



| | | | |
|------------------------------|---|-----------------------|----------|
| Project Number: | 945539 | Project Title: | HBP SGA3 |
| Document Title: | HBP High Potential Mentoring Programme - Mentoring Materials | | |
| Document Filename: | HBP_Mentoring-Handout_201028 | | |
| Document Type: | Portfolio of materials | | |
| WP(s) / Task(s): | WP9 / T9.5 | | |
| Dissemination Level: | PU = Public | | |
| Delivery Date: | SGA2 / 08 Mar 2019 / Updated: 28 Oct 2020 | | |
| Authors: | Karin Grasenick, Harald Kleinberger-Pierer | | |
| Contributors: | Gender Advisory Committee, esp. Pilar Flores, Javier DeFelipe, Veronica Medina | | |
| Editorial Review: | | | |
| Abstract: | This portfolio comprises the materials of the HBP High Potential Mentoring Programme including the mentoring agreement, checklist for defining mentoring goals and also an interim reflection of the mentoring partnership. | | |
| Target Users/Readers: | Mentors and Mentees of the HBP High Potential Mentoring Programme | | |

Content

| | |
|--|---|
| 1. MATERIALS FOR YOUR MENTORING PARTNERSHIP (DOWNLOADS) | 2 |
| MENTORING AGREEMENT | 3 |
| EXPLORE THE MENTORING GOALS | 4 |
| CHECKLIST FOR DEFINING GOALS | 5 |
| DESIGNING A MENTORING MEETING | 6 |
| MINUTES OF A MENTORING MEETING | 6 |
| INTERIMS REFLECTION OF THE MENTORING PARTNERSHIP | 7 |
| TERMINATING A MENTORING PARTNERSHIP PREMATURELY | 8 |
| FINAL MEETING AND REFLECTION OF THE MENTORING PARTNERSHIP | 9 |

1. Materials for your Mentoring Partnership (Downloads)

The following materials have been developed for the HBP High Potential Mentoring Programme and are also available for download via the HBP Website:
https://www.humanbrainproject.eu/en/about/gender-equality/measures-and-materials/#_process

The [Career Planning Presentation](#)¹ also provides further tools and methods.

¹ https://sos-ch-dk-2.exo.io/public-website-production/filer_public/04/b6/04b6bd6c-a745-4ca2-866b-84c49a39bdd5/hbp_careerplanning_190205_v3.pdf

Mentoring agreement

This is a mentoring agreement between:

| | | |
|-------------|--------|--------|
| name of ... | | |
| | Mentee | Mentor |
| Phone | | |
| Email | | |
| Skype | | |
| | | |
| Address | | |
| | | |

We agree on 6-8 meetings, approximately 1 hour within the following timeframe (start and planned end of the mentoring partnership):

The following dates can already be set (date, time, (virtual) meeting point)

The main objectives of the mentoring partnership are:

We will inform ourselves in advance if a meeting cannot take place unexpectedly and to arrange further appointments by (phone / email / WhatsApp / ...)

The mentee is responsible for the minutes of the meetings. The minutes support joint reflection on achievements.

Confidentiality and non-disclosure: We undertake to treat our conversations as strictly confidential. We will only talk to third parties about any topic of our mentoring partnership if together we have expressly agreed to do so beforehand. The obligation of secrecy continues even after the mentoring partnership has ended.

Premature termination of the agreement: in case of unexpected events or challenges that prevent us to continue a successful mentoring partnership, the mentoring can be terminated prematurely. In this case the coordinator will be informed by us.

Place / Date, Signature Mentor, Signature Mentee

We hereby inform the coordinators on our agreement, mailto:HyPo@humanbrainproject.eu

Explore the Mentoring Goals

The success factors for careers in science are manifold. To make achievements visible, to become a recognized member of the "community" already requires some strategic and communicative competence (cf. Mueller 2014). With the development of an independent (scientific) profile, tasks like e.g. supervision of individuals or teams, proposal writing, and project management become more relevant. It is therefore important to clarify the goals of the mentoring partnership, either before or in the first meeting.

Ensure that mentees will **focus on strategic skills with a clear future orientation**, like the ability to demonstrate that they will be able to *perform* future tasks, their *image* and *exposure* to such tasks. Colantuono (2012: Capitalize on Mentoring and Take Your Career to the Next Level) abbreviated these three aspects to "PIE Mentoring". Her studies revealed that PIE aspects are more commonly addressed in mentoring between men whereas mentoring for women or minorities often focuses on *enabling, confidence, attitudes, connections and encouragement* (CAKE mentoring). CAKE mentoring neglects 'the missing 33%', the third part for leadership success. Be aware that some goals might be achieved by other resources than mentoring. Some skill might be acquired through further education, trainings and advice e.g. available at your local university or institution

You are therefore encouraged to plan the mentoring carefully, striving for perfection only for tasks where this is of strategic relevance, whereas for others a "good enough" performance might also do it. On average women more often think that they must meet all job requirements with perfection, whereas men might more easily assume that, e.g. 60% might as well do it - which is often true.

Define mentoring goals for which the experience of the mentor is particularly valuable. The following questions can serve as a basis for common reflection.

Key questions for goals with a contemporary orientation

- Which tasks are decisive in order to achieve the best possible result for the current position?
- Which personal strengths should be further developed in order to fulfil these tasks?
- What additional competences should be acquired for the current position?
- Which networks and resources are supportive?
- What priorities should therefore be set?

Key questions for goals with future orientation

- What are the desired career steps? What are the wildest career expectations?
- What tasks will be relevant in the future?
- Which achievements will show that the next, future position can be fulfilled?
- What additional (leadership) skills will be required?
- Which networks will crucial to maintain the position and the necessary resources?
- How can the visibility of the mentee be increased?
Who might be willing to become a sponsor (active promotion)?
- What priorities should therefore be set?

Checklist for defining goals

Mentor and Mentee might define the goals for the mentoring partnership by checking through the following list together

| The following goals ... | ... are for this mentoring not important at all ← → very important | ... as a mentor I can't contribute at all ← → very well |
|--|---|--|
| Understanding career requirements | | |
| Building relevant networks in the working environment | | |
| Increase the visibility of achievements and skills | | |
| take on tasks that will be important for future career steps | | |
| Developing an individual / independent (research) profile | | |
| Planning and implementing a publication strategy | | |
| Building networks in the broader research community | | |
| Increase the visibility in the broader research community | | |
| Planning and implementing stays abroad | | |
| Know relevant grants, scholarships and awards | | |
| Acquire research proposals, research funds | | |
| Successful handling of research projects | | |
| Establishing international cooperation | | |
| Optimise lecturing and teaching activities | | |
| Expand (self-)presentation skills | | |
| Communication with superiors and in the team | | |
| Setting limits, remaining focused | | |
| Solving conflicts | | |
| Expanding leadership competencies | | |
| Strengthening self-confidence | | |
| Strengthen the self-reflection and strategic planning capability | | |
| Overcoming goal conflicts | | |
| work-life balance | | |
| Other, namely | | |
| | | |

Designing a Mentoring Meeting

In principle, a mentoring partnership should focus on strategic goals and should continuously work on what is needed to achieve these goals. However, it may also be important to address short-term challenges.

- At the **beginning of a mentoring meeting**,
 - a. a mentee might summarise what has been achieved since the last meeting and/or
 - b. a mentor might ask if there are any special concerns and what **the wildest expectations** for that specific meeting might be.
- If **references to the last meeting** are made the following questions are helpful:
 - What was agreed at the last meeting? What has happened since then?
 - What was particularly successful? What's left open?
 - If something could not be implemented or **negative experiences** were made, ask: How can these experiences be used to achieve **better results in the future**? What can be learned from this? What else could one do, what else would be an alternative?
 - Make sure that the meetings do not focus exclusively on problems. Ask about **what has worked well**, about progress and success.
- Keep to the **agreed time**. If mentor or mentee notice that the conversation is digressing, remember each other how much time is left and ask or bring forward the main topic to work on in the remaining time.
- If a topic does not fit into the **area of competence of the mentor** or if mentoring alone is not enough, you should address it openly. The mentor might ask the mentee: Who else could provide support for this specific concern? What are the **alternatives**? What are additional sources for information?
- At the end of the meeting, the mentee(s) should summarise **the most important results** and **concrete steps** and tasks should be done until the next meeting.

Minutes of a Mentoring Meeting

Minutes can be used to reflect on what was agreed at the last mentoring meeting. Over a longer period of time it is helpful to analyse the overall development of goals, topics and progress on the basis of protocols. The mentee(s) keep the minutes, since he/she is also responsible for his/her career development.

A protocol contains, in brief:

- Date, duration of the meeting
- **Goal, topics** of the meeting.
- **Conclusions and agreements**
- A **work list** with planned completions, implementation steps, incl. date and status of implementation
- Reference to the last meeting:
 - What's the deal? What has been achieved?
What can the mentee(s) be particularly proud of?
 - What's left open? So what else is there to do?
What could be done differently? Who/what else could support?

Interims reflection of the mentoring partnership

| The following statements are for our mentoring partnership ... | not relevant | rather not applicable | very applicable |
|--|--------------------------|--------------------------|--------------------------|
| Goals were defined at the beginning of the partnership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Goals and objectives were prioritised and clarified | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strategic, future-oriented goals have had high priority | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Limitations of this mentoring partnership, alternatives and additional options for support have been clarified | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We have discussed and agreed on the confidentiality of the mentoring partnership explicitly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We discussed the conditions under which we would prematurely terminate the mentoring partnership. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The mentee has taken minutes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We always keep to our appointments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The frequency of meetings is very appropriate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The location, the meeting form is ideally suited. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We stick to the agreed time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We adapt the goals to current developments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Even difficult topics can be raised and discussed openly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mentee and mentor listening very well | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Questions asked by the mentor have supported the development of solutions by the mentee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The feedback of the mentor is used by the mentee to take concrete action steps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Information sharing, storytelling too, have been helpful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In case feedback or advice are not appropriate for the mentee, this can be expressed openly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Different opinions are valued and accepted as such. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mentor and mentee formulate precisely what can be done to achieve the mentoring goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mentor and mentee review the agreements regularly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The following concrete progress has been made through mentoring partnership:

This is what the mentee wants to achieve in the remaining period of the mentoring partnership:

This is how we want to proceed in order to make optimum use of the mentoring partnership:

Terminating a mentoring partnership prematurely

A mentoring partnership cannot always meet expectations. Both mentee and mentor may have the impression that it is better to end the partnership. **Important reasons** can be changes in the time availability or the impression that the mentoring is not able to contribute decisively to achieving the goals.

Good reasons for refusing or terminating a partnership are

- **Partiality:** if a mentor know the supervisors very well or are even close friends with colleagues who play an important role for the mentee. In case of conflicts between mentees and supervisors, neutral mediation should be consulted, as mentors do not have a neutral role, but are supporting their mentees.
- **Role conflicts:** if mentors work with the mentees in a professional role and also evaluate performance in this role, e.g. in a jury or a decision-making body.
- **Discontinuity:** if you cannot guarantee regular appointments, for example because a planned stay abroad would interrupt mentoring for too long.
- **Specific goals:** if the mentor has the impression that he/she cannot contribute to the desired goals because they are related to different experiences or competences.
- **Little progress:** if you get the impression that the working styles in the mentoring partnership do not complement each other in such a way that good progress is achieved together.

In any case, have a **personal conversation** for which you can prepare yourself as follows:

- Make a note of everything that has been **achieved in this partnership**.
- Make a note of what you **personally** appreciate about your mentee/mentor.
- Think about which **aspects of the collaboration** lead you to want to end the mentoring partnership. Remember that in a different constellation, under different framework conditions, different results can also be achieved.
- Consider what **alternatives are available** to this particular mentoring partnership. Support a suitable mentoring partnership or another solution, e.g. **coaching or counselling or mediation**.
- Please inform the coordinators, either Karin or Harald: HyPo@humanbrainproject.eu or phone at ++43 316 720813 0.

Final Meeting and Reflection of the Mentoring Partnership

At the last meeting of your mentoring relationship you should reserve some time to reflect the overall process and celebrate your successes.

Take a journey through time:

- Which events, conversations have remained in special memory?
- Which memories are critical, which are very positive?
- What was particularly successful in the time we spent together?

Looking back, **what could have been done differently?**

- From both mentor and mentee?
- In the design of the network meetings?
- In the accompanying trainings and coaching offers?
- Which findings concern the university or the faculty?

What wishes and recommendations ...

- Should be passed on to **program coordination**?
- Are relevant for the **university or the department**?
- How can this feedback be conveyed? (by mentors, program coordination?)

Take a look into the future together:

- What are the most important next steps for the mentee?
- What can the mentee build on to master these steps?
- If there is a desire to stay in touch, clarify whether this is appropriate for all involved, in what form and to what extent.

Celebrate together what you have achieved!