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Report on Career Development Programme - 1

Work Package 1

Enhancing S&T excellence capacity of ODTÜ MEMS

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1 INTRODUCTION

The **"Career Development Programme",** launched under the OrChESTRA project, represents a strategic initiative to enhance the scientific, technical, and innovation capacities of Early-Stage Researchers (ESRs) at ODTÜ MEMS. It is embedded within "Task 1.4: Design and Implementation of Career Development Programme" and aims to advance ODTÜ MEMS's standing as a centre of excellence within the European research landscape.

At its core, the programme seeks to strengthen the competencies of ESRs by providing a structured blend of mentorship, technical training, and professional development opportunities. Tailored to the unique needs of researchers in microfluidics and related fields, the programme aligns seamlessly with OrChESTRA's overarching objective of fostering a collaborative ecosystem for innovation and excellence in research. The activities within the programme were designed to address both the immediate research needs of participants and their long-term career aspirations.

The programme integrates one-to-one mentorship interactions with on-site and virtual training sessions, equipping participants with advanced technical expertise and essential soft skills necessary for career progression. By addressing the evolving demands of modern research, it provides a comprehensive framework that supports researchers in navigating challenges, advancing their projects, and preparing for future opportunities.

This report outlines the design, implementation, and outcomes of the programme's first phase, highlighting its structured activities, the challenges encountered, and the strategies employed to overcome them. Furthermore, it captures lessons learned and refinements introduced for the second phase, emphasizing the programme's adaptability and long-term sustainability. Through these efforts, the Career Development Programme continues to contribute significantly to ODTÜ MEMS's mission of fostering excellence, collaboration, and innovation within the global research community.

2 PURPOSE AND SCOPE OF THE PROGRAMME

The Career Development Programme was designed as an initiative under the project, specifically within Work Package 1 (WP1), which focuses on enhancing the scientific and technical excellence capacity of ODTÜ MEMS. The programme aims to provide a structured and comprehensive framework for career development, integrating training and mentorship tailored to the needs of ESRs.

The primary purpose of this programme is to enhance the scientific, technical, and professional capabilities of ESRs at ODTÜ MEMS via a structured approach to career development. It is tailored specifically to the needs of ESRs working in the fields of microfluidics, biosensors, and related technologies, with a focus on fostering both professional development and broader collaboration within the European research community. Participants benefit from a combination of specialized workshops, one-to-one mentorship sessions, and opportunities to engage with international experts. The programme supports participants in advancing their research projects while also preparing them for future career opportunities.

Additionally, the scope of the Career Development Programme extends to fostering collaboration and networking opportunities for ESRs. Through interactions with experienced mentors, the programme creates a platform for knowledge exchange and the formation of strategic partnerships. These collaborative efforts align with OrChESTRA's broader objectives of establishing ODTÜ MEMS as a centre of excellence in microfluidics.

3 OVERVIEW OF THE PROGRAMME'S DESIGN AND COMPONENTS

The Career Development Programme is designed to support the professional and scientific growth of ESRs through a combination of needs analysis, targeted training, personalized mentorship, and continuous feedback loops. Each component of the programme is structured to address the diverse and evolving needs of participants, equipping them with the skills necessary for sustained success in research and innovation.

The Needs Analysis serves as the foundation of the programme, identifying gaps in knowledge and skills among the participating researchers. This process involves collecting detailed profiles and conducting interviews to understand each ESR's unique career objectives. The findings from the needs analysis inform the customization of the programme, ensuring it effectively addresses both individual and collective developmental needs. Ongoing mentor-mentee interactions provide additional input for refining the programme over time, maintaining its relevance and impact.

Personalized Mentorship is a core element of the programme, pairing each ESR with an experienced mentor whose expertise aligns with the mentee's research focus and career goals. Mentorship provides one-on-one guidance to help mentees overcome challenges, develop technical skills, and make strategic career decisions. Regular mentor-mentee meetings ensure continuous feedback, helping researchers navigate challenges and refine their goals effectively.

Targeted Trainings and Seminars provide ESRs with the theoretical and practical knowledge required to excel in their fields. Workshops and hands-on sessions focus on microfluidics, lab-on-a-chip technologies, and related areas, led by experts from the OrChESTRA consortium and partnering institutions. Seminars complement these activities by addressing broader professional skills such as scientific writing, strategic career planning, and self-confidence. Together, these components enable participants to tackle immediate research challenges while building a strong foundation for future opportunities.

Ongoing Adaptation and Feedback underscores the programme's commitment to flexibility and improvement. Feedback is gathered regularly through mentor-mentee discussions, programme evaluations, and participant reports. This input is used to refine the programme's structure, ensuring it evolves alongside the needs of its participants. This adaptability ensures that the Career Development Programme remains relevant, impactful, and aligned with the broader goals of fostering innovation and collaboration.

By integrating these components, the programme provides a comprehensive framework for the growth of ESRs, addressing both technical mastery and professional development. This holistic approach ensures participants are well-prepared to contribute meaningfully to their fields and achieve long-term success in their careers.

4 IMPLEMENTATION OF THE FIRST PHASE

The implementation of the first phase of the Career Development Programme focused on turning its structured design into practical and impactful activities. Through **personalized mentorship**, **targeted training sessions**, and **feedback mechanisms**, the programme aimed to address the specific developmental needs of ESRs. This phase placed a strong emphasis on enhancing technical skills, fostering collaboration, and preparing ESRs for their academic and professional challenges.

The Career Development Programme was officially initiated with a **"Career Development Programme Kick-off Meeting"** held on **14 April 2023**. Conducted in a hybrid format, this event brought together ESRs and

mentors both in-person and online. The meeting outlined the programme's objectives, introduced participants, and set expectations for the upcoming activities.

Following the kick-off meeting, the Career Development Programme hosted its subsequent seminar, **"Being a Mentee,"** led by Dr. Hakan Özdemir, Manager of ODTÜ MEMS, on **28 April 2023.** This face-to-face session provided mentees with actionable strategies to maximize the benefits of mentorship. Topics included effective communication with mentors, setting realistic goals, and actively engaging in the mentorship process. Dr. Özdemir shared practical insights for managing research projects and applying feedback constructively. This seminar reinforced the foundational principles introduced during the kick-off and provided mentees with tools to thrive in the programme.

This section details the activities conducted during the first phase, categorized into Needs Analysis, Mentor-Mentee Matching, Seminars and Training Sessions, and Evaluation and Reporting.

4.1 Needs analysis

The programme began with a thorough needs analysis to identify specific gaps in the ESRs' knowledge and skills. This process involved collecting CVs and detailed profiles (Annex 1: Mentee CV Template) from interested ESRs, outlining their research areas, academic backgrounds, and career aspirations. These profiles were reviewed to align the programme with the unique objectives of each participant. A total of 13 ESRs were selected based on this analysis.

The findings informed the customization of mentorship and training activities, ensuring the programme remained relevant and impactful. Additionally, ongoing mentor-mentee interactions contributed to refining the programme throughout its implementation.

4.2 Mentor-mentee matching and mentorship process

Following the selection of mentees, consortium partners nominated mentors from their institutions, including Principal Investigators (PIs) and other experts. Mentors were matched with mentees based on their expertise and the alignment of their skills with the mentees' research focus and career goals.

This structured matching process ensured balanced guidance for both technical and professional development. Table 1 presents the mentor-mentee pairings established during the first phase of the programme:

Table 1: Mentees and mentors of the first phase

Mentee*	Main scientific interests	Mentor
ESR-1 (AMY)	Biosensors, implantable devices	IMTEK
ESR-2 (ACA)	Organ-on-chip, biosensors, cell analysis	TU/e
ESR-3 (AE)	Biosensors, organ-on-chip, microfluidic devices	TU/e
ESR-4 (BGD)	Product and process development, materials selection	IMEC
ESR-5 (EG)	Microfluidics, soft matter, biosensors	TU/e
ESR-6 (FP)	Organ-on-chip, biosensors, cell analysis	TU/e
ESR-7 (KBS)	Optical sensors, semiconductor technology	IMEC
ESR-8 (MOA)	Circulating tumour cells, biosensors, electrochemistry, microfluidics	IMTEK

ESR-9 (MU)	Biosensors, microfabrication, modelling and simulation of MEMS	IMTEK
ESR-10 (OD)	Microfabrication, characterization methods, microfluidics	IMEC
ESR-11 (ÖY)	Organ-on-chip, biosensors, packaging processes	IMEC
ESR-12 (SM)	Biosensors, organ-on-chip, microfabrication, biocompatible materials	IMTEK
ESR-13 (ZÇA)	Organ-on-chip, biosensors, electronics, engineering	IMTEK

**Considering the General Data Protection Regulation, the full names of ESRs are not given.*

The mentorship process was initiated with introductory online meetings between mentors and their assigned mentees. These initial meetings set the stage for building constructive relationships and defining the expectations and objectives for the mentorship journey. Throughout the programme, mentees and mentors held a minimum of four meetings, with some pairs exceeding six interactions to address specific needs and challenges. Additionally, mentees had the opportunity to engage with their mentors during in-person visits to ODTÜ MEMS. These visits facilitated group discussions as well as one-on-one meetings for those mentees who desired more focused guidance.

4.3 Seminars, workshops, and training sessions

The first phase featured a range of seminars and workshops designed to enhance technical expertise and broader professional skills. These activities were designed to expose participants to the latest developments in microfluidics, lab-on-a-chip technologies, and related fields, while also addressing broader skills essential for a successful research career. The sessions provided an interactive platform for learning, networking, and sharing knowledge among ESRs and experts. Key highlights from the programme include:

- **"Being a Mentee" (28 April 2023):** Delivered by Dr. Hakan Özdemir, this seminar provided ESRs with essential guidance on effectively engaging in the mentorship process. Topics included best practices for setting goals, seeking constructive feedback, and building productive relationships with mentors.
- **"Transduction Methods in Sensing" (26 May 2023):** A seminar led by Dr. Can Dinçer, focusing on advanced sensing techniques.
- **"Point-of-Need Applications of Centrifugal Microfluidics" (16 June 2023):** Presented by Dr. Konstantinos Mitsakakis (UFR), this seminar explored innovative applications of centrifugal microfluidics in diagnostics.
- **"What's Social Media Got to Do with Science?" (23 June 2023):** Led by Dr. Can Dinçer, this session examined the role of social media in disseminating research and building professional networks. Practical tips on leveraging online platforms to enhance research visibility were provided.
- **"Presentation Skills, Scientific Writing, and R&D Grants" (24 July 2023):** Facilitated collaboratively by Dr. Hans Wyss (TU/e), Dr. Wolfgang Eberle (IMEC), and Dr. Can Dinçer (UFR), this workshop focused on improving scientific communication skills, from crafting impactful presentations to navigating grant applications.
- **"Therapeutic Drug Monitoring of Antibiotics with Multiplexed Biosensors and Data-Driven Analysis" (11 September 2023):** Delivered by Dr. Can Dinçer, this seminar provided insights into innovative biosensing techniques.

- **"Controlled ATPS Droplet Formation and Capture Using Microfluidics" (21 September 2023):** Presented by Dr. Hans Wyss, this seminar covered advanced techniques in microfluidics.
- **"Collaboration Models and Ways to Maintain Relations" (19 October 2023):** Dr. Wolfgang Eberle shared insights into effective collaboration models and strategies for sustaining professional relationships.

These seminars and workshops were instrumental in equipping ESRs with the knowledge and tools necessary to advance their research careers. The sessions enhanced technical proficiency while encouraging participants to develop a comprehensive understanding of their roles as researchers in both academic and industrial ecosystems. Moreover, the interactive format provided valuable networking opportunities, enabling ESRs to engage with experienced professionals and peers, fostering collaboration and innovation.

These activities reflect the programme's commitment to fostering a supportive learning environment and ensuring that ESRs are well-prepared for the challenges and opportunities of their academic and professional journeys. The lessons learned from this phase will inform the planning of future seminars and workshops, ensuring continued relevance and impact.

4.4 Evaluation and reporting

The final phase of the Microfluidics Career Development Programme prioritized gathering feedback and evaluating the outcomes of the initiative. A feedback meeting was held with the mentees to discuss their experiences in the programme. This meeting provided an open platform for participants to share their perspectives on various aspects of the programme, including mentorship quality, the relevance of technical training, and the balance between technical and career-focused discussions. Mentees highlighted the positive impact of tailored mentorship and emphasized areas for improvement, such as expanding networking opportunities and enhancing the alignment of mentor expertise with mentee needs.

Following the feedback meeting, mentees were asked to submit detailed reports (Annex 4: Mentee Report) summarizing their mentorship journey. These reports offered structured insights into the topics discussed during their sessions, the professional and personal growth achieved, and specific suggestions for enhancing the programme. The collected reports provided a comprehensive understanding of the programme's impact and reinforced the themes raised during the feedback meeting.

By combining insights from the feedback meeting and mentee reports, the programme gathered valuable data to evaluate its strengths and identify actionable improvements. These activities form the foundation for refining future iterations of the Career Development Programme to ensure its continued relevance and effectiveness.

5 KEY LEARNINGS AND RECOMMENDATIONS

The mentorship reports from the nine participants of the first phase of the Career Development Programme reflect a range of meaningful experiences, providing a holistic perspective on the programme's strengths, its impact on mentees' academic and professional development, and areas for enhancement. This section synthesizes the key discussion topics, the personal and professional impacts on mentees, and actionable recommendations for refining the programme.

5.1 Key discussion topics

The mentorship sessions covered a broad spectrum of topics, reflecting the diverse needs and goals of the mentees. These discussions were categorized into three main areas: technical guidance, career development, and professional skills. Below is a summary of the recurring themes:

Technical Guidance and Research Focus:

- Sensor design, modelling, simulation, and material selection were extensively discussed, especially for mentees working on advanced technical projects. Specific topics included graphene applications and wafer transfer methods.
- Structuring theses, planning publications, and prioritizing PhD research objectives were consistent themes, helping mentees manage their academic deliverables.
- Interdisciplinary approaches, including the integration of academic and industrial perspectives, were explored, enriching mentees' research scope and methodologies.

Career Development and Strategic Planning:

- Career pathways after PhD, including postdoctoral opportunities, transitioning to industry, and navigating dual commitments (e.g., pursuing an MBA alongside research).
- Insights into the cultural and professional expectations of European research environments compared to Turkey were shared, focusing on networking strategies, academic culture, and work-life balance.
- Mentors provided guidance on setting realistic career goals and crafting strategies to secure positions at leading academic or industrial institutions.

Professional Skills Development:

- Strategies to improve scientific writing and presentation skills were widely discussed.
- Techniques for structuring CVs to enhance their impact, particularly for international opportunities, were explored.
- Leveraging collaborative environments for personal growth and increased research impact was highlighted as a valuable skill.

5.2 Impacts on personal and career development

The mentorship programme had significant impacts on the mentees' research efficiency, career clarity, and professional growth. Key outcomes include:

- Mentees gained practical knowledge on experimental design, data analysis, and publication planning, which directly influenced their ongoing research activities.
- Technical guidance allowed mentees to refine their approaches, resulting in more efficient experimentation and higher-quality outcomes.
- One-on-one discussions with experienced mentors helped mentees navigate career uncertainties, clarify long-term goals, and make informed decisions about postdoctoral or industry roles.
- Insights into European research environments and academic expectations provided mentees with a comparative understanding, helping them position themselves for international opportunities.
- Mentorship helped mentees develop problem-solving skills to address challenges in their research and careers, enhancing their resilience and adaptability.

- Several mentees highlighted improved confidence in professional communication, particularly in English, as a result of mentorship interactions.
- Networking with experienced professionals expanded mentees' professional circles, providing valuable opportunities for future collaborations.

5.3 Feedback and recommendations for enhancing the programme

While the programme demonstrated numerous strengths, participants identified areas for improvement. The following recommendations aim to address these and enhance the programme's overall impact:

- **Increased Mentor-Mentee Interaction:** Periodic on-site visits by mentors to mentees' research environments would enhance understanding of the mentees' challenges and provide more targeted guidance. Also, incorporating small-scale technical projects or collaborative research within the mentorship framework could offer hands-on learning opportunities.
- **Mentorship Rotation:** Rotating mentors after a few meetings could expose mentees to diverse perspectives and expertise, enriching their career development experience.
- **Improved Mentor-Mentee Matching:** A more detailed matching process that aligns mentees' research interests with mentors' expertise can increase the programme's relevance and impact.
- **Structured Professional Development:** Offering workshops, networking events, and resources tailored to career transitions, funding opportunities, and industry-academia connections would broaden mentees' skillsets. Also, providing mentees with clearer guidance on career development topics at the start of the programme could help maximize its impact.
- **Balancing Technical and Career Discussions:** Ensuring a balance between technical and career-focused discussions allows mentees to benefit from a holistic developmental experience.
- **Realistic Insights and Expectations:** Encouraging mentors to provide transparent insights into the realities of academia and industry, including challenges like funding, relocation, and work-life balance, helps mentees make informed decisions.

By incorporating these recommendations, the programme can build on its successes and address the evolving needs of its participants, ensuring sustained value and relevance.

6 INITIATION OF THE SECOND PHASE

The second phase of the Career Development Programme builds on the lessons learned from the first phase, aiming to provide a refined and enhanced framework for mentoring and professional development. This phase expands its reach by incorporating newly joined researchers at ODTÜ MEMS and continuing support for a subset of participants from the first phase who expressed interest in further developing their skills through continued mentorship. This phase maintains the core objectives of mentorship and professional development while tailoring its activities to address the distinct needs of the ESRs.

6.1 Engagement and feedback collection

To effectively launch the second phase, on **24 July 2024**, a **Career Development Programme Introduction and Review Meeting** (Figure 1) was held, bringing together newly joined researchers at ODTÜ MEMS and mentees who had participated in the previous phase. This meeting served as both an introduction to the programme and an opportunity to reflect on the experiences of earlier participants. The session began with an overview of the programme, delivered by Dr. Ender Yıldırım, the project's technical manager. He detailed the programme's objectives, structure, and key components, providing a clear roadmap for participants. Following this, mentees from the first phase shared their experiences, offering valuable insights into the mentorship process, challenges they encountered, and the benefits they gained from participating. This segment fostered a lively exchange of ideas and provided practical guidance for new participants.

Figure 1 Career Development Programme Introduction and Review Meeting, 24 July 2024

On **29 August 2024**, the programme included a dedicated presentation by Dr. Hakan Özdemir, Director of ODTÜ MEMS, titled **"How to Be a Mentee"** (Figure 2). This session focused on strategies for building productive relationships with mentors, setting realistic and actionable goals, and maximizing the benefits of the mentorship process. This segment provided a strong foundation for newly joined researchers while reinforcing expectations and best practices for mentees continuing into the second phase.

Figure 2: "How to Be a Mentee" session, 29 August 2024

Both sessions concluded with Q&A and open discussions, allowing participants to address their questions and share perspectives. The interactive nature of these events fostered engagement and set a collaborative tone for the next phase of the programme, ensuring that all participants were well-prepared and aligned with the programme's objectives.

6.2 Application and selection process

For the second phase, interested researchers were asked to submit their updated CVs, prepared using a revised CV template that aligned with the updated programme structure. A total of 11 researchers (including new researchers who recently joined ODTÜ MEMS and a group of mentees from the first phase seeking further guidance) were selected based on their CVs and alignment with the programme's objectives. The CVs of the selected mentees were presented during a consortium meeting. Consortium partners reviewed the mentee profiles and suggested suitable mentors based on expertise and research interests. Table 2 presents the selected mentees and their matched mentors:

Table 2: Mentees and mentors of the second phase

Mentees		Mentors
ESR-1	MOG	TU/e
ESR-2	MOA	IMEC
ESR-3	VŞ	UFR
ESR-4	MG	TU/e
ESR-5	SÖ	TU/e
ESR-6	PO	UFR
ESR-7	DCT	IMEC
ESR-8	ÇÖ	UFR
ESR-9	MBK	IMEC
ESR-10	ZÇA	TU/e
ESR-11	ES	TU/e

6.3 Kick-off meeting

A **kick-off meeting** was organized on **03 December 2024**, to formally launch the second phase of the programme. The meeting was held online to ensure accessibility for all participants. During the meeting:

- Selected mentees and assigned mentors were introduced.
- Participants were briefed on the updated programme structure, expectations, and key milestones.
- Mentees and mentors had the opportunity to share their initial thoughts, introduce themselves, and clarify any questions about the process.

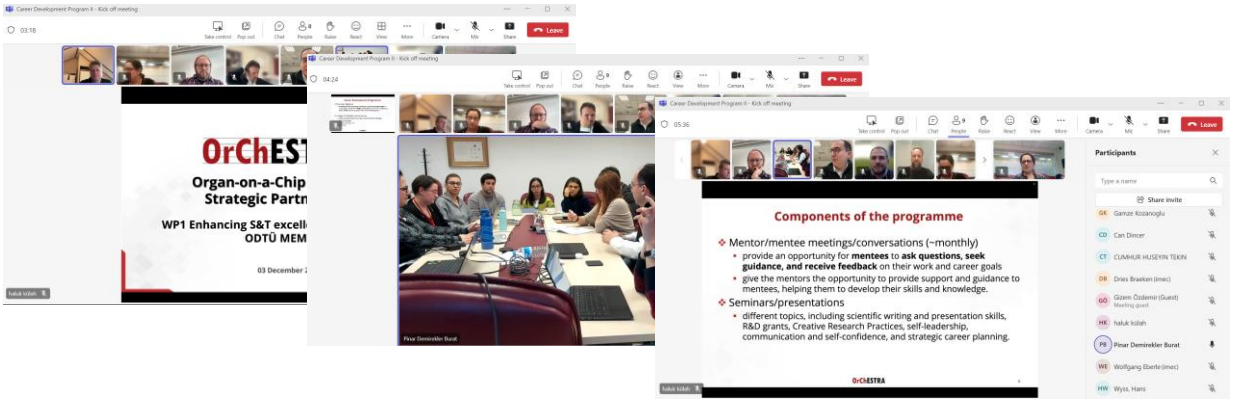

Figure 3: Kick-off meeting of the second phase, 03 December 2024

6.4 Mentorship process and meeting schedule

Following the kick-off meeting, mentees were encouraged to connect with their assigned mentors to schedule their first meeting. It was agreed that the mentorship process would include a total of six meetings, based on feedback suggesting this as the most effective number. Mentees were guided to document each meeting using the programme's meeting agenda and minutes template to ensure clarity and progress tracking.

6.5 Next steps

After the completion of the first three meetings, a mid-phase evaluation will be conducted with mentees to review their experiences and progress. Feedback from this evaluation will determine whether any adjustments are needed, including the possibility of mentor rotation if deemed beneficial.

The programme will continue to monitor mentee-mentor interactions and gather insights to ensure the process remains effective and impactful. Final evaluations will be conducted at the end of the second phase to inform future iterations of the programme, ensuring it evolves into a sustainable, annual initiative.

7 CONCLUSION

The first phase of the Career Development Programme, designed and implemented under the guidance of TU/e, has been an invaluable learning experience. By combining mentorship, tailored technical training, and professional development opportunities, the programme successfully addressed the needs of ESRs, providing them with critical skills and career guidance. While it has had clear strengths, such as fostering impactful mentor-mentee relationships and offering insights into international academic and industrial systems, it also highlighted areas for improvement, such as refining the mentor selection process and expanding collaborative opportunities.

Building on these lessons, we are now launching the second phase of the programme at the start of the project's final year. This phase reflects the insights gained from the initial implementation and aims to refine and enhance the programme's structure. Our objective is to create a sustainable framework that can be repeated annually, welcoming new researchers while accommodating returning participants who wish to continue their development.

In the next phase, we will expand the mentorship pool to include both national and international experts from diverse fields, ensuring a broader range of perspectives and expertise. By integrating these enhancements, the programme will evolve into a long-term initiative that supports ODTÜ MEMS's mission of fostering excellence in research and innovation.

Ultimately, the Career Development Programme aspires to become a lasting and dynamic initiative that equips ESRs with the tools to excel in their careers, while contributing to a culture of collaboration, growth, and continuous learning.

8 ANNEXES

The following annexes include the key documents that support the implementation and structure of the mentorship programme. These documents were designed to facilitate clear communication, ensure accountability, and provide a standardized framework for both mentors and mentees, facilitating documentation and management of the mentorship process.

Annex 1: Mentee CV Template

This template is used to collect key information about mentees, including their educational background, research interests, professional summary, career objectives, and specific topics they wish to address during the mentorship. It ensures mentors have a clear understanding of each mentee's profile and goals.

Annex 2: Mentorship Agreement Form

This agreement outlines the structure and expectations of the mentorship process, including meeting frequency, duration, and responsibilities of both parties. It ensures a shared commitment to confidentiality, effective communication, and clear guidelines for the mentorship.

Annex 3: Mentor-Mentee Meeting Minutes

This document provides a structured format for planning and documenting mentorship meetings, including the agenda, actions taken, and items to follow up on. It ensures that discussions remain focused and actionable, with clear progress tracking for both mentor and mentee.

Annex 4: Mentee Report

The Mentee Report serves as a record of the mentorship experience, summarizing discussion topics, personal and professional impacts, and feedback for programme improvement. It helps evaluate the programme's outcomes and identify areas for enhancement.

Annex 1: Mentee CV Template

OrChESTRA

Name Surname
Position
E-mail
Mobile phone

Photo

EDUCATION

RESEARCH INTERESTS

PROFESSIONAL SUMMARY

CAREER OBJECTIVE & MENTEE TOPICS

Annex 2: Mentorship Agreement Form

MENTORSHIP AGREEMENT FORM

As ODTÜ MEMS, we are glad to welcome you to the mentorship program as a part of the OrChESTRA Career Development Programme, 2024. The information in this agreement is provided for you to effectively benefit from the program. Please fill in the agreement form in your earliest convenience, keep one copy for yourselves and send a scanned copy via e-mail to eu-projects@mems.metu.edu.tr.

Thank you for your cooperation.

This agreement organizes the mentorship given by the mentor *Name Surname (email, phone)* to the mentee *Name Surname (email, phone)*.

Mentorship Process
The basis of the mentorship relation is stated below:

- It is planned to have 4-6 one-to-one meetings.
- The meetings are planned to be monthly.
- The duration of each meeting is expected to be min 30, max 60 minutes.
- The medium of the meetings will be online video conference.
- A meeting minutes will be prepared by the mentee at the end of each meeting and this document will be shared with the mentor.

Information Sharing
To facilitate the effectiveness of the mentorship process, ODTÜ MEMS requests sharing of the information related to the date, time, duration, place, and general content of the mentor-mentee meetings by respecting the principles of confidentiality.

Expectations Related to the Time and Place of the Meeting
The frequency of the upcoming meetings is expected to be decided/revised in each meeting considering the needs of the mentee as necessitated by the mentorship. The meetings are expected to last for 30-60 minutes. The meetings will be held online by using video conference tools, preferably Zoom. The details of the online meetings will be decided together by the mentor and the mentee. In case there is a delay, the mentor or the mentee is expected to inform the other at least 30 minutes before the meeting.

What may a mentee expect from a mentor?
Confidentiality, responsibility, sharing of idea and experience, actively listening and empathy, questioning, focusing, supporting, providing feedback, encouraging.

What may a mentee NOT expect from a mentor?
Consultancy, therapy, solving her/his problems, giving directions (do, don't), closely follow-up of the action items.

Finalisation of the Mentorship
The mentorship is finalized by the end of the last mentor-mentee meeting.
The mentor has the right to terminate the mentoring service when he/she thinks that he/she will not be useful in the service he/she provides. In this case, a new mentor will be appointed, if possible. If the mentee deems that he/she cannot benefit from the mentorship, he/she may request the termination of the service.

Mentor	Mentee
Date and signature:	Date and signature:

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Annex 3: Mentor-Mentee Meeting Minutes

Career Development Programme
Mentor-Mentee Meeting Minutes

Mentor			
Mentee			
Meeting nb.		Date:	

Agenda
1. …
2. …
3. …
…
Actions taken since the last meeting
1. …
2. …
3. …
…
Action items until the next meeting
1. …
2. …
3. …
…
Topics foreseen for the next meeting
1. …
2. …
3. …
…
Date of the next meeting
Notes

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Annex 4: Mentee Report

OrChESTRA

Career Development Programme
Mentee Report

Mentor	
Mentee	

Meeting dates

Summarize the main discussion topics

Summarize the main impacts on your personal/career development

Feedback/Recommendations for enhancing the programme

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