**ILM Level 5 Certificate in Coaching - Initial Assessment Name:**

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| **Learning outcome** | **Assessment criteria** | **My level of knowledge** | | | **How often I do this** | | | | **Comments** |
|  |  | A lot | Some | None | Every day | Once a week | Once a month | Never |  |
| 1. **Understanding the skills, principles and practice of effective management coaching and mentoring** | | | | | | | | | |
| 1 Understand the purpose of coaching and mentoring within an organisational context | 1.1 Define what coaching and mentoring is within the context of an organisation and explain the similarities and differences between coaching and mentoring |  |  |  |  |  |  |  |  |
| 1.2 Identify potential individual, operational and organisational barriers to using coaching or mentoring and develop appropriate strategies for minimising or overcoming these |  |  |  |  |  |  |  |  |
| 1.3 Present the case for using coaching or mentoring to benefit individuals and organisation performance |  |  |  |  |  |  |  |  |
| 2 Understand the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor Understand the process and content of effective workplace coaching | 2.1 Critically explore the knowledge, skills, and behaviour of an effective coach or mentor |  |  |  |  |  |  |  |  |
| 2.2 Analyse why coaches or mentors require effective communication skills |  |  |  |  |  |  |  |  |
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| 2 Understand the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor (cont) | 2.3 Review the responsibilities of the coach or mentor to manage relationships (including values and power) and remain ethical and non-judgemental |  |  |  |  |  |  |  |  |
| 3 Understand the role of contracting and the process to effectively coach or mentor | 3.1 Review a model or process which should be followed when formally coaching or mentoring |  |  |  |  |  |  |  |  |
| 3.2 Analyse the rationale for and the characteristics of effective contracting within coaching or mentoring |  |  |  |  |  |  |  |  |
| 3.3 Explain the necessity of exploring the expectations and boundaries of a coaching or mentoring programme with all stakeholders |  |  |  |  |  |  |  |  |
| 3.4 Justify the rationale for supervision of coaches and mentors in practice |  |  |  |  |  |  |  |  |
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| 4 Understand the principles of effective coaching or mentoring in practice and how to evaluate benefits Be able to plan and organise workplace coaching sessions | 4.1 Critically review the elements required for effective and integrated coaching or mentoring |  |  |  |  |  |  |  |  |
| 4.2 Analyse how the benefits of coaching or mentoring should be evaluated |  |  |  |  |  |  |  |  |
| 1. **Undertaking management coaching or mentoring in the workplace** | | | | | | | | | |
| 1 Be able to plan and prepare for management coaching or mentoring programmes based on identified developmental needs and goals  Be able to undertake at least six hours effective workplace coaching activity | 1.1 Explain the rationale for coaching or mentoring for one or more clients and formally agree a contract with one or more clients |  |  |  |  |  |  |  |  |
| 1.2 Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals |  |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |  |
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| 2 Be able to undertake and record at least twelve hours of formal coaching or mentoring activity with one or more clients | * 1. Complete a minimum of twelve hours of coaching or mentoring activity with one or more clients |  |  |  |  |  |  |  |  |
| * 1. Critically review your use of a range of diagnostic coaching and mentoring tools and techniques |  |  |  |  |  |  |  |  |
| * 1. Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback |  |  |  |  |  |  |  |  |
| * 1. Maintain appropriate overview records of goals, discussion and outcomes including progress towards goals |  |  |  |  |  |  |  |  |
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| 3 Be able to reflect and review own management coaching or mentoring practice  3 Be able to reflect and review own management coaching or mentoring practice (cont) | 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 |  |  |  |  |  |  |  |  |
| 3.2 Review coaching or mentoring activity and holistically explore this for patterns and personal learning and areas for improvement |  |  |  |  |  |  |  |  |
| 3.3 Reflect on own coaching or mentoring practice (including evidence of supervision / tutorial feedback) |  |  |  |  |  |  |  |  |
| 1. **Reviewing own ability as a management coach or mentor** | | | | | | | | | |
| 1. Be able to assess your own skills, behaviours and knowledge as a coach and mentor | * 1. Conduct an evidenced assessment analysis of your own ability as a coach and/or mentor relating to knowledge, skills and behaviours |  |  |  |  |  |  |  |  |
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| 1 Be able to assess your own skills, behaviours and knowledge as a coach and mentor (cont) | 1.2 Using this analysis critically review your strengths and weaknesses in relation to your skills, behaviours and knowledge as a coach or mentor |  |  |  |  |  |  |  |  |
| 2 Be able to critically review and reflect on the effectiveness of your own practice as a coach or mentor | 2.1 Critically review the coaching activity undertaken looking at the process, patterns and outcomes |  |  |  |  |  |  |  |  |
| 2.2 Critically evaluate your own skills as a coach or mentor focussing particularly on your self-awareness, approach, communication skills, and relationship management |  |  |  |  |  |  |  |  |
|  | * 1. Discuss how you ensure your coaching or mentoring is ethical and non-judgemental |  |  |  |  |  |  |  |  |
|  | * 1. Provide evidence of reflecting on actual coaching or mentoring activity by using examples and evidence |  |  |  |  |  |  |  |  |
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| 3 Be able to demonstrate how you have developed and how you plan to develop in the future as a coach or mentor | 3.1 Explain and reflect on the effectiveness of tutorial supervision |  |  |  |  |  |  |  |  |
| 3.2 Provide evidence of how you have recorded and logged your own progress and development as a coach or mentor |  |  |  |  |  |  |  |  |
| 3.3 Provide a linked and relevant plan for your future development for a minimum of the next twelve months |  |  |  |  |  |  |  |  |