



UNIVERSITY OF WALES: TRINITY SAINT DAVID
PRIFYSGOL CYMRU: Y DRINDOD DEWI SANT

School of Business

London Campus

Coaching & Mentoring Skills for the Workplace
BMSK6005

MODULE CODE:	BMSK6005
TITLE:	Coaching & Mentoring Skills for the Workplace
DATED:	21/03/2017
LEVEL:	6
CREDITS:	20
JACS CODE:	N200

AIM(S)

- To develop understanding of the skills, principles and practice of effective management coaching and mentoring and the benefits they bring to business

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Critically evaluate the purpose of coaching and mentoring within an organisational context;
- critically analyse the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor;
- apply strategies to effectively coach or mentor at an appropriate level.

INDICATIVE CONTENT

- Introduction to and definitions of coaching and mentoring.
- Differences and overlaps of coaching, mentoring, counselling and training and selecting the most appropriate methodological approach.
- Individual and organisational benefits of coaching and mentoring.
- Costs and benefits of coaching and mentoring.
- Alternative strategies for developing and supporting employees.
- Corporate objectives and the contribution of coaching and mentoring.
- Organisational, operational and individual barriers and strategies to overcome them.
- Knowledge, skills and behaviours of an effective coach and mentor.

LEARNING AND TEACHING STRATEGY

Through practical activities and seminar presentations, students will be introduced to appropriate theoretical models and methodological frameworks to inform personal experiences and examples drawn from the workplace. Critical reflection will be integral to each formative exercise which will challenge each student to demonstrate their knowledge and understanding in a variety of ways appropriate to the workplace.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	200	100%

ASSESSMENT**Assessment: Coursework****Essay or report format** (5,000 words or equivalent) 100%

Within this module, the assessment requires the student to identify and agree a specific organisational context in which they can demonstrate an understanding of the importance of coaching and mentoring skills for the workplace. The specific organisational context should be sufficiently complex so as to allow the student to demonstrate an evaluation of the agreed scenario.

Exemplar: All students

Using a defined model of coaching or mentoring, critically evaluate its benefits for developing individuals' workplace effectiveness.

Demonstrate an understanding of the concept and importance of coaching and mentoring skills for the workplace. Focussing on an agreed specific organisational context, you should be able to demonstrate your understanding of the purpose of coaching and mentoring within an organisational context; demonstrate a working knowledge of the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor and be able to apply strategies to effectively coach or mentor at an appropriate level.

You should relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.

Assessment Summary

Activity type	Percentage
Written	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words):	
Coaching and mentoring are powerful components of developing sustainable leaders, who can directly contribute organizational sustainability. This module aims to develop an understanding of the skills, principles and practice of effective management through coaching and mentoring and the benefits they can bring to an organization in an increasingly complex global world. Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

READING LIST

Module Code	BMSK6005	
Module Title	Coaching & Mentoring Skills for the Workplace	
Classification		Electronic*
Essential	Garvey, R; Stokes, P and Meggison, D (2011) Coaching and Mentoring: Theory and Practice, Sage London ..	☐
Essential	Bennis, W. (2009) On Becoming a Leader, New York, Basic Books.	☐
Further	Alvesson, M. (2002) Understanding Organizational Culture, London: Sage.	☐
Further	Brockbank, A., & McGill, Ian. (2012). 'Facilitating Reflective Learning: Coaching, Mentoring and Supervision' (2nd ed.). London: Kogan Page.	☐
Further	Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering talent in your organisation, London: CIPD.	☐
Further	Clutterbuck, D. (2007) Coaching the team at work. (Online) London ; Boston : Nicholas Brealey International.	☐
Further	Connor, M., & Pokora, J. (2012). 'Coaching And Mentoring At Work Developing Effective Practice' (2nd ed.). Maidenhead: McGraw-Hill Education.	☐
Further	Cottrell, S. (2003) 'The Study Skills Handbook' (2nd edition). Hampshire: Palgrave MacMillan.	☐
Further	Garvey, B., Meggison, D., Stokes, P., & Garvey, R. (2014). 'Coaching and mentoring : Theory and practice' Thousand Oaks: Sage Publications..	☐
Further	Hawkins, P., & Smith, N. (2013). 'Coaching, Mentoring And Organizational Consultancy Supervision, Skills And Development' (2nd ed.). Maidenhead: McGraw-Hill Education	☐
Further	Illeris, K. (2011) 'The fundamentals of workplace learning: understanding how people learn in working life'. (Online) Milton Park, Abingdon, Oxon; New York : Routledge. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Further	Kouzes, J.M. & Posner, B.Z. (2008) 'The Leadership Challenge': 4th Edition, Jossey-Bass.	☐
Further	Meggison, Clutterbuck, & Clutterbuck, David. (2010). 'Further Techniques for Coaching and Mentoring'. Burlington: Taylor and Francis.	☐
Further	Parsloe, E. and Wray,M. (2000) Coaching and Mentoring: Practical methods to improve learning, London: Kogan Page.	☐
Further	Pears, R. & Shields, G. (2011) Cite Them Right. Basingstoke: Palgrave MacMillan.	☐
Further	Stone, F. (2007). Coaching, Counselling & Mentoring. New York. American Management Association.	☐
Further	Useem, M. (1999) The Leadership Moment. New York, Crown Business.	☐
Further	Whitworth, L. et al, (2007) Co-active Coaching: New skills for coaching people to success in work and life, London: Davies Black.	☐