Defence Leadership Centre Mentoring in Defence

Completion Pack February 2022
Version 7
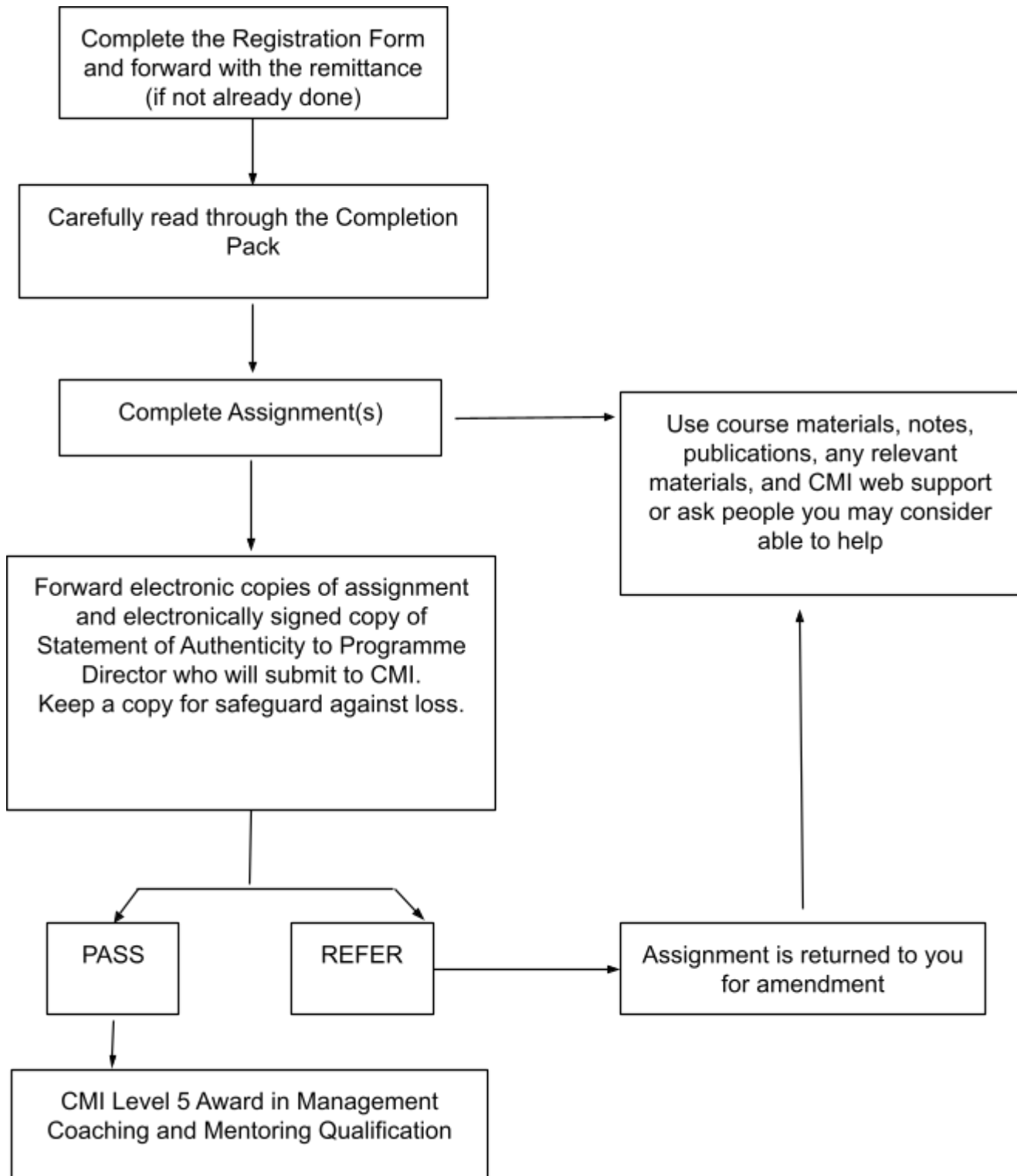
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┌─────────────────────────────┐
│ Complete the Registration Form │
│ and forward with the remittance │
│      (if not already done)     │
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│ Carefully read through the Completion │
│              Pack              │
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┌─────────────────────────────┐        ┌──────────────────────────────┐
│    Complete Assignment(s)    │───────▶│ Use course materials, notes,   │
└─────────────────────────────┘        │   publications, any relevant   │
              │                         │ materials, 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 Programme │           │
│   Director who will submit to CMI.    │           │
│ Keep a copy for safeguard against loss. │         │
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│   PASS   │    │  REFER   │────▶│  Assignment is returned to you │
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┌─────────────────────────────┐
│ CMI Level 5 Award in Management │
│ Coaching and Mentoring Qualification │
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The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising them against regulated professional qualifications. CMI has fully recognised that your course meets some of the requirements for the CMI Level 5 Award in Management Coaching and Mentoring Qualification.

- The CMI Level 5 Award in Management Coaching and Mentoring Qualification comprises the following unit 5018V1 that total 60 TQT/minimum of 6 credits.

To acquire the CMI Level 5 Award in Management Coaching and Mentoring Qualification, you must complete and submit the following assignment (5018V1), comprising a number of tasks, and contained in this completion pack.

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

Note that you have 12 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 for you to receive the Recognised Status. There are no refunds for lapsed candidates.**

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

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

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

We ask where possible for you to access on personal devices and networks to prevent any issues with MOD security and firewalls.

How do I get started and access my learning resources?
1. Click here to set your password
2. Follow the on-screen instructions
3. Click here to access ManagementDirect
4. Username is the email as registered with CMI

Once logged in to ManagementDirect, use the following steps to access support for Unit 5018V1:

Unit 5018V1
● Opening Screen - Click on Qualification Support* for CMI CMI Level 5 Award in Management Coaching and Mentoring Qualification
● Next Screen - Click View Qualification
● Next Screen - Scroll to find Unit 5018V1
● Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

Between the LOs there are links to 'View Resources'. By 'clicking' these open you will find comprehensive support for the appropriate LO. Resources include documents, checklists, video clips and recommended reading. Note that there may be some duplication of resource references as the LOs are interrelated.

*If you do not have a link to Qualification Support please contact the team (see below)

Unsure about anything?
Please contact CMI on: +44 (0) 1536 207496 during office hours (0900-1700 hours Monday to Friday), or mod.qualifications@managers.org.uk

UNIT COMPLETION REQUIREMENTS

You are required to complete 5018V1 unit assignment(s) to obtain the CMI CMI Level 5 Award in Management Coaching and Mentoring Qualification.

Guidance on completing the assignment and submitting your work to CMI are on 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 5 Award in Management Coaching and Mentoring Qualification	Credits	Actions
Unit 5018V1 - Mentoring Practice and Theory	6	● Register for the Qualification ● Submit evidence of course completion (i.e. JPA print out) ● Complete assignment(s) ● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity ● Keep a copy for safeguard against loss

QUALIFICATION REGISTRATION

If you have not already done so, you need to register for the qualification. The registration form must be accompanied with a copy of the relevant section of your end of course certificate signed off by the Course Manager (i.e. JPA print out), and the requisite remittance (cheque, bank transfer or credit/debit card details). Send this to the CMI at the address shown on the form.

SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 5 Award in Management Coaching and Mentoring Qualification.

Submission via the CMI Programme Director

Once you have completed all assignments, you must forward them, 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 the Programme Director. The assignment must not exceed a file size of 5MB. File name should include the following: full name, P number, unit and submission number i.e Assignment Blogs_P123456_Unit_number_submission number.

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 two further re-submissions.

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 qualifications from Level 2 to 7 have an assignment brief available.

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

Learners are required to complete all tasks and Assessment Criteria.

ASSESSMENT GUIDANCE

Programme Director submission

All work must be submitted in a single electronic document (.doc file). The document must be marked with the learner's name, P number and unit number. Electronic assignments should be sent to the Programme Director.

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.

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 charts 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 2500-3000 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 & 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 is used to convey accuracy in meaning.

INSTRUCTIONS & 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 workplace 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, P number, and the unit number - 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 5018V1

Assignment Brief: Mentoring practice and theory

Click here to download the Assignment Brief.

INTRODUCTION

This unit is about management mentoring practice and theory and the application of tools and techniques associated with this.

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 a manager of a medium sized company. Your organisation has a positive culture with staff being motivated and well supported. However, there are situations where some staff require additional help and support to fulfil their role within the organisation. Your role is to develop a mentoring scheme for this organisation and demonstrate an awareness of influencing factors to be considered.

TASK 1

Explain four different techniques which can be used to mentor individuals stating why each technique is suitable. Explain why the personality of the individual to be mentored should influence the technique to be used for mentoring. Review why differing techniques to meet the needs of the individual is important.

Identify two situations where problem-solving techniques are used within the mentoring process.

Evaluate the use of reflection and self awareness for the individual in order to support behavioural change. Explain why the individual should play an active role within the process.

Dialogue, questioning and listening techniques are key to effective mentoring, evaluate why these are important to support organisational change. Evaluate the possible impacts for the individual and the organisation if these techniques are not supported.

Guideline word count: 850 - 950 words

A.C. 1.1 - Evaluate the use of reflection, self-awareness, dialogue, questioning and listening techniques within mentoring activities to support behavioural and organisational change

A.C. 1.2 - Explain the impact of personalities on the selection of the tools and techniques adopted with Individuals

A.C. 1.3 - Identify when problem-solving techniques are used when mentoring

A.C. 1.4 - Explain the differing techniques needed when mentoring individuals

TASK 2

Identify six key factors needed to create successful mentor relationships and analyse why each of these six factors are important. Identify how individuals can be encouraged to commit to the mentoring process to establish an effective partnership between the mentor and mentee.

Guideline word count: 450 - 550 words

A.C. 2.1 - Analyse what is needed for successful mentor relationships

A.C. 2.2 - Identify how to build the commitment of the individuals to establish a partnership for effective mentoring

TASK 3

During the mentoring process explain why clear goals need to be established and how they can be agreed with the individual. Explain the importance of developing action plans with the individual and why they should be negotiated and agreed.

Explain why it is important to evaluate the individual's engagement with the mentoring process. Describe two different methods of monitoring the individual's engagement.

Select two individuals who require mentoring and create an individual action plan for each of them with clear achievable goals. Evaluate how each individual engages with the mentoring process and any possible improvements which may be made using your evaluations.

Guideline word count: 500 - 600 words

A.C. 2.3 - Establish goals and agree action plans with individuals

A.C. 2.4 - Evaluate individuals' engagement with the programme through the mentoring process

TASK 4

Review mentoring theory and practice and discuss six guidelines and protocols for accepted interventions. Select two of these guidelines and explain how they can be developed into mentoring interventions which will support individuals in the achievement of organisational objectives.

For the two chosen mentoring interventions evaluate how effective they are in achieving organisational objectives. Explain why it is important to review the effectiveness of the mentoring interventions in relation to achieving the organisation's objectives.

Guideline word count: 800 - 900 words

A.C. 3.1 - Discuss guidelines and protocols for interventions based on accepted mentoring theory and Practice

A.C. 3.2 - Develop interventions of mentoring to support individuals in the achievement of organisational objectives

A.C. 3.3 - Evaluate the effectiveness of the mentoring interventions in achieving organisational objectives

THIS STATEMENT MUST BE COMPLETED AND ELECTRONICALLY ATTACHED TO THE COMPLETED ASSIGNMENT BEING SUBMITTED TO THE CMI

Click here to download the Statement of Authenticity form.

Qualification	
Unit Number and Title	
Centre Name	
Learner Name	
Learner CMI Number	
Date Submitted	

I …………………..…….. confirm that the work submitted is my own and that I am the sole author of this completed assignment and the following has been checked prior to submission

Requirement Prior to Submission	Learner Sign to Confirm
The assessment criteria have been used as headings or I have indicated/sign-posted within my work where I feel each assessment criteria has been demonstrated	
Word count is shown on the front sheet and is within the CMI guidelines and I understand that if this is exceeded, it may be returned, unmarked, for editing	
All answers relating to the Assessment Criteria are contained within the body of the text and appendices have not been used	
The work has been checked for spelling and grammar	
All work that is <u>not</u> my own has been referenced using a formal system of referencing	
Learner name and CMI membership number is identified on each page within the assignment (header or footer) and that each page is numbered	

Ofqual unit number	Y/504/9059
RQF level	5
Guided learning hours	45
Total unit time	60
Credits	6
Aims of unit	This unit is about understanding the tools and techniques in mentoring, developing relationships and understanding interventions.
Good Practice	CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.
	When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.

Learning Outcome 1
Understand the tools and techniques used in mentoring

Assessment Criteria
1.1   Evaluate the use of reflection, self-awareness, dialogue, questioning and listening techniques within mentoring activities to support behavioural and organisational change

Good Practice
To demonstrate your understanding and application of the skills and competences outlined in this criterion you could provide evaluative examples of how and why you have used them. You may want to illustrate this with sample questions to demonstrate their application and the outcomes both positive and negative. It is good practice for the mentor to reflect on their practice and recognise the significance of these skills in their mentoring role and impact on moving the mentee forwards.

Assessment Criteria
1.2   Explain the impact of personalities on the selection of the tools and techniques adopted with individuals

Good Practice
You may want to provide examples of when you have selected certain tools and techniques for different personality types, explaining why the tool was chosen for the personalities in question. For example if someone

showed a low self-esteem you might discuss aggressive, passive, assertive behaviours, or if they were guarded about development needs you might use the Johari window. You could also refer to Gallwey's outer and inner game model.

Assessment Criteria	
1.3	Identify when problem-solving techniques are used when mentoring

Good Practice

It is useful to consider at what stage of the model you would select appropriate problem solving techniques. It is important to remember that mentoring involves the coachee taking ownership of the issues and developing the solutions for themselves. Again using models such as inductive reasoning, PDCA or root cause analysis you may want to identify how the process encourages individuals to determine the options open to them and how they will assess the pros and cons of each option.

It is useful to outline by way of examples the techniques illustrated in 1.1.

Assessment Criteria	
1.4	Explain the differing techniques needed when mentoring individuals

Good Practice

If you keep a mentoring log you could reflect on your own practice and determine when these techniques have been used effectively.

Learning Outcome 2
Understand the need to develop relationships to support mentoring practice

Assessment Criteria	
2.1	Analyse what is needed for successful mentoring relationships

Good Practice

You may wish to refer to the requirements for building a mentoring relationship in terms of processes such as contracting, goal setting etc. or the interpersonal aspects such as trust, rapport, and listening skills, or experience and contacts - networking.

Assessment Criteria	
2.2	Identify how to build the commitment of the individuals to establish a partnership for effective mentoring

Good Practice

Consider the nature of the dialogue at the contracting stage and what that would look like. You may want to illustrate this by way of examples. Consideration could be given to whether this is supported by documentation such as a contract or an action plan. You may wish to make reference to the stages of mentoring developed by Clutterbuck.

Assessment Criteria	
2.3	Establish goals and agree action plans with individuals

Good Practice
Goal setting establishes the purpose of the relationship. It is important that they are SMART. It is useful to provide examples of action plans you have agreed with a reflective account to demonstrate your understanding. Recognition should also be given to how you would ensure that the goals reflect the mentees needs as well as allow for new needs to emerge.

Assessment Criteria	
2.4	Evaluate individuals' engagement with the programme through the mentoring process

Good Practice
You could provide illustrations which show how you developed the individual's commitment to the process in terms of contracting and what actions you adopted to build a relationship conducive to mentoring. You may also want to discuss how you would review progress as well as reflect on how the relationship is working. You may want to consider how the process has encouraged the mentee to take responsibility for their own actions, or even to acknowledge where the process did not achieve the desired level of engagement – and why.

Learning Outcome 3
Understand guidelines and protocols for intervention and the need to develop mentoring interventions to meet organisational requirements

Assessment Criteria	
3.1	Discuss guidelines and protocols for interventions based on accepted mentoring theory and practice

Good Practice
It is useful to reflect on how mentoring is used in organisations from research undertaken by CMI/CIPD to highlight its contribution to organisations. This provides greater clarity when determining its impact on organisation objectives. Consideration should be made to key principles of mentoring to reinforce this. You may wish to refer to the European Mentoring and Coaching Council for protocols, or to the mentoring model outlined by Clutterbuck which provides a systematic means of developing a mentoring relationship. In determining guidelines you want to consider relationships, process, ownership purpose etc.

Assessment Criteria	
3.2	Evaluate the effectiveness of the mentoring interventions in achieving organisational objectives

Good Practice
In the provision of examples or through a reflective log you should demonstrate an understanding of how mentoring can assist an individual to develop.

Assessment Criteria	
3.3	Develop interventions of mentoring to support individuals in the achievement of organisational objectives

Good Practice
Consideration should be given as to how you will measure the impact of mentoring. You may want to make reference to the Kirkpatrick model of evaluation at different intervals from immediate reaction and feedback to organisation impact. The evaluation of a real life example would add value here. Building on the above it is important to measure the impact mentoring has made both in the short and long term.