

COACHING AND MENTORING FOR INDIVIDUAL AND TEAM NEEDS

Unit Level	3	Good Practice
Unit Number	3012V1	
Ofqual Reference	H/504/9050	
Credit Value	6	
Total Unit Time	60	
Guided Learning Hours	20	

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
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1 Understand the impact on the individual and team needs of the coaching process	1.1 Identify the expected outcome of the coaching process on individual needs	Directive and non-directive approaches may be considered in terms of determining whether it is the coach or the coachee who establish the desired goals. Consideration should be given to how you will work together to ensure that the goals are identified and prioritised and how they relate to the needs of the organisation. You may wish to provide examples to demonstrate this. There are a number of models such as GROW and ACHIEVE which can be used to establish clear goals and outcomes at the outset. These
	1.2 Identify the expected outcome of the coaching process on team needs	

		<p>1.3 Identify the performance improvements and changes expected from the individual and team at the conclusion of the coaching process</p>	<p>can be used on a one to one basis or within the team. In identifying goals it is important to ensure that they are SMART. Consider how you would best determine the most appropriate goals and check that the goals are relevant to individual and team requirements. The provision of workplace examples would help to demonstrate your understanding – at least one each for an individual and a team would be helpful.</p> <p>Ensuring that clear goals and outcomes have been established, a further part of the model is to assess the individual/team's current situation or circumstances and their current reality. Consider how you will establish short and medium term milestones to create a sense of achievement and growth</p>
<p>2</p>	<p>Understand the impact on the individual and team needs of the mentoring process</p>	<p>2.1 Identify the expected outcome of the mentoring process on individual needs</p> <p>2.2 Identify the expected outcome of the mentoring process on team needs</p> <p>2.3 Identify the performance improvements and changes expected from the individual and team at the conclusion of the mentoring process</p>	<p>It would be useful to consider how the goals of mentoring are established. You may wish to consider the model outlined by Clutterbuck which addresses goal setting as part of the opening relationship stage.</p> <p>You need to show that you have considered team mentoring as well as mentoring on a one to one basis and what this could achieve.</p> <p>You may wish to consider how mentoring is used in your own organisation and what outcomes it has produced both for an individual and for a team.</p>
<p>3</p>	<p>Understand the individual and team knowledge, skills or behaviours</p>	<p>3.1 Describe current knowledge, skills or behaviours of the individual</p>	<p>There are two distinct pieces of work required in this section. NOTE: Answers for both an individual and a team are required in each case.</p> <p>1). The first 2 assessment criteria ask you to</p>

3.2	Describe current knowledge , skills or behaviours of the teams	describe the current competences of an individual, <u>and</u> then those of a team.
3.3	Identify the gap between current and expected performance in knowledge, skills or behaviour of the individual	<p>2). The second 2 assessment criteria then require you to compare the current status of both individual and team competence with what the organisation actually requires of them. The result of this exercise should be the identification of gaps which might be filled via a range development activities. NOTE: You are <u>not</u> required to produce a development plan.</p> <p>Competence includes knowledge, skills and behaviours. Knowledge in this context may also embrace experience. Behaviours relate to attitude and the way in which the work is performed. This is most easily answered from the perspective of live (anonymous) examples from the workplace if at all possible, Sources of information might include performance and development reviews (appraisals), competence reviews, team roles or psychometric profiles, 360 degree feedback systems, and customer feedback.</p>
3.4	Identify the gap between current and expected performance in knowledge, skills or behaviour of the team	<p>When looking at organisational requirements, the required standards may be available in the format of a job description and/or a person specification, and/or in a set of competences for the job roles. There may also be targets or Key Performance Indicators (KPIs) by which the performance of a team and individuals is measured. For instance in a customer service environment, staff may be targeted to answer the telephone within a certain number of rings, or to respond to email enquiries within an agreed timeframe. You may also find that a gap analysis was conducted at the start of an organisational coaching or mentoring programme. Or, if you</p>

			<p>perform a coaching or mentoring role yourself then you may have a log of examples showing how you have worked with a coachee or mentee. In this case you could use the start point of the coaching or mentoring relationship as the 'current' status, and identify how the programme was designed to support the individual in uplifting their competence in order to list the gaps.. You may also wish to consider the individual's own self-assessment and reflection.</p> <p>Having determined the actual knowledge, skills and behaviour of the individual and the team this needs to be mapped against the ideal or desired requirements in order to identify the gaps in performance.</p> <p>One way to show your answer could be to develop a table to illustrate in a columnar format the actual and required knowledge, skills and behaviours and the resulting gaps.</p> <p>If it is not possible to use workplace examples, then you could outline a realistic scenario based upon your experience or wider reading. (Updated December 2015)</p>
4	Understand the stages of a coaching process	4.1	<p>Explain the stages of a coaching process to meet agreed individual or team needs</p> <p>It is useful to select a coaching model and explain how you would use it. ACHIEVE and GROW are two such models used in coaching.</p> <p>It might be useful to explain how you would ensure that each stage of the model is explored sufficiently to allow the individual or team to move forwards to the next stage.</p>
5	Understand the stages of a mentoring process	5.1	<p>Explain the stages of a mentoring process to meet agreed individual or team needs</p> <p>You may wish to refer to the model adopted by Clutterbuck which outlines six clear stages to ensure that the process meets with its objectives.</p>

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about understanding what the individual and team need from coaching and mentoring and the construction of a suitable process to meet those needs.

