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| Title: | | **Undertaking an extended period of mentoring in the workplace** | | |
| Level: | | **3** | | |
| Credit value: | | **7** | | |
| Unit guided learning hours: | | **12** | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Be able to plan and organise formal workplace mentoring sessions | | | 1.1  1.2  1.3 | Prepare and plan the workplace mentoring sessions  Contract the scope and content of the workplace mentoring sessions  Agree goals for the workplace mentoring sessions |
| 1. Be able to undertake at least thirty six hours of formal workplace mentoring | | | 2.1  2.2  2.3  2.4 | Use diagnostic and assessment tools to effectively mentor in the workplace  Use mentoring techniques of questioning and listening to effectively mentor in the workplace  Mentor a minimum of three clients in the workplace for at least thirty six hours  Keep appropriate records of the workplace mentoring activity including progress towards goals and impact on role |
| 1. Be able to summarise and analyse a period of formal mentoring within the workplace using stakeholder feedback | | | 3.1  3.2  3.3 | Collect feedback from mentoring stakeholders (this must include the mentees) and show evidence within the mentoring diary  Reflect and assess the effectiveness of different mentoring programmes  Review your own workplace performance making links to different mentoring relationships, activities and challenges |
| 1. Know how to use supervision to enhance workplace mentoring | | | 4.1  4.2 | Reflect and review on how tutorial support/supervision was used during extended mentoring practice to inform and challenge the approach taken to workplace mentoring  Plan approach to supervision that will be adopted in future workplace mentoring activity |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To enable learners to develop and improve their performance as workplace mentors with the support of a mentoring supervisor. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Coaching & Mentoring 2012 NOS: LSI CM03, LSI CM04, LSI CM05, LSI CM06, LSI CM07, LSI CM08, LSI CM09 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Learning and Skills Improvement Service (LSIS) | |
| Equivalencies agreed for the unit (if required) | | | N/A | |
| Location of the unit within the subject/sector classification system | | | 15.3 - Business Management | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Use of a mentoring diary to record mentoring activity and reflect on own performance * Models of supervision and the role of the supervisor * Types of mentoring records, their purpose and significance * Importance of confidentiality and security in recording and maintaining records of workplace mentoring * Recognising and balancing individual development and organisational development goals from workplace mentoring * Nature of effective occupational learning goals that match organisational development goals * Aspects of occupational development that are best served through workplace mentoring * Agreeing learning goals for workplace mentoring * Characteristics of an effective workplace mentoring plan (specific learning outcomes, activities, information and resources required) and strategies for developing a coherent and logical workplace mentoring plan * Planning the use of resources available to support workplace mentoring * Process of risk assessment | | | |
| 2 | * Monitor and evaluate the use of resources available to support workplace mentoring * Use mentoring models and tool e.g. OSKAR, GROW, powerful questions, scaling, solution focused mentoring * Communication techniques to support engagement and effective workplace mentoring * Record and assess development through workplace mentoring * Techniques for assessing existing knowledge and skills (baseline assessment) * Good practice in workplace mentoring * Understanding and adapting to preference (including behavioural style and learning preferences) in workplace mentoring * Dealing with emotions, conflict and difficult situations * Supporting mentees to prepare for goal achievement and planning ongoing support | | | |
| 3 | * Methods to gain feedback on workplace mentoring from relevant stakeholders (e.g. email, formal and informal questioning) * Summarising and reviewing workplace mentoring - mid and post mentoring activity * How mentoring records can be used to identify what has worked/is working in the mentoring relationship | | | |
| 4 | * Models of applied supervision in workplace mentoring * Identifying and engaging suitable supervisory support * Using supervision to inform workplace mentoring approach and personal development | | | |