LEVEL 5 PROFESSIONAL COACHING PRACTICE

Syllabus | August 2024 | Version 6

Document Version	Date Revisions Made
Version 1	June 2022
Version 2	August 2022
Version 3	January 2023
Version 4	June 2023
Version 5	October 2023
Version 6	August 2024

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QUALIFICATION OBJECTIVE

These qualifications are designed to support individuals in the development of professional coaching skills, helping them understand and be able to apply core skills required for effective coaching practice.

These qualifications are designed for individuals wishing to develop their professional coaching abilities, and who will have the knowledge, skills and behaviours to coach. They have been developed alongside Employers to ensure they are relevant, valid and reflective of skills required in the workplace.

They will have the professionalism to deliver impact, behave ethically and demonstrate a commitment to continual learning and development.

Extensive research has been undertaken to ensure that these qualifications reflect tasks and activities of managers in the aforementioned roles in the workplace. Sources of information include, but are not limited to:

1   Comparability to existing Coaching programmes
2   CMI Professional Standards
3   Stakeholder consultation
4   Mapped to the Professional Apprenticeship Standard ST0809 AP01 Professional Coaching
5   Employer Consultation

This qualification provides learners with skills and knowledge for individuals entering the management sector in roles including, but not limited to:
● Professional Coach
● Leadership Coach
● Learning & Development Manager
● Middle Manager
● Operational Manager
● Departmental Manager

QUALIFICATION TITLES

The titles given below are the titles as they will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of submission, which confirms that this is a regulated qualification on the RQF and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

CMI Code	Qualification Title	Qualification Reference Number
5A36	CMI Level 5 Award in Professional Coaching Practice	610/0903/9
5C36	CMI Level 5 Certificate in Professional Coaching Practice	610/0904/0
5D36	CMI Level 5 Diploma in Professional Coaching Practice	610/0905/2
5XD36	CMI Level 5 Extended Diploma in Professional Coaching Practice	610/0906/4

KEY DATES

These qualifications are regulated from 1st June 2022 and the operational start date in CMI Centres is 1st June 2022. See CMI External Qualification List for review date.

PROGRESSION OPPORTUNITIES

CMI would recommend the below qualifications as a possible progression route, once complete the Management Coaching and Mentoring qualifications:

- CMI Level 5 Principles of Professional Coaching
- CMI Level 5 Professional Mentoring Practice
- CMI Level 6 Professional Coach Supervision
- CMI Level 7 Qualifications in Leadership Coaching and Mentoring

Please see also the CMI Website for further information on CMI's portfolio of Level 5 qualifications.

Learners may also wish to further their ongoing personal and professional development by accessing other CMI qualifications, such as the CMI Level 5 Qualifications in Management and Leadership.

ENTRY AND REQUIREMENT

These qualifications can be offered to Learners from age 18. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centre must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression

In order to achieve this, the CMI Centre will need to:

- Provide relevant programme information, guidance and advice, to enable informed Learner choice Publish entry and selection criteria
- Demonstrate that Learners are recruited with integrity
- Carry out comprehensive Learner induction that:
    - addresses programme and organisational requirements
    - explains Learner facilities
    - identifies Learners' development needs
    - develops an Individual Learning Plan

The qualification is offered in the medium of the English Language.

Total Qualification Time (TQT) is defined as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements –

a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

b) an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Unit Time (TUT) is defined as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a unit.

Guided Learning Hours is defined as the activity of a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Immediate Guidance or Supervision is defined as the guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –
a) with the simultaneous physical present of the Learner and that person, or
b) remotely by means of simultaneous electronic communication

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

Rule of Combination is defined as being a rule specifying the combination of units which may be taken to form a particular qualification, any units which must be taken and any related requirements.

QUALIFICATION STRUCTURES

RULES OF COMBINATION

There are minimum requirements to achieve each qualification within this suite. The minimum requirements are based on the boundaries outlined in Ofqual's Guidance to the General Conditions of Recognition, namely Condition E2.

CMI LEVEL 5 AWARD IN PROFESSIONAL COACHING PRACTICE
Learners must select at least one unit to a minimum of 60 TUT hours, 6 credits to achieve this qualification. The minimum GLH is 14 hours. _Learners cannot select Units 534, 536 or 537 as part of this qualification._

CMI LEVEL 5 CERTIFICATE IN PROFESSIONAL COACHING PRACTICE
Learners must select any combination of units to a minimum of 140 TUT hours, 14 credits to achieve this qualification. The minimum GLH is 32 hours. _Learners cannot select Unit 537 as part of this qualification._

CMI LEVEL 5 DIPLOMA IN PROFESSIONAL COACHING PRACTICE
Learners must select at least three units to a minimum of 370 TUT hours, 37 credits to achieve this qualification. The minimum GLH is 108 hours.

CMI LEVEL 5 EXTENDED DIPLOMA IN PROFESSIONAL COACHING PRACTICE
Learners must select all units to a minimum of 680 TUT hours, 68 credits to achieve this qualification. The minimum GLH is 180 hours.

Unit Code	Unit Title	GLH	TUT	Credits
531	Principles of Professional Coaching	16	60	6
532	The Role of the Professional Coach	28	90	9
533	Strategies for Delivering Professional Coaching	16	70	7
534*	Professional Coaching Practice	32	150	15
535	Management and Leadership Influences in Coaching and Mentoring	28	80	8
536**	Professional Team Coaching	30	100	10
537***	Professional Mentoring Practice	30	130	13

*Unit 534 may only be selected as part of the Level 5 Certificate, Diploma or Extended. It cannot be selected as part of the Award.

**Unit 536 may only be selected as part of the Level 5 Certificate, Diploma or Extended. It cannot be selected as part of the Award. See the CMI Level 5 Award in Professional Team Coaching for this option.
*** Unit 537 may only be selected as part of the Level 5 Diploma or Extended Diploma. It cannot be selected as part of the Award or Certificate. See the CMI Level 5 Award & Certificate in Professional Mentoring Practice for this option.

ALIGNMENT WITH COACHING PROFESSIONAL OCCUPATIONAL STANDARD

THE COACHING PROFESSIONAL OCCUPATIONAL STANDARD SUPPORT INFORMATION

It must be noted that there is no mandated qualification required within the Coaching Professional Occupational Standard (ST0809).

However, the four (4) units listed below may support training and employer providers in the development of their on-programme activities for their practising or aspiring managers who are enrolled on the Professional Coaching Apprenticeship Standard Programme. This knowledge and learning must then be applied in the workplace to enable apprentices to evidence the relevant skills and behaviours for EPA.

These units may be selected to help underpin delivery of an apprenticeship programme.

Please refer to the Rules of Combination section above to identify minimum requirements for each of the qualifications within this syllabus.

Unit Code	Unit Title	GLH	TUT	Credits
531	Principles of Professional Coaching	16	60	6
532	The Role of the Professional Coach	28	90	9
533	Strategies for Delivering Professional Coaching	16	70	7
534	Professional Coaching Practice	32	150	15

Please see the Unit Specifications in this syllabus for information on where each unit aligns to the Apprenticeship Standards.

QUALIFICATION DELIVERY

CMI does not specify the mode of delivery for its qualifications at Level 5; therefore CMI Centres are free to deliver the Level 5 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Registered Centres - Only Knowledge based *Units 531, 532 and 533 are available to Registered Centres because they do not require approved assessors to observe and collate evidence. If you are unsure of your centre's approval status please speak to your CMI Quality Manager.*

Fully Approved Centres - *Units 534, 536, 537 and 621 require the completion of observations of the coach/mentor delivering coaching/mentoring to a coachee/mentee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*

Please ensure that the content of the Centre Delivery plan is approved by the CMI Quality Manager.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Centre Handbook for more information.

ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

Further information, please see the CMI Reasonable Adjustments Procedure and the CMI Special Consideration Procedure.

RECOGNITION OF PRIOR LEARNING

There may be occasions where Learners request Recognition of Prior Learning (RPL). This can be applied by Centres. Further guidance on RPL and exemptions can be found in CMI RPL policy.

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual unit.

The primary interface with the Learner is the Assessor, whose job it is to assess the evidence presented by the Learner. The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

The CMI Centre's assessment plan, to be agreed with the Quality Manager, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

Registered Centres - *Only the knowledge based Units 531, 532, 533 and 535 are available to Registered Centres.* Units 534, 536, 537 and 621 *are not available* to Registered Centres as they require the completion of observations of the coach/mentor delivering coaching/mentoring to a coachee/mentee. *If you have any questions, please contact your Quality Manager in the first instance.*

Fully Approved Centres - Units 534, 536, 537 and 621 require the completion of observations of the coach/mentor delivering coaching/mentoring to a coachee/mentee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. CMI requires at least one session is recorded for each learner, and kept on record in the event of an audit or quality issue. Note: this recording should be available on request by the CMI moderator, and all observation documents should be sufficiently completed as per the assignment brief.

In designing the individual tasks and activities, CMI Centres must ensure that:

1. the selected assessment task/activity is relevant to the content of the unit
2. there are clear instructions given to Learners as to what is expected
3. Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
4. the language used in the assessment is free from any bias
5. the language and technical terms used are at the appropriate level for the Learners

In addition to the specific assessment criteria in each unit, the Learner's work must be:

- accurate, current and authentic
- relevant in depth and breadth

and must also show the Learner's:

- clear grasp of concepts
- ability to link theory to practice, and
- ability to communicate clearly in the relevant discipline at the expected level for the qualification

LEARNER AUTHENTICITY

Learners are required to sign and date a Statement of Authenticity. The learner statement confirms the evidence submitted is all their own work and has not been completed by a third party. Additionally the learner statement confirms the evidence provided has been completed in accordance with CMI approved instructions.

Centres are required to complete a Centre Statement of Authenticity to confirm the learner is registered on a Chartered Management Institute (CMI) programme of study.

ASSESSMENT GRADING

The grading system for CMI qualifications is "Pass/Refer". The external moderation of Learners' work confirms that the required criteria for achievement have been met.

CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the CMI Centre Handbook for more information.

SUGGESTED ASSESSMENT METHODOLOGIES

CMI does not state the assessment method for its qualifications, instead supporting Centres in creating assessment plans to suit the needs of Learners and/or Employers. It is encouraged that a range of methods are used to ensure that all Learning Outcomes and Assessment Criteria are met, and to enhance Learners' development.

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification

The following table presents an overview of the type of activities that partners may use to assess each unit. Further details are provided in the 'Recommendations for Assessment' section of each unit specification.

		Report	Reflective Account	Guide	Plan	Work Based Evidence
531	Principles of Professional Coaching	x		x		
532	The Role of the Professional Coach	x				
533	Strategies for Delivering Professional Coaching	x				
534	Professional Coaching Practice	x	x		x	x
535	Management and Leadership Influences in Coaching and Mentoring	x	x	x	x	x
536	Professional Team Coaching	x				x
537	Professional Mentoring Practice	x	x		x	x

WORD COUNT AND APPENDICES

The written word, however generated and recorded, is still expected to form the majority of accessible work produced by Learners at Level 5. The guideline word count for units within this qualification are summarised below, and vary depending on size and content of the unit. There is a 10% allowance above/below these guidelines. For more information, please refer to the CMI Assessment Guidance Policy

The table below sets out the word count, by unit, within these qualifications. Word count has been set based on the content being covered within each unit.

Unit	Title	Word Count
531	Principles of Professional Coaching	4000
532	The Role of the Professional Coach	4000
533	Strategies for Delivering Professional Coaching	4500
534	Professional Coaching Practice	2000 + word based evidence
535	Management and Leadership Influences in Coaching and Mentoring	4000
536	Professional Team Coaching	3500 + work based evidence
537	Professional Mentoring Practice	4000 + work based evidence

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

EXTERNAL MARKING

As part of our dedicated service, Chartered Management Institute (CMI) Awarding Body offers the opportunity for all Centres to have their Learner's assignments externally marked.

Some CMI Centres choose to send one assignment of the qualification to be externally marked, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work marked and certificated within a six week period. Please refer to the fee's guide for current pricing.

APPEALS AGAINST ASSESSMENT DECISIONS

In the event that a Learner wishes to appeal against an assessment decision, they can do so by following outlined procedures.

Where an assessment decision has been made by CMI Centre, Learners must follow the Centre/s own Appeals Procedure in the first instance. If this procedure has been exhausted and remains unresolved, Learners may log on a Stage 2 appeal with CMI.

For further information, please see CMI's Enquiry and Appeals Procedure.

CMI MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI through until the completion of their studies. For details of the benefits of membership please click here. There may be the opportunity to upgrade during the Learners studies dependent on successfully completing an assessment with CMI.

CHARTERED MANAGER

Chartered Managers are consistent high performers, committed to current best practice and ethical standards.

A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please click here.

STUDY RESOURCES

ManagementDirect
https://members.md.cmi.org.uk

It's fast, comprehensive and free to members

ManagementDirect is a complete online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to develop their skills.

- 231 Management Checklists and 60 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 200 Leader Videos
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 9000 e-books to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies
- Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions give you a headline understanding of the topic; Checklists and Models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

E-journals

For in depth research try our e-journals service

CMI has joined forces with EBSCO Information Services to offer members access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

Access to Business Source Corporate is through ManagementDirect.

Online CPD

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work.
Our online CPD scheme enables you to record your learning objectives and the activities you have undertaken and encourages you to assess its impact in your role as a manager. Print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

UNIT SUMMARIES

The units within these qualifications are different to other qualifications, and so the following summarises some key features:

- TUT refers to Total Unit Time. TUT is set based on estimated time expected for the average learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of assessment.
- GLH refers to Guided Learning Hours. GLH is the estimated contact time the average learner has with tutors, trainers or facilitators as part of the learning process, it includes formal learning including classes, training sessions, coaching, seminars, live webinar and telephone tutorials, e-learning which is supervised. It is important to note that this also includes assessing learner's achievements for competency based assessments.
- The use of e.g within the unit content means an abbreviation for "for example".
- Key words which highlight knowledge, skills and behaviours which will be developed
- Indicative content has been developed to support the learner to understand the aims of learning outcomes and assessment criteria. It can also be used by tutors to develop lesson plans and schemes of work.
- Recommendations for Assessment which provides a range of suggested assessment activities for actual or aspiring managers and leaders
- Relationships to frameworks such as Chartered Management Consultant Competence Framework
- Suggested reading/web resource materials developed to compliment the unit content. The primary resource/research tool referred to is ManagementDirect

It is recommended that Learners have sight of each unit of study in preparation for assessment.

The table below summarises the units within these qualifications:

531 Principles of Professional Coaching	Coaching is a transformative learning process which can enable individuals to achieve their full potential. This unit introduces the principles of professional coaching, including the similarities and differences with other methods of support and the rationale for its delivery. There is a focus on the roles and responsibilities within the coaching relationship, organisational, legal and ethical frameworks and quality assurance. On successful completion of the unit, the Professional Coach will be equipped with an understanding of the processes for contracting, delivering, and managing coaching.

532 The Role of the Professional Coach	The ability to deliver high quality coaching is central to the role of the Professional Coach, regardless of whether they coach within their own organisation or as an external contractor. This unit focuses on the knowledge, skills, and behaviours required to coach in a manner that is engaging, builds trust, and supports the coachee to progress towards their goals. The unit is designed to enable the Professional Coach to explore strategies for managing stakeholder relationships, communicating with impact, problem solving and decision making. It concludes by considering how the Professional Coach can be supported to optimise the effectiveness of their practice.
533 Strategies for Delivering Professional Coaching	The Professional Coach must utilise their knowledge, skills and expertise when selecting and using strategies for the delivery of professional coaching. Choosing the best approach can be challenging. This unit introduces a wide range of strategies for delivering professional coaching. It also explores the influence of coachee's values, behaviours and culture on their ability to engage with the coaching process. On successful completion of the unit, the Professional Coach will be able to apply their understanding of approaches, models, tools and techniques to develop a strategy to respond to different needs and expectations of coachee's.
534 Professional Coaching Practice	The Professional Coach must be agile, skilled, knowledgeable and self-aware to deliver coaching successfully. The aim of this unit is for the Professional Coach to evidence their ability to deliver coaching that responds to coachee need in a real working environment. The unit contains a blend of practical activities, including the preparation and delivery of coaching and participation in coaching supervision. The Professional Coach will reflect on the outcomes of their coaching practice. They will use the insight gained to create a professional development plan which will be instrumental in improving their coaching capability.
535 Management and Leadership Influences in Coaching and Mentoring	Management, leadership, working with others, change and organisational culture are some of the key topics that arise when delivering professional coaching or mentoring. An insight into these topics will enable the Professional Coach or Mentor to develop an in-depth appreciation of the challenges faced by individuals they support. The aim of the unit is for the Professional Coach or Mentor to evaluate the role and influence of organisation culture, management, leadership and change on coaching and mentoring and apply this information in their professional practice.

| 536 Professional Team Coaching | Team coaching brings together an existing team of people who have shared goals and purpose. This type of coaching can impact on organisational success. It has the power to optimise the effectiveness of a team, promoting trust, collaboration, cohesion and inclusion in the pursuit of a shared goal.

Professional coaching delivered to teams is a strategy increasingly used by organisations to support and develop their staff.

Through the process of working with a Professional Coach, the team and its members are able to benefit from the wisdom and experience of each other.

On successful completion of the unit, Professional Coaches will understand the principles of professional team coaching and will be able to plan, deliver and manage coaching for teams. |
|---|---|
| 537 Professional Mentoring Practice | Mentoring is a tool increasingly used to develop talent within an organisation, boost engagement and foster a sense of wellbeing and belonging. Mentoring has the power to improve the Mentee's confidence, quality, consistency, and productivity in their work. It is a strategy used to support the Mentee to develop knowledge, skills, values and behaviours.

The mentoring role is highly skilled. A Mentor is a trusted advisor, and the role differs, depending on the Mentee and their organisation's needs. Mentors have to be adaptable, willing to share their wisdom, expertise and insight with others.

The aim of this unit is to focus on the role, purpose and delivery of mentoring that empowers Mentee's to work towards meaningful goals. |

Unit 531	Principles of Professional Coaching

Ofqual unit number   J/650/2459

RQF level   5

Guided learning hours   16

Total unit time   60

Credits   6

Aims of unit   Coaching is a transformative learning process which can enable individuals to achieve their full potential. This unit introduces the principles of professional coaching, including the similarities and differences with other methods of support and the rationale for its delivery. There is a focus on the roles and responsibilities within the coaching relationship, organisational, legal and ethical frameworks and quality assurance.

On successful completion of the unit, the Professional Coach will be equipped with an understanding of the processes for contracting, delivering, and managing coaching.

Keywords   Principles, roles, responsibilities, ethics, legal, contracting, delivery, support, supervision, excellence.

Terminology   The term 'coachee' is used within the qualification to refer to a person receiving coaching. Coaching Providers and Professional Bodies may use different terminology such as 'client'.

The phrase 'coaching assignment' is used to refer to a series of coaching sessions delivered to the coachee.

Learning outcome 1
Understand the principles of professional coaching
Assessment criteria
1.1 Discuss the benefits of professional coaching 1.2 Evaluate professional coaching with other methods that support the development of individuals 1.3 Analyse the roles and responsibilities for delivering and managing professional coaching 1.4 Evaluate the ethical and legal frameworks which inform professional coaching

Indicative content

1.1 Professional coaching: Definitions and descriptions of professional coaching (e.g. Clutterbuck (2020), Hawkins (2021), Rogers (2012), Starr (2021), Wilson (2020)).

1.1 Benefits of professional coaching:

- *Benefits to coachee:* Development of knowledge, skills, behaviours. Personal growth. One to one support (informal or formal coaching).
- *Benefits to teams or groups through coaching:* Development of capability to achieve shared goals/aspirations. Team cohesion (Britton, 2014; Clutterbuck, 2020; Hawkins, 2021).
- *Benefits to the organisation:* Supports organisational strategy, culture and values. Development of leadership capability, talent development, cultural change. Development of capability to achieve shared goals/aspirations. Development of good/best practice. Delivery of Value (e.g. Return on Investment (Phillips & Phillips, 2005, 2007) Return on Expectation (Kirkpatrick and Kirkpatrick, 2010)).
- *Versatility:* One to one coaching, group coaching, team coaching. Face to face, virtual or hybrid coaching.

1.2 *Methods to support the development of individuals (similarities and differences):* Mentoring, training, counselling, performance management and consulting.

1.3 Roles and responsibilities (including inter-relationships between roles/potential conflicts of interest):

- *Professional Coach***:** Coaching is the professional's primary occupation (employed or contracted). Specialism (e.g. Business Coach. Career Coach. Performance/Skills Coach. Executive Coach. Wellbeing Coach. Work Coach).
- *Internal coach:* Delivers coaching in addition to their primary role. May not manage or lead others. They may be part of an internal coaching group or pool of coaches*.*
- *Leader as Coach:* Delivers coaching as part of their leadership role. Applies coaching skills in their leadership approach.
- *Coachee:* Client. Person receiving coaching. Self-referral (self-funded) or sponsored (funded by organisation/sponsor).
- *Sponsor/Stakeholder:* Finances/resources and/or supports coaching and coachee.
- *Coach Supervisor:* Qualified in coach supervision. Responsible for quality, development, resourcing. Methods of supervision used (e.g. individual, group and/or peer supervision).

1.4 *Ethical frameworks:* Codes of ethics (including codes of conduct/competences/values) approved by professional bodies (e.g. EMCC UK, ICF UK, AC). Ethical decision-making models (e.g. APPEAR (Passmore and Turner, 2018) PLUS (Ethics Resource Centre)). Confidentiality within the coaching relationship (e.g. Boundaries of role. Limitations of confidentiality. Disclosure. Management of digital and written coaching records). Role of coaching contracts.

*Organisational and legal frameworks***:** Data Protection Act/GDPR UK (2018). Equality Act (2010). Prevent Strategy (2015). Safeguarding. Organisational policies and procedures. Organisational values. Good practice requirement for Professional Coaches to have insurance for the work they conduct (e.g. Professional indemnity insurance).

Learning outcome 2
Understand the process for contracting and delivering professional coaching

Assessment criteria
2.1 Evaluate the role and purpose of contracting in professional coaching 2.2 Discuss the process for delivering professional coaching

Indicative content
2.1 *The role and purpose of contracting* (Hay, 2008. Pratt, 2021)*:* ● *Procedural/Administrative:* Logistics, record keeping, engagement with sponsor (reporting requirements), legal frameworks, contract conclusion. ● *Professional/Roles and responsibilities:* Style of coaching, preferences of coachee, coaching goals, codes of ethics, confidentiality, boundaries, competences and values, organisational context. ● *Psychological:* Relationship between coachee and coach, expectations, exit strategy. *Coaching contract:* Formal, informal, written, verbal. Types of contracting (e.g. One to One, One to Team/Group. Multi stakeholder contracting (coach, coachee/s, sponsor etc). Contracting at different stages of coaching (e.g. overall coaching agreement, session contract, closure contract). Contracting models (e.g. ABC of contracting, PROMISES, STOKERS and DOUSE (Foy, 2020)). *2.2 Process (stages) for delivering professional coaching:* ● First conversation (e.g. introductory meeting/chemistry/alchemy meeting). ● Identification of coachee needs (e.g. coaching needs analysis. Use of techniques to identify coachee/s outcomes). ● Collaborative agreement of coaching outcomes (Defined or emerging). Prioritise outcomes according to coaching need. ● Contractual agreement (frequency, timing, records, review, confidentiality and limitations of confidentiality). ● Engagement of stakeholder/sponsor. ● Planning and preparation for coaching (e.g. Strategy for coaching - coaching approach, models, tools and techniques). ● Delivery of coaching assignment (Progress review. Value of coaching for coachee and stakeholders). ● Evaluation of coaching assignment (e.g. Starr, 2021. Hawkins and Turner, 2021). Outcomes (closure/re-contracting). Exit from coaching.

Recommendations for assessment
Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only. 1. The learner may be asked to write a **written account** or **briefing paper** for people entering the profession on the principles of professional coaching.

2. The learner may be asked to develop a **written account** or **report** on the process for contracting and delivering professional coaching.

3. The learner may present **work based evidence** accompanied by written reports and an index to show how the evidence maps to each assessment criteria in the unit.

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand each of the assessment criteria.

Relationship with CMI Professional Standards: This unit is mapped to:	
Personal Effectiveness	● Managing yourself ● Making decisions ● Communicating and influencing
Interpersonal Excellence	● Providing purpose and direction ● Developing people and capabilities ● Building relationships and networks
Organisational Performance	● Leading change and innovation ● Managing resource and risk ● Achieving results

Mapping for Coaching Professional Apprenticeship Standard ST0809 AP01	
KSB	**Descriptor**
K4	The importance of coaching contracting and re-contracting, and models enabling its effectiveness.
K6	Coaching protocols/Codes of conduct
K9	Theories of return on investment and delivery of value
K10	Differences and similarities between coaching, mentoring, training, counselling, performance management and consulting
K11	Relevant legislation (Data Protection, Safeguarding) Coaching competencies and codes of ethics described by the main professional bodies
S4	Confidentiality (including when maintaining coaching records) and management of boundaries (including their own competence and values, relevant codes of ethics, and relevant legislation, policies and procedures)

Suggested reading/web resource materials

Recommended reading:

Clutterbuck, D (2020) *Coaching the Team at Work: The definitive guide to team coaching* (2nd Edn) Nicholas Brealey Publishing: London: UK.

Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge: Oxon, England: UK.

Pedrick, C (2021) *Simplifying Coaching, how to have more transformational conversations by doing less*. Open University Press, McGraw Hill. London, England, UK.

Pratt, K. (2021) T*ransactional Analysis Coaching: Distinctive Features*: Routledge: London: UK.

Starr, J (2021) *The Coaching Manual, The Definitive Guide to the Process, Principles and Skills of Personal Coaching* (5th edn) Pearson Education Ltd, Harlow, UK.

Textbooks/eBooks

Boysen-Rotelli, S. (2018) *An Introduction to Professional and Executive Coaching*: Information Age Publishing, Charlotte, NC.

Britton, J.J. (2014) *From One to Many: Best Practices for Team and Group Coaching*: Jossey Bass: Ontario: Canada.

Foy, K. (2021) Contracting in Coaching: pp 345 – 353 in Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coache*s: Routledge, Oxon, England, UK.

Hay, J. (2008) *'Coaching in Practice' Reflective Practice & Supervision for Coaches*: Open University Press, London UK.

Hawkins, P. (2021) *Leadership Team Coaching 'Developing Collective Transformational Leadership'*: Kogan Page, London: UK.

Hawkins, P., & Turner, (2020) *Systemic Coaching: Delivering Value Beyond the Individual*: Routledge: London: UK.

Kirkpatrick, D. & Kirkpatrick, W.K. (2010). *ROE's Rising Star: Why Return on Expectations is getting so much attention*: Training & Development 34 pp 35-38.

Oberstein, S. (2020) *10 Steps to Successful Coaching* (2nd Edn): Association for Talent Development, Alexandria, VA.

Passmore, J., & Turner, E. (2018) '*Reflections on Integrity' – The Appear Model Coaching at Work*, 13(2) Chapter 31 in Passmore, J (ed) (2021) The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches: Routledge: Oxon, England: UK.

Phillips, J. and Phillips, P. (2005) *Measuring ROI in Executive Coaching 'The International Journal of Coaching in Organisations'* pp52 – 62: Issue One.

Phillips, J. and Phillips, P. (2007) *Show Me the Money: How to Determine ROI in People, Projects & Programs*: Berrett-Koehler: San Francisco: CA, USA.

Rogers, J., Whittleworth, K., & Gilbert, A. (2012) *Manager as Coach: The New Way to Get Results*: McGraw Hill: England: UK.

Wilson, C. (2020) *Performance Coaching: 'A Complete Guide to Best Practice Coaching & Training* (3rd Edn): Kogan Page: London: UK

Web-links

The PLUS Decision Making Model @
http://www.burtbertram.com/teaching/ethics/Article_02-PLUS_DecisionMakingModel.pdf

Coaching Associations Coach Competences & Global Code of Ethics

Association of Coaching (AC) Core Coach Competences at:
https://c.ymcdn.com/sites/www.associationforcoaching.com/resource/resmgr/Accreditation/Accred_General/Coaching_Competency_Framewor.pdf

EMCC UK European Mentoring and Coaching Council https://emccuk.org/

International Coach Federation (ICF) Coach Core Competences at:
https://coachfederation.org/core-competencies

Global Code of Ethics @ https://www.globalcodeofethics.org

ManagementDirect resources require CMI membership and a username and password.

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Unit 532	The Role of the Professional Coach

Ofqual unit number	M/650/2460
RQF level	5
Guided learning hours	28
Total unit time	90
Credits	9
Aims of unit	The ability to deliver high quality coaching is central to the role of the Professional Coach, regardless of whether they coach within their own organisation or as an external contractor. This unit focuses on the knowledge, skills, and behaviours required to coach in a manner that is engaging, builds trust, and supports the coachee to progress towards their goals. The unit is designed to enable the Professional Coach to explore strategies for managing stakeholder relationships, communicating with impact, problem solving and decision making. It concludes by considering how the Professional Coach can be supported to optimise the effectiveness of their practice.
Keywords	Coaching, knowledge, skills, behaviours, communication, relationships, stakeholders, barriers, challenges, CPD, excellence.
Terminology	The term 'coachee' is used within the qualification to refer to a person receiving coaching. Coaching Providers and Professional Bodies may use different terminology such as 'client'. The phrase 'coaching assignment' is used to refer to a series of coaching sessions delivered to a coachee/coachee's.

Learning outcome 1
Understand the knowledge, skills and behaviours for delivering professional coaching
Assessment criteria
1.1 Analyse the knowledge, skills, and behaviours for delivering effective professional coaching 1.2 Evaluate communication techniques for developing relationships in professional coaching
Indicative content

1.1 Knowledge*: Understanding of coaching approaches, models, tools, and techniques. Organisational and legal frameworks (e.g. Safeguarding, Data Protection, Confidentiality). Codes of ethics (e.g. EMCC UK, ICF UK, AC). Contracting. Stakeholder management.

Skills*: Ability to articulate the coaching process and its benefits. Communicate the roles and responsibilities of the coach, coachee, sponsor/stakeholders etc. Explore challenging subject areas (e.g. emotional state, characteristics of wider system (e.g. own organisation, community, environment)). Manage interrelationships between coachee's and stakeholders. Manage responsibilities of coaching within your own work role as appropriate. Organisational ability (e.g. time management, scheduling, record keeping).

Behaviours*: Act as an ambassador for a coaching mindset. Positive approach to personal development. Self-aware (e.g. own behaviours, values, beliefs, and attitudes). Mindful of own well-being (e.g. mental capacity). Embeds principles of diversity and inclusion in coaching practice. Spontaneous, open, flexible, resilient, respectful, engenders trust. Self-leadership (e.g. management of self, managing and setting priorities).

* To include reference to professional body competency framework (e.g. EMCC UK, ICF UK, AC). Influence and/or impact of values and beliefs on knowledge, skills and behaviours.

*1.2 Communication techniques***:** Verbal/non-verbal communication. Questioning (e.g. question types such as open, closed, reflective, exploratory). The style of questioning (e.g. cathartic, catalytic (Heron, 1989)). Use of effective feedback (e.g. challenging to explore limiting assumptions/negative beliefs. Supportive feedback). Ability to deliver feedback in a style that is acceptable, non-judgemental, and meaningful to coachee's (Blakey and Day, 2012). Listening skills and levels of listening (Covey, 2020). Transactional Analysis (Pratt, 2021). Matching and mirroring. Use of silence (Turner, 2020). Core competencies for communicating effectively in coaching (e.g. EMCC UK, ICF UK, AC).

Learning outcome 2

Understand how to manage the coaching relationship

Assessment criteria

2.1 Assess approaches for developing and maintaining relationships with coachee's

2.2 Evaluate approaches for managing stakeholder relationships

2.3 Recommend strategies to respond to challenges that impact on coaching relationships

Indicative content

2.1 Approaches for developing and maintaining relationships: Emotional intelligence (Goleman, 2020). Use of empathy, trust, rapport, unconditional positive regard (Rogers C, 1965)). Honesty. Recognition of difference and similarities between own personal values and those of the coachee. Ability to identify and respond to enabling or limiting beliefs, negative or positive patterns of thinking and behaviours (e.g. energy shifts). Adapts coaching style (e.g. use of language and behaviour to

meet the need of coachee). Reacts effectively to successes, challenges or issues that arise in the coaching relationship. Validates coachee's understanding of themselves and their circumstances.

2.2 Stakeholder relationships: Identify key stakeholders/sponsor (e.g. seniority of stakeholder/power dynamic). Stakeholder management. Identification of stakeholder requirements (agenda/expectations/outcomes). Stakeholder mapping model (Johnson et al, 2005 adapted from Mendelow,1982).

2.3 Challenges:

- *Coach and coachee relationship:* Readiness and willingness for coaching/coachability, (Clutterbuck, 2020). Lack of understanding and/or commitment to the process (coach and coachee). Failure to engage (e.g. non-attendance, lateness). Coachee emotions (e.g. crying, anger, passivism). Personal differences (e.g. culture, values, beliefs). Boundary issues (e.g. over familiarity, dependency). Transference and countertransference. Resistance to change. Ethical issues (e.g. disclosure regarding own or colleagues' behaviour). Appropriateness of coaching (e.g. suitability of method versus training, mentoring, counselling).
- *Stakeholder relationship:* Stakeholder management. Manager's influence, understanding and expectations of coaching (e.g. delivery and outcomes). Devolving/abdicating responsibility for managing coachee. Mismatch between coachee needs and stakeholder requirements.
- *Organisational/Operational:* Organisational top-level support. Culture and governance. Resourcing (e.g. funding, time, place for coaching). Theory of organisational culture and values. Leadership styles and the impact on individuals and their behaviour.

Strategies: Practical application of knowledge, skills and behaviours. Communication techniques. Contracting.

Learning outcome 3
Understand how Professional Coaches can be supported in their coaching role
Assessment criteria
3.1 Justify the reasons for maintaining a record of continual professional development (CPD) 3.2 Analyse the role of reflective practice in professional coaching 3.3 Evaluate the role and purpose of coach supervision for Professional Coaches
Indicative content
3.1 Reasons for continual professional development (CPD): Optimising coaching capability and practice. Maximise outcomes for coachee's and sponsors. Maintain up to date coaching practice (e.g. ability to use tools, techniques, technology). Developing evidence to gain accreditation with membership organisations (e.g. EMCC UK, ICF UK, AC). *Continual professional development (CPD):* Training, webinars, attendance of CPD events, co-coaching groups/forums, book reviews, observation, coach supervision. Seminars delivered by coaching organisations. *3.2 Reflective practice:* Reflection on coaching capability (e.g. feedback from coachee's, coaching supervisor, peers, stakeholders). Reflection on coaching approach, challenges, successes, and

opportunities for improvement. Theories of learning and reflective practice (e.g. Borton 1970. Kolb 1984. Gibbs 1988. Schon, 1983). Neuroscience 'NLP' psychology and neuroscience, including linguistic interpretation and application (Riddell, 2021).

3.3 Role and purpose of coach supervision: Qualitative, Developmental, Resourcing (Hawkins et al, 2019). Provides a safe reflective space for learning, development of knowledge, behaviours and skills. Personal growth.

Types of supervision: Group supervision. One-to-One supervision. Peer supervision. Self-supervision. Observation and feedback on practice. Use of Action Learning Sets.

Recommendations for assessment
Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only. 1. The learner may be asked to write a **written account** on the knowledge skills and behaviours for delivering professional coaching. 2. The learner may be asked to write a **report** or **proposal document** on managing the coaching relationship 3. The learner may be asked to write a **written account** or **briefing paper** on the support for Professional Coaches in their coaching role. 4. The learner may present **work based evidence** accompanied by written reports and an index to show how the evidence maps to each assessment criteria in the unit. **Further guidance** It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand each of the assessment criteria.

Relationship with CMI Professional Standards: This unit is mapped to:	
Personal Effectiveness	● Managing yourself ● Making decisions ● Communicating and influencing
Interpersonal Excellence	● Providing purpose and direction ● Developing people and capabilities ● Building relationships and networks
Organisational Performance	● Leading change and innovation ● Managing resource and risk ● Achieving result

KSB	Descriptor
Mapping for Coaching Professional Apprenticeship Standard ST0809 AP01	
KSB	**Descriptor**
K1	Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc and basic schools of psychology and neuroscience, including linguistic interpretation and application.
K5	The theory of organisational culture (and values) and leadership styles and the impact these can have on individuals and their behaviour.
K7	Methods of communication including verbal/non-verbal/building rapport/matching and mirroring. Listening skills, including levels of listening. Theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories.
S1	Self-management: Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time for record keeping and other role activities.
S2	Working with those receiving coaching to set clear goals. Including visualisation techniques, setting timescales, validating their achievability, recording outcome-focussed, prioritised action plans and monitoring progress towards goals.
S3	Communication, including (but not limited to) descriptions of the coaching process and roles and responsibilities (including those related to boundaries and confidentiality), and the benefits of coaching in relation to the context of those receiving coaching.
S5	Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout.
S6	Rapport/trust building and maintenance, including recognition of the personal values, emotional state(s) and response of those receiving coaching, validating their understanding of themselves and their circumstances, dealing with difficult coaching relationships and ensuring non-dependence on the coach.
S7	Deliver feedback in a style that is useful, acceptable, non-judgemental and meaningful to those receiving coaching.
S8	Identification of patterns of thinking and limiting/enabling beliefs and actions.
S9	Questioning techniques to raise the self-awareness of those receiving coaching, including asking open questions, broaching challenging subject areas (e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions.
S11	Demonstrates emotional intelligence, including demonstrating empathy and genuine support for those receiving coaching ("Unconditional positive regard"), and adapting language and behaviour in response to the whole person of those receiving coaching.
S13	Identifies energy shifts within a coaching context, enabling those to be aired and addressed and managed.
S14	Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice.
S15	Demonstrates awareness of own values, beliefs, and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness

	in meeting the objectives of those receiving coaching and, where relevant, the sponsor.
B1	Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal development plans and receiving coach supervision.
B2	Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own well-being, resilience and maintaining mental capacity.
B3	Act as an ambassador for a coaching mindset and positive approach to personal development.
B4	Is spontaneous, open and flexible, demonstrating respect and engendering trust.

Suggested reading/web resource materials

Recommended reading:

Clutterbuck, D (2020) *Coaching the Team at Work: The definitive guide to team coaching* (2nd Edn) Nicholas Brealey Publishing: London: UK.

Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge: Oxon, England: UK.

Pedrick, C (2021) *Simplifying Coaching, how to have more transformational conversations by doing less*. Open University Press, McGraw Hill. London, England, UK.

Pratt, K. (2021) T*ransactional Analysis Coaching: Distinctive Features*: Routledge: London: UK.

Starr, J (2021) *The Coaching Manual, The Definitive Guide to the Process, Principles and Skills of Personal Coaching* (5th edn) Pearson Education Ltd, Harlow, UK.

Textbooks/eBooks

Birch, J., & Welch, P. (2019) (Eds) *Coaching Supervision: Advancing Practice, Changing Landscapes*: Routledge: Oxon: UK.

Boysen-Rotelli, S. (2018) *An Introduction to Professional and Executive Coaching*: Information Age Publishing, Charlotte, NC.

Britton, J.J. (2014) *From One to Many: Best Practices for Team and Group Coaching*: Jossey Bass: Ontario: Canada.

Foy, K. (2021) Contracting in Coaching: pp 345 – 353 in Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coache*s: Routledge, Oxon, England, UK.

Goleman, D (2020) Emotional Intelligence: *Why it Can Matter More Than IQ (25th Anniversary edn)* Bloomsbury Publishing: London: UK.

Hawkins, P., & Turner, (2020) Systemic Coaching: *Delivering Value Beyond the Individual*: Routledge: London: UK.

Heron J. (1989) Six-Category Intervention Analysis, (3rd edn). *Human Potential Resource Group*, University of Surrey, Surrey, UK.

Hay, J. (2008) *'Coaching in Practice' Reflective Practice & Supervision for Coaches*: Open University Press, London UK.

Hawkins, P, Turner, E & Passmore, J (2019) *The Manifesto for Supervision*. Henley-on-Thames: Association for Coaching and Henley Business School. ISBN: 978-1-912473-24.

Hawkins, P. (2021) *Leadership Team Coaching 'Developing Collective Transformational Leadership'*: Kogan Page, London: UK.

Lucas, M. (2020) (Ed) *101 Coaching Supervision Techniques, Approaches, Enquiries and Experiment*s: Routledge : London, UK.

Oberstein, S. (2020) *10 Steps to Successful Coaching* (2nd Edn): Association for Talent Development, Alexandria, VA..

Passmore, J., & Turner, E. (2018) '*Reflections on Integrity' – The Appear Model Coaching at Work*, 13(2) Chapter 31 in Passmore, J (ed) (2021) The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches: Routledge: Oxon, England: UK.

Rogers, J., Whittleworth, K., & Gilbert, A. (2012) *Manager as Coach: The New Way to Get Results*: McGraw Hill: England: UK.

Wilson, C. (2020) *Performance Coaching: 'A Complete Guide to Best Practice Coaching & Training (3rd Edn)*: Kogan Page: London: UK

Web-links

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Association of Coaching (AC) Core Coach Competences at:
https://c.ymcdn.com/sites/www.associationforcoaching.com/resource/resmgr/Accreditation/Accred_General/Coaching_Competency_Framewor.pdf

International Coach Federation (ICF) Coach Core Competences at:
https://coachfederation.org/core-competencies

EMCC UK European Mentoring and Coaching Council https://emccuk.org/

Global Code of Ethics @ https://www.globalcodeofethics.org

ManagementDirect resources require CMI membership and a username and password.

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Unit 533	Strategies for Delivering Professional Coaching

Ofqual unit number	R/650/4261
RQF level	5
Guided learning hours	16
Total unit time	70
Credits	7
Aims of unit	The Professional Coach must utilise their knowledge, skills and expertise when selecting and using strategies for the delivery of professional coaching. Choosing the best approach can be challenging. This unit introduces a wide range of strategies for delivering professional coaching. It also explores the influence of coachee's values, behaviours and culture on their ability to engage with the coaching process.

On successful completion of the unit, the Professional Coach will be able to apply their understanding of approaches, models, tools and techniques to develop a strategy to respond to different needs and expectations of coachee's. |
| **Keywords** | Coaching approaches, models, tools and techniques, strategies, performance, capability, capacity, talent, excellence |
| **Terminology** | The term 'coachee' is used within the qualification to refer to a person receiving coaching. Coaching Providers and Professional Bodies may use different terminology such as 'client'.

The phrase 'coaching assignment' is used to refer to a series of coaching sessions delivered to the coachee/coachee's. |

Learning outcome 1
Understand strategies for delivering professional coaching
Assessment criteria
1.1 Evaluate approaches for delivering professional coaching 1.2 Review models for delivering professional coaching 1.3 Analyse tools and techniques for delivering professional coaching

Indicative content
1.1 Approaches to delivering professional coaching: Cognitive Behavioural Coaching (Wilson, 2020). Person Centred coaching (Bryant-Jeffries, 2020). Gestalt Coaching (James, 2021). Solution Focussed Coaching (Passmore, 2021). Narrative Coaching (Drake, 2020). Performance Coaching (Wilson, 2020). Neurolinguistic Programming in coaching (NLP). Neuroscience Coaching (Riddell, 2020). Positive Psychology (Vannieuwerburgh and Biswas-Diener, 2020). Integrated approach to coaching / mixed method approach (Passmore, 2020).   *1.2 Coaching models*: GROW model (Whitmore, 2017). OSCAR (Gilbert and Whittleworth, 2009). OSKAR (Jackson and McKergow, 2007). CLEAR model (Hawkins and Smith, 2013. Hawkins and McMahon, 2020). T GROW (Downey, 2013).   1.3 *Tools and techniques for professional coaching:* Goal setting (e.g. SMART). Alignment of personal and organisational goals, and aspiration/dream goals. Action planning. Visualisation. SWOT analysis. Kline's Thinking Environment (1999). Use of Metaphor. Diagnostic tools to explore personality types theories such as preferences for introversion vs extroversion, integrity, human values and how they impact on behaviour and organisations (e.g. MBTI, 360-degree feedback, Facet 5, Insights Discovery). Motivational Maps (e.g. motivational theories. Herzberg). NLP techniques. Communication techniques (e.g. listening, questioning, use of silence). Johari Window (Luft and Ingram, 1955). Journey from unconscious incompetence to unconscious competence.

Learning outcome 2
Be able to recommend strategies for delivering professional coaching
Assessment criteria
2.1 Evaluate factors which impact on the delivery of professional coaching   2.2 Recommend strategies for delivering professional coaching to respond to coachee's needs
Indicative content
2.1 Factors: Transcultural issues (e.g. cultural awareness, diversity and inclusion, bias theory, emotional intelligence (e.g. Goleman, 2020. Salovey et al, 2004). Differences of self or others, mindset, emotions, motivations (Hawkins and McMahon, 2020)). Mental health and well-being (e.g. disclosure, limitations of confidentiality. Stress, anxiety, depression). Physical health needs. Coachability/mindset for coaching (e.g. knowledge, understanding and reasons for coaching. Preparedness to engage/participate. Self-awareness, openness, growth mindset, vulnerability, and support (Hawkins 2021)). Maslow's Hierarchy of Need.   *2.2 Strategies: For the delivery of coaching to a coachee on an one-to-one basis. Strategy to include:*   • Approach for delivering coaching   • Selected coaching model/models   • Selected tools, and techniques

The strategy for delivering professional coaching considers health and well-being of the coachee, coachability, equality, diversity and inclusion.

Coachee need within an organisational context: Improve performance, capability, capacity. Personal and professional development. Talent development. Change management. Change of career. Transition of role (career advancement or role change/ new to role). Return/transition back to work. Development of leadership skills. Working with others.

Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner may be asked to write a **written account** or **briefing paper** on approaches, models, tools and techniques for delivering professional coaching.

2. The learner may be asked to write a r**eport** or **good practice guide** where they evaluate factors which impact on the delivery of professional coaching

3. The learner may be asked to write a r**eport** or **good practice guide** in which they recommend strategies to deliver coaching to TWO (2) coachee's in an organisational context.

4. The learner may present **work based evidence** accompanied by written reports and an index to show how the evidence maps to each assessment criteria in the unit.

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand each of the assessment criteria.

This unit has been designed to prepare apprenticeship candidates for the knowledge test.

Relationship with CMI Professional Standards: This unit is mapped to:

Personal Effectiveness	● Managing yourself ● Making decisions ● Communicating and influencing
Interpersonal Excellence	● Providing purpose and direction ● Developing people and capabilities ● Building relationships and networks
Organisational Performance	● Leading change and innovation ● Managing resource and risk ● Achieving results

Mapping for Coaching Professional Apprenticeship Standard ST0809 AP01	
KSB	**Descriptor**
K2	The theories of emotional and social intelligence, such as Goleman and Salovely & Mayer, and application of the theories to understanding self.
K3	Diversity and inclusion and bias theory, including personality types theories, such as preferences for introversion vs extroversion, integrity, ontology and human values and how they impact on behaviour and organisations. The theory of self-actualisation, such as Maslow's Hierarchy of Need, motivational theory, Herzberg.
K7	Methods of communication including verbal/non-verbal/building rapport/matching and mirroring. Listening skills, including levels of listening. Theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories.
K8	Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback.
K12	The existence of a range of coaching models and techniques, and related psychological approaches such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills, and performance coaching. Methods of goal setting, such as SMART goals. Alignment of personal and organisational goals, and aspiration/dream goals.

Suggested reading/web resource materials
Recommended Reading Clutterbuck, D (2020) *Coaching the Team at Work: The definitive guide to team coaching* (2nd Edn) Nicholas Brealey Publishing: London: UK. Passmore, J (ed) (2021) T*he Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge: Oxon, England: UK. Pedrick, C (2021) *Simplifying Coaching, how to have more transformational conversations by doing less*. Open University Press, McGraw Hill. London, England, UK. Pratt, K. (2021) *Transactional Analysis Coaching: Distinctive Features*: Routledge: London: UK. Starr, J (2021) *The Coaching Manual, The Definitive Guide to the Process, Principles and Skills of Personal Coaching* (5th edn) Pearson Education Ltd, Harlow, UK. **Textbooks/eBooks** Boysen-Rotelli, S (2018) *An Introduction to Professional and Executive Coaching. Information Age Publishing*. Charlotte, NC. Britton, J.J. (2014) *From One to Many: Best Practices for Team and Group Coaching:* Jossey Bass: Ontario: Canada. Clutterbuck, D. (2021) *Coachable? 'How to tell if someone is coachable'*: David Clutterbuck Partnership.

Foy, K. (2021) Contracting in Coaching: pp 345 – 353 in Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge: Oxon, England: UK.

Goleman, D (2020) *Emotional Intelligence: Why it Can Matter More Than IQ* (25th Anniversary edn) Bloomsbury Publishing: London: UK.

Gilbert, A. & Whittleworth, K, (2009) *The OSCAR Coaching Model: Simplifying Workplace Coaching*: Worth Consulting: Monmouth: UK.

Hawkins, P., & McMahon, A. (2020) *Supervision in the Helping Professions*, 5th Edn, Open University Press, Maidenhead, UK.

Hawkins, P., & Smith, M. (2013) *Coaching Mentoring & Organisational Consultancy: Supervision, Skills & Development* Open University Press, Berkshire, England, UK.

Hawkins, P. (2021) *Leadership Team Coaching 'Developing Collective Transformational Leadership':* Kogan Page, London: UK.

Hay, J. (2008) *'Coaching in Practice' Reflective Practice & Supervision for Coaches*: Open University Press, London UK.

Jackson, P.Z., & McKergow, M. (2007) *The Solutions Focus Making Coaching & Change Simple*: Nicholas Brealey Publishing. London. UK.

Kline, N. (1999). *Time to Think: 'Listening to Ignite the Human Mind'*: Ward Lock. London: UK.

Oberstein, S (2020) *10 Steps to Successful Coaching*, 2nd Edition. Association for Talent Development. Alexandria, VA.

O'Connor, J. (2021) *NLP Workbook A practical guide to achieving the results you want*. Red Wheel Publishing: Newburyport, MA.

Passmore, J., & Turner, E. (2018) 'Reflections on Integrity' – The Appear Model Coaching at Work, 13(2) Chapter 31 in Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge: Oxon, England: UK.

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Web-links

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International Coach Federation (ICF) Coach Core Competences at:
https://coachfederation.org/core-competencies

Global Code of Ethics @ https://www.globalcodeofethics.org

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Unit 534	Professional Coaching Practice

Ofqual unit number	T/650/2462

RQF level	5

Guided learning hours	32

Total unit time	150

Credits	15

Aims of unit	The Professional Coach must be agile, skilled, knowledgeable and self-aware to deliver coaching successfully. The aim of this unit is for the Professional Coach to evidence their ability to deliver coaching that responds to coachee needs in a real working environment.
	The unit contains a blend of practical activities, including the preparation and delivery of coaching and participation in coaching supervision. The Professional Coach will reflect on the outcomes of their coaching practice. They will use the insight gained to create a professional development plan which will be instrumental in improving their coaching capability.

Keywords	Planning, preparation, contracting, delivery, engagement, reflection, CPD, supervision, excellence.

Terminology	The term 'coachee' is used within the qualification to refer to a person receiving coaching. Coaching Providers and Professional Bodies may use different terminology such as 'client'.
	The phrase 'coaching assignment' is used to refer to a series of coaching sessions delivered to a coachee/coachees.

Learning outcome 1
Be able to plan, prepare and deliver effective professional coaching
Assessment criteria
1.1 Plan and prepare to deliver professional coaching 1.2 Deliver professional coaching 1.3 Complete records of professional coaching
Indicative content

1.1 Plan and prepare to deliver professional coaching:
- Develop a case for the coaching assignment: Motivation for coaching (e.g. self-directed or sponsored). Coachee profile/pen portrait (e.g. role, organisation).
- Identification of coachee needs: Evidence of completed coaching needs analysis and coaching outcomes (defined or emerging). Prioritisation of outcomes according to coaching needs.
- Development of formal written contract for coaching to include:
  - ➤ *Procedural/Administrative:* Logistics, record keeping, engagement with sponsor (reporting requirements), legal frameworks, contract conclusion.
  - ➤ *Professional/Roles and responsibilities:* Style of coaching, preferences of coachee, coaching goals, codes of ethics, confidentiality, boundaries, competencies, and values, organisational context.
  - ➤ *Psychological:* Relationship between coachee and coach, expectations, exit strategy
- Engagement with stakeholders/sponsors.
- Coaching approach, models, tools and techniques to be used in coaching assignment

1.2 Deliver professional coaching: Coaching to be delivered to coachees in line with assessment requirements.

Success indicators: Professional approach to the delivery of coaching: Application of coaching duty. Competency framework (e.g. EMCC UK, ICF UK, AC).

Professional Coaches ability to:

- Select and use of coaching approaches, models, tools and techniques. Embed the principles of diversity and inclusion in coaching practice. Manages power dynamics.
- Be an ambassador for professional coaching (e.g. professional appearance and behaviours, being present, self-managing, self-aware).
- Use emotional intelligence (e.g. empathy, trust, rapport, unconditional positive regard).
- Be spontaneous, open, flexible, resilient, respectful. Ability to respond effectively to challenges which have occurred during the coaching.
- Communicate effectively: Uses verbal/non-verbal communication. Questioning skills. Listening skills. Provides effective feedback. Use of silence.
- Identify and respond to patterns of thinking/limiting/enabling beliefs and actions.
- Organise professional coaching (e.g. time management, scheduling, record keeping).

*1.3 Records of Professional Coaching***:** Digital and/or written (e.g. coaching logs/reflective logs/reviews, session recordings which show achievement of objectives). Compliance to organisational and legal requirements (e.g. Data Protection 2018/ UK GDPR). Accuracy and sufficiency of record keeping.

Learning outcome 2
Be able to reflect on professional coaching practice to improve coaching capability
Assessment criteria
2.1 Reflect on the delivery and outcomes of own professional coaching

2.2 Create a professional development plan to improve a coaching capability

Indicative content

2.1 Reflect on the delivery and outcomes of professional coaching: Self-awareness. Self-reflection (e.g. completion of reflective journal and/or personal SWOT analysis). Feedback from coachee. Feedback from observation and coaching supervision. Feedback from stakeholders/sponsors (e.g. achievement of coaching objectives). Reflects on own knowledge, skills and behaviours against requirements of the professional coaching role and competency framework (e.g. EMCC UK, ICF UK, AC). Awareness of own values, beliefs, attitudes and behaviours and impact on own practice. Awareness of one's own well-being, resilience and ability to maintain mental capacity. Identification of strengths and opportunities for development. Theories of learning and reflective practice (e.g. Kolb 1984. Gibbs 1988, Schon, 1983). Evaluation of coaching assignment (Starr, 2021). Outcomes (closure/re-contracting). Exit from coaching.

2.2 *Professional development plan:* Plan covers a minimum of 6 months/maximum of 12 months. Use of short, medium and long-term SMART objectives. Includes development needs, resource requirements, support, development opportunities. Review and evaluation methods.

Development activities: Formal and informal learning opportunities. Social and collaborative learning. Peer group learning. On the job and off the job activities. Face to face, blended or online learning. CMI coaching development/training. Supervision/Mentor Coach. Being coached.

Recommendations for assessment

Registered Centres - *This unit requires the completion of observations of the coach delivering coaching to a coachee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*

Fully Approved Centres - *This unit requires the completion of observations of the coach delivering coaching to a coachee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*

To successfully achieve the requirements of this unit evidence of coaching must be proven.

- The Professional Coach must complete TWO (2) coaching assignments. Each coachee selected should have goals they would like to achieve. Simulation exercises are not an acceptable form of assessment.
- Each coaching assignment must include a minimum of THREE (3) coaching sessions.
- Each coaching session must last a minimum of SIXTY (60) minutes to a maximum of NINETY (90) minutes
- Records of the coaching assignments must be made (e.g. coaching notes and coaching reflective journal/coaching log).
- The Professional Coach must be observed for a minimum of ONE (1) hour for each coaching assignment. The observation may take place in person, virtually, or using an audio or video recording. Feedback on the observation should be provided in written format (ideally linked to

the success indicator for professional coaching). The observer must be a Professional Coach/Coach Supervisor and/or member of a professional coaching body.

Learners may submit evidence of their assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner must present **work based evidence** accompanied by an index which maps work based evidence to each of the assessment criteria.

2. The learner may be asked to write a **reflective statement** or **report** on their professional coaching practice to include evidence of feedback from coaches and observation feedback. Reference must be made to the professional coaching role and competency framework (e.g. EMCC UK, ICF UK, AC).

3. The learner will develop a **Professional Development plan** to improve their coaching capability.

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand each of the assessment criteria.

This unit has been designed to prepare apprenticeship candidates to develop their portfolio of evidence for the Professional Coaching Apprenticeship **ST0809 AP01**

Relationship with CMI Professional Standards: This unit is mapped to:	
Personal Effectiveness	● Managing yourself ● Making decisions ● Communicating and influencing
Interpersonal Excellence	● Providing purpose and direction ● Developing people and capabilities ● Building relationships and networks
Organisational Performance	● Leading change and innovation ● Managing resource and risk ● Achieving results

Mapping for Coaching Professional Apprenticeship Standard ST0809 AP01	
KSB	**Descriptor**
K1	Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc and basic schools of psychology and neuroscience, including linguistic interpretation and application.
K4	The importance of coaching contracting and re-contracting, and models enabling its effectiveness.

K5	Stakeholder engagement. Organisational culture (and values) and leadership styles and the impact these can have on individuals and their behaviour.
K7	Methods of communication including verbal/non-verbal/building rapport/matching and mirroring. Listening skills, including levels of listening. Theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories.
K11	Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competences and codes of ethics described by the main professional bodies.
K12	The existence of a range of coaching models and techniques, and related psychological approaches such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neuro linguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills, and performance coaching. Methods of goal setting, such as SMART goals. alignment of personal and organisational goals, and aspiration/dream goals.
S1	Self-management: Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time for record keeping and other role activities.
S2	Working with those receiving coaching to set clear goals. Including visualisation techniques, setting timescales, validating their achievability, recording outcome-focussed, prioritised action plans and monitoring progress towards goals.
S3	Communication, including (but not limited to) descriptions of the coaching process and roles and responsibilities (including those related to boundaries and confidentiality), and the benefits of coaching in relation to the context of those receiving coaching.
S4	Contracting with all relevant stakeholders, including logistics, preferences of the coach and those receiving coaching, consideration of the system within which the coaching relationship sits, goal setting, outcome realisation and contract conclusion. This includes holding oneself to high ethical standards, particularly in the areas of confidentiality (including when maintaining coaching records) and management of boundaries (including their own competence and values, relevant codes of ethics, and relevant legislation, policies, and procedures.
S5	Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout.
S6	Rapport/trust building and maintenance, including recognition of the personal values, emotional state(s) and response of those receiving coaching, validating their understanding of themselves and their circumstances, dealing with difficult coaching relationships and ensuring non-dependence on the coach.
S7	Deliver feedback in a style that is useful, acceptable, non-judgemental and meaningful to those receiving coaching.
S8	Identification of patterns of thinking and limiting/enabling beliefs and actions
S9	Questioning techniques to raise the self-awareness of those receiving coaching, including asking open questions, broaching challenging subject areas (e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions.
S10	Uses several established tools and techniques to develop their own coherent model of coaching to help those receiving coaching work towards outcomes. Uses models and approaches from the context of those receiving coaching.

S11	Demonstrates emotional intelligence, including demonstrating empathy and genuine support for those receiving coaching ("Unconditional positive regard"), and adapting language and behaviour in response to the whole person of those receiving coaching.
S12	Selection of theories, models and framework for coaching with justification for selection. Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills to bring about insight and learning.
S13	Identifies energy shifts within a coaching context, enabling those to be aired and addressed and managed.
S14	Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice.
S15	Demonstrates awareness of own values, beliefs, and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the objectives of those receiving coaching and, where relevant, the sponsor.
B1	Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal development plans and receiving coach supervision.
B2	Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own well-being, resilience and maintaining mental capacity.
B3	Act as an ambassador for a coaching mindset and positive approach to personal development.
B4	Is spontaneous, open and flexible, demonstrating respect and engendering trust.

Suggested reading/web resource materials

Recommended Reading

Clutterbuck, D (2020) *Coaching the Team at Work: The definitive guide to team coaching* (2nd Edn) Nicholas Brealey Publishing: London: UK.

Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge: Oxon, England: UK.

Pedrick, C (2021) *Simplifying Coaching, how to have more transformational conversations by doing less*. Open University Press, McGraw Hill. London, England, UK.

Pratt, K. (2021) T*ransactional Analysis Coaching: Distinctive Features*: Routledge: London: UK.

Starr, J (2021) *The Coaching Manual, The Definitive Guide to the Process, Principles and Skills of Personal Coaching* (5th edn) Pearson Education Ltd, Harlow, UK.

Textbooks/eBooks

Britton, J.J. (2014) *From One to Many: Best Practices for Team and Group Coaching*: Jossey Bass: Ontario: Canada.

Foy, K. (2021) Contracting in Coaching: pp 345 – 353 in Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coache*s: Routledge, Oxon, England, UK.

Goleman, D. (2020) Emotional Intelligence: *Why it Can Matter More Than IQ (25th Anniversary Edn)* Bloomsbury Publishing: London: UK.

Hay, J. (2008) *'Coaching in Practice' Reflective Practice & Supervision for Coaches*: Open University Press, London UK.

Hawkins, P. (2021) *Leadership Team Coaching 'Developing Collective Transformational Leadership*': Kogan Page, London: UK.

Kirkpatrick, D. & Kirkpatrick, W.K. (2010). *ROE's Rising Star: Why Return on Expectations is getting so much attention*: Training & Development 34 pp 35-38.

Passmore, J., & Turner, E. (2018) '*Reflections on Integrity' – The Appear Model Coaching at Work*, 13(2) Chapter 31 in Passmore, J (ed) (2021) The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches: Routledge: Oxon, England: UK.

Phillips, J. and Phillips, P. (2005) *Measuring ROI in Executive Coaching 'The International Journal of Coaching in Organisations*' pp52 – 62: Issue One.

Phillips, J. and Phillips, P. (2007) *Show Me the Money: How to Determine ROI in People, Projects & Programs*: Berrett-Koehler: San Francisco: CA, USA.

Rogers, J., Whittleworth, K., & Gilbert, A. (2012) *Manager as Coach: The New Way to Get Results*: McGraw Hill: England: UK.

Wilson, C. (2020) *Performance Coaching: 'A Complete Guide to Best Practice Coaching & Training* (3rd Edn): Kogan Page: London: UK

Web-links

The PLUS Decision Making Model @
http://www.burtbertram.com/teaching/ethics/Article_02-PLUS_DecisionMakingModel.pdf

Coaching Associations Coach Competences & Global Code of Ethics

Association of Coaching (AC) Core Coach Competences at:
https://c.ymcdn.com/sites/www.associationforcoaching.com/resource/resmgr/Accreditation/Accred_General/Coaching_Competency_Framewor.pdf

EMCC UK European Mentoring and Coaching Council https://emccuk.org/

International Coach Federation (ICF) Coach Core Competences at:
https://coachfederation.org/core-competencies

Global Code of Ethics @ https://www.globalcodeofethics.org

ManagementDirect resources require CMI membership and a username and password.

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

| Unit 535 | Management and Leadership Influences in Coaching and Mentoring |

Ofqual unit number   Y/650/2463

RQF level   5

Guided learning hours   28

Total unit time   80

Credits   8

Aims of unit   Management, leadership, working with others, change and organisational culture are some of the key topics that arise when delivering professional coaching or mentoring. An insight into these topics will enable the Professional Coach or Mentor to develop an in-depth appreciation of the challenges faced by individuals they support.

The aim of the unit is for the Professional Coach or Mentor to evaluate the role and influence of organisation culture, management, leadership and change on coaching and mentoring and apply this information in their professional practice.

Keywords   Coaching, mentoring, management, leadership, organisation, structure, culture, change, problems, decision making, success.

Learning outcome 1
Understand the influence of management, leadership and organisational culture on coaching or mentoring
Assessment criteria
1.1 Evaluate the role and influence of organisational context and culture on coaching or mentoring 1.2 Discuss the impact of management and leadership approaches on the Coachee or Mentee 1.3 Analyse factors which influence a Coachee's or Mentee's ability to work effectively with others 1.4 Recommend tools and techniques to respond to Coachee's or Mentee's work based challenges
Indicative content
1.1 Organisational contexts: Type and purpose of the organisation (e.g. Public, Private, Third Sector). Context (e.g. SWOT, PESTLE analysis). Structure (e.g. matrix, hierarchical, flat). Organisational strategy (e.g. Business, HR, Coaching, Mentoring). Organisational culture and

leadership (e.g. entrepreneurial, people-oriented, result-oriented, process-oriented), (Schein and Schein, 2017). Cultural Web (Johnson et al, 2011).

Role and Influence of organisational context and culture on coaching or mentoring: Effect on the coaching or mentoring relationship (e.g. parameters of role, resourcing).

1.2 Management and leadership: Management and leadership approaches: Situational Leadership (Hersey and Blanchard, 1969). Ethical Leadership (Mendonca & Kanungo, 2007). Transcultural leadership (Vazquez et al, 1993). Leadership Styles (Goleman, 1995). Action-Centred Leadership (Adair,1963). Transformational Leadership (Burns, 1978).

Impact: Consequence (advantages, disadvantages) of management and leadership approaches (e.g. levels or support, opportunities for progression, target setting, performance management, levels of autonomy, delegation). Attitudes, values, beliefs. Codes of ethics. Relationship/power dynamics. Wellbeing.

1.3 *Factors:* Transcultural awareness. Diversity, inclusion and equality. Neuro diversity. Personality traits/differences. Values, attitudes, beliefs. Ethics. Emotional intelligence. Communication skills (e.g. questioning, listening, feedback). Organisational and team dynamics. Environment (e.g. face to face, virtual).

1.4 *Tools and techniques:* Communication techniques (e.g. listening, questioning, use of silence to support, challenge, disrupt). Transactional Analysis. Coaching approach. Mentoring approach. Goal setting (e.g. SMART). Alignment of personal and organisational goals. Action planning. Diagnostic tools (e.g. MBTI, 360-degree feedback, Facet 5, Insights Discovery). Motivational Maps (e.g. motivational theories. Herzberg). NLP techniques. SCARF Model (Status, Certainty, Autonomy Relatedness) (Rock, 2008).

Coachee's or Mentee's work based challenges: Management and leadership challenges. Working with others.

Learning outcome 2
Understand how to support a Coachee or Mentee transition through change
Assessment criteria
2.1 Evaluate the role of coaching or mentoring to support individuals transition through change 2.2 Analyse approaches to support a Coachee or Mentee transition through change
Indicative content
2.1 Role of coaching or mentoring: Formal and informal coaching or mentoring. Safe, confidential reflective space to explore/consider the type/impact of change. Responsivity to change (e.g. mindset, resistance). Ability to make change for themselves (co-creators of change). Empowerment. Use of group coaching/mentoring. *Types change:* Environmental change. Technological change (e.g. disruptive technology). Legal and regulatory change. Policy. Procedure. Economic change. Social change. Role/career change. Organisation change (e.g. mergers, acquisitions, leadership structure).

2.2 Approaches to support coachee's or mentee's transition through change: Change Curve (Kubler Ross, 1970). Transition/Change Curve (Fisher, 2012). Bridges Transition Model (Bridges, 2017).

Problem solving and decision-making approaches to support coachee's or mentee's transition through change: Ethical Decision-Making Model (Passmore, 2020). Six Thinking Hats (Edward de Bono, 1985). Appreciative Inquiry (Cooperrider, Srivastava and Bushe et al, 2011). Design Thinking Approach (Kelley, (n.d). Reflective Practice (e.g. reflective cycle Gibbs, 1995. Kolb, 1984). Root Cause Analysis (Sakichi Toyoda).

Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner may be asked to write a **written account o**r **proposal** on the influence of management, leadership and organisational culture on coaching or mentoring.

2. The learner may be asked to write a **report** or **briefing paper** on how they would support a coachee or Mentee transition through change.

3. They may present **work based evidence** accompanied by reports/reflective accounts to meet each assessment criteria.

Further guidance
It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

The learner needs to tailor their response to their role, either as a Professional Coach **or** Mentor.

Relationship with CMI Professional Standards: This unit is mapped to:

Personal Effectiveness	● Managing yourself ● Making decisions ● Communicating and influencing
Interpersonal Excellence	● Providing purpose and direction ● Developing people and capabilities ● Building relationships and networks
Organisational Performance	● Leading change and innovation ● Managing resource and risk ● Achieving results

Suggested reading/web resource materials

Recommended reading:

Leadership and management

Adair, J, E. (2009). *Not Bosses but Leaders, How to Lead the Way to Success*. London, UK: Kogan Page.

Allan, B (2019) *The No-Nonsense Guide to Leadership, Management and Teamwork.* London: Facet Publishing (Facet No-Nonsense Guides)

Hull, R. B, Robertson, D.P. and Mortimer, M (2020) *Leadership for Sustainability: Strategies for Tackling Wicked Problems*. Washington, DC: Island Press.

Northouse, P. (2018). Leadership: *Theory and Practice* (8th Edn). London: Sage.

Roe, K. (2017). *Leadership Practice & Perspectives*. Oxford: OUP.

Schein, E.H. (2016). *Organisational Culture & Leadership* (5th Edn). San Francisco, CA: Jossey Bass.

Sutanto, M. (2009). Turning Diversity into Competitive Advantage: A Case Study of Managing Diversity in the United States of America. Jurnal Manajemen Dan Kewirausahaan [online] 11(2) 154-160. available from https://doi.org/10.9744/jmk.11.2.pp.%20154-160 [15 August 2018

Simons, G.F., Vazquez, C., & Harris P.R. (2011) *Transcultural Leadership 'Empowering the Diverse Workforce*' Routledge, London UK

Whitmore, J. (2017). *Coaching for Performance: The Principles and Practice of Coaching and Leadership*. (25th Anniversary (EDN)). London: Nicholas Brealey Publishing Limited.

Change

Arora, H.N and Sinha, R (2020) Alchemy of Change : *Managing Transition Through Value-Based Leadership*. New Delhi, India: Sage Publications Pvt.

Burnes, B. (2017). *Managing Change*. (7th Edn). Harlow: Pearson - Coronet Books.

Cooperrider, D.L., Whitney, D. and Stavros, J.M. (2008). *The Appreciative Inquiry Handbook: For Leaders of Change* (2nd Edn). Oakland, CA: Berrett-Koehler Publishers.

Fullan, M. (2020). *Leading in a Culture of Change.* (2nd Edn). Jossey Bass NJ, USA.

Hayes, J. (2018). *The Theory and Practice of Change Management* (5th Edn). London, Palgrave Macmillan.

Hodges, J. (2021) *Managing and Leading People Through Organisational Change. The Theory and Practice of Sustaining Change Through People*.

Coaching and Mentoring

Oberstein, S (2020) *10 Steps to Successful Coaching,* (2nd Edn). Alexandria, VA: Association for Talent Development

Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge: Oxon, England: UK.

Rogers, J., Whittleworth, K., & Gilbert, A. (2012) *Manager as Coach: The New Way to Get Results*: McGraw Hill: England: UK.

Rolfe, A. (2020) '*Mentoring' Mindset, Skills & Tools* (4th Edn): Mentoring Works.

Starr, J (2021) *The Coaching Manual, The Definitive Guide to the Process, Principles and Skills of Personal Coaching* (5th edn) Pearson Education Ltd, Harlow, UK.

Starr, J. (2021) *The Mentoring Manual (2nd Edn): Your Step-By-Step Guide to Being a Better Mentor*: Pearson Education Limited: Harlow: UK.

Decision Making

Institute of Business Ethics (2011). *Ethics in Decision-making. Good Practice Guide*. London: Institute of Business Ethics.

Krogerus, M., and Tschäppeler, R. (2017). *The Decision Book: Fifty Models for Strategic Thinking*. New ed. London: Profile Books.

Passmore, J., & Turner, E. (2018) '*Reflections on Integrity' – The Appear Model Coaching at Work*, 13(2) Chapter 31 in Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge: Oxon, England: UK.

McGrath, J. (2015). *The Little Book of Big Decision Models: The 70 most useful models to help you say Yes or No*. Harlow: Pearson Education.

Weirich, P. (2017). *Models of Decision-Making: Simplifying Choices*. Cambridge: Cambridge University Press.

Health and Well-being

Cooper, C. and Hesketh, I. (2019). *Wellbeing at Work: How to Design, Implement and Evaluate an Effective Strategy*. London: Kogan Page/CIPD.

Golding, E and Diaz, P (2019) Mental Wealth : *An Essential Guide to Workplace Mental Health and Wellbeing*. New York, N.Y.: Morgan James Publishing. Available

Hodgins, M., Fleming, P. and Griffiths, J. (2016). *Promoting Health and Well-being in the Workplace: Beyond the Statutory Imperative*. London: Plagracve Macmillan.

Tailor, M. (2017) Good Work: *The Taylor Review of Modern Working Practices*. Assets publishing service.gov.uk.

Van Velderhofen, M. and Peccei, R. eds. (2014). *Well-Being and Performance at Work the Role of Context*. Abingdon, Oxford: Taylor and Francis.

Worrall, L et al. (2016) *The Quality of Working Life. Exploring Managers' Wellbeing, motivation, productivity*. Chartered Management Institute.

Web Links

The PLUS Decision Making Model @
http://www.burtbertram.com/teaching/ethics/Article_02-PLUS_DecisionMakingModel.pdf

ManagementDirect resources require CMI membership and a username and password.

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may also make reference to other local or national legislation as relevant.

Unit 536	Professional Team Coaching

Ofqual unit number	A/650/2464
RQF level	5
Guided learning hours	30
Total unit time	100
Credits	10
Aims of unit	Team coaching brings together an existing team of people who have shared goals and purpose. This type of coaching can impact on organisational success. It has the power to optimise the effectiveness of a team, promoting trust, collaboration, cohesion and inclusion in the pursuit of a shared goal.
	Professional coaching delivered to teams is a strategy increasingly used by organisations to support and develop their staff.
	Through the process of working with a Professional Coach, the team and its members are able to benefit from the wisdom and experience of each other.
	On successful completion of the unit, Professional Coaches will understand the principles of professional team coaching and will be able to plan, deliver and manage coaching for teams.
Keywords	Team, coaching, stakeholders, complexities, challenges, needs, contracting, planning, preparation, delivery, engagement, reflection, excellence.
Terminology	The term 'coachee' is used within the qualification to refer to a person receiving coaching. Coaching Providers and Professional Bodies may use different terminology such as 'client'.
	The phrase 'coaching assignment' is used to refer to a series of coaching sessions delivered to a Coachee/Coachee's.

Learning outcome 1
Understand the principles of professional team coaching
Assessment criteria

1.1 Define the scope, purpose and benefits of professional team coaching

1.2 Analyse stakeholder relationships involved in professional team coaching

1.3 Evaluate models and approaches for delivering professional team coaching

1.4 Recommend approaches to respond to challenges in the delivery of professional team coaching

Indicative content

1.1 Scope, purpose and benefits of professional team coaching:
- *Scope:* Definition of team coaching. Similarities and differences with group coaching, training and facilitation. Strategy to compliment 1:1 coaching, personal and professional development. Organisational culture and objectives.
- *Purpose:* Achievement of organisational/team goals and shared objectives (agreed by the team and informed by sponsor). Response to specific issues, change, development. Build team collaboration and cohesion.
- *Benefits*: Cost benefit. Value added benefits (Phillips and Phillips, 2007). Return on expectation (Kilpatrick and Kilpatrick, 2010). Team cohesion (Britton, 2014. Clutterbuck, 2020. Hawkins, 2021). Decreased absenteeism. Improved retention. Improved motivation. Participation. Productivity. Strategy to react to change (e.g. work, culture). Supports working with others/collaboration (e.g. new recruits, apprentices, future leaders). Promotes inclusion (e.g. individual contribution to team, strategy to support underrepresented groups to progress).

1.2 *Stakeholder relationships involved in professional team coaching:* Professional Coach (internal or external). Teams and individual coachee's. Sponsor. Management team. Interrelationships between stakeholder groups. Role of contracting with stakeholders and with the team (Hay, 2008. Pratt, 2021).

1.3 *Models and approaches for delivering professional team coaching:*
- *Approaches to deliver professional team coaching:* Person Centred coaching (Bryant-Jeffries, 2020). Gestalt Coaching (James, 2021). Solution Focussed Coaching (Passmore, 2021). Performance Coaching (Wilson, 2020). Neurolinguistic Programming in coaching (NLP). Positive Psychology (Vannieuwerburgh and Biswas-Diener, 2020).
- *Coaching models*: GROW model (Whitmore, 2017). OSCAR (Gilbert and Whittleworth, 2009). OSKAR (Jackson and McKergow, 2007). CLEAR model (Hawkins and Smith 2013. Hawkins and McMahon, 2020). T GROW (Downey, 2013). Team Coaching Wheel (Woudstra, 2021).
- *Application of core coaching skills* (*e*.g. questioning, feedback, use of silence, listening). Flexibility to use tools and techniques relevant to the needs of the team and the individuals being coached.

1.4 *Approaches to respond to challenges in the delivery of professional team coaching:*
- *Challenges in the delivery of team coaching:* Team dynamics. Organisational culture. Personal belief. Personality types. Time commitment (e.g. absenteeism, lateness, work pressures, crises). Individual need versus team needs. Obstruction to coaching by team or individual (e.g. dominant behaviour, passivity, lack of buy in/engagement, failure to show dignity, respect, ethical behaviours, conflict). Group think (e.g. echo chamber, confirmation bias, collusion between group members). Readiness for team or individuals to engage with coaching. Interference from stakeholders (e.g. sponsor/managers/colleagues). Resourcing. Potential conflicts of interest.

- *Approaches to respond to challenges in group and team coaching:* Contracting. Setting/agreeing aims and objectives. Gaining commitment to the process. Coaching approach used. Group or team management. Confidentiality and limitations of confidentiality. Conflict resolution.

Learning outcome 2
Be able to plan and deliver professional team coaching
Assessment criteria
2.1 Develop a plan to deliver professional team coaching to meet a specified need 2.2 Deliver professional team coaching 2.3 Complete records of professional team coaching
Indicative content

2.1 Plan to deliver professional team coaching:
- Develop case for the coaching assignment: Motivation for team coaching (e.g. self-directed or sponsored). Team profile/Pen portrait (e.g. individuals, role, organisation).
- Identification of teams needs for coaching (defined or emerging). Prioritisation of outcomes according to coaching need.
- Development of formal written contract for team coaching to include:
  - *Procedural/Administrative:* Logistics, record keeping, engagement with sponsor (reporting requirements), legal frameworks, contract conclusion.
  - *Professional/Roles and responsibilities:* Style of coaching, preferences of team, coaching goals, codes of ethics, behaviour, confidentiality, boundaries, competences, and values, organisational context.
  - *Psychological:* Relationship between team and professional team coach, individuals within team and relationship with sponsor.
- Engagement with stakeholders/sponsor
- Coaching models and approaches to be used in coaching assignment

2.2 Deliver professional team coaching: Coaching to be delivered in line with assessment requirements.

Success indicators: Professional approach to the delivery of coaching: Application of coaching duty. Competency framework (e.g. EMCC UK, ICF UK, AC).

Professional Team Coaches ability to:

- Select and use team coaching models and approaches. Embed principles of diversity and inclusion in team coaching practice.
- Ability to manage team and power dynamics. Establish parameters for coaching, expectations for behaviour, engagement, confidentiality.
- Ambassadorial (e.g. professional appearance and behaviours, being present, confident, self-managing, self-aware).

- Use of emotional intelligence (e.g. empathy, trust, rapport, unconditional positive regard). (Goleman, 2020. Salovey et al, 2004).
- Be spontaneous, open, flexible, resilient, respectful. Ability to respond effectively to changes and challenges which occur during team coaching.
- Communicate effectively: Uses verbal/non-verbal communication. Questioning skills. Listening skills (Covey, 2020). Provides effective feedback. Use of silence. Build and sustain rapport.
- Organisational ability (e.g. time management, scheduling, record keeping).

2.3 Records of team coaching: Digital and/or written (e.g. coaching logs/session records). Compliance to organisational and legal requirements (e.g. Data Protection 2018/ UK GDPR). Accuracy and sufficiency of record keeping.

Learning outcome 3

Be able to reflect and act on the outcomes of professional team coaching

Assessment criteria

3.1 Reflect on outcomes of professional team coaching to make recommendations for improvement

3.2 Develop a plan to support the team and individuals beyond the team coaching assignment

Indicative content

3.1 *Reflect on the outcomes of team coaching:* Self-reflection (e.g. knowledge, skills and behaviours against requirements of the professional competency framework (e.g. EMCC UK, ICF UK, AC). Feedback (e.g. team, individuals, observation, coaching supervision, stakeholders/sponsor). Completion of reflective journal. Theories of learning and reflective practice (e.g. Kolb 1984. Gibbs 1988, Schon, 1983). Evaluation of coaching assignment (Starr, 2021). Team outcomes (Clutterbuck, 2020). Outcomes (closure/re-contracting). Exit from coaching.

3.2 *Plan to support the team and individuals beyond the coaching assignment:* Opportunities for re-contracting team coaching. 1:1 coaching. Top up coaching. Recommendations for further training and support. Referral to other support services.

Requirements and Recommendations for assessment

Registered Centres - *This unit requires the completion of observations of the coach delivering coaching to a coachee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*

Fully Approved Centres - *This unit requires the completion of observations of the coach delivering coaching to a coachee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*

To successfully achieve the requirements of this unit evidence of team coaching must be proven.

● The Professional Coach must complete ONE (1) coaching assignment with a team. The team should have an objective they would like to achieve. Simulation exercises are not an acceptable form of assessment.
● The coaching assignment must include a minimum of THREE (3) team coaching sessions delivered to a team made up of a minimum of THREE (3) individuals.
● Records of the team coaching assignment must be made (e.g. coaching notes and coaching reflective journal/coaching log).
● The Professional Team Coach must be observed for a minimum of ONE (1) hour when delivering the coaching assignment. The observation may take place in person, virtually, or using an audio or video recording. Feedback on the observation should be provided in written format (linked to the success indicators for professional coaching). The observer must be a Professional Coach/Coach Supervisor and/or member of a professional coaching body.

Learners may submit evidence of their assessment in several ways. All assessment criteria must be met. The following opportunities are recommendations/requirements for assessment.

1. The learner may be asked to write a **report** or **briefing paper** on the principles of professional team coaching.

2. The learner must submit **work based evidence** accompanied by an index which maps work based evidence to meet each of the assessment criteria.

3. The learner may write a **written account** or **reflective statement** on the outcomes of professional team coaching to identify recommendations for improvements.

4. The learner may develop a **planning document** to support the team and individuals beyond the team coaching assignment.

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand each of the assessment criteria.

Relationship with CMI Professional Standards: This unit is mapped to:	
Personal Effectiveness	● Managing yourself ● Making decisions ● Communicating and influencing
Interpersonal Excellence	● Providing purpose and direction ● Developing people and capabilities ● Building relationships and networks
Organisational Performance	● Leading change and innovation ● Managing resource and risk ● Achieving results

Suggested reading/web resource materials

Recommended Reading

Clutterbuck, D (2020) *Coaching the Team at Work: The definitive guide to team coaching* (2nd Edn) Nicholas Brealey Publishing: London: UK.

Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge: Oxon, England: UK.

Pedrick, C (2021) *Simplifying Coaching, how to have more transformational conversations by doing less*. Open University Press, McGraw Hill. London, England, UK.

Pratt, K. (2021) *Transactional Analysis Coaching: Distinctive Features*: Routledge: London: UK.

Starr, J (2021) *The Coaching Manual, The Definitive Guide to the Process, Principles and Skills of Personal Coaching* (5th edn) Pearson Education Ltd, Harlow, UK.

Woudstra, G (2021) *Mastering the art of team coaching*

Widdowson, L, Barbour, P (2021) *Building top performing teams, A practical guide to team coaching to improve collaboration and drive organisational success.*

Textbooks/eBooks

Boysen-Rotelli, S (2018) *An Introduction to Professional and Executive Coaching*. Information Age Publishing, Charlotte, NC.

Britton, J.J. (2014) *From One to Many: Best Practices for Team and Group Coaching*: Jossey Bass: Ontario: Canada.

Foy, K. (2021) Contracting in Coaching: pp 345 – 353 in Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge: Oxon, England: UK.

Goleman, D. (2020) *Emotional Intelligence: Why it Can Matter More Than IQ* (25th Anniversary Edn) Bloomsbury Publishing: London: UK.

Gorell, R (2013) *Group Coaching: A Practical Guide to Optimizing Collective Talent in Any Organization*. Kogan Page: Philadelphia, PA.

Hay, J. (2008) *'Coaching in Practice' Reflective Practice & Supervision for Coaches*: Open University Press, London UK.

Hawkins, P. (2021) *Leadership Team Coaching 'Developing Collective Transformational Leadership'*: Kogan Page, London: UK.

Kirkpatrick, D. & Kirkpatrick, W.K. (2010). *ROE's Rising Star: Why Return on Expectations is getting so much attention*: Training & Development 34 pp 35-38.

Oberstein, S (2020) *10 Steps to Successful Coaching*, 2nd Edition. Association for Talent Development: Alexandria, VA.

Passmore, J., & Turner, E. (2018) *'Reflections on Integrity' – The Appear Model Coaching at Work*, 13(2) Chapter 31 in Passmore, J (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge: Oxon, England: UK.

Phillips, J. and Phillips, P. (2005) *Measuring ROI in Executive Coaching 'The International Journal of Coaching in Organisations'* pp52 – 62: Issue One.

Phillips, J. and Phillips, P. (2007) *Show Me the Money: How to Determine ROI in People, Projects & Programs: Berrett-Koehler*: San Francisco: CA, USA.

Rogers, J., Whittleworth, K., & Gilbert, A. (2012) *Manager as Coach: The New Way to Get Results*: McGraw Hill: England: UK.

Wilson, C. (2020) *Performance Coaching: 'A Complete Guide to Best Practice Coaching & Training* (3rd Edn): Kogan Page: London: UK

Web-links

The PLUS Decision Making Model @
http://www.burtbertram.com/teaching/ethics/Article_02-PLUS_DecisionMakingModel.pdf

Coaching Associations Coach Competences & Global Code of Ethics

Association of Coaching (AC) Core Coach Competences at:
https://c.ymcdn.com/sites/www.associationforcoaching.com/resource/resmgr/Accreditation/Accred_General/Coaching_Competency_Framewor.pdf

EMCC UK European Mentoring and Coaching Council https://emccuk.org/

International Coach Federation (ICF) Coach Core Competences at:
https://coachfederation.org/core-competencies

Global Code of Ethics @ https://www.globalcodeofethics.org

ManagementDirect resources require CMI membership and a username and password.

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Unit 537	Professional Mentoring Practice

Ofqual unit number	D/650/2465
RQF level	5
Guided learning hours	30
Total unit time	130
Credits	13
Aims of unit	Mentoring is a tool increasingly used to develop talent within an organisation, boost engagement and foster a sense of wellbeing and belonging. Mentoring has the power to improve the Mentee's confidence, quality, consistency, and productivity in their work. It is a strategy used to support the Mentee to develop knowledge, skills, values and behaviours.

The mentoring role is highly skilled. A Mentor is a trusted advisor, and the role differs, depending on the Mentee and their organisation's needs. Mentors have to be adaptable, willing to share their wisdom, expertise and insight with others.

The aim of this unit is to focus on the role, purpose and delivery of mentoring that empowers Mentee's to work towards meaningful goals. |
| **Keywords** | Mentoring, scope, wisdom, insight, expertise, role context, delivery, outcomes, reflection, excellence. |
| **Terminology** | The term 'Mentee' is used within the qualification to refer to a person receiving mentoring. |

Learning outcome 1
Understand the principles of professional mentoring
Assessment criteria
1.1 Evaluate the scope and role of professional mentoring
1.2 Analyse the benefits and challenges of professional mentoring within an organisational context
1.3 Recommend strategies to ensure professional mentoring is a success
Indicative content

1.1 Scope and role of mentoring:

Definition: Mentoring (e.g. Starr, Rolfe). Mentor (e.g. a person who supports another as a trusted advisor, sharing wisdom, experience, knowledge and insight, typically occurring outside of the line management structure). Mentee (e.g. person receiving mentoring). Differences and similarities between mentoring, coaching, training, consultancy.

Types of mentoring: Formal. Informal. Reciprocal (e.g. co-mentoring). Peer to peer mentoring. Group mentoring. Reverse mentoring. Self-mentoring. Organisational mentoring schemes. Corporate Social Responsibility (CSR) cross sector/organisational mentoring schemes (e.g. mentors from the Private Sector mentoring people in the Third Sector).

Delivery methods for mentoring: Virtual. Face to Face. Hybrid mentoring. Impromptu mentoring. Mentoring moments.

Ethical and legal frameworks: Codes of ethics (e.g. Global Code of Ethics, 2021 EMCC UK). Role of mentoring agreements. Organisational policies and procedures. Data Protection Act/GDPR UK (2018). Safeguarding. Equality Act (2010). Prevent Strategy (2015).

1.2 *Benefits of professional mentoring:*

Organisational: Development of capability to achieve shared goals/aspirations (e.g. talent development, team cohesion). Improved onboarding (e.g. benefit to new employees). Improved productivity. Knowledge transfer. Employee retention and satisfaction. Supports progression for underrepresented groups. Return on Investment. Use of existing resources. Ability to influence diversity and inclusion. Reverse mentoring (e.g. to gain an improved understanding of the business, insight for senior staff). Impact on health and wellbeing. Improved customer service. Quality assurance.

Benefits to Mentee: Knowledge. Behaviours. Skills. Abilities. Personal growth. Transition of role. Wider understanding of the organisation.

Benefits to Mentor: Knowledge transfer. Recognition and reward of supporting a Mentee to reach goals. Giving 'something back.' Professional development.

*Challenges of professional mentoring***:** Managing self (e.g. capability and capacity to deliver mentoring within working role). Managing the relationship (e.g. equality within relationship). Levels of engagement. Lack of understanding of the purpose of mentoring (e.g. confusion with management role). Process/structure for mentoring (e.g. matching Mentor to Mentee. Measurement of outcomes. Resourcing). Conflict of values. Conflict of interest. Ethical dilemmas.

1.3 *Strategies to ensure mentoring is a success:* Building own capability to mentor. Engagement and trust. Building rapport. Communication techniques (e.g. paraphrasing, summarising, questioning, listening). Outcomes focussed. Removing false limits or barriers to progress. Enabling mentees to realise success. Use of mentoring schemes.

Learning outcome 2

Know how to deliver professional mentoring to respond to Mentee's needs

Assessment criteria
2.1 Analyse the skills required to deliver professional mentoring effectively
2.2 Evaluate mentoring models and their application
2.3 Develop an approach to deliver professional mentoring to meet the needs of a Mentee

Indicative content
2.1 Skills for mentoring: Listening. Questioning, Use of Silence. Giving and receiving feedback. Giving advice (e.g. within limits). Sharing wisdom.
2.2 Mentoring models: GROW (Whitmore, 2017). 3-Stage Model (Egan, 2002). Five Phase Model (Cooper & Wheeler, 2007). OSCAR (Gilbert and Whittleworth, 2009).
2.3 Approach for delivering professional mentoring: Preparation. Establish the relationship. Mentoring Agreement. Manage the process. Consolidate/evaluate learning. Exit (e.g. Starr, 2021. Clutterbuck, 2016. Kay & Hinds, 2012).
Needs of a Mentee: Career progression, talent development, role transition, develop confidence in role. Cultural awareness (e.g. organisational culture, own values and beliefs). Transcultural awareness. Gain insights into working practices (e.g. improve technical ability, development of good practice). Wellbeing. Resilience. Working relationships.

Learning outcome 3
Be able to plan and deliver professional mentoring

Assessment criteria
3.1 Plan to deliver professional mentoring
3.2 Deliver professional mentoring to respond to the Mentee's needs
3.3 Reflect on the outcomes of professional mentoring and identify opportunities for improvement

Indicative content
3.1 Plan to deliver professional mentoring: ● Develop case for mentoring assignment. Motivation for mentoring (e.g. self-directed or sponsored). Mentee profile/Pen portrait (e.g. role, organisation).   ● Development of mentoring agreement. Agree purpose of mentoring. Success indicators (e.g. goals/outcomes). Mentoring approach. Structure for mentoring assignment, roles, responsibilities, expectations, boundaries. Role of sponsor/stakeholders. Reporting. Logistics for mentoring (e.g. venue, face to face or virtual). Duration of assignment (e.g. period of mentoring, start/finish dates, duration of sessions).

3.2 Deliver professional mentoring: Professional Mentoring to be delivered in accord with the assessment requirements.

Success indicators: Professional approach to the delivery of mentoring. Mentors' ability to:

- Select an approach to mentoring (e.g. Starr, 2021. Clutterbuck, 2016. Kay and Hinds, 2012).
- Apply a mentoring model to structure the mentoring conversation (e.g. GROW. 3-Stage Model. Five Phase Model. OSCAR).
- Provide well-considered advice and guidance (e.g. not providing all the answers).
- Act professionally (e.g. being present, organised, prepared for mentoring).
- Communicate effectively. Use of verbal/non-verbal communication. Listening skills. Questioning skills. Use of silence. Giving and receiving feedback.
- Demonstrate emotional maturity (e.g. emotional intelligence (Goleman, 2020). Uses empathy, trust, rapport, unconditional positive regard, inclusive. Self-aware. Growth mindset).
- Responds effectively to challenges that occur during mentoring.

3.3 Reflect on the outcomes of professional mentoring and identify opportunities for improvement: Self-reflection (e.g. completion of reflective journal and/or personal SWOT analysis). Feedback from Mentee. Feedback from observation. Feedback from stakeholders. Reflects on own knowledge, skills and behaviours against requirements of the framework for mentoring (e.g. EMCC - Global Competency Framework, Diversity and Inclusion Declaration). Theories of learning and reflective practice (e.g. Kolb, 1984. Gibbs, 1988. Schon, 1983).

Requirements and Recommendations for assessment

Registered Centres - *This unit requires the completion of observations of the mentor delivering mentoring to a mentee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*

Fully Approved Centres - *This unit requires the completion of observations of the mentor delivering mentoring to a mentee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*

To successfully achieve the requirements of this unit, evidence of mentoring must be provided.

Overview of practical assessment:

- The Mentor must complete TWO (2) mentoring assignments. The mentees should have objectives they would like to achieve. They should not be related to the mentee. One of the mentoring assignments may take place in a simulated (e.g. classroom) environment. One of the mentoring assignments may take place in an organisational context.
- The mentoring assignment must include a minimum of THREE (3) mentoring sessions.
- Each mentoring session must last a minimum of SIXTY (60) minutes to a maximum of NINETY (90) minutes.
- Records of the mentoring undertaken must be made (e.g. completed mentoring notes, reflective journal/ log).

- The mentor must be observed for a minimum of THIRTY (30) minutes and a maximum of SIXTY (60) minutes delivering a mentoring session.
- The observation will be conducted by an experienced mentor, coach or tutor (e.g. a membership of one of the following EMCC UK, ICF UK, AC bodies or 5 year experience of recognised teaching and assessment qualifications, IQA Qualification).
- The observation may take place in person, virtually, or using an audio or video recording. Feedback on the observation should be provided in written format (linked to the success indicator for mentoring).

Learners may submit evidence of their assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner may be asked to write a **report** or **briefing paper** on the principles of professional mentoring.

2. The learner may be asked to write a **good practice guide** or **plan** on the principles of delivering professional mentoring.

3. The learner must present **work based evidence** accompanied by an index which maps work based evidence to each of the assessment criteria.

4. The learner may be asked to write a **written account** or **reflective statement** on the outcomes of professional mentoring and opportunities for improvement.

Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand each of the assessment criteria.

Relationship with CMI Professional Standards: This unit is mapped to:	
Personal Effectiveness	- Managing yourself - Making decisions - Communicating and influencing
Interpersonal Excellence	- Providing purpose and direction - Developing people and capabilities - Building relationships and networks
Organisational Performance	- Leading change and innovation - Managing resource and risk - Achieving results

Suggested reading/web resource materials
Recommended Reading

Kay, D., & Hinds, R. (2012) *Practical Guide to Mentoring 'Using coaching and mentoring skills to help others achieve their goals*' (5th Edn) How to Books Ltd Oxford: UK.

Rolfe, A. (2020) *'Mentoring' Mindset, Skills & Tools* (4th Edn): Mentoring Works.

Starr, J. (2021) The Mentoring Manual (2nd Edn): *Your Step-By-Step Guide to Being a Better Mentor*: Pearson Education Limited: Harlow: UK.

Textbooks/eBooks

Alfred G., & Garvey B. (2010) Mentoring Pocketbook (3rd Edn) for mentors and mentees, a pocketful of tips and techniques to maximize the benefits of highly effective human resource development process: Management Pocketbooks: Hants: UK.

Egan, G. (2002) Skilled Helper: *A Problem Management & Opportunity Development Approach to Helping*, (7th Edn): Brooks/Cole, Pacific Grove, California USA.

Goleman, D. (2020) *Emotional Intelligence: Why it Can Matter More Than IQ* (25th Anniversary Edn) Bloomsbury Publishing: London: UK.

Lancer, N., Clutterbuck, D., & Megginson, D. (2016) *Techniques for Coaching and Mentoring* 2nd Edn): Routledge, OXON UK.

Passmore, J. (ed) (2021) *The Coaches Handbook: The Complete Practitioner Guide for Professional Coaches*: Routledge, Oxon, England UK.

Whitmore, J. (2017) *'Coaching for Performance: Growing Human Potential & Purpose,* (5th Edition): Nicholas Brealey Publishing Limited, London UK.

Journals

Jordan, J., & Sorrell, M. (2019) *Demographics: 'Why Reverse Mentoring Works and How to Do it Right'*: *Harvard Business Review* pp 2-5: Harvard Business School Publishing Corporation.

Web-links

Goodman, N. (2020) Engaging and Retaining Your Employees Through Mentoring: Training Magazine   @ https://trainingmag.com/engaging-and-retaining-your-employees-through-mentoring/

University of Texas MD Cancer Center Team (2021) Mentoring Up: A Different Approach to Leadership Development: Training Magazine @ https://trainingmag.com/mentoring-up-a-different-approach-to-leadership-development/

The Value of Reverse Mentoring: The Chief Learning Officer (2019): Chief Learning Officer.Com @ https://members.md.cmi.org.uk/Content/Display/85782

Chartered Management Institute (2020) Reverse Mentoring: Checklist 286: ManagementDirect   @ https://members.md.cmi.org.uk/Content/Display/86025#additional-resources

Coaching Associations Mentoring Competences & Global Code of Ethics

EMCC UK European Mentoring and Coaching Council https://emccuk.org/

Global Code of Ethics @ https://www.globalcodeofethics.org

ManagementDirect resources require CMI membership and a username and password.

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Command Verb	Definition
Analyse	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Appraise	Assess, estimate the worth, value, quality, performance. Consider carefully to form an opinion.
Articulate	Express or clearly state your understanding of the topic.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Comment	Identify and write about the main issues, express an opinion, giving reaction to what has been read/observed.
Compare	Review the subject(s) in detail – looking at similarities and differences.
Conceptualise	Create a diagram, model, chart or graphic with annotations, providing a holistic overview of the process.
Conduct	Organise and perform a particular activity
Consider	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
Construct	To create or build something original
Create	Originate or produce a solution to a problem.
Critically Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable. Critical evaluation not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically	Typically used to qualify verbs such as evaluate, assess, appraise, analyse and reflect. Give in-depth insight, opinion, debate, verdict based on a wide variety of sources, theory, research which may agree and contradict an argument.
Critique	A detailed analysis and assessment of something, especially a literary, philosophical, or political theory.
Define	Show or state clearly and accurately.
Describe	Provide an extended range of detailed factual information about the topic or item in a logical way.
Determine	Settle/conclude an argument/question as a result of investigation or by referring to an authority.

Develop	Elaborate, expand or progress an idea from a starting point building upon given information.
Differentiate	Recognise or ascertain a difference to identify what makes something different.
Discuss	Give a detailed account including a range of views or opinions, which include contrasting perspectives.
Distinguish	Draw or make distinction between
Draw	Present a conclusion or decision about what is likely to happen based on facts.
Establish	Discover, prove or show something to be true or valid by determining the facts.
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
Examine	Inspect (something) thoroughly in order to determine its nature or condition.
Explain	Make something clear to someone by describing or revealing relevant information in more detail.
Formulate	To devise or develop an idea or concept in a concise and systematic way.
Identify	Ascertain the origin, nature or definitive characteristics of something.
Interpet	To clarify/explain the meaning of something
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts of (problem, options, incident, allegation etc) so as to establish the truth.
Justify	Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.
Outline	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
Prepare	To make or develop something ready which will happen in the future.
Produce	To make, create or form something. Put together, assemble. leads to an outcome/result.
Recommend	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
Reflect	Consciously contemplate, appraise or give balanced consideration to an action or issue.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research	A detailed study or investigation of a subject in order to establish facts and reach new conclusions.
Review	To examine, survey, reconsider a subject, theory or item.
Specify	Identify or state a fact or requirement clearly and precisely in detail.

Summarise	Sum up or give a brief account of relevant information in your own words.
Use	The action of using something for a particular purpose.

ASSESSMENT ACTIVITY - DEFINITIONS

Activity Definition	Activity Definition
Briefing paper	A summary of facts pertaining to a particular issue or problem. Often includes a suggested course of action.
Business case	A formal document, presented in an oral or written format, which provides justification for an idea or project to address an identified business need or challenge.
Case Study	A description of an event, activity or problem outlining a real or hypothetical situation.
Good practice guide	A structured document produced with the purpose of supporting individuals to develop their practice in a particular area.
Plan	A detailed outline providing an insight into a range of activities required to complete a task.
Profile	An outline giving a description of a role or organisation
Proposal	A formal document, presented in an oral or written format, which puts forward ideas or suggestions for consideration by others.
Reflective Statement	Learners describe their actions in particular situations and reflect on the reasons for practicing in that way. This is particularly useful to provide evidence that they can evaluate their knowledge and practice.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research project report	A formal, written document, organised in a narrative, graphic or tabular form presenting findings and recommendations.
Scenario	A written outline or a situation or setting, providing insight into a sequence of events or actions.
Written account	A written document presenting knowledge of facts or event
Work Based Evidence	An activity from within the workplace that is used by the learner to evidence and/or demonstrate competence and understanding

In order to support learners with their assessment, CMI has created additional resources designed to meet the needs of the following units: Unit 534, Unit 536 and Unit 537.

Please note: these documents are not compulsory; it is strongly recommended that learners use these in conjunction with the CMI-designed assessment briefs or a version similar to these, to ensure all criteria are met.

Unit 534 Professional Coaching Practice
Workbased Evidence Mapping
Professional Coaching Assignment Plan
Observation Report
Record of Professional Coaching
Professional Coaching Reflective Statement
Personal Development Plan (PDP)

Unit 536 Professional Team Coaching
Workbased Evidence Mapping
Professional Team Coaching Assignment Plan
Observation Report
Record Professional Team Coaching
Professional Team Coaching Reflective Statement

Unit 537 Professional Mentoring Practice
Workbased Evidence Mapping
Professional Mentoring Practice Agreement
Record of Professional Mentoring Practice
Observation Report
Professional Mentoring Reflective Statement

Please complete one coaching assignment form for each planned professional coaching assignment.

Case for Coaching Assignment	
Motivation for coaching (e.g. self-directed, sponsored).	
Coachee Profile/Pen Portrait (e.g. role, organisation).	
Identification of Coachee need: ● Evidence of completed coaching needs analysis and coaching outcomes (defined or emerging). ● Prioritisation of outcomes according to coaching need. Please note: Please add/list attachments below if used.	
Engagement with stakeholders/sponsor (if appropriate)	
Coaching approach, models, tools and techniques to be used in coaching assignment	

Attachments: Please complete the list of attachments which support the coaching assignment.

Please note: A formal written coaching contract must be attached.

1: Formal written coaching contract *(e.g. procedural/administrative, professional/roles and responsibilities, psychological contract)*
2:
3:

Professional Coach	Signature:	Date:
Coachee: *I agree for my records to be used for the purpose of assessment*	Signature:	Date:

Professional Coach	
Observer	
Coachee	
Date of Observation	
Context of Professional Coaching Assignment	

Success Indicators: Professional Coaches ability to:	
Select and use of coaching approaches, models, tools and techniques. Embed the principles of diversity and inclusion in coaching practice. Manages power dynamics.	
Ambassadorial (e.g. professional appearance and behaviours, being present, self-managing, self-aware).	
Use emotional intelligence (e.g. empathy, trust, rapport, unconditional positive regard).	
Spontaneous, open, flexible, resilient, respectful. Ability to respond effectively to challenges which have occurred during the coaching.	
Communicate effectively: Uses verbal/non-verbal communication. Questioning skills. Listening skills. Provides effective feedback. Use of silence.	
Identify and respond to patterns of thinking/limiting/enabling beliefs and actions.	

Organisational ability (e.g. time management, scheduling, record keeping).	
Application of coaching duty. Competency framework (e.g. EMCC UK, ICF UK, AC).	

Observer feedback: Areas of good practice/Opportunities for improvement
Signature and date:
Professional Status:

Please complete a record of professional coaching for each assignment.

Professional Coach	
Coachee Name/Reference	
Date	
Venue	

Record of Professional Coaching

Professional Coach	Signature:	Date:

Please complete a reflective statement (log/journal), you may amend this box to meet your requirements.

Professional Coach	
Date	

Professional Coach	Signature:	Date:

PROFESSIONAL DEVELOPMENT PLAN (PDP)
UNIT 534 PROFESSIONAL COACHING PRACTICE

Name	

Development Aim	Development Approach/ Method	Time	Ownership	Resource requirements	Outcomes

Signature		Date	

Please complete the form for the planned team coaching assignment.

Professional Team Coach		
Team Coachee Names/References	*1*	
	2	
	3	
Date		

Case for Team Coaching Assignment	
Motivation for team coaching *(e.g. self-directed, sponsored).*	
Team Profile/Pen Portrait *(e.g. individuals, role, organisation).*	
Identification of Teams needs for coaching (defined or emerging). Prioritisation of outcomes according to coaching need. *Please note: Please add/list attachments below if used.*	
Engagement with stakeholders/sponsor (*if appropriate*)	
Coaching approach, models, tools and techniques to be used in team coaching assignment	

Attachments: Please complete the list of attachments which support the coaching assignment.

Please note: A formal written coaching contract must be attached.

1: Formal written coaching contract *(e.g. procedural/administrative, professional/roles and responsibilities, psychological contract)*
2:
3:

Professional Coach	Signature:	Date:
Team Coachee: *I agree for my records to be used for the purpose of assessment*	Signature:	Date:
	Signature:	Date:
	Signature:	Date:

Please complete a record of professional team coaching for each assignment.

Professional Team Coach	
Team Coaches Name/Reference	
Date	
Venue	

Record of Professional Team Coaching

Professional Team Coach	Signature:	Date:

Professional Team Coach	
Observer	
Team/Coachee's	
Date of Observation	
Context of Team Coaching Assignment	

Success Indicators: Professional Team Coaches ability to:	
Select and use team coaching models and approaches.	
Embed principles of diversity and inclusion in team coaching practice.	
Establish parameters for coaching, expectations for behaviour, engagement, confidentiality.	
Be an ambassadorial for the coaching profession (e.g. professional appearance and behaviours, being present, confident, self-managing, self-aware).	
Use emotional intelligence (e.g. empathy, trust, rapport, unconditional positive regard).	
Be spontaneous, open, flexible, resilient, respectful.	
Respond effectively to changes and challenges which occur during team coaching. Manage team and power dynamics.	
Communicate effectively: Use verbal/non-verbal communication. Questioning skills. Listening skills. Provides effective feedback. Use of silence. Builds and sustains rapport.	
Organise professional team coaching (e.g. time management, scheduling, record keeping).	
Application of coaching duty. Competency framework (e.g. EMCC UK, ICF UK, AC).	

Observer feedback: Areas of good practice/Opportunities for improvement:
Signature and date:
Professional Status:

Please complete a reflective log/journal, you may amend this box to meet your requirements.

Professional Team Coach	
Date	

Professional Team Coach	Signature:	Date:

Please complete one form for each planned professional mentoring assignment.

Professional Mentor	
Mentee Name/Reference	
Date	

Case for Mentoring Assignment	
Motivation for mentoring *(e.g. self-directed, sponsored).*	
Mentee Profile/Pen Portrait *(e.g. role, organisation).*	
Purpose of Mentoring	
Success Indicators *(e.g. goals/outcomes)*	
Mentoring Approach to be used in mentoring assignment	
Structure for mentoring assignment	
Roles, responsibilities, expectations, boundaries	
Role of sponsor or stakeholders	
Reporting structure	
Logistics for mentoring *(e.g. venue, face to face, virtual)*	
Duration of assignment *(e.g. period of mentoring, start/finish dates, duration of sessions).*	

Attachments: Please complete if adding attachments which support the mentoring assignment.

1:
2:
3:

Professional Mentor	Signature:	Date:
Mentee: *I agree for my records to be used for the purpose of assessment*	Signature:	Date:

Please complete a record of professional mentoring for each assignment.

Professional Mentor	
Mentors Name/Reference	
Date	
Venue	

Record of Professional Mentoring

Professional Mentor	Signature:		Date:

PROFESSIONAL MENTORING PRACTICE OBSERVATION REPORT UNIT 537 PROFESSIONAL MENTORING PRACTICE

Professional Mentor	
Observer	
Mentee	
Date of Observation	
Context of Professional Mentoring Assignment	

Success Indicators: Professional Mentors ability to:	
Select and use an approach to mentoring	
Apply a mentoring model to structure the mentoring conversation	
Provide well-considered advice and guidance (e.g. not providing all the answers).	
Act professionally (e.g. being present, organised, prepared for mentoring).	
Communicate effectively. Use of verbal/non-verbal communication. Listening skills. Questioning skills. Use of silence. Giving and receiving feedback.	
Demonstrate emotional maturity (e.g. emotional intelligence). Uses empathy, trust, rapport, unconditional positive regard, inclusive. Self-aware. Growth mindset).	
Responds effectively to challenges that occur during mentoring.	

Observer feedback: Areas of good practice/Opportunities for improvement:
Signature and date:
Professional Status:

You may amend this box to meet your requirements.

Professional Mentor	
Date	

Professional Mentor	Signature:	Date:

The below table summarises any revisions made to this document since publication.

Revisions to Document	Rational for Revision	Document Version	Date Revisions Made
First Publication		Version 1	June 2022
Age Range for the Qualification	Age range lowered from 19 to 18.	Version 5	October 2023
Rules of Combination Updated		Version 5	October 2023
Updating units that can't be selected as part of the 5 AWARD IN PROFESSIONAL COACHING PRACTICE	534, 536, or 537. Originally it was 536 & 537.		
CMI LEVEL 5 CERTIFICATE IN PROFESSIONAL COACHING PRACTICE	The guided learning hours (GLH) was incorrect @ 34 and is now 32 hours.		
CMI LEVEL 5 EXECUTIVE DIPLOMA IN PROFESSIONAL COACHING PRACTICE,	The TUT and GLH was incorrect, Originally - Learners must select all units to a minimum of 610 TUT hours, 61 credits to achieve this qualification. The minimum GLH is 162 hours. Now - Learners must select all units to a minimum of 680 TUT hours, 68 credits to achieve this qualification. The minimum GLH is 180 hours.		
Unit 534 Professional Coaching Practice GLH, TUT & Credits were amended	Originally - GLH 14 / TUT 80 / Credits 8 Now - GLH 32 / TUT 150 / Credits 15	Version 5	October 2023
Unit 534 Professional Coaching Practice - Unit Content Recommendations for assessment guidance added -	**Registered Centres** - *This unit requires the completion of observations of the coach delivering coaching to a coachee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*	Version 5	October 2023
	Fully Approved Centres - *This unit requires the completion of observations of the coach delivering coaching to a coachee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*		

Guidance was included under the Qualification Deliver Section -	**Registered Centres** - *Units 534, 536, 537 and 621 require the completion of observations of the coach/mentor delivering coaching/mentoring to a coachee/mentee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*	Version 5	October 2023
	Fully Approved Centres - *Units 534, 536, 537 and 621 require the completion of observations of the coach/mentor delivering coaching/mentoring to a coachee/mentee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*		
Guidance was included under the Assessment & Verification Section -	**Registered Centres** - *Units 534, 536, 537 and 621 require the completion of observations of the coach/mentor delivering coaching/mentoring to a coachee/mentee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. Where Registered Centres cannot provide evidence of this, approval will not be given to deliver these units/qualifications. In place of this, CMI recommends the delivery of knowledge based units only (Units 531, 532, 533, 535). If you have any questions, please contact your Quality Manager in the first instance.*	Version 5	October 2023
	Fully Approved Centres - *Units 534, 536, 537 and 621 require the completion of observations of the coach/mentor delivering coaching/mentoring to a coachee/mentee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. CMI requires at least one session is recorded for each learner, and kept on record in the event of an audit or quality issue. Note: this recording should be available on request by the CMI moderator, and all observation documents should be sufficiently completed as per the assignment brief.*		
Unit 536 Professional Team Coaching	Word Count was increased - Originally - 2750 + work based evidence Now - 3500 + work based evidence	Version 5	October 2023
Unit 536 Professional Team Coaching.	**Registered Centres** - *This unit requires the completion of observations of the coach*	Version 5	October 2023

Additional guidance was given under the Requirements and Recommendations for assessments section -	*delivering coaching to a coachee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*		
	Fully Approved Centres - *This unit requires the completion of observations of the coach delivering coaching to a coachee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*		
Unit 537 Professional Mentoring Practice Additional guidance was given under the Requirements and Recommendations for assessments section -	**Registered Centres** - *This unit requires the completion of observations of the mentor delivering mentoring to a mentee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*	Version 5	October 2023
	Fully Approved Centres - *This unit requires the completion of observations of the mentor delivering mentoring to a mentee. It is essential that observers meet the requirements set out in the assignment, syllabus and Centre Handbook. See Assessment & Verification on page 9 for more information.*		
Guidance updated for 'recognised' and 'approved' centres	Issue of 'registered' centres registering on practical units still occurring, amendment to wording to help clarify situation.	Version 6	August 2024