

D6.3 RESEARCH SUPERVISION CAPACITY REPORT

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Technological University of the Shannon: Midlands Midwest (TUS), Ireland*

Table of Contents

Abbreviations	5
EXECUTIVE SUMMARY	6
1.0 Introduction.....	8
2.0 Supervisor Training Provision across the RUN-EU Alliance.....	9
3.0 Overview of Supervisors currently supervising RUN-EU PhDs.....	12
4.0 Participation in RUN-EU PLUS Supervision Training.....	15
4.1 New Supervision Capacity following RUN-EU PLUS Supervision Training Programmes.....	17
5.0 RUN-EU PLUS Research Supervision Training Programmes.....	18
5.1 Approaches to Early-stage Researcher Supervision workshop.....	18
5.1.1 Participant Profile.....	20
5.1.2 Participant Certification	22
5.1.3 Participant feedback	23
5.2 Principles of Research Supervision.....	25
5.2.1 Programme Learning Outcomes	25
5.2.2 Guest Lecturer Profile	25
5.2.3 Programme Content.....	26
5.2.4 Reflection Exercise	27
5.2.5 Supplementary Material	28
5.2.6 Digital Badge Certification.....	30
5.2.7 Participant Profile.....	32
5.2.8 Participant Feedback.....	34
5.3 Global Conversations on Excellence in Research Supervision: Advancing the state-of-the art	38
5.3.1 Guest Lecturer Profiles.....	39
5.3.2 Participant Profiles	42
5.3.3 Participant Certification	43
5.4 Postgraduate Supervisor Training: Mentor Programme.....	44
5.4.1 Learning Outcomes	45
5.4.2 Guest Lecturer Profiles.....	45
5.4.3 Programme Content.....	48
5.4.3.1 TUS Research Degree Programme Regulations	48
5.4.3.2 Research Programme Examiner Training.....	48
5.4.3.3 Research Supervisor Mentoring Programme.....	49
5.4.4 Programme Schedule	49

5.4.5 Reflection Exercise	50
5.4.6 Participant Profile.....	50
5.4.7 Participant Feedback.....	51
5.4.8 Supplementary Material (Mentoring Toolkit).....	55
6.0 Outcomes of Supervision Training Programmes.....	56
6.1 RUN-EU Research Supervisor Peer-mentoring Community.....	56
6.2 Research Supervisor Short Advanced Programme (SAP).....	56
7.0 Future of Training for RUN-EU Supervisors.....	57
8.0 Conclusion	57
Appendix 1 Supervision Toolkit.....	58
Appendix 2 Mentoring Toolkit	64

Table of Figures

Figure 1: Research Degree Domains of current supervisors.....	13
Figure 2: Percentage of Co-Supervisors from the alliance.....	14
Figure 3: Breakdown of Participants for each Programme.....	15
Figure 4: Participation in Supervision Training Programmes.....	16
Figure 5: Number of programmes completed by participants	17
Figure 6: RUN-EU PLUS promotional banner for the Researcher Career Development Programme	19
Figure 7: ‘Approaches to early-stage researcher supervision’ workshop programme.....	20
Figure 8: Approaches to Early-stage Research Supervision Participant Career Stage.....	21
Figure 9: Approaches to Early-stage Research Supervision RUN-EU University representation.....	21
Figure 10: Certificate of Attendance issued to participants of the RUN-EU PLUS Approaches to Early-stage Research Supervision workshop.....	22
Figure 11: Participant Feedback relating to Workshop Content.....	23
Figure 12: Participant Feedback related to Workshop Format.....	24
Figure 13: Reflection exercise guidelines for Principles of Research Supervision Programme	28
Figure 14: Research Planning tool – Critical Reading table (Source: Hugh Kearns, www.ithinkwell.com.au)	29
Figure 15: Checklist for new postgraduate students (Source: Hugh Kearns, www.ithinkwell.com.au)	30
Figure 16: Image and descriptors of the Research Supervision Digital Badge.....	31
Figure 17: Certificate of Attendance issued to participants upon training completion	32
Figure 18: Representation of Research Discipline Areas on the Research Supervision Digital Badge Training Programme.....	33
Figure 19: Representation of RUN-EU partner institutions on the Research Supervision Digital Badge Training Programme.....	34
Figure 20: Breakdown of RUN-EU participants who attended the Global Conversations Series	43
Figure 21: Certificate of Participation in the Global Conversation on Excellence in Research Supervision series.....	44
Figure 22- Profile of Research Discipline areas represented at the Supervisor Mentoring Training..	50

Table of Tables

Table 1 – The Supervision Lifecycle.....	9
Table 2 – Research Degree Programme Regulations Training.....	10
Table 3 – Research Degree Programme Examination Training.....	11
Table 4 – Writing Workshop for Supervisors.....	11
Table 5 – Fundamentals of Supervision Training.....	11
Table 6 – Number of supervisors currently involved in co-supervision of RUN-EU Research Degree Programmes.....	12
Table 7 – Change in Supervision Capacity resulting from RUN-EU PLUS Supervisor Training.....	18
Table 8 – Participant Suggestions for Improvement to Training.....	24



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Abbreviations

D	Deliverable
ECTS	European Credit Transfer and Accumulation System
EIH	European Innovation Hub
ERA	European Research Area
FHV	Vorarlberg University of Applied Sciences, Austria
HAMK	Häme University of Applied Sciences, Finland
IPCA	Polytechnic of Cávado and Ave, Portugal
IPL	Polytechnic of Leiria, Portugal
NHL Stenden	NHL Stenden University of Applied Sciences, The Netherlands
R&I	Research & Innovation
RDP	Research Degree Programme
RUN-ERA	RUN – European Research Area
RUN-EU	Regional University Network – European University
RUN-EU PLUS	Regional University Network – European University: Professional Research Programmes for Business and Society
RUN-IRI	RUN – Immersive Research Institute
SAP	Short Advanced Programme
SZE	University of Győr – Széchenyi István University, Hungary
TRL	Technology Readiness Level
TT	Technology Transfer
TUS	Technological University of the Shannon: Midlands Midwest, Ireland
UAS	University of Applied Sciences
WP	Work Package

EXECUTIVE SUMMARY

This Research Supervision Capacity report describes the content and outcomes of the RUN-EU PLUS Research Supervision Capacity Programme which consists of a series of training programmes and workshops for research supervisors. While this programme is targeted at supervisors of the Research Degree Programmes (RDPs) developed by the RUN-EU PLUS project, it is available to all supervisors, work-based supervisors, advisors and research mentors across the RUN European University Alliance. This report reflects upon the activities by the RUN-EU PLUS project in **Task 6.3 (T6.3) Strengthening Research Supervision Capacity** undertaken from Month 13 to Month 36 of the project and was described previously in **MS12 Research Supervision Capacity Programme** at Month 18.

The report provides an overview of supervisor training provision by partner institutions across the RUN-EU, presents the co-supervision status of RUN-EU Research Degree Programmes (RDPs) at the end of the RUN-EU PLUS project and presents the impact of the RUN-EU PLUS Supervisor Training Programme on the research supervision capacity and the sustainability of the Research Degree Programmes (RDPs) developed by the RUN-EU PLUS project). The report also provides details of four individual training opportunities for current or future supervisors of RUN-EU RDPs. The initial training workshop, 'Approaches to Early-stage Research Supervision', was delivered at the start of the RUN-EU PLUS project (2022) and was targeted at early-stage supervisors. 'Global Conversations on Excellence in Research Supervision' was a series of keynote presentations on supervision topics followed by peer discussions delivered from December 2023 to April 2024. 'Principles of Research Supervision' was a training programme which was delivered in 2022 and 2023. The 'Mentoring Training Programme for Research Supervisors' included training on regulations governing RDPs and their examination followed by separate mentoring training for both early-stage and experienced supervisors. Upon achievement of the learning outcomes of these 2 latter programmes, participants were awarded certification in the form of a TUS (on behalf of the RUN-EU PLUS project) Digital Badge for Research Supervision. Additional training on how to be an effective Independent Chairperson for RDP *viva voce* examinations was offered across the RUN alliance but is not reported in this report.

Two toolkits are now available to the RUN-EU Supervision Community. The first is a Supervision Toolkit providing supervisors with tools which support best practice in the supervision of RDPs. The second toolkit is to support mentors and mentees in establishing an effective mentoring relationship which establishes clear engagement guidelines and goals.

Proposed future training and support developments for supervisors across RUN-EU include a Supervisor Peer-Mentoring Community and a Short Advanced Programme (SAP) specifically focused on supervision-related topics.

At the end of the RUN-EU PLUS project, there are a total of 167 members who are either currently supervising on RUN-EU PLUS co-supervised RDPs or who have participated in supervisor training provided by the RUN-EU PLUS project.

1.0 Introduction

Joint research and innovation (R&I) activities are being fostered across the RUN-EU alliance to increase the R&I capacity of alliance members and to upskill staff to undertake innovation development and research supervision in conjunction with regional businesses. Increasing the staff involved in the supervision of RUN-EU trans-European practice-based master's and doctoral programmes will connect state-of-the-art in professional practice with relevant academic theory and apply both to the solution of work-based problems, resulting in impactful innovation development within the researcher workplaces thereby strengthening the competitiveness of European industry and protect regional employment. The Research Supervision Capacity Programme was defined by Month 18 of the RUN-EU PLUS project and has been implemented across the RUN-EU alliance. Where the trainers have given their consent, these training videos are shared on the Cloud of Knowledge Portal ([Cloud Of Knowledge \(ipca.pt\)](https://cloudofknowledge.ipca.pt)). However, in certain cases, circulation of recorded sessions has been restricted to within a specific group, as agreed between the trainers and participants.

The goal of this programme is two-fold namely to provide skills training to support current supervision activity of the RUN-EU PLUS co-supervised Research Degree Programmes (RDPs) in the domain areas of Digitalisation Engineering, Sustainable Tourism, Biotechnology, Social Science, Art & Design, Sustainable Polymers and Business & Entrepreneurship and to build supervision capacity for the sustainability of these programmes in the future. Accordingly, the training programme is designed to meet the long-term supervision requirements of the RUN-European University with long-term sustainability of the RDPs in mind. A supervisor mentoring scheme has been created whereby experienced supervisors mentor early-stage supervisors.

New supervisors have been introduced to the fundamentals of supervision including how to attract and select postgraduate students, providing effective feedback, academic writing, preparation for examination and dealing with challenging situations. A Research Supervision Masterclass has been provided for more experienced supervisors. Certification

in the form of a Digital Badge in Research Postgraduate Supervision Training has been awarded by TUS on behalf of the RUN-EU PLUS project to this programme.

This training is complemented by the wider Researcher Career Development Framework Training Programme (RUN-EU PLUS **D4.2**) which includes training in research methods, complex problem solving, creativity and critical thinking.

The Research Supervision Capacity Programme has been developed under Work package 6 (Research with Business and Society) by the Technological University of the Shannon (TUS), Ireland, as the task leader and Széchenyi István University (SZE), Hungary, the co-leader. The Programme is being delivered as part of the of the wider Researcher Career Development Framework Training Programme (WP4).

2.0 Supervisor Training Provision across the RUN-EU Alliance

A review of the supervisor training provided by RUN-EU alliance partners to supervisors of their institution indicated that at the beginning of the RUN-EU PLUS project TUS (formerly Athlone Institute of Technology (AIT) and Limerick Institute of Technology, (LIT)) was the only RUN-EU partner which provided such training on an annual basis. A summary of this training, delivered in-person, is presented from **Table 1** to **Table 5**.

Table 1 – The Supervision Lifecycle

Research Supervisor Development: The Supervision Lifecycle	
Programme/module/workshop	Programme (four modules over the course of one day)
Key Topics	See additional information
Target audience	Newly appointed research supervisors and those interested in becoming involved in research supervision
Once-off/annual	Annual (depending on numbers)
ECTS/other certification	Certificate of Completion (no credits attached)
<u>Additional information</u> The programme of Research Supervisor Training developed at TUS for the <i>Research Supervision Certificate</i> was based on the principles of the <i>Supervision Lifecycle</i> framework, published in June 2012 by the <i>National Academy for Integration of Research, Teaching & Learning</i> (NAIRTL).	

Four workshops run over the course of one day:

Workshop 1: Supervision Lifecycle 1 – Initial phase

TUS Structures and Quality Assurance processes for home & international recruitment; Preparatory recruitment / enrolment check-list; Core roles and responsibilities of TUS, Supervisors and Candidate; Health & Safety issues; Managing expectations; Recognition of research paradigms including Professional & Practice-based Doctorates; Ownership of research programme by the Candidate; Initial definition of research aims, objectives & milestones; Early project plans & management; Best practice for timely feedback; Effective working relationships; Progress reviews & reports to stakeholders.

Workshop 2: Supervision Lifecycle 2 – Moving forward

Strategies for ‘Effective Research Supervision’; Supervisory styles; Strategies for maintaining motivation; Skills Audit assessment of training needs for generic, transferable and specialist skills; Skills Training programmes at TUS & professional development plans; Project planning for research including Gantt & other approaches; Research Ethics; IPR management; Technology Transfer; Masters–PhD transfer process – preparing and assessing the Candidate.

Workshop 3: Supervision Lifecycle 3 – Progress to completion

Quality and Qualifications Ireland (QQI)/TUS processes for title & thesis submission; Rationale for the selection of Examiners; Process for nominating Examiners and informing the Candidate; Advice on readiness to submit; Planned project closure process; Managing the writing-up process with a Generic Thesis Planner for timely submission; Guidance role for academic writing skills and styles including basic language issues for international candidates; Role as ‘Gatekeeper’ for thesis quality standards including awareness of plagiarism; Role of Counselling Services; Approaches to conflict resolution; Strategies for facilitating conference participation and publication.

Workshop 4: Supervision Lifecycle 4 – Demystifying the Viva – and beyond

QQI / TUS processes for *viva voce* examination; Purpose of *Viva* and managing the process; Roles of Chair, Examiners, Candidate and Supervisor/s in the *Viva*; Pro-active preparation of Candidate including practice *Viva*, knowing the thesis & identifying key issues; Strategies for surviving the *Viva*; Reality & the Examiners’ expectations; Post-*Viva* protocol – communicating the outcome & professional response to revision; Appeals processes; Review of publication options; Facilitating academic and non-academic careers and aspirations beyond.

Table 2 – Research Degree Programme Regulations Training

Research Degree Programme Regulations	
Programme/module/workshop	Workshop
Key Topics	Changes to the Regulations following 2019 review and impact on processes

Target audience	Deans, Heads of Department and research supervisors
Once-off/annual	Once-off
ECTS/other certification	No
Additional information	

Table 3 – Research Degree Programme Examination Training

Research Examiner (Internal) and Chairperson Training	
Programme/module/workshop	Workshop
Key Topics	Based on the TUS RDP Regulations, the session covered topics including: <ul style="list-style-type: none"> • Criteria for appointment of internal examiners • The nomination/appointment process • Examiner responsibilities • Level 9 & 10 Learning Outcomes & Criteria for Assessment • The Viva Voce • The role of the Independent Chair • Research Exam Board requirements
Target audience	TUS academic staff (both research active and those interested in becoming involved)
Once-off/annual	Once off
ECTS/certification	Certificate of Completion (no credits attached)
Additional information	

Table 4 – Writing Workshop for Supervisors

Supporting Writing: How Research Supervisors can support doctoral students to write up	
Programme/module/workshop	Workshop
Key Topics	<ul style="list-style-type: none"> • Understanding procrastination in writing • Giving constructive feedback on writing • Thesis completion planning
Target audience	Doctoral Research Supervisors
Once-off/annual	Once-off
Any ECTS or other certification	Joint TUS/National Forum for Teaching & Learning Certificate of Completion (no credits attached)
Additional information	Funded by the National Forum for Teaching & Learning and delivered by Dr Hugh Kearns.

Table 5 – Fundamentals of Supervision Training

Fundamentals of Supervision	
Programme/module/workshop	Workshop
Key Topics	Developing the Research

	Developing the Researcher
Target audience	TUS academic staff (both research active and those interested in becoming involved)
Once-off/annual	Once-off (but now annual)
ECTS/other certification	Certificate of Completion (no credits attached)
Additional information	Essentially this training followed the NAIRTL Supervision Lifecycle training developed by TUS.

3.0 Overview of Supervisors currently supervising RUN-EU PhDs

In line with **D3.2 Degree Development Roadmap** and **D3.3 Accreditation Action Plan**, RUN-EU PLUS has been successful in developing RDP supervision teams across the alliance. The domain areas and number of supervisors involved are presented in **Table 6**. There are currently 48 supervisors involved in the co-supervision of RUN-EU individual RDPs across Digitalisation Engineering, Sustainable Tourism, Biotechnology, Social Science, Sustainable Polymers, Business and Entrepreneurship and Sustainable Design. A further 6 supervisors are supervising programmes outside these specific areas.

Table 6 – Number of supervisors currently involved in co-supervision of RUN-EU Research Degree Programmes

Research Degree Domain area	Number currently involved in co-supervision of RUN-EU RDPs	Sample specialist areas
Digitalisation Engineering	14	Robotics, Edge AI, IT
Sustainable Tourism	7	Tourism, Hospitality,
Biotechnology	12	Molecular Biology, Chemistry, Marine Biology, Biochemistry, Biofuels, Algae, Pharmaceutical Science
Social Science	2	Rural Development, Social Innovation
Sustainable Polymers	0	
Business & Entrepreneurship	7	Management, Law, Business, Marketing
Sustainable Design	6	Digital Gaming, Music Technology, Fine Art
Miscellaneous	6	Logistics Management
Total:	54	

Figure 1 presents the current supervision breakdown according to research discipline area. 26% of supervisors involved in the co-supervision of RUN-EU PLUS RDPs hold expertise in the Digitalisation Engineering area, 22% in Biotechnology, 13% in Tourism, 13% in Business & Entrepreneurship, 11% in Sustainable Design, 4% in Social Studies and 11% in research areas outside of these classifications.

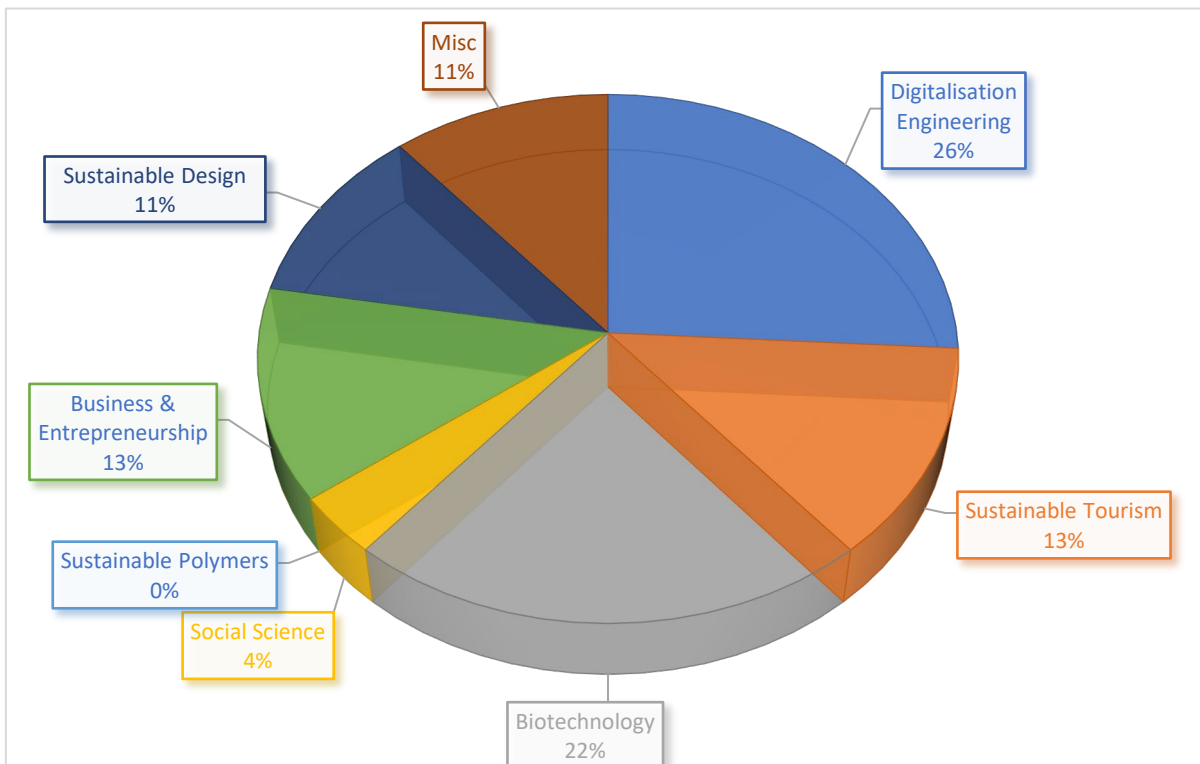


Figure 1: Research Degree Domains of current supervisors

The representation of partner institutions in current supervision activities is presented in **Figure 2**. 33% of current supervisors are based at IPL and another 33% at TUS, 21% at IPCA, 9% at HAMK and 2% each at SZE and FHV.

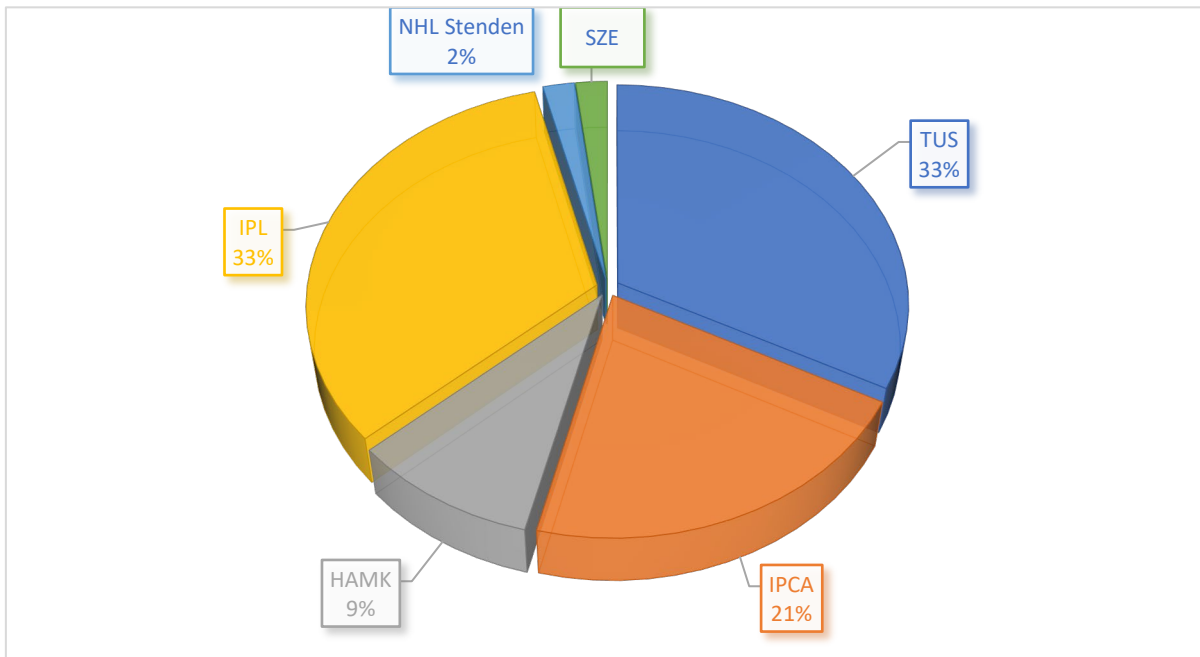


Figure 2: Percentage of Co-Supervisors from the alliance

4.0 Participation in RUN-EU PLUS Supervision Training

Four training programmes dedicated to training of supervisors of RDPs were developed and delivered through the course of the RUN-EU PLUS project (October 2021 – October 2024). These programmes included:

- Approaches to Early-stage Research Supervision
- Global Conversations on Excellence in Research Supervision
- Principles of Research Supervision Digital Badge
- Mentoring Training Programme for Research Supervisors

Details of programme content, delivery and feedback of these programmes are presented in **Section 5** of this report.

There was a total of 143 participants across the 4 programmes. **Figure 3** provides a breakdown of the participation in each programme with 29 % of total participants engaging with the Approaches to Early-stage Research Supervision workshop, 27 % with the Global Conversations on Excellence in Research Supervision series, 32 % in the Principles of

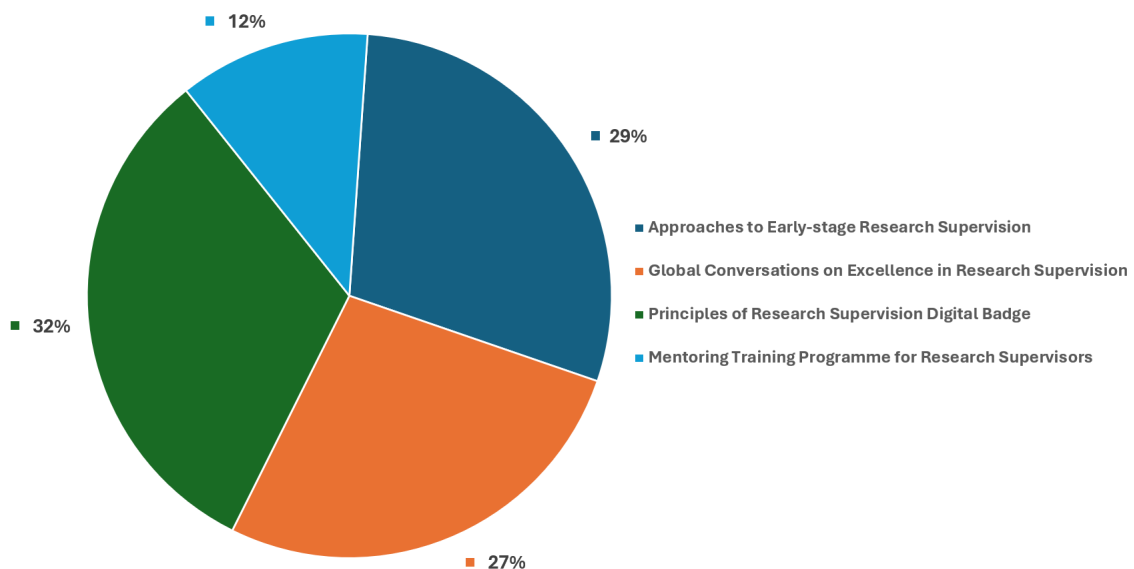


Figure 3: Breakdown of Participants for each Programme

Research Supervision Digital Badge and 12 % in the Mentoring Training Programme for Research Supervisors.

Each RUN-EU partner was represented in the training programmes as evident in **Figure 4**. TUS had the largest number of participants (59%), followed by IPL (20%), IPCA (8%), HAMK (6%), SZE (4%), NHL Stenden (2%) and FHV (1%). This may be a reflection of the current supervision activity levels of the institutions.

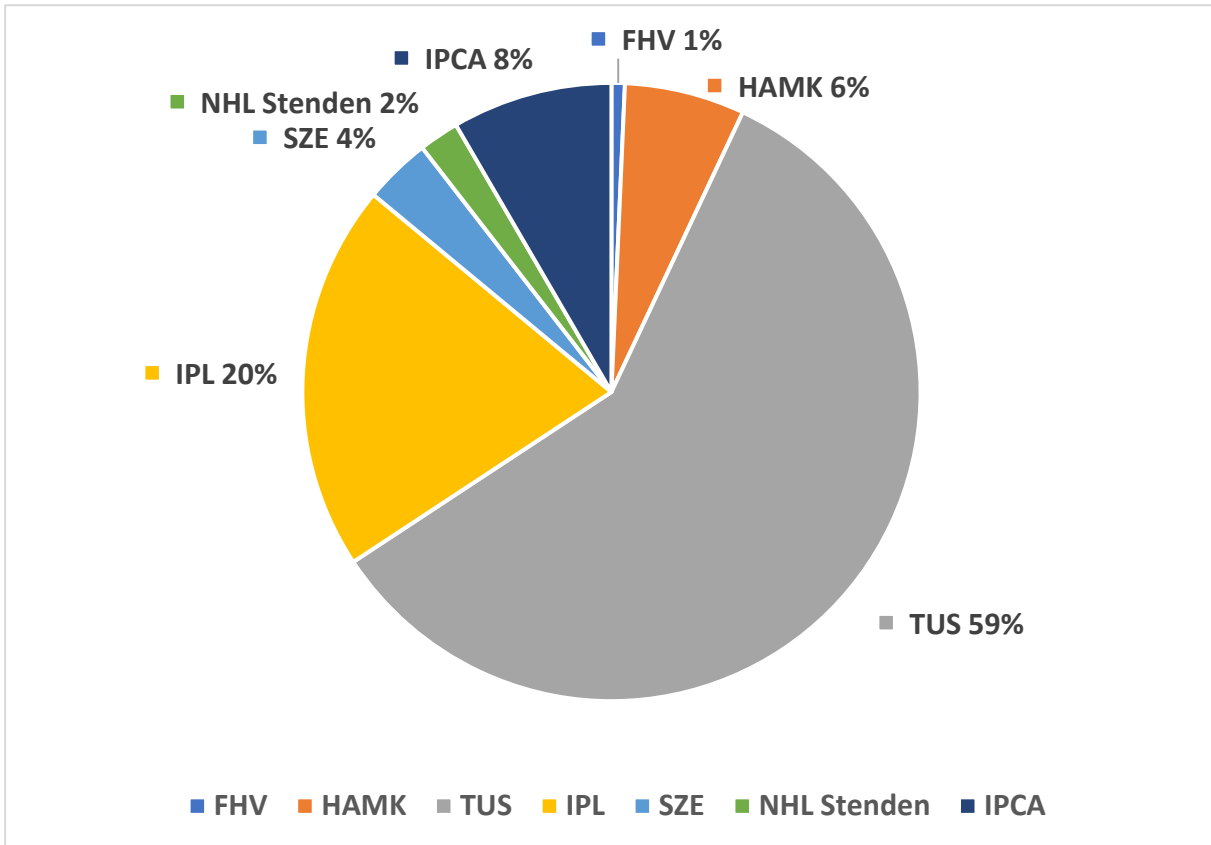


Figure 4: Participation in Supervision Training Programmes

While the majority of participants attended 1 training programme (88%), a number participated in 2 programmes (11%) and a small number participated in 3 (1%) as shown in **Figure 5**.

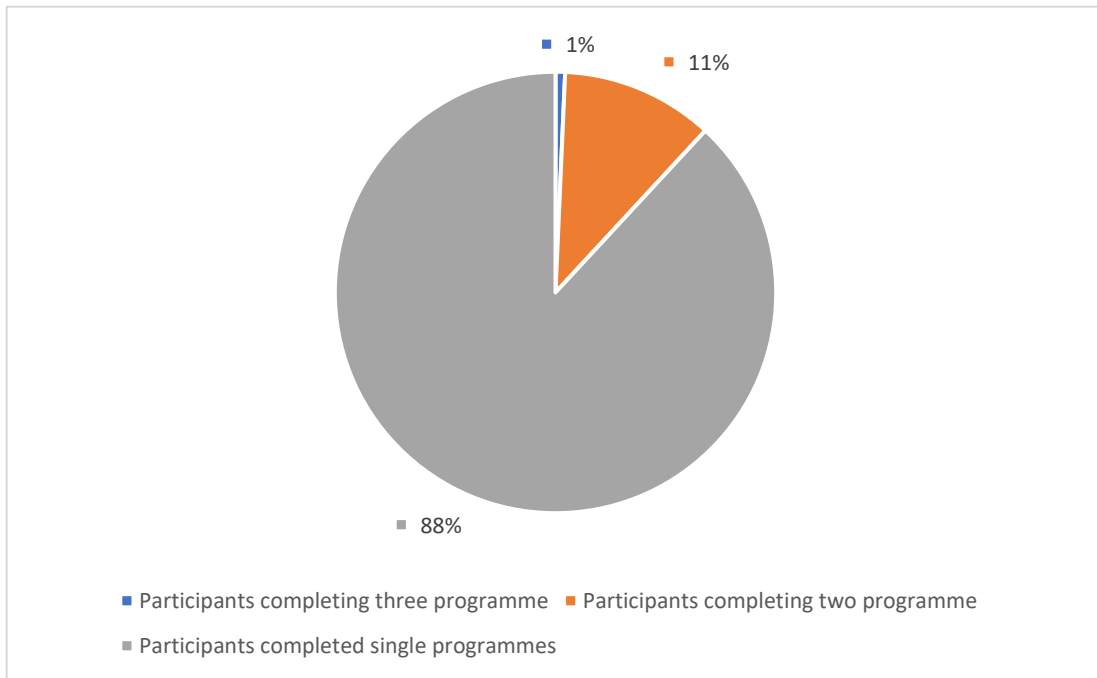


Figure 5: Number of programmes completed by participants

4.1 New Supervision Capacity following RUN-EU PLUS Supervision Training Programmes

Table 7 presents the impact of the supervision training on the supervision capacity of RUN-EU RDPs and shows the increase in numbers of supervisors in each RUN-EU PLUS RDP discipline area. This increase provides additional supervision capacity and widens the supervision pool across all areas thereby supporting the long-term sustainability of these programmes in terms of supervision requirements.

Table 7 – Change in Supervision Capacity resulting from RUN-EU PLUS Supervisor Training

Research Degree Domain area	Number currently involved in co-supervision of RUN-EU RDPs	Supervision Capacity at end of RUN-EU PLUS project*	Specialist areas
Digitalisation Engineering	14	25	
Sustainable Tourism	7	16	
Biotechnology	12	25	
Social Science	2	25	
Sustainable Polymers	0	7	
Business & Entrepreneurship	7	20	
Sustainable Design	6	14	
Energy	0	2	Energy Systems, Sustainability, Digitalisation
Education	0	11	Pedagogy, Digitalisation, AI
Miscellaneous	6	22	Sport science, Nursing, Occupational Therapy
Total:	54	167	

Researchers with experience in additional research fields have now been trained in supervision practices which opens up additional areas for RDP development in the future e.g Energy and Education.

5.0 RUN-EU PLUS Research Supervision Training Programmes

5.1 Approaches to Early-stage Researcher Supervision workshop

Reported in **D4.3**, the first RUN-EU PLUS workshop dedicated to Research Degree Programme Supervision named ‘Approaches to Early-stage Researcher Supervision’, was hosted by HAMK and held on 20 September 2022 as part of the RUN-EU PLUS Researcher Career Development Training programme as shown in the promotional banner in **Figure 6**.



Figure 6: RUN-EU PLUS promotional banner for the Researcher Career Development Programme

This workshop focused on:

- the roles and tasks of supervisors and postgraduate student in the supervision process, and
- best practices in research master’s and doctoral supervision.

This event provided the 42 participants with information on the various roles and experiences during the supervision processes. Participants also received information on good supervision practices in various supervision environments. **Figure 7** presents the workshop programme.

APPROACHES TO EARLY-STAGE RESEARCHER SUPERVISION WORKSHOP 20. SEPTEMBER 2022 PROGRAMME 10:00 – 16:00 CET
10:00 – 10:10 Welcome and introductions, Dr. Mervi Friman (HAMK)
10:10 – 11:00 What is supervision? Dr. Telle Hailikari (HAMK)
11:00 -11:05 Guidelines for breakout sessions, Ms. Hanna Lindroos (HAMK)
11:05 – 11:45 Breakout Session 1: Discussion of different styles to be a supervisor
11:45 – 12:30 Lunch break
12:30 – 13:00 Summaries of the breakout room discussions (chaired session by Dr. Telle Hailikari)
13:00 – 13:30 Requirements to be a supervisor, Dr. Zoltán Baracscai, Academic Director, Doctoral Program in Business Administration (SZE), Dr. Liam Brown, Vice President for Research, Development, and Innovation (TUS)
13:30 – 13:45 Short break
13:45 – 13:55 Towards a good supervisory process, Dr. Telle Hailikari (HAMK)
13:55 - 14:30 Some supervision experiences, Dr. Sari Miettinen (HAMK), Dr. Jason Palframan (TUS)
14:30 – 15:10 Breakout Session 2: Discussion on the roles in individual and group supervision & good practices
15:10 -15:45 Summaries of identified good practices in supervision (chaired session by Dr. Sara Novais, IPL and Dr. Telle Hailikari)
15:45 – 16.00 Feedback, next steps in the RUN-EU PLUS training programme and closing words, Dr. Virve Kallioniemi-Chambers (HAMK)

Figure 7: ‘Approaches to early-stage researcher supervision’ workshop programme

5.1.1 Participant Profile

Reported previously in RUN-EU PLUS **D4.3**, 50% of participants who attended the ‘Approaches to Early-stage Researcher Supervision’ workshop were academic staff members (lecturers, assistant professors, and professors), 22% were postdoctoral researchers, 15% were doctoral students, and 8% were senior research fellows. 5% of participants classified themselves as Research Managers (**Figure 3**). No master’s students attended the workshop. This indicates that the promotion of the workshop reached its target audience with participants all at a stage in their researcher career where supervision of master’s and doctoral students is being considered.

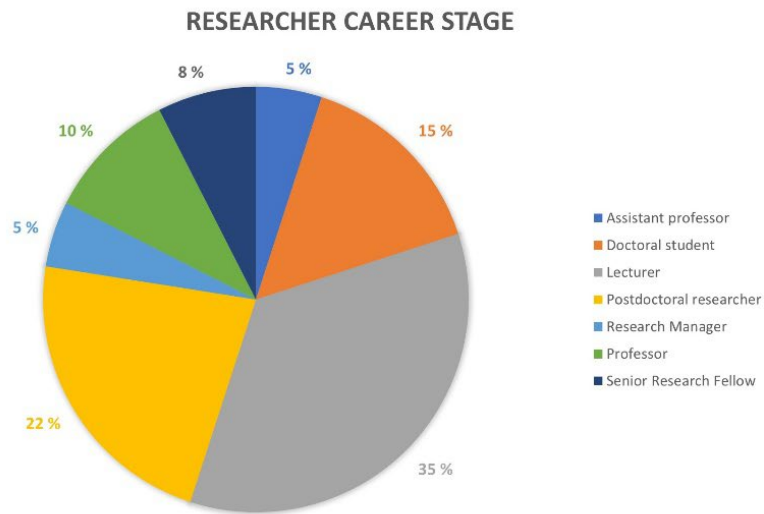


Figure 8: Approaches to Early-stage Research Supervision Participant Career Stage

There was representation from all partners of the RUN-EU alliance except for FHV (Figure 9).

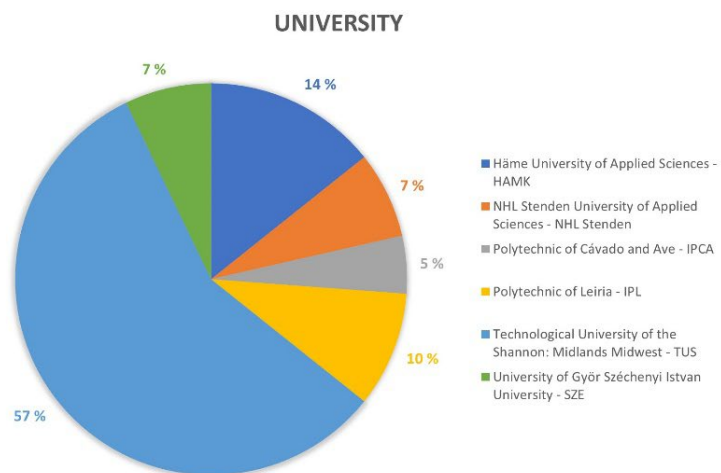


Figure 9: Approaches to Early-stage Research Supervision RUN-EU University representation

5.1.2 Participant Certification

Participants who attended the workshop received a Certificate of Attendance as shown in **Figure 10**.



Figure 10: Certificate of Attendance issued to participants of the RUN-EU PLUS Approaches to Early-stage Research Supervision workshop

5.1.3 Participant feedback

At the end of the workshop participants had the opportunity to give feedback orally and some positive comments were made at that point. Participants were also invited to complete a Microsoft Forms questionnaire which provided more detailed feedback. The questionnaire was modified from the general feedback questionnaire that is used in RUN-EU PLUS in the researcher training workshops (e.g. as the attachment in **D4.5**). The participants were given some time at the end of the workshop to fill in the form, but it was also open one week after the workshop. 17 participants provided feedback in this manner. The feedback was very good both on the content and practices. Some examples are provided in **Figure 11**, and **Figure 12**.

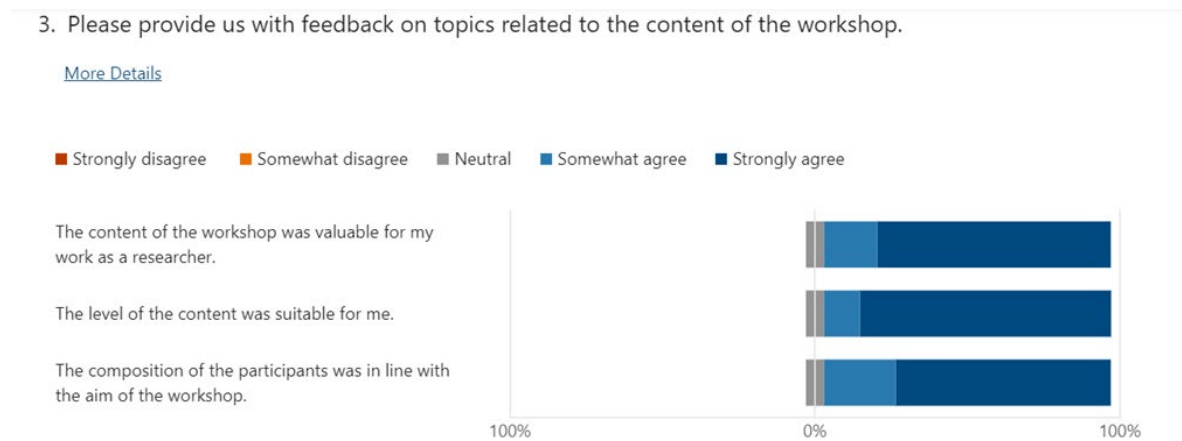


Figure 11: Participant Feedback relating to Workshop Content

Participants were satisfied with the workshop content with the majority saying that they agreed that the content of the workshop was valuable to their work as a researcher and that the workshop content was suitable to them.

4. Please provide us with feedback on topics related to the workshop format.

[More Details](#)

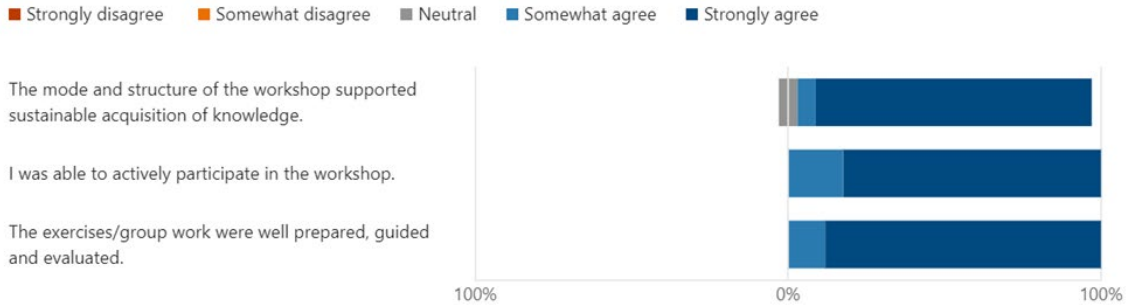


Figure 12: Participant Feedback related to Workshop Format

Participants were also satisfied with how the workshop was delivered, stating that it supported learning, they had the opportunity to contribute and that the training was well prepared and delivered.

Table 8 presents suggestions for improvement but overall indicates that participants were satisfied.

Table 8 – Participant Suggestions for Improvement to Training

Do you have any ideas for improvement?	
1	No it was a very excellent session, well-structured and very enjoyable to participate in.
2	No - the blend of presentations and breakout sessions was very good
3	No at this point.
4	may be bring case studies, or vivid examples of some good and bad practices. Like a narrative. situations that happen in reality.
5	Workshop earlier in the year (early September) not to clash with teaching time (I had to step away for a class for an hour really enjoyed the session and hope I didn't miss too much).
6	The only improvement that I might suggest would be to try and reduce the time (a little!!). With teaching and other responsibilities it can be difficult to dedicate almost a full day - otherwise it was excellent and it was well worth attending!!
7	If it is practical to provide link for speakers or related contributors / material as part of the invite.
8	I thought the workshop was very good. It is a long day on TEAMS, but I think this has been discussed.
9	Optionally choose workshops for the different levels of our supervisor experience
10	N/A

5.2 Principles of Research Supervision


This programme was delivered by TUS and was designed to provide RUN-EU researchers with an insight into the role of a RDP supervisor, including the opportunities which RDP supervision provides along with the challenges to be expected. The programme provided practical tips and tools to support the RDP supervisor along the supervision lifecycle. The learning outcomes of the programme are listed below.

5.2.1 Programme Learning Outcomes

By completing the individual workshops, the participant can:

- Explain and understand expectations of postgraduate supervision.
- To adapt their supervisory style to achieve the best outcome for their supervision.
- Evaluate and identify how they will develop their supervisory skills and any possible training gaps.
- Demonstrate how to attract and selecting students to fit with a research PhD project.
- Explain what is required in advance of getting a PhD student and off to a good start.
- Create a plan for their research.
- Create and organise postgraduate supervisory meetings.

5.2.2 Guest Lecturer Profile

<p>Hugh Kearns Internationally Acclaimed Educator, Public Speaker, and Researcher in Psychology and Self-Management</p>	
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Hugh Kearns is recognised internationally as a public speaker, educator and researcher. He regularly lectures at universities across the world including lectures at Oxford, Cambridge, Harvard, Berkeley, Stanford, ETH Zurich, and the Max Planck Group. His areas of expertise include self-management, positive psychology, work-life balance, learning and creativity. He has coached individuals, teams and executives in a wide range of organisations in the public and private sectors.

Hugh lectures and research at Flinders University, Adelaide, Australia. He is widely recognised for his ability to take the latest research in psychology and education and apply it to high-performing people and groups. As a co-author with Maria Gardiner, he has published twelve books which are in high demand both in Australia and internationally and has had several articles published in the prestigious journal Nature.

5.2.3 Programme Content

Introduction to Supervision

This workshop is aimed at staff who have no experience of supervision. It will describe the being supervised, clarify expectations of supervision and help participants identify how they will develop their supervisory skills. The group size could be up-to 40 participants.

Duration: 2 Hours

Fundamentals of Supervision Part 1

This workshop is aimed at all staff who have or will have a supervisory role. This workshop could be run for larger groups for example 30 – 4- supervisors. It would cover attracting and selecting students, getting them off to a good start, helping them plan their research and organizing meetings.

Duration: 2 Hours

Fundamentals of Supervision Part 2

This workshop is aimed at all staff who have or will have a supervisory role. This workshop could be run for larger groups for example 30 – 4- supervisors. It would cover supporting students writing, providing effective feedback, preparing for examinations and dealing with challenging situations

Duration: 2 Hours

Research Supervision Masterclass
This workshop would be for smaller groups of more experienced supervisors to encourage more interactions, for example 12 – 15 supervisors. Duration: 2 Hours
Time Management
This workshop focuses on the time management aspect of research and its supervision.
Support for writing
This workshop focuses on helping supervisors with their own writing and to support their student’s writing.
Providing Feedback
This workshop focuses on the strategies for providing supportive feedback.
Enabling Mental Health
This workshop focuses on the strategies for supervising students with mental health issues.

5.2.4 Reflection Exercise

Following the in-class training workshop participants were asked to reflect on their own master’s and/or PhD experience as well as their current supervision practice and to reflect on what changes they would make to this having participated in the training programme. The reflection guidelines are listed in **Figure 13**.

Reflection point 1: What was your own experience of being supervised in a research degree?
What was good and worked well? What did not work or was not helpful? What would you have changed if you could? How has your own experience influenced your approach to supervision? How has your participation on the TUS Supervisor training influenced your supervision practice?
Reflection point 2: How much experience have you had as a supervisor?
How many research students have you supervised? At what level master’s or PhD? Primary supervisor or secondary supervisor? Students to completion or in progress? Experience of supervision at TUS and elsewhere? Has the training influenced how you manage your supervision; how do you encourage students and motivate them? how do you communicate with them?
Reflection point 3: Finding research students

If you have students, how did you attract them? If you don't had students, how do you hope to attract them? Post the TUS Supervision Training what changes would if any would you consider in taking on new PG students?
Reflection point 4: Selecting students
How do you decide whether to take on a student or not? What factors do you consider?
Reflection point 5: Meetings
How often do you meet with your research students? Are the meetings effective or would you change things?
Reflection point 6: Writing
What were your own experiences of writing your PhD or research degree? What worked? What didn't work? What would you change if you were doing it again? What experience have you had in supporting research students in writing their theses? What difficulties have they encountered? What support have you been able to provide?
Reflection point 7: Providing feedback
Reflect on the feedback you received during your PhD? What was helpful? What didn't help? How has this influenced how you provide feedback? Feedback on writing? On progress? On performance?
Reflection point 8: Preparing for progression, transfer or viva voce examination
What was your own experience of the examination and viva process? What would you do differently?
Reflection point 9: Challenging situations
What challenges have you encountered in supervision? Students not making progress? Disagreements? Not willing to accept feedback? Disagreements among supervisors? Mental health issues? Delays in projects?

Figure 13: Reflection exercise guidelines for Principles of Research Supervision Programme

5.2.5 Supplementary Material

Support material provided to programme participants included:

- Fundamentals of Research Supervision notes
- Copy of book – Supervising PhD Students, Hugh Kearns and John Finn, 2017 (ISBN: 978-0-9922750-4-4)
- Research Completion Planner
- Critical Reading Planner
- Checklist for new postgraduate students

- Expectation checklist
- Supervisor/student Agenda template

The Critical Reading Planner (**Figure 14**) and Checklist for new PhD students (**Figure 15**) are provided as examples.

Critical reading	
QUESTIONS TO ANSWER AS YOU READ	
What is the hypothesis?	
What is the method? Is it rigorous? Appropriate sample sizes? Do the results support the conclusions?	
What are the key findings?	
How does this paper support/contradict other work in the field?	
How does it support/contradict/inform your own approach?	
How significant/important is this research? What special contribution does it make?	
Is this research repeating existing approaches or making a new contribution?	
What are the strengths?	
What are weaknesses and limitations?	

www.ithinkwell.com.au **Supervising PhD Students, Kearns and Finn, 2017.**

Figure 14: Research Planning tool – Critical Reading table (Source: Hugh Kearns, www.ithinkwell.com.au)

Settling in: Checklist for new PhD students	
<input type="checkbox"/>	University registration
<input type="checkbox"/>	Student card
<input type="checkbox"/>	Registration process and who to contact (fees)
<input type="checkbox"/>	Arrangements for payments of stipend/salary
<input type="checkbox"/>	Library card (access and entitlements)
<input type="checkbox"/>	Access and security to the building?
<input type="checkbox"/>	Provide institutional policies for research students (handbooks, website)
<input type="checkbox"/>	Health and Safety policy
<input type="checkbox"/>	Induction courses
<input type="checkbox"/>	Available supports when research problems arise
<input type="checkbox"/>	Are they expected to assist with the: <ul style="list-style-type: none"> • Organisation and delivery of laboratory sessions for undergraduates? • Organisation and delivery of tutorials for undergraduate or postgraduate students? • Organisation of a major conference that you have planned? • Delivery of lectures? • Writing of research proposals? • Supervision of final-year undergraduate students and their 'mini-projects'?
<input type="checkbox"/>	Holidays: number of days, formal notification required or not
<input type="checkbox"/>	Sick leave (if applicable)

Figure 15: Checklist for new postgraduate students (Source: Hugh Kearns, www.ithinkwell.com.au)

5.2.6 Digital Badge Certification

A Digital Badge in Research Supervision was approved by TUS on behalf of the RUN-EU PLUS partners. This badge is awarded to Programme Participants who were deemed to have achieved the learning outcomes of the badge. An image of the badge along with its descriptors is provided in **Figure 16**. Participants of individual workshops received a Certificate of Attendance an example of which is shown in **Figure 17**.



RESEARCH POSTGRADUATE SUPERVISION TRAINING



Technological University of the Shannon TUS
badges@tus.ie

Tags: #supervision, CommunityOfPractice, PhD, Research

Recipients of the Community of Practice of Postgraduate Supervision will be successfully awarded the Digital Badge for Postgraduate Supervision after taking part in a series of workshops (min of 2 workshops) where they part take in the learning and sharing of knowledge of the process of research postgraduate supervision; shared learning with peers as part of the training (COP), pre reading and shared reflective journaling. The earner undertakes pre course reading around the subject of Postgraduate PhD supervision along with forming part of a Community of Practice for Supervisors for shared learning and discussion. The earner also develops a reflective journal of learning.

By completing the individual workshops the badge earner can;

- Explain and understand expectations of postgraduate supervision
- To adapt their supervisory style to achieve the best outcome for their supervision
- Evaluate and identify how they will develop their supervisory skills and any possible training gaps
- Demonstrate how to attract and select students to fit with a research PhD project.
- Explain what is required in advance of getting a PhD student and off to a good start.
- To create a plan for their research
- list text hereTo create and organise postgraduate supervisory meetings.

Figure 16: Image and descriptors of the Research Supervision Digital Badge



This is to certify that SIOBHAN MOANE has participated as an attendee of the RUN-EU PLUS WORKSHOP SERIES ON POSTGRADUATE SUPERVISION, organised by RUN-EU partner TUS within the scope of the RUN-EU PLUS Researcher Career Development Training Programme 2022/2023, in conjunction with Prof Hugh Kearns, iThinkWell.

December 2023

Vincent Cunnane
Professor Vincent Cunnane
President of TUS

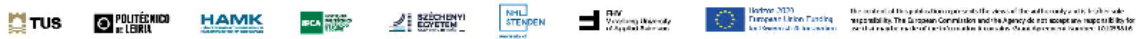


Figure 17: Certificate of Attendance issued to participants upon training completion

5.2.7 Participant Profile

Figure 18 provides a breakdown of the participant research discipline areas represented during this Research Supervision Digital Badge programme. Biotechnology, Engineering, Social Science and Business areas were well represented with Tourism and the Arts to a lesser extent. This may be a reflection on the current research activity of this areas across the RUN European University alliance.

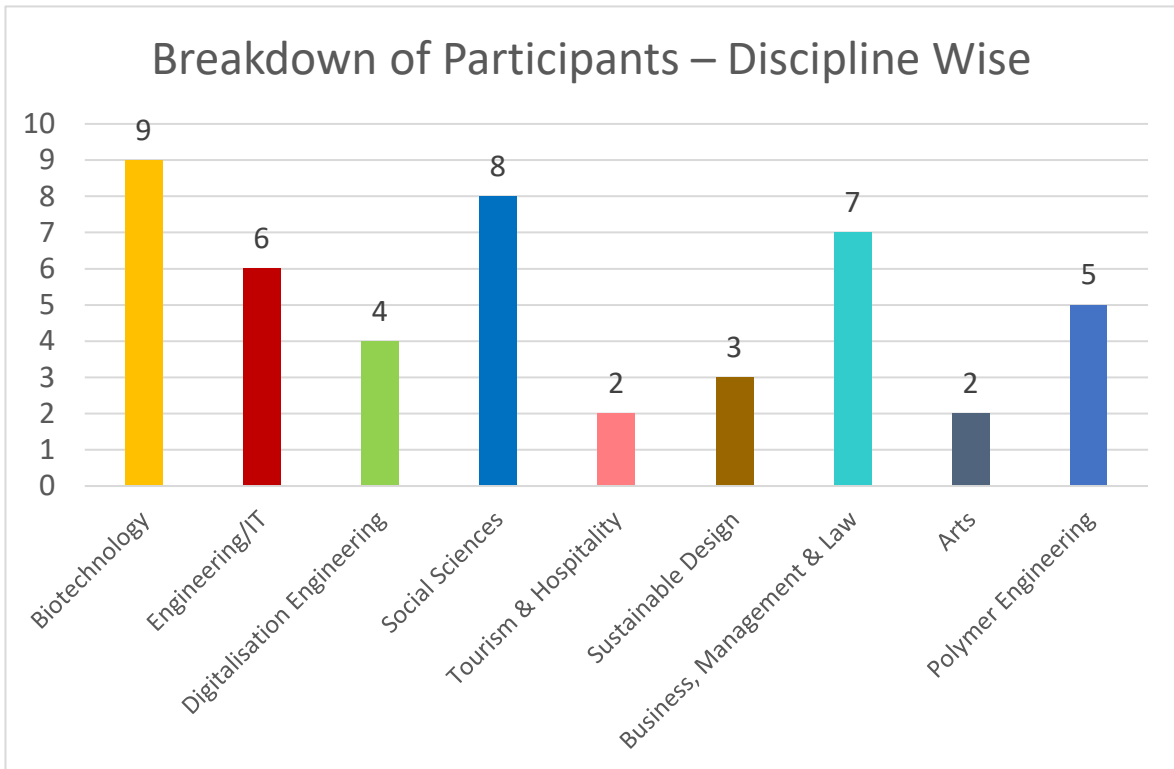


Figure 18: Representation of Research Discipline Areas on the Research Supervision Digital Badge Training Programme

TUS was the RUN-EU partner most represented in the participants (63%) followed by IPL (26%) as shown in **Figure 19**. This is more than likely due to TUS currently is the only alliance partner having delegation of authority for PhD awards.

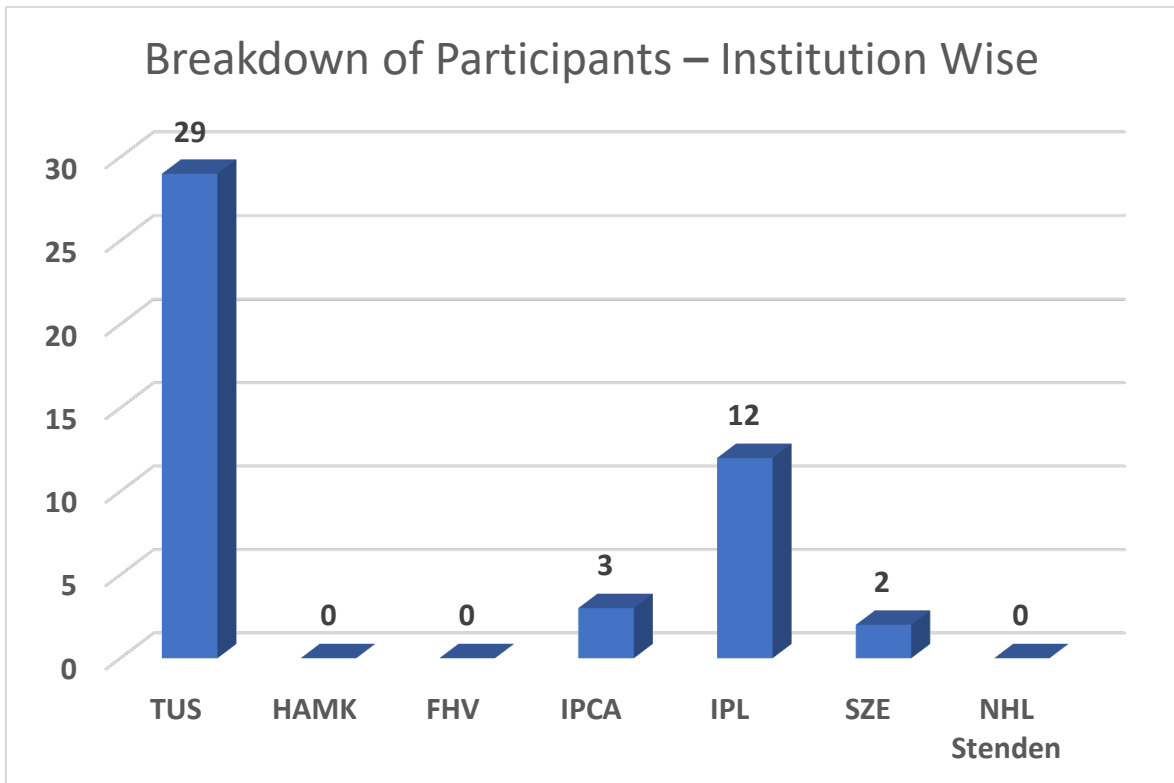


Figure 19: Representation of RUN-EU partner institutions on the Research Supervision Digital Badge Training Programme

5.2.8 Participant Feedback

In their reflective pieces, participants provided feedback regarding how they would incorporate their learnings into their supervision practice. A selection of the comments regarding different aspects of the training is presented in the following figures.

How the Principles of Supervision training will influence the supervision practices of participants
<ul style="list-style-type: none"> • My participation in the TUS supervisor training provided me with some skills for methods and work planning with my master's students. • Because of the TUS Supervisor training I will be more aware of the student's difficulties and use some tips I learned. • TUS training helped me to overview what I have done so far and gave me the chance to see through all my actions. It was a great summary and see through of my supervisory career. • With the supervisor training I learned that I need to listen better and be more sensitive to student feelings. • This workshop helped me not only to understand that this is not the best way to do it, but also how work differently and how to make the students comfortable for not presenting a perfect document from the start.

- My participation on the TUS Supervisor training was excellent and helped me a lot in understanding some of the problems that I face and some possible solutions. It has been a comprehensive approach to many topics, including some that I've obviously faced but never thought about in a structured and organized way. Hugh Kearns was great and I really enjoyed all of the sessions that I've participated in.
- The TUS supervisor training has mostly influenced me on the process and model of supervision by using the forms available which are excellent guides for both supervisor and student.
- On how to conduct meetings, identify the phases of PhD students, ask feedback from students, go step by step on the writing process.
- The training was helpful, because it helped me structure my prior experiences and knowledge about supervision into coherent and conscious actions with students. Most of the things I've heard from Hugh and other team members were not new for me, but it was nice to hear that people from vastly different fields and places around the globe have the same experiences regarding PhD studies.
- The participation on the TUS Supervisor training has shed some light in a few dark corners of informality in this process, so I hope to better structure the relation with the students in order to help them more effectively.
- The workshop suggested tools and strategies to make progress tracking a bit easier.
- I hope that with this training, my methodologies will change significantly, and I will be able to have more effective supervision.
- In the future if I am supervising students, I will ensure I ask for and receive some written work and provide feedback both in terms of literature reviews and original article text.
- I work in industry as well as part time with TUS and together we support researchers working towards master's or PhD degrees. I stumbled into supervision rather than having had a plan to do so, and so was completely green with respect to working with research candidates as opposed to the staff that work directly for me. I have found I love the research and wish I could do more and so I live vicariously through the researchers.
- In industry I often have staff who want to do their own thing and I need to guide them to do what needs to be done. I have found the opposite with researchers - they often times expect me to guide the research that they are doing, and I have to work with them to take control themselves of what is to be done. I keep reminding them it is their PhD and not mine.
- Taking part in these workshops has reminded me even more that we must never forget this part of giving students all the support they need. We know it's not an easy task.
- Participation in the TUS Supervisor training has provided extra tools and insights in to getting the researchers started that I was learning myself hard way - I needed to do this course 7+ years ago. However, I had learned and the course and reinforced, that early preparation is key. The last crop of researchers that we worked with, I organized introductory projects for them to work on and I managed them in such a way as to get them used to having to be driving force for getting things done and for communicating clearly and often on progress. This is reflected in the broader and more structured expectations tool that was introduced in the course and I look forward to using that early and often in the future.

- My participation in this workshop made me realise of the problems one will face and be better prepared to assist the students I am supervising in avoiding these situations at all. Be friendly but not a friend.
- Greatly. I intend to communicate my expectations and merge them with those of the student more clearly in future.

How the Principles of Supervision training will inform finding and recruiting research students

- This workshop made me realise that it would be important for me to publicise my research, for example, so that students could get to know it better, identify with it and choose me as their supervisor, not because of a residual question, but because they identify with my research.
- As well as using this as a way of determining the suitability of the candidates, I will use the expectations tool and the roller-coaster image to have deeper discussion with them for them to better understand what is in front of them for them to do some self-selection.
- I would ensure the student is aware of the expectations and that I have the necessary time available to appropriately supervise them.
- I will consider an initial clarification meeting for those interested in the proposed topics, so that they know from the outset the dynamics and commitment involved in the work.
- Looking ahead, especially after the TUS Supervision Training, I aim to implement certain changes to enhance student recruitment. Firstly, I would explore additional avenues for advertising, possibly leveraging specialised academic networks and conferences to reach a more targeted audience. Secondly, I plan to refine the messaging to highlight the unique aspects of our research environment, emphasising the collaborative and supportive nature of our team.
- the TUS Supervision Training would further enhance my ability to provide effective and supportive guidance to prospective research students.
- Post the TUS Supervision Training the main change I will apply is to keep the supervision on track, organize a calendar and fixate day and hour for meetings. Remind my students that their dissertation is always open to do more. Motivate them to complete their “research question and objectives” in the established planning and timing.

How will the Principles of Supervision training will influence how participants select research students

- I accepted students who didn't normally have a supervisor, but I realised that I should feel free to refuse, otherwise it would be an endless dissertation/thesis.
- but after this training I can see how selection by a supervisor can be very important for everyone's research experience.
- However, now (after the training), a good conversation to understand what is expected from both parts is a must. It allows not only to understand the motivation but also if the student is prepared for the kind of work proposed.

- I think post TUS Supervision training, I have learned that it is important to factor in my own capacity as a supervisor when deciding to take on a student (Such as my time availability or planned absences/secondments) as well as my research area of expertise. It is also important to factor in the capacity of the student for the project, as well as their commitment to the project. Is it also important whether the student and I are compatible and will work productively together.
- The training has provided me with valuable insights into conducting effective interviews that delve into these aspects, helping me gauge whether the potential student and I would work well together.
- in future I also intend to ask for a piece of writing to review.

How will the Principles of Supervision training will influence the practices regarding the supervisor/student meeting of participants

- Usually I take notes, but they should be the ones taking notes (this knowledge came from the se workshops, which will be useful!)
- I've learnt to make the frequency of meetings with my students even more regular. I was doing it monthly, and I've learnt that the support is more useful if it's weekly.
- After the workshop, I will probably change the way I structure the meetings.
- I definitely need to change some things!
- I need to improve or increase the number of meetings.
- I would like them to come more prepared sometimes. The checklist and other forms shared by Hugh have been of great use.
- Now I ask that the student explain the work plan to understand if he/she understood the meeting.
- I would like to implement some method to keep track of tasks and deliverables myself, as right now I leave it to the students to track what I requested from them.

How will the Principles of Supervision training will influence the provision of feedback practices of participants

- I would support students with regular meetings and proper planning of the meetings, have students prepare the agenda, and do the follow-up after the meeting. Mostly, I have to improve on the feedback time, which is long. I can let students know the time I will need to give them feedback.
- These workshops have jogged my memory and reminded me that I need to be a present, diligent, and quick supervisor when it comes to responding to my students. Everything counts to motivate the students.
- What I have taken from the course is to be clear about the feedback that is being sought - there is no point nit-picking over typos when what is needed is feedback on general direction or vice-versa. Now when asked for feedback on some writing my first response is to clarify what type of feedback they are looking for.
- Be clearer regarding what I expect to find in a specific stage of the drafts and what I'm going to look at in that specific version of the manuscript.

5.2.9 Supplementary Material (Supervision Toolkit)

Appendix 1 provides a toolkit to support the supervision practices of Supervisors of the RUN European University. This toolkit includes:

- Checklist for New Postgraduate Students
- Postgraduate Induction Tool for Supervisors
- Things to tell a new postgraduate student (First 100 days guidelines)
- Supervisor/Student Meeting Agenda template
- Research Planning Tool for Postgraduate Students
- Critical Reading Planner for Postgraduate Students


5.3 Global Conversations on Excellence in Research Supervision: Advancing the state-of-the art

The Global Conversations Seminar Series was developed and delivered by TUS and took place online from December 2023 to April 2024. Led by the TUS Graduate School in conjunction with the Centre for Pedagogical Innovation and Development (CPID), TUS, within the scope of the RUN-EU PLUS Researcher Career Development Training Programme, supervisors across RUN-EU were invited to attend the workshops which explored state-of-the-art thinking on graduate education and research supervision from international perspectives. The series was hosted by Dr Lisa Moran, the Dean of Graduate Studies at TUS. Guest lecturers who are world-leading researchers and academics on the topic of excellence in research supervision and global issues facing graduate studies today were invited. The seminars included:

Seminar Title	Guest Lecturer	Date
Doctoral Supervision sharpening the focus of the practice lens.	Professor Paul Trowler, Lancaster University	4 th December 2023
Postgraduate Supervision: managing the new challenges	Dr Anne Lee,	30 th January 2024


	University of Bristol and independent Academic Developer	
Academic precarity and digital higher education provision: an alarm for doctoral education?	Dr Mariya Ivancheva, University of Strathclyde	12 th March 2024
Graduate Education: A Designing Futures Perspective	Professor Tony Hall, University of Galway	20 th March 2024
Worldwide University Science	Professor Simon Marginson, University of Oxford	17 th April 2024


5.3.1 Guest Lecturer Profiles

<p>Professor Paul Trowler, Fellow of the Academy of Social Sciences FAcSS, and Society for Research into Higher Education FSRHE</p>	
<p>Professor Paul Trowler is an elected Fellow of the Academy of Social Sciences (FAcSS) and the Society for Research into Higher Education (FSRHE). His work on Academic Tribes and Territories is well-known and his interests range across many areas of higher education. He applies policy sociology and social practice lenses across domains of research and evaluation which broadly concern policy production and enactment in different higher education contexts. Paul works with an eye to making a difference: 'enhancement' is a watchword that guides his work. He has advised institutional leaders, higher education organizations and change agents in higher education around the world for many years.</p>	

<p>Dr Anne Lee Honorary Research Fellow at the University of Bristol UK</p>	
<p>Dr Anne Lee is an independent Academic Developer and has worked with research supervisors and postgraduate research students both in the UK and internationally. She is the author of many papers and ‘Successful Research Supervision’ and its companion guide for students ‘Successful Research Projects’ (2020) and co-editor with Rob Bongaardt of ‘The future of doctoral research’ (2021) all published by Routledge. Recent work includes workshops for new PhD students at the University of Bristol, a keynote for the EFMD (European Foundation for Management Development) 2023 conference in Toulouse entitled ‘Doctoral Research: is there a future?’ and being part of an international team reviewing the doctoral provision for a major Swiss university. Anne is an Honorary Research Fellow at the University of Bristol, where she is based. She previously worked for five years with the University of Stavanger, where she was Associate Professor until 2018, and prior to that she worked at the University of Surrey.</p>	

<p>Dr. Mariya Ivancheva, Anthropologist and Sociologist of Higher Education and Labour, University of Strathclyde</p>	
<p>Dr Mariya Ivancheva, University of Strathclyde, is an anthropologist and sociologist of higher education and labour. Her academic research and advocacy work focus on the casualisation and digitalisation of academic labour, the re/production of intersectional inequalities at universities and high-skilled labour markets, and the role of academic and student communities in broader processes of social change especially in transitions to/from socialism. She is the author of the recent monograph <i>The Alternative University: Lessons from Bolivarian Venezuela</i> (Stanford UP 2023).</p>	

<p>Professor Tony Hall, Professor of Education at the University of Galway and Director of Educational Design Research for Designing Futures.</p>	
<p>Professor Tony Hall is a Professor of Education in the School of Education, University of Galway. A recognised expert in design-based research, he is Director of Educational Design Research for Designing Futures, funded by the Higher Education Authority's Human Capital Initiative. Tony has served as editor-in-chief for two of Ireland's leading educational publications: Irish Educational Studies and Education Matters. He is a Principal Investigator (and Co-Founder) of T-REX (Teachers' Research Exchange) www.t-rex.ie, the national online platform for supporting teacher research in Ireland.</p> <p>Tony serves on the editorial boards of several international journals, and in 2022 was appointed Academic Advisor for Routledge Open Research. Since 2007, he has been an invited expert on educational design, technology, and research e-infrastructures for the European Commission; and advises the Teaching Council on educational research.</p> <p>Tony served as the first Convenor of PhD Admissions in the School of Education, University of Galway; and co-designed the university's Structured Doctorates in Arts, Humanities and Social Sciences and in Learning Sciences. He has extensive experience in doctoral/post-doctoral research supervision, including supervising 11 PhDs to completion.</p> <p>As General Editor, he recently led the inaugural special issue of Irish Educational Studies specifically for early career researchers (ECRs), (printed December 2023; Volume 42, Issue 4).</p>	

<p>Professor Simon Marginson is Professor of Higher Education at the University of Oxford and Joint Editor-in-Chief of Higher Education.</p>	
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Professor Simon Marginson is Professor of Higher Education at the University of Oxford and Joint Editor-in-Chief of Higher Education. He is also a Professorial Associate of the University of Melbourne, a Fellow of the British Academy, the Academy of Social Sciences in UK and of the Society for Research into Higher Education, and a member of Academia Europaea. He has advised the Irish government on the establishment of the Technological University sector and also at TU Shannon. Simon's research is focused primarily on global, international, and comparative higher education, global science, higher education in East Asia, the contributions of higher education, and higher education and social inequality. In 2014 Simon was the Clark Kerr Lecturer on Higher Education at the University of California, Berkeley, and received the Research Achievement Award at the US Association for the Study of Higher Education. He serves on advisory committees at Tsinghua University, Peking University, Shanghai Jiao Tong University Academic Ranking of World Universities, and the University of Tokyo. His scholarship is widely published and cited (Google h-index 85).

5.3.2 Participant Profiles

As can be seen in **Figure 20**, while a wide range of research discipline areas were represented on this programme, the majority of the RUN-EU participants were from the Social Sciences and the Arts research areas.

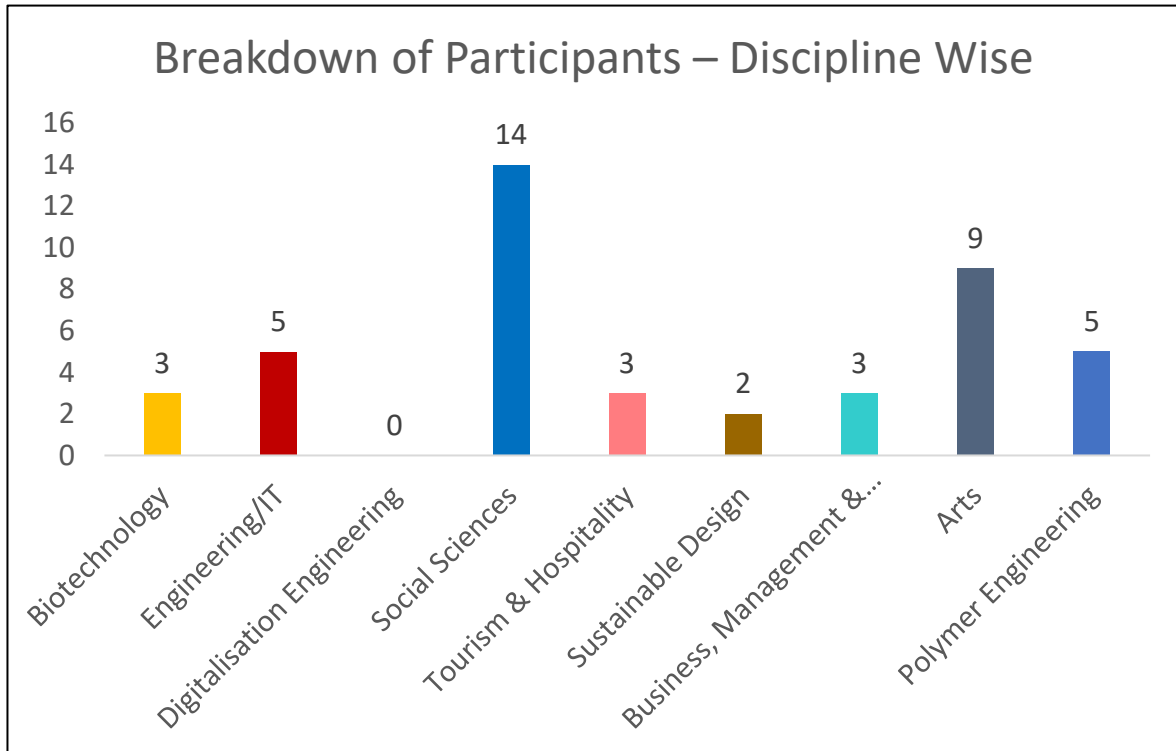


Figure 20: Breakdown of RUN-EU participants who attended the Global Conversations Series

5.3.3 Participant Certification

Participants who attended the series received a Certificate of Participation as shown in **Figure 21**.



CERTIFICATE OF PARTICIPATION SUPERVISOR TRAINING PROGRAMME

Advancing the State-of-the-Art Seminar Series - 2023/2024

This is to certify that Siobhan Moane has participated as an attendee of the “**Global Conversation on Excellence in Research Supervision**”, Seminar series organised by TUS Graduate School in conjunction with the Centre for Pedagogical Innovation & Development, TUS, within the scope of the **RUN-EU PLUS Researcher Career Development Training Programme 2023/2024**.



Figure 21: Certificate of Participation in the Global Conversation on Excellence in Research Supervision series

5.4 Postgraduate Supervisor Training: Mentor Programme

This short mentoring scheme was presented by TUS and it provided training, support, and development opportunities for both mentors (senior research supervisors) and mentees (early-stage research supervisors) who believe they could benefit from enhanced engagement with established academics, particularly concerning research and professional development. Specific aims were to:

- train peer mentors.
- facilitate mentees’ self-exploration of professional skills and career options.
- provide support for mentees in the following areas: research skill development, publishing, seeking funding, enhancing scholarly writing and development of professional networks; cultivating leadership skills, promoting diversity and inclusion, and facilitating career planning.
- support the relationship among peer mentors and peer mentors and mentees.

Participant numbers were kept low to support open and honest discussion and sharing of experiences. Participant feedback is currently being analysed and the findings will be


applied to the adaptation of future editions of this programme to ensure that it remains relevant to the RUN-EU supervision community. An article which focuses on good practices for international mentoring programmes is currently being prepared for peer-review publication.

5.4.1 Learning Outcomes

Upon completion of this training programme participants will have:

- Awareness of the policies relating to best practice in academic research.
- Understanding of the regulations and procedures regarding the Quality Assurance of Research Degree Programmes.
- Knowledge of the examination standards and procedures concerning the examination of Research Degree Programmes.
- Comprehension of the peer-mentoring concept and
- Insight into the roles of mentor and mentee as pertains to research degree supervision.

5.4.2 Guest Lecturer Profiles

<p>Dr Lisa Moran Dean of Graduate Studies Technological University of the Shannon Midwest Campus, Limerick Ireland</p>	
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Dr Lisa Moran is Dean of Graduate Studies and Head of the Graduate School at Technological University of the Shannon (TUS), Ireland. She is a sociologist by background and has published extensively nationally and internationally on qualitative social research methods (particularly narrative and biographical research), internationalization and student experience, children in care and educational outcomes, and care leavers (amongst several topics). She is the co-PI on a number of projects currently including an evaluation using Participatory Learning and Action (PLA) techniques with Dr Leigh Ann Sweeney, Trinity College Dublin (TCD) and the Irish Foster Care Association (IFCA); and leads a project on gender in Higher Education and is co-editing two books; a textbook of sociology for social care with Dr Lorcan Byrne (TUS) and Dr John O'Brien (UCC) and a text on feminism and voice in qualitative research with Dr Tanja Kovacic (University of Galway) and Dr Patricia Prieto Blanco (Lancaster). Her latest book with Springer which charts international narrative and biographic research on lives lived during COVID-19 is released in August 2024. She is the President of the Sociological Association of Ireland (SAI), lead of the RUN-EU Immersive Research Institute (IRI), holds three master's degrees, a PhD and is Senior Fellow of the Higher Education Academy, UK.

Dr Siobhán Moane
Project Manager of the RUN-EU PLUS Project
Technological University of the Shannon
Midwest Campus, Limerick
Ireland



Dr Siobhán Moane is Project Manager of the RUN-EU PLUS project at Technological University of the Shannon: Midlands Midwest.

Siobhán holds a PhD in Analytical Chemistry from Dublin City University and has undertaken research placements at the University of Oviedo, Spain and the University of Kansas, USA. She is a Principal Investigator of the TUS LIFE Health & Biosciences Research Institute and its research centres including Shannon Applied Biotechnology Centre and the CELLS Research Group. She supervises PhD and MSc students in these areas and delivers collaborative research projects for industry funded through contract research as

well as Enterprise Ireland’s Innovation Partnership and Innovation Voucher schemes. She was a PI of the TUS co-ordinated EU Framework 7 BAMMBO research project in addition to managing the CELLS plant-based EU funded research projects EDEN-ISS and the CELLS Marie Curie programme. Siobhán is a Senior Female Leader in the Aurora Women’s Leadership Development programme providing mentoring support to female managers.

Dr Anna Busso
Chartered Psychologist (BPS), Forensic Psychology division
Senior Lecturer in Criminal Justice
Programme Leader of the BSc Psychosocial Analysis of Offending Behaviour at Edge Hill University (UK)



Dr Anna Bussu is a Senior Lecturer in Criminal Justice and Programme Leader of the BSc Psychosocial Analysis of Offending Behaviour at Edge Hill University (UK). Chartered Psychologist (BPS), Forensic Psychology division. Since her postdocs in restorative justice (2009-2012) and assistant professorship (2012-2015) at the University of Sassari (Italy), she has collaborated on several international research projects. Anna was awarded a Prometeo Scholarship. From 2015 to 2016, she spent over six months in Ecuador, where she worked at the Faculty of Psychology (University of Guayaquil) to implement her project on life skills and restorative practices. Since 2016 she has been working in UK building a wide-ranging track record as an academic.

She studies and facilitates, as a trainer, psycho-pedagogical approaches (restorative justice and practices, mentoring and coaching and other pedagogical practices) for developing self-development and empowerment. Her research interests include risk factors and protective factors development for preventing offending behaviour and social exclusion and promoting collective well-being. Currently, she is implementing research on mentoring in co-production within the justice services in the UK to prevent

young offending behaviour. She has published more than 60 academic contributions. She has extensive experience in conducting *mixed methods* and *qualitative research*.

5.4.3 Programme Content

This training programme for supervisors is compiled of 3 parts, the first presents an overview of the Research Degree Programme supervision process, the second provides the participant with insight into the examination of research degree programmes and the third delivers an introduction to the mentoring process and provides separate mentoring training to mentoring (experienced) and mentee (early-stage) supervisors.

The content of each is listed in the following sections:

5.4.3.1 TUS Research Degree Programme Regulations

- TUS Research Policies
- Research Ethics
- Introduction to the Graduate School
- Research Governance
- Application Process
- Research Degree Programme Structure
- Award types and standards
- Supervisor and Mentoring Supervisor roles and responsibilities
- Research student responsibilities
- Complaints and conflict resolution
- Postgraduate induction
- Progression
- Examination Process
- Practice-based research supervision
- Appeals process

5.4.3.2 Research Programme Examiner Training

- Who can examine a research master's and PhD
- Examiner nomination process
- Master's and PhD Learning Outcomes and Assessment Criteria

- The *Viva Voce*
- Role of the Independent Chair
- Award ratification process

5.4.3.3 Research Supervisor Mentoring Programme

- Session 1: Become a Peer Mentor – roles, skills, and duties
- Session 2: Maintaining and ending a peer mentoring relationship
- Session 3: Supervision tips
- The Mentoring relationship
- Reciprocal learning and emotional needs in mentoring
- Mentee benefits and their learning process
- Mentor and mentee responsibilities
- Exploring supervisor responsibilities and potential supervision dimensions in mentoring sessions
- The Mentoring cycle
- Challenges in mentoring
- Building an effective mentoring relationship
- Mentoring skills and toolkit
- Strategies and best practices
- SMART Goal setting
- Reflective practices

5.4.4 Programme Schedule

Workshop:	Date:	Time:	Delivered by:
Research Degree Programme Regulations	19 th April 2024	2-3.30pm CET	Dr Lisa Moran & Dr Siobhán Moane
Research Programme Examiner training	26 th April 2024	2-3.30pm CET	Dr Lisa Moran & Dr Siobhán Moane
Mentor Programme:			
Session 1:	1 st May 2024	4-5.30pm CET	Dr Anna Bussu
Session 2:	15 th May 2024	4-5.30pm CET	Dr Anna Bussu
Session 3:	12 th June 2024	4-6pm CET	Dr Anna Bussu

Session 1:	9 th May 2024	4-5.30pm CET	Dr Anna Bussu
Session 2:	22 nd May 2024	4-5.30pm CET	Dr Anna Bussu
Session 3:	12 th June 2024	4-6pm CET	Dr Anna Bussu
Reflection Exercise:	Deadline: 28 th June 2024		

5.4.5 Reflection Exercise

Programme participants were invited to write a reflective piece about what they took from the workshops and how it might assist them in implementing change (or not) into their postgraduate supervision practices.

Participants were encouraged to share their thoughts with a ‘constructive friend’ to review and chat, ideally with another supervisor. Participants were free to contact other participants from the workshops to be their constructive friend.

Participants were also invited to complete a feedback survey, the findings of which are presented in **Section 5.4.7**.

5.4.6 Participant Profile

Biotechnology was the research field most represented, followed by Engineering and Social Science (**Figure 22**).

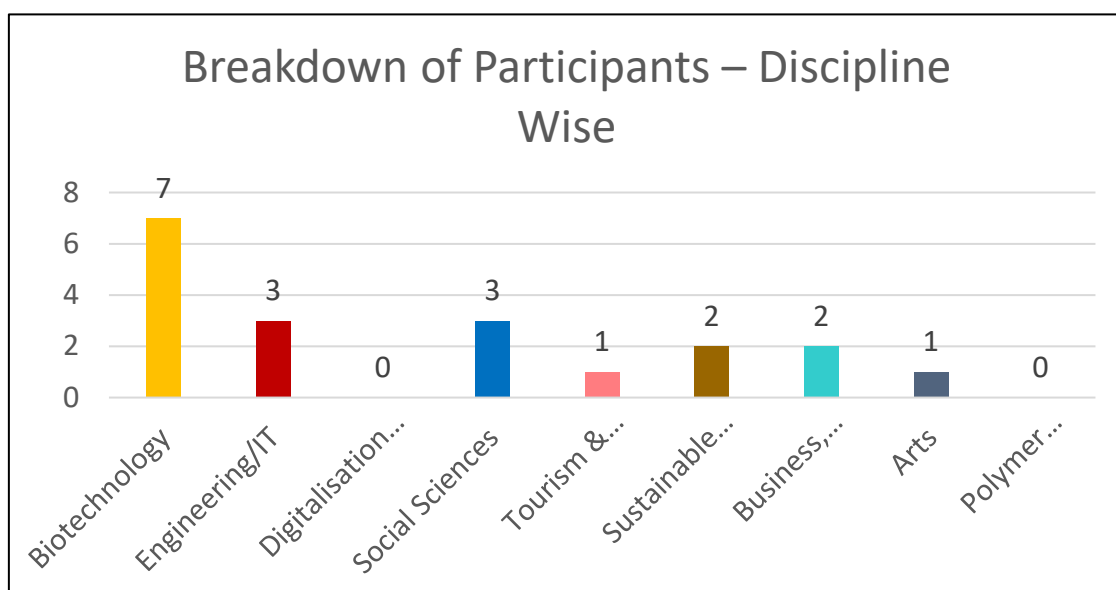


Figure 22- Profile of Research Discipline areas represented at the Supervisor Mentoring Training

5.4.7 Participant Feedback

Comprehensive feedback was received from participants which was very positive and evidence of the need for this type of training among supervisors.

What participants appreciated about the Mentoring Training Programme

- Engagement and discussion
- I appreciate many lessons of Anna Bussu
- The detailed slides, the tools and the open discussion
- Learning how to have a more effective relationship with my mentor. For example, expectation setting.
- I really appreciate the kind of free conversation and the sharing of experiences.
- I appreciated the good communication skills, empathy, and knowhow of Anna, as well as the contributions of all participants.
- The knowledge, experience and preparation time of Anna Bussu who delivered the training.
- I appreciated the experience transmitted by the mentors, with the various examples and use cases. The proposed structured approach, with the important questions and plan, allows the mentees to be more focused and goal-oriented, which is highly relevant, particularly for PhD-level supervising, given the long-term commitment and development of both mentee and mentor. The sessions were also important to understand the dynamics of postgraduate studies at TUS, how these are structured, as well as associated legalities and secretary-related technicalities.
- Participating in the mentoring workshops has been a good experience for me. Initially, I approached the program with some apprehension, uncertain about the specific benefits it would bring to my role as a postgraduate supervisor. However, as I engaged more deeply with the sessions, I began to see changes in my approach to mentoring and supervision, especially considering my early stage as a supervisor.

What participants learned about themselves as a mentor or mentee during the Mentoring Training Programme

- That I need to reflect much more - excellent templates provided which will be of use when supervising post grads. Very practical.
- I was learned about mentoring in all aspects.
- I learned that I really enjoy mentoring as I believe I continuously learn from each experience and consider this an important part of my own continued personal and professional development.

- As a mentee, I learned that I need to be clear with what I expect from the relationship with my mentor, including duration and achievable goals, as examples.
- I learned how to better identify my issues as a mentor and as a mentee and how start to solve them.
- As a mentor I have learned new strategies to improve my relationship with mentees.
- That I really enjoy mentoring both supervisors and students and that I have a significant amount of supervision experience which I can share yet others also have lots to teach me.
- The main lesson I take from this training program, I learned to better listen to my mentees and, more importantly, lay out and, together with the mentee, answer relevant questions that allow the mentees to be more focused and goal oriented, even at a PhD-research level.
- One of the key areas of personal growth has been in my communication skills. The workshops emphasized the importance of active listening and open communication, skills which I now recognize more as fundamental to effective mentoring, to better understand and respond to the needs and concerns of my mentees, fostering a more supportive and productive learning environment.

Participant overall impression of the Mentoring Training Programme

- Well organized, enthusiastic speaker and content of appropriate level.
- My impression is this was excellent.
- Excellent. Everyone was so open and honest with sharing their experiences and their needs for support as supervisors. Anna was a fantastic facilitator and presented and explained the tools she provided us with.
- Good training. I learned a lot from Anna that I will take as a mentee, postgraduate supervisor, and perhaps someday, a supervisor mentor.
- I loved it!! It was so useful for me. I believe that more sessions more directed with the mentor/mentee would be a good supplement.
- Overall, I have a very good impression about mentoring scheme and training. It was well organized.
- The mentoring scheme was very informative and provided participants with very valuable tools which can be used throughout our career both as mentors and supervisors. The focus during the sessions was more on dialogue with and between participants than on delivering slides. Anna read the room very effectively and facilitated open and honest discussion. Participants were very willing to share their experiences.

- I think that the sessions were well organized, clear, very informative and provided valuable knowledge. The only downside, from my point of view, is that it was not always clear how the sessions were scheduled, particularly for people in other countries, and regarding the target audience.
- Reflecting on my journey, I realize that effective mentorship goes beyond imparting knowledge. It involves inspiring confidence, providing emotional support, and fostering a culture of continuous learning and development. The skills and insights gained from the mentoring workshops have not only enhanced my ability to mentor effectively but have also reinforced the importance of creating a supportive and empowering academic environment.

Upon completion of the training, how participants plan to proceed with the relationship with their mentor/mentees?

- will use those templates. Also am more conscious of the need for self-awareness and self-reflection.
- I plan to fill out the Action Plan and schedule our first meeting. For this meeting, I'll aim to have clear goals that may have to be tailored to the expected duration of the relationship for the mentor.
- I will apply several new suggestions that will help me to be more assertive, both as mentor and mentee.
- Gradually, I will implement other suggestions I learned in the training.
- Open communication is key so spending time to develop trust and get to know each other is vital. I plan on thinking of the mentoring relationship as long-term rather than short-term and to try to empower my mentee to develop practices which will stand to them throughout their career.
- I now plan to, at every start of the year, and whenever needed, revisit the research questions and the research plan with my mentee, to guarantee that we are all on track, and to properly assess how the student feels about the developed work throughout his/her studies.
- Mentorship plays a critical role in academic careers, both for mentors and mentees. For mentors, it provides an opportunity to guide, fostering an environment of collaboration and mutual growth. For mentees, having a mentor helps navigating the complexities of academic life, from conducting research to balancing professional and personal responsibilities.

Preferred format for future editions of the Programme

- Online - worked very well.
- A blend of online and in-person meetings.

- Online is fine. Either email or Teams, as examples.
- A drop-in clinic for mentors/mentees would be very effective in my opinion - so group work rather than mentor/mentee only.
- It would be interesting, regarding the mentees that did this training, to look back one year from now, to assess the impact that this session might have had on one year's mentoring.

Recommendations for enhancing upcoming editions of the Programme

- Interactive, self-awareness and awareness of others skills development would be helpful both for the mentor and mentee.
- I recommend doing more editions.
- Share the topics before the session so people can reflect on their own experiences beforehand and have questions/experiences ready to share.
- More sessions and maybe sessions more direct between mentor and mentee.
- Clear definitions from the start - sometimes we mixed between mentor/mentee and supervisor/student.
- Session recordings should automatically available. Even for those that were present, the recordings would allow the audience to revisit them.

Regarding their training needs as a research Supervisor, the types of content participants would like to explore in the future

- Tools to work this relationship.
- Stress times during the supervision path e.g. the beginning and coming towards examination.
- Pre- and post-viva student preparation.
- All the strategies presented were great and maybe to explore some of them deeper would be great.
- I would like to have more skills how to deal with students with different mental troubles.
- Conflict management and how to deal with slow progress.
- Project-based digital tools to help manage mentee's developments throughout their studies.
- Maybe "practical cases"? Exploring different approaches.

Additional topics considered important for Supervisors

- I would like to see more 'drop-in mentoring clinics' where people can join a discussion meeting.
- Keep encouraging the group discussions, it was beneficial.

5.4.8 Supplementary Material (Mentoring Toolkit)

Appendix 2 provides a toolkit to support Supervisor Mentors and Mentees of the RUN European University which includes:

- Supervisor Mentoring Session Notes Template
- Mentoring Action Plan Template
- Sample questions for leading a mentoring discussion

6.0 Outcomes of Supervision Training Programmes

The continuation of the Supervisor Training Programmes delivered to the RUN-EU research community during the lifetime of the RUN-EU PLUS is discussed in **Section 7.0** of this document. Two new initiatives proposed by supervisors during the training programmes are outlined below, these initiatives will be considered for implementation by the RUN Immersive Research Institute (RUN-IRI), discussed further in **Section 7** of this report.

6.1 RUN-EU Research Supervisor Peer-mentoring Community

A testament to the perceived value of the mentorship training programme amongst supervisors is a request which has been made by the programme participants to create a peer-mentoring community for the RUN European University research community.

The concept proposed would integrate several mentoring initiatives including:

- a formal mentoring scheme whereby early-stage supervisors are assigned an experienced supervisor as a mentor for the duration of their first supervision role of an RDP of the RUN European University.
- a monthly informal meeting of the community where supervisors meet virtually on Teams to discuss and share experiences regarding a particular supervision topic led by a guest or a community member
- regular in-person cafés for supervisors held locally by RUN-EU partner institutions where supervisors of RUN-EU RDPs can meet and discuss supervision matters. Visiting RUN-EU supervisors would be welcome to join.

6.2 Research Supervisor Short Advanced Programme (SAP)

Many supervisors across RUN-EU have co-ordinated or participated in RUN-EU Short Advanced Programmes (SAPs) or Research Challenge SAPs and recognise the benefits of these programmes to their participants. A dedicated supervisor SAP has been proposed by supervisors who feel they would benefit from in-person training workshops, group discussions and sharing of experiences.

7.0 Future of Training for RUN-EU Supervisors

With completion of the RUN-EU PLUS project, Supervision training will be conducted by the RUN Immersive Research Institute (RUN-IRI), a sub-strand of RUN-European Research Area (RUN-ERA), work package 3 of the RUN-EU Cycle 2 project. The main objective of this work package is to strengthen the research and innovation mission of RUN-EU and the creation of Joint Research and Innovation opportunities. RUN-IRI will focus on supporting the development of the research community across RUN-EU through the provision of research and innovation focussed training courses to the RUN-EU research community.

8.0 Conclusion

The training described in this report was designed to meet the long-term supervision requirements of the RUN-European University with long-term sustainability of the research degree programmes in mind. In summary, in terms of building the supervision capacity of the RUN European University, at the end of the RUN-EU PLUS project a total of 167 RUN-EU members are either currently supervising on RUN-EU PLUS co-supervised PhDs or have participated in supervisor training provided by the RUN-EU PLUS project. 143 have participated in the training programmes, some in 2 or more. The training programme has not only increased the supervision capacity in terms of the number of supervisors but has also expanded the number of research domain areas thereby opening up the possibility of the development of master's and doctoral programmes in new areas in the future.

The RUN European University will continue its supervisor training in Cycle 2 within the RUN European Research Area (RUN-ERA) workplan and specifically by RUN-IRI.

Appendix 1 Supervision Toolkit

Checklist for New Postgraduate Students

(Source: Hugh Kearns, www.ithinkwell.com.au)

Settling in: Checklist for new PhD students	
<input type="checkbox"/>	University registration
<input type="checkbox"/>	Student card
<input type="checkbox"/>	Registration process and who to contact (fees)
<input type="checkbox"/>	Arrangements for payments of stipend/salary
<input type="checkbox"/>	Library card (access and entitlements)
<input type="checkbox"/>	Access and security to the building?
<input type="checkbox"/>	Provide institutional policies for research students (handbooks, website)
<input type="checkbox"/>	Health and Safety policy
<input type="checkbox"/>	Induction courses
<input type="checkbox"/>	Available supports when research problems arise
<input type="checkbox"/>	Are they expected to assist with the: <ul style="list-style-type: none"> • Organisation and delivery of laboratory sessions for undergraduates? • Organisation and delivery of tutorials for undergraduate or postgraduate students? • Organisation of a major conference that you have planned? • Delivery of lectures? • Writing of research proposals? • Supervision of final-year undergraduate students and their 'mini-projects'?
<input type="checkbox"/>	Holidays: number of days, formal notification required or not
<input type="checkbox"/>	Sick leave (if applicable)

Postgraduate Induction Tool for Supervisors

(Source: Hugh Kearns, www.ithinkwell.com.au)

LOCAL ADMINISTRATION	
<input type="checkbox"/>	Introductions to key people
<input type="checkbox"/>	Travel and subsistence expenses
<input type="checkbox"/>	Booking of institutional transport e.g. for fieldwork
<input type="checkbox"/>	Photocopying facilities
<input type="checkbox"/>	Working hours
<input type="checkbox"/>	Coffee times, lunch times
LOCAL FACILITIES	
<input type="checkbox"/>	Office space with desk and chair
<input type="checkbox"/>	Book shelf and filing cabinet(s)
<input type="checkbox"/>	Computer
<input type="checkbox"/>	Internet access
<input type="checkbox"/>	Printing facilities
<input type="checkbox"/>	Software permissions
<input type="checkbox"/>	Institutional email
<input type="checkbox"/>	Internet access
ADD YOUR OWN SUGGESTIONS HERE:	
<input type="checkbox"/>	
<input type="checkbox"/>	

Things to tell a New Postgraduate Student

(Source: Hugh Kearns, www.ithinkwell.com.au)

The first 100 days	
1	Agree/develop a modus operandi with your supervisor(s) (e.g. agree where and how often you expect to meet, how to assess progress when the supervisor is away, the different types of feedback expected etc.).
2	Take responsibility for arranging meetings with your supervisor, and provide an agenda in advance of the meeting, ideally with a few short explanatory notes about each topic.
3	Write a project plan listing some key initial research objectives and preliminary deadlines (at least).
4	Produce a Gantt chart based on the above for your project activities for the first, say, 6 months.
5	Read selected journal articles, take notes and write a short literature review (even a few thousand words).
6	Get feedback from your supervisor(s) on this literature review; on your writing style and how to improve it where necessary; on whether you have read the right articles and; whether you are understanding the knowledge and uncertainties associated with your topic.
7	Read recent PhD theses in your topic to see what is ultimately expected of you.
8	Learn and practice new research methods that you will need to use - before you start your research.
9	Develop good professional habits for keeping all your information and data safe and organised.
10	Formally or informally review your skills (probably with your supervisor) and do a self-assessment of your training needs.

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Supervising PhD Students, Kearns and Finn, 2017.

Supervisor/Student Meeting Agenda Template

(Source: Hugh Kearns, www.ithinkwell.com.au)

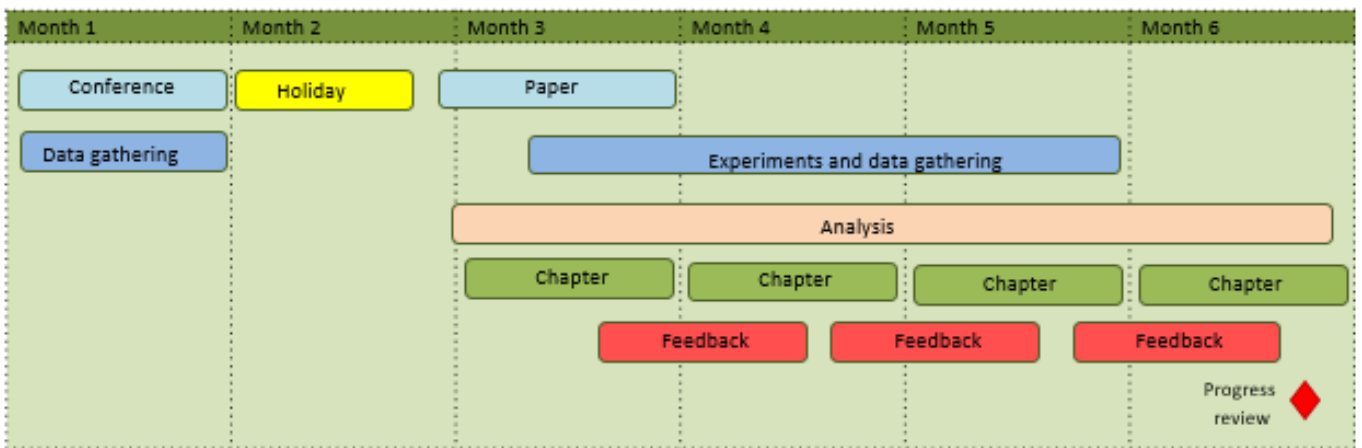
<h3 style="text-align: center;">Agenda</h3>		
Date:		
Item		
1.	What I've done since last meeting.	
2.	Questions, issues.	
3.	Feedback.	
4.	What I plan to do before next meeting.	
5.	The Next Thing.	
6.	The next meeting.	

Research Planning Tool for Postgraduate Students

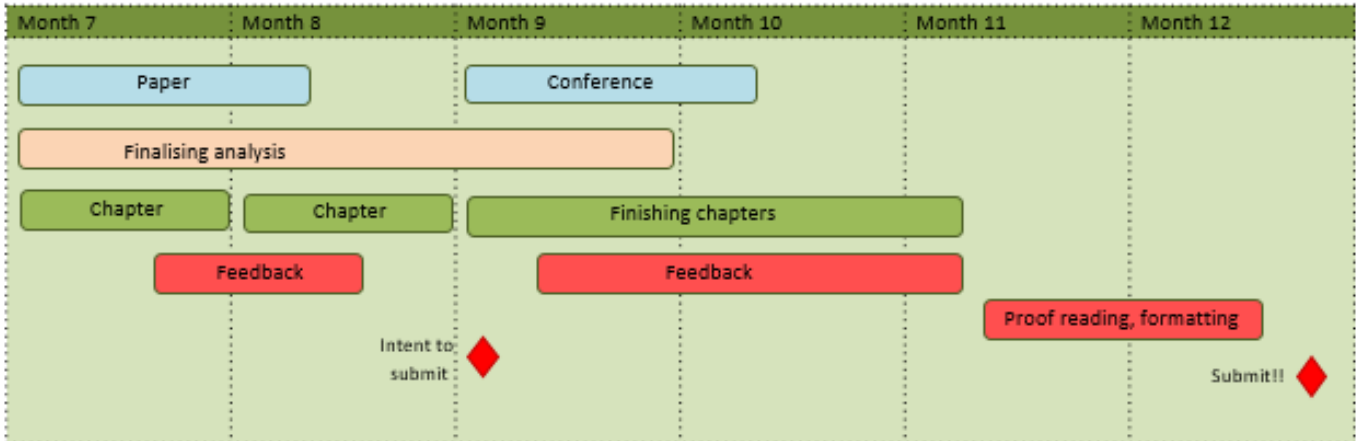
(Source: Hugh Kearns, www.ithinkwell.com.au)

Completion Planner

Final Year – First 6 months



Final Year – Last 6 months



Critical Reading Planner for Postgraduate Students

(Source: Hugh Kearns, www.ithinkwell.com.au)

Critical reading	
QUESTIONS TO ANSWER AS YOU READ	
What is the hypothesis?	
What is the method? Is it rigorous? Appropriate sample sizes? Do the results support the conclusions?	
What are the key findings?	
How does this paper support/contradict other work in the field?	
How does it support/contradict/inform your own approach?	
How significant/important is this research? What special contribution does it make?	
Is this research repeating existing approaches or making a new contribution?	
What are the strengths?	
What are weaknesses and limitations?	

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Appendix 2 Mentoring Toolkit



Supervisor Mentoring Session Notes Template¹

Name _____	Date _____
Face to face/online _____	
Peer mentoring session number _____	

Dimensions/areas explored during the meeting:

- 1.
- 2.
- 3.

Mentee's goals:

- 1.
- 2.
- 3.

Mentee's needs / challenges:

- 1.
- 2.
- 3.

Actions from this peer mentoring session:

- 1
- 2
- 3
- 4

Actions from previous peer mentoring session:

- 1
- 2
- 3
- 4

¹ This form was created by Dr Anna Bussu, anna.bussu@edgehill.ac.uk.

Tasks for developing mentee' s self- awareness & commitment

Reciprocal feedback

Peer mentor self-reflection /self-observation (e.g. What have you done well? What can you improve next time?)

General notes

Mentoring Action Plan Template²

What are my Goals? What are my short and long terms goals?	What are the priorities among these goals, and which ones need to be achieved first?	What actions do I need to take to achieve my goals?	What benefits can I anticipate, and are there any potential disadvantages?	When do I want to achieve my goals? For example, within 3 months, 6 months, or 12 months?	What obstacles might get in my way?	How will I address or overcome these obstacles?	Who can assist me in achieving my goals, and what resources can they provide to support me?	When will I consider myself satisfied with my progress towards my goals, and what specific achievements or milestones will indicate that satisfaction?	
									Meeting review <ul style="list-style-type: none"> • Tasks • Achievements • Improvements

² This form was created by Dr Anna Bussu, anna.bussu@edgehill.ac.uk. A good mentoring action plan should consider these exploratory questions/dimensions

Sample open questions for leading a mentoring discussion¹

Questions from "The Skilled Helper" Gerard Egan

EGAN, G., 2002. *The Skilled Helper*. Pacific Grove: Brooks/Cole Talbot

Problem finding

What are your concerns?

What's problematic in your life?

What issues do you need to face?

What's troubling you?

What would those who know you best tell you?

What's keeping you back from being what you want to be? From doing what you want to do?

What do you need to resolve?

Opportunity finding

What are your unused skills/resources?

What are your natural talents? How could you use some of these?

What opportunities do you let go by?

What ambitions remain unfulfilled?

What could you accomplish if you put your mind to it?

What could you become good at if you tried?

Which opportunities should you be developing?

What role models could you be emulating?

Questions to uncover blind spots

What problems are you avoiding?

What opportunities are you ignoring?

What's really going on?

What are you overlooking?

What do you refuse to see?

What don't you want to do?

What unverified assumptions are you making?

What are you failing to factor in?

How are you being dishonest with yourself?

What's underneath the rocks?

If others were honest with you, what would they tell you?

Leverage questions

What problem or opportunity should I really be working on?

Which issue, if faced, would make a substantial difference in your life?

Which problem or opportunity has the greatest pay-off value?

Which issue do you have both the will and the courage to work on?

Which problem, if managed, will take care of other problems?

Which opportunity, if developed, will help you deal with critical problems?

What is the best place for you to start?

If you need to start slowly, where should you start?

If you need a boost or a quick win, which problem or opportunity should you work on?

Questions for exploring possibilities

What are your most critical needs and wants?

What are some possibilities for a better future?

What outcomes or accomplishments would take care of your most pressing problems?

What would your life look like if you were to develop a couple of key opportunities?

What should your life look like a year from now?

What should you put in place that is currently not in place?

What are some wild possibilities for making your life better?

Questions for shaping goals

Is the goal stated in outcome or results language?

Is the goal specific enough to drive behaviour? How will you know when you have accomplished it?

If you accomplish this goal, will it make a difference? Will it really help manage the problems and opportunities you have identified?

Does this goal have 'bite' while remaining prudent?

Is it doable?

Can you sustain this goal over the long haul?

Does this goal have some flexibility?

Is this goal in keeping with your values?

Have you set a realistic time frame for the accomplishment of the goal?

Questions on commitment

What is your readiness for change in this area at this time?

How badly do you say you want what you say you want?

How hard are you willing to work?

To what degree are you choosing this goal freely?

How highly do you rate the personal appeal of this goal?

How do you know you have the courage to work on this?

What's pushing you to choose this goal?

What incentives do you have for pursuing this change agenda?

What rewards can you expect if you work on this agenda?

If this goal is in any way being imposed by others, what are you doing to make it your own?

What difficulties are you experiencing in committing yourself to this goal?

In what way is it possible that your commitment is not a true commitment?

What can you do to get rid of the disincentives and overcome the obstacles?

What can you do to increase your commitment?

In what ways can the goals be reformulated to make it more appealing?

To what degree is the timing for pursuing this goal poor?

What do you have to do to stay committed? What resources can help you?

Questions on developing strategies

Now that you know what you want, what do you need to do?

Now that you know your destination, what are the different routes for getting there?

What actions will get you to where you want to go?

Now that you know the gaps between what you have and what you want and need, what do you need to do to bridge those gaps?

How many ways are there to accomplish your goals?

How do you get started?

What can you do straight away?

What do you need to do later?

Questions on best-fit strategies

Which strategies will be most useful in helping you get what you need and want?

What strategies are best for this situation?

Which strategies best fit your resources?

Which strategies will be most economic in the use of your resources?

Which strategies are most powerful?

Which strategies best fit your preferred way of acting?

Which strategies best fit your values?
Which strategies will have the fewest unwanted consequences?

Questions on planning

Which sequence of actions will get you to your goal?
Which actions are most critical?
How important is the order in which these actions take place?
What is the best time frame for each action?
Which step of the programme needs sub steps?
How can I build informality and flexibility into your plan?
How do I gather the resources, including social support, needed to implement the plan?

Questions on implementing plans

Now that you have a plan, how do you move into action?
What kind of self starter are you? How can you improve?
What obstacles lie in your way? Which are critical? How can you manage these obstacles?
How do you keep your efforts from flagging?
What do you do when you feel like giving up? What kind of support will help you to keep going?

