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.
Ofqual Reference	L/504/9057	
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.

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

		1.5	Construct a development plan to support individual and team styles using mentoring 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.
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 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
		2.2	Assess current skills of communication and people development to support personal practice of mentoring	
		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 develop a coherent ethical framework to support mentoring within an organisation	**4.1** Develop a coherent, congruent statement of ethics for mentoring programmes and activities	This builds on ACs 3.1, 3.2 and 3.3, and you 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.

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.