-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- **0091570** **-Session-1989-90**
-Superclass- **GE**

-Title- **COACHING INDIVIDUALS**

-DESCRIPTION-

Purpose

This module is designed for experienced trainers, managers and supervisors in a variety of vocations. It enables the trainer to monitor and supervise the development of employees by using techniques of coaching on a one-to-one basis.

Preferred Entry Level

61571 Induction to Training of Trainers,
61572 Introduction to Guidance and Support, and
61576 Trainee Centred Learning,
or relevant experience in supervision, management or training.

Learning Outcomes

The student should:

1. outline the nature and purposes of individual coaching;
2. establish a coaching relationship with a trainee;
3. plan a coaching programme with a trainee;
4. undertake a coaching activity;
5. prepare documentation for the monitor and review of a coaching programme.

Content/ Context

<u>Corresponding to Learning Outcomes 1-5:</u>

1. Features: one-to-one; development of existing skills and knowledge rather than acquisition of fresh skills/knowledge; usually occurs in workplace.

Cyclical nature: a four stage model:

(I) establishing a coaching relationship;
(ii) agreeing coaching activities;
(iii) delivering a coaching programme;
(iv) monitoring and reviewing.

Purposes: to ensure that learning which has been acquired in off-the-job training is reinforced and developed in the workplace; skills are applied to achieve performance standards; to develop competence via workplace learning and experience.

Development process: applied to personal, vocational and educational goals; concerned with trainee learning how to learn; turns problems into learning opportunities.

2. Observation techniques: observer behaviour; preparing and using checklists; recording information; questioning and listening; scheduling; assessing climate.

Support skills: interpersonal skills required to develop rapport and trust, e.g.: reflecting technique.

3. Objectives should take trainee needs fully into account as well as performance standards which have to be achieved. The range of training methods which is considered should be comprehensive and include demonstration, instruction, open learning. Methods should be evaluated in relation to the task in hand. The purpose of the negotiation is to meet the requirements of the trainee and also to ensure that the commitment of the trainee to the activity is achieved.

Coaching programmes should take account of: workplace constraints, trainee needs, performance standards, resources, timescale, trainer support.

4. Coaching activity preparation will be along the lines of any off-the-job training, ie: specific objective; resources; order of events; timetable. Training skills will encompass one-to-one approaches such as demonstration, instruction, explanation.

5. Observation documents: criteria for observation checklist; schedule of visits.

Review documentation: items for recording analysis of data; trainee information; plans.

Assessment arrangements: constraints; frequency; sampling personnel; interaction; performance standards; information; feedback loops.

Suggested Learning and Teaching Approaches

This module should be delivered using student centred activities including group and small group discussions, individual assignments and work based projects. Emphasis should be given to practical exercises. These will enable students to develop their coaching skills.

Tutors should arrange to coach each student on a regular basis and to provide detailed feedback on the student's progress. It will be particularly useful for students to work in pairs and to simulate the coaching relationship as far as is practicable in an off-the-job training setting.

All assignments and projects should be designed to allow the student to apply skills at the workplace. Where this is not possible realistic simulations should be substituted.

The subject dictates that the module is delivered in an integrated way. Every coaching activity can potentially address several Learning Outcomes. Ideally coaching issues should be dealt with as they arise from activities rather than as discrete elements which can be dealt with comfortably in a pre-determined order.

Assessment Procedures

Acceptable performance in the module will be satisfactory achievement of the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome
PC Performance Criteria
IA Instrument of Assessment

LO1 OUTLINE THE NATURE AND PURPOSES OF INDIVIDUAL COACHING

PC

(a) The explanation of the purposes of coaching is clear in relation to the individual trainee.
(b) The explanation of the features of coaching is comprehensive in relation to their application in the workplace.

IA Restricted Response Questions

The student will be presented with 5 questions which seek to establish understanding of the features and purposes of coaching. One question will relate to performance criterion (a) and 4 questions will relate to performance criterion (b).

Satisfactory performance will be that the student correctly explains 3 points relating to the purposes for coaching and 4 different features of coaching.

LO2 ESTABLISH A COACHING RELATIONSHIP WITH A TRAINEE

PC
(a) The data collected and analysed is relevant to the trainee's work situation.
(b) Trainee/coach rapport and the learning climate are conducive to effective coaching.
(c) The support skills applied are appropriate to the trainee's area of need.

IA Practical Exercise

The student will be directed to carry out an initial coaching session with a trainee to establish a coaching relationship and to produce a brief report of the trainee's needs.

Satisfactory performance will be the achievement of all the performance criteria and the production of a report of a professional standard. This report may be suitable for use in Learning Outcome 3.

LO3 PLAN A COACHING PROGRAMME WITH A TRAINEE

PC
(a) The agreed learning objectives are appropriate to the area of trainee need.
(b) The training/development approaches selected are appropriate to the nature and pace of the coaching programme.
(c) The activities agreed for the programme are the result of trainee involvement through negotiation.
(d) The coaching programme is comprehensive in terms of the agreed activities.

IA Practical Exercise

The student will be directed to plan a coaching programme under negotiation with the trainee. A report detailing the trainee's needs will be given to the student which may be the report produced for Learning Outcome 2 or a report supplied by the tutor.

Satisfactory performance will be that the student produces a coaching programme of an appropriate professional standard derived from a set of objectives which relate closely to the trainee's needs and which satisfies all the performance criteria.

LO4 UNDERTAKE A COACHING ACTIVITY

PC
(a) The preparations for the coaching activity are appropriate to the type of activity to be undertaken.
(b) The selected training skills are appropriate to the type of coaching activity.
(c) The application of the selected training skills is appropriate to the circumstances.

IA Practical Exercise

The student will be directed to undertake a coaching activity with a trainee in a workbased situation. If a real workplace situation is unavailable a simulation of an appropriate standard may be used.

Satisfactory performance will be that the student carries out the coaching activity in a professional manner an in accordance with the performance criteria.

LO5 PREPARE DOCUMENTATION FOR THE MONITOR AND REVIEW OF A COACHING PROGRAMME

PC
(a) The documentation is appropriate to the situation.
(b) The documentation is appropriate to the assessment of the trainee's work against performance standards.
(c) The documentation is appropriate for review purposes.

IA Practical Exercise

The student will be presented with a brief report containing details of circumstances where it is appropriate to monitor and review a trainee's progress following coaching, along with instructions to prepare documentation.

Satisfactory performance will be the production of documentation of an appropriate professional standard which would form the basis for practical monitoring and reviewing activities in accordance with the performance criteria.

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