Building a mentoring programme transversality and organisational specificities

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Plan

1. Facts
2. Mentoring a tool for change?
3. Four steps programme
4. UCL project
5. Perspectives and conclusion
Mentoring: a tool for change?

What is mentoring?

ORGANISATIONAL CONTEXT...

mentoring relationship

mentor ←→ mentee

...ACTORS
Mentoring vs supervision?

Mentoring Continuum

Instrumental

Promotion career/Transfer of knowledge/ Orientation towards the needs of institution/ Knowledge about organization

« Sage on stage »

Developmental

Development of the person /Guidance and support/ Orientation towards the needs of the mentee

« Guide on stage »

de Vries, J. (2012)
Why mentoring?

Learning for growing and personal development
for mentees and mentors

Development of the career
Mentees: clarification about real possibilities, demystification about the « rules of the game », personal fulfilment, enlargement of network, self-esteem…

Mentors: new experience, auto-promotion…

Development and resilience of the organization
less « leavers », better satisfaction and performance of workers, greater understanding of the organization, tool of socialization…

(Hezlett and Gibson, 2005; Duchesne, 2010; Ivanaj and Persson, 2012)
How?

- Master thesis (Adam, 2016)
- GARCIA qualitative interviews (young researchers and academics, newly tenured, leavers), focus groups in SSH and STEM Institutes
- UCL specificities:
  - Trans-disciplinarity within the 2 sub-systems (SSH and STEM) with Prof. Fusulier (Sociology) and Prof. Vincke (Forest ecology)
  - Close collaboration with the Gender Appointee and the institution

www.garciaproject.eu
A four steps gender-sensitive self-tailored mentoring programme
Step 1: Mapping the needs

Identification of:

- Initial specific situation
- Organizational and institutional environment, coordinators and internal stakeholders, resources, SWOT analysis
- Target groups
- Objectives and activities
- Specificities: formal or informal and types
## Step 1: Mapping the needs

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tbody>
<tr>
<td><strong>INTERNAL ORIGIN</strong></td>
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<tr>
<td>Existing programmes, networks</td>
<td>No experience in MP</td>
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<td>Resources (time, money, gender expertise and knowledge,...)</td>
<td>Time and money</td>
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<tr>
<td>Bottom up</td>
<td>No perspective for lasting mentoring initiatives</td>
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<tr>
<td>Potential SSH/STEM complementarity Management support</td>
<td>Lack of institutional support</td>
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<tr>
<td>Informational content available</td>
<td>Too many candidates</td>
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<td>Tools (Qualtrics...)</td>
<td>Incomplete and spread information</td>
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<td>Good timing</td>
<td>No clear regulation for rights and duties</td>
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<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
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<tr>
<td><strong>EXTERNAL ORIGIN</strong></td>
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<tr>
<td>Will, motivation</td>
<td>Institutional complexity</td>
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<td>Institutional generalization and support</td>
<td>Lack of collaboration between actors</td>
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<td>National or European gender regulation</td>
<td>Administrative and bureaucratic process</td>
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<tr>
<td>Networks</td>
<td>Time, costs</td>
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<td>...</td>
<td>Resistance: Judgment “sexism”, men vs women etc.</td>
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<td>Mentors availability, no incentives</td>
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<td>Position instability (changes in deans etc.)</td>
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<td>Low gender expertise, no gender equality office</td>
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Different types of mentoring

- Face to face
- Group Mentoring
- Peer Mentoring
- Reverse Mentoring
- Lateral Mentoring
- Cross Mentoring
- E-mentoring

Specificities
Choices
Self-tailored mentoring programme
Step 1: Mapping the needs

At UCL: «Open your mind for Open Mentoring»

Initial situation
UCL
No Mentoring programme

Institutional activators
Gender appointee
Gender plan 2015
Interdisciplinary group of research on gender
...

SSH / STEM
Big contrast in terms of gender understanding
Will to move towards a gender equilibrium
The next steps

- Step 2: recruitment and training of mentors and mentees
  - Identifying mentors’ role and mentees characteristics
  - Databases
  - Training of mentors is important!

- Step 3: follow-up of the mentoring programme
  - Coordination, updates, information, resources…

- Step 4: 360° evaluation of the mentoring programme
  - Create evaluation tools, analysis, dissemination…
The UCL ‘prototype’

- Formal, 24 months
- For women and men
- Combined programme with face-to-face, peer-mentoring, group mentoring and cross mentoring (SSH and STEM)
- Transformative mentoring

⇒ mentoring as a tool for change and more personal and institutional resilience,

⇒ for more diversity, to keep and enhance all talented scientists.
Conclusion

• Mentoring in Academia is a particular case

• Self tailored gender-sensitive:
  o Slow and iterative process
  o Institutional support, collaborative

• Trans-disciplinary (SSH/STEM): relevant for gender issues, enhance creativity

• Transformative: to enhance women representation in research AND to build a work environment more gender-friendly and a better work/life balance.
Thanks to…

All the interviewees in all countries (Garcia) for their story-telling, time, faith…

The Universities and research institutions

The European FP7 programme