

Mentoring for female PhD students

Career paths in academia and business

January 2016 – December 2016



Foreword

Dear Mentors and Mentees,

Welcome to the mentoring program for female PhD students at Osnabrück University!

Structured modularized mentoring programs for young female scholars have been an established feature of measures to develop young scholars at Osnabrück University since 2012. The programs are specifically deployed to encourage young female scholars to embark on an academic career and to provide them with the support they need to secure a management position outside the university.

This program cycle is the third round of the mentoring scheme for female PhD students, entitled “*Careers in science and industry*”. The program centers around one-to-one mentoring. This involves young female scholars seeking a professorship, or an executive position in industry or another non-academic area, being accompanied along their career paths by a mentor for one year. These personal advisory relationships mainly involve sharing knowledge founded on experience, planning career strategies, and providing decision-making support in both personal and professional areas.

The aim of this guide is to provide you with information about the current program. In addition to information about the program concept, the structure of the program and how it functions, you will also find helpful suggestions on how to ensure fruitful cooperation within the tandem.

I am delighted that you have decided to participate in the mentoring program, and wish you enjoyment and success throughout the collaboration!



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1. Mentoring programs for young female scholars at Osnabrück University

The mentoring programs for young female scholars at Osnabrück University are directed at female PhD students, postdocs and junior professors from all schools. The aim of the programs is to provide tailored support to young female scholars with regard to their individual career planning and to encourage them to actively shape their academic university career. In the long term, the programs seek to increase the proportion of women in management positions in science and non-university fields. As traditional tools for developing young scholars, mentoring programs also make an important contribution to enhancing equal opportunities in the science system. The mentoring programs for young female scholars, initiated by the Equal Opportunity Office in 2012, are funded by the Federal Government and *Länder* Program for Women Professors. This program was initiated in order to raise the number of women being appointed to professorships and to increase the proportion of female professors at German higher education institutions.¹ In 2013, responsibility for the programs was transferred to the PhD/Postdoc Career Center (ZePrOs), where all activities concerning the development of PhD students and postdocs at Osnabrück University are pooled. The PhD/Postdoc Career Center offers two mentoring programs for specific target groups alternately: a 12-month mentoring program for female PhD students entitled “*Careers in science and industry*” and an 18-month mentoring program for female postdocs and junior professors “Female scholars advance professionally”.

Both modularized programs consist of three components:

1. One-to-one mentoring as a structured form of career guidance
2. Training to develop career-related key competencies and
3. Networking to reinforce one's professional network.

In addition, a framework program helps to formalize the program and to ensure its quality. Program participants are selected following a transparent procedure. They undergo a two-stage application procedure, involving a written application and an interview with the Program Committee, which is responsible for selecting program participants.

¹ <http://www.bmbf.de/de/494.php>

4 The project team and the Scientific Advisory Council

The program was devised on the basis of the “Qualitätsstandards für Mentoring” (Quality standard for mentoring) issued by the Bundesverband Forum Mentoring e.V. (Forum Mentoring e.V. 2014)².

2. The project team and the Scientific Advisory Council

2.1 The project team

The project team responsible for mentoring programs for young female scholars at Osnabrück University consists of the project management and a Steering Group:

Project management and program coordination

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The Project Manager is the first port of call for anyone involved in the mentoring program. She is responsible for devising the program, matching the tandems, maintaining contact to mentees and mentors, and advising them whenever questions arise concerning the mentoring relationship. The Project Manager’s tasks also include project management, coordinating with external experts on technical issues, hosting topic-related network evenings and ensuring the quality of the programs. She works in close collaboration with the **Steering Group**, which is responsible for the mentoring programs. The Steering Group is composed of the individuals responsible for the development of young scholars at Osnabrück University:

- Professor Dr. May-Britt Kallenrode, Vice President for Research and Advancement of Young Academics at Osnabrück University
- Dr. Barbara Schwerdtfeger, Head of the “National Research and Development of Young Scholars” division at Osnabrück University
- Dr. Sabine Jösting, Equal Opportunity Officer at Osnabrück University

² <http://forum-mentoring.de/>

2.2. The Scientific Advisory Council

In order to ensure the long-term success of Osnabrück University's mentoring programs for young female scholars, they are flanked by the Scientific Advisory Council of the PhD/Postdoc Career Center. The Council is composed of professors from all schools of Osnabrück University, representatives for PhD students (*promos*) and postdoc representatives.

The project team and representative professors make up the **Program Committee**, which is responsible for selecting mentees for the mentoring program.

Professors on the Scientific Advisory Council of the PhD/Postdoc Career Center:

Professor Dr. Peter Schneck	FB 7	School of Language and Literary Studies (Chairman)
Professor Dr. Wassilis Kassis	FB 3	School of Educational and Cultural Studies (Deputy Chairman)
Professor Dr. Andrea Lenschow and Professor Dr. Klaus Niehr	FB 1	School of Cultural Studies and Social Sciences
Professor Dr. Jochen Gemmer	FB 4	School of Physics
Professor Dr. Roland Brandt	FB 5	School of Biology/Chemistry
Professor Dr. Tim Römer	FB 6	School of Mathematics/Computer Science
Professor Dr. Ursula Stockhorst	FB 8	School of Human Sciences
Professor Dr. Andreas Scholze	FB 9	School of Business Administration and Economics
Professor Dr. Oliver Dörr	FB 10	School of Law
Professor Dr. May-Britt Kallenrode		Vice President for Research and Advancement of Young Academics

3. Program concept

3.1 Introduction

Women in senior positions are still underrepresented in the science system. For example, the higher the qualification and status involved in professional positions, the fewer women can be found represented at those hierarchical levels. 45 percent of those awarded a PhD in 2012 were women; however, only 27 percent of those who wrote a habilitation were female, and an average of 20 percent of professors were women. In this respect, schools differ considerably. For instance, only 10 percent of engineering professors are women; in linguistics and cultural studies, this figure has increased to 35 percent (Federal Statistical Office 2014). This phenomenon, known as the “leaky pipeline”, signifies a substantial loss of academic potential for universities and universities of applied sciences.

A similar picture becomes apparent in non-academic areas taking into account the proportion of women in management positions. The proportion of women in management positions in Germany’s private sector increased from 22 to 30 percent between 2001 and 2010 according to a study conducted by the German Institute for Economic Research (DIW) (Holst, Elke, Busch, Anne & Kröger, Lea 2012). The larger the company, however, the fewer woman there are in top management positions compared to in middle and junior management positions (Körner, Thomas & Günther, Lisa 2011). The proportion of women on the executive boards of Germany’s 200 largest companies is 3 percent (DIW: Berlin 2012). This observation, often called the “glass ceiling”, is also confirmed in the public sector, although this sector is already regulated to a large extent with regard to gender equality. A study conducted by the Friedrich Ebert Foundation, for example, shows that although one-third of management positions are held by female civil servants, the proportion of women declines in line with the increasing hierarchy level in administrations and companies (Schimeta, Julia 2012).

In order to counteract the underrepresentation of female executives, mentoring programs in science are primarily directed at women. This is also the case with the mentoring programs for young female scholars at Osnabrück University.

Reasons for the underrepresentation of women in management positions within and outside academia include a lack of role models and the fact that women have poorer access to professional networks than their male counterparts. In addition, women are often given less personal advice and specific career development support (Lind, Inken 2007). And yet individual support and easy access to professional networks are vital elements when pursuing a career in science or industry.

This is precisely where the mentoring programs come in. They center on exchange between young female scholars and supporting individuals who have experience in securing management positions. The support provided by mentors may make an effective contribution to successful career development.

Completing a PhD enables students to embark on various career options both within science and in the non-university public or private sector. The majority of postdocs decide to embark on a career in industry or in a non-academic area. The aim of Osnabrück University's mentoring program for female PhD students is therefore to focus on both career paths and to support female scholars in planning and realizing their individual careers.

3.2. Objectives of the mentoring program for female PhD students

The aim of the mentoring program for female PhD students is to accompany and promote highly qualified young female scholars in their career development and personal development.

The mentees benefit from their mentors and from the strong empowerment generated by the peer group. The program enables mentees to hone their career-related skills, to expand their individual and interdisciplinary networks and to enhance their management and academic profiles. Within the mentoring relationship, mentees have the opportunity to explore the structures, processes and informal rules of the game within and outside the science system.

In the long term, the program intends to help increase the proportion of women in management positions in science and industry, as well as other non-university institutions. The objectives of the mentoring program for female PhD students can be summarized as follows:

- Promote the individual careers of female PhD students
- Tap the academic potential of women
- Hone career-related skills
- Expand interdisciplinary and cross-hierarchical networks
- Increase the proportion of women in management positions in science and industry, as well as in administrations and other non-university institutions

3.3 Target groups

The program is directed at female PhD students from all schools at Osnabrück University who seek to secure a professorship or a senior position in industry or any other non-academic area. Participating mentees should be willing to become actively involved in shaping the mentoring relationship and to help develop an interdisciplinary 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.

3.4 Components of the program

The mentoring program is preceded by a preparatory phase comprising the selection of program participants, a one-and-a-half-day preparatory workshop for mentees and the matching process. The 12-month program, which kicks off with one-to-one mentoring in January 2016, also consists of a needs-oriented seminar program, networking activities and a framework program to ensure the quality of the program and to mark its start and finish.

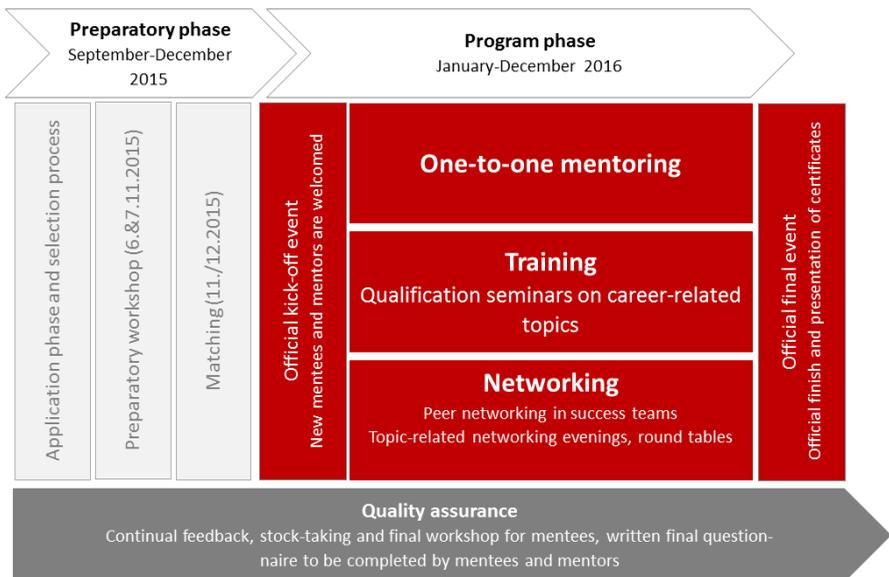


Figure 1: Conceptual program structure of the mentoring program for female PhD students

The individual components of the program are explained in detail below. In addition, all of the current dates are published on the program's website³.

One-to-one mentoring. By participating in the mentoring program for female PhD students, mentees are given the opportunity to establish fruitful relationships with scholars and other executives from industry and other non-academic institutions. Collaboration is based on a classic two-person relationship, one-to-one mentoring. The tandems establish their advisory relationship in January 2016, when initial discussions are held. These take place immediately after the matching process, which involves recruiting mentors to the program and creating tandems. In a bid to create successful mentoring relationships, care is taken to ensure that tandems are matched well. Matching depends to a great extent on the mentee's individual needs, wishes and suggestions concerning their choice of mentor. Detailed explanations about one-to-one mentoring as well as suggestions for developing a successful mentoring relationship are provided in Section 4 (page 12).

Training. The seminar program is specifically geared towards the participants' needs and focuses primarily on career-related topics. Experts with mentoring experience and gender skills are recruited to hold talks. These events, each lasting one to two days, are expected to focus on the following topics:

- Peer counselling for female PhD students
- Ensuring success and good health in top positions in science, industry and politics: – career and resilience training.
- Strategic network analysis for female scholars: visible competence in networks
- Self-presentation for female PhD students: becoming visible, seizing opportunities, defining objectives
- Voice training: a voice that makes an impression

Networking. One of the key aspects of the mentoring program is initiating and intensifying professional 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.

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

The elements of networking include:

- **Mutual advice between mentees in success teams.** The regular peer group meetings, consisting of four to six mentees each, are held on the basis of the “peer group counselling” concept. During regular success team meetings, mentees help one another to achieve their goals, i.e. to master the challenges they face during their PhD and in decision-making processes with regard to the transition phase after completion of the PhD. Mentees find out about the rules for cooperating and successfully holding self-organized meetings in the respective seminar on “Peer counselling for female PhD students”.
- **Self-organized meetings for the whole group of mentees.** The aim of the informal meetings for mentees is to foster mutual exchange and to intensify the mentee network. Generally, the coordination of the first meeting is already initiated at the preparatory workshop. An internal mailing list enables mentees to make arrangements with one another. Possible activities are, for example, regular mentee get-togethers or joint lunch.
- **Theme-related networking evenings.** The facilitated discussion evenings help mentees to expand their knowledge of individual career-relevant and science policy topics. Mentors, mentees and other members of Osnabrück University are invited to attend these evenings. Speakers or experts may also be asked to give introductory keynote speeches or statements. The topics of the three envisaged networking evenings are selected by the program participants during the preparatory workshop.

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:

- **The preparatory workshop** for mentees takes place on November 6/7, 2015, before the program officially commences (in January 2016). 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 on the program are specified, and the tandem relationships prepared. The choice of ideal mentors is also narrowed down. As soon as the mentees have decided who they would like to have as their mentor, the university management and project management contact the potential mentors (matching process). In addition, the preparatory workshop aims to define the entire program process and collaboration between mentees.

- At the start of the mentoring program, the new tandems are officially welcomed at a ceremonial **kick-off event** (in February 2016).
- **Quality assurance** of the mentoring program is ensured continuously in order to adapt the program perfectly to mentees' and mentors' requirements. In addition to the evaluation of all events, a **stock-taking workshop** will be held on June 24, 2016, and the **final workshop** for mentees will take place on December 9, 2016. These two workshops provide an ideal setting for exchange of experience and feedback. They are an important basis for the further planning of the current program and for the conceptual design of future mentoring program cycles at Osnabrück University. Quality assurance also includes a written questionnaire that mentees and mentors complete once the program has ended.
- The **official final event** of the mentoring program for female PhD students is expected to coincide with the kick-off event of the program cycle for female postdocs and junior professors in 2017, when the 'baton is passed on'. The event is scheduled for spring 2017.

Certificates for participating in the mentoring program.

After completing the mentoring process, mentees are presented with a certificate, provided they regularly attended the framework and seminar program. Mentors are also awarded a certificate for their voluntary commitment to mentoring.

4. Suggestions for developing a successful mentoring relationship

4.1 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 development of the mentoring relationship is mainly based on the individual needs of the tandem members. It is up to the mentee and her mentor to decide how often such discussions will be held and how long they should last. The length of the formal mentoring relationship is limited to the duration of the program. 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 pro-

vide 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.

Essential requirements for a successful mentoring relationship are mutual trust, goodwill, openness and collaboration between equals. Despite a difference in age and experience, 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).

4.2 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.

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.

14 Suggestions for shaping a successful mentoring relationship

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).

4.3 Mentors: role – tasks – benefits

Professors and executives from companies, administrations and public institutions 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. Mentors are invited to attend the ceremonial events within the framework program and the theme-related networking evenings.

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 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 expe-

rience 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 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).

16 Suggestions for shaping a successful mentoring relationship

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 in the respective area. 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. Mentoring also enables mentors to develop their networks. Finally, the mentor's advisory expertise is strengthened and new impetus is gained for their own work.

4.4 Framework conditions and shaping the mentoring relationship

4.4.1 Phases of the mentoring process

The timeline of the program is defined by the specifications of Osnabrück University's mentoring scheme, namely from June 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:

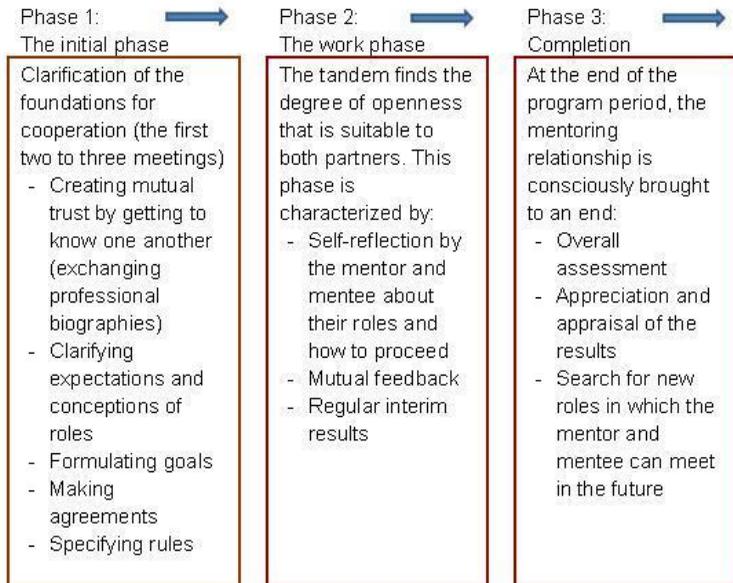


Figure 3: Phases of the mentoring process based on Schmid, Bernd and Haasen, Nele 2011, page 62

4.4.2 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 26). 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 networking 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 do 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.

4.4.3 Suggestions for preparing and following up mentoring discussions

It is useful to decide upon the topics for a mentoring meeting in advance and to communicate expectations. Mentees are recommended to document mentoring discussions in writing afterwards to ensure that no important results are forgotten. In this way, results can be taken stock, and any unresolved issues identified. Examples of forms for preparing and following up mentoring discussions are provided in the Appendix on page 31.

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6. Appendix

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1. Current program (as of August 8, 2015)

June 2015	Start of the application process	Preparatory phase
Mon, August 31, 2015	Closing date for applications	
September/October 2015	Personal discussions between the applicants and the Program Committee	
Fri, November 6, 2015 09:00-17:00 Sat, November 7, 2015 09:00-13:00	<p>Preparatory workshop for mentees</p> <p>The aim of the workshop is to create a common basis for the 12-month mentoring program. The program participants narrow down their choice of mentor on the basis of their personal objectives; prepare one-to-one mentoring; and shape the working relationship in the tandems. Together they develop the foundations for a needs-oriented orientation of the mentoring program, collaboration within the group and with the Program Manager.</p> <p>Room: University Guest House, Lürmannstraße 33, 49076 Osnabrück Leader: Dr. Elke Bertke, Project Management and Program Coordination</p>	
November 2015 – January 2016	<p>Matching</p> <p>Mentors are recruited by the university management and the program management; tandems are brought together</p>	
Fri, January 22, 2016 10:00-17:00	<p>Seminar “Peer counselling for female PhD students”</p> <p>On the basis of the peer counselling method, the mentees work together in “success teams” throughout the program. Peer groups consist of 5-6 mentees who meet on a regular basis to provide mutual support in realizing their individual professional objectives.</p> <p>Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück) Leader: Dr. Ute Symanski, hochschulcoaching, Cologne</p>	One-to-one mentoring and peer counselling in peer groups
February 2016	<p>Ceremonial kick-off event</p> <p>A separate program will be published.</p>	

<p>Thu, March 3, 2016 09:00-17:00</p> <p>Fri, March 4, 2016 09:00-17:00</p>	<p>Seminar “Ensuring success and good health in top positions in science, industry and politics”</p> <p>Is your goal to obtain a position of responsibility in science, business or politics? Are you seeking to achieve a position as a professor, manager, or head of administrative services or a chancellery office? Is this why you wish to define your personal strengths and areas of development of your career profile and to develop steps to deploy your strengths in organizations and to enhance your career options by targeted further training. Successful careers develop from an interplay between individual strengths, personal motives, goals and values. Linking them with one another and using them for career decisions is a key to personal satisfaction. In this workshop you can reflect and systematize your previous career development and how you deal with challenges. Defining your position using the “career anchor” model enables you to differentiate between internal and external career paths. In this way, you create the conditions for substantiating individual career strategies on the entire academic market and for developing operative targets that correspond to you and your needs. The participants’ own resources and response strategies shall also be included. You will create initial scenarios for your professional options, and draw up your individual criteria for your future career decisions that will bring success in the long term and keep you healthy. The aim of the resilience analysis is to bring your wishes, values and motives in line with your target system using appropriate models, and to strike a balance between disciplined perseverance and creativity.</p> <p>Room: 19/107-11, (StudiOS, Neuer Graben 27, Osnabrück) Leader: Jasmin Doehling-Wölm, Karrierekunst, Bremen</p>	<p>One-to-one mentoring and peer counselling in peer groups</p>
<p>April 2016</p>	<p>Theme-related networking evening for mentees and mentors</p> <p>The themes of the networking evenings are determined by the mentees during the preparatory workshop. Room: to be determined Host: Dr. Elke Bertke, Project Management and Program Coordination</p>	
<p>Fri, May 27, 2016</p> <p>+ one-to-one coaching (Thu, June 2 and Fri, June 3, 2016)</p>	<p>Seminar: “Strategic network analysis for female scholars – visible competence in networks”</p> <p>Often, great emphasis is placed on specialized strengths in the search for the right job and the appropriate position. This is a good thing, but does not always suffice. After all, not all jobs are advertised in the first place; many positions are created through one’s own initiative, and third party-funded projects, for example, or through the art of being “in the right place at the right time” when, for instance, a promising idea is suddenly created during an informal side meeting at a specialist confer-</p>	

	<p>ence...</p> <p>Besides performing targeted research activities, therefore, having the skills required to build up effective strategic networks in communities is important as another key competence for achieving a successful career in science and industry. During this interval training and coaching, you are given the opportunity to systematically analyze your networking activities and to optimize them for your career path, practicing how to use your strengths in an authentic manner. During one-to-one coaching you can review your experience from the exercises in the network training session and adapt them to your individual situation.</p> <p>Room: 19/07-11 (StudiOS, Neuer Graben 27, Osnabrück) Leader: Jasmin Döhling-Wölm, Karrierekunst, Bremen Individual coaching appointments on June 2/3, 2016, including the opportunity to ask questions about your own network strategy (Jasmin Döhling-Wölm, Karrierekunst, Bremen)</p>
May/June 2016	<p>Theme-related networking evening for mentees and mentors</p> <p>The themes of the networking evenings are determined by the mentees during the preparatory workshop.</p> <p>Room: to be determined Host: Dr. Elke Bertke, Project Management and Program Coordination</p>
Fri, June 24, 2016, 9:00-14:00	<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 course are reviewed. The experiences gained in the mentoring tandem, cooperation within the whole group of mentees and within the peer groups as well as 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>Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück) Leader: Dr. Elke Bertke, Project Management and Program Coordination</p>
Thu, September 22, 2016, 09:00-17:00	<p>Seminar “Self-presentation for female PhD students”</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>
Fri, September 23, 2016, 09:00-17:00	

 One-to-one mentoring and
peer counselling in peer groups

	<p>Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück) Leader: Franziska Jantzen, entwicklungen, Hannover</p>	<p>One-to-one mentoring and peer counselling in peer groups</p>
<p>October 2016</p>	<p>Theme-related networking evening for mentees and mentors</p> <p>The themes of the networking evenings are determined by the mentees during the preparatory workshop.</p> <p>Host: Dr. Elke Bertke, Project Management and Program Coordination</p>	
<p>Thu, November 24, 2016, 13:00-17:00 and Fri, November 25, 2016 9:00-13:00</p>	<p>Voice training “A voice that makes an impression”</p> <p>As young female scholars, you must act convincingly and use your voice effectively in different situations. In this connection, the quality of your voice and your vocal presence play an important role in whether you are heard and how you are received.</p> <p>In this practical training, you will learn more about your vocal and speaking abilities and optimize them, as required: <i>How does my voice come across? How healthy and strong is my voice? How can I use my voice effectively?</i> These and other questions will be addressed in this voice training seminar.</p> <p>Room: Zimeliensaal (Bibliothek Alte Münze, Alte Münze 16, Osnabrück) Leader: Inge Hermann, Sprechstudio, Göttingen</p>	
<p>Fri, December 9, 2016 09:00-14:00</p>	<p>Final workshop for mentees</p> <p>At the end of the cycle, the benefits of the mentoring program with regard to the mentees' career development and personal development are evaluated. In addition, the mentees will plan how to continue their network and cooperation in the peer groups and how to continue to gain from the supportive relationships once the program has ended.</p> <p>Room 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück) Leader: Dr. Elke Bertke, Project Management and Program Coordination</p>	
<p>March 2017</p>	<p>Handover and ceremonial final event of the mentoring program for female PhD students including presentation of certificates</p> <p>A separate program will be published.</p>	

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

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. Please contact the Program Management if you have any questions.

We wish you a good start to the mentoring relationship!

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 <input type="checkbox"/> others, namely: _____

Withdrawal options

If any difficulties arise within the mentoring relationship that cannot be resolved alone, the Project 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 Project 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.

Project Management and Program Coordination

Dr. Elke Bertke

Mentoring programs for young female scholars

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3. Examples of forms for preparing and following up mentoring discussions for mentees

Sample form for preparing a mentoring discussion

Date of discussion	
Duration	
Venue	
Clarification of organizational issues in advance	
Which topics are to be discussed?	
What is the objective behind exploring these topics?	
What do I already know about these topics?	
Which specific questions do I have?	
What do I expect from my mentor?	
How well were the results from the last meeting implemented?	

Sample form for following up sessions

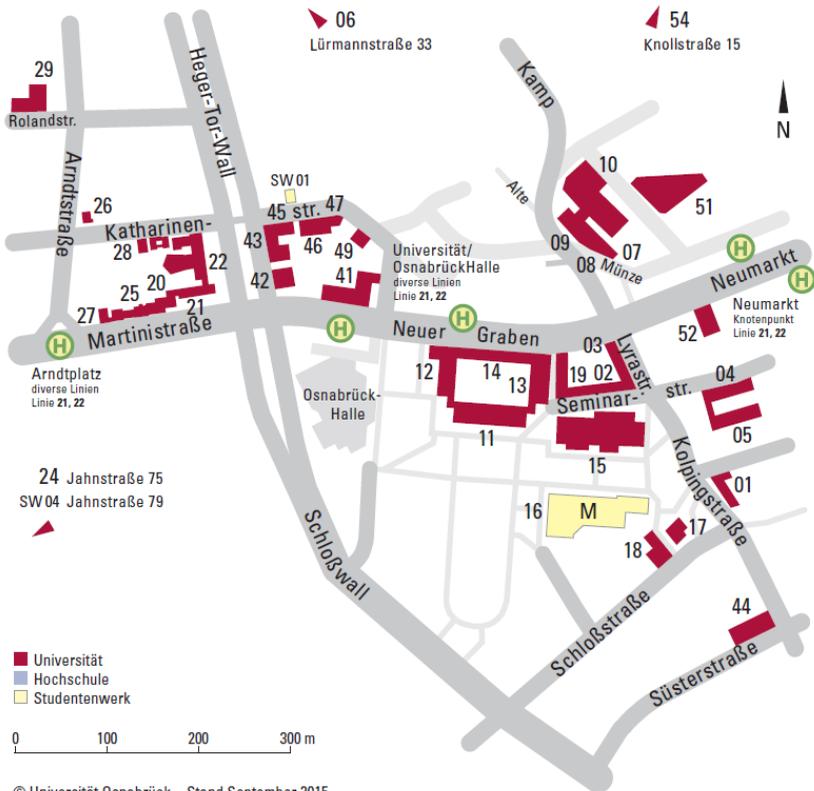
Date of discussion	
Duration	
Venue	
Which topics were discussed?	
What results were generated from the discussion?	
What proposals were made concerning the implementation of the results?	
What are the next steps to be taken?	
Are there any outstanding issues? If so, what are they?	
What could or will be the topics for discussion at the next meeting?	
When and where will the next meeting take place?	

4. Osnabrück University Site maps and how to get there

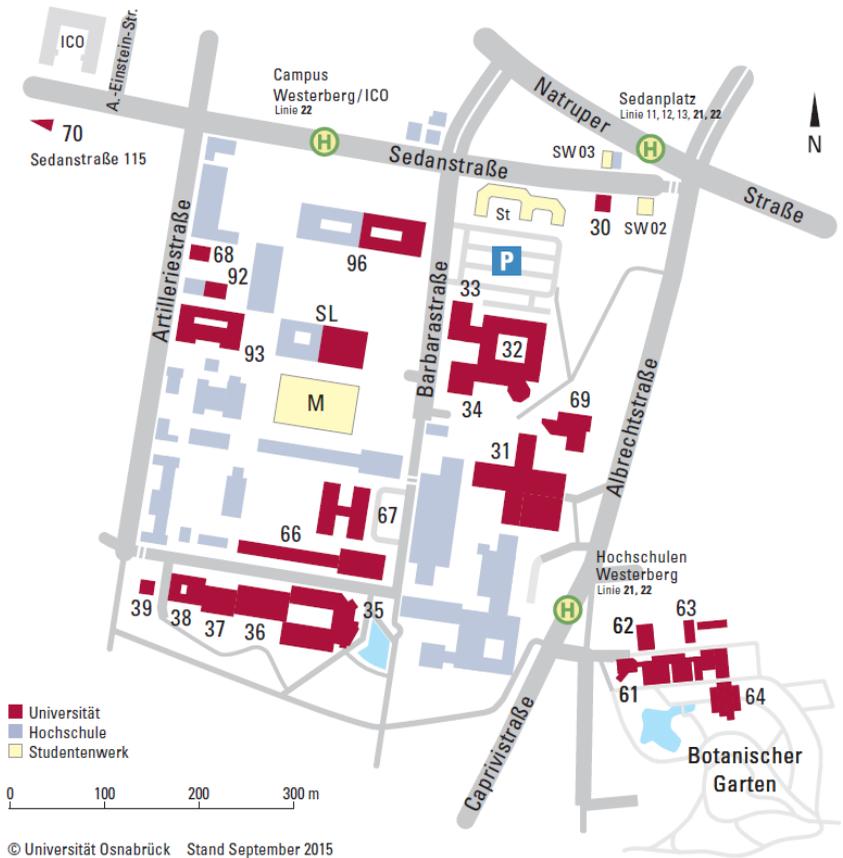
The interactive site map of Osnabrück University can be accessed at:

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

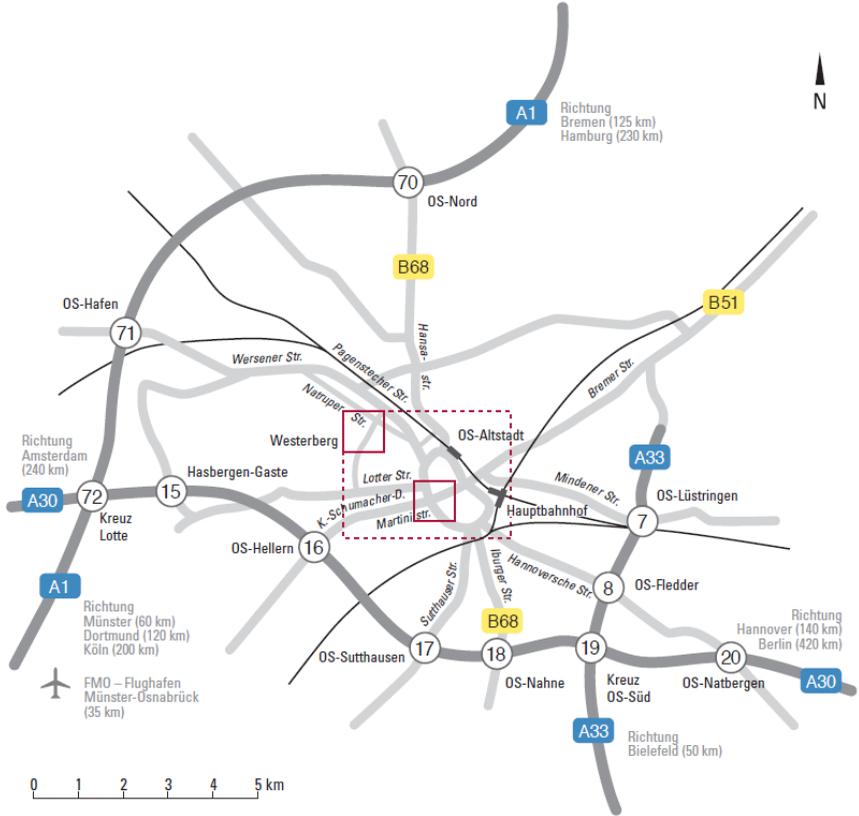
Standort Innenstadt



Standort Westerberg



Anfahrtsskizze Osnabrück



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