ILM ASSIGNMENT COVER SHEET

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| Centre name | **ESB TRAINING LTD** |
| Centre number | **006873A** |
| Learner name | **Daniel Haywood** |
| Learner registration number | AWO2203 |
| Unit(s) covered in this submission | **Level 3 Award / Certificate in Coaching, Unit 300** |
| Date and learner signature | **Daniel Haywood – 8th July 2020** |
| Date and tutor signature | **Rosie Nice** |
| **Learner Statement of confirmation of authenticity**  By the act of making this submission I am declaring that this is all my own words and that:   * The work has not, in whole or in part, been knowingly submitted elsewhere for assessment * Where the submission includes work from a previous assessment this has been identified * Where materials have been used from other sources it has been properly acknowledged * If this statement is untrue, I acknowledge that an assessment offence has been committed   **Centre Statement**  By the act of signing this submission I am declaring that this learner’s submission has:   * Been reviewed for plagiarism and advice provide to the learner on referencing sources used * Learner has received adequate on-programme tutorial support and relevant feedback given   Attention is drawn to the Plagiarism, Collusion and Cheating policy of both the centre and of ILM. Proven incidents of plagiarism, collusion or cheating can result in a learner being withdrawn from a qualification. | |
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# Unit 1: Assignments Template:

**UNIT ONE:** **UNDERSTANDING GOOD PRACTICE IN COACHING IN AN ORGANISATIONAL CONTEXT**

Learning Outcome 1: Understand effective coaching within an organisational context

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| * 1. **AC 1.1:** Describe the purpose of effective coaching within an organisational context |
| 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.  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.) |
| During this assignment, I will outline what is effective coaching, the benefits it brings in the workplace and also cover some scenarios where it can be used.  Living in a world dominated by sport, our first thought of coaching maybe the role it plays between an athlete and a coach. It is this tight relationship and partnership, which helps the individual develop, change and achieve their sporting dreams. As cited by W. Timothy Gallwey:  *“Coaching is unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them”*  For example, it could be a rising tennis player, who may be struggling to reach that big final or beat one particular opponent. In this particular situation, a coach can focus on supporting and encouraging the individual, focus on overcoming barriers such as becoming mentally stronger or helping the individual understand better where their weaknesses are in their game. In this scenario, the coach cannot be judgemental or have any unconscious bias towards the individual.  The process and theory of coaching is applicable in scenarios other than sport and plays an important role in the workplace. A coach does not necessarily have to be in the form of your direct line manager, it could be an individual within another team, department or even in different organisation.  Reflecting on the number and different types of managers one has had over the length of our careers, it could be said that few have played a coaching role. So why is this?  With reference to an article in the Harvard Business Review entitled “Most Managers Don’t Know How to Coach People. But They Can Learn, ” when managers were initially asked to coach, many managers switched to a consulting mode of engaging, providing the individual with advice and suggestions. Consulting is described by Daniel Goleman, author of “Emotional Intelligence” as:  *“Asking guiding questioning, giving advice, and co-creating, and is appropriate when someone needs a thought partner to help solve problems.”*  Management styles can also come in the form of counselling, mentoring, trainer and leader. A strong coach has the ability to switch between teaching, consulting, and coaching, however they always deliberately choose which role they play.  Which role very much depends on the situation of the employee and being a good listener is a key skill to knowing when to change hats. For example, an employee may think they need mentorship in reaching a career goal, a next step up the career ladder or the pay rise they’ve always dreamt about, but in actual fact, they may have all the skills and knowledge to achieve it, but may be lacking the focus/drive to get there. In this situation a coach ask poignant questions and help the employee reflect on their situation. For example, the coach may ask questions such as “What do you think development areas could be?” Sir John Whitmore was quoted as saying:  *“Creating awareness and responsibility lies at the heart of good coaching”*  It is these stimulating questions which create awareness and responsibility to help the individual realise their potential and ultimately help them achieve their goals. Helping an individual build awareness of their strengths and development areas is one of the main purposes of effective coaching.  Coaching brings about some clear advantages to individuals, however it also delivers great organisational benefit. By encouraging management to spend more time listening to their employees, helping people achieve their objectives through greater self-awareness and fulfilling untapped potential, this in turn brings about increased levels of staff engagement, performance and productivity.  A study produced by the University of Sydney entitled “The Coaching Ripple Effect” analysed the impact regular engagement had on individuals within an organisation. (<https://instituteofcoaching.org/resources/2014-harnisch-scholar-first-place-poster-award-winner-coaching-ripple-effect-individual>) A study was conducted across an organisation and wellbeing measures were taken for all employees and a social network analysis was conducted on the degree and quality of all interactions. The study concluded that coaching Intervention was effective in increasing individual levels of wellbeing, transformational leadership and goal attainment for those coached.  In the context of a sales organisation, coaching sellers to help them fulfil their sales quotas for the financial year, will in turn bring about increased revenue and profitability for the organisation and also drive long-term growth and success for the company. Increasing the morale and motivation of employees drives a culture change within an organisation, it creates a ‘feel good factor.’ Creating a culture and environment of highly performing individuals, is a sure way to attract further talent to the organisation and drive continued growth and success.  In summary, coaching is a skill which should be embraced and developed within an organisation as it brings about huge benefit for not only the individual but also the organisation as a whole. Studies have shown that empowering individuals to be responsible for their own success and providing an environment for continual engagement, increases motivation and productivity leading to longer term success for the organisation. |

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| **AT THE END OF THE ASSIGNMENT, YOU MUST SIGN THE FOLLOWING STATEMENT**  **By submitting, I confirm that this assignment is my own work** |