

ILM Level 3 Award in Coaching

Skills for a lifetime of great management

Coaching Programme outline

3.5 days to ILM level 3 award for great coaching results.

Module one – Understanding good practice in workplace coaching (3 credit, GLH* 9)

Module two – Undertaking workplace coaching skills (3 credit, GLH* 6)

Module three – Reflecting on workplace coaching skills (3 credit, GLH* 6)

*GLH = Guided Learning Hours

Programme Timings

The three modules will be split into individual learning sessions of different lengths to meet the ILM requirement. This will also allow the candidates to conduct their workplace coaching and then be able to come back into the training and reflect on their experiences with the group.

1. Module 1 – 1.5 days, understanding good practice in workplace coaching:



6 weeks

2. Module 2 - 1 day, undertaking workplace coaching skills:



8 weeks – coaching

3. Module 3 - 1 day, reflecting on workplace coaching skills:

Days 2 and 3 are slightly further apart to allow candidates to conduct their 6 hours of coaching experience. Coaching log books can then be reviewed and assessed within the course time rather than after the programme has finished.

Each day will include examples of best practice and handy tips for success, with follow on work and homework in between and afterwards.

Programme in Detail

Module One – Understanding Good Practice in the Workplace Coaching

ILM - (3 credit points, Guided Learning Hours 9)

This 1.5 day programme covers the role of coaching, basic coaching processes and the abilities and qualities the learner needs to be a good coach.

It introduces the candidates to the world of coaching, including what the benefits are and why organisations and managers should use it to help improve their efficiency and develop new skills to their management toolkit. It consists of 6 key elements delivered as follows.

Day 1 – half day starting at 13:00

13:00	Defining the Purpose of coaching
14:30	Applying a structured approach to our conversations
16:30	Discussion wrap up and plan for next day.
17:00	Day end

Day 2 – Full day

09:15	Welcome and recap
09:30	Questioning to initiate change
11:00	Developing attentive listening
12:30	Lunch
13:00	Recap and discussions
13:30	Observing ourselves and others
15:00	Delivering effective feedback
16:30	Recap and Homework setting
17:00	Depart.

Modules in more detail

1. Defining the purpose of coaching

It is vital we understand the different types of coaching and define mentoring so that we can grasp and communicate our purpose. Recognising how conversations are initiated and the factors that lead to successful relationships provides us with the practical appreciation of how we can unlock leadership potential.

“Man is not free from his conditions. But he is free to take a stand towards his conditions.”

- Viktor Frankl

2. Applying a structured approach to our conversations

Skillful use of the GROW model means we can map our territory and pinpoint specific actions necessary to bring about change. Thus allowing stretching goals to be agreed, exploring current reality, developing options and identifying a way forward.

“Tread softly, because you tread on my dreams.” - Yeats

3. Questioning to initiate change

Identifying the different types of questions and the concept of perception enables us to expand our levels of questioning and the possibilities that we can create. Taking us on a journey that reframes situations and relationships.

“Words are the most powerful drug of mankind. Choose them carefully.” - Rudyard Kipling

4. Developing attentive listening

Listening is a far more difficult process than most people think. Really to listen in the way that is meant by effective coaches and mentors is to let go utterly of ourselves, all the information, all the concepts and prejudices.

"The more and more you listen, the more and more you hear; the more and more you hear, the deeper and deeper your understanding becomes." - Rinpoche

5. Observing ourselves and others

People's behaviours are always correlated to the way they see the world, to shift behaviour one has to shift how people see the world. Coaching and mentoring engagements must include intentional activities focused on changing perceptions.

"Who you are speaks so loudly that it drowns out what you are saying." - Ralph Emerson

6. Delivering effective feedback

Giving feedback is an integral coaching activity. Through feedback coachees can come to understand patterns in the data gathered, work through their resistance to hearing the data and identify a plan for behavioural change.

"Do, or do not. There is no try." - Yoda

Key coaching material covered

- Context - coaching, internal coaching and mentoring
- On the job, team and formal coaching
- The role of coach and mentor
- A structured approach
- Types of questions
- The purpose of the question - 'Hill topping'
- It's a question of perception...
- Levels of questioning
- Active listening - verbal
- Active listening – non verbal
- Empty your mind
- Listening preferences
- Sensing Characteristics
- Intuitive Characteristics
- 'It's not about the Coach'
- Words, voice and body language - Albert Mehrabian
- What are we looking for?
- Observing language
- How coaching conversations are initiated
- AID feedback model

Module Two – Undertaking workplace coaching skills

ILM - (3 credit points, Guided Learning Hours 6)

The second module of this programme is designed to assist the candidates in making coaching relevant to the workplace. They will experience a significant amount of coaching practice including co-coaching and observing good practice.

Coaching is a subject which is best learnt in delivery, therefore this one day is created to immerse candidates into the world of what it is actually like to be a coach.

The format of the day is as follows

09:00	Welcome, recap from module one
09:30	Setting up a coaching session, The first hour
10:30	Co-coaching
11:30	Tools of coaching including the GROW Model
12:30	Lunch and co-coaching over lunch
14:00	Collecting feedback and action planning
15:00	Co-coaching
16:00	Arranging, logging and recording your coaching sessions
16:30	Recap and planning for coaching sessions.

Sessions in more detail

1. Setting up a coaching session

The most important element of a coaching programme can be the first hour of meeting. This must be planned and carefully executed if the very best is to be made of the coaching programme. This module is designed to help candidates do this well and be as best prepared as they can be.

Candidates are supported in arranging and planning for their coaching sessions. What should they take with them how should they start the session off. What preparation and management should be done for the coachee prior to the coaching session.

This module is followed by a roll-play coaching session which practices what has been learnt allowing candidates to reflect and feedback.

2. Tools for coaching including the GROW model

The use of tool to provide an easy framework for candidates to become good coaches quickly is essential. For this programme the GROW model is used as it is proven to be the best to take back and use quickly in the workplace.

Candidates will have the opportunity to use other key tools as well as part of this module and discuss the benefits of the grow model.

The module will be followed by a co-coaching session to practice and reinforce the models learnt

GROW Model

Easy to pick up and deliver straight away



3. Collecting feedback and action planning

At the end of any coaching session, setting actions and confirming what was discussed is essential. This module covers the elements of what to do at the end of the coaching session and how to hold the coachee accountable for what has been discussed. Elements of this module will include

- Action planning
- Wrapping up
- Feedback
- Good note taking
- Holding the coachee accountable

This session will be followed by a co-coaching session to practice and feedback how the learning has been embedded.

4. Arranging logging and recording your coaching sessions.

The final session of takes more of a practical approach to the coaching. Looking at how the coaching will be recorded to ensure the ILM criteria are met. Running and maintaining a quality log book and ensuring you get your six hours coaching as required for the ILM award.

The session will look at ensuring that the candidates have achieved their 6 hours of 'in the field' coaching prior to the final module of this course.

Coaching in the workplace.

The ILM level 3 award requires that candidates undertake at least six hours of coaching with individuals from within their organisation. This is designed to give the candidates the best experience possible as coaches and also learn by their mistakes.

This programme ensures that the coaching practice takes place between module's 2 and 3 giving the candidates a time frame in which to deliver their coaching. Module 2 sets the candidates up for coaching in the workplace whilst module 3 looks at their experience and helps them work through any issues that may have arisen as a result of the workplace coaching.

Candidates are required to evidence their coaching through a logbook.

Module Three - Reflecting on Workplace Coaching Skills

ILM - (3 credit points, Guided Learning Hours 6)

This module has two purposes

Review the workplace coaching

Provide training in improving performance coaching.

The one day session will review the coaching that has taken place over the last eight weeks and give the candidates the opportunity to feedback back on their experience.

Candidates will then move on to a programme that will give them the tools to analyse and improve their own performance as a coach.

The format of the day is as follows

09:00	Welcome, recap from module one including review of log books
10:30	The 4c's of Coaching
12:00	Lunch
12:30	Exploring the cognitive and emotional levels
14:00	Co-coaching
15:00	Recognising who you are being
16:30	Course wrap up and action plan

Sessions in more detail

1. The 4 C's of coaching - coach, connection, coachee and culture

With the skills and **strutter** of coaching under our belt we can now turn our attention to the process of coaching. Attending to the needs of the coach, coachee and sponsors. Practical items such as contracting and review are vital in any coaching relationship.

"We must be the change we wish to see in the world." - Gandhi



2. Exploring the cognitive and emotional levels

On the conversational journey of coaching we need a coherent model of individual change. Referring to primary targets for change that are both accessible and deep which begin to access our cognitions and emotions. This session is followed by a co-coaching session to help individuals develop and improve their coaching style.

“For even the very wise cannot see all ends.” - Gandalf

3. Recognising who are you being

You have the power to choose who you are being at any given time by taking a stand – by making a commitment to come from a place that is inspiring, empowering and enabling. Neuro Linguistic Programming (NLP) takes the coaching conversations from a place of 'doing' to 'being'. This ontological inquiry provides the coaches with relevant tools to operate at this deeper level. Relevant approaches might include expanding your goals, shedding emotional/cognitive baggage and achieving results.

“Life is composed as a story (‘it’s all invented’) and that, with new definitions, much more is possible than people ordinarily think.” - Zander & Zander

Key coaching material covered

- The 4 C's of coaching
- Coaching cultures
- ACE model
- ACE – targets for individual change
- Effective patterns
- Ineffective patterns
- Questions (past tense) to construct ACE patterns
- How to apply the ACE model to evoke change – past tense, future tense
- Doing or being?
- Who are you being as a coach and mentor? Accessing your being state...
- Who are you being as a coachee and mentee? Unlocking their being state...
- Doing & being - in work & in your personal life
- Doing and being cycle
- Exercise your being
- You can choose who you are being

Online Support

Delegates registered on the ILM programme will automatically receive access to the ILM's online database of resource tools and support material. This access will help them with their assignments and provide them with useful tools to support their growth in developing their coaching.

Unlimited Potential will also support this programme with a blended approach of learning, including a suite of online tools, videos and information that can be placed directly onto your Learning Management System and made available to your internal coaches anytime that they need. This includes

- Over 100 coaching support tools
- Examples of good and poor coaching practice
- An online coach assessment questionnaire, used in the training.
- Video tutorials from the trainer of key elements of the learning
- Articles and useful blogs on key aspect of internal coaching.

This will all be provided to you as part of the support package to this programme.

Your Trainer - Stuart H

Stuart is a commercially focused learning and development specialist with over 20 years experience and particular expertise in teams, leadership and coaching. He discovered his passion for developing people when managing an outdoor activity centre in Wales for 8 years. Facilitating outdoor management and leadership programmes with clients from all sectors. After 2 years working overseas Stuart has spent the last 10 years working with QVC, J Sainsbury and Selfridges & Co, where he held various Management Development roles. In 2006 he graduated from London South Bank University with an MSc in Human Resources & Development where Stuart specialised in management development and consulting.

Stuart is passionate about delivering authentic leadership where individuals become attuned with their core values and develop fundamental level of individuality. Stuart's programmes are also concerned with the collective; balancing compliant and defiant leadership to achieve authenticity.

Qualifications

– MSc in Human Resources & Development, London South Bank University

ILM accreditation

This programme has been specifically designed to meet the requirements of the ILM level 3 award for Coaching. Candidates who attend this course will only need to do another one day of training and a further 36 evidenced coaching hours to gain the Certificate.

The number of credits required and Guided Learning hours have all defined the content of the this programme, however the overall framework is an Unlimited Potential design.

The accreditation element is delivered by a third party and includes the following items which will all be conducted by an ILM registered centre.

- **Registration of Candidates** – ILM require this fee to register all the candidates onto their system at the beginning of the process. This gives candidates access to ILM online resources.
- **Certification of Candidates** – To ensure candidates received their qualification they must be registered at the start of the programme and also have a certificate issued to them at the end.
- **Assess Candidate Assessments** – Each unit of the programme must have a written assessment at the end. It is an ILM requirement that this assessment is independently checked to ensure it is rigorous enough for the qualification
- **Quality and Assurance** – To ensure the assessments and the course material is as stated a quality assurance process will take place, this is a requirement of the certification process.
- **Support and admin** – The paperwork and correspondence required to ensure all of the delegates receive the appropriate certification will be managed by Unlimited Potential.

Delegate Numbers

For the best results from this programme delegate numbers should not exceed 12 delegates.

Notes

Training will take place in mainland UK. Unlimited Potential do not charge travel fees on their work on Mainland UK, however overnight accommodation and subsistence where required is not covered in this proposal. The cost of overseas travel is also not included in this proposal but can be delivered without a problem.

- Includes all travel within the UK
- Includes complete management of the programme
- Includes cost of workbook design and printing and sending for all delegates.
- Does not include any day delegate or 24 hour rates for external venues.
- Does not include any subsistence or hotel costs for trainers staying overnight.
- Any changes to this proposal may incur changes in the price.
- Includes post workshop feedback and relevant reports.
- Maximum number of delegates per workshops = 12

Additional Work

- It is possible that during the course of the programme the odd additional meeting may occur and these will be included in the fee.
- If work is requested that is above and beyond the programme stated then Unlimited Potential will charge at their published rates
- Any extra costs will be agreed with you prior to them taking place.

Venue

- Venues for the training will be provided and paid for by you. There is no provision for training venue costs in this proposal.

- Whilst Unlimited Potential do not charge for travel of their trainers they will require that should their trainers wish to stay overnight before or after training then this will need to be paid for including their subsistence.
- Any costs incurred will be pre-agreed with you before they happen.

Notification

- Dates for all programmes will be pre-arranged and agreed. Should the client decide to cancel these sessions they must give 21 days' notice to either the individual delivering the course or to Unlimited Potential on the number at the bottom of this page.
- If less than 21 days' notice is given the client must pay the full amount for that session.

Termination

- Should the client decide to terminate the programme before the agreed end date has occurred, you will be required to pay for all Unlimited Potential activity on that programme up to the date of the termination notification

Quality

- Unlimited Potential is committed to delivering the best possible experience to our clients. We do this by using a rigorous 6 step selection process for our development experts. Any quality issues during delivery will be dealt with promptly and thoroughly. Our quality Assurance Policy is available to be viewed if required.

Equality and Diversity

- Unlimited Potential is committed to equality and understanding diversity at all levels of its business. Our Managing Director is the champion for Equality and Diversity within the company. Our Equality and Diversity policy may be viewed if requested, to show our commitment to ensure fairness to all.

Confidentiality

- Confidentiality is an essential part of our business. To ensure its success we promise not to reveal any of the information given to us by to any outside party in any form (subject to the requirements of any current laws). We also undertake not to reveal any information given to us by an individual if they request that it remains confidential.
- Where requested we will agree to signing a confidentiality agreement to guarantee that this promise is followed. If you require a confidentiality agreement, then please let us know.