

Management Coaching

2020-21

This course is for anyone in a business environment who wants to empower and enable the people around them to become independent thinkers and learners. It is especially relevant for line managers and leaders who wish to improve their skills and build management coaching into their everyday work.

This course encourages participants to take seriously the conversations that take place in the workplace. The course takes a relational approach to coaching and mentoring that emphasises the broader skills of a helping conversation rather than one specific model of coaching. A range of coaching theory and models are introduced to support and enhance these skills.

By the end of the six Units, participants should:

- Be able to explain the use of coaching and mentoring in leadership, as related to their practice and more generally in organisations
- Be aware of the importance of paying attention to relationships in coaching
- Be able to set up, conduct and evaluate effective and ethical coaching relationships and conversations
- Be aware of external and behavioural factors influencing coaching conversations and relationships
- Have knowledge of a range of coaching methods and frameworks and be able to use them when appropriate in the context of a coaching relationship
- Have developed as a coach through practice, supervision and personal reflection

plus

- Be able to complete the optional assessment portfolio to achieve CMI Level 5 Certificate in Management Coaching and Mentoring (see below)

Applicants are likely to be leading teams or be aiming to do so in the future, and will need to be able to have opportunities to carry out management coaching practice (in person or online) between teaching sessions.

Please be aware that although the teaching units span approximately 10 weeks at the beginning, this course will take around 5 months to complete in full.

Note: The course starting on 15 April 2021 spans the summer period and therefore will take longer, as there is no teaching in August.

Course outline

(all units are mandatory)

Unit 1 Introduction to management coaching	<ul style="list-style-type: none"> • What is coaching? • Coaching in organisations • The manager as coach
Unit 2 Developing coaching relationships	<ul style="list-style-type: none"> • Principles of relational coaching • Ethics, boundaries and contracting
Unit 3 Core skills of effective coaching	<ul style="list-style-type: none"> • The value of conversation • Listening and questioning
Unit 4 Coaching methods and models	<ul style="list-style-type: none"> • Overview of models • Overview of frameworks • Using creative methods in coaching
Unit 5 Going beyond core skills	<ul style="list-style-type: none"> • Listening to yourself as well as others • Behavioural patterns and drivers
Unit 6 Developing as a coach	<ul style="list-style-type: none"> • Reflecting on and evaluating your coaching • Coaching supervision • How to use these skills in your workplace

For precise course dates, please see separate schedule.

Coaching CMI L5 Certificate qualification

Participants are invited to complete an optional portfolio assessment against the [CMI L5 Certificate in Management Coaching & Mentoring](#) assessment criteria; specifically, units 5014, 5015 and 5017. The qualification route is supported by additional workshops and sessions, personal tutoring, independent study, the submission of three written assignments and taking part in two assessed guided professional discussions. The qualification route also includes one year's affiliate membership of CMI.

The assessments cover three CMI Coaching and Mentoring Units:

- **5014 Introduction to Coaching and Mentoring**
This is an introductory unit designed to give learners an opportunity to explore the purpose and benefits of coaching and mentoring in organisations, its role in performance management and team learning. This unit also gives learners an opportunity to analyse the role of a manager as a coach and mentor.

- 5015 Management of Coaching and Mentoring**
This unit is about understanding the process of implementing coaching and mentoring within the organisation and the benefits this may bring to the organisation. Learners will consider the impact of coaching and mentoring programmes on an organisation and how to manage the implementation of coaching and mentoring, including monitoring and evaluating the operation of coaching and mentoring within an organisation.
- 5017 Coaching Practice and Theory**
In this unit learners are asked to consider factors which need to be considered when selecting coaching tools and techniques to meet the needs of groups and individuals, to evaluate the role of reflection and self-awareness, questioning and active listening to achieve behavioural change and organisational objectives. As part of this unit learners will also investigate approaches to relationship building and individual engagement.

Overview of Assessment tasks and word count

Much of the assessment will take place after the teaching aspect of the course is complete and is optional for those participating in the course.

Assignment	Style and word count
<p>Assignment 1 (Units 5014 & 2015):</p> <p>Workplace project: report demonstrating how coaching and mentoring is/could be implemented in your organisation</p> <p>Section 1 - Developing an understanding of the role of coaching and mentoring in the workplace (5014)</p> <p>Section 2a – implementing coaching and mentoring within the workplace (5015)</p> <p>Section 2b – implementation plan (5015)</p>	<p>Written report Total 5000 words</p> <p>2500 words</p> <p>1500 words 1000 words</p> <p>Professional Discussion 30 minutes (equivalent to 1,000 words)</p>
<p>Assignment 2 (Unit 5017):</p> <p>You as a coach – developing your practice</p> <p>Section 1 – Coaching theory and practice</p> <p>Section 2 – developing and evaluating organisational coaching</p> <p>Section 3 – reflections on practice and learning</p>	<p>Total equivalent to 3,000 words</p> <p>Written 1,000 words Written 1,000 words</p> <p>Professional Discussion 30 minutes (equivalent to 1,000 words)</p>

Further detail and dates will be provided against each assessment task within the assignment brief that you will receive at the start of the course.

Teaching and learning

All teaching and course activities for the 2020-21 academic year will take place in an online live learning format.

The teaching will be fully interactive, and students will have access to resources and support materials designed specifically for the course. All students can access the full range of [learning facilities](#) provided by the University of Hertfordshire.

Course tutors

Helen Charlwood and Kevin Flinn

The course is led by Helen Charlwood, lecturer in Strategic Management at Hertfordshire Business School and an experienced facilitator, trainer and coach.

Helen is a Senior Fellow of the Higher Education Academy with expertise in designing and developing tailor-made personal, leadership and team development events and activities, specialising in conversational, experiential and creative approaches such as Appreciative Inquiry, story-telling and exploring metaphor.

Helen has significant experience as a coach, with skills in one-to-one executive coaching, as well as in developing others to become coaches and mentors and in providing coaching supervision.

Dr Kevin Flinn is a Principal Lecturer in Complexity, Management and Organisation at Hertfordshire Business School and Deputy Director for MSc Business & Organisational Studies & MSc Public Service Management, an Associate with Advance HE and an Associate member of the Institute of Group Analysis.

For over two decades, Kevin has specialised in helping individuals and teams - across private, charitable, and public sector organisations in the UK and overseas - make sense of what they find themselves doing together. As a graduate of the Doctorate in Management (DMan) programme and a member of the Complexity and Management Research Group at the University of Hertfordshire, Kevin brings a very different perspective to leadership/management and organisational development than that found in the mainstream.



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