

**ILM LEVEL 5
DIPLOMA FOR PROFESSIONAL
MANAGEMENT COACHES AND
MENTORS (QCF)**
[Qualification No. – 500/3569/1]

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

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QUALIFICATION OVERVIEW:

Credit value	<ul style="list-style-type: none"> • Minimum 37 credits
Duration	<ul style="list-style-type: none"> • Minimum 65 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"> • Four mandatory units with a combined credit value of 37

STRUCTURE OF LEVEL 5 DIPLOMA FOR PROFESSIONAL MANAGEMENT COACHES AND MENTORS

Qualification	Credit Value	Unit Details	Credit Value
Diploma	37	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
		D5.04 Undertaking an extended period of management coaching or mentoring in the workplace	24
		TOTAL	37

LIST OF LEVEL 5 COACHING AND MENTORING UNITS

Ref	Unit Title	Indicative G/h	Credit Value	Diploma
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
D5.04	Undertaking an extended period of management coaching or mentoring in the workplace	20	24	M

OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 5 DIPLOMA FOR PROFESSIONAL MANAGEMENT COACHES AND MENTORS

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 will be 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 teaching/training.	<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 FOR THE LEVEL 5 DIPLOMA FOR PROFESSIONAL MANAGEMENT COACHES AND MENTORS

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 Diploma for Professional Management Coaches and Mentors.

Appendix B in this document outlines the assessments and mark sheets for the mandatory 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
D5.01 Understanding how management coaching and mentoring can benefit individuals and organisations	Work-Based Assignment
D5.02 Reviewing own ability as a management coach or mentor	Coaching/Mentoring Diary
D5.03 Undertaking management coaching or mentoring in the workplace	
D5.04 Undertaking an extended period of management coaching or mentoring in the workplace	Personal Development Plan, Learning Log and Reflective Review

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 DIPLOMA FOR PROFESSIONAL MANAGEMENT COACHES AND MENTORS

Title:	Understanding how management coaching and mentoring can benefit individuals and organisations (D5.01)	
Level:	5	
Credit value:	5	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
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 learners 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 2006 ENTO 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)	
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	01/10/2007
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) • 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:	3	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
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 2006 ENTO 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)		
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	01/10/2007	
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 	

	<ul style="list-style-type: none"> • 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:	4	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
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 Identify own development needs and 3.3 plan and take action to improve own coaching or mentoring practice	
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	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to 2006 ENTO 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 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	01/10/2007
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 (e.g. 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

Title:	Undertaking an extended period of management coaching or mentoring in the workplace (D5.04)	
Level:	5	
Credit value:	24	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1.	Use supervision and reflective learning to develop and improve own management coaching or mentoring practice to achieve demanding but realistic goals	<p>1.1 Discuss and agree with coaching supervisor the basis for the coaching supervision contract</p> <p>1.2 Discuss and agree with coaching supervisor demanding but realistic personal learning and development goals for a period of at least 100 hours of management coaching or mentoring practice</p> <p>1.3 Invite feedback from learners and coaching supervisor on own performance over at least 100 hours of management coaching or mentoring practice</p> <p>1.4 Discuss, reflect on and critically review personal development and achievement of learning goals over at least 100 hours of management coaching or mentoring practice</p>
2.	Plan, organise and undertake management coaching or mentoring programmes	<p>2.1 Negotiate and agree the goals of coaching or mentoring programmes with clients and other stakeholders</p> <p>2.2 Plan and organise at least 100 hours of management coaching or mentoring</p> <p>2.3 Undertake, record and reflect on the effectiveness of planned management coaching or mentoring sessions</p>
3.	Review the effectiveness of management coaching or mentoring activity	<p>3.1 Review with clients and other stakeholders the effectiveness of management coaching or mentoring programmes in enabling the achievement of agreed goals</p>
4.	Develop networks to support own and others' management coaching or mentoring practice and continuing professional development	<p>4.1 Identify opportunities to join new networks or engage with existing networks to support and develop own and others' management coaching and mentoring practice</p>
Additional information about the unit		
Unit purpose and aim(s)		To enable learners to develop and improve their performance, under supervision, as management coaches or mentors and as reflective practitioners.
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 2006 ENTO NOS (Coaching & Mentoring in a Work Environment): CM1, CM11, CM12, CM16, CM22, CM18, 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 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	01/10/2007
Unit guided learning hours	20
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"> • The nature, purpose and practice of individual, group and peer supervision • Setting and reviewing demanding but realistic personal learning goals • Using reflection and critical review as a technique for learning and improving own performance • Using a personal development plan to set demanding but realistic goals and manage own continuous improvement and personal development
4	<ul style="list-style-type: none"> • Nature and value of networks, analysis of personal networks and development of networking skills • Managing self and time to build and sustain networks • Use of networks to support own and others' CPD

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A P P E N D I X - B

ASSESSMENTS FOR MANDATORY UNITS FOR THE LEVEL 5 DIPLOMA FOR PROFESSIONAL MANAGEMENT COACHES AND MENTORS

WORK-BASED ASSIGNMENT: D5.01

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK Prepare a proposal for a management coaching or mentoring programme and explain how you will ensure best practice in your coaching or mentoring practice The case can be either “forward looking” or “backward looking”	
<i>Please use the headings shown below when writing up your assessment</i>	Assessment Criteria
Context of the assignment 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 <i>(min 2 marks required from 4 available)</i>	<ul style="list-style-type: none"> • The context is provided
Ensuring best practice in coaching or mentoring practice Identify the characteristics of effective coaching and mentoring arrangements and plans 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 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 Explain why coaches and mentors need: <ul style="list-style-type: none"> • to have effective communication skills • to be able to analyse communication to identify meaning <i>(min 20 marks required from 40 available)</i>	<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
Strategies to overcome barriers to mentoring and coaching Identify any potential barriers to coaching and mentoring that may be encountered and suggest strategies for overcoming these <i>(min 8 marks required from 16 available)</i>	<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> <ol style="list-style-type: none"> 1 the contribution coaching and mentoring could make to individuals and the organisation, and 2 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 • 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 						
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</p> <p><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> <p><i>(min 18 marks required from 36 available)</i></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
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):			

PERSONAL DEVELOPMENT PLAN, LEARNING LOG AND REFLECTIVE REVIEW: D5.04

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK	
To undertake a reflective review of a period of a minimum of 100 hours of supervised coaching activity, supported by a coaching diary	
<i>NB: You should have one-to-one discussions 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>	
<p>Planning and reflections on your development as a coach over the length of the supervised coaching period</p> <p>This should contain your plans for using the extended supervised coaching to develop your performance, followed by a detailed personal reflection on and critical review of your development as a management mentor or coach over this period which covers the following areas:</p> <ul style="list-style-type: none"> • The contract you agreed with your coaching supervisor, and how you will use this support during the period of coaching supervision • The demanding but realistic personal learning goals for management coaching or mentoring and the priorities for development agreed at the beginning of the programme • A description of the networks you joined or existing networks you developed to support and develop your own management coaching and mentoring practice, and also how you have supported and developed others' management mentoring and coaching • A summary of your discussions with clients and other stakeholders about the effectiveness of the management coaching or mentoring programmes in achieving agreed goals <p><i>(min 25 marks required from 50 available)</i></p>	<p>Assessment Criteria</p> <ul style="list-style-type: none"> • The basis for the coaching supervision contract is discussed and agreed with coaching supervisor • Demanding but realistic personal learning and development goals for a period of at least 100 hours of management coaching or mentoring practice are discussed and agreed with coaching supervisor • Opportunities to join new networks or develop existing networks to support and develop own and others' management coaching and mentoring practice are identified • The effectiveness of management coaching or mentoring programmes in enabling the achievement of agreed goals is reviewed with clients and other stakeholders • Personal development and achievement of learning goals over at least 100 hours of management coaching or mentoring practice is discussed, reflected on and critically reviewed
<p>Planning, undertaking and reflecting on coaching sessions</p> <p>You should support your reflective review with a diary of a period of at least 100 hours coaching or mentoring practice within which you maintain a record of each session with:</p> <ul style="list-style-type: none"> • your personal goals for developing and improving your performance during each session • the goals for and a brief plan and a brief summary of the outcomes of the session • feedback from the person being coached or observers about your performance in the session 	<ul style="list-style-type: none"> • The goals of coaching or mentoring programmes are negotiated and agreed with clients and other stakeholders • At least 100 hours of management coaching or mentoring is planned and organised • Feedback is invited on own performance over an extended period of at least 100 hours of management

<ul style="list-style-type: none"> • your reflections on your performance in that session and what you have learnt from it and how you will use that learning to refine your personal development goals and future practice <p><i>(min 25 marks required from 50 available)</i></p>	<p>coaching or mentoring practice, discussed, reflected on and critically reviewed</p> <ul style="list-style-type: none"> • Planned management coaching or mentoring sessions are undertaken recorded and their effectiveness reflected on
<p>By submitting I confirm that this assessment is my own work</p>	

MARK SHEET: PERSONAL DEVELOPMENT PLAN, LEARNING LOG AND REFLECTIVE REVIEW: D5.04

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>Planning, undertaking and reflecting on coaching sessions</p> <ul style="list-style-type: none"> The basis for the coaching supervision contract is discussed and agreed with coaching supervisor Demanding but realistic personal learning and development goals for a period of at least 100 hours of management coaching or mentoring practice are discussed and agreed with coaching supervisor Opportunities to join new networks or develop existing networks to support and develop own and others' management coaching and mentoring practice are identified The effectiveness of management coaching or mentoring programmes in enabling the achievement of agreed goals is reviewed with clients and other stakeholders Personal development and achievement of learning goals over at least 100 hours of management coaching or mentoring practice is discussed, reflected on and critically reviewed 			/50 marks (min 25)	
<p>Planning, undertaking and reflecting on coaching sessions</p> <ul style="list-style-type: none"> The goals of coaching or mentoring programmes are negotiated and agreed with clients and other stakeholders At least 100 hours of management coaching or mentoring is planned and organised Feedback is invited on own performance over an extended period of at least 100 hours of management coaching or mentoring practice, discussed, reflected on and critically reviewed 				

<ul style="list-style-type: none"> Planned management coaching or mentoring sessions are undertaken recorded and their effectiveness reflected on 				/50 marks (min 25)	
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):			