



ILM Level 7 Certificate for Executive and Senior Level Coaches and Mentors

Introduction to Assessments



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ILM Level 7 Introduction to Assessments

Welcome to assessment section for your ILM Level 7 Certificate in Executive and Senior Level Coaching and Mentoring. This document provides detailed instructions to help you get started.

You will need to complete three elements for successful completion:

Unit number	Unit title	Assessment method	Description
8589-700	Understanding the principles and practice of effective coaching and mentoring at an executive or senior level	Assignment	Externally set by ILM
8589-701	Undertaking coaching or mentoring at an executive or senior level	Portfolio	Externally set by ILM
8589-703	Reflecting on your ability to perform effectively as a coach or mentor at an executive or senior level	Reflective journal	Externally set by ILM

Assessment overview

These qualifications encompass both knowledge-based and skills-based units, assessed internally and subject to both internal and external verification.

Overall assessment objective:

Demonstrate achievement of the learning outcomes for the three units through the completion of an assignment, a portfolio of coaching and mentoring and a reflective journal.

Internal assessment:

All units are internally assessed by Intuition and subject to internal and external verification.

To pass all units, you must:

- Satisfy all assessment criteria with sufficient and valid evidence
- Ensure the evidence is your own

- Achieve a "competent" (pass) rating; the only reason for referral is failure to meet one or more assessment criteria

Confidentiality and security

The confidentiality and security of all materials are maintained by Intuition and ILM personnel throughout the assessment process.

Unit 700 Understanding the Principles and Practice of Effective Coaching and Mentoring at an Executive or Senior Level

UAN:	H/617/2910
Unit Level:	7
Credit value:	5
GLH:	20
Unit aim:	This unit aims to provide the learner with an understanding of the principles and practice required for effective coaching and mentoring at an executive or senior level

Learning outcome (LO 1)

The learner will:

- 1 Know how to effectively contextualize coaching or mentoring practice at an executive or senior level

Assessment criteria

The learner can:

- 1.1 Critically compare the strategic purposes of coaching and¹ mentoring at an executive or senior level
- 1.2 Critically review the organisational:
 - context
 - strategy
 - culture
 - conditionsrequired for effective coaching or² mentoring at an executive or senior level
- 1.3 Critically evaluate alternative learning & development (L&D) methods to coaching and³ mentoring at an executive or senior level
- 1.4 Determine the relevant factors which can impact on how coaching or mentoring are integrated effectively at an executive or senior level

Depth

- 1.1 Rationale for using coaching or mentoring at an executive or senior level.

¹ The learner must compare the strategic purposes of coaching and mentoring

² The learner must follow their selected discipline and refer to either coaching or mentoring

³ The learner must consider coaching and mentoring as one entity

Strategic purpose for using coaching or mentoring at an executive or senior level.
Comparison between the strategic purpose of coaching to the strategic purpose of mentoring at an executive or senior level.

- 1.2 Organisational context (eg public sector, SME, voluntary, etc.), strategy (eg financial objectives, learning and development objectives, etc.), culture (eg tangibles, organisational structure, etc.) and conditions (eg organisational climate for change, etc.).
 - 1.3 Different methods to learning and development (L&D) for individuals at an executive or senior level (eg training programmes, on-line, on the job, job shadowing, conferences, workshops, etc.).
Alternative development methods and their value for executive or senior level staff.
 - 1.4 Organisational policies, procedures which support coaching or mentoring.
Commitment to coaching or mentoring from senior management and strategies in place to overcome barriers to coaching and mentoring, choice of coaches (internal or external), change management strategy and champions for coaching and mentoring.
Potential barriers to effective coaching or mentoring and strategies to overcome them.
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Assessment guidance

The learner must:

- 1.1 Include a critical comparison of the strategic purpose of coaching to the strategic purpose of mentoring and the rationale for using coaching or mentoring at an executive or senior level.
 - 1.2 Provide a critical review of the organisational context, strategy, culture and conditions required for effective coaching or mentoring at an executive or senior level.
 - 1.3 Critically evaluate at least three alternative learning and development (L&D) methods to coaching and mentoring (eg workshops, on-the-job, on-line learning, work shadowing, etc.) Reference key sources for each suggested alternative learning and development method.
 - 1.4 Determine at least four relevant factors which can impact on the effective integration of coaching or mentoring at an executive or senior level. Factors may include organisational policies and procedures, change management strategies, selection of coaches, etc.
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Learning outcome (LO 2)

The learner will:

- 2 Understand the principles and practices required for effective coaching or mentoring at an executive or senior level

Assessment criteria

The learner can:

- 2.1 Critically analyse the knowledge, skills, behaviours and practices necessary for effective coaching or mentoring at an executive or senior level

- 2.2 Critically review an effective coaching or mentoring model which can be followed at an executive or senior level
 - 2.3 Justify the importance of reflective learning for own professional practice
 - 2.4 Evaluate the theoretical and practical elements of ethical practice
 - 2.5 Critically review the key elements of supervision and the rationale for its use in coaching or mentoring
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Depth

- 2.1 Theoretical sources are introduced which refer to relevant knowledge, skills, behaviours and practices adopted in coaching or mentoring at an executive or senior level.
 - 2.2 Relevant model suitable for effective coaching or mentoring at an executive or senior level (eg CLEAR, GROW, OSCAR, TGROW, etc.)
 - 2.3 Reflection as a practice to support experiential learning and continuous improvement in coaching or mentoring practice
Model of reflective learning (eg Kolb, Schön, etc.)
 - 2.4 Relevant model (eg business ethics model) of ethical behaviour, including appropriate codes of practice (eg ethical framework of a membership body).
 - 2.5 Theory or model associated with the key elements of supervision (eg Seven Eyed model).
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Assessment guidance

The learner must:

- 2.1 Provide a critical analysis of each of the four areas of knowledge, skills, behaviours and practices necessary for effective coaching or mentoring with reference to theory and practice. At least one academic reference must be used for each of the four areas.
 - 2.2 Critically review a model (eg CLEAR, GROW, OSCAR, TGROW, etc.) of coaching or mentoring that can be followed at an executive or senior level. The review must include the effectiveness of the model from at least three different perspectives
 - 2.3 Justify the importance of reflective practice to understand own coaching or mentoring performance to make improvements in own practice at an executive or senior level
 - 2.4 Evaluate the theoretical and practical elements (eg non-judgmental behaviour) of ethical practice, referencing a relevant model of ethical behaviour and an appropriate code of practice
 - 2.5 Critically review two or more of the key elements of coaching or mentoring supervision and the rationale for its use. This review must include a relevant theory or model (eg Full Spectrum Model, Seven Eyed Model, etc.)
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Learning outcome (LO 3)

The learner will:

- 3 Understand methods for evaluating coaching or mentoring at an executive or senior level

Assessment criteria

The learner can:

- 3.1 Critically review methods for evaluating the impact of coaching or mentoring on the individual at an executive or senior level
 - 3.2 Critically review methods for evaluating the impact of coaching or mentoring on the organisation and other stakeholders at an executive or senior level
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Depth

- 3.1 Methods for evaluating the effect of coaching or mentoring on the individual (eg Kirkpatrick's Model, 180° feedback, 360° feedback, self-assessment, etc.)
 - 3.2 Methods for evaluating the impact (eg financial returns, Business Scorecard, employee satisfaction, engagement, achievement & retention levels, etc.) that coaching or mentoring may have on the organisation and different stakeholders (eg line manager, colleagues, sponsor, KPI's etc.) and stakeholder needs (KPI's, people management, engagement, retention, talent management, etc.)
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Assessment guidance

The learner must:

- 3.1 Undertake a critical review of at least two different methods of evaluating the impact of coaching or mentoring on individuals. This must include an appropriate model such as Kirkpatrick's Evaluation Model as well as self-assessment and feedback from individuals.
 - 3.2 Undertake a critical review of at least one method for evaluating the impact of coaching or mentoring on the organisation (eg employee performance against organisational goals, etc.) and at least one different method for evaluating the impact of coaching and mentoring on other stakeholders (eg KPI's, people management, engagement, retention, talent management, etc.)
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Assessment requirements

This unit will be internally assessed through an assignment brief which is marked and subject to internal and external verification. The assignment brief is provided separately in the appendices.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. The unit will be assessed as pass/refer.

Unit 701 Undertaking Coaching or Mentoring at an Executive or Senior Level

UAN:	K/617/2911
Unit Level:	7
Credit value:	4
GLH:	12
Unit aim:	This unit aims for the learner to undertake a minimum of 20 hours of effective coaching or mentoring at an executive or senior level with a minimum of 2 and maximum of 3 individuals

Learning outcome (LO 1)

The learner will:

- 1 Be able to agree and establish a contract to coach or mentor individuals at an executive or senior level

Assessment criteria

The learner can:

- 1.1 Agree and establish a coaching or mentoring contract that meets individual and stakeholder requirements at an executive or senior level
- 1.2 Establish and build effective coaching or mentoring relationships with individuals at an executive or senior level

Depth

- 1.1 Practical application of the contracting process (eg individual, peer and group).
Mutually agreeable contract that details commitment and expectations of all stakeholders (eg other individuals within the organisation) and intended outcomes.
Needs and goals of individuals set within their own organisational context.
Process and tools for goal identification and setting (eg learning styles, SWOT, 180° feedback, competency measures, etc.)
- 1.2 The nature of coaching or mentoring relationships at an executive or senior level.
Importance of coach's credibility, trust, confidentiality, duty of care and boundaries.
Commitment and expectations of all stakeholders and intended outcomes.

Assessment guidance

The learner must:

- 1.1 Provide evidence of how a mutually agreeable coaching or mentoring contract has been agreed and established which meets individual and stakeholder requirements at an executive or senior level. Provide evidence about how this has been captured and how needs and goals of individuals have been agreed and set within their own organisational context by exploring where the client is now and where they want to be in relation to their goals. This can be supported through use of tools and processes (eg learning styles, SWOT, 180° feedback, competency measures, etc.)
- 1.2 Discuss and provide evidence of building relationships with a minimum of 2 or maximum of 3 clients at an executive or senior level. Ensure that the nature and purpose of the coaching or mentoring programmes are discussed along with how sessions have been initiated and planned. Consider the importance of the learner's credibility as a coach, trust, confidentiality, duty of care and boundaries.

Learning outcome (LO 2)

The learner will:

- 2 Be able to plan, deliver and review 20 hours of coaching or mentoring at an executive or senior level with a minimum of 2 and a maximum of 3 individuals

Assessment criteria

The learner can:

- 2.1 Plan 20 hours of effective coaching or mentoring at an executive or senior level
- 2.2 Undertake 20 hours of effective, individual coaching or mentoring at an executive or senior level
- 2.3 Summarise the outcomes of on-going individual or group supervision for a minimum of 4 hours in total
- 2.4 Maintain appropriate auditable records of planning, coaching or mentoring, supervision and observation activities
- 2.5 Critically reflect on the effectiveness of the coaching or mentoring undertaken after each session, including feedback from supervisor and client, in order to identify areas for improvement in own coaching or mentoring

Depth

- 2.1 Planning principles and practices for effective and challenging coaching or mentoring sessions (eg clear timescales and outcomes, liaison with stakeholders, consideration of organisational context, available resources, arrangement for monitoring and evaluation, etc.)
The types of relationships, reflecting on initiation, ongoing relationships and closure.

Dealing with contractual challenges and troubleshooting (eg client non-attendance, lack of client commitment.

Theories and models of coaching or mentoring (eg diagnostics tools, relevant models of leadership and management, etc.)

Prepare documentation for coaching or mentoring practice.

2.2 A minimum of 20 hours need to be held on sessions in total.

Effective sessions should include:

- Psychological dimensions when coaching or mentoring individuals.
- Characteristics of effective coaching or mentoring sessions.
- Use of appropriate levels of coaching or mentoring tools and techniques and diagnostics (eg MBTI, psychometrics, emotional intelligence, leadership and management models, etc.)
- Recording and monitoring coaching or mentoring activities.

2.3 Summary records completed by the coach or mentor, which may be supplemented by the supervisor's records

Supervision can be either with an individual or as part of a group

Benefits of individual and group supervision

The benefits of peer coaching or mentoring

Rationale and process for setting up and managing peer coaching or mentoring arrangements.

2.4 Maintenance of records to show planning, coaching or mentoring, supervision and feedback. These should be documents or videos/audios that are completed for each client, showing the coaching or mentoring journey from the outset to the final outcomes.

Codes of practice guidelines, GDPR, etc.

2.5 Identification of strengths, areas for improvement and patterns of behaviour as a coach or mentor.

Application of coaching or mentoring processes.

Reflection on coaching or mentoring methods used.

Techniques for seeking, accepting and analysing feedback from others.

Competency assessment and competency frameworks (eg EMCC, AC, IIC, etc.)

Continuous professional development (CPD) and manage own continuous improvement and personal development.

Use of reflective logs, video diaries, audio diaries etc. and ongoing continuous development plans.

Models of reflective learning are introduced.

Different perspectives on coaching or mentoring.

Nature and value of feedback in developing the reflective practitioner (eg Schön, Argyris, etc.)

Assessment guidance

The learner must:

- 2.1 Provide evidence that demonstrates how planning for 20 hours of effective coaching or mentoring at an executive or senior level has taken place for a minimum of 2 and maximum of 3 clients. Show how the coaching or mentoring relationship with individuals and key stakeholders was initiated. Explain the steps carried out to contract and set goals with each client, as well as which evaluation tools would be used.
- 2.2 Provide evidence of undertaking and recording effective coaching or mentoring at an executive or senior level. This should include key characteristics of effective coaching or mentoring sessions such as date and duration, aim or topic of the session and how it links to goals in the contract. Also include appropriate coaching or mentoring tools and techniques and diagnostics used (eg MBTI, psychometrics, emotional intelligence, models of leadership and management, etc.) List key points, agreed options and outcomes and maintenance of accurate records for 20 hours of coaching or mentoring.
- 2.3 Participate actively in supervision or group supervision and summarise the outcomes for a minimum of 4 hours in total. This is in order to seek feedback and advice on own performance as a coach or mentor.
- 2.4 Records should be maintained of planning, coaching or mentoring activity (eg a diary covering each session showing key points and each client's progress), supervision record (eg a summary of outcomes of supervision), feedback from client and stakeholders and a reflective log.
- 2.5 Maintain a reflective log that is completed after each session based on own knowledge of coaching or mentoring and relevant competency frameworks, which takes into consideration the feedback from the client and any observation or feedback from own supervisor. The critical reflection should include own skills, knowledge and behaviours and each client's progress against goals in order that own areas for improvement can be captured and actioned for the next session.

Assessment requirements

This unit will be internally assessed through a portfolio of evidence which is marked by the centre and is subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. The unit will be assessed as pass/refer.

Learners will agree with their assessor appropriate evidence which reflects their role and responsibility. Learners can use one piece of evidence to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

Evidence for this unit is likely to come from naturally occurring activities within an organisational setting and may include (but is not restricted to):

- Products from the learner's work.
- Direct observation of the learner's performance by their assessor.
- Outcomes from oral or written questioning.
- Personal statements and/or reflective accounts.
- Professional discussion record.
- Authentic statements/witness testimony.
- Organisational context including own goals
- Contracting process, including stakeholders and the use of authentic evidence
- Agreeing learning goals for a maximum of 3 clients and 18 hours of coaching or mentoring
- Using a range of diagnostic tools in coaching or mentoring sessions
- Using a range of coaching or mentoring tools and an analysis of their value
- Use of L&M models that assist the client's understanding and knowledge
- Using types of questioning and listening skills, non-verbal behaviours
- Ethical framework and considerations for being non-judgemental
- Record keeping for all activity and maintenance of confidentiality
- Feedback evidence from coaching or mentoring clients and evaluation of findings
- Supervision evidence and records of sessions.
- Ongoing reflection and review of coaching or mentoring activity summarising the current status
- New learning and areas for improvement
- Planning with measurable outcomes

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions.

Note: Please ensure confidentiality of the coaching is maintained and care taken to remove anything which may identify an individual. They may be referred to as 'Client 1', for example, for assessment purposes

Unit 703 Reflecting on Your Ability to Perform Effectively as a Coach or Mentor at an Executive or Senior Level

UAN:	T/617/2913
Unit Level:	7
Credit value:	5
GLH:	20
Unit aim:	This unit aims for the learner to critically review and reflect on own ability to perform effectively as a coach or mentor at an executive or senior level.

Learning outcome (LO 1)

The learner will:

- 1 Be able to review own ability to perform effectively as a coach or mentor at an executive or senior level

Assessment criteria

The learner can:

- 1.1 Analyse own strengths and areas for development and how they affect performance as a coach or mentor
- 1.2 Critically analyse how client's value systems, knowledge, skills and experience affects the coaching or mentoring relationship
- 1.3 Critically review own ability to perform effectively as a coach or mentor
- 1.4 Analyse how to adapt their approach to capitalise on own strengths and address areas for improvement

Depth

- 1.1 Techniques for undertaking a personal inventory of knowledge and skills, values and attitudes, and for analysing personal strengths and areas for development. Basic understanding of personality theory, including personality types and traits. Perceptions and reality in problem identification and decision making – cognitive and emotional factors shaping perception. Application of personal biases (eg unconscious bias, cognitive biases, etc.) Review of own Emotional Intelligence. Nature and role of the self-contract and self-management. Techniques for safely and appropriately challenging others' assumptions and perceptions and for encouraging focus and avoiding distraction.

Areas for analysing strengths and areas for development should include:

- Review of appropriateness of level of support and level of challenge to individual
 - Model of reflective learning is introduced (eg Kolb, Schön, etc.)
- 1.2 Appreciation and awareness of client's different perspectives, value systems, level of knowledge and skills, in terms of the dynamics of interactions between the coach/mentor and the client
- 1.3 Assessment of own ability using a range of tools (eg self-assessment, supervision, peer feedback, feedback and assessment of individual's progress, stakeholder feedback, SWOT, etc.)
- Review current performance against a current framework provided by a leading Coaching or Mentoring Body (eg AC, EMCC, ICF, etc.)
- The effects of an individual's knowledge, skills and experiences on the coach/mentor's performance.
- Learning theories and reflective practice.
- Assessment should include:
- Different perspectives on coaching and mentoring – distinguishing between coaching and mentoring and between individuals
 - Nature and value of feedback in developing the reflective practitioner (eg Schön, Argyris, etc.)
 - Skills of giving and receiving constructive criticism on self.
- 1.4 How strengths can be capitalised and areas for improvement addressed (eg options for developing coaching or mentoring skills, knowledge and behaviours that require improvement, etc.)
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Assessment guidance

The learner must:

- 1.1 Analyse own strengths and areas for development and how they affect performance as a coach or mentor. Reference must be made to a model of reflective learning (eg Kolb) as well as undertaking a personal inventory of knowledge, skills, values and attitudes to being an effective coach or mentor. Consideration must be given to own emotional intelligence and how this may affect performance as a coach or mentor.
- 1.2 Critically analyse how client's value systems, knowledge, skills and experience could affect the coaching or mentoring relationship. Reference to theoretical sources must include the dynamics of interactions between the coach/mentor and the client.
- 1.3 Critically review own ability to perform effectively as a coach or mentor. The review must use a range of tools (self-assessment, supervision, peer feedback, feedback and assessment of individual's progress, stakeholder feedback, SWOT, etc.)
- 1.4 Analyse how to adapt their approach to capitalise on own strengths and address areas for improvement. Consideration must be given to how coaching or mentoring skills, knowledge and behaviours can be strengthened and improved.

Learning outcome (LO 2)

The learner will:

- 2 Be able to plan own future professional development activities

Assessment criteria

The learner can:

- 2.1 Critically reflect on their own developmental needs
- 2.2 Provide a detailed professional development plan for the next 12 months
- 2.3 Evaluate ways to continue own professional development beyond the 12 month plan

Depth

- 2.1 Critical reflection of own developmental needs, based on evidence from a critical review of abilities as a coach or mentor.
Different options, methods, opportunities available in order to develop the skills, knowledge, behaviours to perform effectively as a coach or mentor.
- 2.2 Continuing Professional Development (CPD) plan to set demanding but realistic goals and manage own continuous improvement and personal development.
Techniques for detailed personal development planning and appropriate resourcing, monitoring and reviewing techniques.
Design and structural characteristics of personal development plans for developing and enhancing own knowledge and skills.
- 2.3 Continuation of own professional development (eg reflective practice, monitoring and evaluating own practice on a regular basis, reading up to date publications, networking, peer groups, on-going supervision, membership of professional bodies, ways of increasing knowledge and developing practice, etc.)
Future anticipated implications and impact of continuing own professional development beyond the 12 month professional development plan.

Assessment guidance

The learner must:

- 2.1 Provide a critical reflection of own developmental needs, based on evidence from a critical review of abilities as a coach or mentor. At least two own developmental needs must be included.
- 2.2 Provide a detailed professional development plan for the next 12 months which details how own on-going development in coaching or mentoring will be undertaken, resourced, monitored and reviewed.
- 2.3 Evaluate at least two ways to continue own professional development beyond the 12 month plan

Learning outcome (LO 3)

The learner will:

- 3 Be able to construct a profile and position themselves as a coach or mentor at an executive or senior level

Assessment criteria

The learner can:

- 3.1 Develop a personal profile which accurately illustrates own coaching or mentoring approach, practice and the context they have operated in

Depth

- 3.1 Use of profile for promoting self as a coach or mentor at an executive or senior level.
Coaching or mentoring approach and methodology used, codes of practice.
Operational context.
Personal and professional credibility.
Relevance of own background, experience, recent coaching work, skills, accreditation and links to professional bodies.
Code of ethics and feedback from others of own coaching or mentoring practice.
Strategies and practices for building effective relationships.
Testimonials.

Assessment guidance

The learner must:

- 3.1 Create a personal profile which accurately illustrates own coaching or mentoring approach at an executive or senior level. This must relate to a code of practice and other key documentation that demonstrates own approach, practice and operational context. The personal profile must include the coach or mentor's experience, coaching or mentoring style, skills accreditation and any links to professional bodies.

Assessment requirements

This unit will be internally assessed through a reflective journal which is marked by the centre and subject to internal and external verification.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. The unit will be assessed as pass/refer.

Learners will agree with their assessor appropriate evidence which reflects their role and responsibility. Learners can use one piece of evidence to prove their

