

## LEVEL 3 – AWARD IN EFFECTIVE COACHING – 4 IN PERSON & 1 ONLINE SESSION

### Who is the course for:

Those who are required to coach others within their organisation either as a Line Manager or as an aspiring line manager or where coaching forms part of their role and who would benefit from a Nationally Recognised Qualification.

- Managers, Supervisors or Team Leaders whose organisation has adopted or wishes to adopt a coaching style of leadership.
- Aspiring coaches who wish to attain the knowledge and skills to actively coach others within a workplace context, and to enhance their confidence and understanding of coaching techniques to encourage others to think more carefully about their performance and career progression and to take ownership for decisions relating to their development.

### Why choose East Midlands Councils/Challenge:

The current climate within Local Government is challenging and ever changing. The programme will be designed with this in mind and to encourage interaction and participation to share and compare good practice and to ensure that the content is relevant and applicable.

- Support throughout the learning journey via email, telephone or video conference, ensures delegates maintain momentum on the course with opportunity to coach other participants and hone their skills.
- Direct claim status from ILM for level 2 to level 7. Awarded only to those centres who have demonstrated consistently high standards in design, delivery and assessment over a number of years.
- Challenge have been a trusted partner of East Midlands Councils for several years and have an indepth understanding of many of the challenges facing local authorities and the wider public sector. They have been the largest centre for ILM qualifications within the East Midlands since 2013, registering more delegates onto ILM programmes than any other centre, with a pass rate of in excess of 96% so you can be sure you are in safe hands.

### By the end of the course participants will:

Have a critical understanding of the role and responsibilities of the work place coach, including an understanding of ethics/values.

- Have a deeper understanding of how coaching can impact an organisation and drive up skills, knowledge, motivation & wellbeing
- Be able to assess their own skills, behaviours and knowledge as a coach and how this fits with a coaching culture.
- Recognise their own leadership style and the merits of adopting a coaching style of leadership within their role to encourage open conversations and manage hybrid and remote teams effectively.
- Be able to effectively give and receive feedback which is useful and relevant to the job role
- Have improved their listening skills and ability to ask questions which challenge assumptions and encourage deeper reflection.
- Have created a plan for their own career progression and further development as a coach.
- Be able to approach, deliver and review coaching in a professional manner and in keeping with best practice.

- Subject to successful assessment of the required components, receive a digital credential and formal Certificate from the ILM demonstrating their achievement of a Nationally Recognised Qualification.

DAY	TOPIC	SUMMARISED CONTENT	DATE
1	<b>ILM Induction. Understanding Coaching &amp; the ideal coach</b>	<ul style="list-style-type: none"> <li>• ILM Induction to the qualification, resources and tutorial support</li> <li>• Coaching, mentoring, counselling etc., definitions – where and when to use each (and when to ask for help).</li> <li>• Coaching in the context of local government. The modern day workplace – the benefits of adopting a coaching approach to leadership..</li> <li>• Understanding the link to organisational and individual performance management.</li> <li>• Coaching; career; performance; corrective actions? When and where should coaching be used?</li> <li>• Styles of leadership; coaching and cultural fit – what's your default style?</li> <li>• The ideal coach <ul style="list-style-type: none"> <li>○ Knowledge, skills and behaviours of an effective coach/ mentor; The role of emotional intelligence and intuition; values, beliefs and attitudes - impact on perspectives; personality preferences and traits within a coaching context</li> </ul> </li> </ul>	TBC
2	<b>Preparing to Coach</b>	<ul style="list-style-type: none"> <li>• Establishing ground rules and setting off on the right track – the coaching contract – recognising limits of coaching and where to refer when applicable.</li> <li>• Contracting - principles, content and structure</li> <li>• Ethical and legal aspects of coaching, professional codes of conduct</li> <li>• Inclusion and how to avoid judgements and bias</li> <li>• Establishing the relationship and 2 / 3 way contracting (manager, coachee etc)</li> <li>• Coaching frameworks and models (GROW / KASH / OSKAR).</li> <li>• Listening, questioning and summarising – powerful questions and how to encourage deeper reflection.</li> <li>• Practical Exercises <ul style="list-style-type: none"> <li>○ Applying the models – practicalities and challenges including barriers to coaching.</li> </ul> </li> <li>• Guidance towards first assessment.</li> </ul>	TBC

<b>3 Managing Relationships</b>	<ul style="list-style-type: none"> <li>Managing relationships - establishing and maintaining open and honest relationships. The leadership dilemma, check-ins or check ups?</li> <li>Dealing with potential conflicts - how to navigate a difference of opinion when coaching a team member about their performance or behaviour.</li> <li>Conducting a coaching session</li> <li>Principles for providing feedback and techniques for challenging assumptions</li> <li>Changing your coaching style and recognising when this may be beneficial.</li> <li>Preparing for coaching - a practical session to prepare for the real life coaching session including the use of a coaching diary and proformas to help.</li> </ul>	3 weeks to one month after day 2  <b>Online</b>
<b>4 Coaching in practice – practice session/workshop</b>	<ul style="list-style-type: none"> <li>Coaching practice and reviewing your own performance as coach <ul style="list-style-type: none"> <li>Plan and organise the session including setting the scene; opening the session. Use of props, diagnostic/assessment tools and a range of feedback; use push/pull &amp; effective questioning, listening and challenging; agree learning goals and explore how to overcome barriers; record outputs &amp; next steps</li> </ul> </li> <li>Guidance and feedback from peer group and course tutors after each session to enable reflection and to build on good practice.</li> <li>Tutorial support towards assessed work.</li> </ul>	3 weeks to one month after day 3
<b>5 Reviewing own performance as a coach</b>	<ul style="list-style-type: none"> <li>Reflective practice – how to truly reflect and go beyond perception. Techniques and tools to encourage a comprehensive review of performance as a coach.</li> <li>Applying the coaching framework to self reflect and enhance own understanding of values and motivations.</li> <li>Action learning sets to encourage further development.</li> <li>Action planning and areas for development : Where are you in your coaching journey?</li> <li>Tutorial support towards assessed work.</li> </ul>	3 weeks to one month after day 4

**Assessment: 1 x written assignment, 1 x coaching diary + 1 x reflective review (including a professional discussion)**

1. Understanding good practice in workplace coaching (written assignment)
2. Understanding coaching in the workplace (coaching diary including feedback from coachees on supplied proformas).
3. Reflecting on workplace coaching skills (professional discussion and personal development plan in conjunction with the coaching diary).

Please note that in order to be eligible for the qualification; delegates are required to evidence at least 6 hours of coaching practice. There is the potential for up to two hours of this to be claimable from sessions within the course (from agreed coach/coachee pairings on the course). It is expected that participants will obtain the remainder of the required coaching hours from coaching undertaken within or related to the workplace.