



Coaching and Mentoring Skills Development

Objectives

This module aims at developing the following competences:

1. Use coaching and mentoring to help others solve problems of professional practice.
2. Integrate coaching and mentoring systematically to solve ill-defined problems of professional practice.

Learning Outcomes

Upon the completion of this module, the trainees will be able to:

1. Show understanding of the difference between coaching and mentoring and the ways in which approaches vary depending on the context.
2. Demonstrate a critical awareness of different models of coaching and mentoring.
3. Assess accurately the professional strengths and needs of an individual.
4. Apply in practice situations the separate skills of listening, questioning, constructive challenging, goal-setting and trust-building
5. Select and combine appropriately relevant coaching and mentoring skills to enable others to solve problems of professional practice.
6. Review, evaluate and improve own performance as coach and mentor.

Prerequisite: None

Outline:

- **Introduction to Coaching and Mentoring**
 - Meanings and definitions associated with coaching and to mentoring
 - Purposes and limitations of coaching and of mentoring in different contexts
- **Models of and approaches to coaching and mentoring, for example,**
 - The GROW Model.
 - Building trust
 - Establishing expectations and ground rules
 - Agreeing the scope of the interaction
 - Utilising tools and strategies to move the coaching forward
 - Closing and planning next steps
- **Identifying the professional strengths and needs of a mentee**
 - Flexibility and creativity as a coach and mentor in response to changing circumstances and contexts
 - Identifying appropriate models of practice as a coach and mentor for specific individuals and contexts



- Pair and group simulations of coaching and mentoring skills including listening, questioning, constructive challenging, goal-setting and trust-building
- Pair and group simulations of coaching and mentoring skills focusing on case study contexts.
- Using reflective practice to monitor and assess professional practice as a coach and mentor as an individual and within a group.

Learning Activities:

- Short lectures
- Class and group discussion
- Group work
- Video Analysis
- Games
- Oral presentation
- Case study review
- Video analysis
- Role play
- Peer feedback
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Time Distribution and Study Load:

- Training: 15 hours
- Coaching: 30 hours
- Study and Assignment Preparation: 80 hours

Assessments:

- Group presentations
- Minute papers
- Role play
- Peer Assessment
- Group discussions
- Poster Creation
- Concept mapping
- Analysis of case studies
- Reflective Journal

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