

INDEX

- Academia, 19
- Academic(s), 27
 - mentors, 154–155
 - practices, 221–222
 - workplace, 296
- Accountability, 170–173
- Ad hoc*
 - basis, 227–228
 - developer, 10
- Advice giving, 57–60
 - pros and cons of, 60–62
 - sharing experience same as, 63–64
 - suggestion, 62–63
- Advice-based model, 56–57
- Agreement, 91–92
- Agreement Template, 93
- Alumni mentors, 156–159
- Andragogy, 40–41
- Annual Reviews, 117–119, 122
- Application skills, 151
- Attitudes, 275–276
- Balance, 121
- Balanced, observed,
 - objective, specific, timely model (BOOST model), 100
- Behaviour, 276–277
- Capability, 8, 294
- Career trajectory, 120
- Careers Service
 - appointment, 259
- ‘Celebrity’ mentor, 248
- Change, 111
 - coaches and mentors, 112–113
 - resistance or opposition to, 111
 - stages, 113–114
- Clarity, 8, 171, 283, 293–294
- Classroom-based learning, 19–20
- Closed matching process, 250
- Coach. *See also* Mentor(s), 42, 65, 83–84, 175–176, 179, 221–222

- building ‘mentor network’, 225–226
- ideas and guidance for, 134
- learning from feedback, 230
- practice supervision, 226–228
- recruiting, 222–224
- refreshing practice, 225–226
- team, 84–85
- workshop series, 229
- Coaching, 4–5, 9, 21, 23, 26, 37–38, 123, 212–213, 269–270, 283
- (semi)-random matches, 245–246
- boundaries, 11–14
- choosing match, 254–257
- contract, 91–92, 190
- conversation, 124–125
- creating matching profiles, 252–254
- creating tailored evaluation strategy, 271–279
- dispelling mentoring and coaching myths, 195–200
- through endings, 114
- evaluation strategy, 270–271
- facilitated by matching profiles, 250–252
- facilitated in open forum, 249–250
- field test, 78–81
- initiatives, 92
- learning derived through, 270
- matching, or pairing, process, 243–252
- in neutral zone, 114–115
- for new beginnings, 115
- no return, 263–265
- observation, 237–241
- organisational reputation of, 194–195
- partnership, 104–107
- peer observation process, 237–238
- poor match with mentor, 260–261
- practices, 27–28
- questions, 75
- radio silence, 262–263
- reputation of, 193
- self-selection, 247–248
- skills, 87
- style, 85–88
- techniques, 81
- theoretical foundations for, 39–42
- triads, 234–235
- uncomfortable silences, 265–267
- voluntary participation in, 207
- Coaching Programme Leaders, 194, 219
- Coaching Triads, 228

- Codes of Practice, 191–192
- Cognitive Behavioural Coaching, 176
- Cognitive Behavioural Therapy, 176
- Cohort-based development programmes, 162–163
- Competency Frameworks, 282
- Confidence, 8–9, 294–295
- Confidentiality, 249, 271
- Constructive Alignment approach, 39, 209–210, 275
- Constructive criticism, 8–9
- Contract, 91–92
- Contracting form. *See* Mentoring Agreement form
- ‘Contracting’ process, 283
- Contribution, 120
- Counselling Services, 259
- Counselling supervision, 226–227
- Creative Commons ShareAlike licence, 282
- Critical dialogue approach, 41–42
- Critical feedback, 108–110
- Critical thinking, 85–87
- Culture, Employment and Development in Academic Research Survey (CEDARS), 18
- Development opportunities, 121
- Dialogue, 101–102
- Disability Services consultation, 259
- Doctoral researchers, 27, 31–32
- Doctoral Training Centres and Partnerships, 33
- Downwards relationships, 142
- Early career academic period, 117
- Educational practices, 55, 233, 237–238
- Effective coach(ing), 123, 169
- Effective communication, 163
- Effective mentor, 169
- Effectiveness, 124
- Efficiency, 124
- Emotion-mapping, 266
- Empathy, 172
- Employer needs, 28
- Employment Law, 175–176
- Endings, coaching through, 114
- Experienced peer, 233
- Experiential learning cycle, 42
- Face-to-face mentoring practice development workshop, 204
- workshops, 229

- Feedback, 97
 - giving feedback as coach or mentor, 99–104
 - receiving and processing feedback as coach or mentor, 104–110
- Fellowship
 - applicants, 149
 - funding, 147
 - mentors supporting development, 150–152
 - myths, 148–149
- Field test, 78–81
- Flagging, 283
- Flexibility, 163
- Formal communication, 296
- ‘Formative’ content, 297
- Gap analysis, 223–224
- General Data Protection Regulation (GDPR), 283
- Giving feedback as coach or mentor, 99–104
- Good matching process, 243–244
- ‘Good partnership’, 253
- GROW Model, 218–219
- Hand-picked match, 244–245
- Head of Department, 162–163
- Higher Education (HE), 196
 - different roles and professions in, 46
 - learning in, 43–46
 - organisations, 20–21
 - policy, 162
 - sector, 27, 49
- Higher Education careers, 85–87
- HR specialist knowledge, 259
- Humanistic principles
 - checkpoints and endings, 205–207
 - communicate
 - expectations transparently, 203
 - inclusive timings, 203–204
 - matching processes, 205
 - open up choice of practice styles, 204
- Humanistic psychology, 39–40
- Ideal mentor, 254
- Important-vs-Urgent prioritisation matrix, 125–126
- Imposter feelings, 33–34
- In-depth qualitative methods, 271–272
- Inner game, 35–36
- Institution(al), 162–163
 - framework, 186
 - mentors and coaches, 235–237
- Institutional Code of Practice, 281, 283
- Intentions, 51–53

- International Training Networks, 33
- Interpersonal conflicts, 139–140
- Interview techniques, 151
- Job Descriptions, 191–192
- Judgement, 70–71
- Language matters, 102–103
- Lateral relationships, 142
- Leadership. *See also* Skills, 162, 288
 - development, 161–162, 164–165
 - learning, 166
 - objectives, 165
 - supporting leadership development, 164–165
 - theory, 162
 - values, 165–166
 - vision, 165
- Learner-centred education, 39–40
- Learner's narrative,
 - structure and focus within, 69–73
- Learning. *See also* Higher Education (HE), 8, 11, 274, 276
 - advantage of, 87
 - conversation, 9–11
 - cycle, 42
 - from feedback, 230
 - in higher education, 43–46
 - needs, 28
 - organisations, 19–20
 - theories and philosophies of, 46
- Learning Agreement, 91–92
- Listening, 59, 66, 69
 - Sounding Board, 66–69
 - structure and focus within learner's narrative, 69–73
- Manager, 83–84
- Matching
 - events, 189–190
 - facilitated by, 250–252
 - forms, 189–190
 - process, 189–190
 - profiles, 252, 270–271
- Mentee(s), 141, 143–144, 203, 236–237, 243, 261, 269–270, 289–290
 - of deep listening, 69–70
 - matching profiles, 253
 - self-selection, 247
- Mentor(s), 5, 42, 52–53, 55–56, 65, 83–84, 166, 172, 175–176, 179, 203, 221–222, 243, 289–290
 - building 'mentor network', 225–226
 - development, 283
 - ideas and guidance for, 134
 - increasing likelihood of good mentoring experience, 291
 - learning from feedback, 230

- leaving partnership, 292
- network, 225–226
- practice supervision, 226–228
- recruiting, 222–224
- refreshing practice, 225–226
- selecting, 288–289
- supporting action, 143–146
- supporting personal development
 - planning, 119–122
- tangible rewards for
 - mentoring, 230–231
 - workshop series, 229
- Mentoring, 3–5, 9–10, 21, 23, 26, 37–38, 49, 123, 213, 260, 269–270, 288, 290–292
- boundaries, 11–14
- career changers, 153–154
- choosing match, 254–257
- creating matching profiles, 252–254
- creating tailored evaluation strategy, 271–279
- culture, 35
- dispelling mentoring and coaching myths, 195–200
- evaluation strategy, 270–271
- facilitated by matching profiles, 250–252
- facilitated in open forum, 249–250
- for good writing habits, 134–137
- learning derived through, 270
- matching, or pairing, process, 243–252
- no return, 263–265
- objectives and benefits of, 53
- organisational reputation of, 194–195
- partnership, 104, 107, 246
- peer observation process, 237–238
- poor match with mentor, 260–261
- programmes, 27–28, 92
- radio silence, 262–263
- rejecting deficit position for, 50–51
- reputation of, 193
- schemes in universities, 12–13
- self-selection, 247–248
- (semi)-random matches, 245–246
- skills, 87
- theoretical foundations for, 39–42
- uncomfortable silences, 265–267

- university mentors, 154–156
- voluntary participation in, 207
- Mentoring Agreement, 175–176, 263–264, 287–288
 - form, 291
 - process, 199, 238–239
- Mentoring Programme
 - Leaders, 194, 219, 259
- Mentoring Programmes, 283
 - academic and researcher development policies and frameworks, 186–187
 - creating programme materials, 189–190
 - current ‘reputation’ of mentoring, 187–188
 - pilot programme, 188–189
 - promoting programme, 191–192
 - review existing provision for target staff group, 187
 - setting clear aims, 188
 - sharing data, 190–191
 - situate programme within educational practice, 189
- Mobility, 25
- Momentum, 151–152, 170, 173
- Negative feedback, 100
- Neutral zone, coaching in, 114–115
- New beginnings, coaching for, 115
- Non-directive coaching approach, 55–56
- Observer, 234–235
- Occasional stress, 176–177
- Occupational Health, 259
- Open question, 76
- Organisational learning, 25–26
 - organisational-level policies, 283
- ‘Orientation Workshop’ programme, 189, 209–210
- Ownership of research ideas, 150–151
- Pairing process, 189–190
- Paraphrasing, 71–72
- Partnerships, 93
- Pedagogy, 40–41
- Peer observation
 - of practice, 237–238
 - process, 237–238
 - teaching processes, 241
- Peer-coaching, 235
- People development activities, 191–192
- Performance Management, 196–197
- Person-centred learning, 194

- Personal development
 - planning, 117–118
 - mentors supporting, 119–122
- Personalised development, 21
- PhD, 31–32
- Planning, 51
 - empowering intentions, 51–53
 - rejecting deficit position for mentoring, 50–51
- Positive coping, 179
- Positive feedback, 100
- Positive reinforcement, 172–173
- Power privilege, 101
- Practice supervision, 226–228
- Practice through peer conversations
 - coaching observation, 237–241
 - coaching triads, 234–235
 - ethical dilemmas, 235–237
- Principal investigator, 83–84
- Proactivity, 163
- Problem-solving, 100–101
- Processing feedback as coach or mentor, 104–110
- Professional accreditations, 223–224
- Professional accredited coach or mentor, 83
- Professional coaching, 161–162
- Professional Development, 26–27
 - workshops, 234
- Professional learning, 296
- Professionalisation, 27
- Programmatic approaches, 190
- Programme Code of Practice, 186–187
- Programme Leaders, 186, 190–192, 194, 197, 200–202, 206–207, 209, 219, 224, 227–228, 230, 235, 237–238, 243–246, 250, 260–261, 265, 269–271, 273, 277, 279, 281, 283
- Psychological processing, 113–114
- Radio silence, 262–263
- Rapport, 244
- Receiving feedback as coach or mentor, 104–110
- Recruitment, 291
- Repertoires, 56
 - advice giving, 57–60
 - advice-based model, 56–57
 - pros and cons of giving advice, 60–62

- sharing experience same as giving advice, 63–64
- suggestion, 62–63
- ‘Reputation’ of mentoring, 187–188
- Research staff, 142–143
- Research-focused frameworks, 45–46
- Researcher developers, 35–36
- Researcher Development, 27, 31–32
- Researcher Development Framework, 45–46
- Researcher Development Impact Framework, 272
- Resilience, 151–152
- Resources, 122
- Self-awareness, 155, 163
- Self-care, 197–198
- Self-confidence, 150, 155
- Self-directed learning, 39–40
- Self-directed process of mentor selection, 244–245
- Self-evaluation, 70–71
- Self-identified learning objectives, 275
- Self-reported career, 277
- Self-selection processes, 189–190, 247–248
- (Semi)-random matches, 245–246
- Semi-structured interviews, 272
- Sentiments, 275–276
- Short-term contractual pressures, 34–35
- Signposting, 283
- Silence, 77
- Skilled Helper Model, 218–219
- Skills, 275
 - training, 35–36
- ‘Snack writing’, 135
- Social media, 191
- Solution Focused approach, 134–137
- Sounding Board, 66–69
- Specialist Careers Advisors, 153–154
- Specific, Measurable, Achievable, Realistic and Time-bound (SMART), 126–130
- Staff Handbooks, 191–192
- Status reporting, 170–171
- Stress
 - occasional, 176–177
 - signs of, 178
- Stressed colleagues
 - issue of stress, 178–180
 - signposting to specialist support services, 180–181
- Student-centred education, 39–40
- Summarising, 71–72
- Supervisor, 83–84
- Supportive challenge, 72

- Sustaining change over time, 169
 - building accountability and momentum, 170–173
- Tangible rewards for mentoring, 230–231
- Targeted contact, 222–223
- Teaching, 43–46
- Team leader, 83–84
- Template Agreement Form, 190
- Time Management, 125–126
- Time-poor colleagues, 125–126
- Transformative learning, 41–42
- Transitions, 111–113
 - model, 113–114
- Tutors, 83–84
- UK Professional Standards Framework, 43–46
- Uncertainties, 113
- Uncomfortable silences, 265–267
- Universal mentoring programme, 287
- Universities, 3–4, 20–21, 23–24, 139
- University Academic Department, 185–186
- University mentors, 154–156
- Unproductive coping strategies, 179
- Upwards relationships, 141
- Values-mapping, 266
- Virtual Learning Environment, 226
- Visa Advice, 259
- Well-being, 121
 - agenda, 197–198
- Working relationships, 141
 - mentors supporting action, 143–146
- Workshop, 121
 - checking learning and orientation to practice, 219–220
 - designing, 212–213
 - framing practice, 213
 - leader considerations, 218–219
 - learning activities, 234–235
 - managing partnership, 215
 - orientation to mentoring and coaching practice, 213
 - outlining programme, 217
 - reflections, 213–218
 - series, 229
 - troubleshooting and issues arising, 219
- Writing, 133
 - mentoring for good writing habits, 134–137
 - to prompts, 135