

Masters in Human Resources Management: Intake April- September 2025

Assessment Task: Supervised Practical Coaching Assessment	
Module: Coaching and Mentoring	Tuition Centre: 21 Academy Licence Number: 2018-017
Level: Award MQF Level 7	Student Name:
Date:	Student Number:
Session Date:	
Reflective Report Deadline: 13 November 2025	
<p>Task</p> <p>The Coaching and Mentoring Assessment is a structured practical evaluation worth 60%, designed to measure the interpersonal skills of HRM students in a realistic coaching scenario. Acting as an HR business partner, the student (coach) engages in a 15–20 minute role-play with another student portraying a dip in performance. The session focuses on establishing rapport, exploring challenges, and co-creating improvement plans. An assessor observes and provides feedback, evaluating the student’s performance across core interpersonal techniques, including active listening, empathy, constructive guidance, and ethical conduct.</p> <p>Note</p> <p>The Coaching and Mentoring Assessment is designed to immerse HRM students in a structured, practice-based evaluation that mirrors real organisational coaching contexts.</p> <p>Note</p> <p>The objective of the assessment is to evaluate the student’s proficiency in applying a range of interpersonal and coaching techniques in a supervised context. Specifically, the assessment focuses on the student’s ability to:</p> <ul style="list-style-type: none"> Establish rapport and create a psychologically safe environment for dialogue. Demonstrate active listening and empathetic responses that validate the employee’s perspective. Communicate in a clear, concise, and professional manner, avoiding jargon and ambiguity. Provide constructive and ethical feedback, framed around behaviours and their impacts. Facilitate self-reflection and ownership, enabling the employee to generate their own solutions rather than relying on directive guidance. Develop an actionable improvement plan collaboratively with the employee, ensuring commitment and feasibility. <p>In meeting these objectives, students not only demonstrate technical competence in coaching but also cultivate self-awareness and reflective practice, both of which are essential for professional growth in HRM roles.</p> <p><i>Please ensure that you refer to 21 Academy’s Supervised Coaching Sessions Notes for comprehensive information regarding the assessment method.</i></p> <p>Reflective Report</p> <p>As part of the Coaching and Mentoring Assessment, you are required to submit a reflective report following your supervised coaching role-play. This reflective exercise is designed to encourage you to critically evaluate your performance as a Coach, your application of interpersonal techniques, and your overall learning experience. Your responses should demonstrate self-awareness, the ability to identify strengths and development needs, and an understanding of how the assessment links to professional HR practice.</p>	
The role will be drawn by lots during the session:	

☐**Scenario 1: Performance Improvement Coaching - Innovative Solutions plc**

You are an HR Manager. Your role is to support managers and employees. Sarah, a software developer, has been flagged by her unit manager, Mark, for a recent decline in her productivity and missed deadlines on two relatively minor projects. Mark is concerned because Sarah has always been a high performer. He's asked you to have an initial coaching conversation with her to understand what's going on and help her get back on track. Your approach should be supportive and collaborative, focusing on helping Sarah identify her own solutions. You're aware that Sarah might be feeling some stress, but you don't know the exact cause.

☐**Scenario 2: Performance Improvement Coaching – “The Daily Grind”; a high-volume, upscale coffee shop chain.**

You are Alex's manager. Alex, a Senior Shift Supervisor, is great with customers and has a high level of technical skill in coffee preparation. However, the company recently rolled out a new, mandatory inventory tracking and waste reduction process to curb profit loss, which is essential for end-of-quarter performance. Alex is consistently neglecting to follow this new process, resulting in inaccurate stock counts and excessive waste. When reminded, Alex offers excuses like, “It takes too much time,” or “The old way was fine”. Your goal is to make Alex understand the business impact of their non-compliance, get a commitment to following the new process starting today, and explore whether a lack of training or resistance to change is the underlying issue. The tone should be professional and focused on adherence to company standards.

☐**Scenario 3: Performance Improvement Coaching – “Apex Financial Group” a mid-sized wealth management firm.**

You are the Team Lead for the Compliance Department. Chris, a highly intelligent Compliance Analyst, is technically skilled and always delivers high-quality reports. However, he has a reputation for being a “lone wolf”. He often fails to communicate status updates on shared projects, and a key internal client, the Sales Director, has complained that Chris is slow to respond to emails (taking 48-72 hours) and has an abrupt, one-line communication style that makes him seem unapproachable. The problem isn't the quality of his work, but the friction and delays his communication style causes in cross-functional collaboration. Your goal is to help Chris recognize the impact of his communication habits on team efficiency and client relations, and to establish clear, quantifiable goals for response times and update frequency.

☐**Scenario 4: Performance Improvement Coaching – “St. Jude's Regional Hospital”**

You are the HR Specialist focusing on staff well-being. David, a Registered Nurse (RN) on the surgical floor, has been an exceptional employee for five years. However, his charting accuracy has dropped significantly over the past month, leading to a few near-miss medication errors (caught by colleagues). He's also been reported as being short or dismissive with junior staff and is taking fewer initiatives. The Unit Manager is concerned about patient safety and team morale. Your approach should be to understand the root cause from David's perspective, acknowledge the demanding nature of his role, and explore both personal coping mechanisms and institutional support (e.g., EAP, shift adjustments, time management training). You suspect he may be dealing with burnout or compassion fatigue.

Pass Mark - 50%**Total Assignments Weighting - 60%****By submitting I confirm that this assessment is my own work****Mark:****Signature:** <main assessor>**Date****Signature:** <quality assurance>