Mentoring - an instrument to promote equality in science and research: status quo, new developments, and challenges
Wroblewski, Angela (Ed.)

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"Mentoring – An Instrument to Promote Equality in Science and Research: Status Quo, New Developments, and Challenges"

Angela Wroblewski (ed.)

INSTITUT FÜR HÖHERE STUDIEN
INSTITUTE FOR ADVANCED STUDIES
Vienna

"Mentoring – An Instrument to Promote Equality in Science and Research: Status Quo, New Developments, and Challenges"

Angela Wroblewski (ed.)

With the support of
Victoria Englmaier

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Contact:

Angela Wroblewski
☎: +43/1/599 91-135
email: wroblews@ihs.ac.at

Founded in 1963 by two prominent Austrians living in exile – the sociologist Paul F. Lazarsfeld and the economist Oskar Morgenstern – with the financial support of the Ford Foundation, the Austrian Federal Ministry of Education, and the City of Vienna, the Institute for Advanced Studies (IHS) is the first institution for postgraduate education and research in economics and the social sciences in Austria. The **Sociological Series** presents research conducted in the Department of Sociology and aims to share "work in progress" in a timely manner prior to formal publication. As is customary, authors bear full responsibility for the content of their contributions.

Das Institut für Höhere Studien (IHS) wurde im Jahr 1963 von zwei prominenten Exilösterreichern – dem Soziologen Paul F. Lazarsfeld und dem Ökonomen Oskar Morgenstern – mit Hilfe der Ford-Stiftung, des Österreichischen Bundesministeriums für Unterricht und der Stadt Wien gegründet und ist somit die erste nachuniversitäre Lehr- und Forschungsstätte für die Sozial- und Wirtschafts-wissenschaften in Österreich. Die **Reihe Soziologie** bietet Einblick in die Forschungsarbeit der Abteilung für Soziologie und verfolgt das Ziel, abteilungsinterne Diskussionsbeiträge einer breiteren fachinternen Öffentlichkeit zugänglich zu machen. Die inhaltliche Verantwortung für die veröffentlichten Beiträge liegt bei den Autoren und Autorinnen.

Abstract

In the university context, mentoring has long been one of the key measures used to promote gender equality. Accordingly, a range of information is available on the acceptance, implementation and performance of mentoring programmes for women at universities. A number of projects for researchers have already been evaluated and adapted in line with the findings. Yet current developments in higher education policy on the one hand and contemporary literature on mentoring on the other have raised a number of questions that have not as yet been discussed. These are the questions that will be addressed in particular in this anthology: Which challenges confront mentoring programmes at present? To what extent do existing mentoring programmes need to be adapted or developed further? What is needed to open up the mentoring programmes established as measures to advance women to other diversity groups as well? What potential does the development of mentoring in a sponsorship direction hold? Can mentoring programmes which have proved their worth in the university sector be transferred to the non-university sector?

Zusammenfassung

Im universitären Kontext gehören Mentoringprogramme seit Jahren zu den zentralen Maßnahmen zur Förderung der Gleichstellung von Frauen und Männern. Über die Akzeptanz, Umsetzung und Zielerreichung von Mentoringprogrammen für Frauen an Universitäten liegt eine Reihe von Informationen vor. So wurden einzelne Projekte für Wissenschafterinnen evaluiert und auf Basis der Ergebnisse weiterentwickelt. Einige Fragestellungen wurden bislang jedoch noch nicht diskutiert. Diese ergeben sich zum einen aus aktuellen hochschulpolitischen Entwicklungen und zum anderen aus der aktuellen Literatur zu Mentoring. Konkret werden folgende Fragen durch die Beiträge des vorliegenden Bandes diskutiert: Mit welchen Herausforderungen sehen sich Mentoringprogramme aktuell konfrontiert? Inwiefern besteht Weiterentwicklungsbedarf bestehender Mentoringprogramme? Unter welchen Bedingungen können etablierte Mentoringprogramme, die als frauenfördernde Maßnahmen konzipiert sind, auch für weitere Diversitätsgruppen geöffnet werden? Welches Potential ist mit der Weiterentwicklung von Mentoring in Richtung Sponsorship verbunden? Inwieweit können Mentoringkonzepte, die sich im universitären Bereich bewährt haben, auf den außeruniversitären Bereich übertragen werden?

Keywords

mentoring, sponsorship, advancement of women, diversity, university, non-university research, field report

Schlagwörter

Mentoring, Sponsorship, Frauenförderung, Diversität, Universität, außeruniversitäre Forschung, Praxisbericht

Contents

1 Introduction

Angela Wroblewski[1]

Mentoring plays an important part in strategies to support and encourage junior staff in business, the civil service and academia. Approaches to mentoring can be informal or formal in nature, with the latter consciously used in the form of specific mentoring programmes as a personnel development tool. According to an international comparison study by Eument-Net (Nöbauer, Genetti 2008), such programmes are particularly common in the United States, Australia and in the German-speaking countries. Mentoring is often seen as a kind of "magic bullet" in junior staff development, i.e. as a low-resource means of simultaneously addressing a range of problems (e.g. advancing women and minority groups, raising awareness of the situation for specific groups, giving impetus to organisational change processes).

Mentoring is an instrument that offers junior staff support on an individual basis and provides qualified and motivated young academics or managers with the advice and support they need to develop both on a professional and a personal level. As a rule, mentoring is based on a personal relationship between an experienced, professionally established person (the "mentor") and a younger person with less experience (the "mentee"). A mentor can be assigned solely to one mentee (individual or one-to-one mentoring) or to a group of mentees (group mentoring).

In the university context, mentoring programmes have for many years been one of the central measures used to promote gender equality (Nöbauer, Genetti 2008). Mentoring programmes usually address multiple goals at the same time: they help female scientists to get started in their research careers, raise sensitivity at the university to hidden discriminations against women at the start of their careers and provide mentors with a structure that helps them in their own support endeavours.

1.1 Mentoring & Sponsorship – "The Bifocal Approach"

Jennifer de Vries (2011a+b) positions mentoring as part of a comprehensive organisational change strategy designed to change the gendered organisation (Acker 1991) and uncover and dismantle the gender bias inherent in organisational practices. The goal of a bifocal approach to mentoring (de Vries 2012) is to combine the advancement of qualified young talent (individual level) with an organisational development process that offers all members of the institution opportunities to develop. Accordingly, in order to be able to pursue organisational change goals through mentoring, a mentoring programme must not only include options for mentees, it also has to explicitly address the mentors as well. Mentors are

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[1] Correspondence address: Angela Wroblewski, wroblews@ihs.ac.at

expected to identify and question organisational practices which might well be long-established practice yet which nonetheless subtly restrict the career opportunities of different groups in the organisation. Identifying these subtle barriers to women or other groups requires a willingness and ability on the part of mentors to critically reflect on existing practices from a gender or minority group perspective and, if necessary, to support mentees in developing strategies to circumvent such barriers (Wroblewski 2015). The development of the necessary ability in mentors to reflect in this manner thus forms a targeted element of the mentoring programme.

In her article, de Vries also addresses the dark sides of mentoring and the associated challenges from a gender perspective (see also de Vries 2011a):

- Focus on women: mentoring programmes for women initially focus on their situation and on how they are expected to adapt in order to be able to succeed in the system as it is. Women are expected to adapt to fit to an androcentric organisational model and work culture, neither of which are questioned. This is one of the reasons why women are so sceptical about mentoring: "I don't want to be mentored back into the straight line" (Chapter 2).
- Dependence on mentors: mentoring runs the risk of legitimising and strengthening existing structures. An important aspect in this context is the inherent dependence in a mentoring relationship of the mentee on a mentor. It takes a strong level of self-reflection on the part of the mentor not to reproduce paternalistic supervision structures and to achieve balancing act between counselling/coaching and control.
- Recognition of gendered barriers: mentoring in the above-mentioned bifocal approach sense requires people to question the structures and practices in an organisation that work differently for men and women or for members of specific groups. This calls – both from mentors and mentees – both for a strong capacity to reflect and for the ability to abstract from the individual (the case of the mentee) to the structural level.
- Involvement of men in mentoring for women: last but not least, the above aspects all illustrate the need to involve men in mentoring programmes – in particular on the mentor side – since the pursuit of organisational change requires the participation of both genders and cannot be achieved by women alone. After all, it is ultimately about questioning androcentric norms, structures and practices and developing alternatives that will gain broad acceptance since they bring with them long-term advantages for all members of the organisation.

In recent years, the international debate has looked increasingly to sponsorship as the logical successor to mentoring (Brink, Stobbe 2014; Hewlett 2013). A sponsorship should serve to increase the mentor's level of commitment and involve them more actively in the mentee's career development. Jennifer de Vries uses the following example to aptly illustrate the difference between mentoring and sponsorship (see Chapter 2): "A mentor would advise

you to become a member of the editorial board of a major professional journal in your field, but a sponsor would personally recommend you to the journal editor."

While mentoring places more emphasis on the psychosocial level and tends more towards advice from a role model, the focus in a sponsorship lies on coaching and protection. Sponsorship is discussed in literature as a suitable means of advancing individual careers and is seen to bring advantages both for the sponsored party and the organisation – by developing the next generation of managers.

A key criticism of sponsoring – and indeed of mentoring – from a gender equality perspective is its afore-mentioned inherent tendency to strengthen or perpetuate gendered-related barriers for women. Sponsoring helps women to get around the structural barriers that cause them disadvantage. Yet the structures themselves are not questioned; if anything, they are cemented by this process. What is therefore needed from a gender equality perspective is not mentoring or sponsoring for individual women, but changes to existing structures. These include a new management culture, a renunciation of presentism, alternative forms of assessing excellence, etc.

The "bifocal approach" developed by Jennifer de Vries, an Australian working at the University of Melbourne, links these two levels to one another. Her concept does not focus solely on helping mentees to overcome career barriers, it also defines recognising, accepting and changing the causes of such barriers as the task of mentors. In many cases, women are not actually consciously or intentionally disadvantaged, it just simply happens (Yancey Martin 2003, 2006). To counteract this, people and institutions need to reflect more, their ability to do so must be strengthened, and mentoring must be included as an integral part of a reflective equal opportunities policy (Wroblewski 2016).

Reflection requires the conscious consideration of a potential unintended gender bias in everyday working practices and the development of possible alternatives. This plays a role in the mentoring context in several respects. First, mentees should be helped to recognise gender-specific barriers as such – and not to assume them to be simply problems for individual women – and also to raise such barriers as issues. Second, mentors should reflect on their own everyday work practices from this perspective and see it as part of their responsibility as managers to change any such practices with a gender bias. Third, this reflection should occur on the organisational level, e.g. by constantly analysing the evaluation or development of programmes in gender equality terms and subjecting the results of these analyses to a critical debate.

1.2 Current Challenges Facing Mentoring in Science & Research in Austria

A range of information is already available both on the acceptance and implementation of mentoring programmes for women at universities as well as the associated challenges and achievement of objectives. Some individual projects have been evaluated and adapted on the basis of the results, e.g. the mentoring programmes at the University of Vienna (Genetti et al. 2003; Gerhardter, Grasenick 2009), the Medical University of Vienna (Hofer-Pober et al. 2015) and the University of Graz (Rath 2013). But there are also many questions that have so far not been discussed at any length, if at all. These questions are raised by current developments in university policy on the one hand and the above-mentioned dark sides of mentoring on the other. Addressing them also necessitates a critical reflection on existing mentoring concepts and their respective objectives, target groups and programme elements. In a mentoring as equal opportunities measure in science and research context, three main topics of interest or challenges can currently be identified in Austria.

- As in the international debate, the potential offered by a progression from mentoring to sponsorship is a key topic of discussion. The questions here are what advantages this brings and which challenges it entails.
- Austria has a well-established, comprehensive policy mix to promote equal opportunities for men and women in the university sector. Even though it did actually extend to other potentially discriminated groups, the focus of this policy mix lay for a long time primarily on gender equality. The latest amendment to the 2002 Universities Act (UG 2002), which came into force in spring 2015, addresses equal opportunities in a more expansive sense and requires universities to augment their female advancement plans with equal opportunities plans for other target groups. One question that has arisen in this context is whether and under what conditions the mentoring programmes that were established as measures to support women can also be extended to other diversity groups.
- Gender equality standards in the non-university sector or in universities of applied science are lower than those in the university sector since fewer statutory requirements exist in these sectors – and those that do are less binding in nature (Tiefenthaler, Good 2011; Wroblewski et al. 2014). In recent years, initiatives like the FEMtech Karriere programme have been launched to encourage the introduction of gender equality measures in the non-university sector. The key question in this context is whether and under what conditions measures that have proved effective in the university sector can be transferred to its non-university counterpart.

1.3 The Discussion in Brief[2]

A critical look at the articles in this anthology and the discussions during the conference indicates that extending mentoring programmes from women to other diversity groups is a topic that has hitherto rarely been addressed. There is clearly a call for further discussion on the progression from gender equality to diversity oriented policies, since while it is firmly anchored in the theoretical debate, this topic has as yet played no role in the planning of measures and their implementation.

The following key discussion points emerged at the conference and were discussed in the context of actual mentoring programmes: How can the attractiveness of mentoring be raised? What should mentoring focus on? How can the bifocal approach be implemented in a mentoring programme? To what extent is sponsorship really a progression option for existing programmes?

How can mentoring be made more attractive to potential mentors and mentees? The people who run mentoring programmes frequently point out that it is difficult to attract mentors. The main problem here is the time involved, above all when the mentoring is accompanied by a support programme. They also find it difficult to attract mentees, because the latter are frequently unsure about where their career with take them in the long term. Changed parameters at universities are also often mentioned in this context. The new laws covering university personnel introduced over the last 10-15 years in Austria have not only established new personnel categories or temporary contracts at all levels, they have also changed the framework for mentoring. It can be assumed, for instance, that the increasing allocation of fixed term professorships will also have an influence on perceptions of support for young scientists. One reason for this is that competition is now likely to play a bigger role than it had done in the "traditional chair model", where professors who were appointed for life had a permanent status advantage over their mentees, and mentees did not constitute competition.

To raise the attractiveness of mentoring for mentors it was proposed that the mentoring role be included in job descriptions and corresponding qualifications be verified. This would raise the visibility of mentoring on the one hand and provide mentors with the opportunity to demonstrate their social competence on the other. A further strategy that has proved effective has been to communicate to potential mentors that it is an honour to be asked to assume the mentoring role.

What should the focus of the mentoring lie on? In the past, the focus lay primarily on the mentor helping the mentee to understand the institutional rules and realities and learn how to deal with them. In recent years, increased emphasis has been placed on matching mentees with mentors from the same subject area in order to ensure the provision of longer-term

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[2]   This overview is by no means exhaustive and seeks only to summarise the main strands of the discussion.

support. Mentoring is no longer just about communicating the rules of the game (as Pierre Bourdieu would put it), it's about providing relevant feedback and helping mentees to establish an expert status that is also relevant outside their home university, i.e. in the non-university sector as well.

This leads us to the question of the long-term objectives that should be pursued by university mentoring programmes. Is mentoring primarily about supporting mentees on the individual level, i.e. facilitating their entry into a research career? Or are other objectives also important here? In the discussion on mentoring programmes for women, it quickly became very clear that supporting the individual is by no means sufficient. To achieve lasting change, the structures that prevent women from progressing also have to be addressed at the same time. It would therefore appear necessary in the conception of mentoring programmes to reflect with greater intensity on the changed parameters at universities and, if necessary, to refine the programme objectives. This would, in turn, require the provision of support or coaching to mentors. Yet given the demands these would place on their time, such programme elements would find limited acceptance among mentors. The associated goals would therefore have to be communicated well and in a convincing manner.

The progression in the sponsorship direction was discussed at length, in particular with regard to the necessary adaptations to existing programme designs. The higher degree of commitment associated with sponsorship was seen as advantageous to the effectiveness of mentoring programmes, while the disadvantages of the higher commitment on the part of mentors and stronger dependency of mentees on their mentors were also raised as issues.

1.4   The Articles in this Anthology

It seems both appropriate and meaningful to base a discussion of the challenges facing Austria on experiences that have already been gained with mentoring programmes for women at the country's universities. The reasons for this are twofold: it allows us to discuss the extension of existing mentoring programmes for use with new target groups on the one hand and to examine the transferability of tested concepts to other contexts – in particular in non-university sector – on the other. To do so, this anthology is structured as follows:

Roberta Schaller Steidl provides a description of the changed equal opportunities policy requirements as established by the spring 2015 amendment to the 2002 Universities Act. The core objective of these changes is to extend the successfully established gender equality policy to other diversity groups. Universities are, for example, now required to develop and implement further equal opportunities plans in addition to their female advancement plans.

Two articles present examples of actual mentoring programmes and the experiences gained with them. Sandra Steinböck, Angelika Hoffer-Pober and Karin Gutiérrez-Lobos describe the experiences with the implementation and extension of the mentoring programme for women at the Medical University of Vienna over the last 10 years. Michaela Gindl, Doris Czepa und Julia Günther outline the experiences with the joint mentoring programme at the Universities of Linz and Salzburg and the Danube University Krems. Both articles look at mentoring from the perspective of the programme organisers, discuss the possibilities for expanding the programmes and examine the actual challenges faced at each university.

Sabine Prokop uses her own personal experiences with mentoring to bring together different perspectives on a mentoring programme, namely those of the mentor, mentee, trainer and consultant. Her personal reflections extend from the uncertainty experienced when asked what a mentor can actually contribute and her unachieved goals as a mentee to her diverse experiences gained over many years as a consultant and trainer in mentoring projects for women in universities and for other aspects of diversity in a business setting.

In her article, Gerlinde Mauerer looks at what defines successful mentoring for individuals in an increasingly closed university employment market. In doing so, she reflects on the first mentoring programme for female researchers at the University of Vienna and focuses primarily on the scientific and career prospects of (senior) postdocs, whose situation is particularly precarious given the lack of targeted support programmes.

In the final article, Angela Wroblewski and Andrea Leitner discuss whether experiences with mentoring programmes in the university sector can be transferred to the non-university sector. This topic has been the focus of intensified efforts in recent years by the Austrian Federal Ministries of Science, Research and Economy (BMWFW) and Transport, Innovation and Technology (BMVIT) to introduce equal opportunities to the non-university sector, e.g. through the BMVIT-funded FEMtech Karriere programme or the BMWFW-initiated development of female advancement plans at large non-university institutions like the Austrian Academy of Sciences (ÖAW).

The articles in this anthology clearly show that mentoring is not a "magic bullet", but that it does – alongside its effect on the individual level – have strong potential to trigger structural change. Structured programmes to support and promote junior staff could be an important step in a process to professionalise personnel management in science and research.

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2   Advances in Mentoring: Strategic Approaches to Mentoring and Sponsorship for Diverse Target Groups

Jen de Vries[3]

© Jen de Vries www.jendevries.com

3   Correspondence address: Jennifer de Vries, Jen.devries@me.com

Is it mentoring?
Is it sponsorship?

'a mentor would advise you to become a member of the editorial board of a major professional journal in your field, but a sponsor would personally recommend you to the journal editor.' Travis 2014

A critical look at the mentoring literature & a re-conceptualising of mentoring programs
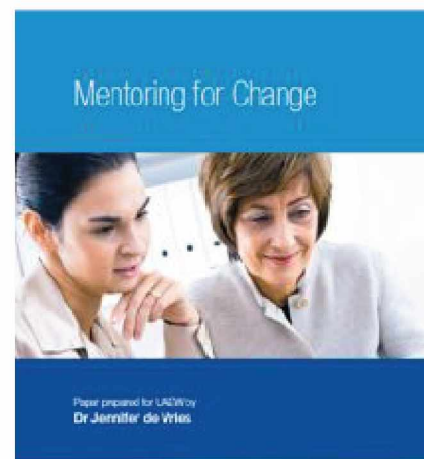
Mentoring for Change

Paper prepared for UAEW by
Dr Jennifer de Vries

UAEW   LH Martin Institute

www.lhmartininstitute.edu.au/documents/publications/2011uaewmentoringforchange.pdf

Gender gaps: Mentoring & sponsorship

Replication (induction, transition, career orthodoxy, looking back, maintaining the status quo)

better fit existing cultures and structures, leadership ideals, linear careers, overwork, conflict between work and family

OR

Change (creating the future, disrupting the status quo)

Gendered innovation, responsiveness to challenges & change, diversity, inclusion, adaptive leadership, renewal

Early mentoring literature Kram 1980

Psychosocial	Career
Acceptance and confirmation	**Sponsorship**
Counseling	Coaching
Friendship	Exposure and visibility
Role modeling	Protection
	Challenging assignments

'Bifocal Mentoring'

Instrumental   Bifocal

I   D   B

Developmental

Instrumental/traditional

I   D   B

- ◆ Career
- ◆ Skills
- ◆ Competence
- ◆ Advice
- ◆ Short term
- ◆ Knowledge transfer
- ◆ 'Sage on Stage'

One-way relationship, focus on career outcomes for mentee
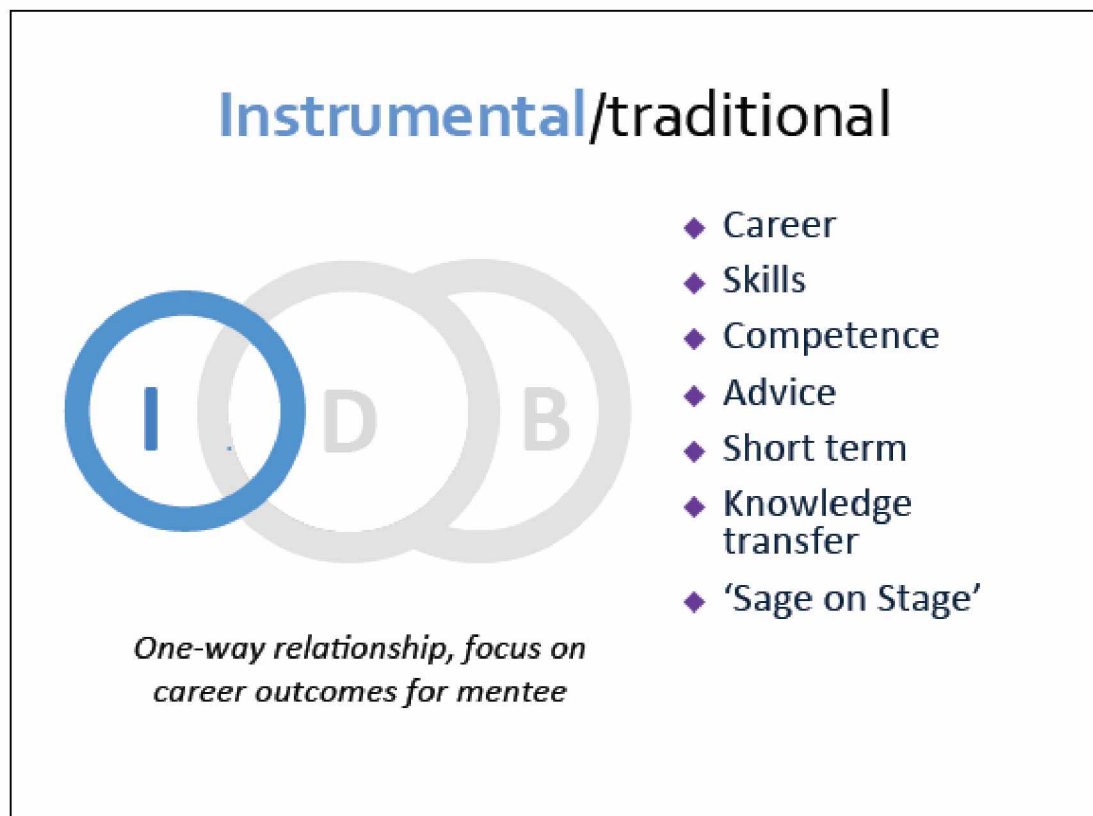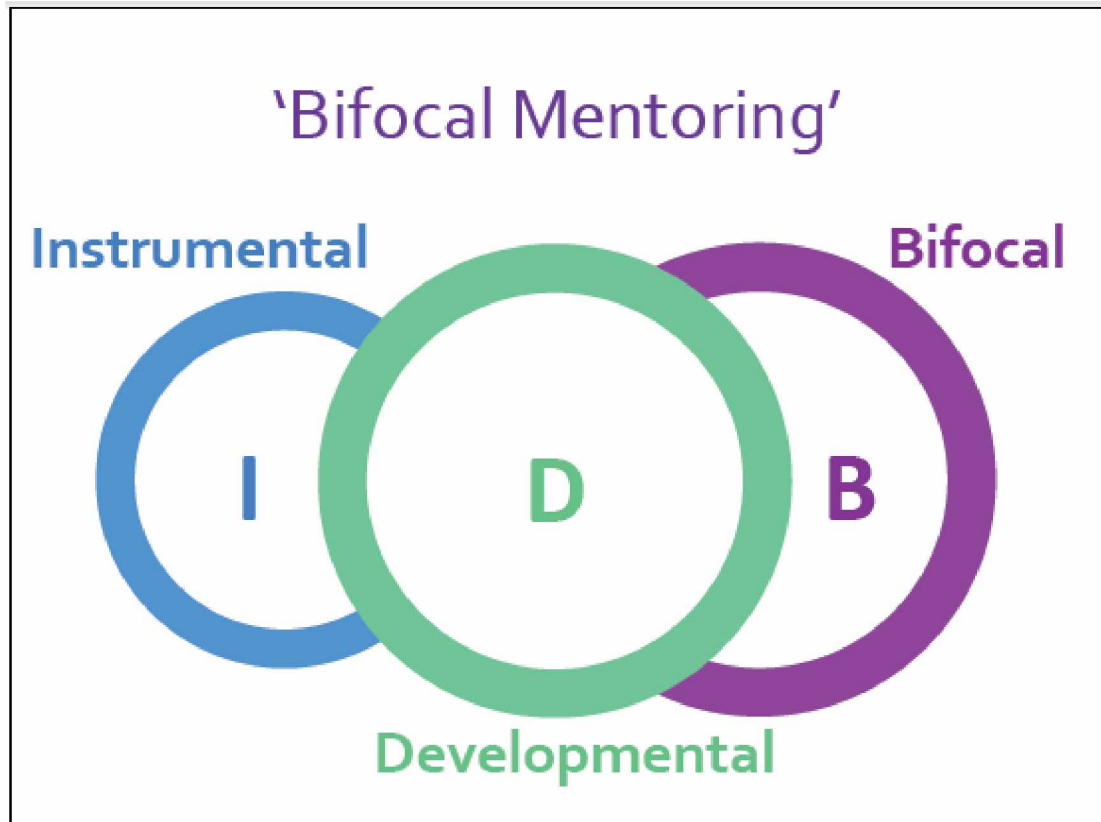
'I don't want to be mentored back into the straight line'

Developmental
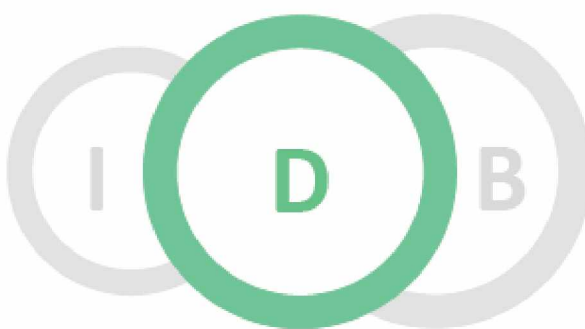
- Whole of life
- Psychosocial
- Quality
- Long term
- Guiding
- Mentee centred
- 'Guide on the Side'

Two-way relationship
Developmental for mentor
and mentee

Trevor: the bifocal mentor

A capacity to focus almost simultaneously on the development of the individual (his own and the mentee) and the ongoing development of the organisational culture so that all might thrive.

BRINGING IT HOME

Do I do that?

Does that happen in my part of the organization?

What can I/we do differently?

Anne: the bifocal mentor

…the most powerful thing to do is to keep on being very supportive and guiding and there, and confidence building and helping them anticipate obstacles …those obstacles are often part of the system, they're part of a systemic effect, a structural effect, rather than about who they are and what they've got to contribute.

Bi-focal mentoring

I D B

- Challenge status quo
- Inquiry & insight
- Zoom in, zoom out
- Capacity to act
- 'Tempered radicals'
- 'Partners for change'

Builds on developmental relationship
Outcomes for mentor, mentee &
organisation

Taking mentoring to the next level

- 'An independent view' Builds mentoring skills & practices, increasing mentoring
- Works for some, high dependence
- Developing insight & bringing it home, unconscious bias
- Works for all

Formal mentoring → Bifocal mentoring → Organizational Learning → Mentoring culture → Informal mentoring
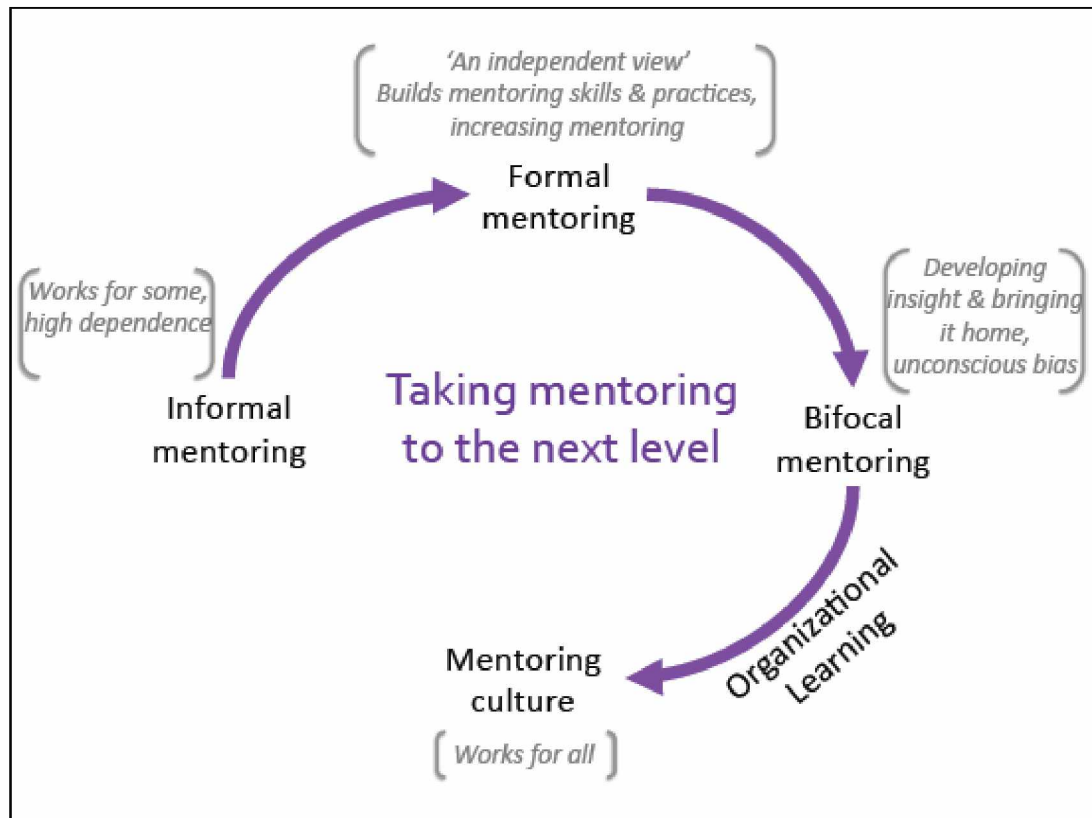
Sponsorship: The missing ingredient for women?

Why Men Still Get More Promotions Than Women

Your high-potential females need more than just well-meaning mentors. by Herminia Ibarra, Nancy M. Carter, and Christine Silva

Men:
- Goes beyond feedback & advice
- Influence
- Strategy
- Endorsement

Women:
- Change for better fit
- Fight to be considered ready

Ibarra, Carter and Silva
Harvard Business Review September 2010

Sponsorship practices in higher education

- Gender gap in academia, slow progress
- Mentoring has become all encompassing
- Importance of relationships in workplace
- The myth of individual success
- Common sense - how universities work
- Unnamed - unscrutinised, opaque, unequal
- Role of sponsorship under-estimated in academic careers

Research aims

- Nature of sponsorship practices in HE
- Disentangle mentoring and sponsorship
- Implications for equity and diversity
- Practical implications

Sponsorship?

" What happens for women in their career may in fact be described as that "nothing happens" or that something that should happen during the course of one's career fails to happen: one is not seen, heard, read, referred to or cited, invited, encouraged, offered support, one is denied validity. "

Lissa Husu 2005

Defining sponsorship

…my role as sponsor is actively, to go out and seek and advocate for this person, opportunities for them to, the platform for them to develop, in a different environment, in the one that they're not currently in and where they're going to be able to be stretched and challenged.

(Deirdre, executive)

When I went to finish my PhD ... my supervisor said: 'why don't you go to (prestigious UK university) where I did study leave? It would be a really good place to go.' I knew it would look good on the CV but I hadn't realised when I got there how important it was. In terms of building your career and CV to have very good places where you have your post doc or worked on your CV is incredibly important. This initial step of being in (prestigious UK university) set me up. I then met people. I went to (prestigious US university). I formed a network of people that has been very important throughout my career. Because I had worked in this lab in (prestigious UK university) a colleague back in Australia wanted me to come back and join them at a Melbourne hospital... Making early career decisions was probably one of the most important things. Back in those days there was in the NHMRC a research fellowship stream ... that was very career orientated ... I got into that at a very early stage, came up through the levels, grew my group, maintained a lot of international collaborations. My science has always been very international and that has always helped. I have been on study leave overseas to good labs, built up a big network of colleagues ... You have got to learn to promote yourself. p.63

Keeping Women in Science, Kate White (2014) Melbourne University Press

Sponsorship Practices in HE

- ◆ Sponsorship worthy?
- ◆ Unconscious bias
  - – Affinity bias
  - – Linear career bias?
- ◆ Shadow side

Formal
mentoring
≠
Formal
sponsorship

*Needs to be
close to home*

Informal
sponsorship

*Works for some,
siloed high
dependence
'dark side'*

Sponsorship: the role of the other in building careers

'Naming'
awareness raising,
identify gaps,
examine
unconscious bias

Building
sponsorship
culture

Formal
mentoring &
sponsorship

Replication gap

Gender gap

Informal
mentoring &
sponsorship

**Close to home
Non-reflexive
Exclusive**

Gender gap

Disrupting gender
status quo

'Naming'
awareness raising,
examine unconscious bias

Building intentional
mentoring &
sponsorship cultures

Inclusive & Reflexive

Mentoring & sponsorship as gendering processes

Peer mentoring

I D B
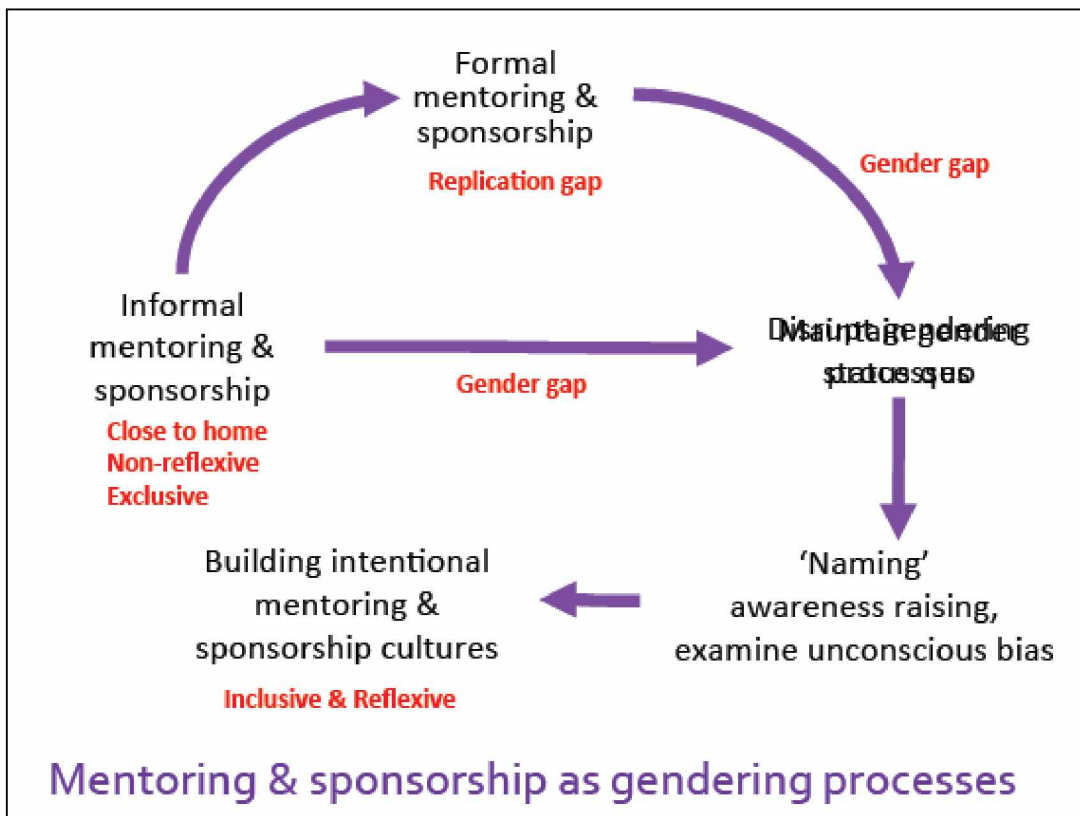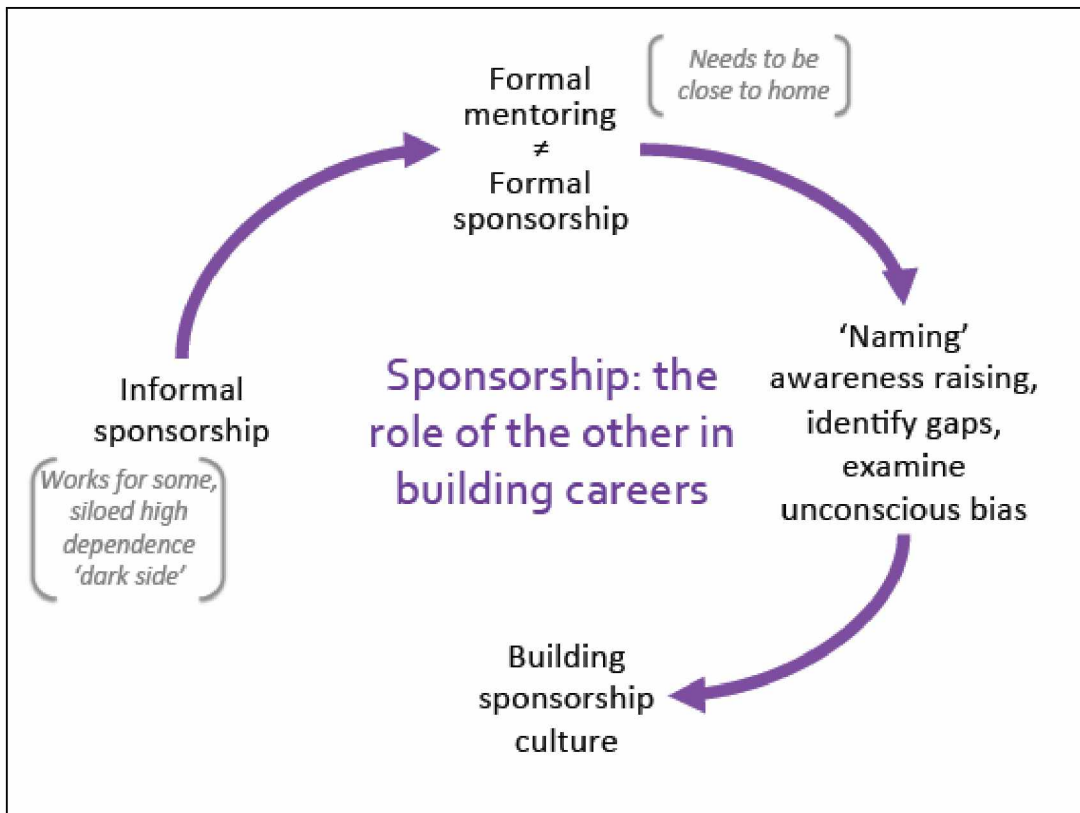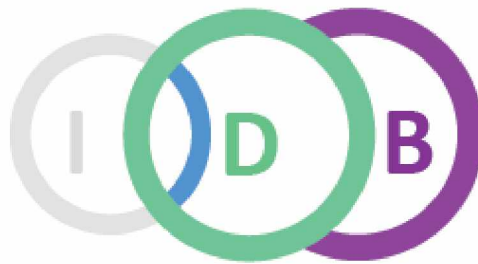
Advantages

- Easily moves into developmental
- Shared experience and knowledge
- No power distance
- Safe learning environment
- Inclusive of difference
- Diversity of perspectives

Requires

- Time
- Disciplined process
- Feedback loop to organisation

Dyad hierarchical

I D B
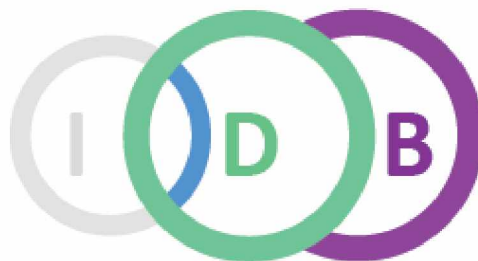
Advantages

- An independent view
- Experience, wisdom, knowledge
- Senior players for organisational change

Disadvantages

- Time poor
- Power distance
- Over-reliance on one relationship

Group mentoring
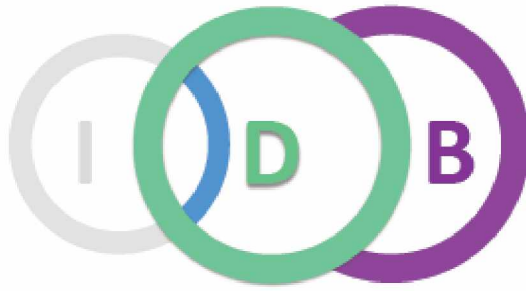
Advantages

- Robust model
- Good use of senior mentors' time
- Diversity of inputs

Two themes and a lens

- 'develop the program with specific objectives in mind and base decisions regarding design and structure of the program on those objectives'
- 'at its core, mentoring involves an inter-personal relationship'
- bring a gender lens to the program objectives (the bifocal approach) and to the mentoring relationship (de Vries)

Allen, Finkelstein and Poteet (2009)
Designing Workplace Mentoring Programs

Objectives

◆ **What are the objectives of our mentoring program?**
 − For the mentee?
 − For the mentor?
 − For the institution?

Mentoring for Change de Vries 2011 (www.jendevries.com)

Relationship/s

◆ What kind of mentoring relationship suits our purpose?

◆ What is the role of the mentor and the mentee?

◆ How will we select mentors and mentees?

◆ What basis will we use for matching mentors and mentees?

◆ What training and support do we need to offer mentors and mentees to achieve this approach to the mentoring relationship?

Mentoring for Change de Vries 2011 (www.jendevries.com)

Insight and change agency

◆ How will opportunities to develop greater gender insight be designed into the program for the mentor and mentee?

◆ How can we support the mentor and mentee to make changes within their own spheres of influence?

Mentoring for Change de Vries 2011 (www.jendevries.com)

Organisational learning

◆ What other opportunities exist to create linkages between the mentoring program and other institutional members in order to develop gender insight and further the aims of organisational change?

Mentoring for Change de Vries 2011 (www.jendevries.com)

Evaluation

◆ How will we evaluate program outcomes for the mentee, mentor and the organisation?

Mentoring for Change de Vries 2011 (www.jendevries.com)

For more information,
resources and blog:
www.jendevries.com

Dr Jennifer de Vries
jen.devries@me.com

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3 From Gender Equality to Diversity: Current Developments in Austrian Higher Education Policy

Roberta Schaller-Steidl[4]

3.1 Introduction

The most recent developments in equal opportunities policy at Austrian universities are highly promising, since they touch on some of the central challenges in gender equality: the compatibility of study programmes/jobs with other commitments in a given phase of one's life and the perception of and approach to equality when it comes to differences in the age, disability, sexual orientation, background/ethnicity and religion/world view dimensions. In addition to some other developments, these changes took effect with the Amendment to the Universities Act 2002 (*Universitätsgesetz*; UG 2002) that came into force on 13 January 2015[5].

This decisive development was preceded by the Amendment to the Federal Equal Treatment Act 2004 (*Bundes-Gleichbehandlungsgesetz*), which added dimensions like age, sexual orientation, background/ethnicity, religion/world view (and disability) to the types of discrimination.

The relevance of this change for equal opportunities practice is outlined using three specific instruments in the university sector: the gender equality plan, the female advancement plan and the performance agreement for 2016-2018. In doing so, we also consider the extent to which gender equality as a political goal can be strengthened by this change and which extended target groups and fields of activity it opens up and which thus present potential for mentoring and sponsorship.

While equal treatment and the advancement of women were important instruments in the university sector in the mid-1990s and a focus was placed on increasing female representation and thus on recruiting processes, the implementation of the conclusions of the UN's Fourth World Conference on Women (Beijing, 1995) at European level from 2000 onwards led to a recommendation to EU Member States to introduce gender mainstreaming as a political strategy across the board. This was implemented in Austria by Ministerial decree and led to a change in the understanding of equal opportunities work. Men and women were now to be involved to an equal extent, and all processes, measures and decisions checked for their impact on both genders.

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[4] Correspondence address: Roberta Schaller-Steidl, Roberta.Schaller-Steidl@bmwfw.gv.at
[5] Federal Law Gazette (BGBl.) I No. 21/2015, dated 13 January 2015.

With the expansion of the types of discrimination in the Federal Equal Treatment Act (2004), further equality dimensions became a focus of anti-discrimination work at universities. This led, not least, to a higher demand for suitable strategies to deal with diversity in its different forms from an equal opportunities perspective and to include their potential in science and research facilities.

This development was – and still is – accompanied by discourse, especially since the obligation to implement the instruments differs in each case. The advancement of women, gender mainstreaming and diversity management are now frequently in use simultaneously, which reflects a good policy mix.[6] A complex field of activity like science and research always requires a permanent evolution of gendered instruments and measures to provide optimal working conditions for women and other (diversity dimensions) groups.

The equal opportunities policy followed by the Austrian Ministry of Science, Research and Economy (BMWFW) focusses on raising gender representation in areas in which women are underrepresented, on removing career barriers for women and on integrating the gender dimension into research content and research-led teaching.

Over the last five years, the BMWFW has also developed initiatives in the diversity management area. Even if gender equality remains the leading category in many sectors of the university field, there are also a range of participation or stage-of-life dependent compatibility issues in which social groups can be excluded on the basis of other categories, e.g. social or geographic origin. Precedence should be given to a multidimensional perspective in such cases, because a further differentiation can lead to useful insights.

3.2 The New Legislation in the Universities Act

The Amendment to the Universities Act (UG) that was passed in January 2015 foresees further steps with regard to equal opportunities. The quota for women in the Universities Act has been brought into line with the quota defined in the Federal Equal Treatment Act, i.e. has been raised to at least 50 per cent. The issue of "compatibility" of is now also explicitly anchored in the UG's guiding principles. The purpose of this change is to raise the visibility of university members as defined in § 94 UG – and thus also students – with care commitments for children or other dependents. To expedite the de facto equality of women and men, a further instrument – the equality plan – is foreseen in addition to the female advancement plan to cover matters relating to compatibility and anti-discrimination. Both instruments are to be incorporated into university statutes.

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[6] Universitätsbericht 2014: Gleichstellung und Diversitätsmanagement S227ff. (University Report 2014: Equal Opportunities and Diversity Management, p. 227 ff.)

The **equality plan** regulates the compatibility of study programmes/jobs with care commitments for children or other dependents as well as for the instances of discriminated groups defined in law. People with disabilities are not covered by the Federal Equal Treatment Act, but by other laws (Equal Treatment of Disabled Persons Act, Disabled Persons Employment Act). Degree/job compatibility extends to women and men, organisational structures like the unikid/unicare or other childcare facilities, counselling and information services for parents/caregivers and effective, sustainable measures for students and university staff. Examples of good practices in this area can be found on the unikid website.[7]

The **female advancement plan** focuses on the advancement of women in all personnel categories and areas in which they are underrepresented. It also defines the time span in which progress is to be achieved or career barriers for women are to be removed. Progress is documented in regular reports.

Each university in Austria has to enact both a female advancement plan, which is part of its statute, and an equality plan. The Working Party for Equal Treatment and Equality at Austrian Universities[8] (ARGE GLUNA) plays an important role in the implementation of the statutory provisions regarding equality and anti-discrimination. In 2015, the ARGE GLUNA began drafting sample plans for both instruments. Other experts and organisational units involved with equality topics in universities, such as the unikid network or Austrian gender platform[9], were also consulted and involved in the preparatory work.

3.3 The University Performance Agreement 2016-2018

The performance agreement between the BMWFW and the university serves as the central steering instrument and is now being put to even better use in enforcing the enactment of female advancement and equality plans. The university has the possibility to refer to this agreement in the development of its equality goals and corresponding measures to achieve said goals or in the identification of suitable milestones or targets.

For the 2016-2018 performance agreement period, the BMWFW also set targets relating to the **development of an active diversity management programme** at universities for the first time. These targets relate to the portrayal of the structural and cultural framework and take into consideration the diversity of the university's personnel and students (e.g. people with care commitments, people with disabilities, people with learning disorders, etc.). Furthermore, the BMWFW expressed an interest above all in measures that contribute to a better social mix in the student population. To promote diversity in further education establishments, a working group was also set up by the Austrian University Conference in

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[7] www.unikid.at
[8] Arbeitsgemeinschaft für Gleichbehandlung und Gleichstellung an Österreichs Universitäten
[9] www.genderplattform.at

May 2014 to work on the topic of "Promoting non-traditional forms of access to the university sector" to develop recommendations for this target group.

3.4 Synopsis

Each university in Austria has to develop and enact both a female advancement plan, which is part of its statute, and an equality plan. While the female advancement plan is targeted at the advancement of women, the equality plan focuses on issues of compatibility for other legally defined instances of discriminated groups. This should serve to guarantee that the advancement of women in science and research is achieved with university specific goals and suitable measures. The handling of compatibility topics in conjunction with the legally protected groups (dimensions) in a dedicated equality plan can be seen as progress from an equality perspective.

It is to be expected that this will also create awareness of the topic of equality at universities with respect to the participation and advancement of these various groups. The new instruments and measures extend to an equal extent both to students and to university staff. There are also multiple dimensions within these groups: gender, ethnicity/background, age, religion/world view, sexual orientation and disability.

It will also be possible in future to use the performance agreement between the BMWFW and the university to follow and track the implementation of the equality plans and the female advancement plans more effectively.

Progress in the implementation of diversity management in addition to equal opportunities and the promotion of women differs in each of Austria's universities, with some aspects of diversity management already established. The BMWFW is targeting its efforts here towards incorporating diversity as a strategy in the overall university management concept.

4 Mentoring as an Instrument of Structural Change?

Sandra Steinböck, Angelika Hoffer-Pober[10], Karin Gutiérrez-Lobos

4.1 Lessons to be Learned: Participants' Perspective on the Outcome of the First Two Rounds of the Mentoring Programme at the Medical University of Vienna and Conclusions by the Project Leaders

Since its establishment in 2005, MedUni Vienna's mentoring programme Women's Network Medicine has been run three times (2005–2006, 2008–2010, 2011–2013). As an instrument to promote women at universities, the programme aims to support women in their careers and serve as a building block for them when planning a scientific career. After the close of the second round, the concept was evaluated and comprehensively revised based on the experiences from the first two rounds. Group mentoring was replaced by one-to-one mentoring and the target group of mentees was redefined. While originally targeting "women at a crossroads in their career", since the third round, the programme has explicitly focused on women who have already advanced far in their careers.

All three rounds of the Women's Network Medicine programme were evaluated using questionnaires and/or qualitative interviews at the start of, halfway through and at the end of the official mentoring programme.

While the evaluation design was adapted and the methodology changed between the pilot project and the second round, the objective of the evaluation remained the same: to ascertain and scrutinise the views that the various players (mentees and mentors; other participants to various extents) held of the mentoring programme. The evaluation focused on the concrete benefits the participants felt they had gained through their participation in the mentoring programme as well as on quality and success checks for the individual steps in the process. It was also intended to give rise to ideas on how to further develop the mentoring programme and to reveal any barriers and difficulties.

4.1.1 Women's Network Medicine I, 2005-2006 – Design and Evaluation[11]

Overview of the first round of the mentoring programme

When the Medical University of Vienna, which had previously been a department of the University of Vienna, became an autonomous organisation on 1 January 2004, a Gender Mainstreaming Office was established to deal with gender mainstreaming measures and programmes for the advancement of women. One of this office's tasks was to plan and execute an interdisciplinary mentoring programme in a group setting.

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[10]   Correspondence address: Angelika Hoffer-Pober, Angelika.Hoffer-Pober@meduniwien.ac.at
[11]   The chapters describing the project design und evaluation are based on Hoffer-Pober et al. (2015, in German).

Mentees were selected based on the following criteria:

- Proximity to the next career step
- Employment at MedUni Vienna for the entire programme duration
- Conformity between mentee expectations and mentoring programme content

Mentees were divided into five groups based on the following criteria: homogeneity of interests and expectations and heterogeneity of academic and organisational background (to rule out competition within the group). Mentors were assigned to the mentee groups based on subject-specific criteria (interests, expectations, objectives) as well as organisational necessities – hierarchical relations between mentors and their respective mentees as well as affiliations with the same organisational units had to be avoided.

Figure 1: Design Women's Network Medicine I, 2005-2006 (own illustration)
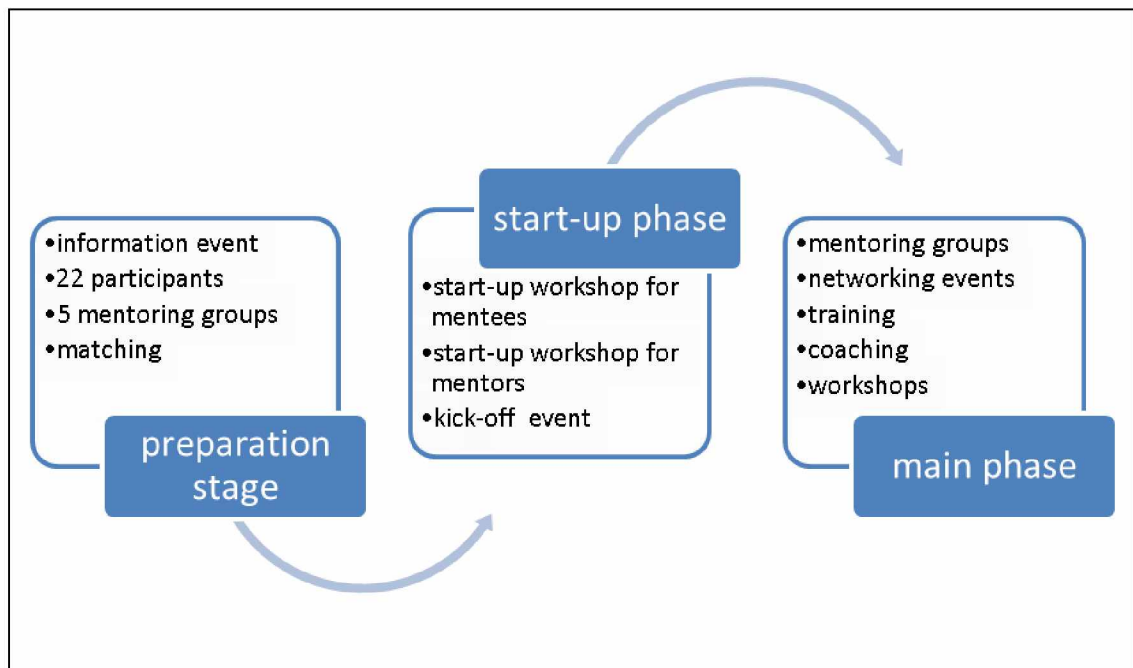
Evaluation of the design of the first mentoring programme
The pilot project (2005-2006) was evaluated by an external staff member throughout the whole process. Mentees and mentors were asked to complete a questionnaire both at the start of and halfway through the programme as well as to participate in a structured interview after the close of the project. As part of the final evaluation step, the project coordinators, the head of the gender mainstreaming office and the rector were also interviewed. In addition to this external evaluation, coordinators supported the participants throughout the project, offering them tools for self-evaluation and a continuous progress check with regard to the goals. This was done to ensure lessons were learned in each round that could contribute to the improvement of subsequent rounds.

Since the Women's Network Medicine was designed as a pilot project, a strong focus was placed in the evaluation on working out standards to apply in later rounds and on defining framework conditions conducive to the success of the mentoring programme. The evaluation was also intended to review internal implementation steps and build a foundation for standardising the process. To complement the evaluation conducted throughout the programme duration, a follow-up evaluation was carried out one year after its completion to inquire about and assess the effects of the measures from the participants' perspective. In contrast to the evaluation measures taken while the programme was ongoing, this subsequent evaluation focused less on potential for improving the programme, seeking instead to analyse and summarise its results.

4.1.2   Women's Network Medicine II, 2008-2010 – Design and Evaluation

Overview of the second round of the mentoring programme

The second round of Women's Network Medicine began in March 2008, following an information event for all women interested in participating in the mentoring programme and a one-month application period. Again, detailed interviews were carried out with the 20 women who applied to establish their motivation and goals as well as their expectations of the programme. Seventeen women were selected to participate in round two based on the same criteria that had already been applied in the first round of the mentoring programme: participants had to be employed at MedUni Vienna for the entire programme duration, their next career step had to already be "visible", and their expectations had to match what was offered by the mentoring programme. One additional criterion was added in this round: participants had to have the goal of making a career and be motivated and passionate about doing so.

Groups were formed by matching mentees based on information from the interviews and the application forms filled out by the applicants. The criteria for dividing mentees into four groups were the same as in the pilot project, namely homogeneity of interests and expectations and heterogeneity of academic and organisational background (to rule out competition within the group). Mentors were assigned to the mentee groups based on subject-specific criteria (interests, expectations, objectives) as well as organisational necessities – hierarchical relations between mentors and their respective mentees as well as affiliations with the same organisational units had to be avoided.

In contrast to the pilot project, the duration of the programme was extended to two years; apart from this change, only minor adaptations were made to the organisation.

Figure 2: Design Women's Network Medicine II, 2008-2010 (own illustration)
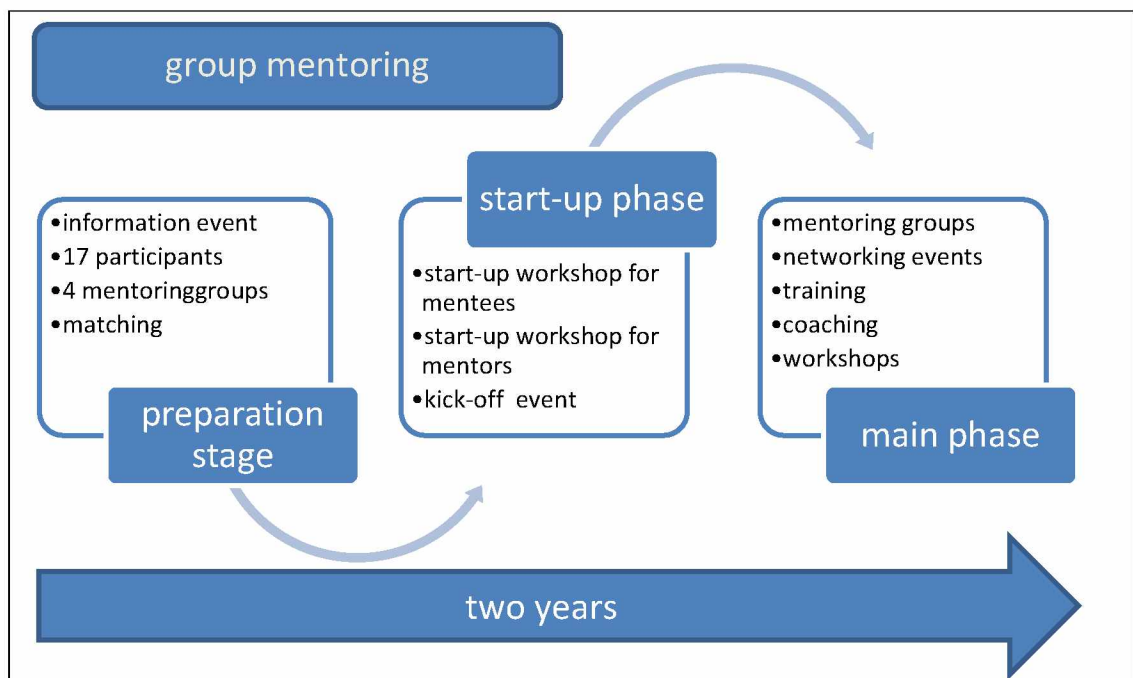
Evaluation of the design of the second mentoring programme

The second round of the mentoring programme, Women's Network Medicine II 2008-2010, was evaluated at three stages: upon completion of the introductory phase, after completion of the first half of the main phase and at the end of the programme. Standardised questionnaires were used to determine the perspectives of the participants (mentors and mentees) regarding the programme steps up to the point of the respective evaluation.

Upon completion of the mentoring programme, a final evaluation was carried out also using the survey format. The final evaluation aimed at highlighting the programme's implementation in its entirety from the perspectives of the various participants. The following questions were explored in particular: How did mentees and mentors assess the programme itself and the personal benefit(s) it afforded? How did the participants perceive the programme procedures?

For the final evaluation of the mentoring programme, two questionnaires – each containing both standardised and open questions – were developed, one for mentees and one for mentors. This made it possible to reflect the different roles of mentors and mentees in the small-group process in the questionnaires. The questionnaires for mentees were organised into five topics:

- Expectations and objectives of programme participation
- Evaluation of the programme
- Effects and benefits of the programme

- Mentoring relationship
- Personal data regarding age, job situation and employment status

The questionnaires for mentors covered the following fields:

- Expectations and objectives of programme participation
- Evaluation of the programme
- Contents of the group meetings
- Effects and benefits of the programme
- Mentoring relationship

In addition to these evaluation measures, the head of the mentoring programme was also interviewed. The structured interviews were recorded, transcribed and subjected to a content analysis.

4.1.3 Overview of the Evaluation Results of the Mentoring Programmes I and II

The evaluations were carried out to assess the quality and success of the programmes and to check whether the participants reported any personal gain(s) and benefit(s) as a consequence of their participation. The evaluations were also intended to identify any problems to ensure that the programme could be developed further and improved.

A central expectation in both programmes revealed by the evaluations was a sharing of experiences and the formation of horizontal and vertical networks. It was also important to the mentees to acquire strategies for their own career development and gain insights into other people's careers and institutional structures. The participants in both programmes reported that these expectations were largely met. They perceived both programmes – especially the group meetings, the mentoring relationship and the coaching/supervision – to be positive and valuable for their own careers.

The mentees in both programmes described the exchange with colleagues in a small group setting as helpful and positive. While they were also mostly content with the group formation, some would have preferred a more homogeneous group with a greater convergence of the interests of the individual participants.

The open format of the mentoring programme was pointed out as a problem: some mentees regarded the freedom in scheduling coaching and supervision sessions, designing the framework programme according to individual needs and scheduling small group meetings, which had been deliberately afforded by the programme head, as difficult to implement and as a lack of regulation.

The mentees in both programmes also reported lack of time and difficulty in reconciling work and project hours as problematic issues. As mentees were often late for or had to cancel their attendance in meetings at short notice, it proved difficult to organise regular and frequent group meetings.

A further point of discord concerned the clearly phrased objectives of the programme leaders and the mentees' wish for subject-specific mentoring, which was mentioned several times in the evaluation of both programmes. While the programme had been unambiguously presented as a non-subject-specific mentoring project, some mentees had nonetheless hoped for subject-specific and concrete scientific support.

4.1.4   Consequences for Programme Design

The project leaders used the evaluation results from the first two rounds of the Women's Network Medicine mentoring programme to revise the concept. The originally very open mentoring concept that had targeted women at a "crossroads in their career" had offered room for improvement, as some of the expectations and goals set were not met. This applied in particular to "subject-specific mentoring", which was frequently requested, showing a clear contradiction in the expectations the mentees had voiced to the programme coordinators and the wishes they expressed in the evaluations. The concrete work situations of the mentees seemed to make subject-specific mentoring very desirable. Moreover, many mentees seemed to think that a high degree of detailed subject-specific expertise was a mandatory prerequisite for successful mentoring. The request for "similarity" was voiced both with regard to the formation of mentee groups and the professional background of the mentor.

When revising the mentoring programme for the third round, this request was addressed by applying a more narrow definition of the target group, limiting it to women who had completed a habilitation, had already advanced far in their career and were no longer in need of subject-specific support.

Aspects that also proved beneficial were the extension of the programme duration to two years and the stricter programme procedures. It had been shown time and again that mentees were not receptive to the open and participatory design opportunities afforded by the programme. Quite the contrary: they regarded the freedom in scheduling coaching sessions, group meetings and the framework programme as a lamentable lack of regulation. The programme leaders thus concluded that future mentoring programmes had to be structured and administered more rigorously.

It was also considered important to communicate the objectives and limitations of the programme more clearly to participants to create a heightened sense of accountability among mentors and mentees. For the third round of the mentoring programme, an even more targeted selection of mentors, even more intensive preparation for the role as mentors,

formalised documentation of the individual sessions and on-going, pro-active support from the programme leaders were implemented.

4.2 Women's Network Medicine – Design and Evaluation of the Third Round[12]

Figure 3: Design Women's Network Medicine, Third Round (own illustration)
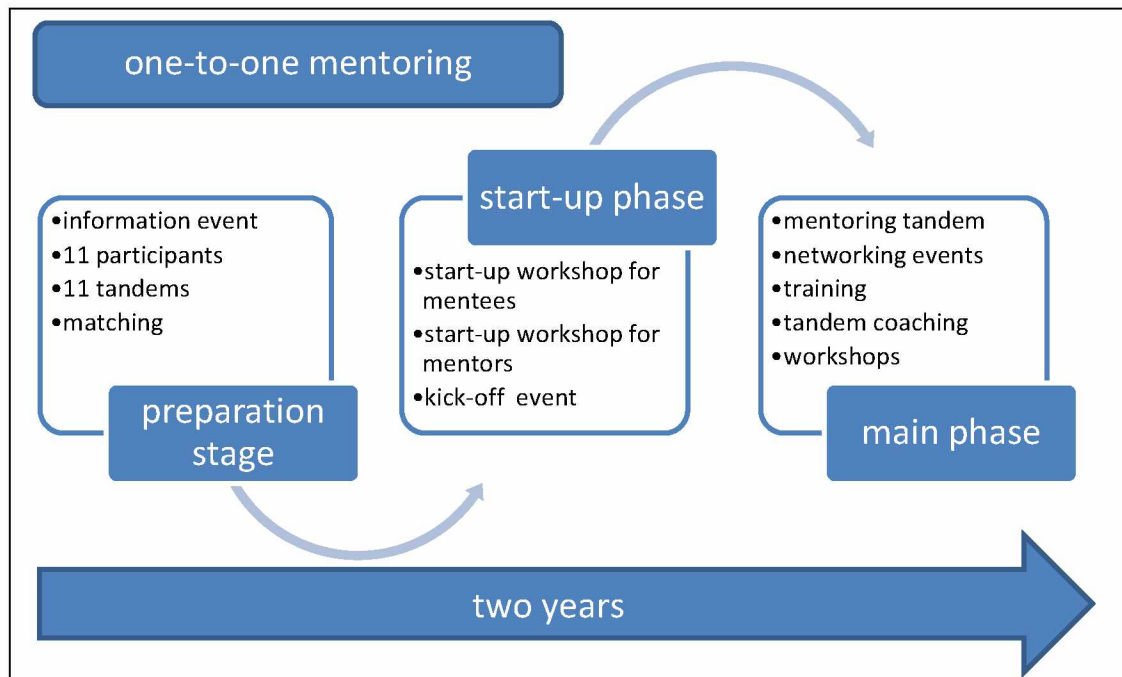
The third round of the Women's Network Medicine mentoring programme, which started out with 11 mentees and 11 mentors in a one-to-one setting, was continuously assessed between March 2011 and March 2013. Mentees were asked to write down their medium- und long-term goals at the outset and were asked both at the mid-point and upon completion of the programme whether these goals had been met. This approach was designed to ensure that the programme leaders could provide more support if necessary and were able to incorporate any suggestions by the mentees more swiftly. Interviews on their experiences and assessments were conducted with the mentors at the end of the programme. Selected evaluation results expressed by mentees and mentors are presented below.

4.2.1 Mentee Objectives

Medium- and long-term mentee goals that could be realised included completing training as a specialist physician, concluding qualification agreements, rotating to enlarge the catalogue of completed operations or applying for an executive position (e.g. chief physician). Further

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[12] This section is based on the evaluation by Sabine Steinbacher. See Steinbacher, Sabine (2015). Frauen netz.werk Medizin im one-to-one Setting. In: Hoffer-Pober, Angelika; Steinböck, Sandra; Gutiérrez-Lobos, Karin (eds.) (2015). Mentoring in der Universitätsmedizin. 10 Jahre Mentoring an der MedUni Wien. Vienna.

goals mentioned and met included gaining an insight into executive positions, completing publications, extending career goals and strategies and acquiring new perspectives. Some mentees sought to gain a more profound understanding of the mechanisms and structures of the Medical University of Vienna and the Vienna Hospital Association, however, some of the power and decision-making structures remained opaque.

A number of mentees were also eager to discuss topics such as leadership style and behaviour, reconciliation of job and family commitments, self-presentation and self-management with their mentors. Some mentees experienced changes in their private life in the course of the mentoring programme, which also had an impact on their professional decisions. While no mentee was able to acquire a professorship or executive position in the course of the mentoring programme (mostly for structural reasons, e.g. a lack of suitable calls), the programme did succeed in providing a broad range of services that contributed to their career planning and advancement.

4.2.2 Framework Programme

The framework programme, which included career coaching, appointment, communication and leadership skills training and a workshop on negotiation techniques, significantly contributed to the realisation of the goals that the mentees had set. The career coaching, which also opened up new perspectives, proved helpful for mentees who were applying for new jobs; solution-oriented approaches were preferred in this setting. The appointment training made participants more confident in their application procedures and prepared them well for hearings. The practical relevance and well-structured content (also taught with the use of videos) enabled participants to prepare for applications in a targeted manner. New ideas for finding solutions in conflict situations, exercises to improve self-presentation and practical tips for conflict management were regarded as especially helpful components of the communication training. The mentees suggested that the rector and vice-rector be invited to share "first-hand" information about career opportunities at the Medical University of Vienna for women who have completed a habilitation. The leadership skills training provided participants with a more profound understanding of system structures and the ability to assess short- and long-term goals more aptly. Lessons on interacting with colleagues, conveying criticism or motivating staff, also taught using practical exercises, were also perceived as positive. Mentees who participated in the negotiation techniques workshop reported that they felt "better equipped" to pursue strategic goals in contract negotiations and were able to directly utilise some elements in their preparations for actual negotiations. Participants made use of the services offered to varying degrees, mostly due to time constraints. The various settings were also regarded as opportunities to network and were used as such to some extent. Several mentees vowed to take a critical look at their own time management. Mentees did not always succeed in their intentions to develop "more self-discipline" or get more involved in the programme.

4.2.3   Support by Mentors

The support provided by the mentors was perceived to consist both of the reflection on important topics and in their acting as an advisor and role model. The personal relationship was important for mentees; they especially appreciated honesty, frankness, confidentiality (regarding the issues discussed) and a good atmosphere in any discussions. This enabled mentees to address actual problems and important aspects of decision-making with their mentors, who helped them to find alternatives and various solutions. Against this backdrop, the sharing of experiences was good. New perspectives were helpful, for instance, in the field of team leadership. The mentees were able to extend their networks by participating in the framework programme, in mentee group meetings and by the mentors opening up their own networks to them. While a small number of the mentees expressed a wish for more time with their mentors, most were (very) content with the support provided by their mentors. The mentees also felt that the time aspect had an impact on the style of the mentor-mentee relationship. While some participants met regularly with their mentors, others reported having met them as and when required. Some of the suggestions made by the participants in the evaluations included a more intense team-building process at the outset, the continuation of group meetings after the end of the programme and having the opportunity to participate in the next round in any workshops they had missed.

4.2.4   Mentor Experiences

The mentoring relationship was shaped by both personal and content-related elements. Some mentors described these relationships as, among other things, interesting, rewarding, helpful and friendly. While some mentors were a bit insecure and reserved at first, they eventually developed reliable, mutually beneficial relationships. Other mentors reported that for them to perceive the mentoring relationship as positive, common ground in research questions was important. Overall, the mentors evaluated their relationships with their mentees either as good or very good. Some planned to stay in touch with their mentees after the end of the programme, which is a sign that a sustainable network had been created. Most mentors considered it important to have been able to offer support as needed and in concrete situations. The working styles of the mentoring relationships also differed. While some mentors preferred a systematic working style that involved concrete preparation (selection of topics, research), some did better with a "looser" structure (e.g. meeting over lunch, in an informal setting, etc.). The working style was also influenced by positive experiences in one of the previous programmes, which resulted, for instance, in a more relaxed attitude. The mentees' limited time resources also had a bearing on mentoring relationship.

The support provided by the mentors differed greatly and was, with some minor reservations, perceived as positive. Contributing their own experience, involving them in events (such as conferences), preparing them for interviews or hearings at all important stages and qualification agreements were important building blocks with which mentors supported their

mentees in reaching their goals (e.g. devising more solid career plans/steps or implementing concrete actions). Other matters discussed included dealing with supervisors, the question of which fields called for aggressive action and which were better suited for compromises, as well as solutions or alternative approaches to conflicts . The mentors stated that it was useful for them to adopt the employers' point of view and develop arguments from this stance. This method helped open up new perspectives. They also explored behavioural aspects like demeanour and (self-)presentation in negotiations and meetings, how to position oneself and power issues. Mentors described how they were able to support their mentees by giving them access to their networks, introducing them to relevant contacts and providing them with other important information. The topic of reconciling career and family commitments also played a role in some of the mentoring relationships. It was perceived as important that women in executive positions convey the image that it is possible to combine having a family with having a career as this can serve to encourage mentees. The relevance of role models was also mentioned in this context. Some mentors felt that little progress had been made in this regard, i.e. that traditional role clichés continue to dominate and women still (have to) take on most childcare duties. Others, in contrast, felt the trend was positive trend, and pointed, for instance, to aspects like flexible working hours and improved work parameters. Further points of discussion included women executives with "female qualities" and finding a "balance between attack and peace". Cooperation in scientific work also proved a useful tool in supporting mentees.

4.2.5   Benefits for Mentors

The benefits that the mentors felt they had gained through participation in the programme varied. The opportunity to reflect on their own positions was a benefit for some, while others welcomed the insights it provided into their mentees' fields. A mentoring programme has now also been established for students at the Medical University of Vienna on the initiative of one mentor who participated in the second and third rounds. A chief physician at the Vienna Hospital Association is also working on setting up a similar mentoring programme in the Vienna Medical Chamber. These examples show that the mentoring idea is spreading to other institutions and target groups. Meeting colleagues from different fields was perceived by the mentors to be interesting, rewarding and pleasant. Some mentors found the events organised to accompany the programme, which included a variety of workshops and joint get-togethers of mentees and mentors (often in a casual setting, e.g. a restaurant) to have been beneficial. They also appreciated the expert approach that was taken to the topics of communication, negotiation techniques and coaching. These events were also assessed as having been conducive to creating a team spirit. Mentors were able to directly apply some of the lessons learned in their own fields. One mentor mentioned, for instance, having organised a similar communication workshop in her own department. Mentoring also afforded mentors an opportunity to get to know the "younger generation" and find out how they think. Mentees were often described as "tough", "determined", "confident", "active",

"impressive" and "great". Discussing subject-specific, scientific topics was also seen as a benefit for both mentees and mentors alike.

4.2.6 Networking and Networks

While only full professors at the Medical University of Vienna served as mentors in the first two rounds of the mentoring programme, they were joined in the third round by chief physicians from the Vienna Hospital Association. The mentors themselves are members of various clubs (e.g. "The Club of Female Professors at the Medical University of Vienna" and "Club 51"), a fact they were able to use to the benefit of their mentees. They also work in key bodies, such as the Senate of the Medical University and/or the Austrian Health Council, in which they cooperate and lobby for shared interests. The participation of chief physicians from Vienna Hospital Association in the mentoring programme was perceived as positive by all evaluators, who emphasised their function as role models for careers outside MedUni Vienna. By participating in the programme, the chief physicians got to know potential leaders, who they might consider recruiting in future. The contact and exchange between mentors was described as a rewarding experience, but suggestions for improvement were also made. The mentors from the Vienna Hospital Association, who made up more than half of all mentors in the third round, also expressed a wish to be able to include mentees from their own institutions in the mentoring programme (to date, participation has been restricted to female staff at MedUni Vienna). Moreover, it was suggested that more female professors at MedUni Vienna should volunteer to be mentors again and that, by way of recognition, mentors should be made more visible, e.g. through increased PR work or online presentations. Most mentors felt that the mechanisms of giving and taking and creating synergies were recognisable and important.

4.2.7 Organisation

The success of a mentoring programme depends not least on efficient organisation. The programme leaders were evaluated very positively by both mentees and mentors in various surveys. They especially appreciated the good preparation work (getting in touch and introducing the programme), the structure, the additional offers, the good communication during the programme and the friendly atmosphere provided by the programme leaders. Indeed, these overwhelmingly positive experiences prompted some mentors to volunteer for another round.

4.3 Results & Discussion

At the start of the first evaluation of the pilot project, participants were asked how important the possibility to reflect on gender at work was in the mentoring context. The majority of both mentees and mentors responded that it was important. Half of the participants considered it to be very important, one fifth found it ambivalent or not interesting, and two participants did not consider it to be important.

Table 1: The possibility of reflecting on gender (at work) within the context of the mentoring programme is important to me. Please indicate your response on a scale of 1 to 10 (where 1 = not important/not useful and 10 = very important/very useful)

Score	1	2	3	4	5	6	7	8	9	10	n
# of responses			1	1	5		4	3	5	5	24

Source: internal evaluation

A second question explored whether participants thought that the mentoring programme contributed to improving equal opportunities at the Medical University of Vienna. Mentees and mentors were sceptical from the outset as to whether the mentoring programme could lead to a structural change in gender equality at the university. In fact, agreement with this statement even declined after the mid-point of the programme.

Table 2: Does the mentoring programme lead to better equal opportunities at the Medical University of Vienna?

	n	Md	don't agree (1)	(2)	(3)	(4)	(5)	strongly agree (6)	n.a.
1st survey	22	4	0	3	3	9	2	5	0
2nd survey	20	3	4	5	3	3	2	3	0

Source: internal evaluation

The evaluation of the first mentoring round unambiguously showed that mentees preferred female mentors. For this reason, the participants in the second round were specifically asked whether it was important to the mentees to have a female mentor. Seven out of eleven confirmed that this was the case.

Figure 4: Is it important to mentees to have female mentors?

Source: internal evaluation

In general, it was apparent that the issue of gender gradually disappeared in the evaluations. In the evaluation of Women's Network Medicine III, there were no questions about gender awareness or systematic discrimination of women.

The modifications over the course of the three rounds of the programme arose from personal, organisational and cultural needs on the part of the mentees on the one hand and from the values and ideas of the Medical University of Vienna and its management on the other. Making mentoring programmes a component of equal opportunities initiatives often means making compromises to satisfy the organisers' demands, the requirements of the university's management and the needs of the mentees to an equal extent. And in the end, the final decision on the programme and the evaluation design lies with management. Finding suitable mentors, a necessary prerequisite for successful mentoring, is also a challenge and by no means easy, in this case not least because the number of female professors is fairly limited.

When it comes to the target group, the decision on which women to support is crucial. Should mentoring be offered to those who will make it anyway or to those who most need such support? In this programme, the selection criteria for participants narrows the pool of potential mentees to the group of women who have already come very far in their career, i.e. to those who seem quite adept at finding their way through the "biomedical science system". Accordingly, less adept women are excluded from the outset. Furthermore, the obligation on the part of the project leaders to justify their decisions and the pressure on them to perform leads to the selection of conformist women who want to achieve a professorship and are likely to succeed in doing so. Additionally, there is a great resistance or lack of willingness to deal with gender roles in the medical and scientific context. While some women can be persuaded to reflect on their position within the system, there is generally no interest in taking actions that would change the status quo. Nevertheless, the organisers of mentoring programmes continue to make gender a topic of discussion, as we believe there is much to be gained for women by reflecting on this topic. Are women systematically discriminated against? It would seem the participants in this mentoring programme have become more aware that this is indeed the case.

For one thing, mentoring is increasingly becoming a standard offer and an HR development measure that does not claim to change existing structures. Yet since the mentoring programme described in this article is intended specifically for women, this claim is, in our case perhaps only implicit. For another thing, implementing the mentoring programme in the regular operations of the university has resulted in more narrow constraints for the programme and evaluation design, because the individual programme steps now need to be explained. How has this been achieved? By choosing a design that conforms to the system and adapting to it. When evaluating such a programme, we also have to ask who the recipient is. What are the evaluation results supposed to show, and which statements do we seek to make? External financing makes the framework more flexible and also opens up

opportunities in this regard. Ultimately, a programme of this kind always has to abide by the logics of the organisation in which it takes place. After all, the universities themselves are held accountable for their actions and expected to be successful, a demand measured and expressed in publication numbers and research funds secured. Against this larger picture, equal opportunities initiatives always take a back seat. When looking at more immediate contexts, however, changing existing structures is possible – and it thus remains all the more meaningful to keep working on developing critical programmes.

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5 Mentoring – An Instrument to Promote Equality at Universities: Status Quo, New Developments, and Challenges

Michaela Gindl[13], Doris Czepa, Julia Günther

5.1 General Introduction

In 2011, the universities in the Austrian cities of Salzburg, Linz and Krems developed a programme titled Mentoring III. The aims of this programme are to support the careers of less experienced female academics and to leverage synergies. Another core incentive for the joint development of the Mentoring III programme was to create, exemplify and utilise synergies between the three universities. Mentoring III also seeks to contribute to the superior goal of raising the percentage of women in leading positions and among professors at the participating universities.

With this approach, Mentoring III reflects a broader trend at universities and research organisations both in Austria and abroad. In the last 15 years, the "mentoring" method has been widely applied to improve the equality of opportunities for women. University and research institutions started a number of mentoring programmes to support less experienced academics in their careers. Mentoring is seen as a counterpart to the "old boys networks" formed by "male homosociability" (see Witz, Savage 1992), i.e. the transmission of knowledge from an established to a less experienced man. Mentoring therefore affords women, many of whom are excluded from such "homosocial" sponsorship relationships, access to such knowledge.

Within Mentoring III, mentoring is understood as a relationship of encouragement and sponsorship between two women – one who is established in her career, and one who is at the beginning of her career. Mentoring places the mentees' needs and concerns in the foreground. Mentors provide support through their own experience and knowledge. The goal of mentoring is to circulate information on what is important and essential in a specific institutional setting. This often includes "tacit" knowledge which is passed on informally, usually to a few select people, who are often male (see Genetti et al. 2003: 9; Hofhansl 2013: 56).

This article introduces the characteristics of Mentoring III and discusses the experiences and lessons learnt with this specific programme. It also highlights the future challenges that will be faced. We would like to emphasise here that Mentoring III is an ongoing cooperation. The programme was developed, implemented and advanced in a team effort by Ingrid

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[13] Correspondence address: Michaela Gindl, Michaela.Gindl@donau-uni.ac.at

Schmutzhart (University of Salzburg), Margit Waid and Irmgard Wörtl (University of Linz) and Doris Czepa and Michaela Gindl (Danube University Krems).

5.2   The Mentoring III Programme

The first part of this article describes the first cycle of Mentoring III (2011-2013) along with its objectives, participants, focus and integrated quality management. In the second part, we focus on the experiences and lessons learnt for the second cycle of Mentoring III (2014-2016) as well as on the future challenges.

5.2.1   Main Objectives

The main focus of Mentoring III is to enable less experienced female academics to engage with established researchers, to acquire knowledge in their line of work and to expand their professional network. As already mentioned in the introduction, the aims of Mentoring III are:

1. To support the careers of less experienced female academics.
2. To create, exemplify and utilise synergies between the three universities.
3. To contribute to the superior goal of raising the percentage of women in leading positions and among professors at the participating universities.

The idea to develop Mentoring III arose in the bi-annual meeting of the "Genderplattform" (www.genderplattform.at), a platform for all legally established (Austrian Universities Act 2002, § 19(7)) research institutions and university centres which promote women, gender equality and gender studies in their teaching and research. Instead of implementing a separate mentoring programme at each of the three universities, it was decided that bringing together ideas and visions for a mentoring programme could only add to its success. A number of working group meetings followed, and the first mentoring programme of its kind in Austria was born.

Mentoring III is now in its second cycle, with each cycle lasting about two years. The first cycle of Mentoring III began in March 2011 and ended in August 2013. The second cycle will run from November 2014 to April 2016 and profits from the challenges faced by and experiences gained with its predecessor, which will be discussed in detail below.

5.2.2   Participants

Mentoring III was designed especially for female employees at the universities in Salzburg, Linz and Krems. For the first cycle, each university could select five less experienced academic scholars who had already completed their diploma, masters or PhD. The selected scholars also had to have an on-going contract with the respective university (Salzburg, Linz or Krems) and at least one year of experience working either as a university assistant, an employee in an academic project or an academic researcher. The mentees were

heterogeneous in terms of their academic degrees and included a mix of both pre-docs and post-docs. The programme coordinators were keen to include a mix of mentees in order to enhance the peer-to-peer experience.

In the first cycle of Mentoring III, there were eight applicants at the University of Linz, six at the University of Salzburg and twelve at the Danube University Krems. These were interviewed and the selection of the participants finalised in consultation with the vice chancellor of the respective university. During this process, the applicants were informed about their role as mentee and provided with detailed information about the programme.

Once the mentees had been selected, the matching with an appropriate mentor began. The adequate matching of mentees and mentors is a key element in successful mentoring. A great deal of time was therefore spent on deciding who would be the best mentor for each mentee, a process which took into consideration the requirements of a mentor the mentee had stated both in her application form as well as in the interview. In other words, the academic field, research focus and expectations expressed by the mentees were expressly considered in choosing the mentor. The mentor could be a researcher/professor at either the mentee's university, another university or a non-university research institution. The programme coordinators at each university contacted the requested mentor and informed her/him about the programme, the procedures, the role of the mentor and the work involved. In the best case scenario, the mentor then agreed to mentor a less experienced academic scholar. If this was not the case, the coordinators consulted the mentee again and asked her to pick another person to be her mentor. Once the mentor had been successfully selected, the mentor and the mentee signed a two-page "Mentoring Agreement" which provided general information and guidelines on the tasks of the mentor and the mentee, time and financial expenditure, appointments/meetings and the possibility of quitting prior to the end of the programme.

5.2.3 Quality Management

Quality management and quality assurance are main topics and challenges for (Austrian) higher education institutions. We, i.e. the programme coordinators at all three universities, therefore designed and implemented several quality assurance tools prior to the start of the first Mentoring III programme to ensure quality standards during its 18-month duration. We also integrated findings obtained through feedback and evaluation reports into the actual programme activities.

The following methods and tools are/were applied:

- three feedback meetings between the coordinators and mentees at each university over the 18-month period;
- questionnaires for mentees and evaluations after each workshop;

- detailed questionnaire and half-day feedback session with all mentees from all universities at the end of the programme;
- short phone and email contacts during the programme;
- evaluation interviews with all mentors by phone after the programme, and
- an ex-post online survey of mentees one year after the programme.

The results and conclusions supported us in our efforts to develop and continuously improve the programme. All conclusions were incorporated into the programme in the second cycle.

5.3 Focus of Mentoring III

As mentioned above, the aim of Mentoring III is to support the academic careers of less experienced female academics and to prepare them for leading positions in the academic field. In order to achieve these aims, we, the co-designers of this programme and members of staff in the centres for equality and gender studies at the three universities, decided that the following aspects were essential for such a programme: one-to-one mentoring by an internal or external mentor, topic-specific workshops (e.g. on career planning, work-life-balance and university structures) and meetings to kick off and close the programme. This article presents the outcomes of the first cycle along with future perspectives regarding the challenges facing and developments in mentoring programmes in the Austrian university system.

The Mentoring III programme essentially comprises three main pillars:

1. The mentoring relationship (one-to-one mentoring of mentee and mentor)
2. Meetings of the peer group (group of mentees)
3. Career relevant know-how (accompanying workshops)

5.3.1 One-to-One Mentoring

In the Mentoring III programme, one-to-one mentoring is a core element to success. The aim behind the mentor-mentee relationship is to advance the mentee's knowledge of her own academic field through professional support and exchange. Furthermore, the mentee should be provided with access to the mentor's academic contacts and networks. A detailed guideline designed specifically for this purpose, helps mentors and mentees to achieve these aims. In the first cycle, the mentors and mentees met in person every two to three months and maintained regular contact by email and phone between these meetings.

The mentees were given a template in which they had to document and reflect on their mentoring relationship. This template helped them to record any important points that had been discussed as well as any questions they wanted to discuss with their mentor at their next personal meeting or by email/phone. Mentoring III allowed mentees to restructure their

work schedule according to academic demands (e.g. research or publishing activities), thus enabling them to prioritise their work.

5.3.2 Peer Group

Enabling the establishment of a peer group is vital to the Mentoring III programme. The peers meet at the accompanying workshops and internal feedback sessions. In the first cycle, three such meetings were organised to provide the 15 mentees at the three universities with the opportunity to share their expertise and experiences, discuss the challenges they faced and express their thoughts on future career paths. These meetings also allowed us (i.e. the initiators of the programme) to ensure that Mentoring III was proceeding without any difficulties. If challenges did arise, we searched for a solution until they were solved (see below).

Meeting and networking among the peer group can be seen as one of the core effects of Mentoring III and was highly valued by the mentees – although the level of networking varies. Some of the participants in the first cycle organised meetings or contacted each other online beyond the provisions of the programme and still continue to do so.

5.3.3 Focus on Mentee Research Content

The most important characteristic of this programme is that the mentoring relationship focuses explicitly on the mentees' research content. In other words, Mentoring III offers mentees professional mentoring designed to ensure that they actively benefit from the mentors' networks, contacts and research resources in their specific disciplines. The mentors, who work either at the same university/institution as their mentees or a different university/institution, introduce them to relevant communities and researchers and provide them with useful information. Ideally, the mentee and mentor will also prepare a joint conference presentation or paper. Accordingly, sponsorship can be regarded as an integral part of Mentoring III.

The experiences gained with "combining" mentoring and sponsorship (understood here as a special kind of relationship in which the mentor goes beyond giving advice and feedback, see de Vries 2011a: 6) will be discussed in the section on "Concluding Remarks and Future Perspectives" (see below).

5.3.4 Career-Specific Workshops

Alongside the focus on the mentees' research content, strategic issues are another core element of the programme. Receiving advice on how to pursue one's own scientific career and how to better comprehend the "rules of the game" in academia is considered a prerequisite for successful advancement.

Mentoring III provided workshops in which mentees could enhance and expand their knowledge of topics like networking, career planning, university structures, social skills and competences and work-life-balance. The mentees were asked to choose three of these topics and opted in the first cycle for the following: social skills and competences, career planning and networking.

The first workshop on social skills and competences was designed to assist the mentees in coping with, dealing with and handling conflicts in university settings and focused primarily on communication skills and conflict management. The second workshop on strategic career planning was split into two parts. The first part looked at personal profiles, motivations and goal-oriented planning in more general terms, while the second part focussed on the specifics of career planning in the academic field. As part of this workshop, the mentees were required to consider the specifics of the academic field, gender, stipends, funding and rules of play in their own particular institutions. The third workshop on networking combined the topics discussed in the previous two workshops by demonstrating that networking is key in this area of work. In doing so, it focussed specifically on networking strategies, personal networks, networking and career planning, strengths and weaknesses of personal networks, speed networking and extending one's network. This final workshop was followed by a "networking dinner" with Austrian and German networking experts, thus providing the mentees with an apt opportunity to apply their newly acquired knowledge.

5.3.5 Innovative Aspects of Mentoring III

As mentioned above, many universities worldwide offer a variety of mentoring programmes for their students and/or employees. Many of these are fairly similar in their structure, organisation and target groups. The coordinators at the three universities involved in the Mentoring III programme decided to do things slightly differently and chose to pursue an innovative approach to their own mentoring programme:

The main innovative aspects and approaches in the Mentoring III programme are:

- ✓ collaboration between three Austrian universities: Krems, Linz and Salzburg
- ✓ programme is open exclusively to scientific employees of these three universities (applicants must have been employed for at least one year)
- ✓ Coordinated, common selection procedures for all applicants at all three universities
- ✓ each university sends an equal number of mentees into the programme
- ✓ the mentee group is relatively heterogeneous:
  - o the mentees come from very different disciplines,
  - o the mentees differ in their academic levels, i.e. they include master students, doctoral students and researchers already working towards their habilitation
- ✓ peer group of three universities
- ✓ insights into three different university systems
- ✓ more networking possibilities

✓ one-to-one mentoring (each mentor has only one mentee)
✓ professional mentoring (mentors work exclusively in the mentee's field)
✓ support programme (workshops, coaching, feedback meetings)
✓ the coordinators at each university maintain regular contact with mentors
✓ the coordinators at each university maintain regular contact with mentees
✓ different tools are used to improve and ensure the quality of the programme.

5.4 Synergies

When contrasted with comparable programmes in neighbouring countries, Mentoring III represents an innovative approach to promoting female academics in pursuing their careers. A core element of the programme's innovative character lies in the cooperation between three universities. The following section describes the synergies created by this inter-university cooperation.

In Austria and in its neighbouring countries, many universities and research organisations develop and implement their own strategies and measures to promote gender equality. As part of their approach, many universities run their own mentoring programmes. They do the conceptual work, recruit and match mentees and mentors, and run the programme in its entirety. In most cases, it is the university's gender unit which is responsible for these mentoring programmes. Unfortunately, however, gender units are generally not the best equipped organisational units. Indeed, the opposite is far more likely to be the case: gender units usually have a wide range of responsibilities yet limited personnel and financial resources and insufficient decision making power.

Since they all intended to implement mentoring programmes and were aware of this imbalance, the gender units at the universities in Linz, Salzburg and Krems decided to combine their resources and do so together. This necessitated extensive coordination and communication efforts during the development process and produced clear synergies that benefit each university. The fact that savings could be made in personnel, organisational and financial resources is obvious and has already been indicated. Beyond this, numerous advantages have also emerged in the course of the programme.

5.4.1 Benefits for the Programme Coordinators

By cooperating with each other, the gender units at the three universities were essentially able to reduce their respective financial costs by two thirds, thus putting each of them in a position to actually offer a mentoring programme. Beyond this, the cooperation also ensured that the size of the mentee group was adequate. It would have required much more effort on the part of each individual university to manage a group of 15 or 18 mentees on their own. Yet, a group of this size is necessary to establish a constructive workshop atmosphere and a fruitful peer exchange.

Moreover, the cooperation enabled the gender units to promote public events (Kick-Off Event in Linz and Expert Round Table in Krems) more broadly by merging their existing contacts and networks. Public events are costly in labour and financial terms – and the Mentoring III programme had to work to a tight budget. Nonetheless, such public events proved important both for the visibility of the programme within and outside the universities and for its academic credibility. Unfortunately, attendance at these events was not as high as expected.

5.4.2 Benefits for the Mentees

From the mentee perspective, the peer cooperation in the Mentoring III programme can be viewed as particular relevant and as a key success factor. Mentoring III brought together less experienced academics from three different universities and with diverse disciplinary and qualification backgrounds, yet who shared the same aim, namely to work on their careers. "The mentee group was like an energy field and really motivated you to stick to the programme" (mentee feedback).

The main benefit, besides meeting new colleagues, making new contacts and gaining insights into differing institutional contexts, is the so-called "aha experience": the mentees soon come to realise that others are in the same situation as them. This implies a fundamental insight: the status of women in academia, the difficulties they face and the informal barriers they experience are not caused by individual failure but by structural discrimination.

5.5 Evaluation, Experiences and Learnings

This section outlines the results of the evaluation of the first cycle of Mentoring III (see 4.2.3), which have been extremely important for the ongoing development of the programme.

5.5.1 The Mentees

Throughout the entire programme, the Mentoring III mentees proved highly motivated by and committed to the programme. Yet, with hindsight, the heterogeneity of the group in terms of academic status (pre- and post-docs) and discipline turned out to be both fruitful and challenging: "the mixture of pre-docs, doctorates and women in the habilitation process can be seen positive as well as negative, the heterogeneity of the group is sometimes productive, but sometimes also quite difficult as well" (mentee feedback). As already indicated in the previous section, the mentees considered the peer cooperation to have been especially valuable and important. Meeting female scholars from other universities in an organised, focused yet social setting was greatly appreciated. The "aha experience" described above is thereby essential: the fact that mentees realised by talking to their peers that their colleagues' situations are comparable to their own affords them – consciously or unconsciously – an understanding of the "structural dimension" of gendered discrimination in

academia. The barriers that many women face in academia are not rooted in individual deficits but in structural mechanisms.

Beyond that, the mentees simply appreciated the fact that the three universities were working together to offer something especially for them: "In the end, a networking or mentoring programme depends on the engagement of the coordinators who create the framework of involvement and exchange" (mentee feedback).

5.5.2 The Mentors

At the end of the first cycle of Mentoring III, the mentors agreed that a programme of this kind is indeed useful and necessary for less experienced academic researchers in enhancing their careers and in efforts to achieve gender equality. They pointed out that the transfer of know-how on how to publish one's work and become familiar with one's respective academic field was also a positive aspect. Furthermore, they acknowledged the fact that engaging with the less experienced or younger generation academics was very important when it comes to understanding their thoughts and needs. Most of the mentors confirmed that they would continue the mentee-mentor relationship after the official end of Mentoring III.

5.5.3 Career-Specific Workshops

Opinions differed among mentees with regard to the career-specific workshops. Obviously, it is difficult to design a workshop that can accommodate the needs and expectations of such a diverse group. Generally speaking, one reasonable option is to offer the mentees a range of potential workshop content and let them decide which subjects they prefer. In this way, the mentees improve their knowledge of how to pursue their individual academic career, how to present and promote themselves better and how to better understand the "rules of play" in academia.

5.5.4 The Mentoring Relationship

The mentoring relationship and cooperation with the mentors can be seen as successful to differing extents. One mentee reported in this respect that "the selection of the mentor was indeed the key and decisive issue" (mentee feedback). Concrete career relevant effects can also be observed: mentees and mentors worked together on proposals for national and internationals calls; they gave joint presentations at conferences and co-authored papers. As programme coordinators, we contend that these outcomes can be seen as sponsoring the mentees; the mentors went beyond giving advice and feedback, they provided concrete resources and cooperation for the benefit of both parties, the mentor and the mentee. This is seen as a fundamental and valuable effect of Mentoring III and can be traced back to the special focus in the mentoring relationship on the mentees' research content instead of on strategic know-how. Moreover, the mentors were explicitly invited by us as programme coordinators to share their academic resources with the mentees. As one mentee pointed

out: "For me, the mentoring relationship, which was outside my university setting, was an anchor to enhance my qualifications from a content perspective and to not loose those in a day-to-day (university!) life" (mentee feedback).

In addition, mentors shared their contacts and networks and provided insights into relevant know-how concerning scientific communities. "I received a lot of useful practical tips and hints" (mentee feedback). Some mentees said that Mentoring III was a unique opportunity: "Mentoring is a setting where you get to know those kind of distiguehed scientists and experts " (mentee feedback).

However, it also transpired that the mentees' expectations sometimes did not match their needs. This suggests that selecting the appropriate mentor and agreeing on realistic and reasonable milestones and goals for the mentoring relationship are two of the most crucial aspects of a mentoring programme. "Coaching for mentors and mentees would have been helpful: what are the aims, responsibilities and potential outcomes" (mentee feedback). The coordinators of Mentoring III learned that to meet this challenge, both the mentees and the mentors need to be provided with more advice, training and support.

5.5.5 Learnings for the Second Cycle of Mentoring III

The evaluation and personal feedback revealed that mentees need support in choosing the best mentor. The programme team therefore decided to start the second cycle of Mentoring III with a "Finding Your Mentor" workshop. Mentees who had participated in the first cycle were invited to attend the workshop and offer the "new" mentees the benefit of their experiences regarding what should be taken into consideration when searching for a mentor. In essence, a mentor should

- ✓ be the most fitting and interesting person in research content terms;
- ✓ be located at an attractive university or research unit and professionally active (i.e. not retired);
- ✓ be willing to deal with the situation of a younger or less experienced female researcher;
- ✓ be ready to share her/his experiences, knowledge, contacts and resources.

In addition to the new workshop to support in the selection of the best mentor, mentees are also offered coaching units with a professional external coach throughout the entire Mentoring III programme. These group coaching sessions allow the mentees to reflect at length – both within the peer group and individually – on their mentoring relationship and career progress. The mentees appreciate this coaching, which helps them to clarify the mentoring relationship, discuss case studies and develop action plans or communication or negotiation strategies for current challenges or problems.

The feedback interviews with the mentors showed that mentors also needed more detailed information and advice concerning their role, tasks and boundaries. To address this need, a "Mentoring Lounge" was organised during the kick-off event for the second cycle of Mentoring III. Mentors were invited to "visit" this lounge to obtain information, discuss the programme within their own peer group and clarify any open issues with the programme coordinators. One particular matter of concern for mentors was the distinction between being a mentor and being a PhD adviser. In the current cycle of Mentoring III, mentors are also contacted regularly by the coordinators to ensure that the mentoring relationship is progressing in a stable and productive manner.

It was also decided to increase the number of mentees in the second cycle of the programme to give three additional young academics the opportunity to participate. This means that the mentee group for the second cycle of Mentoring III consists of six mentees per university (as opposed to five in the first run). In order to foster peer group exchange, a network of all "graduates" of Mentoring III will be established. This network will be managed by the programme coordinators, will organise regular events and promote networking among the growing peer group.

5.6 Concluding Remarks and Future Perspectives

Generally speaking, the impact of Mentoring III has been positive and promising. This corresponds with the findings of corresponding literature, which show that mentoring contributes to the individual advancement of mentees, e.g. that through mentoring they "(...) received support, stimulation and encouragement, gained self-confidence, confidence in their skills and self-knowledge, better understanding of career development and options (...)" (Husu et al. 2011: 129).

As far as the three universities involved in Mentoring III are concerned, the programme has contributed to the visibility and significance of their gender units and, consequently, brought about increased acknowledgement of gender equality issues in general. We would, however, like to point out that this is only a minor change and should not be overestimated in terms of its sustainability. Indeed, it can be traced back mostly to the fact that none of the three universities wants to fall behind the others. This means that if one commits to the continuation of the programme, an event, a certain procedure, the provision of resources, etc. the others will tend to do the same.

Since the heads of the three universities have all expressed their support for this programme, the future of Mentoring III seems to be guaranteed in that respect. Obtaining the necessary budget is also a manageable aspect. Problems are, however, envisaged in recruiting a sufficient number of suitable mentees and ensuring their commitment throughout the entire duration of the programme. In the first cycle of Mentoring III, the universities

received at total of 26 applications for the 15 places in the programme. In the second cycle, 23 female academics applied for one of the 18 places. The authors assume that the reason for this lies in the demanding conditions of work in academia and a quasi objection to measures to promote and support women. A so-called gender fatigue can now be observed in the universities, female academics perceive themselves to be treated equally treated, and awareness of structural gendered discrimination in academia is narrow. As a result, the programme coordinators will have to deal more closely with the questions of how mentoring can attract more women and how it can sustainably change female and male attitudes towards scientific careers.

With regard to the mentors, the core challenges lie in finding a successful model of advising and training them and in overcoming the fact that they do not want to invest any more time in the programme than the time they spend with their mentees (i.e. they do not want to participate in training, events, etc.)

As far as the future of Mentoring III is concerned, there are also some critical observations which have to be considered. The main point of the critique is that programmes like Mentoring III – like programmes to support women in general – "only" focus on the individual. They are individual advancement or promotion measures which put women in centre stage and start from alleged deficits and weaknesses. Yet there is already a broad consensus that the reasons for these deficits lie at the structural not the individual level. Gendered career choices remain persistent not as a result of individual weaknesses but because of the pre-described roles and socialisation processes that still prevail in our society. Nonetheless, programmes designed to support women are still being criticised: "(...) women only (WO) programmes focus on 'fixing the women' to better fit the gendered status quo without addressing the need for organisational cultures and practices to be transformed" (de Vries 2011b, see also van den Brink, Strobbe 2014; Kaiser-Belz 2008). So how can mentoring contribute to a structural and cultural change towards gender equality? Can mentoring really remove gender gaps and barriers for women in science and academia? These are questions and challenges that Mentoring III will also have to address in future.

Mentoring programmes are also critiqued for reproducing hierarchies and gender-specific power relationships. Mentoring is often reduced to an "apprenticeship model" in which young, inexperienced mentees seek the advice of older experts. More ambitious perspectives on mentoring suggest that mentoring programmes need to consider the reciprocity and complexity of the relationships between mentors and mentees in greater detail in order to prevent the reproduction of hierarchical structures (Wang, Odell 2007).

Mentoring III seeks to reflect and embrace these critical positions in its programme approach and design. Indeed, it can be said that its focus on research content, general frameworks and the provision of individual support empowers the mentees to focus on their careers in a conscious and competent manner. Otherwise, as one mentee pointed out, "you might think

that with more action or effort and the right activities, your academic career would work out by itself" (mentee feedback).

5.7   Literature

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6 Experience, Considerations and Know-How from Different Perspectives

Sabine Prokop[14]

6.1 Introduction

In recent decades, mentoring has become a popular instrument for the promotion of women. In most cases, mentoring projects contain a combination of the core mentorship relationship, networking and specific training. In this article, I will present some of my own considerations and know-how regarding these three fields based on my own experiences as a trainer and consultant in several mentoring projects, as a mentor and a mentee, and from my research in the fields of communication sciences and gender studies.

I would like to begin by stating that it should not be the task of mentoring projects to provide training course after training course for women who are, in most cases, overqualified in comparison to their male fellows or competitors. What women in fact need is to gain access to informal knowledge within institutions and organizations. They also need strong networks. The most efficient way of building strong and sustainable networks is to *do something together*. This *something* does not need to be yet another workshop or seminar as is frequently the case in networks and projects for women. Men's networks offer many common activities for their members, like trips, sports activities or simply going to the pub (Prokop 2006).

As Marie Sichtermann said: "I consider it important for the future and for the political relevance of women's networks that the women in these networks make collective experiences that go beyond their daily work or shared further education." (Sichtermann 2004 [Translation by the author]).[15]

In the first section of this article, I will depict some of my experiences as a consultant and/or trainer in mentoring projects. The settings for each of these projects were quite different: one had the backing of a large institution as well as Austrian and EU funding; the second covered the whole of Austria and was organized by an association with the legal status of social partnership; the third was realized by a consulting company, was aimed at enterprises and while it did not have a gender focus it did have an interesting diversity one. All three projects had excellent coordinators.

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[14] Correspondence address: Sabine Prokop, Sabine.Prokop@gmx.at
[15] „*Ich halte es für wichtig für die Zukunft und die politische Relevanz von Frauennetzwerken, dass die Mitfrauen etwas miteinander erleben, das über den Arbeitsalltag und gemeinsame Fortbildungen hinausgeht*" (Sichtermann 2004).

The second section focuses on my experiences as formal mentor and offers a more subjective view. The first time I served as a mentor was in a project aimed at promoting young women in politics and civil society across Austria. The second time I was asked to be mentor was in a regional mentoring project with a broad, open setting that was designed to support women in their personal and professional advancement.

In the third section, I write about my own experiences of being mentee in a university programme.

Finally, in the fourth section, I offer a selection of benchmarks for a good mentoring project from my own point of view. I argue for training the mentors and recommend group coaching as career coaching for mentees.

6.2 Architecture, Design, and Training in Mentoring Projects

In the *Sophie A. Weitinsfeld* trainer's network (Regina Trotz, Sabine Eybl, Heidi Niederkofler, Katharina Pewny, Sabine Prokop), we developed the architecture and design for a mentoring project called *FreChe Materie* at Graz University of Technology. I later went on to provide consulting services to the fourth edition of *genderize!*, a same-gender mentoring programme run by the Austrian Youth Association. The third example given in this section is *careers without barriers*, a mentoring project for disabled employees in enterprises in which I trained the mentors. I will endeavour to compare my experiences in these different mentoring projects and highlight the special features in each case.

The *FreChe Materie*[16] fForte[17]–project at Graz University of Technology (Sünkel 2007: 68) was managed by Johanna Klostermann, who was also the manager of the Styrian branch of FIT (www.fit.tugraz.at). FIT is an Austria-wide project aimed at motivating female pupils to study technical and natural sciences subjects. To this end, female students go into schools as so-called ambassadresses throughout the year, and female pupils visit universities for several days of trial lectures and workshops, where they again meet these ambassadresses. In 2006/07, the implementation phase of *FreChe Materie*, nearly half its participants (mentees as well as mentors) had been or were still engaged in FIT initiative too. This transfer worked thanks to the persuasive power of Johanna Klostermann!

The whole *FreChe Materie* was basically fed by the specific energy, connections and networking efforts of the project manager. Thus, while some aspects of the project's design cannot be easily transferred to other settings, they could still be inspiring. For example, the matching, a crucial aspect of every mentoring initiative, was designed in the form of a gallery

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[16] FreChe Materie „Frauen erobern Chemische Materialien" (Sünkel 2007: 68): Women conquer chemical materials [Translation SP].

[17] fForte – Frauen in Forschung und Technologie: Women in Research and Technology – is an Austrian initiative to promote the potential of women in professions which have hitherto been dominated by men (www.fforte.at).

where the mentees presented their aims, wishes and interests on posters as an output of their kick-off day. The (same- und cross-gender) mentors also had a full-day kick-off event with a lot of information (cf. Genetti et al. 2005) and retrospection on their own childhood and former mentors/sponsors as well as discussions on and the definition of their role as mentors, their expectations and any no-goes. In the late afternoon, they chose their mentees for the one-to-one mentorship relationship from the gallery. And it worked – even though not all the mentors (professors at Graz University of Technology) could participate in the whole event and the prudent project manager had to serve as a substitute mentor for the 'remaining' mentees. Those two kick-off days in a nice hotel in Graz with excellent catering were very creative and spontaneous, with a lot of rolling wave planning for Regina Trotz and me as trainers. The whole architecture of the *FreChe Materie* mentoring programme was fairly flexible and thus easily adaptable to upcoming needs and circumstances.

The next bigger convention with us as consultants and trainers took place six months later. This time the venue was a beautiful castle and conference centre far outside of Graz, a highly recommendable choice since it meant that nobody could hop on and off as easily as they had been able to do during the kick-off in town. The first day was planned for new mentees and mentors, the second day for a get-together and sharing of experiences between 'new' and 'old' mentees. The aims were to encourage mixing between old and new participants and to enlarge the group as a whole: a good tool for the transfer of knowledge and experience (and a nice challenge for us as trainers). Another special feature in this second tranche of *FreChe Materie* was the mentoring relationship with two mentors (cross- and/or same-gender) for one mentee, one from within the university and one from outside, a form of cross mentoring, which provide the mentees with an insight into extra-university research and careers as well.

The second example of my experiences as a consultant is *genderize!,* a well-established same-gender mentoring programme run by the Austrian Youth Agency (www.bjv.at) since 2003 to encourage young women to take an active role in politics and civil society. I served both as a consultant in *genderize! 4* and as a mentor in *genderize! 3* in 2007 and 2008 (see below). In this project, the acquisition phase for mentors and mentees takes about six months, and the mentoring relationship lasts for one year.

For *genderize! 4* we developed an accompanying minimum package for mentees, which comprised one full day together at the start, one in the middle and one at the end, each followed in between by two half days of group coaching.

Figure 5: Minimum package for mentees (own illustration)

The optimum package for the mentees included two kick-off days, one intermediate day and one final day, with eight half days of group coaching in between, plus extra offers to cover any content required based on the actual needs of the mentees. These extra offers could take the form of training events (◇) or fireside talks (☆).

Figure 6: Optimum package for mentees (own illustration)

In both cases, the mentors were to have an introductory session (▽) lasting only two hours, because experience with *genderize!* 1 - 3 had clearly shown that the largely prominent mentors from politics, media and NGOs (cf. Pfeifer 2005) would not or could not take enough time for longer meetings. The more prominent the mentors, the better for project public relations, but this concept takes its toll, and there is no evidence that mentees benefit from 'VIPs' as much as they do from mentors who can and want to take the necessary time for the project and the mentorship. Nevertheless, the concept of *genderize!* included prominent mentors as the benchmark.

To reduce the burden on the mentors, we planned the use of group mentoring. In this model, three to five mentees with similar interests and aims are matched with one mentor. Before each meeting with the mentor, the mentees come together to discuss their experiences and current concerns as well as to prepare what they want to discuss with the mentor. This efficient approach not only saves the mentor a lot of time, it also allows the mentees to strengthen their peer network.

One essential aspect of the design we proposed for *genderize!* was group-based career coaching. Periodic coaching in this form also focuses on aims and objectives (like the mentoring relationship). At the same time, it is process oriented und provides space for any questions and problems that might arise for the mentees. The role of the coach is not to solve these problems but to empower the participants to develop their own strategies in exchange with their peers. The group as a whole represents an important source of know-how and experiences.

Mentee peer group projects were a constitutive component of *genderize!*. For example, in *genderize! 3* these projects were an interactive exhibition titled "Pictures of Women: 6 Women, 6 Sides", a film called "Structural Inequality in the Global World", one radio programme about "Feminist Education of Girls" and another about "Structural Inequality in the Work Environment" (Eljasik 2008: 94-96). Some of the mentees initially felt they were thrown in the deep end with their project and peer group (Eljasik 2008: 50ff), but the feedback at the end was very positive, especially with regard to the fun and positive experience of doing something together. Many of the participants hoped they would not only

continue to meet but that they would also work together again in the future (Eljasik 2008: 45ff). This is an excellent example of the above-mentioned 'doing something together' as a sustainable tool for networking.[18]

The final example in this section serves to illustrate similarities and differences in mentoring projects in business and academia. *Careers without barriers* was a project realized by the consulting company bab. The project covered the raising of awareness, analysis of potential, and implementation of mentoring programs for persons with disabilities (www.bab.at) in public sector or private enterprises. These enterprises ranged from small fashion boutiques and DIY stores to the Austrian post AG and international food chains. The mentors in *careers without barriers* were not celebrities but people above the mentee in the hierarchy of the specific enterprise. The mentors also had to work on a more or less daily basis with their mentees, whose disabilities differed from case to case. In this project, the mentees received no specific training. But the mentors were fully aware of their responsibility to their mentees and showed a strong interest in the content of the training that was provided to them.

In 2010 and 2011, I trained future mentors for *careers without barriers* in communication skills and regarding their role as mentor. After determining their expectations at the start of the 1.5-day workshop, we began by asking the mentors to embark on a kind of fantasy journey and to think back to their own childhood and youth, to the people who had supported them and about how they had done so. This module takes about 30 minutes and also works well in an academia setting (see *FreChe Materie* above*)*. This was followed in the *careers without barriers* project by an explanation of different forms of mentoring, which might be too detailed for projects in academia, where mentors are often simply provided with handouts containing basic information specific to the university or institution. However, it is always essential to include the mentoring contract itself when talking about the role of a mentor, the importance of agreed aims, and ways of communication – regardless of the mentoring setting.

The afternoon session of the *careers without barriers* workshop was dedicated to communication issues and tools. We talked about different forms of communication, discussed relationships between sender and receiver, used the "square of communication" model (Schulz von Thun, Poenisch 2009) to explore the four sides of a message (Schulz von Thun 1981), did exercises in listening actively, tested open and closed questions and tried out various conversation techniques.

After a brief review and an interim balance, we continued the next morning with the Johari Window, "a model for self-awareness, personal development, group development and understanding relationship" developed in the 1950s by the American psychologists Joseph Luft and Harry Ingham (cf. Chapman 2003). A very effective method of exploring emotions

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[18]   Unfortunately, the *genderize!* project, which had been run with great success since 2003 (cf. Reiter 2005; Pfeifer 2005; Kienesberger 2006, 2007) had to be discontinued due to a lack of available funding in 2009.

when leading and being led is the so-called blind walk (Königswieser, Exner 1998; Königswieser, Hillebrand 2005), which we also used to train the mentees in the *FreChe Materie* project. In *careers without barriers*, exercises on giving feedback and preparing mentoring meetings were followed by information on practical details of the mentoring contract and the challenges of matching a mentor with a mentee.

All of these modules and methods would also be very useful for training mentors in academia. However, in addition to the time required, the habitus of university scholars and academics also comes into play here. Since they themselves have extensive experience of holding lectures and presenting their research to large audiences, they are often not particularly willing to train in the use communication tools (an obstacle that, incidentally, also confronts didactics training programmes at universities). Nonetheless, the success of future mentoring projects will depend to a large extent on training the mentors: since mentorship has now become a good thing to have on an academic CV, there will be people who are not predestined to be good mentors, yet who will apply to do so for reputation purposes.

6.3   Being a Mentor

In this section, I describe some aspects of my own experiences of being a mentor. My first mentorship worked very well, while the second had potential for development.

When I was first asked to be a mentor, two questions immediately came into my mind. Why are they asking me? ("They" were *genderize! 3*, the Austrian Youth Association's mentoring project in 2007-2008). What can I give to a mentee? One of my colleagues, a freelance feminist scholar, a part-time on a term-by-term basis employed university lecturer and an activist in feminist NGOs (like myself) had refused to be a mentor with the argument that she had nothing useful to give to mentees given her own precarious situation. I was sorry about her decision, because when the initial sense of amazement had worn off, I actually felt appreciated in my likewise precarious way of life and work (I had been asked to be a mentor in my capacity as co-founder and member of the board of the Austrian Association of Feminist Scholars[19]). I had also become curious about what it would be like to 'change sides': What would be the effect of being a mentor instead of a consultant or trainer in such a project? What would happen? Who would be my mentee?

I soon received a lot of printed material about the mentoring programme and the schedule. The fact that the one-to-one mentorship would be a same-gender relationship came as no surprise in a project called *genderize!* The matching was based on the applications received from the prospective mentees, interviews with each applicant and questionnaires completed by the (invited) mentors in which they could state their possibilities for support, wishes and exclusion criteria regarding the mentee. A prominent topic in the information provided in

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[19] www.vfw.or.at

advance was the expenditure of time that would be needed. In addition to meeting the mentee once a month if possible, the bottom line was that – after a voluntary preparation meeting with the coordinators in a café – mentors should attend a) a half-day launch event to meet the other mentors, find out about their role as mentors and see their mentees for the first time; b) a compulsory intermediate meeting (which only four or five of the 25 mentors actually attended); and c) a consolidation session after the one-year mentoring relationship (which I was unable to attend). All in all, this did not demand much effort for the mentors, who were all to a greater or lesser extent prominent persons in politics, the media or NGOs. It is perhaps possible that this concept did not really stimulate commitment to the project on the part of the mentors. Indeed, most of the mentors did not even show any interest in networking with each other. On the other hand, the feedback from most of the mentees regarding the relationship to their mentor was positive (Eljasik 2008: 36ff).

I also received a list of my tasks as mentor at the start of the project. The first topic on this list was taking time; the next was listening carefully, asking questions and giving feedback (these were apparently competences that every mentor should possess, since no related training was included in the schedule). Then came the items I had been looking forward to: providing insights into my experience, opening up my network, offering advice, giving encouragement and providing practical tips. The information on the duties of the mentee was helpful, too, because these relieved me as mentor from some responsibilities: the mentee had to have clear objectives for the mentoring relationship, she had to know which kind of know-how she expected from the mentor, she had to take the initiative and be active. The mentees also had to attend obligatory meetings (start, interim and closing) plus two seminars and extra meetings for their peer group projects. While this did not seem to be a great deal at first glance, some of the mentees from other parts of Austria did have difficulties in making the trip to Vienna so often (Eljasik 2008).

We were also given a guideline for the first interview, which reminded us to show interest in the mentee. I was rather surprised by this apparently serious suggestion, but when I saw other mentors arriving late to the start event, leaving again before it had finished and spending the time in between on their mobile phones, I wondered no longer. We also received a guideline for the mentoring contract, which contained the topics I was familiar with from my own training courses: taking enough time to clarify expectations, means and types of communication, determining the frequency of contacts, thinking about the content and setting of face-to-face meetings and the subsequent feedback. We were also requested to fix the dates for the first (two) meetings and to always set the date for the next meeting at the end of a meeting (an approach that always makes sense).

I then met my mentee, and an intensive year of mentoring with monthly meetings began.

One of my own benefits as mentor was the relevance of my own CV and my precarious career as a freelance scholar on the fringes of universities (a model that was possible in

Austria at that particular time). Eight years after this mentoring relationship, this era is now apparently coming to an end. Extra-university research is being cut back, especially for smaller organizations, and it is now almost impossible to obtain funding for transdisciplinary projects or extra-university academic activities. Lecture contracts at universities on a term-by-term basis are harder and harder to obtain when budgets are being cut back – notably in marginalized fields like feminist or gender studies. But back in 2007 and 2008, I could still encourage my mentee to follow her path as a freelance feminist scholar and lecturer – and was proud to do so. Her positive feedback in turn gave me a lot of encouragement to proceed with my voluntary work in the Association of Feminist Scholars. I also gained a good friend and colleague!

My second opportunity to be a mentor was not so convincing – at least so far. I am (respectively have been asked to be) a mentor in a mentoring project for women in Lower Austria. This regional project has been in place since 2001, with its focus changing from year to year (Amt der NÖ Landesregierung 2007). It is linked to a series of (paid) seminars on good appearance, communication, self-confidence and resilience, all of which are intended to 'correct' women (Amt der NÖ Landesregierung 2015a). Prospective mentors have to fill in a short form giving their contact details and profession and indicating their professional expertise and the benefits they have to offer for a mentorship (Amt der NÖ Landesregierung n.d.). Mentees have to fill in a similar form. This sparse information is matched by the coordinators, and the mentoring relationship starts.

I received a blank mentoring contract and the contact details for my mentee with the information that she would get in touch with me in due course. Nothing happened. After some time had passed, I tried to reach her by email – without success. So I asked the coordination team for support. Two weeks later, I received the answer that my mentee was currently taking exams but would contact me in the near future. That was some months ago[20]. A specific of this particular mentoring programme is that you can start the mentoring relationship whenever you want – or can manage to do so.

> *And off it goes: Meetings to talk to each other, accompanying one another to events or shared excursions – it is up to the mentor and the mentee to define and agree the format for the mentorship. Our mentoring guideline helps you to choose appropriate elements and to prepare effectively for your first meeting.* (Amt der NÖ Landesregierung 2015b [Translation by the author][21])

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[20] In the end this mentoring relationship failed because of geographic reasons.
[21] „*Und schon geht es los: Gesprächstreffen, Begleitung zu Veranstaltungen oder gemeinsame Ausflüge - die jeweilige Gestaltung Ihrer Mentorschaft ist Vereinbarungssache, unser **Mentoring-Leitfaden** unterstützt Sie dabei, passende Elemente auszusuchen und sich sorgfältig auf das erste Gespräch vorzubereiten*" (Amt der NÖ Landesregierung 2015b).

In my opinion, a mentoring project which seeks to cover a large region like Lower Austria needs to have a more distinct focus than simply supporting women in their personal and professional development. Without anchor points, it can easily be too noncommittal. But the concept behind this project is, apparently, to give mentorships 'space', provide limited support through seminars and networking events and to accompany women on their career path. For example, last autumn the *Regional Mentoring in Lower Austria* programme invited mentors, mentees and interested persons (like myself) to a mentoring lounge at a beautiful venue with superb catering. There were presentations by mentors, opportunities for mentees to talk with one another and the chance for everyone to 'network' (or engage in small talk, as I would call it). This kind of networking event reminds me of the final agenda item in many concepts to support women: networking via the project's mailing list – mailing lists which seldom existed much longer than the actual projects themselves. As I pointed out above, establishing and maintaining sustainable networks takes much more than small talk over a nice glass of wine or being included on a mailing list. While I did, of course, meet some colleagues from former projects at this mentoring lounge, and we were able to renew our connections, it was still no place for building new networks.

6.4 Frequent Mentee Applications at the University of Vienna

As a transdisciplinary 'external', i.e. a lecturer on a term-by-term basis, I teach at various universities across Austria, including, for example, the University of Vienna, which runs a mentoring programme for female academics and scientists called *muv* (Wagner 2015). Whenever there was a call for mentees in a term when I was lecturing at this university (which qualified me to apply), I applied. I finally got a place in *muv 6* (2012-2014), which focused on postdoctoral researchers.

As a freelance scholar, my objectives for this mentoring were quite clear: to not lose my frail connection to this university and to continue with my term-based lecturing and coaching in academia. To achieve this, I needed strategic tips on how to enlarge my waning options; I also lacked personal contacts in institutes to which I had not yet applied. I teach in the transdisciplinary fields of Cultural Studies, Gender Studies, Visual Studies and Media Studies at very different institutes and coach students in the exam phase. As a result, I need a contact person at a 'new'" institute to obtain inside information about the required topics and to allow me to adapt my proposed services accordingly. Knowing someone on the respective committee and having their support for my proposal has also proved constructive in the past.

When it came to the matching, the delicate and crucial element in every mentoring relationship, I had lot of discussions with the coordinator, who was extremely committed to finding optimal mentor-mentee solutions. This was apparently not easy in my case. First, I was very keen to be matched with a cross-gender mentor as I already have a tight network

with women in academia and I hoped that a male mentor would be beneficial in the hierarchical university system. In the end, after weeks of phone calls, I was ultimately given a same gender and feminist mentor. Our peer group consisted of three mentees, each with a gender focus in their research but with very different connections to the university as an institution: one in a management position in a large extra-university research institute; one with funding from the Austrian Science Fund, who was heading for a university career; and one freelance scholar, lecturer and coach (i.e. me).

In the first meeting with our mentor, she made it quite clear that the time for freelance scholarship had passed and that it was becoming harder and harder at the university to get budget for lectures or offers like mine. Those were essentially her 'tips' on how to enlarge my waning options. Since I got the impression at the start of the mentoring that my situation was too stressful for this new (and still fragile) relationship, I decided that I needed extra coaching for my professional life and in compatibility issues. I knew that *muv 6* offered coaching for each mentor-mentees group if required, but that it did not provide individual coaching. So I asked the coordinator to assist me in submitting a request to the university's HR department for financial support for my coaching. This proved possible, and the coaching itself turned out to be very helpful. Later, the possibility to get money for individual coaching became an integral component of *muv*. Flexibility regarding such requests from participants is a good indication of the quality of a mentoring program.

In our mentoring group, we discussed our publications and the notion of "publish or perish" at length with our mentor. I saw that most of my publications are peer reviewed, an aspect which had previously been of no importance for me. We screened our application papers, which grew longer and longer. Our mentor told us about the habilitation process. I found out that it is possible – and sometimes even preferred – for a candidate to do transdisciplinary research work for the PhD thesis and later (as I had done), but that the habilitation has to fit to an existing scientific discipline. Although I had not really been interested in a habilitation before, I then lost any possible motivation I might have had to pursuing one.

Although our relationship with our mentor was pleasant, I received no contacts from her for my lecturing and coaching work – not even in her own institute. And since my co-mentees were not based in university institutes, they could not provide me with any contacts either. Other mentees, who I talked to during seminars and workshops, were also located at the university fringe with no strong internal ties. As a result, I achieved neither of my objectives for the mentoring: finding new contacts and obtaining strategic tips on how to combat my waning options at the margins of the University of Vienna.

But the project did offer some interesting and excellent training and workshops for mentees, introduced me to potential speakers for the scientific debates that I curate, and provided me with good contacts in the programme environment. I was pleasantly surprised by my many peer reviewed publications and received the regard of my peers for my broad range of

competences. My self-confidence regarding my project acquisition skills also grew. The contact between the three mentees in my group was really amicable and provided us with an excellent setting to discuss the compatibility question, which is not easy to do in larger groups of women headed for academic careers.

6.5   Looking Back ... and Forward

My conclusions from my experiences as a consultant, trainer, mentor and mentee are as follows: First of all, a mentoring programme needs excellent and active coordination; second, mentors must support the programme's vision and structure; thirdly, a compulsory kick-off for all participants helps to establish a frame, an aspect which is all the more essential if the project is not situated within an particular institution to which the mentors and mentees have some basic ties. Furthermore, no matter where and how the matching takes place, it must be done very carefully. Facilitation of the mentor's tasks is another fundamental challenge for the coordinators, and the time and workload should be communicated transparently. The provision of simultaneously training for mentors should not be skipped as it is an important condition for the success of mentoring. (Cf. European Commission 2009, cited in ExpertInnengruppe LehrerInnenbildung NEU 2010: 67)

Even in academia, it should be possible to establish training for mentors that goes beyond the familiar 'selling' arguments of networking and transfer of valuable knowledge. Whenever I have trained managers in a business context, I have found that, after preliminary modules to feed their knowledge, they were keen to work with non-verbal methods like fantasy journeys, blind walks or living pictures – a module to 'read' classic paintings with your body, which reveals a lot about attitude and the subjective system of values, without the need for discussion (cf. Prokop 2009: 26-27). Such methods not only stimulate one's personal assets for mentorship, they are also a pleasure.

Last but not least, I would like to stress the importance of periodic group-based career coaching for mentees during a mentoring program. As the figure below shows, group coaching (GC) serves as a kind of ladder for the duration of the mentoring relationship.

Figure 7: Project architecture (own illustration)
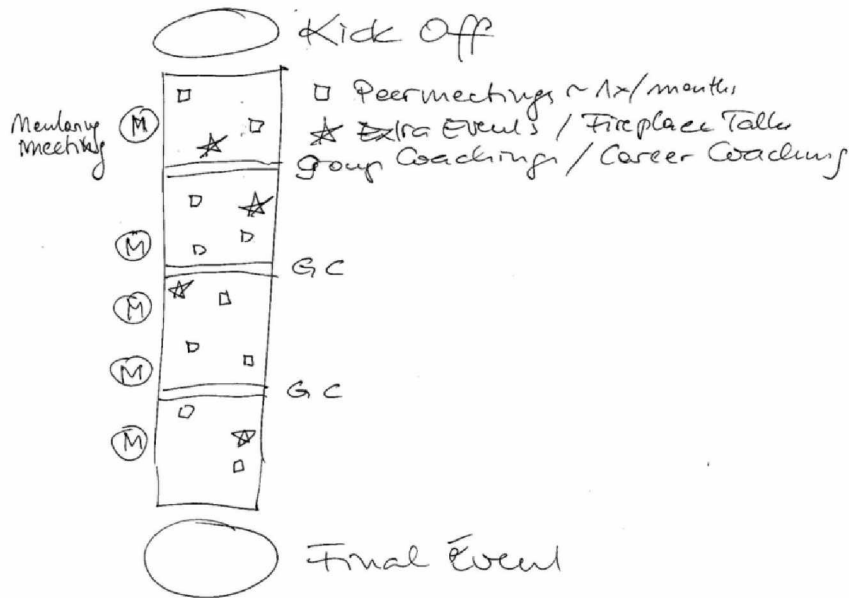
In addition to extra events and workshops, group coaching provides a forum for any problems and challenges that may arise. This method works with different tools depending on the actual needs and concerns of the mentees. It also activates the potential of the entire mentee group. Thus, women should not to be seen in deficit and in need of correction and betterment in further education and seminars; in fact, their subjective strategies and know-how are valued and exchanged within the group. Even if the mentoring relationship itself may not be the best and most profitable, with group coaching, a mentoring programme will be a benefit for all mentees.

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7   Everlasting Postdocs?

Gerlinde Mauerer[22]

7.1   Introduction

In this article, I focus on scientific working conditions for post-doctoral researchers. While there are specific mentoring programmes and tenure track positions in place to support junior scientists (e.g. MA or PhD programmes and scientific exchange research funds), the situation of post-doc (senior) scientists remains precarious. Different factors of influence such as research field(s), international canon building, inclusion in the scientific community across institutional settings and backgrounds all contribute to increasing or decreasing their research opportunities.

In 2005, I published my mentoring experiences as a participant in the first mentoring project at the University of Vienna (MUW, 2001-2003) (Mauerer 2005). After completing this programme and sharing my reflections on mentoring effects, I described the ambiguity of one-to-one and small group mentoring as a double-bind between "survival of the fittest" versus "need for training" in gaining broader scientific recognition (ibid.: 187). My colleagues in this first mentoring project handled their inclusion in the project differently in public, with attitudes ranging from being proud to have been accepted as a mentee in the programme to keeping their participation secret.

In the meantime, this double-bind in reaction for individual researchers in the "searching for excellence" setting of national and international research funding processes has been reflected in the development of various mentoring programmes. In bifocal mentoring concepts, for instance, universities and institutions as learning organisations are the order of the day and are discussed in organisational analyses (see de Vries in this anthology; Hearn 2009; Hearn, Niemistö 2012). The challenge of establishing oneself as an excellent researcher in a field which demands teamwork and cooperation has been analysed on a transnational level and transferred as a necessary criterion into EU-funded projects, which are based on international cooperation. Furthermore, institutional efforts to diminish and overcome inequalities have been established through the development of gender and diversity instruments (see Perko, Czollek 2012).

Nevertheless, although gender is on the agenda, the findings of researchers in women's and gender studies were not sufficiently integrated into scientific canon building: While gender studies has now become an established research field and gender mainstreaming tools successfully developed and applied inside and outside academia[23], the rules of traditional,

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[23]   See a.o. EDGES, an EU Lifelong Learning Programme to develop and promote a model for an European PhD in Women's and Gender: http://www.edgesproject.eu/ (19.6.2015).

male-orientated and male-dominated teams and disciplines are still deeply rooted and continue to exist and function in research and teaching traditions (Mauerer, Zehetner 1996).

Moreover, "it is not enough to just stop short at the demand 'Give us half'; because that would mean women that women want nothing else, i.e. they do not want anything more beyond that. It will not do that more women hold political and leadership positions in the economy and administration, i.e., that next to the male masters female ones will also be sitting. What we need is women who represent women's interests because they do not agree with the dominant conditions; women who do not link power with oppression, but to whom power means 'to create something: a new way of living, an inspiring meaning' (Rossana Rossanda)" (Notz 2002: 64, translated by Hilde Grammel).

7.2 Leaving Behind Dominant Father-Son Relationships (in Science)

In discussions on the pros and cons of quota regulations for women, the problems again become obvious and repeat themselves: the expectation that women "via their biological sex membership" will also represent the political interests and demands of women in general need not necessarily, but could well be disappointed. Therefore the abolition of structural and gender-specific inequalities is a task requiring a legal and institutional basis.[24]

"It is strange that the precarious relationship of women at institutional levels is not being discussed anywhere. Instead, everybody talks about 'sexual/gender difference'. Seen in that way, this trend seems quite strange to me, at least where it covers up women's problems" (Treusch-Dieter 1991: 248).

As a consequence, the development of scientific career steps and goals more or less interfered with political feminist engagement and critical theories.

"The more profoundly science senses that it does not provide what it promises, the more it tends to manifest an intolerance toward the spirit that is unlike it, and the more science insists on its privilege. (...) The reification of consciousness, the deployment of its ingrained conceptual apparatuses often preempts its objects and obstructs culture, which would be one with the resistance to reification" (Adorno 1963/1996: 55).

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[24] Therefore "Gender Mainstreaming" (GM) has been installed and adopted by the EU in the Amsterdam Treaty of 1999, as a legal regulation to help bring about and facilitate equal opportunities of men and women, girls and boys. It means that the focus of examination and analysis is put on a "concomitant circumstance" usually perceived as a mere minor issue – the effects of gender, the social construction of sex – with the aim of consciously perceiving and taking into account social inequalities between women and men in all areas and with regard to all steps of planning and decision making; and beyond that, to effect changes in the frameworks and structures generating discrimination. See http://www.imag-gendermainstreaming.at/; Czollek, Perko 2008).

Thus, mentoring programmes have by necessity been gender and diversity tools to balance social inequalities and promote the quality of research (institutes) on an individual, organisational and societal level.

Up to now, assigning the relationships between women only secondary importance has been the prevailing practice both at an institutional level and in scientific research, the reason for this being that a "negative relatedness" of women to men is then at least dealt with and analysed with ostensible urgency. This practise in attaching different importance in the analysis is triggered by the dominance of traditional gender specific unequal treatments. Their urgency and unremitting relentlessness prevents the view of relationships to and among women from coming into focus, a view that is shaped by patriarchal preconceptions concerning the relationships between members of the same sex (see Hearn 2014: 414-428).

7.3 Being inside and Outside the Canon and the Institution

The situation of scientists in the fields of gender and women's studies is highly precarious both inside and outside academia. Their research work and teaching tracks at various institutions are scarcely integrated into the canon building of male-dominated teams and disciplines. This fact influences their career development in many ways, both in structural and in contextual terms.

Moreover, the growing precariousness of employees in these disciplines in particular further augments their subaltern position. In consequence, and in concurrence to other researchers, the career profiles of scientists in gender and women's studies include the risk of being qualified as "second best" according to objective criteria which are built under conditions of male canon-building. Additionally, they are settled in a market driven and publicity orientated sector of science and research. The rise of a public-private divide in research and education strikes women twice. On one hand, there are fewer jobs available and a high number of redundancies in the public sector (prominently discussed with regard to the UK, Greece and other countries in the austerity programme context), which, on the other, reinforces the risk of traditional fall-back positions: in education and care roles in the setting of the nuclear family, which are often low paid and insecure, or even unpaid with no social security.

Thus, the career profiles of researchers in women's and gender studies, which are interlinked with the development of mentoring programmes for female scientists, were institutionally adjusted and evaluated on a reduced level as qualifications for gaining fruitful and powerful positions within the main/male canon, at universities as well as in market driven, publicly funded research institutions.

As a consequence, we now have a highly competitive system in research and teaching which affects the financial and social instability of freelance researchers in women's and

gender studies even more. In theory, this position of being inside and outside is an enrichment; in practice, it causes and prolongs organisational and institutional distances to critical capabilities, whereby the creative output of dedicated scientists is integrated in research and teaching with limited contracts and with a low level of scientific recognition and reputation (see Mauerer 2010: 219-233).

Given the associated financial and social insecurity, the working conditions of freelance scientists and scientists in precarious positions with limited-term contracts generally also require a high level of personal flexibility with regard to working hours and time management on the part of said scientists if they are to reach their personal goals, e.g. publishing their research findings in peer-reviewed journals and participating in international scientific boards.

While women are – since their struggle to gain admittance – no longer excluded from the tertiary education system, it is still unclear how to use their scientific knowledge and research capabilities which are, moreover, so urgently needed in other areas (e.g. in various kinds of care work), holistically in a male-dominated education system. Introducing physical potentials, described in gendered terms as so-called female connotations ("the feminine touch", scent, handwriting, voice ...), becomes possible in an education system which no longer excludes women per se. However, this system still administers wounds to women individually, in the form of their not being given credit either as "equals" or being seen as "others" in an education system whose canon rests or is founded on the pillars created by male structures. For an individual woman to prevail over this former systematic exclusion still requires enormous effort and frequently comes at high personal, emotional and financial cost.

7.4 Excursus: We Have a Lot on Our Plates! Gendered Effects on (Self-)Perception and Recognition

Perception and recognition are those dimensions of influence which – despite scientific formations of knowledge – effect changes to gendered role conceptions. As a consequence, (post-)feminist self-perception changes the point of view of experiences in daily life: finally, one self may be representing the "other", "less tolerant" self.[25]

Let me give you an example: After a symposium which had lasted for several days and had been organised and moderated by a female professor, she went to a restaurant to have dinner with a mixed-gender group of people. Several men and one woman ordered steak. Just as the waiter was about to serve the steak to the woman, he turned and put the plate down in front of somebody else. Yet she had already seen what he had also seen: one of the steaks was obviously smaller, and he had turned the plate with the bigger steak away from

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[25] Sara Ahmed highlights this linguistic (and cultural) turn in her analysis "Feminist Killjoys" (Ahmed 2010: 50-88).

her in order to serve her the smaller one. She was extraordinarily hungry and complained about this minimizing of her portion. Following her complaint, the waiter apologized by offering her a free drink.[26] What remains is the insight that women have to demand what men are (due to their appearance as a "man") conceded as "a matter-of-course".

In my experience, the question "How your mind works" is the usual astonished reaction to experiences like the one described above, if such events are indeed even registered and commented on at all. Yet, the fact remains: once a woman has acquired this kind of perception, she will never get rid of it again. Thus, she becomes the "alien", the "other", who looks for this perception and for equal-minded people.

7.5 Mentoring Potentials: Steps, Goals and Limits in Career Development

Some academics need mentoring programmes more than others, often as a result of structural conditions and boundaries. The need to pursue and present one's own scientific competence in a highly competitive research system raises the pressure among cooperating partners. Correspondingly, the highlight of my own mentoring experiences was the equalizing effect in our fellowship as an "promising and inspiring island": mentoring as a common and an individual goal has had inspiring effects, which have outshone competition in "the (academic) world outside". In our setting and "small island group", our overall goal besides pursuing different research interests was triggered by the dominance of traditional gender-specific unequal treatments and the wish either to change the working conditions or begin employment in a research institution, e.g. a university. Having a different analysis tool to use alongside or – so to say – against an academic evaluation system which normally reduces these motivations to different points of view, in our scientific feedback and analysis system has been essential and effective in raising comprehension and motivating questioning.

Over the course of my career as a primarily freelance researcher and external university lecturer, defining time and working structures to reach a personal goal in a group setting had motivating functions. Nevertheless, the limits referred to as the "glass-ceiling" still work in obtaining third party-funded research projects and unlimited teaching contracts. In my recent research endeavours, I received contradictory responses to funding requests in two scientific applications. The first project was applied for by a group of freelance scientists as a team research project. In this case, the financial project plan was rejected as having been set too high. In the second case, the funding amount requested was estimated to have been set too low to guarantee good qualitative research conditions in elaborating the project plan. This application lacked the beneficial approval of superiors, which would have been a further

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[26] That sausages and steak are considered to be dishes "for men" merely "rounds off" these examples (Setzwein 2005: 41-60).

promoting factor (for an external lecturer and freelance scientist as was the case in this application). With regard to the research funding experiences for a whole generation of scientists (primarily in the 40+ or 50+ age group), one social sciences research commented as follows: "At the moment, age groups of social scientists are plunging. Yet. at the same time, there is high investment in postgraduate courses" (Social researcher, female, 41a).

In general, these investments stop with the title "senior researcher". "How long should I go on promoting your work?", said one HR director with regard to gender-specific mentoring as a tool installed to help mentees achieve a successful end (e.g. a professorship) or at least cross a finishing line (e.g. obtain a permanent appointment). Unfortunately, from a system and organisational perspective, the need to promote gender equality – as mentioned with regard to bifocal mentoring (de Vries) – is a process which cannot be satisfactorily completed with a single researcher. There are mechanisms of "hidden (gendered) elevators" in place, which were very clearly highlighted and revealed in my own recent research on fathers on paternity leave.

"If we had known that before, we could just as easily have taken a woman,": the taking of paternity leave by a father working in the natural sciences was seen by his CEO as an affront. Vice versa, his opinion could be interpreted as a gender mainstreaming procedure "ex negativo". Research on fathers who have taken paternity leave highlights the mechanisms of a "hidden (male) gender elevator". This "elevator" functions in the name of the (patriarchal) family and, thus, with an ongoing, "naturally" defined male breadwinner model.

"The man could rely on the institution of the mother as harbinger and hide-out. The woman could not. She could not, because she was meant to be that harbinger, that is, she could at best hide in herself. Locked up. (...) The major problem is that all female self-appreciation is still mediated by the male system of values which seems to function indifferently of gender. 'Objectively'" (Treusch-Dieter 1991: 250,252 [Translation by the author]).

7.6 *International Scientific Drive: Objectives and Decreasing Scientific Generations*

Reflecting on the ongoing process in establishing and financing postdoctoral research work, there are fragile integrating systems that are immediately identifiable on the short-term level. Gaining a post-doctoral scientific lecture qualification and being integrated in research on a project basis, currently constitutes the "glass ceiling" of their careers for many researchers.

Growing precariousness and poor work contracts are the reality in scientific research. As an acknowledgement to the institution, unpaid or low paid work is sometimes even performed to

obtain (infra)structural or organisational benefits such as titles (e.g. assistant professor), or institutional benefits such as library cards, intranet access, etc.

Age limits, e.g. in funding research mobility, augment the structuring of "short-term scientific generations". When you reach the age of 45 as a postdoc or are referred to as an (external) "senior researcher", you can easily be seen as someone "who should have broken the barriers" ("glass ceiling") earlier and taken up a permanent or managerial position. Unfortunately, a large number of postdocs are foiled in their ambitions by labour market conditions. Likewise, the cutbacks already mentioned and austerity processes in the public sector have had a further negative impact and have worsened postgraduate employment options, particular in the social sciences and humanities.

In contrast to an academic system that focuses from an organisational perspective on the individual, mingled with feelings of being not outstanding and "excellent" enough as a researcher or not being sufficiently integrated into the global scientific community, the implementation of the Bologna system in academic teaching provided countable figures for the student population and reduced the scope of teaching. Thus, the career pressure to "survive" leads to specialisation on one side and a close adaption to the system and its research fluctuation on the other. In addition to the universities as traditional research institutions, the newly established universities of applied sciences have multiplied the further education options. As a result, research and educational institutions are now increasingly competing with each other for public funding, awards, achievements and recognition in the public.[27]

Where to go after graduation will be one of the main questions facing students in the near future. Consequently, the "door opening function" of mentoring programmes will be widely needed for creating contacts and established structures between mentors and mentees. Accordingly, personal mentoring goals have to be related to and integrated into social and institutional settings. Moreover, in the fields of women's and gender studies, the integration of research interests in canon building and the long march – or "pains of the plains" referred to by Brecht – towards broader gender equality have to be considered. In my recent research into the challenges for (female) partners of fathers on paternity leave, the results showed strong evidence of "gender relics" in day-to-day experiences.[28] These relics were found in particular in their social and professional surroundings, while single parents in contrast showed broad gender modifications: After their return to the workplace, reactions in the public and private sphere reduced the effects of a reduced scale of gender differences.

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[27] Lifelong learning programmes like the above-mentioned EDGES programme provide a high level of education in gender studies and supervision to a selected number of well-promoted students.

[28] The definition "Gender relicts" means mostly old-fashioned assumptions how men or women deal with daily life experiences and also the way men or women are acting in daily life today, e.g. caring for the car, the dishes, the menue, the neighbours and relatives and so on in a traditionally gendered way, with exceptions from these "rules". Though there is a strong tendency to question and challenge gender traditions, they are still seen and practiced in daily lifes of men, women and in families.

Summarizing and transferring the theoretical conclusions of my research on paternity leave into reflections on postdoc mentoring for women, I conclude that – in an atmosphere of non-consensus – there is a high strong need on the individual level for practice and enduring cooperation and competition. As a hindering aspect, theoretical analyses on "female self-construction" show low standards of transformation: femininity is still characterized by the maintaining and stabilising of partnerships, family life, employment situations, etc. If they are to also serve to overcome these harmonizing tendencies, mentoring programmes for postdoc scientists will by necessity have to pay heed to the emotional barriers which tend to question or make fun of "feminist killjoys" and "male softies": undoing gender in science still is an unfinished goal and/ or a battlefield.

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8 Different and Yet the Same? Mentoring as Instrument of Promoting Junior and Female Researchers in the Non-University Research Sector

Angela Wroblewski[29], Andrea Leitner

8.1 Introduction

Mentoring is an established and proven instrument for promoting junior staff both in the corporate and in the university sector (e.g. Stöger et al. 2009). In the latter, know-how of success criteria for a career in research, knowledge of organisational and institutional structures and personal know-how about time management, career planning, etc. is shared either on a one-to-one or group mentoring basis and is frequently supplemented by specific courses. Mentoring in academic and scientific subject-related competences is, in contrast, not strictly foreseen, but is nonetheless also often provided (see, e.g., Stöger et al. 2009; Genetti et al. 2003). While most universities in Vienna offer mentoring as part of their staff development or student support services, it remains an exception in the non-university sector. In Austria at present, only the Austrian Academy of Sciences (OAW) and the International Institute for Applied Systems Analysis (IIASA) have mentoring programmes for researchers, while the Ludwig Boltzmann Institutes have a junior researcher advancement programme and a clear objective to support junior researchers.[30] No formal mentoring programmes are currently in place at the other Austrian non-university research institutes.

The situation for junior researchers, which is frequently described as precarious, and the problems encountered in retaining them in the research sector confirm the need for measures to support such staff. Haller et al. (2013: 125ff) point in this respect to the lack of PhD posts at Austrian universities as well as to the precarious employment situation for junior researchers in the non-university sector. This corresponds to the international trend that employment in industrial research is far more attractive for scientists than a career in university or non-university research (Heinze 2013: 84f).

Mentoring programmes have been one of the central measures used to promote equality of men and women at universities (Nöbauer, Genetti 2008). In most cases, this addresses multiple goals at the same time: mentoring programmes for female researchers support them in entering a career in research, raise awareness at the university for the hidden disadvantages which face women at the start of their career and provide mentors with a support structure for their own mentoring activities.

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[29] Correspondence address: Angela Wroblewski, wroblews@ihs.ac.at

[30] A recent report by external evaluators of a Ludwig Boltzmann Cluster calls for the stronger assumption of the mentor function by senior researchers (Ludwig Boltzmann Gesellschaft 2013:56).

A range of information is available on the acceptance and implementation of mentoring programmes for women in universities as well as on the related challenges and goal attainment (e.g. Genetti et al. 2003; Nöbauer, Genetti 2008; Gerhardter, Grasenick 2009; Stöger et al. 2009; Rath 2013). To this end, individual projects for researchers have been evaluated and the results used to further such endeavours (e.g. the mentoring programmes at the University of Vienna, Vienna Medical University and the University of Graz).

Given the specific competences required by experts, targeted support for junior researchers could also be relevant for non-university research institutes and could, at the same time, also counteract the risk to the individual of the precarious employment situation here. Furthermore, gender-specific differences are still far more prevalent in the non-university research sector than they are in universities (Wroblewski et al. 2014; Holzinger, Hafellner 2014). This therefore raises the question of whether mentoring is also a suitable option for the non-university research sector and to what extent the lessons learned at universities can be applied in the development of gendered mentoring programmes for such non-university institutes.

To allow us to be able to discuss the transferability of experiences in the university sector to non-university research, we must first take a look at their structural commonalities and differences. Relevant aspects in this context include:

- Organisational structures: universities and non-university research institutes have different legal bases and differ in terms of size and organisational form (legal status).

- Career paths and career goals: while established career paths exist in the university sector, non-university research institutes are characterised by flat hierarchies and limited prospects of promotion.

- Financial structures: the non-university sector relies to a far larger extent on third-party funding than its university counterpart.

- Institutional competition: the competition situation differs in university and non-university research as a result of the different levels of third-party funding and the career paths that are available.

- Status of gender equality policies: while the Universities Act 2002 (*Universitätsgesetz 2002;* BMWFW 2013) defines the central goals and institutions for university gender equality policy in Austria, and the implementation of equality measures in universities is monitored (Wroblewski, Leitner 2013), there is a lack of comparable provisions for non-university research institutes (Tiefenthaller, Good 2011).

8.2 Specifics of non-university research institutes and their relevance for mentoring

The above-mentioned differences shape the employment conditions and career prospects and the related gender differences in the university and non-university research sector in general. They also present specific challenges for the conception of a mentoring programme designed specifically for the non-university research sector. Accordingly, we will now take a look at each of the above aspects in more detail and discuss their relevance from a mentoring perspective.

8.2.1 Organisational structures: size and legal form

While universities[31] differ in terms of size, but have a unified organisational form and legal basis, the non-university research sector is characterised by pronounced heterogeneity and can be delineated using various different criteria (Papouschek, Pastner 2002: 25f).[32] In this article, we define the sector via the institutions, since our focus lies on the mentoring or promotion of junior researchers in institutions.[33] In doing so, we also distinguish non-university research from university and industrial research. The so defined non-university research sector is heterogeneous with regard to institutional size (measured in terms of staff numbers), legal form (GesmbH, association, public sector institutions), funding structure (share of core funding and third-party research), research focus (basic research versus applied or problem-oriented research) and disciplinary strategic focus. With a focus on basic research and around 1,300 employees, the Austrian Academy of Sciences (OAW) is the country's largest non-university research institute. Other large institutes with more than 700 employees include the Austrian Institute of Technology (AIT), the Ludwig Boltzmann

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[31] The focus in this article lies on state universities, which are regulated by the Universities Act 2002. The smallest such university is the Academy of Fine Arts in Vienna with around 450 members of staff; the largest is the University of Vienna with around 9,700 employees (WS 2013/14).

[32] One possible approach is a definition that distinguishes it from the university sector, i.e. research that is carried out in research institutes which are not covered by the Universities Act. This definition runs the risk of defining non-university research as an "area of deficit" in comparison to its university counterpart. It is further blurred by the fact that it also includes industrial research, which follows other organisational and exploitation logics than, for example, university or non-profit research institutes. Another possibility would be to define the sector based on the subjective assessments of researchers, i.e. whether they would class their work as university, non-university or industrial research.

[33] Given the lack of availability of a complete list of non-university research institutions, our research is based on those institutions listed by the Austrian Ministry for Transport, Innovation and Technology (BMVIT) as non-university research institutes (www.bmvit.gv.at/service/links/innovation/ausseruni.html) as well as the members of the Austrian Science Conference (Wissenschaftskonferenz Österreich; (www.wissenschaftskonferenz.at). In addition, we also included institutions that were known to us, namely: Austrian Institute of Technology (AIT), Austrian Cooperative Research (ACR), Carinthian Tech Research (CTR), Christian Doppler Forschungsgesellschaft, CURE Center for Usability Research and Engineering, EcoAustria, Forschungs- und Beratungsstelle Arbeitswelt (FORBA), Geologische Bundesanstalt Wien, Institut für die Wissenschaft vom Menschen (IWM), IIASA International Institute for Applied Systems Analysis, Institut für Konfliktforschung (IKF), Institut für Männer- und Geschlechterforschung Graz, Institute for Social Research and Consulting (SORA), Joanneum Research, L&R Sozialforschung, Ludwig Boltzmann Gesellschaft (LBG), Oiip Österreichisches Institut für Internationale Politik, Österreichische Akademie der Wissenschaften (ÖAW), Österreichisches Institut für Familienforschung (ÖIF), Österreichisches Institut für Wirtschaftsforschung (WIFO), PERIPHERIE Institut für praxisorientierte Genderforschung, RSA FG Research Studios Austria Forschungsgesellschaft, Salzburg Research, Upper Austrian Research, Wiener Institut für internationale Wirtschaftsvergleiche (WIIW), ZAMG Zentralanstalt für Meteorologie und Geodynamik Wien, Zentrum für Soziale Innovation (ZSI). This list is not intended to be exhaustive and does not include institutions about which virtually no information can be found on the internet (e.g. FAS research).

Institutes or the Christian Doppler Gesellschaft, each of which also has a high share of basic research and core funding. At the other end of the spectrum lie the non-university research institutions with up to 20 employees, which have no base funding and work primarily in the humanities, arts and social sciences fields (e.g. FORBA, IKF, L&R, Solution).

The institutions also differ in terms of organisational form and/or legal basis. The OAW, for instance, is governed by a specific law passed in 1921, while other institutions are set up as limited companies (*GesmbH*) or open partnerships (*offene Gesellschaft/OG*) and others still as associations. Some institutions work on a for-profit basis, while others are non-profit organisations.

8.2.2   Career paths and career goals

Clearly defined career paths are in place at universities and are characterised by central qualification levels (PhD, *Habilitation*). At the top of these career paths is the appointment to a professorship. A fundamental problem with the academic/research career in German-speaking countries is that the final decision on whether to remain in the academic system is made at a relatively late stage in a person's career and that the decision to pursue a career in research ultimately excludes other career options (Haller et al. 2013; Wissenschaftsrat 2012). In the collective agreement for universities which came into force in 2009, the typical university career path is likened to an Austrian variant of the tenure track (Pechar 2012). Many studies have also shown that access to a university career differs for men and women (for an overview, cf. Wroblewski, Leitner 2011 or Lind 2004).

There is no comparable career model in place in the non-university research sector. This is a result, for example, of the flatter hierarchies encountered in this sector, i.e. career opportunities are generally only found in a project lead or group management capacity or in the management or founding of a research institute.[34] Promotion in the organisation is combined, among other things, with a reduction in dependency on third-party funding, when experts who move into a management role are "released" from this to allow them to carry out administrative tasks, represent the institution externally or take on training and teaching duties. The assumption of a management position is thus also more or less explicitly associated with the giving up of support for junior researchers.

A career in non-university research is thus only characterised to a limited extent by working one's way through a sequence of pre-defined positions. It is also less pre-structured than a university career. It is a specialist career that is linked to the building up of expertise and expert status (Papouschek, Pastner 2002; Riesenfelder et al. 2006; Schiffbänker 2011). Expert status can be defined as the possibility to be able to continually research a particular

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[34]   The definition of and rules regarding what constitutes a junior or senior researcher – and also a management position (project, group, department or institute manager) – differ from institution to institution.

field or topic. Another definition is the building up of expertise that is recognised by one's peers.

Such expert status is, of course, dependent on the quality and innovative content of a person's research and its findings. Furthermore, it is also, however, to a large extent a social construct (Pichelstorfer forthcoming), i.e. dependent not only on evidence of expertise, but above all on whether this expertise is recognised by others. This, in turn, depends, for example, on networking activities, presentation/lecture activities and media work. Since women and men are present to different extents in such activities, we assume here that men are more likely than women to be attributed expert status.

8.2.3   Financial structures

State universities receive the bulk of their budget on the basis of performance agreements concluded between the university and the Ministry of Science, Research and Economy (BMWFW). In recent years, the pressure on universities to raise additional funding (so-called third-party funding) to augment this base subsidy has increased (Münch 2007).[35] Vienna University of Technology and the University of Leoben receive the highest absolute amounts and also boast the highest shares of third-party funding (above all from industry). Overall, the share of third-party funding rarely exceeds 20 % of the university's total budget.

Some non-university research institutions also receive a base government subsidy. The level of this subsidy does, however, vary greatly from institution to institution. While some non-university institutes receive high base subsidies – like, for example, the Austrian Academy of Sciences (where only 30 % of staff are third-party funded), the Ludwig Boltzmann Institutes, the Christian Doppler laboratories or the Austrian Institute of Technology – other institutions (e.g. WIFO or IHS) are third-party funded to 40 % or 50 %, while others still receive no government subsidies whatsoever. These base subsidies are partly reserved for specific activities (e.g. teaching programmes).

Those institutes which receive no state subsidies whatsoever work primarily in the humanities, arts and social sciences fields and were particularly heavily affected by the cancellation of subsidies for non-university research by the ministry responsible for science and research in 2011. So far, no evaluation of the effects of the cancellation of these subsidies is available, but given the employee structure and disciplinary focus of non-university research institutes it is to be assumed that women and junior researchers will have been more heavily affected.

The large proportion of third-party funding shapes – in particular in times of reduced government subsidies – the working conditions in the non-university sector on the one hand

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[35] Higher education structural resources are, for instance, allocated subject to the third-party funding raised by the university.

and the possibility of establishing long-term research activities on the other, since the economic reproduction of the researchers own organisation then by necessity becomes the sole focus of interest (Katzmair, Gulas 2012: 19). Research questions and areas of focus are increasingly set by the providers of third-party funding, thus restricting the possibilities for producing innovative and beneficial knowledge. This dependence on the topic economy is frequently perceived in non-university research as a barrier to the strategic planning of a researcher's own career (Papouschek, Pastner 2002; Schiffbänker 2011), since it is unclear, for example, which networks are worth investing in in the long term. Dependence on third-party funding also makes it more difficult to use research findings for publication purposes. Such publications are crucial for rendering expertise visible and, like speaking and network activities, can, in turn, facilitate the acquisition of third-party funding. Women frequently have less time available for presentations, networking or publications, thus making it noticeably more difficult for them to render their expertise visible.

8.2.4   Institutional competition

Universities in the German-speaking countries were long shaped by the Humboldt university organisational model and thus also by the professorial chair model (Münch 2007, Clark 1983). Typical for the professorial chair model is a hierarchical distribution of power between the holder of the chair and his/her staff, i.e. responsibilities, resources but also reputation are concentrated on the holder of the chair. A junior researcher/academic faces a long relationship of dependence, defacto until he/she is called to his/her own professorship. The training of junior researchers/academics follows an unstructured "master-pupil model" with few formalised procedures. In this organisational model, competition is encountered above all in the selection of junior academics, after that the position itself is secure at least for a certain period of time.

While competition in the university sector is cushioned somewhat by the hierarchical structures, it is more pronounced in the flat hierarchies of the non-university sector. Aside from the head of the institute, heads of department or project leads, there are in most cases no formal management positions in non-university research institutes. This, in turn, means that there are no clearly defined promotion paths and structures for junior researchers. In fact, the dependence on third-party funding can lead to high staff fluctuation, whereby young researchers represent a particularly flexible group. This creates a competitive situation not only among young researchers but also between "seniors" and "juniors". Both these aspects have an impact on the gender relationship in non-university research institutes and is reflected specifically in the low number of female researchers and in the drop-out figures for women (Holzinger 2010; Holzinger, Hafellner 2014; Riesenfelder et al. 2006; Schiffbänker 2011). In the non-university research sector, contacts, access to networks, etc. are thus often crucial to existence, since they play a central role in the application process for third-party research and can provide the researcher with valuable competitive advantages. In this

context, supporting and advancing junior researchers can mean opening the doors to contacts and networks and thus also building up potential future competitors.

8.2.5 Status of gender equality policies

For Austria's universities, the Universities Act 2002 established central equal opportunities goals and corresponding support structures for the implementation of measures to promote women and equal opportunities. All universities now have a female advancement plan, a coordination unit for women's and gender studies, measures to promote equal opportunities and an equal opportunities working group. The Equal Treatment Act (*Gleichbehandlungsgesetz*) applies in most cases to non-university research institutes, but does not foresee any comparable structures for institutional equal opportunities policy. In some cases, the Federal Equal Treatment Act (*Bundes-Gleichbehandlungsgesetz*) applies (e.g. for public employees at the OAW). The implementation of measures to advance women or establish equal opportunities thus depends primarily on the engagement and/or recognition of the problem by the respective institutions.

A survey of the status quo in the implementation of equal opportunities policies in Austrian research institutions (Tiefenthaler, Good 2011) shows that the legally required bodies have been implemented in the universities and that equal opportunities goals and policies are far less prevalent and less obligatory in the non-university research sector in comparison. In recent years, public bodies like the Ministry for Transport, Innovation and Technology or Vienna City Council have required evidence of gender equality measures in their calls for tender for research projects. Research funding institutions like the Austrian Science Fund (FWF), the Austrian Research Promotion Agency (FFG) or the Technology Agency of the City of Vienna (ZIT) have incorporated gender criteria into their application procedures, i.e. now require applicants to indicate the gender relevance of the planned research and provide evidence of measures to promote women or gender equality in their institution. Measures like these have encouraged non-university research institutes to take a closer look at gender-specific inequalities in their organisations and triggered at least in some cases the development of institutional gender equality policies.

8.3 Key aspects for the development of mentoring programmes for the non-university research sector

If we look first at the results of our research, it quickly becomes apparent that formal mentoring or the targeted promotion of junior researchers in the non-university is found in cases where (1) a relatively high proportion of base public funding is received, (2) the institutions have an explicit mandate to promote junior researchers, and (3) there is a connection to the academic field (e.g. where theses or dissertations are involved or basic research is carried out in a comparable manner to the university sector).

This indicates that express commitment from management (possibly as a result of external pressure, e.g. from a financing source), availability of resources and/or at least a medium-term safeguarding of the institution (as provided by core funding) are all basic requirements for the implementation of a mentoring programme. A existing connection to the academic field presumably also facilitates the establishment of practices developed in the academic sector to promote junior researchers. We assume, however, than mentoring can also be successfully used in the non-university sector if the relevant difference between the sectors are explicitly addressed in the planning process. This applies in particular to the following aspects:

- The primary objective of mentoring in the non-university research sector should be to support junior researchers in acquiring expert status. This requires the **development of a concept of expertise which focuses on groups not individuals**. To achieve this, basic parameters will have to be established in the organisation – starting with the incorporation of a corresponding goal into the organisation's guiding principles and the creation of acceptance for this goal in the organisation. This means that the goal of tying expert status in a field to several experts, i.e. building up long-term cooperation structures and critical masses, must be backed by all members of the institution and be understood as a goal to strive for.

- Building on such consensus, a formal mentoring programme can then be developed and implemented. In addition to the parameters already mentioned, **supporting junior researchers must become part of the job descriptions** for senior researchers and managers, resources must be made available and fulfilment of the task must feature in appraisal processes.

- In order to be able to address the mentors' fears of competition from their mentees, the above-mentioned vision needs to be accompanied by the creation of **long-term prospects for mentors and mentees**. This goes hand-in-hand with the calls to resolve the precarious work situation that faces researchers (i.e. jobs which do not provide a secure future or only allow them to plan securely for the short-term). This would appear to be the central prerequisite for entering a mentor-mentee relationship, since fears for one's own existence make a mentoring relationship unattainable.

- Given the flatter hierarchies, the mentoring relationship in the non-university research sector needs to be conceived as one in which mentor and mentee are on an equal footing – regardless of their age difference and any potential management function assumed by the mentor. As already noted, the goal of mentoring in the non-university research sector should ultimately be to ensure that mentor and mentee conclude the mentoring programme as peers in terms of their expert status.

- Given that career paths in the non-university research sector are less structured than their university counterparts, mentoring in the former has to assume different priorities. The communication of the rules of play in the field (Bourdieu 1992) presumably takes a different focus, since it is less about enacting an academic habitus and more about the enacting of expert status – for which the academic standards are only of limited applicability.

- To ensure that a formal mentoring programme also counteracts existing gender inequalities in the non-university research sector, explicit **gender equality goals for mentoring** must be formulated and the building up of gender competence must be included in its conception, supported by accompanying measures and incorporated into any evaluations.

Finally, it should also be noted that the potential of mentoring in the non-university research sector is strongly dependent on external pressure and requires the provision of financial resources. This, in turn, requires action from funding sources, who not only demand the structured advancement of junior researchers but also have to make the corresponding resources available. In doing so, they should draw on existing approaches and strategies to promote gender equality policies in the non-university sector and link equal opportunities with the advancement of junior researchers.

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