the homogeneity of the group.

2.4 Components of the program

By participating in the mentoring program for female post-docs and junior professors, mentees are given the opportunity to establish fruitful relationships with professors and other executives in academia. They are given the chance to benefit from career-related networks, to advise and benefit from one another by collaborating in peer groups, and to participate in a demanding, needs-oriented seminar program. The third program cycle of Osnabrück's mentoring scheme, which runs for 18 months, commences in January 2014.

The program was devised on the basis of the “Qualitätsstandards im Mentoring”³ (Quality standard in mentoring) issued by the Bundesverband Forums Mentoring e.V. (Forum Mentoring e.V. 2010), which acts as a network of female mentoring experts. Over 100 mentoring programs are registered in this nationwide umbrella organization.⁴

³ http://www.forum-mentoring.de/files/4613/6853/8496/20120531_broschuere_A5_3_Auflage_PRINT_kl.pdf

⁴ <http://forum-mentoring.de/>

The program features the following elements:



Figure 1: Components of the program

The individual components of the program are explained in detail below. In addition, all of the current dates are published on the program's website⁵.

One-to-one mentoring commences in January or February 2014, when initial discussions are held. Initial discussions will take place immediately after the matching process, which involves recruiting the mentors proposed by the program participants and bringing them together in tandems. Detailed explanations about one-to-one mentoring and tips on how to shape a successful mentoring relationship are given in Section 3 (from page 10).

Seminar and coaching program. The seminar and coaching program is tailored toward the participants' needs. Experts with mentoring experience and gender skills are recruited to hold talks. These events, each lasting one to one-and-a-half days, will focus on the following career-related topics:

⁵ <http://www.uni-osnabrueck.de/forschung/nachwuchsfoerderung/mentoring.html>

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- Strategic career planning in the academic context
- Appointment processes
- Self-presentation in academia
- Conflict management as a management tool

Building on the seminar “Conflict management as a management tool”, **group coaching** is held on three days, during which the participants’ experiences in their everyday academic work are discussed. In this connection, practical approaches are discussed for individual examples. The objective of the coaching sessions is to transfer questions and answers from everyday training aspects to the mentees’ daily work. In addition, mentees are offered **individual coaching**, which they can take up if required.

Network activities. One of the key aspects of the mentoring program is initiating and intensifying new networks. Emphasis is placed on the mentee network and the network involving mentors and mentees. As the program develops, the mentoring network will be extended and kept alive by staging annual network meetings.

The elements of networking include:

- **Self-organized meetings for the whole group of mentees and for interdisciplinary theme-related peer groups.** The aim of the meetings for mentees is to foster exchange and mutual support, and to intensify the mentee network. The coordination of mentee get-togethers was initiated at the preparatory workshop.
- **Theme-related networking evenings.** The discussion evenings hosted by the Program Manager help mentees to expand their knowledge of career-relevant and science policy topics. Mentors, mentees and other members of Osnabrück University are invited to attend these evenings. Speakers can also be recruited to give introductory keynote speeches. The topics of the three envisaged networking evenings were selected by the program participants during the preparatory workshop:
 - “Higher education policy and academic self-administration” - a discussion with university management representatives
 - “Women in management positions”
 - “Career paths”

Framework program. The aim of the framework program is to accompany the mentoring relationship, to introduce participants to their respective roles, and to provide an ideal setting for reflection and exchange of experience. Stock is taken of progress made half way through the program. At the end of the program, participants are asked to make a final evaluation.

- **The preparatory workshop** for mentees takes place before the program officially commences. The aim of the preparatory workshop is to familiarize mentees with the mentoring program, and to introduce them to their role as a mentee. The individual goals pursued by mentees in the program are specified, and the tandem relationship prepared. The choice of ideal mentors is also narrowed down. As soon as a mentee decides who she would like to have as her mentor, the university management and the program management contact the potential mentor (matching process). In addition, the preparatory workshop aims to define the entire program process and collaboration between mentees.
- At the start of the second mentoring cycle for female post-docs and junior professors, the new tandems will be welcomed at a **ceremonial kick-off event**, followed by a reception, on March 13, 2014. The kick-off event for the program cycle will include a public talk by Marion Knaths on the topic of “power games”. Marion Knaths is the founder of *sheboss*⁶ in Hamburg, a management consultant, trainer and author of the book entitled “*Spiele mit der Macht. Wie Frauen sich durchsetzen*”⁷ (Power games. How women assert themselves). The event will take place in the auditorium of Osnabrück University’s Schloss. All those interested are welcome to attend the talk!
- **Quality assurance of the mentoring program** is to be ensured continuously in order to adapt the program perfectly to mentees’ and mentors’ requirements. The **stock-taking workshop** will be held on October 10, 2014; the **final workshop for mentees** will take place on June 5, 2015. These two workshops provide an ideal setting for exchange of experience and reflection, enabling the program to be evaluated. They are an important basis for the further planning of the current

⁶ <http://www.sheboss.de/de/home.php>

⁷ Marion Knaths (2007): “*Spiele mit der Macht. Wie Frauen sich durchsetzen*”, Hamburg: Hoffmann und Campe Verlag.

program and for the conceptual design of future program cycles at Osnabrück University.

After completing the mentoring process, mentees are presented with a certificate, provided they regularly attended the framework and seminar program.

3. Tips for shaping a successful mentoring relationship

3.1 What is mentoring?

Mentoring can be defined as the targeted development of an advisory and supporting relationship between an experienced executive and a young scholar who is thought to have potential for leadership and development (Dolff, Magarete and Hansen, Katrin 2002, page 8).

One-to-one mentoring is geared towards developing the mentee's career and personality (Haasen, Nele 2001, page 15). It is a type of informal learning in which experience and knowledge are exchanged between people at different stages of development from different hierarchy levels (Schell-Kiehl, Ines 2004, page 17).

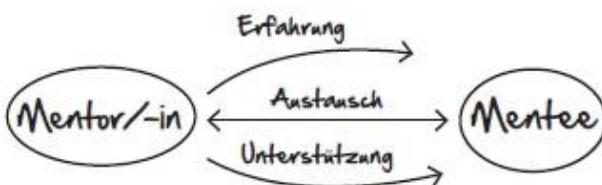


Figure 2: Sketch of the mentoring relationship

The length of the formal mentoring relationship is limited to the duration of the program. Advisory interviews are held at regular intervals during the program. It is up to the mentee and her mentor to decide how often such discussions will be held and how

long they should last. It goes without saying that tandems are free to continue the mentoring relationship informally beyond the duration of the mentoring program.

In addition to professional experience, experience of life is also passed on in the mentoring relationship. Mentoring is characterized by consultation, feedback and networking. Mentors provide advice to mentees concerning their career plans, offering critical/constructive feedback on their academic profile, achievements and skills. They provide decision-making support, encouraging mentees to gain their own experience. Mentors convey important practical knowledge about leadership requirements, structures and processes, as well as working cultures. They explain unwritten norms and “rules of the game”, making it easier for mentees to access networks. The requirements for a successful mentoring partnership are mutual trust, goodwill, openness and respect. In addition, there should be no dependencies between the mentee and her mentor. Important characteristics that both the mentee and her mentor should bring into the tandem relationship are tolerance towards different perspectives and decisions, as well as being open to new things (Haasen, Nele 2001, pages 228-241, Höppel, Dagmar 2005)

3.2 Mentees: role - tasks - benefits

The mentee’s role requires active commitment to achieving her professional and private goals, the willingness to work on herself and her career, asking herself critical questions in the process. In addition, the mentee should have a high degree of individual responsibility and loyalty towards her mentor.

The mentee’s learning and development process is at the heart of the mentoring partnership. For this reason, the mentee assumes the **active role** within the mentoring tandem. In order to ensure the success of the mentoring relationship, the mentee should perform the tasks described below.

The mentee’s tasks (Haasen, Nele 2001, page 218)

Be active and remain in contact: It is up to the mentee to assume the active role within the mentoring relationship. She arranges appointments, and maintains regular contact to her mentor.

Be open: Mentoring should also be used to broach the issue of difficult situations, and to learn from them. For this reason, discretion within the tandem is agreed upon.

Set topics, develop responses: It is up to the mentee to contribute topics to the mentoring discussion that are important to her, ideally developing responses or ideas in advance that can then be discussed at the mentoring meeting. The better these discussions are prepared, the more effective they will be.

Apply the lessons learned: The mentee should put the findings and solutions generated in the mentoring relationship into practice. In this way, changes become visible. In turn, both successes and failures can be reflected upon, and the mentee's learning process is enriched by her own experiences.

Mentees benefit from the mentoring relationship because they are given individual support in the strategic development and realization of their career plans. They get to know other perspectives and experiences, and are given the opportunity to reflect upon and hone their skills with the support of their mentor. The personal discussions enable mentees to think clearly about their professional and personal goals. They also gain self-confidence in the course of the mentoring relationship. Mentees can develop solutions hand in hand with their mentors, such as concerning how to create a work life balance. They learn about unwritten laws within and outside the academic system, and have the opportunity to further expand their interdisciplinary networks (Haasen, Nele 2001, pages 207-227).

3.3 Mentors: role - tasks - benefits

Professors from universities, non-university research institutions and universities of applied sciences are recruited as mentors for the program, in line with the program participants' objectives.

By assuming this role, mentors make an extremely important contribution to the development of young female scholars. Those who are chosen as mentors are held in high esteem. In addition to being part of the mentoring relationship, mentors are invited to

attend the ceremonial events within the framework program and the theme-related networking evenings.

The time invested by mentors within the mentoring scheme should be used as effectively as possible. A discussion prepared well by the mentee is likely to be an effective one. The time frame of the mentoring relationship is agreed upon individually by the mentor and her mentee at the start of the collaboration (see Section 3.4.2, page 16). In addition to personal meetings, the tandem partners may agree to allow additional contact by phone or e-mail.

The role assumed by the mentor is a diverse one. Mentors provide decision-making support to mentees, helping them to realistically assess and appreciate their abilities. They advise their mentees on all kinds of topics and professional situations. In this connection, they possess advisory expertise, empathy and the ability to self-reflect. Mentors bring their experience and knowledge of informal structures within the academic system into the tandem relationship; they give mentees feedback about their skills; and help to develop their strengths. They encourage their mentees to make experiences of their own, and also act as a practice partner in role plays simulating specific situations, preparing them for important talks and negotiations, for example. They discuss approaches with their mentees; together, they consider the potential consequences of such approaches; and they weigh up their experience together with the mentee. Mentors may also be able to put their mentees in contact with useful people, acting as a door opener to networks. Ultimately, which decisions are taken and how the results generated in mentoring meetings are implemented lies in the mentee's sphere of responsibility.

The **mentoring relationship** should be based on a partnership of equals in which the mentor and the mentee decide together about the topics they wish to discuss. The tandem relationship should be shaped by mutual respect and acknowledgement.

The **tasks assumed by mentors** do not involve the ability to provide answers to all of the mentee's questions. This would not be conducive to the mentoring relationship, in any case. It is up to the mentee to find her own solutions to issues. Mentors accompany their mentees on the path towards finding a solution. They are available in an advisory capacity, and usually have experience in resolving conflict. It is very important that the mentee draws her own conclusions from the solution-oriented discussion and makes her own experiences. These experiences can be reflected upon critically in the next tandem

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session. Another task that the mentor could assume is to help support the mentee to build on largely untapped abilities, helping her to discover new skills (Haasen, Nele 2001, pages 228-241).

The ways in which mentors can provide support to their mentees can be summarized as follows:

Check list: How can you nurture your mentee? (Haasen, Nele 2001, page 237)

Listen and ask questions: You should want to truly understand the concern or situation.

Reassure and encourage: Help the mentee to realistically assess and appreciate her skills.

Advise: Help the mentee find her own solution by asking specific questions, whilst adding your own opinions and experience.

Look ahead: Point out potential obstacles and difficulties to the mentee.

Practice: Practice new behavior through role play or dialogue.

Assist: Encourage the mentee in the event of mistakes and difficulties, and look for solutions together.

Confront: If necessary, broach the issue of the mentee's unproductive behavior.

Within the context of the mentoring relationship, the mentor and the mentee should repeatedly reflect upon their roles in the tandem and the mentoring relationship in order to establish whether both are happy with the tandem relationship or whether the collaboration ought to be changed (Haasen, Nele 2001, pages 228-241).

Mentoring also offers **advantages to mentors**. They assume an important role in the development of young scholars by supporting mentees. By providing advice to mentees, mentors have the opportunity to reflect upon their own path and to broaden their perspectives. Mentors gain an insight into the situation of young female scholars, and receive open feedback. Both of these aspects are often missing in the specialized supervision of mentors' own young scholars, due to the dependencies involved. Men-

toring also enables mentors to develop their networks. Finally, the mentor’s advisory expertise is strengthened and new impetus is gained for their own work.

3.4 Framework conditions and shaping the mentoring relationship

3.4.1 Phases of the mentoring process

The timeline of the program is defined by the specifications of Osnabrück University’s mentoring scheme, namely from January 2014 through to June 2015. As with any other interpersonal relationship, a mentoring relationship will also change over time. The mentor and mentee get to know each other better, they learn to accept differences and to give each other feedback, avoiding misunderstandings. Mentoring relationships can be subdivided into three typical phases:

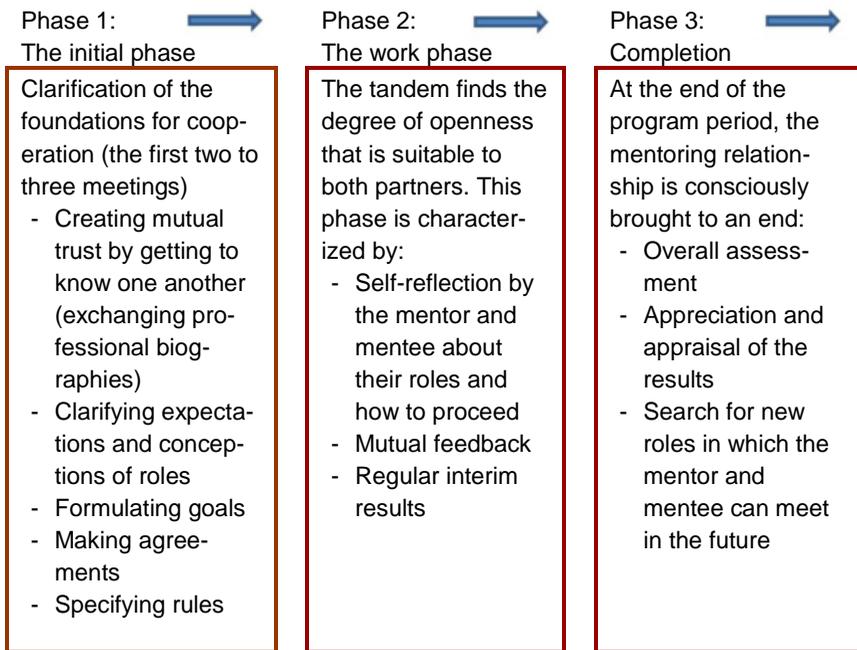


Figure 3: Phases of the mentoring process based on Schmid, Bernd and Haasen, Nele 2011, page 62

3.4.2 Clarification of framework conditions in the initial discussion between the mentee and mentor

At the start of a mentoring relationship, the mentee and her mentor should discuss the framework conditions for the shape and intensity of the mentoring relationship, as well as the objectives and content. A guide is provided to help mentees and mentors shape their initial discussion. This guide can be used as an aid for discussing the basis for future collaboration within the mentoring tandem. The guide, which should be viewed as a voluntary option, can be found in the Appendix (page 21). It provides guidance throughout the mentoring process, and can also be used to reflect upon the process at the end of the mentoring program. The agreements made by the mentor and mentee at the start of the relationship should be reviewed at regular intervals to make sure that they are still valid.

The guide was developed on the basis of mentoring agreements drawn up by mentors and mentees at the start of many mentoring programs. The possible content of the first mentoring discussion is listed in the table below.

Table 1: Proposal for the content of mentoring agreements (Schmid, Bernd and Haasen, Nele 2011, page 66)

1. Organization and process	<ul style="list-style-type: none">▪ How frequently do you wish to meet one another? How many meetings can already be arranged in advance?▪ Who will initiate the meetings?▪ Is contact by phone and e-mail also envisaged?▪ How frequently? Are there certain times when the mentee should not call?▪ Will the mentee be accompanied to appointments, events and network meetings? Which would you be able to attend?▪ How will you deal with postponements?
2. Contents	<ul style="list-style-type: none">▪ What do you expect from one another? What to you hope or expect to gain from the mentoring relationship?▪ Which contributions will be made by whom to ensure the success of the mentoring relationship?▪ What goals do you both have?

-
- How will you both know when these goals have been achieved?
 - Which topics are already evidently possibilities for discussion within the mentoring scheme?
 - In what way can the mentee prepare the meetings with regard to content?
 - In what way should the results of individual meetings be recorded or followed up?
 - Are there any topics that should not be addressed?
-
3. Trust
- Agree expressly upon discretion and confidentiality.
 - How should feedback be given? How can you make it clear that you are no longer happy with the mentoring process?
-
4. Review
- How do you want to take stock to see what you have achieved?
 - What happens if your agreements about the process and organization of the mentoring relationship can no longer be complied with by one of the parties?
 - What would have to happen for you to decide on your part that you no longer wish to continue the mentoring relationship?
 - What signs could be an indication for your tandem partner that you are unhappy with the mentoring relationship?
-

As an additional aid, tandems may like to draw up a schedule at the start of the mentoring relationship containing the key dates and information about meetings that can already be agreed upon at that point. Such a plan could reduce the amount of organizational effort required, making it easier for you to arrange appointments.

3.4.3 Proposals for preparing and following up mentoring discussions

Since the time available for mentoring is limited, it makes sense for mentees to prepare and follow up talks in detail in order to benefit as much as possible from the discussions and the tandem relationship.

It is useful to decide upon the topic for a meeting in advance. Concrete results will only be generated at a meeting if the topic is outlined clearly in advance. The mentor should be prepared for the meeting. In order to do this, he or she should be given documents and information in advance and informed about what the mentee expects from the talk.

Mentees are recommended to document the mentoring discussion in writing afterwards to ensure that no important results get forgotten. In this way, stock can be taken of results, and unresolved issues identified.

The following check list can help mentees to prepare mentoring meetings:

Check list to help prepare mentoring meetings

(Schmid, Bernd and Haasen, Nele 2011, page 72)

- Which topic was addressed at the last meeting? What has happened since then regarding this topic? Which preliminary result would you like to present at the next meeting?
 - Which topics perhaps remained unaddressed at the last meeting that you would like to broach again?
 - Which topic do you want to talk about at the next meeting? Do you have any specific examples showing the extent to which the topic concerns you?
 - How can you outline this topic in around 5 to 10 minutes? Do you have any approaches or ideas of your own that you would like to discuss?
 - What do you expect from your mentor? To what extent can your mentor support you? Would you like to receive feedback and advice, or act out role plays? Are you interested in hearing about your mentor's experience in this area?
 - Are you happy with the mentoring relationship? What do you think could be improved? How do you wish to communicate this?
-

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http://www.mentoring.med.uni-erlangen.de/Leitfaden_2012_2013.pdf (January 10, 2012)

5. Appendix

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1. Current program (as of November 15, 2013)

<p>Fri, November 8, 2013 (09:00-17:00) & Sat, November 9, 2013 (09:00-13:00)</p>	<p>Preparatory workshop for mentees</p> <p>The aim of the workshop is to create a common basis for action for the 18-month mentoring program. On the basis of their personal objectives, program participants substantiate the choice of their mentors, and prepare for one-to-one mentoring and shaping the working relationship within the tandems. Together, they prepare the foundations for shaping the mentoring program according to their needs, and for cooperating in the group and with the Program Manager.</p> <p>Leader: Dr. Elke Bertke, Program Manager at Osnabrück University Venue: University Guest House, Lürmannstraße 33, D-49076 Osnabrück</p>	<p>Preparatory phase</p>
<p>November 2013 - January 2014</p>	<p>Matching</p> <p>Mentors are recruited by the university management and the program management - tandems are created</p>	
<p>Thu, March 13, 2014</p>	<p>Kick-off event with public lecture on the topic of "Power games", Marion Knaths, sheboss Hamburg A separate program will be published for the kick-off event.</p>	<p>One-to-one mentoring</p>

<p>Fri, March 21, 2014 (09:00-17:00) & Sat, March 22, 2014 (09:00-13:00)</p>	<p>Seminar "Strategic career planning in the academic context"</p> <p>At the workshop, information is provided about academic career paths and their specific characteristics, giving participants the opportunity to comprehensively determine their present situation on which they can plan to further develop their profile. Previous academic achievements are analyzed and objectives set for future career developments on the basis of five skills areas (thematic orientation of research, involvement and networking with experts, teaching skills, knowledge of the field, management skills) that, when trained, create the foundation for a career in academia. Against this backdrop, strategies and specific steps to be taken are devised in order to implement individual career plans.</p>	<p>One-to-one mentoring</p>
	<p>In addition, the seminar offers an ideal setting for reflecting upon issues concerning personal further development in the world of academia. More or less unencumbered by rivalry, this frame can be used to explore topics such as dealing with role expectations generated by the environment and the issue of reconciling professional and family goals and tasks in order to promote professional self-confidence.</p> <p>Leader: Dr. Margarete Hubrath, uni-support - Institut für Hochschulberatung, Düsseldorf Room: 15/113 (Seminarstraße 20, Osnabrück)</p>	
<p>April/May 2014</p>	<p>1st networking evening for mentees and mentors on the topic of "Higher education policy & academic self-administration" Discussion with university management representatives</p> <p>Host: Dr. Elke Bertke, Program Manager at Osnabrück University</p>	
<p>Thu, May 22, 2014 (14:00-17:30) & Fri, May 23, 2014 (09:00-17:00)</p>	<p>Seminar: "Appointment processes"</p> <p>Appointment training systematically prepares participants to apply for professorships. Participants are given concrete information on the sequence and individual features of appointment processes: preparing for the application, self-presentation in front of the appointment committee and appointment negotiations after an offer has been made. In addition, the discussion with the appointment committee, which is not open to the public, is practiced intensively in a series of progressive training situations, ensuring applicants are well prepared for the specific interview situation.</p> <p>Leader: Franziska Jantzen, Entwicklungen, Büro für individuelle Karrierestrategien, Wissenschafts- und Organisationsberatung, Hannover</p>	

	Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück)	
<p>Fri, July 18, 2014 (11:00-18:00) & Sat, July 19, 2014 (09:00-13:00)</p>	<p>Weekend seminars with excursion</p> <p>Seminar “Conflict management as a management tool” (July 18, 2014)</p> <p>Our expressions always contain not only obvious information, but also personal perspectives behind which delight or reluctance are concealed; all kinds of needs resonate. We often decipher the subtext in the words pronounced - incorrectly. Misunderstandings, different interests, mutually exclusive notions of work styles and processes, and job insecurity lead to misunderstandings, and hence conflict, in everyday professional life - in the world of academia and commercial enterprises alike. Being able to see the opportunities offered by a conflict is a big step towards resolving it. Skilful communication strategies and questioning techniques create a balance, offer space for the unspoken, and support new approaches to difficult issues, paving the way for individual solutions.</p> <p>The “Conflict management as a management tool” training day focuses on methods of analysis and professional discussion techniques. The combination of practical exercises, theory impulses and trainer’s input enables participants to learn easily understandable techniques for preparing and steering discussions. The analytical look at working systems enhances the participants’ capability to develop solutions for difficult issues.</p> <p>Group coaching (July 19, 2014)</p> <p>The three accompanying group coaching units enable the techniques practiced to be transferred to the participating female scholars’ specific situations (dates: July 19, 2014; December 5, 2014; March 20, 2015).</p> <p>Leader: Dr. Mechthild Klotz, BusinessTraining, Hannover</p>	<p>One-to-one mentoring</p>

<p>Fri, October 10, 2014, (13:00-18:00)</p>	<p>Stock-taking workshop for mentees</p> <p>Half way through, the participants jointly reflect upon and evaluate the mentoring program. In this connection, personal goals and the envisaged time line are reviewed. The experiences gained in the mentoring tandem, cooperation within the group of mentees and the individual components of the program are reflected upon. The results of the stock-taking workshop help shape the second half of the program.</p> <p>Leader: Dr. Elke Bertke, Program Manager at Osnabrück University Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück)</p>	<p>One-to-one mentoring</p>
<p>November 2014</p>	<p>2nd networking evening for mentees and mentors on the topic of "Women in management positions"</p> <p>Host: Dr. Elke Bertke, Program Manager at Osnabrück University</p>	
<p>Fri, December 5, 2014 (13:00-18:00)</p>	<p>Group coaching</p> <p>Leader: Dr. Mechthild Klotz, BusinessTraining, Hannover Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück)</p>	
<p>Fri, March 20, 2015 (13:00-18:00)</p>	<p>Group coaching</p> <p>Leader: Dr. Mechthild Klotz, BusinessTraining, Hannover Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück)</p>	
<p>Fri, April 24, 2015 (09:00-17:00)</p>	<p>Seminar: Self-presentation in academia</p> <p>At this workshop, participants are given the opportunity to reflect upon their previous form of self-presentation. Strategies are devised and opportunities identified in order to make the respective professional field of interest more visible, fostering careers. In addition to analysis, practical exercises are offered to expand the knowledge gained. Role plays and presentation training are used to practice generating an appearance that is suitable for the context and consistent with one's personality. Feedback provided by the group enables participants to compare their perception of themselves with how others perceive them. Self-abjection, which is often observed in this context, can be focused on if required, and counter-strategies developed.</p> <p>Leader: Franziska Jantzen, Entwicklungen, Büro für individuelle Karrierestrategien, Wissenschafts- und Organisationsberatung, Hannover</p>	

	Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück)	
May/June 2015	3rd networking evening for mentees and mentors on the topic of "Career paths" Host: Dr. Elke Bertke, Program Manager at Osnabrück University	
Fri, June 5, 2015 (13:00-18:00)	<p>Final workshop for mentees</p> <p>At the end of the scheme, the benefits of the mentoring program with regard to the mentees' career paths and personal development are evaluated. In addition, the mentees will plan how to keep their network alive and how to continue gaining from the supportive relationships beyond the end of the program.</p> <p>Leader: Dr. Elke Bertke, Program Manager at Osnabrück University Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück)</p>	One-to-one mentoring

2. Guide for the initial discussion between the mentee and her mentor

Dear Mentors and Mentees,

This guide for the initial discussion in your mentoring process was created to help you clarify the objectives and content of mentoring at the start of the mentoring relationship, and to define the framework conditions for your collaboration.

The guide may offer orientation within the mentoring process, and may help you to review your objectives and outcomes at the end of the program, enabling you to measure the success of your joint endeavors.

We wish you a good start to the mentoring relationship.

Please contact the Program Manager if you have any questions.

Your project team

Mentee	Mentor
Surname, first name	Surname, first name
Address (street, zip code, place)	Address (street, zip code, place)
Phone	Phone
E-mail	E-mail

Goals, expectations and content of the mentoring relationship

The mentoring relationship will exist	from _____ to _____
How often should mentoring discussions take place?	
What should be the longest interval between discussions?	
Where should the regular meetings be held?	
Who will initiate these meetings?	
Would you also like to exchange information regularly in any other way?	<input type="checkbox"/> by phone <input type="checkbox"/> by e-mail <input type="checkbox"/> by post

Withdrawal options

If any difficulties arise within the mentoring relationship that cannot be resolved alone, the Program Manager Dr. Elke Bertke is there to help. Sometimes, however, changes may occur that make it impossible to continue the mentoring relationship. The mentoring relationship can be discontinued at any time, even without the consent of the tandem partner. In this case, please notify the Program Manager.

Confidentiality

The privacy of the other party must be ensured within the mentoring relationship. Any information exchanged within tandem discussions shall be treated confidentially even beyond the end of the program.

Program Manager

Dr. Elke Bertke
Mentoring program for young female scholars

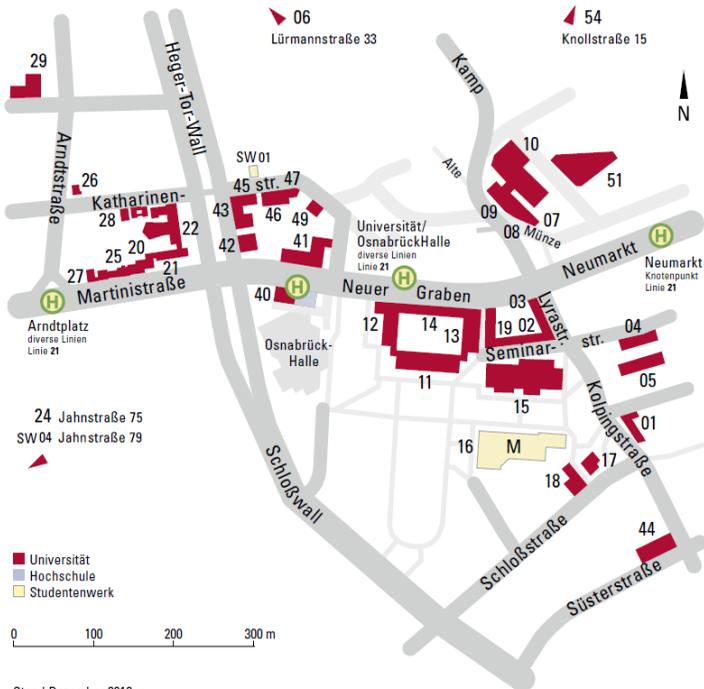
Program Office:
PhD Career Center at Osnabrück University
Kolpingstr. 7, D-49074 Osnabrück
Tel.: +49 (0)541 969 6219
Mobile: +49 (0)151 16736607
E-mail: elke.bertke@uni-osnabrueck.de

3. Site maps of Osnabrück University and how to get there

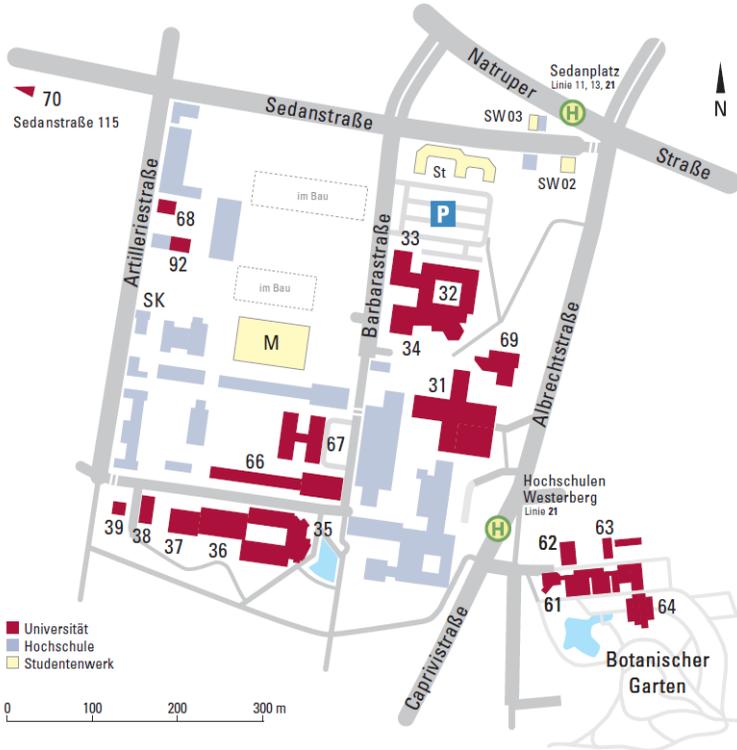
The interactive site map of Osnabrück University can be accessed at:

<http://geo.osnabrueck.de/uni/>

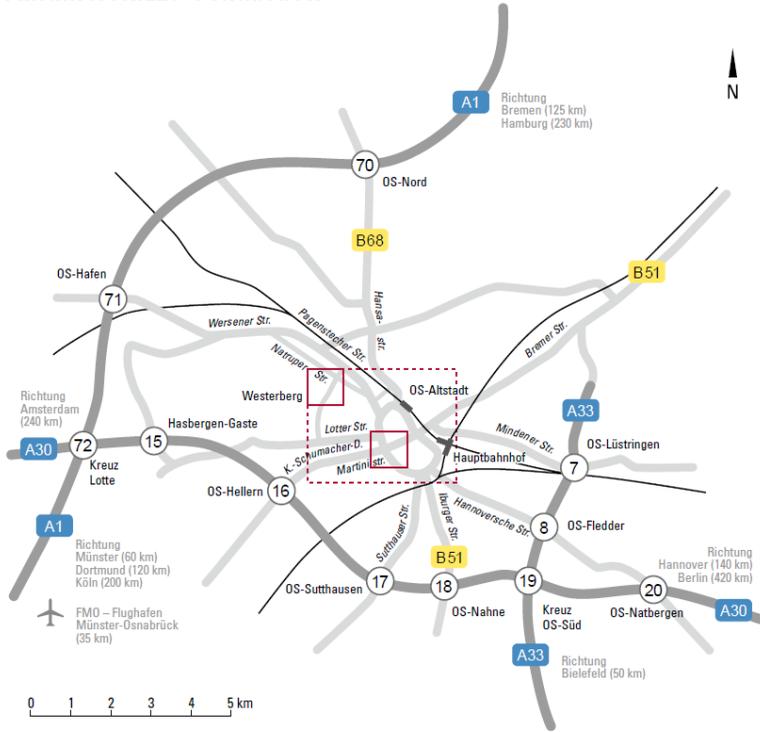
Standort Innenstadt



Standort Westerberg



Anfahrtskizze Osnabrück



Stand Dezember 2012

This guide was compiled by

Dr. Elke Bertke

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The guide was created based on the following sources:

MentorinnenNetzwerk (2004): Tipps für Mentees und Mentorinnen
zur erfolgreichen Gestaltung einer Mentoring-Kooperation.
Hessisches Koordinierungsbüro J.W. Goethe-Universität, Frankfurt am Main.

Universität Bielefeld Projektbüro movement (2011): Mentoring-Leitfaden für Movement
Mentoring für Studentinnen und Wissenschaftlerinnen.
Praktische Tipps zur erfolgreichen Gestaltung einer Mentoring-Beziehung.

Universitätsklinikum Erlangen, Projektbüro ARIADNEmed (2012):
Leitfaden für Mentorinnen, Mentoren und Mentees.
ARIADNEmed Mentoring-Programm 2012/2013
an der Medizinischen Fakultät der
Friedrich-Alexander-Universität Erlangen-Nürnberg
und am Universitätsklinikum Erlangen.