

Development, Diversity & Inclusion (DDI)

Mentoring scheme handbook

The Centre for Education DDI mentoring scheme is aimed at FoLSM staff with educational roles, particularly those on the Academic Education Pathway (AEP), or those wishing to apply for assimilation onto the AEP.

Aims

The Centre for Education DDI mentoring scheme aims to embed a community of peer mentoring within the Faculty of Life Sciences & Medicine which facilitates and encourages:

- **inclusive practice**
- *development of* **supportive, structured, professional relationships** *between colleagues*
- *identification of* **professional goals** *that support* **career progression within higher education**
- *opportunity to* **explore potential challenges** *and identification of ways to approach them*
- *applications to educational regulatory bodies such as the* **Higher Education Academy (HEA)**
- *applications for assimilation to/promotion on the* **Academic Education Pathway (AEP)**
- *development of* **educational leadership, research and scholarship**
- *development of* **student support and teaching practices**
- **sharing of good practice**
- *Faculty-wide* **networking opportunities**

Expectations

It is expected that participants of the scheme are respectful of fellow participants and maintain supportive, professional attitudes towards them. Appreciation of diversity and commitment to equitable, inclusive practice is required by all participants.

*Participants will be invited to attend an introductory session at the start of the mentoring scheme – expected to launch in **January 2020**.*

Thereafter, paired participants are expected to:

- *meet on a monthly basis*
- *liaise by email or phone in between meetings, if required*
- *prepare for face-to-face meetings*
- *establish the mentee's career development goals and work towards achieving them*
- *periodically review progress, adapting/setting further goals, as appropriate*

- *provide honest and meaningful feedback within the mentor/mentee pairing which supports professional development*
- *commit to reflecting on own practice/performance within the scheme*
- *be willing to provide feedback to scheme leads for evaluative purposes*
- *contact the scheme leads in a timely manner with any concerns*
- *attend Centre for Education DDI group events aimed to provide networking and wider peer support opportunities (optional)*

2019-20 timeline

Expected application launch	<i>early November 2019</i>
Mentor/mentee pairing	<i>early January 2020</i>
Initial paired meeting	<i>early January 2020</i>
Further paired meetings	<i>monthly thereafter</i>
Term 1 networking event*	<i>February/March 2020</i>
Term 2 networking event*	<i>April/May 2020</i>
End of academic year networking event*	<i>July 2020</i>
Scheme feedback: anonymised individual surveys	<i>Summer 2020</i>
Scheme feedback: focus groups*	<i>Summer 2020</i>
Social event*	<i>TBC</i>

**denotes optional group activities*

Useful resources

The FoLSM CfE DDI webpage contains many useful resources:

[LINK](#)

Key contacts

The Centre for Education DDI mentoring scheme leads are:



Dr Shuangyu Li, SFHEA

Senior Lecturer in Clinical Communication & Cultural Competence

Shuangyu joined King's in October 2011. He is a dedicated medical educationist, and has led the design and delivery of several substantial modules and subjects in the MBBS curriculum, and MA in Clinical Education.

In his role as Lead for Development, Diversity and Inclusion at Centre for Education, Shuangyu is devoted to improving the equality and inclusion among students and staff. He is working closely with academics, professional services, technicians and students to develop inclusive and diversified curriculum and a culture to nourish innovation and improvement around development, diversity and inclusion.

His aim is for the Centre for Education to become an inclusive, fair and equal environment for both staff and students to participate, enjoy and thrive.



Dr Jane Valentine, FHEA

Senior Lecturer in Medical Education & Widening Participation

Jane joined King's in January 2010, initially in an outreach role before becoming co-Director of King's Extended Medical Degree Programme (EMDP), responsible for all aspects of leadership, curriculum development, pastoral support and programme evaluation. She is also Admissions Tutor for the EMDP, Chair of the MBBS Prizes Panel and an MBBS Senior Tutor.

Jane is a keen advocate for diversity, equity and inclusion (DEI) within medical education. She has authored blogs, contributed to Parliamentary discussions and advised Government on social mobility, widening participation (WP) and access to the professions.

Her academic interests are in curriculum development, teaching innovation - particularly the use of non-traditional teaching methods and environments - and DEI/WP-focused research.

Email questions or concerns regarding the CfE DDI mentoring scheme to us at folsmcfeddi@kcl.ac.uk

Find out more about the **Centre for Education DDI group** here:

<https://internal.kcl.ac.uk/lsm/staff/teach/centre-for-education/index>

The mentoring lifecycle

Most mentoring relationships do not last forever. The diagram below is based on the results of a longitudinal study of mentors and mentees in the USA. ¹



1	Building Rapport	Getting to know and trust each other Finding out your similarities and differences
2	Setting Direction	Setting some mutually agreed objectives <ul style="list-style-type: none"> • Identifying where you are now, and • Where you want to be • Identifying how you will get there
3	Maintaining progress	Working through your objectives Reviewing objectives regularly and measuring progress
4	Winding up	Evaluating progress Tying up loose ends Developing a 'post-exit' action plan
5	Moving on	Saying thank you and goodbye Agreeing to stay in touch and if so on what terms

¹ Megginson, Clutterbuck, Garvey, Stokes, Garrett-Harris Mentoring in Action 2nd edition

Stage 1: Building rapport

Mentoring requires open dialogue which depends significantly on the level of psychological safety within the relationship. It is essential for both parties to be comfortable to reveal their thoughts and concerns, and to be able to challenge each other's assumptions, behaviours and actions.

Parties must suspend judgement which can be difficult when unconscious biases come into play on both sides.

Carl Rogers talks about *unconditional positive regard* and David Clutterbuck adds to this *respectful curiosity about the other person's world and their perspectives*.

The process leads to *mutual learning and growth*.

Ultimately building rapport relies on two main factors:

- a) Building trust, confidence and empathy
- b) Demonstrating focus – giving one's full attention, listening without judging

a) Building trust, confidence and empathy

Key elements include:

Reliability - doing what you say you will do, and showing the other party you value their commitment – see the mentoring agreement on page 30. A mentoring agreement helps build a solid foundation for the relationship. It is a place to record the conditions by which you will operate and your expectations of each other. Please complete this together at the first meeting.

Confidentiality - Confidentiality is essential to any successful mentoring relationship, particularly a mentoring relationship where issues of a more sensitive nature may be shared. It is very important that both the mentor and mentee feel they can talk openly with one another, to ensure there is mutual trust. However, should any matters arise which raise concerns for the safety/well-being of the mentee/mentor, we advise that you contact the Mentoring Coordinator.

Identifying common interests/values – getting to know your mentoring partner and identifying areas in common is an important foundation for building your relationship.

However, being paired with a mentee or mentor who is very similar to you in personality and experience isn't always the best outcome. The space that exists between mentee and mentor represents an opportunity for learning. As the matrix below shows, different combinations of similarity and difference between mentee and mentor represent a range of benefits and challenges.

Similarity vs difference matrix

	Similar personality		
Similar experience	Comfortable Predictable Helpful in short term or crisis Low potential for learning	Objectivity re work challenges Empathy towards your emotions and reactions	Different experience
	New ways of dealing with familiar challenges	Need to work to build rapport New way of looking at things Totally different perspective	
	Different personality		

Setting ground rules - Finding the right language to engage can be challenging. Avoiding conversations, particularly around difficult issues can lead to distance and lower levels of engagement and trust.

Some useful ground rules for dialogue include:

1. Build agreements that allow mutual feedback about the impact of language, behaviour and attitudes. Agree how you will provide this feedback to each other.
2. Develop greater awareness of your own and other people's reactions e.g. body language, engagement in conversations, avoiding topics etc.
3. Recognise and respond appropriately to the slip ups you make. If you do say something which offends, or which you recognise on reflection is inappropriate:
 - Admit it to yourself
 - If relevant admit it to the other party
 - Talk it through with someone you trust
 - Don't feel guilt – you have learnt something about yourself

Awareness of unconscious biases – unconscious biases inhibit all of our thinking and where they arise they can impact on the level of trust in a relationship. They also limit the expectations that we have of each other.

The university offers Diversity Matters that is open to mentors and mentees on the programme. Page 36 of the handbook includes a link to where you can book a place on the training. Page 17 below also provides some useful context

What is unconscious bias?

“Unconscious bias refers to a bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences” (ECU: 2013 Unconscious bias in higher education)

The thing about unconscious biases are...

- We all have them and they are pervasive
- Often in our personal ‘bias blind spot’
- Automatic and rapid
- We don’t have to believe a stereotype for it to affect us

What can trigger our biases?

- Conflicting priorities
- Deadlines
- Need for closure or quick decisions
- Being challenged
- Fear

What is the impact of unconscious bias?

- Difficulty linking things that we don’t naturally think of going together
- They make us see things differently from the way they really are
- They make us hear things differently from the way they really are

Examples of where unconscious bias has an impact in HE include:

- Admissions/Recruitment
- Attainment differences
- Feedback given to students/staff
- Representation in different programmes/disciplines/types of work

b) Demonstrating focus – giving one’s full attention, listening without judging

Steps for active listening:

1. Pay attention:

- Look at the speaker directly.
- Put aside distracting thoughts
- Don't mentally prepare a rebuttal
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's body language
- Avoid unnecessarily interrupting

2. Positive body language

- Nodding
- An appropriate facial expression – mirroring
- Encouraging noises
- Leaning in
- Avoiding physical barriers

3. Reflecting/paraphrasing - closely repeating or paraphrasing what the speaker has said in order to show comprehension. Reflection is a powerful skill that can reinforce the message of the speaker and demonstrate understanding.

4. Summarising - Repeating a summary of what has been said back to the speaker in your own words. Summarising involves taking the main points of the received message and reiterating them in a logical and clear way, giving the speaker chance to correct if necessary. It helps to:

- Check understanding
- Bring clarity
- Give an outside perspective
- Keep a record

5. Use of questions. Asking the right question is at the heart of effective communications and information exchange. Below some guidance on how you might use good questioning:

To gather facts and increase clarity/understanding

These may be open or closed questions that can be used at most stages of a meeting with your mentee, for example:

- What happened when...?
- What... What if... How?
- What will give you the most value from today's session?
- What do you want to focus on today?
- What is happening now that tells you that you have a problem?
- What do you not know about this situation/project? How could you find out?
- What do you enjoy about what you do?

To consider different options

Questions which are comparative are useful for getting the mentee to reflect

- Do you mean you would prefer to ... ?
- Which was most difficult for you or?
- What would be the consequences of doing it like that?
- What do you have control over?
- If you had to find a way, what would it be?

To motivate and encourage

When a mentee approaches you to talk about an unsatisfactory situation, or is experiencing difficulties, it is important to find ways encourage them to reflect on the situation. In order to do this, you might pose questions such as:

- What did you do well?
- Why do you say that you aren't any good at ...?
- What was it specifically that you weren't happy with?
- What would you have liked to happen?
- If you had to do ... again, what would you do differently?
- What strengths and resources do you bring to this?

To challenge

You may feel that the responses you receive from your mentee are not appropriate, or unhelpful to them in reaching their goals. In such cases you may wish to challenge the mentee. These are some of the questions you might use:

- What effect do you think that action would have on your colleagues?
- Would doing that make it easier for you?
- What makes you so sure that your actions will provoke that response?
- What might you be overlooking?

To gain commitment and review progress

These types of questions summarise what you and your mentee have agreed, and are useful to conclude a discussion on a particular subject and signal ways forward:

- How will you measure your success?
- What have you learned from this?
- What can you do differently next time?
- What will you do next?

Blocks to active listening

- Comparing - Boy if they think that is tough, let me tell you how tough it can be. It is hard to listen and show empathy if you are constantly comparing.
- Mind reading - Instead of paying attention to what is said, you try to figure out what the other person is really thinking and feeling in an effort to identify the truth.
- Rehearsing - 'Looking' interested while you are busy rehearsing your responses to their words.
- Filtering - You listen to some things and not to others. You hear what you want to hear.
- Judging - Quick judgements based on our own prejudice or opinion allow us to write off someone.
- Identifying - You take everything a person tells you and refer it back to your own experience.
- Advising - You are the great problem-solver, ready with help and suggestions. You do not have to hear more than a few sentences before you begin searching for the right advice.
- Being right - You will go to any lengths to avoid being wrong. You cannot listen to criticism, you cannot be corrected, and you cannot take suggestions to change.
- De-railing - You change the subject suddenly. You derail the train of conversation when you get bored or uncomfortable with a topic.
- Placating - You want to be nice, pleasant, and supportive. You want people to like you – so you agree with everything. You half-listen, but you are not really involved.

Stage 2: Setting direction

Mentor and mentee should, at the outset, consider which are the most fruitful and important areas for them to work on over the period ahead. The direction they choose will depend on the mentee's ambitions, career development objectives, and priorities. It will also be influenced by the mentor's own areas of expertise and interest. Sometimes mentees are very clear about their goals and the mentoring relationship takes on a clear direction straight away. For other mentees some general discussions about their life and career path are useful in promoting strategic thinking and career planning. Exercises like the ones listed below can be useful.

What topics could you usefully discuss with your mentee/mentor over the next 6 months?
How could your mentor help you/you help your mentee?

What does success mean to you?

How aware are you of your core values and to what extent are your career choices influenced by these? Consider the following 4 factors and allocate a total of 10 points between them to show their relative importance to you:

- Money
- Status/peer recognition
- Job satisfaction
- Quality of life outside work

What are your priorities? How are these influencing your current work-life choices? How might they influence you in the future? Are you currently on track to be 'successful' in your life and work?

If there is anything you need to discuss or think about further or if you need to make any changes, make a note of these below.

Have you identified any specific areas for development from the exercise?

Balancing Act

In our life we play a variety of roles. Sometimes these pull us in different directions. This exercise is about focusing on areas of imbalance and a) looking at where the balance is now in the mentee's life, and b) where they would like it to be. Place a cross on the line to show these two positions so the gap becomes visible. Mentor and mentee can then discuss some actions the mentee can take to address any imbalance.

Common areas of imbalance may include:

- time spent at work vs. time out of work
- time spent doing urgent tasks and helping other members of your team vs. time spent on building your own career



What can you do to improve the balance in your life?

Identify some actions below

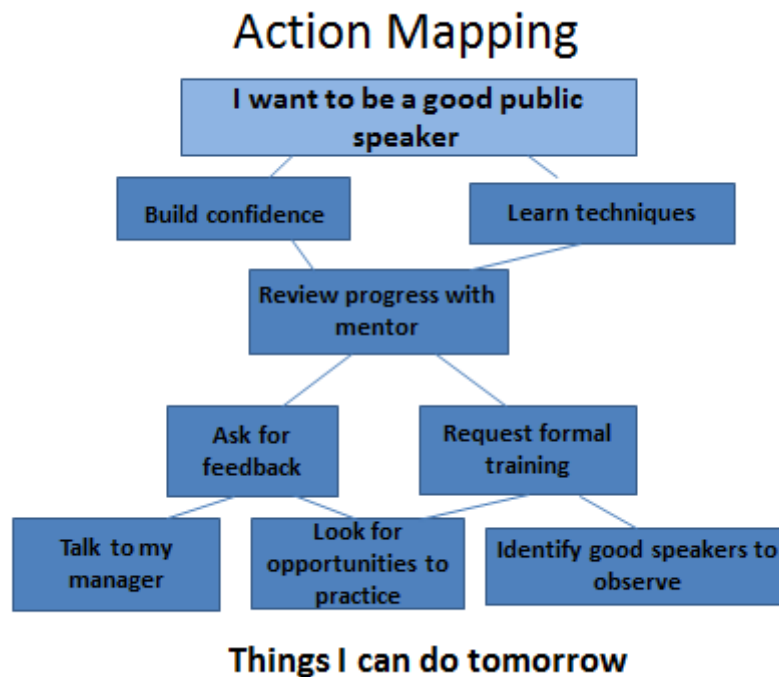
SWOT Analysis

Look at the mentee's own strengths and weaknesses, the career opportunities that will/might arise over the next few years and things that might prevent the mentee from taking advantage of those opportunities.

Strengths	Weaknesses
Opportunities	Challenges

Action mapping

Action mapping is planning out the steps needed to achieve your objective. You might be able to take some of the steps concurrently, whilst others may have to be in sequence. If it helps, work backwards from the desired outcome, towards 'things I can do tomorrow'. In this example the mentee wants to improve their public speaking skills and realises they need to work on both technique and confidence. See below for an example:



Plan the steps to achieving your objective

Write your objective here...

A large empty rectangular box intended for writing down actions to be taken towards the objective.

This box should contain the things I could do tomorrow towards achieving my objective.

Setting SMART Objectives

Mentoring objectives that are vague, unrealistic, or open-ended can set a mentor and mentee up to fail from the outset. SMART is a useful framework for mentor and mentee to use to ensure that the mentees objectives are clear and achievable.

Specific	What <u>exactly</u> is it that you want to achieve?
Measurable	How will we know you have achieved it?
Agreed	Does your working towards this objective impact on anyone else, such as your supervisor/manager, a budget holder, your colleagues, your life partner? If yes, have they agreed to it?
Realistic	Given everything else that is happening in your life and work, and given your current skills, knowledge and experience, is this objective within your reach in the time we have together?
Time-bound	By what date will this objective be achieved?

Practice tying down the detail with SMART

What is your first objective?

Is it specific?

How will you measure the outcome?

Who has to agree to it?

Is it realistic?

What is your deadline?

Stage 3: Making progress

The steps that are necessary:



Relationship droop

One thing that gets in the way of maintaining progress is *relationship droop*, common in mentoring relationships. This occurs when the relationship deals only in transactional and relatively superficial issues perhaps because one or both parties are uncomfortable to share deeper issues and then run out of things to talk about.

Reluctance to make personal disclosures can be greater in diversity mentoring and trust can take longer to build with people who seem different. As a result this can lead to a dip in motivation/interest due in part to a lack of any sense of progress towards goals or insufficiently challenging goals.

The solution is to go back to the contracting stage of the relationship, building trust and identifying clearly defined and significant transitions for the mentee, where they feel motivated to progress and learn.

A possible meeting structure to help maintain progress:

- Establish progress made since last meeting
- Agree the focus for each meeting
- Work through an agreed agenda
- Address barriers/blockers
- Offer encouragement/counselling if discouraged
- Provide input such as signposts, resources, introductions, reading
- Review meeting and agree action points for mentor/mentee
- Prepare for next meeting

If you experience any challenges in the relationship:

- Refer to the handbook and tools provided.
- If either party feels things are still not working out – contact our Mentoring Coordinator, who can either advise or signpost to other support.
- If things are still not working, we can intervene to help you formally end the relationship in a peaceful way with no blame assigned.

Stage 4: Winding up

- Prepare for the last meeting
- Decide how you will evaluate progress made
- Identify what has/hasn't been achieved and successes
- Develop a 'post-exit' action plan and ensure clarity/commitment around this
- Reflect on what you have both taken from the relationship

Stage 5: Moving on

- Agree whether you will continue a professional relationship
- Discuss whether you want to continue in the mentoring partnership

Mentoring Agreement

This Mentoring Agreement is to be discussed and signed by the mentor and mentee

We agree to:

- Meet, speak or e-mail on a regular basis
- Provide feedback and evaluation as requested
- Review progress regularly against objectives/plan
- Respect the aims of the King's More than Mentoring Scheme
- If we cannot attend a scheduled meeting, we agree to notify our partner and reschedule.
- We agree that if for any reason either of us is not comfortable in our mentoring relationship, we will seek advice from the Mentoring Coordinator India Jordan, Email: diversity@kcl.ac.uk

We will meet regularly in a location where we can talk openly. Our plan is to:

We will abide by the confidentiality rules we choose. These are:

We will establish a clear purpose and agree on some objectives for the mentoring relationship. These are:

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The best way/time to reach us is:

Mentor:

--

Mentee:

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Mentor Signature

Mentee Signature

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(Print name)

(Print name)

--

--

Date

Date

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Further Reading – Diversity and Inclusion Resources

[Trans Matters Guidance](#)

Trans' describes people whose gender identity and/or expression differs from their sex assigned at birth and includes people who live permanently or temporarily in one or more genders.

The term trans might be used to describe people who are undergoing, or have undergone gender transition at any stage (this refers to medical treatments related to transitioning) identify as having a gender different from that which they were assigned at birth, but who may have decided not to undergo medical intervention do not conform to a fixed, binary (male or female) concept of gender, but who may identify with one or more from a spectrum of gender identities including those that are fluid.

The Diversity and Inclusion Team have developed guidance for Kings' staff in supporting those who identify as trans. All mentors and mentees are required to read this guidance, it can be found here:

[Trans Matters Guidance Link to Read](#)

[Diversity Matters Training](#)

The Diversity & Inclusion team offer two training courses that have been specifically developed for King's staff.

Each course includes unconscious bias training and will further your understanding of Diversity & Inclusion.

The courses are interactive and creative, combining presentations, videos, and case studies. Diversity Matters is new and includes elements of the Unconscious Bias and Inclusive Working courses that were previously offered at King's.

[Click here to sign up to our Diversity Matters training.](#)

It Stops Here

It Stops Here aims to:

- Raise awareness about bullying, harassment and sexual misconduct and its impacts
- Improve support and reporting by reviewing our guidance, making reporting procedures clear and accessible, and delivering specialist training to front line staff
- Address and challenge behaviour that enables or encourages bullying, harassment and sexual misconduct through delivering workshops and events that provide the tools to do so.

Responding to Disclosures

A disclosure is when a staff member is told about an incident of bullying, harassment, sexual misconduct or hate crime.

You are not expected to provide expert advice or long-term support, but we recognise that any member of staff could receive a disclosure and you could receive one from your mentee.

We want to make sure that staff who do receive a disclosure feel prepared and know of the options available.

Disclosures may be about incidents that have occurred inside or outside of work, are recent, or are historic. You may receive a direct disclosure, or it may be included in part of a wider discussion about another topic.

Three steps to Responding to Disclosures

- 1) Don't be judgmental: Don't question their account and don't attempt to investigate. Just listen and ask factual questions only where appropriate.
- 2) Respect their confidentiality: Disclosures should be kept confidential unless explicit permission has been given to share the information.

There are certain situations where confidentiality cannot be maintained, these include:

- If the person is under 18 or a vulnerable adult and still at risk.
 - If there is ongoing risk of serious harm to the individual or to others.
- 3) Refer them on: You do not need to act as a counsellor or caseworker, just be empathetic and supportive and refer them to the most appropriate place or service:
 - Don't assume they will want to report
 - Ask them if they want to report the incident, it must be their decision, and they do not have to - so do not pressurise them into reporting.

King's DDI Portal

Staff have the following options for support:

- Speak to their line manager or Head of Department
- Speak to their HR Advisor/ People Partner
- Report the incident on our anonymous reporting form (King's does not take action based on these reports)
- Report to an external service such as the Police
- Seek advice and support

The King's DDI web portal has further information about how to report an incident and support and advice available: <https://www.kcl.ac.uk/professional-services/diversity>



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It Stops Here is a collaborative campaign by King's College London and KCLSU to build an environment where all of our students, staff and community members feel welcome, supported and safe regardless of who they are.



**I NEED
HELP**



**REPORTING
AT KING'S**



**SUPPORT
& ADVICE**

This website aims to provide information, guidance and resources for anyone who at King's who has been affected by sexual violence, bullying and harassment; and ways for members of the King's community to get involved in the campaign and take the pledge.

Further Diversity and Inclusion Resources

The Diversity and Inclusion Webpage features important information and resources, including:

- **Policy information**
- **Training Opportunities**
- **Networks and Communities**
- **D&I Toolkits on:**
 - **Pregnancy and Maternity**
 - **Trans Guidance**
 - **Disability Toolkit**

[Click this link to visit the Diversity and Inclusion website.](#)

Reading list

Further reading for mentors and mentees

Books

Title: Everyone needs a mentor

Author: David Clutterbuck

Edition: 5th ed.

Publisher: London : Chartered Institute of Personnel and Development (1 Jan 2004)

Explains the difference between mentoring and coaching and good practice in running programmes

Title: Coaching and mentoring : theory and practice

Authors: Bob Garvey, Paul Stokes (Paul K.), David Megginson

Edition: 2nd edition.

Publisher: Los Angeles : SAGE (20 March 2014)

A scholarly look at coaching and mentoring, recently updated (2014) and illustrated by case studies

Title: The Mentoring Manual

Authors: Mike Whittaker , Ann Cartwright

Publisher: Aldershot, Hampshire, England ; Brookfield, VT : Gower (23 Feb 2000)

ISBN-10: 0566081474, ISBN-13: 978-0566081477

For mentoring scheme organisers

Title: The Mentoring Pocketbook – 1 Apr 2010

Authors: Geof Alred , Bob Garvey

Edition: 3rd edition

Publisher: Management Pocketbooks Limited (2010)

ISBN: 978 1 906610 203

An easy to read guide covering mentoring basics

Title: A Practical Guide To Mentoring: Down to earth guidance on making mentoring work for you – 18 Apr 2012

Authors: David Kay , Roger Hinds

Edition: 5th edition

Publisher: How to Books (18th April 2012)

ISBN-10: 1845284739, ISBN-13: 978-1845284732

Guidance for mentors

Title: Developing Successful Diversity Mentoring Programmes: An International Casebook – 1 July 2012

Authors: David Clutterbuck, Kirsten Poulsen

Publisher: Open University Press (1 July 2012)

ISBN-10: 0335243886, ISBN-13: 978-0335243884

A volume of mentoring principles to integrate minorities, improve community relations and harness the creative potential of different perspectives.

Papers

Collins, A., Lewis, I, Stracke, E., Vanderheide, R. (2014) *Talking career across disciplines: Peer group mentoring for women academics*, International Journal of Evidence Based Coaching & Mentoring. Feb2014, Vol. 12 Issue 1, p92-108

Peer group mentoring for female academic staff

Clutterbuck, D. (2008) *what's happening in coaching and mentoring and what is the difference between them?* Development and Learning in Organisations 22(4):8-10, Emerald Group Publishing Limited, ISSN 1477-7282

Latest developments in organisational coaching and mentoring

David Megginson, (2000) *Current issues in mentoring*, Career Development International, Vol. 5 Iss: 4/5, pp.256 – 260, MCB UP Ltd

Current issues in mentoring looking experiences from a variety of different countries

Mentoring: Progressing Women's careers in Higher Education, (2012), AdvanceHE
<http://www.ecu.ac.uk/publications/mentoring-progressing-womens-careers-in-higher-education/>

Useful links

David Clutterbuck Partnership
<http://www.davidclutterbuckpartnership.com/>

Regular articles and blogs about mentoring and coaching

Horses Mouth
<http://horsesmouth.co.uk>

Informal mentoring website where people can seek for and volunteer to be mentors

Mentor: National Mentoring Partnership
<http://www.mentoring.org/>

American site with some useful materials and resources

Inspiring Ted Talks about mentee experiences
<https://www.youtube.com/watch?v=Atme26C0I5E>
<https://www.youtube.com/watch?v=0BFQbCVtI2k>

Development providers at King's

Organisation Development <http://www.kcl.ac.uk/hr/od/who.aspx>

This team offers in-house training on a range of topics and tools and frameworks to support individual development.

This OD webpage also provides a comprehensive list of training providers around the university <http://www.kcl.ac.uk/hr/od/training/othercourses.aspx> some of which are included below.

Centre for Research Staff Development <http://www.kcl.ac.uk/innovation/research/Centre-for-Research-Staff-Development/index.aspx>

The Centre for Research Staff Development provides development support for research staff, including postdoctoral staff, research assistants, technicians and teaching fellows.

Diversity and Inclusion <http://www.kcl.ac.uk/hr/diversity/training/index.aspx>

The Diversity & Inclusion team deliver a range of courses and training opportunities across the university. These aim to equip staff with the key principles of inclusive practice and provide them with practical actions that will assist them in contributing towards a more inclusive culture at King's.

The Entrepreneurship Institute

<http://www.kcl.ac.uk/innovation/innovation/entrepreneurship-institute/Entrepreneurship-Institute-Homepage.aspx>

The Entrepreneurship Institute provides a range of opportunities for those who interested in start-ups, including investment, marketing, contracts, accounting and ideas development.

IT <https://internal.kcl.ac.uk/it/training/index.aspx>

IT offer a comprehensive range of training courses including Microsoft business and technical applications, academic applications and specialist technical training including the use of the web content management system.

Staff International Exchange Programme

<https://internal.kcl.ac.uk/erd/depts/worldwide/abroad/staff/staffmobility.aspx>

The Staff International Exchange Programme is designed for King's Staff to participate personally in the university's internationalisation agenda and boost their personal and professional development at the same time.