



UNIVERSITY OF LEEDS



# Mentoring and Coaching

HumanIC Supervisor Training

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# Session Objectives

- Understanding the roles
  - Roles that we all play
  - Mentoring and coaching guidance
- Effective support for DCs
  - Opportunities in HumanIC
  - Dealing with challenges
- Best practice and experiences



# How do we view the PhD?

PhD as a  
specific piece  
of research



PhD as a  
comprehensive  
training  
programme





# Who are we?

Line  
manager?

Supervisor?

Examiner?

Mentor?

Coach?

Counsellor?

Colleague?

Friend?

How do these change over time and with circumstances?

Do we separate out roles, or consider how to do them effectively?

Who else provides these roles for our PhD students?





# Supervisor roles

Discussion:

- What roles do you think you play and how do they change?
- Does/should a supervisor do all of these roles?
- Who else in your organisation supports PhD students?



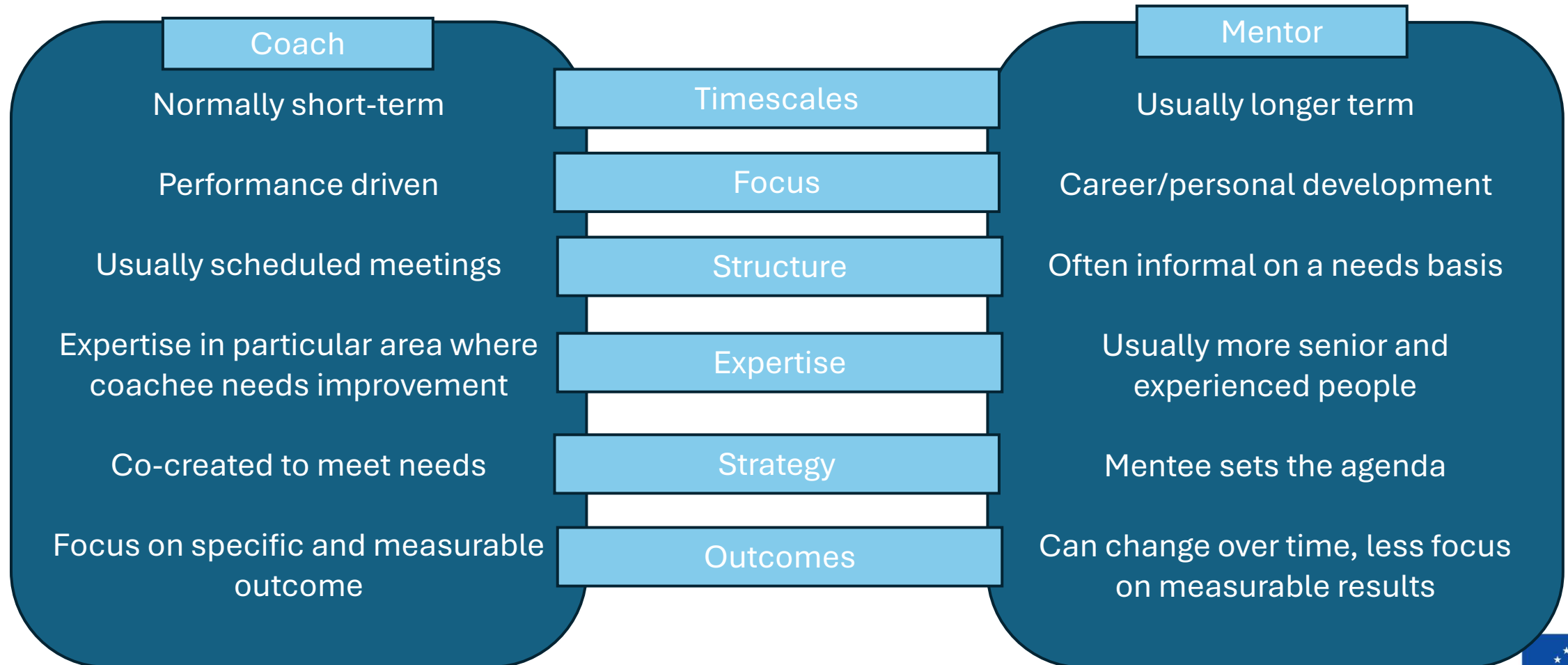


# Role as a supervisor or line manager

- Goal oriented – focus on task of PhD
- Directing, reviewing, discussing, training
- Mainly technical facing
- Formal responsibility including for process and compliance aspects of work
  
- Power imbalance and dependency – how can we also be good mentors/coaches?
- DCs as students or staff – is there a difference?



# Mentor or Coach?





# Mentoring

What is a mentor?

Bozeman and Feeney (2007) define mentoring as:

*“A process for the informal transmission of knowledge, social capital, and psychosocial support perceived by the recipient as relevant to work, career, or personal development.”*

*Mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).”*





# Elements of mentoring



## Knowledge

Skills and experience in an area the mentee is less experienced in

Subject area, industry, organisation or professional skills



## Social capital

Contacts and networks that a mentee can benefit from

Making introductions, advice on people/events, context of culture/politics of group or organisation



## Psychosocial support

Encouragement, constructive feedback, strengths and development areas

Safe space for mentees to share thoughts/test ideas

Perspective - guiding to recognise success/learn from failures



# Types of mentoring

Sponsorship  
mentoring

Developmental  
mentoring

Peer-to-peer  
mentoring

Reverse  
mentoring

Group  
mentoring

Team  
mentoring





# What makes a good mentor?

- Effective communication
  - Listening, constructive feedback, trust/rapport, communication styles
- Aligning expectations
  - Set and agree – confidentiality, boundaries, responsibilities
- Assessing understanding
  - Clarifying mentees goals, assessing level and progress
- Supporting independence
  - Creative thinking through questioning, acknowledging achievements
- Recognising diversity
  - Aware of personal and professional differences, biases and prejudices
- Encouraging professional development
  - Setting career goals, supporting networking & resources, work-life balance





# What makes a good mentee?

- Almost the same as a mentor!
  - Communication
  - Expectations
  - Prepared and proactive
  - Building independence
  - Diversity
  - Professional development
- Mentee needs to want to engage and work in partnership with the mentor





# Making it work

- Rapport meeting
  - “no commitment” meeting to find out about each other – will the relationship work?
- Contracting
  - Conversation to set out clear understanding of goals and expectations – including practicalities of how/where/when to meet & roles
- Setting objectives
  - Understanding what can/can’t be achieved – and whether other mentors can help. Cross over to coaching – TGROW model





# Challenges in Mentoring

Unclear/mismatched expectations

Lack of contact

Finding the time

Conflicts of interest/ethical

Ineffective pairing

Limits of mentoring

Strong emotions





# What is Coaching?

- Purposeful conversations that unlock potential to maximise performance
- Helps people to learn and grow
- Coach facilitates enhancement through goals
  - Collaborative, solution-focused, result-oriented
  - Work performance, life experience
- Often focuses on thinking, self-beliefs, perspectives, feelings
- Challenging obstacles, identifying approaches/actions
- Needs to be self-directive – the coach helps you find a solution
- Individual may know the answer but might need to hear the question differently





# Coaching in the context of PhDs

- Coaching is usually done by specialists – we are not coaches!
- But we can draw on principles as “novice coaches” to support supervision
- Personal skills
  - Supporting ways of working – time management, setting goals and priorities, dealing with set-backs, problem solving
  - Personal aspects – work-life balance, confidence, self-awareness, dealing with different people during the PhD
- Professional development
  - Professional skills – presentation skills, critical thinking, networking, leadership, career planning







# Coaching tips

- Rapport/contract – similar to mentoring – clear purpose, expectations, approach
- Active listening - verbal and non-verbal
- Ask questions – “pull” rather than giving information
- Compassion – understand feelings of others
- Positivity – focus on future
- Safe space – find an environment where you both feel comfortable
- Feedback – offer constructive and specific feedback
- Celebrate success – no matter how small



# TGROW model – mentoring and coaching



Topic - broad area e.g. career development, confidence, work challenges, motivating others, more effective networking



Goal – identify a SMART objective



Reality – explore the current situation, opportunities and challenges



Options – brainstorming free from judgement, assumptions, obstacles



Will/Way Forward – What? When? Who? How?



# STEPPA coaching model



Subject	What is the current situation?
Target	What do you want to achieve?
Emotion	How do you feel about this situation?
Perception	What is your perspective on the situation?
Plan	What steps will you take to achieve your goal?
Act	What actions will you take?





# Experiences of Coaching and Mentoring

Discussion:

- What techniques have you used with your PhD students or colleagues?
- Have you consciously been a mentor/mentee or acted as a coach/coachee?
- Benefits and challenges?



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# Supporting the HumanIC Network

- Many opportunities for relationships
  - DCs and Supervisors
  - Academia, Industry, Hospitals
  - Experienced vs peer
  - Individual vs group
- Experiences from different countries and contexts
  - Supervising institutions
  - Supervisor, partner and DC backgrounds
  - Career paths and work-life experiences
  - Technical expertise and professional networks





# Supporting the day to day

- Ensuring effective support by local supervision teams and universities
  - How can we share best practice in our research groups?
  - Are there resources at our institutions that we can share?
- Supporting each other as supervisors
  - Can we share practice between supervisor-tandems?
  - Are there particular mentoring needs within the team that we could help with?
- Enabling DC peer-support
  - Are there ways of enabling peer-to-peer mentoring, or group coaching/mentoring?
  - Is reverse mentoring an option?





# What about when things go wrong?

- How do people tackle issues with individual students or in their group?
- What are experiences of managing progress alongside life/health challenges?
- How can we enable good mental health support for DCs (and supervisors)?
- Balancing confidentiality with the experience of the group
- Do people have specific tools/strategies?

- Personal
- Health
- Technical challenges
- PhD ups and downs
- Group issues
- Supervision issues





# Approaches for HumanIC

- Discussion
  - Opportunities
  - Supporting day to day for the best outcomes
  - Managing challenges







# Resources

University of Leeds resources on mentoring (some may be Leeds only)

<https://leadershipandprofessionalpractice.leeds.ac.uk/home/staff-development/coaching-and-mentoring/mentoring/>



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