PRINCIPLES, SKILLS AND IMPACT OF COACHING AND MENTORING

Unit Level	3
Unit Number	3011V1
Ofqual Reference	M/504/9049
Credit Value	7
Total Unit Time	70
Guided Learning Hours	30

Good Practice

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Understand the principles of coaching and mentoring	**1.1** Define coaching and its purpose **1.2** Define mentoring and its purpose	In addition to defining coaching and mentoring it is useful to consider the differences between them. You may also consider how you would use each of these interventions. There are many definitions for each so you may wish to consider how you would explain them to a potential coachee or mentee to ensure their understanding. Provide examples of when you think each intervention could be used such as in development or managing performance. The

		1.3	Describe the role of a coach	coaching continuum model by Witherspoon helps to outline the different roles and assists the coachee to identify their learning needs. Short term and long term goals should be taken account of. It is useful to consider how it may assist individuals or teams to acquire knowledge, skills or change in behaviour or attitude.
		1.4	Describe the role of a mentor	In determining the role and expectations of each you may wish to consider which is non-directive and directive by explaining your reasoning. Downey developed a spectrum of coaching skills model which outlines the different skills involved moving from directive to non-directive. You may provide examples of why you adopted mentoring or coaching and how you ensured that the coachee or mentee understood the difference to help them determine which will meet their individual objectives. You may wish to explain the role in a similar manner to a job description which outlines the tasks you would expect each to fulfil. This would link to 2.1 when you begin to think about the qualities of a coach or mentor.
2	Understand the skills required of a coach	**2.1**	Discuss the communication skills required of a coach	You may wish to consider how you create the environment and conditions to allow the coachee to feel comfortable to undertake the learning. List the skills that are relevant to creating effective relationships. You may wish to explore the impact

		of:
		• Questioning skills
		• Listening skills
		• Body language
		• Tone of voice
		You may wish to provide examples of good questions, how you demonstrate good listening skills and appropriate body language as well as tone.
		You may wish to consider how the ratio of speaking and listening at each of the process might vary.
		It may be useful to consider the impact of communication by looking at the research by Mehrabian.
2.2	Describe the need for sensitivity and confidentiality in a coaching relationship	Outline why this is important in building the relationship. It is useful to consider how you will establish ground rules at the outset of each process and explain how you would achieve this with the coachee or mentee. The European Mentoring and Coaching Council provide useful guidance.
2.3	Identify methods of feedback and support for a coachee in a coaching relationship	Consider how you will prepare for giving feedback to ensure that it is constructive rather than destructive. You could identify three methods of providing feedback. You may wish to consider

				how you currently provide feedback providing examples. There are a number of methods which may involve written or verbal feedback.
3	Understand the skills required of a mentor	**3.1**	Discuss the communication skills required of a mentor	You may wish to consider the skills required of a coach and determine if the same skills are required of a mentor, and whether there are additional requirements. It is important that you consider why the skills are important to mentoring. You could achieve this by providing examples.
		3.2	Describe the need for sensitivity and confidentiality in a mentoring relationship	In providing examples you may wish to illustrate how you would ensure that sensitivity and confidentiality are maintained. You may wish to pay particular attention to establishing the ground rules at the onset of the relationship but also address how you would maintain it throughout the relationship.
		3.3	Identify methods of feedback and support for mentee mentoring relationship	You may want to compare this to coaching and consider any differences. Again to demonstrate your understanding you may want to provide examples of when you have provided feedback.
4	Understand the impact of coaching on individual, team and organisational performance	**4.1**	Identify the benefits of coaching for an individual	You may wish to develop a template to highlight the benefits of coaching covering the individual, team and organisation. It is useful to reflect on the benefits in your own organisation. In terms of

		4.2	Identify the benefits of coaching for a team	individual benefits you may want to think about some of the outcomes coaching presents such as
				taking responsibility to solve problems. You may then want to identify the benefits to the team of this such as enabling the team to develop solutions finally stating the benefit to the organisation of having individuals and teams involved in problem solving. Another benefit could be higher motivation levels identifying the benefits of this to the individual, team and organisation.
		4.3	Identify the benefits of coaching for an organisation	
5	Understand the impact of mentoring on individual, team and organisational performance	5.1	Identify the benefits of mentoring for an individual	It is important that you make the distinction between coaching and mentoring so that you draw out and separate the benefits of each. You may want to develop a template to demonstrate the benefits of mentoring to an individual, team and organisation. You may want to consider the benefits to motivation and engagement, performance management and resource implications etc.
		5.2	Identify the benefits of mentoring for a team	
		5.3	Identify the benefits mentoring for an organisation	

ADDITIONAL INFORMATION ABOUT THIS UNIT

| Unit Aims | This unit is about the core principles, skills and impact of coaching and mentoring on individuals and teams. |

COACHING AND MENTORING FOR INDIVIDUAL AND TEAM NEEDS

Unit Level	3
Unit Number	3012V1
Ofqual Reference	H/504/9050
Credit Value	6
Total Unit Time	60
Guided Learning Hours	20

Good Practice

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
1	Understand the impact on the individual and team needs of the coaching process	1.1	Identify the expected outcome of the coaching process on individual needs	Directive and non-directive approaches may be considered in terms of determining whether it is the coach or the coachee who establish the desired goals. Consideration should be given to how you will work together to ensure that the goals are identified and prioritised and how they relate to the needs of the organisation. You may wish to provide examples to demonstrate this.
		1.2	Identify the expected outcome of the coaching process on team needs	There are a number of models such as GROW and ACHIEVE which can be used to establish clear goals and outcomes at the outset. These

| | | 1.3 | Identify the performance improvements and changes expected from the individual and team at the conclusion of the coaching process | can be used on a one to one basis or within the team. In identifying goals it is important to ensure that they are SMART. Consider how you would best determine the most appropriate goals and check that the goals are relevant to individual and team requirements. The provision of workplace examples would help to demonstrate your understanding – at least one each for an individual and a team would be helpful.

Ensuring that clear goals and outcomes have been established, a further part of the model is to assess the individual/team's current situation or circumstances and their current reality. Consider how you will establish short and medium term milestones to create a sense of achievement and growth |
|---|---|---|---|---|
| 2 | Understand the impact on the individual and team needs of the mentoring process | 2.1 | Identify the expected outcome of the mentoring process on individual needs | It would be useful to consider how the goals of mentoring are established. You may wish to consider the model outlined by Clutterbuckk which addresses goal setting as part of the opening relationship stage. |
| | | 2.2 | Identify the expected outcome of the mentoring process on team needs | You need to show that you have considered team mentoring as well as mentoring on a one to one basis and what this could achieve. |
| | | 2.3 | Identify the performance improvements and changes expected from the individual and team at the conclusion of the mentoring process | You may wish to consider how mentoring is used in your own organisation and what outcomes it has produced both for an individual and for a team. |
| 3 | Understand the individual and team knowledge, skills or behaviours | 3.1 | Describe current knowledge, skills or behaviours of the individual | There a two distinct pieces of work required in this section. NOTE: Answers for both an individual and a team are required in each case.
1). The first 2 assessment criteria ask you to |

3.2	Describe current knowledge , skills or behaviours of the teams	describe the current competences of an individual, <u>and</u> then those of a team.
3.3	Identify the gap between current and expected performance in knowledge, skills or behaviour of the individual	2). The second 2 assessment criteria then require you to compare the current status of both individual and team competence with what the organisation actually requires of them. The result of this exercise should be the identification of gaps which might be filled via a range development activities. NOTE: You are <u>not</u> required to produce a development plan.
3.4	Identify the gap between current and expected performance in knowledge, skills or behaviour of the team	Competence includes knowledge, skills and behaviours. Knowledge in this context may also embrace experience. Behaviours relate to attitude and the way in which the work is performed.

This is most easily answered from the perspective of live (anonymous) examples from the workplace if at all possible, Sources of information might include performance and development reviews (appraisals), competence reviews, team roles or psychometric profiles, 360 degree feedback systems, and customer feedback.When looking at organisational requirements, the required standards may be available in the format of a job description and/or a person specification, and/or in a set of competences for the job roles. There may also be targets or Key Performance Indicators (KPIs) by which the performance of a team and individuals is measured. For instance in a customer service environment, staff may be targeted to answer the telephone within a certain number of rings, or to respond to email enquiries within an agreed timeframe.

 You may also find that a gap analysis was conducted at the start of an organisational coaching or mentoring programme. Or, if you |

perform a coaching or mentoring role yourself then you may have a log of examples showing how you have worked with a coachee or mentee. In this case you could use the start point of the coaching or mentoring relationship as the 'current' status, and identify how the programme was designed to support the individual in uplifting their competence in order to list the gaps.. You may also wish to consider the individual's own self- assessment and reflection.

Having determined the actual knowledge, skills and behaviour of the individual and the team this needs to be mapped against the ideal or desired requirements in order to identify the gaps in performance.

One way to show your answer could be to develop a table to illustrate in a columnar format the actual and required knowledge, skills and behaviours and the resulting gaps.

If it is not possible to use workplace examples, then you could outline a realistic scenario based upon your experience or wider reading.
(Updated December 2015)

4	Understand the stages of a coaching process	4.1	Explain the stages of a coaching process to meet agreed individual or team needs	It is useful to select a coaching model and explain how you would use it. ACHIEVE and GROW are two such models used in coaching.
				It might be useful to explain how you would ensure that each stage of the model is explored sufficiently to allow the individual or team to move forwards to the next stage.
5	Understand the stages of a mentoring process	5.1	Explain the stages of a mentoring process to meet agreed individual or team needs	You may wish to refer to the model adopted by Clutterbuck which outlines six clear stages to ensure that the process meets with its objectives.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about understanding what the individual and team need from coaching and mentoring and the construction of a suitable process to meet those needs.

MANAGING THE COACHING AND MENTORING RELATIONSHIPS

Unit Level	3
Unit Number	3013V1
Ofqual Reference	K/504/9051
Credit Value	5
Total Unit Time	50
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 3 level of difficulty.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
1	Understand the coaching and mentoring relationships	1.1	Identify the learning style of the coachee to be used in the coaching process	You may wish to identify different models to determine preferred learning styles such as Honey and Mumford, VAK or Kolb's learning cycle. You should aim to illustrate this with an example to demonstrate its application to coaching.

		1.2	Define the relationship between the mentee and the mentor to be used in the mentoring process	You should illustrate how you should ensure that both mentee and mentor are clear about what the relationship is and is not about. You may wish to consider discussing the setting of ground rules and establishing a mentoring contract and identify what this may include and at what point in the process you would jointly agree this.
		1.3	Describe the strengths and opportunities of the coachee	Identify how you would determine individual strengths and development areas for a coachee and a mentee. Examples would bring this to life and help to illustrate your understanding.
		1.4	Describe the strengths and opportunities of the mentee	Describing the similarities and differences between the types of strengths and development needs that a coachee might have compared with those of a mentee would show that you are able to distinguish between the two processes. In your descriptions, consider the coachee's/mentee's self-awareness as well as processes that would help to define this accurately.
2	Understand the goals of the coaching and mentoring relationship	**2.1**	Agree the goals, timescales and ownership of the coaching process and the relationship to performance	For coaching and mentoring it is important to set clear SMART objectives to be achieved in addition to establishing the means in which you can achieve them by working together. This section requires you to show how this can be achieved. You might want to consider how you can

| 2.2 | Agree the goals, timescales and ownership of the mentoring process and the relationship to performance | encourage ownership by the coachee and mentee and demonstrate you understand how the process can lead to improved performance. For instance, joint involvement in goal setting can foster greater ownership, as can committing goals to written format for later review. Workplace examples of SMART goals and action plans from both coaching and mentoring programmes would be helpful here, and these need to show a relationship to the improvement of work performance. You may wish to develop a progress review sheet as a working document to monitor and review progress in between the coaching and mentoring sessions. |

		2.3	Describe the support available to the mentee	You may wish to describe existing approaches such as appraisals, and personal development planning, workplace monitoring and assessment outlining what support these may offer. You may also wish to consider other points of reference such as colleagues, Line Management, team members etc. and in addition any further support that the organisation makes available specifically to mentees/coachees e.g. network groups.
		2.4	Describe the support available to the coachee	
3	Understand possible barriers to the coaching process	3.1	Explain possible organisational barriers to the coaching process including methods to overcome or minimise these barriers	These next two learning outcomes could be addressed by the development of templates showing potential barriers in each case and ways in which they might be overcome. For each of these assessment criteria you need to firstly identify and explain the potential barriers that might exist, then to consider what could be put in place to overcome or reduce each barrier. For organisational barriers you may want to consider the buy into coaching from Senior Management and how you may want to engage them in the process. You may also want to consider whether the culture is open to coaching and how you could highlight the benefits in adopting coaching in the organisation.
		3.2	Explain possible coachee barriers to the coaching process, including methods to overcome or minimise these barriers	It is useful to refer to a contract which should be agreed at the outset about the way you are going to work together. Outline what you would put into a contract to ensure that the potential barriers are removed. For example you may want to consider timings, venues, expectations, boundaries etc.

				This could be either informal or formal. You may also want to reflect upon the nature of the relationship and barriers such as trust, empathy, honesty etc and how these can be developed to reduce any negative impact. Example barriers might include pressure to cancel scheduled coaching/mentoring when there are task pressures and deadlines, problems with the availability of meeting rooms, or the attitude of line managers who may not all be supportive of a process outside the 'line'.
		3.3	Explain possible coach barriers to the coaching process, including methods to overcome or minimise these barriers	You may wish to explore similar barriers to the coachee that are still relevant such as boundaries, time etc. whilst considering if there remain any barriers specific to the coach. An example may be the experience or training the coach may have, or commitment if this is a role in addition to the normal job role.
4	Understand possible barriers to the mentoring process	4.1	Explain possible organisational barriers to the mentoring process including methods to overcome or minimise these barriers agreed individual or team needs	You may want to consider if there are any particular barriers to mentoring that also serve as barriers to coaching, as well as any additions/differences.
		4.2	Explain possible mentee barriers to the mentoring process, including methods to overcome or minimise these barriers	Again you may want to refer back to the coachee barriers and determine their appropriateness for mentoring, and any additions/differences. An additional issue with mentoring is the risk of creating a dependency, for which you would need to consider some solutions such as having a pre- established agreement to discuss how to manage the closure. You may wish to include this if there is sufficient word count. It is useful to determine how the mentor could assist the mentee in taking responsibility to ensure the outcomes are met.

It is helpful to build into the process how you will identify success measures to demonstrate improvement and progress so that there is a clear sense of achievement and completion of the process. It is also useful to explore ground rules in relation to contact outside of the formal process and beyond. You may want to include examples of how you may achieve this.

| 4.3 | Explain possible mentor barriers to the mentoring process, including methods to overcome or minimise these barriers | You may wish to make reference to the mentee barriers and determine if any equally apply to the mentor. In addition you may want to also refer back to potential coach barriers and determine their relevance to mentoring, and any additions/differences. |

ADDITIONAL INFORMATION ABOUT THIS UNIT

| **Unit Aims** | This unit is about developing the coaching and mentoring process based upon an understanding of relationships, goals and possible barriers. |

COACHING AND MENTORING PROCESSES

Unit Level	3
Unit Number	3014V1
Ofqual Reference	M/504/9042
Credit Value	7
Total Unit Time	70
Guided Learning Hours	30

Good Practice

.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
1	Understand the implementation of the coaching process	1.1	Discuss the different methods of coaching and training available to the coach	Consider how people learn. You may wish to refer to Kolb or Honey and Mumford or VAK learning styles. You could also consider how learners retain information by referring to the research conducted by Alfred Mehrabian. Ensure that you state what impact this has on which method of coaching you select. You may wish to discuss the different methods used within coaching and state which would be conducive to different learning styles.

		1.2	Identify coaching opportunities in the organisational environment	Provide examples of when you have coached or have been coached yourself to identify opportunities. It would be useful to look at Witherspoon's coaching continuum to determine how coaching is used in organisations. Consider the research that has been conducted by professional bodies such as CMI/CIPD.
		1.3	Describe the coaching process	You may wish to explain how you have adopted a coaching model such as GROW or ACHIEVE. In addition to explaining each stage it is useful to consider the type of questions you may ask to assist each stage and check learning, the balance of speaking and listening, how you will ensure different methods of learning in manageable sessions. You could also highlight the responsibilities of the coach and the coachee in the learning.
2	Understand the implementation of the mentoring process	2.1	Discuss the methods of mentoring available to the mentor	It is useful to outline the different forms mentoring can take including informal and formal. You may wish to refer again to your own experience by providing examples.
		2.2	Identify mentoring opportunities in the organisational environment	You may wish to link this to 1.2 and consider the purpose of mentoring in order to establish opportunities. You may want to outline how mentoring supports your business or department plans.
		2.3	Describe the mentoring process	Clutterbuck outlines a clear process for mentoring. Julie Hay explores a similar framework for mentoring, basing the process on procedural, professional, personal and psychological levels. You may wish to look at how you would develop a process based on these dimensions.

3	Understand the reviewing of progress and provision of feedback	3.1	Discuss the need for objective and constructive feedback in the coaching process	You may wish to outline the principles of providing objective and constructive feedback. You may also want to consider the balance between the coach providing feedback as well as the learner's own reflections and self-assessment.
		3.2	Discuss the need for exploratory feedback in the mentoring process	Consideration should be given to how this feedback will be given and the role of the mentor and mentee in the provision of the feedback. Consider at what points in the process you would give feedback.
				The following 2 assessment criteria may be answered together, although you will need to ensure you distinguish between the potentially different requirements for confidentiality and ethics in a coaching process as opposed to a mentoring process.
		3.3	Discuss the need for confidentiality and ethics in coaching sessions	The European Coaching and Mentoring Council provide guidance relating to coaching and mentoring. It would be useful to consider how you would adopt this guidance in the workplace. You may want to consider the context, boundary management, professionalism and integrity of the coach/mentor.
				It is important to consider the relationship between the coach/mentor, coachee/mentee and the potential third party of the Line Manager who may have requested the coaching/mentoring for a member of their team and the impact on confidentiality.
		3.4	Discuss the need for confidentiality and ethics in mentoring sessions	It would be useful to state at what stage in the process you would discuss this with the individual to ensure that you have the appropriate standards in place.

				Outline how you would build contracting or setting ground rules within the process.
		3.5	Identify the achievement of progress and recognise success	You may wish to approach your answer to this criterion by using examples of SMART goals you may have established as part of a coaching or mentoring process in order to identify key deliverables, and how these have been reviewed to identify progress and recognise success. You could develop an action plan template to recognise important success measures.
				It may be of value to identify other means to record and note success such as learning journals, personal development plans, or business performance measures.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about understanding the implementation of the coaching and mentoring process and provision of feedback on progress and achievement.

COMPLETING THE COACHING AND MENTORING PROCESS

Unit Level	3
Unit Number	3015V1
Ofqual Reference	T/504/9053
Credit Value	5
Total Unit Time	50
Guided Learning Hours	20

Good Practice

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
1	Understand the skills of concluding the coaching process	1.1	Discuss coachee success against individual, team and organisational performance criteria or standards agreed at the process outset	It could be of value to link this to the desired knowledge, skills, behaviour outlined in Unit 3012, if this has been a part of your studies, as this unit is asking you to show the outcomes of the coaching intervention. However, if you are studying this as a discrete unit, then it would be helpful to identify what gaps in knowledge, skills and behaviours the coachee had at the beginning of the programme and to acknowledge how effectively these have been addressed. You could produce this information in the form of a template and use this as a basis for discussion. It is important to recognise how well the individual was encouraged to define their own success measures

				and to participate in the final review. You may wish to consider the long term advantages of the coachee taking ownership for their actions.
		1.2	Identify further areas for development through coaching	It would be useful to discuss how you would encourage the coachee to identify future learning needs at the end of the review of achievements. You could consider what improvements have been made and identify existing gaps to highlight how coaching may assist. These could possibly be added as extra rows if you have used a template at 1.1
		1.3	Describe methods to recognise success	Consideration should be given to how the coach provides feedback but also how the coachee, line manager and the organisation recognise the changes in knowledge, skills and behaviours, and whether there is any formal process for this to happen. You may wish to refer to the final stages of the coaching models (GROW or ACHIEVE) as one method of recognising success.
2	Understand the skills of concluding the mentoring process	**2.1**	Discuss mentee success against individual, team and organisational performance criteria or standards agreed at the process outset	This is similar to 1.1, and could be approached in the same way, but this time from the perspective of a mentoring intervention rather than a coaching intervention. It is important to reflect on the questions you might ask to encourage the mentee to reflect on their progress.
		2.2	Identify further areas for development through mentoring	You may wish to consider further areas for development through mentoring such as signposting to other agencies/people, reading material, work shadowing etc. Otherwise this criterion could be answered in a similar way to 1.2.
		2.3	Describe the need to minimise on-going mentee dependency on the mentor	It is valid to refer back to the contracting and

| | | | establishing goals stage of the process which should determine ending of the relationship. You could also describe what is understood by dependency and how this can develop despite each party having the best of intentions. Reference to the 5 cs of mentoring may also be helpful. |
| | 2.4 | Describe methods to recognise success | If the goal setting is established using SMART objectives you will be more likely to be able to recognise success. Methods may include observation, assessment, self-reflection and feedback. You might also refer to the 5 Cs of mentoring |

ADDITIONAL INFORMATION ABOUT THIS UNIT

| Unit Aims | This unit is about successfully concluding the coaching and mentoring process and recognising the success achieved. |

COACHING AND MENTORING PROCESS EVALUATION	Unit Level	3	Good Practice
	Unit Number	3016V1	
	Ofqual Reference	A/504/9054	
	Credit Value	5	
	Total Unit Time	50	
	Guided Learning Hours	20	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
1	Understand the evaluation of the individual and team in the coaching process	1.1	Discuss the knowledge, skills and behaviours of the coachee which benefit from the coaching process	You could develop a template to identify gaps in knowledge, skills and behaviour. Where possible it is useful to provide examples of how the process has assisted the individual. You may wish to refer back to the coaching continuum which clarifies the areas that coaching fulfils. It is useful to refer back to models such as GROW or ACHIEVE which clearly have a start and end point.

		1.2	Discuss areas of difficulty experienced during the coaching process	It is useful to explore the type of questions you would ask to gain feedback from the coachees to uncover any issues they experienced as well as consider how they were resolved. Difficulties could cover a number of areas such as expectations, timings and availability of the sessions, relationships, unclear goals, lack of support from line managers etc.
		1.3	Describe the impact of the coaching on the coachee, team and organisational performance	Exploration of SMART goals will assist coachees to determine outcomes. It is valuable to link this to personal development plans, team plans or business plans. It is also of value to explore what skills are employed in raising the self-awareness of the coachee and how much of this increased self-awareness will continue outside of the formal process.
2	Understand the evaluation of the individual and team in the mentoring process	2.1	Discuss the knowledge, skills and behaviours of the mentee which benefit from the mentoring process	As in 1.1 above, a template could assist this process of highlighting existing knowledge, skills and behaviours versus desired knowledge, skills and behaviours.
		2.2	Discuss areas of difficulty experienced during the mentoring process	Both 2.2 and 2.3 are similar to 1.2 and 1.3, and your answers could be approached in the same way.
		2.3	Describe the impact of the mentoring on mentee, team and organisational performance	
3	Understand the coach experience gained from the coaching process	3.1	Describe the coach learning gained from the coaching process	It may be useful to build reflection into your practice as a coach as well as seek feedback from those you are coaching. You may wish to maintain a coaching log to achieve this or include it in a personal development plan. Learning may include aspects of your coaching practice such as listening skills, contracting, appropriate questioning technique or use of a model to structure the session. The learning may relate to

				knowledge you have gained or a skill you have observed which would improve the way you undertake your own job role. You may wish to give examples of your own learning. Having identified learning gained it is important to capture further opportunities to build on your strengths as well as identify your gaps using SMART objectives. You may wish to build upon the previous examples by stating areas for development written using SMART objectives.
		3.2	Identify the coach areas for development as a result of the coaching process	
		3.3	Assess further opportunities for the coach in support of individual, team and organisational performance development	You may wish to consider what further development activities and support or guidance are available to you. This may include within your own team or from others within the organisation. You may wish to look at how you can set up formal support systems such as supervision, continuing professional development workshops etc.
4	Be able to understand the mentor experience gained from the mentoring process	**4.1**	Describe the mentor learning gained from the mentoring process	It would be useful to reflect upon your approach to the response to LO 3 and adapt this to answer from a mentoring perspective, recognising that there may be areas of cross over. It is good practice to maintain a mentoring log which you may want to draw upon to reflect on your learning as a mentor. It may be beneficial to construct a personal development plan detailing areas for development as well as opportunities to develop those skills further.
		4.2	Identify the mentor areas for development as a result of the mentoring process	
		4.3	Assess further opportunities for the mentor in support of individual, team and organisational performance development	You may want to consider what further development activities and support or guidance are available to help you develop your practice, as well as new opportunities you can offer as a mentor to continue individual, team and organisational performance development.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about evaluating the coaching and mentoring process and identifying development opportunities for the coach, mentor and organisation.