CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Coaching and Mentoring					
Module Code	UMOCQR-15-M		Level	M	Version	1.2
Owning Faculty	FBL		Field	Organisation Studies		
Contributes towards	MSc Business Management, MSc Leadership and Management (Coaching and Mentoring); MA Leadership and Media Production Management, Master of Business Administration					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	na		
First CAP Approval Date	26/7/12		Valid from	1 September 2012		
Revision CAP Approval Date	9 January 2014		Revised with effect from	1 September 2012		

Review Date	September 2018

Part 2: Learning and Teaching	
Learning Outcomes	**Aim of module** The module will benefit those who wish to develop their understanding of and skills in coaching and mentoring. Increasingly there is a growing awareness that coaching and mentoring are important in the role of professional and managerial roles which include responsibility for the support and development of others. The module will provide students with opportunities to develop an understanding of theoretical models, skills and frameworks to underpin coaching and mentoring practice. On successful completion of this module students will be able to: **Learning outcomes** On successful completion of this module students will 1. Develop a critical understanding of the theory and practice of coaching and mentoring and its relevance for a range of professional and managerial roles 2. Demonstrate awareness, knowledge and understanding of theories and models that inform practice 3. Develop a critical appreciation of issues of power, diversity and ethics within the coaching and mentoring relationship 4. Develop insights into effective behaviours through processes of inquiry and reflection 5. Critically reflect on their practice and acquire improved coaching and

	mentoring skills
Syllabus Outline	• Theories and models of coaching and mentoring • Processes and skills • Power, diversity and ethics in coaching and mentoring relationships • Reflective learning and approaches to continuous self development
Contact Hours/Scheduled Hours	• In the taught programme students will attend three day workshops (24 hours), actively engage in supported, peer coaching and mentoring (6 hours), undertake an interactive library research workshop (3 hours), undertake supported personal research into coaching and mentoring approaches and models(8 hours) and undertake supported individual coaching/ mentoring sessions (20 hours). • In the distance learning programme students will have access to the equivalent of three days lectures, filmed interviews, virtual library tours and workshops, access to Skype group tutorials, access to monitored discussion boards, supported Skype peer coaching and mentoring sessions, undertake supported personal research into coaching and mentoring approaches and models and undertake supported individual coaching and mentoring sessions
Teaching and Learning Methods	The approach to teaching and learning is primarily student centered engaging students in practical exercises, personal study, and critical reflection upon the relationship between theory and experience. The design and delivery of this module is based on a commitment to international education and this is reflected in the teaching, learning and reading strategies. Various delivery methods will be adopted (e.g. block release, weekly sessions) depending upon the contract of the programme (e.g. open programme, executive programme). Readings and theoretical inputs provide students with knowledge and awareness of current thinking on coaching and mentoring. The assessment is designed to provide an opportunity to reflect on learning about coaching and mentoring, together with critical reflection upon the relationship between theory and practice. Students will be directed towards the study skills website as appropriate by the set adviser who will also advise on the information and time management skills required to complete the module successfully as the learning set develops. • The teaching and learning strategy is one of experiential and interactive learning using the experience of the students throughout. The three day workshop and equivalent distance learning materials are organised to firstly, motivate students to inquire into the accepted purpose, role, definitions and outcomes of coaching and mentoring through exercises and activities, secondly encouraging them to research the topic through journal articles, case studies, conference papers and books, thirdly, critically evaluating the literature and research through observing practice, interviewing professionals and accessing professional bodies and finally exploring their own capabilities and values through practice with peers and clients. The assignment focuses on their reflections of all of these activities and serves to bring their learning together resulting in a Personal Development Plan for future learning and development. • This will be the same for both the face to face and distance learning versions however some activities will obviously be delivered through Skype, conference call and virtual discussion groups. • See section above for hours spent on each activity. **Scheduled learning** includes lectures, tutorials, coaching/ mentoring supervision, demonstration, practical classes and workshops; active learning sets; peer

	coaching/ mentoring activities; observed practical sessions.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. |
| Reading Strategy | All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. |
| Indicative Reading List | *The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.*

Parsloe, E.,& Leedham, M. (2009) *Coaching and Mentoring : Practical methods to improve learning,* 2nd Edition, London: Kogan Page
Connor, M., & Pokora, J. *Coaching and Mentoring at work: Developing Effective practice,* (2007)
Maidenhead: Open University Press
Peltier, B. (2002) *The Psychology of Executive Coaching: Theory and Application.* London: Brunner-Routledge

Hawkins P., Smith, N. (2006) *Coaching, Mentoring and Organizational Consultancy Supervision and Development.* Milton Keynes: Open University Press

I Caplan, J. (2003) *Coaching for the future. How smart companies use coaching and mentoring*, CIPD

Goldberger, N. Tarule, J., Clinchy, B and Belenky, M. (1996) *Knowledge, Difference and Power*, New York: Basic Books

Fineman, S. (1993) *Emotion in Organizations*, London: Sage Publications

Hall, D. T.; Otazo, K. L. & Hollenbeck, G. P. (1999) "Behind Closed Doors: What Really Happens in Executive Coaching". *Organizational Dynamics*, Vol. 27 Issue 3, pp39-53.

Peltier, B. (2001) *The Psychology of Executive Coaching: Theory and Application*, Brunner-Routledge

Indicative Journals
Academy of Management Review
Business Horizons
Consulting Psychology Journal: Practice & Research
Gender, Work and Organization
Harvard Business Review
Human Relations
Journal of Leadership and Organizational Development
Journal of Organizational Change Management
Management Learning
Organizational Dynamics |

Part 3: Assessment

Assessment Strategy	Summative assessment will require the student to work with others to draw upon personal experiences of coaching and mentoring and develop a critical self-reflection of style, skills and attributes. This will include giving attention to issues of power, diversity and ethics within the coaching and mentoring relationship. It will also include a critical analysis of one or more contemporary theories of coaching and mentoring. Formative assessment will be carried out throughout the module by setting regular tasks for students that will assess their grasp of the material covered. Tasks will be reviewed as part of the sessions.
	Assessment Criteria (related Learning Outcome in brackets)
	• Well developed understanding of a range of relevant, referenced theories (L.O. 1, 2)
	• Awareness of and reference to a range of literature on coaching and mentoring (L.O. 2)
	• Insightful reflections highlighting key issues in coaching and mentoring practice (L.O. 4, 5)
	• Well developed arguments concerning effective practice with evidence of critical thinking and well supported evaluations (L.O. 1, 3, 5)
	• Effective written presentation, style, use of language, grammar, structure, appropriate referencing.

Identify final assessment component and element	**Component A2**		
		A:	**B**:
% weighting between components A and B (Standard modules only)		**100%**	

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Assignment (1500-3000 words) Learning Log of coaching and/or mentoring practice	25%
2. Assignment (3000 words) Critical reflections on coaching and/or mentoring practice	75%
Component B **Description of each element**	**Element weighting** (as % of component)
1.n/a	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Assignment (3000 words) Critical reflections on coaching and mentoring practice case study	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1.n/a	
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	