

LEVEL 5 CERTIFICATE IN COACHING AND MENTORING

Unit 501 - Undertaking management coaching or mentoring in the workplace

TEMPLATE

Before you start to complete this assignment, make sure you read the other documents provided; all of which give you guidance and information. They are:

- The Unit specification – shows what the Unit is made up of
- The task sheet – says what you have to do to complete the Unit
- The mark sheet/sufficiency descriptor sheet – shows what quality of answers, will get what mark, for each assessed part of the assignment

Then use this step by step ‘how to do it’ template as a guide, as you complete the work.

PLEASE NOTE - IN THIS ASSIGNMENT, MOST OF THE WORK YOU DO TO DEMONSTRATE COMPETENCE AGAINST THE ASSESSMENT STATEMENTS, WILL BE VIA YOUR RECORD OF COACHING/MENTORING WORK, RATHER THAN BY WAY OF DIRECT WRITTEN ANSWERS. YOU MUST THEREFORE, CHECK WHAT APPEARS IN THOSE RECORDS AND ASK YOURSELF – ‘DOES THAT RECORD, CLEARLY SHOW MY WORK HAS CONTAINED ELEMENTS TO FULFIL THAT SPECIFIC ASSESSMENT CRITERIA? PLEASE DO NOT JUST ASSUME IT WILL – CHECK IT!

NOTE – THE TASKS BELOW ARE TO DO WITH EACH AND EVERY ENTRY YOU MAKE IN THE COACHING/MENTORING DIARY – I.E. YOU NEED TO SHOW EVIDENCE OF DOING WHAT IS SET OUT BELOW, DURING AND AFTER EACH COACHING/MENTORING SESSION.

In ASSIGNMENT 3, YOU THEN DO A SIMILAR ACTIVITY LOOKING AT THE WHOLE ‘SET’ OF COACHING/MENTORING SESSIONS.

Learning outcome 1. Be able to plan and prepare for management coaching or mentoring programmes based on identified developmental needs and goals

<i>Assessment criteria statement</i>	<i>What you should do in this part</i>
<ul style="list-style-type: none"> • Explain the rationale for coaching or mentoring for one or more clients and formally agree a contract with one or more clients • Identify individual development needs and agree goals, in line with organisational, divisional and/or team goals • Plan and prepare a short coaching or mentoring programme with one or more clients to complete a minimum of 12 hours of formal coaching activity 	<p>Ensure that your coaching record shows the rationale – why the coaching/mentoring is taking place; and also shows that you have made a clear agreement in the form of a coaching/mentoring contract, with each client. Don’t assume the assessor will give you a mark for a contract, if you don’t clearly say what that contract is!</p> <p>The process of contracting needs to show what development needs are tackled, and what goals are set – and those should be shown to be aligned to work needs.</p> <p>From the above, show that you have developed a programme for coaching or mentoring, and that needs to show you have done at least 12 hours of such work. That can be with one or more than one, coachee/mentee.</p>

Learning outcome 2. Be able to undertake and record at least 12 hours of formal coaching or mentoring activity with one or more clients

<i>Assessment criteria statement</i>	<i>What you should do in this part</i>
<ul style="list-style-type: none"> • Complete a minimum 12 hours of coaching/mentoring activity with one or 	<p>The record you provide must show 12 hours minimum – check it before submitting!</p>

<p>more clients</p> <ul style="list-style-type: none"> • Critically review your use of a range of diagnostic tools and techniques • Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback • Maintain appropriate overview records of goals, discussion and outcomes including progress towards goals 	<p>The record also must show you have used diagnostic tools to help you ascertain the 'state of play' with the client or to assess their competency, learning needs or other analysis.</p> <p>The record also needs to show analysis by you, of how well you have been able to build the client/coach relationship; and to communicate using questioning, listening and feedback – and you need to talk about specific examples of your use of these methods and processes.</p> <p>Your record needs to show what goals were aimed for, what discussions were held, and what outcomes were achieved including progress made toward the specific goals listed</p>
<p><i>Learning outcome 3. Be able to reflect and review own management coaching or mentoring practice</i></p>	
<p><i>Assessment criteria statement</i></p>	<p><i>What you should do in this part</i></p>
<ul style="list-style-type: none"> • Collect feedback on own coaching or mentoring practice on the effectiveness of interventions in enabling the achievement of agreed goals and show evidence of this within the coaching/mentoring diary • Review coaching or mentoring activity and holistically explore this for patterns and personal learning and areas for improvement • Reflect on own coaching or mentoring practice (including evidence of supervision/tutorial feedback) 	<p>The diary record should clearly show that you have sought feedback from others (mainly the coachee) about how effective the coaching/mentoring is, in supporting the client to achieve his/her stated aims and goals</p> <p>The review should also look for and identify patterns of behaviour, techniques, and your own learning process as a coachee 'along the way'; using same to start to identify areas where further improvement can be made by you, as a coach/mentor</p> <p>You should also reflect on your own practice bringing in evidence of feedback from your supervisor or other appropriate person, including your coach tutor.</p>