

Principles and practices of coaching and mentoring

Awarding organisation: ATHE

Unit level: 6

Unit code: R/618/6480

GLH: 43

Credit value: 11

Unit grading structure: Pass

Assessment guidance: This is a more theoretical unit developing knowledge and understanding. Assessment will be through a portfolio of evidence demonstrating the candidate's understanding of coaching and mentoring uses and roles.

Unit aims

The unit aims to develop knowledge and understanding of the differences between coaching and mentoring, their application and the principles and practices which can be used in coaching and mentoring situations. This will provide a basis for learners to build skills in these areas.

Learning outcomes

The learner will:

Assessment criteria

The learner can:

Pass

1. Understand the context of coaching and mentoring in organisations

1.1 Analyse the differences between coaching and mentoring

1.2 Examine the purposes and use of coaching and mentoring in organisations

1.3 Review the conditions required to enable coaching and mentoring to take place within organisations

Indicative content

Definitions and explanations of coaching and mentoring vary but there are differences in the purposes and processes used e.g. maximising performance, supportive working relationship, experienced mentor supporting less experienced individual (looking at overall personal development); choice of individuals for coaching and mentoring roles e.g. manager as coach or mentor.

Purpose and rationale for using coaching and mentoring in organisations and contexts such as business, education, voluntary public sector, SME etc. Usefulness and benefits of coaching and mentoring, non-judgemental, building self-belief in others irrespective of the context, future focussed. Comparison with other learning and development methods e.g. training programmes, job shadowing etc.)

Conditions that support and enable coaching and mentoring e.g. senior management commitment, organisational structures and culture, role definition, compatibility with organisational goals, openness to change, flexibility, policies and procedures etc. Factors affecting coaching, working in a virtual environment; barriers e.g. lack of time, lack of commitment, choice of coaches or mentors, inappropriate contexts, lack of training etc.; how to overcome barriers.

2. Be able to analyse the links between strategy and information systems within an organisation

2.1 Analyse the skills, knowledge and understanding required by coaches and mentors

2.2 Explain key coaching and mentoring models relevant to coaching and mentoring practice

2.3 Analyse the ethical issues relevant to coaching and mentoring

2.4 Examine how coaching and mentoring can be managed effectively with individuals

BUSINESS AND MANAGEMENT

short courses



Learning outcomes

The learner will:

Assessment criteria

The learner can:

Pass

Indicative content

Relevant skills, knowledge, understanding, attitudes, behaviours, competencies, practices for effective coaching and mentoring.

Coaching and mentoring models e.g. CLEAR, GROW, OSCAR, TGROW, ACHIEVE etc.; how they apply; relevant contexts for use.

Ethical issues: ethical practice, trust, attitudes etc e.g. confidentiality, nonjudgemental attitudes etc.

Professional bodies, ethical frameworks, organisational frameworks, coaching/mentoring contracts and their importance for the process; elements of the contract (expectations, aims and objectives; managing vulnerable relationships (e.g. under 18s and vulnerable adults; criminal record check requirements – DSB checks in UK) etc.

Policies and procedures for coaching and mentoring; confidentiality, duration, frequency of meetings, locations, purpose and goals, review points, roles and responsibilities, termination, cancellation; managing the three-way relationship i.e. coach/mentor, coachee/mentee, employing organisation.

Coaching/mentoring contexts: importance of suitable objectives; importance of compatibility with organisational/professional context; creating a coaching/mentoring plan; use of required documentation for recording coaching and mentoring process

Supervision: history, definition and purpose; types of models (developmental, integrated, orientation specific); models (e.g. 7 eyed model, full spectrum etc.); usefulness of supervision.

3. Understand how the impact of coaching and mentoring can be evaluated

3.1 Analyse methods for evaluating the impact of coaching and mentoring on individuals

3.2 Analyse methods of evaluating the impact of coaching and mentoring on organisations

Indicative content

Evaluating impacts on individuals e.g. self-assessment, use of appraisals, 180/360 degree feedback, Kirkpatrick model.

Evaluating impacts on organisations e.g. Key Performance Indicators, business financial measures, retention, individual performance etc.

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