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Evaluation of a mentoring program for female scientists

Center for Leadership and People Management

Ludwig-Maximilian-University München

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Presentation at Eument, Munich, October 2012

Background and Theory





Mentoring

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Informal Mentoring: develops spontaneously %G o ^ j) .541&

Formal Mentoring: develops with organizational assistance, structured in terms of duration and frequency of meetings (Ragins & Cotton, 1999)



Determinants of successful mentoring relationships

A positive experienced mentoring relationship is composed of 3 different factors:

1. Mentee Characteristics

- Demographic attributes (e. g. age; Ragins and McFarlin,1990)
- Personal responsibility (Bierhoff et al., 2005)



Program Characteristics

- Personal benefit of trainings
- Professional benefit of trainings (Allen, T. D., Eby, L. T., & Lentz, E.,2006)



3. Mentor Characteristics

- Perceived similarity (Ensher, Grant-Vallone, & Marelich, 2002)
- Mentor's technical competence
- Mentor's interpersonal competence (Fellenberg, 2008)
- Mentor satisfaction (e.g. Wanberg et al.,2006)





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Evaluation of LMUMentoring





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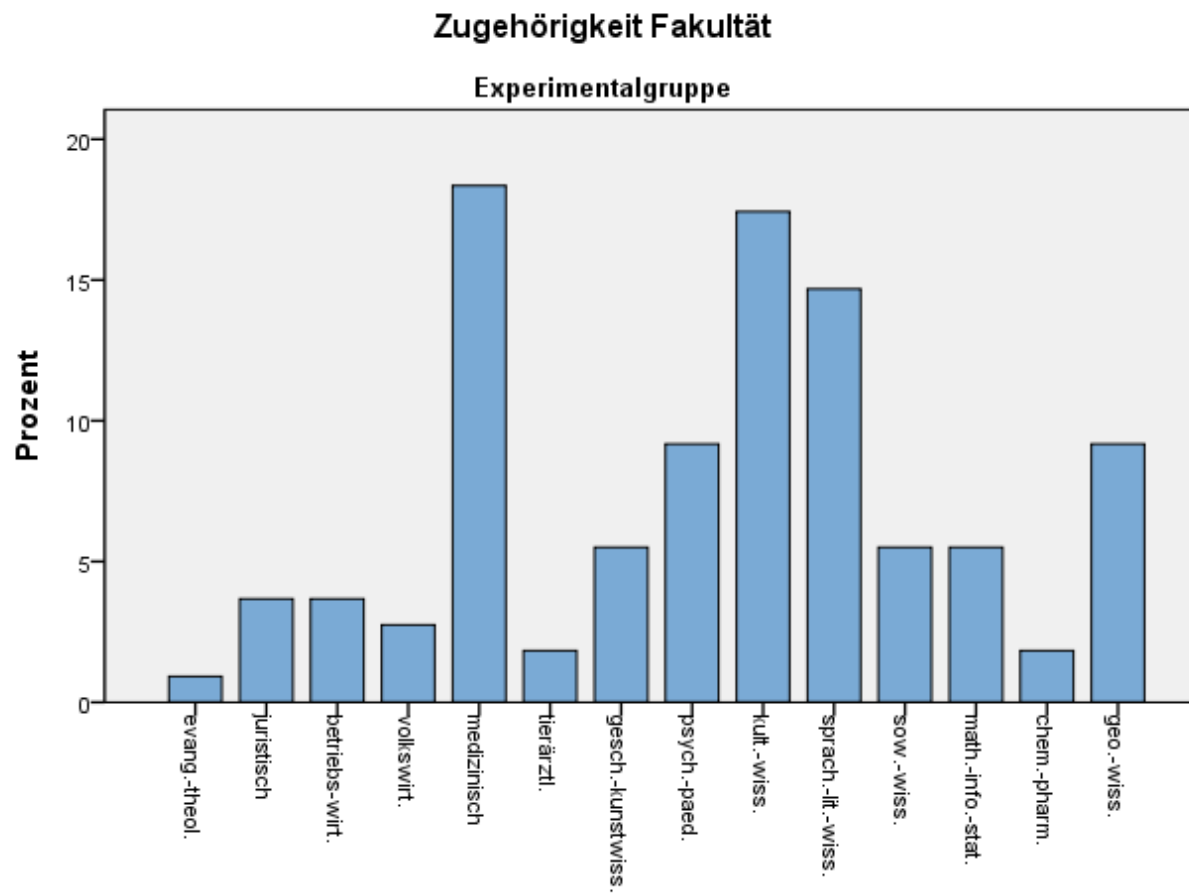
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R^{^j} mib %.&

- Mentees from 14 different faculties





Overview

- Framework conditions of the LMUMentoring
- Subjective success criteria of the LMUMentoring
- Objective success criteria of the LMUMentoring
- Continuation of the mentoring relationship and suggestions for improvement
- Comparison with a control group
- Conclusion

Results for framework conditions of the LMUMentoring

Agreements on the duration
Meeting with the mentor
Communication with the mentor
Events in the context of LMUMentoring





1) Agreements on the duration

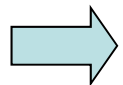
Question: *Was there any agreement on the duration and the content of the mentoring relationship at the beginning?*

Answers:

Yes: 58.5 % (n=69)

No: 39% (n=46)

3 people (2.5%) did not answer this question



More than half of the mentees made an agreement with the mentor



2) Meeting with the mentor

Question: *How often have you met with your mentor in the past? How many times in total?*

Answers:

- On average “4.28 times“
- Large variance of these answers:

6 people reported they had never met with their mentor.

1 Mentee reported to have already met 20 times with her mentor.



3) Communication with the Mentor

Question: *Which modes of communication did you use dealing with your mentor?
(Multiple responses are allowed)*

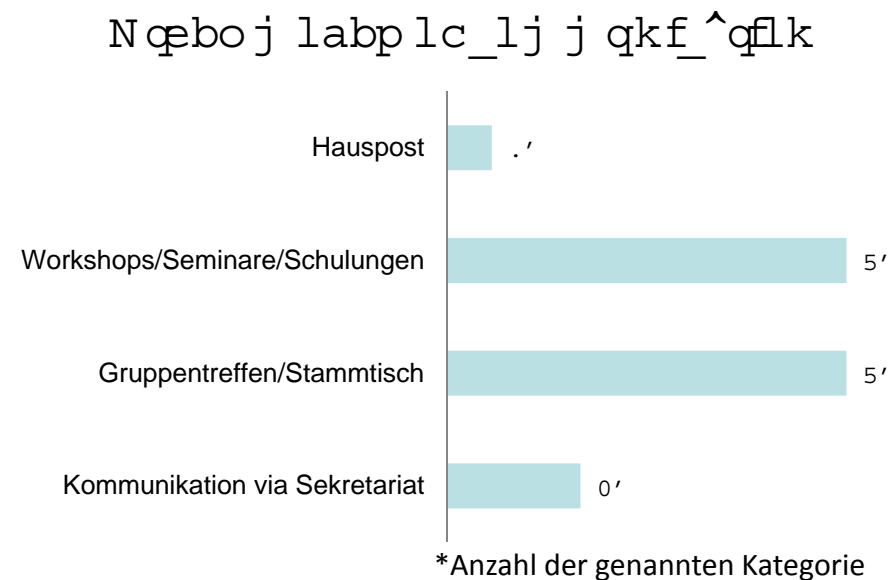
Answers:

Mail: 86.4 % (n=102)

Telephone: 28% (n=33)

Personal Meeting: 79.7 % (n=94)

Others: 17.8 % (n=22)





4) Events in the context of LMUMentoring

Question: *Have you participated in events in the context of LMUMentoring so far?*

Answers:

Yes: 90.7% (n=107)

No: 6.8% (n=8)

Question: *How many times have you participated approximately?*

Answers:

On average in 4.64 events

Large Variance (max. 3 Events: 53,8%; > 15 Events: 4,2%)

Subjective success criteria of the LMUMentoring

Satisfaction of the mentees
Identification of the mentees
Attitudes towards the career





Satisfaction of the mentees

All Items are based on a 5-point-scale, at which higher values represent greater satisfaction.

To what extent are you satisfied...

... with the LMU

M = 3.50
SD = .85

... with the superior

M = 3.76
SD = 1.10

... with the colleagues

M = 3.94
SD = .85

... job satisfaction DFH5

M = 3.69
SD = .85

... with the women's representative

M = 3.81
SD = 1.04

... with the mentor

M = 4.04
SD = 1.07

... with the participation in the programme

M = 3.77
SD = 1.10

Folie 15

DFH5

evtl. so umformulieren, dass mit dem obenstehenden Teil der Frage übereinstimmend. Z.B. "... with your job in general (job satisfaction)"

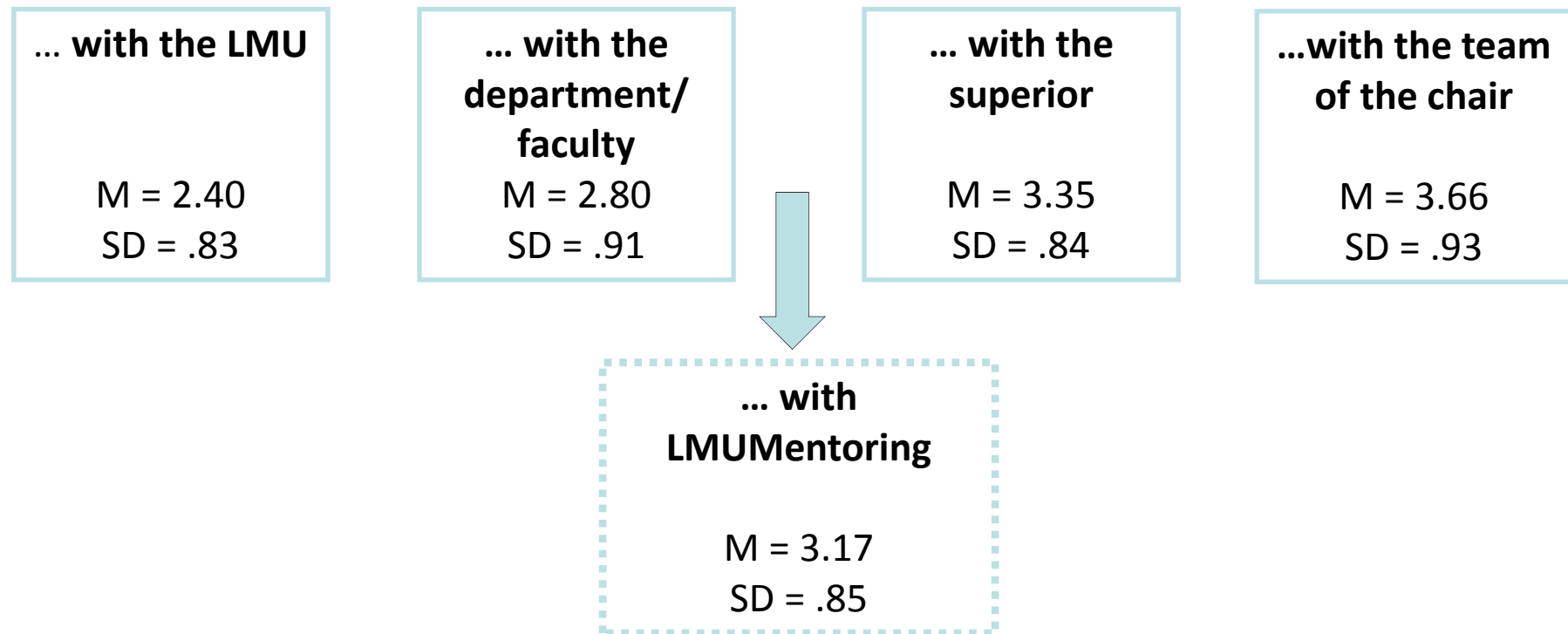
Dominik Felix Haselwarter; 04.10.2012



Identification of the mentees

All Items are based on a 5-point-scale, at which higher values represent greater identification.

To what extent do you identify ...





Attitudes towards the career

Statement: *“I myself can contribute a lot to my academic success”*

M = 4.10
SD = .74

Statement : *“I see the academic career as a challenge.”*

M = 4.21
SD = .69

Statement : *“I am optimistic that I can manage to be academically successful if I really want to.”*

M = 3.87
SD = .82

Statement : *“At the bottom of my heart, I do **not** want to strive for an academic career.”*

M = 1.91
SD = 1.01

Statement : *“I want to be successful in science out of an inner drive.”*

M = 3.97
SD = .95

All Items are based on a 5-point-scale, at which higher values represent greater agreement.

Objective success criteria of the LMUMentoring

Mean values of potential success criteria of the programme

Benefit of LMUMentoring

Result of LMUMentoring

Effect regarding publications of the research results **DFH6**





Objective success criteria for LMUMentoring

- Financial support for the presentation at congresses (n=33, **28%**)
- Financial resources beyond LMUMentoring (n=30, **25,4%**)
- Improvement of the publication activities (n=26, **22%**)
- Increased number of presentations at congresses (n=17, **14,4%**)
- Idealistic support, especially in the form of motivation by the mentor (n=12, **10,2%**)
- Entry in another support programme (n=11, **9,3%**)

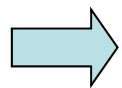


Mean values of potential success criteria of the programme

All Items are based on a 5-point-scale, at which higher values represent greater success.

Reported functions of the mentor:

- ▶ Achieve visibility and influence (M=2.53 / SD=1.09)
- ▶ **Assistance with career planning (M=3.72 / SD=1.15)**
- ▶ Coaching (M=3.11 / SD=1.23)
- ▶ **Emotional support (M=3.41 / SD=1.25)**
- ▶ Role model (M=2.78 / SD=.95)



The assistance with career planning and the emotional support are perceived as the highest DFH7

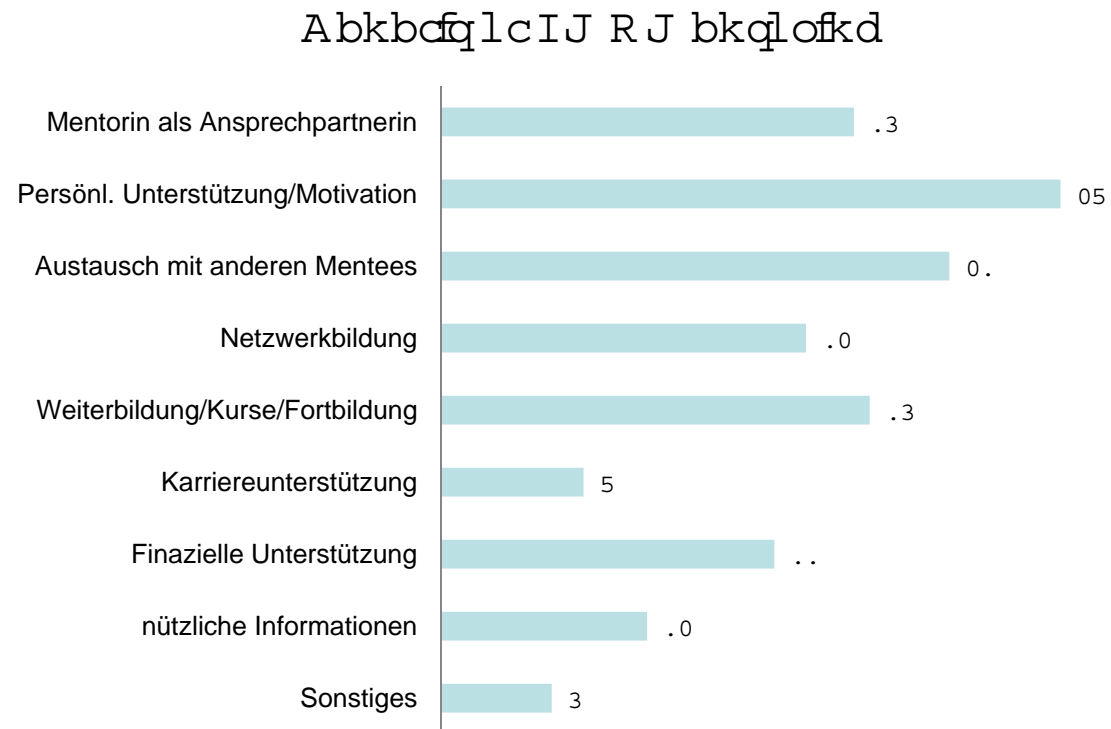
Umformulieren; z.B. "assistance with career planning and emotional support are perceived as the mentor's most successful/important functions"

Dominik Felix Haselwarter; 04.10.2012



Benefit of LMUMentoring

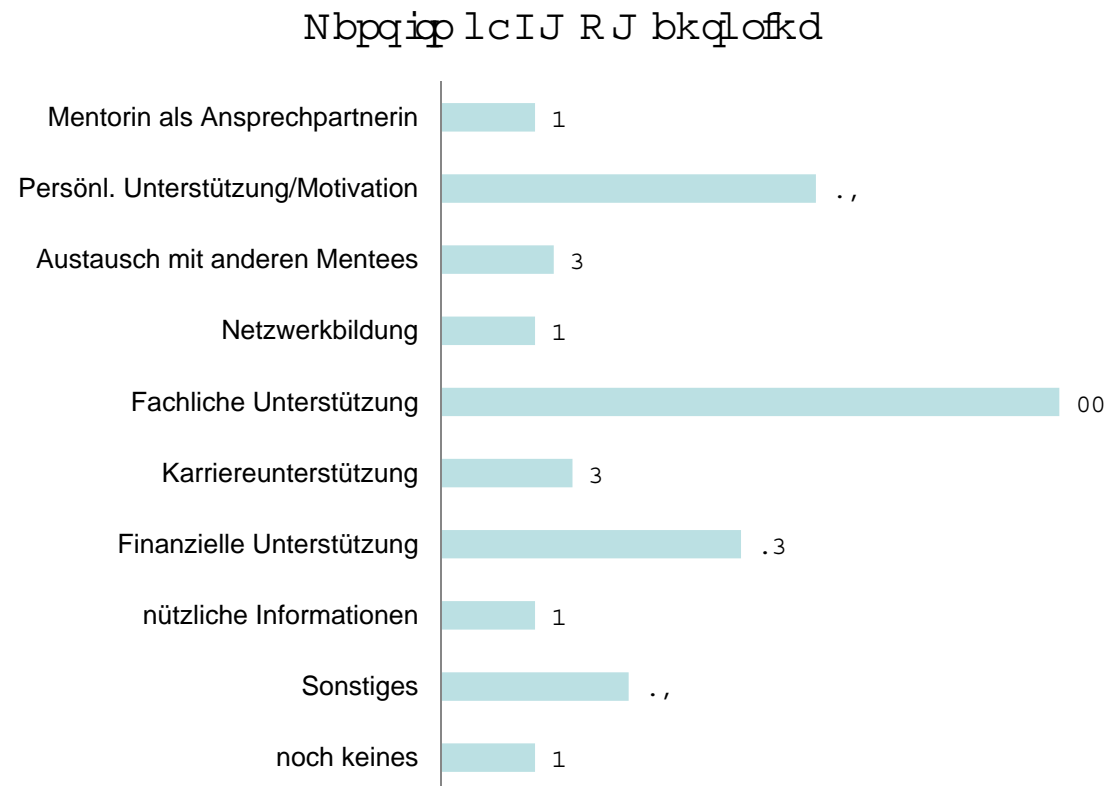
“Looking back, which is in your opinion the greatest benefit that you gained from your participation in the LMUMentoring?”





Result of LMUMentoring

“In your opinion, which is a concrete and definitive outcome resulting from your participation in LMUMentoring?”

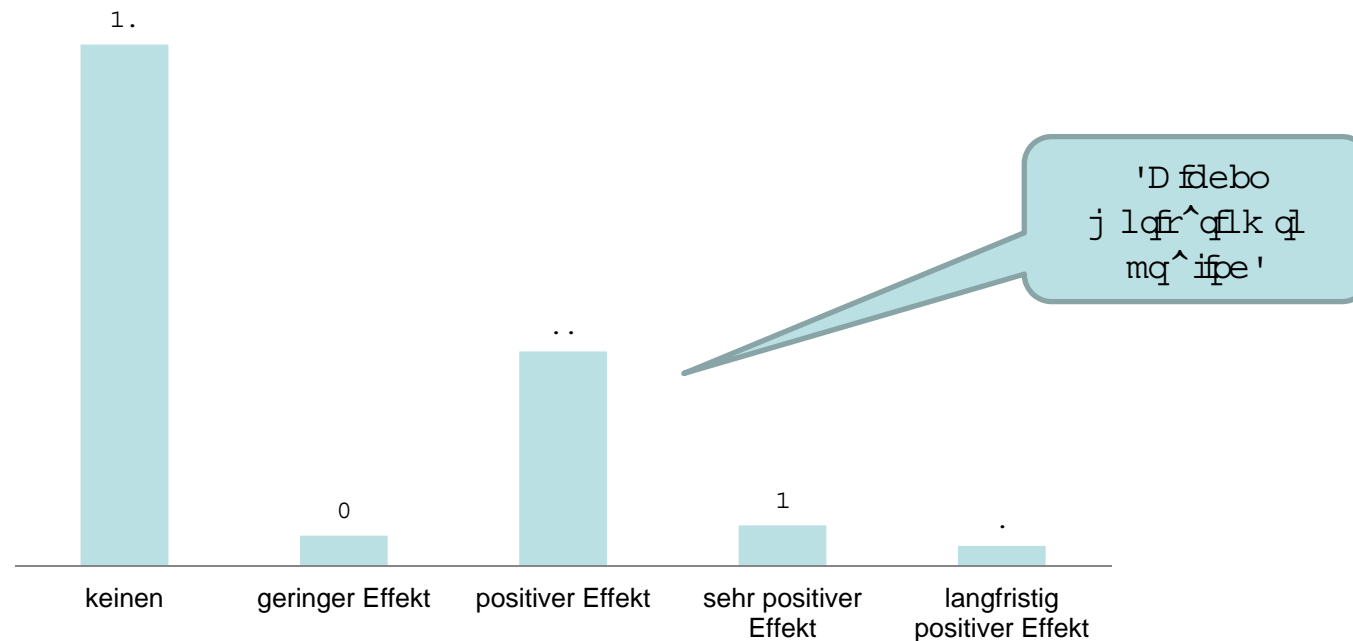




Effect regarding publications of the research results

“ Please describe the effect of LMUMentoring on the publishing process of your research results.”

Effect on publishing research results



Continuation of the mentoring relationship and suggestions for improvement

Reason for the probability of continuation of the mentoring relationship

Need for changes

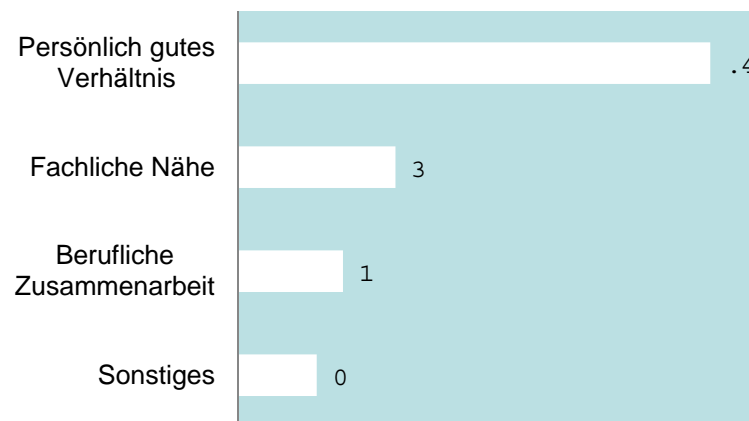




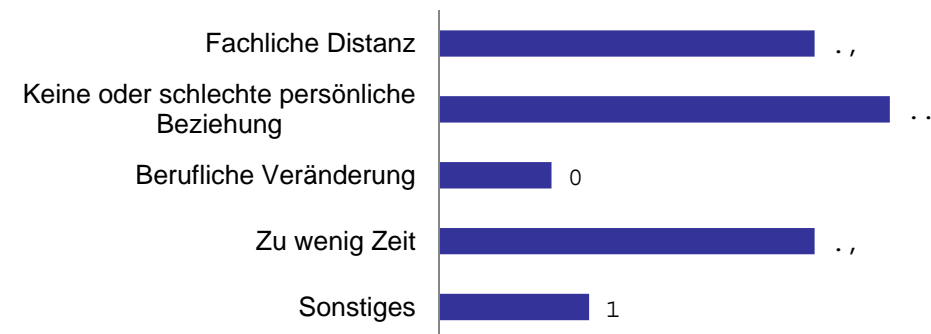
Reason for the probability of continuation of the mentoring relationship

Continuation of the mentoring relationship (M=2.94 / SD=1.32)

Continuation of the mentoring relationship*



Ending/low probability of continuation of the mentoring relationship*

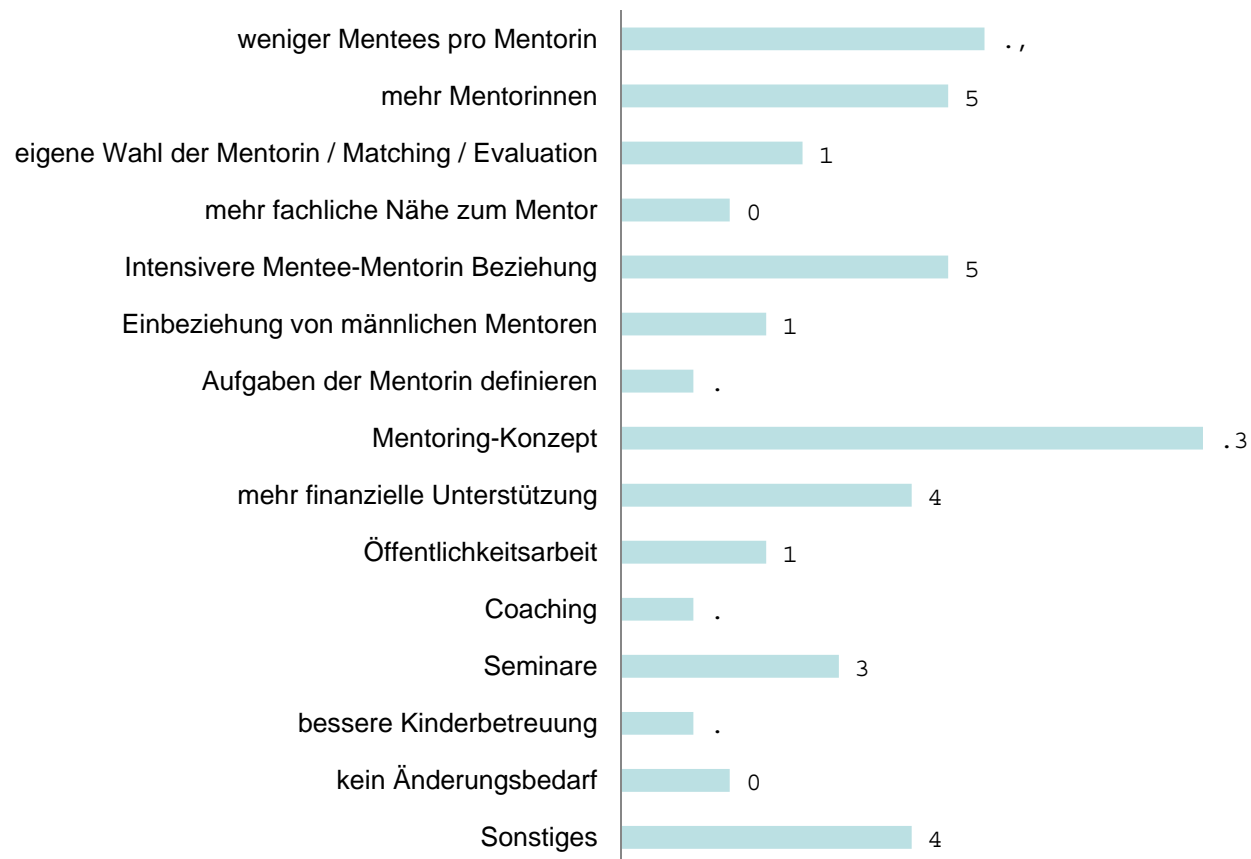


*in some cases several aspects were mentioned (relevant for all following diagrams)



Need for Changes

“Where at the LMUMentoring-programme do you see need for changes?”



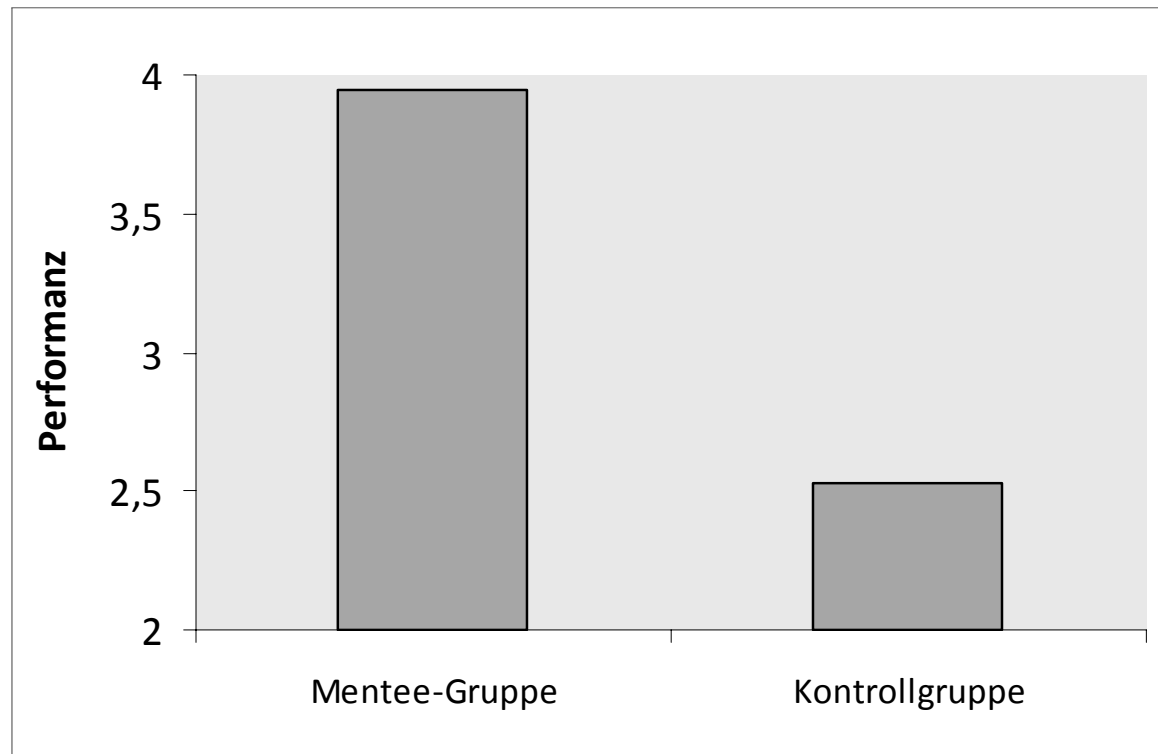
Comparison of career motivation, career satisfaction and performance with a control group

Performance
Career satisfaction
Career motivation



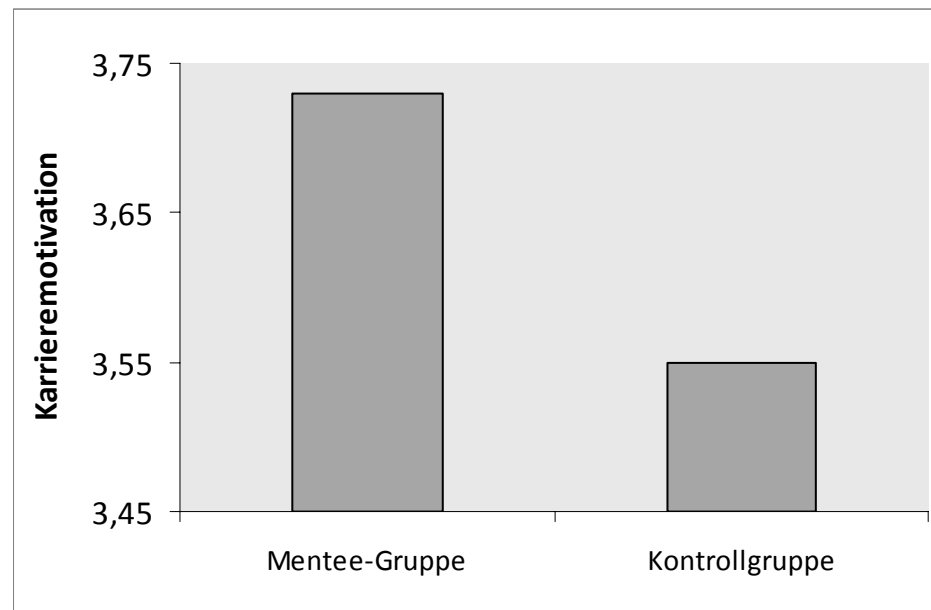


Mentoring führt zu einer Leistungssteigerung





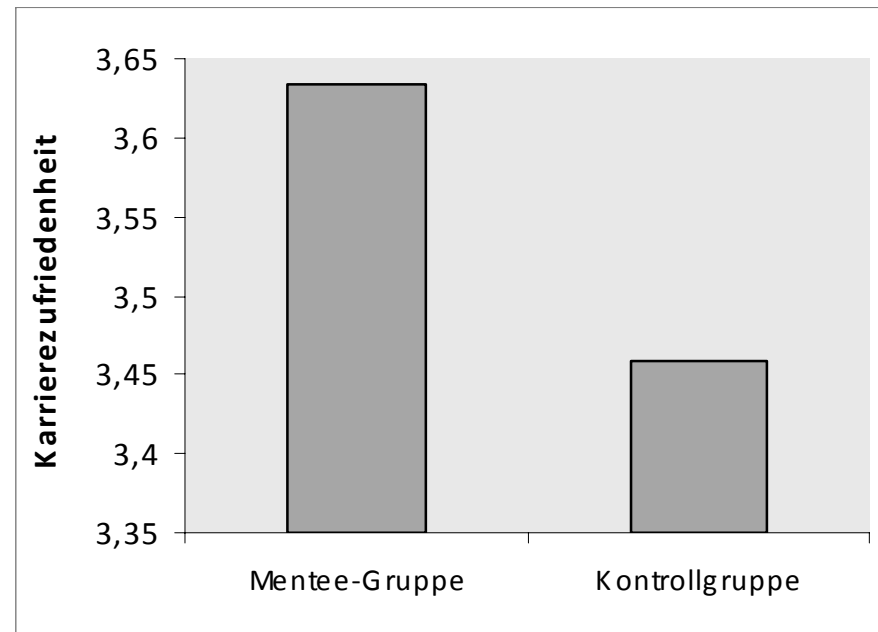
Career motivation



Between the mentee group and the control group a significant difference in career motivation was found ($p = .001$). Overall, the mentee group showed a higher level of career motivation ($M = 3.73$) than the control group ($M = 3.55$).



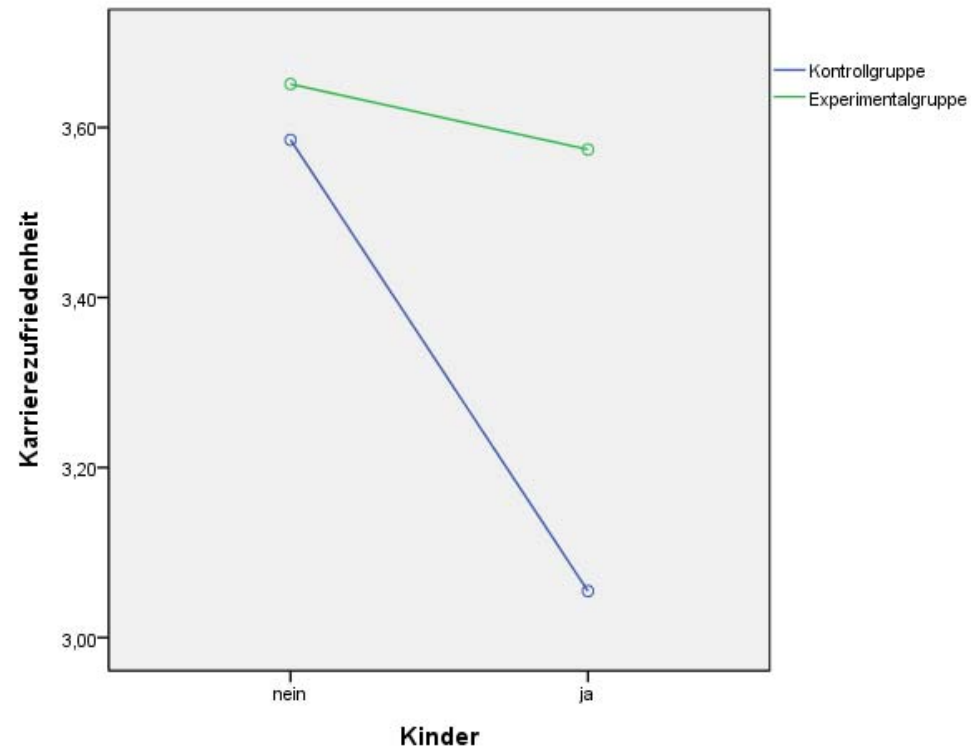
Career satisfaction



Between the mentee group and the control group a significant difference in career satisfaction was found ($p = .05$). The mentee group showed a higher level of career satisfaction ($M = 3.63$) than the control group ($M = 3.46$).



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Considering the difference in career satisfaction between participants of the control group with and without children, the mentoring programme seems to be recommendable particularly for academics with children.

Conclusion





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