

## Mentoring for Women

# Mentoring for Women Guidelines for Cooperation

Mentoring Program of the Medical Faculty of the  
University of Bern and NCCR TransCure



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The guidelines are designed to facilitate the cooperation between mentee and mentor and contribute to a successful design of the mentoring relationship.

## 1 Mentoring

### 1.1 What is Mentoring?

Mentorship is a personal developmental relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.

It offers a platform centred on the professional and personal development of the mentee.

### 1.2 Why Mentoring

“If Swiss universities wish to remain competitive and attract the best qualified researchers, they need to focus on gender equality as a quality factor.”



This statement belongs to crus.ch, the execution body of the Bundesprogramm Chancengleichheit for gender equality in Swiss universities. An objective of 25% female associate and full professors for the Swiss academic world has been set. We have set up a mentoring measure in the medical faculty and NCCR TransCure because “...a lack of mentoring is among the main reason for a deficiency in career success in academic medicine, especially for women.” *Swiss Med Wkly 2011; 141:w13233*

### 1.3 Main Goals of our Mentoring 4 Women Program

The mentee must have a strong commitment to pursue an academic career. Women with the wish to do a *Habilitation* are especially encouraged to participate.

The mentors will focus on transferring their experience to mentees and help them to acquire the necessary tools to understand how to:

- Plan and pursue an academic and clinical career
- Raise research funds and publish in journals with high impact
- Build a professional network
- Understand the academic system and how institutes, clinics and faculties are managed
- Develop personal skills and strengthen self-esteem

## 2 Responsibilities

### 2.1 Mentee

1. Mentees maintain an active relationship with the mentor at all time. Mentees lead the overall program, organize and prepare meetings, ask questions proactively and propose future steps to mentors. Mentors are usually very busy; it is therefore essential to establish a planning sufficiently early to avoid postponing.
2. Both the mentor and mentee agree and sign the objectives within the first month of the relationship. Both mentor and mentee are responsible for maintaining communication for the duration of the program.
3. Mentees are reporting to the coordinator and the mentor in a timely manner as requested in the guidelines of the program.
4. Mentees are required to attend the accompanying measures such as networking event, workshop and courses. If there is a scheduling conflict, the coordinator must be notified immediately to allow someone else to benefit from the measures.

### 2.2 Mentor

1. The mentor is particularly interested in coaching young researcher and clinicians aiming at an academic career. The mentor supports the program, understands its benefits and allocates sufficient time to the relationship. Mentors make themselves available to meet the mentee and put a high priority to this relationship in their agendas to ensure that the program is not being delayed.
2. Both the mentor and mentee agree and sign the objectives within the first month of the relationship. Both mentor and mentee are responsible for maintaining communication for the duration of the program-
3. Mentors review the reports from the mentees and proactively comment the document if appropriate.
4. The mentor advises the mentee as per the overall goals and answer questions.

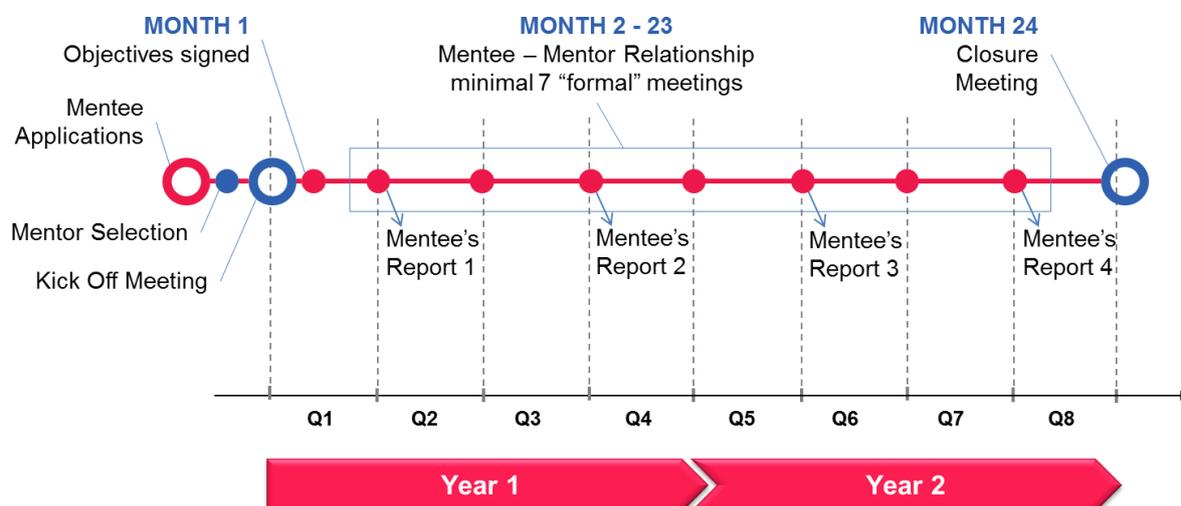
### 2.3 Coordinator

1. The coordinator manages the overall mentoring program for the Medical Faculty of the University of Bern and NCCR TransCure. The coordinator ensures the administrative follow up of the Mentoring for Women on an individual basis but also for aggregated reporting to funding bodies.
2. The program coordinator maintains, distributes and explains the guidelines to the mentees and the mentors. The coordinator supports the mentoring relationship in advising and providing reference publications on mentoring.
3. The coordinator provides information in a timely manner to mentees regarding events and courses organized by the program.
4. The coordinator can support the mentees or mentors to resolve conflict of chemistry between participants.



### 3 Mentoring Process – Minimal Requirements

The mentoring process allows a formal follow up of the relationship. The reporting is mandatory and it is the responsibility of the mentee to provide documents in due time to the program coordinator.



#### 3.1 Kick Off meeting – Start of the program

The mentor and mentee will be introduced to each other in a first kick off meeting organized by the program coordinator who will explain the steps to follow.

#### 3.2 Setting Objectives – Month 1

Goals to be achieved with and through the mentoring partnership will vary according to the needs of the mentee and the experience of the mentor. For the collaboration to be a success, it is important that the objectives are agreed at the start of the relationship. The mentor provides insights into his work experience to the benefit of the mentee, advises on career opportunities and how to best address the balance between the specific professional needs and personal life. The focus will also be on the acquisition of the necessary knowledge and tools required to achieve this balance.

During their first meeting mentor and mentee will be able to share their professional and personal interests to tailor opportunities and set common goals. When the mentee and mentor agree, the mentoring agreement is drawn up and signed.

#### 3.3 Mentoring exchange – Month 2 to Month 24

The shape and intensity of the exchange are decided by the mentee and mentor. The mentee organizes formal meetings once every quarter for about 1h30, which is the minimal requirement in the program. It is recommended that for each of the quarterly meetings the mentee communicates in advance questions or topics to be addressed. Additional meetings can be scheduled in connection with conferences or lectures, also less formal interactions such as lunch meetings, E-Mail communication or phone calls are encouraged.

#### 3.4 End of the mentoring partnership

The relationship officially ends after 24 months with a closure meeting organized by the coordinator in order to debrief about the program and the relationship. Extensions beyond this time are possible if required and will be discussed during the closure meeting. The partnership can also be ended prematurely, in agreement with the coordinator and by mutual consent of the mentee and mentor.

## 4 Meeting topics

You will find in the following table a list of points that can be discussed during your mentoring relationship. It is only intended as a guide.

Career objectives	<ul style="list-style-type: none"> <li>• The mentee must be overall clear on her long term professional and personal goals.</li> <li>• The mentor helps in clarifying goals, ensures they are achievable and advises on specific needs and efforts to reach them.</li> </ul>
<hr/>	
Fields of interest and skills set	<ul style="list-style-type: none"> <li>• The mentee has narrowed down the fields of interest and transformed them into professional options. She is prepared to examine all aspects critically.</li> <li>• The mentor discusses promising choices and provides feedback on the mentee's skills set to be successful in the chosen field.</li> </ul>
<hr/>	
Career planning and professional future	<ul style="list-style-type: none"> <li>• The mentee has a good idea about possible paths to reach her objectives and has evaluated concretely several professional options.</li> <li>• The mentor discusses these professional options and shares professional experience in how to pursue these goals.</li> </ul>
<hr/>	
Network	<ul style="list-style-type: none"> <li>• The mentee has an idea of the needed network to be successful with her career planning.</li> <li>• The mentor introduces the mentee to members of his/her network as appropriate and uses his/her connections to help the mentee construct an efficient network.</li> </ul>
<hr/>	
Resume and cover letter	<ul style="list-style-type: none"> <li>• The mentee who is applying for a specific position prepares a resume and a cover letter in that context.</li> <li>• The mentor advises on the documents and discusses professional interviews tips.</li> </ul>
<hr/>	
Funding and publications	<ul style="list-style-type: none"> <li>• The mentee seeks an external view on the content of her grants and publications submission as appropriate.</li> <li>• The mentor answers questions, provides an external view on the work and suggest new ideas or improvements.</li> </ul>
<hr/>	
Personal support	<ul style="list-style-type: none"> <li>• The mentee seeks personal advices and emotional support to successfully pursue in the chosen path.</li> <li>• The mentor acts as a sounding board and listens, motivates, supports and helps.</li> </ul>

## 5 Tips

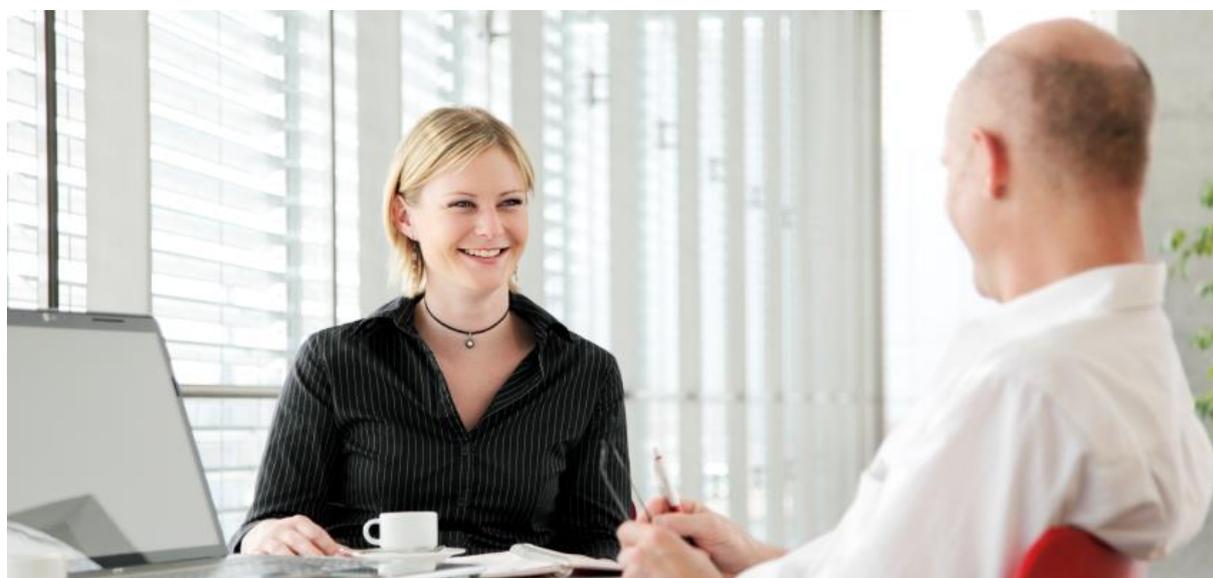
Mentoring is a relationship between a senior person (the mentor) with a less experienced one (the mentee) beyond institutional hierarchies. It aims at supporting the mentee in career and personal development. Mentoring is a strong, long lasting relationship built on trust and mutual understanding. Mentee benefits by getting help in developing their professional career and building self-confidence. The mentor benefits by practicing indirect management skills and getting recognition and satisfaction to develop their protégé.

### 5.1 Tips for mentee

- Manage up the relationship: the mentee leads the relationship.
- Active listening: the mentee is prepared to examine all aspects critically.
- Learn to put your personal opinion in perspective. Be ready to challenge yourself.
- Help your mentor help you: ask many questions and prepare the meeting.
- Align expectations and clarify unclear points or potential misunderstandings.
- Ask specific questions to get precise and useful answers.
- Be “to the point” in your conversations.
- Be honest.
- Evaluate from time to time the relationship with the mentor
- Be trustworthy and keep all made commitments
- Cultivate the relationship

### 5.2 Tips for mentor

- Do not lead the mentee but act as catalyst. Guide, advice, help, but also challenge.
- Be a role model for younger people.
- Act as sounding board, listen to the mentee, answer questions and facilitate changes.
- Provide career and emotional support for the mentee to be successful in both professional and private life.
- Open doors, using own experience and network.
- Help the mentee formulate ideas when they are not sufficiently clear.
- Provide constructive feedback.
- Be honest.
- Use your professional track records as examples.
- Evaluate from time to time the relationship with the mentee
- Be trustworthy and keep all made commitments
- Care about your mentee.



## 6 Accompanying Measure 1: Courses in English

### 6.1 Communication Skills and Self Confidence

Example: Course took place in 2012

#### Date

Mid-December

#### Time

9h00 – 17h00

#### Location

Bern

#### Organization

Mentoring for Women  
NCCR TransCure  
Medical Faculty of the  
University of Bern



#### Description

##### **Part 1: Theoretical training**

The preparation, methods and organization of an oral presentation will be discussed, including dos and don'ts specific to women. This course is meant to be interactive between the trainer and the group, who will be able to ask questions and discuss practical aspects.

##### **Part 2: Practical exercises**

Practical exercise for each participant will allow putting in practice the theory in interaction with the group and trainer. Individual feedback on self-confidence will be provided by the trainer.

Language: English

#### Target Audience

Female researchers willing to pursue an academic career.  
Mentees participating in a mentoring program.

#### Trainer

TBD

#### Registration

send an Email to [martine.reymond@ibmm.unibe.ch](mailto:martine.reymond@ibmm.unibe.ch)

**Deadline mid-November**

#### Number of participants

Maximum 15 participants. Priority will be given to mentees of the Mentoring for Women (mentoring program of the Medical Faculty and NCCR TransCure).

#### Costs

This course is offered free of charge.

## 6.2 Time Management

Example: Course took place in 2014

### Date

Mid-December

### Time

9h00 – 17h00

### Location

Bern

### Organization

Mentoring for Women  
NCCR TransCure  
Medical Faculty of the  
University of Bern



### Description

This training course aims at teaching the universal basics in time management that participants will be able to use during their entire professional and personal life. You will learn how to:

- Define professional and personal goals
- Align your agenda and be more productive
- Prioritize and delegate
- Say no and stay on top of things

Practical assignments throughout the day will allow putting in practice the theoretical learnings.

Language: English

### Target Audience

Female researchers willing to pursue an academic career.  
Mentees participating in a mentoring program.

### Trainer

TBD

### Registration

send an Email to [martine.reymond@ibmm.unibe.ch](mailto:martine.reymond@ibmm.unibe.ch)

### Deadline

### Number of participants

Maximum 15 participants. Priority will be given to mentees of the Mentoring for Women (mentoring program of the Medical Faculty and NCCR TransCure).

### Costs

This course is offered free of charge.

## 7 Accompanying Measure 2: NCCR TransCure mini-Symposium



Mini-Symposium 2012 “Excellence in Women’s Science”

### 7.1 Background

The National Centre of Competence in Research (NCCR) TransCure is active in membrane transporter research aiming at the treatment of human diseases. The NCCRs have the general task to be active in the field of equal opportunities and the promotion of scientific careers of promising young women.

NCCR TransCure invites female speakers for its “Excellence in Women’s Science” scientific meeting favouring close contact with students. In addition to a research field report given by the invited speaker, a podium discussion about the academic career should stimulate the exchange of experience between role models and women in science. This event proposes time to all the participants for general networking.

“Women continue to be seriously underrepresented in leadership positions in academia and the sciences. Only 18% of the professorships with the highest endowments are held by women throughout the EU; in some countries, for instance in Germany, the proportion is even smaller (14%)” ([www.academia-net.de](http://www.academia-net.de)). In 2012, women held 17.8% of the professorships at Swiss Universities. “If Swiss universities wish to remain competitive and attract the best qualified researchers, they need to focus on gender equality as a quality factor” ([www.crus.ch](http://www.crus.ch)). The objective of the Bundesprogramm Chancengleichheit is to reach a proportion of 25% of female professors.

### 7.2 Format of the Day



0900	Welcome and coffee
0915	<b>Introduction</b>
0930	<b>Speaker 1</b>
1030	Networking coffee break
1100	<b>Speaker 2</b>
1200	<b>Podium discussion with speakers</b>
1300	Networking lunch
1400	<b>Speaker 3</b>
1500	Networking coffee break
1530	<b>Speaker 4</b>
1630	<b>Closing remarks</b>
1645	End

## 8 Accompanying Measure 3: Cooperation with other Mentoring Programs

### 8.1 Mentoring programs at UniBe

We are organizing joint events with the other mentoring programs and the Abteilung für Gleichstellung of the University of Berne.



Mentoring  
Theologie



VetMENT  
Mentoring Vetsuisse

### 8.2 Past events

#### Veranstaltung zur Vereinbarkeit von wissenschaftlicher Karriere und familiären Aufgaben

<b>Kursleitung</b>	Prof. Dr. Elisabeth Cheauré, Universität Freiburg/Breisgau, Deutschland
<b>Adressantinnen</b>	Mentees und MentorInnen der Mentoring-Programme VetMent, Mentoring 4 Women, Mentoring Theologie, WISO-Mentoring und alle übrigen am Thema Interessierten
<b>Kursdaten:</b>	Freitag, 18. Januar 2013, von 17.00-20.30 Uhr
<b>Ablauf</b>	
<b>17.00 – 17.30</b>	„Akademische Karriere und Familie: Sudoku-Kompetenzen sind gefragt“ Claudia Willen, Abteilung für Gleichstellung
<b>17.30 – 18.30</b>	„Man muss sich eben entscheiden... Muss man?“ – Überlegungen zur Vereinbarkeit von wissenschaftlicher Karriere und familiären Aufgaben Prof. Dr. Elisabeth Cheauré
<b>18.30 – 19.00</b>	Apéro
<b>19.00 – 20.25</b>	Podiumsdiskussion mit Erfahrungsberichten Moderation Prof. Dr. Elisabeth Cheauré
<b>20.25 – 20.30</b>	Abschluss
<b>Kursgebühr:</b>	Keine
<b>Kursort:</b>	Universität Bern, UniS, Schanzeneckstrasse 1, 3012 Bern, Raum A022



## Program Management

### **Innerfakultäre Kommission für Gleichstellung**

Prof. Dr. Britta Engelhardt  
Theodor-Kocher-Institut (TKI)  
Freiestrasse 1, CH-3012 Bern  
[bengel@tki.unibe.ch](mailto:bengel@tki.unibe.ch)

### **Koordinatorin für die Innerfakultäre Kommission für Gleichstellung**

Myriam Angehrn  
Murtenstrasse 11  
3008 Bern

### **Contact**

[myriam.angehrn@meddek.unibe.ch](mailto:myriam.angehrn@meddek.unibe.ch)  
Tel. 031 632 41 60