RNLA Coaching and Mentoring Level 5

Completion Pack May 2021 Version 2

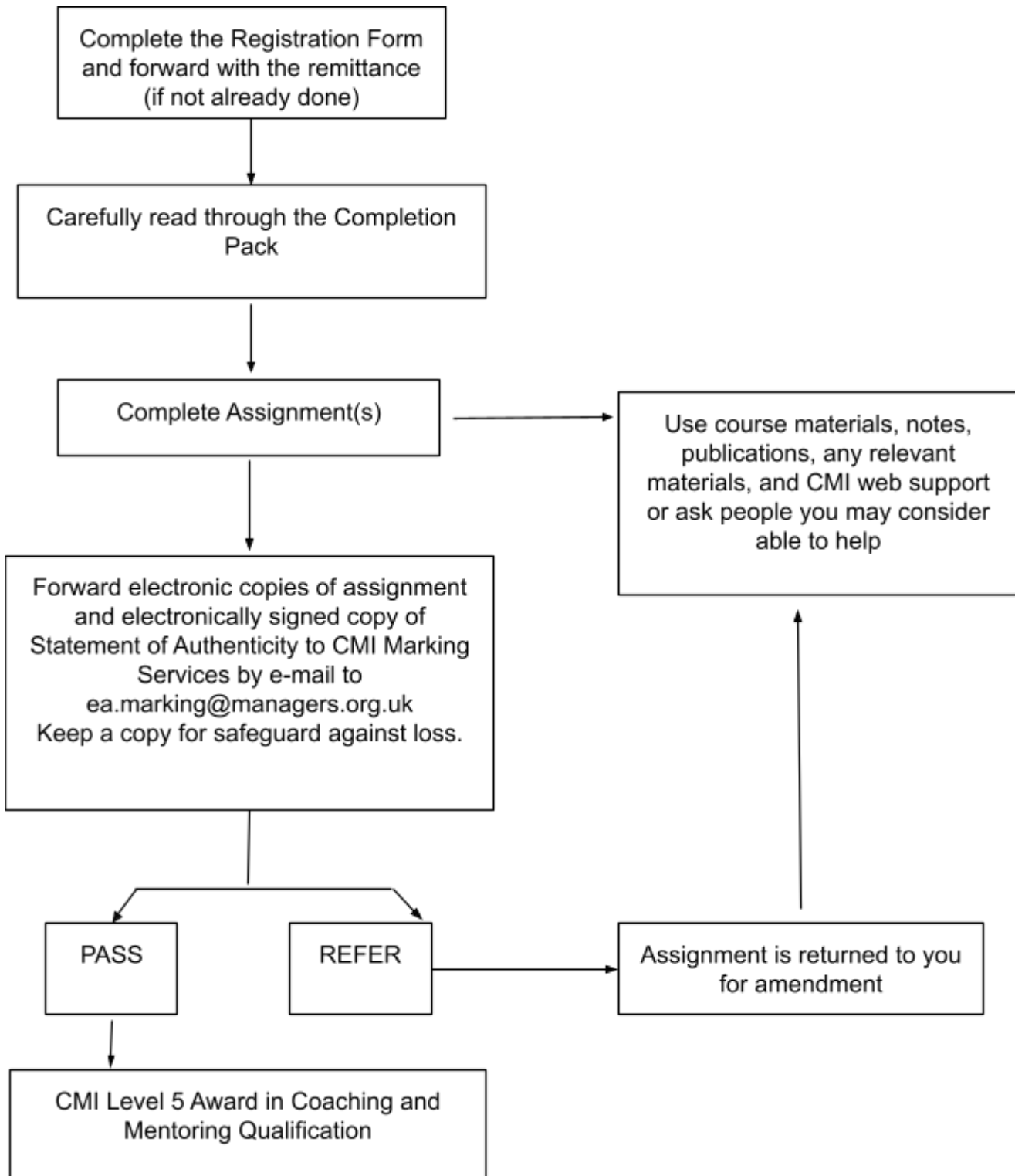BLANK PAGE

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┌─────────────────────────────┐
│  Complete the Registration  │
│  Form and forward with the  │
│         remittance          │
│    (if not already done)    │
└─────────────────────────────┘
                │
                ▼
┌─────────────────────────────┐
│ Carefully read through the  │
│      Completion Pack        │
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                │
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┌─────────────────────────────┐          ┌──────────────────────────────┐
│   Complete Assignment(s)    │─────────▶│  Use course materials, notes,│
└─────────────────────────────┘          │   publications, any relevant │
                │                         │  materials, and CMI web      │
                │                         │  support or ask people you   │
                ▼                         │  may consider able to help   │
┌─────────────────────────────┐          └──────────────────────────────┘
│ Forward electronic copies   │                         ▲
│ of assignment and           │                         │
│ electronically signed copy  │                         │
│ of Statement of Authenticity│                         │
│ to CMI Marking Services by  │                         │
│ e-mail to                   │                         │
│ ea.marking@managers.org.uk  │                         │
│ Keep a copy for safeguard   │                         │
│ against loss.               │                         │
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   ┌─────────┐  ┌─────────┐      ┌──────────────────────────────┐
   │  PASS   │  │ REFER   │─────▶│ Assignment is returned to you│
   └─────────┘  └─────────┘      │        for amendment         │
        │                        └──────────────────────────────┘
        ▼
┌─────────────────────────────┐
│ CMI Level 5 Award in        │
│ Coaching and Mentoring      │
│ Qualification               │
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The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising them against regulated professional qualifications. CMI has fully recognised that your course meets some of the requirements for the CMI Level 5 Award in Coaching and Mentoring Qualification.

● The CMI Level 5 Award in Coaching and Mentoring Qualification comprises the following unit 5017V1 that total 60 TQT/minimum of 6 credits.

To acquire the CMI Level 5 Award in Coaching and Mentoring Qualification you must complete and submit the following assignment 5017V1, comprising a number of tasks, and contained in this completion pack.

The qualifications are immediately transferable to, and acknowledged by, the civilian business world as a benchmark qualification expected for a management position. The qualifications are commended to all students as an extremely valuable addition to your in-service qualifications.

Note that you have 12 months to submit your external assignments for marking. It is very important that you contact CMI by telephone: +44 (0) 1536 207496 before this time if you are encountering difficulties (see below).

If there is no contact, CMI will default for you to receive the Recognised Status. There are no refunds for lapsed candidates.

This CMI qualification Completion Pack provides you with the support information you need for the External Assignment.

For the duration of your qualification programme you receive complimentary 'Affiliate Membership' of CMI, enabling you to access a wide range of support material on the CMI website and ManagementDirect. If you are already a member you cannot claim a refund of membership fees.

NOTE: If you have not previously registered on the CMI Website you now need to do so using the information contained in your CMI Welcome Letter.

We ask where possible for you to access on personal devices and networks to prevent any issues with MOD security and firewalls.

How do I get started and access my learning resources?
1. Click here to set your password
2. Follow the on-screen instructions
3. Click here to access ManagementDirect
4. Username is the email as registered with CMI

Once logged in to ManagementDirect, use the following steps to access support for Unit 5017V1:

Unit 5017V1
● Opening Screen - Click on Qualification Support* for CMI Level 5 Award in Coaching and Mentoring Qualification
● Next Screen - Click View Qualification
● Next Screen - Scroll to find Unit 5017V1
● Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

Between the LOs there are links to 'View Resources'. By 'clicking' these open you will find comprehensive support for the appropriate LO. Resources include documents, checklists, video clips and recommended reading. Note that there may be some duplication of resource references as the LOs are interrelated.

*If you do not have a link to Qualification Support please contact the team (see below)

Unsure about anything?
Please contact CMI on: +44 (0) 1536 207496 during office hours (0900-1700 hours Monday to Friday), or mod.qualifications@managers.org.uk

UNIT COMPLETION REQUIREMENTS

You are required to complete 5017V1 unit assignment to obtain the CMI Level 5 Award in Coaching and Mentoring Qualification.

Guidance on completing the assignment and submitting your work to CMI are on the following pages. You are also encouraged to submit a reflective statement of no more than 300 words (in addition to the assignment word count) describing the value and knowledge gained from undertaking the assignment. This statement will not be assessed; however it encourages you to review the value and application of your learning.

CMI Level 5 Award in Coaching and Mentoring Qualification	Credits	Actions
Unit 5017V1- Coaching Practice and Theory	6	● Register for the Qualification ● Complete assignment(s) ● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity ● Keep a copy for safeguard against loss

QUALIFICATION REGISTRATION

If you have not already done so, you need to register for the qualification. The registration form must be accompanied with a copy of the relevant section of your end of course certificate (i.e. JPA print out), and the requisite remittance (cheque or credit/debit card details). Send this to the CMI at the address shown on the form.

SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 3 Award in Coaching and Mentoring Qualification

Submission directly to CMI Marking Services

Once you have completed all assignments, you must forward them, along with a signed copy of the Statement of Authenticity (as a single file with your completed Statement of Authenticity as the first page) by e-mail to ea.marking@managers.org.uk

The main body of the email should include the following: full name, P number, unit and submission number i.e Assignment Blogs_P123456_Unit_number_submission number.

You are strongly advised to keep a copy of your assignment to safeguard against loss; your assignment will not be returned to you but will be destroyed by safe and confidential means.

Please note that CMI does offer a paper based assessment service for learners who are unable to provide an electronic copy. Post the assignment along with your signed Statement of Authenticity to:

External Assignments/MOD,
Awarding Body,
Management House,
Cottingham Road,
Corby,

Northamptonshire NN17 1TT.

PASS: If a pass is achieved, the Institute will issue you with your qualification certification and your units / credit certificate along with an offer of graded membership of the Chartered Management Institute. This level of membership may be lower than that offered by the MOD guaranteed membership scheme – you can opt for either.

REFERRAL: If your assignment does not meet the pass standard, it will be returned to you with guidance notes for completion. You must meet the additional requirements before re-submitting the assignment. You will be allowed two further re-submissions.

Following two Referrals for your assignment, a Resubmission Fee of £15 (+ VAT) will be payable to CMI before work is reassessed. For more information please contact ea.marking@managers.org.uk or call 01536 207496 option 1.

ASSESSMENT GUIDANCE FOR LEARNERS

CMI provides a comprehensive external quality assessment service. Currently all units within the Management and Leadership qualifications from Level 2 to 7 have an assignment brief available.

CMI provides a six week service level on all assignments received.

Learners are required to complete all tasks and Assessment Criteria.

ASSESSMENT GUIDANCE

Submission directly to CMI EA Marking

All work must be submitted in a single electronic document (.doc file). The document must be marked with your full name, P number and unit number. Electronic assignments should be sent to ea.marking@managers.org.uk

Please note CMI do offer a paper based assignment service for learners that are unable to provide an electronic copy only. Please post the assignment to External Assignments, Awarding Body, Management House, Cottingham Road, Corby, Northamptonshire, NN17 1TT.

The assignment should be your own work and not direct copies of theories or models. Any models described and other quotes used must be properly attributed and referenced as appropriate. Learners must acknowledge or reference any sources that have been used to complete the assignment, listing reference material and web sites used, appendices must not be included.

Learners are encouraged to produce a reflective statement of no more than 300 words (which does not count towards the final word count), describing the value and knowledge gained from undertaking this assignment. The reflective statement is not assessed; however it encourages you to review the value and application of your learning.

PLAGIARISM & COLLUSION

In submitting the assignment the learner must complete a statement of authenticity (included in the Completion Pack) confirming that the work submitted for all tasks is their own and does not contravene CMI policies including word count and plagiarism.

Academic offences, including plagiarism and collusion, are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution. Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the

similarity goes beyond what might have been mere coincidence. Plagiarism and collusion are very serious offences and any learner found to be copying another learner's work or quoting work from another source without recognising and disclosing that source will be penalised.

In submitting their assignment for the unit, and completing the relevant statement of authenticity, learners are confirming that the work submitted for all tasks is their own and does not contravene the CMI policies including word count, plagiarism and collusion. CMI reserves the right to return assignments if the necessary statements of authenticity have not been completed.

Learners found to be in breach of these regulations will be reported to the relevant CMI contact for deliberation. The learner will be notified in writing of the outcome of the investigation. In the event that a learner is found to have perpetrated malpractice, the learner will be withdrawn from his/her qualification immediately; fees will not be refunded, the relevant Regulatory Body will be informed and membership of the CMI will be withdrawn.

APPENDICES

Appendices should not be included. All use of tables, graphs, diagrams, Gantt charts and flowcharts should be incorporated into the main text of the assignment. Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment but not included.

CONFIDENTIALITY

Where learners are using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion in an assignment. Where confidentiality is an issue, studying members are advised to anonymise their assignment so that it cannot be attributed to that particular organisation.

WORD COUNT POLICY

In total, it is required that your assignment should be between 2500-3000 words. Learners must comply with the required word count, within a margin of -/+10%.These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Where a learner's work has contravened the word count policy, it will be reviewed by the Marker and Lead Moderator before a final decision is made.

REFERENCING & PROFESSIONALISM

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used. The learner must use an appropriate referencing system to achieve this. Whilst marks are not awarded for the use of English, the learner must express ideas clearly, succinctly, and ensure that appropriate terminology is used to convey accuracy in meaning.

INSTRUCTIONS & INFORMATION FOR LEARNERS

The external assignment is set and assessed by the Chartered Management Institute. It is designed to assess your achievement of all the Learning Outcomes and associated assessment criteria in the relevant unit of the qualification you are undertaking.

You should make sure that you plan your work carefully, to ensure that you cover all the requirements of the assignment, and complete it within the time limit specified.

Your statements, in answer to the tasks, need to be prefixed with the specific task number and unit title. This will help you keep on track and should ensure you address the details. Work submitted without a task prefix will be returned unmarked. Your statements should not be just a description of workplace activities but should include what you have learned from your programme of study. In other words you need to show how you can relate what you have learned to day-to-day management activities.

You must submit your work as a single electronic word document (.doc file). You should mark the assignment with your name, P number, and the unit number - and a brief description of the context in which the assignment was undertaken. You may include a title page if you wish. You must show a total word count on the front page of your assignment. You are strongly advised to keep a copy of your completed assignment before you submit it for assessment – the copy you submit will not be returned to you. Your assignment may be kept by the CMI for quality assurance purposes. Any assignment not kept for quality assurance will be securely destroyed.

CMI will assess your assignment, and the result will be sent to you, normally within 6 weeks of receipt by the Institute.

If your assignment is assessed as referred, notification will be sent to you with an indication of the areas to be addressed. You may resubmit an assignment on a further two occasions during your period of registration as a CMI learner.

If there is anything in these instructions or in the assignment itself which you do not understand, please seek guidance from CMI by phone on 01536 207496.

UNIT **5017V1**

Assignment Brief: Coaching Practice and Theory.

Click here to download the Assignment Brief.

INTRODUCTION

This unit is concerned with understanding coaching tools and techniques, and the development of support for coaching practice, alongside understanding the development of coaching interventions which will support the needs of the organisation.

SCENARIO

Learners may use their own employment context, or that of another organisation with which they are very familiar, to base their assignment. However, in the case that they are not able to do so, please use the below scenario: -

You have a role as a middle manager in an organisation. This role includes a responsibility for coaching individuals and teams across the organisation. You use a range of tools and techniques in your coaching interventions to meet the differing personal styles of your coachees and to build their commitment to the process and the achievement of organisational objectives.

TASK 1

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.

Guideline word count: 800 - 850 words

A.C. 1.1 - Explain what is meant by the coaching cycle
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
A.C. 1.4 - Determine when problem-solving techniques are appropriate within coaching activities

TASK 2

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.

Guideline word count: 800 - 850 words

A.C. 1.3 - Explain the impact of personalities on the selection of the tools and techniques adopted with individuals
A.C. 1.5 - Explain the differing techniques needed when coaching different groups and individuals

TASK 3

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.

Guideline word count: 700 - 750 words

A.C. 2.1 - Analyse what is needed for successful coaching relationships
A.C. 2.2 - Identify how to build the commitment of the individuals to establish a partnership for effective coaching
A.C. 2.3 - Establish goals and agree action plans with individuals
A.C. 2.4 - Evaluate individuals' engagement with the programme through the coaching process

TASK 4

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.

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.

Guideline word count: 650 - 700 words

A.C. 3.1 - Discuss guidelines and protocols for interventions based on accepted coaching theory and practice
A.C. 3.2 - Develop coaching interventions against identified organisational objectives
A.C. 3.3 - Evaluate the effectiveness of the coaching interventions in achieving organisational objectives

STATEMENT OF AUTHENTICITY

THIS STATEMENT MUST BE COMPLETED AND ELECTRONICALLY SIGNED BY YOU AND ATTACHED TO (EACH ONE OF) YOUR COMPLETED ASSIGNMENT(S) (ie. one for each assignment if submitting more than one) WHEN SUBMITTED FOR ASSESSMENT.

Qualification:

CMI Level 5 Award in Coaching and Mentoring	

Centre:	RNLA Collingwood	**Course Number & Date:**	C10388543

Candidate Statement: Confirmation of Authenticity:

Name	Learner Number (if known)	Learners E-mail address

I confirm that:

● I am registered on this programme with the Chartered Management Institute
● I am, to the best of my knowledge, the sole author of the completed assignment submitted.
● The attached completed assignment is all my own work, and does not include any work completed by anyone other than myself.
● I have completed the assignment in accordance with CMI's instructions and within the time limits set as given on my CMI Registration Form.

Address	Details	Note (in the Details column)
Name		If using a military address then enter the address clearly given: Name. Sub Unit Unit. Any other relevant details e.g. BFPO Number.
Street Number		
Street / Road Name		
Town Name		
Post Code		
County		

By signing my name below I am agreeing that I have read and understood the Learner Statement of Authenticity

Signature: Date:

Ofqual unit number	R/504/9058
RQF level	5
Guided learning hours	45
Total unit time	60
Credits	6
Aims of unit	The unit is about the development of effective tools and techniques, relationships and interventions to facilitate coaching within the organisation.
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 4 level of difficulty. |

Learning Outcome 1
Understand the tools and techniques used in coaching practice

Assessment Criteria	
1.1	Explain what is meant by the coaching cycle

Good Practice
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)

Assessment Criteria	
1.2	Evaluate the use of reflection, self-awareness, dialogue, questioning and listening techniques within coaching activities to achieve behavioural and organisational change

Good Practice
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.

Assessment Criteria	
1.3	Explain the impact of personalities on the selection of the tools and techniques adopted with individuals

Good Practice
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.

Assessment Criteria	
1.4	Determine when problem-solving techniques are appropriate within coaching activities

Good Practice
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.

Assessment Criteria	
1.5	Explain the differing techniques needed when coaching different groups and individuals

Good Practice
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.

Learning Outcome
Understand the need to develop relationships to support coaching practice

Assessment Criteria	
2.1	Analyse what is needed for successful coaching relationships

Good Practice
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.

Assessment Criteria	
2.2	Identify how to build the commitment of the individuals to establish a partnership for effective coaching

Good Practice
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.

Assessment Criteria	
2.3	Establish goals and agree action plans with individuals

Good Practice
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.

Assessment Criteria	
2.4	Evaluate individuals' engagement with the programme through the coaching process

Good Practice
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.

Learning Outcome
Understand guidelines and protocols for intervention and the need to develop coaching interventions to meet organisational requirements

Assessment Criteria	
3.1	Discuss guidelines and protocols for interventions based on accepted coaching theory and practice

Good 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 for protocols.

Assessment Criteria	
3.2	Develop coaching interventions against identified organisational objectives

Good Practice
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.

Assessment Criteria	
3.3	Evaluate the effectiveness of the coaching interventions in achieving organisational objectives

Good Practice
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.