

## LJMU Staff Coaching, Mentoring and Supervision Provision

The LDF uses a blended approach to coaching and mentoring. We deliver open and bespoke [LJMU/ILM Coaching and Mentoring Development Programmes](#), for line managers and staff, and offer 1:1 sessions which are usually 45-90 minutes in length and can be a one-off or up to a maximum of 6 sessions. All sessions are confidential.

### 1. 1:1 Coaching and Mentoring support

Available to all staff at any stage of their career.

### 2. Aurora Women's Leadership Programme

Aurora is the AHE's leadership development programme that combines Development Days with key note speakers who are high profile sector leaders, Action Learning sets, mentoring and on-line resources to provide learning with a more enduring impact. Aurora provides an additional opportunity for women to influence their institutions, by driving leadership initiatives to further develop their leadership skills.

### 3. Leadership and Management Programme

This programme is mandatory development for all line managers, the programme includes a session on coaching and mentoring to enable managers to communicate and support their staff more effectively.

### 4. Stellar BAME Leadership Programme

Stellar HE is a development experience for BAME staff equipping them with the leadership competencies and strategies required to respond to the distinct challenges they face as BAME Academics and Professional Services staff. On completion of the programme, participants may undertake coaching and mentoring provided by the LDF to further support their career progression and prepare effectively for promotion opportunities.

### 5. Results CIC: From Strengths to Transformation Programme supporting staff with disabilities

The Result CIC Programme is specifically designed to equip LJMU Disabled staff with the confidence required to take more control of their personal and professional lives and develop resilience to thrive at work, drawing on their unique experiences. Upon completion, participants can undergo coaching and mentoring through the LDF.

### 6. Women Professor, Reader & Pre-Reader Network

Coaching and mentoring is offered in partnership between LJMU Equality, Diversity & Inclusion (EDI) Team and the LDF to encourage women's career progression. Confidential mentoring and coaching support for those women applying for readership and professorship. Mentees request who they would like to be their mentor.

#### Contacts:

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A bank of 'in-house coaches and mentors' who have completed the skills development programme has been established to assist individuals to reach their full potential. Through our in-house coaching network we source internal coaches and mentors to support colleagues in the following contexts:

#### 1. Academic Induction Mentoring

The aim of the academic induction process is to provide better support and guidance during the first 3 years of employment to staff who are new to teaching and academia.

#### 2. Professional Services Staff Mentoring Programme

The aim of the Professional Services Staff (PSS) Mentoring Programme is to provide better support and guidance to Professional Service Staff for a period of six to twelve months, who may be new in role at LJMU or looking to develop expertise and knowledge.

### 3. REF Upskilling Scheme

To enhance LJMU's submission for REF2021, the REF Upskilling Scheme has been introduced. This supports researchers with limited research outputs to co-author a high quality research publication (3\* or above) with the support of a mentor who has a more established publishing record. Mentees will benefit from their engagement with an experienced researcher and their research presence will be boosted by their contribution towards a 3/4\* publication. Mentors will gain support for their research area via the mentee's contribution and direct funding available through the scheme.

*Mentoring is intended to help mentees by:*

1. Developing greater confidence and taking positive action in their role
2. Promoting a collegiate networked environment, preventing isolation
3. Assisting with finding the balance between the varied duties required in their role
4. Enabling greater ownership of their career progression

*The mentor assists the mentee by:*

1. Supporting the member of staff in making the transition to a new role and/or building their expertise
2. Helping to clarify goals and objectives
3. Identifying barriers which may impede the achievement of goals and objectives and ways to overcome them
4. Providing encouragement to achieve goals and objectives
5. Supporting the member of staff with networking
6. Providing guidance in relation to personal and professional growth and development

### Coaching and Mentoring Supervision

Supervision is "the interaction that occurs when a mentor or coach brings their coaching or mentoring work experiences to a supervisor in order to be supported and to engage in reflective dialogue and collaborative learning for the development and benefit of the mentor or coach, their clients and their organisations." *European Mentoring and Coaching Council (EMCC).*

The LDF offers a supportive space for individual and group interactions enabling staff who provide coaching and mentoring to meet with fellow mentors / coaches to discuss, inter alia, good practice (qualitative function), techniques used (developmental function), issues faced (resourcing function) (Hawkins and Smith, 2013).

The LDF is affiliated to EMCC UK <https://emccuk.org/> a professional organisation which encourages excellent practice and adherence with the Global Code of Ethics, the professional code of conduct for all mentors and coaches.

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### Staff feedback on outcomes from their engagement in coaching and mentoring:

#### **1:1 Coaching and mentoring**

*"I wanted to feedback following the coaching session on Friday. I found it of immense value, especially when reorganising my notes and thoughts afterwards. I kept to my actions, and the meeting in question has gone substantially better than I originally envisioned."*

*"Offered me the invaluable opportunity to access impartial, expert guidance and support. With an open and approachable manner, my mentor created a welcoming environment that helped me feel comfortable talking through sensitive or complex issues. The coaching sessions have left me with lasting skills and knowledge which have, and will continue, to enable me to tackle new and familiar challenges with increased confidence and resilience."*

## **Evaluation of the LJMU/ILM Coaching and Mentoring Development Programme**

*“Great session with a good variety of insightful and interesting tools to spark people's imagination around how they can help students and colleagues. I enjoyed being part of the two days and have certainly picked up ideas that will help me as a coach/mentor within LJMU.”*

*“Participants really had a good opportunity to consider the key facets of both coaching and mentoring. I was in a really engaged group of participants too so there was a good sense of community and the coaching practicals were really helpful.”*

*“Crucial to maintaining a happy, healthy and confident workforce. In my new role, it has allowed me to meet new people, make friends and puts me in a great place to help support LJMU students to the best of my ability.”*

*“Despite knowing specifics about coaching already, I felt that I picked up on some new ideas that I hadn't thought about.”*

*“Would highly recommend to colleagues.”*

### **Feedback on Coaching and Mentoring Supervision sessions:**

*“My self-confidence has grown as a mentor; I am more self-aware and inspired to further develop my skills”.*

