

MODULE DATA

MODULE TITLE		The Psychology and Practice of Coaching and Mentoring.			
MODULE LEVEL		7			
MODULE CREDIT POINTS		15			
SI MODULE CODE (if known)		44-7E38-00C			
MODULE JACS CODE		N200			
SUBJECT GROUP		Organisational Behaviour & 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	
Sem 1 & 2		Sem 1		Start Date	TBC
Sem 2 & 3		Sem 2		End Date	TBC
		Sem 3			
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 - if choosing "Other" please give further details of assessment pattern in the blank space below. <i>"Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, e.g., where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)</i>					
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 (Typically requires 10 hours of notional study time for 1 CATS credit)		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 .

The application of psychological principles particularly to coaching has a long and respectable history and coaching psychology has become a rapidly expanding area of applied psychology in both research and professional domains.

More recently, a wide range of therapeutic approaches underpinned by psychological theory have been adapted to coaching and mentoring in order to help coaches and mentors understand and work with clients to enable them to successfully achieve their goals. This module is designed to introduce students to models of coaching and mentoring grounded in established therapeutic approaches and the systematic application of behavioural science to the enhancement of life experience, work performance and wellbeing for individuals, groups, and organisations that do not have clinically significant mental health issues or abnormal levels of stress.

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

1. Understand and appreciate how conscious (ingrained patterns of self-limiting thinking) and unconscious processes (e.g. transference, counter-transference, projective identification) can influence the dynamics and successful outcome of Coaching and Mentoring relationships.
2. Critically evaluate possible responses to difficult client behaviours.
3. Demonstrate discernment and adaptability in responding to coachees and mentees by understanding client differences and implementing systematic approaches to facilitate change in the coachee/ mentee.
4. Critically examine the differences between coaching and mentoring, and other interventions e.g. Counselling.
5. Contract effectively with Coaching and Mentoring clients and other stakeholders.
6. Show an awareness of the limits of your competency and be able to refer clients for additional psychological support when necessary.

3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE.

The main approaches to helping as applied in practice to Coaching and Mentoring (Psychodynamic, Cognitive- Behavioural, Humanistic-Existential Transpersonal, Integrative-Eclectic).

Their underlying philosophical assumptions which influence the Coach/Mentor's view of change and approach to working with the Coachee/Mentee (in terms of typical Coach/Mentor behaviours, interventions, techniques, skills and tools of the trade).

Factors common to/uniting the main approaches (the Coach/Mentor relationship) and factors specific to/distinguishing each approach e.g. expert /directive versus client-centred approaches.

Client safety and Coach/Mentor competence.

Assessment and Referral issues.

The importance of reflection for Coach/Mentor development.

The Coach/ Mentor's use of self in the working relationship.

Contracting particularly re: the boundaries and constraints (resources-based, organisational, societal, cultural, and ethical) on the coaching/mentoring relationship.

Psychometric tools and their application in Coaching/Mentoring.

Ethical considerations and the influence of values (Coach/Mentors' and Coachees'/Mentees') on the Coaching/Mentoring relationship.

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

The module will use a variety of teaching and learning methods including Tutor and student presentations, demonstrations, videoed "real plays", feedback from the Tutor and other participants, and group discussions. The bulk of the learning will be experiential and practice based as from the outset students will be asked to draw on their own experience in the role of Coach/Mentor and Coachee /Mentee to assess, critique and evaluate the approaches/models of Coaching /Mentoring discussed in the seminars. Group discussions will also be used to make sense of this practice base and to underpin it with appropriate theory.

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

The learning outcomes will be assessed through 2 pieces of coursework: a critically reflexive essay on relating theory to practice (2500 words) and a shorter (2000 words) self-reflective account based on a video recorded coaching/mentoring session ("real-play"), drawing on feedback from the coachee/mentee, tutor and observer. These will be used to assess the following assessment criteria, demonstrating being able to:

- Show understanding of how relationship dynamics can influence the successful outcomes of coaching/mentoring.
- Show an appreciation of how the use of certain skills , interventions and techniques can help build the mentoring/coaching relationship and address difficulties that sometimes emerge when working with clients
- Explain your interventions in relation to your own approach to coaching/mentoring and relevant ethical considerations.
- Engage in reasoned and informed discussion about the nature of Coaching and mentoring as professions and any similarities or differences that may exist between them and other helping professions e.g. Counselling and Psychotherapy and the implications for your own approach and practice.
- Summarise and discuss the key concepts, underlying assumptions, limitations and the related approach to practice of two models of coaching/mentoring.
- Make reasoned and valid judgements about the main aspects of coaching/mentoring in relation to your own emerging/developing approach to coaching /mentoring.

- Demonstrate familiarity with the EMCC Code of Practice Ethics and a clear understanding of how it relates to your own practice.
- Shown awareness of the limits of your own competence and how, in the event, you might re-contract and /or manage the referral process if necessary.

Students will be assessed on:	Pass
Understanding of relationship dynamics	Evidence of understanding how these can influence outcomes
Appreciation of Skills for Difficult Clients	Appreciation of how the use of certain skills can address difficulties that can emerge when working with difficult clients
Explanation of Personal Interventions	Ability to explain own approach and its ethical considerations
Compare & contrast models of coaching & mentoring with other forms of helping	Ability to engage in informed discussion about similarities & differences
Compare & contrast different models of coaching & mentoring with each other	Ability to discuss the key concepts, underlying assumptions of C& M models and compare
Evaluate own practice against existing models/theories	Ability to make reasoned and valued judgements about C & M in relation to own practice
Understanding of C & M ethical frameworks/codes of practice	Evidence of familiarity with ethical standards e.g. EMCC and their relationship to own practice
Understanding of referral & limits to own competence	Evidence of awareness of own limitations and a willingness to/understanding of need to refer

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%**
Essay	50%	2500 words	No	
Reflective report.	50%	2000 words	No	

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

Feedback in the support of student learning is an integral part of the design of this Module as follows:

- We encourage mutual dialogue (tutor, student, peer) and the pursuit of learning through a collaborative and supportive learning environment
- We help clarify what good performance is (goals, criteria, standards) through full discussion of the assessment for this Module.
- We provide information that can be used to help shape teaching and learning support through in class discussion, the Module Guide and the BlackBoard site.

- We encourage positive motivational beliefs and self esteem through the establishment of clear boundaries in discussions and in assessment and feedback activities.
- We facilitate the development of self-assessment and reflection in learning through the reflective nature of the assessment and its relationship to relevant experience, skills, theory and practice.
- We deliver high quality information to students about their learning through the use of the assessment matrix and the feedback narrative.
- We provide opportunities to close the gap between current and desired performance through the development of formative as well as substantive content feedback on the matrix and narrative.

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

Key learning resources include:

Participants' knowledge, learning and experience from previous and current practice

The individual

The mentoring/coaching relationships (dyads)

Student, Tutor and Observer feedback

The cohort

Typical references include

Palmer, S. and Whybrow, A.(2007) (Ed) Handbook of Coaching Psychology, A Guide For Practitioners, Routledge, London and New York.

Bluckert, P. (2006) Psychological Dimensions of Executive Coaching, Open University Press, Mc Graw-Hill, Maidenead, Berkshire, England.

Brockbank, A. & Mc Gill, (2006) Facilitating Reflective Learning Through Mentoring and Coaching, Kogan Page Limited, London.

Brunning, H. (2006) (Ed) Executive Coaching Systems- Psychodynamic Perspective, Karnac, London.

Czander, W. M. (1993) The Psychodynamics of Work and Organizations Guilford Press, New York.

De Board, R. (1978) The Psychoanalysis of Organizations, Routledge, London.

De Haan, E. and Burger, Y. (2005) Coaching with Colleagues an action guide for one-to-one learning, Palgrave Macmillan, Great Britain.

De Haan, E. (2008) Relational Coaching, Wiley and Sons Ltd, Chichester, England.

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. 2
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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