LEVEL 5 PROFESSIONAL MENTORING PRACTICE

Syllabus | June 2022 | Version 1

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CONTENTS

QUALIFICATION OBJECTIVE

This qualification is designed to provide an overview of principles of mentoring practice for individuals. This qualification explores the underpinning skills and knowledge to identify the role of mentoring in relation to coaching, how management and leadership principles can underpin practice, and deliver mentoring that empowers Mentee's to work towards meaningful goals.

This qualification has been designed for practising or aspiring Mentors, who have the ability to apply their learning, to develop their skills in this area and/or progress onto further learning.

Extensive research has been undertaken to ensure that these qualifications reflect tasks and activities of managers in the aforementioned roles in the workplace. Sources of information include, but are not limited to:

1. Comparability to existing Coaching programmes
2. CMI Professional Standards
3. Stakeholder consultation
4. Mapped to the Professional Apprenticeship Standard ST0809 AP01 Professional Coaching

QUALIFICATION TITLES

The titles given below are the titles as they will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of submission, which confirms that this is a regulated qualification on the RQF and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI Code	Qualification Title	Qualification Reference Number
5A39	CMI Level 5 Award in Professional Mentoring Practice	610/0907/6
5C39	CMI Level 5 Certificate in Professional Mentoring Practice	610/0908/8

KEY DATES

These qualifications are regulated from 1st June 2022 and the operational start date in CMI Centres is 1st June 2022. The qualification review date is 31st May 2027.

PROGRESSION OPPORTUNITIES

CMI would recommend the below qualifications as a possible progression route, once complete the Management Coaching and Mentoring qualifications:

- CMI Level 5 Professional Coaching Practice
- CMI Level 5 Principles of Professional Coaching
- CMI Level 6 Professional Coach Supervision
- CMI Level 7 Qualifications in Leadership Coaching and Mentoring

Please see also the CMI Website for further information on CMI's portfolio of Level 5 qualifications.

Learners may also wish to further their ongoing personal and professional development by accessing other CMI qualifications, such as the CMI Level 5 Qualifications in Management and Leadership.

ENTRY AND REQUIREMENT

These qualifications can be offered to Learners from age 19. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centre must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression

In order to achieve this, the CMI Centre will need to:

- Provide relevant programme information, guidance and advice, to enable informed Learner choice Publish entry and selection criteria
- Demonstrate that Learners are recruited with integrity
- Carry out comprehensive Learner induction that:
    - addresses programme and organisational requirements
    - explains Learner facilities
    - identifies Learners' development needs
    - develops an Individual Learning Plan

The qualification is offered in the medium of the English Language.

Total Qualification Time (TQT) is defined as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements –

a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Unit Time (TUT) is defined as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a unit.

Guided Learning Hours is defined as the activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Immediate Guidance or Supervision is defined as the guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –
a) with the simultaneous physical present of the Learner and that person, or
b) remotely by means of simultaneous electronic communication

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

Rule of Combination is defined as being a rule specifying the combination of units which may be taken to form a particular qualification, any units which must be taken and any related requirements.

QUALIFICATION STRUCTURES

RULES OF COMBINATION

There are minimum requirements to achieve each qualification within this suite. The minimum requirements are based on the boundaries outlined in Ofqual's Guidance to the General Conditions of Recognition, namely Condition E2.

CMI LEVEL 5 AWARD IN PROFESSIONAL MENTORING PRACTICE
Learners must select at least one unit to a minimum of 80 TUT hours, 8 credits to achieve this qualification.
The minimum GLH is 28 hours.

CMI LEVEL 5 CERTIFICATE IN PROFESSIONAL MENTORING PRACTICE
Learners must complete the following two units to a minimum of 210 TUT hours, 21 credits to achieve this qualification.
The minimum GLH is 58 hours.

Unit Code	Unit Title	GLH	TUT	Credits
535	Management and Leadership Influences in Coaching and Mentoring	28	80	8
537	Professional Mentoring Practice	30	130	13

QUALIFICATION DELIVERY

CMI does not specify the mode of delivery for its qualifications at Level 5; therefore CMI Centres are free to deliver the Level 5 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Please ensure that the content of the Centre Delivery plan is approved by the CMI Quality Manager.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Centre Handbook for more information.

ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

Further information, please see the CMI Reasonable Adjustments Procedure and the CMI Special Consideration Procedure.

RECOGNITION OF PRIOR LEARNING

There may be occasions where Learners request Recognition of Prior Learning (RPL). This can be applied by Centres. Further guidance on RPL and exemptions can be found in CMI RPL policy.

ASSESSMENT & VERIFICATION

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual unit.

The primary interface with the Learner is the Assessor, whose job it is to assess the evidence presented by the Learner. The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

The CMI Centre's assessment plan, to be agreed with the Quality Manager, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, CMI Centres must ensure that:

1. the selected assessment task/activity is relevant to the content of the unit
2. there are clear instructions given to Learners as to what is expected
3. Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
4. the language used in the assessment is free from any bias
5. the language and technical terms used are at the appropriate level for the Learners

In addition to the specific assessment criteria in each unit, the Learner's work must be:

- accurate, current and authentic
- relevant in depth and breadth

and must also show the Learner's:

- clear grasp of concepts
- ability to link theory to practice, and
- ability to communicate clearly in the relevant discipline at the expected level for the qualification

LEARNER AUTHENTICITY

Learners are required to sign and date a Statement of Authenticity. The learner statement confirms the evidence submitted is all their own work and has not been completed by a third party. Additionally the learner statement confirms the evidence provided has been completed in accordance with CMI approved instructions.

Centres are required to complete a Centre Statement of Authenticity to confirm the learner is registered on a Chartered Management Institute (CMI) programme of study.

ASSESSMENT GRADING

The grading system for CMI qualifications is "Pass/Refer". The external moderation of Learners' work confirms that the required criteria for achievement have been met.

CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the CMI Centre Handbook for more information.

SUGGESTED ASSESSMENT METHODOLOGIES

CMI does not state the assessment method for its qualifications, instead supporting Centres in creating assessment plans to suit the needs of Learners and/or Employers. It is encouraged that a range of methods are used to ensure that all Learning Outcomes and Assessment Criteria are met, and to enhance Learners' development.

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification

The following table presents an overview of the type of activities that partners may use to assess each unit. Further details are provided in the 'Recommendations for Assessment' section of each unit specification.

		Report	Reflective Account	Guide	Plan	Work Based Evidence
535	Management and Leadership Influences in Coaching and Mentoring	X	X	X	X	X
537	Professional Mentoring Practice	X	X		X	X

WORD COUNT AND APPENDICES

The written word, however generated and recorded, is still expected to form the majority of accessible work produced by Learners at Level 5. The guideline word count for units within this qualification are summarised below, and vary depending on size and content of the unit. There is a 10% allowance above/below these guidelines. For more information, please refer to the CMI Assessment Guidance Policy

The table below sets out the word count, by unit, within these qualifications. Word count has been set based on the content being covered within each unit.

Unit	Title	Word Count
535	Management and Leadership Influences in Coaching and Mentoring	4000
537	Professional Mentoring Practice	4000 + work based evidence

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

EXTERNAL MARKING

As part of our dedicated service, Chartered Management Institute (CMI) Awarding Body offers the opportunity for all Centres to have their Learner's assignments externally marked.

Some CMI Centres choose to send one assignment of the qualification to be externally marked, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work marked and certificated within a six week period. Please refer to the fee's guide for current pricing.

APPEALS AGAINST ASSESSMENT DECISIONS

In the event that a Learner wishes to appeal against an assessment decision, they can do so by following outlined procedures.

Where an assessment decision has been made by CMI Centre, Learners must follow the Centre/s own Appeals Procedure in the first instance. If this procedure has been exhausted and remains unresolved, Learners may log on a Stage 2 appeal with CMI.

For further information, please see CMI's Enquiry and Appeals Procedure.

CMI SERVICES - SUPPORTING CMI QUALIFICATIONS

CMI MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI through until the completion of their studies. For details of the benefits of membership please click here. There may be the opportunity to upgrade during the Learners studies dependent on successfully completing an assessment with CMI.

CHARTERED MANAGER

Chartered Managers are consistent high performers, committed to current best practice and ethical standards.

A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please click here.

STUDY RESOURCES

ManagementDirect
https://members.md.cmi.org.uk

It's fast, comprehensive and free to members

ManagementDirect is a complete online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to develop their skills.

● 231 Management Checklists and 60 Management Thinker profiles
● One page overviews of key Management Models
● Multimedia resources – 200 Leader Videos

- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 9000 e-books to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies
- Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions give you a headline understanding of the topic; Checklists and Models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

E-journals

For in depth research try our e-journals service

CMI has joined forces with EBSCO Information Services to offer members access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

Access to Business Source Corporate is through ManagementDirect.

Online CPD

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work.
Our online CPD scheme enables you to record your learning objectives and the activities you have undertaken and encourages you to assess its impact in your role as a manager. Print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

The units within these qualifications are different to other qualifications, and so the following summarises some key features:

- TUT refers to Total Unit Time. TUT is set based on estimated time expected for the average learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of assessment.
- GLH refers to Guided Learning Hours. GLH is the estimated contact time the average learner has with tutors, trainers or facilitators as part of the learning process, it includes formal learning including classes, training sessions, coaching, seminars, live webinar and telephone tutorials, e-learning which is supervised. It is important to note that this also includes assessing learner's achievements for competency based assessments.
- The use of e.g within the unit content means an abbreviation for "for example".
- Key words which highlight knowledge, skills and behaviours which will be developed
- Indicative content has been developed to support the learner to understand the aims of learning outcomes and assessment criteria. It can also be used by tutors to develop lesson plans and schemes of work.
- Recommendations for Assessment which provides a range of suggested assessment activities for actual or aspiring managers and leaders
- Relationships to frameworks such as Chartered Management Consultant Competence Framework
- Suggested reading/web resource materials developed to compliment the unit content. The primary resource/research tool referred to is ManagementDirect

It is recommended that Learners have sight of each unit of study in preparation for assessment.

The table below summarises the units within these qualifications:

535 Management and Leadership Influences in Coaching and Mentoring	Management, leadership, working with others, change and organisational culture are some of the key topics that arise when delivering professional coaching or mentoring. An insight into these topics will enable the Professional Coach or Mentor to develop an in-depth appreciation of the challenges faced by individuals they support. The aim of the unit is for the Professional Coach or Mentor to evaluate the role and influence of organisation culture, management, leadership and change on coaching and mentoring and apply this information in their professional practice.
537 Professional Mentoring Practice	Mentoring is a tool increasingly used to develop talent within an organisation, boost engagement and foster a sense of wellbeing and belonging. Mentoring has the power to improve the Mentee's confidence, quality, consistency, and productivity in their work. It is a strategy used to support the Mentee to develop knowledge, skills, values and behaviours. The mentoring role is highly skilled. A Mentor is a trusted advisor, and the role differs, depending on the Mentee and their

| | organisation's needs. Mentors have to be adaptable, willing to share their wisdom, expertise and insight with others.

The aim of this unit is to focus on the role, purpose and delivery of mentoring that empowers Mentee's to work towards meaningful goals. |

Ofqual unit number	Y/650/2463
RQF level	5
Guided learning hours	28
Total unit time	80
Credits	8
Aims of unit	Management, leadership, working with others, change and organisational culture are some of the key topics that arise when delivering professional coaching or mentoring. An insight into these topics will enable the Professional Coach or Mentor to develop an in-depth appreciation of the challenges faced by individuals they support.
	The aim of the unit is for the Professional Coach or Mentor to evaluate the role and influence of organisation culture, management, leadership and change on coaching and mentoring and apply this information in their professional practice.
Keywords	Coaching, mentoring, management, leadership, organisation, structure, culture, change, problems, decision making, success.

Learning outcome 1
Understand the influence of management, leadership and organisational culture on coaching or mentoring
Assessment criteria
1.1 Evaluate the role and influence of organisational context and culture on coaching or mentoring 1.2 Discuss the impact of management and leadership approaches on the Coachee or Mentee 1.3 Analyse factors which influence a Coachee's or Mentee's ability to work effectively with others 1.4 Recommend tools and techniques to respond to Coachee's or Mentee's work based challenges
Indicative content
1.1 Organisational contexts: Type and purpose of the organisation (e.g. Public, Private, Third Sector). Context (e.g. SWOT, PESTLE analysis). Structure (e.g. matrix, hierarchical, flat).

Organisational strategy (e.g. Business, HR, Coaching, Mentoring). Organisational culture and leadership (e.g. entrepreneurial, people-oriented, result-oriented, process-oriented), (Schein and Schein, 2017). Cultural Web (Johnson et al, 2011).

Role and Influence of organisational context and culture on coaching or mentoring: Effect on the coaching or mentoring relationship (e.g. parameters of role, resourcing).

1.2 Management and leadership:

Management and leadership approaches: Situational Leadership (Hersey and Blanchard, 1969). Ethical Leadership (Mendonca & Kanungo, 2007). Transcultural leadership (Vazquez et al, 1993). Leadership Styles (Goleman, 1995). Action-Centred Leadership (Adair,1963). Transformational Leadership (Burns, 1978).

Impact: Consequence (advantages, disadvantages) of management and leadership approaches (e.g. levels or support, opportunities for progression, target setting, performance management, levels of autonomy, delegation). Attitudes, values, beliefs. Codes of ethics. Relationship/power dynamics. Wellbeing.

1.3 *Factors:* Transcultural awareness. Diversity, inclusion and equality. Neuro diversity. Personality traits/differences. Values, attitudes, beliefs. Ethics. Emotional intelligence. Communication skills (e.g. questioning, listening, feedback). Organisational and team dynamics. Environment (e.g. face to face, virtual).

1.4 *Tools and techniques:* Communication techniques (e.g. listening, questioning, use of silence to support, challenge, disrupt). Transactional Analysis. Coaching approach. Mentoring approach. Goal setting (e.g. SMART). Alignment of personal and organisational goals. Action planning. Diagnostic tools (e.g. MBTI, 360-degree feedback, Facet 5, Insights Discovery). Motivational Maps (e.g. motivational theories. Herzberg). NLP techniques. SCARF Model (Status, Certainty, Autonomy Relatedness) (Rock, 2008).

Coachee's or Mentee's work based challenges: Management and leadership challenges. Working with others.

Learning outcome 2
Understand how to support a Coachee or Mentee transition through change
Assessment criteria
2.1 Evaluate the role of coaching or mentoring to support individuals transition through change 2.2 Analyse approaches to support a Coachee or Mentee transition through change
Indicative content
2.1 Role of coaching or mentoring: Formal and informal coaching or mentoring. Safe, confidential reflective space to explore/consider the type/impact of change. Responsivity to change (e.g. mindset, resistance). Ability to make change for themselves (co-creators of change). Empowerment. Use of group coaching/mentoring.

Types change: Environmental change. Technological change (e.g. disruptive technology). Legal and regulatory change. Policy. Procedure. Economic change. Social change. Role/career change. Organisation change (e.g. mergers, acquisitions, leadership structure).

2.2 Approaches to support coachee's or mentee's transition through change: Change Curve (Kubler Ross, 1970). Transition/Change Curve (Fisher, 2012). Bridges Transition Model (Bridges, 2017).

Problem solving and decision-making approaches to support coachee's or mentee's transition through change: Ethical Decision-Making Model (Passmore, 2020). Six Thinking Hats (Edward de Bono, 1985). Appreciative Inquiry (Cooperrider, Srivastava and Bushe et al, 2011). Design Thinking Approach (Kelley, (n.d). Reflective Practice (e.g. reflective cycle Gibbs, 1995. Kolb, 1984). Root Cause Analysis (Sakichi Toyoda).

Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner may be asked to write a **written account o**r **proposal** on the influence of management, leadership and organisational culture on coaching or mentoring.

2. The learner may be asked to write a **report** or **briefing paper** on how they would support a coachee or Mentee transition through change.

3. They may present **work based evidence** accompanied by reports/reflective accounts to meet each assessment criteria.

Further guidance
It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

The learner needs to tailor their response to their role, either as a Professional Coach **or** Mentor.

Relationship with CMI Professional Standards: This unit is mapped to:	
Personal Effectiveness	• Managing yourself • Making decisions • Communicating and influencing
Interpersonal Excellence	• Providing purpose and direction • Developing people and capabilities • Building relationships and networks
Organisational Performance	• Leading change and innovation • Managing resource and risk • Achieving results

Suggested reading/web resource materials

Recommended reading:

Leadership and management

Adair, J, E. (2009). *Not Bosses but Leaders, How to Lead the Way to Success.* London, UK: Kogan Page.

Allan, B (2019) *The No-Nonsense Guide to Leadership, Management and Teamwork.* London: Facet Publishing (Facet No-Nonsense Guides)

Hull, R. B, Robertson, D.P. and Mortimer, M (2020) *Leadership for Sustainability: Strategies for Tackling Wicked Problems*. Washington, DC: Island Press.

Northouse, P. (2018). Leadership: *Theory and Practice* (8th Edn). London: Sage.

Roe, K. (2017). *Leadership Practice & Perspectives*. Oxford: OUP.

Schein, E.H. (2016). *Organisational Culture & Leadership* (5th Edn). San Francisco, CA: Jossey Bass.

Sutanto, M. (2009). Turning Diversity into Competitive Advantage: A Case Study of Managing Diversity in the United States of America. Jurnal Manajemen Dan Kewirausahaan [online] 11(2) 154-160. available from https://doi.org/10.9744/jmk.11.2.pp.%20154-160 [15 August 2018

Simons, G.F., Vazquez, C., & Harris P.R. (2011) *Transcultural Leadership 'Empowering the Diverse Workforce'* Routledge, London UK

Whitmore, J. (2017). *Coaching for Performance: The Principles and Practice of Coaching and Leadership*. (25th Anniversary (EDN)). London: Nicholas Brealey Publishing Limited.

Change

Arora, H.N and Sinha, R (2020) Alchemy of Change : *Managing Transition Through Value-Based Leadership*. New Delhi, India: Sage Publications Pvt.

Burnes, B. (2017). *Managing Change*. (7th Edn). Harlow: Pearson - Coronet Books.

Cooperrider, D.L., Whitney, D. and Stavros, J.M. (2008). *The Appreciative Inquiry Handbook: For Leaders of Change* (2nd Edn). Oakland, CA: Berrett-Koehler Publishers.

Fullan, M. (2020). *Leading in a Culture of Change.* (2nd Edn). Jossey Bass NJ, USA.

Hayes, J. (2018). *The Theory and Practice of Change Management* (5th Edn). London, Palgrave Macmillan.

Hodges, J. (2021) *Managing and Leading People Through Organisational Change. The Theory and Practice of Sustaining Change Through People*.

Coaching and Mentoring

Oberstein, S (2020) *10 Steps to Successful Coaching,* (2nd Edn). Alexandria, VA: Association for Talent Development

Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge: Oxon, England: UK.

Rogers, J., Whittleworth, K., & Gilbert, A. (2012) *Manager as Coach: The New Way to Get Results*: McGraw Hill: England: UK.

Rolfe, A. (2020) '*Mentoring' Mindset, Skills & Tools* (4th Edn): Mentoring Works.

Starr, J (2021) *The Coaching Manual, The Definitive Guide to the Process, Principles and Skills of Personal Coaching* (5th edn) Pearson Education Ltd, Harlow, UK.

Starr, J. (2021) *The Mentoring Manual (2nd Edn): Your Step-By-Step Guide to Being a Better Mentor*: Pearson Education Limited: Harlow: UK.

Decision Making

Institute of Business Ethics (2011). *Ethics in Decision-making. Good Practice Guide*. London: Institute of Business Ethics.

Krogerus, M., and Tschäppeler, R. (2017). *The Decision Book: Fifty Models for Strategic Thinking*. New ed. London: Profile Books.

Passmore, J., & Turner, E. (2018) '*Reflections on Integrity' – The Appear Model Coaching at Work*, 13(2) Chapter 31 in Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge: Oxon, England: UK.

McGrath, J. (2015). *The Little Book of Big Decision Models: The 70 most useful models to help you say Yes or No*. Harlow: Pearson Education.

Weirich, P. (2017). *Models of Decision-Making: Simplifying Choices*. Cambridge: Cambridge University Press.

Health and Well-being

Cooper, C. and Hesketh, I. (2019). *Wellbeing at Work: How to Design, Implement and Evaluate an Effective Strategy*. London: Kogan Page/CIPD.

Golding, E and Diaz, P (2019) Mental Wealth : *An Essential Guide to Workplace Mental Health and Wellbeing*. New York, N.Y.: Morgan James Publishing. Available

Hodgins, M., Fleming, P. and Griffiths, J. (2016). *Promoting Health and Well-being in the Workplace: Beyond the Statutory Imperative*. London: Plagracve Macmillan.

Tailor, M. (2017) Good Work: *The Taylor Review of Modern Working Practices*. Assets publishing service.gov.uk.

Van Velderhofen, M. and Peccei, R. eds. (2014). *Well-Being and Performance at Work the Role of Context*. Abingdon, Oxford: Taylor and Francis.

Worrall, L et al. (2016) *The Quality of Working Life. Exploring Managers' Wellbeing, motivation, productivity*. Chartered Management Institute.

Web Links

The PLUS Decision Making Model @ http://www.burtbertram.com/teaching/ethics/Article_02-PLUS_DecisionMakingModel.pdf

ManagementDirect resources require CMI membership and a username and password.

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may also make reference to other local or national legislation as relevant.

Unit 537	Professional Mentoring Practice

Ofqual unit number	D/650/2465
RQF level	5
Guided learning hours	30
Total unit time	130
Credits	13
Aims of unit	Mentoring is a tool increasingly used to develop talent within an organisation, boost engagement and foster a sense of wellbeing and belonging. Mentoring has the power to improve the Mentee's confidence, quality, consistency, and productivity in their work. It is a strategy used to support the Mentee to develop knowledge, skills, values and behaviours.

The mentoring role is highly skilled. A Mentor is a trusted advisor, and the role differs, depending on the Mentee and their organisation's needs. Mentors have to be adaptable, willing to share their wisdom, expertise and insight with others.

The aim of this unit is to focus on the role, purpose and delivery of mentoring that empowers Mentee's to work towards meaningful goals. |
| **Keywords** | Mentoring, scope, wisdom, insight, expertise, role context, delivery, outcomes, reflection, excellence. |
| **Terminology** | The term 'Mentee' is used within the qualification to refer to a person receiving mentoring. |

Learning outcome 1
Understand the principles of professional mentoring
Assessment criteria
1.1 Evaluate the scope and role of professional mentoring

1.2 Analyse the benefits and challenges of professional mentoring within an organisational context

1.3 Recommend strategies to ensure professional mentoring is a success |

Indicative content

1.1 Scope and role of mentoring:

Definition: Mentoring (e.g. Starr, Rolfe). Mentor (e.g. a person who supports another as a trusted advisor, sharing wisdom, experience, knowledge and insight, typically occurring outside of the line management structure). Mentee (e.g. person receiving mentoring). Differences and similarities between mentoring, coaching, training, consultancy.

Types of mentoring: Formal. Informal. Reciprocal (e.g. co-mentoring). Peer to peer mentoring. Group mentoring. Reverse mentoring. Self-mentoring. Organisational mentoring schemes. Corporate Social Responsibility (CSR) cross sector/organisational mentoring schemes (e.g. mentors from the Private Sector mentoring people in the Third Sector).

Delivery methods for mentoring: Virtual. Face to Face. Hybrid mentoring. Impromptu mentoring. Mentoring moments.

Ethical and legal frameworks: Codes of ethics (e.g. Global Code of Ethics, 2021 EMCC UK). Role of mentoring agreements. Organisational policies and procedures. Data Protection Act/GDPR UK (2018). Safeguarding. Equality Act (2010). Prevent Strategy (2015).

1.2 *Benefits of professional mentoring:*

Organisational: Development of capability to achieve shared goals/aspirations (e.g. talent development, team cohesion). Improved onboarding (e.g. benefit to new employees). Improved productivity. Knowledge transfer. Employee retention and satisfaction. Supports progression for underrepresented groups. Return on Investment. Use of existing resources. Ability to influence diversity and inclusion. Reverse mentoring (e.g. to gain an improved understanding of the business, insight for senior staff). Impact on health and wellbeing. Improved customer service. Quality assurance.

Benefits to Mentee: Knowledge. Behaviours. Skills. Abilities. Personal growth. Transition of role. Wider understanding of the organisation.

Benefits to Mentor: Knowledge transfer. Recognition and reward of supporting a Mentee to reach goals. Giving 'something back.' Professional development.

*Challenges of professional mentoring***:** Managing self (e.g. capability and capacity to deliver mentoring within working role). Managing the relationship (e.g. equality within relationship). Levels of engagement. Lack of understanding of the purpose of mentoring (e.g. confusion with management role). Process/structure for mentoring (e.g. matching Mentor to Mentee. Measurement of outcomes. Resourcing). Conflict of values. Conflict of interest. Ethical dilemmas.

1.3 *Strategies to ensure mentoring is a success:* Building own capability to mentor. Engagement and trust. Building rapport. Communication techniques (e.g. paraphrasing, summarising, questioning, listening). Outcomes focussed. Removing false limits or barriers to progress. Enabling mentees to realise success. Use of mentoring schemes.

Learning outcome 2
Know how to deliver professional mentoring to respond to Mentee's needs
Assessment criteria
2.1 Analyse the skills required to deliver professional mentoring effectively 2.2 Evaluate mentoring models and their application 2.3 Develop an approach to deliver professional mentoring to meet the needs of a Mentee
Indicative content
2.1 Skills for mentoring: Listening. Questioning, Use of Silence. Giving and receiving feedback. Giving advice (e.g. within limits). Sharing wisdom. *2.2 Mentoring models:* GROW (Whitmore, 2017). 3-Stage Model (Egan, 2002). Five Phase Model (Cooper & Wheeler, 2007). OSCAR (Gilbert and Whittleworth, 2009). *2.3 Approach for delivering professional mentoring:* Preparation. Establish the relationship. Mentoring Agreement. Manage the process. Consolidate/evaluate learning. Exit (e.g. Starr, 2021. Clutterbuck, 2016. Kay & Hinds, 2012). *Needs of a Mentee:* Career progression, talent development, role transition, develop confidence in role. Cultural awareness (e.g. organisational culture, own values and beliefs). Transcultural awareness. Gain insights into working practices (e.g. improve technical ability, development of good practice). Wellbeing. Resilience. Working relationships.

Learning outcome 3
Be able to plan and deliver professional mentoring
Assessment criteria
3.1 Plan to deliver professional mentoring 3.2 Deliver professional mentoring to respond to the Mentee's needs 3.3 Reflect on the outcomes of professional mentoring and identify opportunities for improvement
Indicative content
3.1 Plan to deliver professional mentoring: ● Develop case for mentoring assignment. Motivation for mentoring (e.g. self-directed or sponsored). Mentee profile/Pen portrait (e.g. role, organisation).

- Development of mentoring agreement. Agree purpose of mentoring. Success indicators (e.g. goals/outcomes). Mentoring approach. Structure for mentoring assignment, roles, responsibilities, expectations, boundaries. Role of sponsor/stakeholders. Reporting. Logistics for mentoring (e.g. venue, face to face or virtual). Duration of assignment (e.g. period of mentoring, start/finish dates, duration of sessions).

3.2 Deliver professional mentoring: Professional Mentoring to be delivered in accord with the assessment requirements.

Success indicators: Professional approach to the delivery of mentoring. Mentors' ability to:

- Select an approach to mentoring (e.g. Starr, 2021. Clutterbuck, 2016. Kay and Hinds, 2012).
- Apply a mentoring model to structure the mentoring conversation (e.g. GROW. 3-Stage Model. Five Phase Model. OSCAR).
- Provide well-considered advice and guidance (e.g. not providing all the answers).
- Act professionally (e.g. being present, organised, prepared for mentoring).
- Communicate effectively. Use of verbal/non-verbal communication. Listening skills. Questioning skills. Use of silence. Giving and receiving feedback.
- Demonstrate emotional maturity (e.g. emotional intelligence (Goleman, 2020). Uses empathy, trust, rapport, unconditional positive regard, inclusive. Self-aware. Growth mindset).
- Responds effectively to challenges that occur during mentoring.

3.3 Reflect on the outcomes of professional mentoring and identify opportunities for improvement: Self-reflection (e.g. completion of reflective journal and/or personal SWOT analysis). Feedback from Mentee. Feedback from observation. Feedback from stakeholders. Reflects on own knowledge, skills and behaviours against requirements of the framework for mentoring (e.g. EMCC - Global Competency Framework, Diversity and Inclusion Declaration). Theories of learning and reflective practice (e.g. Kolb, 1984. Gibbs, 1988. Schon, 1983).

Requirements and Recommendations for assessment

To successfully achieve the requirements of this unit, evidence of mentoring must be provided.

Overview of practical assessment:

- The Mentor must complete TWO (2) mentoring assignments. The mentees should have objectives they would like to achieve. They should not be related to the mentee. One of the mentoring assignments may take place in a simulated (e.g. classroom) environment. One of the mentoring assignments may take place in an organisational context.
- The mentoring assignment must include a minimum of THREE (3) mentoring sessions.
- Each mentoring session must last a minimum of SIXTY (60) minutes to a maximum of NINETY (90) minutes.
- Records of the mentoring undertaken must be made (e.g. completed mentoring notes, reflective journal/ log).
- The mentor must be observed for a minimum of THIRTY (30) minutes and a maximum of SIXTY (60) minutes delivering a mentoring session.

- The observation may take place in person, virtually, or using an audio or video recording. Feedback on the observation should be provided in written format (linked to the success indicator for mentoring).

Learners may submit evidence of their assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner may be asked to write a **report** or **briefing paper** on the principles of professional mentoring.

2. The learner may be asked to write a **good practice guide** or **plan** on the principles of delivering professional mentoring.

3. The learner must present **work based evidence** accompanied by an index which maps work based evidence to each of the assessment criteria.

4. The learner may be asked to write a **written account** or **reflective statement** on the outcomes of professional mentoring and opportunities for improvement.

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand each of the assessment criteria.

Relationship with CMI Professional Standards: This unit is mapped to:	
Personal Effectiveness	● Managing yourself ● Making decisions ● Communicating and influencing
Interpersonal Excellence	● Providing purpose and direction ● Developing people and capabilities ● Building relationships and networks
Organisational Performance	● Leading change and innovation ● Managing resource and risk ● Achieving results

Suggested reading/web resource materials
Recommended Reading Kay, D., & Hinds, R. (2012) *Practical Guide to Mentoring 'Using coaching and mentoring skills to help others achieve their goals'* (5th Edn) How to Books Ltd Oxford: UK. Rolfe, A. (2020) *'Mentoring' Mindset, Skills & Tools* (4th Edn): Mentoring Works.

Starr, J. (2021) The Mentoring Manual (2nd Edn): *Your Step-By-Step Guide to Being a Better Mentor*: Pearson Education Limited: Harlow: UK.

Textbooks/eBooks

Alfred G., & Garvey B. (2010) Mentoring Pocketbook (3rd Edn) for mentors and mentees, a pocketful of tips and techniques to maximize the benefits of highly effective human resource development process: Management Pocketbooks: Hants: UK.

Egan, G. (2002) Skilled Helper: *A Problem Management & Opportunity Development Approach to Helping*, (7th Edn): Brooks/Cole, Pacific Grove, California USA.

Goleman, D. (2020) *Emotional Intelligence: Why it Can Matter More Than IQ* (25th Anniversary Edn) Bloomsbury Publishing: London: UK.

Lancer, N., Clutterbuck, D., & Megginson, D. (2016) *Techniques for Coaching and Mentoring* 2nd Edn): Routledge, OXON UK.

Passmore, J. (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge, Oxon, England UK.

Whitmore, J. (2017) *'Coaching for Performance: Growing Human Potential & Purpose,* (5th Edition): Nicholas Brealey Publishing Limited, London UK.

Journals

Jordan, J., & Sorrell, M. (2019) *Demographics: 'Why Reverse Mentoring Works and How to Do it Right'*: *Harvard Business Review* pp 2-5: Harvard Business School Publishing Corporation.

Web-links

Goodman, N. (2020) Engaging and Retaining Your Employees Through Mentoring: Training Magazine @
https://trainingmag.com/engaging-and-retaining-your-employees-through-mentoring/

University of Texas MD Cancer Center Team (2021) Mentoring Up: A Different Approach to Leadership Development: Training Magazine @
https://trainingmag.com/mentoring-up-a-different-approach-to-leadership-development/

The Value of Reverse Mentoring: The Chief Learning Officer (2019): Chief Learning Officer.Com @ https://members.md.cmi.org.uk/Content/Display/85782

Chartered Management Institute (2020) Reverse Mentoring: Checklist 286: ManagementDirect @
https://members.md.cmi.org.uk/Content/Display/86025#additional-resources

Coaching Associations Mentoring Competences & Global Code of Ethics

EMCC UK European Mentoring and Coaching Council https://emccuk.org/

Global Code of Ethics @ https://www.globalcodeofethics.org

ManagementDirect resources require CMI membership and a username and password.

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent

changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Command Verb	Definition
Analyse	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Appraise	Assess, estimate the worth, value, quality, performance. Consider carefully to form an opinion.
Articulate	Express or clearly state your understanding of the topic.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Comment	Identify and write about the main issues, express an opinion, giving reaction to what has been read/observed.
Compare	Review the subject(s) in detail – looking at similarities and differences.
Conceptualise	Create a diagram, model, chart or graphic with annotations, providing a holistic overview of the process.
Conduct	Organise and perform a particular activity
Consider	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
Construct	To create or build something original
Create	Originate or produce a solution to a problem.
Critically Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable. Critical evaluation not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically	Typically used to qualify verbs such as evaluate, assess, appraise, analyse and reflect. Give in-depth insight, opinion, debate, verdict based on a wide variety of sources, theory, research which may agree and contradict an argument.
Critique	A detailed analysis and assessment of something, especially a literary, philosophical, or political theory.
Define	Show or state clearly and accurately.
Describe	Provide an extended range of detailed factual information about the topic or item in a logical way.
Determine	Settle/conclude an argument/question as a result of investigation or by referring to an authority.

Develop	Elaborate, expand or progress an idea from a starting point building upon given information.
Differentiate	Recognise or ascertain a difference to identify what makes something different.
Discuss	Give a detailed account including a range of views or opinions, which include contrasting perspectives.
Distinguish	Draw or make distinction between
Draw	Present a conclusion or decision about what is likely to happen based on facts.
Establish	Discover, prove or show something to be true or valid by determining the facts.
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
Examine	Inspect (something) thoroughly in order to determine its nature or condition.
Explain	Make something clear to someone by describing or revealing relevant information in more detail.
Formulate	To devise or develop an idea or concept in a concise and systematic way.
Identify	Ascertain the origin, nature or definitive characteristics of something.
Interpet	To clarify/explain the meaning of something
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts of (problem, options, incident, allegation etc) so as to establish the truth.
Justify	Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.
Outline	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
Present/ Presentation	Learners may present to an audience of stakeholders the outcomes of their studies. A recording of the presentation, speaker notes and/or slides may be used to provide evidence that a learner has the requirements of the unit assessment criteria.
Prepare	To make or develop something ready which will happen in the future.
Produce	To make, create or form something. Put together, assemble. leads to an outcome/result.
Recommend	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
Reflect	Consciously contemplate, appraise or give balanced consideration to an action or issue.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research	A detailed study or investigation of a subject in order to establish facts and reach

	new conclusions.
Review	To examine, survey, reconsider a subject, theory or item.
Specify	Identify or state a fact or requirement clearly and precisely in detail.
Summarise	Sum up or give a brief account of relevant information in your own words.
Use	The action of using something for a particular purpose.

ASSESSMENT ACTIVITY - DEFINITIONS

Activity Definition	Activity Definition
Briefing paper	A summary of facts pertaining to a particular issue or problem. Often includes a suggested course of action.
Business case	A formal document, presented in an oral or written format, which provides justification for an idea or project to address an identified business need or challenge.
Case Study	A description of an event, activity or problem outlining a real or hypothetical situation.
Good practice guide	A structured document produced with the purpose of supporting individuals to develop their practice in a particular area.
Plan	A detailed outline providing an insight into a range of activities required to complete a task.
Presentation	Learners may present to an audience of stakeholders the outcomes of their studies. A recording of the presentation, speaker notes and/or slides may be used to provide evidence that a learner has the requirements of some of the unit assessment criteria
Profile	An outline giving a description of a role or organisation
Proposal	A formal document, presented in an oral or written format, which puts forward ideas or suggestions for consideration by others.
Reflective Statement	Learners describe their actions in particular situations and reflect on the reasons for practicing in that way. This is particularly useful to provide evidence that they can evaluate their knowledge and practice.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research project report	A formal, written document, organised in a narrative, graphic or tabular form presenting findings and recommendations.
Scenario	A written outline or a situation or setting, providing insight into a sequence of events or actions.
Written account	A written document presenting knowledge of facts or event

Work based evidence	An activity from within the workplace that is used by the learner to evidence and/or demonstrate competence and understanding

In order to support learners with their assessment, CMI has created additional resources designed to meet the needs of the following Unit 537.

Please note: these documents are not compulsory; it is strongly recommended that learners use these in conjunction with the CMI-designed assessment briefs or a version similar to these, to ensure all criteria are met.

Unit 537 Professional Mentoring Practice
Workbased Evidence Mapping
Professional Mentoring Practice Agreement
Record of Professional Mentoring Practice
Observation Report
Professional Mentoring Reflective Statement

Please complete one form for each planned professional mentoring assignment.

Professional Mentor	
Mentee Name/Reference	
Date	

Case for Mentoring Assignment	
Motivation for mentoring *(e.g. self-directed, sponsored).*	
Mentee Profile/Pen Portrait *(e.g. role, organisation).*	
Purpose of Mentoring	
Success Indicators *(e.g. goals/outcomes)*	
Mentoring Approach to be used in mentoring assignment	
Structure for mentoring assignment	
Roles, responsibilities, expectations, boundaries	
Role of sponsor or stakeholders	
Reporting structure	
Logistics for mentoring *(e.g. venue, face to face, virtual)*	
Duration of assignment *(e.g. period of mentoring, start/finish dates, duration of sessions).*	

Attachments: Please complete if adding attachments which support the mentoring assignment.

1:
2:
3:

Professional Mentor	Signature:	Date:
Mentee: *I agree for my records to be used for the purpose of assessment*	Signature:	Date:

Please complete a record of professional mentoring for each assignment.

Professional Mentor	
Mentors Name/Reference	
Date	
Venue	

Record of Professional Mentoring

Professional Mentor	Signature:		Date:

Professional Mentor	
Observer	
Mentee	
Date of Observation	
Context of Professional Mentoring Assignment	

Success Indicators: Professional Mentors ability to:	
Select and use an approach to mentoring	
Apply a mentoring model to structure the mentoring conversation	
Provide well-considered advice and guidance (e.g. not providing all the answers).	
Act professionally (e.g. being present, organised, prepared for mentoring).	
Communicate effectively. Use of verbal/non-verbal communication. Listening skills. Questioning skills. Use of silence. Giving and receiving feedback.	
Demonstrate emotional maturity (e.g. emotional intelligence). Uses empathy, trust, rapport, unconditional positive regard, inclusive. Self-aware. Growth mindset).	
Responds effectively to challenges that occur during mentoring.	

Observer feedback: Areas of good practice/Opportunities for improvement:
Signature and date:
Professional Status:

You may amend this box to meet your requirements.

Professional Mentor	
Date	

Professional Mentor	Signature:		Date: