ILM Level 5 Certificate in Effective Coaching and Mentoring

Handbook

Name_____

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Introduction and summary of course

The ILM Level 5 Certificate in Coaching and Mentoring:

Course details.

Session	Duration	Theme	Week Beginning
Video conference with Tutor	2hr	Introductions/Induction	4th Nov
Video conference with Tutor	2hr	Essence of coaching - Coaching demo	11th Nov
Video conference with Tutor	1hr	Coaching assessment	18th Nov
Video conference with Tutor	1hr	Key Skills	25th Nov
Video conference with Tutor	2hr	Key Skills – Triad set up	2nd Dec
Coaching Triad	1hr each of observed coaching within a triad before 13th Jan		
Video conference with Tutor	1hr	Key Skills	9th Dec
Video conference with Tutor	1hr	Bringing Structure	16th Dec
Video conference with Tutor	1hr	Contracting	13th Jan 2020
Individual tutorial/supervision	1hr (per participant)	Supervision	13th Jan
Video conference with Tutor	1hr	Learning Styles	20th Jan
Video conference with Tutor	1hr	Tools	27th Jan
Coaching Triad	1 each of observed coaching within a triad before 10th of Feb		
Individual tutorial/supervision	1hr (per participant)	Supervision	10th Feb
Video conference with Tutor	1hr	Ethics	24th Feb
Video conference with Tutor	1hr	Values	9th March
Video conference with Tutor	1hr	Developing yourself	30th March
Coaching Triad	1hr each of observed coaching within a triad before 9th of March		
Additional tutorials/supervision	1hr (per participant)	Supervision	TBA

You will also receive at least three hours of tutorial support. This is arranged with your course tutor.

Course assessment

3 Assessments are required to be undertaken.

Assessment Title	Date Set	Final Review Date	Submission Date
Assignment task 500: Understanding the Skills, Principles and Practice of Effective Coaching and Mentoring within an organisational Context.	13th Jan 2020		
Assignment task 501: Undertaking 18hours of management coaching or mentoring in the workplace	TBC		
Assignment Task 503: Reviewing own ability as a management coach or mentor	TBC		

Final submissions need to be submitted through the moodle site

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Background to ILM

ILM is part of the City & Guilds Group - the largest provider in the UK, of vocational (job-related) qualifications. For over 40 years the Institute has been awarding nationally and internationally recognised professional management qualifications to team leaders and managers. These qualifications are part of the range of qualifications offered by ILM which are designed to help develop people's careers and simultaneously, satisfy the needs of organisations.

There are seven programme levels available through ILM, within what is called the Vocationally Relevant Qualifications (VRQ) route – i.e. the non-NVQ management development programmes – each of which is equivalent to a particular NVQ (National Vocational Qualification) level.

ILM Membership

All registered candidates automatically become studying members of the ILM for one year and can enjoy a range of member benefits accessible through the ILM website.

Studying members are encouraged to upgrade to the appropriate professional grade of membership to enjoy additional benefits which will support their career and personal development

Successful completion of a level 4 qualification provides eligibility for Associate Membership (AMInstLM) of the Institute of Leadership & Management. Full details from ILM Lichfield on 01543 251346 or email membership@i-l-m.com

As a student member you will have access to resources on this website

Introduction to Space2think

Space2think is a company of consultants, trainers and coaches. We work successfully in the corporate, public and voluntary sector, providing training and development and coaching opportunities for teams, managers, leaders and organisations. We also have experience and expertise in the evaluation of processes and projects. Our Consultants and Associates are experienced facilitators and creative trainers and our work is regarded as being underpinned by a strong value base, and has as its heart participation, involvement, honesty and openness. We provide a range of development opportunities including bespoke programmes and nationally recognised coaching and leadership and management qualifications.

On line supported Learning Resources

As part of this programme you will be supported through a workbook and online resources. You will receive an email invitation to access this website.

Learning Opportunities

Our approach is to meet the needs of individual students and the group as a whole, working across a range of delivery options (individual and group study) to both extend your information/study/technical skills and provide resources which support successful completion of your course of study.

A 'small group' tutoring strategy will be adopted with a class size of between 10 - 14 students. Tutoring strategies will be adapted to suit the nature of the group. This facilitates more effective communication and discussions between tutor and group.

The course tutoring methods will aim to encourage independent learning by enabling you to:
- Develop autonomy by gaining confidence in learning, communicating, and presentation;
- Learn for yourself and to develop criteria by which you can monitor your own performance; and
- Develop human relation skills with special emphasis on relationships with staff, colleagues and clients.

The course will consist of a mix of inputs to form a programme of "student-centred learning" which will be adopted throughout the whole course. Traditional "chalk and talk" methods will be kept to a minimum.

The emphasis will be on "active" learning methods, which require your full participation and involvement for most of the time. Many activities will be group based to foster interpersonal skills and stress the specialism's that relate to different aspects of the course. Formal tutorials will be scheduled as an integral part of the teaching and learning strategy and each tutor and/or the course co-ordinator will provide guidance and individual support as required

Assignment deadline Extension

All assignments will be given a hand in date. In exceptional circumstances, a deadline extension may be given. A request for an extension should be submitted to the course co-ordinator. Failure to submit an assignment on time without negotiating a new submission date or deferral will result in a fail. The highest achievable grade for late (agreed) submissions, referred submissions, or deferrals will be a "pass", no matter the quality of the work. This is to ensure that there is no advantage to having extra time or feedback. The final deadline for completion of the assignment will be given out during the second module.

Appeals Procedure

Participants who are not happy with the assessment of their assignments may appeal against the decision. However, participants should first seek to discuss their mark with the tutor, which may mean that no further action is required. If a participant wishes to appeal, he/she must do so to the course co-ordinator within 21 days of the date of the marked assignment being returned. The course co-ordinator will seek to resolve the situation in consultation with the participant

If no solution is found, s/he refers the matter to the appeals panel, which is made up of the internal and external moderators. The appeals panel can decide to:

- Confirm original decision
- Ask for reassessment of work by different tutor
- Accept that the work is adequate - assessment decision to be reconsidered

Further External Appeal to City and Guilds

A further appeal about WBA assessments may be made to the Group Appeals Board of the City & Guilds Group (within 10 working days of receipt of the above final decision from ILM). The case would then be heard by the Group Appeals Tribunal of City & Guilds, under C&G's own appeals procedure. A copy of this procedure can be made available if required and if appropriate.

Plagiarism

Plagarism a specific form of cheating which applies to assignments completed by learners independently. It is the substantial, unacknowledged incorporation into a learner's work of materials derived from published or unpublished work by another person.

Space2think take all incidents of plagiarism seriously, especially those incidents which are a determined and deliberate attempt by the learner to gain marks for an assignment without having done a substantial portion of the work themselves.

Plagaraism using published work includes books, articles and materials found on the internet while examples of unpublished work could be a piece of work previously submitted by another learner, or work about to be submitted by another learner.

Some assignments may require learners to work together. Where the group as a whole gets the mark then it is joint work throughout and group cooperation is part of what is being assessed

Other group projects may require learners to work together at the planning stage, but to submit individual assignments which must then be the learner's own work.

Specific examples of plagiarism include:
- ✓ Extracts from another person's work without using quotation marks and/or an acknowledgement of the source
- ✓ Summarising the work of another or using their ideas without an acknowledgement of the source
- ✓ Copying or using the work of another learner (past or present) with or without that person's knowledge or agreement
- ✓ Purchasing essays or downloading them from the internetto submit them as your own work.

Some useful guidelines for acknowledging sources other than yourself:
The following guidelines will be helpful for your learners:

- ✓ If you use someone else's exact words in your work, they must be in quotation marks. Use quotations sparingly and only when you feel the author has expressed something so well and so concisely that the words cannot be improved.
- ✓ When you have used a quote, you must provide the name of the author, the date of their work that you have referred to and the page number where you got the quotation from immediately after the quotation (eg Hill, 2004, p. 42) and also provide full details of the reference in the bibliography.
- ✓ You must provide a bibliography a list of books, articles and any other sources you have quoted at the end of your assignments.
- ✓ The Harvard system for referencing sources is well established and you can find guidance on how to use it on the internet.

- When making a reference to a book the Harvard format is: Hill, P. (2004) Concepts of coaching: a guide for managers ILM, London.
- For a reference to an article the Harvard format is: Grant, A.M. (2010) It takes time: a 'stages of change' perspective on the adoption of workplace coaching skills. Journal of Change Management, 10(1), pp. 61-77.

1. If Space2think assessors are suspicious that plagiarism is present in an assignment the tutor will inform the participant of their concerns and provide opportunity for the participant to resubmit with appropriate referencing and/or text removed.
2. If the assignment is resubmitted with no evidence of appropriate acknowledgement of sources of text that is causing concern the participant will be marked as a fail.

Equal Opportunities and Diversity Policy

This policy reflects both the aims and purpose of Space2think and the spirit and intentions of legislation which outlaws discrimination. Space2think recognises that people from different backgrounds can bring fresh ideas and skills. It values diversity and welcomes interest from all sections of the community and it is committed to build and reinforce a culture where people value each other and treat each other with dignity and respect.

Space2think will not discriminate or treat any individual less favourably on the grounds of sex, marital status, race, colour, nationality, ethnic origin, disability, age or sexual orientation.

As an employee, associate or learner, Space2think aims to ensure that no individual receives less favourable treatment on the grounds of sex, marital status, race, colour, nationality, ethnic origin, disability, age or sexual orientation.

Space2think aims to ensure that people with disabilities are given equal opportunity to enter employment or training. In so doing, it will fully consider making reasonable adjustments to operating practices, equipment and premises to ensure that a disabled person is not put at a substantial disadvantage due to their disability.

Space2think is committed to keep requirements and practices under review and to take action where necessary in order to facilitate the recruitment; involvement and development of paid staff, associates or learners from all sections of the community. It welcomes difference and recognises that action may be needed to give everyone a chance to contribute on equal terms within the aims and purposes of Space2think.

It is the responsibility of every individual, to eliminate discrimination by ensuring the practical application of the equal opportunities policy and reporting incidents of discrimination to an appropriate senior person.

All allegations of discrimination will be treated seriously. Any discrimination is totally unacceptable to Space2think and anyone found to be discriminating would face disciplinary action.

Sexual and racial harassment are forms of discrimination on the grounds of a person's sex or race. This and any other harassment is totally unacceptable within Space2think and any such behaviour is considered a disciplinary offence. All allegations of harassment are treated seriously and all practicable steps taken to prevent the behaviour continuing.

Definitions
We feel it helpful to staff, associates and learners that they be aware of the following definitions with regard to its Equality & Diversity Policy.

Equal Opportunities
Equal Opportunities ensure that policies, procedures and practice in use in the company do not discriminate against the people within it. It is about treating people fairly and equally regardless of whom they are, their background or their lifestyle.

Diversity
Diversity ensures that all learners, associates and employees are valued as individuals and are able to maximise their potential and contribution to the company and to the community. It recognises that people from different backgrounds can bring fresh ideas and a different approach, which can make the way we work and learn more fun, more creative, more efficient and more innovative.

Direct Discrimination
Direct Discrimination occurs when an individual is dealt with less favourably on the grounds of sex, marital status, race, disability, colour, age, sexual orientation, nationality or ethnic national origin. *Example: a decision being taken that a woman would not have the required assertiveness to manage a team made up of a majority of men.*

Victimisation
Victimisation occurs when an individual is treated less favourably because that person has asserted rights under the Sex Discrimination Act, the Race Relations Act or the Disability Discrimination Act. Applicants, employees and learners must be able to take action against unlawful discrimination without fear of reprisals.

Harassment
Harassment means repeated, un-reciprocated and unwelcome comments, looks, actions, suggestions or physical contact which is found objectionable and offensive and which might threaten an employee or participant or create an intimidating environment. Harassment can be sexual, racial, directed against people with disabilities or indeed related to any characteristic exhibited by the individual.

Positive Action
Positive action refers to measures taken to assist employees, associates or learners who have been under-represented in specific areas, to reach a level of workplace knowledge and competence that is comparable with 'representative' employees. These measures would normally take the form of additional training. 'Positive discrimination' at the point of selection for work is not permissible.

Policy Implementation
We recognise that passive policies will not in themselves provide equality and encourage diversity in employment or in training. Consequently we will seek to promote equality & diversity within the following framework of responsibilities.

We believe that all employees, associates and learners have an individual responsibility to actively co-operate to ensure that the environment we desire is a reality.

We would like individuals *(Employees and Learners): -*
- to co-operate with measures introduced to ensure equality of opportunity, diversity and non-discrimination
- and not harass, abuse or intimidate any other employee or participant on the grounds of sex, marital status, race, disability, colour, age, sexual orientation, nationality or ethnic national origin
- and feel sufficiently confident to inform the course team if they suspect discrimination is taking place

We expect our staff *(In addition to their responsibilities as individual employees): -*

- to ensure that proper records of employment decisions are maintained and regular reviews are carried out
- to ensure that grievances are dealt with in a fair and consistent manner
- to ensure that all individuals within their area are aware of their responsibilities, the law and the companies Equality & Diversity Policy
- to ensure that employees and learners become familiar with organisational changes and developments relating to equal opportunities and diversity in the workplace
- to actively promote the benefits of employee and participant diversity, in employment and training

Health and Safety Policy

Our policy is to provide and maintain safe and healthy working and training conditions, equipment and systems of work for all our staff, associates and learners. All must be aware of their individual responsibility to take reasonable care for their own health and safety and:

- to take reasonable care for their own health and safety and for the health and safety of others who may be affected by their acts and/or omissions
- to co-operate with the course team in carrying out any duty or requirement imposed on them by statutory requirement or by good practice
- not to interfere intentionally or recklessly with, or misuse anything provided, in the interests of health and safety or welfare. To notify a member of the course team straight away if they notice a health and safety problem

Attendance

Students will normally be required to attend at least 85% of workshops as part of the course requirements. This is stipulated in the Learning Agreement and is important because students need to participate in the teaching & learning aspects of the course, undertake group work and be assessed during the workshops in various exercises. However, we recognise the changing needs of employers and have therefore constructed two methods of assessments for all the learning opportunities, so that if a student has to unavoidably miss workshops they may still be able to complete the course.

Failure to attend/complete at least 85% of the programme, will however lead to consideration by the teaching team, who may refer that part of the course and the student may be required to attend a future workshop in order to complete

Learning Logs - Introduction

Creating a learning log

What is a Learning Log?

- A learning log is a way of using reflective practice to capture your learning from a particular experience, incident, interaction, article you've read and so on

- A learning log helps you to be specific about what you are examining, what you have learnt, and what you might plan to do with the learning

- A learning log is something that you should use frequently

- A learning log is evidence that you engage in 'Continuing Professional Development'

The Learning Cycle

A useful way of approaching the Learning Log is to imagine using the learning cycle that was developed by Peter Honey and Alan Mumford (Honey, 1982). Its four stages are:

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          Activity

New steps            Review

          Conclusion
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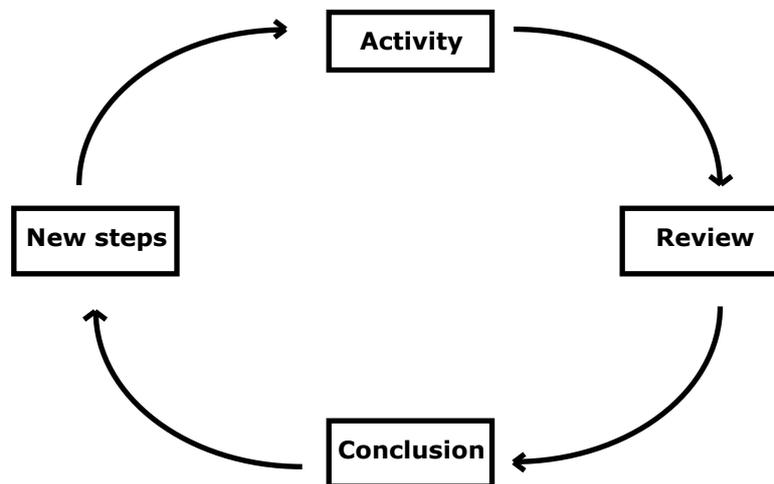
So, when you see the boxes on the learning log sheet you can see that they relate to the learning cycle.

Using the learning log

The summary sheet of your learning is intended to give you an easy and quick route back into the issues that you have encountered and to be a reminder and encouragement to continue working on those issues.

The way that you choose to share your learning obviously depends on a number of factors – the encouragement to you is to share your learning as widely as possible (allowing for discretion about the details!) The challenge is to keep your expression of your learning as a description of the learning about you. (e.g. You might discover in the course of an activity that Person A is not really much of a team player. What is of more use to you is to access how you respond when someone who displays these characteristics is around. The ability to respond differently comes from a personal and sometimes quite deep reflection on why your reaction comes to surface in the way that it does. What attitudes does this suggest that you have? What behaviours then emerge? Are they really the ones that you want to have?) This is all very real content of a learning log.

You might try to make some recordings at the following times,

- At the end of each day, if you are on a specific programme or activity
- After team meetings or specific 1:1's with members of your team or your line manager

At least once a month go over your notes on your own, and reflect on the learning processes you have gone through. Make sure that the summary and record of intended use of the learning is up to date.

Using Independent Supervision

Some of us have access to Independent Supervision, in other words a meeting on a regular (maybe 6-8 weekly) basis with someone not connected with your employment, in order to reflect on your work, your learning and the implementation of your learning. Your learning log should provide you with plenty of material for use in these settings as well as in other supportive sessions whose object is to encourage the development of your performance both at work and more generally in the whole of life.

Date_____   **Learning Log No__**

Review – A description of what happened or what the article you read was about etc.

Conclusion – What have I learnt?   What can I draw from what happened?

New Steps – What do I need to do in response to what I have learnt?

Date_____   **Learning Log No__**

Review –   A description of what happened or what the article you read was about etc.

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