H9PDCM: Coaching and Mentoring for Learning and Personal Development

Module Code:	H9PDCM
Long Title	Coaching and Mentoring for Learning and Personal Development APPROVED
Title	Coaching and Mentoring for Learning and Personal Development
Module Level:	LEVEL 9
EQF Level:	7
EHEA Level:	Second Cycle
Credits:	5
Module Coordinator:	Orla O'Sullivan
Module Author:	Stephanie Roe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Demonstrate a critical awareness of the skills, principles and value of coaching in the workplace to create a learning environment.
LO2	Evaluate the efficacy of a range of coaching tools, techniques and approaches that could be used in the students own learning and teaching environment.
LO3	Critique the range of mentoring models at play in the modern workplace and evaluate their effectiveness in terms of learning.
LO4	Critically identify and reflect on their own strengths and weaknesses as learning professionals in the workplace by completing an emotional intelligence psychometric test.

Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment

Indicative Content

Skills and value of Coaching
The origins of coaching and its expansion from the world of sport into the workplace; coaching as self-directed learning; Timothy Gellways theory of how we learn and perform; Skills of the coach and their application in practice. How coaching differs from counselling and mentoring.

Coaching Principles, tools and techniques
Develop experiential awareness of the principles of coaching, the techniques and the tools of the practice; The questioning frameworks; Summarising, reframing, listening; The Wheel of Life; GROW and other coaching models and their effectiveness. Coaching as a profession with professional ethics.

Goal-setting and motivation
Understanding motivation in individual learners; How to translate motivations into goals and the value of goal-setting in different learning contexts. Strategies to promote motivation to enhance learning and development.

Mentoring
The origins of mentoring and how it is used in the modern workplace to promote learning; The range of mentoring models, reverse mentoring, group mentoring; Understanding the essential ingredients of a mentoring relationship; Establishing a mentoring relationship, setting boundaries and expectations.

Emotional Intelligence
Understanding emotional intelligence, the role of emotional intelligence plays in our personal lives and in the workplace. Increasing the awareness of the students own emotional intelligence and identifying strengths and weaknesses, and how to enhance emotional intelligence; Linking emotional intelligence to learning.

Assessment Breakdown	%
Coursework	100.00%

Assessments

Part Time

Coursework

Assessment Type:	Assignment	**% of total:**	50
Assessment Date:	n/a	**Outcome addressed:**	1,2
Non-Marked:	No		

Assessment Description:
Students will provide a 1500 reflective piece on a 15min video recording of them coaching a classmate and receiving feedback from their peers.

Assessment Type:	Assignment	**% of total:**	50
Assessment Date:	n/a	**Outcome addressed:**	3,4
Non-Marked:	No		

Assessment Description:
Students will complete an online EQ assessment test and provide a 1500 reflection on their learning from the assessment.

No End of Module Assessment

No Workplace Assessment

Reassessment Requirement

Repeat failed items
The student must repeat any item failed

Reassessment Description
Students must pass all components of assessment on the module; a component fail leads to a component repeat.

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Part Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Lecture	Workshop	24	Per Semester	2.00
Independent Learning	Independent Learning	101	Per Semester	8.42
			Total Weekly Contact Hours	2.00

Module Resources

Recommended Book Resources

Moon, J.A. (2013), Reflection in Learning and Professional Development: Theory and Practice, Routledge, p.240, [ISBN: 9781136763632].

Supplementary Book Resources

Archer, A. & McMahon, G. (2010), 101 Coaching Strategies and Techniques, Routledge, London, [ISBN: 9780415473347].

Clutterbuck, D.& Megginson, D. (2009), Further Techniques for Coaching and Mentoring, Butterworth-Heinemann, UK, [ISBN: 1-978-1-85617-4992].

Covey, S.R. (1999), The 7 Habits of Highly Effective People, Simon & Schuster, London, [ISBN: 9780684858395].

Cox, E. (2012), Coaching Understood: a Pragmatic Enquiry into the Coaching Process, SAGE, London, p.192, [ISBN: 9780857028266].

David Clutterbuck. Everyone Needs a Mentor, 5th ed. [ISBN: 9781843983668].

Egan, A. (2019), Confidence in Critical Thinking, Developing Learners in Higher Education, 1st ed. Routledge, Oxon, [ISBN: 9781138060333].

Gallwey, T. W. (2002), The Inner Game of Work: overcoming mental obstacles for maximum performance, 1st ed. Thomson Texere, New York, [ISBN: 978-1-58799-047].

Goleman, D. (2006), Emotional Intelligence, Bantam, New York, p.358, [ISBN: 9780553804911].

Landsberg, M. (2015), The Tao of Coaching: boost your effectiveness at work by inspiring and developing those around you, Profile Books Ltd, London, [ISBN: 9781781253328].

J. Y. F. Lau. (2011), An Introduction to Critical Thinking and Creativity, John Wiley & Sons, Hoboken, p.272, [ISBN: 9780470195093].

Levinson, D.J. (1978), The Seasons of a Man's Life, Ballantine, New York, p.363, [ISBN: 9780345339010].

Megginson, D. (2006), Mentoring in Action: a practical guide, 2nd ed. Kogan Page, London, p.267, [ISBN: 9780749444969].

Sharan B. Merriam,M. Carolyn Clark,Clark MC. (1991), Lifelines: patterns of work, love, and learning in adulthood, Jossey-Bass, Oxford, p.258, [ISBN: 9781555423643].

Parsloe, E. (1999), The Manager as Coach and Mentor, 2nd ed. Institute of Personnel and Development, London, p.96, [ISBN: 9780852928035].

Passmore, J. (2006), Excellence in Coaching: The Industry Guide, Kogan Page, London, p.222, [ISBN: 9780749446376].

Donald A. Schon. (2008), The Reflective Practitioner: How Professionals Think in Action, Hachette UK, p.352, [ISBN: 9780786725366].

Starr, J. (2016), The Coaching Manual: The definitive guide to the process, principles and skills of personal coaching, 4th ed. Pearson Education Limited, UK, p.368, [ISBN: 978-1-292-08497-8].

Stein, S.J. (Author) & Book, H.E. (Contributor). (2013), The EQ Edge – Emotional Intelligence and Your Success, 3rd ed. ossey-Bass, Oxford, [ISBN: 978-0470681619].

Stout-Rostron, S. (2014), Business Coaching International: Transforming Individuals and Organizations, 2nd ed. Karnac Books, UK.

Whitmore J. (2002), Coaching for Performance: Growing People, Performance and Purpose, 3rd ed. Nicholas Brealey Publishing, UK, p.180, [ISBN: 1-85788-303-9].

Supplementary Article/Paper Resources

Bozik, M. (1987), Critical Thinking through Creative Thinking,
https://files.eric.ed.gov/fulltext/ED290 173.pdf

Goleman, D. (2014), An antidote to the dark side of emotional intelligence,
http://www.danielgoleman.info/daniel-gol eman-an-antidote-to-the-dark-side-of-emo tional-intelligence/

Grant, A. (2014), The Dark side of Emotional Intelligence,
https://www.theatlantic.com/health/archi ve/2014/01/the-dark-side-of-emotional-in telligence/282720/

Mayer, J.D., Salovey, P. , Caruso, D.R. (2004), Emotional Intelligence: Theory, Findings and Implications, Psychological Inquiry, 15 (3), p.197,
http://ei.yale.edu/wp-content/uploa2013/ 12/pub56_MayerSalovey2004_EITheoryFindin gsImplications.pdf

This module does not have any other resources

Discussion Note: