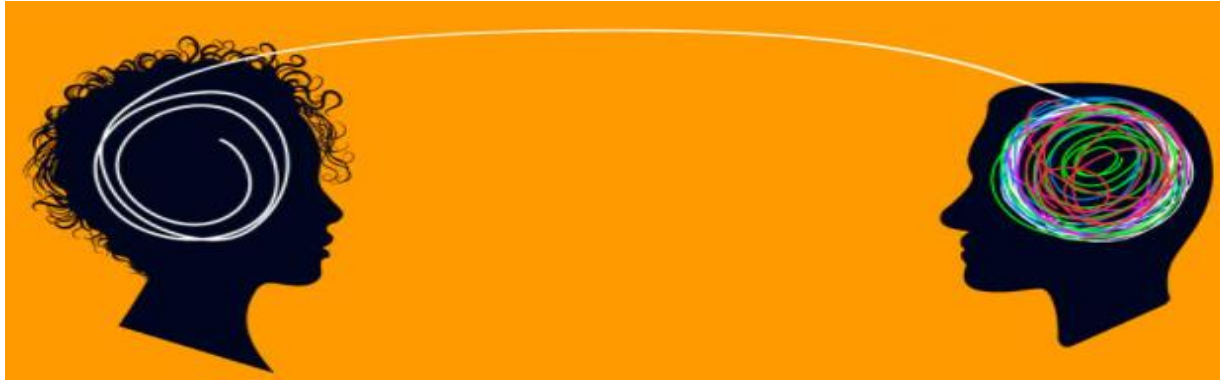




HR EXCELLENCE IN RESEARCH!

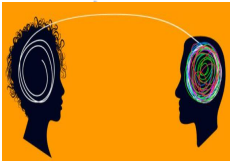


II Programme Mentoring PDI

Desarrollado a partir de los contenidos creative commons del programa REBECA de Euraxess



* <https://mentoring.euraxess.bg/>

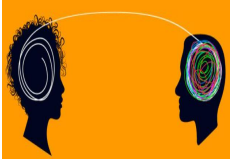


INTRODUCTION

The objective of the [PDI Mentoring Pilot Program](#) is to connect researchers in the initial phase of their research career, and who are interested in their professional options and other issues related to their academic career, with highly qualified professionals with a solid trajectory inside or outside the academic world.

Objectives of mentoring:

- ❑ **Professional development:** The mentor can help identify the skills and knowledge needed in the academic career, but also outside of it.
- ❑ **Networking:** The mentor can help expand professional networks. But it is not designed to look for work for the mentees.
- ❑ **Knowledge and advice:** Mentors can offer valuable insights into what it takes to get ahead. They can be guides and offer ideas, helping to decide the best action in difficult situations. They advise how to work more effectively and avoid "reinventing the wheel".



INTRODUCTION (cont.)

- ❑ **Local/European knowledge:** The mentor, in the case of being linked to academia, can have a valuable perspective of the academic culture and the national and European professional career. But if they are not familiar with the university and/or research environment, they will have a deep knowledge of the possible professional trajectories inside or outside Spain.
- ❑ **Funding opportunities.**
- ❑ **Introduction to Open Science policies** (if applicable)



DO'S AND DON'TS IN THE MENTORING PROCESS

- Mentoring is a two-way relationship: both parties must engage and listen to each other and can learn in the process.
- Mentoring is about sharing experiences, knowledge and advice.
- Mentoring is a guided path of self-understanding/self-awareness/self-knowledge in which the mentees analyze their strengths and weaknesses and achieve personal and professional growth.
- Mentors can guide and accompany the mentees in this process, but they are not coaches or psychotherapists.
- Open and continuous dialogue in the couple is the main mentoring tool.
- The Mentor is not obliged to look for work for the mentee.

The PDI Mentoring Program aims to help our Predocs open their professional horizons.



MENTOR-MENTEE COMMITMENTS

- Confidentiality, respect for shared information and the time of others are the cornerstones of Mentoring.
- Each couple will meet online or in person 6 times during 6 months (March'23-October'23).
- We ask mentees to fill out a simple form after each meeting so the organizers can keep track of meetings.
- The mentee is responsible for scheduling meetings and informing those responsible for the program of any difficulties that exist in scheduling meetings.
- We will ask mentors and mentees to complete a satisfaction survey and evaluation at the end of the program.

WHO CAN BE A MENTOR?



Professional with extensive experience, not necessarily within the academy, and who possesses certain skills:

Mentor ideal:

- He likes to listen, asks questions and challenges.
- Give honest and unambiguous feedback.
- He feels that they can offer help and advice to young people who are starting their professional steps.
- He is willing to share his own experience and support, to the best of his/her ability, the development of the mentee.
- It helps the mentee to find its own potential.



WHO CAN BE MENTEE?

- Young researcher who is interested in being in contact with a professional with a solid professional career so that they can transmit their knowledge and experiences.
- He/she should commit:
 - ✓ With the process, and proactively participate in meetings.
 - ✓ To organize appointments.
 - ✓ To complete the follow-up questionnaires with the required information.
- They do not consider mentoring as an end to find work through the Mentor.

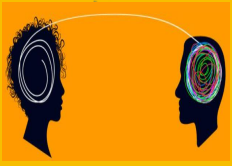


PAIRING PROCESS

The aim of the PDI Mentoring Programme is to match early-career researchers with professionals with a strong track record (in academic and non-academic settings), in order to open their minds to the full range of career possibilities after the PhD, or plan the next steps in their progression as academics and researchers.

Sharing the same academic background will not be as critical to the matching process as each mentor's and mentee's shared interests and attitude towards professional and personal life (based on the answers given by the predoc in the questionnaire provided at the beginning of the program).

The matching process will be carried out by the team responsible for the Program and every effort will be made to find the most suitable Mentor for young researcher.



WHAT TO DO IN THE UNLIKELY EVENT OF A FAILED PAIRING

All participants in this program (mentors and young researchers) have been carefully selected for their willingness to participate, their sensitivity to the objective of the program and their curriculum.

We expect all Mentoring relationships to be successful and rewarding. **Mentoring relies heavily on a good connection between two people**, and we expect varying degrees of satisfaction in the program that we will consider normal.

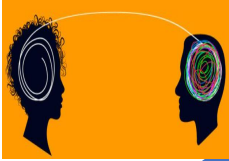
We strongly encourage participants **to open their minds and take the opportunity to establish a relationship with someone with whom you would not naturally have access.**

However, if for any reason, a mentor or mentee feels uncomfortable with their partner in a way that exceeds these different levels of connection, we ask that you contact us immediately so that we can decide together how to proceed.

START OF THE PROCESS



- ❑ Each young researcher who wants to access the Program will be asked to complete a questionnaire to know their expectations and specific needs.
- ❑ Based on the answers given in the questionnaire, the team members responsible for the Program will match each Predoc with the mentor who best suits the needs and expectations of the future mentee.
- ❑ Both the mentor and the mentee will be contacted by email to send the information about the matchmaking, and will receive the guide with the procedure and the steps to follow.
- ❑ It is the mentee's obligation to initiate the mentoring process: to contact the mentor to find a date for the initial meeting.
- ❑ The monitoring of the process will be carried out from the HR team.



MENTORING SESSIONS. FQA:

How long the mentoring relationship lasts and how often we meet

- At least 6 mentoring sessions within a 6/8 month period.
- The duration of the meetings will be established by mutual agreement, being the usual between 45' and 90'

How we meet?

- You can establish the way that seems most appropriate, face-to-face or online. Although we recommend that they be face-to-face as long as possible.
- It will be the mentee's responsibility to contact the mentor and confirm each meeting..

Do we need to stay in touch between mentoring sessions??

No, unless you have agreed otherwise.

Do we need to inform the Program Coordinator about our meeting sessions??

- Yes, we will ask you to inform us of the first appointment and subsequent.
- The mentee must complete a simple questionnaire after the meeting (we will not ask for details of the content of the session) and we will ask you to indicate the date on which the next appointment will take place.



PAIRING PROCESS

Can a mentor have more than one mentee?

Except in an exceptional situation, a mentor may only have one mentee.

Can a mentee have more than one mentor?

No, at the moment you can only have one mentor.

How sure I can be that I will be matched?

At the moment there is no limit of participants to participate in the program, so all those who are accepted, will have a mentor assigned.

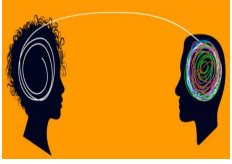
How will we, both the mentor and the mentee, know that we have been matched??

- The Mentoring Program Coordinator will contact the couple separately and send the mentor's contact details to the mentee to initiate the process.
- Although it is unlikely, but has there been a failed pairing? – Inform us about it and we will try to find a solution.



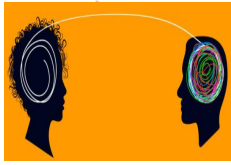
GUIDE

This manual is intended to be a guide for both mentors and mentees to facilitate the sessions. Therefore, we invite couples to use it as inspiration for their meetings, and not as an instruction book to follow strictly..



GENERAL TIPS FOR MENTORING MEETINGS

- ❑ We suggest that meetings be held **once a month**. If once a month is not possible, other approaches that are better suited to both partners are equally valid.
- ❑ In order to optimize the investment of time in the PDI Mentoring Program, we recommend that you **establish a calendar** for the first 6 regular meetings from the beginning and try to comply with it. It can then be rescheduled as needed by mutual agreement. In any case, it will be the responsibility of the mentee to contact the mentor and confirm each meeting.
- ❑ Do some **preparatory work for each meeting**, such as reading about the topic to be discussed or collecting personal experiences about situations, attitudes, and behaviors related to the topic to be discussed.
- ❑ To make meetings more productive, **information and documents** that will be discussed in the next mentoring session can also **be shared in advance**.
- ❑ To make the most of this experience, experts suggest **keeping track of every meeting you have**: remembering key points discussed and noting whether you agreed or disagreed can be very helpful after a few sessions. This can be done by using post-meeting forms.



SUGGESTED TOPICS FOR MEETINGS

Vocational guidance:

Aimed at providing the researcher with the skills, knowledge and experience necessary to excel in their chosen career. Topics ranging from setting and achieving career goals, CV preparation, to how to apply for a position in the faculty or in private company, career paths inside and outside academia, etc.

Publications and presentations:

Guidance and training in the preparation of papers for scientific journals and conference presentations, etc.

Career opportunities outside the academy:

Mention the opportunities available to researchers outside academia. Topics ranging from CV preparation (for the context of the company), how to find and how to apply for open positions in the industry/business.

Advance professional networking opportunities:

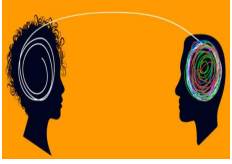
Develop skills in research communication, effective presentation skills, scientific publishing; Human and Animal Research Regulations and More.

Funding opportunities (if the mentor knows)

Information on available funding programmes, grants, awards for research and innovation, as well as doctoral and postdoctoral funding programmes, mobility grants. Guidance on how to find relevant open calls, what to consider when applying, any other relevant advice.

Introduction to Open Science policies (if mentor knows)

Present Open Science policies to the mind. Describe the main requirements and expectations for researchers in the specific domain. Identify good practices, available operating system resources, educational websites, help desk, and relevant materials.



INTERESTING FURTHER READING:

Soft Skills

What, in your opinion, are the main soft skills that are developed in academia and needed beyond academia? Check and compare your previous answer with:

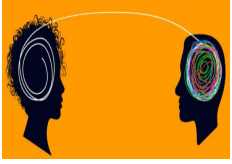
- [The researcher's development framework](#)
- [Check the EURAXIND surveys of researchers and employers of researchers on the most valued skills.](#)
- [Check the skills and competences of researchers](#)
- [Check the EURAXESS tool "What do you want to be?":](#)

Conflict management

How to Deal with Difficult People – Jay Johnson Tedx talk:

<https://www.youtube.com/watch?v=kARkOdRHaj8>

- Workplace conflicts: Classifications, causes and management strategies:**
[Workplace conflicts: Classifications, causes and management](#)
- Leadership toolkit:**
[London Leadership Academy: Leadership toolkit](#)



INTERESTING FURTHER READING(cont)

Gender considerations:

- ❑ video ["Understanding the gender dimension for MSCA projects"](#).
- ❑ video ["Understanding Unconscious Bias"](#).
- ❑ video ["Gender Innovations: Harnessing the Creative Power of Gender Analysis to Create New Knowledge"](#).
- ❑ video ["Understanding the gender dimension for MSCA projects"](#).

How to network at conferences... without being uncomfortable:

- ❑ [How to network at conferences...without being awkward](#)
- ❑ <https://www.nature.com/naturecareers/events>

Skills and competencies of researchers:

- ❑ [Researchers' skills and competencies](#)

Personal career development:

- ❑ [Coursera Career development plan](#)
- ❑ [The essential guide to career advancement in academia.](#)



ENJOY THE EXPERIENCE!!!

... and if you have any questions
or comments, please contact
us:

Mentoring PDI (mentoringpdi@uc3m.es)

Carmen Martín-Romo – U.Carlos III Madrid (UC3M)
(cmromo@pa.uc3m.es)

Ana López Bellmont – U.Carlos III Madrid (UC3M)
(anlopezb@pa.uc3m.es)