

**ILM LEVEL 7
DIPLOMA FOR PROFESSIONAL
EXECUTIVE COACHES AND
LEADERSHIP MENTORS**



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Institute of Leadership & Management (ILM)

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ILM LEVEL 7 DIPLOMA FOR PROFESSIONAL EXECUTIVE COACHING AND LEADERSHIP MENTORING (QCF)

[Qualification No. – 500/3567/8]

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:

ILM Level 7 Diploma for Professional Executive Coaches and Leadership Mentors		
Purpose of the qualification	Aims to equip practising senior leaders and managers or those working in a training and development role with the knowledge, skills and confidence to perform effectively as coaches or mentors as part of their normal work role; and in addition to equip them to possibly move into a development role within their organisations or to freelance as an executive coach or leadership mentor.	
Progression routes	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.	
Credit Value	45	
Induction	1 hour	
Tutorial Support	At least 2 hours	
Guided Learning Hours (this includes time for induction, tutorial support and the unit's guided learning hours)	65 hours	
To be completed within	3 years	
Structure	Mandatory Units	Credit Value
	D7.01 Critically Reviewing the role of the Leadership mentor or Executive Coach in Developing Leadership Performance	5 credits
	D7.02 Critically Reviewing own Ability to Perform Effectively as a Leadership Mentor or Executive Coach	5 credits
	D7.03 Undertaking Leadership Mentoring or Executive Coaching	5 credits
	D7.04 Undertaking an Extended Period of Supervised Leadership Mentoring or Executive Coaching	30 credits

OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 7 DIPLOMA FOR PROFESSIONAL EXECUTIVE COACHING AND LEADERSHIP MENTORING

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

The centre should normally be approved to offer the ILM Level 5 Diploma in Management (to demonstrate appropriate competence in management development) and preferably the Level 7 Executive Diploma 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 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 7 DIPLOMA FOR PROFESSIONAL EXECUTIVE COACHING AND LEADERSHIP MENTORING

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 7 Diploma for Professional Executive Coaching and Leadership Mentoring.

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
D7.01 Critically reviewing the role of the leadership mentor or executive coach in developing leadership performance	Work-Based Assignment
D7.02 Critically reviewing own ability to perform effectively as a leadership mentor or executive coach	Reflective Review and Coaching/Mentoring Diary
D7.03 Undertaking leadership mentoring or executive coaching	
D7.04 Undertaking an extended period of supervised leadership mentoring or executive coaching	Continuing Professional 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.

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A P P E N D I X - A

UNIT SPECIFICATIONS FOR THE 7 DIPLOMA FOR PROFESSIONAL EXECUTIVE COACHING AND LEADERSHIP MENTORING

Title:	Critically reviewing the role of the leadership mentor or executive coach in developing leadership performance (D7.01)	
Level:	7	
Credit value:	5	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Evaluate the contribution of leadership mentoring and executive coaching in developing leadership performance	1.1 Appraise the abilities and performance characteristics of effective leaders 1.2 Evaluate alternative strategies for developing leadership performance and the potential contribution of leadership mentoring and executive coaching to individual and organisational performance
2	Critically review the necessary conditions for leadership mentoring and executive coaching to develop effective leadership practice	2.1 Critically review the purpose and role of leadership mentoring and executive coaching 2.2 Critically review the characteristics of and conditions for effective leadership mentoring and executive coaching practice 2.3 Critically review the skills and behaviours required for effective performance in the leadership mentoring and executive coaching role
Additional information about the unit		
Unit purpose and aim(s)		To enable learners to critically review the role and contribution of leadership mentoring and executive coaching to individuals and 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, CM3, CM20
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
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	10
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Models of leadership, and characteristics of effective leaders • Nature and role of vision in leadership, and its role in organisational development • Impact of effective leadership on organisational performance • Alternative strategies for leadership development, their characteristics, strengths and weaknesses • Nature and purpose of leadership mentoring and executive coaching • Different perspectives on coaching and mentoring – distinguishing between coaching and mentoring and between individual and business development • Costs and benefits of coaching – financial and personal/social/emotional • Techniques for evaluation
2	<ul style="list-style-type: none"> • Models of coaching, mentoring and learning, their role and contribution to personal development and performance improvement (e.g. Performance coaching/life coaching, GROW Model, Argyris's double loop learning, Kolb's learning cycle, transformational learning, Johari's window, NLP, and other psycho-social models) • Research into the effectiveness of coaching and mentoring in developing leadership capability • Overview of therapy and counselling, comparing and identifying boundaries • Characteristics of the coaching and mentoring relationship (judgemental/non-judgemental, commitment, integrity, confidentiality, etc) • Developing personal emotional detachment in the mentoring and coaching relationship

Title:	Critically reviewing own ability to perform effectively as a leadership mentor or executive coach (D7.02)	
Level:	7	
Credit value:	5	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Critically review own abilities to perform effectively as a leadership mentor or executive coach	<p>1.1 Critically review own ethical and moral values, beliefs, attitudes and personal integrity and assess their effect on own and others' behaviour in the leadership mentoring or executive coaching relationship</p> <p>1.2 Critically review own communication skills, emotional intelligence and ability to build effective leadership mentoring or executive coaching relationships in a diverse social and cultural environment</p> <p>1.3 Critically review own ability to support the growth of leadership capability and develop leadership performance in others</p>
2	Understand how the client's personal characteristics and organisational context affects own performance as leadership mentor or executive coach	<p>2.1 Explain how clients' personalities, characters, value systems, knowledge, skills, experience, role and organisational context affects leadership mentoring or executive coaching practice</p> <p>2.2 Evaluate own characteristics and ability to build relationships and influence people and situations to achieve desired outcomes through leadership mentoring or executive coaching contracts</p>
3	Use peer mentoring and reflective learning to develop self as an effective leadership mentor or executive coach	<p>3.1 Engage actively in peer mentoring and in personal and professional networks in order to seek feedback and advice on own performance as a leadership mentor or executive coach</p> <p>3.2 Critically review feedback and reflect on own performance to aid development as a leadership mentor or executive coach, using appropriate techniques</p> <p>3.3 Identify own development needs and plan and take action to improve own leadership mentoring or executive coaching practice</p>
Additional information about the unit		
Unit purpose and aim(s)		To enable learners to critically review their ability to perform effectively as a leadership

	mentor or executive coach.
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): CM2, CM3, CM4, CM5, CM7, CM8, CM9, CM11, CM15, CM16, CM17, CM18
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
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	20
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • General concept of ethics and ethical standards, business ethics and potential conflicts between economic and ethical expectations • Methods to analyse own ethical standards, values and attitudes • Methods to analyse potential ethical conflicts and criteria for decision-making • Cultural diversity and individual ethics, values and attitudes • Personal psycho-social characteristics (cognitive processes, thinking styles, self-awareness, attitudes, values and behaviours) – identifying (e.g. Myers Briggs, 16 PF, Honey and Mumford), analysing and adapting to others • Perceptions and reality in problem identification and decision making – cognitive and emotional factors shaping perception • Techniques for identifying own personal beliefs and values, their source and effect on attitudes and behaviours • Empathy as a concept and method – developing empathy with others, skills and techniques • Nature and role of the self-contract • Communication theories (discourse analysis theories, overview of socio-linguistics) • Verbal and non-verbal communication skills (questioning, listening, analysis of non-verbal communication, reflection and summarising skills) • Techniques for undertaking a personal inventory of knowledge and skills, values and attitudes, and for analysing personal strengths and weaknesses • Techniques for challenging others' assumptions and perceptions and for encouraging focus and avoiding distraction

2	<ul style="list-style-type: none"> • Effects of leaders' personality, character, value systems, knowledge, skills, experience, role and organisational context affect on their performance • Techniques for creating and closing effective mentoring and coaching relationships • Influencing skills • Nature and purpose of the mentoring/coaching contract
3	<ul style="list-style-type: none"> • Nature and purpose of co-supervision or peer mentoring and coaching • Nature and value of networks, analysis of personal and professional networks and development of networking skills • Managing self and time to build and sustain networks • Skills of giving and receiving constructive criticism on self • Nature and value of feedback in developing the reflective practitioner (e.g. Schon, Argyris) • Design and structural characteristics of personal development plans for developing and enhancing own knowledge and skills

Title:	Undertaking leadership mentoring or executive coaching (D7.03)	
Level:	7	
Credit value:	5	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Agree a contract for leadership mentoring or executive coaching	1.1 Initiate an effective leadership mentoring or executive coaching relationship with clients 1.2 Discuss and evaluate clients' development and support needs and goals 1.3 Agree a contract for leadership mentoring or executive coaching in the context of these needs and goals
2	Plan, deliver and review at least 12 hours of leadership mentoring or executive coaching	2.1 Negotiate individual leadership mentoring or executive coaching sessions and prepare appropriately for them 2.2 Undertake leadership mentoring or executive coaching for at least 12 hours and maintain appropriate records 2.3 Review clients' development and support needs and progress towards achieving their goals
3	Reflect on and review own leadership mentoring or executive coaching practice to inform own development	3.1 Seek feedback from clients, coaching supervisor and others on own leadership mentoring or executive coaching practice 3.2 Critically review feedback and reflect on own performance to aid development as a leadership mentor or executive coach, using appropriate techniques 3.3 Identify own development needs and plan and take action to improve own leadership mentoring or executive coaching 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 ENTO 2006 NOS (Coaching & Mentoring in a Work Environment): CM1, CM2, CM3, CM4, CM5, CM7, CM8, CM9, CM10, CM11, CM12, CM13, CM15, CM16, CM17, CM18, CM20, CM23
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
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"> Techniques for initiating effective leadership mentoring or executive coaching relationships Behaviours to encourage openness, honesty, and trust and their significance in coaching and mentoring Techniques for assessing the development and support needs of clients Leadership mentoring or executive coaching contracts Learning and development outcomes – behavioural, cognitive and emotional Assessment and use of knowledge of learning styles and personality to negotiate leadership mentoring or executive coaching relationships, identify needs and goals and agree contract
2	<ul style="list-style-type: none"> Planning principles and practices for leadership mentoring or executive coaching sessions Characteristics of effective leadership mentoring or executive coaching sessions Criteria for coherent and logical order for developing effective leadership performance Strategies for effective leadership mentoring or executive coaching Concepts of creativity and innovation, cognitive and behavioural strategies for developing creativity and innovation and encourage divergent thinking Importance of being able to help leaders recognise when to use data collection and analysis methodologies and when to use simple heuristics for problem solving and decision making Strategies and practices to enable closure in relationships Recording and monitoring leadership mentoring or executive coaching activities Action planning and review

3

- Strategies and practices for building effective relationships
- 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 supervised leadership mentoring or executive coaching (D7.04)	
Level:	7	
Credit value:	30	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Use coaching supervision, planned practice and professional networks to develop and improve own leadership mentoring or executive coaching practice	<p>1.1 Negotiate, critically review and agree demanding but realistic personal learning goals with coaching supervisor and plan their achievement using the extended period leadership mentoring or executive coaching practice</p> <p>1.2 Engage actively in professional networks to support own and others' development</p>
2	Plan, organise and undertake leadership mentoring or executive coaching to achieve agreed goals to enhance leadership capability and support organisational development	<p>2.1 Agree challenging but realistic goals with clients to develop their leadership capability and performance and enhance their innovation and creativity</p> <p>2.2 Plan, organise and undertake at least 125 hours leadership mentoring or executive coaching to enhance leadership capability and support organisational development</p>
3	Gather and use feedback to reflect on and critically review own performance, and plan own continuing professional development as a leadership mentor or executive coach	<p>3.1 Seek feedback from clients, coaching supervisor(s) and others on own leadership mentoring or executive coaching practice</p> <p>3.2 Analyse feedback and discuss, reflect on and critically review own performance over the extended period of leadership mentoring or executive coaching practice</p> <p>3.3 Plan own continuing professional development</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 ENTO 2006 NOS (Coaching & Mentoring in a Work Environment): CM1, CM2, CM3, CM4, CM5, CM7, CM8, CM9, CM10, CM11, CM12, CM13, CM15, CM16, CM17, CM18, CM20, CM23

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
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	20
Additional Guidance about the Unit	
Indicative Content:	
1	<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 • Development of self-awareness, self-confidence and ability to operate outside own comfort zone and work in novel ways without creating unnecessary risks • Use of networks and techniques for fostering networks to support own and others' development
2	<ul style="list-style-type: none"> • Concept of leadership capability and its relationship to and role in organisational development • Techniques to foster innovation and creativity in others
3	<ul style="list-style-type: none"> • Techniques for seeking, accepting and analysing feedback from others • Using a personal development plan to set demanding but realistic goals and manage own continuous improvement and personal development

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A P P E N D I X - B

ASSESSMENTS FOR THE 7 DIPLOMA FOR PROFESSIONAL EXECUTIVE COACHING AND LEADERSHIP MENTORING

WORK-BASED ASSIGNMENT: D7.01

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK This takes the form of a proposal or case for a leadership mentoring and/or executive coaching activity or programme, which <ul style="list-style-type: none"> identifies its contribution to the organisation your own commitment 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
The contribution of leadership mentoring and executive coaching in developing leadership performance Briefly outline the organisation, your role and the role of the person/people being coached/mentored Present the case for using leadership mentoring or executive coaching to develop leadership capability, in the context of the organisation. Your case should include a review of alternative approaches in order to identify its advantages and any drawbacks to individual and organisational performance <i>(min 25 marks required from 50 available)</i>	<ul style="list-style-type: none"> The abilities and performance characteristics of effective leaders are appraised The purpose and role of leadership mentoring and executive coaching practice are critically reviewed Alternative strategies for developing leadership performance and the potential contribution of leadership mentoring and executive coaching to individual and organisational performance are evaluated
Your commitment to leadership mentoring and/or executive coaching What can you offer the organisation, as a leadership mentor or executive coach? You should explain what is required of an effective leadership mentor or executive coach, and the characteristics of and conditions for effective leadership mentoring and executive coaching practice, and explain how well you are able to meet these requirements <i>(min 25 marks required from 50 available)</i>	<ul style="list-style-type: none"> The skills and behaviours required for effective performance in the leadership mentoring and executive coaching role are critically reviewed The characteristics of and conditions for effective leadership mentoring and executive coaching practice are critically reviewed
By submitting I confirm that this assessment is my own work	

MARK SHEET: WORK-BASED ASSIGNMENT: D7.01

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
The contribution of leadership mentoring and executive coaching in developing leadership performance <ul style="list-style-type: none"> The abilities and performance characteristics of effective leaders are appraised The purpose and role of leadership mentoring and executive coaching practice are critically reviewed Alternative strategies for developing leadership performance and the potential contribution of leadership mentoring and executive coaching to individual and organisational performance are evaluated 				/50 marks (min 25)	
Your commitment to leadership mentoring and/or executive coaching <ul style="list-style-type: none"> The skills and behaviours required for effective performance in the leadership mentoring and executive coaching role are critically reviewed The characteristics of and conditions for effective leadership mentoring and executive coaching practice are critically reviewed 				/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):			

REFLECTIVE REVIEW AND COACHING/MENTORING DIARY: D7.02 & D7.03

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK Assess your potential as a management coach or mentor, undertake 12 hours coaching or mentoring and reflect on your performance</p> <p><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></p>	
<i>Please use the headings shown below when writing up your assessment</i>	Assessment Criteria
<p>Self-assessment</p> <p>You should start by considering your own ethical and moral values, beliefs, attitudes and personal integrity and critically review how these are likely to affect how well you perform as a leadership mentor or executive coach.</p> <p>You should also critically review the practical skills you need to perform effectively in the role of a leadership mentor or executive coach, especially when working with a diverse group of leaders or potential leaders.</p> <p>You should then use this self-evaluation to explain how you can use these personal qualities and abilities to support the growth of leadership capability, looking particularly at how you will adjust your leadership mentoring or executive coaching practice to respond to differences between individual clients and their organisational contexts.</p> <p><i>(min 17 marks required from 34 available)</i></p>	<ul style="list-style-type: none"> • Own ethical and moral values, beliefs, attitudes and personal integrity are critically reviewed and their effect on own and others' behaviour in the leadership mentoring or executive coaching relationship is assessed • Own communication skills, emotional intelligence and ability to build effective leadership mentoring or executive coaching relationships in a diverse social and cultural environment are critically reviewed • Own ability to support the growth of leadership capability and develop leadership performance in others are critically reviewed • The way that clients' personalities, characters, value systems, knowledge, skills, experience, role and organisational context affect leadership mentoring or executive coaching practice is explained • Own characteristics and ability to build relationships and influence people and situations to achieve desired outcomes through leadership mentoring or executive coaching contracts are evaluated
<p>Planning and undertaking mentoring or coaching sessions</p> <p>The central part of your reflective review and coaching diary should record how you</p> <ul style="list-style-type: none"> • initiated, discussed and evaluated development needs and agreed contract(s) with client(s), • negotiated, prepared for and undertook individual sessions lasting at least 12 hours in total, and • how you reviewed clients' development and support needs and progress towards achieving their goals. <p>This section should not simply record events, but should demonstrate your ability to reflect on and critically review your actions, so that you use all these formative experiences as opportunities to learn and develop as a leadership mentor or executive coach.</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • An effective leadership mentoring or executive coaching relationship is initiated with clients • Clients' development and support needs and goals are discussed and evaluated • A contract for leadership mentoring or executive coaching in the context of these needs and goals is agreed • Individual leadership mentoring or executive coaching sessions are negotiated and appropriately prepared for • At least 12 hours leadership mentoring or executive coaching is undertaken and recorded appropriately • Clients' development and support needs and progress towards achieving their goals are reviewed

<p>Reflections on your performance as a coach or mentor</p> <p>This final section is an opportunity for summative reflection and critical review of your performance as a leadership mentor or executive coach. You should demonstrate your ability to use peer mentoring, your personal and professional networks, client and tutor feedback, and your own reflection to assess your strengths and weaknesses.</p> <p>Having identified these strengths and weaknesses, you should use this insight to plan what you will do to build further on the areas in which you are strong and, in particular, take action on those areas in which you need to improve. You should be looking to plan for the next few months to a year, in terms of personal development, but should also think about the longer term, considering how you want to use your new capabilities to develop your career.</p> <p><i>(min 18 marks required from 36 available)</i></p>	<ul style="list-style-type: none"> • Peer mentoring and personal and professional networks are actively engaged in, in order to seek feedback and advice on own performance as a leadership mentor or executive coach • Feedback from clients and others on own leadership mentoring or executive coaching practice is sought • Feedback own performance is critically reviewed and reflected on to aid development as a leadership mentor or executive coach, using appropriate techniques • Own development needs are identified and action is planned and taken to improve own leadership mentoring or executive coaching practice
<p>By submitting I confirm that this assessment is my own work</p>	

MARK SHEET: REFLECTIVE REVIEW AND COACHING/MENTORING DIARY: D7.02 & D7.03

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
Self-assessment <ul style="list-style-type: none"> • Own ethical and moral values, beliefs, attitudes and personal integrity are critically reviewed and their effect on own and others' behaviour in the leadership mentoring or executive coaching relationship is assessed • Own communication skills, emotional intelligence and ability to build effective leadership mentoring or executive coaching relationships in a diverse social and cultural environment are critically reviewed • Own ability to support the growth of leadership capability and develop leadership performance in others are critically reviewed • The way that clients' personalities, characters, value systems, knowledge, skills, experience, role and organisational context affect leadership mentoring or executive coaching practice is explained • Own characteristics and ability to build relationships and influence people and situations to achieve desired outcomes through leadership mentoring or executive coaching contracts are evaluated 			/34 marks (min 17)	
Planning and undertaking mentoring or coaching sessions <ul style="list-style-type: none"> • An effective leadership mentoring or executive coaching relationship is initiated with clients • Clients' development and support needs and goals are discussed and evaluated • A contract for leadership mentoring or executive coaching in the context of these needs and goals is agreed • Individual leadership mentoring or executive coaching sessions are negotiated and appropriately prepared 				

for <ul style="list-style-type: none"> At least 12 hours leadership mentoring or executive coaching is undertaken and recorded appropriately Clients' development and support needs and progress towards achieving their goals are reviewed 					/30 marks (min 15)
Reflections on your performance as a coach or mentor <ul style="list-style-type: none"> Peer mentoring and personal and professional networks are actively engaged in, in order to seek feedback and advice on own performance as a leadership mentor or executive coach Feedback from clients and others on own leadership mentoring or executive coaching practice is sought Feedback own performance is critically reviewed and reflected on to aid development as a leadership mentor or executive coach, using appropriate techniques Own development needs are identified and action is planned and taken to improve own leadership mentoring or executive coaching practice 					/36 marks (min 18)
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):			

CONTINUING PROFESSIONAL DEVELOPMENT PLAN, LEARNING LOG AND REFLECTIVE REVIEW D7.04

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>To develop a CPD Plan based on using a minimum of 125 hours of supervised leadership mentoring or executive coaching activity and personal networks, to develop as a professional leadership mentor or executive coach,</p> <p><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></p>	
<p><i>Please use the headings shown below when writing up your assessment</i></p>	
<p>Development Plan</p> <p>You should start by outlining your personal goals and the issues that you are seeking to address through supervision. This should be followed by a summary of the key points of your preliminary discussions with your supervisor(s), the goals that you have agreed and your plans for achieving them. These should goals be 'demanding but realistic', and you must demonstrate clearly how your agreed goals meet these two criteria.</p> <p>Your summary also include a brief outline of your discussions with professional networks to support own and others development</p> <p><i>(min 15 marks required from 30 available)</i></p>	<p>Assessment Criteria</p> <ul style="list-style-type: none"> • Demanding but realistic personal learning goals are negotiated, critically reviewed and agreed with coaching supervisor and their achievement is planned using the extended period leadership mentoring or executive coaching practice • Professional networks are engaged in actively to support own and others' development
<p>Learning Log</p> <p>You should complete an extended learning log over a period of at least 125 hours coaching practice which should contain a record of each coaching session with:</p> <ul style="list-style-type: none"> • your personal goals for developing and improving your own performance during each session • the goals agreed with client(s) and a brief plan of each coaching session, and a summary of the coaching activity • feedback from the person being coached or observers relating to the achievement of the goals for the session • your reflections on your performance in that session, 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 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • Challenging but realistic goals are agreed with clients to develop their leadership capability and performance and enhance their innovation and creativity • At least 125 hours leadership mentoring or executive coaching is planned, organised and undertaken to enhance leadership capability and support organisational development

<p>Reflections on your development as a coach over the length of the supervised coaching period</p> <p>You should also maintain records of feedback collected, analysed, discussed, and reflected on. You should also record, periodically, how you have reviewed and, if you have agreed to do so, revised your goals for the supervised practice.</p> <p>Finally, you should plan your own future continuing professional development</p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> • Feedback is sought from clients, supervisor(s) and others on own leadership mentoring or executive coaching practice • Feedback on own leadership mentoring or executive coaching practice over the extended period of leadership mentoring or executive coaching practice is analysed and discussed, reflected on and critically reviewed • Own continuing professional development is planned
<p>By submitting I confirm that this assessment is my own work</p>	

MARK SHEET: CONTINUING PROFESSIONAL DEVELOPMENT PLAN, LEARNING LOG AND REFLECTIVE REVIEW D7.04

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
Development Plan <ul style="list-style-type: none"> • Demanding but realistic personal learning goals are negotiated, critically reviewed and agreed with coaching supervisor and their achievement is planned using the extended period leadership mentoring or executive coaching practice • Professional networks are engaged in actively to support own and others' development 			/30 marks (min 15)	
Learning Log <ul style="list-style-type: none"> • Challenging but realistic goals are agreed with clients to develop their leadership capability and performance and enhance their innovation and creativity • At least 125 hours leadership mentoring or executive coaching is planned, organised and undertaken to enhance leadership capability and support organisational development 			/30 marks (min 15)	
Reflections on your development as a coach over the length of the supervised coaching period <ul style="list-style-type: none"> • Feedback is sought from clients, supervisor(s) and others on own leadership mentoring or executive coaching practice • Feedback on own leadership mentoring or executive coaching practice over the extended period of leadership mentoring or executive coaching practice is analysed and discussed, reflected on and critically reviewed • Own continuing professional development is planned 			/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):	