

Title:	UNIT 500 - Understanding the skills, principles and practice of effective management coaching and mentoring	
Level:	5	
Credit value:	5	
Unit guided learning hours:	18	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the purpose of coaching and mentoring within an organisational context	1.1 Define what coaching and mentoring is within the context of an organisation and explain the similarities and differences between coaching and mentoring 1.2 Identify potential individual, operational and organisational barriers to using coaching or mentoring and develop appropriate strategies for minimising or overcoming these 1.3 Present the case for using coaching or mentoring to benefit individuals and organisation performance	
2 Understand the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor	2.1 Critically explore the knowledge, skills, and behaviour of an effective coach or mentor 2.2 Analyse why coaches or mentors require effective communication skills 2.3 Review the responsibilities of the coach or mentor to manage relationships (including values and power) and remain ethical and non-judgemental	
3 Understand the role of contracting and the process to effectively coach or mentor	3.1 Review a model or process which should be followed when formally coaching or mentoring 3.2 Analyse the rationale for and the characteristics of effective contracting within coaching or mentoring 3.3 Explain the necessity of exploring the expectations and boundaries of a coaching or mentoring programme with all stakeholders 3.4 Justify the rationale for supervision of coaches and mentors in practice	
4 Understand the principles of effective coaching or mentoring in practice and how to evaluate benefits	4.1 Critically review the elements required for effective and integrated coaching or mentoring 4.2 Analyse how the benefits of coaching or mentoring should be evaluated	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to understand the role and contribution of coaching and mentoring to individuals and organisations and make a case for using management coaching and mentoring in their	

	organisations.
Unit review date	31/03/2017
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Coaching & Mentoring 2012 NOS: LSI CM01, LSI CM02, LSI CM03, LSI CM04, LSI CM08, LSI CM10
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Equivalencies agreed for the unit (if required)	D5.01 – Understanding how management coaching and mentoring can benefit individuals and organisations
Location of the unit within the subject/sector classification system	15.3 - Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to City & Guilds
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Definitions of coaching and mentoring • Differences and overlaps of coaching, mentoring, counselling and training • Overview of therapy and counselling, differentiating between them and coaching and mentoring and identifying the boundaries • Organisational context – vision, mission, size, structure and readiness for coaching and mentoring • Individual and organisational benefits of coaching and mentoring • Costs and benefits of coaching and mentoring – financial and personal/social/emotional • Alternative strategies for developing and supporting employees, including different training strategies (long and short courses, in-house and external, distance/flexible/e-learning, etc) • Range of formal and informal learning opportunities, their costs and benefits and utility in developing particular knowledge and skills • Corporate objectives and the contribution of coaching and mentoring to their achievement • Organisational, operational and individual barriers (time, resources, attitudes, values, ownership, etc) and strategies for overcoming these barriers • Techniques for programme monitoring, review and evaluation
2	<ul style="list-style-type: none"> • Different perspectives on mentoring and coaching • Contracting, agreeing the coaching process and framework • Organisational context of coaching (senior manager buy in, other related policies and procedures) • Different models of learning style and preference

	<ul style="list-style-type: none"> • The knowledge, skills and behaviours of an effective coach and mentor • Models of coaching and mentoring able to contribute to performance improvement (examples of models that may be used include: performance coaching/life coaching, GROW Model, Argyris's double loop learning, Kolb's learning cycle, Gardner's Multiple Intelligences, Myers-Briggs, hemispherical dominance, transformational learning, Johari's window, NLP, and other psycho-social models) • Range of learning and counselling services available • Legal aspects of coaching and mentoring (health & safety, equal opportunities, disability, etc) and ethical issues (abuse of power and authority, personal intimacy and sexual harassment) • The role of supervision in coaching and mentoring • Concepts of power and authority (personal/positional, zero-sum, etc), and power dynamics (especially power relationship between self and client) • Cultural issues working with a diverse workforce (gender stereotyping, race, religion and sexuality, etc) • Personal beliefs and values, their source and effect on attitudes and behaviours • Behavioural traits, their drivers and effect on others (e.g. nature/nurture debate on sex/gender, and differences in cognition and behaviour) • Communication theories (e.g. discourse analysis theories, overview of socio-linguistics) • Relationship characteristics and contrasts between coaching and mentoring (judgemental/non-judgemental, transactional analysis, etc) • Distinguishing the appropriate physical environments for mentoring and coaching, especially the need for confidentiality
3	<ul style="list-style-type: none"> • Processes and models for effectively coaching (GROW, ARROW, OSKAR, OSCAR, Skilled Helper etc) • Questioning processes and techniques (solution focused, clean etc) • Contracting arrangements (stakeholder involvement, 2 way and 3 way contracting) • Explaining the purpose, principles, ethics, practice of coaching or mentoring to gain stakeholder understanding • Different contracts for coaching or mentoring (and different focus of relationship explored at contracting stage) • Goal setting when contracting • Ground rules for engagement and feedback • Contracting timescales and scheduling coaching or mentoring activity • Supervision – principles and practice • Links to contracting • Codes of practice (used when contracting to support)
4	<ul style="list-style-type: none"> • Organisational structure, culture and the role coaching or mentoring has supporting performance • Values, ethics and principles underpinning coaching and mentoring • Culture and environments appropriate to embedding coaching or mentoring within organisations • Support for coaching or mentoring internally (policies, procedures, strategies and senior level support) • Barriers to coaching and mentoring within organisations (individual, team, operational, organisational) • Determining and agreeing strategic objectives relating to coaching and mentoring • Standards and indication of competence applicable to coaches or mentors • Standards, indicators and success measures (return on investment and evaluation techniques) to monitor and evaluate the impact of coaching and mentoring in an organisation