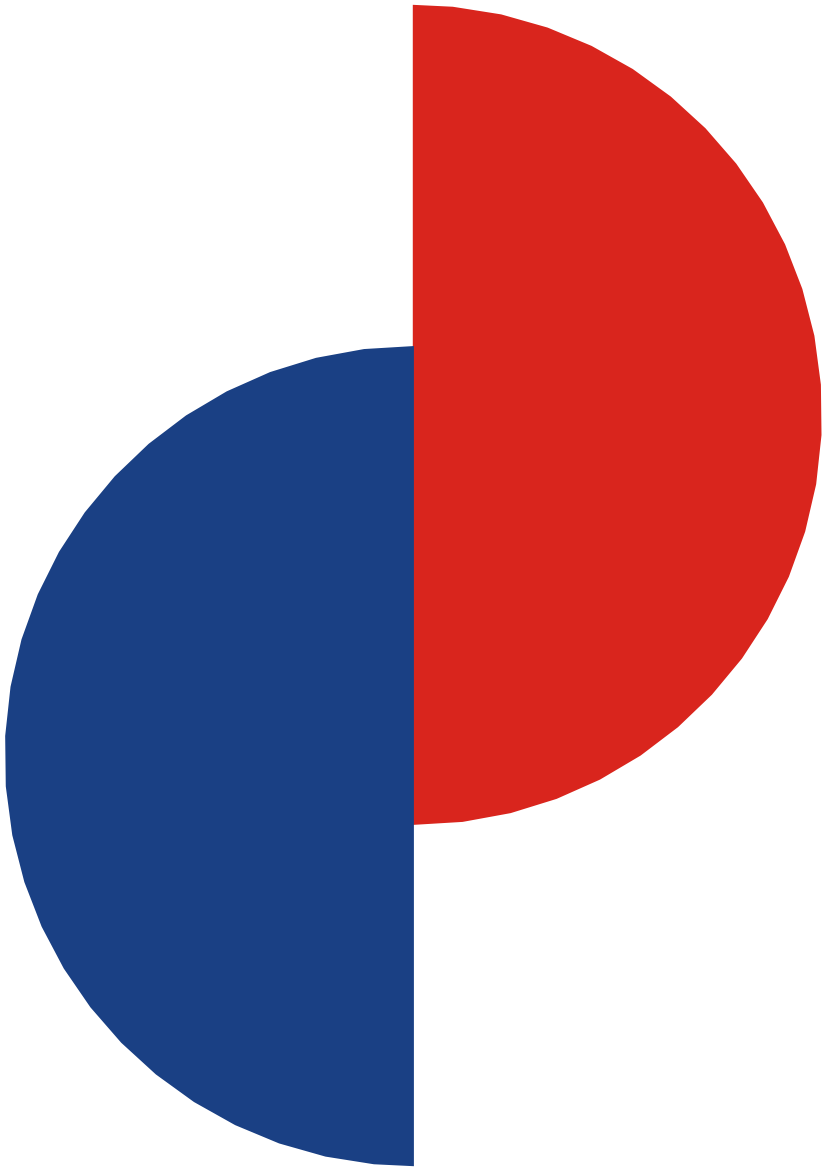
Instituto de Investigación Biomédica de Salamanca

# IBSAL MENTORING PROGRAMME

2026–2027 Edition

Version 2.1



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# IBSAL Mentoring Programme

## 1. INTRODUCTION.

The IBSAL Mentoring Programme forms part of the Institute's initiatives aimed at supporting the professional development of those involved in biomedical research. It forms part of the Human Resources Strategy for Research and is in line with European recommendations promoting research careers that are more open, diverse and connected to different professional environments.

This second edition builds on the experience gained from the previous edition and moves towards a more structured model. It is not merely a matter of facilitating meetings between a mentor and a mentee, but of offering a process with defined objectives, competency-based work, individual planning, monitoring and opportunities for review.

Mentoring is conceived as a supportive relationship between a person with established professional experience and another who is at an early stage, in transition, or in the early stages of consolidating their career. It does not replace thesis supervision, workplace supervision, academic tutoring or administrative advice. Its role is distinct: to provide a space of trust in which to reflect, weigh up options, prioritise and make more informed professional decisions.

The programme recognises that there is no single research career path. Contemporary biomedical research can take place in academic, clinical, translational, industrial, institutional, management, innovation, technology transfer, scientific communication, entrepreneurial or healthcare administration settings. Mentoring should help each individual to better understand these possibilities and chart a course consistent with their context, interests and abilities.

From this perspective, the IBSAL 2026 Mentoring Programme aims to strengthen an institutional culture of support, shared learning, intergenerational collaboration, scientific integrity and equal opportunities.

## 2. PURPOSE AND OBJECTIVES OF THE PROGRAMME.

### 2.1 Purpose of the programme.

The purpose of the IBSAL Mentoring Programme is to support the professional development of individuals involved in biomedical research through a structured mentoring relationship. The programme aims to enable mentees to analyse their situation, clarify priorities, set realistic goals and make career decisions with greater autonomy.

Although the programme is primarily aimed at individuals at the early, transitional or early consolidation stages of their careers, other profiles linked to research, management, innovation, technology transfer or scientific and technical support may also be considered, provided there is a development objective compatible with mentoring.

The process will be supported by simple tools: the IBSAL Individual Development Plan, the Competency Map, meeting minutes, the mid-term review, the final evaluation and, where appropriate, a follow-up after 6–12 months. These tools are intended to

help to structure the process, not replace the dialogue between mentor and mentee.

## 2.2 Overall objective.

The general objective of the programme is to promote the development of research careers through individualised support, based on competencies and linked to the current needs of biomedical research.

## 2.3 Specific objectives.

**1. To guide research career development.** To help mentees analyse their professional situation, identify priorities, assess opportunities and plan the next steps in their career path, both within and outside the academic sphere.

**2. To define individual development objectives.** To enable each mentee to set specific, realistic and reviewable objectives, tailored to their career stage, professional profile, research context and future expectations.

**3. To incorporate a competence-based approach.** To promote the identification, selection and development of competences relevant to current biomedical research, using professional research development frameworks as a reference and adapting them to the context of IBSAL.

**4. Strengthen the mentee's professional autonomy.** Encourage the mentee to take an active role in their own development, prepare for meetings, review their progress, identify barriers and make professional decisions in a more conscious and informed manner.

**5. Supporting career transitions and key milestones.** Providing support **during** significant stages or decisions, such as the development of a doctoral thesis, the postdoctoral transition, the integration of residents into research, the assumption of leadership responsibilities, securing funding, mobility, the consolidation of a line of research, or the exploration of new professional environments.

**6. Broadening the cross-sectoral perspective on biomedical research.** Facilitating an understanding of diverse career paths linked to biomedical research, including academic careers, clinical research, the biopharmaceutical industry, innovation, technology transfer, project management, scientific communication, entrepreneurship and healthcare administration.

**7. To strengthen leadership, communication and collaboration skills.** To foster the cross-cutting skills necessary for research performance, such as effective communication, active listening, teamwork, interdisciplinary collaboration, time management, negotiation, conflict resolution and responsible leadership.

**8. To link individual development with IBSAL's priorities.** To relate the mentoring process to areas of particular relevance to the Institute, such as clinical research, translational medicine, advanced therapies, healthcare innovation, digital health, artificial intelligence applied to biomedicine, knowledge transfer and generating an impact on health.

**9. Foster professional networks and the research community.** Promote contact between diverse profiles, fields and career paths, encouraging shared learning,

intergenerational collaboration, the identification of resources and the creation of a mentoring community within IBSAL.

**10. To evaluate the programme's effectiveness and improve future editions.** To gather information on the progress of the mentoring, the quality of the relationships, the achievement of objectives, the skills developed, participant satisfaction, the initial impact and the sustained impact at 6–12 months, with a view to introducing improvements in future editions.

## 3. IBSAL 2026 MENTORING MODEL.

The IBSAL 2026 mentoring model combines a one-to-one support relationship with basic tools for planning, monitoring and review. Balance is key: without structure, mentoring can remain a series of isolated conversations; with too much structure, it can become a mere formality. The programme must strike a balance between the two.

The mentee leads their own process. The mentor contributes experience, perspective and useful questions, but does not make decisions on their behalf. This approach must be maintained throughout the programme, particularly when addressing career decisions, life transitions, professional opportunities or uncertainties regarding priorities.

### 3.1 Principles of the model.

The programme will be based on several operating principles:

- Flexible structure. There will be phases, guidance sessions and common tools, but each relationship must be tailored to the mentee's objectives, availability and current professional situation.
- Competency-based development. Each mentee will select a small number of priority competencies – preferably between three and five – to work on in a realistic way.
- Non-directive support. The mentor may share their experience, but must not impose solutions or present their own career path as the only model.
- Confidentiality. The relationship requires a safe space. Information shared must not be disclosed to third parties unless consent is given or a situation arises that requires justified intervention.
- Broad career perspective. The programme recognises academic, clinical, industrial, institutional, management, innovation, technology transfer, communication and entrepreneurial career paths.
- Two-way learning. The mentee also contributes up-to-date knowledge, new ways of working and their own perspective on their current career stage.

### 3.2 Core elements of the model.

The model is structured around several elements that reinforce one another and help to ensure the coherence of the mentoring process. The relationship between the mentor and the mentee remains the central focus of the programme, as it provides the space for reflection, learning and support for professional development. However, this relationship is underpinned by a set of tools and structured stages that facilitate the progress of the process, help to define objectives, organise the work by competencies, maintain continuity between meetings and review

progress, difficulties and the need for adjustments at key points along the journey.

| Role | Role within the programme |
|---|---|
| **Mentor–mentee relationship** | The core of the process. It must be based on trust, active listening and mutual commitment. |
| **IBSAL Individual Development Plan** | Main tool for organising objectives, actions, skills, barriers and next steps. |
| **IBSAL Skills Map** | A resource to help select and review priority skills. It is not a list of everything to be worked on. |
| **Regular meetings** | A space for reflection, discussion and follow-up. A minimum of six sessions is recommended as a guideline. |
| **Mid-term review** | An opportunity to review progress, identify difficulties and adjust the process. |
| **Final evaluation and subsequent follow-up** | Conclusion of the process and analysis of the programme's initial and sustained effectiveness. |

### 3.3 Duration and expected time commitment.

Each mentoring relationship will last approximately 12 months, counted from the formation of the pair and the start of the meetings. The preliminary steps of promotion, expression of interest, formalisation of applications, selection and pairing will form part of the preparation for the programme, but will not count towards the active mentoring period.

As a guide, each pair will hold at least six mentoring sessions, with the possibility of increasing the number of meetings if both parties consider it beneficial. The frequency may be adapted to suit each pair's circumstances.

### 3.4 Added value of the IBSAL 2026 model.

The main improvement of the IBSAL 2026 model is that it makes mentoring a clearer and easier-to-follow process, without losing flexibility. It introduces individual planning, priority competencies, a mid-term review, monitoring tools and a final evaluation.

It also reinforces a key principle for IBSAL: a research career is not limited to a single path. Mentoring should help participants explore options, recognise opportunities and make more informed career decisions, within a research community that learns collectively.

## 4. PROGRAMME PARTICIPANTS.

The IBSAL Mentoring Programme is aimed at individuals involved in biomedical research who wish to take part in a process of support, reflection and professional development. Each intake may include mentees, mentors and, in exceptional cases, participants who can fulfil both roles, provided that the programme coordinators deem this appropriate and there is no conflict of interest.

Participation will be subject to the relevant call for applications, the number of places available, the suitability of the candidate's profile, the availability of mentors and the possibility of establishing a mutually beneficial match.

### 4.1 Participant profiles.

| Role in the programme | General profile | What is expected |
|---|---|---|
| **Mentee** | Individuals at the early, transitional or early consolidation stages of their research career | Active participation, setting of objectives and work on priority skills |
| **Mentor** | An individual with established professional experience in fields related to biomedical research | Support, active listening, guidance and constructive dialogue, without assuming supervisory responsibilities |
| **Both roles, where appropriate** | A person who may receive mentoring in one area and mentor another person in a different one | Individual assessment by the co-ordination team to review potential conflicts of interest |

### 4.2 Mentees.

The programme is primarily aimed at pre-doctoral researchers, postdoctoral researchers, residents with a research profile and early-career researchers. Other profiles linked to research, scientific management, innovation, technology transfer, digital health, scientific communication or scientific and technical support may also be considered, provided there is a development objective compatible with the programme.

Mentees will not be required to have their career plan fully defined at the outset. Indeed, part of the value of mentoring may lie precisely in sorting out doubts, exploring options and turning general concerns into more specific objectives.

The coordination team will assess each application, taking into account the stage of the mentee's career, their motivation, the objectives set, the skills they wish to develop, their availability and the realistic possibility of assigning a suitable mentor.

### 4.3 Role of the mentee.

The mentee takes the lead in their own process. The programme provides guidance and structure, but professional, academic or employment decisions remain the responsibility of the mentee.

During the programme, the mentee is expected to:

- Prepare for meetings well in advance.

- Set realistic development goals, with the mentor's support.
- Use the IBSAL Individual Development Plan as a working tool.
- Select priority skills and review their progress.
- Follow through on the agreements reached.
- Communicate any relevant changes to your availability, expectations or professional situation.
- Take part in the mid-term review, final assessment and any planned follow-up activities.

Mentoring works best when the mentee comes prepared with questions, issues or decisions to work on. You don't need to have all the answers, but you do need to take an active role.

### 4.4 Mentors.

Mentors will be individuals with established professional experience and the ability to support career development processes. They may come from a variety of fields: academic, clinical or translational research; the biopharmaceutical industry; research management; scientific funding and evaluation; innovation, technology transfer and entrepreneurship; medical devices, digital health, artificial intelligence, scientific communication, healthcare administration or team leadership.

The diversity of mentoring profiles is an important element of the programme. Not all mentees will require the same type of support: some will seek guidance on academic or postdoctoral careers; others will need support to integrate research with clinical practice, prepare grant applications, launch their own research programme, explore options outside academia, or gain a better understanding of areas such as innovation, knowledge transfer or scientific management. For this reason, the programme coordinators will endeavour to recruit mentors with varied career backgrounds, capable of offering complementary perspectives.

Previous formal experience as a mentor will not be essential. However, mentors will be required to accept the programme's framework, respect its boundaries and participate in any preparatory or follow-up activities that are organised. Professional experience adds value, but mentoring also requires availability, active listening, discretion, respect for the mentee's autonomy and the ability to adapt the conversation to needs other than one's own.

Mentors will be selected on the basis of their background, area of expertise, motivation, availability and suitability for the objectives of this edition. Their willingness to support diverse career paths and to maintain a mentoring relationship based on trust, confidentiality and shared learning will also be taken into account.

### 4.5 Role of the mentor.

The mentor does not direct the mentee's career. Nor should they solve all problems or act as a supervisor. Their role is to help the mentee think more effectively: listening, asking questions, sharing experience where useful, highlighting opportunities or risks, and helping the mentee make decisions with a broader perspective.

A good mentor can provide strategic vision, knowledge of the environment, contacts, examples of career paths, practical advice and constructive feedback. However, they must avoid turning their own experience into a set formula. The aim is not for the mentee to replicate the mentor's path, but to forge their own.

In practice, the mentor can help review objectives, prioritise tasks, identify skills to develop, prepare for professional discussions, analyse opportunities, evaluate alternatives or spot barriers that the mentee may not have considered. They can also direct the mentee towards resources, networks or contacts where appropriate, whilst always respecting the boundaries of the relationship and without taking on responsibilities that do not fall to them.

The mentoring style should preferably be non-directive. This does not mean that the mentor cannot offer an opinion or share their views, but rather that they must do so in a way that helps the mentee to decide for themselves. In many cases, a well-formulated question will be more useful than a definitive answer.

The mentor should also be alert to signs of difficulty: lack of consistency, unrealistic expectations, excessive dependence, concerns about confidentiality, a mismatch between objectives and actual possibilities, or situations that may require support from the programme co-ordinators. In such cases, their role is not to manage the problem alone, but to communicate it discreetly and seek an appropriate solution within the framework of the programme.

### 4.6 Commitment to participation.

Participation in the programme requires a minimum commitment from both parties. Mentoring does not demand an intense level of dedication, but it does require consistency, basic preparation and a respectful attitude towards the other person's time. A relationship characterised by few meetings, a lack of preparation or a failure to follow up on agreements is unlikely to yield meaningful learning.

This commitment must be compatible with each participant's actual availability, particularly for those in clinical or care roles, or those with a heavy research workload. For this reason, the aim is not to impose a rigid structure, but to agree on a viable way of working from the outset. The important thing is that the pair maintain sufficient continuity to set objectives, work towards them, review progress and bring the process to a proper conclusion.

| Commitment | Mentee | Mentor |
|---|---|---|
| **Participate throughout the planned period** | Yes | Yes |
| **Maintain a minimum frequency of meetings** | Yes | Yes |
| **Prepare the sessions** | Yes | Yes |
| **Work on objectives and skills** | Yes | Support and guide |
| **Respecting confidentiality** | Yes | Yes |
| **Report any significant incidents or difficulties** | Yes | Yes |
| **Take part in the mid-term review and final evaluation** | Yes | Yes |

As a guide, each pair is expected to hold at least six meetings during the programme, although the exact frequency may be adapted to each individual case.

### 4.7 Limits of the mentoring relationship.

Mentoring must be clearly distinguished from other academic, professional or administrative relationships. To preserve the trust and independence of the relationship, the mentor shall not act as a thesis supervisor, line manager, academic or professional assessor, therapist, legal adviser, administrative manager or guarantor of contracts, scholarships, publications, projects, promotions or placements.

Wherever possible, pairings involving direct hierarchical subordination, an immediate evaluative relationship, thesis supervision or co-supervision, a conflict of interest or any circumstance that may limit the freedom of expression of either party shall be avoided.

If, during the programme, doubts arise regarding the boundaries of the relationship, a lack of continuity, misaligned expectations or potential conflicts of interest, either party may contact the programme co-ordinators to assess the situation and decide whether any adjustments are necessary.

## 5. SELECTION AND MATCHING.

The selection of participants and the pairing of mentors with mentees are two particularly important stages of the programme. To a large extent, the success of the mentoring relationship in being useful, viable and safe for both parties depends on these stages.

Participation in the IBSAL Mentoring Programme is not automatic. The co-ordinators will review the applications received and assess whether the applicant's profile, motivation, stated objectives and availability are in line with the aims of the 2026 edition. There must also be a reasonable prospect of assigning a suitable mentor.

The aim is not to select 'the best CVs', but to identify candidates who can make the most of the programme and mentoring pairs with a genuine chance of success.

### 5.1 Call for applications and registration.

The programme will be launched via an internal call for applications aimed at those interested in participating as mentees, mentors or, in exceptional cases, in both roles.

The call for applications must explain in simple terms who the programme is aimed at, its approximate duration, the expected commitment, the general timetable, the application procedure, the general selection and matching criteria, and how to contact the programme coordinators.

The application process will be organised in two stages:

1. **Expression of interest.** Interested individuals will complete a short form providing details of their identity, their connection to IBSAL, the role they are applying for, their general profile and the areas in which they wish to receive or provide support. The expression of interest will be of a preliminary nature. Submitting it will not guarantee admission to the programme, nor will it, on its own, provide sufficient information to carry out the selection or matching process.
2. **Further information and formalisation of the application.** Once the call for expressions of interest has closed, interested candidates will receive the detailed application form. This form will request the necessary information regarding

career history, current professional situation, motivation, development objectives, relevant skills, availability, preferences and any potential conflicts of interest.

Only applications submitted within the specified deadline will proceed to the verification, selection and matching phase.

The 2026–2027 programme may form up to 20 mentoring pairs. There will be no obligation to fill all places where it is not possible to make sufficiently suitable matches that are accepted by both parties.

### 5.2 Assessment of mentees.

In the case of mentees, the coordination team, with the support of the selection and matching team, will assess the formalised applications and determine whether the programme can offer useful and viable support at this stage of their career.

The following aspects may be taken into account:

- Career stage;
- Connection to biomedical research;
- Motivation to participate;
- Initial clarity of objectives, although these may be reformulated later;
- Interest in developing specific skills;
- Existence of a significant career transition or decision;
- Willingness to attend meetings on a regular basis;
- The possibility of assigning a suitable mentor.

The decision not to accept an application will not reflect negatively on the applicant. It may simply be due to a limited number of places, a lack of available mentors in a specific field, or the absence of a sufficiently suitable match for that intake.

### 5.3 Recruitment of mentors.

The recruitment of mentors will depend on their experience, motivation and availability, but also on their suitability for the programme's approach. Being a mentor is not just about having an established career; it involves taking on a role of support, active listening and non-directive guidance.

The coordination team may assess a mentor's experience in areas such as academic, clinical or translational research; the biopharmaceutical industry; research management; innovation; technology transfer; entrepreneurship; digital health; artificial intelligence; scientific communication; funding; evaluation; or team leadership. Individuals from institutional, healthcare, business or healthcare administration backgrounds may also be recruited where they can provide a useful perspective for the professional development of the mentees.

Not all mentors are expected to be able to support every type of objective. Some will add greater value in academic career planning, whilst others will do so in clinical research, securing funding, team leadership, mobility, industry, technology transfer, innovation or scientific communication. Therefore, at the time of registration, the areas in which each mentor feels best equipped to provide support will be recorded.

The programme co-ordinators will also take practical aspects into account: actual availability for meetings, preferred format, previous experience in mentoring or supervision, any potential conflicts of interest with applicants, and the ability to adhere to the programme's timetable. A mentor with an excellent track record but insufficient availability may not be suitable for a particular intake.

Participation as a mentor will require acceptance of the programme's principles: confidentiality, respect for the mentee's autonomy, no evaluative role, consideration of diverse backgrounds, and early communication of any issues that may arise. Where appropriate, mentors will take part in the introductory session or review the materials provided by the coordination team before the mentoring relationship begins.

Inclusion in the mentor pool does not necessarily imply the immediate assignment of a mentee. Assignments will depend on the needs of each intake, the profiles received and the possibility of establishing a suitable match.

Mentors who have taken part in a previous edition may be contacted directly by the co-ordinating team. They may join the process without having to resubmit an expression of interest, provided they confirm their availability and update the necessary information regarding their areas of expertise, preferences, preferred format of participation and any potential conflicts of interest. Their inclusion will be subject to the same criteria regarding suitability, traceability and data protection as those applicable to all other participants.

### 5.4 Matching criteria.

Matching will be carried out by the programme co-ordinators. Wherever possible, a balanced combination of affinity and complementarity will be sought.

It is not advisable to match participants solely on the basis of thematic overlap. In some cases, a reasonable distance between fields can enrich the conversation and avoid relationships that are overly influenced by hierarchies, prior expectations or the dynamics of the research group itself.

The main pairing criteria will be as follows:

| Criterion | What it contributes to the pairing |
|---|---|
| **Development objective** | Enables the assignment of a mentor who can support the mentee's main challenge |
| **Priority skills** | Helps link the mentoring programme to the IBSAL Competency Map |
| **Professional area or field** | Facilitates an understanding of the scientific, clinical or institutional context |
| **Complementarity** | Provides an external perspective, experience or career insight |
| **Availability** | Avoids pairings that are unworkable in practice |
| **Meeting format** | Facilitates continuity, whether face-to-face, virtual or hybrid |
| **Independence from the relationship** | Protects trust and freedom of expression |
| **Absence of conflict of interest** | Reduces academic, workplace or hierarchical risks |

The ultimate aim is not to find a 'perfect' partner, but a reasonably well-matched relationship, with clear expectations and a realistic prospect of continuity.

### 5.5 Relationships not recommended and conflicts of interest.

As a general rule, pairings that could compromise the independence of the mentoring relationship should be avoided.

Relationships in which the following exist are not recommended:

- Supervision or co-supervision of a thesis;
- Direct line management;
- Immediate line manager;
- Direct academic or professional assessment;
- Involvement in decisions regarding recruitment, promotion, funding or continued employment;
- A conflict of interest declared by either party;
- A previous relationship that may limit trust, confidentiality or freedom of speech.

The existence of a prior relationship will not always result in exclusion from the mentoring pairing. In the biomedical and hospital settings, it is common for professional paths to cross. The key consideration will be to assess whether that relationship could affect the independence of the mentoring relationship.

If a conflict arises or is identified once the programme has begun, the coordination team may review the situation and propose an adjustment, mediation, reassignment or, if necessary, termination of the relationship.

### 5.6 Communication of the mentoring pairing.

Once a mentoring pair has been proposed, the coordination team will communicate the proposal separately to the mentor and the mentee. Both parties must expressly confirm their acceptance before the relationship is considered to have been established.

Contact details will not be exchanged until acceptance has been received from both parties. Following confirmation, the coordination team will send a joint introductory message, together with basic information to facilitate initial contact, the initial documentation and details of the channel for resolving queries or reporting any issues.

If either party does not accept the proposal, fails to respond within the specified timeframe or identifies an incompatibility, the co-ordinating team may consider an alternative without this circumstance being viewed negatively.

If either party identifies an incompatibility, a conflicting relationship or any circumstance that may affect the mentoring process, they must report this before the process begins or during the first few weeks.

### 5.7 Initial adjustment period.

The match must be tested in practice. To this end, the first few weeks will serve as an initial adjustment period. During this period, the pair will hold their first meeting, review expectations, agree on the approximate frequency of contact and begin work on the IBSAL Individual Development Plan. This will also be the time to check whether communication is comfortable, whether the objectives are achievable and whether the anticipated availability is realistic.

Should any significant difficulties arise, either party may contact the coordination team. In many cases, it will suffice to clarify expectations or readjust the way they work together. In others, it may be more sensible to propose an early reassignment rather than maintaining a relationship that is clearly fraught with difficulties from the outset.

### 5.8 Internal record of the process.

The coordination team will document the selection and pairing process internally using the relevant template. This record will be confidential and will be used to manage the programme, monitor the pairs and improve future calls for applications.

The record may include basic details of the mentee and the proposed mentor, the main development objective, priority skills, criteria justifying the match, a review of potential conflicts of interest, the status of the assignment and observations relevant to follow-up.

As well as justifying each specific pairing, this record will enable an aggregate review of how the process has worked. It can help to identify areas with high demand and few available mentors, profiles that are difficult to match, particularly useful criteria, or issues that should be addressed in the next edition.

The information recorded should be limited to what is necessary. No personal, sensitive or unnecessary details regarding the participant's background, private circumstances or the content of mentoring conversations should be included.

## 6. PROGRAMME STRUCTURE AND PHASES.

The active phase of each mentoring relationship will last for approximately 12 months. Prior to its commencement, the programme will include outreach activities, expressions of interest, the formalisation of applications, selection, pairing and acceptance. The structure provides a common framework, but each pair may adapt the pace of work to suit their objectives, availability and professional context.

As a guide, a minimum of six mentoring sessions is envisaged. The key is not to follow a schedule mechanically, but to maintain sufficient continuity to set objectives, work towards them, review progress and bring the process to a proper close.

### 6.1 General overview of the programme.

| Phase | Approximate timing | What needs to be resolved |
|---|---|---|
| **Expression of interest** | Launch of the call for applications | Interested parties and general profiles identified |
| **Submission of applications** | Following the close of the call for expressions of interest | Further information and formalised applications |
| **Verification and selection** | Before the matching process | Complete applications, assessed and ranked |
| **Matching and acceptance** | Before meetings begin | Proposed, accepted and documented matches |

| Stage | Approximate timing | What needs to be resolved |
|---|---|---|
| **Initial orientation** | Start of the programme | Roles, boundaries, tools and timetable clarified |
| **First meeting** | First few weeks | Initial expectations and first draft of the PID |
| **Mentoring meetings** | During the programme | Objectives, skills, progress and next steps discussed |
| **Mid-programme assessment** | Halfway through the programme | Review of how the relationship is working and adjustments identified |
| **Complementary activities** | During the programme | Training, resources or networking arranged where appropriate |
| **End of the mentoring relationship** | End of the mentoring period | Achievements, lessons learnt and future continuity reviewed |
| **Evaluation of the programme** | Following closure | Final assessment and overall satisfaction recorded |
| **Follow-up** | 6–12 months later | Sustained benefits and medium-term impact analysed |

This table is intended to structure the programme. It does not imply that all couples progress at the same rate, nor that each phase must be completed in complete isolation.

### 6.2 Call for applications and registration.

The programme will begin with the circulation of a call for expressions of interest aimed at people wishing to participate as mentors, mentees or, in exceptional cases, in both roles.

The initial form will be brief and will allow applicants to specify the role they are applying for, their general profile and the areas in which they wish to receive or provide support. Completing this form does not constitute a full application nor does it guarantee admission to the programme.

Once this first stage has closed, those who have expressed an interest will receive the extended form required to formalise their application. Only formalised applications may be verified, selected and used to prepare the pairings.

### 6.3 Assessment of applications.

The coordination team and the selection and matching team will review the formalised applications using a practical approach: to determine whether the programme can offer useful and viable mentoring and whether there is sufficient information to make a suitable match.

The following will be taken into account:

- How well the profile matches the programme's objectives;
- Motivation to participate;
- Development objectives or needs;
- Skills to be developed;

- Actual availability;
- Possibility of establishing a suitable match.

The decision not to accept an application will not be based on an assessment. It may be due to a limited number of places, a lack of available mentors in a specific field, or the absence of a suitable match for that intake.

### 6.4 Mentor-mentee pairing.

The pairing will be arranged by the coordination team. It will not be based solely on scientific or thematic overlap. In some cases, a certain distance between fields may be useful in fostering a more open conversation, less influenced by hierarchical or group dynamics.

Particular consideration will be given to the development objective, priority skills, complementarity between profiles, availability, preferred meeting format, the independence of the relationship and the absence of any conflict of interest.

Wherever possible, pairings will be avoided where there is thesis supervision or co-supervision, direct line management, an immediate appraisal relationship, or the mentor's involvement in decisions regarding recruitment, promotion, funding or continued employment.

### 6.5 Initial orientation.

Before individual meetings begin, participants will receive a basic orientation on the programme. This may take the form of a group session, reference materials, or both.

This orientation should clarify three issues: how the programme works, the role of each party, and the limits of the mentoring relationship. The basic use of the IBSAL Individual Development Plan, the Competency Map and the meeting log will also be explained.

Mentors will receive specific training on non-directive support, active listening, open-ended questions, constructive feedback, confidentiality and managing difficult situations.

### 6.6 First meeting.

The first meeting does not need to resolve the entire career path of the mentee. Its purpose is simpler and more important: to get off to a good start.

In that first conversation, it is advisable to address:

- Expectations on both sides;
- The limits of the mentor's role;
- Priority topics to start with;
- Frequency and format of meetings;
- Initial development objectives;
- Skills that could be developed during the programme.

The IBSAL Individual Development Plan will be launched at this stage. It is not necessary to complete the whole plan in a single session.

### 6.7 Mentoring meetings.

Regular meetings will form the core of the programme. These will involve reviewing progress, challenges, outstanding decisions, priority skills and next steps. The

mentor must prepare the topics they wish to work on. The mentor will help to organise ideas, formulate questions, offer perspective and highlight resources or opportunities where appropriate.

The meeting minutes will be brief and will not include sensitive information or confidential details of the conversation.

### 6.8 Mid-programme assessment.

Halfway through the programme, a mid-programme assessment will be carried out using separate forms for mentors and mentees.

This phase will enable us to check whether the relationship is working, whether meetings are taking place as planned, whether the objectives remain appropriate, and whether any support is required from the coordination team.

It will also serve to identify warning signs: lack of continuity, misaligned expectations, low perceived usefulness, communication problems, doubts about the match or potential conflicts of interest.

### 6.9 Complementary activities.

During the programme, training activities, reverse mentoring, networking, group sessions or resource-sharing may be organised. These will be of a complementary nature.

The coordination team will prioritise those activities that address genuine needs identified in the Individual Development Plans, the mid-term review or the programme's routine monitoring. It will not be necessary to cover all topics in every edition.

### 6.10 Conclusion of the mentoring relationship.

At the end of the mentoring period, each pair will hold a closing session.

During this meeting, they will review the objectives worked on, the skills developed, the lessons learnt, any difficulties encountered and the next steps. They may also agree whether the relationship will continue on an informal basis, on an ad hoc basis or in connection with a specific collaboration.

### 6.11 Final evaluation and post-programme satisfaction survey.

Following the conclusion of the programme, mentors and mentees will complete the relevant final evaluation forms. These forms will focus on the mentoring experience: the relationship, objectives, skills, usefulness of the Individual Development Plan, lessons learnt and suggestions for improvement.

The post-programme satisfaction survey will serve a different purpose. It will assess the programme as a whole: organisation, coordination, training, resources, tools, complementary activities and administrative workload.

### 6.12 Follow-up.

Wherever possible, a brief follow-up will be carried out between 6 and 12 months after the programme ends. The aim will be to ascertain whether the mentoring has remained useful over time.

Progress relating to career decisions, collaborations, projects, publications, presentations, placements, leadership, innovation, knowledge transfer,

entrepreneurship or skills development. The results will be analysed in aggregate form and with caution, without automatically attributing all changes to the programme.

### 6.13 Institutional closure of the programme.

IBSAL may issue a certificate of recognition or participation to those who have completed the programme in accordance with the criteria set out in the call for applications.

The coordination team will carry out an internal review of the programme cycle, covering the main aggregated data: applications received, participants enrolled, pairings made, meetings held, incidents, satisfaction levels, skills developed and proposals for improvement.

Although the programme is officially designated as the IBSAL 2026 Mentoring Programme, some closing, evaluation or follow-up activities may take place during the following year, in accordance with the actual implementation schedule.

## 7. PLANNING AND MONITORING TOOLS.

The IBSAL Mentoring Programme will have several support tools at its disposal. Their purpose is not to add bureaucracy, but to ensure that the mentoring programme remains focused, continuous and has a minimum level of traceability.

Not all documents carry the same weight. Some are essential for organising the programme; others serve as ad hoc support. The coordination team should ensure they are used in a practical manner, avoiding duplication and unnecessary record-keeping.

### 7.1 General overview of tools.

| Stage of the programme | Main tool | Purpose |
|---|---|---|
| **Expression of interest** | Short expression of interest form | To identify interested individuals, the role sought, general profile and areas of interest |
| **Submission of the application** | Extended application form | Gathering the information required for selection and matching |
| **Matching** | Matching template | Internal justification for the allocation of pairs |
| **Start of the mentoring programme** | IBSAL Individual Development Plan | Setting out the starting point, objectives, skills and initial agreements |
| **Start and reviews** | IBSAL skills map | Selecting and reviewing priority skills |
| **Meetings** | Meeting minutes | Maintaining continuity between sessions |
| **Monitoring progress** | Progress tracking sheet | Review objectives, actions, achievements and challenges where appropriate |
| **Halfway through the programme** | Mid-programme assessment forms | Identify progress, barriers and support needs |

| Programme stage | Main tool | Purpose |
|---|---|---|
| **Closure** | Final evaluation templates | To assess the mentoring experience and what has been learnt |
| **End of the programme** | Post-programme satisfaction survey | Review the overall running of the programme |
| **6–12 months later** | Follow-up survey | To explore sustained benefits and medium-term impact |
| **Incidents** | Conflict and disengagement protocol | Dealing with significant difficulties |
| **Continuous improvement** | Internal results report | Analysing aggregated data and preparing future editions |

### 7.2 Tools for joining the programme.

Entry to the programme will be based on two distinct instruments.

The brief expression of interest form will enable us to initially identify interested individuals, the role they are applying for, their general profile and the areas in which they wish to receive or provide support. It is intended to be preliminary and will not be used on its own to select participants or arrange pairings.

The extended application form will enable participants to formalise their involvement and provide the information required for assessment and pairing: professional background and profile, links with IBSAL, career stage, motivation, development objectives, relevant skills, availability, preferences and any potential incompatibilities.

The matching template will be an internal document for the coordination and selection team. Its purpose will be to record the criteria used to propose each pairing, check for any potential incompatibilities and record acceptance of the pairing.

### 7.3 IBSAL Individual Development Plan.

The IBSAL Individual Development Plan will be the central tool of the process. It should help the mentee to assess their starting point, define objectives, select priority skills, specify actions, identify sources of support and review progress.

It does not need to be completed in full at the first meeting. It is reasonable to start it at the beginning of the programme and revisit it at key moments: when objectives are reformulated, before the mid-term review, and at the end of the mentoring period.

The IBSAL IDP is not intended for assessment, academic or employment purposes. Its value lies in helping the mentee to reflect and ensure the continuity of the process.

### 7.4 IBSAL Competency Map.

The IBSAL Competency Map will serve to guide competency-based work. It is not intended for each participant to work on all the competencies included in the document.

At the outset, the mentee will select, with the mentor's support, a small number of priority competencies, preferably between three and five. This selection should be linked to the PID's objectives and to specific actions that can be addressed during the programme.

It can be used at the first meeting, in subsequent discussions, during the mid-programme review and at the conclusion. It can also help to identify training resources or complementary activities.

### 7.5 Meeting minutes.

The meeting minutes should be brief. Their purpose is to record, in general terms, what was discussed, what agreements were reached and what remains outstanding.

It should not include sensitive, confidential or overly personal information. Nor should it become a lengthy set of minutes. In many cases, it will suffice to note:

- Date and format of the meeting;
- General topics discussed;
- Key agreements;
- Outstanding actions;
- Date or period scheduled for the next meeting.

### 7.6 Progress tracking sheet.

The Progress Tracking Sheet will serve as a supplementary tool. It does not replace the PID or the meeting minutes.

It can be used when the couple needs to organise their progress, particularly before the mid-programme assessment, in the second half of the programme or before completion. If the PID and the records already accurately reflect their progress, it will not be necessary to complete it repeatedly.

This tool should help to assess whether the objectives remain appropriate, which skills have been worked on, what actions have been taken and what adjustments should be made.

### 7.7 Mid-programme assessment.

Halfway through the programme, separate forms will be used for mentors and mentees. This separation will allow different perspectives to be captured and ensure the confidentiality of the responses.

The mid-programme assessment should serve to identify early on whether the relationship is working. Some key questions are straightforward:

- Are the scheduled meetings taking place?
- Are the objectives still relevant?
- Is the mentee playing an active role?
- Is the mentor adding value in their role?
- Are there any issues regarding availability, communication or expectations?
- Is support from the coordination team required?

If any warning signs emerge, the coordination team will be able to take appropriate action. The aim is not to micromanage the relationship, but to prevent a minor issue from derailing the process.

### 7.8 Final evaluation and satisfaction survey.

At the end of the programme, two types of documents will be used.

- The final evaluation templates will capture the mentoring experience from the perspective of mentors and mentees: objectives worked on, skills developed, usefulness of the PID, quality of the relationship, lessons learnt, difficulties and next steps.
- The post-programme satisfaction survey will serve a different purpose. It will look at the programme as a whole: organisation, coordination, resources, training, tools, complementary activities and administrative workload.

It is important to maintain this distinction. One tool evaluates the process experienced by the mentoring pair; the other helps to improve the programme as an institutional initiative.

### 7.9 Follow-up after 6–12 months.

The follow-up will enable us to assess the continued usefulness of the mentoring once the programme has ended.

Career decisions, ongoing contact, collaborations, projects, publications, communications, placements, leadership, innovation, knowledge transfer, entrepreneurship or skills development may be explored. Not all of these outcomes will be directly attributable to the programme, so they should be analysed carefully and in aggregate.

### 7.10 Conflict and disengagement protocol.

The protocol will be activated when significant difficulties arise: lack of communication, loss of continuity, misaligned expectations, conflict of interest, doubts about the match, breach of confidentiality, withdrawal or the need for reassignment.

Its aim is not to impose sanctions. It serves to protect participants, clarify situations and seek reasonable solutions. Where possible, priority will be given to readjusting expectations or mediation before considering termination.

### 7.11 Internal report on results.

The coordination team will draw up an internal report on the results of the programme, containing aggregated information. This report may include applications received, participants enrolled, matches made, meetings held, skills developed, satisfaction levels, incidents and suggestions for improvement.

It will not be designed to assess individual mentors, mentees or specific pairs. Its purpose will be to learn from this edition and better prepare for the next one.

### 7.12 Guidelines for using the documentation.

The documentation should be used with care. As a general rule:

- Request only the necessary information;
- Do not duplicate data already collected;
- Avoid sensitive or personal details;
- Keep records brief;
- Analyse the information in aggregate form wherever possible;
- Adapt the use of each tool to the couple's circumstances.

Mentoring requires structure, but not excessive paperwork. If a tool does not help to guide, monitor or improve the process, it should be simplified or left as an optional resource.

## 8. TRAINING AND SUPPORT RESOURCES.

The training provided by the IBSAL Mentoring Programme has a practical purpose: to help ensure that the mentoring relationship begins with clear expectations, well-understood roles and a sensible use of the programme's tools.

It is not intended as a separate course or a complex requirement. Mentoring will continue to rely primarily on meetings between the mentor and the mentee. The training and resources should serve to better prepare for these meetings, avoid misunderstandings and enable each participant to get more out of the process.

In practice, the quality of a mentoring relationship depends not only on the mentor's experience or the mentee's motivation, but also on both parties sharing a basic understanding of the process. When roles are unclear, mentoring can easily be confused with academic guidance, workplace supervision, administrative advice or simply the passing on of tips. For this reason, the programme will include appropriate initial preparation, aimed at establishing a common language and reducing misunderstandings from the outset.

This training is not intended to artificially professionalise the relationship or impose a single approach to mentoring. Its aim is to offer simple guidelines to make meetings more productive: how to prepare for a conversation, how to set objectives, how to develop skills, how to record agreements without breaching confidentiality, and when to seek support from the programme coordinators. It will also help mentors to carry out their role with greater confidence, particularly in common situations such as poorly defined objectives, excessive expectations, a lack of continuity or uncertainty about the boundaries of the relationship.

### 8.1 General approach.

The training associated with the programme will be organised according to a simple principle: minimal theory, immediate practical benefit and adaptation to participants' actual availability.

It must cover, at a minimum, the following aspects:

- General functioning of the IBSAL 2026 Mentoring Programme;
- The roles of mentors, mentees and coordinators;
- The limits of mentoring;
- Confidentiality;
- Basic use of the IBSAL Individual Development Plan;
- Selection and review of priority skills;
- Preparing for meetings;
- Clear communication and constructive feedback;
- Early identification of difficulties;
- Internal and external resources to support professional development.

### 8.2 Minimum training framework.

| Activity | Target audience | Recommended timing | Purpose |
|---|---|---|---|
| **Joint introductory session** | Mentors and mentees | Before the meetings begin | To present the programme, roles, timetable and tools |
| **Specific preparation for mentors** | Mentors | Start of the programme | Reinforce basic mentoring skills and how to handle common situations |
| **Short session for mentees** | Mentees | Before the first meeting | Explain how to prepare for and make the most of the mentoring programme |
| **Reference resources** | All participants | Throughout the programme | Supporting objectives, skills and specific actions |
| **Supplementary activities** | As required | During the course | Reinforcing high-demand or strategic topics |

This structure may be adapted for each edition. The important thing is that nobody begins the process without knowing the basics: what mentoring is, what it isn't, how it works and when to seek support from the coordination team.

### 8.3 Joint kick-off session.

The joint introductory session should be brief and aimed at bringing all participants up to the same level of understanding. It is best to avoid an overly long presentation of the programme. It will suffice to explain the essentials and leave time for practical questions.

Recommended content:

- Purpose of the programme;
- Approximate duration;
- Approximate number of meetings;
- Main phases;
- Expected commitments;
- Confidentiality;
- Limits of the mentoring relationship;
- Basic tools;
- General timetable;
- A channel for contacting the coordination team.

This session can also serve to convey an important idea: mentoring does not require everything to be sorted out from the outset, but it does require preparation, consistency and a degree of honesty about what needs to be worked on.

A particularly sensitive aspect of the programme will be the preparation of mentors. In a research environment, it is common for more experienced individuals to have supervised theses, trainees, projects or teams, but mentoring operates on a different principle. It is not about supervising outcomes or directing a career path, but rather about facilitating reflection, autonomy and decision-making. Therefore, the initial training of mentors should focus on real-life situations within the programme rather than on extensive theoretical content.

### 8.4 Specific training for mentors.

Mentor training will be one of the programme's key elements. Having professional experience does not automatically mean knowing how to support another person effectively.

The session should take a practical approach. Wherever possible, it should include examples or common situations from the programme, such as a mentee with poorly defined objectives, difficulty in attending meetings, unrealistic expectations or doubts about the boundaries between mentoring and supervision.

Main topics:

- The role of the mentor in the IBSAL model;
- Non-directive support;
- Active listening;
- Open-ended questions;
- How to share experience without imposing it;
- Helping to set realistic goals;
- Use of the Individual Development Plan;
- Working on priority skills;
- Constructive feedback;
- Managing expectations;
- Confidentiality and boundaries;
- Difficult conversations;
- Warning signs that should be reported to management.

There is no need to turn this preparation into an extensive training programme. A brief, well-designed session featuring recognisable case studies may be more useful than an overly broad theoretical review.

### 8.5 Guidance for mentees.

Mentees also need some initial preparation. The programme will work best if they arrive at the first meeting with a clear understanding of their role.

This guidance should explain that the mentee is not a passive recipient of advice. They need to prepare for meetings, suggest topics, review agreements, work on their goals and make their own decisions.

It could end with a simple task to be completed before the first meeting:

- Review the Participant's Handbook;
- Read the Skills Map;
- Identify two or three priority topics;

- Think about what they expect from their mentor;
- Make a note of any questions you have about your current stage in your career;
- Prepare an initial set of objectives.

This proposal doesn't need to be perfect. The first meeting will be precisely for the purpose of sorting it out.

### 8.6 Resources and Training Guide.

The Resources and Training Guide will be the main reference document to support professional development throughout the programme. It should not be seen as a compulsory catalogue or a fixed list of courses.

The guide can be used at different stages: at the start, to set out objectives and skills; during meetings, to identify specific actions; at the mid-programme review, to adjust needs; and at the end, to define next steps.

Its main areas will be:

- Research career and professional development;
- Transversal skills;
- Leadership and team management;
- Scientific and professional communication;
- Clinical research and methodology;
- Innovation, transfer and commercialisation;
- Digital health, data and artificial intelligence;
- Ethics, scientific integrity and open science;
- Mobility, internationalisation and European networks;
- IBSAL's internal resources;
- Practical tools for mentoring.

Each mentee, with the support of their mentor, will select only those resources that are relevant to their situation. Making good use of the guide does not mean going through it in its entirety, but rather finding what is helpful at the right time.

The guide should not function as a passive repository. Its usefulness will depend on the resources connecting with specific needs identified during the programme. In some cases, it will suffice to recommend a reading, a tool or a specific call for applications. In others, when several mentees share the same need, it may be more useful to organise a joint activity.

This approach will enable supplementary training to be tailored to the reality of each cohort. Thus, activities will not be scheduled solely based on the availability of speakers or general interest, but because they address objectives identified in the Individual Development Plans, during follow-up meetings, in the mid-programme assessment or in the participants' own proposals.

### 8.7 Supplementary activities.

During the programme, training or exchange activities may be organised, provided they address genuine needs. It will not be necessary to cover all topics every year.

| Possible topic | When it would be appropriate |
|---|---|
| **Research career planning** | If several mentees need to map out their next steps |
| **Preparing for calls for proposals** | If there is a demand relating to grants, contracts or projects |
| **Scientific communication** | If needs arise regarding presentations, manuscripts or conferences |
| **Leadership and team management** | For advanced postdoctoral researchers or early-career researchers |
| **Clinical research and methodology** | For clinical-research or translational profiles |
| **Innovation and technology transfer** | If you are interested in commercialisation, entrepreneurship or medical devices |
| **Digital health, data and artificial intelligence** | Where objectives relating to digital tools or AI are identified |
| **Ethics and scientific integrity** | As a cross-cutting element of the programme |

The coordination team may prioritise one or two well-focused activities rather than offering a broad programme that is difficult to sustain.

### 8.8 Support resources for mentors.

Mentors will have the Mentor's Guide and the Mentor's Checklist as their main support documents. These materials will help them prepare for the first meeting, review the mentoring approach, formulate useful questions, work with the PID, respect the boundaries of their role and bring the process to a suitable close.

They may also be used during the programme when specific queries arise: how to steer a conversation back on track, how to provide useful feedback, how to respond to a lack of continuity, or when to contact the coordination team.

### 8.9 Support resources for mentees.

Mentees will have the Participant's Handbook, the IBSAL Individual Development Plan, the Skills Map and the Resources and Training Guide as their main reference materials.

These documents are intended to help prepare for conversations, not to replace them. They can be used to organise objectives, identify competencies, review progress, seek resources and define next steps.

Their use will vary depending on the individual's profile. A pre-doctoral researcher may need more support with career guidance; a resident with a research profile, with integrating clinical practice and research; and an early-career researcher, with leadership, funding or consolidating their research career.

Support resources should be viewed as living documents. Some will remain stable, such as the Participant's Handbook, the Mentor's Guide or the Individual Development Plan. Others may change more frequently, particularly those relating to calls for proposals, external training, mobility, European networks, digital health,

, innovation or technology transfer. This distinction is important so as not to require a complete review of the programme every year, whilst ensuring that elements which may become obsolete more quickly are kept up to date.

### 8.10 Updating resources.

The programme's resources should be reviewed at the end of each edition.

The coordination team may retain materials that have proved useful, streamline those that create an unnecessary burden, incorporate new resources and remove those that have become out of date.

The satisfaction survey, final evaluations and the internal results report will help determine what should be strengthened in future editions.

Updates should be realistic: it is better to have a concise, clear and usable selection than an extensive catalogue that is difficult to maintain.

## 9. REVERSE MENTORING, NETWORKING AND COMMUNITY.

The IBSAL Mentoring Programme will focus on the individual relationship between mentor and mentee. However, each edition may incorporate complementary activities aimed at fostering learning between different profiles, expanding professional networks and strengthening the sense of a research community.

These activities must be approached realistically. They need not all take place in every edition, nor will they replace individual mentoring sessions. Their purpose will be to add value where there is a clear need, sufficient availability and reasonable benefit for participants.

### 9.1 General approach.

Mentoring does not take place in isolation. Career decisions, the identification of opportunities, the development of skills and the building of a research career are all influenced by the professional environment. For this reason, the programme may facilitate spaces for interaction beyond the individual mentoring pairs.

These spaces may serve to:

- Sharing experiences amongst participants;
- Learning about diverse career paths;
- Identifying internal resources at IBSAL;
- Fostering connections between departments, groups or units;
- Fostering future collaborations;
- Raise the profile of areas such as innovation, knowledge transfer, digital health, artificial intelligence, scientific management and communication;
- Strengthen an institutional culture of support and shared learning.

We will not seek to create a parallel programme that is too broad. In practice, it may be more useful to organise a few well-focused meetings than many activities that are difficult to sustain.

## 9.2 Reverse mentoring.

Reverse mentoring can be used as a space for two-way learning between individuals with different levels of experience, at different stages of their careers, or with varying degrees of familiarity with specific environments and tools.

In this type of activity, those at earlier stages of their careers or with recent experience in specific fields can provide useful insights to more established professionals. For example, on new forms of scientific communication, the use of digital tools, artificial intelligence, open science, academic social media, the needs of early-career researchers, international mobility or changes in the professional expectations of younger generations.

Reverse mentoring does not overturn the hierarchy nor does it turn the mentee into a compulsory trainer. It should be approached as a structured, voluntary and respectful conversation, in which it is recognised that learning can flow in more than one direction.

Some possible formats:

| Format | Possible use |
|---|---|
| **Brief conversation between senior and junior staff** | Comparing perceptions regarding research careers, barriers or expectations |
| **Thematic session** | Share experience on digital tools, AI, communication or open science |
| **Informal roundtable** | Gather suggestions for improving the programme or the research environment |
| **Intergenerational activity** | To foster mutual understanding between different stages of a research career |

## 9.3 Networking.

Networking within the programme should be seen as a tool for professional development, not as a social activity without a specific aim. Its purpose is to enable participants to meet people and discover resources and opportunities that may be relevant to their research careers.

Short meetings may be organised with researchers from different fields, scientific and technical support staff, management units, platforms, innovation and technology transfer specialists, clinical professionals involved in research, or individuals with experience in non-academic settings.

These meetings may be particularly useful for those who are not yet familiar with the IBSAL ecosystem, for those in a career transition, or for those exploring new career options.

Where possible, these activities should conclude with practical guidance: identified resources, useful contacts, next steps or topics that can be explored further within the mentoring relationship.

### 9.4 Mentoring community.

The mentoring community will consist of those currently participating or who have previously participated in the programme: mentors, mentees and the coordination team. It will develop gradually.

There is no need to create a complex formal structure. It will suffice to create simple spaces that allow participants to maintain connections, share what they have learnt and draw on the accumulated experience from each edition.

The community may draw on activities such as:

- A welcome session or presentation of the current intake;
- Mid-programme meeting for participants;
- A closing session and debrief;
- Exchange of resources or experiences;
- Involvement of former participants in future editions;
- Identification of topics of common interest for training or networking.

The confidentiality of individual mentoring relationships must be maintained at all times. In group activities, general lessons learnt may be shared, but not personal details, specific conflicts or sensitive matters discussed during the meetings.

### 9.5 Equity, accessibility and confidentiality in group activities.

Reverse mentoring, networking and community activities must be designed to facilitate the participation of diverse profiles. Particular attention will be paid to those at early stages of their careers, clinical staff with limited availability, researchers with smaller existing networks, scientific and technical support staff, and participants who may have less visibility within the institutional environment.

Networking should not solely benefit those who already have more contacts or greater experience in such settings. Therefore, when organising group meetings, the coordinators will ensure that they have a clear structure, understandable objectives and a format that encourages participation from people with different levels of experience.

During these activities, general learning, resources, career paths or practical recommendations may be shared, but not confidential information arising from individual mentoring sessions. Nor should they be used as forums for the informal assessment of mentees, mentors or specific mentoring pairs.

### 9.6 Criteria for planning complementary activities.

Each year, the co-ordinators will assess which activities are worth organising. In making this decision, they may take into account participants' requests, the objectives set out in the Individual Development Plans, the results of the mid-term evaluation, the availability of resources and the overall workload of the programme.

A supplementary activity will be considered appropriate if it meets at least one of the following conditions:

- It addresses a recurring need among several mentees;
- It reinforces the programme's priority skills;
- It facilitates useful connections within or outside IBSAL;
- It helps to highlight diverse career paths;

- It adds value for mentors and mentees;
- Can be organised without creating an excessive workload.

If an activity does not offer clear value, it is preferable not to include it in the programme. The quality of the programme will depend more on the actual usefulness of the experiences than on the number of activities offered.

### 9.7 Monitoring and institutional learning.

Reverse mentoring, networking and community activities can be easily evaluated as part of the post-programme satisfaction survey or through open-ended feedback from participants.

The information gathered will help identify which formats have proved useful, which topics are worth repeating, which profiles it would be interesting to include, and which activities are not worth continuing.

This monitoring should be carried out in aggregate form and with a practical focus. The aim is not to measure each activity exhaustively, but to learn what really helps to strengthen mentoring and the IBSAL research community.

## 10. EVALUATION, INDICATORS AND CONTINUOUS IMPROVEMENT.

The evaluation of the IBSAL Mentoring Programme will be primarily aimed at learning and improvement. It will not be used to assess the individual performance of mentors, mentees or specific mentoring pairs, but rather to determine whether the programme is working, how useful it is for participants and which aspects should be adjusted in future editions. Evaluation will only be meaningful if it enables specific decisions to be made: retaining what works, simplifying what creates a burden, correcting imbalances and reinforcing those elements that participants perceive as most useful. Therefore, the results should not remain merely a descriptive compilation of data, but should be translated into reasonable improvements for the next edition.

The programme will collect data at various stages: during the mentoring process, at the end of the mentoring relationship, at the end of the programme cycle and, where possible, between 6 and 12 months afterwards. This combination will enable an analysis of both the programme's immediate effectiveness and its long-term impact.

### 10.1 Principles of the evaluation.

The evaluation will be based on five principles:

- Usefulness. Only information that helps to understand and improve the programme will be collected.
- Proportionality. Forms and records must be brief and manageable.
- Confidentiality. No sensitive details from mentoring conversations will be included.
- Aggregate analysis. Results will be reviewed collectively, avoiding unnecessary individual comparisons.
- Decision-oriented. The information collected must be used to make specific adjustments to future editions.

The aim is not to measure everything. It is preferable to have a few well-interpreted indicators rather than to accumulate data that cannot subsequently be used.

An overly causal interpretation of the results should also be avoided. Mentoring can help to improve professional clarity, open up opportunities or strengthen skills, but the progression of a research career depends on many personal, institutional and contextual factors.

### 10.2 Evaluation stages.

| Timing | Main tool | What it enables us to assess |
|---|---|---|
| **Programme development** | Meeting minutes and progress tracking sheet | Continuity, progress, agreements and potential difficulties |
| **Halfway through the programme** | Interim assessment forms | How the relationship is working, use of the PID, objectives, barriers and need for support |
| **End of the mentoring programme** | Final evaluation templates for mentors and mentees | Achievement of objectives, skills developed, learning outcomes, usefulness and next steps |
| **End of the programme** | Post-programme satisfaction survey | Organisation, coordination, resources, tools, training, administrative workload and overall satisfaction |
| **6–12 months later** | Follow-up survey | Sustained usefulness, continuity of the relationship, career decisions and medium-term impact |
| **Internal wrap-up of the programme** | Internal results report | Aggregated analysis and proposals for improvement |

### 10.3 Basic activity indicators.

The activity indicators will provide an insight into the actual scope of each edition. They may include:

- Number of expressions of interest received;
- Breakdown of expressions of interest by role, profile and field;
- Number of extended application forms submitted;
- Number of formal applications submitted;
- Conversion rate from expressions of interest to formalised applications;
- Number of applications requiring rectification;
- Number of mentees selected;
- Number of mentors available;
- Number of applications added to the reserve list;
- Number of applications not included;
- Number of matching proposals made;
- Number of pairings accepted by both parties;

- Number of pairs starting the mentoring programme;
- Approximate number of meetings held;
- Participation in training or supplementary activities;
- Number of relationships that ended as planned;
- Number of reassignments, terminations or significant incidents.

This data should be interpreted with caution. A programme with fewer participants can be very useful if the matches are suitable and the follow-up works well.

### 10.4 Process indicators.

Process indicators will help to assess how the mentoring programme has progressed, beyond simply the number of participants.

| Dimension | Guiding questions |
|---|---|
| **Continuity** | Have the scheduled meetings taken place? Have there been any issues with availability? |
| **Clarity of objectives** | Have the mentees been able to set development objectives? |
| **Use of tools** | Have the PID, the Skills Map and the records been useful, or have they created an additional burden? |
| **Quality of the match** | Has the mentor-mentee pairing proved to be a good fit? |
| **How the relationship worked** | Has there been trust, sufficient communication and reasonable expectations? |
| **Support from the coordination team** | Has the co-ordinator responded to queries, issues or the need for adjustments? |
| **Course workload** | Has the level of commitment required been manageable? |

### 10.5 Initial outcome indicators.

At the end of the mentoring programme, initial outcomes relating to the professional development of the mentees and the mentors' experience can be assessed.

In the case of mentees, progress such as the following can be analysed:

- Greater clarity regarding their current stage in their career;
- Definition or reformulation of professional goals;
- Identification of priority skills;
- Improved decision-making;
- Greater awareness of resources, opportunities or networks;
- Preparation for next steps in academic, clinical, research or professional careers;
- Perception of the value of the mentoring relationship.

In the case of mentors, insights may be gathered regarding support, active listening, understanding new career stages, identifying institutional barriers, or the programme's value as a space for two-way learning.

### 10.6 Medium-term impact indicators.

Follow-up after 6–12 months will enable us to explore whether the mentoring has been useful beyond the formal conclusion of the programme.

Progress related to career decisions, the continuation of the relationship, new collaborations, participation in projects, funding applications, publications, presentations, visits, leadership, innovation, knowledge transfer, entrepreneurship or joining professional networks may be recorded in aggregate form.

Not all of these outcomes can be directly attributed to the programme. Mentoring can help to clarify decisions, facilitate contacts or strengthen skills, but professional development also depends on many other factors. Therefore, the medium-term impact should be analysed as an indicative sign, not as an automatic causal relationship.

### 10.7 Qualitative analysis.

In addition to numerical indicators, the programme should pay attention to qualitative information. Open-ended comments from mentors and mentees can help to understand aspects that do not always appear on a rating scale.

It will be particularly useful to review:

- Which elements have worked best;
- Which tools have actually been used;
- What difficulties have recurred;
- Which profiles have required the most support;
- Which skills were in greatest demand;
- Which supplementary activities have added value;
- What changes do the participants propose?

Qualitative information should be summarised without identifying specific individuals or disclosing confidential details of the mentoring relationships.

### 10.8 Incident management and programme learning.

Incidents should not be analysed solely as problems, but also as opportunities for improvement. A lack of continuity, misaligned expectations, mismatched pairings or doubts about the mentor's role may indicate areas that should be strengthened in the next edition.

When the Conflict Management and Termination Protocol is activated, the coordination team may record the type of incident, the measures taken and the final outcome. This record must be internal, discreet and limited to the information necessary to improve the programme.

### 10.9 Continuous improvement.

The continuous improvement of the programme will be based on a simple cycle:

| Step | Action |
|---|---|
| **Collect** | Obtain information through records, forms, surveys and follow-up |
| **Analyse** | Review aggregated data, open-ended comments and incidents |

| Step | Action |
|---|---|
| **Prioritise** | Identify necessary and feasible changes |
| **Adjust** | Modify tools, phases, training, matching criteria or activities |
| **Communicate** | Inform participants, where appropriate, of the improvements made |

It will not be necessary to change everything every year. Some improvements will be minor: simplifying a form, clarifying an instruction, adjusting the timetable, strengthening mentor preparation or modifying the way in which the mentoring pairing is communicated.

### 10.10 Annual review and plan for adjustments.

Once the information from the current edition has been analysed, the programme coordination team will carry out an internal review of the main results and, where appropriate, propose a limited set of adjustments for the next call for applications.

These adjustments may relate to aspects such as the call for applications, the registration form, the matching criteria, initial training, the use of tools, the frequency of follow-up, complementary activities or the way in which we communicate with participants.

It will not be necessary to draw up an extensive improvement plan. It will suffice to identify a small number of priority changes, briefly justify their necessity and state whether they will be incorporated into the next edition, postponed or discarded.

| Type of decision | Example |
|---|---|
| **Retain** | Elements that were well received and useful to participants |
| **Simplify** | Tools or forms that create an excessive workload |
| **Strengthen** | Training, follow-up or communication where shortcomings are identified |
| **Modify** | Matching criteria, timetable or supplementary activities |
| **Remove** | Elements that are rarely used or have no clear value for the programme |

This review will ensure that continuous improvement is not merely a general statement, but a concrete process of learning between editions.

### 10.11 Internal results report.

At the end of each edition, the coordination team will draw up an internal results report. This document will summarise the key information in aggregate form and will serve as a basis for preparing future calls for applications.

The report may include programme activities, participant profiles, pairings, meetings held, use of tools, interim assessment, final evaluation, satisfaction levels, follow-up (if already available), incidents and proposals for improvement.

Its purpose will be institutional and managerial. It must not become a report naming individuals or an individual performance appraisal.

### 10.12 Responsible use of information.

The information generated by the programme must be handled responsibly. Identifying data will be limited to that necessary for managing the programme, and the results will be analysed, wherever possible, in aggregate form.

Evaluation documents must not request unnecessary details regarding private conversations, personal conflicts or sensitive circumstances. Where information is required to address an incident, only the essential details will be collected and handled with the utmost discretion.

Trust is a fundamental aspect of mentoring. The evaluation must safeguard it.

## 11. TIMELINE.

The timetable for the 2026–2027 programme distinguishes between preparation and access to the programme, the active phase of the mentoring relationships, the institutional closure and subsequent follow-up.

The mentoring relationship will last approximately 12 months, from November 2026 to November 2027. The processes of expressing interest, formalisation, selection and pairing will take place beforehand. Follow-up will take place approximately 6 months and, where appropriate, 12 months after the programme concludes.

### 11.1 Indicative timetable for this edition.

| Phase | Indicative period | Main activities | Related tools |
|---|---|---|---|
| **Preparation for the edition** | June–August 2026 | Validation, documentation preparation, forms, communications and mentor recruitment | Programme documents and operational plan |
| **Expression of interest** | 1 July–28 September 2026 | Publicity, receipt and initial screening of interested parties | Short expression of interest form |
| **Submission of applications** | 29 September–9 October 2026 | Further information and formalisation of participation | Extended application form |
| **Verification and selection** | 12–16 October 2026 | Review, rectification and assessment of applications | Extended application form and internal registration |
| **Matching and acceptance** | 19–30 October 2026 | Proposal of pairs, review of incompatibilities and separate acceptance | Matching template |

| Phase | Indicative period | Main activities | Related tools |
|---|---|---|---|
| **Initial orientation** | 2–6 November 2026 | Launch, mentor training and orientation for mentees | Handbook, Mentor's Guide and Checklist |
| **First meeting** | Before 30 November 2026 | Introduction, expectations, initial agreements and start of the PID | PID and Skills Map |
| **Mentoring process** | December 2026– October 2027 | Regular meetings and monitoring of objectives, competencies and actions | Meeting records and monitoring sheet |
| **Mid-term assessment** | April 2027 | Review of the relationship, objectives, continuity and support needs | Mid-term assessment forms |
| **Complementary activities** | During the active phase | Training, reverse mentoring, networking and specific resources, where appropriate | Resource and training guide |
| **End of the mentoring programme** | November 2027 | Final meeting, review of achievements, lessons learnt and next steps | PID and final evaluations |
| **Institutional evaluation and closure** | November–22 December 2027 | Evaluations, satisfaction surveys, recognition and internal report | Evaluations, survey and internal report |
| **Follow-up** | May 2028 and, where applicable, November 2028 | Assessment of sustained impact at 6 and 12 months | Follow-up survey |

### 11.2 Indicative schedule of meetings.

As a guide, each mentor-mentee pair will hold a minimum of six meetings during the programme. The schedule may be adjusted, but it is recommended that meetings are not concentrated solely at the beginning or end of the programme.

| Meeting | Orientation session | Recommended approach |
|---|---|---|
| **Meeting 1** | Establishing the relationship | Expectations, boundaries, working methods and initial objectives |
| **Meeting 2** | First phase | Review of the PID, priority competencies and initial actions |
| **Meeting 3** | Before the mid-term review | Progress, obstacles and preparation for the mid-term review |

| Meeting | Indicative timing | Recommended approach |
|---|---|---|
| **Meeting 4** | Following the mid-term review | Adjustments to objectives, working methods or frequency of contact |
| **Meeting 5** | Second half of the programme | Skills development, outstanding decisions and next steps |
| **Meeting 6** | Closing | Lessons learnt, achievements, follow-up and final evaluation |

Additional meetings may be held when both parties deem it useful. Face-to-face, virtual or blended formats may also be combined, provided that sufficient continuity is ensured.

### 11.3 Flexibility of the timetable.

The timetable should not be applied rigidly. For certain roles, particularly clinical, care-related or those with a heavy research workload, it may be necessary to adjust the frequency of meetings or reschedule certain activities.

In any case, the programme's key milestones must be maintained: expression of interest, formalisation of applications, selection, matching and acceptance, initial orientation, first meeting, regular follow-up, interim assessment, closure, final evaluation and internal review of results.

### 11.4 Minimum monitoring milestones.

To ensure the programme is managed appropriately, the coordination team must verify at least the following milestones:

- Pairs notified and accepted;
- First meeting held or scheduled;
- Individual development plan initiated;
- Meetings held with reasonable regularity;
- Interim assessment completed;
- Relevant incidents reviewed;
- Final evaluation collected;
- Post-programme satisfaction survey sent out;
- Internal report on results drawn up;
- Follow-up planned, where applicable.

These milestones will enable us to identify any delays or difficulties without compromising the confidential nature of the mentoring discussions.

## 12. PARTICIPATION, COORDINATION AND CONTACT.

Registration, coordination and communication for the IBSAL Mentoring Programme must be organised in a straightforward and traceable manner. The aim is to ensure that interested individuals know how to take part, what information they need to provide, when they will receive a response and who to contact throughout the course of the programme.

This section sets out the basic management elements. The specific details of each call for applications, such as dates, number of places or the format of the application form, may be adjusted in line with the programme's annual plan.

### 12.1 Registration procedure.

Participation in the 2026–2027 intake will be organised in two stages.

Firstly, interested individuals will complete the brief expression of interest form within the specified deadline. This registration will enable us to identify the role applied for, the general profile and areas of interest. Submission of this form does not guarantee admission to the programme.

Secondly, those who have expressed an interest will receive the extended application form. The application will only be considered complete once this form has been completed within the specified deadline and contains the information required for assessment.

The form will allow applicants to apply to participate as:

- A mentee;
- A mentor;
- Both roles, on an exceptional basis and subject to assessment by the programme co-ordinators.

Only formalised applications will proceed to the verification, selection and matching stage.

Mentors from previous editions who are contacted directly by the co-ordinating team may join without having to resubmit an expression of interest, provided they confirm their availability and update the necessary information.

### 12.2 Information to be provided by each applicant.

The extended application form will collect information on the applicant's profile and professional background, their connection to IBSAL or its research community, their career stage, their motivation for participating, their development objectives, relevant skills, availability and preferred format for meetings.

In the case of those registering as mentors, their areas of expertise and the topics in which they consider they can provide the most useful support will also be recorded.

Information will also be requested regarding potential conflicts of interest, hierarchical relationships, thesis supervision, workplace supervision, direct assessment or other circumstances that may influence the pairing process.

### 12.3 Confirmation of applications, non-selection and reserve list.

The coordination team will confirm receipt of the expression of interest and inform applicants of its preliminary nature and the next steps in the process.

Once the second stage begins, interested parties will be informed of the deadline and the channel for completing the extended application form. Receipt of this form will confirm the formalisation of the application, but will not yet constitute admission to the programme.

Once the applications have been reviewed, the coordination team will inform applicants whether they are proceeding to the matching process, have been placed on the reserve list, need to provide further information, or cannot be included in this intake.

Non-inclusion will not be considered an evaluation nor will it imply a negative assessment. It may be due to capacity constraints, the unavailability of a suitable mentor, incompatibilities, the impossibility of arranging a viable match, or the absence of the information required to complete the process.

The reserve list may be used to fill initial vacancies or to bring on board participants when a suitable candidate is identified before the mentoring relationships actually begin.

### 12.4 Programme coordination.

The coordination team for the IBSAL Mentoring Programme will serve as the focal point for the organisation, monitoring and improvement of each edition. Its role will not be to direct the mentoring relationships or intervene in the day-to-day content of the conversations, but rather to ensure that the programme is run within a clear framework, using consistent criteria, appropriate tools and accessible support channels for participants.

The coordination team must act as a link between the different phases of the programme: call for applications, registration, assessment of applications, matching, initial orientation, monitoring, interim assessment, closure, evaluation and review of results. It will also be responsible for identifying any potential issues, resolving operational queries and ensuring that mentors and mentees can develop their relationship under reasonable conditions of trust, autonomy and confidentiality.

Its main functions will be:

| Scope | Role of the coordination team |
|---|---|
| **Expression of interest** | Preparing the call for applications, registering expressions of interest and analysing the initial distribution of profiles |
| **Formalisation** | Provide the extended form, confirm receipt and request any necessary corrections |
| **Selection** | Coordinate the assessment of formalised applications |
| **Matching** | Propose matches, check for incompatibilities and request separate acceptance |
| **Initial guidance** | Provide materials and explain how the programme works |
| **Follow-up** | Check key milestones without breaching confidentiality |
| **Incidents** | Address difficulties, conflicts or requests for reassignment |
| **Evaluation** | Gather aggregated information and propose improvements |

### 12.5 Communication with participants.

Communication with participants must be clear, concise and sufficient. In each edition, the following information must be provided, as a minimum:

- Opening and closing of the expression of interest period;
- Confirmation of receipt of the expression of interest;
- Opening and deadline for submitting applications;
- Confirmation of receipt of the expanded application form;
- Requests for rectification, where applicable;
- Selection results;
- Inclusion on the reserve list or exclusion therefrom;
- Proposal for placement;
- Separate request for acceptance;
- Formal introduction of the couple;
- Initial documentation;
- Date or period of initial guidance;
- Mid-term assessment;
- Closure, final assessment and follow-up.

Communications should avoid unnecessary technical jargon. The programme is aimed at a diverse range of participants and it must be easy to understand what is expected at each stage.

### 12.6 Acceptance of the match.

Once a mentoring pair has been proposed, the coordination team will separately request acceptance from both the mentor and the mentee. The relationship will not be considered established, and contact details will not be exchanged, until both parties have expressly confirmed their acceptance.

If either party identifies an incompatibility, a pre-existing relationship that might be a hindrance, a lack of availability or any other circumstance that could affect the mentoring process, they must inform the programme co-ordinators. This initial review will not be regarded as a negative issue, but rather as a standard quality control measure for the programme.

### 12.7 Changes in availability or circumstances during the programme.

During the course of the programme, mentors and mentees must inform the co-ordinators of any relevant changes that may affect the continuity of the mentoring relationship. This includes significant changes in availability, prolonged absences, changes of role, new reporting lines, new conflicts of interest or the inability to hold scheduled meetings.

Early communication of these changes will not be considered a negative incident. On the contrary, it will allow alternatives to be assessed before the relationship deteriorates: readjusting the frequency of meetings, modifying the format, temporarily pausing the process, strengthening follow-up, or proposing a reassignment if necessary.

### 12.8 Contact channel.

The programme's general contact channel will be:

mentoring@ibsal.es

Enquiries regarding registration, documentation, the timetable, matchmaking, issues, interim assessment, final evaluation or follow-up may be submitted via this channel.

Where an enquiry concerns a sensitive situation, a conflict or a possible withdrawal from the programme, the coordination team may propose a one-to-one discussion to assess the case in greater detail and ensure confidentiality.

### 12.9 Handling queries and issues.

Routine queries should be resolved promptly, avoiding unnecessary red tape. Many issues can be clarified via email or by referring to the programme's supporting documents.

Significant issues will be managed in accordance with the Conflict and Withdrawal Management Protocol. This includes lack of communication, loss of continuity, misaligned expectations, conflict of interest, concerns regarding confidentiality, withdrawal or the need for reassignment.

Not all difficulties will require formal intervention. In some cases, it will be sufficient to clarify expectations, review the frequency of meetings or remind participants of the programme's boundaries.

### 12.10 Use of participation and monitoring data.

The information collected via the expression of interest, the extended application form and the monitoring tools will be used exclusively to organise, manage, evaluate and improve the programme.

The expression of interest will not be used on its own to select participants or make matchings. Both sources of information may be linked via an internal code, applying criteria of restricted access, traceability and the minimum necessary information.

Identifying data must be limited to that necessary for administration. Evaluation, satisfaction and impact results will be presented in aggregate form, without identifying specific individuals or disclosing confidential content from mentoring sessions.

Participants' trust will also depend on how information is managed. The co-ordinating body must therefore apply the principles of 'minimum necessary information' and 'maximum discretion'.

## 13. ANNEXED DOCUMENTS.

The IBSAL Mentoring Programme will have annexed documents to facilitate registration, selection, pairing, planning, monitoring, evaluation and continuous improvement for each edition. These will be used as support tools, in a manner proportionate to their function, the stage of the programme and the needs of each pair. Some will be aimed at mentors and mentees; others will be internal coordination or aggregated evaluation documents.

The programme documents are organised into four sections:

1. **General guidance documents:**
    - IBSAL Mentoring Programme Participant Handbook.
    - Guide for mentors of the IBSAL Mentoring Programme.
    - IBSAL Mentoring Programme Resources and Training Guide.
    - Checklist for mentors.
2. **Registration, selection and matching documents:**
    - IBSAL Mentoring Programme registration form.
    - Mentor-mentee matching template.
3. **Planning and monitoring documents:**
    - IBSAL Individual Development Plan.
    - IBSAL Competency Framework for Mentoring.
    - Meeting Record Template.
    - Progress tracking sheet.
4. **Assessment, follow-up and continuous improvement documents:**
    - Mid-term assessment form for mentors.
    - Mid-term evaluation form for mentees.
    - Final evaluation template for mentors.
    - Final evaluation template for mentees.
    - Post-programme satisfaction survey.
    - Follow-up survey 6–12 months later.
    - Conflict management and termination protocol.
    - Internal report on the results of the programme.

In general, the minimum recommended use for each mentoring pair will include the Individual Development Plan, the basic meeting log, the mid-programme assessment and the final evaluation. The remaining tools will be used for support, consultation, supplementary follow-up, internal management or continuous improvement of the programme. The programme co-ordinators may adapt, review, simplify or update the annexes for each edition, whilst upholding the principles of usefulness, proportionality, confidentiality and continuous improvement. The documents may be used in editable format, as electronic forms or in any other equivalent medium, provided that their purpose is maintained and the confidentiality of the information is guaranteed.

## 14. APPROVAL AND VERSION CONTROL.

The IBSAL Mentoring Programme will be reviewed whenever the results of each edition, organisational needs or changes to its management procedures make it necessary to update its content.

The coordination team will maintain a single current version of the document. Changes affecting the purpose, participants, access procedure, selection and matching criteria, duration, phases, basic tools or the evaluation system must be recorded and validated by the IBSAL Management.

Minor adjustments to format, style, linguistic corrections or updates to contact details may be incorporated without changing the main version number, provided they do not alter the substantive content of the programme.

| Version | Date | Main changes | Status |
|---|---|---|---|
| **1.1** | 14 May 2026 | Revised initial version for the second edition of the programme. | Replaced |
| **2.0** | 17 June 2026 | Comprehensive review of the mentoring model, incorporating a competence-based approach, Individual Development Plan, interim monitoring, final assessment and follow-up. | Replaced |
| **2.1** | 24 June 2026 | Adaptation to the 2026–2027 academic calendar; inclusion of a prior expression of interest, subsequent formalisation of applications, maximum capacity of 20 pairs, updating of the phases, communications, indicators and the procedure for accepting pairing. | Current |

**Current version:** 2.1.
**Date of approval:** 24 June 2026.
**Body responsible for approval:** IBSAL Management.
**Responsible for maintenance and updating:** IBSAL Mentoring Programme Coordination.

In this document, the masculine grammatical form is used as a generic form, in accordance with the linguistic conventions of Spanish, to make the text easier to read. This choice does not imply any gender preference and is used solely for the purposes of grammatical simplification. The Salamanca Institute for Biomedical Research actively promotes equity, inclusion and respect for gender diversity in all its activities, including the Mentoring Programme.

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