Result Sheet - Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context

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| **Centre Number :** |  | **Centre Name:** |  |
| **Learner Registration No :** |  | **Learner Name:** |  |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF RESULT SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors willindicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Any AC awarded less than a pass produces an automatic referral for the submission.**  Sufficiency descriptors are provided as guidance. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | |

| **Assessment Criteria (AC)** | **Sufficiency descriptors**  ***(Typical standards that, if replicated across the whole submission, would produce a referral or borderline pass)*** | | | | | **Assessor feedback on AC** | | **Pass / Referral (delete as applicable)** |
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| Referral | | | | Pass |
| **Learning Outcome 1 Understand the purpose of coaching and mentoring within an organisational context** | | | | | | | | |
| AC 1.1  Define what coaching and mentoring is within an organisational context, explaining the similarities and differences between coaching and mentoring | * Coaching and mentoring is not defined or the definitions are incorrect, deficient or inappropriate for an organisational context * Two similarities and two differences between coaching and mentoring are not provided or are incorrect, insufficient or inappropriate * The organisational context is not included in the definition of coaching and mentoring | | | | * Correct and sufficiently detailed definitions of both coaching and mentoring within an organisational context are provided * Both the similarities and differences between coaching and mentoring are correctly provided * At least two similarities between coaching and mentoring and two differences are provided |  | | Pass / Referral |
| AC 1.2  Evaluate how the organisational context affects coaching or mentoring | * The effects of organisational factors on coaching or mentoring are not evaluated or are merely explained or described rather than evaluated * The evaluation includes less than three factors of how organisational factors affects coaching or mentoring | | | | * A correct evaluation is provided of how organisational factors affects coaching or mentoring * The evaluation includes three or more factors of how organisational context affects coaching or mentoring |  | | Pass / Referral |
| AC 1.3  Present the business rationale for using coaching or mentoring to benefit individuals and organisations. | * A business rationale for using coaching or mentoring to benefit individuals is not presented, or the presentation is incorrect or inappropriate * A business rationale for using coaching or mentoring to benefit organisations is not presented or is incorrect or inappropriate * Less than two benefits for individuals and less than two benefits for organisations are provided * The business rationale for using coaching or mentoring is merely stated with no appropriate justification or rationale | | | | * A correct and appropriate rationale for using coaching or mentoring is presented * At least two benefits to individuals and at least two benefits to organisations are presented |  | | Pass / Referral |
| AC 1.4  Assess how the impact of coaching or mentoring can be measured for individuals and organisations | * How the impact of coaching or mentoring for individuals can be measured is not assessed or the assessment is insufficient, incorrect or inappropriate, or the measurement of individuals is included * How the impact of coaching or mentoring for organisations can be measured is not assessed, or the assessment is insufficient, incorrect or inappropriate * At least one example of an effective measure for individuals is not provided, or is incorrect or insufficient * At least one example of an effective measure for organisations is not provided, or is insufficient, incorrect or inappropriate | | | | * A sufficient, correct and appropriate assessment of how the impact of coaching or mentoring can be measured for both individuals and organisations is undertaken * At least one example of an effective measure for individuals and at least one example of an effective measure for the organisation is provided |  | | Pass / Referral |
| AC 1.5  Identify potential barriers to coaching or mentoring and develop appropriate strategies to minimise these barriers | * Potential barriers to using coaching or mentoring are not identified, or are insufficient, incorrect or inappropriate or do not reflect an organisational context * Only one sufficient, correct or appropriate potential barrier is identified for one of the two areas * The two examples of potential barriers do not cover both individuals and organisations * Appropriate strategies are not developed for minimising the identified potential barriers, or are insufficient, incorrect or inappropriate | | | | * A sufficient, correct and appropriate identification of at least two potential barriers to individuals for using coaching or mentoring and at least two potential barriers to organisations for using coaching or mentoring are made * Appropriate strategies are developed for minimising all of the identified potential barriers for the individuals and organisations are identified |  | |  |
| Learning Outcome 1 comments (optional): | |  | | | | | | |
| Verification comments (optional): | |  | | | | | | |
| **Learning Outcome 2 Understand the knowledge, skills and behaviours required to be an effective coach or mentor** | | | | | | | | |
| AC 2.1  Review the knowledge, skills and behaviours required to be an effective coach or mentor | * The knowledge, skills, and behaviour of an effective coach or mentor are not reviewed, or the description is insufficient, incorrect or inappropriate * Knowledge or skills or behaviours are reviewed but not all three. * The knowledge, skills, and behaviours of an effective coach or mentor are merely listed. | | | | * A sufficient, correct and appropriate review is provided of the knowledge and skills and behaviours of an effective coach or mentor * A referenced example is provided from recognised sources for each of the three areas of knowledge and skills and behaviours to enhance the review |  | | Pass / Referral |
| AC 2.2  Analyse the communication skills required by an effective coach or mentor | * An analysis of the communication skills required by an effective coach or mentor is not undertaken * The communication skills required by an effective coach or mentor are merely described or explained with no assessment or judgements formed * Less than four communication skills are analysed | | | | * An appropriate analysis is provided of the communication skills required by an effective coach or mentor * At least four communication skills are considered in the analysis * Conclusions are drawn based on the analysis undertaken |  | | Pass / Referral |
| AC 2.3  Review the responsibilities of the coach or mentor to manage relationships effectively | * The responsibilities of the coach or mentor to manage relationships is not reviewed, or the review is incorrect, inappropriate or deficient * A review is undertaken but no judgements are formed * A description or explanation of the responsibilities of the coach or mentor to manage relationships effectively is merely provided rather than reviewed * Ethical and non-judgemental behaviours have not been included or the evidence is insufficient or incorrect | | | | * An appropriate review of the responsibilities of the coach or mentor to manage relationships is undertaken * The review is based on an appropriate combination of suitable evidence from recognised sources * Appropriate judgements are formed based on the review * Ethical and non-judgemental behaviours are included as part of the review |  | | Pass / Referral |
| A.C 2.4  Review an effective coaching or mentoring model which can be followed within an organisational context | * A model or process which should be followed when formally coaching or mentoring is not reviewed, or the review is insufficient, incorrect or inappropriate * The model is merely described or explained rather than reviewed * Evidence from recognised sources has not been used, or incorrectly in the review, or is insufficient, or omitted | | | | * A sufficient, correct and appropriate review of a model or process which should be followed when formally coaching or mentoring within an organisation is provided * The essential features of the model are apparent * The review is based on an appropriate recognised sources * Conclusions and/or recommendations are based on the review undertaken |  | |  |
| A.C 2.5  Justify the importance of reflective practice and supervision for an effective coach or mentor | * The importance of reflective practice is not justified, or the rationale is insufficient, incorrect or inappropriate * The importance of reflective practice and individual and peer and group supervision for an effective coach or mentor is merely explained or described with no rationale presented to build a rationale * Only reflective practice or individual, peer and group supervision are considered in the justification but not both. | | | | * A sufficient, correct and appropriate justification is presented of the importance of reflective practice and individual and peer and group supervision for an effective coach or mentor * A correct rationale is presented that support the justification * Reflective practice and individual and peer and group supervision are considered in the justification. |  | |  |
| Learning Outcome 2 comments (optional): | |  | | | | | | |
| Verification comments (optional): | |  | | | | | | |
| **Learning Outcome 3 Understand the importance of effective contracting and management of the coaching or mentoring process** | | | | | | | | |
| AC 3.1  Analyse the reasons for and the characteristics of effective contracting in coaching or mentoring | * The reasons for effective contracting within coaching or mentoring are not analysed, or is insufficient, incorrect or inappropriate * The characteristics of effective contracting within coaching or mentoring are not analysed, or are insufficient, incorrect or inappropriate * Code of practice from a coaching or mentoring membership body has been omitted, or the information is insufficient or incorrect | | | | * A sufficient, correct and appropriate analysis for effective contracting within coaching or mentoring is provided * A range of sufficient, correct and appropriate and correct characteristics of effective contracting within coaching or mentoring are analysed. * The essential features of the reasons and characteristics of effective contracting in coaching or mentoring are clear * Reference to a code of practice from a coaching or membership body has been included in the analysis |  | | Pass / Referral |
| AC 3.2  Explain how to manage the coaching or mentoring process with an organisation | * The process of managing coaching and mentoring within an organisation is not explained, or is insufficient, incorrect or inappropriate | | | | * A correct explanation is given of how to manage the coaching or mentoring process within an organisation * The main stages of the process are included |  | | Pass / Referral |
| Learning Outcome 3 comments (optional): | |  | | | | | | |
| Verification comments (optional): | |  | | | | | | |
| Assesor’s Decision (delete as applicable): | | **PASS / REFERRAL** | **Date:** |  | | Signature of Assessor |  | |
| Unit Outcome (delete as applicable): | | **PASS / REFERRAL** | **Date of QA check:** |  | | **Signature of QA:** |  | |