

## ILM LEVEL 7 – CERTIFICATE FOR EXECUTIVE AND SENIOR LEVEL COACHES AND MENTORS 7 DAYS + 2 X ONE TO ONE COACHING SESSIONS OVER 7 MONTHS

### Who is the course for?

- Those who are involved in Executive Coaching and Mentoring, who wish to gain an internationally recognised qualification on the National Qualification Framework at Level 7 (assessed as similar to Masters Level)
- Those who wish to validate and enhance their skills when coaching and mentoring at a senior level and boost their credibility.
- Those engaged in coaching or mentoring others at a senior level in organisations, where strategy, critical thinking and organisational development are integral parts of the coaching and mentoring journey, or those who aspire to develop a career path in coaching and mentoring at this level.

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

- Have a critical understanding of the roles and responsibilities of an effective coach and mentor at an executive/senior level and understand the contribution which leadership mentoring and executive coaching plays in developing strategic leadership potential.
- Have developed an understanding of neuroscience and research into the latest leadership thinking at a strategic level including how strategic purpose and critical thinking around values, ethics and behaviours contributes towards a coaching and learning culture in organisations.
- Have an enhanced awareness of how interpersonal relations (client/coach), the culture and system in which the coaching or mentoring is taking place affects the coaching relationship
- Be able to use a range of tools to help unlock potential in senior leaders by applying best practice in coaching and mentoring.

### 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 in-depth 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.

A course tutor is available to contact between delivery days to help with any aspect of the course content or assessment.

Please note that in order to be eligible for the qualification, delegates are required to evidence at least 20 hours of coaching practice. A minimum of six hours will be claimable during the course (from agreed coach/coachee pairings on the course), however it is expected that participants will obtain the remainder from coaching undertaken in the workplace or course of their work.

DAY	TOPIC	SUMMARISED CONTENT
1	<b>ILM Induction &amp; the Organisational Context</b>	<ul style="list-style-type: none"> <li>• Introduction to course, outcomes, format, assessment</li> <li>• The link between individual/team performance and achievement of strategic goals - Value to organisation and executive/senior staff - Defining coaching and mentoring and how each fits into the organisation's strategic purpose</li> <li>• Coaching/mentoring as part of the organisational eco-system – ethical considerations</li> <li>• The business case - financial implications; returns – cost benefit analysis</li> <li>• External factors affecting the organisation and the impact of change upon organisational behaviours; resistance to change &amp; how to overcome them.</li> <li>• Developing a coaching or mentoring culture including expectations and benefits to stakeholders</li> </ul>
2	<b>The Effective Coach-Mentor</b>	<ul style="list-style-type: none"> <li>• How to measure the effects of coaching and mentoring upon organisational/team/ individual performance</li> <li>• Knowledge, skills and attributes of an effective coach-mentor – review of professional membership competences &amp; academic literature and research</li> <li>• Coaching models in practice - key features and merits and application; alternatives</li> <li>• The importance of ethics, codes of practice and non-judgemental behaviour</li> <li>• Equality, Diversity and Inclusion considerations</li> <li>• The rationale for supervision - key elements &amp; models</li> <li>• Personal network analysis – developing an effective support network</li> <li>• CPD – where am I now – how are your coaching/mentoring skills? competency mapping, gap analysis, SWOT, 360 feedback + reflective learning as a coach-mentor</li> <li>• Identification of **triads – for coaching practice to undertake peer coaching/mentoring and observations</li> </ul>
3	<b>Preparing to Coach or Mentor - Individuals</b>	<ul style="list-style-type: none"> <li>• Rapport building – including establishing credibility, trust and boundaries – what are “chemistry meetings”?</li> <li>• Understanding NLP &amp; rapport building</li> <li>• Practical application of the contracting process - key requirements – the formal and psychological contract</li> <li>• Gaining stakeholder agreement &amp; legal considerations – “the triangle approach”</li> <li>• Anticipating problems and how to address via effective contracting</li> <li>• Effective goal setting at an executive and senior level - how to visualise outcomes and progress and making goals compelling</li> <li>• Use of and rationale for diagnostic tools, and methodologies</li> <li>• Practical sessions including peer feedback and review</li> <li>• The coaching-mentoring continuum – Downey- from pure coaching and how to avoid the “advice trap”</li> </ul>

4	<b>Practical Workshops (1): Managing Relationships</b>	<ul style="list-style-type: none"> <li>• Psychological dimensions when coaching or mentoring individuals including introductions to neuroscience and neurodiversity</li> <li>• Exploration of advanced tools and techniques including powerful questions and active listening techniques</li> <li>• Recording and monitoring activities and discussions – ensuring accountability</li> <li>• Techniques for giving and receiving feedback - Challenge/Support - FACT model</li> <li>• Face to face vs virtual conversations – merits of each and how to plan/facilitate effectively</li> <li>• Using creative tools and techniques examples include:</li> <li>• Practical live demonstrations and practice sessions</li> </ul>
5	<b>Practical Workshops (2): Managing Relationships</b>	<ul style="list-style-type: none"> <li>• Dealing with contractual challenges and troubleshooting e.g. non-attendance, lack of commitment</li> <li>• Challenging conversations - understanding the Drama Triangle and how roles play out when coaching or mentoring</li> <li>• Supervision – planning for individual or peer sessions - benefits to self and ensuring actions for identified improvements</li> <li>• The normative, restorative and formative functions of supervision</li> <li>• Establishing coaching/mentoring pools in organisation – strategies and principles</li> </ul>
V	<b>Virtual Individual session by appointment</b>	<ul style="list-style-type: none"> <li>• *1-1 tutorial support on ILM assessments (up to 1 hour)</li> <li>• * Option of a coaching session on DISC profile or Supervision session by appointment</li> </ul>

6	<b>Becoming a transformational Coach Mentor</b>	<ul style="list-style-type: none"> <li>• Key steps to become a transformational coach-mentor</li> <li>• Emotional intelligence at play - adapting styles</li> <li>• CPD in practice - Using reflective logs, video diaries, audio diaries and updating ongoing CPD plans</li> <li>• Personal brand – how others see you and building your personal mantra</li> <li>• Groups to work in triads and observed by tutors</li> <li>• Feedback and reflection sessions</li> </ul>
V	<b>Virtual Individual session by appointment</b>	<ul style="list-style-type: none"> <li>• 1-1 tutorial support on ILM assessments (up to 1 hour)</li> <li>• Option of a coaching session on DISC profile or Supervision session by appointment</li> </ul>
7	<b>CPD and Developing your Coach-Mentor Bio</b>	<ul style="list-style-type: none"> <li>• Professional discussions and reflection upon progress</li> <li>• CPD and action learning sets</li> <li>• Developing your Biography as a coach-mentor</li> <li>• Review of programme</li> </ul>

**Assessment: 2 x written assignments + professional discussion with portfolio of coaching evidence. Delegates are required to evidence at least 20 hours of coaching practice**

**Venue:**