

615 Provide coaching and mentoring for achieving excellence in a food environment

SQA Unit Code

H13Y 04

Level 3

SCQF Level 6

SCQF Credit value 6

Unit Summary

This unit is about the skills needed for you to provide coaching and mentoring during the drive of your organisation to achieve excellence in food and drink manufacture and/or supply operations. Creating an environment where coaching and mentoring is a key part of achieving excellence in a food environment is important to the productivity and success of manufacture, processing and supply of food and drink within the food supply chain. It is also important to the support of learning and development programmes.

You will need to show that you can develop, set up and provide coaching and mentoring in the workplace. You will also need to ensure that the development of individuals through mentoring and coaching in the workplace achieves your organisations achieving excellence objectives.

This unit is for you if you work in food and drink manufacture and/or supply operations and are involved in team leadership, first line or middle management.

In order to be assessed as competent you must demonstrate to your assessor that you can consistently perform to the requirements set out below. Your performance evidence must include at least one observation by your assessor.

You must be able to:	You need to show: Evidence must be work-based, simulation alone is only allowed where shown in <i>bold italics</i>
<p>1. Develop a coaching and mentoring process</p> <p>This means you:</p> <p>Explain the mentoring process and how it will help in achieving excellence in your organisation</p> <p>Choose a coaching style that meets the needs of your organisation and in a manner and speed which is appropriate to learners</p> <p>Identify resources and facilities needed to perform your role as a mentor</p>	<p>Evidence of developing a coaching and mentoring process</p>

<p>Identify possible additional mentors</p> <p>Find sources of information and support to help in your role as a mentor</p> <p>Agree how you will keep to the policy for mentoring in your organisation</p> <p>Organise when, where and how often the mentoring sessions should take place</p> <p>Provide information in the form of documents and activities to help learners in the mentoring process</p> <p>Identify possible barriers to learning in an achieving excellence environment</p> <p>Monitor changes to policies and procedures</p>	
<p>2. Set up the mentoring and coaching process</p> <p>This means you:</p> <p>Behave in a positive manner towards your learner</p> <p>Discuss the roles, expectations and boundaries of the mentoring process include how progress and problems will be reviewed</p> <p>Agree the aims of the mentoring process and the support the learner in achieving excellence</p> <p>Describe the resources available to the learner</p> <p>Determine agreed learning objectives</p>	<p>Evidence of setting up a mentoring and coaching process</p>
<p>3. Provide coaching and mentoring</p> <p>This means you:</p> <p>Help learner build confidence, take increasing responsibility and to look at issues in an informed and unbiased way</p> <p>Enable learners to practice skills and apply knowledge in the workplace, include identifying</p>	<p>Evidence of providing coaching and mentoring</p>

<p>different learning opportunities</p> <p>Give learners honest and constructive feedback on the learning experience and the outcomes achieved</p> <p>Help learners discuss ideas and concerns affecting their learning experience in the workplace in achieving excellence</p> <p>Discuss with the learner how and when the mentoring process should come to an end and how development and training could continue</p>	
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<p>You need to know and understand:</p> <p>Evidence of knowledge and understanding should be collected during observation of performance in the workplace. Where it cannot be collected by observing performance, other assessment methods should be used.</p>
<ol style="list-style-type: none"> 1. Your organisations achieving excellence vision, strategy and objectives 2. The importance of learning and skills in delivering achieving excellence objectives 3. Your organisations policy in providing coaching and mentoring 4. How to identify potential mentoring activities that can support your organisations training programme 5. How to monitor the effectiveness of the mentoring process 6. The importance of using good practise in your mentoring role to support your organisations drive to achieving excellence. This includes health, safety and environmental protection legislation 7. Why it is important to involve other people in the workplace in the mentoring programme 8. How to identify and secure resources and facilities needed for the mentoring process 9. Why it is important to know the expectations of your own role, the mentoring scheme and your organisation 10. The importance of appreciating different learners needs and styles of learning 11. How to establish an open and truthful relationship with your trainee 12. How to provide practical support to the learner including time, materials and activities 13. How to motivate learners and keep their enthusiasm and commitment 14. Why it is important to identify possible barriers to learning 15. How to check learners understanding and progress 16. The importance of keeping information confidential 17. The challenges and barriers to coaching and mentoring learners who feel uncertain about dealing with uncertain about dealing with change and improvements driven by achieving excellence
<p>Evidence of performance may employ examples of the following assessment:</p> <ul style="list-style-type: none"> • observation • written and oral questioning;

- evidence from company systems (e.g. Food Safety Management System)
- reviewing the outcomes of work
- checking any records of documents completed
- checking accounts of work that the candidate or others have written