



## **ILM and EMCC UK collaboration - frequently asked questions**

### **Q. How would the collaboration benefit existing ILM learners and newly qualified ILM coaches and mentors?**

A. Through the collaboration with EMCC UK, both existing ILM learners and those newly qualified coaches/mentors will have access to the membership of the Council at a discounted price (25% off EMCC UK annual membership fee), plus up-to-date guidance, thought leading support via joint webinars and CPD events.

ILM learners will also receive documents including competency frameworks as well as a range of free resources including access to the International Journal, free e-books, discounted publications and research papers.

### **Q. Will the collaboration between ILM and EMCC UK mean that EMCC UK would approve ILM qualifications?**

A. No, all ILM qualifications are awarded by The City and Guilds of London Institute which was founded in 1878 and is incorporated by Royal Charter and, are regulated by OfQual.

Through the collaboration, ILM learners and those newly qualified coaches/mentors will have access to the membership of the Council at a discounted price.

### **Q. How would the ILM qualification levels weigh up against EMCC UK membership levels?**

A. EMCC UK is an inclusive organisation and membership is open to anyone studying for or qualified to be a coach or mentor. The membership categories are self-selected and the EMCC UK website gives clear guidance.

As a guide, an ILM level 3 learner would be an affiliate EMCC UK member. Whilst an ILM level 5 learner would fall into the associate membership, and ILM level 7 learner would either qualify for the associate or professional membership.

The EMCC UK offer (as part of the collaboration) is for professional membership and is not an accreditation and in practical terms the benefits of membership do not change between the different categories of membership.

### **Q. How do our ILM learners become an EMCC UK member?**

A. ILM coaching and mentoring learners should visit the EMCC UK website at [www.emccuk.org](http://www.emccuk.org) and go to the Join tab. Select, ILM from the dropdown list and click apply. The discount will automatically be applied.

### **Q. Can ILM learners access EMCC UK resources?**

A. ILM learners who successfully become an EMCC UK member will have access to their resources.

**Q. What can our learners expect in the first six months?**

A. Existing ILM learners and those who have recently completed can join. The first phase of the collaboration offers discounted EMCC membership to ILM learners or those who have recently completed their ILM coaching and mentoring qualifications (this include learners who completed their ILM courses from March 2018 to March 2019).

The collaboration entitles ILM learners to 12 months membership at a discounted price.

Over the coming months, we will hold joint webinars and produce CPD materials to support all relevant professions. In the long term, we will collaborate on strategic areas such as research.

**Q. How will my centre benefit from the collaboration?**

A. Your centre will have access to networks and resources materials to support with your planning and teaching, this will come as an incentive through your learners' membership.

We encourage all centres to actively promote the benefits of lifelong learning and professional development that come with being part of a professional body.

**Q. Will there be a global collaboration with EMCC? We currently accredit coaches via ILM international and very few in the UK.**

A. The collaboration is with EMCC UK (England, Wales and Scotland) at the moment. We have had conversations with EMCC global (formerly international) and there is a genuine desire to explore cross country working. We'll keep you posted.

**Q. Is there a diagnostic tool for the PERILL model?**

A. Yes, it is a proprietary tool but for this year it is available without cost in return for feedback on how people use it in practice. If you would like to engage with this, contact Prof. David Clutterbuck at david@davidclutterbuckpartnership.com or visit [www.davidclutterbuckpartnership.com](http://www.davidclutterbuckpartnership.com) for more information.

**Q. In small organisations where individuals can often work across teams does it matter how the team coaching is implemented? If for instance, an individual works across say three teams would they do team coaching with just the one team or across all the teams they work with?**

A. Usually team coaching is applied to an intact team, although it may contain members, who are also part of other teams. It's common for project teams for example. Where you have interconnected teams, we start to apply concepts of "teams of teams".

**Q. I think the model is a very useful and detailed model for teams to use - does this rely on the team being established? Depending on the maturity of the team, could this be used on an ongoing basis after a team has worked through perhaps something more simplistic such as the Drexler-Sibbett team performance model?**

A. In general, it can be applied at any point from the initial formation of a team. We often incorporate other, simpler models as part of building the complex picture. The D-S model doesn't take into account teams, such as cabin crew or scratch rugby teams, which have to be high-performing from day 1.

**Q. Can team coaching work with a group of team leaders?**

A. Yes, if they have sufficient interdependence to form a team.

**Q. How do you get to involve the hard-to-reach people though?**

A. In the worst case scenario, a team learns to work around non-cooperative people and treat them as suppliers to the team, rather than active members. The key here is clarity of role – you are either in the team or not.

**Q. We are noticing the challenges of virtual team coaching - how would you enable teams to stay together across geographies and time zones?**

A. This is one of the toughest situations – virtual teams have a very low success rate generally. Team coaching helps them recognise the barriers to working well together and set-up structures and norms that will ameliorate these.

**Q. How can an 'individual' become a team coach? What are the additional qualities?**

A. It's important to have extensive 1-2-1 coaching experience to start with. Add to this an understanding of human systems and complexity. And a lot of patience. We advise that all beginner team coaches' work in pairs and that even experienced team coaches do the same when possible.

**Q. What is the difference with team coaching and an action learning set?**

A. Action learning sets are composed of people from different teams. The strength of the method is the different experiences participants bring. You can apply action learning principles and methods as a small part of team coaching.

**Q. Do you find that logical levels helps as a model/tool for team and organisational coaching?**

A. It's one of many tools a team coach might use to start a conversation, but like so much "stuff" from NLPO it has dubious validity.

**Q. Is there more of a sensitivity needed for groups, possibly more political?**

A. A key question for team coaches is "Does this group need to become a team?" Often the answer is no. So, then the question becomes: "What aspects of a team would be helpful?" There is a strong case for working with groups as groups and accepting the reduced interdependence.

**Q. In what way can you use the PERILL model developmentally? Are the dimensions prioritised in any way? The model looks useful as a means of describing the current situation, but does it help with "what next"?**

A. By identifying the interconnected drivers and barriers to performance, the team can prioritise a number of developmental objectives and include these within a team development plan.

**Q. General question - Who published the latest research - 15 functions of leadership?** A. Morgeson, F. P., Derue, D. S., & Karam, E. P. (2009). Leadership in Teams: A Functional Approach to Understanding Leadership Structures and Processes. *Journal of Management*, 36(1), 5-39. doi: 10.1177/0149206309347376

**Q. How can we learn more about the PERILL model?**

A. The PERILL model paper can be accessed [here](#).

**Q. Was City & Guilds Group peer coaching voluntary from both perspectives or mandatory?**

A. Yes, as we advertised for volunteers to become peer coaches and, all internal applicants were interviewed and training offered to those successful candidates. We then offered anyone in the business a coaching opportunity.