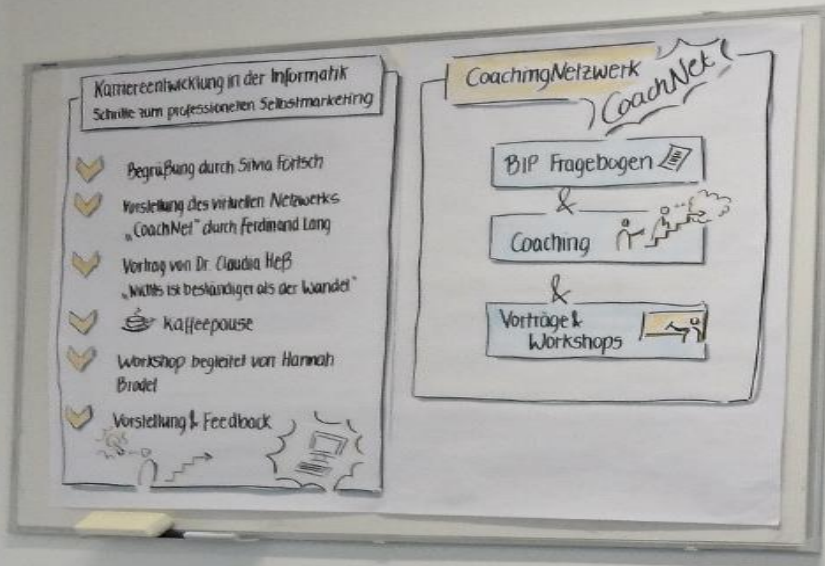




Coaching and Networking!



Supporting female computer scientists at Bamberg University

Silvia Förtsch in collaboration with Carina Gosling



Structure

- **Importance of career measures**
- **Introduction to the project “CoachNet”**
- **Case study**
 - **Carlotta, a young women in her first semester of Applied Computer Science (Master)**



Why career- enhancing measures for female computer scientists?

- **Missing qualified employees in the field of computer science** (Rechsteiner, 2016; Weitzel et al., 2015; Bundesagentur für Arbeit 2016).
- **Stereotypical awareness** (Eckes, 2008).
- **Especially in male-dominated professions such as computer science women underestimate their abilities** (Abele, 2013).
- **Increasing awareness of personal skills** (Abele and Spurk, 2009, Lent et al. 1986).
- **Recognize career opportunities and achieve goals** (ibid.).



CoachNet

Duration: 01.07.2017 to 30.06.2020

Funded by :

RAINER MARKGRAF STIFTUNG

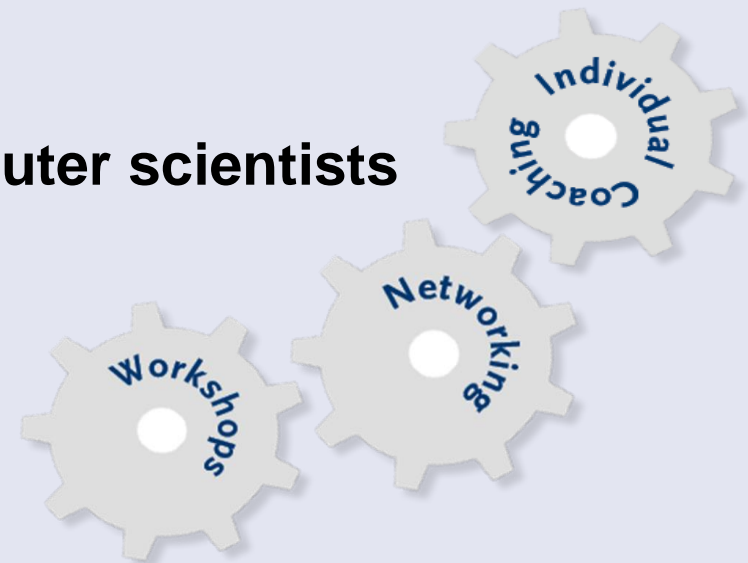


TechnologieAllianzOberfranken



Measures of career development which are linked with each other:

- **I. Individual coaching of computer scientists**
- **II. Networking**
- **III. Workshops**





I. Individual coaching of computer scientists

The coaching includes following steps:



1. Job-related personality analysis

Business-Focused Inventory of Personality (BIP)

(Hossiep, R. und Paschen, M. 2003)



2. Individual coaching session (Lippmann, 2014; Loebbert, 2017, 2013).

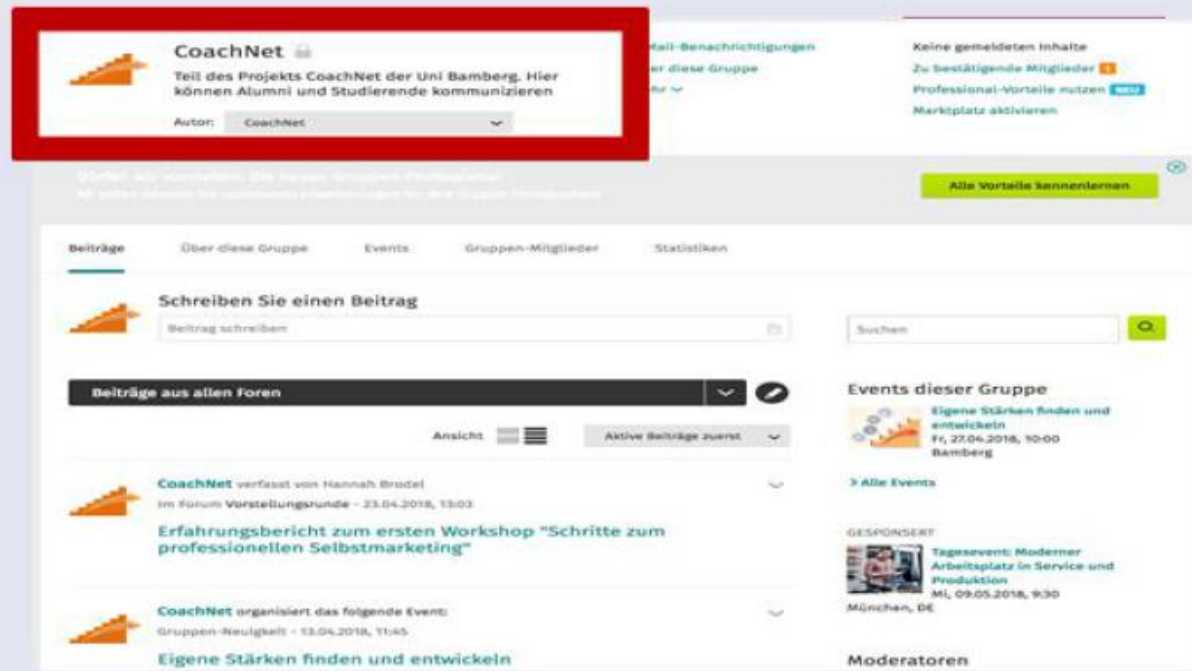


3. Evaluation – Feedback after 4-6 month



II. Networking

- A networking group was implemented on Xing.

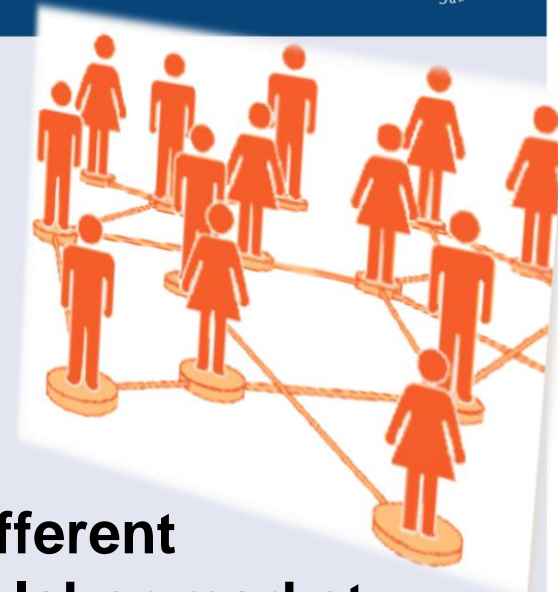


<https://www.xing.com/communities/groups/coachnet-85aa-1101141>



II. Networking

- **Within the group students can network with students, graduates with graduates and students with graduates.**
- **Exchange and support is possible during different stages of studying and before the entry into labor market**
- **In addition, mentors who are in a leadership position were encouraged to share their professional experiences.**
- **Participants can share information about themselves and their networking interests, as well as questions.**





III. Workshops – offered once/twice a year

- **Students, graduates, junior staff, professionals and executives are invited.**
- **Topics range from opportunities for development within the company, barriers that hinder career development or experiences of balancing work and family life.**
- **The focus is on strengthening skills and competencies.**



III. Workshops – offered once/twice a year



First Workshop: Steps to professional self-marketing
Look ahead ... and back?
Participants had the possibility to reflect on their own path. In individual and group work new perspectives were uncovered.



Case Study

Carlotta (anonymous) is studying Applied Computer Science (first semester). She comes to the Coaching with following important topics:

- **She wants to be able to identify their strength in order to use them more effectively**
- **She wants to focus on her own interests to be able to specify the content of studies in a more target manner**

She wants to know...

- **How to build a network?**
- **How to manage her time?**

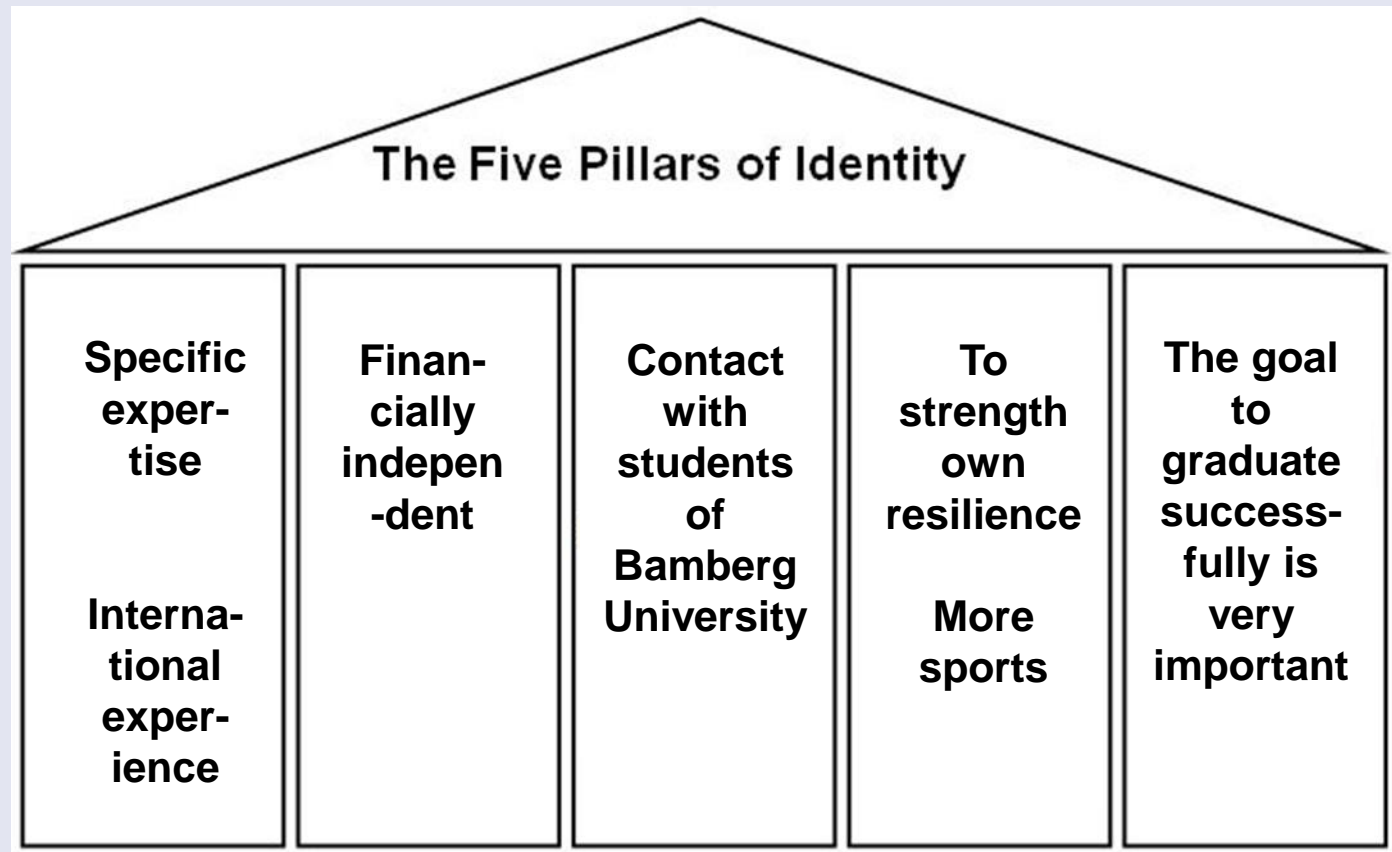


Carlotta, studying Applied Computer Science (Master)



68.2% of those in the standard sample achieve averages of 4-7; represented by gray area

— Graduates of scientific degree programs





Evaluation of the coaching session...

Carlotta, after 4 month:

Achieved targets...

- **the year abroad begins in Norway in August**
- **all exams have been successfully passed**

“The coaching gave me an awareness of my goals and new solutions to problems. In the long run consciousness has certainly given me more self-confidence to reach my goals better” (Carlotta).

“The goal of completing an internship abroad in Norway is on the right track. However, I was not able to learn Norwegian as well as I hoped” (Carlotta).

THANK

YOU





Discussion

How useful are measures for career development?





Literature

Abele, A. E. 2013. Berufserfolg von Frauen und Männern im Vergleich. Warum entwickelt sich die „Schere“ immer noch auseinander? *Gender* 2013, 41–59.

Abele, A. E. and Spurk, D. 2009. The longitudinal impact of self-efficacy and career goals on objective and subjective career success. *Journal of Vocational Behavior* 74, 1, 53–62.

Bundesagentur für Arbeit. 2006. Statistik/Arbeitsmarktberichterstattung. Blickpunkt Arbeitsmarkt – Fachkräfteengpassanalyse. Nürnberg.

Eckes, T. 2008. Geschlechterstereotype: Von Rollen, Identitäten und Vorurteilen. In *Handbuch Frauen- und Geschlechterforschung: Theorie, Methoden, Empirie*, R. Becker and B. Kortendiek, Eds. Springer, 178–189.

Hossiep, R. und Paschen, M. 2003. Bochumer Inventar zur berufsbezogenen Persönlichkeitsbeschreibung, Manuel Loebbert, M. 2017. *Coaching Theorie. Eine Einführung*. Springer, Fachmedien.

Lent, R. W., Brown, S. D., and Larkin, K. C. 1986. Self-efficacy in the prediction of academic performance and perceived career options. *Journal of Counseling Psychology* 33, 3, 265–269.



Lippmann, E. 2014. Phasen einer Coachingsitzung. In Professionell coachen. Erfahrungswissen und Interventionstechniken von 50 Coachingexperten, A. Ryba, D. Pauw, D. Ginati and S. Rietmann, Eds. Beltz Weiterbildung. Beltz, J, Weinheim, Bergstr.

Loebbert, M. 2013. Professional Coaching. Konzepte, Instrumente, Anwendungsfelder. Systemisches Management. Schäffer-Poeschel, Stuttgart.

Loebbert, M. 2017. Coaching Theorie. Eine Einführung. Springer, Fachmedien.

Rechsteiner, F. 2006. Erfolgreiches IT-Recruiting trotz Fachkräftemangel. S. 1–39; DOI: 10.1007/978-3-658-13158-6.

Weitzel, T.; Eckhardt, A.; Laumer, S.; Maier, C.; Stetten, A. von; Weinert, C.; Wirth J. 2015. Recruiting Trends 2015. Eine empirische Untersuchung mit den Top 1000 Unternehmen aus Deutschland sowie den Top 300 Unternehmen aus den Branchen Finanzdienstleistung, Health Care und IT. Centre of Human Information Systems (CHRIS). Otto-Friedrich-Universität Bamberg.