

**Understanding the skills, principles and practice of effective management coaching and mentoring**

**1.1 Define what coaching and mentoring is within the context of an organisation and explain the similarities and differences between coaching and mentoring (8 marks)**

Definitions UK REF / excel / coaches etc. - My Coaching / Org - How it is used - 100 MM  
matrix of differences - summary of similarities

**1.2 Identify potential individual, operational and organisational barriers to using coaching or mentoring and develop appropriate strategies for minimising or overcoming these (8 marks)**

Table

	org	op	I
...	...	...	...
...	...	...	...

strategies to min Typical in med/large Org. Mine - smt/micro - one from ea cat. Delegation (15 hrs)

mention my work with Eric Parloee  
- Chair Cheney use to engage Volunteers.

**1.3 Present the case for using coaching or mentoring to benefit individuals and organisation performance (8 marks)**

Benefits - See FLC - Relate to Specific business / Eval through App-or Specific P.D.

B.A.U. who? start under-estimable then - natural style F2F vs D avoid travel

**2.1 Critically explore the knowledge, skills, and behaviour of an effective coach or mentor (8 marks)**

USE K.A.S.H. Model expand FLC list into citing evidence of its implementation 3+ sources. - Do I agree or disagree? with links to a model/s - What's most important from list. - How well can objectives BE achieved???

**2.2 Analyse why coaches or mentors require effective communication skills (8 marks)**

Model. EFF Com - Bell Lab - NP Nela Model - S. Sinok Ribbon Guide - Josv. vs Interpdy - NVC

**2.3 Review the responsibilities of the coach or mentor to manage relationships (including values and power) and remain ethical and non-judgemental (8 marks)**

Table of Resp from FLC with detail linked to evidence in Coach Diary/Theory of EMCC Model of Managing power ethically! (Coach @ How to act on the conflict? + check with accountability.

**3.1 Review a model or process which should be followed when formally coaching or mentoring (8 marks)**

Mention RAN & OSCAR - BUT USE Time to think N.Kive model in detail. link to responsibilities - evidence in each diary. Make comparisons on the whole and thus limitations of each individually - Markin changing hats with @

**3.2 Analyse the rationale for and the characteristics of effective contracting within coaching or mentoring (8 marks)**

Use FLC Notes. Refer to Model. say EMCC - Meaning - features - my conclusions of it - linked to evaluation from clients. boundaries, res. resp. evidence of use.

**3.3 Explain the necessity of exploring the expectations and boundaries of a coaching or mentoring programme with all stakeholders (8 marks)**

Link to +ve ethics in EMCC Guide Part 2 - Para 1 & 4.4 - What I say to @ how I say it & evaluate - The Trust & Set up - factor of rapport & effectiveness model of safe place to talk, but not to solve or do it for @ i.e boundaries

**3.4 Justify the rationale for supervision of coaches and mentors in practice (8 marks)**

FLC Notes - necessary to Johari window affect - bench-mark with industry / others levels of evidence to sup. feedback. ethics Educ. KASH.

**4.1 Critically review the elements required for effective and integrated coaching or mentoring (8 marks)**

Evaluate benefits of coaching, elements that make effective FLC Model. - Sar Mgr buy-in, links to bus needs Integrat C.

**4.2 Analyse how the benefits of coaching or mentoring should be evaluated (12 marks)**

What are the features/elements of a good evaluation? - org / ind? } ref earlier FLC. Go through my processes/paperwork of evaluation Assg 2-3+!!! How "USE" these to provide solution/conclusion/for reform. Kearns & Miller - Eval Bottom line! compare Kirkpatrick - link to Coach Diary Evidence!

**Undertaking an extended period of management coaching or mentoring in the workplace**

**1.1 Explain the rationale for coaching or mentoring for a minimum of six clients and formally agree a contract with each client (4 marks)**

- Student Overview - Process of Strategy - Needs @/contract
- Explain clients chosen - Demos/Time Range/Goals see P/C. - my diffing Bus Types
- Give each 20 - overview.

**1.2 Identify individual developmental needs and agree goals, in line with organisational, divisional and/or team goals with each client (4 marks)**

Matrix of Actual Goals set with clients  
 + potential goals that not success - explain why in bus / order, not always realistic!  
 Bus Entrep.

**1.3 Plan and prepare for a short coaching or mentoring programme with a minimum of six clients (4 marks)**

Student - process  
 Bus - process personal process - guaranteed results

**2.1 Complete a minimum of hundred hours of coaching or mentoring activity with six or more clients (16 marks)**

Appendices of Coaching diary TenNote ACT ???  
 ACT - report review - summary.  
 - show overview  
 - Bus Prog  
 - P. Form  
 - D.V. Dev.  
 - Career C.

**2.2 Critically evaluate your use of a range of diagnostic coaching and mentoring tools and techniques (12 marks)**

Matrix { Review each Model I use - CNA/KRWD/Some/PR/KSWEEP/Other  
 see diary templates - Cafe Style & P. Hills etc  
 View - Evidence - Why helpful/not.

**2.3 Assess your ability to build relationships and use effective communication techniques of questioning, listening and giving feedback (8 marks)**

Ques List Feedback Outcom } too heavy? com-req Report < Sit. Prob. Analys. much what to use EXH CLIENT MATRIX

**2.4 Maintain appropriate overview records of goals, discussions and outcomes including progress towards goals (8 marks)**

ACT base / snap shot of client folder / Drill down etc.  
 explain why valuable - How follows my thinking recall process  
 6 Categorical Process  
 - Filing  
 - Email/comm  
 - g. Shorten/print  
 - session Goals  
 - Doc. for clients  
 - Q & Diags.

**3.1 Collect feedback from coaching clients and other stakeholders (if appropriate) on the effectiveness on coaching interventions in enabling the achievement of agreed goals (8 marks)**

3 Key Types req/session/ completion  
 Evidence: SARH contacts/clients, MTA sponsors, Prep sheet, Eval

**3.2 Summarise coaching and mentoring activity and holistically explore this for patterns and personal learning and areas for improvement (8 marks)**

Observed poor structure poor follow up  
 CLIENT ME Evidence my poor pattern of structure / follow up.  
 use models more incl. K: one loss of Admin person - work solo v. hard.

**3.3 Reflect on and review own coaching or mentoring practice (including evidence of supervision / tutorial feedback) (8 marks)**

- Supervision Report
- General good breadth of skill in debriefing Report/L/Q/Probing  
 Knowledge of tools & models  
 poor at - structure / admin / follow up to clients  
 - Evaluation of process & Goals -> Bus outcomes.

Q1 Negotiate and agree with coaching supervisor/tutor a contract, and demanding but realistic personal learning and development goals for the hundred hours of management coaching or mentoring practice (8 marks)

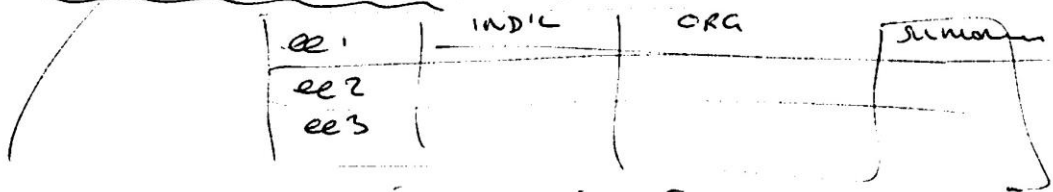
See orig mfg Notes!  
with Peter.

- Intro.
- 4 Categories?
- 2 POINTS each
- Summary.

Q2 Reflect and summarise the coaching or mentoring activity making links to the different coaching or mentoring relationships, activities and challenges (8 marks)

Using 4 cat / 2 points above - link to Diary ACT Evidence of Development Activity of ME.

Q3 Evaluate the impact and effectiveness of the coaching activity or mentoring activity at an individual and organisational level (4 marks)



Summaries repeating Ass 1!!!

Relationships.  
Activities.  
Challenges.

⇒ models  
or  
LEARNING

⇒ defined  
improvements.

I WANT TO ...

Be Better at sending models to clients @ end of session to back-up what we've covered & give them a

easy ref. model to hold their learning experience onto.

**Reviewing own ability as a management coach or mentor**

**1.1 Conduct an evidenced assessment analysis of your own ability as a coach and/or mentor relating to knowledge, skills and behaviours (16 marks)**

CFM Q + My Learning Talks on it.  
 + Another

**1.2 Using this analysis critically review your strengths and weaknesses in relation to your skills, behaviours and knowledge as a coach or mentor (16 marks)**

skill Beh Know | S | W | extended description | refs

**2.1 Critically review the coaching activity undertaken looking at the process, patterns and outcomes (12 marks)**

Evidence of proc./patt./outc. helpful / CD Better  
 my sys admin style of coach goal achievement.

ref model of C. style's Part 3 to Dic

**2.2 Critically evaluate your own skills as a coach or mentor focussing particularly on your self-awareness, approach, communication skills, and relationship management (12 marks)**

Evidence: { L. style Q. client Evaluation/spice. Testimonials } summarise skills/style  
 MBTI - flawed = Bound/ee/personal  
 SDI } conclusion - recommendations

**2.3 Discuss how you ensure your coaching or mentoring is ethical and non-judgemental (8 marks)**

my Engagment letter / availability / oppoah to feedback  
 contract / boundary.  
 - company Rec reviews my monthly goals / co-coaches in place  
 - Evaluation 5

**2.4 Provide evidence of reflecting on actual coaching or mentoring activity by using examples and evidence (12 marks)**

5 Areas? - Contracting - Ext Verben Annual Review! - Recomm. - Supervisor / Challenge feedback - Evaluation 5  
 - a lead / SWIL

**3.1 Explain and reflect on the effectiveness of tutorial supervision (8 marks)**

Definition of S. = UK ICF / Coach U? / Google  
 - Main charact x 3! - Educ - Process - P. Dev.  
 - Define & improve - links to feedback from sup./clients

**3.2 Provide evidence of how you have recorded and logged your own progress and development as a coach or mentor (8 marks)**

- Use ACT. with watershed 1 2 3 4 5  
 Sup. 1 2 3 4 5 Δ !! } Summary of coaching Diaries Templates

**3.3 Provide a linked and relevant plan for your future development for a minimum of the next twelve months (8 marks)**

Skills - Know - Beh - Attitude!

1. Complete Re-Ass of my 'Garden Spite' Q.
2. 5 New Clients - record comprehensively new process/routes
3. IODMM - Evaluation - review set up new brain group.
4. Train other facilitators - learn Needs are / reflect back on my
5. Establish More Structure long-term (Dates) Supervision.

- Refound P Hill Suite of BK's

See P Hill / eg. + Needs + 100% Action eg's!!!

Swamp for MRC eg of Chair / Committee & NVC.

diligence to go also