

A6

Intersectoral Mentoring Programme



Goal	To provide PhD students with an opportunity to learn about the career paths and working environment outside academia and reflect on their own career plans through direct communication with the practitioners from the sector
Format	Online mentoring (series of online/onsite one-to-one meetings with practitioners from the life science sector)
Recommended duration	8 hours (1 hour of online mentoring per month for the duration of 6 months + 2 hours of initial networking/feedback)
Content of the training activity	<p>Mentoring can focus on the topics such as:</p> <ul style="list-style-type: none">● What is crucial for starting a successful career in research (and in general);● What are the specifics of the mentors career path;● What are the differences between academic environment and business. What one can expect when moving from one sector to another;● What are the possible next career steps for the mentee (and the mentor);● Insights from the own research/work;● How to exploit opportunities and how to deal with failure;● How to find a balance between work and private life;● Etc. <p>The specific topics should be defined by the mentor and mentee.</p>
Expected learning outcomes	<p>After taking part in this activity, the PhD student should be able to:</p> <ul style="list-style-type: none">● Understand better the specifics of the given career path.● Be able to reflect on his or her own career plans and consider wider spectrum of career options, including career outside academia.● Be more confident in planning his or her own career path.
Link to career opportunities in life-sciences	Participation in the activity provides PhD students with a very specific insight (depending on the background of the mentor) into to the possible career path outside academia.
Recommended training prerequisites	<ul style="list-style-type: none">● For mentors: Short introduction webinar on how to mentor● For mentees: Participation in initial networking session
Sector specifics to be considered	The mentors should be working in the life science sector or have a previous experience from the sector. Various segments of the sector should be covered (large companies, SMEs, start-ups/pharma, health, biotech, environment...).
Recommended further steps	Engaging programme participants in some type of alumni activity (e. g. via LinkedIn group or through offering opportunity to participate in follow-up events)

Trainer/facilitator qualification	<p>Facilitator (mentoring program coordinator): should have a good knowledge of the sector and actively build the network of contacts in it.</p> <p>Mentors:</p> <ul style="list-style-type: none"> ● Should work in the sector or have a previous experience with the life-science sector (outside academia) ● Diverse career profiles should be included with regard to: <ul style="list-style-type: none"> • Profession: researchers, R&D project and programme managers, consultants, experts... • Sub-sector: pharma, environment, etc. ● When recruiting the mentors gender balance should be considered
Required efforts	<p>Following steps should be considered when planning the efforts required to run the mentoring programme include:</p> <ul style="list-style-type: none"> ● Setting up the framework for the programme (defining goals and rules for the programme, defining criteria for matching of mentors and mentees, preparing the materials for the promotion of the programme) ● Recruiting sufficient pool of mentors ● Promotion of the programme and recruitment of mentees ● Matching the mentoring pairs ● Preparing the materials and tools to support the mentoring process (handbook for mentors, mentoring plan templates, etc.) ● Organising orientation session for mentors and mentees (e. g. webinar or networking event) ● Providing support to mentors and mentees throughout the mentoring process ● Follow-up activities (Collecting feedback from mentors and engaging them in alumni community)

Recommendations and suggestions for course/activity setup and methods used:

Course/activity set-up and methods used	<p>From the organisational point of view the structure of the programme includes:</p> <ul style="list-style-type: none"> ● Preparation phase (1 month): <ul style="list-style-type: none"> • Drafting the information materials for the recruitment process • Preparing the supporting materials for mentees and mentors (handbooks, templates) ● Recruitment phase (1— 2 months): <ul style="list-style-type: none"> • Recruiting the mentors (plan at least one month for this phase) • Recruiting the mentees • Creating the mentoring pairs ● Mentoring phase (6 months): <ul style="list-style-type: none"> • One-to-one meetings • Accompanying activities and providing support for the mentoring process <p>Follow-up and evaluation (1 month)</p> <p><i>Time requirements for the actual mentoring process are as follows:</i></p> <table border="1" data-bbox="493 1848 1442 2103"> <thead> <tr> <th>Duration</th> <th>Activity description</th> </tr> </thead> <tbody> <tr> <td>1 hour</td> <td>Initial networking activity</td> </tr> <tr> <td>0,5 hour</td> <td>Instruction for mentors (voluntary)</td> </tr> <tr> <td>6 × 1</td> <td>Regular on-line or on-site one-to-one meetings</td> </tr> <tr> <td>1 hour</td> <td>Wrap-up networking activity</td> </tr> </tbody> </table>	Duration	Activity description	1 hour	Initial networking activity	0,5 hour	Instruction for mentors (voluntary)	6 × 1	Regular on-line or on-site one-to-one meetings	1 hour	Wrap-up networking activity
Duration	Activity description										
1 hour	Initial networking activity										
0,5 hour	Instruction for mentors (voluntary)										
6 × 1	Regular on-line or on-site one-to-one meetings										
1 hour	Wrap-up networking activity										

Recommended number of participants	To test the programme, we would encourage starting with up to 15 mentoring pairs (15 PhD students, 15 mentors from the life science sector)
Forms of active engagement	The activity requires active engagement of PhD students. PhD students should be involved in defining the course of the mentoring process (setting up the topics of the conversations). They should also contribute with their own experience and insights throughout the mentoring process (there should be mutual benefits in participating in the programme).
Recommended pretraining activities	It is recommended that mentors participate in the short introduction session providing them with tips on how to guide a mentee before the one-to-one meetings start.
Assignments outside of the classroom time	It is recommended that mentor and mentee draft a short mentoring plan (topics to be discussed) at the beginning of the mentoring process. The template should be provided by the mentoring programme coordinator.
Follow-up activities/ Take home messages	Participants should be encouraged to plan the follow-up activities during the last one-to-one session. Programme coordinator should ensure that both mentors and mentees join the LinkedIn community (or think about other way how to keep in touch with participants).
Training handouts	Handbook for mentors, offering tips on how to guide a mentoring conversation, should be provided before the mentoring process starts.
Completion requirements	<ul style="list-style-type: none"> ● Active participation ● Preparing short report briefly summarising the topics discussed during the individual mentoring sessions (template to be provided by programme coordinator) ● Providing feedback on the mentoring process in the follow-up session
Reflection questions	Reflection should be a part of the follow-up activities. The questions should address the following topics: <ul style="list-style-type: none"> ● Were the expectations of mentors and mentees met? ● How did the mentoring help the mentees to think about their future careers? What did they learn? What were the main benefits of participating in the programme for them? ● What were the benefits of participating in the programme for mentors? ● How did they experience the programme setup and coordination? Do they have any recommendation for improvement?
Engagement of external experts	External experts will be involved as mentors
Venue requirements	<ul style="list-style-type: none"> ● No special requirements. ● Accompanying activities can be carried out online. ● One-to-one sessions can take place online or onsite based on how mentor and mentee agree.

<p>Where to learn more</p>	<ul style="list-style-type: none"> ● REBECA mentoring programme: www.euraxess.es/spain/rebeca-euraxess ● Toolkit on how to set up the intersectoral mentoring programme and handbook for mentors can be found at: www.euraxess.es/spain/euraxess-researcher-careers-beyond-academia-digital-toolkit ● Mentoring circles can be used as an alternative to one-to-one mentoring. Read more about how this approach was used in mentoring programme for female researchers in France: https://doi.org/10.1038/nbt.3631 ● Explore the MentLife — mentoring programme arranged in collaboration with the life science industry by University of Lund: https://bit.ly/3GuTFP6
<p>Additional tips</p>	<p>The key phase of the mentoring programme coordination is the process of matching the mentors and mentees. There are different ways how matching can be done (the possibilities include e. g. manual matching by coordination team, using automatic matching software, providing mentees and/or mentors with opportunities to find or choose their own mentoring partner or mixing those approaches).</p> <p>To facilitate the matching process, clear matching criteria need to be defined. This might include e. g.:</p> <ul style="list-style-type: none"> ● Interests, expectations and needs of mentees ● Interests and expectations of mentors ● Professional goals of mentees ● Research skills of mentees ● Professional experience, skill, and expertise of mentors ● Previous mentoring experience of mentors <p>To gather the information needed for the matching process mentees should submit:</p> <ul style="list-style-type: none"> ● (Online) application form (if possible, should include closed questions addressing the matching criteria) ● CV and short motivation letter (motivation can be included directly in the registration form) <p>Mentors should submit:</p> <ul style="list-style-type: none"> ● (Online) application form (if possible, should include closed questions addressing the matching criteria) ● CV <p>Tip: To help mentees better articulate their interests and goals they can be recommend trying the My IDP self-assessment tool before filling in their application form: https://myidp.sciencecareers.org/</p>