LEVEL 5 MANAGEMENT COACHING AND MENTORING

(RQF) Syllabus | March 2018 | Version 7

CONTENTS

UNITS

QUALIFICATION PURPOSE

These qualifications are designed to support managers in the development of management coaching and mentoring skills, and to identify the links between coaching, mentoring and the achievement of the business goals.

TITLES AND REFERENCE NUMBERS

The titles given below are the titles as they will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of submission, which confirms that this is a regulated qualification on the RQF and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI CODE	TITLE	QUALIFICATION REFERENCE NUMBER
5A2V2	CMI Level 5 Award in Management Coaching and Mentoring	600/9465/5
5C2V2	CMI Level 5 Certificate in Management Coaching and Mentoring	600/9466/7
5D2V2	CMI Level 5 Diploma in Management Coaching and Mentoring	601/0103/9

KEY DATES

These qualifications are regulated from 1st September 2013, and the operational start date in CMI Centres is 1st January 2014. The regulation ends on 31st August 2020.

PROGRESSION

CMI would recommend the below qualifications as a possible progression route, once complete the Management Coaching and Mentoring qualifications:

- CMI Level 5 Qualifications in Management and Leadership

- CMI Level 6 Qualifications in Management and Leadership

- CMI Level 7 Qualifications in Leadership Coaching and Mentoring

Please see also the CMI Website for further information on CMI's portfolio of Level 5 qualifications.

ENTRY AND RECRUITMENT

These qualifications can be offered to Learners from age 19. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centre must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs

- enable and facilitate learning and achievement

- enable progression

In order to achieve this, the CMI Centre will need to:

- Provide relevant programme information, guidance and advice, to enable informed Learner choice

- Publish entry and selection criteria

- Demonstrate that Learners are recruited with integrity

- Carry out comprehensive Learner induction that:

  - addresses programme and organisational requirements

  - explains Learner facilities

  - identifies Learners' development needs

  - develops an Individual Learning Plan

The qualification is offered in the medium of the English Language.

EQUIVALENCES

CMI qualifications at RQF Level 5 portray practical skills and competences that are rated in academic terms as being comparable to Foundation Degrees and Higher National Diploma (HND).

DEFINITIONS

Total Qualification Time (TQT) is defined as *the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements –*

a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*

b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

Total Unit Time (TUT) is defined as *the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a unit.*

Guided Learning Hours is defined as *the activity if a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

Immediate Guidance or Supervision is defined as *the guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –*

a) *with the simultaneous physical present of the Learner and that person, or*

b) *remotely by means of simultaneous electronic communication*

Credit value is defined as being *the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.*

Rule of Combination is defined as being *a rule specifying the combination of unit which may be taken to form a particular qualification, any units which must be taken and any related requirements.*

RULES OF COMBINATION

CMI Level 5 Award in Management Coaching and Mentoring

Learners need to complete any combination of units to a minimum of 6 credits. The minimum Total Qualification Time is 60 hours, including 40 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
Unit 5014V1	Introduction to management coaching and mentoring	6	40	60
Unit 5015V1	Management of coaching and mentoring	6	45	60
Unit 5016V1	Using coaching and mentoring skills as a manager	6	45	60
Unit 5017V1	Coaching practice and theory	6	45	60
Unit 5018V1	Mentoring practice and theory	6	45	60
Unit 5019V1	Management of action learning	6	45	60

CMI Level 5 Certificate in Management Coaching and Mentoring

Learners need to complete any combination of units to a minimum of 18 credits. The minimum Total Qualification Time is 180 hours, including 130 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
Unit 5014V1	Introduction to management coaching and mentoring	6	40	60
Unit 5015V1	Management of coaching and mentoring	6	45	60
Unit 5016V1	Using coaching and mentoring skills as a manager	6	45	60
Unit 5017V1	Coaching practice and theory	6	45	60
Unit 5018V1	Mentoring practice and theory	6	45	60
Unit 5019V1	Management of action learning	6	45	60

CMI Level 5 Diploma in Management Coaching and Mentoring

Learners need to complete all units totalling 42 credits to achieve this qualification. The minimum Total Qualification Time is 420 hours, including 285 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
Unit 5001V1	Personal development as a manager and leader	6	20	60
Unit 5014V1	Introduction to management coaching and mentoring	6	40	60
Unit 5015V1	Management of coaching and mentoring	6	45	60
Unit 5016V1	Using coaching and mentoring skills as a manager	6	45	60
Unit 5017V1	Coaching practice and theory	6	45	60
Unit 5018V1	Mentoring practice and theory	6	45	60
Unit 5019V1	Management of action learning	6	45	60

DELIVERY OF CMI QUALIFICATIONS

CMI does not specify the mode of delivery for its qualifications at Level 5; therefore CMI Centres are free to deliver the Level 5 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Please ensure that the content of the Centre Delivery plan is approved by the CMI Quality Manager.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Centre Handbook for more information.

ASSESSMENT AND VERIFICATION

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual unit.

The primary interface with the Learner is the Assessor whose job it is to assess the evidence presented by the Learner. The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

The CMI Centre's assessment plan, to be agreed with the Quality Manager, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, CMI Centres must ensure that:

- The selected assessment task/activity is relevant to the content of the unit
- There are clear instructions given to Learners as to what is expected
- Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
- The language used in the assessment is free from any bias
- The language and technical terms used are at the appropriate level for the Learners

In addition to the specific assessment criteria in each unit, the Learner's work must be:

- Accurate, current and authentic
- Relevant in depth and breadth

and must also show the Learner's:

- Clear grasp of concepts
- Ability to link theory to practice, and
- Ability to communicate clearly in the relevant discipline at the expected level for the qualification

There is no grading system for CMI qualifications, and external moderation of Learners' work only confirms that the required criteria for achievement have been met. CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

CMI Centres are encouraged to use a range of methods to ensure that all the learning outcomes and assessment criteria are met, and to enhance Learners' development. Assessment methods can include:

- Case studies
- Role play
- Time constrained tests
- Examinations
- Assignments
- Reports
- Integrated work activities
- Viva voce
- Projects
- Presentations

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the CMI Centre Handbook for more information.

WORD COUNT & APPENDICES

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 5. The amount and volume of work for each unit at this level should be broadly comparable to a word count of 2500- 3000 words.

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report.   However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

EXTERNAL ASSESSMENT

As part of our dedicated service, Chartered Management Institute (CMI) Awarding Body offers the opportunity for all centres to have their Learner's assignments externally assessed.

Some CMI Centres choose to send one assignment of the qualification to be externally assessed, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work assessed and certificated within a six week period. Please refer to fee's guide for the actual cost.

Further information on this service and the units for which is available appears on the CMI website.

ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

RECOGNITION OF PRIOR LEARNING AND ACHEIVEMENT

For further guidance on RPL and exemptions can be found in CMI RPL policy. Please click here.

MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI through until the completion of their studies. For details of the benefits of membership please click here. There may be the opportunity to upgrade during the Learners studies dependant on successfully completing an assessment with CMI.

CHARTERED MANAGER

Chartered Managers are consistent high performer, committed to current best practice and ethical standards.

A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please click here.

STUDY RESOURCES

Management Direct

www.managers.org.uk/mgtdirect

It's fast, comprehensive and free to members

Management Direct is a complete online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to develop their skills.

• 220 Management Checklists and 60 Management Thinker profiles

• One page overviews of key Management Models

• Multimedia resources – 400 Leader Videos and e-learning modules

• CMI research and Professional Manager articles

• Authoritative definitions of management terms

• Over 11,000 articles and 600 ebooks to read online when you need them

• Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies

• Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions give you a headline understanding of topic; Checklists and Models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

E-journals

For in depth research try our e-journals service

CMI has joined forces with EBSCO Information Services to offer members access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

Access to Business Source Corporate is through ManagementDirect.

Online CPD

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work.

Our online CPD scheme enables you to record your learning objectives and the activities you have undertaken and encourages you to assess its impact in your role as a manager. Print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

PERSONAL DEVELOPMENT AS A MANAGER AND LEADER

Unit Level	5
Unit Number	5001V1
Ofqual Reference	F/504/9024
Credit Value	6
Total Unit Time	60
Guided Learning Hours	20

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Be able to assess and plan for personal professional development	**1.1** Identify the importance of continual self-development in achieving organisational objectives	Here you have been asked to explain the importance of continual self-development in achieving organisational objectives referencing. It would be helpful to answer this criterion with reference to your own development. You might use writers such as Pedler, Burgoyne and Boydell (2007) to support your explanation. There are numerous writers on this subject and your response should not only look at personal reasons for development but also how your development helps your organisation in achieving its objectives. A comprehensive answer might also include writers such as Mullins (2013) or Torrington et al (2008) to show how personal development can

			support organisations.
1.2	Assess current skills and competencies against defined role requirements and organisational objectives		This criterion requires that you make some assessment of your current skills and competencies with reference to your current or future role and link this to organisational objectives. In effect you are asked to make an analysis to identify your skill and competency gap. Your answer might include reference to skills in terms of behavioural competences and underpinning knowledge required to carry out current and potential job tasks and role requirements. In addition, your gap analysis might then include objectives to fill these gaps, which may be carried forward into your development plan at 1.4.
1.3	Identify development opportunities to meet current and future defined needs		Having made an analysis of your current skills, competencies and identified gaps, here you are asked to identify ways in which these gaps might be filled through a range of development opportunities. This could be through a range of activities including: work-placements, sabbaticals, courses, e-learning, shadowing, coaching, mentoring and project work. Reference might also be made to the development cycle, Kolb, and to your personal learning style (VAK or Honey and Mumford).
1.4	Construct a personal development plan with achievable but challenging goals		Here you are required to produce a personal development plan with achievable but challenging goals. This can be in chart format or as a narrative but, as a minimum, should include the following • key tasks • SMART objectives • performance indicators

				• dates • milestones, • review dates
2	Be able to plan the resources required for personal professional development	**2.1**	Identify the resources required to support the personal development plan	Having developed a plan you are required to indicate the answer to assessment of resources you might require to support your personal development plan. Resources could include some of the following: time away from work, personally managing own time, materials, technologies, finance and access to people to act as a mentor, access to a coach and support of colleagues or family.
		2.2	Develop a business case to secure the resources to support the personal development plan	This criterion requires that you develop a business case to secure the resources to support your personal development plan. Here you will show how you plan to achieve the resources that you have identified in 2.1. A business case could indicate timescales and possible payback for support of your business case with some literature on this subject for example Torrington, Hall and Taylor (2008). A very well development answer might also show how you might calculate a return on investment (ROI) of the development.
3	Be able to implement and evaluate the personal development plan	**3.1**	Discuss the processes required to implement the personal development plan	Here you are asked to discuss, this is more than a mere description of the implementation strategy for your plan. You might also include how this has been shared with stakeholders, revision of SMART objectives, KPIs, assumptions and milestones to be achieved. You might also want to outline how your job role will be covered during any periods when you will be undertaking development activities. The process might also include how your PDP is to be monitored, managed and updated.

		3.2	Evaluate the impact of the personal development plan on the achievement of defined role requirements and organisational objectives	This criterion requires an evaluation of the impact of your personal development plan on the achievement of a defined role requirements and organisational objectives. A full answer might include an evaluation of the gap analysis illustrating the gap between current "skills and know hows" with the future role requirements and how the gap is being or will be bridged with an indication of the impact on the achievement of SMART objectives and contribution to achievement of the organisation's strategy.
		3.3	Review and update the personal development plan	Here you will indicate how and with whom you might review and update your personal development plan against key milestones and SMART objectives. Your answer might also show how the review process might be affected by personal or organisational changes over a period of time. Depending on when you started the personal development plan, you may be able to conduct an actual rather than hypothetical update, in which case it may be helpful to add a column to a tabular format plan for outcomes, and to add additional rows for any new development needs which have emerged in the intervening period, to demonstrate that the process is ongoing.
4	Be able to support and promote staff welfare	**4.1**	Discuss the relationship between staff welfare and organisational objectives	Here you are asked to discuss and not just describe some of the issues that relate to staff welfare and meeting organisational objectives. This is more than Health and Safety and could include the proactive approach to occupational health (OH), work life balance (WLB), work place staff, managing sickness absence or flexible

working and how these requirements:
- • fit with the business strategy
- • add value to operational requirements
- • are appropriate to the size of your organisation
- • are fully supported by management at the highest level.

4.2	Explain the process for assessing staff welfare	Here you are required to explain the process for assessing staff welfare. You should refer to the points raised in 4.1 and look at how each might be measured with reference to the organisational objectives again highlighted in 4.1.
4.3	Explain the actions to be taken by the manager in dealing with a staff welfare issue	This could potentially be a very large section. In order to keep within your word count you should limit your response to include staff welfare issues with which you have some experience. You might use some of the following and with examples show how a manager might need to respond: • Ensuring an healthy and safe workplace environment • A manager's role with reference to the Control of Substances Hazardous to Health (COSHH) Regulations 2002 • Risk assessment of the premises and working practices • Communication and staff welfare • Organising health and safety personnel and allocating individual responsibilities • Arranging appropriate training • Devising appropriate documentation • Implementing policies and procedures including inspections and audits, evaluating performance and making changes • Enabling flexible working

				• Highlighting work place stress
		4.4	Describe how to communicate responsibilities for staff welfare to the team	For this criterion your answer would build on the response to assessment criteria 4.3.A good answer might mention different methods of communication and might also mention Shannon and Weavers' communications model.
		4.5	Discuss records that may be maintained to demonstrate that staff welfare is supported	This section requires a discussion of the records that may be maintained to demonstrate that staff welfare is supported. Reference needs to be made to a specific context, most probably explored in different parts of this assignment. Specific records might include: • Sickness and absence records • Accident records • Risk analyses • Maintenance records and reports

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about assessing and improving individual management and leadership skills and competencies against objectives.

INTRODUCTION TO MANAGEMENT COACHING AND MENTORING

Unit Level	5
Unit Number	5014V1
Ofqual Reference	F/504/9055
Credit Value	6
Total Unit Time	60
Guided Learning Hours	40

Good Practice

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When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Understand the concept and purpose of management coaching and mentoring	**1.1** Describe the purpose of coaching in human resources development	Throughout this unit it is important that you clearly distinguish between the two different processes of coaching and mentoring. Consider how you would use coaching to develop people or improve their performance. You may want to refer to the research undertaken by Parsloe, Bluckert and Gallwey who address the behavioural aspect of coaching. You may wish to provide examples and state why you have selected coaching as the development method as this demonstrates your knowledge of its purpose. In terms of human resource development you could relate this to the employee life cycle from

				induction, managing performance, learning new skills or tasks, promotion and development, career change, talent management, and redundancy support etc. You may wish to consider the impact coaching can have on assisting people through personal and organisational change. You may wish to consider models such as Prochaska, Zeus and Skiffington and Goldsmith
		1.2	Describe the role of mentoring in management	Consider your role as a manager and your responsibilities for people and explore how mentoring can assist in that role. It would help to demonstrate your understanding if you provide practical examples.
		1.3	Evaluate the difference between coaching and mentoring	To illustrate your understanding, you should be able to compare and contrast the differences between coaching and mentoring, critically appraising the differences and clearly stating why you would select one method over the other to support and develop people. You may find it helpful to use a template for this purpose.
2	Be able to determine the use of management coaching as a tool in human resources development	**2.1**	Evaluate the benefits of coaching in performance management	In attempting to answer this, it is important to first of all be clear about your understanding of performance management. This will enable you to establish how and where coaching could assist in that process. It would be useful to show that you have considered how coaching supports those who are underperforming as well as enabling high performers to fulfil their potential. You may wish to provide examples of different levels of performance and how coaching may help. It would also be useful to consider the short term and long term benefits of coaching. For example, if one of the purposes of coaching is to help coachees

				develop their own solutions; consider how that impacts on team and organisational performance.
		2.2	Explain the role of coaching in team learning	It would be useful to consider what constitutes team learning and how the coaching role may assist. It would be useful to provide examples. Witherspoon's coaching continuum may help you to explore how the different ways coaching could be utilised within the team environment. Consider a team development plan which links the business plan and personal development plans, aligning learning for the benefit of team tasks and team members. You could identify what skills and knowledge the team require to achieve results over the next twelve months, what they will need to do to achieve this and the role coaching could take.

You may wish to consider the impact of coaching within your own team development and learning or select a different team such as a management development programme as an example. |
| **3** | Be able to determine the use of management mentoring as a tool in human resources development | **3.1** | Evaluate the benefits of mentoring in performance management | A link can be drawn to both 1.3 and 2.1, depending on the depth of your critical appraisal in each case. You will this time need to be clear when you would select mentoring as a tool rather than coaching, and to critically appraise the benefits of mentoring in the performance management process, providing examples from your own experience where possible. |
| | | **3.2** | Explain the role of mentoring in team learning | It may be useful to consider the skills, knowledge and experience in your own team to explain how that could be used within a mentoring role to support and guide others, as well as how mentoring can play a role in developing the team. |

				It would be useful to provide examples. You may wish to make reference to 1.3 and 2.2 to illustrate your ability to select between coaching and mentoring for different learning and performance management needs.
4	Understand the relationship between coaching and mentoring and organisational objectives	4.1	Analyse the role of a manager as a coach	It would be useful to recognise the advantages and disadvantages of the manager operating as a coach. You may want to give examples. Another dimension you could consider is the use of coaching skills as a manager in terms of a leadership style which encourages individuals to generate their own solutions as well as take responsibility and ownership of their actions.
		4.2	Analyse the role of a manager as a mentor	It could be useful to state the differences between the focus of a line manager and the focus of a mentor. For example a managers focus is on the organisation and the delivery of results and a mentor may focus on learners and personal growth and development.

You could then draw some conclusions about the differences and similarities. You may wish to develop a template of the manager's role and the mentor's role to highlight the similarities and differences. In your analysis you may want to consider if it is appropriate for a line manager to be a mentor or whether it should be a manager from a different part of the organisation. |
| | | 4.3 | Explain how coaching and mentoring is linked to organisational objectives | This section asks you to consider how both processes can support the business plan, the team/department plan and individual development plans. It would be useful to consider how this is communicated and supported by senior |

management. For mentoring and coaching to be recognised as a means to support the achievement of organisational objectives, it may be worth considering how support and commitment is demonstrated by senior management to help secure buy-in to the process.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about introducing the practice of management coaching and mentoring and the impact on Human Resources Development and performance.

MANAGEMENT OF COACHING AND MENTORING

Unit Level	5
Unit Number	5015V1
Ofqual Reference	J/504/9056
Credit Value	6
Total Unit Time	60
Guided Learning Hours	45

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Understand the impact of coaching and mentoring programmes on an organisation	1.1 Identify how coaching and mentoring is used by an organisation	You could highlight examples of how coaching and mentoring are used within organisations. It could be useful to ensure you provide a breadth of examples to identify how C & M programmes might support business plans, team plans and personal development plans. You may find it helpful to look at the research undertaken by CMI and CIPD which examines how organisations use coaching and mentoring.

| | | **1.2** | Evaluate the benefits of coaching and mentoring to an organisation | It might be useful to consider why coaching and mentoring are selected to assist an individual. This could help you to highlight the benefits of each type of programme to an organisation. Providing examples would demonstrate understanding. When the command verb 'evaluate' is used, this indicates that you are required to critically appraise the subject. This means that a longer and more detailed answer would be expected, and which looks at the subject from a range of perspectives. |
| | | **1.3** | Evaluate the organisational and human resource implications of using coaching and mentoring | Taking into account that you are required to conduct a critical appraisal, you could as part of this work consider the wider and longer term organisational impacts of C & M programmes such as talent management and succession planning, employee engagement, leadership development, organisation culture, self-development, staff retention etc. It might also be useful to show you have considered wider implications relating to morale, motivation, styles of leadership etc. You may want to consider a number of theorists to provide a framework to assist the evaluation. Clutterbook has examined the impact of C&M programmes on talent management and succession planning. In relation to Leadership development you may want to explore the impact of a coaching and mentoring style of leadership espoused by Goleman and Hersey and Blanchard. For employee engagement and communication the work by Beverley Alimo Metcalf as well as David Macleod will assist in appraising a development approach |

				to organisational performance.
2	Be able to determine the use of management coaching as a tool in human resources development	**2.1**	Evaluate the impact on an organisation of establishing a coaching and mentoring culture	It could be useful firstly to clarify your understanding of what is meant by a coaching and mentoring culture, and provide examples of what that might look like to different organisational stakeholders. You may have informal or formal processes to measure the impact which you could use as examples, or you may need to research case studies, coaching organisations or institutes like the CIPD to establish how this is conducted in other organisations. Formal processes may include staff surveys, coaching and mentoring feedback, or analysis of absences, grievance and discipline cases etc. Informal could involve improved working relationships, anecdotal feedback etc. It could be helpful to show you have considered a range of qualitative and quantitative measures, and from a selection of different stakeholder perspectives.
		2.2	Identify barriers to change which impact on coaching and mentoring	You may wish to list the factors which contribute to the resistance of change and determine the effect on coaching and mentoring. This could be individual change or organisational change. It would be useful if you are able to give examples from your own experience. You may wish to use behaviours cited in the Kubler Ross change curve and state why this could be problematic for individual change. You may also want to reference the Johari window in terms of individuals' levels of self-awareness which impacts on their ability to change. At an organisational level you may want to consider a range of barriers such as resources, lack of understanding of the purpose of coaching and mentoring etc. The use of Kurt Lewin's Force

				Field Analysis might also prove useful here.
		2.3	Explain how to overcome organisational and individual resistance to the implementation of coaching and mentoring	You may wish to develop a template detailing the barriers at 2.2 alongside the proposed solutions. Wherever possible it would be useful to illustrate this with real-life examples.
		2.4	Develop a plan to support individuals in the adoption of change	You may wish to consider using as an example a plan to support an individual to acquire greater knowledge, learn and develop a new skill or change a behaviour or attitude. You could use a template to demonstrate the steps in your plan. Factors to consider in the plan may include goals, timelines, review dates and measures of success, as well as activities to help individuals overcome the emotional aspects of change.
3	Be able to monitor and evaluate the operation of coaching and mentoring within an organisation	3.1	Develop a plan to implement coaching and mentoring programmes within an organisation	This section might be answered by means of an example implementation plan. It could be helpful to state how you secure the support and buy in of senior management to the adoption of coaching and mentoring. You may want to consider how this relates to other plans such as your business plan or your learning and development plan. You may want to include in your action plan objectives/tasks, links to organisational objectives, key stakeholders, measurements, and timescales.
		3.2	Establish processes and mechanisms to record and monitor the impact of coaching and mentoring within an organisation	Provided that the above plan is written using SMART objectives it should provide a systematic means of monitoring the impact of coaching and mentoring. It is important to establish who has responsibility for the plan and how the impact will be reported upon. You could also discuss the processes and tools you would use firstly to record outputs and then to monitor the outcomes and impact of the programme/s, including

				frequency and levels of reporting.
		3.3	Review the implementation strategy to ensure continuous improvement	Reference should be made as to how and when you would review the strategies in the plan against the reality of the implementation and reflect on how you would adapt these to incorporate opportunities for improvement to ensure the plan continues to reflect organisational need. Reference to the principles of total quality management would show a broader understanding of the improvement cycle.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about the value management coaching and mentoring and its operation within an organisation.

USING COACHING AND MENTORING SKILLS AS A MANAGER	**Unit Level**	5	**Good Practice**
	Unit Number	5016V1	CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty. |
	Ofqual Reference	L/504/9057	
	Credit Value	6	
	Total Unit Time	60	
	Guided Learning Hours	45	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
1	Be able to determine how learning and development styles support the coaching and mentoring practice	1.1	Determine the different learning and development styles of self and individuals	There are a number of models you could select from to determine the preferred learning style of yourself and others. Each model has a questionnaire which you could invite individuals to complete. Models include Honey and Mumford learning styles, Kolb's learning cycle or Visual, auditory and kinaesthetic preferences (VAK). You might want to include information regarding the findings of learning styles questionnaires for yourself and others, highlighting the similarities and differences.

		1.2	Review the impact of the differing learning styles on the development and operation of coaching programmes	You may want to provide examples of which coaching approaches you would use to take cognizance of different styles of learning. For example using Honey and Mumford's learning styles you may feel that an activist is best suited to demonstration and then learning by doing. It is important to outline your rationale for selecting different methods. You could use some of your findings at 1.1 to explore how you would reflect the learning styles of two or more individual's in the development of a coaching programme.
		1.3	Review the impact of the differing learning styles on the development and operation of mentoring programmes	Similarly to 1.2, you could consider using examples from 1.1 to relate the learning styles of individuals to an appropriate mentoring approach, explaining your reasoning.
		1.4	Construct a development plan to support individual and team styles using coaching activities	The development plan firstly for coaching (1.4) and then for mentoring (1.5) could contain goals or objectives to be achieved, appropriate activities in line with the individuals' learning preferences, timescales and review dates. You could present your work in the form of two tables (or a single table provided the distinction between the different programmes is clear), using the principles of SMART to record goals and outcomes.
		1.5	Construct a development plan to support individual and team styles using mentoring activities	
2	Be able to develop skills as a manager in coaching and mentoring	2.1	Assess current skills of communication and people development to support personal practice of coaching	It is possible to present your work for ACs 2.1, 2.2 and 2.3 in a single combined table. You may wish to construct a communication and people development skills checklist, and use this to reflect on your current competence against each heading, identifying gaps in your own skills to support your role as a coach or mentor. You could also get feedback from others to assist this
		2.2	Assess current skills of communication and people development to support personal practice of mentoring	

process. Skills could include listening, rapport building and empathy, questioning, non-verbal i.e. body language and tone of voice. You may wish to determine if whether the skills identified are required for coaching or mentoring or both. You may wish to refer to the research undertaken by Mehrabian which assesses the impact of communication.

2.3	Identify learning and development opportunities to meet personal skills needs and to develop own practice	You could also use information from your reflective practice log for coaching and mentoring to assist in the above process. This may make reference to the ratio of listening and speaking for example.
2.4	Evaluate skills and practices and produce a personal development plan in relation to coaching skills	You need to identify learning opportunities that can help develop your skills such as seeking feedback, guided reading, training etc. appropriate to your own learning style. This work could possibly be incorporated in a personal development plan which would also help to meet ACs 2.4 and 2.5. The personal development plan could contain SMART objectives, learning development opportunities, timescales, review dates and learning gained.
2.5	Evaluate skills and practices and produce a personal development plan in relation to mentoring skills	A reflective log is a useful way to evaluate your practice and determine those skills and practices you wish to build upon as well as highlighting those areas where you could seek to improve your coaching and mentoring performance. Extracts from such a log would help to support your answers to 2.4 and 2.5. You do need to show that your evaluation looks at your skills and practices from a range of perspectives. This could include feedback from coachees, mentees, your line manager and managers responsible for the organisation's coaching and mentoring

				programmes, all of which could then feed into the development plan.
3	Be able to articulate and develop a coherent ethical framework to support coaching within an organisation	**3.1**	Develop a coherent, congruent statement of ethics for coaching programmes and activities	You may wish to refer to the European Mentoring and Coaching Council (EMCC) who provide detailed guidance on ethics. You may wish to apply this guidance to your organisational practice. The code of ethics sets out what clients and sponsors can expect from the coach/mentor and should form the starting point for any contract agreed. You could include a statement of ethics you have developed as your answer here, or if this would exceed word count limits, then you could identify the headings and indicative content for such a statement.
		3.2	Analyse the impact of personal and organisational values and belief systems on the delivery of coaching activities	You could provide examples of your own values and that of your organisation and determine their impact on coaching. An example may be integrity which would assist the relationship by ensuring confidentiality and trust. You may wish to align this to the role of mentor and coach so that you maintain a client centred approach and suspend your own judgements and assumptions. It would be appropriate to state how you would meaningfully discuss this in the relationship, and to analyse some of the tensions that may result if values and beliefs are not in alignment.
		3.3	Evaluate personal coaching performance, detailing ways of dealing with beliefs, values, diversity and conflicts of interest	Again the reflective log is a useful tool to determine how your beliefs, values etc have not impacted adversely on the relationship. You may wish to evaluate the code of ethics which covers competence, context, integrity, boundary management and professionalism.
4	Be able to articulate and	**4.1**	Develop a coherent, congruent statement of ethics for	This builds on ACs 3.1, 3.2 and 3.3, and you

	develop a coherent ethical framework to support mentoring within an organisation		mentoring programmes and activities	could adopt a similar approach to that outlined above, but this time in relation to mentoring. In some cases it might be possible to combine your answers for these two sections, as long as you clearly distinguish between impacts on mentoring and also impacts on coaching where appropriate and clearly state where similarities exist.
		4.2	Analyse the impact of personal and organisational values and belief systems on the delivery of mentoring activities	
		4.3	Evaluate personal mentoring performance, detailing ways of dealing with beliefs, values, diversity and conflicts of interest	

ADDITIONAL INFORMATION ABOUT THIS UNIT

| Unit Aims | This unit is about the development of skills and the impact of learning styles as a manager engaged in mentoring and coaching as well as ensuring ethical frameworks are established. |

Unit Level	5	**Good Practice**
Unit Number	5017V1	CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.
Ofqual Reference	R/504/9058	
Credit Value	6	
Total Unit Time	60	
Guided Learning Hours	45	When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.

COACHING PRACTICE AND THEORY

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Understand the tools and techniques used in coaching practice	**1.1** Explain what is meant by the coaching cycle	This relates to a cycle of inputs between the coach and coachee. It may be useful to refer to a coaching model such as GROW (Graham Alexander & Sir John Whitmore) or ACHIEVE (The Coaching Centre) to explain the inputs of both parties. For example in the initial meeting in which the coaching contract is agreed you may expect the coach to have the greatest input which will change as you go through the stages. (Updated Feb 2015)

		1.2	Evaluate the use of reflection, self-awareness, dialogue, questioning and listening techniques within coaching activities to achieve behavioural and organisational change	You may wish to provide examples of the questions you would ask to demonstrate your understanding of these key skills in the coaching activity, detailing your rationale. Equally you could use example from coaching sessions and provide a critique of how you used these skills, determining the impacts made on behavioural and organisational change.
		1.3	Explain the impact of personalities on the selection of the tools and techniques adopted with individuals	You may wish to provide examples to demonstrate your understanding. You could make reference to how you would use the goal setting stage to ascertain the personality of the coachee and therefore determine the appropriate approach to be taken. It is useful to consider Gallwey outer and inner game model to illustrate the interferences that people exhibit and their impact on coaching.
		1.4	Determine when problem-solving techniques are appropriate within coaching activities	It is useful to consider at what stage of the model you would select appropriate problem solving techniques. It is important to remember that coaching involves the coachee taking ownership of the issues and developing the solutions for themselves. Again using models such as inductive reasoning, PDCA or root cause analysis you may want to identify how the process encourages individuals to determine the options open to them and how they will assess the pros and cons of each option.
		1.5	Explain the differing techniques needed when coaching different groups and individuals	This links to 1.3 and you may want to build on the examples given by outlining how you would select different techniques for different individuals and groups.

2	Understand the need to develop relationships to support coaching practice	2.1	Analyse what is needed for successful coaching relationships	You may want to consider what is necessary to build a strong working relationship and why this is important for coaching. You may want to highlight the skills and competences used to achieve this, providing examples of when you have used them with what impact.
		2.2	Identify how to build the commitment of the individuals to establish a partnership for effective coaching	You may want to relate this again to a model for coaching such as GROW or ACHIEVE in which the opening stages involve contracting and goal setting. You may consider when you will build review processes into the sessions.
		2.3	Establish goals and agree action plans with individuals	It is useful to ensure that the goals and objectives set are SMART. It is useful to consider how you will review goals and set milestones. The provision of a couple of real life example would help demonstrate your understanding.
		2.4	Evaluate individuals' engagement with the programme through the coaching process	It is important to establish how you will ensure the commitment and responsibility of the coachee to adopt their goals. You may also want to make reference to the processes put in place to review actions and ownership. You may want to refer to a coaching model to consider the types of questions you would ask to check the coachee engagement and commitment. You could supplement this with examples from your coaching practice, highlighting both positive and negative aspects.
3	Understand guidelines and protocols for intervention and the need to develop coaching interventions to meet organisational requirements	3.1	Discuss guidelines and protocols for interventions based on accepted coaching theory and practice	It is useful to reflect on how coaching is used in organisations from research undertaken by CMI/CIPD to highlight its contribution to organisations. This provides greater clarity when determining its impact on organisation objectives. Consideration should be made to key principles of coaching to reinforce this. You may wish to refer to the European Mentoring and Coaching Council

					for protocols.
		3.2	Develop coaching interventions against identified organisational objectives		It is important to clarify what the objectives are before determining how coaching could assist in meeting them. By way of providing examples explain why coaching was selected.
		3.3	Evaluate the effectiveness of the coaching interventions in achieving organisational objectives		Consideration should be given as to how you will measure the impact of coaching. you may want to make reference to the Kirkpatrick model of evaluation at different intervals from immediate reaction and feedback to organisation impact. The evaluation of a real life example would add value here.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	The unit is about the development of effective tools and techniques, relationships and interventions to facilitate coaching within the organisation.

MENTORING PRACTICE AND THEORY

Unit Level	5
Unit Number	5018V1
Ofqual Reference	Y/504/9059
Credit Value	6
Total Unit Time	60
Guided Learning Hours	45

Good Practice

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When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Understand the tools and techniques used in mentoring	**1.1** Evaluate the use of reflection, self-awareness, dialogue, questioning and listening techniques within mentoring activities to support behavioural and organisational change	To demonstrate your understanding and application of the skills and competences outlined in this criterion you could provide evaluative examples of how and why you have used them. You may want to illustrate this with sample questions to demonstrate their application and the outcomes both positive and negative. It is good practice for the mentor to reflect on their practice and recognise the significance of these skills in their mentoring role and impact on moving the mentee forwards.

		1.2	Explain the impact of personalities on the selection of the tools and techniques adopted with individuals	You may want to provide examples of when you have selected certain tools and techniques for different personality types, explaining why the tool was chosen for the personalities in question. For example if someone showed a low self-esteem you might discuss aggressive, passive, assertive behaviours, or if they were guarded about development needs you might use the Johari window. You could also refer to Gallwey's outer and inner game model.
		1.3	Identify when problem-solving techniques are used when mentoring	It is useful to consider at what stage of the model you would select appropriate problem solving techniques. It is important to remember that mentoring involves the coachee taking ownership of the issues and developing the solutions for themselves. Again using models such as inductive reasoning, PDCA or root cause analysis you may want to identify how the process encourages individuals to determine the options open to them and how they will assess the pros and cons of each option.
		1.4	Explain the differing techniques needed when mentoring individuals	It is useful to outline by way of examples the techniques illustrated in 1.1.

If you keep a mentoring log you could reflect on your own practice and determine when these techniques have been used effectively. |
| 2 | Understand the need to develop relationships to support mentoring practice | 2.1 | Analyse what is needed for successful mentoring relationships | You may wish to refer to the requirements for building a mentoring relationship in terms of processes such as contracting, goal setting etc. or the interpersonal aspects such as trust, rapport, and listening skills, or experience and contacts - |

				networking.
		2.2	Identify how to build the commitment of the individuals to establish a partnership for effective mentoring	Consider the nature of the dialogue at the contracting stage and what that would look like. You may want to illustrate this by way of examples. Consideration could be given to whether this is supported by documentation such as a contract or an action plan. You may wish to make reference to the stages of mentoring developed by Clutterbuck.
		2.3	Establish goals and agree action plans with individuals	Goal setting establishes the purpose of the relationship. It is important that they are SMART. It is useful to provide examples of action plans you have agreed with a reflective account to demonstrate your understanding. Recognition should also be given to how you would ensure that the goals reflect the mentees needs as well as allow for new needs to emerge.
		2.4	Evaluate individuals' engagement with the programme through the mentoring process	You could provide illustrations which show how you developed the individual's commitment to the process in terms of contracting and what actions you adopted to build a relationship conducive to mentoring. You may also want to discuss how you would review progress as well as reflect on how the relationship is working. You may want to consider how the process has encouraged the mentee to take responsibility for their own actions, or even to acknowledge where the process did not achieve the desired level of engagement – and why.
3	Understand guidelines and protocols for intervention and the need to develop mentoring interventions to meet organisational	3.1	Discuss guidelines and protocols for interventions based on accepted mentoring theory and practice	It is useful to reflect on how mentoring is used in organisations from research undertaken by CMI/CIPD to highlight its contribution to organisations. This provides greater clarity when determining its impact on organisation objectives.

	requirements			Consideration should be made to key principles of mentoring to reinforce this. You may wish to refer to the European Mentoring and Coaching Council for protocols, or to the mentoring model outlined by Clutterbuck which provides a systematic means of developing a mentoring relationship. In determining guidelines you want to consider relationships, process, ownership purpose etc.
		3.2	Evaluate the effectiveness of the mentoring interventions in achieving organisational objectives	In the provision of examples or through a reflective log you should demonstrate an understanding of how mentoring can assist an individual to develop.
		3.3	Develop interventions of mentoring to support individuals in the achievement of organisational objectives	Consideration should be given as to how you will measure the impact of mentoring. You may want to make reference to the Kirkpatrick model of evaluation at different intervals from immediate reaction and feedback to organisation impact. The evaluation of a real life example would add value here. Building on the above it is important to measure the impact mentoring has made both in the short and long term.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about understanding the tools and techniques in mentoring, developing relationships and understanding interventions.

MANAGEMENT OF ACTION LEARNING

Unit Level	5
Unit Number	5019V1
Ofqual Reference	L/504/9060
Credit Value	6
Total Unit Time	60
Guided Learning Hours	45

Good Practice

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When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Understand the practice and operation of action learning against organisational objectives	**1.1** Explain the practice of action learning and the role of the manager	It is useful to refer to the work that Revans has undertaken for LO1. Consider the role of the manager both in terms of facilitating action learning but also in responding to the team's findings.
	1.2 Identify the benefits of action learning in the development of individuals	State what the benefits are gained during the process itself but also in the longer term. You may wish to provide examples.
	1.3 Evaluate the impact of action learning on organisational objectives	You may want to reflect on an action learning activity and determine how effective it was in meeting its objectives and how that impacted on

				the organisation. You may want to consider how it assists organisations going through change programmes. Consider developing a review sheet which embeds evaluation and consider the stakeholders you would involve in the evaluation.
2	Be able to facilitate learning through action learning	2.1	Assess mechanisms to monitor that the individual is taking responsibility for their own decisions, actions and learning approach	Monitoring can be achieved at different levels such as personal, team or organisational. A review sheet would assist individuals consider the decisions they have made, progress on issues or challenges and the learning gained. The provision of examples from the workplace would add value here.
		2.2	Develop practices to support individuals to elicit personal and organisational values	It is useful to consider how individuals have input into the development of values and how they inform decision making and problem solving. You may wish to consider what values your organisation has and how these shape what you do, alongside how individuals can be facilitated to better understand their personal values and how these align with the organisation's stated values.
		2.3	Explain how individuals are motivated and encouraged to apply learning to practice	Consider the experience you have gained in action learning and reflect on how this assisted both in your personal learning and commitment to achieving outcomes, and in the motivation of others involved in the process. You may want to refer to the review sheets following each activity to reflect on how the learning has been transferred into the workplace.
		2.4	Explain how the individual can be supported to maintain focus and alignment to organisational needs	It could be helpful to use applied examples here to help explain how the process of action learning has involved individuals and set the right

				environment to facilitate focus on organisational needs.
		2.5	Evaluate programmes that integrate the practice of action learning with organisational needs	Consider where action learning occurs in your organisation and evaluate the effectiveness and integration of the programme. You may want to look at other examples of how action learning is incorporated into leadership development programmes, team development, facilitation of change, etc.
3	Understand the impact of action learning on organisational objectives	3.1	Evaluate the use of action learning across programmes of learning	You could discuss how you would measure and evaluate the impact of action learning within a wider learning programme, including who you might need to involve. It might be useful to consider the Kirkpatrick model of evaluation and over what timescales you would measure the impact. Your evaluation could include reference to potential areas of conflict with other types of learning, and the influence of internal politics and organisational development on the development of learning programmes.
		3.2	Analyse the organisational objectives and the impact of action learning towards achievement	You may want to provide examples of organisational objectives and state how action learning has contributed to their achievement.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about the management of action learning in the development of individuals and organisational objectives.