

Contributing to Coaching and Mentoring (5ADCM)

Learning Plan (40 Guided Learning Hours including workshop)

Task	Evidence to Provide in Portfolio
LO 1. Be able to assess the impact of coaching and mentoring activity within an organisation and make recommendations for further development. (Familiarise yourself with existing coaching and mentoring practices within your organisation, consider whether the culture in your organisation supports a coaching and/or mentoring ethos)	Learners should investigate - (using methods such as interviews, surveys, examination of organisational information) the extent to which coaching and mentoring takes place within their organisation and how effective this is in supporting achievement of objectives. - This may be formal coaching and mentoring (e.g. planned programmes) or informal (e.g. management styles and approaches, colleague mentoring). - Consider whether the informal and the formal dovetail together; or is there a 'say-do' disconnect. - Provide specific evidence of your research such as a coaching policy or handbook, L&D policies that refer to coaching and mentoring. Evidence of coaching meetings etc. Learners should go on to consider how coaching and/or mentoring could be further developed or extended in the organisation, by making an assessment of factors - (e.g. organisational structure (hierarchical or matrix) and culture (high trust and low power, or low trust and high power); - wider HRD strategy (is your organisation growing, diversifying, driving efficiencies etc. and how does coaching support this) - and existing L&D initiatives; management structures, levels, styles and approaches; availability and capability of people to act as coaches and mentors, - Written explanation of extent and effectiveness of current coaching and mentoring activity. (is there a requirement for coaching qualifications or supervision) - financial/resource implications) which need to be considered and which could impact on any further implementation. - How does this global pandemic impact on further development? Findings from all these activities should be used to make and justify recommendations for how coaching and or mentoring could be further developed

	- (use best practice examples, provide some cost considerations, explain the practical implications for your organisation). - Evidence discussions with an appropriate supervisor in relation to your suggestions for further coaching and mentoring at your organisation. - Written assessment of factors which could impact on further implementation. - Written recommendations for appropriate strategies to further develop coaching and/or mentoring in the organisation.
LO 2. Be able to support the implementation of coaching and/or mentoring programmes within an organisation. (Be proactive and further the coaching and mentoring practices within your organisation)	Learners should actively contribute to the development of coaching and/or mentoring in their organisation. They should do this through actively promoting coaching and/or mentoring - (e.g. raising awareness, internal 'marketing', positive role-modelling) and contributing to the development of processes (e.g. development of documentation (e.g. 'coaching plan') or guidance materials, design of processes to be used, selection and 'allocation' of participants). Learners should also identify the skills, knowledge and behaviours needed by coach/mentors and support the development of these - (e.g. through the delivery of training/learning initiatives, provision of information and support meetings, development of guidance materials) and of those needed by coachees/mentees - (e.g. understanding of concepts and processes, roles and responsibilities, self-managed learning skills). Learners should contribute to on-going evaluation and improvement - (e.g. by establishing or co-ordinating evaluation systems, collecting feedback, co-ordinating coach/mentor meetings and/or communications). - Explanation of and/or materials or communications (work products) from promoting - Evidence of directly supporting coach/mentor capability and assisting coach/mentee participation. - Explanation of how on-going evaluation and improvement has been supported. - Confirmation from other(s) that the learner's support was effective and met requirements.

Take a holistic view of your organisation, examine the culture, structure, resources and strategic factors to ascertain if they support a coaching and mentoring ethos. Examine all forms of coaching and mentoring taking place within your organisation and existing documentation that is in place to support the same.

- Coaching/ mentoring handbook or policy
- Coaching / mentoring schedules
- L&D policies that refer to coaching and mentoring
- Is there an internal or external provision of coaching / mentoring?
- Is there a high trust culture – is leadership devolved, or is there a low trust culture where leadership is disseminated top-down.
- What measures are in place to ensure quality assurance of the coaching and mentoring activities that take place?
- Is there a programme for coaching CPD?
- Is selection of coachees/mentees carried out in a fair and transparent manner?
- Are there any supporting statistics on performance improvement as a result of coaching / mentoring programmes?
- Is there any financial monitoring of the coaching / mentoring programmes?
- Is your organisation proactive for the sector it is in on coaching and mentoring or lagging behind competitors?
- Is your organisation utilising technology to support coaching / mentoring in any way?
- What business/service provision factors could be supported well by coaching / mentoring and where would this type of learning intervention be a poor fit? Explain why?
- Are there pockets within the organisation where coaching / mentoring are flourishing? Are there departments that resist?
- What emerging and future trends can you foresee in your organisation that support the requirement for coaching and mentoring?