Advice Skills Academy

Accreditation Assignment Workbook

Understanding good practice in workplace mentoring

ILM Level 3 Unit 8577/304

Reflection, Research and Planning

Understanding the context for effective workplace mentoring

* What is workplace mentoring?
* Why do we do it? What’s its purpose?
* What are the benefits? For whom?
* What are the differences between formal and informal workplace mentoring?
* What is the role of a workplace mentor? What responsibilities do they have?
* What is the remit of a workplace mentor and the boundaries of their role, especially where mentoring overlaps with any other working relationships etc?
* List the range of stakeholders (including the mentee) who may have an interest in workplace mentoring and the role they may take
* List the knowledge and skills possessed by a quality workplace mentor
* Describe the behaviours you would expect from a quality workplace mentor
* What professional standards exist in relation to workplace mentoring?
* What is the status of these standards? What is their purpose?

* Why is it important to have ethical standards in mentoring, including issues to do with diversity and equality of opportunity?
* What are the key contents and features of a quality contract for workplace mentoring?
* What might happen if these aren’t in place?
* Why is confidentiality important in workplace mentoring? How could a mentor avoid breaching confidentiality by accident?
* Describe some of the planning and managing approaches that are needed to ensure quality workplace mentoring

Understanding the process and content of effective workplace mentoring

* What are the differences and similarities between workplace mentoring and other developmental approaches including coaching and training?
* Describe some of the different models of mentoring practice
* What are the key concepts, principles and practices of mentoring?
* How could mentors use power and influence, both ethically and effectively, to help mentees achieve their goals?
* Describe some theories and techniques of goal and objective setting
* Describe some theories of communication and how they apply to workplace mentoring
* Describe what you have learned about your own communication skills
* What type of communication skills do you wish to develop? How will you do this?
* What issues might be involved when a mentor offers advice and guidance to their mentee?
* Who takes responsibility for any actions that a mentee takes in response to their mentor’s guidance?
* What role could a mentor have in signposting and making introductions and how might this extend the mentor role/responsibility?
* Describe some of the assessment tools that are available for understanding and exploring preferences in the workplace e.g. Learning Styles, VAK. Belbin, situational leadership, interpersonal skills inventory, competency frameworks, conflict resolution etc
* Explain how organisational information, such as job descriptions and behaviour/competency frameworks, might be relevant when mentoring within the workplace
* List the key features of quality mentoring records and explain how these can be used effectively to monitor progress and support further development
* Identify the various types of document that might be included within mentoring records and describe the likely content of some of these documents
* List some of the considerations that should be taken into account about the environment within which mentoring takes place to ensure quality workplace mentoring
* What type of barriers might exist, at individual, operational and organisational level, when implementing workplace mentoring?
* What strategies may help minimise or overcome these barriers?

Assignment Template

Understanding good practice in workplace mentoring

ILM Level 3 Unit 8577/304

Candidate name:

Understanding the context for effective workplace mentoring

AC 1.1 Describe and define the purpose of workplace mentoring

*(400 words – 16 marks)*

* *What is workplace mentoring?*
* *Why do we do it? What’s its purpose?*
* *What are the benefits? For whom?*
* *What are the differences between formal and informal workplace mentoring?*

AC 1.2 Explain the role, remit and responsibilities of an effective workplace mentor

*(400 words – 16 marks)*

* *What is the role of a workplace mentor? What responsibilities do they have?*
* *What is the remit of a workplace mentor and the boundaries of their role, especially where mentoring overlaps with any other working relationships etc?*
* *List the range of stakeholders (including the mentee) who may have an interest in workplace mentoring and the role they may take*

AC 1.3 Describe the knowledge, skills and behaviour of an effective workplace mentor *(300 words – 12 marks)*

* *List the knowledge and skills possessed by a quality workplace mentor*
* *Describe the behaviours you would expect from a quality workplace mentor*
* *What professional standards exist in relation to workplace mentoring?*
* *What is the status of these standards? What is their purpose?*
* *Why is it important to have ethical standards in mentoring, including issues to do with diversity and equality of opportunity?*

AC 1.4 Explain what a workplace mentoring contract should include to ensure a quality, ethical mentoring relationship

*(300 words – 12 marks)*

* *What are the key contents and features of a quality contract for workplace mentoring?*
* *What might happen if these aren’t in place?*
* *Why is confidentiality important in workplace mentoring? How could a mentor avoid breaching confidentiality by accident?*
* *Describe some of the planning and managing approaches that are needed to ensure quality workplace mentoring*

Understanding the process and content of effective workplace mentoring

AC 2.1 Explain how a model of mentoring can be used to manage a workplace mentoring relationship

*(300 words – 12 marks)*

* *What are the differences and similarities between workplace mentoring and other developmental approaches including coaching and training?*
* *Describe some of the different models of mentoring practice*
* *What are the key concepts, principles and practices of mentoring?*

AC 2.2 Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective workplace mentoring

*(300 words – 12 marks)*

* *How could mentors use power and influence, both ethically and effectively, to help mentees achieve their goals?*
* *Describe some theories and techniques of goal and objective setting*
* *Describe some theories of communication and how they apply to workplace mentoring*
* *Describe what you have learned about your own communication skills*
* *What type of communication skills do you wish to develop? How will you do this?*
* *What issues might be involved when a mentor offers advice and guidance to their mentee?*
* *Who takes responsibility for any actions that a mentee takes in response to their mentor’s guidance?*
* *What role could a mentor have in signposting and making introductions and how might this extend the mentor role/responsibility?*
* *Describe some of the assessment tools that are available for understanding and exploring preferences in the workplace e.g. Learning Styles, VAK. Belbin, situational leadership, interpersonal skills inventory, competency frameworks, conflict resolution etc.*
* *Explain how organisational information, such as job descriptions and behaviour/competency frameworks, might be relevant when mentoring within the workplace*

AC 2.3 Explain why it is important to maintain basic records of workplace mentoring and what these should contain

*(200 words – 8 marks)*

* *List the key features of quality mentoring records and explain how these can be used effectively to monitor progress and support further development*
* *Identify the various types of document that might be included within mentoring records and describe the likely content of some of these documents*

AC 2.4 Identify any potential barriers to workplace mentoring and explain suitable strategies to overcome these barriers

*(300 words – 12 marks)*

* *List some of the considerations that should be taken into account about the environment within which mentoring takes place to ensure quality workplace mentoring*
* *What type of barriers might exist, at individual, operational and organisational level, when implementing workplace mentoring?*
* *What strategies may help minimise or overcome these barriers?*

**By submitting I confirm that this assignment is my own work**

ILM Unit Information

**Unit Specification**

|  |  |
| --- | --- |
| Title: | **Understanding good practice in workplace mentoring**  |
| Level: | **3** |
| Credit value: | **3** |
| Unit guided learning hours: | **9** |
| Learning outcomes (the learner will) | Assessment criteria (the learner can) |
| 1. Understand the context for effective workplace mentoring
 | 1.11.21.31.4 | Describe and define the purpose of workplace mentoringExplain the role, remit and responsibilities of an effective workplace mentorDescribe the knowledge, skills and behaviour of an effective workplace mentorExplain what a workplace mentoring contract should include to ensure a quality, ethical mentoring relationship |
| 1. Understand the process for effective workplace mentoring
 | 2.12.22.32.4 | Explain how a model of mentoring can be used to manage a workplace mentoring relationship Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective workplace mentoringExplain why it is important to maintain basic records of workplace mentoring and what these should containIdentify any potential barriers to workplace mentoring and explain suitable strategies to overcome these barriers |
| **Additional information about the unit** |  |
| Unit purpose and aim(s) | To enable learners to understand good practice in workplace mentoring. |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | Links to Coaching & Mentoring 2012 NOS: LSI CM01, LSI CM02, LSI CM04, LSI CM10 |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) |  |
| Support for the unit from a sector skills council or other appropriate body (if required) | Learning and Skills Improvement Service (LSIS) |
| Equivalencies agreed for the unit (if required) | D3.05 – Understanding good practice in workplace mentoring |
| Location of the unit within the subject/sector classification system | 15.3 - Business Management |
| **Additional Guidance about the Unit** |
| **Indicative Content:** |
| 1 | * The nature and purpose of workplace mentoring
* Formal and informal workplace mentoring
* The role and responsibilities of a workplace mentor
* The remit of workplace mentor especially overlaps with any other working relationships etc
* The range of stakeholders (including the mentee) who may have an interest in workplace mentoring and the role they may take
* The knowledge, skills possessed by a quality workplace mentor
* The behaviours exhibited by a quality workplace mentor
* The role of professional standards in workplace mentoring
* Importance of ethical standards in mentoring, including issues to do with diversity and equality of opportunity
* The key content for a quality contract for workplace mentoring
* The importance of confidentiality in workplace mentoring
* Approaches to planning and managing quality workplace mentoring
 |
| 2 | * The differences and similarities between workplace mentoring and other developmental approaches including coaching and training
* Models of mentoring practice
* Key concepts, principles and practices of mentoring
* Ethical and effective use of power and influence to achieve positive mentee-centred outcomes
* Theories and techniques of goal and objective setting
* Theories of communication and their application to workplace mentoring
* Exploration and evaluation of own communication skills
* Offering advice and guidance and the personal responsibilities this includes
* Signposting and making introductions and the mentors extended role/responsibility
* Assessment tools for understanding and exploring preferences in the workplace e.g. Learning Styles, VAK. Belbin, situational leadership, interpersonal skills inventory, competency frameworks, conflict resolution etc
* Organisational information and their relevance when mentoring within the workplace – job descriptions, behaviours, competency frameworks
* Approaches to developing and maintaining quality mentoring records and how these can be used effectively to monitor progress
* Environmental considerations to ensure quality workplace mentoring
* The range of barriers that may exist when implementing workplace mentoring including individual, operational and organisational level and strategies that may help minimise or overcome these
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**Assignment Task for Unit: Understanding good practice in workplace mentoring**

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| **Centre Number:** | **Centre Name:** |
| **Learner Registration No:** | **Learner Name:** |
| **TASK**This assignment requires you to consider your knowledge and understanding of the context and environment for effective mentoring within the workplace.You are then asked to consider the process and content of workplace mentoring in practice.The assignment can be either “forward looking” or “backward looking”.**Note:***An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).**If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.**You should plan to spend approximately 18 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The nominal word count for this assignment is 2500 words; the suggested range is between 2000-3000 words. However individuals have different writing styles, and there is no penalty if the word-count range is exceeded or not met – as long as the assessment criteria are adequately covered.**Check your assignment carefully prior to submission using the assessment criteria.* |
| *Please use the sub-headings shown below when structuring your Assignment* | Assessment Criteria |
| **Understanding the context for effective workplace mentoring** | * Describe and define the purpose of workplace mentoring *(16 marks)*
* Explain the role, remit and responsibilities of an effective workplace mentor *(16 marks)*
* Describe the knowledge, skills and behaviour of an effective workplace mentor *(12 marks)*
* Explain what a workplace mentoring contract should include to ensure a quality, ethical mentoring relationship *(12 marks)*
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| **Understanding the process and content of effective workplace mentoring** | * Explain how a model of mentoring can be used to manage a workplace mentoring relationship *(12 marks)*
* Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective workplace mentoring *(12 marks)*
* Explain why it is important to maintain basic records of workplace mentoring and what these should contain *(8 marks)*
* Identify any potential barriers to workplace mentoring and explain suitable strategies to overcome these barriers *(12 marks)*
 |
| **By submitting I confirm that this assignment is my own work** |

**MARK SHEET – Understanding good practice in workplace mentoring**

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| --- | --- | --- | --- |
| **Centre Number :** |  | **Centre Name :** |  |
| **Learner Registration No :** |  | **Learner Name:** |  |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET** Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’ **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).** Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | 1. **Learner named above confirms authenticity of submission.**
2. **ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.**

**However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: □** |
| **Learning Outcome / Section 1:** Understand the context for effective workplace mentoring |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors***[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | **Assessor feedback on AC** |
| AC 1.1Describe and define the purpose of workplace mentoring | **Referral [ca. 4/16]** | **Pass [8/16]** | **Good Pass [ca. 12/16]** |  |
| * The purpose of workplace mentoring has not been described and defined, or the description and/or definition is incorrect, or the purpose of workplace has been described ***or*** defined, but not both
* The purpose of workplace mentoring has been merely stated with no account of its principal features or context to describe its purpose
 | * The purpose of workplace mentoring has been correctly defined and a limited account of its principal features correctly describes the purpose of workplace mentoring, although the context is limited
 | * The purpose of workplace mentoring has been correctly defined and a full account of its principal features within a broad context correctly describes the purpose of workplace mentoring
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| / 16(min. of 8) | Pass or Referral |

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| AC 1.2Explain the role, remit and responsibilities of an effective workplace mentor | **Referral [ca. 4/16]** | **Pass [8/16]** | **Good Pass [ca. 12/16]** | **Assessor feedback on AC** |
| * The role, remit and responsibilities of an effective workplace mentor have not been explained, or is incorrect, inappropriate or deficient, or role ***or*** remit ***or*** responsibilities have been explained but not all three
 | * A limited but sufficient and correct explanation of the role, remit and responsibilities of an effective workplace mentor has been provided, although the context is limited and the scope of ‘effective’ is narrow
 | * A full and correct explanation of the role, remit and responsibilities of an effective workplace mentor has been provided within a broad context and the full scope of ‘effective’
 |  |
| / 16(min. of 8) | Pass or Referral |
| AC 1.3Describe the knowledge, skills and behaviour of an effective workplace mentor | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** |
| * The knowledge, skills and behaviour of an effective workplace mentor has not been described, or is incorrect, inappropriate or deficient, or knowledge ***or*** skills ***or*** behaviour have been described but not all three
* Knowledge, skills and behaviour have been merely listed or stated with no account of their principal features that describe an effective workplace mentor
 | * A limited but sufficient and correct account is provided of the principal features of the knowledge, skills and behaviour that describe an effective workplace mentor, although the context is limited and the scope of ‘effective’ is narrow
 | * A full and correct account is provided of the principal features of the knowledge, skills and behaviour that describe an effective workplace mentor within a broad context and the full scope of ‘effective’
 |  |
| / 12(min. of 6) | Pass or Referral |
| AC 1.4Explain what a workplace mentoring contract should include to ensure a quality, ethical mentoring relationship | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** |
| * A workplace mentoring contract is not explained, or the explanation is incorrect, inappropriate or deficient, or the contents of a workplace mentoring contract are merely listed or described with no explanation of the practices associated with a workplace mentoring contract to explain how it ensures a quality, ethical mentoring relationship
 | * A limited but sufficient and correct explanation of how the contents and practices associated with a workplace mentoring contract ensure a quality, ethical mentoring relationship, although the context is limited and the scope of ‘quality and ethical’ is narrow
 | * A full and correct explanation of how the contents and practices associated with a workplace mentoring contract ensure a quality, ethical mentoring relationship within a broad context and the full scope of ‘quality and ethical’
 |  |
| / 12(min. of 6) | Pass or Referral |
| **Section comments** (optional): | **Verification comments** (optional): |

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| **Learning Outcome / Section 2:** Understand the process for effective workplace mentoring  |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors***[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | **Assessor feedback on AC** |
| AC 2.1Explain how a model of mentoring can be used to manage a workplace mentoring relationship  | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** |  |
| * How a model of mentoring can be used to manage a workplace mentoring relationship is not explained, or the explanation is incorrect, inappropriate or deficient, or the model is incorrect or inappropriate
* A model of mentoring is merely stated with no explanation of its principal features that can be used to manage a workplace mentoring relationship
 | * A limited but sufficient and correct account is provided of the principal features of a correct and appropriate model of mentoring that correctly explains how that model can be used to manage a workplace mentoring relationship, although the context is limited
 | * A full and correct account is provided of the principal features of a correct and appropriate model of mentoring that correctly explains how that model can be used to manage a workplace mentoring relationship within a broad context
 |
| / 12(min. of 6) | Pass or Referral |
| AC 2.2Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective workplace mentoring | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** |
| * The range of tools and techniques that can be used to support effective workplace mentoring is not explained, or the explanation is incorrect, inappropriate or deficient, or the range does not include diagnostic tools and those exploring learning preferences
* The range of tools and techniques is merely listed or described with no explanation of how they work to support effective workplace mentoring
 | * A limited but sufficient and correct explanation is provided of how the range of tools and techniques, including diagnostic tools and those exploring learning preferences, can be used to support effective workplace mentoring, although the range of tools is narrow and the context is limited
 | * A full and correct explanation is provided of how the complete range of tools and techniques, including diagnostic tools and those exploring learning preferences, can be used to support effective workplace mentoring
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| / 12(min. of 6) | Pass or Referral |

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| AC 2.3Explain why it is important to maintain basic records of workplace mentoring and what these should contain | **Referral [ca. 2/8]** | **Pass [4/8]** | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** |
| * Why it is important to maintain basic records of workplace mentoring is not explained, or the explanation is incorrect, inappropriate or deficient, or what basic records should contain is not addressed
* What basic records should contain is merely listed with no explanation of the practices of maintaining basic records to explain why it is important to maintain basic records of workplace mentoring
 | * A limited but sufficient and correct account of the practices of maintaining basic records and the contents of basic records provides a correct explanation of why it is important to maintain basic records of workplace mentoring, although the context is limited
 | * A full and correct account of the practices of maintaining basic records and the contents of basic records provides a correct explanation within a broad context of why it is important to maintain basic records of workplace mentoring
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| AC 2.4Identify any potential barriers to workplace mentoring and explain suitable strategies to overcome these barriers |  |  |  |  |
|  |  |  |  |  |
| **Section comments** (optional): | **Verification comments** (optional): |
|  | **/ 100****TOTAL MARKS** |
| **Assessor’s Decision** | **Quality Assurance Use** |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of Assessor:****Date:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of QA:****Date of QA check:** |