



**Fostering Excellence in Research on
State-Church-Body Politics**

Training toolkit in gender equality

Deliverable 3.3



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Training toolkit in gender equality

Online manual dedicated to the training of ULBS
 mentors in gender equality

FERBOPO Deliverable 3.3

Project Documentation Sheet

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About FERBOPO

Led by ERA Chair Professor Lavinia Stan, FERBOPO will create a "pocket of excellence" at University Lucian Blaga of Sibiu (ULBS) that focuses on state, church, and body politics, while advancing diversity, equity, and inclusion in social sciences research. With funding from the European Union's Horizon Europe (GA: 101184092), FERBOPO will enhance ULBS's academic excellence and its integration into the European Research Area.

Scope and context of the FERBOPO project:

This project aims at building a new research group that will foster excellence in social sciences and better integrate ULBS in the European Research Area (ERA). To this end, ULBS created a CHAIR position for Professor Lavinia STAN from St. Francis Xavier University (Canada), whose outstanding academic profile and thorough expertise in the cross-cutting fields of government, religion, economics and epistemology will foster feminist thinking and the institutionalization of Gender Studies in Romania, help to increase the number of excellent research staff at our university, and improve ULBS capability to attract competitive research funding with significant spill-over effects at societal level. In addition, the project will assist ULBS in implementing institutional reforms that both align with ERA priorities and facilitate the implementation of the Gender Equality Plan (GEP).

The main objective of the project is to create a 'pocket of excellence' at ULBS by attracting outstanding scientists with internationally mobile academic careers to improve the university's organizational culture and academic output. By creating the new research group, the ERA Chair will help ULBS to come closer to European standards of academic performance, institutionalize Gender Studies, and create a knowledge hub in the university in particular, and the Romanian higher education system in general.

Specific Objectives of FERBOPO:



SO#1 To bring early career and experienced talents with internationally mobile academic careers at ULBS as part of a research group exploring State-Church-Body Politics issues.

SO#2 To enable actionable knowledge produced by a permanent and excellent research group in the fields of gender equality of ULBS.

SO#3 To train ULBS scientists, including members of the group on State-Church-Body Politics in academic writing and in finding suitable publication outlets for their findings.

SO#4 To carry out as part of FERBOPO a research project on the intersection of gender, age and institutional policies regulating the body of middle-aged women (over 40) working in diverse organizations in Romania.

SO#5 To build sustainability of FERBOPO through participation in competitive calls for research funding at the national and European levels.

SO#6 To better communicate research findings to society through a wide range of dissemination channels reaching out to various audiences ranging from academics and policymakers to civil society organizations and the general public.



1. Introduction

This Training Toolkit for Gender Equality aims at addressing gender imbalances among researchers situated at early career stages as a means to reduce the gender gaps at their subsequent career stages. It includes a handbook for mentors, the mentoring agreement describing the formal framework guiding the relationship between the mentor and the mentee, as well as a template for the output that the mentee produces at the end of the mentoring session (the career development plan, CDP – see annexes). At the end of the mentoring program, feedback is collected from sampled mentees and mentors to better tailor the training materials from one generation to the next. This document presents FERBOPO ERA Chair Project WP3 deliverable 3.3. D3.3 – Training toolkit in gender equality Online manual dedicated to the training of ULBS mentors in gender equality.

2. Mentoring at a Glance

2.1. Assessing the Needs for Academic Mentoring from a Gender Perspective

Women's careers in academia are progressing slower than men's careers. Only a minority of women occupy leadership positions in Higher Education Institutions (HEI) and Research Performing Organizations (RPO). The latest [She Figures](#) (2024) report shows that women represent 26% of the rectors in the EU and only 8% in Romania. In ULBS, fewer women reach top level academic positions like professors or the highest grade (A) and they tend to achieve this level later in their working life compared to men.

Mentoring can help to bridge this gap in academia. The effectiveness of mentoring can be limited by structural barriers or organizational cultures. In many universities, scholars are expected to mentor without adequate resources and recognition. To counter this situation, ULBS acknowledges that mentoring is a critical investment that needs to be properly



rewarded (e.g. Certificate in Mentoring). This toolkit is meant to facilitate the implementation of the Gender Equality Plan (GEP) adopted by ULBS in December 2021. Research on the adoption and resistance to the implementation of GEP shows that local academic cultures in Central and East Europe remain conservative and reluctant toward the full implementation of GEP, which is perceived as an excessively administrative requirement imposed by a supranational entity (Šebová, Lukeš Rybanská & Čorejová, 2025).

2.2. What Is Mentoring with a Gender Perspective?

Gender awareness-focused mentoring for academics refers to a relationship in which an experienced scholar provides support and advice to early career mentees to enable them to achieve their academic goals while acknowledging the impact of cultural expectations and norms shaping men's and women's careers. This handbook explains the gender-sensitive way in which mentors can help early-career researchers to improve their professional outcomes and maintain work-life balance by engaging in a mentoring relationship based on mutual trust and exchange of professional knowledge and experience.

In doing so, the mentors help the mentees:

- Register progress in their academic careers;
- Develop skills, knowledge and capabilities;
- Navigate and address gender-related challenges and opportunities;
- Fulfil their academic potential;
- Produce organizational change from bottom-up by creating a gender-aware academic environment.

A gender-focused mentoring program has the following characteristics:

- Starts from addressing ambivalent sexism in academia, including sexist humor;



- Applies an intersectional approach that recognizes that gender and other dimensions (class, disability, ethnicity, etc.) shape inequality in career outcomes;
- Creates a safe space which provides mentees with a supportive environment to discuss issues like discrimination, harassment, work–life conflict, gender bias;
- Leads to empowerment by building agency, self–confidence and efficacy;
- Seeks institutional change as part of broader equity, diversity and inclusion programs.

Mentoring is not meant for the mentees to reproduce the mentors' professional trajectory, but to instil confidence in mentees and boost their ability to identify personal issues and goals, as well as ways to achieve them.

Mentors must understand that mentees may do things differently and may seek different goals determined by their own individual needs, ideals and skills. Note that the structural and institutional contexts are constantly evolving and shifting gender regimes have an impact on academic environments as well. Mentors do not have all the answers but they can encourage the mentees to ask the relevant questions, to come up with their own solutions and to seek advice and help from specialized personnel.

2.3. Benefits for the Mentee

Besides benefiting from the experiences and knowledge of a senior scholar, and the time and space to reflect on your current and future challenges and opportunities as a mentee, you also benefit by:

- Improving your research skills and learning about new methodologies and theories in your field;
- Completing academic milestones on time;
- Gaining feedback on your ongoing publication drafts and research proposals;
- Increasing your self–confidence;



- Enabling new colleagues to launch their careers and be effective in their role;
- Fostering a productive, efficient, and collaborative research group;
- Leaving a lasting impact on their field by shaping future researchers and leaders;
- Gaining recognition for your skills, experience and contribution and raising your visibility;
- Expanding your network outside of your own team, department or institution.

“[Mentors] need a safe, structured space to reflect on their purpose and goal as mentors, which is not always well-defined. They benefit from prompts to consider what their mentee needs, which may not be identical to what the mentee is asking for. Mentors also need support in identifying ways in which they’re falling short of their aspirations, and in pushing against ingrained ways of thinking or doing, to better meet mentee needs.”

-- Maria LaMonaca Wisdom, How to Mentor Anyone in Academia, p. 6

2.5. Training Mentors in Gender-Specific Approaches

To effectively reduce gender gaps in academia, both the mentor and the mentee share responsibility for making their relationship successful. The outcomes of mentoring depend not only on the mentor’s skills, but also on the mentee’s engagement and motivation to learn and grow.

The training of mentors in gender-specific approaches includes the following activities:

- Mapping gender imbalance among early-stage researchers in ULBS;
- Identifying barriers to women’s progression related to gender-based discrimination at individual, organizational and structural levels;
- Providing course content on gender-specific concepts (e.g. gender bias, hostile and benevolent sexism, harassment, and discrimination) using PowerPoint presentations, reading materials, video clips during online or face-to-face training;



- Facilitating critical examination of gender stereotypes by asking participants' opinions about stereotypical statements (see below) to ensure culturally competent mentoring and inclusive training for mentors to address intersectional discrimination.

EXAMPLES OF STATEMENTS (Source: *Training and Toolkit to Improve Gender Equality Related to Decision-Making*, EQUAL4EUROPE):

1. “Women are created to perform different roles e.g. looking after the children, doing housework, etc. Nothing can be done to change this fact.”
2. “In general terms, laws and their administration are gender neutral.”
3. “Women leaders are more warm and sensitive, while men are more assertive and goal oriented.”
4. “Once a matter is before the courts or another law enforcement agency, the sex of the parties involved is irrelevant.”
5. “It is impossible to combine a successful career and parenting.”
6. “The introduction of sexual and reproductive health rights might lead to an increase of domestic violence.”
7. “Men contribute to the development of our society more than women.”
8. “Women leaders have more masculine behavioural traits.”
9. “Meritocratic work environments significantly reduce gender inequality/bias.”
10. “There are fewer women leaders because they do not have suitable career ambitions.”

2.6. Where Can I Find a Mentor?

In ULBS, I can use the following avenues:

- Ask the Dean of my Faculty
- Ask the Director of Council for Doctoral Studies, dep.doctorate@ulbsibiu.ro
- Contact the Gender Equality Office, grant.ferbopo@ulbsibiu.ro
- Search more information on the website of [FERBOPO](#) grant



The person you would like to have as a mentor may not be available or willing to take on the role, but might be able to recommend someone else from their professional network. Don't feel discouraged or disappointed — feel free to reach out and make new connections.

3. Mentoring in Practice

3.1. Getting Started

Start your mentoring relationship by agreeing on the terms of how you intend to work together, the purpose of the mentoring and what to expect from each other. A mentoring agreement is included in this training toolkit (see Annexes).

Mutual Expectations – you should agree on the following:

- when the relationship will start and how long it will last for. The length of mentoring relationship can be adjusted to mentors and mentees' needs, but it is recommended to agree on a timeline from the outset.
- what you both expect from each other; who will schedule meetings (this should be the mentee), how frequent they should be, the agenda, the reporting.
- your respective roles and responsibilities.
- when to review progress.
- the frequency of meetings and their length, as well as a convenient location for both of you, including online if suitable.
- The possibility of making contact between scheduled meetings — should a particular issue arise — must be discussed and agreed upon together.

Confidentiality

A trusting mentoring relationship is built on a commitment to keep the information exchanged by the parties confidential, unless both agree that certain details may be shared with a third party.



Review and Evaluation

- After the mentoring sessions are complete, both parties should reflect on what went well and identify areas for improvement.
- Use this opportunity to creatively and critically rethink the mentoring process for future engagements. Provide constructive feedback on each other's participation and contributions to the overall outcome of the mentoring experience

3.2. A Good Mentoring Conversation

Structure your conversation so it remains focused and productive.

Plan each conversation in advance by selecting relevant topics that encourage self-reflection and inspire action toward achieving defined goals.

The following communication cycle supports this structured approach:

T – Think of a good open question.

A – Ask follow up (probing) questions and act as a good discussion partner.

L – Listen patiently and provide constructive feedback.

K – Keep discussion on track by summarizing what has been covered and agree on objectives and actions.

3.3. The Art of Listening

Listening is a core skill of an effective mentor and mentee. An effective mentoring relationship depends on the quality of the listening and the skills of the listener.

To improve your listening skills, practice active listening and make a deliberate effort to understand the meaning of what is conveyed in words.

Pay careful attention to words and non-verbal cues. Do not become distracted or bored and do not lose focus.



L – Listen to what is being said and how it is being said – tone of voice, speed, volume. Avoid interrupting.

I – Interpret non-verbal messages – body language, facial expressions (nodding, smiling), etc.

S – Solicit detail and reflection to make conversation meaningful.

T – Trust the partner to understand the meaning of your words – listen and ask questions.

E – Elaborate and clarify the discussion points to show you understand.

N – Navigate your feelings to eliminate negative emotions such as disapproval.

3.4. The Art of Questioning

Asking the right questions is another critical skill in the mentoring process.

Question Types

Open: Encourage a detailed response and prompt thought and reflection.

Example: What are your short-term and long-term goals?

Probing: Ask for details and identify contradictions, enabling the mentee to explore an issue in depth.

Example: Are you sure you see all consequences of this issue?

Closed: Elicit a yes or no answer. Used to clarify or commit to something, or to check understanding.

Example: Do you agree to complete that objective before we next meet, yes or no?

Reflective: Repeat something the mentee has said or implied, enabling them to identify consequences and provide new insights.

Example: From what you said it sounds like...



Comparative: Provides the mentee with options to decide on the most suitable way forward.

Example: Which would you say is more difficult to achieve?

3.5. The Start – How to Proceed

Ice breaker activities are helpful to establish an effective communication flow. Such activities can include:

Quick Questions: Both mentor and mentee draft a list of five quick questions before meeting each other. Questions can be anything from "What's the last book you read?" or "What hobbies you have?"

Name someone: Have mentors ask their mentees who they would meet and why, if they could meet any person in the world.

Besides discussing the practicalities, during your first conversation it's important to **build rapport** and understand what you both want and can give to the mentoring relationship. Both mentors and mentees are in a personal growth program and they need to follow a customized growth plan in accordance with established professional goals.

The following questions may help you get to know each other and establish a positive mentoring relationship.

- What can you tell me about yourself to help me know you better?
- What do we need to do to make this mentorship work?
- What do you want to get out of this mentoring relationship?
- What knowledge, skills or experience do you wish to gain from this relationship?
- How can I help you, concretely?
- What are your strengths?
- What are the areas that you feel you need to develop in?
- What is the toughest challenge for you?



- How can I best understand what you need?
- What is the best way to give you feedback?
- Do you feel accomplished at this stage of your career? If not, what is preventing you from succeeding?
- What satisfies you most at work?
- What do you like best about your job?
- What are your short-term and long-term career goals?
- What have been your most significant learning experiences?
- Which learning formats do you prefer? Are you an interactive learner?
- What do you fear professionally?
- What do you need from me today?
- How will we keep a record of our meetings and plans? Who is doing it?

3.6. Setting and Achieving SMART Objectives

A successful mentoring relationship leads to tangible outcomes. These agreed actions can be captured as objectives for the mentee to work on. Objectives must be clear, reasonable, measurable, and achievable. Such objectives typically have the following features:

- S – Specific – Clear, unambiguous and focused on specific deliverables
- M – Measurable – Include milestones and markers to measure progress over time
- A – Attainable – Realistic but requiring a stretch
- R – Relevant – Aligned with the overarching University and departmental goals
- T – Time-based – Include a time frame for achieving each specific objective

Achieving a SMART Objective:

1. Identify what needs to be achieved
2. Clarify the objective and record it using SMART
3. Consider the actions that need to be accomplished to achieve each objective
4. Keep track of your record, and put it in action



3.7. Planning and designing targeted activities for mentoring

Gender-specific mentoring activities in academia are structured actions or events that provide support tailored to the needs of individuals based on their gender identity. These activities help build confidence, professional networks, and skills, while also addressing gender-based barriers. Below is a categorized list of common and effective mentoring activities:

Skill-Building Activities

These focus on practical academic and professional development, while also considering gendered challenges.

- Grant writing workshops for women faculty emphasize strategies to overcome confidence gaps and build competitive proposals;
- Sessions with underrepresented genders help to build CV/Resume to support their hiring and promotion;
- Role-playing and coaching in training activities dedicated to the improvement of negotiation skills in women faculty.

Relationship-Building and Networking

These activities foster community belonging and access to various resources:

- Clubs for women scholars: regular meetings for sharing experiences and discussing challenges in a relaxed setting.
- Speed Mentoring Events: quick sessions between junior and senior academics of similar gender identities to exchange advice and form potential long-term mentoring relationships.
- Cross-Gender Allyship Circles: spaces where male allies listen to and learn from the experiences of women and nonbinary colleagues.

Identity-Centered Discussions



Encourage critical reflection and community-building around gender identity and intersectionality.

- “Navigating Academia as a Woman” Panels: mentees hear stories from diverse faculty and discuss strategies for overcoming challenges.
- Workshops on women leadership bring to the forefront the challenges and experiences of women leaders and their stories of success.

Career Pathway Guidance

Supports strategic planning and decision-making in a gender-informed context.

- Career mapping sessions in which mentors and mentees create roadmaps with attention to issues like caregiving, mobility, or discrimination.
- Mentoring for first-generation women academics addresses both gender and class barriers in navigating institutional culture.

3.8. Gender-sensitive Mentoring

Gender-sensitive mentors are self-aware of the biases that can unintentionally affect their attitudes and behaviours in the workplace. They begin by searching for relevant knowledge in the field of gender and science to overcome the stereotype of the ideal ‘man scientist’ figure. In traditional academic cultures women still face difficulties in fulfilling their roles as academics, and lower expectations are placed on them. Gender-sensitive mentors can help early-stage researchers, especially women in the following areas:

Defy expectations

Help mentees to understand that it is fine not to conform to what other people think of them.

Inspire mentees to be assertive



Negative reactions to an assertive woman/ early career researcher may happen, but a gender-sensitive mentor shall support the mentee in resisting this backlash and setting up high expectations and avoiding false humility.

Teach mentees to separate professional and personal matters

Mentees must learn to refrain from taking everything personally. Criticism and failure can happen regularly in the academic field due to competition over scarce resources, not the mentee's personal deficiencies.

Encourage wide dissemination of good work

Identify possible publication venues that can be a good fit for your mentee to communicate research findings and teach how to independently search for additional dissemination opportunities. This will build confidence in their own capacity to publish and raise their research profile.

Celebrate success

While intellectual humility is valued in most academic cultures, excessive modesty can sometimes lead to the erasure of one's achievements and a lack of recognition for one's own work. Women are particularly vulnerable in this respect. Encourage your mentee to focus on their accomplishments rather than their shortcomings. Affirm their value as a professional and as an individual.

Looking after oneself

Teach you mentee to balance life and work. Watch that mentee doesn't lose his/her health over work-related issues. Help him/her identify healthy activities outside work tasks.

3.9. How to Address Mentoring Challenges?

Inability to establish rapport



Not all mentoring relationships work out. It's no one's fault, it's just the way it is. Any mentoring relationship should have a no-fault termination policy. To improve the success rate, in the initial meeting establish rapport, that is, make sure that the mentee and mentor have 'chemistry' and trust each other. An honest discussion is a must at this stage.

Inability to set realistic expectations

The mentees must have realistic expectations for their mentors. Note that mentors do not have all answers, cannot live your life, should not complete your tasks, and cannot build careers in your stead. Communicate clearly what kind of additional support you need.

If any issues arise during the mentoring relationship, communicate openly and honestly with your mentoring partner. Discuss what isn't working and aim at reaching a mutual agreement on how to proceed. If the issue cannot be resolved, it is best to end the relationship amicably and inform the GEP office.



4. Annexes

The Mentoring Agreement

Mentoring others benefits the academic community, the university, the field, and the scholar. It helps academics to foster the next generation, enhance coaching skills, develop their career, establish professional relationships, and maintain a healthy and respectful scholarly environment. The following paragraphs describe a formal relationship between the mentor and the mentee.

1. This agreement is concluded on (date)_____ by [NAME OF MENTOR_____] and [NAME OF MENTEE_____] from ULBS to engage in the following relationship.

More exactly, the **mentor** will be responsible:

- To share their experience along with other perspectives
- To provide meaningful feedback and recommendations for improvement
- To respect the mentee's experience
- To avoid judgmental attitudes
- To ensure confidentiality of information – unless legally obliged to speak out
- To support the mentee to find solutions to various problems they face
- To advise and monitor the completion of the mentee's career development plan

For **mentees**, this relationship is about:

- Attending regular meetings and, if unable, notifying the mentor in advance
- Respecting the opinion of the mentor
- Completing various tasks recommended by the mentor (conference proposals and participation, manuscript submission, filing applications, among others)



- Not abusing the mentor's position by asking Favor's
- Taking notes, if required
- Completing the career development plan, under the supervision and with the help of the mentor.

For both, mentor and mentee, it is about:

- Active listening
- Openness and constructive attitude
- Honesty and discretion
- Respect for each other's views, time and availability
- Confidentiality of the discussion and personal information
- Punctuality for meetings and other activities
- Useful management of the time allocated for this mentorship

2. This voluntary agreement, which lasts for six months, includes at least one monthly meeting of 1-2 hours between mentor and mentee on the ULBS premises or other professional locations suitable for confidential conversations.

3. The Director of the Council for Doctoral Studies supports and oversees both mentors and mentees to achieve their stated goals for this relationship. Her/his involvement should benefit the university while offering full liberty in designing the best relationship for mentors and mentees. The Director of the Council for Doctoral Studies will collect data necessary to evaluate progress and effectiveness of mentorship up to six months after the end of program.

4. If the relationship doesn't work, the mentor or the mentee should notify the Director of the Council for Doctoral Studies promptly. The Director of the Council for Doctoral Studies will replace the pair as soon as possible. The new mentoring pair will engage in a six-month relationship. The end of the relationship should be blame-free, confidential, with no hard feelings, judgment or sanctions on either party.

5. If the mentee wants to extend the mentoring relationship beyond the time or number of meetings specified or anticipated originally, the mentor can freely decide whether to agree



to such a request. In this case, the Director of the Council for Doctoral Studies should be notified, and the agreement amended.

6. Both parties derive rewards from this relationship. The mentor will enjoy recognition inside and outside the university for this effort, while the mentee will benefit from the expertise and professional connections of the mentor. The Director of the Council for Doctoral Studies will issue individual certificates for both.

7. This agreement is signed today (*date*) _____ in two copies by:

Signatures

Mentor

Mentee



Career Development Plan (CDP) for Doctoral Students

Name _____

PhD Domain (Field) _____

Year of Study _____

Gender _____

Date _____

This is a personalized and flexible plan for navigating your academic, career, professional, and personal development during each remaining year of your doctoral program. This plan was developed as part of the mentoring program and with the assistance of the project Horizon Europe “Fostering Excellence in Research on State–Church–Body Politics” (FERBOPO).

The plan aims at giving you enough structure, detail and predictability to complete your PhD degree within four years and decide your post-graduation path. Its specific goals pay attention to gender, ethnicity and other issues you might face while specifying your intended career development strategy. Do not worry if you have less clarity for years 3 and 4 of your program. You are encouraged to share your plan with others, including faculty mentors, peers and university staff who might give you information about academic requirements. Take advantage of the input of your mentor to specify your career goals!

Step 1:

End Goals Graduation Date (Semester/Year) _____

Intended Career Paths (List two)• _____



Step 2: Reflection Questions: The following questions will help you to get started with drafting your CDP.

Academic Goals:

1. Are you familiar with the academic requirements of your program? Do you know the program milestones and the deadlines for completing them?
2. Have you and your advisor established an individual academic pathway after successfully completing the required courses?
3. Are you on track to complete your PhD on time? Have you discussed any changes to the plan with your advisor/mentor?
4. If you are experiencing difficulties, have you sought help in/and or outside your program to overcome these challenges?
5. Have you applied for relevant conferences in your field? Have you asked your advisor/mentor for help identifying conferences/academic societies, and preparing proposals for them?
6. Have you started researching and writing the article manuscript for submission? Have you asked your advisor/mentor for support in this process?

Career Development Goals:

1. Can you list at least two specific career paths you intend to pursue after graduation?
2. Have you acquired information about your intended career paths and the required skills and qualifications? Possible employers? Industry trends? Salary information?
3. What are the top skills required for your intended careers? What “skills gap” exists between your current skills and what employers will be looking for in applicants?
4. Have you identified professional development opportunities, networks and/or internships that could prepare you for your intended careers? What professional development activities did you do? What skills did you gain?



5. Do you have an updated academic CV (Europass/academic CV)?
6. How do you build professional visibility (Google Scholar, ResearchGate, LinkedIn, ORCID) and what kinds of academic, interdisciplinary, or professional networks have you developed or would like to develop further?

Money/Funding Goals:

1. Did you receive financial support for your PhD studies, conferences and/or summer schools?
2. Have you explored and discussed fellowship/scholarship/bursary opportunities with your advisor/mentor?
3. Have you applied for any internal and external funding opportunities (Erasmus+, Forthem)? Are you keeping informed about future funding opportunities?

Year 2 (see table at the end)

Year 3 (see table at the end)

Year 4 (see table at the end)

Reflection on Mentoring Program Experience

Key Takeaways

(List key lessons, skills, or insights gained from your mentor and the program.)

.....
.....

Gender Equality and Inclusion Insights

(Describe how your understanding of gender equity in research or academia has evolved.)

.....
.....

Changes in Perspective or Career Direction

.....



Lessons from Mentor–Mentee Relationship

.....

Commitment Statement

“I commit to advancing my research career in a way that promotes excellence, inclusion, and gender equity. I will continue to develop my professional and leadership skills while contributing to a supportive and equitable academic community.”

Signature: _____ Date: _____

Table to be adapted to mentee’s needs of detailing their activities by year and category

Category	Answer
Academic Goals	
Career Development Goals	
Money/Funding Goals	



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6. Disclaimer

“Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or European Research Executive Agency [granting authority]. Neither the European Union nor the granting authority can be held responsible for them.”