

Additional Report Guidance for BMSW6105 CARD Coaching & Mentoring

1. Title page

- Include your name, student number, module code, module name, assignment title;
- Please do not include the assessment specification with your submission as it will match many similarities with other students' work.

2. Executive summary

- Summarise your report so the reader gets a **full picture** of your work before reading the full document;
- At Level 6, this should be accurate;
- Additional guidance is available here: <https://www.skillsyouneed.com/write/executive-summary.html>

3. Table of contents

- Clearly numbered sections linked to correct page numbers;
- Please double check page numbers before submission to ensure accuracy.

4. Introduction

- Cover purpose of report and areas you will address

5. Main findings

Task 1: Critically evaluate the similarities and differences between coaching and mentoring, as well as two other learning interventions within an organisational context. You should consider the tangible and intangible benefits of coaching and mentoring to organisations (Return on Investment) (Week 2)

- Define coaching – provide academic definitions and examples of coaching in practice, as well detail on the coaching models discussed in Week 3;
- Define mentoring - provide academic definitions and examples of mentoring in practice;
- Draw similarities and differences between the two;
- Compare both coaching and mentoring to two other learning initiatives – look at Clutterbuck's Four Styles of Helping for a framework to draw against;
- Consider the tangible and intangible benefits of coaching and mentoring to employer and employee.

Task 2: Critically evaluate the line manager as a Coach/Mentor, including an assessment of the necessary skills and behaviours (Weeks 4 and 7)

- Discuss the multi-facing role of the line manager (leader/manager/coach/mentor)
- Benefits/drawbacks of line managers as coaches/mentors;
- Assessment of skills and behaviours needed for success as a coach/mentor, including the ability to understand and put into practice the coaching models discussed in Week 2. You do not have to cover every skill – be selective and choose what you consider to be the most important ones.

Task 3: Critically evaluate the role of coaching and mentoring in building resilience and dealing with change (Week 8)

- Define the terms ‘resilience’ and ‘change management’
- What are the (existing and emerginh) drivers of change in the workplace?
- How can poorly managed change impact the workforce?
- How does building resilience, through coaching and mentoring, help the workforce deal with change?

Task 4: Critically evaluate your own performance in the peer coaching exercise (Week 6), with reference to relevant reflective cycles and the coaching model used. You should present an honest and transparent reflection, highlighting your strengths and weaknesses. You should also include a personal development plan

Remember: Whilst Tasks 1-3 should be in third person, the personal reflection (Task 4) can be written in first person, if preferred.

- Your reflection is based on **your performance as a coach in the peer exercise. Only** as a coach, not your performance as the coachee or observer;
- You can use the notes provided by the observer to enhance your reflection here;
- Use a recognised reflective cycle (Kolb, Gibbs, etc.) as a framework for your reflection;
- Provide a PDP (can go in main body or appendices)
- Conclude whether you think the Instant Pay Off Model was effective or if you would use a different model (OSCAR/GROW) in future;
- Think about: What did you enjoy/what were you good at? What has been most useful? What did you struggle with? What necessary skills and behaviours did you have/have you got now? How will you apply skills you have developed in the future? How will you develop your coaching/mentoring skills further?

6. Conclusions

- Ensure you base your conclusions on prior discussion – new information should not be introduced at this point;
- Round up your discussion and make an overall statement about the report.

7. References

- Adhere to Harvard Referencing – do not differ from this. Poor referencing is **not** acceptable at Level 6;
- At least 25 **credible** references should be used in your report;
- Accurate referencing is key for section one of marking: 1. Engagement with Literature Skills

General Guidance

- Critical thinking and writing:
 - Accurately and thoroughly interprets evidence, statements, graphics, questions, literary elements, etc.
 - Asks relevant questions.
 - Analyses and evaluates key information, and alternative points of view clearly and precisely.
 - Fair-mindedly examines beliefs, assumptions, and opinions and weighs them against facts.
 - Draws insightful, reasonable conclusions.
 - Justifies inferences and opinions.
 - Thoughtfully addresses and evaluates major alternative points of view.
 - Thoroughly explains assumptions and reasons.
- It is essential you demonstrate your own research and wider-reading at Level 6;
- Adhere to academic convention: Select an appropriate font style and size, etc.;
- Stick to the word limit: 2,500 (+/- 10% = 2,250-2,750 words). Anything over this will be penalised in line with Academic Regulations;
- This must be in *report* format, not essay format, meaning sub-headings and numbered sections are expected;
- Please go through the assessment brief *thoroughly* before beginning to write;
- Plan your work – do not just begin writing without giving sufficient thought as to where you are going. Ensure you have a coherent narrative flow from first word to last;
- Proof read – do not make silly mistakes by not checking your work. Spelling, grammar, accurate referencing, etc. are all essential for this assignment;
- Please refer to ‘*Guidance specific to this assessment*’ on pages 3 & 4 of the assessment brief for advice on each area of marking.