Mentoring program for female postdocs and junior professors at Osnabrück University

Enhancing female scholars' career prospects

January 2017 - June 2018
Dear Mentors and Mentees,

Welcome to the mentoring program for postdocs and junior professors 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.

Women in senior positions are still underrepresented in academia and industry. Young women who decide to embark on a career in academia often find it hard to obtain good advice: women have poorer access to professional and academic networks than their male counterparts, and continue to be affected to a greater extent by the attempt to combine work duties and family life. Mentoring is a very useful form of support to young female academics seeking to carve out a career in academia.

This program cycle represents the third round of the mentoring program for female postdocs and junior professors “Enhancing female scholars’ career prospects”. The program focuses on one-to-one mentoring in which female scholars seeking to obtain a professorship or management position in academia or research are accompanied on their career paths by (male or female) mentors for a period of 18 months. 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 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!

Professor Dr. Susanne Menzel
Vice President for Research and Advancement of Young Academics
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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 doctoral candidates, 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

These programs are organized by the PhD/Postdoc Career Center (ZePrOs), the organization that pools all activities for the advancement of PhD students and postdocs at Osnabrück University. The PhD/Postdoc Career Center offers two mentoring programs for specific target groups alternately: a 12-month mentoring program for female doctoral candidates entitled “Careers in science and industry” and an 18-month mentoring program for female postdocs and junior professors “Enhancing female scholars’ career prospects”.

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.

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.

¹ http://www.bmbf.de/de/494.php
² http://forum-mentoring.de/
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. Susanne Menzel, 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
2.2 The Scientific Advisory Council

In order to ensure the long-term success of Osnabrück University's mentoring programs, it is 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 doctoral candidates (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.

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

Prof. Dr. Peter Schneck  FB 07  School of Language and Literary Studies (Chairman)
Prof. Dr. Wassilis Kassis  FB 03  School of Educational and Cultural Studies (Deputy Chairman)
Prof. Dr. Armin Schäfer  FB 01  School of Cultural Studies and Social Sciences
Prof. Dr. Jochen Gemmer  FB 04  School of Physics
Prof. Dr. Roland Brandt  FB 05  School of Biology/Chemistry
Prof. Dr. Tim Römer  FB 06  School of Mathematics/Computer Science
Prof. Dr. Ursula Stockhorst  FB 08  School of Human Sciences
Dr. Andreas Scholze  FB 09  School of Business Administration and Economics
Prof. Dr. Oliver Dörr  FB 10  School of Law
Prof. Dr. Susanne Menzel  Vice President for Research and Advance-ment of Young Academics
3. Concept of the mentoring program for female postdocs and junior professors

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.

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.

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 the successful career development of young female scholars.

Over 100 universities and universities of applied sciences across Germany organize mentoring programs, which have proven to be a useful tool for effectively advancing young scholars and enhancing equal opportunities.
3.2 Objectives of the mentoring program

The aim of the mentoring program for female postdocs 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. The aim of the program is to help young female scholars plan their careers and to offer guidance and support – also if they seek an alternative career path outside academia.

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 postdocs and junior professors can be summarized as follows:

- To promote the individual careers of female postdocs and junior professors in academia
- To foster their career-related skills
- To improve interdisciplinary and cross-hierarchical networking
- To motivate young female scholars to embark on an academic career
- To tap the academic potential of women
- To sustainably increase the proportion of women in management positions in science and research.

3.3 Target groups

The program is directed at female postdocs 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.
3.4 Components of the program

By participating in the mentoring program for female postdocs 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.

The program was devised on the basis of the “Qualitätsstandards im Mentoring”\(^3\) (Quality standard in mentoring) issued by the Bundesverband Forum Mentoring e.V. (Forum Mentoring e.V. 2014), which acts as a network of mentoring experts. Over 100 mentoring programs are registered in this nationwide umbrella organization.\(^4\)

![Figure 1: Conceptual program structure of the mentoring program for female postdocs and junior professors](http://www.forum-mentoring.de/files/4613/6853/8496/20120531_broschuere_A5_3_Auflage_PRINT_kl.pdf)

\(^3\) http://www.forum-mentoring.de/

\(^4\) http://forum-mentoring.de/
The individual components of the program are explained in detail below. In addition, all of the current dates are published on the program’s website.\(^5\)

**One-to-one mentoring** commences in January or January 2017, 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.

**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. In addition, the mentees are offered individual coaching, which they can make use of if required, enabling them to specifically address individual issues and topics related to their career development and self-development. The seminar language is German.

**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.

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\(^5\) [http://www.uni-osnabrueck.de/forschung/nachwuchsfoerderung/mentoring.html](http://www.uni-osnabrueck.de/forschung/nachwuchsfoerderung/mentoring.html)
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. In the context of quality management, the participants take stock of activities half way through the program, as well as evaluating the entire program at the end of the 18 months.

- 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 Manager contact the potential mentor (matching process). In addition, the preparatory workshop aims to define the entire program process and collaboration between mentees.

- The new tandems will be welcomed at a ceremonial kick-off event on 30 March 2017, followed by a reception where the baton is passed on. The kick-off event for the program cycle will include a public talk by Dr. Peter Modler on the topic of “Between arrogance and devotion – Men’s and women’s conflict strategies in day-to-day management”. The event will take place in the auditorium of Osnabrück University. 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 September 22, 2017; the final workshop for mentees will take place on June 8, 2018. 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 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. Mentors are also awarded a certificate for their voluntary commitment to mentoring.
4. Tips for shaping 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).

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. 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 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 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.
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 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. Talks between the mentee and her mentor will be more effective if the mentee prepares them well beforehand and if both parties communicate their expectations in advance. 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 18). In addition to personal meetings, the tandem partners may agree to allow additional contact by phone or email. 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; 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 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)

<table>
<thead>
<tr>
<th><strong>Listen and ask questions:</strong></th>
<th>You should want to truly understand the concern or situation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reassure and encourage:</strong></td>
<td>Help the mentee to realistically assess and appreciate her skills.</td>
</tr>
<tr>
<td><strong>Advise:</strong></td>
<td>Help the mentee find her own solution by asking specific questions, whilst adding your own opinions and experience.</td>
</tr>
<tr>
<td><strong>Look ahead:</strong></td>
<td>Point out potential obstacles and difficulties to the mentee.</td>
</tr>
<tr>
<td><strong>Practice:</strong></td>
<td>Practice new behavior through role play or dialogue.</td>
</tr>
<tr>
<td><strong>Assist:</strong></td>
<td>Encourage the mentee in the event of mistakes and difficulties, and look for solutions together.</td>
</tr>
</tbody>
</table>
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 January 2017 through to June 2018. 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:

<table>
<thead>
<tr>
<th>Phase 1: The initial phase</th>
<th>Phase 2: The work phase</th>
<th>Phase 3: Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarification of the foundations for cooperation:</td>
<td>The tandem finds the degree of openness that is suitable to both partners. This phase is characterized by:</td>
<td>At the end of the program period, the mentoring relationship is consciously brought to an end:</td>
</tr>
<tr>
<td>- Creating mutual trust by getting to know one another (exchanging professional biographies)</td>
<td>- Self-reflection by the mentor and mentee about their roles and how to proceed</td>
<td>- Overall assessment</td>
</tr>
<tr>
<td>- Clarifying expectations and conceptions of roles</td>
<td>- Mutual feedback</td>
<td>- Appreciation and appraisal of the results</td>
</tr>
<tr>
<td>- Formulating goals</td>
<td></td>
<td>- Search for new roles in which the mentor and the mentee can meet in the future</td>
</tr>
<tr>
<td>- Making agreements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Specifying rules</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 28). 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)

<table>
<thead>
<tr>
<th>Contents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you expect from one another? What to you hope or expect to gain from the mentoring relationship?</td>
<td></td>
</tr>
<tr>
<td>Which contributions will be made by whom to ensure the success of the mentoring relationship?</td>
<td></td>
</tr>
<tr>
<td>What goals do you both have?</td>
<td></td>
</tr>
<tr>
<td>How will you both know when these goals have been achieved?</td>
<td></td>
</tr>
<tr>
<td>Which topics are already evidently possibilities for discussion within the mentoring scheme?</td>
<td></td>
</tr>
<tr>
<td>In what way can the mentee prepare the meetings with regard to content?</td>
<td></td>
</tr>
<tr>
<td>In what way should the results of individual meetings be recorded or followed up?</td>
<td></td>
</tr>
<tr>
<td>Are there any topics that should not be addressed?</td>
<td></td>
</tr>
<tr>
<td>Trust</td>
<td></td>
</tr>
<tr>
<td>Agree expressly upon discretion and confidentiality.</td>
<td></td>
</tr>
<tr>
<td>How should feedback be given? How can you make it clear that you are no longer happy with the mentoring process?</td>
<td></td>
</tr>
<tr>
<td>Organization and process</td>
<td></td>
</tr>
<tr>
<td>How frequently do you wish to meet one another? How many meetings can already be arranged in advance?</td>
<td></td>
</tr>
<tr>
<td>Who will initiate the meetings?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Is contact by phone and email also envisaged?</td>
<td>How frequently? Are there certain times when the mentee should not call?</td>
</tr>
<tr>
<td>Will the mentee be accompanied to appointments, events and network meetings? Which would you be able to attend?</td>
<td>How will you deal with postponements?</td>
</tr>
<tr>
<td>Review</td>
<td>How do you want to take stock to see what you have achieved?</td>
</tr>
<tr>
<td>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?</td>
<td>What would have to happen for you to decide on your part that you no longer wish to continue the mentoring relationship?</td>
</tr>
<tr>
<td>What signs could be an indication for your tandem partner that you are unhappy with the mentoring relationship?</td>
<td>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.</td>
</tr>
</tbody>
</table>

**4.4.3 Proposals 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 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.
5. Bibliography

http://www.diw.de/documents/publikationen/73/diw_01.c.407592.de/diwkompakt_2012-065.pdf (12.05.2016)


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   mentees
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## 1. Current program (as of June 3, 2016)

*The seminar language is German*

<table>
<thead>
<tr>
<th>June 2016</th>
<th>Start des Bewerbungsverfahrens / Start of the application process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, October 19, 2016</td>
<td>Ende des Bewerbungsverfahrens / Closing date for applications</td>
</tr>
<tr>
<td>October/November 2016</td>
<td>Personal discussions between the applicants and the Program Committee</td>
</tr>
<tr>
<td>Fri, November 18, 2016 (09:00-17:00) &amp; Sat, November 19, 2016 (09:00-13:00)</td>
<td>Vorbereitungsworkshop für Mentees / Preparatory workshop for mentees</td>
</tr>
<tr>
<td>November 2016 - January 2017</td>
<td>Matching</td>
</tr>
<tr>
<td>Fri, February 24, 2017 (09:00-17:00)</td>
<td>Seminar: &quot;Endlich Postdoc - und dann? - Planung und Optimierung der Hochschulkarriere für Postdocs und Juniorprofessorinnen&quot; / Seminar: Planning and optimizing a career in higher education for female postdocs and junior professors</td>
</tr>
</tbody>
</table>

### Preparatory phase

- **Vorbereitungsworkshop für Mentees / Preparatory workshop for mentees**
  - 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.
  - **Leader:** Dr. Elke Bertke, Project Management
  - **Venue:** University Guest House, Lürmannstraße 33, D-49076 Osnabrück

- **Matching**
  - Mentors are recruited by the university management and the program management – tandems are created

- **Seminar: "Endlich Postdoc - und dann? - Planung und Optimierung der Hochschulkarriere für Postdocs und Juniorprofessorinnen" / Seminar: Planning and optimizing a career in higher education for female postdocs and junior professors**
  - The postdoctoral phase is decisive for the further development of one’s academic career and is characterized by the constant need to strike a balance between paid employment and research independence. Postdocs face numerous professional challenges and hurdles on their path towards eligibility for appointment to the rank of professor: independent publishing activities, the acquisition of external funding and the implementation of independent research work, development of a teaching portfolio, involvement in academic communication and the establishment of a personal network of colleagues and partners, periods abroad. At which stage are each of these tasks particularly important? What has the highest priority? What is the ideal time frame? Where should I start, and how? How important is it to gain habilitation? How can I focus on alternative career options? The seminar will enable participants to take stock and to reflect on their current position. Building on the findings, participants will set their own goals and plan the key steps for becoming eligible for appointment to the rank of professor.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu, March 30, 2017</td>
<td>Staffelstabübergabe und feierlicher Programmauftakt / Passing on the baton and ceremonial kick-off event</td>
<td>15:30 -16:30, Music Hall, Neuer Graben 29 / Schloss, third floor A separate program will be published.</td>
</tr>
<tr>
<td></td>
<td>Öffentlicher Vortrag / Public lecture:</td>
<td>&quot;ZWISCHEN ARROGANZ UND ERGEBENHEIT - Konfliktstrategien von Männern und Frauen im Führungsalltag&quot;, Dr. Peter Modler / &quot;BETWEEN ARROGANCE AND DEVOTION - Men's and women's conflict strategies in day-to-day management&quot;, Dr. Peter Modler</td>
</tr>
<tr>
<td></td>
<td>Do I actively display my professional performance or am I uncomfortable about it? Is it customary for me to interrupt other people at meetings or does it get to me when I am constantly interrupted? Do I want my colleagues’ respect – or their affection? In many cases, men and women give completely different responses to these questions. And these responses lead to the very heart of the power structures in companies and organizations. Ultimately, these responses will determine the success of the work – and not an individual’s actual competence.</td>
<td></td>
</tr>
<tr>
<td>Fri, April 28, 2017 (09:00-17:00)</td>
<td>Einführung in die Drittmittelakquise: Information &amp; Überblick / An introduction to the acquisition of external funding: information &amp; overview</td>
<td>The acquisition of external funding plays an increasingly important role in career planning. A successful grant application requires not only a good idea, but also knowledge about the structure and content of the application. This workshop familiarizes participants with the basic principles of preparing proposals for external funding. They will also gain an overview of funding organizations and agencies, as well as insight into their evaluation criteria. Leader: Dr. Barbara Schwerdtfeger, Research Funding Advisor at Osnabrück University, Administrative Service: Academic Planning and Development, and Head of the &quot;National Research and Development of Young Scholars&quot; division Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück)</td>
</tr>
<tr>
<td>Thu, May 18, 2017 (09:00-17:00) &amp; Fri, May 19, 2017 (09:00-16:30)</td>
<td>Seminar: &quot;Berufungstraining&quot; / Seminar: &quot;Appointment training&quot;</td>
<td>Appointment training systematically prepares participants to apply for professorships. Participants are given specific information about the course of appointment procedures and the various elements involved: preparation of the application, self-presentation in front of the search committee, and the appointment negotiations once an offer has been made. In addition, the discussion with the search committee, which is not open to the public, is practiced</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Time</td>
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<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------</td>
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</tr>
<tr>
<td>2. Themenbezogener Netzwerkabend / 2nd networking evening for mentees and mentors</td>
<td>Thu, September 21, 2017</td>
<td>19:30-21:30</td>
</tr>
<tr>
<td>Zwischenbilanzworkshop für Mentees / Stock-taking workshop for mentees</td>
<td>Fri, September 22, 2017</td>
<td>09:00-13:00</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
</tr>
<tr>
<td>----------------------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| Fri, November 10, 2017 (09:00-17:00) | Seminar: "Selbstpräsentation in der Wissenschaft" / Seminar: Self-presentation in academia                  | 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.  
Leader: Franziska Jantzen, Entwicklungen, Büro für individuelle Karrierestrategien, Wissenschafts- und Organisationsberatung, Hannover  
Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück) |
| Fri, February 16, 2018 (09:00-17:00) | Seminar zur Drittmittelakquise: Workshop auf der Grundlage eingereichter Antragsskizzen / Seminar on the acquisition of external funding: workshop on the basis of outline proposals submitted | In this workshop, the proposals and draft proposals prepared by participants will be discussed. Using these practical examples, participants will gain a specific, in-depth understanding of the composition and structure of a proposal for external funding. Applicants will be given extensive feedback on their proposals and draft proposals.  
Leader: Dr. Barbara Schwerdtfeger, Research Funding Advisor at Osnabrück University, Administrative Service: Academic Planning and Development, and Head of the “National Research and Development of Young Scholars” division  
Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück) |
| Wed, February 7, 2018 (18.00-20.30) | 3. Themenbezogener Netzwerkabend / 3rd networking evening for mentees and mentors                              | “Wissenschaftskommunikation – Wie vermitteln wir die gesellschaftliche Relevanz unserer Forschung?” / “Science communication – how to convey the social relevance of our research”  
Host: Dr. Elke Bertke, Program Manager at Osnabrück University  
Room: Gästehaus der Universität Osnabrück, Lürmannstraße 33, 49076 Osnabrück |
| Thu, April 19, 2018 (09:00-18:00) | Seminar "Führung und Motivation in der Wissenschaft" / Seminar “Leadership and motivation in academia”       | The aim of the seminar is to give an overview of the following topics: How can I motivate and lead academic and non-academic staff in... |
Appendix

the university context?
How can I improve collaboration within the team?
How can I create a culture that promotes excellence?

First of all, the seminar gives an overview of leadership research and its relevance to successful work. Participants will then jointly develop tools that have proven effective in the successful performance of management tasks in day-to-day dealings with each other as well as in critical situations. In the process, participants will be given the opportunity to discuss with the group issues from their own experience in leading and motivating staff, and to review the feasibility of different courses of action.

Leader: PD Dr. Silke Weisweiler, Project Director of LMU Center for Leadership and People Management, LMU Munich
Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück)

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**Final workshop for mentees**

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.

Leader: Dr. Elke Bertke, Program Manager at Osnabrück University
Room: 19/107-11 (StudiOS, Neuer Graben 27, Osnabrück)

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**Feierliche Abschlussveranstaltung / Ceremonial closing event**

**Einzelcoaching Angebot / Option of individual coaching**

Individual coaching is an optional service within the mentoring program for female postdocs and junior professors. Mentees receive four hours of individual coaching (two two-hour sessions) by Franziska Jantzen (entwicklungen – Büro für individuelle Karrierestrategien, Wissenschafts- und Organisationsberatung, Hannover). Coaching usually takes place in Hannover.

Content:
The aim of individual coaching is to clarify the coachee’s professional role. Individual coaching is an interactive process between the coach and the coachee in which issues and topics concerning the coachee are tackled in a targeted manner. In their day-to-day activities, academics are rarely given feedback or the ability to discuss how their professional role can be fulfilled in the positive sense. The option of coaching seeks to close this gap in a productive way. Topics typically addressed in a coaching process include:

- Career planning
- Self-worth training
- Strategy developments / micropolicy
| • Preparation for important events, exams, application situations |
| • Coping with stress and pressure |
| • Dealing with conflict |
| • Options for action in hierarchies |
| • Staff leadership |
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

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname, first name</td>
<td>Surname, first name</td>
</tr>
<tr>
<td>Address (street, zip code, place)</td>
<td>Address (street, zip code, place)</td>
</tr>
<tr>
<td>Phone</td>
<td>Phone</td>
</tr>
<tr>
<td>Email</td>
<td>Email</td>
</tr>
</tbody>
</table>
## Shaping the mentoring relationship

<table>
<thead>
<tr>
<th>Question</th>
<th>Mentee</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>What goals do you wish to have achieved by the end of the program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which subject matters and topics would you like to discuss during the mentoring relationship?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you wish to gain from the collaboration?</td>
<td>Mentee</td>
<td>Mentor</td>
</tr>
</tbody>
</table>
## Goals, expectations and content of the mentoring relationship

<table>
<thead>
<tr>
<th>The mentoring relationship will exist</th>
<th>from ______________ to ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often should mentoring discussions take place?</td>
<td></td>
</tr>
<tr>
<td>What should be the longest interval between discussions?</td>
<td></td>
</tr>
<tr>
<td>Where should the regular meetings be held?</td>
<td></td>
</tr>
<tr>
<td>Who will initiate these meetings?</td>
<td></td>
</tr>
<tr>
<td>Would you also like to exchange information regularly in any other way?</td>
<td>□ by phone  □ by email</td>
</tr>
<tr>
<td></td>
<td>□ by post  □ others, namely: ___________</td>
</tr>
</tbody>
</table>
Withdrawal options

If any difficulties arise within the mentoring relationship that cannot be resolved alone, 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  
PhD/Postdoc Career Center at Osnabrück University (ZePrOs)  
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Phone: +49 541 969 6219  
Mobile: +49 151 16736607  
Email: elke.bertke@uni-osnabrueck.de
3. Examples of forms for preparing and following up mentoring discussions for mentees

Sample form for preparing a mentoring discussion

<table>
<thead>
<tr>
<th>Date of discussion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td></td>
</tr>
<tr>
<td>Venue</td>
<td></td>
</tr>
<tr>
<td>Clarification of organizational issues in advance</td>
<td></td>
</tr>
<tr>
<td>Which topics are to be discussed?</td>
<td></td>
</tr>
<tr>
<td>What is the objective behind exploring these topics?</td>
<td></td>
</tr>
<tr>
<td>What do I already know about these topics?</td>
<td></td>
</tr>
<tr>
<td>Which specific questions do I have?</td>
<td></td>
</tr>
<tr>
<td>What do I expect from my mentor?</td>
<td></td>
</tr>
<tr>
<td>How well were the results from the last meeting implemented?</td>
<td></td>
</tr>
</tbody>
</table>
Sample form for following up sessions

<table>
<thead>
<tr>
<th>Date of discussion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td></td>
</tr>
<tr>
<td>Venue</td>
<td></td>
</tr>
<tr>
<td>Which topics were discussed?</td>
<td></td>
</tr>
<tr>
<td>What results were generated from the discussion?</td>
<td></td>
</tr>
<tr>
<td>What proposals were made concerning the implementation of the results?</td>
<td></td>
</tr>
<tr>
<td>What are the next steps to be taken?</td>
<td></td>
</tr>
<tr>
<td>Are there any outstanding issues? If so, what are they?</td>
<td></td>
</tr>
<tr>
<td>What could or will be the topics for discussion at the next meeting?</td>
<td></td>
</tr>
<tr>
<td>When and where will the next meeting take place?</td>
<td></td>
</tr>
</tbody>
</table>
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/
This guide was compiled by:

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