MENTOR

In Greek mythology, Mentor (Greek: Μέντωρ / Méntōr; gen.: Μέντορος)[1] was the son of Alcumus and, in his old age, a friend of Odysseus.

Organisational Support

Sponsorship from the Top

Clearly defined Aim

Clear processes/system

Linkages to other supports and processes

Training for Mentees and Mentors

Social networking

Goal of the Initiative

To promote academic and personal development among new or recently appointed academic staff by connecting them with others who can advise, coach, and guide them, as well as help them understand the environment in which they are operating.

Ref: Career Stages & mentoring Grid

Who is it aimed at

Academic staff with less than 3 years service.

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Supporting academics as they move from novice to competence - Demonstrating ability to establish own programme of research and become an effective teacher

What is the focus?

Analysis of strengths and areas for development

Career development Plan

Publications 'pipeline'

Research portfolio

Teaching portfolio

Editorial Experience

Targeting External funding

Hone team-building, interpersonal skills

Develop collegial network intra- & inter-disciplinary

Who is it aimed at

those who hold, or have recently taken on, leadership responsibilities in research, teaching, or academic administration or

those who are coordinators of large teaching programmes or who lead large research groups of post-docs and PhD students.

What is the focus?

Moving from competence to expertise—Assuming responsibility for development of others

Integrate teaching, research & service

Participate in governance

Mentor less experienced

Engage in strategic planning

Lead curriculum initiatives

Consult in area of expertise

advisor to national international organisations

Set research agenda

Influence translation of research to practice and policy

Shaping academic field—Exercising leadership and creating a vision for the future

"Off-line help by one person to another in making significant transitions in knowledge, work or thinking" -

- Megginson and Clutterbuck from "Mentoring in Action"

Offline:	Not in the normal day-to-day job
Help:	from direction to advice to simply listening
One person to another:	doesn't have to be a more senior person but usually more experienced person
Significant *transitions*:	Not about significant *transfer* of knowledge, work or thinking - but about helping the mentee develop so that they make significant transitions in these areas

The most important characteristic of a mentee is that s/he is willing to commit the time and energy to grow and learn from a mentor in order to receive maximum benefits.

Benefits for the mentee

- advice on balancing teaching, research, service work and other responsibilities
- training and inside information on the School/ Faculty /University
- individual recognition and encouragement
- informal feedback
- knowledge of the informal and formal rules for advancement
- knowledge of the procedures of the University
- advice on scholarship/teaching

Benefits for the mentor

- satisfaction in assisting in the development of a colleague
- ideas for and reflection on the mentor's own teaching/research
- a network of knowledgeable colleagues who have passed through the programme
- overall quality improvement of the college resulting in better students and a higher profile research environment for the mentor
- contributing to College

Benefits for the Institution

- increased commitment, productivity and satisfaction of new faculty

- reduction in attrition of new faculty

- improved cooperation and cohesiveness for those involved in the programme

- improved quality of teaching, research and service

- trinity ethos and values promoted and reinforced through role models

See Web site

- Induction
- PDPs
- (T&L certification)

Mentors:
Sourcing
Training
Matching

Career Stages For Academics

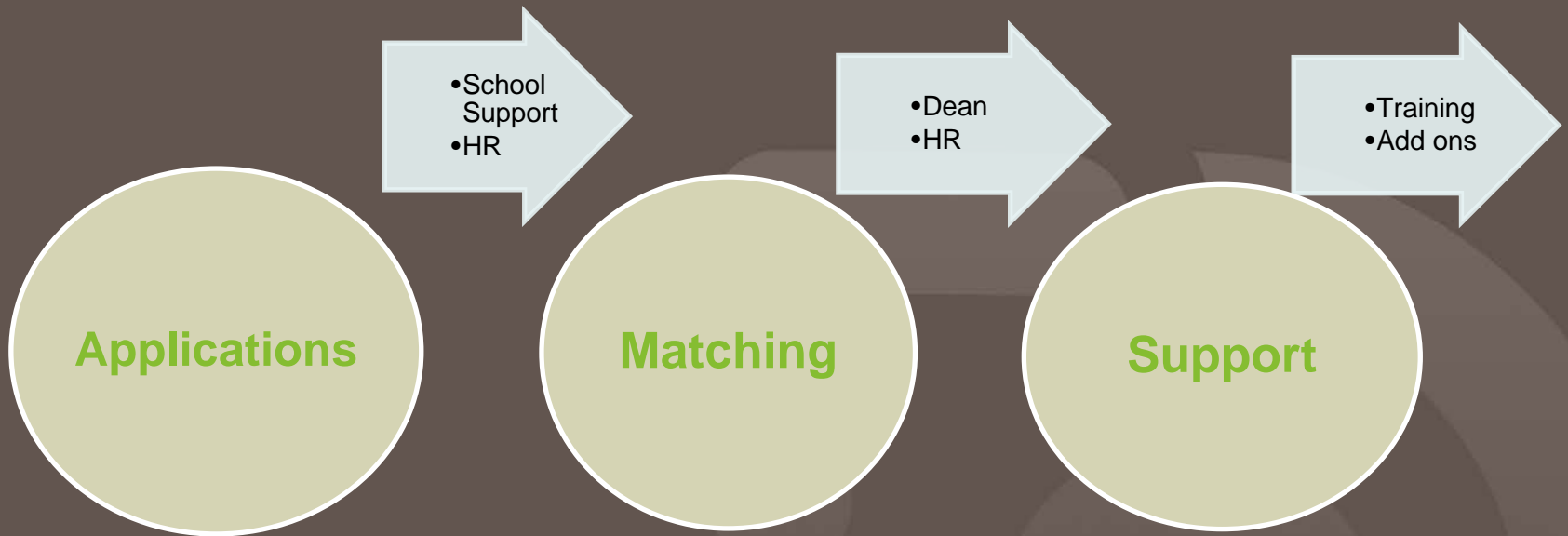**Learning & Development Linkages**

Menu of support

Ref: Academic Career stages development model

- Staff Devt Programme
- CAPSL
- On Line Research Leadership Prg (pending)

Mentees:
Targeting
Selecting
Training

THE EARLY CAREER MENTORING INITIATIVE

The Process

Applications

•School Support
•HR

Matching

•Dean
•HR

Support

•Training
•Add ons

Mentoring Activity FHS

Area	Placed	Awaiting
Medicine	6	
dental science	1	
Nursing & Midwifery	5	1
OT	2	
Pharmacy	5	
PT		1
Psychiatry	4	
RT	5	1
	0	
Total	**28**	**3**

Review Findings

Clarify expectations

Broaden the pool of mentors

Acknowledgement of Mentors

Mentoring calendar

Mentoring window: 1- 2 years

'Tracking' progress through the programme

Networking for mentees

Supporting research activity for early career academics

Professional Skills for Research Leaders PSRL

12-week pilot online course	**help independent researchers and academics in the early stages of their careers to develop their leadership, management and engagement skills, at a time and place of their own choosing**
The programme consists of 6 modules	Introduction to 'Professional Skills For Research Leaders' Developing and consolidating your research career Funding your research Managing a research team Research collaboration Communicating your research
Launch in Hilary Term	Application Form secured at least one grant as the lead applicant; and have secured 2 or more peer-reviewed publications
Need a research mentor	Can be within the School/Discipline Onus on the participant to find!
Accreditation?	Being explored with Epigeum currently