

WARRANT OFFICER CLM COURSE

Completion Pack | September 2018 | Version 4



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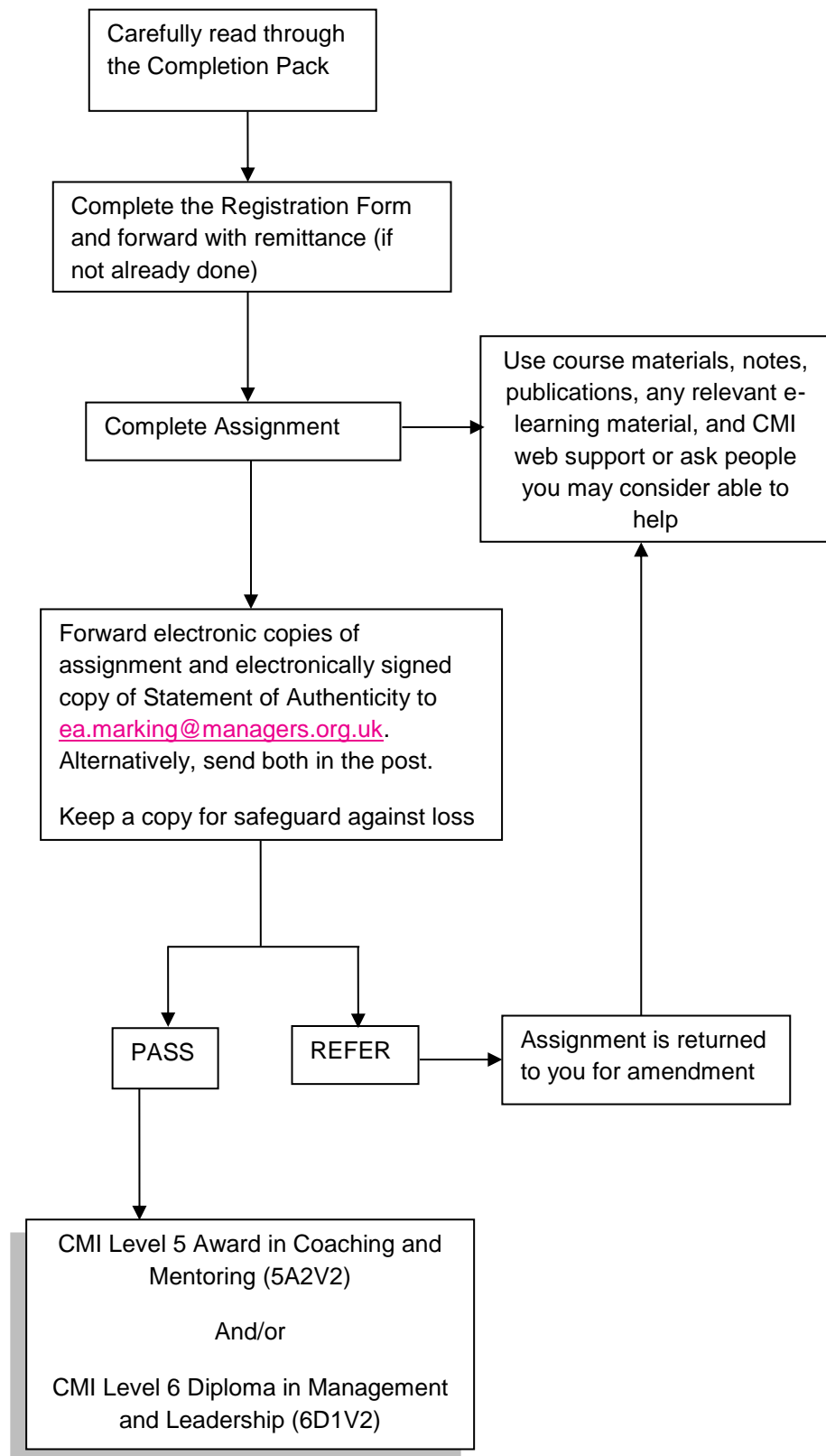
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COMPLETION PROCESS OVERVIEW



INTRODUCTION

The Chartered Management Institute (CMI) has undertaken detailed mapping of the MOD service courses with a view to recognising them against nationally recognised qualifications. CMI has fully recognised that your WO CLM course meets some of the requirements for the CMI Level 6 Diploma in Management and Leadership.

These qualifications are:

1. **The CMI Level 6 Diploma in Management and Leadership** comprising units that total 550 TQT/55 credits. You need do no additional work to register for this qualification.
2. **The CMI Level 6 Diploma in Management and Leadership** and the **bonus** of a **CMI Level 5 Award in Management Coaching and Mentoring**. By completing and submitting 2 assignments (**5014V1** and **6007V1**) for external assessment you are
 - Adding 2 extra units to the Diploma, increasing the credits to 68/680 TQT
 - Earning bonus Coaching and Mentoring qualification
3. **Standalone CMI Level 5 Award in Coaching and Mentoring** CMI has recognised that during your WO CLM course there was instruction in the identification of training and development needs of individuals and teams and the application of coaching and mentoring to improve performance. By completing and submitting this assignment (**5014V1**) for external assessment, you may be awarded the qualification. Standard Learning Credit may be available to offset your personal cost.

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

To acquire the CMI Level 6 Diploma in Management and Leadership with extended credits and bonus CMI Level 5 Award in Management Coaching and Mentoring, you must complete and submit assignments for Units 6007V1 and 5014V1, comprising a number of tasks, and contained in this completion pack.

For the standalone CMI Level 5 Award in Management Coaching and Mentoring, you must complete and submit the assignment for Unit 5014V1, comprising a number of tasks, and contained in this completion pack.

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

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

- **If there is no contact, CMI will default Option 1 certification to the CMI Level 6 Diploma in Management at 61 credits; CMI will not refund the additional fee for the CMI Level 5 Award in Management Coaching and Mentoring**
- **After this time Options 2 and 3 will be deemed lapsed. There are no refunds for lapsed candidates.**

Note: You have 9 months to submit the work for these units.

SUPPORT FOR GAINING CMI QUALIFICATIONS

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

For the duration of your qualification programme you are given 'Affiliate Membership' of CMI. This enables you to access a wide range of support material on the CMI Studying Members website.

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

Go to the ManagementDirect page and once logged in, to access support for 6007V1 and 5014V1 use the following steps.

Unit 6007V1

- Opening Screen – Place mouse arrow over the ‘ “More” option and select “CMI Qualifications” from the options
- Next Screen – Shows a list of qualifications. Select **6D1V2 – CMI Level 6 Diploma in Management and Leadership** and 'click'.
- Next Screen – Select Unit '6007V1' and 'click'. This will open Unit 6007V1 Learning Outcomes (LOs). Between the LOs there are red font links to 'Find Resources'. By 'clicking' these open you will find comprehensive support for the appropriate LO. Resources include documents, podcasts, video clips and recommended reading. Note that there may find some duplication of resource references as the LOs are interrelated.

Unit 5014V1

- Follow the process as for Unit 4005V1 above but at the third bullet point 'List of qualifications', select **5D2V2 – CMI Level 5 Diploma in Management Coaching and Mentoring** and 'click'.
- Next Screen – Select Unit '5014V1' and 'click'. This will open Unit 5014V1 Learning Outcomes (LOs). Between the LOs there are red font links to 'Find Resources'. By 'clicking' these open you will find comprehensive support for the appropriate LO. Resources include documents, podcasts, video clips and recommended reading. Note that there may find some duplication of resource references as the LOs are interrelated

Unsure about anything?

Please contact CMI on:

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

ADDITIONAL UNIT COMPLETION REQUIREMENTS

You are required to complete two additional unit assignments to obtain the CMI Level 6 Diploma in Management and Leadership at 54 credits that incorporates a bonus CMI Level 5 Award in Management Coaching - Mentoring .

You are required to complete one additional unit assignment to obtain the 'standalone' CMI Level 5 Award in Management Coaching and Mentoring.

Guidance on completing the assignments 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 6 Diploma in Management and Leadership	Credits	Met/ Not Met by SNCO CLM	Actions
Units 6001V1 – Managing organisational culture	7	Met	None
Unit 6002V1 - Ethical organisational management	7	Met	None
Unit 6003V1 – Planning a change process	7	Met	None
Unit 6004V1 – Leading equality and diversity	7	Met	None
Unit 6006V1 – Organisational structures	7	Met	None
Unit 6008V1 – Managerial decision making	7	Met	None
Unit 7001V1 – Personal development as a strategic leader	6	Met	None
Unit 7013V1 – Strategic leadership	7	Met	None
CMI Level 6 Diploma in Management and Leadership (68 credits/680 TQT)			
CMI Level 5 Award in Management Coaching and Mentoring			
Unit 6007V1 – Managing ideas and innovation	7	Not met	Register and pass additional assignments
Unit 5014V1 – Introduction to management coaching and mentoring	6	Not met	Register and pass additional assignments
CMI Level 5 Award in Management Coaching and Mentoring			
Unit 5014V1 - Introduction to management coaching and mentoring	6	Not Met	Register and pass additional assignment

QUALIFICATION REGISTRATION

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

SUBMISSION OF ASSIGNMENTS

Submitting your work for:

- CMI Level 6 Diploma in Management and Leadership
- CMI Level 5 Award in Management Coaching and Mentoring

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

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

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

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

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

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

ASSESSMENT GUIDANCE FOR LEARNERS

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

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

Learners are required to complete all tasks and Assessment Criteria.

ASSESSMENT GUIDELINES

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

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

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

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

Word count: 2500 - 3000

PLAGIARISM & COLLUSION

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

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

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

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

APPENDICES

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

CONFIDENTIALITY

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

WORD COUNT POLICY

In total, it is required that your assignment should be between 2500 - 3000 words. Learners must comply with the required word count, within a margin of +10%. These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

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

REFERENCING AND PROFESSIONALISM

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

INSTRUCTIONS AND INFORMATION FOR LEARNERS

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

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

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

You must submit your work as a single electronic word document (.doc file). You should mark the assignment with your name, learner number, the unit number, your Centre name – Britannia Royal Naval College - and a brief

description of the context in which the assignment was undertaken. You may include a title page if you wish. **You must show a total word count on the front page of your assignment.** You are strongly advised to keep a copy of your completed assignment before you submit it for assessment – the copy you submit will not be returned to you. Your assignment may be kept by the CMI for quality assurance purposes. Any assignment not kept for quality assurance will be securely destroyed.

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

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

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

UNIT 5014V1

Assignment Brief: Introduction to management coaching and mentoring

» INTRODUCTION

This unit is concerned with an evaluation of coaching and mentoring processes in the work place.

» SCENARIO

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

You are a manager, leading a team of 6 staff. You have been asked to investigate the role and benefits of a coaching and mentoring system for possible introduction into your work place.

» TASK 1

Describe how the differing roles of coaching and mentoring can support the development and management of the organisation's human resources. You should include an evaluation of the differences between coaching and mentoring.

Guideline word count: 600-700 words

A.C. 1.1 - Describe the purpose of coaching in human resources development

A.C. 1.2 - Describe the role of mentoring in management

A.C. 1.3 - Evaluate the difference between coaching and mentoring

» TASK 2

Evaluate the benefits of successful coaching and mentoring programmes in the performance management of teams and individuals, and the organisation as a whole.

Guideline word count: 700-900 words

A.C. 2.1 - Evaluate the benefits of coaching in performance management

A.C. 3.1 - Evaluate the benefits of mentoring in performance management

» TASK 3

Explain the contribution of both coaching and mentoring in team learning.

Guideline word count: 600-700 words

A.C. 2.2 - Explain the role of coaching in team learning

A.C. 3.2 – Explain the role of mentoring in team learning

Analyse the roles of a manager firstly as a mentor and secondly as a coach in developing teams and individuals and contributing to performance management processes.

Explain the linkages on the achievement of organisational objectives if an organisation were to adopt a culture of coaching and mentoring.

Guideline word count: 600-700 words

A.C. 4.1 - Analyse the role of a manager as a coach

A.C. 4.2 - Analyse the role of a manager as a mentor

A.C. 4.3 - Explain how coaching and mentoring is linked to organisational objectives

UNIT 6007V1

Assignment Brief: Managing ideas and innovation

» INTRODUCTION

This unit is about encouraging and supporting the identification and practical implementation of ideas and innovation across the organisation. The aim is to develop an understanding of how the generation of new ideas can be beneficial to the organisation and how they can be encouraged and analysed.

» SCENARIO

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

You are a senior manager of a medium sized company. Your organisation wants to encourage further innovation and ideas generation from employees and has asked you to develop a strategy for your team. The aim is to roll out this strategy across the organisation, so you will have to consider how it relates to the organisation's objectives and how it will be successfully communicated.

» TASK 1

Discuss what approaches may be utilised to encourage innovation and ideas generation across the organisation. Consider any advantages or disadvantages to these approaches.

Compare how the organisation's strategy to innovation is linked to organisational objectives and why they should be related.

Determine four example ways to communicate the innovation strategy across the organisation, justifying why these methods are suitable.

Guideline word count: 850 - 1,000 words

A.C. 1.1 - Discuss the approaches to the encouragement of ideas, generation and innovation across the organisation

A.C. 1.2 - Compare the organisation strategy to innovation with the organisational objectives

A.C. 1.3 - Determine methods to communicate the innovation strategy across the organisation

» TASK 2

Outline methods which could be used to encourage others in the organisation to identify ideas and innovations and how these ideas would be shared across the organisation.

Identify four barriers to ideas generation and innovation and recommend ways to overcome these. Consider a range of stakeholders when analysing barriers to innovation.

Determine four ways an organisation can encourage and support originators of ideas and innovations

Guideline word count: 800 - 1,000 words

A.C. 2.1 - Outline methods to encourage others in the organisation to identify ideas and innovations and the sharing of these ideas and innovations

A.C. 2.2 - Recommend ways to overcome barriers to ideas generation and innovation

A.C. 2.3 - Determine methods to encourage and support originators of ideas and innovations

» **TASK 3**

Identify four ideas and innovations and evaluate them against the organisation's objectives or opportunities to establish whether they are valid.

Select one of these ideas/innovations and analyse the risks and costs associated with this idea against potential benefits for the organisation. After completing a cost benefit analysis for the chosen idea recommend and justify a course of action utilising the analysis undertaken.

Define an organisational process that rewards the originator of ideas and innovation and how consistency and fairness for rewards could be standardised.

Guideline word count: 850 - 1,000 words

A.C. 3.1 - Evaluate ideas and innovations against the organisation's objectives or opportunities

A.C. 3.2 - Analyse risks and costs of ideas and innovations against benefits

A.C. 3.3 - Recommend a course of action to implement an idea and Innovation

A.C. 3.4 - Define a process that rewards the originators and developers of ideas and innovation

STATEMENT OF AUTHENTICITY

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

Qualification:

CMI Level 6 Diploma in Leadership and Management
 CMI Level 6 Diploma in Leadership and Management + bonus CMI Level 5 Award in Management Coaching and Mentoring (Units 6007V1 & 5014V1)
 CMI Level 5 Award in Coaching and Mentoring (Unit 5014V1)

Unit Number:

Centre: MOD – WO CLM **Course Number and Date:**

Candidate Statement: Confirmation of Authenticity:

Name	Learner Number if known	Learners E-mail address

I confirm that:

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

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

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

Signature:

Date:

INTRODUCTION TO MANAGEMENT COACHING AND MENTORING

Unit Level	5	Good Practice The military context examples here are provided in addition to the Good Practice guidance issued in the qualification syllabus for this unit, and both should be referred to when seeking guidance. It is intended to provide suggestions to assist learners in completing the assignment, and should not to be taken as a prescriptive outline of required content.
Unit Number	5014V1	
Ofqual Reference	F/504/9055	
Credit Value	6	
Total Unit Time	60	
Guided Learning Hours	40	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Understand the concept and purpose of management coaching and mentoring	1.1 Describe the purpose of coaching in human resources development	<p>Your answers throughout this unit must clearly distinguish between the two different processes of coaching and mentoring. In describing the two here, it may be useful to help you explain these differences by using examples from your own work environment. The following is just one example to highlight how you might approach these answers; there will be many other different examples of both coaching and mentoring within your own work context that you could choose to discuss.</p> <p>An example of using coaching to develop people or improve their performance could be an instructor teaching new recruits how to fire a weapon during a series of Skill at Arms and range sessions. In order to discuss fully human resources development you could</p>

			<p>relate this to a soldier's career development, outlining the importance of coaching in initial (Phase 1) training when a recruit is learning new skills. Perhaps explain why coaching was used as the method of instruction in this case to show that you understand its purpose.</p> <p>When describing mentoring, you should consider your role as a manager and your responsibilities for people and explore how mentoring can assist in that role. The example now might be a Troop Sergeant mentoring a newly promoted JNCO in their first-line management role to ensure that new recruits joining the troop from Phase 2 training are correctly inducted. You could describe how mentoring helps with career change, promotion, personal development, improved team performance, operational effectiveness etc.</p> <p>When asked to evaluate, it is important that you critically analyse the two, comparing and contrasting the differences, exploring the positives and negatives and perhaps explaining why you would choose one over the other in different circumstances.</p>
		1.2	Describe the role of mentoring in management
		1.3	Evaluate the difference between coaching and mentoring
2	Be able to determine the use of management coaching as a tool in human resources development	2.1	Evaluate the benefits of coaching in performance management
		2.2	Explain the role of coaching in team learning
			<p>Your evaluation of the benefits could include examples of different levels of performance and how coaching can help. The military example here of the Skills at Arms sessions would show how coaching can help those who are struggling to understand and apply the teaching and are constantly missing the target, as well as enabling those who have grasped the marksmanship principles and are firing accurately and with a good grouping. You could also discuss the short and long-term benefits of coaching, for example, how it affects the recruits' ability to remember the sessions during a very busy and tiring period of training, and onwards as they progress to Phase 2 and 3 training.</p> <p>Consider now the role of coaching in benefitting teams rather than just individuals. You could discuss the skills and knowledge a Section requires in order to fulfil its tasks, and could discuss the impact of the coaching</p>

			programme on operational effectiveness and organisational performance. The example here might consider how coaching could be used in the teaching of a Section attack, linking the personal development of individuals to the team development necessary and explaining what role coaching has to play here.	
3	Be able to determine the use of management mentoring as a tool in human resources development	3.1	Evaluate the benefits of mentoring in performance management	Benefits for the JNCO being mentored in this example could centre on the experience of the mentor, the personal relationship between the two, the ability to overcome barriers, or the continued support offered to a subordinate over an extended period to provide on the job training following promotion. You could contrast your answer to AC 2.1, explaining why in this case it is more appropriate to mentor the JNCO rather than to coach him on how to welcome the new recruits into the troop, and how you expect him to benefit from your mentoring and direction. When evaluating (critically appraising) the benefits, you should consider both the benefit to the team, as well as to the individuals involved. You could also consider the role that other team members may have in imparting skills, knowledge, and experience to help the JNCO and how you could use their experience within a mentoring role to support and guide the JNCO.
		3.2	Explain the role of mentoring in team learning	
4	Understand the relationship between coaching and mentoring and organisational objectives	4.1	Analyse the role of a manager as a coach	Your example above could be used to show the advantages and disadvantages of the manager operating as a coach; for example, the Tp Sgt may already know the strengths and weaknesses of the JNCO and therefore be able to plan coaching sessions more effectively, but could also be affected by pre-conceived assumptions about the JNCO's performance. You might explore how coaching could help you become a better leader - for example a development of the manager's listening skills, questioning technique and confidence, which might

			<p>encourage individuals to take more responsibility for their actions and decisions within the framework of mission command.</p>
		<p>4.2 Analyse the role of a manager as a mentor</p>	<p>When analysing mentoring you could draw attention to the changed approach that a manager may take to a mentor; for example the Tp Sgt might normally focus on operational output when managing this troop, but in the role of mentor may be more focussed on the personal development of the JNCO, his opportunities for development and impact upon his promotion prospects. You could even discuss whether the Tp Sgt is the best-placed person to be the mentor for the JNCO, or whether there might be benefit from another Sgt from a different Tp in the Sqn to be the mentor, allowing differentiation between the mentor and the chain of command.</p>
		<p>4.3 Explain how coaching and mentoring is linked to organisational objectives</p>	<p>Finally, you would explore how both coaching and mentoring support the achievement of organisational objectives, such as being fit to deploy on operations. You could consider how both coaching and mentoring support the operational mission as well as individual development plans. Reflecting on the example above, the coaching of the individuals might enable them to pass their APWT and be professionally competent as soldiers who are fit to deploy, whilst mentoring might use the imparting of knowledge from a more senior team member to ensure the Tp is fully prepared for the deployment in their expectations and understanding of what is required. A thorough answer might consider how the Chain of Command supports and promotes both processes.</p>

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about introducing the practice of management coaching and mentoring and the impact on Human Resources Development and performance