

**AAU COMMITTEE
FOR EQUALITY
AND DIVERSITY**

**AAU
RESEARCH
ACADEMY
AAURA**

AAU MENTOR PROGRAMME

TOOLBOOK



**AAU COMPETENCE DEVELOPMENT
AALBORG UNIVERSITY**

CONTENT

INTRODUCTION

PROGRAMME

FRAMEWORK

TIMELINE

ROLES

MEETING AGENDA

TOOL FOR MENTEES

TOOL FOR MENTORS

WHERE TO GET HELP

USEFUL LINKS

SUGGESTED READING



INTRO

DUCTION

This toolbox is meant to provide inspirational guidelines and suggestions to mentors and mentees

GETTING
STARTED



ROLES
AND
TOOLS



LEARNING
AND
DEVELOPING



MOVING
ON

THE MENTOR PROGRAMME

The aim of the AAU Mentor Programme is to connect junior researchers and senior researchers across AAU for 1-1 conversations about:

- Career development competencies
- Professional and personal development
- Insights and inspiration

THE AAU MENTOR PROGRAMME IS A PILOT PROJECT RUNNING IN 2020 AS A COLLABORATION BETWEEN THE AAU RESEARCH ACADEMY (AAURA) AND THE AAU COMMITTEE FOR EQUALITY AND DIVERSITY (ULD)



FRAMEWORK

Kickoff meeting for all participants
First meeting

Second meeting

Third meeting

Midway status

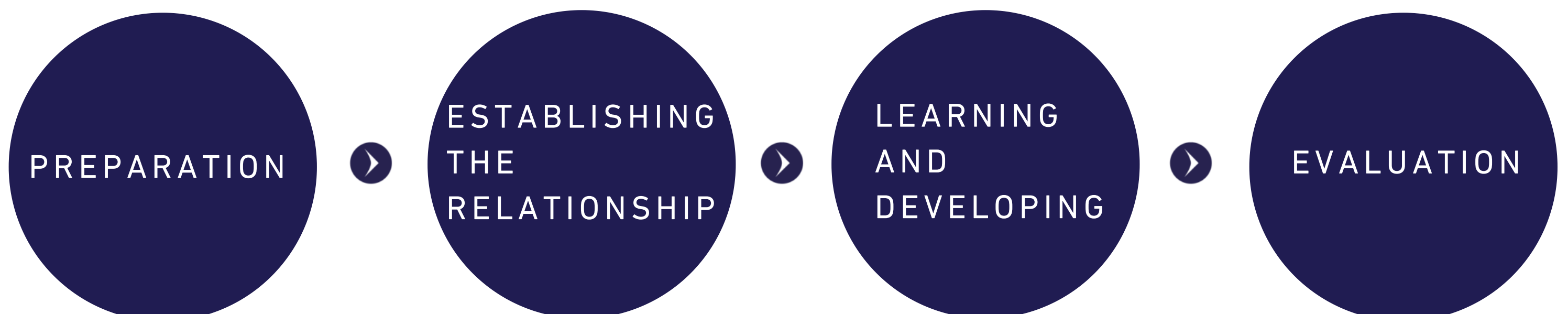
You will be contacted by HR
approx. halfway through the
programme

Fourth meeting

Closing meeting for all participants
Evaluation

MARCH 2020

DECEMBER 2020





THE ROLE OF THE MENTOR

As a mentor, you will probably need to alternate between different roles during the course of the mentoring process. Prior to the first meeting, you may want to consider what you expect will be your main role as a mentor. The following list may be useful for this preparation:

ADVISOR providing expert advice
COACH asking questions to provide new insight
CRITIC giving constructive criticism and feedback
DISCUSSION PARTNER challenging the mentee
FACILITATOR making learning easier
KNOWLEDGE SHARER sharing professional knowledge when needed
NETWORKER supporting the mentee in developing and using networks
ROLE MODEL demonstrating personal and professional skills and values
SPONSOR guiding the mentee in relation to his/her career
STORY TELLER sharing own stories for inspiration

There is no single right way to be a good mentor. However, the following key skills are useful if you are to succeed in being helpful to your mentee:

KEY SKILLS OF THE MENTOR

- Establishing and developing a sense of trust on which to build your relation
- Managing the learning process
- Creating a space for learning and reflection
- Listening with empathy
- Asking clarifying, probing, and challenging questions in a constructive manner
- Providing feedback
- Encouraging and supporting your mentee to move forward





THE ROLE OF THE MENTEE

As part of your preparations as a mentee, you may want to consider your approach as well as your goals in order to obtain the full benefit from the mentoring process. The list below suggests key characteristics of a successful mentee:

KEY SKILLS OF THE MENTEE

- A genuine interest in gaining new personal insight as well as a better understanding of career paths in academia
- Being open and having the courage to let your mentor challenge your assumptions and values
- A genuine desire to clarify your present situation
- The ability to listen and to sort, select and reflect on the input you receive from your mentor
- Being open to changing your decisions, experimenting and testing new solutions
- Being prepared to make an effort to reach your goal, both during and between meetings with your mentor

Prior to meeting your mentor, it may be useful to consider and determine the objectives and goals you wish to achieve and therefore wish to discuss with your mentor.

Do they relate to personal, academic or professional development? To achieving specific career goals? To expanding your network? Or are they a mix of several different goals?

Ideally, the goals should be SMART:

SPECIFIC - e.g. set a goal not only to expand your network but be more specific by defining the areas or specific line of business in which your network relations should be based

MEASURABLE - set measurable goals so you know when you will have reached them

ATTRACTIVE - be explicit about what you want to achieve, not what you don't want. What is important to you - and why?

REALISTIC - be ambitious but set a goal which is realistic for you to achieve

TIME-BOUND - set a deadline for achieving your goal to help you stay focused

RESPONSIBILITIES

In order for the mentoring process to generate learning, development, and progress, the mentor and the mentee must be aware of the role(s) and responsibilities of both parties.

Below we have listed a suggested distribution of responsibility. We recommend that you take time to reflect on whether this model is applicable to your mentoring process.

MENTOR

MENTEE

OVERALL RESPONSIBILITY

Focus on the process: Make conscious efforts towards providing optimum support to the learning process of your mentee throughout the entire programme.

Focus on the topic: Establish a set of learning objectives and work actively towards achieving these objectives throughout the entire process.

BEFORE MEETINGS

Make time to attend meetings with your mentee. Prepare for meetings based on set agenda.

Schedule meetings, establish SMART goals (optional), forward meeting agendas to mentor.

DURING MEETINGS

Take on the role matching the learning needs of your mentee
Ask relevant questions and use your knowledge and expertise
Support your mentee in establishing goals and working towards them.

**Be clear about the topics you wish to discuss and the role your mentor should take on
Ask relevant and detailed questions about the knowledge and expertise of your mentor
If relevant, adjust your goals or establish milestones.**

IN BETWEEN MEETINGS

Help your mentee progress, e.g. by suggesting relevant action and follow up during the next meeting.

Make efforts towards reaching your goals and if you have agreed on specific actions, remember to act upon them.

MEETING STRUCTURE PROPOSAL

1st meeting

2nd meeting

3rd meeting

4th meeting

INTRODUCTION
AND ALIGN YOUR
EXPECTATIONS

ESTABLISH
YOUR GOALS

WORK
TOWARDS
ACHIEVING
YOUR GOALS

EVALUATE
YOUR GOALS
AND OVERALL
OUTCOME

PROPOSED AGENDA FOR THE FIRST MEETING

During the first meeting, we recommend that you spend time discussing the topics and questions listed below. This will help you clarify expectations regarding roles and rules and set the scene for your conversations throughout the mentor programme.

DESIRED OUTCOME

- Why have you chosen to be a mentor/mentee?
- What do each of you wish to achieve from the mentoring process?
- Is the desired goal realistic?

ROLES

- What defines the role of the mentee and the mentor respectively?
- Is it always the same?

LOGISTICS

- How often will you meet?
- How long will each meeting last?

- Where will you meet?
- Expectations in terms of preparation?
- What would be valid reasons for cancelling?
- What rules should apply for cancelling meetings?
- Can you schedule all meetings now?

CONVERSATION TOPICS

- What issues or topics do you wish to discuss?
- Any topics you do not want to discuss?
- Are you able to identify specific themes of principal interest?

ETHICS

- What are your rules for "the good conversation"? How will you ensure confidentiality?
- How will you handle the potential situation of one party being displeased with the efforts of the other party?
- What is a valid reason for terminating the mentoring process prematurely?

EVALUATION AND FOLLOW UP

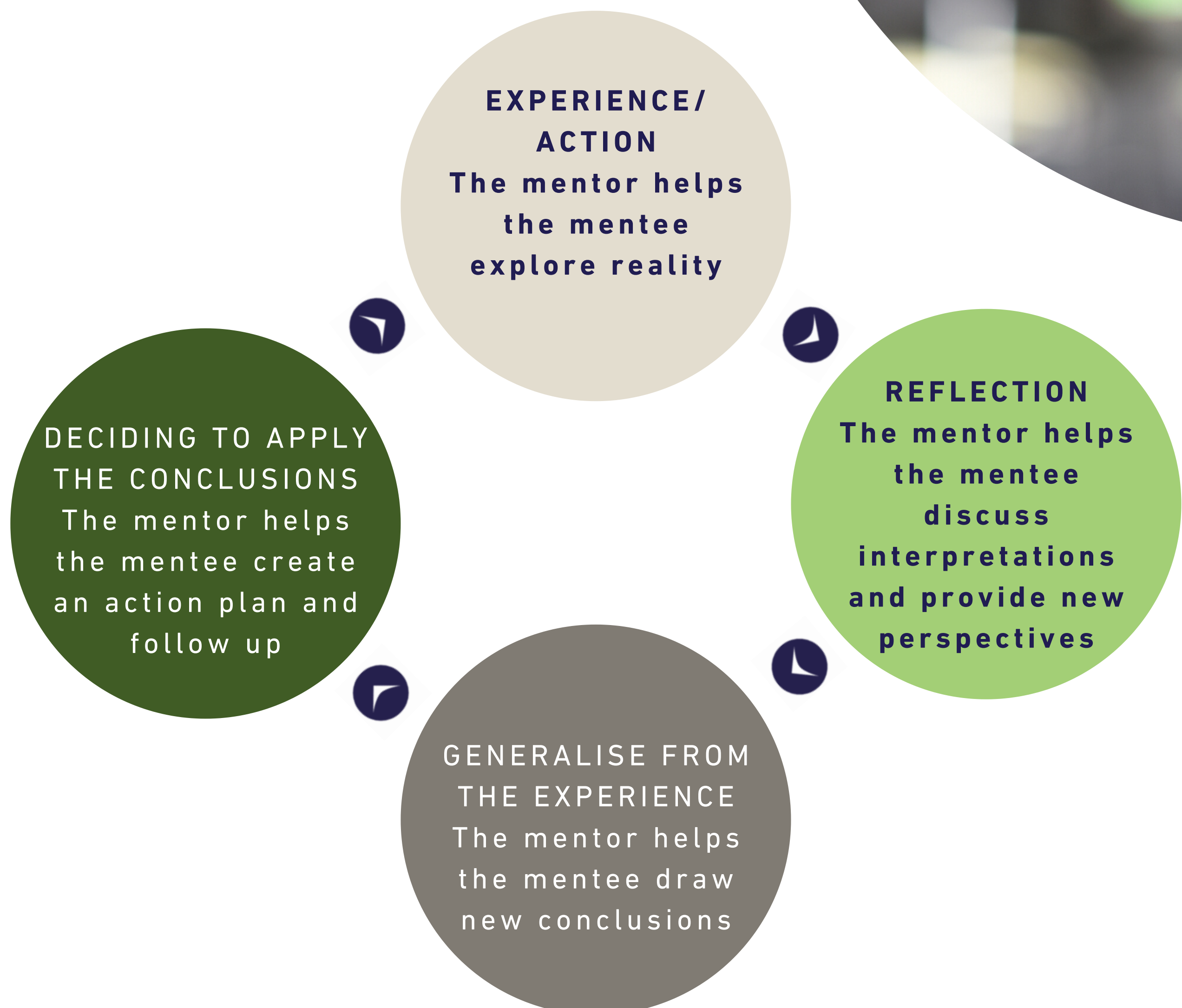
- How often will you follow up on your goals?
- How will you know if you have achieved the desired outcome?
- How will you provide feedback to each other in your evaluation of the process?
- How will you conclude your cooperation?



LEARNING AND DEVELOPMENT

Most likely, the two main roles of the mentor will be that of the role model and the facilitator or coach. The role model will provide experience and knowledge. The facilitator or coach will focus on asking questions that will make the mentee reflect actively on his/her situation and development options.

The learning model below provides an example of how the mentor may contribute to the mentee's reflections and support the professional and personal development of the mentee.



TOOL FOR THE MENTEE

In order to record the essence of the discussions and track progress, it may be useful to keep a log. The template below may be of inspiration to you as a mentee.

You do not have to use this template. However, we recommend that you take notes during meetings and track your progress and personal development throughout the entire programme.

LOG TEMPLATE

PREPARATION FOR MEETINGS

Topic(s) I would like to discuss with my mentor

Areas of development

NOTES FROM MEETINGS

Decisions made

Action plan

Preparation for next time

REFLECTIONS IN BETWEEN MEETINGS

Experiences (positive/negative) with action(s) taken

Necessary adjustments to action plan?

Other reflections before the next meeting?

TOOLS FOR MENTOR

Often as a mentor, you are likely to act as a role model for your mentee. However, at times you may wish to take the role of the facilitator and ask questions instead of providing answers. In this case, the headlines and questions below may be of inspiration to you.

PHASE 1 CONTRACT

Setting the scene of the conversation.
If your mentee is unsure where to begin the meeting, you may help him/her by asking questions that seek to clarify the purpose and the objective of the conversation:

- What do you wish to take away from this conversation?
- Which of the issues you mentioned are most important to you?
- What do we need to prioritise in this conversation?

PHASE 2 EXPANDING THE TOPIC

Ask questions that will make the mentee expand on the situation or topic she/he wishes to discuss:

- Why is this topic important to you?
- What are the options in this situation?
- What are the challenges?

PHASE 3 OPTIONS AVAILABLE

Ask questions that will make the mentee reflect on and come up with various options and alternatives:

- What are the advantages and challenges of the options available to you?

- If given the opportunity to do exactly what you wish, what would you do?
- Which options seem more obvious?
- What would happen if...?
- What would it take for you to be able to utilise these options?

PHASE 4 THE NEXT STEP

Ask questions that will make the mentee make decisions about the next step(s):

- Which options will get you closest to achieving your goal and why?

- Which is the most realistic step you might take?
- What will it take for you to feel ready to,..?
- Which options will lead to actions after this meeting?
- How will you put this into action?

PHASE 5 CONCLUSION AND EVALUATION

Ask questions that encourage the mentee to express what she/he has gained from the conversation:

- Where are you now compared to your situation before this conversation?
- How will this impact you?
- To which degree do you feel satisfied with the outcome of this conversation?

EVALUATING EACH MEETING

We recommend that you and your mentor/mentee end each meeting by briefly evaluating the conversation and discussing whether you have succeeded in achieving your desired goal. You may use the following questions.

THE RESULT OF THE CONVERSATION

Questions for the mentee

- What in particular have you gained from this conversation?
- What have you learned from it?
- What surprised you the most?
- What are your thoughts about the action plan created during this conversation?

We recommend that the mentee prepare an agenda for the meeting and send it to the mentor prior to the meeting. Finally, we recommend that the mentee takes notes and sends a short summary to the mentor after the meeting.

THE PROCESS OF THE CONVERSATION

Questions for both mentor and mentee

- What were the most positive elements of today's conversation?
- Was the content of the conversation of relevance and value?
- Is there anything from today's meeting that we should repeat at our next meeting?
- Is there anything from today's meeting that we should do differently at our next meeting?



DO YOU NEED HELP?

We sincerely hope that all mentors and mentees will benefit from the AAU mentor programme and the conversations with your mentor/mentee.

However, we are aware that, even with the best intentions, things can go wrong or turn out differently than you had hoped. Sometimes the chemistry is a barrier, sometimes the timing is just not right.

Should you encounter problems during the programme, please let us know. We are here to help.

CONTACT

You can contact us by phone:
9940 3940 or email:
tco@adm.aau.dk

MIDWAY STATUS

Approximately midway through the programme, you will be contacted by phone for a short status conversation. This check-up is part of the programme and serves as an opportunity for you to evaluate and adjust the course of the programme if needed.



MORE INSPIRATION

The following links and articles are by no means mandatory nor a complete list of relevant literature on the mentoring process. They are merely suggestions for those interested in exploring the mentoring process further.

USEFUL LINKS

Find out more about the AAU mentor programme:

www.kompetenceudvikling.aau.dk/aaura/AAU+Mentor+programme/

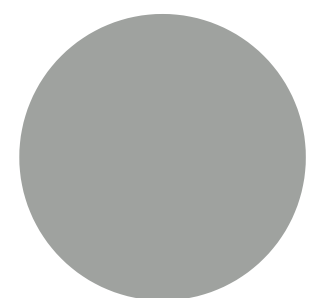
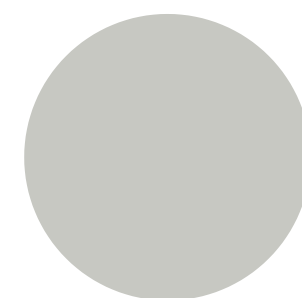
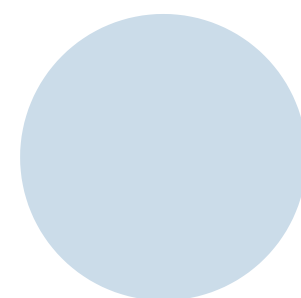
Tools and articles (in Danish) about mentoring:

www.djoef.dk/r-aa-dgivning/netv-ae-rk-og-mentor/mentoring.aspx

SUGGESTED READS

Moltke, Hanne V. & Molly, Asbjørn (red.) (2009): Systemisk coaching, 2. udg., Dansk Psykologisk Forlag, Kbh. Fx kap. 16 om Etik og coaching (pp. 299-314)

Schein, Edgar H. (2009): Helping: How to Offer, Give, and Receive Help. Berrett-Koehler.



REFERENCES

This toolbox is based on the toolbox made by SEA for the AAU mentor programme targeting start-ups.

Honey, Peter & Mumford, Alan (1992): The manual of learning styles, Peter Honey Publications, UK

Poulsen, Kirsten M. (2012): The Mentor+Guide to Mentoring Programmes, KPM+ Forlag, Hørsholm/Virum.





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