



## **(L5) Certificate in Effective Coaching & Mentoring**

### **Delegate Guide/Scheme of Work**

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## 1. Welcome and Introduction

You are about to embark upon your ILM qualification programme, and I am pleased to tell you that we have been delivering these qualifications to a high level of satisfaction and success for over 20 years, so you are in good hands!

ILM qualifications are designed to give you the knowledge, understanding, skills and confidence to improve your performance in the workplace and to do so straight away. They are practical, engaging and fun, and you will hear a mix of new concepts and ideas, make new connections and stretch yourself into different ways of thinking. You will also reinforce many of the things you already practice. Participation is key, so please ask lots of questions and get involved.

## 2. Materials & Resources

### Course Notes

Every course comes with a full set of notes that are yours to keep, so please annotate them as you wish as part of your learning. Your trainer may or may not refer to every page or idea in the notes and there may be additional items to add, but if they do contain something you are not sure about – just ask!



### ILM Website/Membership

All registered delegates automatically become studying members of the Institute of Leadership & Management for 12 months and can enjoy a range of member benefits accessible through the institute's website. At your induction, we'll provide you with a 3-step guide to activating your free studying membership. Studying members are encouraged to upgrade to the appropriate professional grade of membership to enjoy additional benefits that will support their career and personal development.



### Virtual Learning Environment (VLE)

The VLE is a resource where you will find all your note packs, exercises, questionnaires, guides, assignments, feedback and grades. It's an individual space that only you can access and where you will be able to submit your assignments. You can talk with the other learners on your course via the VLE, as well as your trainer and GEL staff. You will be provided login details and passwords on the first day of your course, as well as a guide in how to use the VLE.



### Trainer & Other Delegates

Your trainer is well versed in all things ILM and has a wealth of experience across many different sectors. Don't be afraid to ask questions and discuss ideas you may have as they are here to support you and facilitate your learning and development. Equally valuable is learning with and from other delegates and sharing experiences, so it's important you take part to get the most from your ILM qualification. Please be respectful to others.



### 3. Course Information

#### Course Aims & Objectives

The ILM Level 5 Certificate in Effective Coaching and Mentoring is an ideal qualification for people with significant responsibility for coaching and mentoring as part of their day-to-day role. It is also designed to develop people who are planning to move into a development role or start a career as a freelance coach and mentor

#### Delegate Benefits

- Gain a critical understanding of the role and responsibilities of the workplace coach and mentor
- Deepen your understanding of how coaching and mentoring can impact an organisation
- Be able to assess your own skills, behaviours and knowledge as a coach and mentor
- Provide evidence of your own development as a coach and mentor through the qualification
- Plan your further development
- Plan, deliver and review coaching and mentoring in your organisation

#### Employer Benefits

- Ensure the managers you develop as coaches or mentors are properly equipped with the skills, knowledge and ethical understanding they need
- Develop a coaching and mentoring culture in your organisation, so that managers are able to provide effective support for the development of others and improve performance

#### Progression

This qualification will provide progression opportunities to other qualifications such as:

- ILM Level 5 Diploma in Effective Coaching and Mentoring
- ILM Level 5 Award, Certificate or Diploma in Leadership and Management
- ILM Level 7 Award in Leadership & Management

### 4. Induction

Your programme will start with an induction lasting one hour and will include the following:

- An outline of the qualification and the related learner support available
- Institute of Leadership & Management studying membership and benefits
- Expectations of, and benefits to, the individual and where relevant, their employer
- Format of the programme – content, hours, attendance, delivery methods, etc
- The assessment requirements, including assessment criteria
- Roles and responsibilities of centre staff, learners and ILM
- Learning and study skills, including use of library, internet and any open or on-line learning
- Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism

## **5. Structure**

### **The Skills, Principles and Practices of Effective Coaching & Mentoring**

#### **Session 1: Induction**

- See section 4 above.

#### **Session 2: Principles and Benefits of Coaching & Mentoring**

- The principles and benefits of coaching and mentoring
- Differences and similarities of coaching and mentoring
- The psychology of coaching and mentoring
- The core skills needed for effective coaching and mentoring

#### **Session 3: Different types of Coaching and Coaching Models**

- Different types of coaching (Ad hoc, planned, behaviour and/or performance related)
- Coaching approaches for Managers
- GROW and OSCAR

#### **Session 4: Coaching tools and techniques (1)**

- Question techniques & Listening skills
- Rapport building and trust
- Body Language
- Providing Feedback

#### **Session 5: Coaching tools and techniques (2)**

- Setting Outcomes
- The Performance Wheel
- Emotional Intelligence
- Learning Styles, Transactional Analysis
- Others

#### **Session 6: Planning a coaching session**

- Considerations when planning sessions
- The need for Contracting
- Methods of evaluating sessions/programmes
- Coaching documentation

#### **Session 7: Coaching Culture and Continuous Improvement**

- Standards and Ethical Coaching
- Coaching Supervision
- CPD

#### **Session 8: Evaluation & Feedback**

- Discussion re: assignments
- Your progress re: Coaching
- Any issues?
- What went well, what you need to improve

## 6. Assessment

There are three assignments in the Certificate programme, which are shown below. They comprise an assignment to test your knowledge and understanding of core coaching and mentoring principles, a portfolio of evidence of you undertaking coaching practice and a Reflective Journal discussing your development as a coach or mentor. The assessment provides great opportunity to embed your learning into practice.

- 1) **Assignment:** Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context. (6 credits)
- 2) **Portfolio:** Undertaking Effective Coaching or Mentoring within an Organisational Context. (5 credits)
- 3) **Reflective Journal:** Reviewing Own Ability as a Coach or Mentor within an Organisational Context. (5 credits)

Full guidance will be given on the completion of the assessments throughout the course.

## 7. Appeals Policy

You can appeal against assessment decisions or marks awarded if you are not satisfied. This should be done in the first instance with your trainer/assessor, who will be able to explain their decision. If you are still dissatisfied, you should contact GEL's Office Manager on 01452 221777 or by emailing [rebecca.brinton@glosterprise.co.uk](mailto:rebecca.brinton@glosterprise.co.uk) and clearly explain your dispute. GEL's Internal Verifier (IV) will be asked to investigate and you will be told when to expect a response, at which time you will be given the IV's decision and reasoning. If you are still dissatisfied, you can appeal via ILM's Regulation and Business Improvement Manager, within 30 days of GEL informing you of their decision following the internal investigation, by emailing [ILMRegulation@i-l-m.com](mailto:ILMRegulation@i-l-m.com).

## 8. Complaints Procedures

If you are not satisfied with the quality of our training or any aspect of our service, please let us know as we are keen to put things right. We have an easy to use and effective procedure in place that demonstrates our commitment to learning from our mistakes and not repeating them.

- Complaints can be made to any member of staff, in person, by telephone, email or in writing.
- You will receive acknowledgement of your complaint and assurance it will be dealt with swiftly. Where further information needs to be gathered, we will inform you of the timeframe we need and keep you regularly updated on the status of your complaint.
- Actions resulting from a complaint will be put in place quickly and without fuss.
- Complaints that are dealt with locally are usually resolved quickly, so we encourage you to speak up the moment you feel aggrieved
- If you feel the need to complain you should first contact GEL's Office Manager, Rebecca Brinton on 01452 221777, or the Managing Director, Kevin Holt, on the same number.
- If your complaint is to do with a qualification, you can contact the Internal and/or External Verifier of the Awarding Body - details of which will be given on request.
- All complaints will be kept on file at GEL and any outcomes communicated to all staff. Where procedures need to be changed, they will be and passed to all concerned. Documentation will be updated.
- Complaining does not affect your rights, nor how we feel about you and your company.
- All complaints are read by the Managing Director and remedial action is taken when possible

## 9. From Certificate to Diploma

To achieve the ILM (L5) Diploma in Effective Coaching and Mentoring you will need to engage in an extended period of Management Coaching or Mentoring in the workplace. This will require you to conduct 100 hours of coaching in the workplace. Please ask GEL staff to provide you with the assignment below if this is of interest to you.

### Portfolio: Undertaking an Extended Period of Effective Coaching or Mentoring within an Organisational Context

- Be able to plan and prepare an extended period of effective coaching or mentoring within an organisational context
- Be able to undertake and record at least 54 hours of effective coaching or mentoring with a minimum of 4 and a maximum of 9 individuals
- Be able to demonstrate and evidence ongoing reflection and review of own coaching or mentoring practice

## 10. Assessment Brief & Instructions

### General guidance

#### Unit 500 Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an Organisational Context

This is a formal assessment for which the quality and accuracy of your work will be assessed. It is therefore important that you carry your work out to the highest standard you can. You should show how well you know and understand the subject and how you are able to use your knowledge and skills to complete the tasks below.

### Tasks context

You may want to relate your answers to an organisation that you work in. This could include experience of working in a voluntary capacity. Alternatively, if you are not currently working within an organisation, or proposing to work in a freelance capacity, then you may complete the tasks in relation to an organisation with which you are familiar.

### Conditions of assessment

You must carry out the tasks by yourself. You may research and collect the information you want to use under unsupervised conditions.

### Authenticity of work

The work submitted should be your own work. You must acknowledge any work that is not your own using a recognised referencing notation and present direct quotes from other sources in quotation marks. You must make a formal declaration of authenticity (ie that the work is your own). This is a prerequisite for an assessment to take place because no investigation for plagiarism can be carried out without this confirmation. A declaration of authenticity is included in the ILM submission cover sheet, included in the [ILM Plagiarism Policy and Guidance](#).

### Types of evidence and word count

A written report is the main way to complete the task. The suggested word count for this unit is 4,000 to 5,500 words, not including appendices. You should complete all of the following tasks in the order listed below. Each of the descriptions and explanations given should be detailed, correct and appropriate to your context.

## Assignment Tasks

You have been asked to present a report on the business rationale for Coaching and Mentoring, within either your organisation or one that you are proposing to work in, to the Senior Management Team (SMT). This report will help the SMT to further develop their understanding of the role of Coaching and Mentoring and its benefits to individuals, teams and the organisation as a whole. There are some potential factors which would reduce the chance of success and the SMT has requested you to set out strategies for addressing how these potential factors can be addressed so that a successful programme can be achieved. Provide an answer for ALL of the following tasks:

### Task 1

The opening section of your report demonstrates your ability to be able to apply knowledge and understanding of best practice to your current context. As an introduction to the report, briefly outline the situation in which you either work or intend to work, as a Coach or Mentor.

- 1.1 Starting with definitions to base your evidence on for both coaching and mentoring, explain both their similarities and differences. You must provide a minimum of two similarities and two differences.
- 1.2 Provide an evaluation of how the organisational context affects coaching or mentoring, include at least three of these for either coaching or mentoring.
- 1.3 Present the business rationale for either coaching or mentoring, including at least two benefits to individuals and at least two benefits to organisations.
- 1.4 Make an assessment of how the impact of coaching and mentoring will be measured for both individuals and the organisation. Include at least one example of a measure for individuals and one example of a measure for the organisation
- 1.5 Looking ahead, identify at least two potential individual barriers and at least two potential organisational barriers to coaching or mentoring and develop strategies to overcome or minimise each of these potential barriers.

### Task 2

In the second section of your report, create a 'fit for purpose' training proposal that will support individuals in their development as an effective coach or mentor. This proposal may be based on the theoretical aspects required for aspiring coaches or mentors.

- 2.1 Review the required knowledge and skills and behaviours for future course content, in order for each individual to become an effective coach or mentor. Provide one referenced example for each of knowledge and skills and behaviours to support the review.
- 2.2 Communication skills are an essential part of the coaching and mentoring role, in order for the coach or mentor to be effective, conduct an analysis of the required communication skills, including at least four skills.
- 2.3 The report should include a review of the responsibilities of the coach or mentor to manage effective relationships in order to inform the job and role description of the coach or mentor. The report should also include how the coach or mentor remains ethical and non-judgmental.
- 2.4 Select and review a coaching or mentoring model that can be followed within an organisational context.
- 2.5 Provide a justification for reflective practice and individual and peer and group supervision as part of the ongoing professional development requirements of the coaches or mentors to ensure competent practice

### Task 3

In order to provide a pool of established coaches and mentors within the organisation, prepare the necessary guidance and documentation that will be used as part of the contracting process and ensure a consistent approach across the organisation.

- 3.1 Analyse the reasons for and the characteristics of an effective contracting process. Reference must be made to a membership body's code of practice to inform the analysis.
- 3.2 Provide an explanation of how to manage the coaching or mentoring process and include the main stages of the process, from initial contracting to final evaluation.



## Unit 501 Undertaking Effective Coaching or Mentoring within an Organisational Context

## Unit 503 Reviewing Own Ability as a Coach or Mentor within an Organisational Context

### Assessment instructions

#### Portfolio of evidence & Reflective Journal

The portfolio of evidence must be valid, fit for purpose and based on the unit assessment criteria. To pass each internally assessed unit, you must:

- Satisfy all assessment criteria by providing sufficient and valid evidence.
- Demonstrate that the evidence is your own.

Assessment decisions are determined as competent (Pass) or not yet competent (Refer) and the only acceptable reason for a referral is a failure to meet one or more assessment criteria.

#### Types of evidence

A balance of evidence types can be produced in order to demonstrate your understanding and competence. You should pay close attention to the assessment verbs in order to meet the assessment requirements for a Pass grade, this will include introductions and summaries of information to bring the individual evidence examples together into a coherent document. The portfolio of evidence should be set out in a structured manner and presented in the order set out below.

#### Example documents to record portfolio of evidence of activities

The diary of coaching activity will provide evidence towards the achievement of these units, along with the exemplar documents for the reflective log, feedback to coach from individual being coached, outcomes of a supervision session and CPD plan. The documents are based on your coaching sessions.

#### Documents to complete:

- **Coaching Diary:**  
For you to plan, structure and record the coaching or mentoring sessions
- **Reflective Log:**  
For you to log after each session to reflect on the session completed. This can also be used for evidence towards the Reflective Journal in unit 503 (Reviewing Own Ability as a Coach or Mentor within an Organisational Context)
- **Feedback to coach from individual being coached**  
Once you have completed the required hours of coaching, you should ask the coachee to complete this feedback sheet
- **Outcomes of a supervision session**  
For the learner to receive feedback on coaching sessions from the supervisor/tutor
- **Continuous Professional Development (CPD) plan**  
For evidence towards the Reflective Journal in unit 503 (Reviewing Own Ability as a Coach or Mentor within an Organisational Context)
- **Feedback on the learner's coaching**  
For the supervisor/tutor to observe you in practice and provide feedback.