

A new and practical Coaching Qualification

Institute for Leadership and Management (ILM) Level 3 Award in Workplace Coaching for Team Leaders and First Line Managers



Introduction

The ILM Level 3 Award in Workplace Coaching for CPD Leaders, Team Leaders and First Line Managers aims to provide practising and potential team leaders and first line managers with the knowledge, skills and confidence to perform effectively as workplace coaches as part of their normal work role. In addition the Award aims to equip participants seeking to move into a development role within their organisations or as a freelance workplace coach.

Method

The practical programme comprises a fast moving and practical two-day workshops followed by a period of workplace coaching and online learning and reflections. The qualification is usually gained over a two month period. You are supported by a Longden assessor throughout the process.

The Units

- D3.01 Understanding good practice in workplace coaching
- D3.02 Organising workplace coaching
- D3.03 Undertaking supervised coaching in the workplace

This is a concise qualification made up of three mandatory units which introduce the key aspects of coaching in the workplace. In the first unit, 'Understanding good practice in workplace coaching', the role of the workplace coach is explored. Here participants assess their own ability to use a variety of interpersonal communication skills when giving effective feedback to learners. In 'Organising workplace coaching' participants look at the range and value of different learning resources to support safe and effective coaching, alongside practical skills in how to monitor and record learner progress. In the final unit of the Award, participants plan and organise workplace coaching sessions, undertaking coaching and then monitoring/reviewing their own workplace coaching performance.

ILM Membership

All learners gain free studying membership of ILM for one year. Designed to help candidates get the most from their course and advance their management career, studying membership gives access to a wide range of specialist support and development materials and services. Once registered, candidates can activate their ILM studying membership online at www.i-l-m.com/activate. At any time candidates can upgrade to become a full ILM professional member – giving an additional range of membership services and the use of post nominal letters (e.g. AInstLM).

Fees

The fees which cover the workshops, registration, assessment, certification and online learning are £799 per person. Fees are payable at the start of the programme. **Two places for the price of one if booked before 28th February 2011. The two day workshop is on 9th and 10th March at No.15 Ensign, Westwood Way, Coventry, CV4 8JA.**

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Understanding Good Practice in Workplace Coaching

Unit summary

This unit aims to enable candidates to understand good practice in workplace coaching. Topics covered include nature and role of coaching, strategies to overcome personal barriers to coaching, development goals that can be met through coaching, and the effective workplace coach's role, responsibilities, characteristics and behaviours.

Learning Outcome	Assessment Criteria
1 Describe the effective workplace coach's role, responsibilities, characteristics and behaviours	1.1 Describe the role, responsibilities and characteristics of the effective workplace coach 1.2 Describe the range of appropriate behaviours for a coach to use to demonstrate respect for learner's views and attitudes, promote equality of opportunity and avoid abusing their relationship with others
2 Explain the importance of assessing learning styles, agreeing learning outcomes and overcoming potential barriers to ensure that workplace coaching is effective	2.1 Explain how appropriate assessment tools can be used to identify a person's learning needs and learning styles or preferences 2.2 Explain the importance of agreeing appropriate learning outcomes for workplace coaching activities 2.3 Explain how the agreed learning outcomes and a person's learning styles or preferences should be used to determine an appropriate coaching style 2.4 Recognise any potential barriers to achieving the planned outcomes of coaching in the workplace and explain suitable strategies to overcome these barriers
3 Assess own ability to use a variety of interpersonal communication strategies and give effective feedback to learners on their performance to coach them in the workplace	3.1 Assess own ability to use a variety of interpersonal communication strategies and give effective feedback to learners on their performance in order to coach them in the workplace

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Organising Workplace Coaching

Unit summary

This unit aims to enable candidates to understand how to organise workplace coaching. Topics covered include knowing how to identify resources to support safe and effective coaching in the workplace, monitoring, assessing and recording learners' progress towards their goals, and using coaching records to identify areas for improvement in own workplace coaching practice.

Learning Outcome	Assessment Criteria
1 Know how to identify resources to support safe and effective coaching in the workplace	1.1 Identify available learning resources, information, equipment, materials and facilities to support safe and effective coaching in the workplace 1.2 Identify other services readily available to support learners and workplace coaches
2 Know how to monitor, assess and record learners' progress towards their goals	2.1 Explain how to monitor learners' progress and assess their achievement of learning objectives 2.2 Explain how to maintain records of coaching sessions
3 Know how to use coaching records to identify areas for improvement in own workplace coaching practice	3.1 Explain how coaching records can be used to identify areas for improvement in own workplace coaching practice

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Undertaking Supervised Coaching in the Workplace

Unit summary

This unit aims to enable candidates to demonstrate their ability to undertake workplace coaching. Topics covered include planning, organising and undertaking workplace coaching sessions, fitting individual development to organisational development goals, communication skills in coaching, and monitoring and reviewing own workplace coaching performance.

Learning Outcome	Assessment Criteria
1 Plan and organise workplace coaching sessions	1.1 Identify the learning needs and learning styles or preferences of those to be coached 1.2 Agree learning goals for the workplace coaching sessions 1.3 Plan and organise the coaching sessions
2 Undertake coaching in the workplace	2.1 Coach learners in the workplace for at least six hours
3 Monitor and review own workplace coaching performance	3.1 Monitor learners' progress and assess learning outcomes 3.2 Keep appropriate records of own workplace coaching activity 3.3 Review own workplace coaching performance with supervisor and identify areas for improvement