

Defence Leadership Centre Mentoring in Defence

Completion Pack February 2024
Version 3

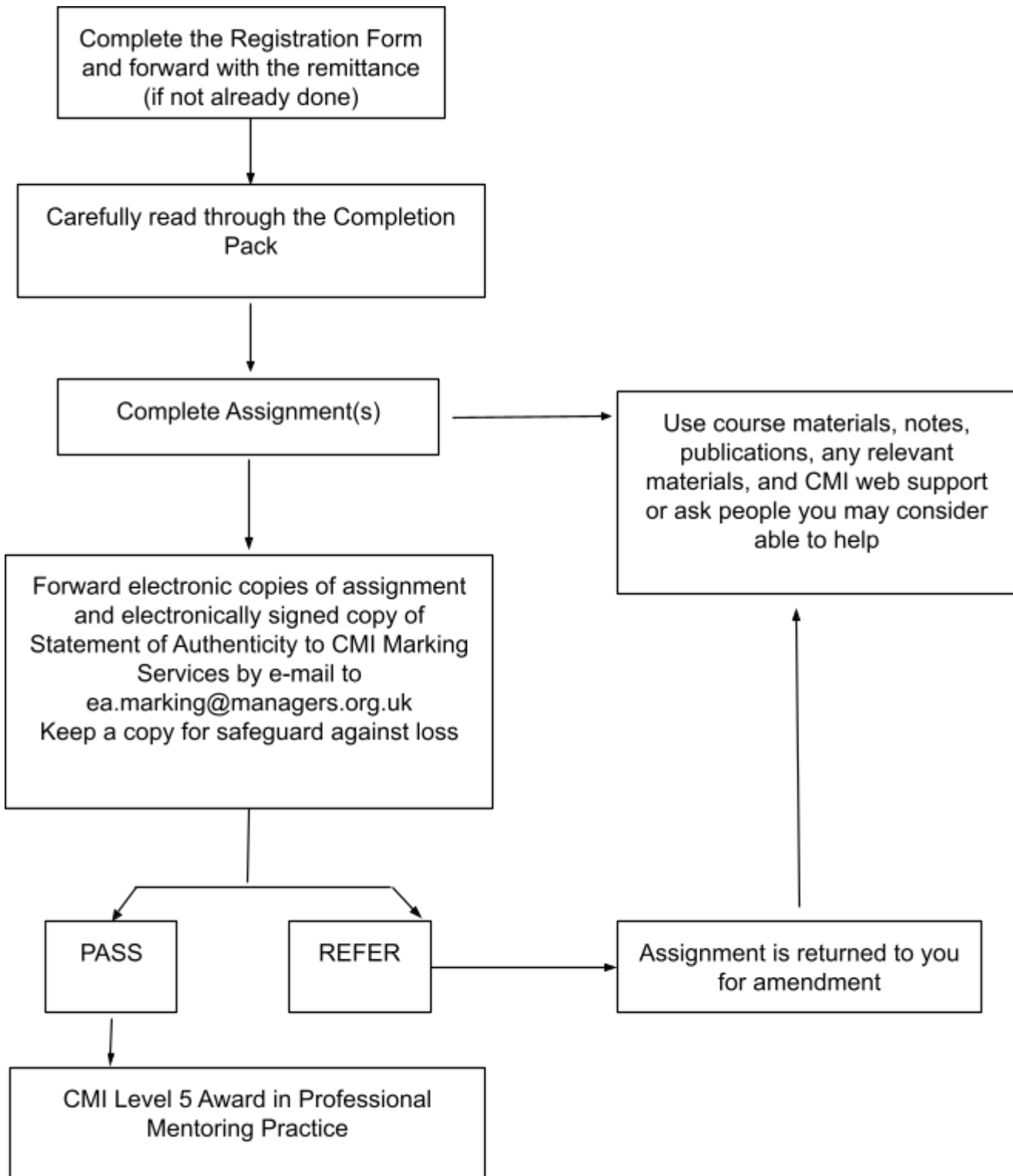
BLANK PAGE

(INSIDE COVER)

CONTENTS

Completion Process Overview	03
Introduction	04
Support for Gaining CMI Qualification	05
Unit Completion	06
Qualification Registration	07
Submission of Assignment	08
Assessment Guidance for Learners	08
Assessment Guidance	08
Plagiarism & Collusion	08
Appendices	09
Confidentiality	09
Word Count Policy	09
Reference & Professionalism	09
Instructions & Information for Learners	09
Assignment Brief	11
Statement of Authenticity	18
Qualification Unit 537	19
Resources to assist with unit completion	24

COMPLETION PROCESS OVERVIEW - Qualification



INTRODUCTION

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 Professional Mentoring Practice Qualification.

- The CMI Level 5 Award in Professional Mentoring Practice Qualification comprises the following unit 537 that total 130 TQT/minimum of 13 credits.

To acquire the CMI Level 5 Award in Professional Mentoring Practice, you must complete and submit the following assignment (537), 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).

Important: It is recommended assignments are submitted for marking 12 weeks before the end of the 12-month period. This will allow for the 6 weeks Service Level Agreement (SLA) that CMI have to return your assignment results, and, in case of an assignment referral that means your assignment will need more work and will have to be re-submitted again for marking.

- **If there is no contact, CMI will default for you to receive the Recognised Status. 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 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 537:

Unit 537

- Opening Screen - Click on Qualification Support* for CMI Level 5 Award in Professional Mentoring Practice Qualification
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 537
- 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 537 unit assignment(s) to obtain the CMI Level 5 Award in Professional Mentoring Practice 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 537 - Professional Mentoring Practice	13	<ul style="list-style-type: none">● 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 Professional Mentoring Practice qualification.

Submission directly to CMI Marking Services

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 ea.marking@managers.org.uk

The main body of the email 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

Submission directly to CMI EA Marking

All work must be submitted in a single electronic document (.doc file). The document must be marked with your full name, P 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.

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 4000 words + work based evidence. Learners must comply with the required word count, within a margin of $\pm 10\%$. 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.

CMI has created the following templates that you must complete as part of your assessment.

- **Professional Mentoring Practice Agreement document (see page 25 of this completion pack)**
- **Record of Professional Mentoring Practice (see page 26 of this completion pack)**
- **Professional Mentoring Practice Reflective Statement (see page 27 of this completion pack)**

'IMPORTANT INFORMATION: As part of your assessment for this unit, you are required to undertake two mentoring sessions to demonstrate your skills. You are required to find a suitable observer to complete this observation, the observer must have professional experience and competencies of

mentoring and/or coaching supervision (for example, a Qualified Professional Coach/Mentor/Mentoring Supervisor/Coaching Supervisor or hold a membership of one of the following [EMCC UK](#), [ICF UK](#), or [Association for Coaching](#)).

Please be aware that the Defence Leadership Centre (DLC) is unable to provide guidance regarding the suitability of your chosen observer. Both sessions will need to be recorded for evidence purposes and, as such, it is important that you communicate this with and secure permissions from the mentee before completing the sessions. Please see the templates in this pack to evidence permissions. There is also a copy of an observation template which must be sufficiently completed by your observer, to be included and sent to CMI for assessment'

CMI reserves the right to audit and randomly sample recordings of mentoring sessions.

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.

ASSIGNMENT BRIEF - Unit 537 - Professional Mentoring Practice

Click [here](#) to download the Assignment Brief.

Click [here](#) to download the Evidence Booklet.

Overview of assessment tasks

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 537: Professional Mentoring Practice**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Please read the **CMI 537** unit specification thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 537** unit specification. Your tutor may signpost you to relevant resources. Additionally, you may access excellent online resources at ManagementDirect <https://members.md.cmi.org.uk>
- Please read the definitions of the command verbs used in the assessment criteria (e.g. evaluate, discuss, analyse) at <https://www.managers.org.uk/wp-content/uploads/2020/03/Command-Verb-Definitions.pdf>

Completing the assessment brief

- The assessment brief contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance Table at the end of the assessment brief which outlines the requirements for a Pass or Refer.
- Evidence for assessment must be presented in the evidence booklet.
- Work based evidence which is a requirement of the assessment, such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'.
- Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by CMI.
- The work based evidence checklist in the evidence booklet must be completed to state the evidence submitted for assessment. Work based evidence (where required by the task) must not exceed SIX (6) pages. All evidence should be combined within the evidence booklet.
- A range of assessment templates have been created to support this unit. These are located in the evidence booklet.
- The evidence booklet must be completed in a professional manner (for example applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The evidence booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must complete and sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

For information regarding policies and procedures for assessment (for example special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 5 in Professional Mentoring Practice syllabus.

LEARNER INFORMATION

Learner name:		Learner no:		Centre name:	
Date:		Batch no:		Qualification:	

Learner statement of authenticity:	I confirm that 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 the Institute's approved instructions.
---	---

	Tick here to opt out	I consent for this assignment to be used for assessment standardisation and where appropriate, for the dissemination of good practice, on the understanding that the content is anonymised.
--	----------------------	---

Signed:		Date:	
----------------	--	--------------	--

Centre statement of authenticity:	On behalf of <CENTRE NAME>, I confirm that the above mentioned learner is registered at the centre on a Chartered Management Institute (CMI) programme of study. The candidate is, to the best of my knowledge, the sole author of the completed assignment.		
Name:		Job Title:	
Signed:		Date:	

INTRODUCING ASSESSMENT BRIEF CMI 537

Mentoring is a versatile tool which can be tailored to meet the different needs of individuals. Its aim is to enable Mentee's to develop knowledge, skills, values and behaviours in an organisational context. Mentoring that is planned and prepared can boost quality within an organisation, yielding a good return on investment.

Assessment brief **CMI 537** has been designed to equip Mentors with an understanding of the knowledge, skills and behaviours to be effective in their role

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 537** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
-----------------	--	---------------------	----------------------

1	A report or briefing paper entitled: <i>'The principles of professional mentoring'</i>	LO1 Understand the principles of professional mentoring	1.1 Evaluate the scope and role of professional mentoring	Approx. 1600 words
			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	
2	A good practice guide or plan entitled: <i>'The principles of delivering professional mentoring to respond to Mentee's needs'</i>	LO2 Know how to deliver professional mentoring to respond to Mentees needs	2.1 Analyse the skills required to deliver professional mentoring effectively	Approx. 1400 words
			2.2 Evaluate mentoring models and their application	
			2.3 Develop an approach to delivering professional mentoring to respond to the needs of a Mentee	
3a/b	Submit work based evidence entitled: <i>'Planning and delivery of professional mentoring'</i>	LO3 Be able to plan and deliver professional mentoring	3.1 Plan to deliver professional mentoring	Word count is not applicable. Please refer to guidance on uploading work based evidence.
			3.2 Deliver professional mentoring to respond to the Mentee's needs	
3c	A written account or reflective statement entitled: <i>'Outcomes of professional mentoring – Opportunities for improvement'</i>		3.3 Reflect on the outcomes of professional mentoring and identify opportunities for improvement	Approx. 1000 words

Guideline word count

The written word, whether generated and/or recorded, is expected to form the majority of assessable work produced by Learners at Level 5. The amount and volume of written work for this unit should be broadly comparable to a word count of **4000** words within a margin of +/-10%. The unit also includes additional work in the form of work based evidence. Excessive use of word count is not grounds for referral, however, the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

The following are excluded from the written word count: Index or contents pages, headings and subheadings, diagrams, charts and graphs, bibliography.

If you require further guidance on assessment, please ask your centre to refer to [CMI's Quality Assurance Handbook](#).

THE PRINCIPLES OF PROFESSIONAL MENTORING

A Professional Mentor must have an in-depth understanding of the principles that underpin mentoring practice.

The aim of Task 1 is for a Professional Mentor to evidence an understanding of the scope and role of mentoring as well as its benefits and challenges and how to develop strategies to ensure professional mentoring is a success.

TASK 1

You are required to write a report or briefing paper entitled:

'The principles of professional mentoring'

The report or briefing paper must be presented in THREE (3) sections. It must include well chosen examples and reference to theory.

1a. The scope and role of professional mentoring (AC1.1)

You are required to evaluate the scope and role of professional mentoring with reference to:

- Published definitions of mentoring
- Different types of mentoring (strengths and weaknesses)
- Methodology of delivering mentoring
- Ethical and legal frameworks

1b. The benefits and challenges of professional mentoring within an organisational context (AC1.2)

You are required to analyse the benefits and challenges of professional mentoring within an organisational context.

The response should include:

- Benefits to the organisation, Mentee and Mentor.
- A minimum of THREE (3) challenges that occur mentoring within an organisational context.

1c. Strategies to ensure professional mentoring is a success (AC1.3)

You are required to recommend a minimum of THREE (3) strategies to ensure professional mentoring is a success.

Guidance for completion of Task 1

- *In preparation to complete the task, please consider the principles which underpin your mentoring practice.*
- *The report or briefing paper should include well chosen examples to demonstrate the application of knowledge.*
- *Your report or briefing paper must be underpinned with relevant theoretical concepts/reference to published authors.*
- *Subheadings should be used when presenting the written work.*

Please refer to the indicative content for the assessment criteria (AC) outlined in the unit specification.

THE PRINCIPLES FOR DELIVERING PROFESSIONAL MENTORING TO RESPOND TO MENTEES NEEDS

Understanding the process for delivering professional mentoring is essential to mentor individuals in a professional manner.

The aim of Task 2 is for the Professional Mentor to evidence their understanding of how to deliver professional mentoring to respond to Mentee's needs.

To support you to complete Task 2 a range of CMI templates have been provided in the evidence booklet.

TASK 2

You are required to complete a good practice guide or plan entitled:

'The principles of delivering professional mentoring to respond to Mentee's needs

The good practice guide or plan must be presented in THREE (3) sections. It must include well chosen examples and reference to theory.

2a. The skills required to deliver professional mentoring effectively (AC2.1)

You are required to analyse a minimum of THREE (3) skills required to deliver professional mentoring effectively.

2b. Mentoring models and their application (AC2.2)

You are required to evaluate a minimum of TWO (2) mentoring models for their application.

2c. Approach to deliver professional mentoring to meet the needs of a Mentee (AC2.3)

You are required to develop an approach to deliver professional mentoring to meet the needs of a Mentee.

The needs of the Mentee may be selected from the examples provided in the guidance box. Alternatively, you may base your response on the needs of a Mentee known to you.

Guidance for completion of Task 2

- *In preparation to complete the task, please consider the principles which underpin your mentoring practice.*
- *The good practice guide or plan should include well chosen examples to demonstrate the application of knowledge.*
- *Your good practice guide or plan must be underpinned with relevant theoretical concepts/reference to published authors.*
- *Subheadings should be used when presenting the written work.*
- *To complete 2c you may select an example of Mentee need such as: Career progression, talent development, role transition. Developing confidence in role. Cultural/transcultural awareness. Gain insights into working practice (for example technical ability, good practice). Wellbeing. Resilience. Working relationships.*

Please refer to the indicative content for the assessment criteria (AC) outlined in the unit specification.

PLAN AND DELIVER PROFESSIONAL MENTORING

The aim of Task 3 is for the Professional Mentor to evidence their ability to plan, deliver and reflect on the outcomes of mentoring.

TASK 3

3a Plan and prepare to deliver mentoring (AC3.1)

You are required to plan and prepare to deliver TWO (2) mentoring assignments for TWO (2) Mentees (Mentee A and Mentee B).

Each professional mentoring assignment must include a minimum of THREE (3) mentoring sessions.

A minimum of ONE (1) of the mentoring assignments must take place in an organisational context.

ONE (1) of the mentoring assignments may take place in a simulated environment such as a training room.

Evidence must include:

- TWO (2) Mentoring agreements (for Mentee A and Mentee B) **or** written report (for Mentee A and Mentee B) to include:
 - Motivation for mentoring.
 - Mentee profiles/Pen portraits (for example role, organisation).
 - Purpose of mentoring (success indicators/goals/outcomes).
 - Mentoring approach (for example models, tools and techniques to be used in mentoring assignment)
 - Logistics for mentoring assignment (for example venue, duration)
 - Records of engagement with stakeholders/sponsors (as appropriate)

3b Deliver professional mentoring in an organisational context (AC3.2)

You are required to evidence how you delivered the TWO (2) professional mentoring assignments to Mentee A and Mentee B. You are required to submit:

- Records of the professional mentoring for Mentee A and Mentee B for the THREE (3) mentoring sessions which form the mentoring assignment. Records may include mentoring notes/logs.
- ONE (1) observation reports/feedback on professional mentoring practice for either Mentee A or Mentee B.

Note: Each observation must last for a minimum THIRTY (30) minutes and a maximum of ONE (1) hour. The observation must be completed using the CMI Observation template included in the evidence booklet.

3c Outcomes of professional mentoring and opportunities for improvement (AC3.3)

You are required to write a written account **or** reflective statement entitled:

‘Outcomes of professional mentoring – Opportunities for improvement’

The written account **or** reflective statement must reflect on the outcomes of professional mentoring and identify opportunities for improvement. It must include:

- Feedback on performance (for example from Mentee, stakeholders/sponsor)
- Reference to the observation of mentoring.
- Reference to own knowledge, skills and behaviours against requirements of the framework for mentoring (e.g. Global Competency Framework, Diversity and Inclusion Declaration).

Guidance for completion of Task 3

- *In preparation to complete the task, please take the opportunity to engage in as much professional mentoring as possible to develop the knowledge, skills and behaviours to mentor effectively.*

- *Select TWO (2) Mentee's who you will mentor. Please ensure the mentee's needs are different from each other to ensure a range of evidence is presented to cover the assessment criteria.*
- *Each Mentee selected should have goals they would like to achieve.*
- *The mentees should not be a personal friend or family member of the Mentor.*
- *Simulation is an acceptable form of assessment for ONE (1) mentoring assignment.*
- *The observation may take place in person or virtually.*
- *Both sessions will need to be recorded for evidence purposes and made available to CMI*
- *A CMI Observation report template has been developed which must be used by the observer to capture evidence required in unit 537.*
- *The observer must have experience of coaching supervision (for example Qualified Professional Coach/Coaching Supervisor).*
- *Evidence presented must comply with organisational and legal requirements (for example Data Protection 2018/ UK GDPR).*
- *The TWO (2) Mentee's who are mentored as part of the assessment must give written permission for their mentoring records/observations etc to be used.*
- *An index must be produced which maps work based evidence to the assessment criteria.*

Please refer to the indicative content for the assessment criteria (AC) outlined in the unit specification.

STATEMENT OF AUTHENTICITY

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	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
Indicative Content	
<p>1.1 Scope and role of mentoring:</p> <p><i>Definition:</i> 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.</p> <p><i>Types of mentoring:</i> 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).</p>	

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).

Assessment Criteria

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

Indicative Content

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. Know how to deliver professional mentoring to respond to Mentee's needs 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.

Assessment Criteria

1.3	Recommend strategies to ensure professional mentoring is a success
-----	--

Indicative Content

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
-----	---

Indicative Content

Skills for mentoring: Listening. Questioning, Use of Silence. Giving and receiving feedback. Giving advice (e.g. within limits). Sharing wisdom

Assessment Criteria

2.2	Evaluate mentoring models and their application
Indicative Content	
<i>Mentoring models:</i> GROW (Whitmore, 2017). 3-Stage Model (Egan, 2002). Five Phase Model (Cooper & Wheeler, 2007). OSCAR (Gilbert and Whittleworth, 2009).	
Assessment Criteria	
2.3	Develop an approach to deliver professional mentoring to meet the needs of a Mentee
Indicative Content	
<i>Approach for delivering professional mentoring:</i> Preparation. Establish the relationship. Mentoring Agreement. Manage the process. Consolidate/evaluate learning. Exit (e.g. Starr, 2021. Clutterbuck, 2016. Kay & Hinds, 2012).	
<i>Needs of a Mentee:</i> 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
Indicative Content	
<i>Plan to deliver professional mentoring:</i>	
<ul style="list-style-type: none"> • 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). 	
Assessment Criteria	
3.2	Deliver professional mentoring to respond to the Mentee's needs
Indicative Content	
<i>Deliver professional mentoring:</i> Professional Mentoring to be delivered in accord with the assessment requirements. Success indicators: Professional approach to the delivery of mentoring. Mentors' ability to:	
<ul style="list-style-type: none"> • 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.

Assessment Criteria

3.3	Reflect on the outcomes of professional mentoring and identify opportunities for improvement
-----	--

Indicative Content

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.

RESOURCES TO ASSIST WITH UNIT COMPLETION

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

**PROFESSIONAL MENTORING PRACTICE AGREEMENT
UNIT 537 PROFESSIONAL MENTORING PRACTICE**

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:

**RECORD OF PROFESSIONAL MENTORING
UNIT 537 PROFESSIONAL MENTORING PRACTICE**

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 MENTORING PRACTICE REFLECTIVE STATEMENT
UNIT 537 PROFESSIONAL MENTORING PRACTICE**

You may amend this box to meet your requirements.

Professional Mentor	
Date	

Professional Mentor	Signature:	Date:
----------------------------	------------	-------

PROFESSIONAL MENTORING PRACTICE OBSERVATION REPORT UNIT 537 PROFESSIONAL MENTORING PRACTICE

This template needs to be completed by the Observer and not the Learner.

This Observation Report should be completed as part of 3b Deliver professional mentoring in an organisational context (AC3.2).

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

Success Indicators: Professional Mentors ability to:	Timestamp (mins:secs)	Observation Comments against the specific Assessment Criteria
Select and use an approach to mentoring		
Apply a mentoring model to structure the mentoring conversation		
Provide well-considered advice and guidance (for example, not providing all the answers).		
Act professionally (for example, 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 (for example, 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: