

ILM Level 5 Certificate in Coaching and Mentoring in Management

Assessed Activities

D5.02/5.03

1. Reviewing own ability as a management mentor or coach:

This is where you do a short essay and a critical review of your current abilities, covering each of the 4 bullet points.

1. Ethical and moral beliefs...make sure you give a clear statement of what your views are, and explain how these could impact on a coaching relationship. Critical review of ability and competence in coaching in a non-judgmental way/ self-managed/ EI, and give a relevant example to illustrate this.
2. Ability to address poor or inappropriate attitudes: Need to give an objective assessment of the degree of challenge you typically use, how appropriately it's used. Explain how you maintain a professional distance, adult-to-adult and again give a relevant example for this section.
3. Ability to communicate effectively...: Give an objective assessment of your comms skills, explain that differences (e.g SDI/ MBTI) could give rise to misunderstandings. The easiest way to illustrate this is via a competence table – which will cover off some of the other points too. There's a sample on the following pages, if you want to use Peter Hill's table.
4. Effectiveness of own networks...: need to give a review of your own coaching/ mentoring networks, where can you get inputs/ review your coaching practices/ who can you check in with?

Make sure that identified gaps from here feed into your PDP later on.

To support this piece, it's useful to provide a critical review of yourself against a recognised coaching competence framework, such as the Peter Hill one in the following pages. This model is taken from Concepts of Coaching, Peter Hill.

Sample entries in *red*

Competences (from “Concepts of coaching”)	My current level of competence/ evidence of behaviours *	How I have developed these skills	Identified gaps/ development areas
<p>1. Initiating the coaching relationship:</p> <ul style="list-style-type: none"> - organisation of meetings - establishes clear parameters - gives undivided attention/ puts at ease - establishes trust 	<p>I can confirm/ evidence competence:</p> <ul style="list-style-type: none"> - <i>meetings diarised, confirmed via email</i> - <i>coaching contract established at outset</i> - <i>feedback from coachees’ evidences</i> - <i>feedback/ repeat demand from clients</i> 	<p>I have developed competence in the initiating of coaching relationships by:</p> <ul style="list-style-type: none"> - <i>my own experience of coaching (I received coaching) which gave me a positive role model for behaviours</i> - <i>experience of building rapport/ trust during coaching sessions</i> 	<p>Acknowledged gaps:</p> <ul style="list-style-type: none"> - <i>I need to ensure that clarity of boundaries is established at the outset of EVERY coaching/ mentoring intervention, including the informal ones.</i>
<p>2. Developing the coaching relationship:</p> <ul style="list-style-type: none"> -shows sensitivity to needs, feelings, moods and emotions of others - easily accessible and responds speedily - confronts negative behaviours - provides objective feedback 	<p>I can confirm/ evidence competence:</p>	<p>I have developed competence in the development of coaching relationships:</p>	<p>Acknowledged gaps:</p>
<p>3. Managing self:</p> <ul style="list-style-type: none"> - self-awareness (own values, beliefs, prejudices etc) - controlling emotions – remains detached/ calm and responds honestly - managing personal development and learning – modifies behaviour as a result of feedback/ reflects systematically on own performance 	<p>I can confirm/ evidence competence:</p>	<p>I have developed competence in managing myself by:</p>	<p>Acknowledged gaps:</p>

Competences (from “Concepts of coaching”)	My current level of competence/ evidence of behaviours *	How I have developed these skills	Identified gaps/ development areas
<p>4. Working within an agreed ethical code:</p> <ul style="list-style-type: none"> - agrees clear contract for relationship -recognises/ explains limits of competence -provides information on additional sources of reference/ support - identifies, confronts and works towards resolution of ethical issues 	<p>I can confirm/ evidence competence:</p>	<p>I have developed competence in this area by:</p>	<p>Acknowledged gaps:</p>
<p>5. Working with a set of beliefs:</p> <ul style="list-style-type: none"> - manages own values, beliefs, emotions - displays empathy -demonstrates non-judgmental acceptance of others 	<p>I can confirm/ evidence competence:</p>	<p>I have developed competence in this area:</p>	<p>Acknowledged gaps:</p>
<p>6. Communicating:</p> <ul style="list-style-type: none"> -listening – active listening, questioning -promoting understanding – uses appropriate styles and clarification tools (summarising, paraphrasing, questioning) 	<p>I can confirm/ evidence competence:</p> <p><i>-Feedback from coaching sessions evidences that I have good listening skills. *</i></p> <p><i>- I use a range of NLP techniques to align my style, and use key reflection tools to clarify and promote understanding.*</i></p>	<p>I have developed communication competence:</p> <ul style="list-style-type: none"> - through my experience as a line manager and coach; - through feedback from coachees* - through observation of others 	<p>Acknowledged gaps:</p> <p><i>- I have noticed a tendency sometimes to “machine-gun” question – asking a series of questions without waiting for answers and am working to address this.</i></p>

Competences (from “Concepts of coaching”)	My current level of competence/ evidence of behaviours *	How I have developed these skills	Identified gaps/ development areas
<p>7. Focusing on goals:</p> <ul style="list-style-type: none"> - enables other to identify, clarify and refine their goals -challenges assumptions - enables other to visualise “good” and/ or “success” - overcomes distractions 	<p>I can confirm/ evidence competence:</p> <ul style="list-style-type: none"> - <i>I use techniques (including I-GROW, 4 cornerstones etc) to help identify clear goals and challenge assumptions. *</i> - <i>I use NLP “well formed outcome” techniques to help visualise/ define “good” – feedback from coaching sessions confirms.</i> - <i>I use precision-style techniques to maintain focus and overcome distractions. *</i> 	<p>I have developed competence in this area by:</p> <ul style="list-style-type: none"> - <i>my own experience as a line manager and coach</i> - <i>through feedback from coachees*</i> - <i>through observation of others</i> 	<p>Acknowledged gaps:</p>
<p>8. Striving for excellence:</p> <ul style="list-style-type: none"> - creates concept of what excellence looks and feels like - seeks to identify and overcome barriers to excellent performance - measures oneself against best practice 	<p>I can confirm/ evidence competence:</p> <ul style="list-style-type: none"> - <i>I continually research and benchmark new practices to define/ refine new standards.</i> - <i>Materials, techniques and feedback are continually reviewed in order to maintain/ raise my personal standards.</i> - <i>I’m committed to CPD and maintain detailed coaching logs/ PDP and training schedules.</i> 	<p>I have developed competence in this area:</p> <ul style="list-style-type: none"> - <i>through my own experience of being coached</i> - <i>through my professional accreditations, published quality standards and qualifications</i> - <i>through my observation of other coaches’ behaviours (on this course) and reflection/ discussion afterwards</i> 	<p>Acknowledged gaps:</p>
<p>9. Having a flexible approach:</p> <ul style="list-style-type: none"> -adapts skills, pace and tone to reflect the needs of others - shows sensitivity to needs and emotions of others - respects others’ values, attitudes, beliefs 	<p>I can confirm/ evidence competence:</p>	<p>I have developed a flexible approach:</p>	<p>Acknowledged gaps:</p>

Competences (from “Concepts of coaching”)	My current level of competence/ evidence of behaviours *	How I have developed these skills	Identified gaps/ development areas
<p>10. Thinking and understanding:</p> <ul style="list-style-type: none"> - maintains perspective and balances logic with intuition/ EI - uses a variety of perspectives when trying to make sense of a situation - analyses by breaking down situation into components/ tasks etc and identifies impact and consequences - builds up picture of complete issue and context in which it is positioned 	<p>I can confirm/ evidence competence:</p>	<p>I have developed competence in this area by:</p> <p>-</p>	<p>Acknowledged gaps:</p>

Then you might want to do a final “sum-up” of your potential as a coach, taking into account all of the info in the competence table and in the four points earlier.

Now, the only bits to cover off are these:

D5.02/5.03

2. Planning and undertaking mentoring or coaching sessions

And

D5.02/5.03

3. Reflections on your performance as a mentor or coach

Easiest way of doing these is to simply insert a statement which says that these are covered within the following elements:

- Coaching log – which shows total hours
- Coaching diary – where you give a thumbnail sketch of the sessions, and also provide evidence of your planning etc

Coaching Log (A single-line entry showing who you've coached, when you coached them, and how long the session was.)

Date:	Coachee	Session objective/ coaching topic	Reflective Note ref	Session Time (Hrs)	Cumulative
23.01	Jean	Difficult relationship with board colleague		1	1
Coaching/ Mentoring Log				Cumulative:	

Coaching Diary – (An expanded version of the Log; important to ensure that you show what preparation you did for each session, eg reviewing previous notes etc, and that your diary notes cross-check with your full version of the session (Reflective Note). Assessor will x-check between the various docs.

Date/ Ref	Coachee	Overview of issue	Methodology		Feedback	Reflective Notes –
			Planned approach/ Prep	Tools used		Personal Development Points
23.01/ 01	Jean	Difficult relationship with colleague	<ul style="list-style-type: none"> - Team leader referred via HR - Prepared by reviewing org structure/ notes from HR - Set out principles of coaching contract - Examine impact of friction on personal effectiveness - Use GROW as base model 	<ul style="list-style-type: none"> - Rapport building - GROW model - QAQA – drilled down using precision and 4-cornerstone questions particularly impact/ consequence questions 	<ul style="list-style-type: none"> - Jean said that the session had helped her to understand points of friction and understand impact on other team members - Helped her to identify which behaviours needed to be modified and how 	<ul style="list-style-type: none"> - A good flow which generally followed the GROW model - Approx 70/30 talking - Use of impact questions combined with clean reflection and feedback worked well as enabled her to see how she's coming across to colleagues and impact on other board members
			-	-	-	-
			-	-	-	-
				-		-

There will probably be a few pages of these diary entries.:

At the outset of any coaching relationship the following topics are introduced and agreed as part of the induction process:

- Explains role of coach and nature of relationship (confidential, non-judgmental etc)
- Explains difference between coaching and mentoring and agree “signposting”
- Defines parameters for relationship and boundaries
- Agrees scope and objective for the coaching
- Defines timescales and refer to objective/ re-definition of scope and objective if required
- Agrees principles and parameters for feedback (e.g. to line manager/ organization)
- Explains need for openness, honesty and feedback within the relationship – after you’ve referenced this then *insert your Reflective Notes:*

Reflective Notes:

Date:	Coachee	Ref Note #:
<p>The purpose of this coaching session was to</p> <p><i>(Their issue – describe at top-level only – plus include reference to your purpose as a coach e.g. to practice coaching diff type of coachee/ specific type of issue/ use specific tools.)</i></p> <p><i>(Include a reference to how the person came to you (sent/ requested etc) and what your relationship is with them.)</i></p>		
<p>I used the following techniques within the session:</p> <p><i>(Describe the set up if a new relationship e.g. what boundaries were agreed/ contracting parameters.)</i></p> <p><i>(Describe the flow of the session, what tools you used when and give some verbatims to illustrate coachee responses to specific questions.)</i></p> <p><i>(Include reference to all stages of the model used (e.g. GROW) and any actions agreed.)</i></p> <p><i>Give as much descriptive detail as you can about your style, your questioning, rapport etc; it's about YOU not the content or issue, so ensure that the focus is on what you did, not the coachee issues.</i></p>		
<p>Conclusions:</p> <p><i>(What did you do well/ not so well/ what would you do differently?)</i></p> <p><i>(How did the coachee respond a. to the coaching session and b. specifically to your approach/ style? How do you know? What feedback was obtained from coachee?)</i></p>		

Learner signature

Date:

Ensure that Reflective Notes contain reference to:

- Evidence of contracting
- Evidence of preparation for session
- Clear reference to tools/ techniques used
- Signposting of tools used
- Review of coaching objectives/ progress achieved
- Coachee feedback sought and acted upon
- Conclusions about your performance/ coaching practice
- Identification of any gaps

Appendix 1 – Personal Development Plan - Make sure that the gaps on your competence table cross reference to your diary entries and map across to the identified gaps here.

This document supports the requirements of D5.02 and D5.03 (development areas identified via the Coaching Diary).

Development Item/ Gap	Current impact of this	Remedial/ development action required	How I will know if action point sufficiently addressed

D. 5.02/5.03

I confirm that this is all my own work.

Learner signature:

.....

Date:

.....