

GLL Level 5 Award in Management Coaching and Mentoring Skills



COACHING PRACTICE AND THEORY

Unit Level	5	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.
Unit Number	5017V1	
Ofqual Reference	R/504/9058	
Credit Value	6	
Total Unit Time	60	
Guided Learning Hours	45	

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)

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	<p>1.2 Evaluate the use of reflection, self-awareness, dialogue, questioning and listening techniques within coaching activities to achieve behavioural and organisational change</p>	<p>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.</p>
	<p>1.3 Explain the impact of personalities on the selection of the tools and techniques adopted with individuals</p>	<p>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.</p>
	<p>1.4 Determine when problem-solving techniques are appropriate within coaching activities</p>	<p>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.</p>
	<p>1.5 Explain the differing techniques needed when coaching different groups and individuals</p>	<p>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.</p>

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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

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			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.