

# Nurturing Expertise: AfricaLics Workshop on Ph.D. Supervision and Mentoring Unveiling Research Mastery

## *WORKSHOP REPORT*

18<sup>th</sup> – 22<sup>nd</sup> September 2023

*Hosted by the University of Johannesburg's DSI-NRF Trilateral Research Chair in Transformative Innovation, the 4IR and Sustainable Development (UJ-TRCTI)*

## Table of Contents

<b>Background</b> .....	1
<b>Effective supervision and challenges</b> .....	2
<b>Tools to align expectations.</b> .....	3
<b>Feedback dimensions</b> .....	4
<b>Mentoring Strategy: Beyond the horizon</b> .....	4
<b>Effective feedback strategies that support independent writing</b> .....	6
<b>Self-efficacy and how to get the most out of mentoring</b> .....	7
<b>Effective communication</b> .....	7
<b>Conflicts resolution pathways</b> .....	8
<b>Paper Presentations</b> .....	8
<b>Poster Presentation Session</b> .....	9
<b>Bilateral and Trilateral Meeting Session</b> .....	9
<b>Gala dinner</b> .....	10
<b>Conclusion</b> .....	11
<b>EVALUATION REPORT</b> .....	13
Annex 1: AfricaLics Workshop on PhD supervision and mentoring .....	17
Annex 2: Bilateral and Trilateral Meetings Programme (SAST).....	19
Annex 3: AfricaLics PhD VFP, Third Paper Presentation Seminar .....	21



Group photo of the workshop participants

## Background

In 2023, the University of Johannesburg's DSI-NRF Trilateral Research Chair in Transformative Innovation, the 4IR and Sustainable Development (UJ-TRCTI) hosted the AfricaLics Visiting Fellows Programme. The six Visiting Fellows joined the team in UJ for three months, from 1<sup>st</sup> September to 30<sup>th</sup> November 2023. During this time, the Fellows have received training and mentorship on specific innovation and development studies issues relating to their PhDs.

They interacted with each other and with peers and staff linked to UJ-TRCTI. For more details on the six Visiting Fellows and the Fellowship Programme visit: <https://africalics.org/visiting-phd-fellowship-programme/> and <https://africalics.org/vfp-2023-cohort/>

From 18<sup>th</sup> – 22<sup>nd</sup> September 2023, a week of physical activities were organised involving the students, their home supervisors and AfricaLics mentors as well as some students and staff from the Chair and the AfricaLics Secretariat. All events took place at University of Johannesburg, South Africa. The first two days were set aside for a structured course on PhD supervision and Mentoring (see full programme in Annex 1), while 2 other days were set aside for bilateral and trilateral meetings (See Annex 2) and one day was set aside for paper presentations (See Annex 3). A poster session where all students from the AfricaLics VFP and some of the UJ PhD students presented their work was also part of the programme.

This document focusses mainly on details of the 2-day PhD Supervision and Mentoring held on 18<sup>th</sup> & 19<sup>th</sup> September 2023, but also provide an overview of other activities conducted.

The PhD Supervision and Mentoring workshop was facilitated by Prof. Rebecca Hanlin (UJ-TRCTI/AfricaLics) and Dr. Margrethe Holm Andersen (AfricaLics VFP Academic Coordinator) assisted by Mourine Chepkemoi (AfricaLics VFP Manager) and Thackway Erin (UJ-TRCTI). On the first day, Prof. Erika Kraemer Mbula (UJ-TRCTI) welcomed the students and gave a lecture on the UJ-TRCTI activities. Dr. Ann Kingiri (AfricaLics Secretary General) also welcomed the participants and gave presentations on AfricaLics and its history, activities, and achievements, as well as on the AfricaLics mentorship strategy.

The two-day PhD Supervision and Mentoring workshop aimed to foster knowledge exchange among both PhD students and their supervisors and mentors and sought to enhance their collective comprehension of the elaborate dynamics involved in the supervision and mentoring related to doing a PhD. The workshop also equipped participants with valuable tools and strategies that can be applied to enhance the overall effectiveness of PhD supervision, ultimately leading to improved outputs and outcomes in and of the research process.



*Figure 1: Prof Erika giving welcome remarks and introduction to UJ-TRCTI*

The workshop's structure was thoughtfully planned, considering lessons learned from past similar events. In some sessions, students went into a separate room from the home supervisors and mentors, allowing students to talk openly and comfortably about their experiences. Meanwhile home supervisors and mentors also had a chance to exchange experiences. Then, all participants came back together to share what they discussed. The two- day workshop was highly interactive and participatory aiming to make use of the wide range of experiences and resources among the participants. Main outcomes of the various sessions are documented in this report.

### **Effective supervision and challenges**

Good supervision from both student's and mentor's and supervisor's perspective encompasses of clear communication, support, guidance and mutual respect. It is a collaborative effort that aims to foster a productive and positive learning environment. See Table 1 below.



*Figure 2: Calvince Mbeo (VFP Student) presenting after a group discussion moderated by Prof. Hanlin*



*Figure 3: Students in their group interaction session*

Table 1: Summary of views on what constitutes good PhD supervision

Good Supervision from Student's Perspective	Good Supervision from Supervisor's & mentor's Perspective
<ul style="list-style-type: none"> <li>• Clear communication</li> <li>• Constructive feedback</li> <li>• Support and guidance</li> <li>• Availability</li> <li>• Respect and empathy</li> <li>• Response on time</li> <li>• Information sharing</li> <li>• Teamwork</li> <li>• Consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Clear expectations &amp; guidance</li> <li>• Providing resources</li> <li>• Mentoring and guidance</li> <li>• Open communications</li> <li>• Recognition of achievements</li> <li>• Knowledgeability</li> <li>• Being democratic</li> <li>• Integration into networks</li> </ul>
<b>Challenges</b>	
<ul style="list-style-type: none"> <li>• Structural –political issues, access to articles, writing and studying at the same place, right data.</li> <li>• Individual – motivation, conceptualizing work, consistency, funding, social life management, procrastination, balancing work and studies.</li> <li>• With PhD Supervision- unresponsiveness, diverging voices, adjusting to different supervision styles</li> </ul>	

**Tools to align expectations.**

Aligning expectations among students, supervisors and mentors is one vital aspect of effective PhD supervision (and mentoring). If properly done, alignment of expectations helps ensuring clarity, reduce misunderstandings, and create a conducive environment for learning and growth. There are several tools and strategies which can be employed to align expectations in supervision; initial meeting-discuss clear goals, objectives and expectations, regular communication, feedback and assessment to evaluate progress and constructive feedback, documentation -supervision contract or project plan and signing, mentoring and guidance, self-assessment, evaluation and reflections. Periodically reviewing the overall supervisory relationship and the alignment of



Figure 4: Adeduntan sharing results from group work with participants, and Dr. Margrethe Holm Andersen leading one of the students' focused group discussion session.

expectations jointly is important. This allows for adjustments and improvements in the supervision process as well as create responsibility and accountability.

In general, good supervision involves a dynamic and ongoing process of aligning expectations between the supervisor and the supervisee. Utilizing tools and strategies such as clear communication, documentation, regular feedback, and adaptability can help create a positive and productive supervisory relationship that supports the growth and development of the supervisee. Written/ collaboration agreements are important as they facilitate discussions of difficult topics, expectations explicit and with co-created grounds.

### **Feedback dimensions**

Feedback dimensions spans from constructive criticism to positive praise and from general observations to specific insights through neutral state. Constructive criticism offers valuable suggestions for improvement, highlighting areas of weakness while guiding individuals towards enhancement. In contrast, praise recognizes and reinforces strengths and accomplishments, boosting morale and motivation. Feedback can also vary in its scope, ranging from general feedback that provides an overall assessment to specific feedback that delves into particular details or aspects of a task or performance. Balancing these dimensions in feedback delivery ensure a comprehensive and effective approach that fosters personal and professional development.

### **Mentoring Strategy: Beyond the horizon**

Mentoring is accepted as one of the pathways for enhancing holistic (research) capacity building that targets both individuals and universities. Mentoring in higher education can contribute to both human development and social capital (Muschallik and Pull 2015).

Mentorship was adopted within AfricaLics as a strategy for enhancing short term and long-term capacity building efforts in I&D theme. This is achieved through the various activities; PhD academies, dedicated conference mentoring, PhD Visiting fellowship programme, dedicated publishing mentoring and ad hoc & informal mentoring which is a continuous exercise. This entails giving feedback to the intended for a conference, the ones submitted the specific events, improving articles after events for publishing and through junior/senior scholars informal set up meetings and



*Figure 5: Dr. Kingiri leading the session on mentoring strategy.*

collaborations. This can be done on-time input, multiple sessions/rounds and/or one-off for the specific target event.

The VFP mentoring is more long-term as mentoring is key and is complementary to supervision by home-supervisors. This focusses on bringing in more knowledge on I&D theories and how to study I&D (suggestions related to research questions, methodology and data analysis). However, the rules and regulations at home institutions (where student is enrolled) must be adhered to.

Mentors' expectations in the AfricaLics VFP includes but not limited to;

- Provide additional inputs and ideas that can be helpful for the PhD student.
- Help ensure that suggested changes are discussed with home supervisors (respect rules and regulations at university where student is enrolled).
- Help students develop their workplans and implement it in a good manner. Information notes to mentors and to students outline the tasks and roles in more detail.
- Expected to focus not only on the Doctoral thesis but also on student as a Doctoral candidate – and broader needs in order to develop into independent and confident researchers.
- Presence of home supervisors and mentors - Great opportunity to align views and expectations.



*Figure 6: VFP Alumni Maaruf, Abdi & Justina to the left and Caleb Adelowo at the furthest right, with Dr. Margrethe (VFP Academic coordinator) and Mourine Chepkemoi (VFP manager)*

There is need for a buy-in from the network for continuation of dedicated mentoring activities. Possible pathways – in addition to those already used such as the PhD VFP, academies and the dedicated mentoring linked to improvement of conference papers for publishing – could be for NationaLics to take a more systematic and active role in mentoring in their own countries and using the alumni network for increasing the number of students that can be mentored. AfricaLics thematic coordinators may also play a role in mentoring – irrespectively of whether they are sectoral (focusing on topics like agriculture, health or energy) or conceptual and theoretical (centering on fields such as innovation management, economics of innovation, technology and



innovation, and society and innovation). Finally, individual researchers could develop their own plans/activities to support PhD supervision and mentoring in I&D e.g. by organizing sessions on improved PhD supervision in I&D at their home universities.

AfricaLics has engaged in development of PhD programmes in I&D at selected universities (JOOUST, UJ etc). Such programmes could in time spread to other universities and/or be scaled up. Exploring the feasibility of a joint program where students can take courses at various universities is a potential avenue for consideration and/or post-PhD work and mentoring for early career students.

### **Effective feedback strategies that support independent writing**

Providing clear and specific feedback on content and structure is essential, emphasizing constructive criticism and setting achievable goals for improvement. Encouraging self-assessment and reflection, promoting a growth mindset, and offering opportunities for revision and further discussion are also essential to empower writers to develop their skills and become self-reliant in their writing endeavours.

Feedback experiences entails being neutral as a researcher, it's an opportunity to listen, being open, learn being a good supervisor by learning from fellow supervisors and giving sufficient explanation.



*Figure 7: VFP 2023 cohort & UJ-TRCTI Students with Dr. Margrethe Holm Andersen during the workshop*

Providing **effective feedback** entails several key principles. First, it requires intellectual humility, acknowledging that feedback is an exchange of ideas and learning from both sides. Specificity in feedback is crucial, pinpointing strengths and areas for improvement and celebrating the student's achievements while emphasizing constructive suggestions. Encouraging a dialogue by using counter questions helps gauge the student's understanding and thought process, promoting a deeper engagement with the feedback. The tone employed during feedback is essential; maintaining a friendly and supportive tone fosters a positive learning environment, ensuring that the feedback process is not intimidating but rather a collaborative effort to enhance the student's learning and growth.

On the other hand, **receiving feedback** is equally important. Cultivating a growth mindset is paramount, as it encourages individuals to view feedback as an opportunity to learn and grow, rather than as criticism. It is important to receive feedback with an open and receptive attitude. Thinking critically about the feedback received allows one to evaluate its validity and relevance, making it easier to discern which feedback to accept and incorporate into one's work. Knowing

how to distinguish between constructive feedback and less helpful comments is vital, ensuring that it contributes positively to personal and professional development.

**The feedback game** highlights the importance of constructive criticism, in enhancing the quality of work. It introduces criteria for assessing the quality of feedback, emphasizing the need for specificity in comments recognizing the relevance of global comments and their strategic placement is crucial, as their broader context and location greatly influence how they are interpreted and applied. Ultimately, the game underscore that effective feedback is criteria-based, providing clear guidelines for evaluating and improving work.

Providing and receiving feedback can be challenging as it involves acknowledging failures as an opportunity for improvement. This difficulty arises because researcher, despite their pursuit of objectivity and rationality, are still human beings with emotions and vulnerabilities. Embracing feedback to enhance one's work requires a recognition of these human aspects, allowing for more holistic approach to research and professional growth.

### **Self-efficacy and how to get the most out of mentoring.**

Building self-efficacy, or one's belief in their ability to accomplish tasks and achieve goals, is a critical factor in personal development and success. Several key strategies can help individuals strengthen their self-efficacy. Mastery experience- by actively seeking out and tackling tasks that align with one's goals, individuals can accumulate a track record of successes, gradually enhancing their confidence in their abilities.

Scaffolding the work process is another effective technique. Breaking down complex tasks into smaller, manageable steps makes it easier to approach and complete them. This approach allows individuals to build confidence incrementally, as each small achievement contributes to an overall sense of mastery.

Vicarious experiences or observing the successes of others who have faced similar challenges, can also be inspiring and confidence-building. Learning from others' experiences and realizing that success is attainable for people in similar situations can boost one's self-efficacy.

Managing emotional and physical states by learning how to cope with anxiety and enhance one's mood when encountering challenging situations can help individuals approach these challenges with a more positive mindset. Strategies such as deep breathing, positive self-talk, and mindfulness techniques can be valuable tools in this regard.

These strategies collectively contribute to strengthening one's belief in their capacity to achieve their goals and succeed in various endeavours.

### **Effective communication**

Effective communication in supervisor-supervisee meetings is critical for fostering a productive and supportive working relationship, enhances professional growth, and ensures that projects are

on track. It's essential for both parties to actively engage in these principles to achieve successful outcomes. Here are some that were pointed out;

- Start each meeting with a clear agenda outlining the topics to be discussed. This provides structure and ensures that both supervisor and supervisee are aligned on the meeting's purpose. It helps avoid surprises and keeps the conversation focused on key objectives.
- Both parties should actively listen to each other. Supervisors should give the supervisee ample opportunity to express themselves without interruption. Likewise, supervisees should actively engage with feedback and guidance provided by the supervisor. Active listening promotes mutual understanding.
- Effective communication involves providing and receiving feedback constructively. Supervisors should offer specific and actionable feedback, emphasizing both strengths and areas for improvement. Supervisees, in turn, should be receptive to feedback and inquire for clarification if needed.
- Regularly review and align goals and expectations. Ensure that both parties have a shared understanding of project objectives, timelines, and performance expectations. This helps prevent misunderstandings and keeps everyone on the same page.
- Foster an environment where open and honest communication is encouraged. Supervisees should feel comfortable sharing concerns or challenges they may be facing, while supervisors should be approachable and receptive to these discussions. Transparent communication builds trust and helps resolve issues proactively.

### **Conflicts resolution pathways**

Conflict in supervisor-supervisee relationships is indeed a common occurrence, as it often arises from differences in perspectives, expectations, and working styles. However, these conflicts can be managed and resolved effectively to maintain a productive and harmonious working relationship. On ranking conflict solution pathway was noted as, problem recognition, open dialogue, counselling, institution of a conflict expert, peer learning and latitude for students independent thinking.

Conflicts are inevitable in supervisor-supervisee relationships; however, they can serve as opportunities for growth, improved communication, and strengthened working relationships. By addressing conflicts openly, empathetically, and constructively, both supervisors and supervisees can navigate these challenges successfully and continue to work together productively.

### **Paper Presentations**

Every VFP student was given the valuable opportunity to showcase their academic work during the Paper Presentations session, presenting either an article, a thesis proposal, a section of their thesis, or a draft paper to the engaged audience in the room. Each presenter was allocated fifteen minutes to present their presentation, followed by another fifteen minutes for questions and answers.

The paper presentation session not only develops the students' effective communication skills, but also allows workshop participants to engage with cutting-edge research in a focused and organized

manner. The question and clarification session that follows each presentation promotes critical thinking and intellectual exchange, resulting in a better understanding of the research presented. Additionally, the exposure gained through paper presentations helps presenters' academic growth and fosters a collaborative environment in which mentors, home supervisors, and fellow students can provide constructive feedback, ultimately enriching the overall learning experience within the workshop setting.



Figure 8: Roselyn, Melissa and Calvince (from left) presenting their work during the paper presentation session.

### Poster Presentation Session

A dedicated Poster Presentation Session was organized in conjunction with the Research and Paper Presentation Seminar, in which all six students prominently displayed their posters in the trilateral chair open space office. This unique approach not only provided a visual representation of their research but also encouraged highly interactive discussions between the students and other seminar participants, including mentors, home supervisors, and fellow PhD students from the University of Johannesburg.

The poster sessions have previously proven to be an open and engaging format facilitated a dynamic exchange of ideas and insights, contributing to the seminar's collaborative and intellectually stimulating environment. Poster presentations encourage concise articulation of research objectives, methodologies, and findings, enhancing participants' ability to communicate complex ideas in an understandable manner. Furthermore, posters' visual nature aids in capturing attention and engaging workshop attendees, promoting knowledge exchange and collaborative dialogue. Poster sessions contribute to a vibrant academic environment by allowing presenters to receive immediate feedback and form meaningful connections with peers, mentors, and supervisors.

### Bilateral and Trilateral Meeting Session

The third day was set aside for bilateral and trilateral meetings, with bilateral discussions taking place between VFP students and their home supervisors. Five of the six home supervisors attended the event and engaged in lively discussions during the morning session. These one-on-one meetings provided students with an opportunity to reconnect with their home supervisors in person, particularly after devoting a significant portion of the year to their PhD dissertations. In the afternoon, trilateral discussions took place between students, home supervisors, and mentors, with some mentors or home supervisors participating remotely. The bi- and trilateral meetings

have always played an important role in the AfricaLics VFP model, and they provided an excellent opportunity for home supervisors, mentors, and students to align expectations and develop a collaborative plan for each student's next steps.



*Figure 9: Picture captured during the poster presentation session as mentor and home supervisors engaged with the VFPs.*

## **Gala dinner**

The workshop took place in an intense schedule and managed to incorporate a session for a gala dinner, which is especially important at Africalics events. This session was an informal gathering that brought together mentors, home supervisors, students, and the secretariat to celebrate achievements, foster networking opportunities, and create an environment conducive to enhancing and alleviating mentorship relations. The dinner was held at University of Johannesburg's school of Tourism and Hospitality, where students are responsible for the food preparation and service. In addition, a segment was devoted to giving each attendee a South African souvenir as a token of remembrance and a vote of thanks from all representatives. This event encouraged not only the professional aspects of the workshop, but also the formation of long-lasting bonds and a sense of shared accomplishments within the AfricaLics VFP Community.



Figure 10: Group photos taken during the gala dinner session.

## Conclusion

In conclusion, the workshop proved to be well designed and thoughtfully structured to create a dynamic learning environment. The incorporation of groupwork and presentations allowed students to actively engage with the material and share their perspectives, fostering a collaborative learning atmosphere. The separation of discussions into student-focused and mentor/supervisor-focused sessions ensured that both groups had dedicated spaces for meaningful interactions and exchanges. Additionally, the joint sessions encouraged dialogue and the exchange of ideas across the entire group.

One notable aspect of the workshop was the high level of openness and inclusivity that permeated the discussions. Participants were willing to share their experiences, challenges, and insights, creating a supportive and inclusive learning community. The workshop also highlighted the shared intentions of students, mentors, and supervisors to work closely together in pursuit of academic and professional growth.

Overall, the workshop served as a valuable learning experience for everyone involved. It not only provided an opportunity to acquire new knowledge and skills but also emphasized the importance of effective collaboration and communication within the academic community. As we move forward, the lessons learned, and connections forged during this workshop will undoubtedly contribute to the continued success of the 2023 visiting fellows and enhance supervisors' and mentors' capabilities in providing effective PhD supervision.



*Figure 11: Group photo of participants who attended the VFP workshop taken before the gala dinner on 21<sup>st</sup> September 2023*

## EVALUATION REPORT

The evaluation process for the two-day PhD Supervision and Mentoring workshop was conducted at the conclusion of the second day. To elicit the most honest and unfiltered feedback from the participants, a deliberate effort was made to anonymize the responses. The evaluation report encompasses a comprehensive presentation of the results, utilizing both tabular formats and narrative descriptions. This result will help organizers and stakeholders to gain a holistic understanding of the workshop's impact and the participants' feedback for future planning.

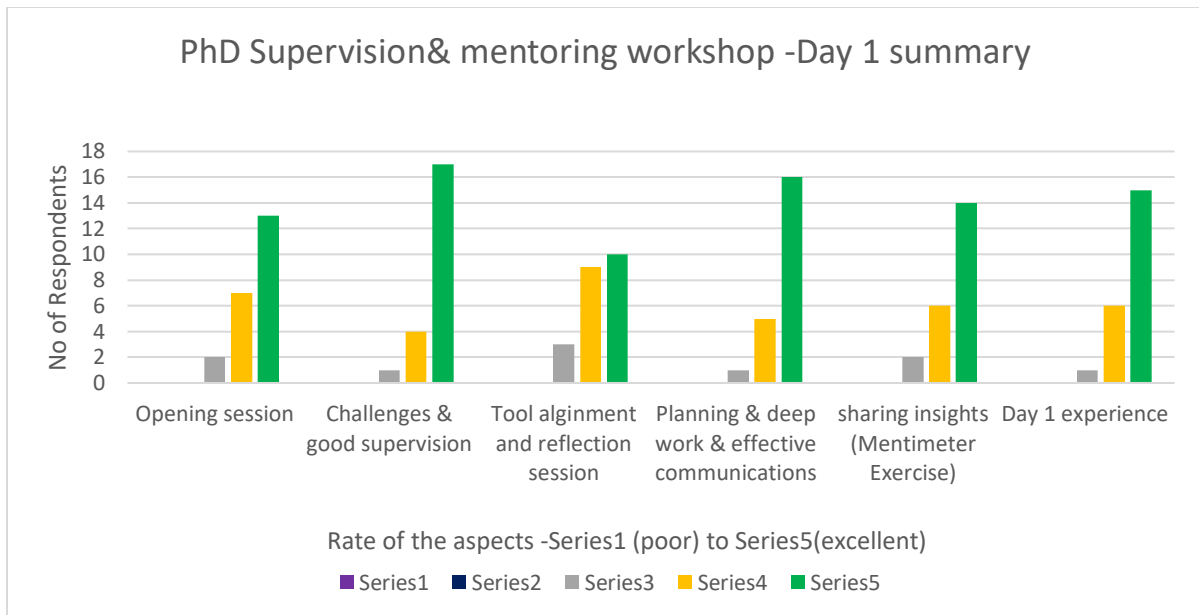


Figure 12: PhD Supervision & mentoring workshop -Day 1 summary

From the 22 responses received from the evaluation, 17 respondents have given a rate of 5 (excellent) the opening session. Planning, deep work and effective communication sessions have received a high rate as well. 15 participants have also given a rate of five to the overall experience of day 1.



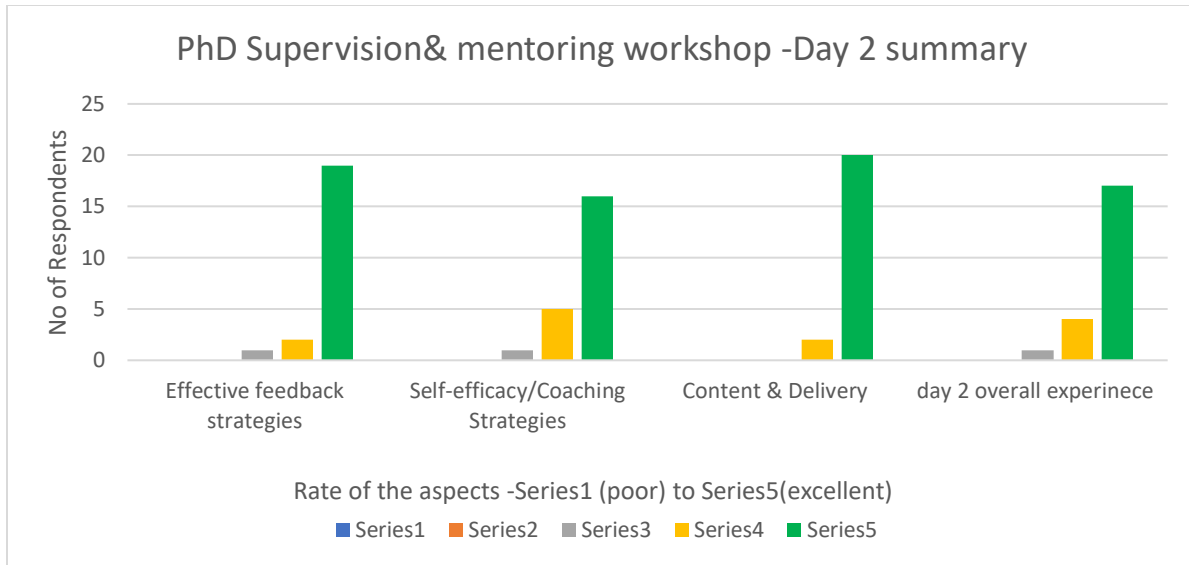


Figure 13: PhD Supervision & mentoring workshop -Day 2 summary

From the diagram above the effective feedback strategies, self-efficacy/coaching strategies, and content/delivery sessions have been a high rate of excellent.

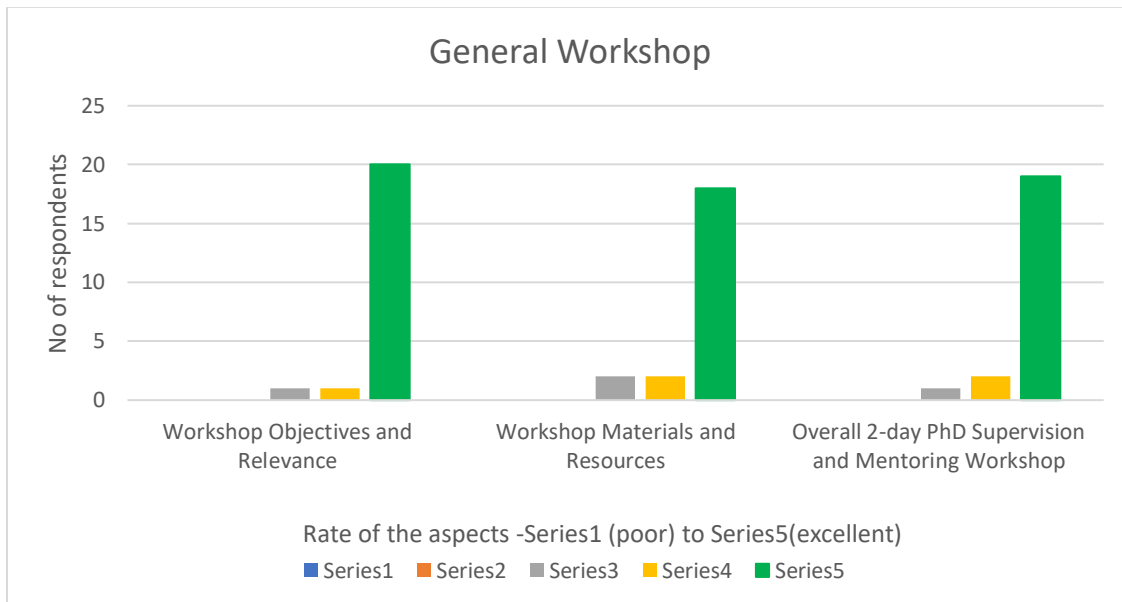


Figure 14: General Workshop rating

Workshop objectives and relevance have been highly rated by 20 participants followed by workshop material and resources given and the overall workshop is also highly rated by 18 participants.

### **Suggestion for improvement on the PhD Supervision & mentoring workshop**

Participants in the PhD Supervision & Mentoring workshop have provided valuable suggestions for improvement. To enhance the workshop's impact, there is a strong call to expand the network of students and mentors across the continent, promoting broader collaboration and knowledge sharing. Additionally, attendees emphasized the importance of well-ventilated rooms for a more comfortable learning environment. Furthermore, there is a desire for enhanced materials and resources, including reading materials and more case studies featuring alumni success stories.

Participants also highlighted the need for clear definitions of basic concepts, advocating for improved clarity in workshop content. To facilitate smoother learning, the timely provision of reading materials, particularly for University of Johannesburg students, was encouraged.

Scheduling long task sessions during the morning hours was recommended for better focus, while suggestions to promote humility and mentorship among supervisors were made. Recording all workshop sessions for future reference was emphasized, along with extending the seminar duration to allow for in-depth coverage of topics.

Lastly, the addition of a session on conflict resolution between students and supervisors was proposed to foster more harmonious academic relationships. These suggestions collectively aim to enhance the effectiveness and comprehensiveness of the workshop.

### **Rate the PhD Supervision & mentoring workshop.**

The PhD Supervision & Mentoring 2-day workshop received highly positive feedback from participants. It was praised for its excellent organization, particularly in providing a safe environment for students to openly share their challenges.

Participants found the workshop to be very insightful and effective, with breakout rooms facilitating valuable feedback and interaction. Sharing experiences and discovering similarities among participants was noted as an engaging and interesting aspect of the workshop, highlighting its efficacy in fostering knowledge exchange and mentorship.

### **The most valuable aspect of the workshop**

- Ph.D. supervision aspect
- Coaching strategies
- Effective communication
- Self-efficacy session
- Deep work learning
- Effective feedback strategies
- Mentoring tools & strategies
- Institutional policies & contract issues

### **Expectations that were not met and how to improve it**

While the PhD Supervision & Mentoring workshop received positive feedback, there were certain expectations that participants felt were not fully met, and suggestions for improvement have been proposed.

Firstly, there was a desire for a hybrid workshop format to accommodate those who couldn't travel in person, emphasizing the importance of accessibility and inclusivity. Additionally, participants suggested facilitating the presence of two supervisors, underscoring the value of multiple perspectives.

The need for clearer guidance on how mentors can develop a growth mindset was raised, highlighting the importance of mentor training and skill development. Social intelligence emerged as an area that should receive more comprehensive discussion, recognizing its significance in effective mentorship.

Lastly, participants expressed a desire for an elaboration on how mentees can expand their networks beyond AfricaLics, emphasizing the importance of broader connections and global opportunities for growth and development.

### **Additional comments or feedback regarding the workshop**

While the workshop was appreciated for its intensity, some attendees expressed the need for a longer duration to allow for a more balanced pace. The workshop was notably commended for fostering great interactions and encouraging active participation among attendees. Facilitators were lauded for their impressive knowledge and preparation, contributing to valuable discussions. Many participants found the workshop to be enlightening, serving as a reminder of the importance of not taking supervision for granted. Furthermore, there was a call to scale up the workshop and potentially offer it as a dedicated course in universities, underscoring its potential for broader educational impact. These insights provide valuable guidance for future iterations of the workshop.

## Annex 1: AfricaLics Workshop on PhD supervision and mentoring

September 18-19, 2023

Day 1: Monday 18 <sup>th</sup> September 2023		
(Moderator: VFP Academic Coordinator Margrethe Holm Andersen)		
Time	PhD students	Supervisors & Mentors
9.00-9.30 hrs (SAST)	Opening session <ul style="list-style-type: none"> <li>• Welcome by Prof. Erika Kraemer Mbula (UJ) and Dr. Ann Kingiri (AfricaLics Secretary General).</li> <li>• Purpose of the seminar and introduction of facilitators Prof. Rebecca Hanlin (UJ/AfricaLics) and Dr. Margrethe Holm Andersen (AfricaLics VFP Academic Coordinator).</li> </ul>	
9.30-11.45 Including break	<ul style="list-style-type: none"> <li>• What are your challenges?</li> <li>• What is good supervision?</li> <li>• Managing your supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• What is good supervision?</li> <li>• Fostering independence</li> <li>• When is supervision most helpful?</li> </ul>
<b>Break 15 min</b>		
12.00-13.00	<ul style="list-style-type: none"> <li>• Sharing reflections on ‘What is good supervision?’</li> <li>• Tools to align expectations are introduced and discussed in groups</li> </ul>	
<b>Lunch break</b>		
14.00-17.00  (Including break 15.30-16.00)	<ul style="list-style-type: none"> <li>• Planning</li> <li>• DEEP work</li> <li>• Prioritizing and saying no</li> </ul>	<ul style="list-style-type: none"> <li>• Organizing effective meetings</li> <li>• How to support self-efficacy</li> <li>• Aligning expectations in team supervision and among mentors and supervisors</li> </ul>
17.00 – 17.20	<ul style="list-style-type: none"> <li>• Reviewing posters from group work – with 3-5 key takeaway points from each group</li> </ul>	
<b>Dinner (self-pay/ individual arrangement)</b>		

DAY 2: Tuesday 19 <sup>th</sup> September 2023 (Moderator: Prof. Rebecca Hanlin)		
Time	PhD students	Supervisors & Mentors
9.00-11.30 (Including short break)	Effective feedback strategies that support independent writing <ul style="list-style-type: none"> <li>• How to give and receive feedback (experiences)</li> <li>• The feedback model: how do emotions affect feedback</li> <li>• Writing a good cover letter</li> <li>• Criteria-based feedback (exercise at tables)</li> <li>• Feedback game integrated into this session</li> </ul>	
<b>Break 20 min</b>		
11.50-13.00	<ul style="list-style-type: none"> <li>• Self-efficacy and how to get the most out of mentoring (applying coaching strategies)</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication, including active listening exercise</li> </ul>
<b>Lunch break (13.00 – 14.00 hrs SAST)</b>		
14.00 – 14.45	<ul style="list-style-type: none"> <li>• Exchange of insights from group discussions</li> </ul>	
14.45 – 15.30	<ul style="list-style-type: none"> <li>• Evaluation of PhD supervision and mentoring workshop</li> </ul>	
15.30 – 15.45	<ul style="list-style-type: none"> <li>• Break</li> </ul>	
15.45 – 16.30	<ul style="list-style-type: none"> <li>• <i>AfricaLics PhD mentoring activities</i>: presentation by Dr. Ann Kingiri and discussion facilitated by Prof. Rebecca Hanlin</li> </ul>	
16.30 – 16.45	<ul style="list-style-type: none"> <li>• Closure of the PhD supervision and mentoring workshop.</li> </ul>	
<b>Dinner (self-pay/ individual arrangement)</b>		

All background materials were provided in a shared folder.

## Annex 2: Bilateral and Trilateral Meetings Programme (SAST)

Wednesday 20th September 2023

<b>BILATERAL MEETINGS</b>	
<b>8:30 – 10:30hrs</b>	
Adeduntan Oluwaseyitan Segun-Olasanmi	Professor T. O. Oyebisi & Prof. Kehinde Taiwo
Ann Numi	Dr. Caleb Olweny & Rebecca Hanlin
Mbeo Calvince Ogeya	Prof. Samuel Ogara & Margrethe Holm Andersen
Natnael Sharecho	Dr. Alemu Zerihun Kinde
Rosalynne Baddoo	Prof. Akwasi Mensah-Bonsu
Paule Melissa Atangana	Gandjon Fankem Gislain
<b>10:30 – 11:00hrs BREAK – UJ-TRCTI Coffee and Cake session</b>	
11:00 -12:30	
<b>POSTER PRESENTATIONS</b>	
All VFP and Chair students to prepare for this, all participants (mentors, home supervisors & others) to provide comments. <sup>1</sup>	
<b>12:30-14:00hrs LUNCH</b>	

<sup>1</sup> Preparation of an A3 poster is expected. Detailed guidelines will be circulated before the end of August.

**TRILATERAL MEETINGS****14:00 – 16:00hrs**

Mbeo Calvince Ogeya	Prof. Solomon Ogara & Margrethe Holm Andersen
	Rasmus Lema
	Maruf Sanni
Natnael Sharecho	Dr. Alemu Zerihun Kinde
	Abdi Yuya
	Jesper Lindgaard Christensen
Paule Melissa Atangana	Gandjon Fankem Gislain
	Abdelkader Djeflat
	Mvogo Gregory Paulin
Rosalyne Baddoo	Prof. Akwasi Mensah-Bonsu
	Caleb Adelowo
Adeduntan Oluwaseyitan Segun-Olasanmi	Professor T. O. Oyebisi & Prof. Kehinde Taiwo
	Dr. Caleb Olweny
	Justina A. Onumah
Ann Numi	Dr. Caleb Olweny
	Dr. Kingiri
	Prof Ayinde

## Annex 3: AfricaLics PhD VFP, Third Paper Presentation Seminar

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21<sup>st</sup> September 2023 Time: 09:00 AM- 4:30 PM (SAST)

### Introduction

The third paper presentation seminar will take place on **21<sup>st</sup> September 2023**, as part of the **2023 PhD Visiting Fellowship Programme** which includes a series of workshops and seminars both physically, hybrid, and/or virtually. This will be the first physical meeting involving the 2023 cohort (Visiting Fellows), mentors, home supervisors, and the AfricaLics Secretariat at the University of Johannesburg in South Africa.

During the paper presentation seminar, all students will have the opportunity to present their work (proposal, methodology, chapter of dissertation, or a draft paper/article) for a maximum of 15 minutes and receive feedback and comments from mentors and home supervisors. Papers will be shared in advance to allow mentors and other participants as much time as possible during the session for feedback and discussions. **Students must submit papers by 8<sup>th</sup> September 2023**, at the latest, and we will also distribute updated versions of the presentation sheets for each student reflecting important areas in which each student would like feedback in this session.

### The programme (South African Time)

TIME (SAST)	Presenters	Details
09:00 – 09:15	Introductions	Dr. Rebecca Hanlin
09:15 – 10:00	Paule Melissa Atangana	Four essays on the macroeconomic effects of financial development on sources of innovation in Africa
10:00- 10:45	Rosalynne Baddoo	Commercializing agri-innovations in Ghanaian Universities for sustainable Agribusinesses
10:45 – 11:15	TEA BREAK	
11:15- 12:00	Ann Numi	An Agricultural Biotechnology Technological Innovation System (ABTIS): Build-up, Actors & Dynamics
12:00- 12:45	Mbeo Calvince Ogeya	Transformative Innovation: Investigating the coevolution of grid and off-grid electricity system
12:45 – 14:00	LUNCH BREAK	
14.00 – 14:45	Adeduntan Oluwaseyitan Segun-Olasanmi	Dynamics of Gender and Technology in the Cashew Nut Value: Chain in Southwestern Nigeria
14:45 – 15:30	Natnael Sharecho	Business model innovation and firm performance: Moderating role of environmental dynamism
15:30 – 16:00	Mentorship Strategy	Dr. Ann Kingiri
16:00 – 16:30	Wrap-Up	Dr. Margrethe Holm Andersen