**Academic Domain Case Study Template**

**Title**

**The title should not end with a full stop but may end with a question mark. Do not use italic text. If there is a subtitle, it should be preceded with a colon [:]. Use capitals only for the first word and for proper nouns.**

**Example:** Covid-19: mitigating impacts on the local economy

**Example:** Enhancing student experience by developing new virtual tools for peer support

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| Mentorship of students and staff to promote independency and emotional well being  |

**Impact Summary**

**A summary account of the impact generated by the activity and how the impact was achieved. No complicated text formatting is possible. Word limit: 200**

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| Mentorship for students has improved student retention and achievement across all modules particularly in their first year and generic skills learnt can continue to be applied throughout their academic and professional life. A structured mentorship programme for employers enhanced their academic values, assessment and delivery skills judged by feedback from students and participants.Mentorship of staff teaching on the courses (one MSc and four BSc degrees) for which I am course director has achieved above average pass rates for a diverse body of students. Mentorship of new staff introduced them to new styles of delivery to assure success of teaching large modules.Mentorship of staff to enable them to use newer technologies for delivery contributed to their professional development.Recognised within and without the faculty for expertise and enthusiasm to act as a mentor for 11 staff from both the modules I lead and those from different subject areas to ensure high quality delivery of large modules.Mentored visiting and part time lecturers and those from partner colleges in assessment techniques that were fair and allowed computer assessment. |

**Authors/Creators**

List the key authors (contributors) to the case study. For each person, select the domain in which the case study is located (by checking the appropriate box or boxes); also, select the role that best describes each person's role in contributing to the case study. For each person, select the domain(s) in which the item is located (by checking the appropriate box(es); also, select the role as appropriate.

(T; Teaching, R: Research, B: Business & International, P: Professional Practice, L: Leadership & Management)

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|  |  |  | **Domain(s)** |
| **Name and email address**  | **Email address** | **Role e.g. Author** | **T** | **R** | **B** | **P** | **L** |
| *Kate Davis* | *Kate.davis@kingston.ac.uk* | *Author* | *X* |  |  |  |  |
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**Partners**

**Organizations that were involved in the development and/or achievements of the case study.**

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| 1. | Faculty of Science, Engineering and Computing – Kingston University |
| 2. | Mumbai College |
| 3. | Kingston College |

**Faculty, school or research**

**The Faculties, Schools or Research Centres with which this item should be associated**

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| *Department of Management, Kingston Business School, Project Management Research Group* |

**Dates**

**For Domain Case Studies, enter today’s date.**

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| 2nd December 2020 |

**Key Achievements**

**Single-sentence summaries of the benefits produced by the work that is described in the case study. Enter up to 6 key achievements.**

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| 1. | Introduced structured mentorship for students to improve their performance in specific modules and acclimatise to University life, graduation and employment. |
| 2. | Successfully supported new staff to deliver large modules who made a successful transition to an academic career to meet new goals. |
| 3. | Created a successful, more flexible mentorship scheme for employers facilitating a resource of external lecturers to deliver knowledge relevant to modern work practice and future needs of the job market. |
| 4. | Mentored staff to incorporate digital techniques into their delivery to make the curriculum more accessible, interactive and encourage deeper learning in students. |
| 5. |  |
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**Key Aims**

**Describe the purpose of the work and its intended significance. Word limit: 200**

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| My key aims of mentorship for staff and students were to: * Encourage the development of critical thinking and problem-solving skills through reflection
* Promote emotional well-being and resilience
* Ensure that a structured programme was in place with agreed outcomes, meeting times and deadlines, but tailored to individual needs
* Recognise success through student and staff retention and achievement particularly in their first year
* Enable high quality standards with staff from partner colleges
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**Approach**

**Describe the methods or modes of working that you adopted in order to address the aims of the case study. Word limit: 200**

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| My approach was based on my own experience as a new lecturer where mentorship was not offered, and it was assumed that I had no questions and all the skills needed for teaching delivery. This left me feeling unsure and lacking confidence. I contrasted my experience with that of a colleague who had the benefit of a mentor who could reflect on her work, acknowledging weaker areas and work towards improving these with appropriate help.I set aside time for each person, but also thought that group mentorship with a facility to interact with me directly might work in some cases e.g. teams delivering the same modules or students grappling with the same problems. My priority was to listen to my mentees. I analysed and matched skills of mentees to initiate a buddy scheme for staff in my mentorship group to fast track acquisition of skills and inspire confidence in each other.To prove that my mentorship was effective I used feedback questionnaires and look at achievement and retention of students on modules where I had mentored staff and/or students.For staff in partner colleges, I would look at quality standards informed by student retention and achievement.  |

**Key Outcomes**

**Describe the main outcomes that arose from the case study. Explain what has changed as a result of the work; Identify the benefits and the beneficiaries. Word limit: 300**

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| New lecturers able to cope better with the stress and demands of a high-pressure environment focussed on results.Mentoring programmes had a positive impact on retention of staff despite the challenge of teaching in a results demanding culture. Group mentoring with individual support was effective in terms of enhancing emotional well-being, but the buddy scheme worked better to share knowledge and experience. Students are well prepared for University life and their future careers.Modules taught by new lecturers showed an improving profile (better results).360-degree degree feedback was excellent. It incorporated MEQ data, SSCC data, MEPs, CEPs, external examiner reports, data insight dashboards and course team meetings (where I am in the course director or module leader role). Transparency of data is achieved by posts on Canvas pages and to the course reps. The data are included at boards of studies to demonstrate module improvement and attribute contributing changes. |

**Key Outputs in repository**

**Please provide details of any other related records already available in the repository.**

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| **Full name of output held in repository (copied from repository page)** |
| Davis, K., Pinto, J., DiMaddaloni, F. (2021) Routledge Handbook of Planning and Management of Global Strategic Infrastructure Projects – Chapter 2: Significance: The need for better benefits realisation in megaprojects. Taylor and Francis. ISBN 9780367477486. https://www.routledge.com/Routledge-Handbook-of-Planning-and-Management-of-Global-Strategic-Infrastructure/Ochieng-Zuofa-Badi/p/book/9780367477486 |
| Davis, K., Di Maddaloni, F., Pinto, J., Cheong, B. C. (2020) Drawing new cards or standing pat: Antecedents, dynamics, and consequences of project manager replacement. *Accepted to* *EURAM conference, 4-6 December 2020.*  |
| [**Davis, Kate**](https://eprints.kingston.ac.uk/view/creators/2782.html) (2017) [**An empirical investigation into different stakeholder groups perception of project success.**](http://eprints.kingston.ac.uk/id/eprint/37616/) International Journal of Project Management, 35(4), pp. 604-617. ISSN (print) 0263-7863 |
| [**Davis, Kate**](https://eprints.kingston.ac.uk/view/creators/2782.html) (2016) [**A method to measure success dimensions relating to individual stakeholder groups.**](http://eprints.kingston.ac.uk/id/eprint/33787/) International Journal of Project Management, 34(3), pp. 480-493. ISSN (print) 0263-7863 |
| [**Davis, Kate**](https://eprints.kingston.ac.uk/view/creators/2782.html) (2014) [**Different stakeholder groups and their perceptions of project success.**](http://eprints.kingston.ac.uk/id/eprint/25962/) International Journal of Project Management, 32(2), pp. 189-201. ISSN (print) 0263-7863 |
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**Other Key Outputs**

**If there are outputs relevant to the case study that are not currently held on the repository, but which may be accessible elsewhere, then please add links to them here (e.g. a project website).**

**URL Types: Artist, author, collaborator, Conference, Demonstration, Exhibition, Funder, IP, Organisation (beneficiary), Organisation (impact enabler), Organisation (policy), Performance, Project site, Publisher, PubMed, Research Dataset, Venue.**

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| **URL** | **URL Type**  |
| *URL* |  |
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**Key Data**

**List any metrics or quantifiable evidence that is associated with the case study, for example: percentage change in income; increase in audience size; number of journal articles arising from the project; increase in stakeholder satisfaction ratings;**

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| **No.** | **Key Data Title** | **Key Data Value** |
| **1** | New staff retention | Out of 11 colleagues unofficially mentored, 10 remain at the University. 1. Georgy Petrov (2008-2018)
2. Mahesh Luthia (Mumbai) (2009 start)
3. David Connolly (Kingston College) (2009 start)
4. Sanjeev Gupta (2014 start)
5. Francesco DiMaddaloni (2015 start)
6. Pauline Parker (2017 start)
7. Liz Machtynger (2017 start)
8. Melanie Roberts (2017 start)
9. Giulia Iannucci (2017 start)
10. Cliff Dansoh (2018 start) (School of Engineering – Roehampton Vale)
11. Rohit Kichloo (Mumbai) (2019 start)
 |
| **2** | Employer mentorship significantly improved teaching, learning and assessment with outstanding student achievement | In BH5004 CIP module in 2019/20, 100% of students passed the module. Further, three students have been offered a graduate trainee scheme once they graduate with The Ardonagh Group. Staff and students from this group were mentored by myself. |
| **3** | Increase in stakeholder satisfaction ratio - Student feedback | Student MEQ results (e.g. 2019/2020 – BH5004 Consultancy in Practice - overall module score 4.59. The overall Faculty score is 4.02, Department is 4.03 and University is 3.98). MEQ student feedback available. |
| **4** | Mentoring employers/ increasing employer engagement  | A significant part of my role as Entrepreneur in Residence is Business mentoring to encourage businesses to implement change. Records will be used to evaluate the benefits to SMEs of working with Business Schools. |
| **5** | Increase in student and employer relationship/ increase in stakeholder satisfaction ratings as a result of mentorship  | The relationship built with employers through mentorship has allowed development of BH5004 CIP One example being Brymec (Building Services Company) where two groups delivered a Downstairs Refurbishment and led an Innovation Day to plan future developments particularly moving towards a paperless operation.Student Quotes* “Our mentor was amazing and this would have not happened without her. She motivated us, inspired us and kept us going. When we felt like giving up our mentor kept us going, guiding us through every step. She brought the best out in us.”
* “Our mentor, .. was always supportive and made us question what we could realistically give the client. I don’t think words can describe how amazing she is. There is always help to help you along and guide you.”

Client Quote* “This was an incredibly complex project and you more than delivered.”
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| **6** | Increase in student satisfaction ratings verified  | On BH5004, annually an awards ceremony is held to celebrate the student achievement on their projects. In 2018/19 the project clients and academics attended to network. During lockdown 2019/20 BH5004 was run completely remotely and award certificates were distributed with the Head of Business Schools endorsement. A virtual networking ceremony was held. Students subsequently posted their certificates on LinkedIn, thus promoting the University and their satisfaction. The celebration presentation is available upon request.  |
| **7** | Student achievement in modules I design, lead and incorporate mentor programs for staff  | Strategic Information Management and Consultancy, Project Management, Risk Management, Digital Project Management, Strategy Management and Consultancy, Consultancy in Practice (CIP), International Project Management and Practice, Operations and Project Management and Business Information Systems. |

**Funders**

**Identify any organization(s) that provided resources to support the activity described in the case study. Where available, include the funder's reference identifier for the project, and a link to the funder's website.**

**Funder Types: Cash, Data, Development, Equipment, Facilities, Staff**

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| **No.** | **Funder Name** | **Funder ID** | **Funder Type**  |
| 1 | Business Basics from BEIS, a fully-funded training for microbusinesses | *Completed on entry to system* | Development  |
| 2 |  |  |  |

**Additional information**

**Any other information related to the case study which is not covered by the other fields. This information will appear on the public summary page for this item. Word limit: 200 words.**

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| Appointment as “Entrepreneur in Residence” (EiR) on the Leading to Grow Programme which aims to equip businesses to grow, innovate, and increase productivity through adopting digital and new technologies.  |

**Key words**

**Enter key words/short phrases that characterise key features of the case study. Use widely-recognised terms as far as possible. Separate the keywords by means of a semi-colon [;]. Example: Alcohol; Problem drinking; Drug abuse; Pavlovian conditioning; Cue exposure therapy;**

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| *Structured Mentorship schemes; new lecturers; students; employers* |

**Research Areas**

**Please select the appropriate option(s) from the "Domains Case Studies" list below**

**Domains Case Studies: Business, Career Development, Civic Engagement, Conference, Doctoral Training, Impact, Income Generation, International Development, International Partnerships, Knowledge Exchange, Knowledge Transfer, Mentoring, Pedagogy, Peer Review, Practice Research, Professional Practice, Research, Research Methods, Staff Development, Teaching & Learning, Training.**

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| *Mentoring; Knowledge transfer; teaching and learning* |

**Public Gallery**

**Images of project, films, sound files and interviews, data, graphs and tables. This may include links to media and press and social media where relevant (Some may be in ‘Other key outputs’ above, some here). Embed links in the document where this is possible and attach relevant appendices of succinct evidence not included elsewhere in the case.**

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| *Links:* |

**List of appendices (attachments):**