

Units contributing to

## **ILM Level 5**

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# Certificate and Diploma in Coaching and Mentoring (8580)

<b>Title:</b>	<b>UNIT 500 - Understanding the skills, principles and practice of effective management coaching and mentoring</b>	
<b>Level:</b>	<b>5</b>	
<b>Credit value:</b>	<b>5</b>	
<b>Unit guided learning hours:</b>	<b>18</b>	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand the purpose of coaching and mentoring within an organisational context	1.1 Define what coaching and mentoring is within the context of an organisation and explain the similarities and differences between coaching and mentoring 1.2 Identify potential individual, operational and organisational barriers to using coaching or mentoring and develop appropriate strategies for minimising or overcoming these 1.3 Present the case for using coaching or mentoring to benefit individuals and organisation performance	
2 Understand the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor	2.1 Critically explore the knowledge, skills, and behaviour of an effective coach or mentor 2.2 Analyse why coaches or mentors require effective communication skills 2.3 Review the responsibilities of the coach or mentor to manage relationships (including values and power) and remain ethical and non-judgemental	
3 Understand the role of contracting and the process to effectively coach or mentor	3.1 Review a model or process which should be followed when formally coaching or mentoring 3.2 Analyse the rationale for and the characteristics of effective contracting within coaching or mentoring 3.3 Explain the necessity of exploring the expectations and boundaries of a coaching or mentoring programme with all stakeholders 3.4 Justify the rationale for supervision of coaches and mentors in practice	
4 Understand the principles of effective coaching or mentoring in practice and how to evaluate benefits	4.1 Critically review the elements required for effective and integrated coaching or mentoring 4.2 Analyse how the benefits of coaching or mentoring should be evaluated	

Additional information about the unit	
Unit purpose and aim(s)	To enable learners to understand the role and contribution of coaching and mentoring to individuals and organisations and make a case for using management coaching and mentoring in their organisations.
Unit review date	31/03/2017
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Coaching & Mentoring 2012 NOS: LSI CM01, LSI CM02, LSI CM03, LSI CM04, LSI CM08, LSI CM10
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Equivalencies agreed for the unit (if required)	D5.01 – Understanding how management coaching and mentoring can benefit individuals and organisations
Location of the unit within the subject/sector classification system	15.3 - Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to City & Guilds
Additional Guidance about the Unit	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Definitions of coaching and mentoring</li> <li>• Differences and overlaps of coaching, mentoring, counselling and training</li> <li>• Overview of therapy and counselling, differentiating between them and coaching and mentoring and identifying the boundaries</li> <li>• Organisational context – vision, mission, size, structure and readiness for coaching and mentoring</li> <li>• Individual and organisational benefits of coaching and mentoring</li> <li>• Costs and benefits of coaching and mentoring – financial and personal/social/emotional</li> <li>• Alternative strategies for developing and supporting employees, including different training strategies (long and short courses, in-house and external, distance/flexible/e-learning, etc)</li> </ul>

	<ul style="list-style-type: none"> <li>• Range of formal and informal learning opportunities, their costs and benefits and utility in developing particular knowledge and skills</li> <li>• Corporate objectives and the contribution of coaching and mentoring to their achievement</li> <li>• Organisational, operational and individual barriers (time, resources, attitudes, values, ownership, etc) and strategies for overcoming these barriers</li> <li>• Techniques for programme monitoring, review and evaluation</li> </ul>
2	<ul style="list-style-type: none"> <li>• Different perspectives on mentoring and coaching</li> <li>• Contracting, agreeing the coaching process and framework</li> <li>• Organisational context of coaching (senior manager buy in, other related policies and procedures)</li> <li>• Different models of learning style and preference</li> <li>• The knowledge, skills and behaviours of an effective coach and mentor</li> <li>• Models of coaching and mentoring able to contribute to performance improvement (examples of models that may be used include: performance coaching/life coaching, GROW Model, Argyris's double loop learning, Kolb's learning cycle, Gardner's Multiple Intelligences, Myers-Briggs, hemispherical dominance, transformational learning, Johari's window, NLP, and other psycho-social models)</li> <li>• Range of learning and counselling services available</li> <li>• Legal aspects of coaching and mentoring (health &amp; safety, equal opportunities, disability, etc) and ethical issues (abuse of power and authority, personal intimacy and sexual harassment)</li> <li>• The role of supervision in coaching and mentoring</li> <li>• Concepts of power and authority (personal/positional, zero-sum, etc), and power dynamics (especially power relationship between self and client)</li> <li>• Cultural issues working with a diverse workforce (gender stereotyping, race, religion and sexuality, etc)</li> <li>• Personal beliefs and values, their source and effect on attitudes and behaviours</li> <li>• Behavioural traits, their drivers and effect on others (e.g. nature/nurture debate on sex/gender, and differences in cognition and behaviour)</li> <li>• Communication theories (e.g. discourse analysis theories, overview of socio-linguistics)</li> <li>• Relationship characteristics and contrasts between coaching and mentoring (judgemental/non-judgemental, transactional analysis, etc)</li> <li>• Distinguishing the appropriate physical environments for mentoring and coaching, especially the need for confidentiality</li> </ul>
3	<ul style="list-style-type: none"> <li>• Processes and models for effectively coaching (GROW, ARROW, OSKAR, OSCAR, Skilled Helper etc)</li> <li>• Questioning processes and techniques (solution focused, clean etc)</li> <li>• Contracting arrangements (stakeholder involvement, 2 way and 3 way contracting)</li> <li>• Explaining the purpose, principles, ethics, practice of coaching or mentoring to gain stakeholder understanding</li> <li>• Different contracts for coaching or mentoring (and different focus of relationship explored at contracting stage)</li> <li>• Goal setting when contracting</li> <li>• Ground rules for engagement and feedback</li> <li>• Contracting timescales and scheduling coaching or mentoring activity</li> <li>• Supervision – principles and practice</li> <li>• Links to contracting</li> <li>• Codes of practice (used when contracting to support)</li> </ul>

4

- Organisational structure, culture and the role coaching or mentoring has supporting performance
- Values, ethics and principles underpinning coaching and mentoring
- Culture and environments appropriate to embedding coaching or mentoring within organisations
- Support for coaching or mentoring internally (policies, procedures, strategies and senior level support)
- Barriers to coaching and mentoring within organisations (individual, team, operational, organisational)
- Determining and agreeing strategic objectives relating to coaching and mentoring
- Standards and indication of competence applicable to coaches or mentors
- Standards, indicators and success measures (return on investment and evaluation techniques) to monitor and evaluate the impact of coaching and mentoring in an organisation

**Assignment Task for Unit 500: Understanding the skills, principles and practice of effective management coaching and mentoring**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b></p> <p>This assignment requires you to demonstrate your understanding of the context in which effective coaching and mentoring operates including the individual and organisational benefits of coaching and mentoring. You should also be able to show your understanding of the practical requirements of coaches and mentors operating with managers and professionals within organisations.</p> <p>It is recommended that you include an introduction explaining the organisation (size, structure, and sector) as well as explaining your own role in order to provide a context to this assignment. If you are not currently working within an organisation, then you may complete this within an organisation you are familiar. This may include working in a volunteer, charitable or supporting capacity.</p> <p><b>Note:</b>  <i>You should plan to spend approximately 24 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The suggested word count for this assignment is between 4000-5000 words. However individuals have different writing styles, and there is no penalty if the word-count range is exceeded or not met – as long as the assessment criteria are adequately covered.</i></p> <p><i>Check your assignment carefully prior to submission using the assessment criteria.</i></p>	
<i>Please use the sub-headings shown below when structuring your Assignment</i>	<b>Assessment Criteria</b>
<p><b>The context of coaching or mentoring practice</b></p> <p>Consider in depth the purpose of coaching or mentoring within an organisational environment including exploring the differences between the disciplines and the benefits and contribution they may be able to make to organisational performance.</p>	<ul style="list-style-type: none"> <li>• Define what coaching and mentoring is within the context of an organisation and explain the similarities and differences between coaching and mentoring (8 marks)</li> <li>• Identify potential individual, operational and organisational barriers to using coaching or mentoring and develop appropriate strategies for minimising or overcoming these (8 marks)</li> <li>• Present the case for using coaching or mentoring to benefit individuals and organisation performance (8 marks)</li> </ul>
<p><b>The skills, behaviours, attitudes, beliefs and values of the coach or mentor</b></p>	<ul style="list-style-type: none"> <li>• Critically explore the knowledge, skills, and behaviour of an effective coach or mentor (8 marks)</li> <li>• Analyse why coaches or mentors require effective communication skills (8 marks)</li> <li>• Review the responsibilities of the coach or mentor to manage relationships (including values and power) and remain ethical and non-judgemental (8 marks)</li> </ul>
<p><b>The role of contracting and the process to effectively coach and mentor</b></p>	<ul style="list-style-type: none"> <li>• Review a model or process which should be followed when formally coaching or mentoring (8 marks)</li> </ul>

	<ul style="list-style-type: none"> <li>• Analyse the rationale for and the characteristics of effective contracting within coaching or mentoring (8 marks)</li> <li>• Explain the necessity of exploring the expectations and boundaries of a coaching or mentoring programme with all stakeholders (8 marks)</li> <li>• Justify the rationale for supervision of coaches and mentors in practice (8 marks)</li> </ul>
<p><b>Understand the principles of effective coaching and mentoring in practice and how to evaluate benefits</b></p> <p>This section should summarise the previous sections to show your understanding of good practice in coaching and mentoring.</p> <p>You should also conclude how coaching or mentoring can be evaluated in order to bring quantifiable business benefits to individuals and organisations.</p> <p>As part of this document you may include coaching strategy papers or supporting documents.</p>	<ul style="list-style-type: none"> <li>• Critically review the elements required for effective and integrated coaching or mentoring (8 marks)</li> <li>• Analyse how the benefits of coaching or mentoring should be evaluated (12 marks)</li> </ul>
<p align="center"><b>By submitting I confirm that this assignment is my own work</b></p>	

**MARK SHEET – UNIT 500 - Understanding the skills, principles and practice of effective management coaching and mentoring**

<b>Centre Number :</b>		<b>Centre Name :</b>		
<b>Learner Registration No :</b>		<b>Learner Name:</b>		
<p><b>INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET</b></p> <p>Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.</p> <p>Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a 'Pass' or 'Referral' in the box (below right). In order to pass the unit every AC must receive a 'Pass.'</p> <p><b>Where marks are awarded according to the degree to which the learner's evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).</b></p> <p>Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the 'pass' descriptor, that indicates it should attract 10 marks out of 20, if a 'good pass' then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements.</p>			<p>1. Learner named above confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>	
<b>Learning Outcome / Section 1: Understand the purpose of coaching and mentoring within an organisational context</b>				
<b>Assessment Criteria (AC)</b>	<b>Sufficiency Descriptors</b> <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			<b>Assessor feedback on AC</b>
<p>AC 1.1 Define what coaching and mentoring is within the context of an organisation and explain the similarities and differences between coaching and mentoring</p>	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<p>/ 8 (min. of 4)</p> <p>Pass or Referral</p>
	<ul style="list-style-type: none"> <li>Coaching and mentoring are not defined, or the definitions are incorrect, deficient, or inappropriate for an organisational context</li> <li>Coaching <b>or</b> mentoring is correctly and appropriately defined, but not both</li> <li>The similarities and differences between coaching and mentoring are not explained, or are incorrect, deficient or inappropriate for an organisational context, or similarities <b>or</b> differences are explained but not both</li> <li>The similarities and differences between coaching and mentoring are merely listed with no account of the practices associated with coaching and mentoring and the reasons for</li> </ul>	<ul style="list-style-type: none"> <li>Limited but sufficient and correct definitions of both coaching and mentoring within a narrow organisational context are provided</li> <li>A limited but sufficient and correct account of the practices associated with both coaching and mentoring is given with the reasons for those practices that correctly explains the similarities and differences between coaching and mentoring within a narrow organisational context</li> </ul>	<ul style="list-style-type: none"> <li>Full and correct definitions of both coaching and mentoring within a wide organisational context are provided</li> <li>A full and correct account of the practices associated with both coaching and mentoring is given with the reasons for those practices that fully and correctly explains the similarities and differences between coaching and mentoring within a wide organisational context</li> </ul>	



	those practices that correctly explain the similarities and differences				
AC 1.2 Identify potential individual, operational and organisational barriers to using coaching or mentoring and develop appropriate strategies for minimising or overcoming these	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<b>Assessor feedback on AC</b>	
	<ul style="list-style-type: none"> <li>Potential individual, operational and organisational barriers to using coaching or mentoring are not identified, or are incorrect or inappropriate for an organisational context</li> <li>Appropriate strategies are not developed for minimising or overcoming identified potential barriers, or are incorrect, inappropriate or deficient, or appropriate strategies have been developed for individual barriers <b>or</b> operational barriers <b>or</b> organisational barriers but not all three</li> </ul>	<ul style="list-style-type: none"> <li>Potential correct and appropriate individual, operational and organisational barriers to using coaching or mentoring are identified within a narrow organisational context, although why they are potential barriers is imprecise</li> <li>Limited but sufficient correct and appropriate strategies are developed for minimising or overcoming identified potential individual, operational and organisational barriers, although further development of the strategies is required for full implementation</li> </ul>	<ul style="list-style-type: none"> <li>Potential correct and appropriate individual, operational and organisational barriers to using coaching or mentoring are precisely identified within a wide organisational context</li> <li>Comprehensive correct and appropriate strategies that require no additional work for full implementation are developed for minimising or overcoming identified potential individual, operational and organisational barriers</li> </ul>		/ 8 (min. of 4)
AC 1.3 Present the case for using coaching or mentoring to benefit individuals and organisation performance	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<b>Assessor feedback on AC</b>	
	<ul style="list-style-type: none"> <li>The case for using coaching or mentoring to benefit individual and organisational performance is not presented, or is incorrect, inappropriate or not proven or the case is presented for benefiting individual <b>or</b> organisational performance but not both</li> <li>The case for using coaching or mentoring is merely stated with no appropriate argument or rationale presented</li> <li>The case does not argue the connection between individual and organisational performance</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient correct and appropriate argument or rationale is used to present the case for using coaching or mentoring to benefit individual and organisational performance is presented</li> <li>Relevant but limited argument of the connection between individual and organisational performance</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive correct and appropriate argument or rationale that includes a wide range of organisational and individual implications, resources, success criteria and risks is used to present the case for using coaching or mentoring to benefit individual and organisational performance is presented</li> </ul>		/ 8 (min. of 4)
Section comments (optional):		Verification comments (optional):			

<b>Learning Outcome / Section 2: Understand the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor</b>					
<b>Assessment Criteria (AC)</b>	<b>Sufficiency Descriptors</b> <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			<b>Assessor feedback on AC</b>	
	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>		
AC 2.1 Critically explore the knowledge, skills, and behaviour of an effective coach or mentor	<ul style="list-style-type: none"> <li>The knowledge, skills, and behaviour of an effective coach or mentor are not critically explored, or this is incorrect, inappropriate or deficient</li> <li>Knowledge <b>or</b> skills <b>or</b> behaviour are critically explored but not all three</li> <li>The knowledge, skills, and behaviour of an effective coach or mentor are merely listed or described with no critical exploration referencing relevant theory, idea, practice or experience to evaluate and make a judgement</li> </ul>	<ul style="list-style-type: none"> <li>A sufficient but limited and correct and appropriate critical exploration of the knowledge, skills, and behaviour of an effective coach referencing a sufficient but limited range of relevant theory, idea, practice or experience to evaluate and make a judgement, although the evidence base for the judgement is narrow</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive, correct and appropriate critical exploration of the knowledge, skills, and behaviour of an effective coach referencing a wide range of current relevant theory, idea, practice or experience to evaluate and make a sound judgement using a wide evidence base</li> </ul>		
				/ 8 (min. of 4)	Pass or Referral
AC 2.2 Analyse why coaches or mentors require effective communication skills	<ul style="list-style-type: none"> <li>Why coaches or mentors require effective communication skills is not explained, or the explanation is incorrect, inappropriate or deficient</li> <li>Effective communication skills are merely listed or described with no account of the practices associated with them and the reasons for those practices that explains why they are required by coaches or mentors</li> </ul>	<ul style="list-style-type: none"> <li>A limited but correct and appropriate account is provided of the practices of a sufficient but narrow range of effective communication skills and the reasons for those practices that explains why they are required by coaches or mentors</li> </ul>	<ul style="list-style-type: none"> <li>A full correct and appropriate account is provided of the practices of a wide range of effective communication skills and the reasons for those practices that wholly explains why they are required by coaches or mentors</li> </ul>	<b>Assessor feedback on AC</b>	
				/ 8 (min. of 4)	Pass or Referral
AC 2.3 Review the responsibilities of the coach or mentor to manage relationships (including values and	<ul style="list-style-type: none"> <li>The responsibilities of the coach or mentor to manage relationships (including values and power) is not discussed, or the discussion is incorrect,</li> </ul>	<ul style="list-style-type: none"> <li>A limited but correct and appropriate discussion of the responsibilities of the coach or mentor to manage relationships includes values and power and</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive, correct and appropriate discussion of the responsibilities of the coach or mentor to manage relationships includes explicit and precise</li> </ul>	<b>Assessor feedback on AC</b>	

power) and remain ethical and non-judgemental	inappropriate or deficient, or the discussion does not sufficiently address values and power and/or the importance of remaining ethical and non-judgemental	the importance of remaining ethical and non-judgemental, although the context for the discussion is limited and references to value, power, ethical and non-judgemental are imprecise	references to values and power and to the importance of remaining ethical and non-judgemental	/ 8 (min. of 4)	Pass or Referral
Section comments (optional):			Verification comments (optional):		
<b>Learning Outcome / Section 3: Understand the role of contracting and the process to effectively coach or mentor</b>					
<b>Assessment Criteria (AC)</b>	<b>Sufficiency Descriptors</b> <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			<b>Assessor feedback on AC</b>	
AC 3.1 Review a model or process which should be followed when formally coaching or mentoring	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	/ 8 (min. of 4)      Pass or Referral	
	<ul style="list-style-type: none"> <li>A model or process which should be followed when formally coaching or mentoring is not described, or is incorrect, inappropriate or deficient, or is merely stated with no account of its principal features and context to describe what the model or process looks like</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient and correct account of its principal features describes an appropriate model or process which should be followed when formally coaching or mentoring, although the context is limited</li> </ul>	<ul style="list-style-type: none"> <li>A full and correct account of its principal features describes an appropriate model or process which should be followed when formally coaching or mentoring within a broad context</li> </ul>		
AC 3.2 Analyse the rationale for and the characteristics of effective contracting within coaching or mentoring	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	/ 8 (min. of 4)      Pass or Referral	
	<ul style="list-style-type: none"> <li>The rationale for effective contracting within coaching or mentoring is not analysed, or is incorrect, inappropriate or deficient</li> <li>The characteristics of effective contracting within coaching or mentoring are not analysed, or are incorrect, inappropriate or deficient</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient and correct rationale for effective contracting within coaching or mentoring is analysed, although the reasons and arguments presented for the rationale are limited and do not cover the full scope of effective contracting</li> <li>A narrow range of appropriate and correct characteristics of effective contracting within coaching or mentoring are analysed, although why they are appropriate and correct is imprecise</li> </ul>	<ul style="list-style-type: none"> <li>A full and correct rationale for effective contracting within coaching or mentoring is analysed that covers the full scope of effective contracting</li> <li>A wide range of appropriate and correct characteristics of effective contracting within coaching or mentoring have been analysed</li> </ul>		

AC 3.3 Explain the necessity of exploring the expectations and boundaries of a coaching or mentoring programme with all stakeholders	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<b>Assessor feedback on AC</b>	
	<ul style="list-style-type: none"> <li>The necessity of exploring the expectations and boundaries of a coaching or mentoring programme with all stakeholders is not explained, or exploring expectations <b>or</b> boundaries is explained but not both, or why it is necessary to explore expectations and boundaries is merely stated with no explanation of how this is done to show why it is necessary</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient and correct account of how expectations and boundaries of a coaching or mentoring programme are explored with all stakeholders is provided that explains why this is necessary, although the context and/or scope of the coaching or mentoring programme is limited</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive and correct account of how expectations and boundaries of the full scope of a coaching or mentoring programme within a broad context are explored with all stakeholders is provided that fully explains why this is necessary</li> </ul>		/ 8 (min. of 4)
AC 3.4 Justify the rationale for supervision of coaches and mentors in practice	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<b>Assessor feedback on AC</b>	
	<ul style="list-style-type: none"> <li>No rationale is explained, or the rationale is incorrect, inappropriate or deficient, or the supervision of coaches and mentors in practice is merely described with no rationale presented to explain why it is necessary</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient and correct rationale is presented that explains why supervision is necessary, although the context and/or scope of coaching or mentoring in practice is limited</li> </ul>	<ul style="list-style-type: none"> <li>A full and correct rationale is presented within a broad context that explains why supervision is necessary across the full scope of coaching or mentoring in practice</li> </ul>		/ 8 (min. of 4)
Section comments (optional):			Verification comments (optional):		
<b>Learning Outcome / Section 4: Understand the principles of effective coaching or mentoring in practice and how to evaluate benefits</b>					
<b>Assessment Criteria (AC)</b>	<b>Sufficiency Descriptors</b> <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			<b>Assessor feedback on AC</b>	
AC 4.1 Critically review the elements required for effective and integrated coaching or mentoring	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>		
	<ul style="list-style-type: none"> <li>The elements required for effective and integrated coaching or mentoring are not summarised, or are incorrect, inappropriate or deficient, or the summary does not include how the benefits of coaching should be evaluated</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient range of correct and appropriate elements required for effective and integrated coaching or mentoring within a limited context are summarised</li> </ul>	<ul style="list-style-type: none"> <li>A comprehensive range of correct and appropriate elements required for effective and integrated coaching or mentoring within a wide context are summarised</li> </ul>		/ 8 (min. of 4)

AC 4.2 Analyse how the benefits of coaching or mentoring should be evaluated	<b>Referral [ca. 3/12]</b> <ul style="list-style-type: none"> <li>How the benefits of coaching should be evaluated is incorrect, inappropriate or deficient</li> <li>How the benefits of coaching should be evaluated is merely stated or described with no reference to how an appropriate theory, process or model should be used to provide a solution or conclusion or recommendations</li> </ul>	<b>Pass [6/12]</b> <ul style="list-style-type: none"> <li>How an appropriate theory, process or model should be used to evaluate the benefits of coaching and provide a solution or conclusion or recommendations is correctly and appropriately summarised, although the context and/or scope of the benefits of coaching is limited</li> </ul>	<b>Good Pass [ca. 9/12]</b> <ul style="list-style-type: none"> <li>How an appropriate theory, process or model should be used to evaluate the full scope of the benefits of coaching within a wide context and provide a solution or conclusion or recommendations is correctly and appropriately summarised</li> </ul>	<b>Assessor feedback on AC</b>	
				/ 12 (min. of 6)	Pass or Referral
<b>Section comments (optional):</b>		<b>Verification comments (optional):</b>			
			/ 100 <b>TOTAL MARKS</b>		
<b>Assessor's Decision</b>		<b>Quality Assurance Use</b>			
<b>Outcome</b> <i>(delete as applicable)</i> : <b>PASS / REFERRAL</b>	<b>Signature of Assessor:</b>  <b>Date:</b>		<b>Outcome</b> <i>(delete as applicable)</i> : <b>PASS / REFERRAL</b>	<b>Signature of QA:</b>  <b>Date of QA check:</b>	

<b>Title:</b>	<b>UNIT 501 - Undertaking management coaching or mentoring in the workplace</b>	
<b>Level:</b>	<b>5</b>	
<b>Credit value:</b>	<b>5</b>	
<b>Unit guided learning hours:</b>	<b>12</b>	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Be able to plan and prepare for management coaching or mentoring programmes based on identified developmental needs and goals	1.1 Explain the rationale for coaching or mentoring for one or more clients and formally agree a contract with one or more clients 1.2 Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals 1.3 Plan and prepare a short coaching or mentoring programme with one or more clients to complete a minimum of twelve hours of formal coaching activity	
2 Be able to undertake and record at least twelve hours of formal coaching or mentoring activity with one or more clients	2.1 Complete a minimum of twelve hours of coaching or mentoring activity with one or more clients 2.2 Critically review your use of a range of diagnostic coaching and mentoring tools and techniques 2.3 Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback 2.4 Maintain appropriate overview records of goals, discussion and outcomes including progress towards goals	
3 Be able to reflect and review own management coaching or mentoring practice	3.1 Collect feedback on own coaching or mentoring practice on the effectiveness of coaching or mentoring interventions in enabling the achievement of agreed goals and show evidence of this within the coaching / mentoring diary 3.2 Review coaching or mentoring activity and holistically explore this for patterns and personal learning and areas for improvement 3.3 Reflect on own coaching or mentoring practice (including evidence of supervision / tutorial feedback)	

<b>Additional information about the unit</b>	
Unit purpose and aim(s)	To enable learners to demonstrate their ability to undertake a workplace management coaching or mentoring programme.
Unit review date	31/03/2017
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Coaching & Mentoring 2012 NOS: LSI CM03, LSI CM04, LSI CM05, LSI CM06, LSI CM07, LSI CM08, LSI CM09, LSI CM10
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Equivalencies agreed for the unit (if required)	D5.03 - Undertaking management coaching or mentoring in the workplace
Location of the unit within the subject/sector classification system	15.3 - Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to City & Guilds
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	Techniques for goal identification Learning and development outcomes – behavioural, cognitive and emotional
2	Characteristics of effective coaching and mentoring plans Criteria for developing coherent and logical order for coaching and mentoring activity Learning and personality preferences characteristics and their assessment – range of learning and personality inventories for individuals and teams available (e.g. Honey and Mumford, Argyris's double loop learning, Kolb's learning cycle, Myers Briggs, 16PF, Belbin) – their use and analysis Coaching and mentoring tools and techniques Models of coaching and mentoring able to contribute to performance improvement (examples of models that may be used include: performance coaching/life coaching, GROW Model, Gardner's

	<p>Multiple Intelligences, Myers-Briggs, hemispherical dominance, transformational learning, Johari's window, NLP, and other psycho-social models)</p> <p>Recording and monitoring coaching or mentoring activities</p> <p>Strategies for coaching or mentoring</p> <p>Planning principles and practices for coaching or mentoring sessions</p> <p>Methodologies and criteria for analysing materials and information supporting coaching or mentoring</p> <ul style="list-style-type: none"><li>• Action planning and review</li></ul>
3	<p>Strategies and practices for building effective relationships</p> <p>Behaviours to encourage openness, honesty, and trust and their significance in mentoring and coaching</p> <p>Reflection and social interaction as strategies for self-knowledge and improvement – concepts of the reflective practitioner, theory and behaviour</p> <p>Use and completion of personal reflection log</p>



**Assignment Task for Unit 501: Undertaking management coaching or mentoring in the workplace**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b></p> <p>You are required to demonstrate the practical application of coaching or mentoring in practice within an organisational, managerial or professional role.</p> <p>You should undertake a minimum of 12 hours of formal and contracted coaching or mentoring, and be able to show how you have reflected on your performance.</p> <p><b>Note:</b>  <i>You should have a discussion with your coaching supervisor (usually the tutor) to assist in your performance reflection. You should also collect feedback from those observing your coaching or mentoring sessions. This could include feedback from your supervisor or peers.</i></p> <p><i>You should plan to spend approximately 29 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The suggested word count for this assignment is between 2500-3000 words (excluding appendices). However individuals have different writing styles, and there is no penalty if the word-count range is exceeded or not met – as long as the assessment criteria are adequately covered.</i></p> <p><i>Check your assignment carefully prior to submission using the assessment criteria.</i></p>	
<i>Please use the sub-headings shown below when structuring your Assignment</i>	<b>Assessment Criteria</b>
<p><b>Plan and prepare for coaching or mentoring programmes</b></p> <p>Provide evidence of planning, contracting and agreeing coaching or mentoring programmes with one or more individuals.</p>	<ul style="list-style-type: none"> <li>• Explain the rationale for coaching or mentoring for one or more clients and formally agree a contract with one or more clients (8 marks)</li> <li>• Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals (8 marks)</li> <li>• Plan and prepare a short coaching or mentoring programme with one or more clients to complete a minimum of twelve hours of formal coaching activity (4 marks)</li> </ul>
<p><b>Undertake coaching sessions</b></p> <p>Maintain an auditable diary of coaching records to show that you have delivered a minimum of 12 hours' coaching and/or mentoring showing that you have:</p> <ul style="list-style-type: none"> <li>• identified individual development needs and agreed goals for the programme;</li> <li>• planned individual sessions and organised the materials and resources needed to support them;</li> <li>• delivered and recorded the coaching;</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a minimum of twelve hours of coaching or mentoring activity with one or more clients (16 marks)</li> <li>• Critically review your use of a range of diagnostic coaching and mentoring tools and techniques (12 marks)</li> <li>• Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback (12 marks)</li> <li>• Maintain appropriate overview records of goals, discussion and outcomes including progress towards goals (12 marks)</li> </ul>

<ul style="list-style-type: none"> <li>• reviewed individuals' progress;</li> <li>• critically reflected on your own performance relating to relationships, tools, techniques and communication skills.</li> </ul>	
<p><b>Reflections on your performance as a coach or mentor</b></p> <p>Reflect on and review your performance, informed by feedback from participants and observers.</p>	<ul style="list-style-type: none"> <li>• Collect feedback on own coaching or mentoring practice on the effectiveness of coaching or mentoring interventions in enabling the achievement of agreed goals and show evidence of this within the coaching / mentoring diary (<i>8 marks</i>)</li> <li>• Review coaching or mentoring activity and holistically explore this for patterns and personal learning and areas for improvement (<i>12 marks</i>)</li> <li>• Reflect on own coaching or mentoring practice (including evidence of supervision / tutorial feedback) (<i>8 marks</i>)</li> </ul>
<p><b>By submitting I confirm that this assignment is my own work</b></p>	

**MARK SHEET – UNIT 501 - Undertaking management coaching or mentoring in the workplace**

<b>Centre Number :</b>		<b>Centre Name :</b>				
<b>Learner Registration No :</b>		<b>Learner Name:</b>				
<p><b>INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET</b></p> <p>Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.</p> <p>Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a 'Pass' or 'Referral' in the box (below right). In order to pass the unit every AC must receive a 'Pass.'</p> <p><b>Where marks are awarded according to the degree to which the learner's evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).</b></p> <p>Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the 'pass' descriptor, that indicates it should attract 10 marks out of 20, if a 'good pass' then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements.</p>			<p>1. Learner named above confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>			
<p><b>Learning Outcome / Section 1:</b> Be able to plan and prepare for management coaching or mentoring programmes based on identified developmental needs and goals</p>						
<b>Assessment Criteria (AC)</b>	<b>Sufficiency Descriptors</b> <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			<b>Assessor feedback on AC</b>		
<p>AC 1.1 Explain the rationale for coaching or mentoring for one or more clients and formally agree a contract with one or more clients</p>	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<table border="1"> <tr> <td>/ 8 (min. of 4)</td> <td>Pass or Referral</td> </tr> </table>	/ 8 (min. of 4)	Pass or Referral
	/ 8 (min. of 4)	Pass or Referral				
<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<b>Assessor feedback on AC</b>			

<p>AC 1.2 Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals</p>	<ul style="list-style-type: none"> <li>Individual development needs of each client have not been identified, or are inappropriate or deficient, or are in line with organisational or divisional/team goals but not both, or why they have been identified is wholly indeterminate</li> <li>There is no evidence that individual goals for each client have been agreed, or individual goals are not based on developmental needs or are otherwise inappropriate or deficient, or individual goals are in line with organisational or divisional/team goals but not both, or why the individual goals are in line with organisational, divisional and/or team goals is wholly indeterminate</li> </ul>	<ul style="list-style-type: none"> <li>A narrow but sufficient and appropriate range of individual development needs of each client have been identified, although why they are in line with organisational, divisional and/or team goals is imprecise</li> <li>Limited but sufficient evidence is provided that appropriate individual goals based on developmental needs for each client have been agreed, although why they are in line with organisational, divisional and/or team goals is imprecise</li> </ul>	<ul style="list-style-type: none"> <li>A wide and appropriate range of individual development needs of each client have been identified and each are precisely and specifically in line with organisational, divisional and/or team goals</li> <li>Detailed evidence is provided that appropriate individual goals based on developmental needs for each client have been agreed and each are precisely and specifically in line with organisational, divisional and/or team goals</li> </ul>		
				/ 8 (min. of 4)	Pass or Referral
<p>AC 1.3 Plan and prepare a short coaching or mentoring programme with one or more clients to complete a minimum of twelve hours of formal coaching activity</p>	<p style="text-align: center;"><b>Referral [ca. 1/4]</b></p> <ul style="list-style-type: none"> <li>A short coaching or mentoring programme with one or more clients has not been planned and prepared, or the preparation and/or planning is incorrect, inappropriate or deficient, or a programme has been planned or prepared but not both, or the programme is not based upon identified development needs and agreed goals of all clients</li> <li>There is insufficient evidence that twelve hours of formal coaching activity has been completed</li> </ul>	<p style="text-align: center;"><b>Pass [2/4]</b></p> <ul style="list-style-type: none"> <li>A sufficient short coaching or mentoring programme has been correctly and appropriately planned and prepared to complete 12 hours of coaching activity with one client, based upon identified development needs and agreed goals of the client, although additional work on planning and/or preparation is required for full implementation</li> </ul>	<p style="text-align: center;"><b>Good Pass [ca. 3/4]</b></p> <ul style="list-style-type: none"> <li>A detailed short coaching or mentoring programme has been thoroughly planned and prepared, ready for full implementation, to complete over 12 hours of coaching activity with several clients, based upon identified development needs and agreed goals of all clients.</li> </ul>	<b>Assessor feedback on AC</b>	
				/ 4 (min. of 2)	Pass or Referral
<p><b>Section comments (optional):</b></p>			<p><b>Verification comments (optional):</b></p>		
<p><b>Learning Outcome / Section 2:</b> Be able to undertake and record at least twelve hours of formal coaching or mentoring activity with one or more clients</p>					
<p><b>Assessment (AC)</b></p>	<p><b>Criteria</b></p>	<p style="text-align: center;"><b>Sufficiency Descriptors</b> <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i></p>			<p style="text-align: center;"><b>Assessor feedback on AC</b></p>
<p>AC 2.1</p>	<p style="text-align: center;"><b>Referral [ca. 4/16]</b></p>	<p style="text-align: center;"><b>Pass [8/16]</b></p>	<p style="text-align: center;"><b>Good Pass [ca. 12/16]</b></p>		

<p>Complete a minimum of twelve hours of coaching or mentoring activity with one or more clients</p>	<ul style="list-style-type: none"> <li>There is no evidence that a minimum of twelve hours of coaching activity with one or more clients has been completed, or the evidence is incorrect, inappropriate or deficient</li> </ul>	<ul style="list-style-type: none"> <li>There is limited but sufficient evidence that a minimum of twelve hours of coaching activity with one or more clients has been completed</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive evidence that a minimum of twelve hours of coaching activity with one or more clients has been completed</li> </ul>		
				<p>/ 16 (min. of 8)</p>	<p>Pass or Referral</p>
<p><b>AC 2.2</b> Critically review your use of a range of diagnostic coaching and mentoring tools and techniques</p>	<p><b>Referral [ca. 3/12]</b></p>	<p><b>Pass [6/12]</b></p>	<p><b>Good Pass [ca. 9/12]</b></p>	<p><b>Assessor feedback on AC</b></p>	
	<ul style="list-style-type: none"> <li>No evidence is provided of the use of a range of diagnostic coaching or mentoring tools and techniques, or the range is deficient, or the evidence is incorrect, inappropriate or deficient, or the diagnostic coaching and mentoring tools and techniques are incorrect or have been used incorrectly or inappropriately</li> </ul>	<ul style="list-style-type: none"> <li>Limited but sufficient evidence is provided of the correct and appropriate use of a sufficient but narrow range of appropriate diagnostic coaching and mentoring tools and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive evidence is provided of the correct and appropriate use of a wide range of appropriate diagnostic coaching and mentoring tools and techniques over the full scope of the coaching activity</li> </ul>		
				<p>/ 12 (min. of 6)</p>	<p>Pass or Referral</p>
<p><b>AC 2.3</b> Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback</p>	<p><b>Referral [ca. 3/12]</b></p>	<p><b>Pass [6/12]</b></p>	<p><b>Good Pass [ca. 9/12]</b></p>	<p><b>Assessor feedback on AC</b></p>	
	<ul style="list-style-type: none"> <li>There is no evidence that the ability to build relationships and use effective communication techniques of questioning, listening and giving feedback has been demonstrated, or the evidence is incorrect, inappropriate or deficient, or the ability to build relationships or use effective communication techniques of questioning, listening and giving feedback has been demonstrated but not both</li> </ul>	<ul style="list-style-type: none"> <li>Limited but sufficient and appropriate evidence is provided that the ability to build relationships and use effective communication techniques of questioning, listening and giving feedback has been demonstrated correctly and appropriately using a narrow range of appropriate coaching skills</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive evidence is provided that the ability to build relationships and use effective communication techniques of questioning, listening and giving feedback has been demonstrated correctly and appropriately using a wide range of appropriate coaching skills over the full scope of the coaching activity</li> </ul>		
				<p>/ 12 (min. of 6)</p>	<p>Pass or Referral</p>
<p><b>AC 2.4</b> Maintain appropriate overview records of goals, discussion and outcomes including progress towards goals</p>	<p><b>Referral [ca. 3/12]</b></p>	<p><b>Pass [6/12]</b></p>	<p><b>Good Pass [ca. 9/12]</b></p>	<p><b>Assessor feedback on AC</b></p>	
	<ul style="list-style-type: none"> <li>Appropriate overview records have not been maintained, or overview records are incorrect, inappropriate, incomplete or otherwise deficient, or overview</li> </ul>	<ul style="list-style-type: none"> <li>Limited but sufficient evidence is provided that adequate and appropriate overview records of goals, discussion and outcomes including progress towards</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive evidence is provided that thorough overview records of goals, discussion and outcomes including progress towards goals have been correctly</li> </ul>		

	records of goals or discussion or outcomes including progress towards goals have been maintained but not all	goals have been correctly maintained, although the overview records may be restricted to one part of the coaching activity.	maintained in detail over the full scope of the coaching activity.	/ 12 (min. of 6)	Pass or Referral
<b>Section comments</b> (optional):			<b>Verification comments</b> (optional):		
<b>Learning Outcome / Section 3:</b> Be able to reflect and review own management coaching or mentoring practice					
<b>Assessment Criteria (AC)</b>	<b>Sufficiency Descriptors</b> <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			<b>Assessor feedback on AC</b>	
AC 3.1 Collect feedback on own coaching or mentoring practice on the effectiveness of coaching or mentoring interventions in enabling the achievement of agreed goals and show evidence of this within the coaching / mentoring diary	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>		
	<ul style="list-style-type: none"> <li>Feedback on own coaching or mentoring practice has not been collected and evidenced within the coaching / mentoring diary, or feedback is inappropriate or deficient, or the range of feedback is insufficient relative to the scope of the coaching or mentoring practice</li> </ul>	<ul style="list-style-type: none"> <li>Limited but sufficient and appropriate feedback on own coaching or mentoring practice has been collected and evidenced within the coaching / mentoring diary</li> </ul>	<ul style="list-style-type: none"> <li>Detailed and appropriate feedback that covers the full scope of own coaching or mentoring practice has been collected and evidenced within the coaching / mentoring diary</li> </ul>		
				/ 8 (min. of 4)	Pass or Referral

<p>AC 3.2 Review coaching or mentoring activity and holistically explore this for patterns and personal learning and areas for improvement</p>	<p><b>Referral [ca. 3/12]</b></p> <ul style="list-style-type: none"> <li>Coaching or mentoring activity has not been summarised, or the summary is incorrect, inappropriate or deficient or is insufficient relative to the scope of the coaching or mentoring practice</li> <li>The summary has not been holistically explored for patterns and personal learning and areas for improvement, or has been holistically explored for patterns or personal learning or areas for improvement but not all three</li> <li>The holistic exploration is incorrect, inappropriate or deficient or is insufficient relative to the scope of the summary and/or the coaching or mentoring practice</li> </ul>	<p><b>Pass [6/12]</b></p> <ul style="list-style-type: none"> <li>A limited but sufficient and appropriate summary of the coaching or mentoring activity is provided</li> <li>The summary has been correctly and appropriately holistically explored for patterns and personal learning and areas for improvement, although the links and relationships between patterns, personal learning and areas for improvement are imprecise</li> </ul>	<p><b>Good Pass [ca. 9/12]</b></p> <ul style="list-style-type: none"> <li>A comprehensive and appropriate summary of all aspects of the coaching or mentoring activity is provided</li> <li>The summary has been correctly and appropriately holistically explored for patterns and personal learning and areas for improvement with clearly defined and precise links and relationships between all patterns, personal learning and areas for improvement</li> </ul>	<p><b>Assessor feedback on AC</b></p>		
					<p>/ 12 (min. of 6)</p>	<p>Pass or Referral</p>
		<p><b>Referral [ca. 2/8]</b></p>	<p><b>Pass [4/8]</b></p>	<p><b>Good Pass [ca. 6/8]</b></p>	<p><b>Assessor feedback on AC</b></p>	

<p>AC 3.3 Reflect on own coaching or mentoring practice (including evidence of supervision / tutorial feedback)</p>	<ul style="list-style-type: none"> <li>• There is no reflection on own coaching or mentoring practice, or the reflection is inappropriate or deficient, or the reflection does not engage in a process of learning to develop what might be an improvement on own coaching or mentoring practice, or the reflection does not include evidence of supervision / tutorial feedback</li> <li>• Own coaching or mentoring practice is not reviewed, or the review is incorrect, inappropriate or deficient, or the review does not include evidence of supervision/tutorial feedback, or own coaching or mentoring practice is merely described with no review to make a judgement using a combination of evidence, theoretical model(s) or practice</li> </ul>	<ul style="list-style-type: none"> <li>• A limited but appropriate reflection on own coaching or mentoring practice includes evidence of supervision / tutorial feedback, although the process of learning is imprecise and/or improvements to coaching and mentoring activity are tentative</li> <li>• A limited but correct and appropriate review of own coaching or mentoring practice includes evidence of supervision/tutorial feedback and uses a combination of evidence, theoretical model(s) or practice to make a judgement, although the evidence base for the judgement is limited in relation to the scope of the coaching or mentoring practice</li> </ul>	<ul style="list-style-type: none"> <li>• A full and appropriate reflection on own coaching or mentoring practice includes evidence of supervision / tutorial feedback and applies a clear and precise process or model of learning to create appropriate and defined improvements to coaching and mentoring activity</li> <li>• A comprehensive and appropriate review of own coaching or mentoring practice includes evidence of supervision/tutorial feedback and uses a combination of evidence, theoretical model(s) or practice to make a judgement using a wide evidence base that covers the full scope of the coaching or mentoring practice</li> </ul>		
				/ 8 (min. of 4)	Pass or Referral
Section comments (optional):		Verification comments (optional):			
				/ 100 TOTAL MARKS	
<b>Assessor's Decision</b>			<b>Quality Assurance Use</b>		
Outcome (delete as applicable): <b>PASS / REFERRAL</b>		Signature of Assessor:	Outcome (delete as applicable): <b>PASS / REFERRAL</b>		Signature of QA:
		Date:			Date of QA check:



<b>Title:</b>	<b>UNIT 503 - Reviewing own ability as a management coach or mentor</b>	
<b>Level:</b>	<b>5</b>	
<b>Credit value:</b>	<b>3</b>	
<b>Unit guided learning hours:</b>	<b>7</b>	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Be able to assess your own skills, behaviours and knowledge as a coach and mentor	1.1 Conduct an evidenced assessment analysis of your own ability as a coach and/or mentor relating to knowledge, skills and behaviours 1.2 Using this analysis critically review your strengths and weaknesses in relation to your skills, behaviours and knowledge as a coach or mentor
2	Be able to critically review and reflect on the effectiveness of your own practice as a coach or mentor	2.1 Critically review the coaching activity undertaken looking at the process, patterns and outcomes 2.2 Critically evaluate your own skills as a coach or mentor focussing particularly on your self-awareness, approach, communication skills, and relationship management 2.3 Discuss how you ensure your coaching or mentoring is ethical and non-judgemental 2.4 Provide evidence of reflecting on actual coaching or mentoring activity by using examples and evidence
3	Be able to demonstrate how you have developed and how you plan to develop in the future as a coach or mentor	3.1 Explain and reflect on the effectiveness of tutorial supervision 3.2 Provide evidence of how you have recorded and logged your own progress and development as a coach or mentor 3.3 Provide a linked and relevant plan for your future development for a minimum of the next twelve months
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To enable managers to review their ability to perform effectively as management coaches or mentors.
Unit review date		31/03/2017

Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Coaching & Mentoring 2012 NOS: LSI CM01, LSI CM02, LSI CM03, LSI CM04, LSI CM05, LSI CM08, LSI CM09
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Equivalencies agreed for the unit (if required)	D5.02 – Reviewing own ability as a management coach or mentor
Location of the unit within the subject/sector classification system	15.3 - Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to City & Guilds
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Skills, abilities, knowledge of an effective coach and mentor</li> <li>• Models of reflective practice (e.g. Kolb, critical incidents, arcs of attention)</li> <li>• SWOT and PESTLE Analysis</li> <li>• Self assessment tools and techniques</li> <li>• Coaching and mentoring codes of conduct (e.g. Association for Coaching, EMCC, etc)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Non-combative challenging strategies to alter inappropriate attitudes and behaviour</li> <li>• Recognition of client needs beyond coach's competence (personal social or psychological problems, learning difficulties or disabilities) and available support services</li> <li>• Negotiation strategies and techniques</li> <li>• Factors determining workplace relationships – organisational, task and personal – and their impact on work performance and the coaching or mentoring process</li> <li>• Strategies and techniques for addressing and improving poor personal relationships in the workplace</li> </ul>
3	<ul style="list-style-type: none"> <li>• Verbal and non-verbal communication skills (questioning, listening, analysis of non-verbal communication, reflection and summarising skills), in person, by telephone and by email</li> <li>• Nature and value of networks, analysis of personal networks and development of networking skills</li> </ul>

	<ul style="list-style-type: none"><li>• Managing self and time to build and sustain networks</li></ul>
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**Assignment Task for Unit 503: Reviewing own ability as a management coach or mentor**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b></p> <p>This assessment requires you to reflect on your performance as a coach and/or mentor.</p> <p>Self awareness is a key characteristic of effective coaches and mentors. You are not expected to be perfect in this role, but to clearly demonstrate your own awareness of how well you are performing and what you need to do to improve in the future.</p> <p><b>Note:</b>  <i>You should plan to spend approximately 22 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The suggested word count for this assignment is between 2500-3000 words. However individuals have different writing styles, and there is no penalty if the word-count range is exceeded or not met – as long as the assessment criteria are adequately covered.</i></p> <p><i>Check your assignment carefully prior to submission using the assessment criteria.</i></p>	
<i>Please use the sub-headings shown below when structuring your Assignment</i>	<b>Assessment Criteria</b>
<p><b>Assess and reflect on own abilities as management coach and/or mentor</b></p> <p>Complete and evidence summary of your own abilities as a coach and/or mentor.</p> <p>You should include methods of assessment, tools and techniques to evidence your analysis. This may include:</p> <ul style="list-style-type: none"> <li>• Feedback on your abilities or performance as a coach and/or mentor.</li> <li>• Evaluations based around some of the coaching competencies or around your own identified strengths and weaknesses.</li> <li>• Feedback from others (clients, stakeholders, others).</li> <li>• Reflection on SWOT and Action Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct an evidenced assessment analysis of your own ability as a coach and/or mentor relating to knowledge, skills and behaviours (16 marks)</li> <li>• Using this analysis critically review your strengths and weaknesses in relation to your skills, behaviours and knowledge as a coach or mentor (16 marks)</li> </ul>
<p><b>Review the effectiveness of your own practice as a coach or mentor</b></p> <p>To reflect effectively you should:</p> <ul style="list-style-type: none"> <li>• Use the coaching diary to evaluate your skills as a coach or mentor.</li> <li>• Discuss communication skills, relationship management and ethical considerations when coaching or mentoring.</li> <li>• Identify your weaknesses / development</li> </ul>	<ul style="list-style-type: none"> <li>• Critically review the coaching activity undertaken looking at the process, patterns and outcomes (12 marks)</li> <li>• Critically evaluate your own skills as a coach or mentor focussing particularly on your self-awareness, approach, communication skills, and relationship management (12 marks)</li> <li>• Discuss how you ensure your coaching or mentoring is ethical and non-judgemental (8 marks)</li> <li>• Provide evidence of reflecting on actual coaching or</li> </ul>

<p>needs using examples.</p>	<p>mentoring activity by using examples and evidence (12 marks)</p>
<p><b>Reflections on your performance as a mentor or coach</b></p> <p>Reflect on and review your performance, informed by feedback from participants and observers, where available, with a particular emphasis on how well your assessment of your strengths and weaknesses was confirmed, what you were able to do to overcome any weaknesses and build on your strengths and what future actions you can take to develop yourself further as a coach or mentor.</p>	<ul style="list-style-type: none"> <li>• Explain and reflect on the effectiveness of tutorial supervision (8 marks)</li> <li>• Provide evidence of how you have recorded and logged your own progress and development as a coach or mentor (8 marks)</li> <li>• Provide a linked and relevant plan for your future development for a minimum of the next twelve months (8 marks)</li> </ul>
<p><b>By submitting I confirm that this assignment is my own work</b></p>	

**MARK SHEET – UNIT 503 - Reviewing own ability as a management coach or mentor**

<b>Centre Number :</b>		<b>Centre Name :</b>		
<b>Learner Registration No :</b>		<b>Learner Name:</b>		
<p><b>INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET</b></p> <p>Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.</p> <p>Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a 'Pass' or 'Referral' in the box (below right). In order to pass the unit every AC must receive a 'Pass.'</p> <p><b>Where marks are awarded according to the degree to which the learner's evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).</b></p> <p>Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the 'pass' descriptor, that indicates it should attract 10 marks out of 20, if a 'good pass' then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements.</p>			<p>1. Learner named above confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>	
<b>Learning Outcome / Section 1: Be able to assess your own skills, behaviours and knowledge as a coach and mentor</b>				
<b>Assessment Criteria (AC)</b>	<b>Sufficiency Descriptors</b> <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			<b>Assessor feedback on AC</b>
AC 1.1 Conduct an evidenced assessment analysis of your own ability as a coach and/or mentor relating to knowledge, skills and behaviours	<b>Referral [ca. 4/16]</b>	<b>Pass [8/16]</b>	<b>Good Pass [ca. 12/16]</b>	/ 16 (min. of 8)   Pass or Referral
	<ul style="list-style-type: none"> <li>There is no evidenced assessment analysis, or it is insufficiently evidenced or the evidence is inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>A limited but appropriate assessment analysis of own ability as a coach and/or mentor based on sufficient and relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive and detailed assessment analysis of own ability as a coach and/or mentor using detailed and appropriate examples and evidence</li> </ul>	
AC 1.2 Using this analysis critically review your strengths and weaknesses in relation to your skills, behaviours and knowledge as a coach or mentor	<b>Referral [ca. 4/16]</b>	<b>Pass [8/16]</b>	<b>Good Pass [ca. 12/16]</b>	/ 16 (min. of 8)   Pass or Referral
	<ul style="list-style-type: none"> <li>There is no critical review of your strengths and weaknesses in relation to your skills, behaviours and knowledge as a coach and/or mentor or the critical review is inappropriate and deficient or the critical review does not cover all three – skills, behaviours and knowledge</li> <li>The critical review does not use any models of coaching or</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient and appropriate critical review based on the analysis looks at both strengths and weaknesses in relation to all three areas - skills, behaviours and knowledge</li> <li>Critical review uses models of coaching and/or mentoring</li> </ul>	<ul style="list-style-type: none"> <li>A detailed and appropriate critical review looks at own strengths and weaknesses across a comprehensive range of skills, knowledge, behaviours and knowledge as a coach and/or mentor based a combination of evidenced analysis and theoretical models</li> </ul>	

	mentoring				
Section comments (optional):			Verification comments (optional):		
<b>Learning Outcome / Section 2:</b> Be able to critically review and reflect on the effectiveness of your own practice as a coach or mentor					
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC	
	Referral [ca. 3/12]	Pass [6/12]	Good Pass [ca. 9/12]		
AC 2.1 Critically review the coaching activity undertaken looking at the process, patterns and outcomes	<ul style="list-style-type: none"> <li>The is no critical review of the coaching or mentoring activity undertaken, or the critical review is inappropriate or deficient, or the critical review does not look at the process, patterns and outcomes, or the critical review looks at process or patterns or outcomes but not all three, or the coaching or mentoring activity is merely described with no critical review using a combination of evidence and theoretical models and practice to make an in-depth judgement on the coaching activity</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient and appropriate critical review looks at the process, patterns and outcomes of the coaching or mentoring activity using a combination of evidence and theoretical models and practice to make an in-depth judgement on a narrow but sufficient range of the coaching activity</li> </ul>	<ul style="list-style-type: none"> <li>A detailed and appropriate critical review looks at the process, patterns and outcomes of the coaching or mentoring activity using a combination of evidence and theoretical models and practice to make an in-depth judgement on the whole of the coaching or mentoring activity</li> </ul>	/ 12 (min. of 6)	Pass or Referral
AC 2.2 Critically evaluate your own skills as a coach or mentor focussing particularly on your self-awareness, approach, communication skills, and relationship management	<ul style="list-style-type: none"> <li>Own skills as a coach or mentor have not been critically evaluated, or the critical evaluation is inappropriate or deficient, or the critical evaluation does not focus on self-awareness, approach, communication skills, and relationship management, or the critical evaluation focuses on self-awareness or approach or communication skills or relationship management but not all four, or own skills as a</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient and appropriate critical evaluation of a narrow but sufficient range of own skills as a coach or mentor focuses on self-awareness, approach, communication skills, and relationship management to provide a conclusion or recommendations</li> </ul>	<ul style="list-style-type: none"> <li>A detailed and appropriate critical evaluation of the full range of own skills as a coach or mentor focuses on self-awareness, approach, communication skills, and relationship management to provide a conclusion or recommendations</li> </ul>	/ 12 (min. of 6)	Pass or Referral

	coach or mentor are merely described with no critical evaluation to provide a conclusion or recommendations				
AC 2.3 Discuss how you ensure your coaching or mentoring is ethical and non-judgemental	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>	<b>Assessor feedback on AC</b>	
	<ul style="list-style-type: none"> <li>How you ensure your coaching or mentoring is ethical and non-judgemental is not discussed, or the discussion is incorrect, inappropriate or deficient, or ensuring ethical or non-judgemental is discussed but not both</li> </ul>	<ul style="list-style-type: none"> <li>How you ensure your coaching or mentoring is ethical and non-judgemental is correctly and appropriately discussed, although the outcomes of the discussion are limited and/or imprecise</li> </ul>	<ul style="list-style-type: none"> <li>How you ensure your coaching or mentoring is ethical and non-judgemental is correctly and appropriately discussed to provide detailed and precise outcomes</li> </ul>		
AC 2.4 Provide evidence of reflecting on actual coaching or mentoring activity by using examples and evidence	<b>Referral [ca. 3/12]</b>	<b>Pass [6/12]</b>	<b>Good Pass [ca. 9/12]</b>	<b>Assessor feedback on AC</b>	
	<ul style="list-style-type: none"> <li>No evidence of reflecting on actual coaching or mentoring activity is provided, or the reflection is inappropriate or deficient, or no appropriate examples and evidence is provided, or coaching or mentoring activity is merely described with no reflection, or the reflection is inappropriate or deficient, or the reflection does not engage in a process of learning to develop what might be an improvement to coaching or mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Limited but sufficient and appropriate examples and evidence is provided of reflecting on actual coaching or mentoring activity, although the process of learning is imprecise and/or improvements to coaching or mentoring activity are tentative</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive and appropriate examples and evidence is provided of reflecting on actual coaching or mentoring activity and applying a clear and precise process or model of learning to create appropriate and defined improvements</li> </ul>		
<b>Section comments (optional):</b>		<b>Verification comments (optional):</b>			



<b>Learning Outcome / Section 3:</b> Be able to demonstrate how you have developed and how you plan to develop in the future as a coach or mentor					
<b>Assessment Criteria (AC)</b>	<b>Sufficiency Descriptors</b> <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			<b>Assessor feedback on AC</b>	
	<b>Referral [ca. 2/8]</b>	<b>Pass [4/8]</b>	<b>Good Pass [ca. 6/8]</b>		
AC 3.1 Explain and reflect on the effectiveness of tutorial supervision	<ul style="list-style-type: none"> <li>There is no explanation and/or reflection on the effectiveness of tutorial supervision, or the explanation and reflection is incorrect, inappropriate or deficient, or tutorial supervision has merely been described with no account of the practices of supervision to explain how it worked and/or the reflection does not engage in a process of learning to develop what might be an improvement on the effectiveness of tutorial supervision</li> </ul>	<ul style="list-style-type: none"> <li>A limited but sufficient explanation and reflection provides an appropriate account of a narrow but sufficient range of the practices of tutorial supervision to explain how it worked, although the process of reflective learning is imprecise and/or improvements to tutorial supervision arising out of reflection are tentative</li> </ul>	<ul style="list-style-type: none"> <li>A detailed and correct explanation provides an appropriate and full account of all of the practices of tutorial supervision to explain how it worked together with a clear and precise process or model of learning to reflect on tutorial supervision and to create appropriate and defined improvements for tutorial supervision</li> </ul>		
				/ 8 (min. of 4)	
AC 3.2 Provide evidence of how you have recorded and logged your own progress and development as a coach or mentor	<ul style="list-style-type: none"> <li>There is no evidence or insufficient evidence of how you have recorded and logged your own progress and development as a coach or mentor, or the evidence is incorrect or inappropriate, or the presentation and/or content of the evidence does not show how you have developed as a coach or mentor</li> </ul>	<ul style="list-style-type: none"> <li>Limited but sufficient and appropriate evidence of how you have recorded and logged your own progress and development as a coach or mentor is provided, although the evidence for how you have developed is imprecise</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive and appropriate evidence of how you have recorded and logged your own progress and development as a coach or mentor is provided that clearly and precisely demonstrates how you have developed as a coach or mentor</li> </ul>	<b>Assessor feedback on AC</b>	
				/ 8 (min. of 4)	



AC 3.3 Provide a linked and relevant plan for your future development for a minimum of the next twelve months	<b>Referral [ca. 2/8]</b> <ul style="list-style-type: none"> <li>A linked and relevant plan for your future development for a minimum of the next twelve months is not provided, or is inappropriate or deficient, or a plan is provided that is for less than twelve months</li> </ul>	<b>Pass [4/8]</b> <ul style="list-style-type: none"> <li>A limited but sufficient and appropriate linked and relevant plan for your future development is provided for a minimum of the next twelve months</li> </ul>	<b>Good Pass [ca. 6/8]</b> <ul style="list-style-type: none"> <li>A comprehensive and appropriate linked and relevant plan for your future development is provided for a minimum of the next twelve months</li> </ul>	<b>Assessor feedback on AC</b>	
				/ 8 (min. of 4)	Pass or Referral
<b>Section comments (optional):</b>			<b>Verification comments (optional):</b>		
				/ 100 <b>TOTAL MARKS</b>	
<b>Assessor's Decision</b>			<b>Quality Assurance Use</b>		
<b>Outcome (delete as applicable):</b> <b>PASS / REFERRAL</b>	<b>Signature of Assessor:</b>  <b>Date:</b>		<b>Outcome (delete as applicable):</b> <b>PASS / REFERRAL</b>	<b>Signature of QA:</b>  <b>Date of QA check:</b>	