

A new and practical Level 5 Coaching Qualification

The Institute for Leadership and Management (ILM) Level 5 Certificate in Coaching and Mentoring Management



Introduction

The ILM Level 5 Certificate in Coaching and Mentoring in Management aims to provide practising managers with the knowledge, skills and confidence to perform effectively as coaches or mentors as part of their normal work role.

Method

The practical programme comprises an induction workshop, pre-course assignments, a two-day fast moving and practical workshop followed by a period of workplace coaching and online learning and reflections. There is a follow up one-day workshop to reflect on best practice and share learning followed by an online assessment. The qualification is usually gained over a three month period. You are supported by a Longden tutor and coach throughout the process. Peer group learning and support is facilitated through online communication. You will receive coaching supervision and feedback on your coaching activity.

The Units

There are three mandatory units with a combined credit value of 13

- D5.01 Understanding how management coaching and mentoring can benefit individuals and organisations – 5 credits
- D5.02 Reviewing own ability as a management coach or mentor – 3 credits
- D5.03 Undertaking management coaching or mentoring in the workplace – 5 credits

A unique learning experience in a lovely location

The workshops are held at the world renowned heritage centre, the Shakespeare Birthplace Trust on Henley Street, Stratford upon Avon. We have access to the Shakespeare properties and make use of the delightful grounds of the historic houses as a part of the experiential learning process. An optional theatre visit with dinner can be arranged in the fabulous Royal Shakespeare Theatre. The workshop venue is situated in the heart of Stratford upon Avon and is ideal for combining learning, culture, shopping and sightseeing. With Longden learning can be fun, effective *and* enjoyable!

ILM Membership

All learners gain free studying membership of ILM for one year. Designed to help candidates get the most from their course and advance their management career, studying membership gives access to a wide range of specialist support and development materials and services. Once registered, candidates can activate their ILM studying membership online at www.i-l-m.com/activate. At any time candidates can upgrade to become a full ILM professional member – giving an additional range of membership services and the use of post nominal letters (e.g. AInstLM).

Fees

The fees which cover the workshops, registration, assessment, certification and online learning are £1499 per person plus VAT. Fees are payable at the start of the programme. Hotel accommodation can be arranged at preferential rates for those wishing to stay overnight.

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Content

The programme contains an excellent grounding for organisational coaches and mentors and covers a wide range of theories, models and techniques. The chart below details the topics you will cover.

D5.01	D5.02	D5.03
<ul style="list-style-type: none"> • Different perspectives on mentoring and coaching • Models of learning styles • Models of coaching and mentoring able to contribute to performance improvement • Alternative strategies for developing and supporting employees • Overview of therapy and counselling, differentiating between them and coaching and mentoring and identifying the boundaries • Range of learning and counselling services available • Legal aspects of coaching and mentoring • Concepts of power and authority • Cultural issues working with a diverse workforce • Personal beliefs and values, their source and effect on attitudes and behaviours • Behavioural traits, their drivers and effect on others • Communication theories Relationship characteristics and contrasts between coaching and mentoring • Distinguishing the appropriate physical environments • Costs and benefits of coaching and mentoring – financial • Range of formal and informal learning opportunities • Corporate objectives and the contribution of coaching and mentoring to their achievement • Organisational and operational barriers and strategies for overcoming these barriers • Techniques for programme monitoring, review and evaluation 	<ul style="list-style-type: none"> • Non-combative challenging strategies to alter inappropriate attitudes and behaviour • Recognition of client needs beyond coach's competence (personal social or psychological problems, learning difficulties or disabilities) and available support services • Negotiation strategies and techniques • Factors determining workplace relationships – organisational, task and personal – and their impact on work performance and the coaching or mentoring process • Strategies and techniques for addressing and improving poor personal relationships in the workplace • Verbal and non-verbal communication skills (questioning, listening, analysis of non-verbal communication, reflection and summarising skills), in person, by telephone and by email • Nature and value of networks, analysis of personal networks and development of networking skills • Managing self and time to build and sustain networks 	<ul style="list-style-type: none"> • Techniques for assessing the learning and development of a client • Learning and development outcomes – behavioural, cognitive and emotional • Learning styles and personality characteristics and their assessment – range of learning and personality inventories for individuals and teams available (eg Honey and Mumford, Myers Briggs, 16PF, Belbin) – their use and analysis • Learning and development strategies appropriate to different learning and personality styles • Characteristics of effective learning plans • Criteria for developing coherent and logical order for learning and development • Recording and monitoring coaching or mentoring activities • Strategies for coaching or mentoring • Planning principles and practices for coaching or mentoring sessions • Methodologies and criteria for analysing materials and information supporting coaching or mentoring • Action planning and review • Strategies and practices for building effective relationships • Behaviours to encourage openness, honesty, and trust and their significance in mentoring and coaching • Reflection and social interaction as strategies for self-knowledge and improvement – concepts of the reflective practitioner, theory and behaviour • Use and completion of personal reflection log

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Entry Requirements

There are no formal entry requirements but participants will normally be practising managers. They should normally have successfully completed an ILM Level 3 qualification in First Line Management, or an ILM Level 5 qualification in Management, or equivalent. Exceptional learners, who have no formal qualification in management, but who have several years' experience and have completed some formal training in the role, may also participate. Participants must have responsibility for introducing coaching and mentoring into their organisation and be able to identify two people to coach within their organisation over a three month period.

Coach Profile

Managers are normally appointed to the role because they have already demonstrated high standards of performance in the occupational role that (at least some of) their team fulfil. Obviously in work groups containing a variety of skills, managers can usually only be expected to be competent in some of them. This high standard of performance is often a criterion for promotion to their current role. Because of their expertise, managers may be expected to help others develop similar levels of competence, and this can include coaching individuals. This qualification is designed to develop the knowledge and skills required by managers in undertaking this responsibility. Coaching for managers is defined as the process of enabling individuals to acquire the knowledge, skills and techniques needed to perform effectively in their occupational role by motivating, inspiring, challenging, stimulating and guiding them. The coach must be able to recognise the needs of individuals being coached, develop coaching programmes appropriate to meet those needs, and help individuals to achieve to their full potential.

Assessment Process

Achievement of the qualification is dependent on the completion of two assessments covering the mandatory units. Candidates must achieve a minimum number of marks for each section and a total of at least 50 marks for success in each assessment for the mandatory unit(s).

Assessment Task 1 D510

Prepare a proposal for a management coaching or mentoring programme and explain how you will ensure best practice in your coaching or mentoring practice

Assessment Task 2 D512 and D503

Assess your potential as a management coach or mentor, undertake 12 hours coaching or mentoring, and reflect on your performance

During their practice coaching (Unit D5.03) learners will also require coaching supervision. This time is built into the indicative guided learning hours for the Unit.

The terms *coaching supervisor* and *coaching supervision* as used in the units should be understood to refer to the process by which coaches are supported in their development to perform effectively. Coaching supervision does include tutoring/training, coaching/mentoring, peer coaching/peer mentoring and similar activities in one-to-one or group situations to facilitate the development of the coach as a reflective practitioner. It also includes time spent supporting learners in preparation of plans, coaching diaries and reflective logs which will be used for assessment purposes.

Coaching supervision does not imply that a coach is being observed or accompanied during coaching practice, although some observation of coaching in a training or development environment should be used to inform discussions of coaching practice. Some observation of coaching in the workplace with the agreement of the learner being coached and her/his employer is also strongly encouraged, if at all possible.

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Learning Outcomes

Title:	Understanding how management coaching and mentoring can benefit individuals and organisations		Unit Ref:	D5.01
Level:	5	QCF unit code	Y/501/3940	
Credit value:	5	Guided learning hours	18	
Learning outcomes		Assessment criteria		
The learner will		The learner can (in an organisation with which they are familiar)		
1	Explain the characteristics of effective coaches and mentors, and coaching and mentoring programmes	1.1	Identify the characteristics of effective coaching and mentoring arrangements and plans	
		1.2	Explain the importance of respecting others' ethical and moral views, beliefs, attitudes and values, challenging inappropriate language or behaviour and not abusing own power and authority in a coaching or mentoring relationship	
		1.3	Explain the importance of creating the necessary, safe and confidential conditions for engaging in effective coaching or mentoring and of agreeing the expectations, processes and boundaries of a coaching or mentoring programme with all stakeholders	
		1.4	Explain why coaches and mentors should develop effective communication skills and be able to analyse communication to identify meaning	
2	Present a business case for using coaching or mentoring in own organisation	2.1	Assess the contribution that management coaching or mentoring can make to individuals and the organisation, and its role in relation to alternative developmental and support strategies	
		2.2	Identify potential organisational barriers to using coaching or mentoring and develop appropriate strategies for overcoming them	
		2.3	Present a business case for using coaching or mentoring to address specific developmental and support needs in the organisation	
		2.4	Suggest how the effectiveness of the proposed coaching or mentoring programme can be evaluated	
Unit aim(s) To enable candidates to understand the role and contribution of coaching and mentoring to individuals and organisations and make a business case for using management coaching and mentoring in their organisations.				

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Learning Outcomes

Title:	Reviewing own ability as a management coach or mentor		Unit Ref:	D5.02
Level:	5	QCF unit code	D/501/3941	
Credit value:	3	Guided learning hours	12	
Learning outcomes		Assessment criteria		
The learner will		The learner can (in an organisation with which they are familiar)		
1	Review the effect of own value systems and ability to deal with performance problems on own coaching and mentoring behaviour	1.1	Review own ethical and moral views, beliefs, attitudes and values and their effect on own coaching and mentoring practice	
		1.2	Review own ability to address poor or inappropriate attitudes, behaviours and workplace relationships and its effect on own coaching and mentoring practice	
2	Review own ability to communicate effectively and to use available networks to support coaching and mentoring practice	2.1	Review own ability to communicate effectively when coaching or mentoring others	
		2.2	Review the effectiveness of own networks in supporting coaching and mentoring practice	
Unit aim(s) To enable managers to review their ability to perform effectively as management coaches or mentors				

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Learning Outcomes

Title:	Undertaking management coaching or mentoring in the workplace		Unit Ref:	D5.03
Level:	5	QCF unit code	H/501/3942	
Credit value:	5	Guided learning hours	12	
Learning outcomes		Assessment criteria		
The learner will		The learner can (in an organisation with which they are familiar)		
1	Agree a short management coaching or mentoring programme based on identified developmental needs and goals	1.1	Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals	
		1.2	Design and agree a short coaching or mentoring programme in line with these goals	
2	Plan, deliver and review own management coaching or mentoring practice	2.1	Plan individual coaching or mentoring sessions and develop and prepare materials and resources to support these sessions, where appropriate	
		2.2	Deliver coaching or mentoring sessions for at least 12 hours and maintain appropriate records	
		2.3	Review individuals' progress towards their agreed goals	
3	Improve own management coaching or mentoring practice to through reflection and review	3.1	Collect feedback on own coaching or mentoring practice	
		3.2	Reflect on and review own coaching or mentoring practice	
		3.3	Identify own development needs and plan and take action to improve own coaching or mentoring practice	
Unit aim(s)				
To enable candidates to demonstrate their ability to undertake a workplace management coaching or mentoring programme				

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Booking Form

Please complete and email to carolelongden@longden.co.uk or fax to 02476 473856, or post to Longden Ltd, 1 Ensign, Westwood Way, Coventry, CV4 8JA.

Name	
Organisation	
Job Title	
Address	
Postcode	
Phone number	
Mobile number	
Email address	

Preferred Dates

Please tick preferred programme	Induction	Workshop 1 (2 days)	Workshop 2 (1 day)
Programme 1	January 4 th	January 11 th – 12 th	March 29 th
Programme 2	January 6 th 2011	January 13 th – 14 th 2011	March 31 st 2011

Fees Payable

£1499 plus VAT = £1761.32 payable in advance to Longden Co UK Ltd.

Chosen payment method

	Tick
1. BACS to Longden Co UK Ltd, Sort Code 08 92 99 Account No. 69179503	
2. Cheque to Longden Co UK Ltd and sent to 1 Ensign, Westwood Way, Coventry, CV4	
3. Invoice with Purchase Order Number:	

Terms

Payment must be made 5 working days in advance of the programme start date.

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