

External Verifier and Centre Guide to Supporting ILM Level 5 Certificate Coaching and Mentoring

(8580) assignment
submission

The following suggestions do not provide a guarantee of success, however, we hope by increasing the understanding of the terminology and focus of the assessment criteria, we will increase the chances of a successful outcome. There are a few examples of how some learners have approached responses to certain criteria.

The starter checklist before completing all three units:

Refer to the latest ILM mark sheet for the course, so that it is clear which assessment criteria are being used.

Many learners find that by using the exact wording from the assessment criteria as side-headings in assignments, they ensure that full coverage is made.

If centre-adapted templates have been devised, ensure that every assessment criteria in the units/s is addressed.

The sufficiency descriptors provide additional information e.g. 'Critically explore the knowledge, skills and behaviour of an effective coach or mentor'.

The knowledge that needs to be demonstrated underpins all three Level 5 units in Coaching and Mentoring and is, therefore, much more extensive than for most Level 5 Leadership and Management Units and there are a larger number of assessment criteria.

Look carefully at the assessment requirements for units two and three before planning and completing coaching sessions to make sure that enough detail is captured in diaries and/or logs to support the answers. This evidence should draw on evaluations and reflections.

The practice demonstrated in Assignments 2 and 3, practical coaching units, follows the good practice models referred to in Assignment 1 (8580-500) e.g. the contracting process and the use of supervision.

It is helpful to submit assignments for assessment for Unit's 2 and 3 at the same time in order that common appendices can be referred to e.g. Coaching logs, coaching diaries and feedback sheets.

Please note

More detail about the structure of the Assessment criterion and assessment verbs which distinguish Level 3 from Level 5 can be found below. Mark sheets contain sufficiency descriptors for Referral, Pass and Good Pass grades.

8580-500 Assignment One: Understanding the skills, principles and practice of effective management coaching and mentoring

This unit covers an extensive range of both the theoretical and practical aspects of the skills and processes involved with coaching and/or mentoring. To some degree the management of the coaching process within an organisation is also covered, however, only material that is relevant to the assessment criteria is required.

Assessment Criteria – AC As specified on the mark sheet	Starting points for each section- examples of what to include
<p>1.1 Define what coaching and mentoring is within the context of an organisation and explain the similarities and differences between coaching and mentoring</p>	<p>Fully define coaching and mentoring and describe how they might be used within an organisation. Explain the similarities and differences between them.</p>
<p>1.2 Identify potential individual, operational and organisational barriers to using coaching or mentoring and develop appropriate strategies for minimising or overcoming these</p>	<p>Specify three or more potential organisational, operational and individual barriers to coaching within an organisation (i.e. at least one for each).</p> <p>Suggest possible strategies to overcome the barriers.</p>
<p>1.3 Present the case for using coaching or mentoring to benefit individuals and organisation performance</p>	<p>Present the case means providing a rationale or argument for the business case decision to use coaching or mentoring within an organisation, in order to improve organisational and individual performance.</p> <p>Benefits refers to bringing about good or helpful effects. Supporting evidence of research or the experience in other organisations is useful.</p>
<p>2.1 Critically explore the knowledge, skills, and behaviour of an effective coach or mentor</p>	<p>Critically explore means to take evidence from three or more sources and to say to what extent you agree or disagree with that evidence.</p> <p>Consider the use of a model for linked examples.</p> <p>Base the decision on what you judge to be the most important factors and justify how you have made your choice.</p> <p>Effective coach or mentor refers to the degree to which the objectives are achieved.</p> <p>Reference to a model is useful e.g. some learners explore how they are demonstrating effective use of their knowledge, skills and behaviours when using that particular model.</p>

<p>2.2 Analyse why coaches or mentors require effective communication skills</p>	<p>Analyse means to examine something in detail to determine the meaning or essential features and draw conclusions.</p> <p>Effective communication means the two-way information sharing process.</p> <p>Reference to a model is useful.</p>
<p>2.3 Review the responsibilities of the coach or mentor to manage relationships (including values and power) and remain ethical and non-judgemental</p>	<p>Review means making a judgement about the responsibilities of the coach or mentor which relies on a combination of evidence and some kind of theoretical model/s.</p> <p>The importance of the role of coach in managing the relationship will be part of that responsibility.</p> <p>Explicitly refer to values, remaining non-judgemental and how to manage the power dynamic in coaching and mentoring scenarios.</p> <p>Reference a good practice model e.g. EMCC is useful.</p>
<p>3.1 Review a model or process which should be followed when formally coaching or mentoring</p>	<p>Review means making a judgement about the responsibilities of the coach or mentor which relies on a combination of evidence and some kind of theoretical model/s or process e.g. GROW, OSCAR.</p> <p>A review normally has breadth and could include a comparative element, and tends to focus more on the whole. Consider limitations of the model.</p>
<p>3.2 Analyse the rationale for and the characteristics of effective contracting within coaching or mentoring</p>	<p>Analyse means to examine something in detail to determine the meaning or essential features and draw conclusions.</p> <p>Rationale means the purpose of having coaching contracting.</p> <p>Effective means that the outcomes, boundaries roles and responsibilities have been agreed and used to fruition.</p> <p>As part of this analysis, effective feedback will have been provided by both parties within the overall evaluation process.</p> <p>Use of an example of a contract to show contract content is useful.</p>
<p>3.3 Explain the necessity of exploring the expectations and boundaries of a coaching or mentoring programme with all stakeholders</p>	<p>Explain why it is necessary to explore the expectations and boundaries of the coaching or mentoring programme.</p> <p>This usually involves some description of the main characteristics and applies to all parties within the coaching programme i.e. coaches and coachees.</p> <p>The stakeholders are those with an interest in the outcomes of the process e.g. those responsible for managing performance, usually line managers.</p>

<p>3.4 Justify the rationale for supervision of coaches and mentors in practice</p>	<p>Justify means to present an argument for a particular action or choice, in this case of supervision.</p> <p>Rationale means to describe its purpose, suggest benefits and to describe ways in which effective supervision can be provided e.g. individual/group.</p> <p>It may be helpful to look at the following information for further guidance:</p> <p><i>‘Coaching supervision is a term that is used in organisations to describe a situation where the coach (‘the supervisee’) engages another coach (‘the supervisor’) to support the supervisee’s overall development as a coach and their coaching practice’.</i></p> <p>www.coachfederation.org.uk/professional.../coach-supervision/[8.8.15]</p>
<p>4.1 Critically review the elements required for effective and integrated coaching or mentoring</p>	<p>Critically review means to explore ideas and to question the information and take a view based on the evidence and say why.</p> <p>An element is a feature which in this case relates to the organisational dimension e.g. senior management buy-in, clear link to business issue etc.</p> <p>Use of a model is helpful, look at integrated as well as effective coaching e.g. some learners critically review two elements from both effective and integrated, in relation to knowledge, skills and behaviours.</p>
<p>4.2 Analyse how the benefits of coaching or mentoring should be evaluated</p>	<p>Analyse means to examine something in detail to determine the meaning or essential features and draw conclusions.</p> <p>Benefits refers to bringing about good or helpful effects an example could be for the individual and the organisation.</p> <p>Reference could be made to a model or own organisational system but it is important that conclusions or recommendations are included, including any improvements that could be made.</p>

8580- 501 Assignment two: Undertaking management coaching or mentoring in the workplace

Assessment Criteria – AC As specified on the mark sheet	Starting points for each section- examples of what to include
<p>1.1 Explain the rationale for coaching or mentoring for one or more clients and formally agree a contract with one or more clients</p>	<p>Explain means to involve some description of coaching and mentoring with an account of the characteristics involved.</p> <p>Rationale means an analysis of the reasons for undertaking coaching or mentoring with the coachees and evidencing the agreed format to be used.</p> <p>Provide an example of a completed contract (anonymised).</p>
<p>1.2 Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals</p>	<p>Identify individual goals, linked to organisational behaviours framework, team goals and making the clear links between them.</p> <p>Provide actual goals set with coachees.</p>
<p>1.3 Plan and prepare a short coaching or mentoring programme with one or more clients to complete a minimum of twelve hours of formal coaching activity</p>	<p>Gather and present evidence to show how the coaching sessions are planned for the clients related to their own development needs. This must include a minimum of 12 planned hours of formal coaching activity.</p>
<p>2.1 Complete a minimum of twelve hours of coaching or mentoring activity with one or more clients</p>	<p>Provide detailed evidence that 12 hours of coaching has been delivered with three clients.</p> <p>Summarised progress is included for each client at the end of the record.</p>
<p>2.2 Critically review your use of a range of diagnostic coaching and mentoring tools and techniques</p>	<p>Critically review means to explore ideas and to question the information and take a view based on the evidence and say why the tools are helpful.</p> <p>Some learners also look at the requirements of the final unit 8500-803 ACs3.2 and 3.3 at this point to ensure that the review has been fully covered.</p> <p>Include tools and techniques that have been used as part of the coaching and mentoring process and comment on their usefulness including limitations.</p> <p>Please also refer to initial comments about how common appendices may be used for 501 and 503. However, assignments must stand alone and references to specific criteria highlighted.</p>

<p>2.3 Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback</p>	<p>Assess means to examine your ability and make a judgement, based on standard criteria of what is considered to be effective communication.</p> <p>An assessment will judge each area of:</p> <ul style="list-style-type: none"> ▶ Questioning ▶ Listening ▶ Giving feedback ▶ The focus is primarily on impact or outcomes.
<p>2.4 Maintain appropriate overview records of goals, discussion and outcomes including progress towards goals</p>	<p>Include appropriate records of the coaching process.e.g.Coaching logs, Coaching diaries, feedback sheets.</p> <p>Show (in a summary) how you use the information for further development of yourself and the coachees focusing specifically on:</p> <ul style="list-style-type: none"> ▶ Goals including progress towards ▶ Discussion ▶ Outcomes
<p>3.1 Collect feedback on own coaching or mentoring practice on the effectiveness of coaching or mentoring interventions in enabling the achievement of agreed goals and show evidence of this within the coaching/ mentoring diary</p>	<p>Collect relevant and helpful feedback from your coachees or mentees and summarise the main points to contribute to your own development.</p> <p>Effective coaching or mentoring refers to the degree to which the objectives are achieved.</p>
<p>3.2 Review coaching or mentoring activity and holistically explore this for patterns and personal learning and areas for improvement</p>	<p>Review your coaching activity and highlight some main points for yourself. This could be explained as observable characteristics or growth in something that happens in a regular and repeated way or themes.</p> <p>Holistically explore means to take an interest in engaging and developing the whole person. This can be evidenced in reflections and reviews showing awareness of your continuing development needs. This could include any alternative/changes in thinking which could be repeated in the future.</p>
<p>3.3 Reflect on own coaching or mentoring practice (including evidence of supervision/tutorial feedback)</p>	<p>Reflect means to use the approach used in coaching and mentoring sessions to define and inform appropriate improvements, this is linked to feedback from others.</p> <p>At this point, some learners also look at the evidence requirements for the 8500-503 (Reviewing) unit ACs 3.2 and 3.3.This helps to ensure that all information required is collected on an ongoing basis in preparation for the final assignment.</p> <p>Supervision/tutorial sessions e.g. are group or individual, providing an opportunity to reflect on individual coaching situations with the supervisor and fellow coaches.</p>

8580-503 Assignment Three: Reviewing own ability as a management coach or mentor

Assessment Criteria – AC As specified on the mark sheet	Starting points for each section- examples of what to include
<p>1.1 Conduct an evidenced assessment analysis of your own ability as a coach and/or mentor relating to knowledge, skills and behaviours</p>	<p>Provide an in-depth assessment of your own ability as a coach or mentor using feedback from others and your own reflections in relation to:</p> <ul style="list-style-type: none"> ▶ Knowledge – understanding of information about own ability ▶ Skills – coming from knowledge , practice and aptitude ▶ Behaviour – the way in which one acts or conducts oneself.
<p>1.2 Using this analysis critically review your strengths and weaknesses in relation to your skills, behaviours and knowledge as a coach or mentor</p>	<p>A critical review shows your ability to explore your strengths and weaknesses, to question the information and take a view based on the evidence available and say why.</p> <p>Link this specifically to skills, behaviours and knowledge a coach or mentor.</p>
<p>2.1 Critically review the coaching activity undertaken looking at the process, patterns and outcomes</p>	<p>Critically review means to explore ideas and to question the information and take a view based on the evidence and say why the activity is helpful using the following theme:</p> <ul style="list-style-type: none"> ▶ Process refers to the systems, order and arrangements that are in place. ▶ Patterns refers to the use of coaching models ▶ Outcomes refers to the sessions and the contribution to overall goals.
<p>2.2 Critically evaluate your own skills as a coach or mentor focussing particularly on your self-awareness, approach, communication skills, and relationship management</p>	<p>Critically evaluate means to examine the usefulness of specific skills and draw conclusions or make recommendations about your self- awareness, approach, communication skills and relationship management.</p> <p>Relationship management means the skills that are used to inspire, influence and develop other people.</p>
<p>2.3 Discuss how you ensure your coaching or mentoring is ethical and non-judgemental</p>	<p>Discuss means to examine or analyse carefully, and present considerations in relation to behaving in an ethical and non-judgmental manner.</p> <p>Ethical coaching means e.g. behaving in a fair and reasonable way, meets the values of coaching.</p> <p>Being non-judgmental e.g. using the EMCC code of Ethics, covers the areas of competence, context boundary management, integrity and professionalism and these can be applied in very practical terms.</p>

2.4 Provide evidence of reflecting on actual coaching or mentoring activity by using examples and evidence	<p>Reflect means to use the approach used in coaching and mentoring sessions to define and inform appropriate improvements, this is linked to feedback from others.</p> <p>You may find referring to an evaluation model helpful.</p>
3.1 Explain and reflect on the effectiveness of tutorial supervision	<p>Explain means to provide some description of the main characteristics of tutorial supervision applied to all parties within the coaching or mentoring programme.</p> <p>Reflect means to use the approach used in coaching and mentoring sessions to define and inform appropriate improvements, this is linked to feedback from others.</p>
3.2 Provide evidence of how you have recorded and logged your own progress and development as a coach or mentor	<p>Evidence the logged coaching process and include reflections on your own development needs and what you are doing to improve.</p> <p>Specifically address this aspect of coach development in detail giving examples.</p>
3.3 Provide a linked and relevant plan for your future development for a minimum of the next twelve months	<p>Provide an action plan for your future development with a recognition that the linked areas of e.g. skills, knowledge and behaviours all need to be included for a minimum of twelve months.</p>

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