Title:	**UNIT 501 - Undertaking management coaching or mentoring in the workplace**
Level:	5
Credit value:	5
Unit guided learning hours:	12

Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)
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)

Additional information about the unit	
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

Additional Guidance about the Unit

Indicative Content:

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 Multiple Intelligences, Myers-Briggs, hemispherical dominance, transformational learning, Johari's window, NLP, and other psycho-social models) Recording and monitoring coaching or mentoring activities Strategies for coaching or mentoring Planning principles and practices for coaching or mentoring sessions Methodologies and criteria for analysing materials and information supporting coaching or mentoring • Action planning and review
3	Strategies and practices for building effective relationships Behaviours to encourage openness, honesty, and trust and their significance in mentoring and coaching

	Reflection and social interaction as strategies for self-knowledge and improvement – concepts of the reflective practitioner, theory and behaviour Use and completion of personal reflection log