

Mentoring for female doctoral candidates

Career perspectives after the doctorate

May 2020 - May 2021



Foreword

Dear Mentors and Mentees,

Welcome to the mentoring program for female doctoral candidates at Osnabrück University!

The structured modularized mentoring programs for young scholars have been a well-established component of measures for the advancement of young scholars at Osnabrück University since 2012. With the mentoring programs we would like to make a substantial contribution to increasing equal opportunities in the scientific system and counteracting the loss of highly qualified female scientists. In addition, it is important to us to accompany especially female doctoral candidates on their career paths who were the first to study in their families.

The program centers on one-to-one mentoring: Young female scholars are 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!



Prof. Dr. Kai-Uwe Kühnberger

Vice President for Research and Advancement of Young Academics
at Osnabrück University

Table of contents

1. Mentoring programs for young scholars at Osnabrück University.....	3
2. The project team and the Scientific Advisory Council	6
2.1 The project team.....	6
2.2. The Scientific Advisory Council	7
3. Mentoring for female doctoral candidates - program concept	8
3.1 Objectives of the mentoring program for female doctoral candidates	8
3.3 Target groups	9
3.4 Components of the program	9
3.5 Seminar Language	13
4. Suggestions for developing a successful mentoring relationship.....	14
4.1 What is mentoring?.....	14
4.2 Mentees: role – tasks – benefits.....	15
4.3 Mentors: role – tasks – benefits.....	16
4.4 Framework conditions and shaping the mentoring relationship	19
4.4.1 Phases of the mentoring process	19
4.4.2 Clarification of framework conditions in the initial discussion between the mentee and mentor	20
4.4.3 Suggestions for preparing and following up mentoring discussions.....	21
5. Bibliography	22
6. Appendix.....	24

1. Mentoring programs for young scholars at Osnabrück University

The mentoring programs for young scholars are a central component of the development of young scholars at Osnabrück University. The aims of the programs are to provide tailored support to young scholars with regard to their individual career planning and to enhance equal opportunities in the scientific system. The mentoring programs are provided by the PhD/Postdoc Career Center at Osnabrück University (ZePrOs), where all activities concerning the development of doctoral candidates and postdocs are clustered at Osnabrück University.

Already in 2012 Osnabrück University initiated the mentoring programs for young female scholars considering that women despite having a high qualification as well as motivation are still underrepresented in management positions within and outside academia. This phenomenon, known as the “leaky pipeline”, results in a substantial loss of academic potential for universities (Gemeinsame Wissenschaftskonferenz (GWK) 2018). Similarly, in industry the average amount of women in management positions totalled 30% in 2017 (Holst & Friedrich 2017).

Therefore the programs especially aim at counteracting the steady decline of the proportion of women with increasing qualification levels as well as the under-representation of women in management positions.

The programs proved to be very successful instruments to support young scholars, which was confirmed by the accompanying evaluations. In the preceding project phase 90 Mentees in seven rounds successfully completed the modularized program and worked on career specific topics with their mentors. Due to the success of the project Osnabrück University will continue the mentoring programs after 2019.

Considering that the human resource development at Osnabrück University focuses on increasing equal opportunities, the objectives of the 2019’s mentoring programs were extended by a further diversity aspect. In addition to the topic of gender, the diversity feature “educational background” has been integrated. The PhD/Postdoc Career Center thus reacts on studies proving an increasing social selectivity within the science system. Accordingly, scholars with a non-academic background are highly underrepresented on all levels of qualification as well as on the level of professors. They make up only 30% of doctoral candidates (Lenger 2008). A particularly high social unity is assumed on the level of junior professors (Möller 2015). However, subject-specific differences have to be

considered (Zimmer 2017). Similarly, also within non-academic systems the social background of doctoral candidates is of high importance in the allocation of management positions and may lead to inequalities (Hartmann & Kopp 2001).

Against this background, the PhD/Postdoc Career Center offers two targeted mentoring programs in alternation, which not only focus on increasing equal opportunities for men and women but also on reducing inequalities in regard to the educational background. These objectives are implemented conceptually differently in the two programs. Whereas the mentoring program targeted for the doctoral phase continues to be exclusively open for female doctoral candidates, the program for postdocs and junior professors is for the first time open for both male and female scholars.

PhD/Postdoc Career Center's mentoring programs:

1. "*Career prospects after the doctorate*": the 12-month program is targeted towards all female doctoral candidates of Osnabrück University. It focuses on supporting the professional orientation process and strategic career planning after the doctorate. In particular the program is aimed at female doctoral candidates from all schools of Osnabrück University who are seeking a professorship at a university or a university of applied sciences or who are in the orientation phase regarding their professional career after their doctorate.
2. "*Paths to a professorship*": The 18-months mentoring program for postdocs and junior professors offers tailored support and professionalization to highly qualified scholars on the path to a professorship. The start of the program is scheduled for May 2021.

The mentoring programs are based on the quality standards established by Forum Mentoring e.V.¹ 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 the program participants.

¹ <https://www.forum-mentoring.de/>

Nationwide studies prove the efficacy and individual benefits of mentoring programs for young scholars (Briedis et al. 2013, Krempkow et al. 2016, Höppel 2016). Mentoring programs are employed at over 100 universities where they are a central component of the development of young scholars.

2. The project team and the Scientific Advisory Council

2.1 The project team

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

Program coordination

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The program coordinator is the first port of call for everyone involved in the mentoring program. She is responsible for matching the tandems, maintaining contact to mentees and mentors, and advising them whenever questions arise concerning the mentoring relationship. The program coordinator's tasks also include project management, coordination with external experts, hosting topic-related network evenings and ensuring the quality of the programs. The program coordinator and the project manager work in close collaboration with the **Steering Group**. The Steering Group is composed of the individuals responsible for the advancement of young scholars at Osnabrück University:

- Professor Dr. Kai-Uwe Kühnberger, 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 for young scholars, they are monitored 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 representatives².

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	Language and Literary Studies (Chairman)
Professor Dr. Andrea Lenschow	FB 1	Cultural Studies and Social Sciences
Professor Dr. Georg Steins	FB 3	Educational and Cultural Studies
Professor Dr. Jochen Gemmer	FB 4	Physics
Professor Dr. Roland Brandt	FB 5	Biology/Chemistry
Professor Dr. Markus Spitzweck	FB 6	Mathematics/Computer Science
Professor Dr. Ursula Stockhorst	FB 8	Human Sciences
Professor Dr. Joachim Wilde	FB 9	Business Administration and Economics
Professor Dr. Oliver Dörr	FB 10	Law
Professor Dr. Kai-Uwe Kühnberger		Vice President for Research and Advance- ment of Young Academics

² https://www.uniosnabrueck.de/forschung/nachwuchsfoerderung/zepros/wissenschaftlicher_beirat.html (14.05.2018)

3. Mentoring for female doctoral candidates - program concept

3.1 Objectives of the mentoring program for female doctoral candidates

The aim of the mentoring program for female doctoral candidates “*Career prospects after the doctorate*” is to accompany and promote highly qualified young female scholars in their career development and personal development. It focuses on supporting strategic career orientation after the doctorate. With this program Osnabrück University aims to support especially female doctoral candidates who are the first ones in their family to pursue a career path in academia.

On that account, the program intends to increase the proportion of women in leading scientific positions. In addition, the program aims to contribute to more equal opportunities in the science system by strengthening the diversity awareness of future leaders.

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. In order to enhance equal opportunities within the science system, key competences of future leaders include diversity-competences³ as well as leadership skills which are sensitive towards diversity. Therefore the enhancement of these competences is an integral part of the mentoring program. Within the mentoring relationship, the peer group and the seminars, mentees have the opportunity to explore the structures, processes and informal rules of the game within and outside the science system.

The objectives of the mentoring program for female doctoral candidates can be summarized as follows:

- Promote the individual careers of female doctoral candidates
- Tap the academic potential of women

³ Diversity competence is a key professional qualification, which includes several social and communicative competences. It determines the handling of the diverse society. Diversity competence means to be free from prejudices and to acknowledge individuals. Furthermore central components of diversity competence constitute linguistic sensitivity, as well as avoidance of stereotypes, attribution and exclusion (Jäger 2013). The elements of diversity competence also include dealing with ambivalence, tolerance of ambiguity, the ability to change perspectives and to be flexible, insight into the necessity of reflexive action, thinking in contexts and a pronounced ability to analyze (Schröer 2012).

- Increase awareness of competences which are acquired during the doctorate and enhancement of career-related skills
- Expand interdisciplinary and cross-hierarchical networks
- Enhance equal opportunities within the science system by increasing awareness of future leaders in regard to diversity
- Increase the proportion of female professors
- Increase the proportion of women and scholars with a non-academic family background in scientific management positions

3.3 Target groups

The program is directed at female doctoral candidates from all schools at Osnabrück University who seek to secure a professorship at a university or a university for applied sciences or a management position in science. It is also aimed at female doctoral candidates who wish to orient themselves with regard to their professional career in or outside academia after completing their doctorate in order to make an informed decision about their future career path.

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 composition of the group.

3.4 Components of the program

By participating in the mentoring program for female doctoral candidates, mentees are given the opportunity to establish fruitful relationships with mentors.

In the course of the program, alternative career paths in addition to professorships will also be included in the development of the mentees' career prospects. This is necessary for three reasons:

- The professional orientation and the acquisition of experience and knowledge from different fields is the basis for an informed decision regarding an academic career.



10 Program concept

- The development of alternative career prospects or a "Plan B" is one of the important elements of strategic career planning.
- Professional experience outside the university is one of the central prerequisites for a professorship at a university of applied sciences.

For these reasons, the mentoring program offers the opportunity to gain experience and information about management positions in business and society, for example by recruiting mentors outside of academia.

Collaboration is based on a classic two-person relationship, the one-to-one mentoring. Mentees are given the opportunity to use career-relevant networks, to work and get advice within peer-groups in order to benefit from each other. Furthermore, they will participate in a needs-oriented seminar program. The 12-month program begins in May 2020.

The program is structured as follows:

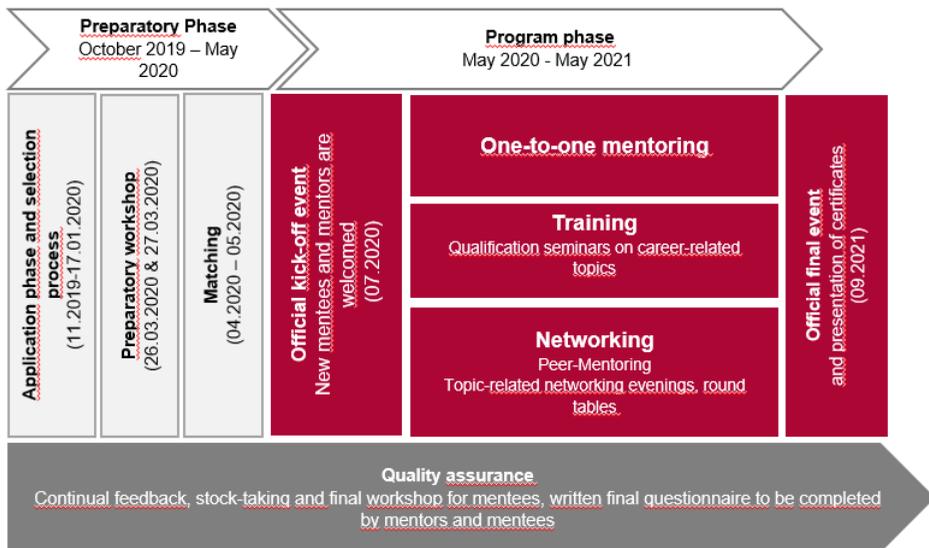


Figure 1: Conceptual program structure of the mentoring program for female doctoral candidates

The individual components of the program are explained in detail below. In addition, all of the current dates are published on the program's website⁴ and can be found in the appendix.

One-to-one mentoring starts in May 2020, when initial discussions are held. These take place immediately after the matching process, which involves recruiting mentors to the program and creating tandems. Detailed explanations about one-to-one mentoring as well as suggestions for developing a successful mentoring relationship are provided in Section 4. In addition to one-to-one mentoring, Mentees work together in small groups, called Peer-Mentoring.

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

- Strategic career development
- Self-presentation for female doctoral candidates: become visible, seize opportunities, define goals
- Diversity as a leadership skill

The thematic orientation of a further seminar is chosen by the mentees themselves during the preparatory workshop. The topics of gender and diversity will be related to the different contexts of the seminars and integrated into the seminars. The seminar: "Diversity as leadership competence" will deal with these topics specifically.

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 annual network meetings. Former mentors as well as mentees will be invited to public lectures and events within the program.

The elements of networking include:

- **Peer-mentoring.** The regular peer group meetings, consisting of five to seven mentees each, are held on the basis of the "*peer-group counselling*" concept (Tietze 2003) or "*success teams*" (Frohnen 2009, Sher 2000). During regular meetings, mentees help one another to achieve their goals, master the challenges they face during their doctorate and in decision-making processes with regard to the transition phase after the completion of the doctorate.

⁴ <http://www.uni-osnabrueck.de/forschung/nachwuchsfoerderung/mentoring.html> (14.05.2018)

- 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. Possible activities are, for example, regular mentee get-togethers or joint lunches.



- **Theme-related networking evenings**. The 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 networking evenings are chosen by the mentees during the preparatory workshop. The discussion evenings are planned and implemented by the mentee peer-groups.

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. Based on quality management the mentees reflect upon and evaluate the mentoring program half way through and at the end of the program.

- **The preparatory workshop** for mentees takes place on March 26/27, 2020. The aim of the preparatory workshop is to familiarize mentees with the mentoring program, and to introduce them to their role as a mentee. In addition, the preparatory workshop aims to define the entire program process. 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.
- **Matching process.** 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. The matching-process is closed after the first interview when the mentee and mentor have decided to work together as a mentoring-tandem for the duration of the program.
- At the beginning of the program the tandems are welcomed at the **ceremonial kick-off event** on July 8, 2019. The official start of the program is connected to a

panel discussion on the topic of “*Career paths of successful women in science, industry and society*”.

- **Quality assurance.** The program is based on the “*Qualitätsstandards für Mentoring in der Wissenschaft*” (*Quality standards for mentoring in science*) issued by **Forum Mentoring e.V.**⁵. with regard to:
 - Conceptual prerequisites (e.g. target definition, requirement analysis),
 - Institutional framework (e.g. information-, event-, quality management),
 - Program structure and elements (e.g. multi-stage selection process, framework program) (Wolf & Bertke, 2017, 175-195).

The mentees’ individual responsibility and commitment are central factors for the program’s efficacy. Already during the preparatory workshop the mentees become familiar with the mentoring-process as well as the prerequisites of the program. In addition, the aim of the preparatory workshop is to adjust the program according to the mentees’ needs. An ongoing quality assurance of the mentoring program is ensured in order to take into account the mentees’ and mentors’ needs and requirements. In addition to the evaluation of all events, a **stocktaking workshop** will be held on November 27, 2020, and the **final workshop** for mentees will take place on June 11, 2021. These two workshops provide an ideal setting for an exchange of experiences 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.

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.

3.5 Seminar Language

The seminar language is German. If required, some events – such as discussions during the seminars, the one-to-one mentoring and networking evenings – can also be offered in English. If you wish for part of the program to be held in English, please contact the program coordinator Dr. Marie-Kathrin Drauschke (mentoring@uni-osnabrueck.de).

⁵ <http://forum-mentoring.de/>

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 the potential for leadership and development (Dolff & Hansen, 2002, 8).

One-to-one mentoring is geared towards developing the mentee's career and personality (Haasen 2001, 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 2007, 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. Therefore, mentees and their mentors formulate objectives, topics and prerequisites - such as the frequency and duration of discussions - in consideration of their requirements and resources.

The frequency of the meetings is one of the success criteria in a mentoring relationship. The more frequent the tandem meets, the sooner success processes are initiated (Höpel, 2016, 106).

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.

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 (e.g. due to a work relationship or a supervisory relationship during the doctorate). 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 2001, 228-241, Höppel 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. For this reason, the mentee assumes the active role within the mentoring tandem.



The mentee’s tasks (Haasen 2001, 218)

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.

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.

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 results 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 2001, 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. They are given the opportunity to inspire and motivate a junior employee and to share their knowledge with future leaders.

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 mentee at the start of the collaboration (see Section 4.4.2). In addition to personal meetings, the tandem partners may agree to allow additional contact by phone, e-mail or Skype. Mentees and mentors generally arrange four meetings during the program cycle of one year. Additionally, 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. 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 discuss experiences. 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 conflicts. 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 the mentee to build on largely untapped abilities, helping her to discover new skills (Haasen 2001, 228-241). The role assumed by the mentor does not include being an additional supervisor for the doctorate. The mentees cannot expect to be provided with a job by the mentor.

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

Check list: How can you promote your mentee? (Haasen 2001, 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 2001, 228-241).

Mentoring is not a one-sided process. Mentoring as well as the transfer of knowledge across generations 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 a mentors' own young scholars, due to the dependencies involved. Mentoring also enables mentors to develop their networks. Finally, the mentors' 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 May 2020 through to May 2021. 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:

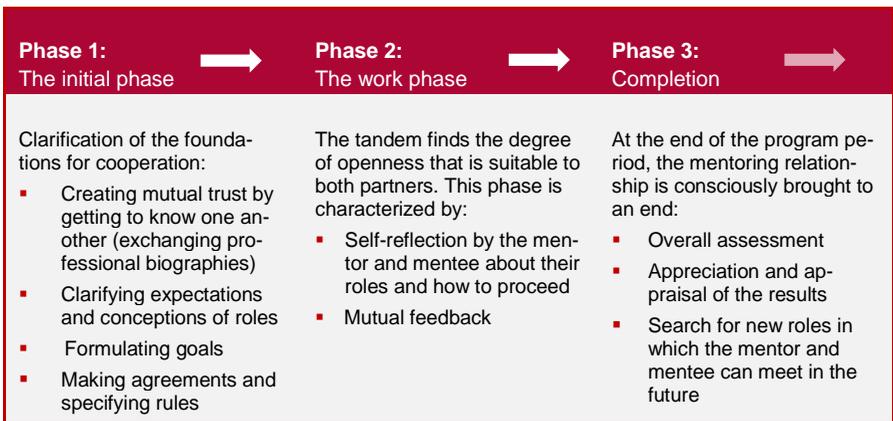


Figure 3: Phases of the mentoring process based on Schmid, Bernd and Haasen, Nele 2011, 62

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 objectives which they pursue with the mentoring program. By defining the objectives, a first orientation for the structure of the mentoring-relationship is given. It also facilitates later success measurements (Höppel 2016). Furthermore, it is useful to define the framework conditions for the shape and intensity of the mentoring relationship. 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. 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 as the collaboration often results in new objectives and topics.

At the beginning of the mentoring relationship, it may be helpful for the tandems to create a timeline with the most important events and the dates of their meetings. That kind of planning can reduce the organizational effort.

The possible content of the first mentoring discussion is listed in the table below.

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

Contents	<ul style="list-style-type: none"> ▪ What do you expect from one another? What to you hope or expect to gain from the mentoring relationship? ▪ Which contributions will be made by whom to ensure the success of the mentoring relationship? ▪ What goals do you both have? ▪ How will you both know when these goals have been achieved? ▪ Which topics are already evident 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?
Trust	<ul style="list-style-type: none"> ▪ Agree expressly upon discretion and confidentiality.

Organiza- tion	<ul style="list-style-type: none"> ▪ How should feedback be given? How can you make it clear that you are no longer happy with the mentoring process? ▪ 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 accompany the mentor to appointments, events and networking meetings? Which would you be able to attend? ▪ How will you deal with postponements?
Review	<ul style="list-style-type: none"> ▪ 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?

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 determined and any unresolved issues identified. Examples of forms for preparing and following up mentoring discussions are provided in the Appendix.

5. Bibliography

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6. Appendix

1. Current program status (as of October 2019)	25
2. Guide for the initial discussion between the mentee and her mentor	29
3. Examples of forms for preparing and following up mentoring discussions for mentees	33
4. Osnabrück University site maps and route description	35

1. Current program (as of October 2019)

Wed, October 21, 2019	Start of the application process	Preparatory phase
Thu, January 17, 2020	Closing date for applications	
January/ February 2020	Personal discussions between the applicants and the Program Committee	
Thu, March 26, 2020 (09:00-17:00) Fri, March 27, 2020 (09:00- 13:00)	Preparatory workshop for mentees 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 the one-to-one mentoring and shape the working relationship in the tandems. Together they develop the foundations required to arrange a mentoring program suited to the participants' needs as well as a successful collaboration within the group and with the Program Manager. Leaders: Dr. Marie-Kathrin Drauschke (program coordinator), Dr. Elke Bertke (project manager), PhD/Postdoc Career Center	
April 2020 (17:30- 20.00)	Exchange of experience with former mentees Hosts: Dr. Marie-Kathrin Drauschke, Dr. Elke Bertke, PhD/Postdoc Career Center	
April- June 2020	Matching Mentors are recruited by the university management and the program management - tandems are brought together	
May 2020	Introduction to Peer-Mentoring Leaders: Dr. Elke Bertke, Dr. Sabine Mehlmann, PhD/Postdoc Career Center	One-to-one mentoring & peer counselling in peer groups
Thu, July 02, 2020 (09:00- 17:00) Fri, July 03, 2020 (09:00- 17:00)	Seminar "Strategic career development" During the workshop, participants will reflect on the steps taken to embark on their chosen career, determining where they currently stand and what they have achieved. By reflecting on their previous paths and achievements, participants will become more aware of their personal motivations, skills and main areas of interest. Based on the findings, strategies will be contemplated and drawn up to enable the next steps to be taken on the chosen career path. After the	

	<p>workshop, these deliberations can be discussed with the participants' mentors and developed accordingly. The agenda is designed to enable participants to reflect not only individually but also together as a group, in various settings, and also to obtain feedback from peers. Before the workshop, the mentoring group may decide whether the workshop should focus on career planning within or outside academia.</p> <p>Possible key areas of the workshop:</p> <ul style="list-style-type: none"> ▪ Career paths, stumbling blocks and prospects in academia ▪ Analysis of previous career steps, one's own career-related guiding principles and values as well as individual skills and interests ▪ Evaluation of career options outside academia ▪ Development of career goals and the strategies required to achieve them ▪ Planning of the next steps, including individual and differentiated peer feedback. <p>Leader: Franziska Jantzen, entwicklungen, Hanover</p>	
<p>Wed, July 08, 2020 (17:00- 20:00)</p>	<p>Ceremonial kick-off event & theme-related networking evening for mentees and mentors</p> <p>Panel discussion on the topic of "<i>Career paths of successful women in academia and industry</i>" followed by a reception</p> <p>A separate program will be published.</p>	
<p>Wed, October 07, 2020 (09:00- 16:30)</p> <p>Thu, October 08, 2020 (09:00- 16:30)</p>	<p>Seminar "Diversity as a leadership skill"</p> <p>The seminar enables participants to acquire leadership instruments, communication concepts and skills which are essential for work in diverse research and science organizations. As a starting point, a common understanding of diversity will be developed and the participants discuss which diversity dimensions play a role in their daily life. Based upon that, fundamental questions on leadership within science as well as in dealing with employees and students from different contexts of origin will be addressed. The seminar aims at enabling the participants to transfer of the obtained knowledge to a diversity sensitive leadership in their various roles.</p> <p>Topics of the workshop are for example:</p> <ul style="list-style-type: none"> ▪ Dealing with discrimination ▪ Development of diversity competences (empathy, change of perspective, reflectivity) ▪ Diversity sensitive leadership: instruments for personnel selection, management and development ▪ Conflict management in regard to diversity <p>Leader: Dr. Neela Enke, Scienza Science Coaching, Berlin</p>	<p>One-to-one mentoring & peer counselling in peer groups</p>
<p>Fri, November 27, 2020 (09:00- 14:00)</p>	<p>Stock-taking workshop for mentees</p> <p>Halfway through, the participants jointly reflect upon and evaluate the mentoring program. Personal goals and the envisaged course of</p>	

	<p>action are reviewed. The experiences gained in the mentoring tandem, the 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-take help shape the second half of the program.</p> <p>Leaders: Dr. Marie-Kathrin Drauschke, Dr. Elke Bertke, PhD/Post-doc Career Center</p>	
<p>Thu, January 21, 2021 (09:00- 17:00)</p> <p>Fri, January 22, 2021 (09:00- 17:00)</p>	<p>Seminar “Self-presentation for female doctoral candidates”</p> <p>In 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 consolidate what has been learned. Role plays and presentation training are used to practice generating a demeanor that is suitable for the context and consistent with one’s personality. Feedback provided by the group enables participants to compare their perception of themselves with how others perceive them. Self-abjection, which is often observed in this context, can be focused on if required, and counter-strategies developed.</p> <p>Possible key areas of the workshop:</p> <ul style="list-style-type: none"> ▪ Making a name for yourself in research: locations, rules of the game, strategies ▪ Presentation training: language and body language ▪ Preparation and presentation of your own short profile ▪ Video analysis of presentation exercises ▪ Self-esteem training: dealing with aspects that rob you of inner energy and self-esteem ▪ Dealing with performance anxiety, mental preparation for important presentations <p>Leader: Franziska Jantzen, entwicklungen, Hannover</p>	One-to-one mentoring & peer counselling in peer groups
<p>Wed, February/March 2021 (17:30- ca. 20:00)</p>	<p>Theme-related networking evening for mentees and mentors</p> <p>The topics of the networking evenings are chosen by the mentees during the preparatory workshop</p>	
<p>1,5-2-day seminar February/March/April 2021</p>	<p>Optional Seminar (needs-oriented)</p> <p>The topic will be chosen by the mentees during the preparatory workshop</p>	
<p>Wed, April/May 2021 (17:30- ca. 20:00)</p>	<p>Theme-related networking evening for mentees and mentors</p> <p>The topics of the networking evenings are chosen by the mentees during the preparatory workshop</p>	
<p>Fri, June 11, 2021 (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>Leaders: Dr. Marie-Kathrin Drauschke, Dr. Elke Bertke, PhD/Postdoc Career Center</p>	
September 2021	<p>Ceremonial kick-off event and public lecture</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 into 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 maximum 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"/> other, namely: _____

Withdrawal options

If any difficulties arise within the mentoring relationship that cannot be resolved alone, the Project Coordinator Dr. Marie-Kathrin Drauschke 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 Management.

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 Coordinator

Dr. Marie-Kathrin Drauschke

Mentoring programs for young 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

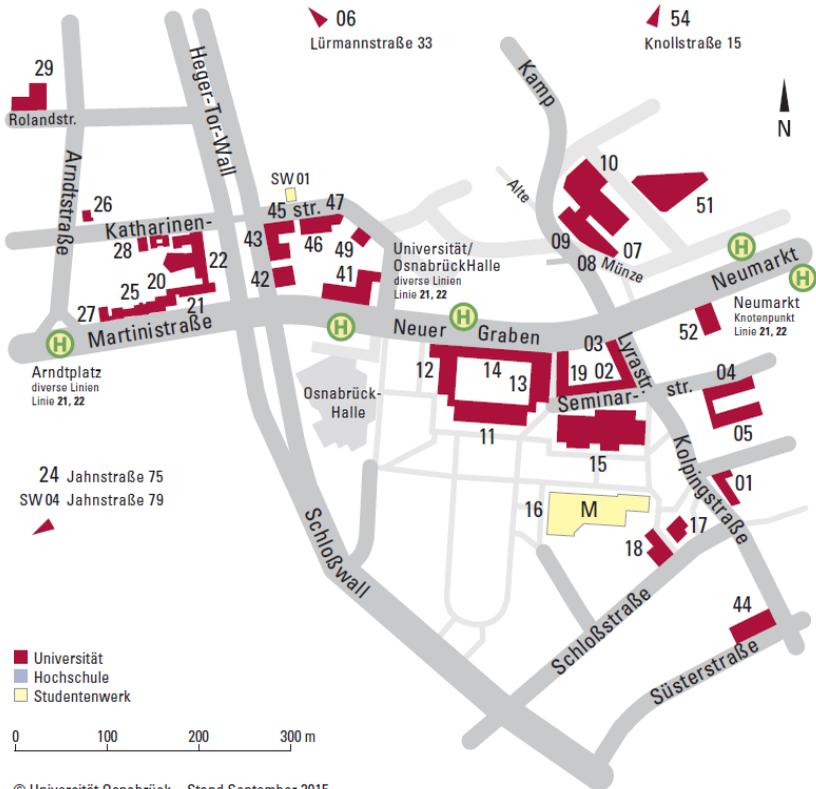
Date of discussion	
Duration	
Venue	
Which topics were discussed?	
What results were generated from the discussion?	
What proposals were made concerning the implementation of the results?	
What are the next steps to be taken?	
Are there any outstanding issues? If so, what are they?	
What could or will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

4. Osnabrück University Site maps and route description

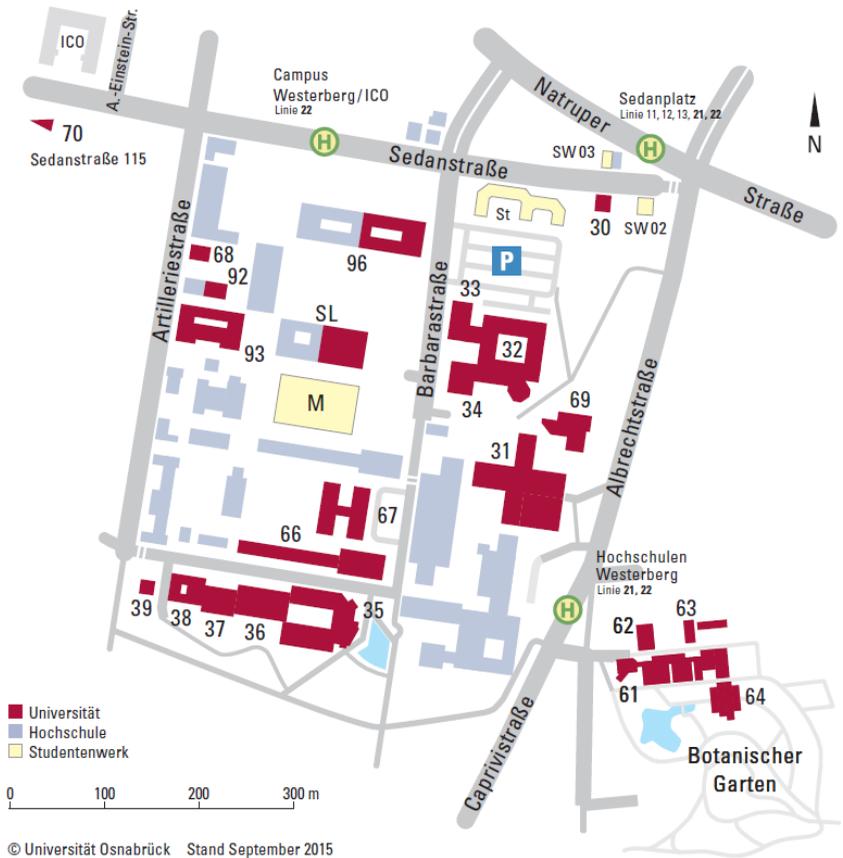
The interactive site map of Osnabrück University can be accessed at:

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

Standort Innenstadt



Standort Westerberg



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