Path 2 Integrity

Y6

Researchers and research organisations follow good mentoring practices!
(cf. ECoC 2017, p. 5)

Description and background

This learning unit:

- *Introduces researchers to mentoring, training and supervision in research integrity*

- *Enables an understanding of the relationship between mentoring and good research practice*

- *Requires researchers to ask for open, transparent and trustworthy mentoring and training in research integrity*

- *Emphasises the difference between relationships of trust such as mentoring, friendship or therapy*

An advocate for research integrity

Alexander Gerber

Keywords

Mentoring; training and supervision; mentor–mentee relationship; agreement; openness; trust

This unit has been prepared for interdisciplinary learning groups.

Learning objectives

1 *Practice understanding and being understood in a dialogue*

2 *Learn to accept and respect the aims, wishes and goals of others*

3 *Listen actively and develop a mentoring agreement of research integrity*

4 *Depict roles and responsibilities in mentoring relationships*

5 *Request that researchers follow good mentoring practices*

Learning stages

1 *Become familiar with the topic*

2 *Dive into an interesting story*

3 *Come to an agreement*

4 *Find criteria for a mentor–mentee relationship*

5 *Reflect on mentoring in research integrity*

"Universities and research centres could reflect harder whether research integrity can merely be delegated to ethical review boards and PhD trainings."
(Alexander Gerber, an advocate for research integrity)

1 Become familiar with the topic:

Homework (before the unit starts) or reading session

Read the paragraph on training, supervision and mentoring in "The European Code of Conduct for Research Integrity".

Find out if there is an opportunity for mentoring at your institution. What does the programme offer?

European Code of Conduct for Research Integrity

2 Dive into an interesting story:

Read or recall Hannah's protocol. Now imagine the story continues as follows:

Hannah decides to enrol in a mentoring programme in research integrity at her institution. She hopes to find a mentor and source of inspiration that will help her to clarify some of her questions concerning her future career. "This will help me to move forward", she thinks.

In pairs, think about what Hannah's mentor should be like. On the other hand, what is Hannah's role as a mentee? Discuss and take notes.

5 QUALITIES OF GOOD RESEARCH MENTORS:

3 Come to an agreement:

Put all the tables and chairs aside and spread out in the room. Play a dialogue between mentor and mentee at their first meeting, defining their expectations and goals as well as clarifying general conditions. Exchange information about the further organisation and intended procedure of your mentoring, the content of the upcoming meetings, the basis of a relationship of trust and how to deal with possible conflicts.

Summarise your results in a jointly prepared mentoring agreement.
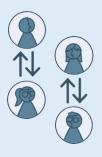
Read some of your agreements aloud!

4 Find criteria for a mentor–mentee relationship:

Come together in class and collect your notes on a chalkboard or flipchart.
As a class, agree on the three most important points and write them into your notebook.
To do so, complete the following sentences:

A mentor for research integrity should_____.

A mentor for research integrity should_____.

A mentor for research integrity should_____.

A mentee should_____.

A mentee should_____.

A mentee should_____.

5 Reflect on mentoring in research integrity:

Discuss the following questions in class:

- Which mentoring relationships do you know?
- Which issues do not belong in a mentoring relationship?
  What is the difference between mentoring, friendship and therapy?

Tips for building a mentor–mentee relationship:

- Show openness and interest.
- Establish a relationship of trust.
- Reflect expectations and goals.
- Set concrete and realistic objectives.
- Discuss specific questions and concerns.