MODULE DATA

MODULE TITLE	Coaching and Mentoring Skills and Techniques
MODULE LEVEL	7
MODULE CREDIT POINTS	15
SI MODULE CODE (if known)	44-7E36-00C
MODULE JACS CODE	TBC
SUBJECT GROUP	Organisational Behaviour and Human Resource Management

MODULE DELIVERY PATTERN   (✓ as applicable or give dates for non-standard delivery)
NB "Semester 3" ends on 31 July each year

LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY	
				Start Date	TBC
				End Date	TBC

MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)

Single Module Mark with Overall Module Pass Mark of 40%	✓
Single Module Mark - Pass/Fail only	
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%	
Up to Three Assessment Tasks - Pass/Fail only	
Other	
Overall Module Pass Mark **if other than 40%** (subject to approval)	**%**

MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5

Is a timetabled examination required for the assessment of this module?	
Is a timetabled examination required for the reassessment of this module?	
Is the module delivered wholly by Distance Learning (i.e. not timetabled at SHU)	
Are any staff who are responsible for teaching on this module non-SHU employees?	✓

MODULE STATUS (✓ as applicable to status of module in the context of current proposal)

Unchanged: an existing module, presented as unchanged from previous years	
Modified: an existing module being modified as a result of this validation, e.g.. changes to delivery or assessment pattern, title, credit weighting etc	
New: new module to be approved through current validation process	✓

If status is 'Modified', please give date when modified version is to be available from	Modified Version Available from

Breakdown of notional study hours by type	Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module
	21	29	100	150

OTHER COURSES FEATURING THIS MODULE (please list below)

1   AIM OF THIS MODULE

To develop critical awareness, understanding and application of the skills and techniques of mentoring and coaching in a range of 'live' settings.

2   BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

1. Develop critically reflective application of the skills and techniques in coaching and mentoring.

2. Make informed critical judgements about mentoring and coaching practice.

3. Maintain a minimum of 4 'live' mentoring/coaching relationships.

4. Critically examine the factors which influence successful coaching and mentoring outcomes.

5.   Be critically reflexive in terms of your own learning processes.

6. Critically appraise a range of coaching and mentoring processes.

7. To appreciate the complex moral dimensions inherent in coaching and mentoring practice.

3   THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

• Defining the complexities of mentoring and coaching practice
• Exploring similarities and differences in what is called coaching and mentoring practice
• Coaching and mentoring with strangers
• The meeting and groundrules
• The learning processes in mentoring and coaching
• Models for the mentoring and coaching process
• Emotional elements
• The coach/mentor's role
• Emergent practice through sharing experience
• Listening and questioning techniques
• Levels of dialogue, Brief coaching/solution focus, Tag coaching/mentoring
• Working with limiting assumptions

4   THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

The module is the vehicle to support students achieving, developing and demonstrating the learning outcomes. It is practical and applied and support will be found from within the participating group, tutor support and online support through blackboard.

A range of techniques will be practised, developed and critiqued through practical activity. This will include taking an active role in a number of learning activities, which will include presentations, case study discussion groups and 'real plays'.

	0 -39	40-49	50-59	60-69	70+

5   **THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES**

Self Awareness	The mentor/coach demonstrates little or no self awareness	Sufficient self awareness so as not to impede process	Satisfactory evidence that mentor/coach is aware of own impact on the mentee/coachee	Good evidence that mentor/coach is aware of own impact on the mentee/coachee	Extremely strong evidence of mentor/coach's reflexivity
Beliefs & Attitudes	Little or no evidence	Sufficient belief demonstrated in valuing diversity and belief in others	Reasonable evidence that values of mentor/coach are congruent with valuing & developing others	Strong evidence that values of mentor/coach are congruent with valuing & developing others	Mentor/coach facilitates mutual reflection and analysis of beliefs & attitudes that are helpful to the mentoring/coaching
Self Management	Little or no attempt to manage own state of mind to suit learner	Modest ability to manage self and own emotions in relation to the learner	Clear levels of self management of emotions & responses are evidenced	High levels of self management of emotions & responses are evidenced	Mentor/coach can actively use own self management skills to help mentee/coachee
Use of Language	Inappropriate use of language; lack of sensitivity to language of mentee/coachee	Language used is appropriate to the context in which the mentoring/coaching is located	Language used by mentee/coachee is used by mentor/coach to inform their mentoring/coaching process	Mentor/coach invites mentee/coachee to reflect on their language and what assumptions are being made	Mentor/coach uses awareness of language of both parties to enhance mentee/coachee reflexivity
Listening	Lack of evidence that the mentor/coach is actively listening to the mentee/coachee	The mentor/coach demonstrates that they are listening to the mentee/coachee	Mentor/coach demonstrates active listening i.e. body language, verbal encouragement	Mentor/coach demonstrates that they have heard the underlying issues/themes offered by the mentee/coachee	Mentor/coach shows excellence in working with and offering insights on issues/themes presented by the mentee/coachee
Questioning	Inappropriate use of questions	Questioning is used appropriately to help the mentee/coachee learn	A reasonable range & types of questioning techniques are used	Good range of questions used which hit a balance between challenge & support	Excellent use of questions which are appropriately balanced within a wider repertoire of interventions
Evaluating	Little or no evaluation of the mentoring/coaching or its effectiveness	Ability to judge the efficacy of mentoring/coaching after session	Mentor/coach demonstrates willingness an ability to evaluate their practice during session	Evaluation & review is embedded as core for both mentor/coach & mentee/coachee	Extremely high quality of evaluation which demonstrates a willingness to learn
Feedback	Little or no feedback is elicited or offered	Evidence of giving and receiving feedback on the mentoring/coaching	Feedback is elicited and given throughout the process	Feedback is elicited and given throughout the process & drawn together in review	Working with feedback -even when difficult & challenging - is integral to the mentoring/coaching
Contracting	No agreement/ guidelines set with mentee/coachee	Some guidelines/groundrules are set	Guidelines/groundrules are proposed and negotiated	Guidelines/groundrules are proposed , negotiated and revisited	Constant, reflexive and sensitive exploration of the boundaries of mentoring/coaching with willingness to act to adjust boundaries
Managing the Process	Lack of clear process for managing the session	Some basic process of mentoring/coaching is evident	The process is managed effectively and articulated to the mentee/coachee	The process is managed effectively, articulated to and negotiated with the mentee/coachee	Very high quality process which is extremely well tailored to meet the needs of the mentee/coachee
Goal Setting & Action Planning	Little or no attempt to help the mentee/coachee set goals or take action	Some goals are set/purpose agreed upon /action is planned	The purpose and outcomes of the session are action orientated and summarised throughout	The purpose and outcomes of the session are action orientated and summarised throughout in a reflective manner	Demonstrating critical reflexivity in goals and action planning

There are two elements to the assessment. One will be through observed practice in which feedback support will be given within the spirit of mentoring and coaching way. This will be formative assessment.

In the other element, participants will be required to engage in mentoring and coaching practice with at least 4 people over an extended period of time and to use this experience as part of their ongoing development and practice. The participants will be assessed through a portfolio of evidence of up to 5000 words. This is a critically reflective account of these experiences.

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available?	Individual task pass mark ONLY IF OVER 40%**
Observed practice	50%	DVD		
Portfolio	50%	5000		

6   THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

Feedback will be given on observed practice in the coaching and mentoring way. The portfolio will be tutor assessed as below:

For the Portfolio:

Students will be assessed on:	Pass
Critical thinking about coaching & mentoring	Evidence of introducing new methods or techniques.
Appreciate advantages and disadvantages of an approach	Evidence of evaluation and reflection on advantages and disadvantages and recommendations made
Quality of presentation including referencing and structure	Clear presentation with consistent referencing and clear structure
Reflection on Outcomes	Reflection on outcomes and demonstration of adaptation and change
Feedback	Able to give and receive feedback and demonstrate change in practice
Demonstrating key skills of coaching & mentoring	Clear evidence of M&C skills applied and understood

A grid will be used for assessing the Observed practice. This is shown below:

7   THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

The library contains many books, videos and articles on coaching & mentoring skills by the data bases available at SHU. In addition, Blackboard will be used to support interaction and learning

Typical references used include:

Alred, G. Garvey, B. Smith, R. (2006) The Mentoring Pocket Book, Management Pocket Books, Arlesford

Garvey, B. Stokes,P. and Megginson, D. (2009)Coaching and Mentoring theory and practice, Sage, UK

Barber P 2002 'Coaching & consulting: a dialogue with holism & the soul', *Organisations & People.* 9(1), pp.2-8.

Covalseki MW, Dirsmith MA *et al.* 1998 'The calculated and the avowed: techniques of discipline and struggles over identity in big six public accounting firms' *Administrative Science Quarterly.* 43(2) 293-327.

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No.

MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Assessment Framework review