



HRM-FPX5070

u03a1 - HR Challenge: Personalized Mentoring or Coaching

Learner: Bryan , Nickerson

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### OVERALL COMMENTS

Hi Bryan,

Thanks for submitting assessment three. Please see the instructions for the assessment. "For the two scenarios provided, prepare a recommendation for mentoring or coaching for HR leadership in an internal memo that is a total of 2-3 pages.

There are two scenarios in the module materials that serve as the context for this assignment. Please review those and reframe your paper to address those two situations. LMK if you have questions.

I have used the non-performance ratings due to the context.

Professor Poirier

### RUBRICS

**CRITERIA 1**

Explain whether mentoring or coaching would be the better approach to support each employee's professional development needs.

**COMPETENCY**

Develop approaches to support learning, career development, and mobility of individual contributors, managers, and leaders.

**NON\_PERFORMANCE:**

Does not explain whether mentoring or coaching would be the better approach to support each employee's professional development needs.

**BASIC:**

Explains either mentoring or coaching to support one employee's professional development needs, or explains both but not with sufficient detail.

**PROFICIENT:**

Explains whether mentoring or coaching would be the better approach to support each employee's professional development needs.

**DISTINGUISHED:**

Explains whether mentoring or coaching would be the better approach to support each employee's professional development needs and gives examples of activities that could be used with both employees.

**Comments:**

**CRITERIA 2**

Describe mentoring and coaching best practices from scholarly sources.

**COMPETENCY**

Apply theories and models of professional learning.

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**NON\_PERFORMANCE:** Does not describe mentoring and coaching best practices from scholarly sources.

**BASIC:** Describes mentoring and coaching best practices in laymen's terms, but does not reference scholarly sources.

**PROFICIENT:** Describes mentoring and coaching best practices from scholarly sources.

**DISTINGUISHED:**

Describes mentoring and coaching best practices from scholarly sources and includes examples from the field .

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**Comments:**

**CRITERIA 3**

Develop a communication strategy to inform the direct managers and their employees about the decision to initiate the mentoring OR coaching process.

**COMPETENCY**

Develop approaches to support learning, career development, and mobility of individual contributors, managers, and leaders.

**NON\_PERFORMANCE:**

Does not develop a communication strategy to inform the direct managers and their employees about the decision to initiate the mentoring OR coaching process.

**BASIC:**

Develops one form of communication, but not a strategy, to inform both the direct managers and their employees about the decision to initiate the mentoring OR coaching process.

**PROFICIENT:**

Develop a communication strategy to inform the direct managers and their employees about the decision to initiate the mentoring OR coaching process.

**DISTINGUISHED:**

Develop a multi-level communication strategy to inform the direct managers and their employees about the decision to initiate the mentoring OR coaching process and explains the benefits for their careers.

**Comments:**

**CRITERIA 4**

Evaluate the benefit to the organization from each individual's mentoring or coaching program.

**COMPETENCY**

Evaluate approaches for the design, development, and implementation of programs which support learning needs in the workplace.

**NON\_PERFORMANCE:**

Does not evaluate the benefit to the organization from each individual's mentoring or coaching program.

**BASIC:** Evaluates the benefits of a mentoring or coaching program, but not specifically how it benefits the organization.

**PROFICIENT:** Evaluates the benefit to the organization from each individual's mentoring or coaching program.

**DISTINGUISHED:**

Evaluates the benefit to the organization from each individual's mentoring or coaching program using comparisons from the literature or the field.

**Comments:**

**CRITERIA 5**

Convey purpose, in an appropriate tone and style, incorporating supporting evidence and adhering to organizational, professional, and scholarly writing standards.

**COMPETENCY**

Communicate clearly, accurately, and professionally for the HR field.

**NON\_PERFORMANCE:**

Does not convey purpose, in an appropriate tone and style, incorporating supporting evidence and adhering to organizational, professional, and writing scholarly standards.

**BASIC:**

Conveys purpose, in an appropriate tone or style. Clear, effective communication is inhibited by insufficient supporting evidence or minimal adherence to applicable writing standards.

**PROFICIENT:**

Conveys purpose, in an appropriate tone and style, incorporating supporting evidence and adhering to organizational, professional, and scholarly writing standards.

**DISTINGUISHED:**

Conveys clear purpose, in a tone and style well-suited to the intended audience. Supports assertions, arguments, and conclusions with relevant, credible, and convincing evidence. Exhibits strict and nearly flawless adherence to organizational, professional, and scholarly writing standards, including APA style and formatting.

**Comments:**

Supplemental Feedback

**SUPPLEMENTAL CRITERIA 1****Purpose**

Compose a text that articulates meaning relevant to the main topic, scope, and purpose of the prompt

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**BEGINNING:** This text is unrelated to the assignment prompt.

**DEVELOPING:**

This text is related to the assignment prompt but does not demonstrate an understanding of the main topic, scope, and purpose.

**SKILLED:** This text responds to the assignment prompt and appropriately addresses the main topic, scope, and purpose.

**ADVANCED:**

This text presents a focused response to the assignment prompt and demonstrates a thorough understanding of the main topic, scope, and purpose.

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**Comments:**

**SUPPLEMENTAL CRITERIA 2****Organization**

Develop text using organization, structure, and transitions that demonstrate understanding of relationship between main and subtopics

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**BEGINNING:** This text does not include a thesis statement and is organized inappropriately for the assignment.

**DEVELOPING:**

The thesis statement in this text is unclear and/or the text is presented in paragraphs with unclear main idea(s) and/or transitional phrases.

**SKILLED:**

This text includes a thesis statement and is organized into paragraphs, with clear main ideas and effective transitional phrases.

**ADVANCED:**

This text reflects a strong thesis statement. Additionally, this text is organized with skillful transitions into paragraphs with clear main ideas, sufficient evidence, analysis, and linking information.

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**Comments:**

**SUPPLEMENTAL CRITERIA 3****Evidence**

Integrate into text appropriate use of scholarly sources and evidence

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**BEGINNING:** This text included plagiarized information.

**DEVELOPING:**

This text lacks synthesis of information from sources and/or the credibility of the sources is questionable, with many flaws in APA citation style.

**SKILLED:**

The included evidence was integrated and synthesized from outside sources, most of which are scholarly, with minimal flaws in APA citation style.

**ADVANCED:**

The evidence in this text was integrated and synthesized from credible, scholarly, and professionally sound sources, with minimal flaws in APA citation style.

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**Comments:**



**SUPPLEMENTAL CRITERIA 4****Tone**

Apply in text the standard writing conventions for the discipline, including structure, voice, person and tone

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**BEGINNING:** Text uses language inappropriate for the intended audience.

**DEVELOPING:**

This text does not meet writing conventions for the discipline and lacks appropriate voice, person, and/or tone for the intended audience.

**SKILLED:**

This text meets writing conventions for the discipline and there were minimal issues in appropriate use of voice, person, or tone for the intended audience.

**ADVANCED:**

This text exhibits strict adherence to writing conventions for the discipline and uses appropriate voice, person, and tone for the intended audience.

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**Comments:**

**SUPPLEMENTAL CRITERIA 5****Sentence Structure**

Produce text with minimal grammar, usage, spelling, and mechanical errors

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**BEGINNING:**

Text meaning is unclear due to errors in sentence structure, grammar, usage, word choice, spelling, or mechanics in 75% or more of text.

**DEVELOPING:**

Text meaning is interrupted due to sentence structure, grammar, usage, word choice, spelling, or mechanical errors in 25%-75% or more of text.

**SKILLED:**

Text conveys clear meaning with minimal issues in grammar, usage, word choice, spelling, or mechanical errors in 10%-25% of text.

**ADVANCED:**

Text complexity and concision conveys clear meaning, with grammar, usage, word choice, spelling, or mechanical errors in 10% or less of text.

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**Comments:**