JUNIOR NCO CLM COURSE

Completion Pack | September 2018 | Version 5
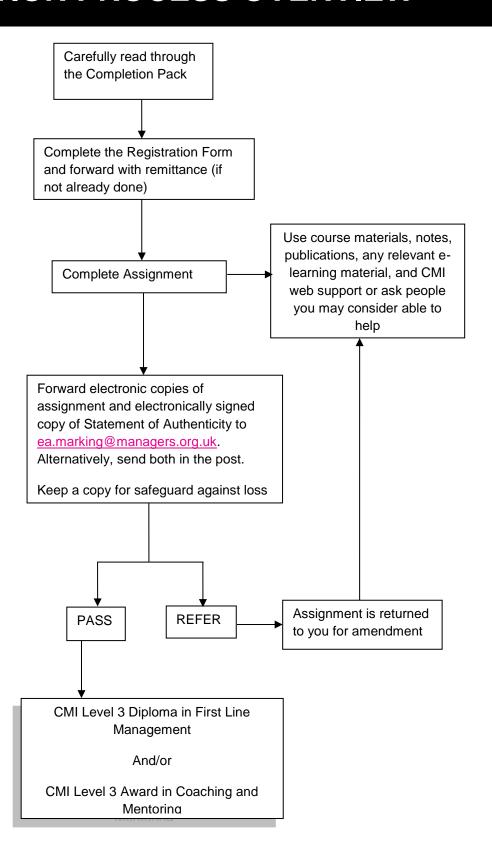
CONTENTS

COMPLETION PROCESS OVERVIEW

Carefully read through
the Completion Pack

Complete the Registration Form
and forward with remittance (if
not already done)

Complete Assignment

Use course materials, notes,
publications, any relevant e-
learning material, and CMI
web support or ask people
you may consider able to
help

Forward electronic copies of
assignment and electronically signed
copy of Statement of Authenticity to
ea.marking@managers.org.uk.
Alternatively, send both in the post.

Keep a copy for safeguard against loss

PASS

REFER

Assignment is returned
to you for amendment

CMI Level 3 Diploma in First Line
Management

And/or

CMI Level 3 Award in Coaching and
Mentoring

INTRODUCTION

The Chartered Management Institute (CMI) has undertaken detailed mapping of the MOD service courses with a view to recognising them against nationally recognised qualifications. CMI has fully recognised that your JNCO course meets some of the requirements for the CMI Level 3 Diploma in First Line Management.

These qualifications are:

1. **The CMI Level 3 Diploma in First Line Management** comprising units that total 370 TQT/37 credits. You need do no additional work to register for this qualification

2. **The CMI Level 3 Diploma in First Line Management** and the **bonus** of a **CMI Level 3 Award in Coaching and Mentoring**. By completing and submitting 2 assignments (**3006V1 and 3011V1**) for external assessment, you are:
   - adding 2 extra units to the Diploma, increasing the credits to 50/50 TQT
   - earning a bonus Coaching and Mentoring qualification

3. **Standalone CMI Level 3 Award in Coaching and Mentoring** CMI has recognised that during your JNCO CLM course there was instruction in the identification of training and development needs of individuals and teams and the application of coaching and mentoring to improve performance. By completing and submitting this assignment (**3011V1**) for external assessment, you may be awarded the qualification. Standard Learning Credit may be available to offset your personal cost.

Note: You may register for any of these qualifications but this must be clearly indicated on the Registration Form. Combining qualifications will increase personal cost, though this may be substantially reduced if SLCs can be used. This pack contains the 2 external assignments.

To acquire the CMI Level 3 Diploma in First Line Management with extended credits and bonus CMI Level 3 Award in Coaching and Mentoring, you must complete and submit assignments for Units 3006V1 and 3011V1, comprising a number of tasks, and contained in this completion pack.

For the standalone CMI Level 3 Award in Coaching and Mentoring, you must complete and submit the assignment for Unit 3011V1, comprising a number of tasks, and contained in this completion pack.

All of these qualifications are immediately transferable to, and acknowledged by, the civilian business world as a benchmark qualification expected for a first line management position. The qualifications are commended to all students as an extremely valuable addition to your in-service qualifications.

Note that you have 9 months to submit your external assignments for marking. It is very important that you contact CMI by telephone: +44 (0) 1536 207496 before this time if you are encountering difficulties (see below).

- **If there is no contact, CMI will default Option 1 certification to the CMI Level 3 Diploma in First Line Management at 370 TQT hours/37 credits ; CMI will not refund the additional fee for the CMI Level 3 Award in Coaching and Mentoring**

- **After this time Options 2 and 3 will be deemed lapsed. There are no refunds for lapsed candidates.**

SUPPORT FOR GAINING CMI QUALIFICATIONS

This CMI qualification Completion Pack provides you with the support information you need for the External Assignments.

For the duration of your qualification programme you are given complimentary 'Affiliate Membership' of CMI, enabling you to access a wide range of support material on the CMI Studying Members website. If already a member you cannot claim refund of membership fees.

NOTE: If you have not already registered on to the CMI Website you now need to do so using the information contained in your CMI Welcome Letter.

Go to the ManagementDirect page and once logged in, to access support for Units 3006V1 and 3011V1 use the following steps:

Unit 3006V1

- Opening Screen – Place mouse arrow over the ' "More" option and select "CMI Qualifications" from the options
- Next Screen – Shows a list of qualifications. Select **3D1V2 – CMI Level 3 Diploma in First Line Management** and 'click'.
- Next Screen – Select Unit '3006V1' and 'click'. This will open Unit 3006V1 Learning Outcomes (LOs). Between the LOs there are red font links to 'Find Resources'. By 'clicking' these open you will find comprehensive support for the appropriate LO. Resources include documents, podcasts, video clips and recommended reading. Note that there may find some duplication of resource references as the LOs are interrelated.

Unit 3011V1

- Follow the process as for Unit 3011V1 above but at the third bullet point 'List of qualifications', select **3D2V2 – CMI Level 3 Diploma in Coaching and Mentoring** and 'click'.
- Next Screen – Select Unit '3011V1' and 'click'. This will open Unit 3011V1 Learning Outcomes (LOs). Between the LOs there are red font links to 'Find Resources'. By 'clicking' these open you will find comprehensive support for the appropriate LO. Resources include documents, podcasts, video clips and recommended reading. Note that there may find some duplication of resource references as the LOs are interrelated

Unsure about anything?

Please contact CMI on:

- +44 (0) 1536 207496 during office hours (0900-1700 hours Monday to Friday), or
- at mod@managers.org.uk

ADDITIONAL UNIT COMPLETION REQUIREMENTS

You are required to complete <u>two additional unit assignments</u> to obtain the CMI Level 3 Diploma in First Line Management at 500 TQT/ 50 credits that incorporate a bonus CMI Level 3 Award in Coaching and Mentoring.

You are required to complete <u>one additional unit assignment</u> to obtain the 'standalone' CMI Level 3 Award in Coaching and Mentoring.

Guidance on completing the assignments and submitting your work to CMI are on pages the following pages. You are also encouraged to submit a reflective statement of no more than 300 words (in addition to the assignment word count) describing the value and knowledge gained from undertaking the assignment. This statement will not be assessed; however it encourages you to review the value and application of your learning.

CMI Level 3 Diploma in First Line Management	Credits	Met/ Not Met by SNCO CLM	Actions
Units 3001V1 – Personal development as a first line manager	6	Met	None
Unit 3002V1 - Resource planning	6	Met	None
Unit 3003V1 – Meeting stakeholder needs	6	Met	None
Unit 3004V1 – Managing and communicating information	6	Met	None
Unit 3005V1 – Identifying development opportunities	6	Met	None
Unit 3008V1 – Improving team performance	7	Met	None
CMI Level 3 Diploma in Management and Leadership (50 credits) **CMI Level 3 Award in Coaching and Mentoring**			
Unit 3006V1 – Recruitment and selection process	6	Not met	Register and pass additional assignments
Unit 3011V1 – Principles, skills and impact of coaching and mentoring	7	Not met	Register and pass additional assignments
CMI Level 3 Award in Management Coaching and Mentoring			
Unit 3011V1 - Principles, skills and impact of coaching and mentoring	7	Not Met	Register and pass additional assignment

QUALIFICATION REGISTRATION

If you have not already done so, you need to register for each of your selected qualifications. All registration forms must be accompanied by evidence that you have successfully completed your CLM course (copy of the relevant section of your end of course certificate signed off by an officer of SO2 rank), and the requisite remittance (cheque or credit card details). Send this to the CMI at the address shown on the form.

SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 3 Diploma in First Line Management

CMI Level 3 Award in Coaching and Mentoring

Once you have completed an assignment, you must forward it, along with a signed copy of the Statement of Authenticity (as a single file with your completed Statement of Authenticity as the first page) by e-mail to **ea.marking@managers.org.uk**. The assignment must not exceed a file size of 5MB. You are strongly advised to keep a copy of your assignment to safeguard against loss; your assignment will not be returned to you but will be destroyed by safe and confidential means.

Please note that CMI does offer a paper based assessment service for learners who are unable to provide an electronic copy. Post the assignment along with your signed Statement of Authenticity to:

External Assignments/MOD,
Awarding Body,
Management House,
Cottingham Road,
Corby,
Northamptonshire NN17 1TT.

PASS: If a pass is achieved, the Institute will issue you with your qualification certification and your units / credit certificate along with an offer of graded membership of the Chartered Management Institute. This level of membership may be lower than that offered by the MOD guaranteed membership scheme – you can opt for either.

REFERRAL: If your assignment does not meet the pass standard, it will be returned to you with guidance notes for completion. You must meet the additional requirements before re-submitting the assignment. You will be allowed one further re-submission (i.e. 2 in total).

Following two Referrals for your assignment, a Resubmission Fee of £15 (+ VAT) will be payable to CMI before work is reassessed. For more information please contact ea.marking@managers.org.uk or call 01536 207496 option 1.

ASSESSMENT GUIDANCE FOR LEARNERS

CMI provides a comprehensive external quality assessment service. Currently all units within the Management and Leadership & Coaching and Mentoring qualifications from level 3 to 7 have an assignment brief available.

CMI provide a six week service level on all assignments received.

Learners are required to complete all tasks and Assessment Criteria.

ASSESSMENT GUIDELINES

All work must be submitted in a single electronic document (.doc file). The document must be marked with the learners name, number and unit number. Electronic assignments should be sent to **ea.marking@managers.org.uk**.

Please note CMI do offer a paper based assignment service for learners that are unable to provide an electronic copy only. Please post the assignment to External Assignments, Awarding Body, Management House, Cottingham Road, Corby, Northamptonshire, NN17 1TT.

The assignment should be your own work and not direct copies of theories or models. Any models described and other quotes used must be properly attributed and referenced as appropriate. Learners must acknowledge or reference any sources that have been used to complete the assignment, listing reference material and web sites used, appendices must not be included.

Learners are encouraged to produce a reflective statement of no more than 300 words (which does not count towards the final word count), describing the value and knowledge gained from undertaking this assignment. The reflective statement is not assessed; however it encourages you to review the value and application of your learning.

Word count: 2000 - 2500

PLAGIARISM & COLLUSION

In submitting the assignment the learner must complete a statement of authenticity (included in the Completion Pack) confirming that the work submitted for all tasks is their own and does not contravene CMI policies including word count and plagiarism.

Academic offences, including plagiarism and collusion, are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution. Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence. Plagiarism and collusion are very serious offences and any learner found to be copying another learner's work or quoting work from another source without recognising and disclosing that source will be penalised.

In submitting their assignment for the unit, and completing the relevant statement of authenticity, learners are confirming that the work submitted for all tasks is their own and does not contravene the CMI policies including word count, plagiarism and collusion. CMI reserves the right to return assignments if the necessary statements of authenticity have not been completed.

Learners found to be in breach of these regulations will be reported to the relevant CMI contact for deliberation. The learner will be notified in writing of the outcome of the investigation. In the event that a learner is found to have perpetrated malpractice, the learner will be withdrawn from his/her qualification immediately; fees will not be refunded, the relevant Regulatory Body will be informed and membership of the CMI will be withdrawn.

APPENDICES

Appendices should not be included. All use of tables, graphs, diagrams, Gantt chart and flowcharts should be incorporated into the main text of the assignment. Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment but not included.

CONFIDENTIALITY

Where learners are using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion in an assignment. Where confidentiality is an issue, studying members are advised to anonymise their assignment so that it cannot be attributed to that particular organisation.

WORD COUNT POLICY

In total, it is required that your assignment should be between 2000 - 2500 words. Learners must comply with the required word count, within a margin of +10%.These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Where a learner's work has contravened the word count policy, it will be reviewed by the Marker and Lead Moderator before a final decision is made.

REFERENCING AND PROFESSIONALISM

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used. The learner must use an appropriate referencing system to achieve this. Whilst marks are not awarded for the use of English, the learner must express ideas clearly, succinctly, and ensure that appropriate terminology us used to convey accuracy in meaning.

INSTRUCTIONS AND INFORMATION FOR LEARNERS

The external assignment is set and assessed by the Chartered Management Institute. It is designed to assess your achievement of all the Learning Outcomes and associated assessment criteria in the relevant unit of the qualification you are undertaking.

You should make sure that you plan your work carefully, to ensure that you cover all the requirements of the assignment, and complete it within the time limit specified.

Your statements, in answer to the tasks, need to be prefixed with the specific task number and unit title. This will help you keep on track and should ensure you address the details. Work submitted without a task prefix will be returned unmarked. Your statements should not be just a description of work place activities but should include what you have learned from your programme of study. In other words you need to show how you can relate what you have learned to day-to-day management activities.

You must submit your work as a single electronic word document (.doc file). You should mark the assignment with your name, learner number, the unit number, your Centre name – Britannia Royal Naval College - and a brief description of the context in which the assignment was undertaken. You may include a title page if you wish. **You must show a total word count on the front page of your assignment**. You are strongly advised to keep a copy of your completed assignment before you submit it for assessment – the copy you submit will not be returned to you. Your assignment may be kept by the CMI for quality assurance purposes. Any assignment not kept for quality assurance will be securely destroyed.

CMI will assess your assignment, and the result will be sent to you, normally within 6 weeks of receipt by the Institute.

If your assignment is assessed as referred, notification will be sent to you with an indication of the areas to be addressed. You may resubmit an assignment on a further two occasions during your period of registration as a CMI learner.

If there is anything in these instructions or in the assignment itself which you do not understand, please seek guidance from CMI by phone on 01536 207496.

UNIT 3006V1

Assignment Brief: Recruitment and Selection process

» **INTRODUCTION**

This unit assesses your knowledge, understanding and application of skills in the area of Human Resources, in particular identifying the need for staff and the recruitment and selection process.

» **SCENARIO**

Learners may use their own employment context, or that of another organisation with which they are very familiar, to base their assignment. However, in the case that they are not able to do so, please use the below scenario:-

You are the first line manager, leading a team of six staff.

Your organisation manages recruitment and selection of staff as part of human resource management supported by the HR Department.

As a first line manager who may need to contribute to the Human Resources Management process, you need to understand the practice and principles, in order that you can make a valid contribution when necessary, in the appointment of new team members

» **TASK 1**

Identify why it is important to ensure that sufficient and appropriate human resource is employed to meet team and organisational needs.

What would be the effect in terms of costs to the organisation, achievement of objectives and customer satisfaction levels, if this was not carried out?

Guideline word count: 300 - 350 words

A.C. 1.1 - Identify the requirement to review the current staffing levels against organisational needs

» **TASK 2**

Prepare a brief report (using a recognised report structure) showing the information collected on current staff levels within your area of responsibility. Explain how you would assess the current human resource levels and make a case for change which is clearly linked to organisational or team objectives.

Guideline word count: 500 - 550 words

A.C. 1.2 - Collect data and information to support the review of staffing levels

A.C. 1.3 - Prepare a report to support a case for staff

Describe the staff recruitment and selection process and how the most appropriate person for a position is selected. Describe how the organisation communicates the need for new staff and the methods which can be used to attract potential recruits. Describe the decision making process for the recruitment and selection of staff and who is involved with each stage of the recruitment process.

Identify the types of information requested from potential candidates and explain the differences between job description and person specification. Include a clear rationale for the use of both job description and personal specification.

Guideline word count: 600 - 650 words

A.C. 2.1 - Describe the stages of a recruitment process

A.C. 2.2 - Identify the component parts of a job description and a person specification

A.C. 3.1 - Describe the stages of a selection process

A.C. 3.2 - Describe the methods that can support the selection decision

Identify the legal background to fair and equitable recruitment and selection processes including explicit and implied discrimination and the need for fairness and equality in the recruitment process. Identify any organisational policies that you must observe during this process.

Identify the key relevant statutes that apply to the recruitment and selection process and explain their relevance.

Guideline word count: 500 - 550 words

A.C. 2.3 - Identify the legal and organisational requirements that apply to the recruitment process

A.C. 3.3 - Identify the legal and organisational requirements that apply to the selection process

UNIT 3011V1

Assignment Brief: Principles, skills and impact of Coaching and Mentoring

» **INTRODUCTION**

This unit is about the core principles, skills and impact of coaching and mentoring on individuals and teams.

» **SCENARIO**

Learners may use their own employment context, or that of another organisation with which they are very familiar, to base their assignment. However, in the case that they are not able to do so, please use the below scenario:-

You are the first line manager, leading a team of 6 staff. Your organisation is keen to embed coaching and mentoring policies and wants key staff to understand the principles, skills and impact of such a policy.

» **TASK 1**

Define the meaning and purposes of both coaching and mentoring and ensure that the distinctions between the two different approaches, in respect of aims and objectives, are clearly identified.

Describe the key roles of a coach and a mentor and illustrate your answer with the effect these different roles may have in your area of responsibility.

Guideline word count: 700 - 750 words

A.C. 1.1 - Define coaching and its purpose

A.C. 1.2 - Define mentoring and its purpose

A.C. 1.3 - Describe the role of a coach

A.C. 1.4 - Describe the role of a mentor

» **TASK 2**

Discuss different communication skills required of a coach and a mentor, differentiating between the skills required as appropriate and using examples of situations to illustrate your answer.

Guideline word count: 400 - 450 words

A.C. 2.1 - Discuss the communication skills required of a coach

A.C. 3.1 - Discuss the communication skills required of a mentor

Describe why the skills and qualities required of a coach and mentor include the need to respect confidentiality and sensitivity.

Give some examples of where the need for these skills is particularly important and what might happen if sensitivity and confidentiality is not observed.

Identify three different methods of providing feedback and support to coachees and mentees and the situation(s) where each method would be most appropriate.

Guideline word count: 400 - 450 words

A.C. 2.2 - Describe the need for sensitivity and confidentiality in a coaching relationship

A.C. 3.2 - Describe the need for sensitivity and confidentiality in a mentoring relationship

A.C. 2.3 - Identify methods of feedback and support for a coachee in a coaching relationship

A.C. 3.3 - Identify methods of feedback and support for mentee mentoring relationship

Identify the benefits of having coaching and mentoring strategies in the workplace.
Identify the key benefits to the stakeholders of such strategies.

Identify how the adoption of coaching and mentoring strategies can benefit individuals in your team, your team as a whole and ultimately benefit the organisation.

Your answer should include identification of how a coaching and mentoring policy can support the organisational mission and strategy. Where possible use practical examples to illustrate your answer.

Guideline word count: 450 - 500 words

A.C. 4.1 - Identify the benefits of coaching for an individual

A.C. 4.2 - Identify the benefits of coaching for a team

A.C. 4.3 - Identify the benefits of coaching for an organisation

A.C. 5.1 - Identify the benefits of mentoring for an individual

A.C. 5.2 - Identify the benefits of mentoring for a team

A.C. 5.3 - Identify the benefits of mentoring for an organisation

STATEMENT OF AUTHENTICITY

THIS STATEMENT MUST BE COMPLETED AND ELECTRONICALLY SIGNED BY YOU AND ATTACHED TO (EACH ONE OF) YOUR COMPLETED ASSIGNMENT(S) (ie. one for each assignment if submitting more than one) WHEN SUBMITTED FOR ASSESSMENT.

Qualfication:

CMI Level 3 Diploma in First Line Management

CMI Level 3 Diploma in First Line Management + bonus CMI Level 3 Award in Coaching and Mentoring (Units 3006V1 & 3011V1)

CMI Level 3 Award in Coaching and Mentoring (Unit 3011V1)

Unit Numbers:

Centre: MOD – JNCO   **Course Number and Date:**

Candidate Statement: Confirmation of Authenticity:

Name	Learner Number if known	Learners E-mail address

I confirm that:

- I am registered on this programme with the Chartered Management Institute
- I am, to the best of my knowledge, the sole author of the completed assignment submitted.
- The attached completed assignment is all my own work, and does not include any work completed by anyone other than myself.
- I have completed the assignment in accordance with CMI's instructions and within the time limits set as given on my CMI Registration Form.

Address	Details	Note (in the Details column)
Name		If using a military address then enter the address clearly giving:
Street Number		Name.
Street / Road Name		Sub Unit.
Town Name		Unit.
Post Code		Any other relevant details e.g. BFPO Number.
Country		

By signing my name below I am agreeing that I have read and understood the Learner Statement of Authenticity

Signature: Date:

RECRUITMENT AND SELECTION PROCESS

Unit Level	3
Unit Number	3006V1
Ofqual Reference	J/504/9008
Credit Value	6
Total Unit Time	60
Guided Learning Hours	20

Good Practice

The military context examples here are provided in addition to the Good Practice guidance issued in the qualification syllabus for this unit, and both should be referred to when seeking guidance. It is intended to provide suggestions to assist learners in completing the assignment, and should not to be taken as a prescriptive outline of required content.

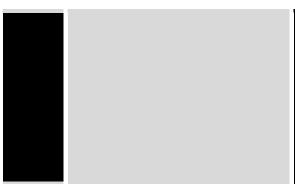| LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
1	Be able to identify the need for recruitment and selection against organisational needs	1.1	Identify the requirement to review the current staffing levels against organisational needs	You could introduce this section by outlining the context in which you work, for example describing the Section or Detachment that you work in. Explain the size and composition of your team, and its primary roles and responsibilities. You are then asked to explain why staffing levels need to be reviewed. This may be because you are short of personnel due to deployments, redundancies, or under-manning. To justify a change in staffing levels you could analyse your Section or Detachment's ability to meet the current tasks given to it. For example, if a post was gapped you
		1.2	Collect data and information to support the review of staffing levels	

				might be able to justify a backfill in order to be able to achieve specified tasks. You need to prepare a short report to support an increase in staff in your Sect/Det. You could write a short briefing note to outline your need for additional manpower. You may wish to use Defence Writing Conventions to help you in structuring this, such as those laid out in JSP101. You could comment on the impact on operational effectiveness that not receiving the uplift in manpower would have
		1.3	Prepare a report to support a case for staff	
2	Understand the process for recruitment	**2.1**	Describe the stages of a recruitment process	This section leads on from AC 1.3 where you presented a report for a change in personnel. You are required to describe the stages of recruitment. The identification of the job is the initial stage, followed by preparation of the job description and person specification. The next stages include advertising the job role and managing the application process. Although military posts are not advertised and recruited for in the same sense as civilian organisations, you should still show an awareness of the stages of the recruitment process. You could consider the post you wish to fill within your Section/Detachment and describe the process of filling this gapped post. To identify the component parts of the job description, you could explain what responsibilities you would expect to give the person, their specified tasks, rank range, and their reporting line (Chain of Command). A person specification would outline any skills and experience you might need that person to have, including required training (Phase 1, Phase 2, special to arm etc), knowledge, personal qualities, fitness levels etc. It is fine to develop your own hypothetical job description and person
		2.2	Identify the component parts of a job description and a person specification	

				specification if one does not exist within your team currently. If advertising the job role is not applicable in your situation, explain how the post would be likely to be filled.
		2.3	Identify the legal and organisational requirements that apply to the recruitment process	The Military have to abide by legal and organisational requirements to ensure that no unlawful discrimination occurs during the recruiting process. You could list some of the important pieces of legislation, such as the Equality Act 2010, as well as outlining the organisational guidelines, such as relevant MS policy. You may prefer to answer this section together with AC 3.3 below and cover the whole recruitment and selection process together.
3	Understand the process for selection	**3.1**	Describe the stages of a selection process	Again, within the military the typical selection stages such as short-listing, interviewing, or assessment may not be applicable when back filling a post. You could describe whose responsibility it is to assign a soldier into the gapped post and their methods of selection. Alternatively, you may find it easier to describe these methods within the general process of soldier selection, which would ultimately lead to a suitably qualified soldier filling the post. For example, you could describe the selection process that occurs from the initial application at an Army Recruitment Office through to the end of successful completion of Basic Training. You could then link this back to your example by explaining how a candidate is traditionally selected for your Section or Detachment, based on required rank, level of training etc.
		3.2	Describe the methods that can support the selection decision	
				Legal and organisational requirements that apply

3.3	Identify the legal and organisational requirements that apply to the selection process	to the selection process can be considered with AC 2.3 above. A discussion of requirements might include, for example, the need to check that applicants have the right to work in the UK and you could describe the regulations surrounding Foreign and Commonwealth applicants as one example. You might identify conditions in which the Military are exempt from adhering to legal requirements, for example on medical or disability grounds, or by gender for some specific roles.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about identifying the need for staff, and the recruitment and selection process.

PRINCIPLES, SKILLS AND IMPACT OF COACHING AND MENTORING

Unit Level	3
Unit Number	3011V1
Ofqual Reference	M/504/9049
Credit Value	7
Total Unit Time	70
Guided Learning Hours	30

Good Practice

The military context examples here are provided in addition to the Good Practice guidance issued in the qualification syllabus for this unit, and both should be referred to when seeking guidance. It is intended to provide suggestions to assist learners in completing the assignment, and should not to be taken as a prescriptive outline of required content.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Understand the principles of coaching and mentoring	**1.1** Define coaching and its purpose	In addition to providing definitions of the term coaching and the term mentoring, it is useful to consider the differences between them. You could supplement your definitions with work-place examples to highlight your understanding and to show how each could be best used. For example, a REME fitter section might have a new Craftsman join the team, and you could outline how coaching and mentoring are used within the workshop to help his professional and personal development. You might consider why coaching is required, for example that he would need to be
	1.2 Define mentoring and its purpose	

		1.3	Describe the role of a coach	supervised and coached by a higher-qualified individual on how to undertake basic vehicle repairs. Your explanation of coaching could then focus on how it is used to develop the Craftsman's skills and competencies, and what level of qualification would be needed by the coach (e.g. Class 1, Class 2 etc). You could then compare this to how a mentor would help a Craftsman who wishes to be promoted to LCpl and wants to acquire knowledge, skills, or behaviours to support this aim. You could discuss whom within the fitter section or even perhaps wider LAD is best placed to be the mentor, what kind of role model they could provide, and how they could help in the development of the individual.
		1.4	Describe the role of a mentor	
2	Understand the skills required of a coach	**2.1**	Discuss the communication skills required of a coach	The syllabus document for 3011V1 contains very detailed good practice notes on suggested content for LO2 and should be read in conjunction with these notes.

In addition to describing the generic communication skills and feedback methods of a coach, you could also consider any military-specific feedback mechanisms that are relevant to your place of work, such as after-action reviews, PXRs, lessons learnt, learning accounts, etc, which can provide feedback on performance and achievement of specified tasks. Consider also more personal feedback methods, which may involve written or verbal feedback, wash-ups, 1:1 meetings or interviews, MPARs, SJARs etc. |
		2.2	Describe the need for sensitivity and confidentiality in a coaching relationship	
		2.3	Identify methods of feedback and support for a coachee in a coaching relationship	
3	Understand the skills required of a mentor	**3.1**	Discuss the communication skills required of a mentor	You may wish to consider the skills required of a coach and determine if the same skills are required of a mentor, and whether there are additional requirements. E.g. in the Fitter section

		3.2	Describe the need for sensitivity and confidentiality in a mentoring relationship	example, if the mentor came from the LAD instead of from the section itself, there may be a greater need for more structured communication and feedback opportunities. The mentor and mentee may not be interacting on as regular a basis or on such an informal scale, and there may be differences in rank that would need to be considered.
		3.3	Identify methods of feedback and support for mentee mentoring relationship	If you have acted as a mentor for someone, even in an informal capacity without being officially tasked, you could reflect upon the skills you needed and how you provided feedback, however informally. This could be to a peer or friend as well as to a subordinate.
4	Understand the impact of coaching on individual, team and organisational performance	4.1	Identify the benefits of coaching for an individual	In terms of individual benefits, you might consider the increased skill level of the new Craftsman, their ability to identify problems and repair vehicles competently and within given timeframes. For the team, you may consider the impact of having a fully trained and competent Craftsman on the fitter Section, the Section's workload and targets, and division of labour and taskings. For the organisation, you could consider the sub-unit the section works for, identifying the impact on operational effectiveness of having serviceable vehicles. It might also be appropriate to consider the LAD and the benefits to them of the increased skill levels of the Fitter Section staff.
		4.2	Identify the benefits of coaching for a team	
		4.3	Identify the benefits of coaching for an organisation	
5	Understand the impact of mentoring on individual, team and organisational performance	5.1	Identify the benefits of mentoring for an individual	It is important that you make the distinction between coaching and mentoring so that you draw out and separate the benefits of each. Benefits relating to mentoring might include motivation, engagement, discipline, and resource

		5.2 Identify the benefits of mentoring for a team	implications. For example, the individual benefits for the Craftsman could be an increased confidence and motivation to learn, which is positively reinforced by the mentor. The benefit to the team could be an increased number of personnel with a wider skill-set, who are therefore able to step up to perform tasks of the rank above, increased ability to act within mission command to achieve the Commander's intent or act as a 2IC to take on a commander's role. Benefits to the organisation might manifest themselves as less disciplinary issues for the CoC and greater productivity of the Fitter Section (number of vehicles successfully repaired) which impacts on operational effectiveness of the unit/sub-unit.
		5.3 Identify the benefits mentoring for an organisation	

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about the core principles, skills and impact of coaching and mentoring on individuals and teams.