Tampere Institute for Advanced Study

Mentoring Handbook

Version 2.0

Tampere University

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Table of Contents

What is this Handbook and who is it for?

This Handbook is a collaborative production by people in and associated with Tampere Institute for Advanced Study, at Tampere University. During 2021–2023, the Tampere IAS ran a pilot mentoring scheme with its Research Fellows. This small action learning project aimed to cooperatively develop an approach to mentoring to assist the Fellows, but which could also be shared with the rest of the Tampere University community and beyond. We were pleased with the outcomes and so decided to continue to develop and refine our work. IAS are extremely grateful to the many colleagues in Tampere, Finland and across the globe who have contributed to this Handbook – it is truly an academic co-production. Whilst practical arrangements are important, we have taken a more holistic approach. Therefore, this Handbook seeks to provide a user-friendly and companionable guide to how to build and enjoy a successful research career, and how to get support in doing that through mentoring. Accordingly, after briefly introducing mentoring, section 2 deals with how to approach building a career in a purposive and considered way, whilst in sections 3 and 4, we turn to how mentoring can support that career-development activity.

This Handbook is for everyone, whatever their career stage or disciplinary area. Working on career development is probably more important to those in their early or mid-stages of working life, but everyone, whatever their career stage, can benefit from reflecting on their work and may need help and guidance from time to time. Likewise, although more experienced people tend to do more mentoring, those who are in their early or mid-career stages can also offer others much by way of support and guidance.

Career paths can and do differ between disciplinary areas. But there is much in common too, and this Handbook seeks to help users understand things from first principles, so that they can adapt the guidance to suit their particular circumstances and needs.

Please don't treat this Handbook as a cookbook, telling you exactly what to do and how to do it. Rather, it is like a travel guidebook; you use it to acquaint yourself with general ideas and concepts, and then pick the pieces that you think serve you best. Mentoring requires mutual consent and collaboration – this Handbook is merely a resource for colleagues to use as they together think best – or not at all. We hope you find it useful.

This Handbook captures the learning from the project but is also a dynamic document. We aim, as experience and understanding grows across Tampere University and beyond, to capture that and incorporate it into this Handbook. Hence, this is the second edition of the original Handbook. So, if you have feedback or material to share that you think could be useful to others, please email this to tampere.ias@tuni.fi.

Rebecca Boden & Juha Teperi

Tampere, December 2023

Part 1: What do we mean by mentoring?

Mentoring is one of those things everyone has heard of, but very few people agree exactly what it is. This has provided fertile ground for research – generally by management academics because the practice is most often associated with work organisations. Bozeman & Feeney (2007) helpfully attempted to theorise mentoring. Their starting point was that no-one could agree on what mentoring actually is because it's an umbrella term that encompasses a large number of very divergent practices. So, they developed their own definition, which we use in this Handbook because we think it accords best with researchers' needs.

> Mentoring: a process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).
>
> Bozeman & Feeney (2007, p. 731)

Bozeman & Feeney then elaborate on this definition, which can be summarised as.

- The knowledge transmission must be informal in the sense that it's not part of the formal requirements of the job. That is, it's not formal *management* of people – it's 'offline'. Mentoring implies no particular status or hierarchy between the mentoring partners.
- Mentoring necessarily involves the participants having different levels of knowledge, understanding or experience, but only in the domains in which the mentoring is taking place.
- Both parties must acknowledge that mentoring is happening – mentoring is a conscious and deliberate relationship. That is, mentoring is a purposive practice, not just accidental encounters or 'bits of help'.
- Mentoring must involve the

> *transmission of knowledge, social capital, and psychosocial support that is related to work […] If one receives only socioemotional support then one does not have a mentor, one has a friend. By contrast, if one respects a mentor, but does not consider the mentor a friend and receives little or no socioemotional support, one can nonetheless prove a valuable source of organizational and career knowledge.*

They clarify that, whilst you can't work optimally with someone you despise, you don't have to be 'best friends forever' with a colleague to have a successful mentoring relationship with them.

- Mentoring begins when the desired knowledge, social capital or network ties have begun to be transmitted and the two parties acknowledge that there's mentoring happening. When mentoring relationships cease is a factor of when 'there is no longer an inequality in the focal knowledge domain' and there is limited contact or knowledge transmission.
- Many organisations establish official and formal mentoring schemes (often set up by HR departments). The organisation manages these and frequently predetermines or structures what happens in the mentoring relationship. Bozeman & Feeney argue that whilst such 'official' schemes can eventually lead to good mentoring relationships, that tends to just be lucky and the mere existence of a programme cannot command such relationships. Hence, they argue, 'formal mentoring' is an oxymoron. At heart, mentoring is about flexible, individually crafted relationships and cannot be mandated by organisations. Bozeman & Feeney report how research shows that the best mentoring outcomes are achieved via 'informal schemes'.

(Adapted from Bozeman & Feeney, pp. 731-4).

Mentoring is often assumed to be something for early- or mid-career people. Most often, it is, but old dogs do need to learn new tricks and the feedback from our project is that more senior people can also benefit enormously from mentoring processes as they further develop their careers. Our participants said that as well as useful insights gained, they developed fresh and clear perspectives and insights on themselves simply by talking with another person about what they were doing. There should be no stigma attached to mentoring – one of the great joys of being a researcher is the opportunity for ongoing, lifelong learning.

Mentoring in universities tends to get grouped under one umbrella, but the reality is that academic work environments, expectations, and career trajectories differ markedly across disciplines. It's impossible in one Handbook to address this heterogeneity. Rather, we seek to set out flexible principles and concepts which can be adapted and adopted locally. There's nothing wrong with being made to think for yourself about what you are doing rather than following a strict recipe.

The terms 'coaching' and 'mentoring' often get used interchangeably. Strictly speaking, coaching is a 'pull' activity, encouraging people (or them encouraging themselves) to find ways to achieve what they want to achieve and are capable of – it's really about reaching very specific goals. For instance, a sports coach might work with someone to achieve their target of running a marathon. Mentoring can be seen as a 'push' activity – the deliberate steering towards specific competencies, ways of doing things, and understandings. For example, a health mentor might help someone to understand nutrition and physiology so that they can get fit enough to run a marathon.

In truth, coaching and mentoring are on a spectrum and the boundary between them is often fuzzy. It's important not to get too hung up on distinctions. This Handbook uses the term mentoring, but it's likely that some of your work will stray towards coaching – that's also fine.

This understanding of what mentoring is sets the tone for this Handbook. The Handbook is not intended to be prescriptive – to create a formal mentoring scheme. Rather, it is meant as a guide to how mentoring can be approached, structured, and executed by the people involved in it – so that mentoring grows 'from the bottom up'. The Handbook is a resource to prompt thinking, not a recipe book.

You might like to reflect on how likely Eino is to have a successful experience as a mentee.

> Eino was starting a new postdoc position in a physics lab at a university. The HR department was striving to make new staff welcome and so had instituted a mentoring scheme for new staff. The HR department appointed Mikko, a long-serving professor in Finnish literature as Eino's mentor. Mikko was given some vouchers to buy Eino coffee for when they chatted.

In contrast, here is Sara.

> Sara had just been appointed as a tenure track associate professor in history. This was a real step-up for her. The dean explained that the faculty members were committed to mentoring new staff and invited her to talk with her new colleagues and identify a suitable mentor – and to get back to him if she encountered problems finding someone suitable.
>
> Sara had a great conversation with Hilma, who was also on a tenure track in the history department, but just going through her evaluation for a full professorship. She asked Hilma to be her mentor as she was someone who was in a similar position in the university to her, but who had recent and relevant experience of the tenure process which she was willing to share.

Part 2: Mentoring in the academic landscape

Working in universities

So, mentoring as we have just defined it is a concept that encompasses a pretty diverse range of practices. This means that, across organisational domains, it will perform different functions and be shaped accordingly by the people involved in it.

Higher education globally is a quite idiosyncratic organisational ecosystem. The sector has been swept by massive reforms in the last two or three decades, which is ongoing. Much of this change is away from more traditional collegial communities of scholars and towards the development of universities into more 'corporate' and increasingly managerialised institutions. Financial resource constraints impose increasing pressures on how universities act. With increasing internationalisation, there is a tendency towards homogenisation of forms and practices across national borders – a university in Finland can feel pretty similar to one in Germany or the UK.

Unsurprisingly, this has impacted on the work environment for researchers. Collegial, self-governing communities of scholars have been increasingly replaced by commercial-type employment forms. Academics are employees, not 'independent scholars'. There is no shortage of academic labour, meaning that university employers don't have direct market incentives to make employment conditions really attractive. Precarious employment, long chains of short-term jobs, escalating work demands, and performative pressures around what to work on and where to publish, for example, can all contribute to a difficult employment environment. Thus, being an academic, especially if you are early- or mid-career, almost anywhere in the world can be a pretty tough challenge right now, with often intense and unpleasant pressures on people.

This isn't just bad news for researchers; the current nature of the academic work environment can lead to a distortion of the knowledge-building work of universities. That is, these kinds of employment pressures can adversely affect what academics do and how we do it, to the detriment of science and society. For instance, research agendas or publication plans can be influenced by prospective employers' expectations rather than what is good science.

So, the puzzle is how researchers can build good, successful, and enjoyable careers whilst maintaining their integrity and producing excellent and useful work in such an environment? How can they balance their own career desires with the increasing workplace expectations placed on them? Getting this right is certainly important – happy, fulfilled scientists are much more creative and innovative, and produce much better work. Everybody – individuals, universities, and wider society – wins if researchers are happy in their work.

What can we do as an academic community to make things better?

There are some big differences between university academics and employees in corporate commercial organisations. Researchers do not, as a rule, tend to fill designated organisational roles. Rather, universities are, at heart, communities of professionals who still work in substantially autonomous ways. There is a lot of self-determination in how we approach our work, and often even what we work on, or at least how we work on it. Academic workers are caught in a constant drive to push their science ever onwards. These creative and innovative foundations of academic work mean that it is difficult if not impossible to dictate precisely what people will do (whether they work in groups or individually) because the relative freedom to be creative and innovative is fundamental to successful research work.

If researchers realise that they have this relative autonomy they can work collectively to exercise their agency and try to make the best working career for themselves and each other – and thereby benefit their institutions. This won't solve every problem of course – the issues in higher education are too fundamental for that – but it can be an effective approach in many ways and, at the very least, gives researchers some sense of control over difficult and turbulent circumstances.

> We characterise this as creating a culture of care within the academy. That is, a sense of collective responsibility for ourselves and each other – a strong ethos of pro-active self-help, done as part of a community.

Mentoring is one way in which such an inclusive culture of care can be operationalised. By which, we mean mentoring can be an aspect of the collective development of good practice around the growth and development of everyone. As Bozeman & Feeney note, mentoring is self-defined and multi-directional – there should be no hierarchies or control because the defining characteristic is 'the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or professional development' (p. 731). This is not management; it is 'power with' not 'power over'.

> Ultimately, mentoring is more likely to be successful if we organise it and conduct it ourselves, making it a part of our everyday academic lives.

There is already a lot of this type of mentoring going on in Tampere University. This Handbook aims to capture those practices and share them so that everyone can learn together and has the opportunity to benefit. It also sets out ways in which mentoring might be facilitated – the emphasis is very much on this being a ground-up practice, shaped according to colleagues' needs.

Part 3: Let's talk careers and strategies

Career? What's a career?

To recap, it's good for researchers to take responsibility for their own working lives, either collectively or individually. A culture of care allows communities of scholars to develop optimally. Mentoring, as a proactive and acknowledged practice that facilitates personal and group development, can play an important part in individuals achieving their potential and thereby feeling more fulfilled and advancing their science.

The notion of 'career development' is therefore important here – how individuals develop as researchers, teachers, and scientists. According to the Oxford University Press dictionary, in English the word 'career' has two meanings.

> *Career as a noun*
> *an occupation undertaken for a significant period of a person's life and with opportunities for progress: "he seemed destined for a career as an engineer like his father".*
>
> *Career as a verb*
> *move swiftly and in an uncontrolled way: "the coach careered across the road and went through a hedge".*

Sadly, for many early and mid-career academics, both definitions of their careers are appropriate. Whereas longer-serving academics tended to enjoy 'an occupation undertaken for a significant period' of their lives, with 'opportunities for progress', their newer colleagues are now more likely to 'move swiftly and in an uncontrolled way' as they career from job to job, postdoc to postdoc in search of some permanence and stability. These careering early and mid-career academics are part of a new academic class now known globally as the academic precariat, living precarious and uncertain professional lives.

Longer-established academics tend to have had career paths within reasonably certain parameters – what sort of job they would get and when, where they would work and what kinds of work they would be doing. In contrast, newer academic lack this intangible 'career structure' that guided and facilitated people's working lives.

This lack of structure, of certainty, has pushed the onus for decision making back on the individual if they want a successful career without too much careering. This situation is made worse by the fact that early and mid-career academics tend to move institution, or even country, quite a lot. This means that sources of collegial or institutional support often cease to be locally available. And knowledge and skills about how individual universities or national higher education systems operate becomes redundant. So, ultimately, in this highly individualised scenario, academics have to be proactive in their own cause.

And to add to the problems, academic researchers are increasingly subject to evaluative regimes (such as the Research Excellence Framework in the UK or extensive use of the JUFO index in Finland) which can heavily influence their trajectory of success. Researchers need to

be aware of this scrutiny and find a way of successfully negotiating evaluative regimes such that they do the work that is valuable with integrity, but also survive and thrive in what can be challenging environments.

How individuals choose to respond to this call to take charge of their own futures varies according to what they want to do and their personal circumstances. However, we do think that it makes good sense for every early and mid-career academic to make those individual choices strategically. Being 'strategic' is often construed as meaning being scheming, or instrumental. But this Handbook uses the concept of 'strategy' only in its benign, everyday meaning: thinking, planning, and acting to achieve a long term or overall goal. And of course, it's a poor plan that can't be modified. All the best plans are contingent and dynamic – frequently and regularly revisited to ensure that they are still fit for purpose and adapted accordingly.

Thinking strategically about yourself

Possibly one good thing about the current precarious nature of academic careers and the paucity of career structures, is that it gives you the opportunity and impetus to put yourself and your life centre stage. In theory, and to a reasonable extent in actuality, you can make decisions and shape your life according to what you want or can achieve. You do have the opportunity to 'drive your own bus' – to determine your own future.

This Handbook relies on the concept of the bus 🚌as a metaphor for researchers' agency – their capacity to make and control their own careers. We think that the individual researcher should always be in the driving seat of their own bus/careers. Buses travel – and where to and with what efficiency ultimately depends upon the driver. That said, drivers operate under constraints like traffic rules and bosses back at the bus garage – and it's the same with someone 'driving' their career. Buses also have passengers who board and get off but who, for longer or shorter periods, accompany the driver on the journey. Bus drivers have to cooperate with and interact positively with the passengers.

Generally, how well a bus proceeds is dependent on the actions, skills and decision making of the person at the wheel. Drivers have agency but also have to be flexible, adaptive, care for their passengers and take responsibility. So, this Handbook helps all researchers, but especially those in their early or mid-careers (and those who support/help them) to learn about how they might, metaphorically, drive their own career bus – how to carefully and reflexively make their own way successfully and productively through a complex set of social and institutional relationships.

The only problem is, you first have to have a reasonably clear sense of where you want your bus to go, what it/you are capable of and what the opportunities for venturing are. You have to think not only about yourself but also your family/loved ones, and also be able to contextualise your thinking in the real world. And you have to keep coming back to these thought processes to check your thinking and adjust your bus route accordingly.

Everyone has their own ways of tackling such thinking. But here are a couple of tools that might help to prompt your thinking.

Make a list of contextual, contingent factors – and make sure that you understand them

Academic careers are bounded by a number of contingent, contextual factors that shape possible pathways for individuals. These factors vary according to your subject field and the country you live/work in or intend to live/work in. For instance, social anthropologists usually have to undertake a sustained period of fieldwork for their doctoral work, and this can involve them being away from their homes – and often their own countries – for considerable periods of time. Similarly, some countries have specific qualification requirements (such as being a docent or, in Germany, undertaking a habilitation). And some areas of research in STEM subjects might require access to expensive and scarce equipment or facilities.

So, for your own country and field, make as detailed a list as you can of what these factors are for you. Then assess the extent to which they are negotiable or non-negotiable, and the extent to which you are prepared to accept them – are they something you can or want to live with? Be realistic – but not overly-pessimistic. And remember that things that might seem like overwhelming issues for one person might be a walk in the park for others. Be honest.

This kind of analysis could help with firming up your thinking about where you want to take your bus.

> Anne embarked on a doctorate in social anthropology at a time when a sustained period of fieldwork in remote and often challenging places was the norm. But she was also the sole-parent of a small child, and such a sojourn abroad was not possible. This was a major contextual constraint for her.
>
> To negotiate this problem, she found a supervisor who was opening up the field of 'anthropology at home'. She bought a house in a very poor town, close to the city where her university was based, and made this her fieldwork site. She and her child made their home in the town while she did her doctorate. Anne's own humble roots, as well as the reasonable rent level of her apartment, made this route less problematic for her.

An old-fashioned SWOT analysis

A SWOT analysis looks at Strengths, Weaknesses, Opportunities and Threats. It's been a common part of business thinking for decades – but is also quite a useful framework for individuals to think about themselves strategically. There's no right or wrong answer to a SWOT analysis, but it can help you think about where you are and where you might get to in your career bus. They can be really useful alongside your analysis of the contextual/contingent factors for your subject field and country.

Strengths

These might include things like your particular skills and competencies. For instance, if you want to specialise in French literature, you will need to be fluent in the French language. Give some thought to your personal or character attributes that you have. For instance, if you work in an advanced technological field that involves large teams of people, a strength might be having good facilitative leadership skills or the capacity to develop them.

Motivation can also be a crucial strength – feeling passionate about something strengthens your drive to achieve something. Without dedication and perseverance, creating new and worthwhile understanding is less likely.

You should also think about strengths that you will need to acquire but don't have just yet. Think about your capacity to acquire those strengths – the time, the basic aptitude, etc., that might be necessary. For instance, do you need to go and do physically gruelling fieldwork, moving heavy equipment around, as a botanist or ecologist, and can you get yourself fit enough to do that?

Weaknesses

Weakness is an uncomfortable word because it involves admitting our personal limitations. But it's important to be able to be honest with yourself. Not all so-called 'weaknesses' are bad – and where people are weaker at some things, they are often stronger at others. For instance, a neurodivergent social scientist might feel uncomfortable with methodologies that involve lots of intensive social interaction, but be really great at and enjoy detailed statistical analysis.

Opportunities

Here, it's important to be able to identify what the opportunities for you are – this might overlap with your strengths if, for instance, you have specific skills that are very much needed in a particular area. But equally, you might be able to see how new areas could be opened up by someone doing your kind of stuff – enabling you to 'make your mark' and become a leader in a field.

Threats

Threats are the things that might prevent you from doing your current work or developing it further. For instance, if you are a specialist in animal experimentation in an environment where alternative methodologies are being developed that don't use animals then there is a threat to your way of working that needs thinking about.

In analysing threats, don't look too far. In the end, everything is uncertain, and a thorough list of all possible obstacles may lead you to paralysis. Look for likely or at least quite possible developments close enough to have direct impacts on your work.

> Anthony is a social scientist who is neurodiverse and struggles with face-to-face interpersonal exchanges, especially with people he does not know. He is also capable of intensive concentration on and deep understanding of complicated technical matters in his research area.
>
> Anthony and his mentor discussed how his neurodiversity was both a weakness in social research (which often involves interpersonal qualitative research methods) and a strength in that he had, unusually for a social scientist, high-level skills for complex technical matters.
>
> In designing his research strategy, Anthony chose research themes and methods which suited his skills. He also actively selects research collaborators who both understand how he works and with whom he could work synergistically.

Once you've done your analysis – however you choose to do it – it can be a good idea to pull all the threads together. For instance, you could do a matrix with contextual/contingent factors on one axis and the things that your SWOT analysis throws up on the other. Find a method that works for you.

You should, by this stage, have a fairly nuanced picture of your strategic situation. It's at this point that your personal circumstances need to come into play. For instance, periods of international mobility are now regarded as highly desirable, or even essential, in some fields. But not all individuals can necessarily undertake these – you might be a caregiver to someone in your family or have kids at a critical stage in school. You need a life too – don't neglect these considerations. Sometimes, people can and do find flexible, creative solutions to these types of conflict.

Maarit and her wife had two school-age children. She was invited to spend a year as a visiting scholar at a prestigious university in another country – by chance where her wife came from. Her wife arranged to move to a branch of his company in that country for a year, and the children had a year at a school where they became more fluent in their second language. Maarit arranged for her scholarship to start just before the beginning of the school year. They all got to spend valuable time with the wife's family and Maarit gained fantastic international experience.

What do you need to do?

After all of this strategic thinking, you should be in a strong position to start making your plans more concrete for how you will drive your bus. But you won't have all the answers at this stage. For instance, you might

- have the start of a strategic plan but would welcome someone to talk these ideas through with, to develop them further;
- know where you want your bus to go, but are struggling to work out how to drive it there; and
- have identified some things you need to do to make your strategy come to fruition but aren't sure how to make that happen.

This is where mentoring can really kick in. A mentor can act as a 'critical friend' who helps you acquire the skills, knowledge or contacts to turn this strategic thinking into a tactical action plan and put it into practice. This might be 'big picture' stuff or help on a focused area. Virtually no-one can do this on their own. The important thing is that you are driving your career bus, and you determine what help you need and how to get it.

And finally, bear in mind that this isn't a one-off exercise. It's important to build strategic thinking and planning into all aspects of your career on a continuing basis – it should be part of your thinking and professional practice. You'll need to engage with this type of activity all the time and at every career stage if you want to keep driving your own bus.

Part 4: Mentoring processes and practices at Tampere IAS (and possibly elsewhere)

Of course, in line with the general philosophy that mentoring needs to be informal and self-organised, this Handbook avoids setting out formal rules and procedures for mentoring. Rather, in this section the Handbook discusses the kinds of principles on which we've found successful mentoring relationships rest.

We said earlier that mentoring can and indeed should play a major role in creating a culture of care – a space where there is a sense of collective responsibility for ourselves and each other; a strong ethos of pro-active self-help, done as part of a community. A strong 'glue' to help this all function well is the notion of the *gift economy*. Very simply, this concept comes originally from social anthropological fieldwork in non-Western societies where, it was observed, rather than exchange goods and services under contract in a market for payment, these exchanges take place via gifting. It's the difference between buying groceries in the supermarket or someone cooking a meal for you in their home. Importantly, gifts don't have to be directly or immediately reciprocated. The crucial takeaway lesson from the concept of the Gift that we use here is that gifting has been shown to develop and strengthen social bonds in groups, promoting reciprocity, unity and strong allegiances. That is, people give freely of themselves to promote a stronger common good. It is helpful to think of mentoring arrangements as being part of a gift economy that in turn builds a culture of care.

What about the mentors?

Mentoring arrangements need to start with mentors because nothing can happen without them. Good mentors are essential to the success of mentoring because they give the gift of their help to mentees, building the culture of care. Building a critical mass of mentoring experience and competence amongst colleagues needs to be undertaken proactively to ensure that there is a sufficient number around who are active. Without this, there's a risk that mentoring either doesn't happen, or happens randomly and fails to reach the people who really need it or give them what they need.

Mentors told us that, primarily, mentoring work involved the gift of their time to help the mentee. But this is not time they saw as designated, organisationally defined 'work time' like teaching or meetings. Rather, in this gifting relationship, the mentor needs to be focused on the particular needs of the mentee and be flexible and adaptable.

Needless to say, mentors aren't managers or 'best friends'. Rather they are *critical friends*. Unlike a critical parent, a critical friend is someone who is absolutely on your side. They are trusted people who can speak honestly and openly, offering critique and provoking thought. They should be neither so close to the mentee that the mentee feels unable to 'open up' honestly, nor so distant that the discussions are stilted and awkward. Mentors need to be cognisant that mentees should be able to 'hear' what is being said because they are confident that the mentor has their best interests at heart. Mentors have, we argue, a special

responsibility to be sensitive to matters such as gender, sexuality, belief, identity, disability, or ethnicity. These critical friendships have to be worked at – one of the reasons that 'formal mentoring' mandated by an organisation don't tend to work – freely given gifts of time tend to work better than managerial instructions to do something.

Academic jobs tend to be high-pressured and frenetic. This makes the mentors' gift of time and effort quite remarkable and can make mentees feel guilty for intruding into the work of their mentor. Therefore it's important that mentees hear that mentors tell us how they gain real professional satisfaction and a sense of achievement from mentoring work – they get reciprocal benefits from their work. They derive psychic enjoyment from supporting their colleagues and contributing to the development of their wider academic communities. Knowing that mentors feel this way can make mentees feel more confident about asking for help as they are less likely to feel that they are just an unwelcome burden on their mentor.

Mentors sometimes find mentoring hard, but also very rewarding in many other ways. Being a mentor can help people to reflect on and develop their own work and careers. Mentoring work also helps mentors to demonstrate their leadership skills and commitment to the development of the academic community – so it helps them to nurture their own careers too. In sum, being a mentor is really important 'good citizen work' inside the academy and should be recognised and celebrated.

It might well be seen as problematic if, in modern workload allocation systems in universities, mentoring is not formally recognised as 'real work'. But, equally, putting time allocations on a workload allocation system feels somehow undermining of the concept of the gift. With the people we worked with, the jury was out on this point.

Mentoring isn't a skill that comes naturally – we need to think about it, reflect on what we do and learn from others in developing our mentoring styles. Mentoring skills need ongoing work and attention. Some people acquire mentoring skills incidentally to their other work, such as Arvo.

> Arvo is a newly appointed full professor who has built a successful research group in a novel area of materials science. He built the group from scratch. This required him to actively seek out early career researchers who were willing to join his enterprise, which at that time was quite high-risk because of the innovative nature of the subject. Arvo worked hard to 'bring on' his early career team, helping them plan their careers, acquire relevant skills and join important networks. When Arvo was asked to be a colleague's mentor, at first he wasn't sure he was equipped to do the job. Then he reflected on his group-building experience and realised that he knew the right stuff, he just had to apply it in a different sort of relationship.

To help develop these skills, the Tampere IAS provides training workshops for mentors. The core of the training currently consists of a half-day session which provides an opportunity to reflect on what it is to be a good mentor and to discuss mentoring with colleagues. These

training sessions are highly recommended to all researchers who plan to be active Tampere IAS mentors. The sessions are also open to all senior colleagues across the university as long as there are places.

In addition, the Tampere IAS holds an annual half-day internal conference for mentors and mentees, where everyone can come together to share and learn about mentoring practices. The conference is open to all colleagues across the university.

To enrol in the training workshops, and to attend the mentoring conference, please follow the information on the mentoring pages of Tampere IAS at https://research.tuni.fi/tampere-ias/mentoring/. You can also request information from tampere.ias@tuni.fi.

How do mentors and mentees get together?

Like any 1-2-1 relationship, the appropriate matching of mentees and mentors is important, can be difficult, and at times is downright problematic.

Many 'formal mentoring' schemes operate on a kind of 'arranged marriage' basis – effectively, someone simply allocates mentors to mentees. Reported experience is that this can be a bit hit and miss and can have poor outcomes. On the other hand, some people in our project said that being almost randomly allocated a mentor could lead to serendipitous benefits as they were challenged by perspectives that they had never met before. However, generally speaking, individuals' mentoring competencies and needs vary considerably, and only the people directly involved in the relationship can know if it is going to work. As such, we think this administrative allocation of mentors to mentees is usually best avoided.

Another approach is simply to rely on mentees finding their own mentor. This can also be problematic – it places the onus on less experienced and perhaps less confident colleagues to go and 'ask for favours' from busy people who they might be a bit in awe of. Those who might feel somewhat marginalised (for instance, around ethnicity, neurodiversity, gender, gender identity, or sexuality) can have real difficulties in such circumstances. Sometimes cultural factors come into play and mentees make seek mentors who share their cultural background because the mentor may have a greater awareness of cultural sensitivities. On the other hand, a mentor from a different culture or background can be a useful cultural intermediary for the mentee, inducting them into the intricacies of how the work environment functions.

We found that a three-stage approach works best. First, it's advisable for the would-be mentee explicitly identifies what they think their needs are and how they would like to work to work with a mentor. This can be done using things like the SWOT/analysis tool in this Handbook. Second, they can then simply approach someone of their choosing, supported by the materials IAS provide (see here in the Resource Library) and see if they can sort things out for themselves. Third, if the would-be mentee encounters difficulties in this approach, the final option is to involve the IAS office more directly in identifying a suitable mentor. The important thing is to make sure that mentees find mentors, but also to keep it flexible and under the control of the mentee.

How do mentors and mentees decide they can work together?

The Tampere IAS has developed a simple one-page information sheet for mentees to use when initially approaching a potential mentor for assistance.

But before things get to that stage, it is important that mentors understand what they can offer (and articulate that). The Tampere IAS aims in its training and through its conference to help mentors understand what their particular strengths are and who they work best with.

The mentees also have to give careful initial thought to what they need. The work on thinking strategically about your career outlined in section 2 above is designed to help with this. It won't necessarily be possible for mentees to be definitive about what they need– but that initial strategic thinking will form a valuable basis of an exploratory discussion with prospective mentors. Neither mentor nor mentee should make assumptions about what is known/not known or what can be done.

People have their own way of approaching such discussions. Mentors who participated in the Tampere IAS project told us of a variety of approaches that they used to mutually decide if the pairing was likely to be fruitful and positive and also to decide how they would work together. It's important to take some time to discuss these issues right in the beginning in order to make sure that both parties have a common understanding of what will be done and how. And of course, it's important to periodically revisit these discussions to make sure nothing important has changed.

Meetings…

Obviously, mentoring involves meetings. Different mentoring partnerships will have different preferences for these practical aspects. The important thing is that the approach taken is doable and works.

Some people want to meet in real life, others virtually. It's down to the individuals what works for them. That said, mentoring is about building relationships, and if your mentor is in another country and you never meet in person that might interfere with how you work together.

Where you meet is also important. Ideally, it needs to be a comfortable space where interruptions are minimised. We've found that quiet corners in the university or local cafes are often the best places – and coffee and cake also usually help everyone relax.

The participants in our project almost universally agreed that the important thing was to set aside a specific time for meetings, with an agreed agenda for the work to be done. Occasional ad hoc meetings were good too, but people found that the best use of time was when there was a fixed, special meeting, with an agreed agenda. This approach made all participants take things seriously and get on with the tasks in hand. This made mentors focus and mentees feel that they had a special gift of time – which they would use to maximum effect.

Our participants also found that it was good, at meetings, to have a quick 'check-in' so that mentor and mentee could update themselves on, for example, what had happened since the last meeting.

What should the ground rules be?

Ideally, however you play it, mentors and mentees who agree to work together should have a clear understanding between them of what they aim to do and how – a mentoring plan. Some people like to write this down, others keep it more informal.

But the important thing is to keep revisiting the agreement and modifying it to make sure that it's working for both of you. And if the relationship ceases to be useful or productive, or if the mentee feels that they need something different from someone else, then either side should feel able to (nicely) terminate it.

Because this is a relationship between mentor and mentee, it is up to the individuals concerned to shape it and manage it. However, we think that there are some basics rules that need to be observed.

Confidentiality – things said in the context of mentoring need to stay between the people directly involved unless it's mutually agreed otherwise. So it's not OK for a mentor to say to a mentee's colleague 'Anna finds you being her boss unbearable' or 'Arto plans on leaving as soon as he can'. Good confidentiality practices build trust in the mentoring relationship and make them more productive.

Separating mentoring and management – generally, we have found that it is best to keep these roles separate. On our project, we found that managers' perceptions of the need to get the 'best' out of people for the organisation, or meet pressing organisational imperatives, could conflict with the needs of the individual – and mentoring must be all about the individual. Mixing mentoring and managing roles can, we found, undermine confidence and trust in the process. In practice this means that it is inadvisable that the mentee's formal supervisor, or any people in decision making positions in the organisational base of the mentee acts as the mentor. Managing is about managing people within organisational constraints and requirements as part of a designated job; mentoring people is about gifting them time and help in their own best interests.

Not seeking advantage – mentoring is about helping the mentee to develop and should never ever be seen as a way of nurturing relationships that might lead to special favours or fixes that aren't entirely proper. Yes, a mentor could help a mentor prepare for a job interview. No, they shouldn't 'have a chat' with the chair of the interview panel. Likewise, mentoring is a gift and shouldn't be undertaken to, for example, get one's name on a paper or suchlike.

Part 5: Doing the work

The gift of mentoring time and effort is valuable – so it's important to use it effectively. Whilst mentoring is about the transmission of knowledge and understandings, as with most things, this works best if there is a practical application to provide focus and to deliver a useful, tangible outcome. That way, you'll avoid mentoring sessions becoming cosy chats that don't really go anywhere.

Outcomes might be very strategic and general. For instance,

- developing a really fantastic CV,
- developing a strategy for funding applications, or
- working up a teaching portfolio to have ready for job or docent applications.

Or specific outputs might be shorter term and more tactical, such as

- making a major grant application – such as to the European Research Council,
- establishing/leading a research group, or
- developing a major book proposal and delivering the manuscript.

The mentee and their mentor need to decide what work will be done – but we do strenuously suggest you have a clear focus. This, of course, does not imply that other relevant issues shouldn't be picked up and discussed as you proceed.

In our project, we structured the mentoring work around two core tasks – drafting a really full, international-standard CV, and developing a rolling five-year strategic career plan. This had two main advantages. First, it gave mentees some solid, useful outputs from the process which can be used for job applications, promotions or grants applications etc. That is, they had documents that could be re-purposed to help them in their career stages. Second, and perhaps more importantly, working on these documents together gave a focus to the mentoring work and facilitated deeper reflection around the nature of mentee's work and of their careers.

These two documents should, ideally, complement each other. The CV stands as a record of achievement, justifying the narrative in the plan, which contextualises and explains it. The CV should inform the development of the plan – providing the data – and working on the plan should make you think about strengths or gaps in your CV.

As part of the feedback we received from participants in the project, it was suggested that preparing a teaching portfolio might also be a good activity for mentoring sessions. So, this handbook now includes some suggestions and help on that too.

In the rest of this section we will go through the strategic career plan, the CV, and the teaching portfolio explaining how you might approach them. We hope this material gives mentors and mentees something to work together on that has a useful, tangible product. And remember, you're not competing against anyone on this – many participants in our project shared their documents between themselves to get good/different ideas about how to do them.

The five-year strategic career plan

Why do a plan?

A good way of making sure that you are in as much control as possible of where your career is going – driving your own career bus – is to write a rolling five-year strategic research plan. 'Rolling' simply means that you revisit the plan regularly – at least once a year.

The five-year strategic research plan is a document in which you describe and analyse where you have got to in your career, what it is you want to achieve, and set out the steps necessary to achieving that. Your career plan might be to move out of universities – that's fine, you still need a plan.

Only poor plans can't be modified – your plan needs to be reviewed reasonably regularly (the frequency of reviews will depend upon how fast-moving your career is). Both the initial development of a strategic career plan and its review are good activities for mentoring sessions.

We advocate writing this out formally because...

- writing is an exact and challenging mode of thinking,
- writing down your strategic plan facilitates self-reflection and the planning process,
- writing it allows you to share it with mentors and peers and discuss it in a more concrete way, and
- having such a document comes in useful when you are applying for tenure, promotion or a new job – you have a good narrative text about yourself that can be fairly easily re-purposed. For instance, most academic job applications either ask for a plan of future activities or a detailed covering letter in which applicants have to set out their 'market stall' of what they have done and where they want to develop. If you have a well-written plan, you will already have really good text ready to use. In the Finnish context, you might not be asked to submit a long-term plan, so why not use 'the big picture' description in your covering letter to make the difference and strengthen your application.

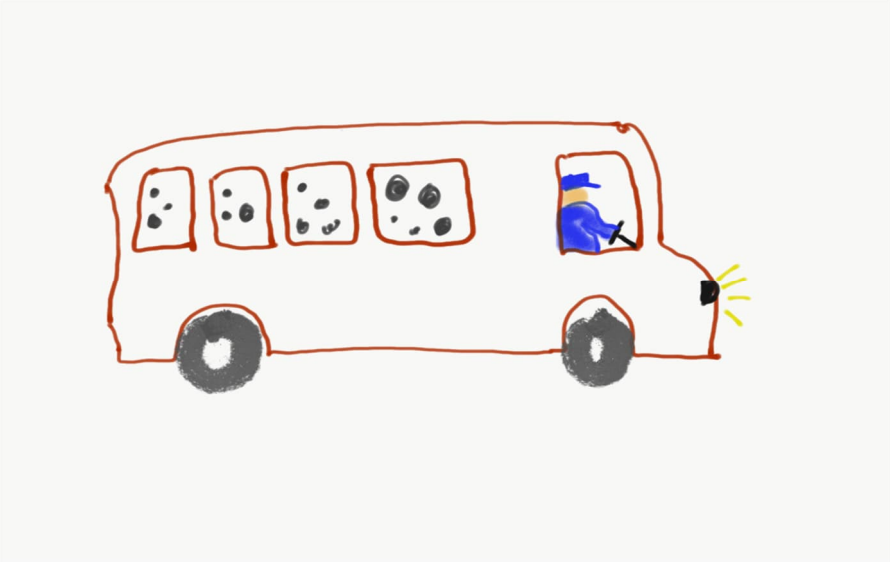
What's the best approach?

A common problem, in these performance-measurement-obsessed times, is for people to start such a plan by promising all the papers they are going to publish and all the grants they will apply for etc. They promise outputs of the type that they think will make senior colleagues happy. This isn't a good way to start. In fact, it's a really bad one. It's the sort of performative box-ticking that leads to someone else driving your career bus. You can end up bouncing around in your work, losing your way and not really achieving what you want and what you are capable of. You might have a lot of outputs, but if that's all you have, you aren't driving your work forward – the quantity rather than the quality is likely to dominate, and the outcomes are likely to have little coherence.

So, here are some steps towards a different sort of strategic career plan.

Step #1 – understanding yourself and your work – what does your bus currently look like?

The first thing that's important is to know and understand yourself and your work – to develop a narrative about yourself of who and what you are. A good way to think about this is in multiple, nested layers. We use this picture of a bus to explain this.



Researchers usually start with a doctorate – a research topic. If you go on to a post-doc, that's another topic – usually closely related to the doctorate. Then (these days) there might be another post-doc/topic. Topics can be almost anything – papers, collaborations or funded projects, and so on. The topics are shown as the black dots in the windows of the bus in the picture – they are the people/things on the tour bus.

Topics can be loosely grouped together as agendas or themes - a group of broadly related items. The boundaries of the agendas are represented by the bus windows. As your career grows, you develop other, allied agendas – more bus windows – with more topics in them. They are discrete agendas, but somehow related because they are all developments of your work. Some of this work will take place inside universities and some of it might be in outside organisations/companies.

The thing that links or connects all the agendas is the body of the bus itself - an envelope within which everything sits. Let's call that bus body a personal intellectual project – it's what you, as a researcher, are 'all about' – what you're driving.

Mapping out these three nested layers – topics, agendas and the personal intellectual project – is a good starting point in strategic career planning as it can let you articulate a coherent narrative about what you have done and where you currently are career-wise.

Don't worry about taking some thoughtful, reflective time to do this – it can be a complex task, especially if you have been so busy bouncing around between short term contracts that you didn't have time to think about what makes your work coherent. This is a way of telling a sophisticated story about yourself.

Most people like to start this complex bit of work with their topics – those individual pieces of work, some large, some small, that make up most of the stuff on a CV and with which we tend to be most familiar. They are our building blocks. So itemise all of them and think about what characterises them.

You will then need to group these topics into your agendas. Do not force every single piece inside a given agenda. Rather, aim at coherence. Essentially, this is about understanding the core of your work, including identification of distracting outliers.

People have different methods for doing this – some write a post-it note for each topic, then move them around on a table or the wall until they are sensibly grouped into agendas. Or you might use coloured pens to draw a diagram on some flipchart paper. It's up to you. Mentors are really useful at this stage as they can often see the bigger picture.

Don't make these agendas too many, too full or too empty – four might be a good upper limit for number of agendas for someone who is early career (but that is a ceiling, not a target). And remember, some of those agendas might be more applied research or research-led professional practice.

Once you have your agendas, the difficult bit starts. You need to formulate your 'personal intellectual project' – this is the unifying narrative that explains what your work is 'all about'. This is the big picture stuff. Think about how all the agendas are interrelated – even though at first they might look disconnected. As they are your agendas, there will be a central driving logic around why you developed them, even if you've never explicitly articulated that. You just have to understand the unifying thread in your work. Some people find this quite self-revelatory.

Step #2 – where is your bus going?

Once you have a clear statement of what you've done/are doing and how it all fits together, you need to take your time to assess where you want to be in five years' time – what you want your personal intellectual project bus to look like. This is, again, big picture stuff: what types of work do you want to be doing?; what subjects and specialisms?; what do you want to be noted for?; what will your particular contribution be? Whilst you need to realistically assess your own skills, abilities and opportunities, it's also important to dream big, to be hopeful and to concentrate on the possible, not the probable.

Then work out how your personal intellectual project needs to change and develop from its current form. This will necessitate developing existing agendas and setting new ones. Some agendas might be left behind, like passengers getting off the bus. Agendas might be research or practice based – you might have an agenda that involves teaching or one that

involves public engagement, or even working outside of universities in professional practice.

Within those agendas, you'll now need to define your new and emerging topics. These will be the activities of your work – papers, projects, courses, networks, for example. They are the nuts and bolts of how you progress your agendas.

Tackling the plan in this reverse order – starting with the end goal of what you want your personal intellectual project to look like then working backwards through agendas and defining topics, the outputs you need (papers, networks, grants, etc.) will emerge naturally and be meaningfully related to your strategic career goals. What you do will be outcome driven, not output driven. You will be driving your own bus.

Step #3- How should the document detailing the plan be structured?

Once you've been through all of these analytical processes, you will need to actually draft your plan. A bit like an academic paper, a strategic career plan needs to be planned, drafted, redrafted, commented on by others and then re-written/edited several times until you've got it right (for you).

How you choose to present yourself in the plan is up to you, but here is a simple approach that you might like to consider/adapt.

1. Start by explaining what your central, personal intellectual project is. A kind of pen-portrait of what and who you are as a researcher. This should be a coherent, brief and to-the-point picture of who and what you are as a professional – your major interests, disciplinary fields, theoretical approaches, aims etc. Don't put too much detail in here – this is the headline news.
2. Next, say something like 'I approach this broad field of interest through [number] research agendas. These are *x, y* and *z….'* Just briefly name them and give a sentence or two explaining them.
3. After that paragraph briefly introducing your agendas, it's time to dive deep into each of them in turn. This is the meat of the plan. It's possibly best approached in three stages, for each agenda in turn.

   What you have achieved so far on a specific agenda. So you might say: 'My interest in … started in 2015 when I began a long collaboration with... Over several years, we had a series of government commissions to investigate … This work had significant impact in terms of shaping policy and regulations, as is evidenced in the numerous official reports [cite these]. Additionally, through more academic publications [cite these] I was one of the earliest academic researchers to bring consideration of…into the field of… And so on.

   So, this becomes a bit of a summary narrative of your CV – contextualising and explaining what you did and why you did it.

Then say what you are doing now on this agenda. So you might say: 'My recent work on [agenda] has two elements. First, I have recently … My 2021 paper [cite] is the most downloaded paper in…and has significantly informed recent public debate about this much-neglected topic… I am now developing a critique of recent policy changes for a further publication in…Second…' Then move on to do the other themes, in the same vein.

Now turn to what you will be doing on this agenda in the future. If you are moving away from it, say so – maybe saying it's been great but you are refocusing on…etc. If you are planning on expanding this area of work, explain that you see huge potential and then go into details around what you want to do and how you plan to make it happen. This needs to be aspirational but credible – try and be as specific as you can be. So, you might say something like: 'Building on the success of my 2021 book, I will be developing an ERC grant application on the topic of…'.

4. Using this kind of approach, it should be possible to draw out your strengths in quite subtle and well-evidenced ways. Describing your past, present and future lets you weave in details of things like your doctoral students, international collaborations, impact, research grants and publications. You can also demonstrate your research leadership skills. So you can, quite subtly, say how good you are and create a really positive impression that there is a lot more to come. Your trajectory and velocity should shine through in all of this.

   Finally, we are never only researchers. Your plan might include how you intend to develop your teaching or your professional practice – perhaps even moving wholly or partly outside of academia. On both, it's good to be able to explain how your work will be research-led, putting into practice this intellectual work.

   The balance of the text overall should be skewed more towards future plans – the parts detailing what you have done and are doing will be detailed in your CV and so the material here should really just weave a contextualising story around that.

Step #4: What's a good plan good for?

A major advantage of this exercise is that it disciplines you, through a reflective process, into thinking about your career bus and how best to drive it, enhancing your strategic sense of 'career self'. It can lead to valuable thinking about avenues of research and other activities. You should end up with a better sense of your professional self.

Beyond that, there are more tangible advantages. It gives you a well-written core text, constantly to-hand, which can be adapted for multiple uses, such as

- a letter of application for a job/postdoc position,
- a justification for a promotion evaluation,
- a narrative CV for grant applications (which are growing in popularity),

- a document for annual development discussions – so you know what you ask for and have a well-justified plan of work that you should be resourced for, or
- a good starting point for subsequent mentoring discussions.

Once you have a good plan, it is imperative that you revisit it at least once a year and update it and re-work it as you need to.

Compiling a CV

What is it?

Curriculum vitae – CV – is Latin for 'the course of one's life'. It's a document which lists an individual's qualifications, accomplishments, experience etc. Academic CVs differ considerably (or should) from industry/professional ones. The main difference is that academic researchers' full CVs are a very detailed record of actual objective achievements. In contrast, industry/professional CVs are often very much shorter and just act as a kind of advertisement for the person, saying things like 'excellent leadership skills, highly motivated…', and so on.

We recommend (but it's entirely your choice) that you keep a really 'full' academic CV to act as your comprehensive database of everything you've done. It's not unusual for these to be 30-40 pages long for people who have been working a while. However, people would only usually use the full document for job applications etc. Mostly, this database provides up-to-date and comprehensive source data from which you can quickly and easily draw material as you need it for other things like grant applications or other occasions when your capacity for a position (e.g. examining a doctoral thesis) needs to be judged.

Many more experienced academics feel frustrated that a lot of researchers undersell themselves and their excellent work in their CVs. To be frank, this is an especially noticeable phenomenon amongst people at Finnish institutions. The underlying cultural propensity to modesty as a virtue is often reflected in people's CVs, with text that looks like it's been written by someone who doesn't want the reader to know how good they are. This can be problematic if you are competing internationally, or within Finland with people from abroad, who do things differently.

Boasting is often seen as the antithesis of modesty – and people would most often be seen as modest than boastful. But, a bit like the word 'career', boasting has two subtle meanings in English. It can mean to be excessively proud or self-satisfied – "he boasted that he had scored more goals than anyone else in the team". Generally, it's a thing to be avoided if you want to keep your friends. But boasting is also a verb that denotes that a place or a person *has something* that's really to be admired – "the city boasted a really grand cathedral". This second usage of boast is really just a statement of fact.

Given that a CV is nothing more or less than a statement of someone's achievements, qualifications or accomplishments, it's therefore perfectly possible – indeed desirable – to avoid a CV that is modest or bragging/boasting, and instead just produce one which simply describes in detail what the individual 'boasts' in the positive sense of the word.

In Finland in particular, problems around putting enough detail into CVs is exacerbated by national standard CV templates, the strict minimalism of which is driven by another cultural norm – equality. You shouldn't exaggerate or make untrue claims, but you really need to tell the best possible story about yourself that you can. Telling your own story, in your own way = driving your own bus.

Working up and polishing an excellently formatted CV is a good mentoring activity, should you choose to do it. Participants in our work have identified that writing a good CV

- is obviously really useful for things like job applications, promotions and grant applications,
- provides an opportunity for detailed reflection on careers, aiding strategic planning (basically, you can examine in detail what you have done and not done, and think about your academic profile), and
- can be affirming of individuals when they feel insecure or unconfident about their career trajectory – a source of comfort when things look blue.

Help from mentors

Compiling a document like this can be quite time consuming and is best done with a mentor and iteratively. We've found that mentors can be quite good at pointing out to individuals that they've missed or forgotten things, or identifying where more detail would be good. This is because mentors are often also people who write references for colleagues or sit on job appointment panels – they know what you should look like. Many researchers find this process reassuring and affirming – and get new insights into their work and how it is structured – even if it feels a bit daunting and exposing at first.

Good habits…

Once the CV is done, it's important to update it as soon as you do something (like get a paper accepted or do a talk). It's simply a matter of opening your laptop and inserting the data – before you forget it. It's amazing how quickly you can forget what you've done. Updating your CV needs to become an automatic habit, so that at any point where you need some hard data on yourself, it is sitting there.

What should it look like?

You need to develop your own structure and style for your CV to suit your work. We strenuously advise against simply adopting a format (including length) of a body like the Finnish National Board on Research Integrity (TENK) or Finnish Research Council (Suomen Akatemia). These generic formats are designed to meet somebody else's needs for information about you. If you define yourself solely in their terms, you are letting them drive your career

bus. With our suggested comprehensive database approach, if you need a short Academy-style CV, you can quickly cut and paste the items into it from your database.

Here is a suggested template for your CV to provide a basis for the development of your own, in conjunction with your mentor. It's mostly a collection of suggested headings with some examples of text and brief notes to help you. This isn't meant to be prescriptive – you must develop the CV format that best suits you and your work, according to your field. But hopefully it will prompt thought about how you can best format your own.

We suggest taking the template and cutting and pasting your existing CV data into it under the appropriate headings.

Don't delete any headings yet if you have nothing to put under them – as you develop your career it is good to have reminders like 'oh, I need to get on an editorial board' etc. But don't send a CV out with empty headings!

You should also think about headings that are redundant in your area, or ones that should be added.

To emphasise, this template is only a starting document for mentors and mentees to use together.

Teaching portfolio

What is it?

Academic staff all usually perform a mix of three activities – research, teaching, and administration/leadership work (sometimes called 'good citizen work'). In the current climate in universities globally, increasing numbers of academics are employed on fixed-term contracts to undertake research, often with little or no teaching involved. And even for those employed as both teachers and researchers, the imperative to constantly produce high-quality research can lead to teaching being pushed down the priorities list – people are human and only have so much capacity for work.

Accordingly, academics may not keep a proper record of teaching work undertaken because they don't understand its importance or may not acquire the experience and skills necessary to prove their competence. Thereby, they put themselves in a position where they are not considered suitable for, say, that perfect lecturing job or are denied promotion, even though they do have the necessary skills and experience.

But, teaching remains a key component of academic work. In universities, the best teaching is research-led. So, an inability to demonstrate relevant and appropriate teaching work as part of the suite of accomplishments might hinder your career. The take-away here is never put yourself in a position where you sell yourself short.

A teaching portfolio is a document that sets out your teaching accomplishments. It's important not to think of these as simply as a list of courses you've taught. Your teaching work includes

all the skills/experience you've acquired, the development of teaching materials, pedagogy with groups other than students or doctoral candidates – such as in workplaces or the community, and your innovations that have advanced teaching.

The teaching portfolio is somewhat like a CV but has more narrative content. Much as with the CV, starting your teaching portfolio early and keeping it regularly updated can

- be really useful for job and promotion applications – these documents take time to compile initially, so it's great to have them ready-to-hand,
- provide an opportunity for detailed reflection (including with a mentor) on teaching work, aiding thinking about your ability to demonstrate strong teaching competence and plan to make good any areas of weakness, and
- be affirming when you feel insecure or unconfident about this area of work.

Help from mentors

As with the CV, compiling a teaching portfolio can be quite time consuming and is best done with a mentor and iteratively. Mentors tend to be quite good at pointing out to individuals that they've missed or forgotten things, or identifying where more detail would be good. Mentors are often also people who write references for colleagues or sit on job appointment panels – so they know what teaching competence looks like.

> Thomas had been a contract researcher for many years but wanted to apply for a lecturing job. He'd never kept a very full CV, and certainly hadn't recorded very much at all about his teaching work on the brief CV that he did have. The job specification stressed the need for good teaching experience – and this was making Thomas think that maybe he shouldn't waste his time applying.
>
> He took this conundrum to his newly acquired mentor, who talked Thomas through each of his contracts and got him to describe the teaching work he had done. Thomas left the mentoring meeting with pages of notes – and the realisation that he did, indeed, having a lot of teaching experience and skills to offer. He made a very successful application for the post.

Good habits…

Once you have a teaching portfolio document it's important to constantly update it as soon as something in your teaching work changes – at least in terms of the concrete things, like courses taught. As with the CV, it's simply a matter of opening your laptop and inserting the data before you forget it. This needs to become an automatic habit, so that at any point where you need some hard data on yourself, it is sitting there ready for you.

And you can find creative and space-effective ways of letting readers of your portfolio find out more about your activities – as Gillian did.

Gillian was a really enthusiastic and creative teacher. Her initiatives impressed both her students and her colleagues. Part of her teaching practice including writing blogs with her students about work they had done together and how they had done it.

These blogs led to her receiving a special teaching prize for the students one year – an achievement she put in her teaching portfolio, along with a link to the blogs.

What should it look like?

Many of the organisations that might ask for your teaching portfolio might ask for it in a particular format, tailored to their needs. Whilst these templates can be useful in getting you to think about the headings for your own portfolio, we strenuously advise against just adopting one of these for all your data collection. These generic formats are designed to meet somebody else's needs for information and are not tailored to you. If you define yourself solely in their terms, you are letting them drive your career bus.

Instead, we think it best to develop your own structure and style for your teaching portfolio that suits the sort of work you have done or are doing. Then, as with the CV, if you are asked for a portfolio in a particular format, you can simply cut and paste the items into it from your own database.

We advocate keeping reasonably extensive details of teaching work done. Therefore, here is a suggested template for your teaching portfolio to help you in the development of your own, in conjunction with your mentor. This isn't meant to be final or prescriptive – you must develop a portfolio format appropriate to you and your work, according to your field. Make sure it has all the data that might be necessary for your needs.

Don't delete any headings yet if you have nothing to put under them – as you develop your teaching experience, it is good to have reminders of the kinds of things you need to have done to demonstrate your competence – this then lets you plan how you will do the right kind of activities.

To emphasise, this template is only a starting document for mentors and mentees to use together.

Part 6: Resource Library

Because we are academics, we always think 'further reading' and tools/worksheets are a good idea. In this section you will find a list of resources to help both mentees and mentors to make the mentoring process a rewarding one. As the rest of the contents of the Handbook, it is totally up to the mentee and mentor to decide on which resources to utilise.

In line of the nature of the Handbook, also this section will be developed on a rolling basis. Any suggestions for additional resources (or other changes) in the library are more than welcome! Please share your ideas by sending e-mail to tampere.ias@tuni.fi.

In the following, links marked with an asterisk *) are open only to Tampere University intranet users.

A. Tools to analyse (academic) skills and competencies and potential to improve them

- VITAE
  - A well-elaborated and rich web-based application (Vitae Researcher Development Framework Planner] to analyse and develop your expertise, including planning, goal setting and progress tracking.
  - A product of CRAC (Careers Research and Advisory Centre), a non-profit based in the UK. Tampere University has a licence for its researchers to use the system.
  - https://rdfplanner.vitae.ac.uk/ (includes a short introductory video)
  - Tampere University researchers: check https://intra.tuni.fi/en/research-and-development/researcher-development-and-research-careers/developing-your-research-competence/identifying-and-developing-research-competences.

- The University of Edinburgh Research Careers Tool
  - A tool to help researchers to select and prioritise their activities, in a way that furthers their research careers. Simple, easy to use.
  - https://www.ed.ac.uk/researchers/career-development/research-careers-tool

- ResearchComp
  - A clear and yet quite detailed, learning oriented tool for researchers to identify, assess and develop their own transversal skills
  - Being developed by the European Commission, ResearchComp is aligned with the European Skills, Competences, and Occupations classification (ESCO)
  - ResearchComp: The European Competence Framework for Researchers - European Commission (europa.eu)

- The Academic's Support Kit
  - By Rebecca Boden, Debbie Epstein and Jane Kenway, especially Building Your Academic Career, which has detailed advice on CVs, amongst other things.

B. (Self-diagnostic) tools to make sense of one's hopes, goals, plans and desires

1. PLOS What motivates you to do research?
    - A very simple tool to analyse your motivation
2. Edgar Schein's Career Anchors
    - A resource to analyse your career related values
3. PERMA-model to look at personal wellbeing holistically
    - A framework to identify and think of all the essential building blocks of one's *wellbeing and happiness*

C. Tools for use in preparation for mentoring process

- One-page flyer for potential mentors, see Appendix 1.
- A tool to express mentoring needs and capabilities, see Appendix 2.

D. Templates for outputs of the mentoring process (CV)

1. A model structure for a CV, see Appendix 3.
2. A model structure for a Teaching Portfolio, see Appendix 4.

E. Essential research funding sources

Tampere University compilation of funding sources*)
Tampere University Research Funding Newsletters *)

Horizon Europe
Overall programme structure with links to all instruments: https://research-and-innovation.ec.europa.eu/funding/funding-opportunities/funding-programmes-and-open-calls/horizon-europe_en
ERC: https://erc.europa.eu/homepage
Marie Sklodowska-Curie: https://marie-sklodowska-curie-actions.ec.europa.eu/
European Innovation Council: https://eic.ec.europa.eu/index_en

ERA-NETs and other EU partnership networks with Finland participating
https://www.aka.fi/en/about-us/what-we-do/international-cooperation/europe/horizon-2020/era-nets-and-other-eu-partnership-networks/

Eureka for Finland (e.g. Eurostars)
https://www.eurekanetwork.org/countries/finland/

Business Finland
https://www.businessfinland.fi/en/for-finnish-customers/services/funding

EurAxess
https://www.euraxess.fi/finland/information-assistance/research-funding

The Operational Research Society has an extensive list of UK, European and International funding organisations links at https://www.theorsociety.com/research/potential-funding-sources-for-research/

https://novonordiskfonden.dk/en/grant/

F. Essential sources on communication (incl. social media)

How to write a policy brief? *)

Social media guidelines (tuni.fi) *)

Dealing with harassment, hate speech and controversy on social media (tuni.fi) *)

G. Essential literature on mentoring (and related activities)

Ambler T, Harvey M and Cahir J. University academics' experiences of learning through mentoring. Aust. Educ. Res. (2016) 43:609–627. DOI 10.1007/s13384-016-0214-7

Bozeman B and Feeney M. Toward a useful theory of mentoring: A conceptual analysis and critique. Administration & Society (2007) 39, 719-739. doi:10.1177/0095399707304119

Harvey M, Ambler T and Cahir J. Spectrum Approach to Mentoring: an evidence-based approach to mentoring for academics working in higher education. Teacher Development (2017) 21(1):160–174. http://dx.doi.org/10.1080/13664530.2016.1210537

H. Essential literature on academic leadership and management

1. Billot J. The changing research context: implications for leadership. Journal of Higher Education Policy and Management (2010), 33:1, 37–46. https://doi.org/10.1080/1360080X.2011.537010

2. Browning L, Thompson K and Dawson D. From early career researcher to research leader: survival of the fittest? Journal of Higher Education Policy and Management (2017) 39:4, 361–377. https://www.tandfonline.com/doi/full/10.1080/1360080X.2017.1330814

I. Essential literature on scientific writing and publishing

Murray R. Writing for Academic Journals, Open University Press; 2nd edition (1 Nov. 2009) https://www.goodreads.com/author/show/460983.Rowena_Murray

Appendix 1.

Are you interested in becoming a mentor of a Tampere Institute for Advanced Study Research Fellow?

Tampere IAS helps its Research Fellows to strategically develop their careers. As part of this support function, IAS provides individually tailored mentoring opportunities. As well as supporting our Research Fellows, working as a mentor gives experienced academics a valuable opportunity to develop their own leadership skills.

Tampere Institute for Advanced Study (Tampere IAS) is a multidisciplinary initiative with the ultimate goal of advancing scientific excellence. An integral part of Tampere University, the IAS contributes to the university's ongoing development and strengthening of a thriving research community. Its principal activity is to recruit highly promising researchers in global calls and support them in developing their careers further.

Most of the Tampere IAS Research Fellows are in their early or mid-careers. Mentoring by experienced colleagues is an obvious and effective tool for supporting the Fellows' career advancement. During its first operational academic year in 2021–22, Tampere IAS ran a pilot mentoring scheme as part of a small action learning project. The aim was to provide Research Fellows, through an individually tailored process, with insights and advice to help them advance their careers well beyond their fellowships. The promising results from this pilot have been consolidated into the Tampere IAS mentoring scheme, which will become a fixed feature of the Institute's work to support Fellows.

The essential requirement for those interested in mentoring Research Fellows is a genuine willingness to support a colleague in ways driven by that individual's specific needs. Whilst mentors are expected to have substantial academic research experience, there are no formal requirements in terms of their positions or years of experience, etc.

What is in it for the mentor? Our small pilot project showed that mentors find being in this kind of supportive role personally rewarding. This work had also given them a useful learning experience, as well as opportunities to develop further and demonstrate their leadership skills. Many mentors also feel that mentoring helps them in reflecting on and developing their own careers.

The user-friendly Tampere IAS Mentoring Handbook is available to all potential mentors. And Tampere IAS offers concise training and reflection opportunities for mentors. These sessions are highly recommended, but not compulsory. You can learn more about the supporting materials and training at the Tampere IAS web site *from late October 2022 onwards*, or by making an enquiry to the Tampere IAS office (see below).

The training sessions are planned for early December, with most of the mentoring processes commencing in January or February. The duration and intensity of each individual mentoring engagement is for the mentee and their mentor to decide. However, a minimum period of three months and four discussions is anticipated.

We cordially invite you to this exciting endeavour. For any inquiries or support, please contact Tampere IAS at tampere.ias@tuni.fi, or call us!

Juha Teperi
Director, Tampere IAS
+358 40 513 3714

Marjukka Virkajärvi
Coordinator, Tampere IAS
+358 40 318 6697

Appendix 2.

Tampere IAS Tool for Identifying Mentoring Needs and Capabilities

This simple tool is to be used by *mentees* to identify and express the domains where they believe they would gain most from a mentoring process with an experienced colleague; and by *mentors* to identify and express the domains where they are most confident in providing support. *Please note that this tool is an early version; any comments to improve it are welcomed at tampere.ias@tuni.fi*

I am filling in the form as ___ a potential mentee ___ a potential mentor

Please mark each domain according to expected gain: 0 – no gain expected / 5 – maximum potential

__ Defining one's long-term goals as an academic *("personal intellectual project")*
__ Making career choices between the academia and other choices
__ Becoming / acting as a research group leader
__ Innovation and entrepreneurship
__ Practical interdisciplinarity
__ Communicating (about one's academic work)
__ Scientific publishing
__ Developing media presence to support career advancement
__ Outreach and other activities aimed at (societal) impact
__ Developing one's teaching portfolio
__ Funding opportunities and tactics to succeed in applying
__ Social engagement and interpersonal relations in professional life
__ Achieving sufficient self-confidence (and assertiveness??)
__ Balancing professional life with other life domains
__ Other: _____
__ Other: _____

How important is it to have the mentoring counterpart from a scientific field close to my own?

__ Choose 0-7 (0: not relevant; 1: not at all important; 7: necessary)

Other issues that should be taken into account in pairing the mentor and the mentee:

_____

_____

Name (and contact details if not TAU employee): _____

The information on this form will not be presented outside IAS in an identifiable form. Information may be used for Tampere IAS development and related analytical purposes.

Signed ___.___._____ _____

(in block letters] _____

Appendix 3.

CV Template

This template is intended to give you a starting point to building and maintaining a 'database CV' from which you can draw information to craft a CV for any given demand (such as a job application or a grant application).

You can get more detailed advice in Building Your Academic Career by Rebecca Boden, Debbie Epstein and Jane Kenway – available in the TUNI library.

Some practical principles (in no particular order):

1. You could start your own CV by just taking this document and taking out all the notes and putting your own content in.
2. Adapt this template to your particular needs/profile.
3. Develop it iteratively – showing it to your mentor and/or colleagues and ask them to help you make it really complete.
4. Don't try and 'squash' everything up. In this document your are not space-constrained, so think about the readability and accessibility of your document.
5. Always be scrupulously honest.
6. Keep everything up-to-date – add things as they happen.
7. State things in reverse chronological order – the most recent comes first.
8. Keep irrelevant things (like you're married with three children) off.
9. Make sure that the CV 'tells a story' – don't leave unexplained gaps in your life story.
10. Use Harvard referencing style when listing publications.

YOUR NAME

Summary

[Write a one-page ‘pen portrait’ about yourself as a researcher, describing briefly your personal intellectual project (see the material in this Handbook on writing strategic career plans). Make it lively. Many people find such a self-description quite difficult – it is usually good to ask a colleague or your mentor to help you so that you get a third party perspective.]

This is an index to the rest of your CV

A. PERSONAL RECORD

Name

Date of birth

Nationality

Education	Your higher education details go in here, like this:
2010-2014	Graduate School, Department of Sauna Studies, University of Outokumpu
2006-2010	Department of Sauna Studies, Kosula University

Qualifications

	List your degrees and any other formal qualifications in reverse chronological order
2014	PhD, Faculty of Economic and Social Studies, University of Outokumpu
2010	Masters in Sauna Studies, Kosula University

Awards and distinctions

	List any prizes or special honours, positions (such as being a visiting fellow by invitation) here in reverse chronological order
2017	Visiting Fellowship, Faculty of Social Sciences, University of Narvik, Norway
2015	Best Teacher of the Year award (selected by students), University of Outokumpu

Links	Here you might put links to things like Google Scholar profiles or ORCID, or your own webpage.

Memberships	List here memberships of professional bodies or scholarly/learned associations. Note where you have served or are serving the organisation – e.g being its chair.
Employment	List your jobs in reverse chronological order, starting with any current appointment. Say where you worked, your job title and a line or two about what you did, e.g.
Jan 2017 to present	Marie Curie Research Fellow, School of Sauna Studies, University of Sälen, Sweden. I have a two-year fellowship to investigate…
Languages	List here languages you speak and your level of competence in them.

NOTE THE PAGE BREAK!!

B. RESEARCH, SCHOLARSHIP AND ACADEMIC/PROFESSIONAL STANDING

Publications

You might be used to having your publications as a separate list, but put them in here too – it's easy enough to cut and paste them into a separate list and sometimes, especially outside of Finland, your reader will expect to see them in your CV and might not even ask for a list.

Academic journal papers

In press Put year of publication on left like this. Accepted papers mark as 'in press'.

2021 Exploiting the exploitable: The financialisation of students in English universities, Boden R & Ng, W, *Tiedepolitikka,* 2/2021: 45-51

2021 Pensioned Off: National Insurance in the UK, Boden R., *Public Money and Management,* online at https://doi.org/10.1080/09540962.2020.1862993

Authored books

2020 Put year of publication on left like this. Accepted papers mark as 'in press'. If the book is still being written but you have a contract, write 'forthcoming' and if the manuscript is with the published, mark it as 'in press'.

Edited books and journal special/themed issues

2022 Put year of publication, in press or 'forthcoming' on left like this, as above.

Book chapters:

2022 Put year of publication, in press or 'forthcoming' on left like this, as above.

Papers submitted/under review for publication

It's important to let readers of your CV know what's 'in the pipeline'. This lets them judge your trajectory. Put in the title, authors, journal you've submitted to and the stage of review. As your publications come out, you simply move them further up your CV.

e.g.

How Capital generates Capitals in English Elite Private Schools: Charities, tax and accounting, James, MD, Boden, R., and Kenway. J. *British Journal of the Sociology of Education.* Accepted subject to very minor revisions.

Work in progress for publication

It's important to let readers of your CV know what's 'in the pipeline'. This lets them judge your trajectory. Detail here any books, chapters of articles you're working on. Give an anticipated completion date. Try and give the reader an idea of what your CV might look like in a couple of years time – an indication of where you are going. As you submit material for publication, you simply move it further up your CV.

Published research reports

Lay these out as you did with academic journal papers (see above).

e.g.

2014 Trade Credit: A Literature Review, with Salima Paul, Research Report from the British Business Bank, Available at http://british-business-bank.co.uk/wp-content/uploads/2015/02/Annex-2-TCEFG-Evaluation-Literature-Review-Final.pdf

Media/Professional journal papers:

Lay these out as you did with academic journal papers (see above). Include podcasts, blogs, etc., too.

2023 Tories insist private schools need tax breaks – but take it from an expert, they're raking it in. Op-ed for The Guardian available at at https://www.theguardian.com/commentisfree/2023/oct/06/tories-private-schools-vat-tax-breaks-expert-labour-fair-sensible

2022 The public cost of private schools: Rising fee sand luxury facilities raise questions about charitable status. With Malcolm James and Jane Kenway. Available at https://theconversation.com/the-public-cost-of-private-schools-rising-fees-and-luxury-facilities-raise-questions-about-charitable-status-182060

2020 Numbers! FreshEd podcast with Nelli Piattoeva available at https://freshedpodcast.com/nellipiattoeva-rebeccaboden/

Teaching materials and guides

Lay these out as you did with academic journal papers (see above).

e.g.

2003 Einstein Network: CPD video entitled 'AGMs – for communication and accountability, or a nice day out?' With Nic Apostolides. 2003

2001 CIPFA Study Guide on Public Policy and Taxation, CIPFA distance education programme, Rebecca Boden (sessions 1–12).

University Working Papers

Lay these out as you did with academic journal papers (see above).

e.g.

2009 Science, Standards and Infrastructure Provision through the PFI – A case study of the National Physical Laboratory, Rebecca Boden and Deborah Cox, Manchester Institute of Innovation Research, University of Manchester Working Paper Series No 575.

Funded Research

Awaiting decision or under development

Give details, in short paragraphs, of funding applications under consideration or under development. Again, this is about indicating what is in the 'pipeline' from you.

Research funding completed and ongoing

Lay these out with the dates in a column on the left (as with academic journal papers) and details such as the title, the funder, partners, etc., in a short paragraph.

Conferences, workshops and seminars organised

List these, with the dates in a column on the left. These are important because they demonstrate your academic leadership and the extent to which you are well-networked.

Professional, Advisory or Consultancy Work

If you do a lot of societal impact work, you might want to have a whole special section in your CV for it, otherwise list these types of activity here, along with other work where your scientific expertise was sued in a professional or advisory way, or where you provided consultancy – such as to a government ministry, or a private company.

Work as a Referee and as an Examiner

List here work where you have been a doctoral examiner or opponent, a referee to comment on someone's promotion application, or where you have been asked to evaluate funding bids or their final reports, etc. This work is important because it demonstrates your 'standing' (reputation) in the academic community – the respect showed to your expertise.

Lay the details out as with academic journal papers – reverse chronological order with the dates in a column on the left.

Editorial Board Membership

Lay the details out as with academic journal papers – reverse chronological order with the dates in a column on the left. This information is important because it demonstrates academic leadership and your standing in the community.

Reviewer of articles for academic journals

List the journals you have reviewed for. Again, this shows the extent to which you are networked, your disciplinary reach, and also speaks to your reputation.

Public Service in a Professional Capacity

List here are any public service you have/are giving in a professional capacity – you might be a trustee of a charity or help to run a community organisation.

Lay the details out as with academic journal papers – in reverse chronological order with the dates in a column on the left.

Major Academic Visits and collaborations

Periods of mobility and other academic collaborations (especially internationally) are seen as an increasingly important aspect of academic career development. You might have had a visiting fellowship or be part of an international research collaboration group. This is the place for those details, which you should lay out as with academic journal papers – reverse chronological order with the dates in a column on the left.

Invited Presentations/Papers

Being invited to speak (rather than simply submitting an abstract to a conference) is a sign of your reputation, reach and regard. Lay the details out as with academic journal papers – reverse chronological order with the dates in a column on the left.

Other papers and presentations

Set out here – in reverse chronological order with the dates in a column on the left – the list of your conference, etc., presentations. Give the titles, dates, and the conferences, etc. These details allow the diligent reader of your CV to map out how you have developed and eventually published your work – it all helps tell a good story.

NOTE THE PAGE BREAK!

C. SOCIETAL IMPACT AND ENGAGEMENT

Increasingly, and globally, researchers are being asked to demonstrate how their research benefits or engages with wider society. This is no bad thing for any researcher to hold in their mind – for the most part, and in most countries, salaries, and research expenses, etc., are paid for by citizens through their taxes. It therefore seems only right that academics are, in some way, called to account for how they use the money – it's part of the social contract between scientists and wider society in which citizens gift resources and researchers reciprocate with useful knowledge.

This begs the question of what 'useful' knowledge is. In some neoliberal states, like the UK, this has often been cast as knowledge that makes money for business, and which can be measured via profit. Wisely, there is increasing pressure to move away from such a narrow conceptualisation of the value of researchers' work towards some narrative around wider social effect, change or benefit with regards to the economy, society, cultural life, public policy or services. Crucially, such impact or engagement needs to be beyond the bounds of the university sector.

In sum, include here details of any social effect, change or benefit which your research work has had outside the academy.

Thinking practically, what you might include in your CV section on public impact and engagement will depend on your idiosyncratic research profile. It's therefore not possible to give any precise headings for activities, but here's some suggestions to help you start for yourself.

> An engineer – might have worked with a private sector company to develop new technology.
>
> A medical or bio-scientist – might have contributed to the development of new treatments for patients.
>
> A philosopher – might have worked with police forces on the development of investigative logic tools (this is a real-life example).
>
> A theologian – might have made significant media contributions around important moral, ethical issues (again, a real-life example).
>
> A historian – might have worked with schools in their area to develop pedagogical projects.
>
> An economist – might have worked with a ministry on the development of new policies.
>
> A sociologist – might have had their published work picked up by government and turned into practice without them ever having engaged directly with them.

In your CV, you should try and set out the details of what your engagement has been and what the impact is. Link it to details of your research in other parts of your CV. It's best to emphasise the factual details – what the research was (i.e., where it is published/reported etc) and what your own specific engagement activities were (i.e., working with a particular company) or what the specific effects of your work were (i.e., your work mentioned in parliamentary debates or in the press).

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D. MANAGEMENT AND ACADEMIC LEADERSHIP

Sometimes called ‘good citizen’ work, this kind of work – along with research and teaching is a crucial element of the academic life.

In reverse chronological order, for each post or job you’ve held, detail the kinds of ‘good citizen’ and leadership work you’ve done. This might be things like sitting on job appointment committees, leading a department, convening a teaching programme, running a departmental seminar. Don’t worry if the jobs don’t look very senior or ‘grand’ – we all have to start somewhere. What’s important is that you demonstrate that you are a ‘team player’ in academia.

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E. TEACHING

The stuff in this section will provide material for any teaching portfolio you have to put together. But remember, not all people who want your CV will ask for a separate teaching portfolio – so best to have it all here.

Pedagogic qualifications

Here, list courses attended, formal qualifications held, etc., as they relate to teaching.

Doctoral supervision

Provide details of students you have supervised or are currently supervised. Again, reverse chronological order. You could set this out as a table, a bit like this.

Name	Dates supervised	Topic	Status/result

Masters supervision

Provide details of students you have supervised or are currently supervised. Again, reverse chronological order. You could set this out as a table, a bit like this.

Name	Dates supervised	Topic	Status/result

Other teaching

List the courses you have been involved with, in reverse chronological order. Flag up the contributions you made – such as course leadership, developing a new course or engaging on innovative pedagogy.

Appendix 4.

Your Name
Teaching Portfolio

Formal qualifications

[List your qualifications in reverse chronological order, making a note when they are especially relevant to teaching.]

e.g.

2020	Postgraduate Certificate in Higher Education Teaching Skills, University of Honkajoki. This course was specifically designed to train teachers in higher education.
2015	Docent in Sauna Studies (University of Kuru). My teaching competence was specifically assessed by way of a portfolio and trial lecture.
2010	Doctorate in Social Sciences (University of Orivesi).
2006	Master's in Social Sciences (University of Tuuri).

Teaching philosophy

[Set out your thinking around how you approach the work of teaching in the university]

e.g.

University education rightly prioritises independent learning and study by students. This gives them the necessary transferable skills to do well in life, whatever they do. Of course, this must be facilitated by teachers. Therefore, for me, the development of learning and study skills amongst studies in a key priority.

Therefore, in my teaching I focus not just on the subject matter, but also the fostering of good study habits and learning skills. This includes, but is not limited to: research skills, crucial thinking, self-organisation, and technical skills such as data handling.

I aim to foster a collegial learning environment for students, in which they can explore their interests together and alone – creating a genuine love of learning…

Pedagogical skills

[Set out your particular strengths in teaching.]

e.g.

I have acquired a range of pedagogical skills both by formal courses and training, and also by my extensive work experience – I am consciously self-reflective about my work, constantly seeking to hone my skills. My formal qualifications are… and taught me….

As an example of learning from my teaching practice, the course I ran in 2021 on …. was co-designed with the students. From that experience I learned a great deal in terms of how students approach the subject matter and what their support needs are. I was able to transfer the knowledge I gained to inform my other teaching activities….

Teaching and supervisory experience

[Here set out, in reverse chronological order (as in the qualifications section above),

- The courses you have taught on, including details of what you did, whether you designed the course, were responsible for leading them, and noting any innovative aspects of your work.

- The masters and doctoral theses you have supervised. Include dates and areas. Include these even if the student has not finished their thesis, or you were not the lead supervisor. Where students have finished their theses, it's also good to include the results.

- Any work you've done as an academic tutor or study plan tutor – this shows your capacity to assist students to develop independent learning/study skills.

- Any work you've done to promote students' learning/study competence – for instance, you might have helped with developing their practical lab skills

- How you use teaching materials and technologies. For instance, you might make innovative use of platforms such as Moodle.]

Developing teaching and guidance skills

[Here put

- Brief details of learning materials you've developed – a course, or a handbook or online materials.

- Development of learning environments – especially innovative ones online, etc.

- How you've used your research, teaching experience and feedback to develop materials/guidance. Emphasise how your teaching is research-led.

- It's always good to cite brief concrete examples.]

Collaborative teaching development

[Here put

- How you have cooperated with other teachers, students or others in work organisations/surrounding society to develop teaching. For instance, you might've worked with a professional group to develop specific teaching content.
- Working across disciplinary or organisational boundaries – you might be a mathematician who is now working with bio-scientists on the teaching of their students.
- International cooperation – you might have been involved in an EU doctoral training network, for instance.]

Recognitions and previous teaching assessments

[Here, list any special recognitions you have – such as your students nominating you for a 'best teacher' type award and also the results of previous formal assessments of your teaching (such as if you did this for a docent qualification).]

Tampere Institute for Advanced Study

(Tampere IAS)

The Tampere Institute for Advanced Study (Tampere IAS) is a university-level research community offering the most competitive researchers the opportunity to focus on their own research and career advancement and to broaden their research horizon. The Institute grants fixed-term Research Fellowships to researchers in all scientific fields represented at Tampere University.

This Handbook is a practical guide to mentoring. It does not tell you exactly what to do and how to do it. Rather, it is like a (travel) guidebook: you use it to acquaint yourself with general ideas and concepts, and then pick the pieces that you think serve you best. Mentoring requires mutual consent and collaboration – this Handbook is merely a resource for colleagues to use as they together think best – or not at all. We hope you find it useful.

Rebecca Boden & Juha Teperi

Tampere University