In Greek mythology, Mentor (Greek: Μέντωρ / Mέντωρ; gen.: Μέντωρος)[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.

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”

<table>
<thead>
<tr>
<th>Offline:</th>
<th>Not in the normal day-to-day job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help:</td>
<td>from direction to advice to simply listening</td>
</tr>
<tr>
<td>One person to another:</td>
<td>doesn't have to be a more senior person but usually more experienced person</td>
</tr>
<tr>
<td>Significant transitions:</td>
<td>Not about significant transfer of knowledge, work or thinking - but about helping the mentee develop so that they make significant transitions in these areas</td>
</tr>
</tbody>
</table>
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
Induction
• PDPs
• (T&L certification)

Mentors:
Sourcing
Training
Matching

Mentees:
Targeting
Selecting
Training

See Web site

Career Stages
For Academics

Ref: Academic Career
stages development
model

Learning &
Development
Linkages

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

Menu of
support
The Process

Applications
- School Support
- HR

Matching
- Dean
- HR

Support
- Training
- Add ons
## Mentoring Activity FHS

<table>
<thead>
<tr>
<th>Area</th>
<th>Placed</th>
<th>Awaiting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>dental science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Nursing &amp; Midwifery</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>OT</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Pharmacy</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>PT</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Psychiatry</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>RT</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>12-week pilot online course</th>
<th>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</th>
</tr>
</thead>
</table>
| 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 |