



Certificate programmes

CIPD Level 3 Certificate in Coaching and Mentoring

Professional Standards
(Final Version)

Purpose

The Certificate in Coaching and Mentoring is a foundation-level programme.

Successful candidates receive the CIPD Certificate in Coaching and Mentoring and are eligible for Associate Membership of the Institute. However, completing the Certificate in Coaching and Mentoring, and/or gaining Associateship, does not imply that the candidate should automatically progress to study at the Professional Development Scheme level.

Potential candidates

The qualification is intended for:

- anyone working at the level of personnel/human resources or training assistant, adviser or officer, whose role is to provide support as part of their training, learning and development function
- someone new to, or aspiring to, a career in personnel, human resources or training, learning and development that requires the basic knowledge and skills of a coach/mentor
- line managers, supervisors or team leaders who wish to gain the same level of skills in coaching and mentoring as practitioners at this level
- the owners or managers of small businesses
- support staff in consultancy organisations offering coaching and mentoring services.

Aims

The Certificate in Coaching and Mentoring is intended to:

- develop the skills needed for effective coaching and mentoring
- develop an awareness of the context of coaching and mentoring
- create an understanding of its contribution to organisational and individual effectiveness
- provide a platform for studies in training, learning and development, personnel management or higher level coaching and mentoring.

Common elements for all CIPD Certificate programmes

All CIPD Certificate level programmes cover certain knowledge, skills and competencies. These may be taught and assessed separately, or integrated into the teaching and assessment arrangements for the particular programme.

Centres must be able to indicate where they are covered in their programme design.

Guidelines on the assessment schedule for Certificate-level programmes are set out in the *Quality Management Handbook*.

Communication

Candidates must demonstrate that they are able to:

- write a report
- obtain information by interview
- give and receive feedback on behaviour and performance
- build relationships with others.

They must also demonstrate interpersonal skills such as listening, conveying information, responding to questions and so on.

Self-management (improving own learning and performance)

Candidates must demonstrate that they are able to:

- set personal objectives
- appraise their own performance
- reflect on their own practices for the purposes of learning and improvement
- maintain a personal development plan.

Understanding the work context

Candidates must demonstrate that they are able to:

- plan and administer resources
- contribute to the interpretation of personnel information.

They must also demonstrate that they understand and can explain:

- the organisation's environment
- factors affecting individual performance (systems, relationships, performance criteria, motivation and reward)
- employment relationships
- roles in relation to personnel and development (i.e. training, personnel and line management)
- the concept of contribution to organisational success.

Relevant legislation

Candidates must demonstrate a broad understanding of, and be able to explain, relevant legislation.

The common certificate elements are integrated into the indicative content which has been customised to reflect the role of a personnel practitioner.

Performance indicators

1. Coaching and mentoring in context (or contextual issues)

Operational indicators

Practitioners must be able to:

1. Advise on ways in which coaching and mentoring contributes to achievement of objectives through development of employees and links with and supports other HR functions.
2. Ensure their own capability for undertaking coaching and mentoring practice including a coaching and mentoring process or model.
3. Review the effects of organisational culture and structure on coaching and mentoring roles.
4. Identify, evaluate and reduce risks or hazards to health and safety that own coaching and mentoring practice may present.
5. Identify organisational policies, procedures and ethical frameworks that may impact on own practice.

Knowledge indicators

Practitioners must understand and be able to explain:

1. Differences between coaching and mentoring:
 - the role of a coach and mentor and how this differs from other support roles
 - different types of coaching and mentoring and their application
 - the business benefits of coaching and mentoring: individual and organisational.
2. Skills, knowledge and resources that are needed to ensure effective coaching and mentoring practice.
3. Ways in which coaching and mentoring can support and be supported by other HR functions.
4. Different organisational cultures and their effect on coaching and mentoring roles.

5. Potential risks and hazards to health and safety in coaching and mentoring practice.

6. Identify organisational policies, procedures and ethical frameworks that would influence coaching and mentoring practice.

Indicative content

1. Role of coaching and mentoring.
 - understanding the differences between coaching and mentoring
 - identification of different types of coaching: executive, business, focused, performance, skills, career, life, peer, on-line and team
 - role of line managers as coach and mentor
 - the range of alternative interventions other than coaching and mentoring
 - the role of coaching and mentoring within the employee development programme
 - how coaching and mentoring can provide added value for the business and the individual and contribute to business improvement and achievement of objectives.
2. Personal skills necessary to contract and maintain a coaching and mentoring relationship
 - factors that can support or impede a relationship
 - resources necessary to support coaching and mentoring practice.
3. Link with HR functions:
 - understanding of how coaching and mentoring can support other training, learning and development methods
 - link to personal development, performance management and performance appraisal
 - motivational aspects of coaching and mentoring leading to reward advancement
 - value of coaching and mentoring to career progression.

4. Organisational culture:
 - awareness of different leadership / management styles
 - understanding of organisational culture and how it can affect employee behaviours and the success or failure of coaching and mentoring interventions
 - ways in which coaching and mentoring can support change
 - cultural change: methods and obstacles.
4. Risks and hazards:
 - potential risks and hazards to health and safety in coaching and mentoring practice.
5. Organisational policies:
 - awareness of relevant organisational policies and procedures and ethical or value frameworks.

2. Develop a Coaching and Mentoring Plan

Operational Indicators

Practitioners must be able to:

1. Initiate and build a positive coaching and mentoring relationship with individuals, agree expectations, boundaries, levels of support and communication.
2. Encourage and support individuals in identifying development needs, assessing their readiness for, and suitability of coaching and mentoring to address their development needs, explore goals and options with learners.
3. Contract with learners and develop a coaching and mentoring plan and gain agreement with relevant stakeholders, including learners.
4. Ensure compliance with ethical and legal requirements.

Knowledge Indicators

Practitioners must understand and be able to explain:

1. Ways to establish an effective rapport and coaching and mentoring relationship:
 - impact of own beliefs, attitudes and values.

2. Techniques and methods of identifying development needs:
 - barriers to an effective coaching and mentoring process
 - alternative methods for developing individuals
 - when and how exit strategies should be used.
3. Coaching and mentoring process:
 - contents of a coaching and mentoring contract: confidentiality, boundaries, processes and procedures
 - goal setting models and techniques.
4. Relevant ethical and legal requirements and their impact on the coaching and mentoring process.

Indicative Content

1. Coaching and mentoring relationship:
 - preparation and planning needed to establish a coaching and mentoring relationship
 - roles and resources in a coaching and mentoring relationship
 - techniques and methods for building a relationship
 - methods of establishing a learning climate
 - understanding the use and misuse of power in a relationship.
2. Supporting the individual:
 - identification of learners' needs and link to training and development process
 - identification of goal setting models and techniques
 - understanding of factors that affect performance
 - barriers to an effective coaching and mentoring process
 - identifying alternative methods for developing individuals
 - exit strategies and appropriate use.
3. The coaching and mentoring process:
 - the nature and significance of the coaching and mentoring contract
 - the use of negotiating techniques
 - the application of influencing skills
 - effective listening and questioning techniques
 - the application of influencing skills
 - effective listening and questioning techniques
 - a range of coaching and mentoring processes and models
 - techniques for action planning.

4. Legal Aspects:

- legislation relating to discrimination in the relationship
- individual rights and values
- relevant codes of practice/ethics.

3. Manage and Support a Coaching and Mentoring Relationship

Operational Indicators

Practitioners must be able to:

1. manage and maintain a coaching and mentoring relationship
2. support the learning and development of individuals
3. access support and advice from a supervisor and other sources as appropriate
4. monitor and evaluate the coaching and mentoring process and plan with the learner and keep appropriate records.

Knowledge Indicators

Practitioners must understand and be able to explain:

1. Behaviours necessary for maintaining an effective coaching and mentoring relationship.
 - Barriers and factors that can inhibit and damage an effective relationship and strategies for overcoming or managing them.
2. Different learning styles and expectations:
 - Techniques and methods for enabling and supporting learning.
 - Individual differences and barriers that affect learning and strategies for overcoming them
 - The supervisory advice and support relationship and how it can support and improve the coaching and mentoring process
3. Methods for assessing and sharing learning; giving and receiving feedback, maintaining appropriate records.

Indicative Content

1. Manage and maintain the relationship
 - Characteristics of an effective coaching and mentoring relationship
 - Understanding the use and misuse of power in a relationship
 - Identifying and understanding individual differences
 - Factors affecting the relationship: aims, learner, location, resources, management support, culture, constraints, own attitude, values and beliefs
2. Supporting the Individual
 - Understanding different learning styles, expectations and perceptions.
 - Methods for supporting learning, including technology: e-mail, telephone.
 - Alternative and additional learning and training methods.
 - Enabling transfer of learning.
 - The role of the supervisory advice and support relationship: methods and processes.
3. Assessing Learning
 - Techniques for exploring and recording issues and learning: mind maps, force-field analysis, brainstorming, reflection, action plans, CPD process.
 - Skill of giving and receiving feedback.
 - Maintaining confidential and appropriate records.

4. Develop, monitor and improve own professional practice

Operational Indicators

Practitioners must be able to:

1. Develop self in order to act effectively as a coach and mentor.
2. Monitor, reflect and critically evaluate own coaching and mentoring relationships and processes in order to identify areas for improvement.
3. Identify learning acquired from coaching and mentoring others and undertake continual professional development in order to improve own performance.
4. Show awareness of and adherence to organisational policies and procedures, professional codes of practice, standards and ethics.

Knowledge Indicators

Practitioners must understand and be able to explain:

1. Skills and competencies required for effective coaching and mentoring.
 - Effective coaching and mentoring techniques.
 - Self development methods and techniques.
2. Evaluation models and methods.
 - Self reflection process and techniques for identifying and planning own development
 - Personal development planning
 - CIPD CPD process.
3. Professional standards and codes of practice.

Indicative Content

1. Self Development:

- Understand and practice coaching and mentoring skills and competencies
 - Building a rapport
 - Establishing and maintaining trust
 - Active listening
 - Observation (visual and oral)
 - Giving feedback
 - Questioning
- Use of body language
- Critical friend behaviour
- Understanding of emotional intelligence
- Being able to manage challenge
- Self development techniques and personal development planning.

2. Self Evaluation:

- Evaluation models, methods and procedures and criteria for their selection.
- Problem solving techniques.
- Self reflection process and techniques.
- CPD concepts, principles, processes and techniques.
- Personal development planning.

3. Professional Standards:

- CIPD Professional standards.
- Relevant codes of standards/ethics.

Please note: successful completion of the Coaching and Mentoring Certificate Programme will not lead to a licence to practise in coaching and mentoring.



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