

MODULE DESCRIPTOR

MODULE TITLE	COACHING AND MENTORING		
MODULE CODE	HR3406 (L6)	CREDIT VALUE	20 UK CREDITS / 10 ECTS
SCHOOL	SCHOOL OF BUSINESS MANAGEMENT		

MODULE AIMS

The module aims to develop students' knowledge and understanding of the role of Coaching and Mentoring within organisations. Thus, the content and delivery of the module encourages students to consider the aims of Coaching and Mentoring from the differing perspectives of members of the employment relationship.

The module aims to enable students to learn and to begin to equip themselves to be good coaches by being able to: differentiate coaching from other helping skills; by introducing essential coaching skills and models; by deepening their understanding of people and behaviours and by understanding how coaching fits with other styles of management. Participants will learn through implementation, feedback and self-reflection/appraisal of their skill development and on-going development requirements.

MODULE CONTENT

The module will explore and discuss:

What Coaching is:

- Various definitions of coaching
- Coaching compared to other helping skills and management styles
- Core principles of Coaching
- Skills used in Coaching
- Coaching models
- Skills practice
- Observed skills practice and feedback

Manager as Coach

- Coaching for performance
- How coaching fits with other styles of management
- Skills practice
- Action-learning

What mentoring is:

- Various definitions of mentoring

The organisational context for mentoring

INTENDED LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1. Be able to identify and differentiate between coaching and mentoring and the appropriate application of each.
2. Develop the ability to apply coaching and mentoring in support of their own development and to understand how it can be used in the development of others.

TEACHING METHODS

Students will be required to establish triads during the first three teaching weeks. Taught sessions will comprise of an appropriate blend of tutor input, coaching skills development, group discussion and practice coaching conversations to maximise learning opportunities. Tutor input will typically present relevant theory

and conceptual frameworks along with reviews of appropriate literature. Small group discussion will be facilitated to encourage application of such material to and, where possible, make comparisons with students' own experience of coaching and mentoring activity and to promote critical analysis of key issues. Plenary sessions will draw together the views of the small groups.

Practise coaching conversation sessions are timetabled into the teaching blocks. Students will work in their triads for coaching conversation practice with one member of the triad acting as observer for each round of activity. In addition, where relevant, documentary and video material will be used to enhance the learning process.

From teaching week eight, coaching triads will be given the opportunity to have one of their practise coaching conversation sessions observed by the tutor.

ASSESSMENT METHODS

This module is assessed through an essay and an experiential learning report.