Unit Specification - Understanding Good Practice in Coaching within an Organisational Context

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| UAN: | Y/617/2841 |
| Unit Level: | 3 |
| Credit value: | 3 |
| GLH: | 9 |
| Unit aim: | This unit aims to provide the learner with an understanding of the practice required for effective coaching within an organisational context |

**Learning outcome (LO 1)**

**The learner will:**

1 Understand effective coaching within an organisational context

**Assessment criteria**

**The learner can:**

* 1. Describe the purpose of effective coaching within an organisational context
  2. Explain the role and responsibilities of an effective coach
  3. Identify the skills, knowledge and behaviours required of an effective coach
  4. Identify how to overcome potential barriers to coaching

Depth

* 1. Definition of coaching, its benefits and uses within an organisational context (which can encompass a range of locations and environments).

Distinguish coaching from other interventions and forms of development (eg training, mentoring, counselling, etc.)

* 1. Coaching role and practice (eg facilitating learning, development, achievement of goals/potential etc. by enabling the individual to work through their own ideas, solutions).

Coaching responsibilities (eg agreeing and managing contracts and arrangements, planning/using appropriate tools and techniques for diagnosis and development, creating a learner focused environment, working ethically/confidentially within boundaries, concluding relationships, recording, engaging in regular supervision).

What can be supported/developed through effective coaching (eg goals, learning, personal development, decision making, career development, etc.)

* 1. Coaching skills and knowledge (eg communication, listening, questioning, goal setting, record keeping, using coaching tools, techniques and models, ethics/codes of practice, etc.)

Appropriate coach behaviour and attitudes (eg non-judgemental, objective, open, honest, encouraging, aware of impact of own values and beliefs).

* 1. Barriers to coaching and strategies to overcome them (eg time, facilities, commitment, previous experiences, resources, including barriers for individuals and within a range of contexts, etc.)

**Assessment guidance**

**The learner must:**

1.1 Provide a clear description of effective coaching, its benefits and uses. The learner should situate this within their own organisation or other organisational context familiar to them.

1.2 Clearly explain the role of an effective coach as distinct from other roles (eg mentor, trainer, supervisor, etc.) The learner should also explain the responsibilities of the coach throughout a coaching relationship and referencing any boundaries or limitations.

1.3 State and distinguish between the knowledge, skills and behaviour required to be an effective coach within their own or other organisational context. The learner may want to refer to established frameworks and/or recognised standards for coaches.

1.4 Identify two or more potential barriers to coaching relating to the coach, coachee and organisation or working context. For each potential barrier the learner should provide potential ways in which these could be overcome or minimised.

Learning outcome (LO 2)

**The learner will:**

2 Understand the importance of effective and ethical contracting in coaching

**Assessment criteria**

**The learner can:**

2.1 Identify methods to initiate a productive working relationship with an individual

2.2 Explain the rationale for and process of contracting in coaching

2.3 Describe what represents safe and ethical practice in coaching

Depth

2.1 Ability to build rapport and trust with an individual (eg methods to build rapport, effective questioning and listening, managing conversations and structure of initial contact or approach, coach cv/bio and evidence of coach’s capability/expertise, etc.)

2.2 Effective contracting rationale, process and characteristics (eg confidentiality, boundaries, record keeping, data protection/GDPR, timescales/frequency, expectations, stakeholders, organisational policies, relationship building/trust, ethical behaviour/power).

2.3 Legislation, policies/procedures in organisations, codes of practices (eg Equality Act, EMCC/AC codes of practice/ethics, relevant organisational policies and procedures, etc.)

Ethical issues that could arise during the coaching process (eg stakeholder involvement, confidentiality, conflicts of interest, non-coaching issues, difference in values, dependency, etc.)

Appropriate and safe coaching environments/coaching media (virtual and physical), health and safety, lone working.

When coaching is not appropriate (eg coach or individual frame of mind, unsuitable goals/outcomes, lack of commitment of individual, issues are more suitable for counselling, etc.)

Assessment guidance

The learner must:

2.1 Identify at least two methods to initiate and build a productive working relationship with an individual. The learner should consider establishing rapport and the building of trust.

2.2 Explain the justification of contracting in coaching and how this process supports safe and ethical coaching practice. The learner should state what a contract should contain and explain the process to achieve successful contracting with the individual and key stakeholders within an organisational context.

2.3 Describe safe and ethical practice in coaching. The learner should consider practical safety, confidentiality and potential conflicts of interests and values. The learner may wish to reference relevant coaching frameworks, codes of ethics or standards.

Learning outcome (LO 3)

**The learner will:**

3 Understand the process of effective coaching within their own workplace

**Assessment criteria**

**The learner can:**

3.1 Explain how to manage a coaching process using a recognised coaching model

3.2 Describe a range of coaching tools or techniques that can be used to identify preferences and agree goals or outcomes to facilitate the coaching process

3.3 Explain methods for monitoring and reviewing progress towards goals

Depth

3.1 Coaching models and their use (eg GROW/TGROW, OSCAR, ACHIEVE, etc.), ways of using models and processes effectively, strengths and limitations of each.

Coaching processes (eg building rapport and trust, goal setting, active listening, questioning technique, proposing, guiding, advising and giving feedback, etc.)

3.2 Coaching tools and resources including diagnostics (eg learning styles, assessment tools, competencies, personality profiles, self-assessment tools , visuals, role play, etc.)

Learning styles/learning theory.

Coaching processes (eg building rapport and trust, goal setting, active listening, questioning technique, giving feedback, etc.)

3.3 Assessment, monitoring and review methods (eg self-reflection, feedback from others, measuring tools for progress/competency/achievement, etc.)

Assessment guidance

The learner must:

3.1 Explain how to use a recognised coaching model for effective coaching. The learner should identify the strengths and weaknesses of the model and clarify how it can be used to manage the coaching process, supporting with relevant examples or context.

3.2 Describe a minimum of three tools or techniques that can be used to facilitate the coaching process. The learner should include information on ways to assess the needs and preferences of individuals and approaches to agreeing goals and outcomes for coaching.

3.3 Describe two or more methods for monitoring and reviewing progress and consider their relative effectiveness in assessing progress towards and achievement of goals.

Learning outcome (LO 4)

**The learner will:**

4 Understand the role of recording, reflection and supervision in coaching within their own practice or other contexts

**Assessment criteria**

**The learner can:**

4.1 Explain the purpose of coaching records for coach and coachee

4.2 Justify the importance of reflective practice and supervision within a coaching context

**Depth**

4.1 Coaching records, contracts/agreements, diagnostics, plans, session records/coaching diary, coach reflection, coachee records, oral feedback from coachee and others, surveys, written questions.

Use of coaching records for monitoring progress, achievement, reflection, review, coach development and supervision.

Confidentiality, data protection/GDPR.

4.2 Definition of reflective practice (eg Kolb, Rolfe, Schön, etc.)

The value of reflection on current and future coaching.

Links to planning CPD.

Definition of supervision, supervision processes/sources of, expectations of coaching associations in regard to supervision.

**Assessment guidance**

**The learner must:**

4.1 Explain the purpose and importance of coaching records. The learner should provide information on the different types of coaching records and their use and consider relevant legislation with regard to confidentiality and data management. The learner could add context with reference to their own organisations’ recording systems.

4.2 Justify the use of reflective practice and the role of supervision in coaching. The learner may wish to reference relevant coaching frameworks, codes of ethics or standards and their own experience.

Assessment requirements

This unit will be internally assessed through an assignment brief which is marked and subject to internal and external verification. The assignment brief is provided separately in the appendices.

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. The unit will be assessed as pass/refer.