

## Certificate in Coaching and Mentoring

### Our Approach to Coaching and Mentoring

The terms Coaching and Mentoring are often confused. We have been developing mentors and coaches for a number of years. We are therefore delighted to be able to use the national standards laid down in the Learning and Development National Vocational Qualifications (NVQs) to recognise the development we offer to our clients.

The NVQ approach is also in line with current best practice. That is to ensure that any learning is immediately put into practice in the workplace.

Our programme gives candidates an excellent mix of:

- workshops to promote networking and give skills practice sessions with peer and tutor feedback
- projects to be completed in the workplace
- observation and feedback in the workplace
- assignments that are work related
- one to one discussion and feedback
- telephone and eMail support from our excellent tutors

### Workshops

Each programme starts with a one day briefing. There are then two further days; the dates are agreed with the candidates at the start of the programme. The distance between the initial briefing and the two follow up dates will depend on how quickly the candidates wish to complete the programme whilst also giving some time for reflection and activities. We feel that six months is ideal.

#### Workshop One

- ⇒ Structure of the Certificate Programme - what will be expected
- ⇒ How can you develop others if you do not invest in your own development?
- ⇒ Coaching and Mentoring - what similarities? - what differences?
- ⇒ Techniques used in Coaching and Mentoring

#### Workshop Two

- ⇒ Diagnostic tools
- ⇒ Ethical issues when Coaching and Mentoring
- ⇒ Brick walls - what to do when you run into them
- ⇒ Motivation and goal setting

#### Workshop Three

- ⇒ Coaching and Mentoring to promote change
- ⇒ Developers create a culture in which people can grow
- ⇒ Using technology to best effect
- ⇒ The best kept secret in your organisation or part of the Human Resource Development Policy?

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### Projects

We use the projects to encourage good practice and to support a change of behaviour in the candidate. There are three projects covering the following areas:

- Continuing professional development
- Coaching and Mentoring plans
- Recording and reviewing progress

We use these topic areas to encourage candidates to change the way they view their own development - developers of others often get so busy helping others that they forget their own needs!

Planning, recording and reviewing are not behaviours that come naturally to everyone - the projects will help candidates to discover a methodology that suits their style of working.

### Observation and coaching in the workplace

We will observe the candidates in the workplace on two occasions. The purpose of these sessions will be to:

- observe one session where the candidate is coaching an individual  
and
- the other session where an individual is being mentored.

The benefits of such individual attention will be to give the candidate access to:

- expert feedback
- motivation and encouragement to improve current practice
- discuss and agree future actions

### Assignments

Personal development requires some broadening of knowledge and approaches. Some input will be given via the workshops but today's leaders need to become more self sufficient and expert in the area of research.

The following assignments will be set to encourage this:

- Technology based materials - their use and relevance in recording and promoting learning
- Sources of extra support in the event of the candidate needing to refer an individual
- Legislation that has an impact such as health & safety, individual rights and data protection

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### One to one Discussions

These would take place either before or after the observation sessions. The purpose of these sessions would be to:

- provide 'just in time' input if required
- gather information on the proposed rationale for the coaching and mentoring session
- review alternative techniques and discuss their implications
- personal time to discuss their development issues and work related issues in the support of others

## Our Approach to National Vocational Qualifications

Cullen Scholefield has considerable expertise in the development and implementation of NVQs. We were the first organisation to be approved by the CIPD to offer the Management, Personnel and Training NVQs from Level 3 to Level 5. We supported over 60 Level 5 candidates during last year on a national basis.

### **i** *Self Assessment*

In a relaxed and informal atmosphere, candidates are encouraged to examine the content of the qualifications in depth, to loosely identify how their every day work patterns relate to key areas of the qualification and to start to consider where they might draw evidence of competence.

**The main emphasis is to meet your needs!**

### **i** *Effective production of evidence*

A holistic approach towards the collection of evidence is highly recommended. As a 'live' incident is likely to demonstrate competence against more than one area of the qualification, the adoption of a holistic approach ensures that evidence collection does not become unnecessarily contorted, cumbersome and time consuming. We also encourage the use of audio tapes to record guided discussions and to demonstrate the candidate's knowledge. We are stringent and creative in our approach to evidence collection.

**We do not expect our candidates to code their evidence.**

### **i** *Meetings*

Formal action planning allows identification of a pathway through the qualification.

**Our meetings with candidates provide support to gain the qualification and we often act as sounding boards for issues facing them.**

### **i** *Telephone and eMail support*

Progress is monitored at regular intervals during the programme and candidates have easy access to our tutors by telephone, fax or email. We guarantee a 24 working hours response.

**Our candidates are so often impressed with their adviser that they retain our services as a mentor after the qualification is finished.**