

LEVEL 5 CERTIFICATE IN COACHING AND MENTORING

Unit 500 - Understanding the skills, principles and practice of effective management coaching and mentoring

TEMPLATE

<p>Before you start to complete this assignment, make sure you read the other documents provided; all of which give you guidance and information. They are:</p> <ul style="list-style-type: none"> - The Unit specification – shows what the Unit is made up of - The task sheet – says what you have to do to complete the Unit - The mark sheet/sufficiency descriptor sheet – shows what quality of answers, will get what mark, for each assessed part of the assignment <p>Then use this step by step ‘how to do it’ template as a guide, as you complete the work.</p>	
<p><i>Learning outcome 1. Understand the purpose of coaching and mentoring within an organisational context</i></p>	
<p><i>Assessment criteria statement</i></p>	<p><i>What you should do in this part</i></p>
<ul style="list-style-type: none"> • Define what coaching and mentoring is within the context of an organisation and explain the similarities and differences between coaching and mentoring (8 marks) • Identify potential individual, operational and organisational barriers to using coaching or mentoring and develop appropriate strategies for minimising or overcoming these (8 marks) • Present the case for using coaching or mentoring to benefit individuals and organisation performance (8 marks) 	<p>Discuss what coaching/mentoring is – what is the process, how does it work, how can it support the client? Be sure to do this, fitting your response into a ‘context’ – i.e. the organisation or organisations, within which you do your coaching/mentoring – its practices, values, priorities and so on. Also say how coaching differs from mentoring.</p> <p>Again using the same context/contexts, show what barriers there may be to successful coaching/mentoring – you should talk about individual; organisational, AND operational barriers. For each one don’t forget to say how you, as the coach, can overcome that barrier.</p> <p>Make the business case for coaching/mentoring – how will it benefit the coachee(s); and how will it benefit the organisation? Be specific in your answer – don’t make generalisations!</p>
<p><i>Learning outcome 2. Understand the skills, behaviours, beliefs and values of an effective coach or mentor</i></p>	
<p><i>Assessment criteria statement</i></p>	<p><i>What you should do in this part</i></p>
<ul style="list-style-type: none"> • Critically explore the knowledge, skills, and behaviour of an effective coach or mentor (8 marks) • Analyse why coaches or mentors require effective communication skills (8 marks) 	<p>Talk about what skills and knowledge the effective coach/mentor needs to have; also indicate what behaviours s/he should demonstrate – you need also to say WHY each skill, each item of knowledge and each behaviour, is essential to being effective in this work.</p> <p>Say why coaches/mentors need to be good at communicating – say what is meant by ‘effective comms skills’ and then why these skills are necessary.</p>

<ul style="list-style-type: none"> Review the responsibilities of the coach or mentor to manage relationships (including values and power) and remain ethical and non-judgemental (8 marks) 	<p>Say what are the coach/mentors responsibilities in terms of managing the client/coach relationship – referring as you do, to ‘values’ and to the power relationships between the coach/mentor and the client; and also talking about the need to be ethical in the relationship</p>
<p>Learning outcome 3. Understand the process of contracting and the process to effectively coach or mentor</p>	
<p>Assessment criteria statement</p>	<p>What you should do in this part</p>
<ul style="list-style-type: none"> Review a model or process which should be followed when formally coaching or mentoring (8 marks) Analyse the rationale for and the characteristics of effective contracting within coaching or mentoring (8 marks) Explain the necessity of exploring the expectations and boundaries of a coaching or mentoring programme with all stakeholders (8 marks) Justify the rationale for supervision of coaches and mentors in practice (8 marks) 	<p>Talk about a model or models, that are used to structure and guide you as you carry out coaching or mentoring. Describe the model and how it is applied to coaching/mentoring work.</p> <p>Say why contracting is important in coaching/mentoring work. Define what ‘contracting’ means; and say what the coach/mentee needs to do within that process, for it to work effectively.</p> <p>Explain ‘expectations’ and ‘boundaries’ mean, in relation to coaching work. Also say why it is important that all stakeholders agree the expectations and boundaries (and also, say who are these ‘stakeholders’).</p> <p>Say why it is important for the coach/mentor to be supervised in their work, including what would be the aims of such supervision.</p>
<p>Learning outcome 4. Understand the principles of effective coaching or mentoring in practice and how to evaluate its results</p>	
<p>Assessment criteria statement</p>	<p>What you should do in this part</p>
<ul style="list-style-type: none"> Critically review the elements required for effective and integrated coaching or mentoring (8 marks) Analyse how the benefits of coaching or mentoring should be evaluated (12 marks) 	<p>‘Effective and integrated’ means doing what it is required to do; and being embedded into the other people-development practices of the organisation. Here you need to say what elements are needed to achieve that. Think about: the right people; the right processes; the right initial preparation and set-up; the right conditions and so on.</p> <p>Talk about the right, and best, ways for the coaching/mentoring to be evaluated – what methods can be used to find out how well it is going/has gone; and how can those methods be put into practice properly?</p>