

IEL Collective Mentoring and Professional Development Scheme

Guidance for Mentees and Mentors

'Mentoring is the process by which an experienced and trusted colleague offers support, advice and guidance to another colleague. It involves transferring experience and expertise so that the less-experienced colleague can develop their skills and achieve their goals' ([Cambridge Assessment International Education](#)).

1. About the Scheme

- The IEL Collective works to foster epistemological and methodological diversity in the discipline, which we believe can contribute towards the development of a more holistic landscape of scholarship on law and the governance of the global economy.
- An important component of our work is to provide platforms to engage with and amplify traditionally marginalised narratives, voices, issues and methodologies in the field, including those of women, ethnic and sexual minorities, Indigenous peoples and communities from the global south.
- We envisage that the mentoring scheme will help to create a more open, connected and collaborative academic culture, particularly among those researchers from backgrounds that remain underrepresented in our discipline.
- Within the scheme, the mentoring relationship is a relationship between colleagues where the mentor supports the mentee by actively listening and acting as a sounding board, sharing their experiences, and offering advice and guidance, in order to help the mentee develop their professional skills and knowledge and progress toward their career goals.
- The scheme will also provide opportunities for online and in-person networking and will be holding masterclasses and workshops on aspects of academic work, including on research and writing, methodology, and pathways to impact and public engagement. Details of the events and activities will be circulated to scheme participants in due course.
- This scheme is intended primarily to benefit candidates who are pursuing a career in academia, although mentors and mentees may wish to discuss other topics (for example, policy or consulting work) that are supplemental to that main career aim.

2. Details of the Mentoring Relationship

- The scheme will run from January to December 2023.
- The mentee is responsible in the first instance for reaching out and scheduling meetings with their mentor and for any necessary follow-up.

- Both mentor and mentee should commit to meeting regularly over the course of the year, with the frequency, timing and duration of meetings to be determined between both individuals and bearing in mind the available time of mentors.
- The anticipated time commitment is 10 -12 hours over a one year period. The timing, format and frequency of the meetings will be determined by the mentee and mentor, but the expectation is that meetings take place once a month either online or in person.
- Please adhere to the guidance set in the documents on 'Mentoring, Strategies, Aims and Topics', 'Mentoring Agreement Conversation Checklist' and 'Mentoring Agreement' on the conduct of meetings.
- In order to get the most out of the programme, before meeting, the mentee should reflect on their short- and long-term career goals and what they are looking to get out of the mentoring relationship. As part of this we suggest identifying at least one tangible aspect of their academic practice that they would like advice on.
- Tangible aspects of academic practice may include, but are not limited to, teaching practice; developing a research agenda; exploring new research methods; organising academic events and conferences; applying for research grants; supervising dissertations; or growing an academic network. Mentees may also feel they need support in identifying appropriate short-term goals to support longer-term goals.
- The mentoring relationship runs for one calendar year from January to December. .
- Mentors and mentees may agree to maintain contact beyond that year if they wish but are not required to do so as part of the programme.

3. Conduct of the Mentoring Relationship

- All aspects of the mentoring relationship, including the giving and receiving of advice and feedback, should be conducted in a respectful and open way, mindful of difference, and bearing in mind the goals and time commitments of both individuals.
- Please adhere to the guidance set in the documents on 'Mentoring, Strategies, Aims and Topics', 'Mentoring Agreement Conversation Checklist' and 'Mentoring Agreement' on the conduct of the mentoring relationship.
- Mentors should be mindful of the differences in backgrounds and cultures of the mentees and be aware of the specific challenges of their mentees, including aspects relating to race, gender, gender identity, sexual orientation, neurodiversity, disability, and/or geographical background.
- Mentees should be mindful of the time commitments of the mentor and bear in mind that mentors may not be able to respond to emails/ messages at short notice.
- Both parties should be familiar with their respective roles and responsibilities over the period of the mentoring and establish objectives, boundaries and strategies for the mentoring relationship in advance. The 'Mentoring Agreement Conversation Checklist' and 'Mentoring Agreement' will provide guidance on structuring this relationship.
- Both the mentor and the mentee agree to treat information discussed during the mentoring sessions as confidential unless otherwise agreed.
- There may be a need to breach confidentiality if either party believes that the other party is a risk to themselves and/or others but this disclosure will need to be communicated to the other party.
- The relationship between mentor and mentee is not intended to replace and should not be treated as a substitute for the mentee's doctoral or academic supervisor or institutional mentor or line manager.
- Within this scheme, the mentor's primary role is to share their experiences and offer advice and guidance in order to help the mentee develop in their careers.
- There is no expectation on mentors to act as a career sponsor in, for example, advocating in professional settings for the mentee, sharing their networks or offering career opportunities, although some mentors may wish to or be able to do so.
- Both the mentor and mentee will have the opportunity to provide anonymous feedback at the conclusion of the programme.

4. Concerns or Questions about the Mentoring Relationship

- A mentoring relationship is based on trust and mutual respect. If either mentee or mentor do not think that the relationship is working, you should feel able to discuss the challenges and resolve them in a mutually conducive way.
- If mentors or mentees have any concerns about the progress or conduct of the mentoring relationship they should contact The IEL Collective team at ielcollective@warwick.ac.uk
- We can provide advice on resolution of disagreements or conflict, mediate in disputes or, in some cases, a reassignment of mentors.
- Please also contact The IEL Collective team if there are incidents of misconduct on the part of mentor or mentee. All correspondence relating to concerns or questions about the mentoring relationship will be dealt with confidentially by The IEL Collective team.