Methodological Guide
for the foRMAtion Mentorship Programme

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INTELLECTUAL OUTPUT 4

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Acronyms

RMA	Research Management and Administration / Research Manager and Administrator
RPO	Research Performing Organization
IO	Intellectual Output
HEI	Higher Education Institution
ERA	European Research Area
ECTS	European Credit Transfer and Accumulation System

1. Executive Summary

This Methodological Guide forms an important element of the closely interlinked foRMAtion activities and aims to lay the foundations of the foRMAtion mentorship programme through providing a comprehensive method. The Guide is developed primarily for the staff of Research Performing Organisations (RPOs) active in the field of Research Management and Administration (RMA), who will act as the mentors in the programme.

The mentorship programme will enable students to get practical knowledge and hands-on work experience during their studies encouraging them to start building up their professional career in the field of RMA. The programme will also enable appointed mentors to professionalize their work, acquire leadership and mentoring skills and get access to fresh ideas and networks through the involved students.

The Guide introduces the innovative features of the foRMAtion mentorship programme compared to other similar activities in the field of RMA. It discusses the main roles and responsibilities of mentors while providing tips and hints for them for the successful implementation of the programme.

The Guide will have an impact on the development and recognition of the profession and how early-stage professionals can be trained at institutions employing RMAs.

2. Introduction

2.1. About the foRMAtion project

The increasing competition for EU funds in the field of Research and Innovation (R&I) projects, the growing needs of the labour market for professional research support staff, and the shortage in Research Management and Administration (RMA) educational programmes led to the realization of the foRMAtion *(Innovative and smart module for potential Research Managers and Administrators in higher education)* project implemented under Erasmus+ Key Action 2 Strategic Partnership in the field of Higher Education. foRMAtion aims to support students in Higher Education Institutions (HEIs) as potential Research Managers and Administrators (RMAs) by reinforcing the high-level and transversal skills needed for developing and managing excellent European research, innovation and educational projects.

The mentorship programme has been implemented as part of the complex and interlinked foRMAtion activities. The mentorship programme consists of online and physical mobility, thus providing a blended learning opportunity to participating students. Moreover, the programme will significantly promote synergies between the labour market and higher education by enabling university students in acquiring real-life work experience during their studies on the one hand; on the other hand, by linking RPOs and research support offices to students and freshly graduates. Through these activities trained staff at partner research support offices[1] will mentor students from partner universities[2] to get hands-on knowledge supplementing their university studies.

2.2. Objectives and impact

The main objective of the foRMAtion Methodological Guide for the mentorship programme (Intellectual Output 4 – IO4) is to lay the foundation and provide a comprehensive method for a meaningful mentorship programme combined with blended learning, which will be mutually beneficial for university students and research performing or supporting entities within and beyond the foRMAtion project consortium.

The overall aim of the mentorship programme is to foster synergies and facilitate the transition between university and labour market through the transnational collaboration of Research

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[1] HÉTFA Research Institute (Hungary), Agenzia per la Promozione della Ricerca Europea – APRE (Italy/Belgium), Sociedade Portuguesa de Inovação – SPI (Portugal), Slovenian Forestry Institute (Slovenia), Institute of Studies for the Integration of Systems – ISINNOVA (Italy), and Universidade NOVA de Lisboa (Portugal).

[2] Universidade NOVA de Lisboa (Portugal), Corvinus University of Budapest (Hungary), Sapientia Hungarian University of Transylvania (Romania).

Performing Organizations (RPOs) and Higher Education Institutions. On the one hand, the programme will enable students to get practical knowledge and hands-on work experience during their studies encouraging them to start building up their professional career in the field of RMA. During the mentorship programme they will be supported by a mentor and will be involved in different phases of the RMA profession from pre- to post-award phases as well as other roles on the interface of science. Since part of the mentorship is planned to be carried out in the frame of international physical mobility, it will also provide opportunity for students to get to know a new country, the operation of a real workplace and well-organized research support teams as well as to have an overall idea of different research and innovation ecosystems. Due to the preparatory and follow up activities they will also get used to online assignments and manage their tasks in this way.

On the other hand, the programme will also enable appointed mentors of partner institutions and any other RMA responsible for mentorship or internship to professionalize their work, acquire leadership and mentoring skills and have access to fresh ideas and networks through the involved students. As a long-term result, RPOs will gain experience to open up their offices for potential trainees and/or fresh graduates, supporting the recruitment of human resources.

Lastly, the Guide supports the work of RMAs working in national or international associations aiming to launch internship or mentorship programmes. Thus, in the long-run, the Guide will have an impact on the development and recognition of the profession and on the training of early-stage professionals at institutions employing RMAs[3]. Moreover, the foRMAtion mentorship programme aims to tackle the lack of consistent career development of the RMA profession by taking the first step in students' commitment and engagement towards the profession and showing a career path to follow.

2.3. How to read the Guide?

The Guide is divided into three main parts:

- Part 3 briefly overviews existing mentoring programmes in the field of RMA and, in the light of these, defines the principles of existence of the foRMAtion mentorship programme.
- Part 4 offers a general overview of the foRMAtion mentorship programme. It provides detailed information about the methodology, roadmap and main features of the programme, defines the main roles of mentors and gives ideas on how to be an excellent

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[3] Besides research institutions and universities, these can be funders, NGOs, consulting companies, research facilities, etc.

mentor. In addition, Part 4 discusses the potential challenges that can arise during the programme and deals with the question of sustainability.

- Part 5 reviews GDPR and data management issues relevant to the mentorship programme, while part 6 summarizes the lessons learnt during the first piloting of the programme and formulates recommendations for the implementation of the programme in the future.

Besides these main parts, the Guide includes a reference list and seven Annexes.

3. Mentorship programmes

Certain national or international RMA associations have already launched mentorship programmes or released mentoring guidelines. In most cases, these programmes are fundamentally different from the foRMAtion mentorship as they do not target higher education learners, rather offer training / workshops / mentoring for either postgraduates/teachers or staff already working in the profession. The following paragraph will briefly summarize some of these programmes. However, it must be stressed that the detailed mapping and review of these programmes go beyond the scope of the current Methodological Guide and could be a topic of another in-depth investigation.

3.1. EARMA

The European Association of Research Managers and Administrators (EARMA) issued a short Professional Mentor Guidance in 2016.[4] According to the Guidance, the role of an EARMA Mentor is to support students in receiving the European Certificate in Research Management (CRM) or/and the EARMA Certificate in Research Administration. The Professional Mentors provide encouragement to the students, support them in completing their Study Work Plan, help them to plan their formal and self-guided learning and *"act as a sounding board for their thoughts, questions and ideas"*.

The Professional Mentor is expected to meet with the student for 2-3 hours per unit. Depending on the type of enrolment of the student, it means that the mentor and the student meet around one hour per month for one and a half / two years.

3.2. ARMA

The Association of Research Managers and Administrators (ARMA) based in the UK has a mentoring scheme[5] that works as a matching service for mentors and mentees. For applying to the program, those who are interested to be either a Mentor or a Mentee should complete an online application form. Participating mentors are required to be ARMA members working in the field of Research Management & Administration (in any area) and committed to share their knowledge, skills and expertise with colleagues having less experience.

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[4] *Professional Mentor Guidance* (2016). EARMA Professional Development Group. Available at: https://earma.wildapricot.org/resources/Documents/PD%20Programmes/CRM/EARMA_Professional%20Mentor%20Guidance_2016.pdf Last visit: 17 January 2021.

[5] *ARMA – Mentoring Scheme Pilot*. Available at: https://arma.ac.uk/mentoring-scheme-pilot/ Last visit: 17 January 2021.

Based on the applications, a subset of ARMA's Professional Development Committee will create matches *"based on particular areas of interest, development needs, location and particular circumstances, and learning styles"*.

Selected participants will attend a Mentoring Induction Day, where mentors and mentees meet and *"have the opportunity of discussing their needs and requirements as well as receive hints and tips on how to get the most out of a mentoring relationship"*.

After the success of the mentoring schemes that ran in 2018-19 and 2019-20, ARMA has launched a new round of the mentoring programme in 2020-21. Due to the COVID-19 pandemic, the programme running from November 2020 to July 2021 was implemented completely online.

3.3. ARMS[6]

'The Action Research Mentoring Scheme (ARMS) project of the British Council supported teacher educators and academics as they mentored small groups of English language teachers through classroom-based research projects. This scheme aimed to create an environment and framework that enabled teachers to:

- *try out different approaches and ideas;*
- *develop their reflective practice;*
- *make choices and decisions about their teaching styles;*
- *develop their confidence;*
- *improve their student learning.*

British Council also released a practical handbook on 'Mentoring teachers to research their classrooms.'[7]

3.4. CARA

The mentorship program of the Canadian Association of Research Administrators (CARA)[8] was launched in 2013. The main aim of the program is to supplement the professional development opportunities (e.g. webinars, workshops, and conferences) offered by CARA. *"Mentees work with their mentors to achieve professional goals they have identified. Mentees are matched with a mentor for an initial period of 4 months and are encouraged to participate in the program more than once to benefit from the many diverse perspectives different mentors provide. Mentors*

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[6] *Action Research Mentoring Scheme*. British Council. Available at: https://www.britishcouncil.in/programmes/english/research-publications/arms Last visit: 17 January 2021.

[7] Smith, R., (2020): *Mentoring teachers to research their classrooms: a practical handbook.* British Council.

[8] *Mentorship Program*. The Canadian Association of Research Administrators. Available at: https://cara-acaar.ca/Programs/MentorshipProgram Last visit: 17 January 2021.

provide mentees with general career advice, expertise in a particular aspect of research administration, insight on developing certain skills beyond the mentee's current role but necessary for advancement, feedback, help setting goals, and/or support to help mentees network and raise their professional profile."

3.5. ERA fellowships

"Germany is expanding its cooperation with the EU13 countries as part of its national strategy for the European Research Area (ERA). The "ERA Fellowships - Science Management" *action forms one component of this strategy and brings science managers from the EU13 partner countries[9] together with German science institutions, providing them with the opportunity to learn from each other, gather practical experience in science management, acquire and expand competencies, and to strengthen the networks that advance the European Research Area. Well-trained science managers make an important contribution to the effectiveness of national research systems within Europe."* [10]

In 2020, 30 fellowships were granted. The time period of the so called 'guest stays' was 8-12 weeks (including campus weeks). During these periods EU13-fellows got in-depth insights, exchanged views on scientific management procedures on an expert level and received support in the selection of suitable funding instruments and in the application process. Before a fellowship, a structured training concept was agreed between the fellows and their German host institution.[11]

3.6. BESTPRAC COST Action – STSM

BESTPRAC[12] was started in 2014 as a COST Targeted Network gathering administrative, financial and legal staff at universities and research-driven institutions who are carrying out different tasks to support transnational (in particular EU funded) research projects. The COST funding subsided in October 2019, but the BESTPRAC network is still active and serves as a platform for exchanging experiences, developing best practices and sharing knowledge in the field of RMA.

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[9] Bulgaria, Cyprus, Czech Republic, Estonia, Croatia, Hungary, Lithuania, Latvia, Malta, Poland, Romania, Slovenia, Slovakia

[10] German Federal Ministry of Education and Research (2020). *"ERA fellowships – Science Management': An eventful first campus week comes to an end.* Available at: https://www.era-fellowships.de/en/campuswochen-bonn-aktuelles-abschluss2020.php Last visit: 17 January 2021.

[11] ERA Fellowships – Overview. Available at: https://www.era-fellowships.de/en/era-fellowships-ueberblick.php Last visit: 17 January 2021.

[12] Website of the BESTPRAC COST Action: https://bestprac.eu/home/

In the frame of the COST Action Short Term Scientific Missions (STSM)[13] were organized. STSMs were not a mentoring program in the classical sense, but it is worthwhile to overview its main features.

STSMs were individual mobilities of employees (RMAs, researchers, scientists, administrative officers, etc.) of any kind of institutions (based in a COST participating country). They were aimed to foster networking and exchanging of knowledge and experience by allowing participants to visit a foreign institution of similar profile. Applicants who were early stage administrators[14], representing the target group of BESTPRAC[15] and coming from so-called inclusiveness countries[16] were particularly encouraged to submit a STSM application.

The duration of an STSM was minimum 3 working days and maximum 3 months (however an extension could be requested up to 6 months in total). During this time Grantees had an opportunity to get insight to the work of a similar organization and to meet best practices from the first hand. Early stage administrators were often treated as mentees during their STSMs, thus their experience also effectively contributed to the development of their professional and operational skills.

After the STSM, Grantees were required to submit to the host institution and to the STSM Coordinator a short report on the visit within 4 weeks after his/her stay. The Final Report on the mentorship programme (Annex III) was partly inspired by the structure of this report.

3.7. SRAI Odyssey Programme

The Society of Research Administrators International (SRAI) runs the programme called Odyssey since 2019 offering a 12 month-long mentoring for research managers and administrators. Applications are generally collected during the autumn. The particularity of the programme is that besides one-to-one mentoring, there is also possibility for group mentoring. Participants of the programme can come from all over the world; more importantly, mentees can also come from all career stages, not just exclusively from junior positions.

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[13] *BESTPRAC – Short Term Scientific Missions Guidelines* (2018). BESTPRAC COST Action.

[14] Definition of early stage administrator: max. 8 years after the last education attainment or years in the profession as research administrator.

[15] Target group of BESTPRAC: staff in universities and research institutions carrying out administrative tasks in support of European projects during the post-award phase, often with low salaries, without any possibility to travel and to network and share experiences about carrying out administrative tasks in European research projects.

[16] Inclusiveness countries: EU 13 (Bulgaria, Cyprus, Czech Republic, Estonia, Croatia, Hungary, Lithuania, Latvia, Malta, Poland, Romania, Slovenia, Slovakia), Bosnia and Herzegovina, Serbia, Turkey, the former Yugoslav Republic of Macedonia

The programme is managed by the Committee within SRAI who reviews the applications of mentors and mentees and then matches them. The Committee also provides oversight in the background, supports quarterly check-ins for participants, and organizes networking events for peer-to-peer exchange.

Within the programme, the role of the mentor is to facilitate an initial 'getting to know meeting'; whereas the regular meeting schedule is set jointly by the mentor and the mentee, generally online. The task of the mentee is to develop a set of goals captured in the goal sheet.

Based on experiences, the individual mentorship offers more 'me time' and a safer environment for discussing challenging matters. However, group mentorship provides a more colourful exchange of expertise, perspectives as well as different dynamics.[17]

4. The foRMAtion mentorship programme

4.1. Target audience

This Guide is developed primarily for:

1. Staff of RPOs' research support departments working as RMAs to implement professionally the foRMAtion mentorship programme. It is a practical and valuable tool for all future RMA mentors and for coordinators of research teams within and outside the project consortium.
2. Contact persons appointed at the sending institutions to get acquainted with the specific features and requirements of the foRMAtion mentorship programme and to prepare them for their role i.e. to form a bridge between the involved institutions and between the student and the mentor and to support the students throughout the blended learning mobility.

The Guide is also helpful for university teachers who are responsible for teaching the foRMAtion curricula – or other courses strongly connected to research management or administration – since with its help they can apply or adopt mentoring techniques during the classes.

Indirectly, the Guide for the mentorship programme has an impact on students as well since it is designed to develop a meaningful mentorship programme providing them opportunity to work with the mentors and to get insight in the everyday life of RMAs.

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[17] The website of the programme: https://www.srainternational.org/get-involved/odyssey-program

Main implementers of the foRMAtion mentorship programme	Their main roles and responsibilities
Mentors i.e. staff of RPOs' research support departments working as RMAs	- Setting jointly with the student the learning goals of the mentorship programme - Active participation in the preparation period (see 4.3): - attending the match-making online consultations and support the student to perform their tasks, - developing the Work Plan of the mentorship programme (Annex I) together with the student. - Introducing the institutional culture as well as the colleagues and research management teams for the student. - Assisting the student in understanding his/her responsibilities and duties during the mentorship; - Assigning to the student relevant RMA-related tasks (see examples of tasks in 4.8.1). - Monitoring the student's work on a daily-basis, understanding its needs, giving advice on how to approach situations or assignments, and providing continuous and constructive feedback on the progress. - Monitoring the completion of the Work Plan jointly developed with the student prior to the physical mobility. - Helping the student in exploring the RMA profession and in acquiring the basics of research management in practice. - Providing thoughtful advice and guidance. - Providing opportunities to prove the student's knowledge and abilities and acknowledging his/her professional contribution. - Contributing to the skill and competence development of the student. - Helping the student to network effectively and to cooperate with other relevant colleagues. - Motivating and inspiring the student. - Active participation in the follow-up period: - attending online consultations to assess the joint work and the performance of the student;

	○ supporting the student in preparing their Final Report (Annex III).
	• Evaluate the student' performance and the mentorship programme itself.
Contact persons appointed at the sending institutions	• Promotion of the mentorship opportunity among students enrolled to the foRMAtion course.
	• Coordinating the selection of the students.
	• Facilitating the contact and communication between the mentor and the student.
	• Preparing the contracts for students or contacting the relevant units (International Office or Erasmus Office) of the sending institution for advancing the cause of contract preparation.
	• Signing the contract with the students on behalf of the University.
	• Being in touch with the students during the mentorship activity (standby status).
	• Supporting the students during the mentorship e.g., in administrative matters.
	• Collecting the supporting documents from the students after the end of the activity.
	• Providing the ECTS credit points after the end of the mentorship activity.

4.2. Roadmap of the mentorship programme

Each project partner has to follow the roadmap, even if the physical mobility may take place at a slightly different period. The length of the blended learning part is detailed in section 4.3.

iii. Table 3 - Roadmap of the mentorship programme

Step 1
- Selection of future mentors at host organisations (HÉTFA, SFI, SPI, ISINNOVA, APRE and NOVA)

Step 2
- Preparation of the Application Form for mentorship based on pre-defined selection criteria (HÉTFA together with NOVA, Corvinus and Sapientia)

Step 3
- Training for future mentors (Short-term joint staff-training event, C3 organised by HÉTFA with the participation of all project partner)

Step 4
- Creation of community of practice for mentors (by HÉTFA and the selected mentors)

Step 5
- Promotion of the mentorship programme among students enrolled to the foRMAtion course at partner universities (NOVA, Corvinus, Sapientia)

Step 6
- Application period for students at partner universities (NOVA, Corvinus, Sapientia)

Step 7
- Selection of students for the mentorship programme on pre-defined criteria (NOVA, Corvinus, Sapientia) and entry-exams

Step 8
- Contracting with students (trilateral and bilateral agreements - all project partners)

Step 9
- Preparation phase: matching the mentors and students & online consultations: definition of learning goals and assessment of students' skills (host organisations and students)

Step 10
- Physical mobility of the students (on-site mentoring activity) - arrival & introduction to the institutional culture and tasks (host organisations)

Step 11
- Physical mobility of the students (on-site mentoring activity)

Step 12
- Physical mobility of the students (on-site mentoring activity) - admininstrative paper work at host organisations and departure (host organisation)

Step 13
- Follow-up phase: online consultations and evaluation (host organisations)

Step 14
- Administrative arrangements and evaluations (all project partners)

4.2.1.   foRMAtion events connected to the mentorship programme

Short-term joint staff-training event (C3) was organized in March of 2021 for the staff/ RMAs of the RPOs (i.e. future mentors) participating in the project to prepare them for the mentorship programme. By then, the current document (called Intellectual output 4 / IO4 in the project) was almost finalized, meaning that the final version aimed to incorporate feedbacks and reflections of participants of C3.

Each host organisation delegated two colleagues to the C3 event to take part in the training, however only one of them was the appointed mentor in the end. The other person was the substitute mentor at the organisation whose task was to support the appointed mentor in performing his/her duties with all means.

The roles and responsibilities of the main stakeholders (see Table 3) were discussed during the event. The training provided an interactive atmosphere and practical tips and hints for future mentors in which processes students can be involved, what kind of specific knowledge they need to be provided, what skills should be developed, etc. The event supported them in supervising the students and enabling that the mentorship is mutually beneficial for each party.

The selected/appointed mentors then formed a community of practice, within which they were able to share their knowledge and experiences before, during and after the mentorship programme. Experiences and feedback of participants have been used to improve the guide.

The foRMAtion multiplier event (E2) was planned to be organized in Cluj-Napoca in February 2021. Due to the COVID-19 pandemic, the event was postponed to a later date. The event originally supposed to gather various experts in the area of education and professional training, university professors, RMAs and policy makers from partner countries and beyond in order to generate a debate on the approach, applicability and transferability of this output. Results of discussions and lessons learnt from similar initiatives have been taken into consideration during the finalization of IO4 (see part 6 of the current guide).

4.2.2.   Milestones to be achieved

Milestone 1: Mentors are selected and trained (at the C3 event). A community of practice for mentors is created.
Milestone 2: Students are selected and completed the entry exam (see 4.5.1).
Milestone 3: Mentors and RMA students are matched; online consultations took place in the frame of the preparation phase.

Milestone 4: Physical mobility started; students arrived to the host RPOs and introduced at the institution.
Milestone 5: Physical mobility ended; students returned home.
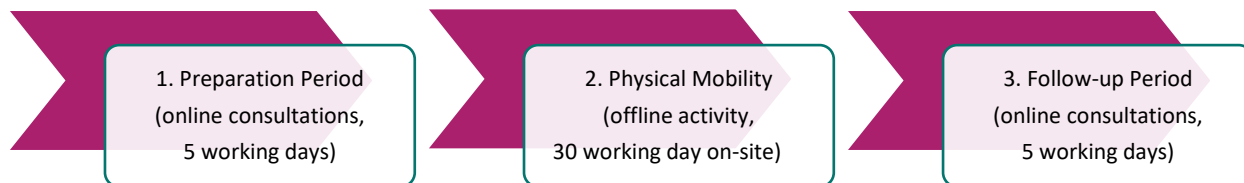Milestone 6: Follow-up phase with the online consultations ended.
Milestone 7: The evaluation (of the students, the mentors and the mentorship programme in general) took place, the administration is done.

4.3. Methodology of the mentorship programme

Before kicking off of the mentorship activity, sending institutions and host organisations will hold preliminary consultations on the appropriate timing of the mentoring programme in order to ensure that the programme will be truly beneficial for the students and the mentors. When setting the date for the mentorship, it is important to take the mentor's workload into consideration i.e. the mentor has a sufficient amount of time to deal with his/her duties, there are professional tasks running at that time in the given institution that the student can gain insight into, etc.

The mentorship programme is a blended learning mobility for students, which consists of online and offline learning parts.

The offline part of the mentorship is a physical mobility for students, when they are travelling abroad to host organisations (RPO partners in foRMAtion). The online part of the mentorship consists of the pre- and post-physical mobility including online consultations between the mentors and the students.[18]

1. Preparation Period (online consultations, 5 working days)	2. Physical Mobility (offline activity, 30 working day on-site)	3. Follow-up Period (online consultations, 5 working days)

The total duration of the blended learning activity/mentorship programme is 40 working days. Number of working hours per day is 7-8 in line with the host institutions' institutional practices and national regulations. The start and the end of working hours, furthermore the place of work is determined by the host organisation.

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[18] Due to COVID-19 pandemic, the realisation of physical mobility will be based on the decision of the project consortium. However, it must be noted that shifting the mentorship programme fully online might endanger is usefulness and expected impact. Therefore, HÉTFA, as IO leader will elaborate alternative solutions including the possible postponement of the activity or shifting the programme fully online.

The physical mobility of the selected students was originally planned to take place in the summer and autumn of 2021. Students are supposed to spend 6 weeks abroad[19]. During the physical mobility, the mandatory number of working hours per week is 35-40 (depending on the number of mandatory working hours per day at the host organisation).

The physical mobility is preceded by the preparation period (5 working days) with match-making online consultations taking place between the students and the mentors, when:

- the parties introduce themselves and get to know each other through trust building activities;
- the parties (i.e. the mentor and the student) review the completed *Checklist of skills and competences* self-assessment document (Annex II) filled out by the students;
- in line with the outcome of the discussion on the skills and competences, the specific learning goals to be achieved are identified and motivations of the parties are jointly agreed on;
- the responsibilities and duties are agreed;
- the parties jointly elaborate the *Work Plan of the mentorship programme* (Annex I) to prepare for the mentorship and define the main frames of their collaboration;
- the expectations are discussed;
- the challenges are identified;
- the administrative issues of the physical mobility are discussed and the contracts are signed;
- the first RMA assignments are done by the student;
- to sum up: the foundation of a good working relationship and a successful mentorship will be laid.

Online consultations take place following the physical mobility as well, where participants are asked to follow-up and to assess the joint work. Students have to complete the *Checklist of skill and competences* self-assessment document (Annex II) again, and review it together with their mentors to measure the progress reached during the mentorship programme. Besides, students – with the support of their mentors – have to submit a written report (*Final Report*, Annex III) about their mentorship experience and complete Annex IV: *Evaluation form for students (evaluating the mentor and the foRMAtion mentorship programme)*. The responsibility of

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[19] In addition to the travel grant (distance is calculated by Erasmus+ distance calculator), students receive individual support for 45 days (excluding travel days) for the physical mobility. This period is the minimum duration to be abroad, which must contain 30 working days spent at the host organisation. The on-site mentoring activity must start in the beginning of the week, preferably on a Monday (first day, when the student attends at the host organisation).

mentors is to complete Annex V: *Assessment of the student and the foRMAtion mentorship programme.* These activities are also calculated into the working hours of the follow-up period.

The work implemented during the preparation and follow-up period will be tracked through a shared cloud folder. Selected students, mentors, contact persons and IO4 leader taking part in the mentorship programme get personalized access to the shared folder. In their account they can overview their completed and upcoming tasks and upload all the necessary documents. Their mentors, the contact persons as well as the IO4 leader have access to their account to check the progress of the student's work.

Online consultations prior to and following the physical mobility secure the blended learning aspect of the mentorship programme. The personalized online activities establish and foster students' commitment, provide online learning experiences to them and introduce them to the benefits and challenges of remote collaboration.

The length (working hours per occasion) of the online consultations can be handled flexibly based on mutual agreement of mentor and the student (choosing the suitable dates) in contrast to the physical mobility, which is strictly regulated.

The attendance of the student during the physical mobility shall be justified with timesheets similarly to the employees, if the host organisation requires.[20]

iv. Table 4 - Overview of the blended learning mobility

Activity	Working days
Preparation period (before-mobility consultations)	5 working days
Physical mobility	30 working days (6 weeks on-site)
Follow-up period (after-mobility consultations)	5 working days
In total	**40 working days**

	Preparation period (online mobility consultations)		Physical Mobility	Follow-up period (online mobility consultations)	
Activities	Introduction	Consultations and work at home	Mentoring with defined goals and tasks	Follow-up consultations and work at home	Evaluation and administrative arrangements
Duration (in working days)	1	4	30	3	2

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[20] Timesheets must be in line with the host organisations' internal procedures.

4.3.1. Innovative features of the foRMAtion mentorship programme

The foRMAtion mentorship programme strongly builds on the concept of the Erasmus+ traineeship programme. However, the foRMAtion mentorship programme is unique in its kind:

- *More than a simple internship/traineeship programme* – it has a strong mentoring component for the students, who are interested in having a career in the field of RMA. The mentor – student relationship goes beyond the frames of an internship programme: the students is not charged with any type of assignments but preferably with those which serves the achievements of the jointly agreed learning goals. Moreover, the mentor shall not simply assign tasks to be done for the student, but understand its needs, support its development by posing questions and provide approaches to the solutions of different assignments. With other words, an assigned mentor introduces them into the RMA working environment and provides continuous support to their development. On the other hand, the programme guarantees the development of the mentor too, especially in the field of leadership and mentoring.

- *Blended learning aspect* – the programme includes online consultations between the students and their mentors before and after the physical mobility. Thus, the foRMAtion mentorship programme has a blended learning approach combining face-to-face/in-person and online learning experiences.

- *More focused and intensive* – though internship/traineeship programmes usually last longer (e.g., Erasmus+ traineeship min. 2 months, max. 12 months) and mentorship programmes are generally less intensive, the foRMAtion mentorship programme is more focused and more intensive. This means that students are not left out from education for a longer period, whereas they can spend an intensive period with their mentors.

- *Pre-defined goals* – due to the limited time-frame there are pre-defined goals to be achieved both for the mentor and the student. Thus the foRMAtion mentorship is more than an ordinary internship or traineeship programme.

- *Skill and competence development in the focus* – the foRMAtion mentorship programme offers a unique opportunity both for students and mentors to develop their skills and competences necessary for the RMA profession. Though within the limited period of the programme it is impossible to develop all necessary skills and competences, a well-defined set of them can be put in the focus of the joint work to successfully accomplish the desired learning goals.

- *Specific target group* – foRMAtion mentorship programme available only for those students, who have attended and accomplished at least the first part of the foRMAtion

course at partner universities (unlike Erasmus+ traineeship/internship it is not open for graduates; students must have a legal contact with the sending institution).

- *Before & after consultations* – it includes before- and after-mobility online consultations for students to enable the establishment of a trustful relationship, the formulation and the evaluation of joint goals.

4.3.2. Inputs for the mentorship programme

During the elaboration process HÉTFA requested inputs from all partners participating in the activities as well as from the Advisory Board of the project. Besides, a desk research on the relevant mentoring and internship programmes was conducted together with literature review on the topic. The research study on 'Research Management and administration: the relevance of specific education and training programmes' (HÉTFA, 2020) served additional inputs for designing the mentorship programme. IO4 also gathers inspiration from the Methodological guide and good practice collection (Intellectual Output 1 – IO1) through analysing and adopting its results and findings on existing practices and methods in the field of RMA trainings.

Students participating in the mentoring programme are expected to have attended the course (at least for a duration of one semester) designed for RMA training in the frame of IO2. Thus, they are supposed to have acquired basic knowledge necessary for participating in the mentoring programme. In addition to this, study materials of IO2 also provide inputs to IO4 in terms of the necessary attitudes required and on leadership as well.

Besides, all feedback and experiences from the Short-term joint staff training event (C3) as well as the learning mobility actions from the mentors and students (C4-C9) will be incorporated into the output, which will be finalized in accordance. Last, but not least, the external expert responsible for the quality assurance plays an important role in designing foRMAtion mentoring programme with her recommendations and suggestions.

4.4. Promotion of the mentorship programme

4.4.1. To students

Encouraging students to participate in the mentorship programme and making them enthusiastic about and motivated for the opportunity shall follow a pre-established strategy. Students need to be convinced that participating is worth their time and effort providing them a unique opportunity.

Which characteristics of the mentorship programme need to be highlighted in order to make the programme attractive for students?

- Students can put the knowledge they have acquired at the university into practice and have the possibility to deal with RMA issues of the host organisation.
- Gaining practical skills and competences makes it easier for them to enter the labour market after graduation.
- Students will be mentored by RMA professionals and can benefit from this mentoring in a real work context in an intensive period of time.
- Students have the possibility to get insights and accomplish various assignments related to international research, innovation and educational projects and opportunity to establish professional relationships.
- In case the COVID-19 situation allows it, students can travel abroad and get to know a new country.
- The programme is shorter in time than the average mentorship or internship programmes (maximum of 1.5 months) providing an intensive period for skill and competence development. It is an important aspect for those students who cannot afford to spend an entire semester in another country – due to their academic progress or because of financial reasons –, but want to try themselves in a foreign working environment.
- Travel, accommodation and living expenses of participating students are covered by the project budget up to the pre-determined amount of the blended learning mobilities.
- It is a useful reference for fresh graduates and career entrants in their CVs.
- Based on their excellence, participating students can also receive a Letter of Recommendation issued by the host organisation at the end of the programme.
- The administrative requirements of the programme are more flexible and easier to fulfil than in case of other programs. Students are supported in administrative matters by the sending institution through a pre-appointed contact person.
- Students can exploit synergies with other scholarship programmes while avoiding double funding. They should be made aware of other European mobility opportunities (e.g., Erasmus+ Internship Mobility Programme, European Solidarity Corps, CEEPUS) with the help of which, if applied, they can extend their stay in the destination countries.

The main communication channels to reach university students are as follows:

- news and articles on website of the university and/or the relevant faculty/department;
- institutional communication channels of the universities;
- social media i.e., Facebook, Instagram, LinkedIn posts and advertisements;
- events e.g., student job fairs;

- direct messages via official university channels (e.g. Neptun system) and internal electronic newsletter;
- channels of students' associations;
- personal, direct communication (with students attending the foRMAtion course).

4.4.2. To RMAs as professional mentors

The other target group that should be addressed is key leaders and stakeholders at host organisations who need to be educated on the benefits of the programme and its strategic value to the organization.

From mentors' and their institutions' point of view, the mentorship programme is beneficial in the following aspects:

- Mentors can professionalize their work and as the professional leader of students they can acquire new skills related to mentoring and leadership.
- Mentors get access to fresh ideas and networks through the involved students and get to know the directions and latest trends in higher education.
- Participating institutions gain experience to open up their offices for potential trainees, supporting the recruitment of human resources and establishing a direct link with the academia.

In the framework of the foRMAtion mentorship programme, the host organisations appoint the mentors according to the criteria detailed in 4.5. It is the responsibility of project partners to advertise the opportunity to their colleagues within their institution and thus to select the most suitable person to carry out the mentoring tasks.

Going beyond the frames of foRMAtion, the mentorship programme and the methodological guide is expected to be disseminated to potential future mentors, i.e., staff of RPOs, of national and international RMA associations, of institutions employing RMAs as well as professional stakeholders interested in mentoring.

This target group can be reached through the following means:

- news and articles on websites frequently visited by them;
- foRMAtion newsletter;
- foRMAtion multiplier events;
- communication channels (i.e. newsletter, website, social media sites) of RMA associations and events organized by them.

4.5. Selection criteria and application procedure

4.5.1. Selection of the students

Two students will be selected at each Partner University (as sending institution) among students completed[21] at least one semester of the foRMAtion module. Students accomplishing two modules, being highly motivated towards the programme, and passing the entry exams will have the chance to be involved in mentorship programme and be connected to experienced RMAs abroad.

The selection process of the students shall be transparent based on jointly agreed pre-defined criteria of the foRMAtion project consortium. They shall be selected on the basis of a joint decision of the sending institution and host organisation once they submitted their application and completed the entry exam through the online platform developed in the frame of the IO6 of foRMAtion project. Passing the test of the self-assessment tool[22] on the project website corresponds to the entry exam.

A Call for application shall be released by the sending institutions containing the following selection criteria:
- attendance and active participation at the RMA course held at partner universities;
- excellence: passing the entry exam ;
- submission of a Motivation Letter in English;
- level of English knowledge (min. B2 – Upper-Intermediate; state-recognized language exam certificates or equivalent certificates must be submitted at the application except for native speakers OR the assessment of the language competences of students through a 15 question long online test via languagelevel.com or any other appropriate tool);
- active student status with the sending institute during the whole implementation of the mentorship programme[23];
- citizenship of any EU countries or permanent student visa in the EU;
- not receiving additional funding for the physical mobility from another EU grant/Scholarship during the period of the mentoring programme (in order to avoid double funding);

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[21] Completed foRMAtion course is required only at the time of the departure to physical mobility, not during at the application procedure.
[22] Online learning resources: https://www.formation-rma.eu/online-learning-resources/
[23] Until the end of the after physical mobility online consultations, when all required documents have been submitted and all the necessary administrative steps have been taken.

- students with fewer opportunities[24] shall be given priority.

4.5.2. Selection of the mentors

Mentors are supposed to be appointed by host organisations along the following pre-defined criteria:

- seniority and expertise: appointed mentors must have a minimum of 5 years of experience in the field of RMA;
- stability: appointed mentors must have worked in their existing organisation for at least 2-3 years;
- enthusiasm towards the task and the role.

4.5.3. Contractual framework

As it was mentioned above, the foRMAtion mentorship programme strongly builds on the concept of the Erasmus+ traineeship programme. The contractual framework is similar to that as well: tailor-made trilateral Learning Agreement – Student Mobility for Traineeships is requested to be signed by the sending institution (Partner Universities), host organizations (Research Performing Institutes) and the recipients (higher education students). It covers basic conditions of the mentorship programme (e.g., minimum duration of stay; number of working hours per week; knowledge, skills and competences to be acquired by the end of the mentorship; ECTS points to be provided; rights and obligations of the students; etc.) in addition to the data of the parties.

In addition to the above-described Learning Agreement, a Grant Agreement is to be signed between the University partners and their students. It shall lay down the details of the financial support provided and the issue of the insurance. There is no employment relationship between the host organisation and the higher education students.

The importance of these agreements lies in setting out the basic condition of fulfilling the mentorship programme, including others:

- the roles and responsibilities of each party,
- the duration of the programme,
- the form of reporting obligations,
- the available budget,

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[24] foRMAtion aims to involve students with fewer opportunities. All sending institutions (partner universities) shall follow the definition of the category released by their Erasmus National Agency, besides their own internal regulations.

- the Code of Ethics at host organisation,
- GDPR and data management.

Students who do not fulfil their obligations under the above-mentioned contracts shall be liable to the sending institution. The rate of the repayment of the EU grant must be stated in the Grant Agreement.

With the support of the faculty/institutional Erasmus+ coordinators these tailor-made agreements will be created and signed with the selected students; however, the procedure might differ in case of each higher education institution.

4.6. Learning goals

4.6.1. Learning goals of students: Which skills and competences of students are supposed to be developed?

General learning goals

foRMAtion mentorship programme aims to support students in higher education as potential research managers and administrators (RMAs) by reinforcing their high-level and transversal skills needed for developing and managing excellent European research, innovation and educational projects. Besides, participating in the programme contributes to the knowledge development of these students as well.

Based on a survey conducted in the frame of a research paper[25] on RMAs, research managers and administrators identified skills, behavioural competencies and abilities that are necessary to fulfil their job. From this list, foRMAtion consortium considers the following skills, competences and abilities the most important in terms of the **skill enhancement** of a higher education student, who participates the mentorship programme:

- English knowledge;
- problem solving;
- teamwork;
- interpersonal skills;
- networking;
- information search;
- analytical skills;

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[25]Virágh, E., Zsár, V., Balázs, Zs. (2020): *Research management and administration: the relevance of specific education and training programmes*. HÉTFA Working Paper, Budapest.

- cultural and diversity skills;
- IT skills.

Behavioural competencies such as
- efficiency;
- flexibility;
- openness;
- assertiveness;
- creativity.

Abilities such as
- understanding others;
- managing responsibility;
- trust and reliability.

Technical skills such as
- the use of various software for reporting and management.

As a part of the online consultations, students have to complete the 'Checklist of skills and competences' document (Annex II) prior to the physical mobility and following the physical mobility. They have to self-assess the level of the above identified skills and competences when they get engaged in the programme and then measure their progress reached during the foRMAtion mentorship programme.

In addition to the skill development of students, the foRMAtion mentorship programme contributes to a sound understanding of the European research and innovation funding framework as one of the objectives of the project. Therefore, this topic is given high priority for all students, in terms of general learning goals.

Specific learning goals

Specific learning goals of students are expected to be defined during the before-mobility online consultations.

Involving the relevant stakeholders/parties to the identification and design of the learning goals is crucial. The students and the mentors shall work together to define specific learning goals. As a part of the online consultations preceding the physical mobility, a short (max. 2-3 pages) document, the Work Plan (Annex I) shall be elaborated, which defines the learning goals of both parties. The mentors shall support the students to specify their own learning goals, which must be in line with the general learning goals and the overall aim of the mentorship programme. It is important to train mentors on how to take the lead in this process while respecting students' interests.

The following questions can support the students to identify and design their specific learning goals:[26]

- What aspects motivates the student in taking part in the programme?
- What are the primary goals of the mentorship for the students?
- What areas are particularly interesting to the students?
- Which module (from the international foRMAtion curriculum) or topic evoked his/her interest in the training?
- From what type of work would most benefit the student?
- What do they hope to get out of the mentoring experience?

It is important to note, however, that only a limited number of learning goals shall be agreed on to ensure that they can be successfully accomplished instead of resulting in disappointment at any parties.

4.6.2. Learning goals of mentors: Which skills and competences of mentors are supposed to be developed?[27]

The mentorship programme is beneficial not only for students as it enables partners' RMA staff to develop professionally, get certain leadership and mentoring skills[28], access to fresh ideas and networks and open their offices for further trainees in the future.

RMA staff of RPOs benefits from being a mentor as their skills can be enhanced as well.

What are the relevant mentoring skills?

- **Communication:** Mentors need to be able to clearly and briefly explain to their students everything from organizational goals to specific RMA tasks.
  Related skills enhanced by mentoring: active listening, editing, explaining, expressing, presenting, reading body language.
- **Mentoring**: instead of solving the problems or assignments of the students, mentors shall provide examples how to approach the problem, pose the right questions and guide the students towards the solutions.
  Related skills enhanced by mentoring: understanding others' problems, providing guidance, posing the right questions instead of giving concrete answers.

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[26] Henker, T. (2018): *Internship Mentoring Guide*. Gibsonek High School

[27] Doyle, A. (2020): *Important Leadership Skills for Workplace Success.* The Balance Careers. Available at: https://www.thebalancecareers.com/top-leadership-skills-2063782 Last visit: 17 January 2021.

[28] In line with Beseda, J., Gagro, T., Sendelbah, M. (2020): *Course for Mentors. Textbook for Mentors. Module 1. Preparation for the Apprenticeship*. Publication by the Apprentice Track Consortium p8.

- **Motivation**: Mentors need to inspire their students. There are a number of ways to motivate students: building self-esteem through recognition and rewards, or by asking for inputs or opinion on one matter.
  Related skills enhanced by mentoring: setting targets, recognizing others, providing rewards, thanking students.
- **Delegation:** Mentors need to identify the skills of each student, and assign duties based on his or her skill set. By delegating tasks to the student, it can improve and help mentors in the same time.
  Related skills enhanced by mentoring: matching the student to the right tasks, defining expectations, prioritizing tasks, time management.
- **Trustworthiness:** The student shall feel comfortable coming to the mentor with questions and concerns. It is important for mentors to demonstrate their integrity – students only trust mentors they respect. By being open and honest, mentors encourage the same sort of honesty in the student.
  Related skills enhanced by mentoring: accountability, confidentiality, reliability, empathy, honesty, business ethics, acting as a role model.
- **Feedback:** Mentors shall deliver useful and regular information to students about their performance in a clear, but empathetic way.
  Related skills enhanced by mentoring: providing feedback frequently, providing specific advice, being open to listen to students' responses.
- **Responsibility:** A mentor is responsible for both the successes and failures of his or her student, just like a leader is responsible for his/her team.
  Related skills enhanced by mentoring: acknowledging mistakes, learning from mistakes, resolving problems.

The following questions can support the mentors to identify and design their specific learning goals:
- What is your approach to mentoring?
- What is your motivation in being a mentor?
- What are those skills that you would like to develop the most?

4.7. The mentor-student relationship

Mentoring is usually a formal or informal relationship between two people – a senior mentor and a junior protégé.[29] foRMAtion mentorship programme is a similar superior-status type of

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[29] *How to create a Youth-Friendly Workplace – An Employers Guide to Building a Quality Internship* (2018). SacramentoWorks

relationship. These relationships are categorized by the mentor holding a higher position than the student. Despite the nature of this relationship, it must be built on mutual respect and trust towards each other.

Launching and maintaining a mentorship programme requires a tremendous amount of energy and commitment to engage, guide, deal with the possible ups and downs. *'Like any relationship, the one between mentor and student will evolve over time, with its attendant share of adjustments.'*[30]

4.7.1. What are the right attitudes for students to take part in a mentorship programme?

Right attitudes of the student towards the mentor:
- respects and trusts the mentor;
- takes the mentor's advice seriously;
- works hard to act on the advice and shares the learnings with the mentor.

Right attitudes of the student towards the host organisation:
- endeavours to understand the research interests and aspects of the host organisation;
- interiorizes and commits his/herself to the values and the mission of the organisation;
- respects the rules and Code of Ethics of the host organisation;
- respects the confidentiality of the projects and business secrets.

Right attitudes of the student towards the role/work to be done:
- demonstrates curiosity and interest for the RMA profession;
- demonstrates curiosity and interest for the work to be done;
- motivated to do its best during the intensive programme;
- openness to accept the diversity and variety of tasks designated to him/her;
- readiness to approach problems and challenges assertively;
- acts autonomously, demonstrates originality in solving problems;
- demonstrates interest for detail;
- critical attitude regarding own work and that of others taking on a constructive attitude;
- integrates the principles of ethics;
- takes responsibility for own work;
- ability to communicate the difficulties assertively toward the mentor;

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[30] *How to mentor graduate students: A Guide for Faculty* (2020). Rackham Graduate School – University of Michigan.

- does not give up enthusiasm when faced with setbacks and failures.

Right attitudes of the student towards teamwork (ability to work in a team):
- ability to accept others' views and to work together (ability to take/accept instructions).

It is considered of the mentor's responsibility to make students familiar with these attitudes in the beginning of the programme to ensure that both parties speak the same language.

4.7.2. What are the right attitudes for mentors to take part in a mentorship programme?

Right attitudes of the mentor towards the student(s):
- values and respects the student as a person;
- encourages students to bring out the best of themselves;
- develops mutual trust and respect;
- takes responsibility to support the students to succeed in their goals;
- helps exploring the RMA profession, setting goals and developing contacts,
- available for students at the agreed time and provides regular feedback on their work;
- ability to pose the right questions and to provide various approaches to students to solve the assignments.

Right attitudes of the mentor towards the role/work to be done:
- enthusiasm about the role and having personal interest in the mentoring;
- regards the mentoring relationship (and the mentorship programme itself) as an opportunity to learn and develop skills and competencies;
- believes in the importance of mentoring;
- preparedness to be a mentor;
- positive attitudes towards the tasks;
- openness to get to know others and learn from others;
- willingness to share knowledge and expertise;
- acts as a role model – setting example to the student(s);
- shows respect to others;
- values opinion and initiative of others;
- motivates others.

4.8. How to be an excellent mentor?

4.8.1. Possible tasks that can be assigned to students

One of the main strengths of the foRMAtion mentorship programme is that it allows participating students to explore and get an insight into a profession that indeed matches their interest and to improve their skills, attitudes and transversal competences while experimenting RMA roles and responsibilities. According to the institutional profile and the actual ongoing assignments of the mentor, the student should be involved in varied tasks related to the generally fragmented profile of RMAs. This approach provides the student opportunity to really immerse in the work and get to know the duties associated with the given role. According to this, tasks of the students can be categorized as follows:

Pre-grant phase

- Identification of interesting call for applications or tenders at national and European levels and searching for funding opportunities for specific research areas;
- Contribution to the organization of trainings, information sessions, policy events for researchers addressing relevant funding opportunities;
- Maintaining funding opportunity databases;
- Searching for information online and preparing background materials to support research strategy and decision-making at the institutional or department level;
- Looking for key actors (researchers, funding agencies and partners) for a certain call/ scientific domain/Horizon Europe missions;
- Contribution to the drafting of proposals: both administrative and content parts, including building up of the consortium, collections of inputs, drafting of sections, etc.;
- Checking project plans;
- Contribution to budget planning;
- Participating in meetings with research teams developing a project.

Post-grant phase

- Getting involved in the implementation of funded projects including management tasks, communication and dissemination activities, reporting, etc.;
- Identifying synergies for a given project;
- Getting involved in stakeholder communication;
- Scheduling meetings with research teams;
- Following and supporting the financial and administrative management of national and international research projects;
- Performing analysis for finished projects.

Other responsibilities on the interface of science

- Preparing Power Point presentations;
- Working data on Excel files;
- Attending workshops, conferences, stakeholder meetings and other online or offline events aimed at professional development and writing reports on these events;
- Contribution to the organization of internal group meetings and consortium meetings (propose topics to discuss, agenda, minutes, etc.);
- Writing articles for the host organisation's newsletter/magazine/webpage/social media along themes defined by the mentor;
- Monitoring, performance analysis and data management of the host organisation's scientific activity.

4.8.2. Tips and hints for future mentors[31]

Introduce the student to the institutional culture and connect them with members of the wider team at the office. Take the student "behind the scenes" i.e. let them attend internal meetings.

Develop the level of autonomy and responsibility of the student.

Be reliable, tolerant and patient towards the student, while helping them finding their own solutions.

Keep in mind the pre-defined learning goals and expectations of the student throughout the mentoring.

Communicate your expectations clearly to the student. Try to adjust your expectations to the student's abilities and be flexible in that matter.

Define the assignments of the student in line with his/her interests.

Instead of providing solutions for the assignments delegated to the student, provide them approaches and/or pose questions which can support them finding the solution.

Be focused on the students' and your personal and professional development.

Provide an insight into your work and share your practical experiences with the student.

Avoid repetitive tasks and build on the creativity of the student.

Always have the next task in your mind that you can outsource to the student - be prepared that the student may complete a task sooner than you think.

Be open-minded.

Provide continuous (daily) and detailed feedback to the student's work and formulate forward-looking advices.

Be honest and supportive: if you criticize the student's work, always do it in a constructive way and encourage them to improve their abilities.

Encourage the student to continuously reflect on the tasks assigned to them. (Were the task interesting for the student? Do they learn something while performing the task? Do they understand the "big picture"?)

Draw the boundaries between personal and professional help: be friendly, but above all support the student professionally.

Always be available and open to the student's questions. Be an active listener and understand the real needs of students.

Act as a role model, motivate the student and provide continuous guidance.

Strengthen the networking skills and the actual network of the student.

Communicate in a clear and assertive way.

Do not regard the student as additional resource but focus on their and your skill and competence development.

Take minutes or at least resumés from each of the consultations held with students.

Be open to ad hoc mentoring: if one of your colleague undertakes to give the student a task, do not resist just observe the process from a distance to see if everything is going well.

Last but not least, ENJOY AND EXPLOIT the unique opportunity provided by the mentorship! :)

4.9. Potential Challenges

Operating a mentorship programme without any challenges or risks is not realistic. Based on the conducted risk assessment a number of risks were identified and the following mitigation measures were developed.

Description of risk	Likelihood	Proposed-risk mitigation measures
Challenges and risks arising from the circumstances, beyond the control of the participants		
Risks posed due to COVID-19 pandemic (e.g. travel bans and restrictions, which do not allow travelling)	*Medium*	*Mitigation at project consortium level* In case the COVID-19 pandemic affects the foRMAtion mentorship programme, the Coordinator sets up a Crisis Management Team (with the participation of the sending institutions and the host organisations) to ensure that the appropriate actions are carried out to eliminate the direct danger of the affected participants and implement the activity in another timing. The actions taken shall be in line with the emergency plans/scenarios of the relevant organisations. Guidance of the European Commission and relevant National Agencies, furthermore the national regulations will also be taken into account in planning the appropriate actions. *Mitigation at individual level* At the application procedure all students are advised to evaluate if the risk-taking is too high and they should make the decision to go on an internship abroad.
Vis Maior (Force Majeure)	*Low*	Both the host organisation and the sending institution shall inform/brief the Coordinator immediately about any situation falling under Vis Maior. The Coordinator shall contact the relevant National Agency and follows their guidance.
Health related issues, personal problems, family related problems arise, which forces the student to return home before the end of the physical mobility	*Low*	Student must inform both the host organisation and the sending institution immediately. Both organisations must consult with the Coordinator about the situation and follow its guidance. The student will be informed about the necessary steps to be taken and about the possible continuation of the mentorship programme. Existing emergency plans/procedures of the sending institution (elaborated for similar physical mobilities) will be also taken into consideration.

Mentor-student relations		
Personal contradictions, disputes between the mentor and the student	Low	*At first stage - Internally* At first stage, conflict resolution will be handled internally with the support of the supervisor at the host organisation, who has supervisory oversight of both of the mentor and the student. *At second stage – Involving an independent actor* If the problem cannot be solved internally, the Coordinator will take the lead and act as an independent third party. The Coordinator will be objective, neutral, and whose judgment is respected and trusted both by the mentor and the student.
Attitude and performance		
Problem with the attitude of the participants	Low	A community of practice is launched among selected mentors. They are offered a joint mailing list and time dedicated to intervision workshops[32] to be able to discuss any issues, such as how to handle a student with problematic attitude in the most effective way.
The student's performance is not sufficient	Low	Based on their previous experiences, the pool of the mentors (created after the C3 mentor training) discusses this or/and similar challenges and provide suggestion to the mentor concerned – how to support and motivate the student to perform better.
Mentor cannot assign sufficient time to the mentee	Medium	Senior Leadership of the host institutions ensures that the mentors will have the time that they can dedicate to the students. Substitute mentors will be available for the student to support, if anything urgent comes up for the primary mentor.
Lack of motivation – on the student side	Low	Students are selected not only by their performance but also by their motivation to take part in the mentorship programme. Nevertheless, if there is a problem with the motivation of the students, the experienced mentors shall motivate them by other means. Besides, students receive ECTS points for taking part in the mentorship programme, which is also a strong incentive.

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[32] See the methodology of intervision workshops here:
https://www.dropbox.com/s/h7wvmfww0k3eewp/intervision%20handout%20for%20facilitators%20for%20BESTP RAC%20Belgrade.pdf?dl=0

Lack of trust towards the mentor	*Low*	Students and mentors get to know each other during the online consultations, where trust building activities are scheduled creating an atmosphere full of confidence.
Expectation of the students is not aligned to the realistic setting of the mentorship	*Low*	Students selected for the mentorship completed at least one semester of the foRMAtion international module, thus they have prior knowledge on the focus / content about RMA profession. Moreover, personal learning goals and Work Plan are defined during the online consultations (before the physical mobility), in addition to the identification of expectations and challenges. The physical mobility is personalized as much as it is possible to meet the expectation of the students.
Emotional risks – especially in case of younger (e.g., BA-level) students	*Low*	Considering the duration of the physical mobility (1.5 month), the students shall not be exposed to any serious emotional risks. Students always have the opportunity to consult with their mentors (as their relationship should be built on mutual trust and respect) and also their contact person at the sending institution, in case they might feel insecure.
First time in a different cultural environment	*Low*	Contact people at University Partners' (with the support of Erasmus offices) prepare the students to the different cultural environments before departure to physical mobility. Universities participating in Erasmus mobilities have well-established and well-proven tools for this preparation. Student receive all the necessary support from contact persons from their sending institution to overcome these challenges.
Limitations of the mentorship programme		
Limited progress due to the time-frame	*Low*	All the activities and learning goals are planned beforehand and discussed with the student during the online consultations. The host organisations are well-prepared to host the student and set the goals to be achieved – creating a plan listing the goals and agree on the timeframe to achieve them.
Data Protection		
Disclosure of information and data	*Low*	The foRMAtion consortium takes every effort to protect the personal data of the involved parties, in line with the current EU regulations (GDPR) and the institutional rules. Data protection clause will be incorporated to the tri- and bilateral agreements that all parties must sign.

4.10. Accomplishment of the mentorship programme

Following the physical mobility, participating students are required to submit a written report (*Final Report on the mentorship programme* – Annex III) on the work carried out, the acquired skills and the main results obtained along previously prepared questions. Students have the opportunity during the online consultations to discuss the main points of the report with their mentors and fine-tune the answers. The report is written in English and delivered in PDF format. It is reviewed by the mentor, accepted by the legal representative of the host organisation and uploaded to the learning platform.

In addition to the submission of the Final Report, accomplishment of the mentorship programme includes also the completion of the following documents:

- *Checklist of skills and competences to be developed in the framework of the foRMAtion mentorship programme* (Annex II): filled out by the student (before and after the physical mobility) and reviewed by the mentor.
- *Evaluation form for students* (Annex IV): An evaluation form filled out by the participating students to evaluate the performance of the mentor and also the foRMAtion mentorship programme.
- *Assessment of the student and the foRMAtion mentorship programme* (Annex V): An evaluation form filled out by the mentors to assess the improvement of the student and provide feedback on the foRMAtion mentorship programme.

The above documents (Final Report, Checklist of skills and competences, Evaluation form for students, Assessment of the student and the foRMAtion mentorship programme) shall be uploaded to the shared folder and submitted to the contact person appointed by the sending institution. The submission deadline – and the last day of the after-mobility online consultations – is 60 days from the date of completion of the physical mobility.

After the submission and the acceptance of the documents, students receive an email confirmation that the mentorship programme is successfully concluded. The accomplishment of the mentorship programme includes the registration of ECTS for students. Besides, a certificate jointly developed and approved by the foRMAtion project consortium is issued for every participating student and also for mentors. It is backed by a virtual badge which can be published at their professional CV, LinkedIn page, etc.

For the participating students host organisations provide a Letter of Confirmation (Annex VI) on the successful completion of the mentorship programme. They also issue a Letter of

Recommendation (Annex VII) upon the request of the student (in case the student indicates a study programme / work position / scholarship / etc. for which he or she would like to apply). The Letter of Recommendation – proving the excellent work of the student – is signed by the mentor.

4.11. Evaluation of the mentorship programme

To ensure its continuous improvement, the foRMAtion mentorship programme is monitored and evaluated from two perspectives:

1. Participants (i.e. students and mentors) evaluate the mentorship programme itself through the evaluation forms (see Annex IV and Annex V). They provide feedback on the quality, structure, implementation, impact and usefulness of the programme. They also have the chance to give suggestions for improvement and, if possible, share their testimonial. These testimonials, as potential good practices are collected and made available on the project website through a repository. This repository of best practices might become a valuable source for developing the programme even beyond the scope of the project.
2. Performance of students and mentors are evaluated.
   a. *Students*: One of the main tools for measuring the skill development of students is the *Checklist of skills and competences to be developed in the framework of the foRMAtion mentorship programme* (Annex II). It is a self-assessment form filled out by the students and reviewed by their mentors prior to and following the mentorship programme. Students' performance and improvement is assessed by the mentors as well through the first part of Annex V – after completing, this assessment form is shared with the student as well. Thereby, students get feedback on their strengths and on the competence fields that still need to be developed.
   b. *Mentors*: As part of the *Evaluation form for students* (Annex IV) students are asked to rate their mentors and share their experiences on the joint work along previously defined questions.

Therefore, the measurement of impacts can be carried out in a consistent and systematic way and all lessons learnt, feedback and experiences from the learning mobility can be incorporated into the Methodological guide making it a truly practice-based handbook. In addition, collected feedback provide additional input to the elaboration of the *Guide & impact assessment for educating and training RMAs at HEIs backed by policy recommendations* (IO7).

Furthermore, the foRMAtion mentorship programme is considered successful if the following quantitative indicators are met:

- Number of students participating in the mentorship programme combined with blended learning: 6
- Number of involved mentors: 12
- Number of partner organizations directly involved in the foRMAtion mentorship programme: 8
- Number of working hours invested in the blended learning and mentoring activities by one participating student: 320
- Number of established future co-operations between HEIs and research institutes in terms of mentoring: 6

4.12. Converting the foRMAtion mentorship programme fully online

Due to the restrictions posed by COVID-19 pandemic, the partnership as well as the members of the Advisory Board discussed in details the possibility of converting the mentorship programme fully online. Based on previous experiences of other internship or mentorship programmes, it would be possible to shift the originally planned physical part to fully online.

However, university partners emphasized that students already spent long time in online learning mode and they are hardly motivated to take part at a fully online mentorship programme, especially if it takes place during the summer holidays. This means that if the physical part of the mentorship programme takes place online, the following considerations shall be made:

- the length of the intensive period which is originally planned to last for 30 working days on site shall be prolonged requiring less screen time from students on a daily basis;
- regular consultations between the student and the mentor shall take place on a 2-3 daily basis to ensure the good working relation, the provision of guidance and feedback on the student's work;
- in addition, the mentors shall pay attention to connect the student with more colleagues from his/her team and dedicate such assignments in which the student is requested to work with these colleagues;
- specific attention is requested from the mentor to support the achievement of the students' learning goals, especially in the field of skill and competence development. Opportunities taken as granted in case of a physical mobility, e.g. involvement in team work, familiarization with a different culture, social occasions, etc. should be secured too, even if only to a limited extent;

- a broader set of tools for online work, management and communication is recommended to be presented to students in the beginning of the programme with which they will be requested to work;
- mentors are suggested to share within their community of practice the best ways, tools and methods to meet their role as mentors in online environment.

4.13.   Sustainability of the mentorship programme

As such programmes are considered as important links with the labour market, the foRMAtion project consortium is committed to maintain the programme beyond the project framework, make it adoptable to both international and national circumstances.

Certain partner institutions have already launched some forms of national mentorship or internship programmes. With the experience that the institutions gain from the foRMAtion mentorship programme, there is the possibility of expanding their current internal offers. At the international level, the foRMAtion mentorship programme is considered as a pilot action which is planned to outgrow itself and the limits of the project and remain sustainable.

The ultimate goal is to reach out institutions and organisations employing RMAs beyond the foRMAtion project consortium and train mentors for enthusiastic students through paid training. This requires RPOs to realize that participating in such a mentorship programme is beneficial for them, thus special emphasis will be placed on promoting the programme among these organizations.

Beyond the framework of the project, it will also be possible to conclude bilateral agreements between universities and RPOs at national or local level as well. In addition, the foRMAtion project consortium will exploit synergies with other mentor programmes.

Since the maintenance of the programme requires an internal effort from the participating institutions in terms of administration, identification of responsible people and financial resources the foRMAtion project consortium is also committed to identify the possible forms of funding opportunities in order to find the best way to assure the financial background of the mentorship programme in the long-run.

One of the most feasible opportunities to sustain the mentoring activity and strengthen the collaboration of participating institutions is the Erasmus+ KA1 programme which supports mobility projects for higher education students. Thus, students who apply for a spending study period abroad may combine it with a traineeship as well. The foRMAtion project consortium envisages that following the implementation of the mentorship programme involved partners will conclude bilateral inter-institutional mobility agreements in order to strengthen their collaboration in the long-run as well.

Another option could be the launching of a new scholarship program at partner universities to support these kinds of mobilities – its possibility will be discussed in detail among the project consortium.

5. GDPR and Data Management

5.1. From students' point of view

Students participating in the foRMAtion mentorship programme must accept:

- that their data is handled not only by the sending institution but also the host organisation and Coordinator as well (thus might be checked by the Hungarian National Agency or the European Commission);
- the privacy policy of the host organisations. They must respect the confidentiality as well in case of new ideas, project proposals, which means not using the project ideas at any other institution or in other proposals;
- and respect the Code of Ethics of the host organisation;
- and any further regulation of the host organisation, which are in line with the current GDPR regulation of European Union (and which are in line with their rights and obligations during the mentorship programme abroad).

Students applying for the mentorship programme automatically accept the above-mentioned conditions. The paragraphs of the call for application discuss in detail these conditions while informing students about their commitment.

5.2. From the host organisation point of view

Students' data is handled in line with the current GDPR regulation of the EU.
The host organisations accept and respect the rights of the students.

6. Experiences and Recommendations for the implementation of the foRMAtion Mentorship Programme in the future

Following the testing of the foRMAtion mentorship programme, its main features proved not only feasible but also successful both for the mentors and the mentees. The built-in features, its testing and its flexibility enable its long-term sustainment and uptake by other institutions. Based on the feedback of participants, the following issues were collected with regard to the future uptake of the programme.

6.1. Roadmap

The originally planned length of the mobility (6 weeks) is appropriate, nevertheless, extension of this duration (up to 8-12 weeks) can be also considered by participants. During a longer period, part-time work of the mentees can be also realized.

Similarly, online consultations supporting the warm-up and the wrap-up periods can be adjusted to the needs of the mentors and mentees working together.

As remote working is the new normal since COVID-19, it is also possible that the mentorship is realized in a partly or fully online mode (see 4.12). Each way is doable, although the built-in international exchange feature makes the mentorship more appealing for undergraduate students.

6.2. Methodology

As said above, the testing period confirmed the usefulness and the operability of the Guide and the Programme. Both the conceptual structure and the practical documentation supports the implementation of the programme, including the orientation and the development of learning goals of the participants as well as the evaluation of the joint work.

Based on the experiences of other mentor programmes, it is also important to share experiences among participants, especially among mentors who shall host several mentees. Therefore, the originally envisioned Community of Practice of Mentors shall be strengthened further and regular meetings should support the implementation of the programme, especially in case of new-comer institutions and participants.

To ensure that the programme is offered at the originally designed high quality, besides the experience and knowledge exchange in the frame of the Community of Practice, regular trainings and networking events should be held, whereas feedback and evaluation shall be continuously gathered and monitored. In case of any serious discrepancy from the original set-up of the programme, intervention is needed.

6.3. Promotion

Following the project lifetime, specific efforts are needed to promote the mentorship programme and keep it alive. This is why the foRMAtion partnership launched the Alliance on the Mentorship Programme[33], to join research performing organizations within and beyond the partnership who are ready to send and host mentees. As in the case of most mentorship programmes, the role and work of mentors is voluntary, the foRMAtion mentorship programme follows these examples; however, the host institution of the mentor is required to give a consent on hosting mentees, as they will be physically present in the institute, opposed to most mentorship programmes.

Based on the fact that the foRMAtion Mentorship Programme is primarily based on international student mobility, nevertheless, the sending institution of the mentee or the mentee him/herself has to ensure that (s)he has the necessary funding to cover the costs of the stay in the country of the hosting organisation. Fortunately, various grants are available for that (check 4.4.1).

The main basis of the mentorship programme's promotion shall be the foRMAtion website where both the host institutions and the mentors shall be made visible. Such visibility can make the programme more personal, tangible on the one hand; on the other hand, a good number of involved organizations and mentors can increase the credibility of the programme.

This credibility shall be further reinforced by the certificates and badges which are issued both for the mentors and the mentees. By using the certificates in CVs or the badges at social media sites, an important labelling process can be initiated which shall have a multiplier effect and work as a reference point.

6.4. Selection criteria & preparations of students

In the project, one of the requirements to take part in the Programme was the accomplishment of the foRMAtion module. However, thanks to the developed online learning materials[34] and self-

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[33] https://www.formation-rma.eu/partners/formation-mentorship-alliance/
[34] See at: https://www.formation-rma.eu/online-learning-resources/

development tool,[35] which is strongly based on the content of the educational module, it will be absolutely possible for students to get prepared themselves based on these materials. As a result, the accomplishment of the module shall be handled in a flexible manner, and institutions shall rather accept the accomplishment of the self-development tool available on the foRMAtion website.

Another feature of the foRMAtion Mentorship Programme was to enable the international exchange of students. However, the scheme can also be used efficiently in case of institutions at the student's home country: if a student selects a mentor at the same university, or at another research performing organization in his/her home country, it can be also realized without breaching the original aims of the programme.

On the long run, once an application is received from a student indicating the mentor to be selected, the Coordinator shall discuss with that mentor the feasibility and the timing of the programme. Then, the process can continue with the originally envisioned way (see 4.5.2). In case of the unavailability of the mentor, the Coordinator shall suggest another mentor for the student from the Community of Practice who is available.

6.5. Learning goals

The definition of learning goals is one of the cornerstones of the Mentorship Programme, not only for the mentees but also for the mentor. However, as in the case of foRMAtion the mentee is a student having an initial view on the profession and related activities, besides the topics listed in 4.6.2., mentors shall also consider the following steps to ensure the success of the programme:

1) dedicated discussions in the beginning of the programme to explain the general operation and practices of the host institution;
2) before setting the work plan and the learning goals, in addition to the overview of the host institution, the mentor shall highlight the main fields in which the mentee can gather work experience during the programme. This offer should be aligned to the main fields of interest of the mentee and provide the opportunity to go beyond the original plans of the mentee as (s)he might not be aware of all possible topics that are covered by the host institute.
3) strongly related to the previous point, the successful implementation of the programme and the satisfaction of the participants shall also necessitate a mid-term revision of the work plan. A joint review and possible revision of the work plan is the easiest way to align the changing interests of the student and the possibilities offered by the mentor and the host institution.

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[35] See at: https://www.formation-rma.eu/online-learning-resources/formation-online-textbook-and-self-development-tool/

6.6. Mentor-student relationship

The mentor-student relationship might last for a life. This means that it might not only focus on the professional life but most probably, to some extent, on personal life as well. Therefore, it includes an important amount of soft skill development, especially in the field of leadership, teamworking, networking, socialization, and so on.

Unlike other mentor programmes, the foRMAtion programme involves students, hardly having any experience in research management and administration. Thus, mentors are expected to support mentees in time management and the timely delivery of tasks.

6.7. Potential challenges

As it was envisaged originally (see 4.9), a number of challenges might appear during the implementation of the programme, which should be handled by the participants. The mentors, the host institutions and the sending institutions have to get prepared and take timely intervention, if needed.

6.8. Evaluation

As described above, the long-term operation and sustainment of the programme is based on two important actions, which is the Community of Practice of Mentors enabling continuous exchange of knowledge and information, and the collection and monitoring of feedback and evaluation forms from the participants. To ease the latter process, some of the Annexes (esp. II, IV, V) might be converted to online questionnaires.

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8. Annexes

Annex I: Work Plan of the mentorship programme – form

The Work Plan should be jointly developed by the mentor and the student and should be prepared in English. Following the finalization of the Work Plan, it shall be uploaded to the learning platform as well as sent to the contact person appointed by the sending institution and the legal representative of the host organisation for approval.

Mobility number:
Start and end date of the physical mobility: DD/MM/YYYY to DD/MM/YYYY
Student name:
Responsible mentor:
Host organisation:
Sending institution:

1) Assessing the preliminary knowledge of the student on RMA:

Also review the result of the entry exam.

2) Discussing the overall goal of the mentorship programme:

Also set smaller goals that can lead to achieving the overall goal of the mentorship programme.

3) Considering the interests and expectations of the student:

4) Defining the specific learning goals of the student:

5) Indicating the training(s) within the organisation that the student is recommended to attend before starting the work (if applicable):

Provide detailed explanation on the training(s) so the student knows what to expect.

6) Defining / listing concrete tasks of the student, describing the desired result and setting a timeframe for each task:

7) Specifying the main unit of implementing the mentorship as well as other units in the institution the students will visit (if applicable):

8) Elaborating a monitoring plan which set the main measures to keep track of the student's work:

9) Introducing the expectations of the host organisation towards the student:

- Discussing the daily agenda (arrival to the work, end of the day, lunch break, etc.) and the dress code (if any)

- Indicating the dates of national holidays and the day offs of the mentor (if any)

- Discussing the IT background provided by the host organisation (What devices should the student bring with them? What resources will be available to them at the host organisation?)

- Acquainting the student with the Code of Ethics of the host organisation (if any)

- Discussing the administrative obligations of the student towards the host organisation (if any)

10) Considering potential challenges and possible solutions (if applicable):

Completing *Annex II: Checklist of skills and competencies to be developed in the framework of the foRMAtion mentorship programme* **(only the student)**

foRMAtion

Annex II: Checklist of skills and competencies to be developed in the framework of the foRMAtion mentorship programme
Self-assessment form

Completing this form helps students to

- assess their skills and competences before and after the foRMAtion mentorship programme to measure their improvement;
- learn more about their strengths and the areas they might need to focus on in order to be successful in the labour market, potentially as future RMAs after graduation.

Mentors are invited to review the completed form with their students during the before- and after-mobility online consultations.

1) Knowledge					
	Excellent	**Good**	**Acceptable**	**Improvement desirable**	**Not Applicable**
English knowledge					
Knowledge appropriate to the field					
2) Performance					
	Excellent	**Good**	**Acceptable**	**Improvement desirable**	**Not Applicable**
Listens to and understands assignments					
Information search					
Analytical skills					
Written communication skills					
Oral Communication skills					
Punctuality					
Ability to work with deadlines					
Initiative and self-directedness					
Problem-solving					

IT skills (using various software and programs)					
Quality of work performed*					

3) Teamwork and interpersonal skills

	Excellent	Good	Acceptable	Improvement desirable	Not Applicable
Interpersonal skills					
Ability to work in a team					
Ability to accept others views					
Effectiveness as a part of a team					
Ability to accept criticism/Responding to conflicts					
Networking					

4) Behavioural competencies

	Excellent	Good	Acceptable	Improvement desirable	Not Applicable
Reliability					
Efficiency					
Flexibility					
Openness					
Assertiveness					
Creativity					

5) Abilities

	Excellent	Good	Acceptable	Improvement desirable	Not Applicable
Understanding others					
Managing responsibility					

6) Cultural sensitivity

	Excellent	Good	Acceptable	Improvement desirable	Not Applicable
Cultural and diversity skills					

foRMAtion

7) Host organisation*					
	Excellent	**Good**	**Acceptable**	**Improvement desirable**	**Not Applicable**
Arrive work on-time					
Respect toward the institutional culture					
Respect the organisation's Code of Ethics					

*should be completed only after the physical mobility

Annex III: Final Report on the mentorship programme

The report shall be prepared in English and delivered in the PDF format to the host organisation.

Mobility number:
Start and end date of the physical mobility: DD/MM/YYYY to DD/MM/YYYY
Student name:
Host organisation:
Sending institution:

SUMMARY OF THE MENTORSHIP PROGRAMME

(max. 1000 words)

DESCRIPTION OF WORK CARRIED OUT DURING THE MENTORSHIP PROGRAMME

(max. 2000 words)

DESCRIPTION OF THE MAIN RESULTS OBTAINED DURING THE MENTORSHIP PROGRAMME

In line with the Checklist of skills and competences *please describe what are the main areas in terms of skills, competences, knowledge and attitude in which you improved yourself during the blended mobility (including prior and post online consultations and physical mobility)?*

(max. 2000 words)

DESCRIPTION OF THE MAIN IMPRESSIONS ON THE MENTORSHIP PROGRAMME

What do you think: what experiences will you be able to apply and use in the future? What area(s) would you like to address in your later career?

(max. 2000 words)

PERSONNEL IMPRESSIONS

What was the most defining experience for you during the mentorship programme? What impressions would you share with your peers?

(max. 2000 words)

ANY OTHER ISSUES / COMMENTS TO BE SHARED

Annex IV: Evaluation form for students

(Evaluating the mentor and the foRMAtion mentorship programme)

Evaluation of the mentor

Please rate your mentor

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Introduced me to the institutional culture					
Introduced me to the colleagues					
Helped me understanding my responsibilities and duties during the mentorship					
Informed me about the expectations towards my work during the mentorship					
Involved me into RMA-related tasks					
Monitored my work & progress on a daily-basis					
Provided timely feedback					
Provided constructive feedback					
Provided thoughtful advice and guidance for development					
Provided opportunities to prove my knowledge and abilities					
Acknowledged my professional contribution					

Helped me to network effectively and cooperate with other colleagues					
(S)he was available					
(S)he is an active listener					
Motivated me					
Had an influence on me to acquire career in RMA					
(S)he acted as a role model					

ANY OTHER ISSUES / COMMENTS TO BE SHARED

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Please rate the mentorship programme

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Do you feel satisfied with the quality of the mentoring programme?					
Did it meet your expectations?					
After participating in this mentor programme, do you feel more certain about your possible career as RMA?					
My RMA career related skills and competences have improved.					
Do you consider foRMAtion mentorship programme useful for those who are interested in acquiring a career in RMA?					
Would you recommend foRMAtion mentorship programme to your fellow students?					

ANY OTHER ISSUES / COMMENTS TO BE SHARED

Annex V: Assessment of the student and the foRMAtion mentorship programme

Assessment of the improvement of the student by the mentor

After completing, this assessment form shall be shared with the student as well.

1) The attitude of the student toward the work carried out during mentoring programme was:

☐ Excellent

☐ Very good

☐ Appropriate

☐ Neutral

☐ Unacceptable

Please explain:

2) How and to what extent have the general and specific learning goals set out in the Work Plan been achieved (if achieved)?

3) In general, did the student meet your preliminary expectations?

☐ Yes

☐ No

Please explain:

4) In which specific RMA area(s) / RMA-related task(s) was the student the most confident during the mentoring activity?

5) What are the strengths of the student in terms of his/her skills and competencies? Please refer to the *Checklist of skills and competencies* document and also to *section 4.6.1 of the Guide*.

6) What are the weaknesses of the student in terms of his/her skills and competencies? Please refer to the *Checklist of skills and competencies* document and also to *section 4.6.1 of the Guide*.

7) For the future, what would you suggest as room for improvement in his/her performance? In which field?

8) Do you have any other advice for the student?

Evaluation of the foRMAtion mentorship programme

Please, share your opinion about the foRMAtion mentorship programme, including the mentorship training and the Methodological Guide as well.

1) After completing the mentorship programme, please rate the *usefulness of mentorship training* on a scale from 1 to 5. How much it helped you prepare to be a mentor?

☐ Not useful at all

☐ Not really useful

☐ Moderately useful

☐ Useful

☐ Very useful

2) Is there anything that you would like to advise to us in terms of the *content of the mentorship training*? In your opinion, what other topics would have supported you to be a more effective mentor?

3) Please, rate the *usefulness of the Methodological Guide for the foRMAtion mentorship programme*. How much it supported you before and during the mentorship programme?

☐ Not useful at all

☐ Not really useful

☐ Moderately useful

☐ Useful

☐ Very useful

4) Is there anything that you would like to advise us in terms of the *content of the Methodological Guide for the foRMAtion mentorship programme*? In your opinion, what other topics would have supported you to be a more effective mentor?

5) Do you have any recommendation for changes in the RMA curriculum?

☐Yes

☐No

If yes, what is your recommendation?

6) Did the foRMAtion mentorship programme meet your expectations?

☐Yes

☐No

If not, please explain why:

7) Would you participate in a mentorship programme again as a mentor?

☐Yes

☐No

If not, please explain why:

8) How do you see, is it possible to maintain a foRMAtion-like international mentorship programme at your organisation?

☐Yes

☐No

If not, please explain why:

9) Please share some good practices you gained during the mentoring activity.

Annex VI: Letter of Confirmation

Confirmation of the host organisation on the successful completion of the mentorship programme

[Place and date of signature]

Mobility number:
Start and end date of the physical mobility: DD/MM/YYYY to DD/MM/YYYY
Student name:
Host organisation:
Sending institution:

I, the undersigned TITLE, NAME AND POSITION OF LEGAL REPRESENTATIVE hereby confirm that I approve the Final Report of STUDENT NAME on his/her mentoring period to our institution, NAME OF HOST ORGANISATION realized within the framework of the *foRMAtion – Innovative and smart module for potential Research Managers and Administrators in higher education* project funded by the European Union's Erasmus+ programme under the registration number 2019-1-HU01-KA203-061233.

The blended learning mobility proved to be beneficial to the student in terms of acquiring new skills and competencies and gaining specific knowledge on how to develop and manage excellent European research, innovation and educational projects.

Yours sincerely,

Legal representative of the host organisation

foRMAtion

Annex VII: Letter of Recommendation

Date

Name

Position

Return Address

Recommendation for [Name of Student]

To Whom It May Concern,

It is my great pleasure to recommend [Name of Student] for [the student may indicate a study programme / work position / scholarship / etc.]. [Student] participated in the mentorship programme carried out within the framework of the project *foRMAtion – Innovative and smart module FOr potential Research Managers and Administrators in higher education* funded by the Erasmus+ programme under the registration number 2019-1-HU01-KA203-061233. I was delighted to serve as [his/her] mentor at [Name of host organisation] in the time period [from DD/MM/YYYY to DD/MM/YYY]. The physical mobility of the [Name of Student] was complemented by a blended learning programme throughout which I also supported [him/her] as a mentor.

During that time, I was impressed by [the Student's] commitment to the field of Research Management and Administration. I had the opportunity to note [his/her] [2-3 intellectual strengths] first hand. These qualities are also proved by the tasks performed, which [Student] produced in outstanding quality. [Mention some examples of relevant work in which the student was involved.]

I highly recommend you to accept the application of [Student]. Should you require any other information, please feel free to contact me at [phone number and e-mail address].

Yours faithfully,

[Signature]

[Name and Position]

[Place and date of signature]

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