

UNIT 5017V1

CMI assessment sheet: Coaching practice and theory.

Learner name:	Learner number:	Centre:
Date:	Part of Batch:	Qualification:

CMI Markers Result: Passed / Referred	CMI Lead Moderator's Result: Passed / Referred
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INTRODUCTION

This unit is concerned with the coaching tools and techniques coupled with the need for relationship building, in order to support organisational objectives, through coaching interventions.

Learning Outcomes

The Learner will:-

1. Understand the tools and techniques used in coaching practice
2. Understand the need to develop relationships to support coaching practice
3. Understand guidelines and protocols for intervention and the need to develop coaching interventions to meet organisational requirements

TASK 1	ASSESSMENT CRITERIA	PASS/REFER	COMMENTS
<p>Using examples to illustrate your answer, explain the coaching cycle. Evaluate how reflection, self-awareness, dialogue, questioning and listening techniques can be used to facilitate changes at an individual behavioural level and across the wider organisation. Determine a range of circumstances in which it might be appropriate to use problem solving techniques within a coaching scenario.</p> <p>Guideline word count: 800 - 850 words</p>	<p>A.C. 1.1 - Explain what is meant by the coaching cycle</p>		
	<p>A.C. 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>A.C. 1.4 - Determine when problem-solving techniques are appropriate within coaching activities</p>		

TASK 2	ASSESSMENT CRITERIA	PASS/REFER	COMMENTS
<p>Explain a selection of different coaching techniques, and how the use of these is dependent on the unique behaviour patterns of the individual or needs of the group in the coaching relationship. Use examples to illustrate your understanding.</p> <p>Guidance: 800 - 850 words</p>	<p>A.C. 1.3 - Explain the impact of personalities on the selection of the tools and techniques adopted with individuals</p>		
	<p>A.C. 1.5 - Explain the differing techniques needed when coaching different groups and individuals</p>		

TASK 3	ASSESSMENT CRITERIA	PASS/REFER	COMMENTS
<p>Analyse a range of factors which need to be in place to ensure that coaching relationships are successful. Explain how you would establish goals and agree action plans with coachees, and build their commitment to participating in an effective coaching partnership. Using practical examples if possible, show how you would use the coaching process to evaluate your coachees' engagement with the programme.</p> <p>Guideline word count: 700 - 750 words</p>	<p>A.C. 2.1 - Analyse what is needed for successful coaching</p>		
	<p>A.C. 2.2 - Identify how to build the commitment of the individuals to establish a partnership for effective coaching</p>		
	<p>A.C. 2.3 - Establish goals and agree action plans with individuals</p>		
	<p>A.C. 2.4 - Evaluate individuals' engagement with the programme through the coaching process</p>		

TASK 4	ASSESSMENT CRITERIA	PASS/REFER	COMMENTS
Take examples of recognised good practice in the field of coaching, and discuss what these are saying about the guidelines and protocols for coaching interventions.	A.C. 3.1 - Discuss guidelines and protocols for interventions based on accepted coaching theory and practice		
Provide examples of coaching interventions that might be developed to assist coachees in achieving specific organisational objectives, and evaluate these for their potential effectiveness. You may use work place examples to support the demonstration of your understanding if these are available.	A.C. 3.2 - Develop coaching interventions against identified organisational objectives		
Guideline word count: 650 - 700 words	A.C. 3.3 - Evaluate the effectiveness of the coaching interventions in achieving organisational objectives		

FEEDBACK

CMI MARKER'S FEEDBACK

CMI LEAD MODERATOR'S FEEDBACK