

<b>Title:</b>	Introduction to Coaching
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>GLH</b>	20
<b>Unique Reference Number:</b>	L/650/1190
<b>Aim:</b>	The aim of this unit is to provide learners with an introduction to effective coaching. Learners will explore the concept of coaching and how it can be used within the workplace to improve performance.
<b>Assessment</b>	Assessment of this unit will be through portfolio of evidence.
<b>Learning outcomes</b> <i>The learner will:</i>	
1. Understand coaching in the workplace.	
<b>Delivery content:</b> The aim of this learning outcome is to provide learners with the knowledge and understanding of coaching in the workplace. The learner must understand: <ul style="list-style-type: none"> <li>• What <b>coaching</b> is</li> <li>• The <b>role and responsibilities</b> of an effective coach</li> <li>• The purpose of effective coaching within an <b>organisational context</b></li> <li>• The <b>benefits of coaching</b> for the: <ul style="list-style-type: none"> <li>○ Individual</li> <li>○ Organisation</li> <li>○ Manager</li> <li>○ Team</li> </ul> </li> </ul>	
2. Know how to coach individuals in a team.	
<b>Delivery content:</b> The aim of this learning outcome is to provide learners with the knowledge of how to coach individuals in a team. The learner must know: <ul style="list-style-type: none"> <li>• <b>Coaching models</b> that could be used to support effective coaching in the workplace</li> <li>• <b>Barriers</b> to coaching in the workplace and describe ways to overcome them</li> </ul>	

- The use of **learning styles** in coaching
- **Key elements** of a coaching plan
- The importance of setting goals and targets
- The importance of constructive feedback in the coaching relationship
- The importance of maintaining records of coaching

<b>Scope of Training</b>	
<p>The Scope of Training identifies areas that must be covered during the delivery of this unit. Emboldened requirements are the minimum that is expected to be covered, but tutors are expected to include other areas, knowledge of which will benefit their learners, based on industry, type of work and from the tutor's own professional experience.</p>	
	<b>Requirements</b>
<b>Coaching</b>	<ul style="list-style-type: none"> <li>• <b>Refer to the nature and role of coaching and the differences between coaching and mentoring</b></li> </ul>
<b>Roles and Responsibilities</b>	<ul style="list-style-type: none"> <li>• <b>Facilitating learning, development, achievement of goals/potential, by enabling the individual to work through their own ideas and solutions</b></li> </ul>
<b>Organisational context</b>	<ul style="list-style-type: none"> <li>• <b>The benefits and uses within an organisational context (which can encompass a range of locations and environments).</b></li> <li>• <b>Distinguish coaching from other interventions and forms of development, for example, training, mentoring, counselling</b></li> </ul>
<b>Benefits of coaching could include:</b>	<ul style="list-style-type: none"> <li>• <b>Individual:</b> <ul style="list-style-type: none"> <li>○ <b>Builds confidence</b></li> <li>○ <b>Improved performance</b></li> </ul> </li> <li>• <b>Skills development</b></li> <li>• <b>Organisation:</b> <ul style="list-style-type: none"> <li>○ <b>Employee retention</b></li> <li>○ <b>Improved productivity</b></li> <li>○ <b>Increased employee motivation</b></li> </ul> </li> <li>• <b>Line management:</b> <ul style="list-style-type: none"> <li>○ <b>Supports building high performing teams</b></li> <li>○ <b>On the job implementation</b></li> </ul> </li> <li>• <b>Team:</b> <ul style="list-style-type: none"> <li>○ <b>Improved performance</b></li> <li>○ <b>Strengthen relationships</b></li> </ul> </li> </ul>
<b>Coaching models</b>	<ul style="list-style-type: none"> <li>• GROW</li> <li>• OSCAR</li> <li>• Or a model within the learners' own organisation</li> </ul>

<b>Barriers to coaching in the workplace</b>	<ul style="list-style-type: none"> <li>• <b>Lack of time</b></li> <li>• <b>Personality clashes</b></li> <li>• <b>Lack of clarity around the purpose</b></li> <li>• <b>Lack of skills</b></li> <li>• Environment</li> <li>• Work pressures</li> <li>• Consider barriers from the point of view of both the coach and the coaching recipient</li> </ul>
<b>Learning styles</b> could include:	<ul style="list-style-type: none"> <li>• <b>Activist</b></li> <li>• <b>Reflector</b></li> <li>• <b>Theorist</b></li> <li>• <b>Pragmatist</b></li> <li>• Visual-Auditory-Kinesthetics</li> </ul>
<b>Key elements</b> of a coaching plan	<ul style="list-style-type: none"> <li>• <b>Identified areas of development</b></li> <li>• <b>Specific, Measurable, Achievable, Realistic and Timebound (SMART) targets</b></li> <li>• <b>Detailed support to achieve targets set</b></li> <li>• <b>Progress reviews</b></li> </ul>

© NOCN January 22