

**ILM LEVEL 5
CERTIFICATE IN
COACHING AND
MENTORING IN
MANAGEMENT**



Circulation of Qualification Specifications

These Qualification Specifications are provided to centres that are approved by the Institute of Leadership and Management (ILM) to offer these qualifications. They should not be circulated outside of the centre. There are specific sections that are designed to be copied to candidates eg Assessment Notes for Candidates. It may also be useful to make available the Programme Outline and Unit Specifications. This information should be extracted from the Qualification Specifications rather than providing candidates with the complete document.

Institute of Leadership & Management (ILM)

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of publication. ILM products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. ILM cannot accept liability for loss or damage arising from the use of information in this publication.

© The Institute of Leadership and Management (ILM) 2011

ILM is part of the City & Guilds Group and is a company limited by guarantee (Reg No 601049) and registered as a charity in England and Wales (Reg No 248226) and in Scotland (Reg No SC039693)

Contact ILM www.i-l-m.com

The ILM Customer Service and Membership Teams are dedicated to providing the very best in customer care. If you need guidance on any aspect of leadership and management products and services, including fees, please contact ILM.

ILM Centres

T +44 (0)1543 266867
F +44 (0)1543 266893
E customer@i-l-m.com

ILM Membership

T +44 (0)1543 266886
F +44 (0)1543 266811
E membership@i-l-m.com

ILM LEVEL 5 CERTIFICATE IN COACHING AND MENTORING IN MANAGEMENT (QCF)

[Qualification No. – 500/3564/2]

Note: This qualification specification should always be read in conjunction with the “Supporting Notes for ILM VRQs” document which is downloadable from ILM website or it can be accessed via your Quality Manager/External Verifier or from the ILM Customer Services Team by emailing at customer@i-l-m.com

Table of Contents

Qualifications Overview	3
Structure of Level 5 Certificate in Coaching & Mentoring in Management	3
Progression Route	4
List of Level 5 Coaching & Mentoring units	4
Occupational Competency Requirements	5
Assessment Guidance	6
APPENDICES	
Appendix A – Unit Specifications	7
Appendix B – Assessments	15

QUALIFICATION OVERVIEW:

	Certificate
Credit value	<ul style="list-style-type: none"> • Minimum 13 credits
Duration	<ul style="list-style-type: none"> • Minimum 45 Glh
To be completed within	<ul style="list-style-type: none"> • Three years
Induction	<ul style="list-style-type: none"> • One hour
Tutorial support	<ul style="list-style-type: none"> • At least 2 hours
Structure	<ul style="list-style-type: none"> • Three mandatory units with a combined credit value of 13

STRUCTURE OF LEVEL 5 CERTIFICATE IN COACHING AND MENTORING IN MANAGEMENT

Qualification	Credit Value	Unit Details	Credit Value
Certificate	13	D5.01 Understanding how management coaching and mentoring can benefit individuals and organisations	5
		D5.02 Reviewing own ability as a management coach or mentor	3
		D5.03 Undertaking management coaching or mentoring in the workplace	5
		TOTAL	13

PROGRESSION ROUTE

Learners may progress to qualifications leading to various learning and development qualifications in training, assessment and verification, or to management development qualifications at higher levels.

Learners who have completed the ILM Level 5 Certificate in Coaching and Mentoring in Management may wish to progress to the ILM Level 5 Diploma for Professional Management Coaches and Mentors.

LIST OF LEVEL 5 COACHING AND MENTORING UNITS

Ref	Unit Title	Indicative Gh	Credit Value	Certificate
D5.01	Understanding how management coaching and mentoring can benefit individuals and organisations	18	5	M
D5.02	Reviewing own ability as a management coach or mentor	12	3	M
D5.03	Undertaking management coaching or mentoring in the workplace	12	5	M

OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 5 CERTIFICATE IN COACHING AND MENTORING IN MANAGEMENT

It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

A centre should normally be approved to offer the ILM Level 3 qualifications in First Line Management (to demonstrate appropriate competence in management development) and preferably the Level 5 qualifications in Management or equivalent. Centres not approved to offer the appropriate management qualifications will need to demonstrate that they meet the occupational expertise standards for those qualifications.

The table below shows the occupational competence requirements of tutors, internal quality assurers and/or assessors. Given that occupational competence requirements will vary greatly between lower and higher level qualifications, this table will highlight if there is an additional requirement of any qualification specific occupational competency.

Tutors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the qualification(s).	<ul style="list-style-type: none"> • Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. • A Degree or equivalent level qualifications including communication, psychology or related discipline is highly desirable • Show evidence of information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification. • Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> • Be able to prove that they have current experience of delivering training appropriate to the level and subject area of this qualification
A qualification in support of training/teaching	<ul style="list-style-type: none"> • Ideally hold a valid and recognised teaching/training qualification.

Internal Quality Assurers and/or Centre Assessors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> • Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. • Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> • Demonstrate clear evidence of current experience in quality assurance and/or assessment appropriate to the level and subject area of this qualification
A qualification in support of assessment and/or internal quality assurance.	<ul style="list-style-type: none"> • Ideally hold an assessment qualification (e.g. TAQA or equivalent)
Experience and a working knowledge of the operational and assessment processes for the relevant qualification.	<ul style="list-style-type: none"> • Demonstrate an understanding of the organisation's management centric policies, procedures and practices. • Demonstrate knowledge and understanding of ILM's quality assurance policy, procedures and requirements.

ASSESSMENT GUIDANCE REQUIREMENTS FOR THE LEVEL 5 CERTIFICATE IN COACHING AND MENTORING IN MANAGEMENT

A brief introduction on ILM's Assessment Strategy can be found in *Supporting notes for ILM VRQs*. For detailed information, centres are encouraged to refer to the various assessment guides that are available from the ILM Customer Services Team at customer@i-l-m.com or refer to the Centre Manual (www.i-l-m.com/centres.aspx). This segment gives you specific guidance around assessments for the Level 5 Certificate in Coaching and Mentoring in Management.

Appendix B in this document outlines the assessments and mark sheets for the units in this qualification. Centres should use the prescribed assessments. However some flexibility is permitted. In exceptional circumstances and to meet a specific need a centre may deviate from the prescribed assessment subject to prior written approval from ILM. Equal opportunities issues are relevant to all units of study and these aspects should be explicitly addressed in the delivery and assessment of this programme. The table below gives a brief overview of the units and assessment(s):

Units	Assessment
M5.29 Assessing your own leadership capability and performance	Reflective Review
M5.30 Improving own leadership potential through action learning	Leadership Development Plan and Reflective Learning Log

Learners are likely to come from a variety of backgrounds, in that they will have had different training and work experiences, differing ambitions and opportunities, centres therefore can encourage learners to select topics for assessment in their own organisation and/or area of work, (or within another organisation if they are currently unemployed or self-employed). They should ensure learners are able to present their work as simple and clearly as possible. An approximate word count is given for each assessment. This should only be seen as a guide to help achieve a balanced piece of work.

Centres must ensure that learners adequately complete all sections of the assessment. To ensure all learning outcomes are assessed, section passes have been provided in the assessments. To assist this practice, ILM normally applies a pass mark of 50% in each section as reflecting a minimum pass. Centres must note that compensation between learning outcomes is not allowed in any QCF unit.

A P P E N D I X - A

UNIT SPECIFICATIONS FOR THE LEVEL 5 CERTIFICATE IN COACHING AND MENTORING IN MANAGEMENT

Title:	Understanding how management coaching and mentoring can benefit individuals and organisations (D5.01)	
Level:	5	
Credit value:	5	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Explain the characteristics of effective coaches and mentors, and coaching and mentoring programmes	<p>1.1 Identify the characteristics of effective coaching and mentoring arrangements and plans</p> <p>1.2 Explain the importance of respecting others' ethical and moral views, beliefs, attitudes and values, challenging inappropriate language or behaviour and not abusing own power and authority in a coaching or mentoring relationship</p> <p>1.3 Explain the importance of creating the necessary, safe and confidential conditions for engaging in effective coaching or mentoring and of agreeing the expectations, processes and boundaries of a coaching or mentoring programme with all stakeholders</p> <p>1.4 Explain why coaches and mentors should develop effective communication skills and be able to analyse communication to identify meaning</p>
2	Present a business case for using coaching or mentoring in own organisation	<p>2.1 Assess the contribution that management coaching or mentoring can make to individuals and the organisation, and its role in relation to alternative developmental and support strategies</p> <p>2.2 Identify potential organisational barriers to using coaching or mentoring and develop appropriate strategies for overcoming them</p> <p>2.3 Present a business case for using coaching or mentoring to address specific developmental and support needs in the organisation</p> <p>2.4 Suggest how the effectiveness of the proposed coaching or mentoring programme can be evaluated</p>
Additional information about the unit		
Unit purpose and aim(s)		To enable candidates to understand the role and contribution of coaching and mentoring to individuals and organisations and make a business case for using management

	coaching and mentoring in their organisations.
Unit review date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to ENTO 2006 NOS (Coaching & Mentoring in a Work Environment): CM1, CM15, CM22
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)	ENTO/ TAQA
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	18

Additional Guidance about the Unit

Indicative Content:

- | | |
|---|---|
| 1 | <ul style="list-style-type: none"> • Different perspectives on mentoring and coaching • Different models of learning styles • 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) • Alternative strategies for developing and supporting employees, including different training strategies (long and short courses, in-house and external, distance/flexible/e-learning, etc) • Overview of therapy and counselling, differentiating between them and coaching and mentoring and identifying the boundaries • Range of learning and counselling services available • Legal aspects of coaching and mentoring (H&S, Equal Opportunities, Disability, etc) and ethical issues (abuse of power and authority, personal intimacy and sexual harassment) • Concepts of power and authority (personal/positional, zero-sum, etc), and power dynamics (especially power relationship between self and client) • Cultural issues working with a diverse workforce (gender stereotyping, race, religion and sexuality, etc) • Personal beliefs and values, their source and effect on attitudes and behaviours • Behavioural traits, their drivers and effect on others (e.g. nature/nurture debate on sex/gender, and differences in cognition and behaviour) • Communication theories (e.g. discourse analysis theories, overview of socio-linguistics) |
|---|---|

	<ul style="list-style-type: none"> • Relationship characteristics and contrasts between coaching and mentoring (judgemental/non-judgemental, transactional analysis, etc) • Distinguishing the appropriate physical environments for mentoring and coaching, especially the need for confidentiality
2	<ul style="list-style-type: none"> • Costs and benefits of coaching and mentoring – financial and personal/social/emotional • Range of formal and informal learning opportunities, their costs and benefits and utility in developing particular knowledge and skills • Corporate objectives and the contribution of coaching and mentoring to their achievement • Organisational and operational barriers (time, resources, attitudes, values, ownership, etc) and strategies for overcoming these barriers • Techniques for programme monitoring, review and evaluation

Title:	Reviewing own ability as a management coach or mentor (D5.02)	
Level:	5	
Credit value:	12	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Review the effect of own value systems and ability to deal with performance problems on own coaching and mentoring behaviour	1.1 Review own ethical and moral views, beliefs, attitudes and values and their effect on own coaching and mentoring practice 1.2 Review own ability to address poor or inappropriate attitudes, behaviours and workplace relationships and its effect on own coaching and mentoring practice
2	Review own ability to communicate effectively and to use available networks to support coaching and mentoring practice	2.1 Review own ability to communicate effectively when coaching or mentoring others 2.2 Review the effectiveness of own networks in supporting coaching and mentoring practice
Additional information about the unit		
Unit purpose and aim(s)		To enable managers to review their ability to perform effectively as management coaches or mentors.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to ENTO 2006 NOS (Coaching & Mentoring in a Work Environment): CM12, CM16
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)		ENTO/ TAQA
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM

Units available from	01/01/2008
Unit guided learning hours	12
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Non-combative challenging strategies to alter inappropriate attitudes and behaviour • Recognition of client needs beyond coach's competence (personal social or psychological problems, learning difficulties or disabilities) and available support services • Negotiation strategies and techniques • Factors determining workplace relationships – organisational, task and personal – and their impact on work performance and the coaching or mentoring process • Strategies and techniques for addressing and improving poor personal relationships in the workplace
2	<ul style="list-style-type: none"> • Verbal and non-verbal communication skills (questioning, listening, analysis of non-verbal communication, reflection and summarising skills), in person, by telephone and by email • Nature and value of networks, analysis of personal networks and development of networking skills • Managing self and time to build and sustain networks

Title:	Undertaking management coaching or mentoring in the workplace (D5.03)	
Level:	5	
Credit value:	5	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Agree a short management coaching or mentoring programme based on identified developmental needs and goals	1.1 Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals 1.2 Design and agree a short coaching or mentoring programme in line with these goals
2	Plan, deliver and review own management coaching or mentoring practice	2.1 Plan individual coaching or mentoring sessions and develop and prepare materials and resources to support these sessions, where appropriate 2.2 Deliver coaching or mentoring sessions for at least 12 hours and maintain appropriate records 2.3 Review individuals' progress towards their agreed goals
3	Improve own management coaching or mentoring practice to through reflection and review	3.1 Collect feedback on own coaching or mentoring practice 3.2 Reflect on and review own coaching or mentoring practice 3.3 Identify own development needs and plan and take action to improve own coaching or mentoring practice
Additional information about the unit		
Unit purpose and aim(s)		To enable candidates to demonstrate their ability to undertake a workplace management coaching or mentoring programme.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to ENTO 2006 NOS (Coaching & Mentoring in a Work Environment): CM1, CM11, CM12, CM16, CM22, CM19
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		ENTO/ TAQA

required)	
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2007
Unit guided learning hours	12
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Techniques for assessing the learning and development of a client • Learning and development outcomes – behavioural, cognitive and emotional • Learning styles and personality characteristics and their assessment – range of learning and personality inventories for individuals and teams available (eg. Honey and Mumford, Myers Briggs, 16PF, Belbin) – their use and analysis • Learning and development strategies appropriate to different learning and personality styles
2	<ul style="list-style-type: none"> • Characteristics of effective learning plans • Criteria for developing coherent and logical order for learning and development • 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	<ul style="list-style-type: none"> • 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

A P P E N D I X - B

ASSESSMENTS FOR THE LEVEL 5 CERTIFICATE IN COACHING AND MENTORING IN MANAGEMENT

WORK-BASED ASSIGNMENT: D5.01

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK	
<p>Prepare a proposal for a management coaching or mentoring programme and explain how you will ensure best practice in your coaching or mentoring practice</p> <p>The case can be either “forward looking” or “backward looking”</p>	
<i>Please use the headings shown below when writing up your assessment</i>	Assessment Criteria
<p>Context of the assignment</p> <p>Provide a brief outline of your organisation, your role and the role of the person/people being coached and/or mentored to give a context to this assignment</p> <p><i>(min 2 marks required from 4 available)</i></p>	<ul style="list-style-type: none"> The context is provided
<p>Ensuring best practice in coaching or mentoring practice</p> <p>Identify the characteristics of effective coaching and mentoring arrangements and plans</p> <p>Explain why it is important for mentors or coaches to respect others’ ethical and moral views, beliefs, attitudes and values, challenge inappropriate language or behaviour and not abuse their own power and authority in a coaching or mentoring relationship</p> <p>Explain what needs to be done to ensure the necessary, safe and confidential conditions for engaging in effective coaching or mentoring and to agree the expectations, processes and boundaries of a coaching or mentoring programme with all stakeholders</p> <p>Explain why coaches and mentors need:</p> <ul style="list-style-type: none"> to have effective communication skills to be able to analyse communication to identify meaning <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> The characteristics of effective coaching and mentoring arrangements and plans are identified The importance of respecting others’ ethical and moral views, beliefs, attitudes and values, challenging inappropriate language or behaviour and not abusing own power and authority in a coaching or mentoring relationship is explained The importance of creating the necessary, safe and confidential conditions for engaging in effective coaching or mentoring and of agreeing the expectations, processes and boundaries of a coaching or mentoring programme with all stakeholders is explained Why coaches and mentors should develop effective communication skills and be able to analyse communication to identify meaning is explained
<p>Strategies to overcome barriers to mentoring and coaching</p> <p>Identify any potential barriers to coaching and mentoring that may be encountered and suggest strategies for overcoming these</p> <p><i>(min 8 marks required from 16 available)</i></p>	<ul style="list-style-type: none"> Potential organisational barriers to using coaching and mentoring are identified and appropriate strategies for overcoming them developed

<p>Prepare a business case for using coaching or mentoring in your workplace and suggest how its effectiveness could be evaluated</p> <p>Assess:</p> <ul style="list-style-type: none"> • the contribution coaching and mentoring could make to individuals and the organisation, and • its role in relation to alternative developmental and support strategies <p>Prepare a business case for the coaching and/or mentoring programme</p> <p>Suggest ways to evaluate the effectiveness of the coaching or mentoring programme to demonstrate that it has met its goals</p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> • The contribution that management coaching and mentoring can make to individuals and the organisation, and its role in relation to alternative developmental and support strategies is assessed • A business case for using coaching and mentoring to address specific developmental and support needs in the organisation is presented • How the effectiveness of the proposed coaching and mentoring programme can be evaluated is suggested
<p>By submitting I confirm that this assessment is my own work</p>	

MARK SHEET: WORK-BASED ASSIGNMENT: D5.01

Centre Number:	Centre Name:			
Learner Registration No:	1. Learner named below confirms authenticity of submission. 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. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>			
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Context of the assignment <ul style="list-style-type: none"> The context is provided 			/4 marks (min 2)	
Ensuring best practice in coaching or mentoring practice <ul style="list-style-type: none"> The characteristics of effective coaching and mentoring arrangements and plans are identified The importance of respecting others' ethical and moral views, beliefs, attitudes and values, challenging inappropriate language or behaviour and not abusing own power and authority in a coaching or mentoring relationship is explained The importance of creating the necessary, safe and confidential conditions for engaging in effective coaching or mentoring and of agreeing the expectations, processes and boundaries of a coaching or mentoring programme with all stakeholders is explained Why coaches and mentors should develop effective communication skills and be able to analyse communication to identify meaning is explained 			/40 marks (min 20)	
Strategies to overcome barriers to mentoring and coaching <ul style="list-style-type: none"> Potential organisational barriers to using coaching and mentoring are identified and appropriate strategies for overcoming them developed 			/16 marks (min 8)	
Prepare a business case for using coaching or mentoring in your workplace and suggest how its effectiveness could be evaluated <ul style="list-style-type: none"> The contribution that management coaching and mentoring can make to 				

individuals and the organisation, and its role in relation to alternative developmental and support strategies is assessed					
<ul style="list-style-type: none"> • A business case for using coaching and mentoring to address specific developmental and support needs in the organisation is presented • How the effectiveness of the proposed coaching and mentoring programme can be evaluated is suggested 				/40 marks (min 20)	
Assessor's decision			Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)		
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL		
Section referral if applicable:		Date of IQA check:			
Name of assessor:		Name of IQA:			
Assessor signature and date:		IQA signature:			
ILM EV signature:		Date externally verified (where applicable):			

COACHING/MENTORING DIARY: D5.02 & 5.03

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK	
Assess your potential as a management coach or mentor, undertake 12 hours coaching or mentoring, and reflect on your performance	
<i>NB: You should have a discussion with your coaching supervisor 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>	
<i>Please use the headings shown below when writing up your assessment</i>	Assessment Criteria
<p>Assess own potential strengths and weaknesses as a management mentor or coach</p> <p>Review how your own ethical and moral views, beliefs, attitudes and values are likely to effect your coaching and mentoring behaviour</p> <p>Review how confident you feel about your ability to:</p> <ul style="list-style-type: none"> address poor or inappropriate attitudes, behaviours and workplace relationships; and communicate effectively when coaching or mentoring others <p>Review how effective your own networks are in providing support for your coaching and mentoring practice (<i>min 17 marks required from 34 available</i>)</p>	<ul style="list-style-type: none"> Own ethical and moral views, beliefs, attitudes and values and their effect on own coaching and mentoring practice are reviewed Own ability to address poor or inappropriate attitudes, behaviours and workplace relationships and its effect on own coaching and mentoring practice is reviewed Own ability to communicate effectively when coaching or mentoring others is reviewed The effectiveness of own networks in supporting coaching and mentoring practice is reviewed
<p>Planning and undertaking coaching sessions</p> <p>Maintain a diary to show that you have planned and delivered a minimum of 12 hours' coaching and/or mentoring showing that you have:</p> <ul style="list-style-type: none"> Identified individual development needs and agreed goals for the programme planned individual sessions and organised the materials and resources needed to support them delivered and recorded the coaching reviewed individuals' progress. <p>(<i>min 15 marks required from 30 available</i>)</p>	<ul style="list-style-type: none"> Individual developmental needs are identified and goals agreed, in line with organisational, divisional or team goals A short coaching or mentoring programme in line with these goals is designed and agreed Individual coaching or mentoring sessions are planned and materials and resources to support these sessions are developed and prepared, where appropriate At least 12 hours of coaching or mentoring sessions are delivered and appropriate records are maintained Individuals' progress towards their coaching or mentoring goals is reviewed
<p>Reflections on your performance as a mentor or coach</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.</p>	<ul style="list-style-type: none"> Feedback on own coaching or mentoring practice is collected Own coaching or mentoring practice is reflected on and reviewed Own development needs are identified and action planned and taken to improve own coaching or mentoring practice

<i>(min 18 marks required from 36 available)</i>	
--	--

By submitting I confirm that this assessment is my own work

MARK SHEET: COACHING/MENTORING DIARY: D5.02 & 5.03

Centre Number:	Centre Name:			
Learner Registration No:	<p>1. Learner named below 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>			
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<p>Assess own potential strengths and weaknesses as a management mentor or coach</p> <ul style="list-style-type: none"> • Own ethical and moral views, beliefs, attitudes and values and their effect on own coaching and mentoring practice are reviewed • Own ability to address poor or inappropriate attitudes, behaviours and workplace relationships and its effect on own coaching and mentoring practice is reviewed • Own ability to communicate effectively when coaching or mentoring others is reviewed • The effectiveness of own networks in supporting coaching and mentoring practice is reviewed 			/34 marks (min 17)	
<p>Planning and undertaking coaching sessions</p> <ul style="list-style-type: none"> • Individual developmental needs are identified and goals agreed, in line with organisational, divisional or team goals • A short coaching or mentoring programme in line with these goals is designed and agreed • Individual coaching or mentoring sessions are planned and materials and resources to support these sessions are developed and prepared, where appropriate • At least 12 hours of coaching or mentoring sessions are delivered and appropriate records are maintained • Individuals' progress towards their coaching or mentoring goals is reviewed 			/30 marks (min 15)	

Reflections on your performance as a mentor or coach					
<ul style="list-style-type: none"> • Feedback on own coaching or mentoring practice is collected • Own coaching or mentoring practice is reflected on and reviewed • Own development needs are identified and action planned and taken to improve own coaching and mentoring practice 					/36 marks (min18)
Assessor's decision			Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>		
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL		
Section referral if applicable:		Date of IQA check:			
Name of assessor:		Name of IQA:			
Assessor signature and date:		IQA signature:			
ILM EV signature:		Date externally verified (where applicable):			