



TEAM COACH

Typical job titles:

Production/Assembly Technician, Engineering Operative, Senior Administrator, Customer Service Administrator, Accounts Assistant, Retail Sales Assistant

ILM LEVEL 2 AWARD/CERTIFICATE IN DEVELOPING LEADERSHIP & TEAM SKILLS

This qualification programme is specifically designed for senior team members looking to develop their leadership and team support skills. It comprises units that will train, develop and support your team members to be ready to step up to support the Team Leader and take on additional responsibilities.

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Introduction

This qualification programme is specifically designed for existing senior team members who are stepping up to support their Team Leaders and are ready to take on additional responsibilities in preparation for their first management role. It comprises units that will train, develop and support your team member to become the competent, confident aspiring leaders your organisation requires. The programme design includes the following themes:

- Personal effectiveness and emotional intelligence
- Supporting and motivating the team
- Communication and effective relationships
- Problem analysis and conclusions
- Supporting stakeholders

Typical learner role

These qualifications are primarily for learners who are employed and have additional responsibilities in their current roles. They will be seeking to progress into early leadership and management positions.

The **Award (3 units)**: introduces essential leadership and management topics. Ideal for learners seeking a shorter course, this qualification has been designed to engage and motivate and could lead to further learning at Level 2.

The **Certificate (8 units)**: offers learners a solid foundation in leadership and management topics at this level, with the flexibility to tailor their learning journey to suit specific interests and experience. Designed to support smooth progression to further Level 2 study or progression on to Level 3, the qualification focuses on practical skills that can be evidenced through everyday activities, making it both achievable and manageable alongside existing workloads.

The **Diploma (15 units)**: offers the most comprehensive coverage of leadership and management topics at this level, with the depth needed to support progression to Level 3 study. Its strong emphasis on leadership content makes it particularly effective for learners aiming to move into leadership roles. The qualification's flexible structure allows learners to tailor their pathway by selecting optional units that reflect their specific roles, interests and career aspirations.

In their daily work, an employee in this occupation interacts with colleagues from various internal departments, including operations, human resources, finance, legal, IT, sales, and marketing. This role also involves interaction with external stakeholders such as customers, clients, and suppliers. It may include off-site and hybrid working.

An employee in this occupation is responsible for supporting team members and workplace projects; planning and monitoring workloads and resources; resolving problems; and building relationships both internally and externally.

While they may occasionally make decisions, they more often guide or influence the decisions of others, including collecting and interpreting data to identify trends, analysing resources, and suggesting ways to save money and improve efficiency.

Structure

Level 2 Award

Unit no.	Unit Title	Credit Value	No. of training sessions
Induction			1 half-day
DiSC	Developing self-awareness and emotional intelligence		1 half-day
201	Personal & professional development as a senior team member	3	2 half-days
202	Supporting team performance	3	2 half-days
204	Supporting the motivation of a team	3	2 half-days

Level 2 Certificate

Unit no.	Unit Title	Credit Value	No. of training sessions
Induction			1 half-day
DiSC	Developing self-awareness and emotional intelligence		1 half-day
201	Personal & professional development as a senior team member	3	2 half-days
202	Supporting team performance	3	2 half-days
204	Supporting the motivation of a team	3	2 half-days
203	Responding to disagreements in the workplace	3	2 half-days
207	Problem solving	3	1 half-day
208	Decision making using data	3	1 half-days
212	Effective communication	3	2 half-days
214	Understanding stakeholders and meeting stakeholder needs	3	2 half-days

Costs:

Below are the costs **per learner**:

- Induction (free of charge)
- Training Programme:
 - Award Qualification (7 half-days) £957.60+VAT or
 - Certificate Qualification (15 half-days) £1,938+VAT
- DiSC Workplace Report £100+VAT
- ILM Registration Award £112 (no VAT) or Certificate £143 (no VAT)

For an **in-house programme of 6 learners**, the training programme cost is reduced to:

- Award Programme £909.72+VAT or
- Certificate Programme £1,841.10+VAT

This represents a 5% discount on the training days. DiSC & ILM registration costs remain as above.

Learner Initial Assessment

An initial assessment of each learner will be made before the start of their programme to identify:

- if the learner has any specific training needs
- any support and guidance they may need when working towards their qualification
- any units they have already completed or credit they have accumulated which is relevant to the qualification
- the appropriate type and level of qualification.

Assessment of the qualification

Candidates will complete a portfolio of evidence to demonstrate that they have achieved the required competency. Units are assessed through the portfolio of evidence. All evidence in the portfolio for the skills learning outcomes must be generated in the workplace or a realistic working environment.

Evidence sources

A portfolio of evidence will typically include several pieces of evidence – it must contain sufficient evidence to demonstrate the knowledge and skills required for each appropriate unit.

Evidence sources may include:

- workplace documentation or records e.g. team development plans, project
- implementation reports, meeting agendas/minutes, training materials.
- video clips (maximum duration = 15 minutes)
- projects
- reflective accounts/journals/logs
- assessment observation
- witness testimonies.

This is not a definitive list; other evidence sources are permitted. The evidence provided must be valid and attributable to the candidate.

Learning Outcomes (LO):

Induction

This session is designed to help the learner fully understand the requirements of the qualification, their responsibilities as a learner and the support, guidance and responsibilities of GEL (the training provider).

Learners will be provided to a login of GEL's Virtual Learning Platform, Totara, where copies of the training workbooks, handouts and PowerPoint slides will be available. There will also be additional resources, further reading recommendations and quizzes on this platform.

Self-awareness & emotional intelligence

Learners will complete a DiSC Workplace questionnaire, and a personalised report will be given to them during this session.

- The concept of self-awareness
- Potential impact of behaviour on others
- Adapting behaviour to improve the impact on others
- Emotional intelligence in leadership

Personal & professional development as a senior team member

- LO1 Understand personal and professional development
- LO2 Be able to prepare for personal and professional development
- LO3 Be able to carry out and record personal and professional development activities

Supporting team performance

- LO1 Understand roles and responsibilities in supporting team performance
- LO2 Be able to support team performance
- LO3 Be able to contribute to a positive team environment

Supporting the motivation of a team

- LO1 Understand the principles of motivation in a team
- LO2 Be able to demonstrate ways to support team motivation
- LO3 Be able to contribute to improved motivation in a team

Responding to disagreements in the workplace

- LO1 Understand effective teamwork
- LO2 Be able to respond appropriately to disagreements
- LO3 Be able to review personal contribution to disagreements

Problem Solving

- LO1 Understand problem solving in the workplace
- LO2 Be able to contribute to workplace problem solving
- LO3 Be able to review own contribution to problem solving

Decision making using data

- LO1 Understand the role of data in decision making
- LO2 Be able to interpret data
- LO3 Be able to make workplace decisions using data

Effective communication

- LO1 Understand the importance of effective communication in the workplace
- LO2 Be able to apply effective communication techniques in the workplace
- LO3 Be able to reflect on and improve own communication in the workplace

Understanding stakeholders and meeting stakeholder needs

- LO1 Understand the role of stakeholders in the workplace
- LO2 Be able to meet internal stakeholder needs and expectations
- LO3 Be able to support the team in meeting internal stakeholder needs and expectations

See assessment criteria overleaf

Assessment Criteria (AC):

Personal & professional development as a senior team member

- LO1 Understand personal and professional development
 - AC1.1 Explain why personal and professional development is important in a senior team member role
 - AC1.2 Describe different **activities** that contribute to personal and professional development (training/learning, mentoring, self-reflection, job shadowing, gathering feedback).
 - AC1.3 Explain the **key components** of Personal Development Plans (PDPs) (goals and/or objectives, actions, relevance to role, how progress will be measured, review/completion dates).
- LO2 Be able to prepare for personal and professional development
 - AC2.1 Review own strengths and areas for improvement as a senior team member
 - AC2.2 Identify clear development goals that are relevant to a senior team member
 - AC2.3 Prepare personal development plans (PDPs)
- LO3 Be able to carry out and record personal and professional development activities
 - AC3.1 Carry out development actions identified in Personal Development Plans (PDPs)
 - AC3.2 Monitor and record progress against Personal Development Plans (PDPs)
 - AC3.3 Reflect on how development has improved own performance in the senior team member role

Supporting team performance

- LO1 Understand roles and responsibilities in supporting team performance
 - AC1.1 Describe the **different responsibilities** of a team member and a senior team member
 - team member: completing assigned tasks, following instructions, reporting issues/concerns to the appropriate person
 - senior team member: supporting others to complete tasks, giving instructions, point of contact between team and management, resolving minor issues/concerns.
 - AC1.2 Explain how a senior team member can support others to meet team goals
 - AC1.3 Explain the **key principles of effective teamwork** (communication, cooperation, contribution)
 - AC1.4 Explain the **key principles of constructive feedback** (clear, timely, specific, with both positive and negative elements)

- LO2 Be able to support team performance
 - AC2.1 Communicate effectively and respectfully with others
 - AC2.2 Give instructions to others in an appropriate way
 - AC2.3 Provide practical support to help others complete tasks
 - AC2.4 Give constructive feedback to others
- LO3 Be able to contribute to a positive team environment
 - AC3.1 Describe **behaviours that contribute to a positive team environment** (respectful communication, cooperation, positive attitude)
 - AC3.2 Describe **ways to build trust within a team** (accountability, honesty, respect, reliability)
 - AC3.3 Demonstrate actions that support cooperation within a team setting
 - AC3.4 Demonstrate actions that help build trust in a team setting

Supporting the motivation of a team

- LO1 Understand the principles of motivation in a team
 - AC1.1 Define the term motivation
 - AC1.2 Explain **common factors that affect team motivation** in the workplace (leadership, communication, goals/expectations, recognition, pay, working conditions, opportunity for growth)
 - AC1.3 Describe the role of senior team members in supporting motivation within a team
 - AC1.4 Describe the impact of improving motivation on team performance and morale
- LO2 Be able to demonstrate ways to support team motivation
 - AC2.1 Use positive communication to encourage team effort and engagement
 - AC2.2 Recognise individual contributions in a way that supports motivation
 - AC2.3 Provide feedback to others that supports motivation and continued performance
- LO3 Be able to contribute to improved motivation in a team
 - AC3.1 Identify **signs that motivation may be low** within a team (lack of enthusiasm, poor attendance, increased disagreement, reduced productivity)
 - AC3.2 Gather feedback from team members about motivation levels or concerns
 - AC3.3 Suggest realistic actions that could improve motivation in day-to-day work
 - AC3.4 Review the impact of actions taken to improve motivation within a team

Responding to disagreements in the workplace

- LO1 Understand effective teamwork
 - AC1.1 Explain why effective teamwork is important in the workplace

- AC1.2 Describe **common barriers to effective teamwork** (communication issues, lack of co-operation, disagreement)
- AC1.3 Understand **common causes of disagreement** within the workplace (differences in working style/personality, unclear responsibilities, communication breakdown, unequal workload)
- AC1.4 Describe **ways** senior team members can respond to disagreements within the workplace (being impartial, encouraging open communication, active listening)
- **LO2 Be able to respond appropriately to disagreements**
 - AC2.1 Recognise signs of disagreement within the workplace
 - AC2.2 Demonstrate appropriate actions to help manage disagreements in the workplace
 - AC2.3 Seek information or support when disagreements cannot be resolved independently
- **LO3 Be able to review personal contribution to disagreements**
 - AC3.1 Reflect on personal experience of responding to disagreements
 - AC3.2 Identify ways to improve personal responses to disagreements

Problem solving

- **LO1 Understand problem solving in the workplace**
 - AC1.1 Identify **common causes of workplace problems** (miscommunication, interpersonal conflict, process/system issues, external factors)
 - AC1.2 Outline the potential impact of unresolved problems in the workplace
 - AC1.3 Describe the **steps involved in a formal problem-solving process** (identify, gather information, consider solutions, select solution, implement, review)
- **LO2 Be able to contribute to workplace problem solving**
 - AC2.1 Identify problems in the workplace
 - AC2.2 **Gather information** to understand problems in the workplace (observe the situation, speak with appropriate people, review documents/records, confirm facts)
 - AC2.3 Identify possible solutions to workplace problems
 - AC2.4 Share suggestions for resolutions with an appropriate person
- **LO3 Be able to review own contribution to problem solving**
 - AC3.1 Describe how own actions contributed to solving workplace problems
 - AC3.2 Describe how own actions prevented a negative impact on the organisation
 - AC3.3 Reflect on what went well and what could be improved upon in own approach to problem solving

Decision making using data

- LO1 Understand the role of data in decision making
 - AC1.1 Explain what is meant by data in a workplace setting
 - AC1.2 Identify **sources of data commonly used** in organisations (financial records, performance metrics, stock control systems, digital analytics)
 - AC1.3 Describe the **different ways that data can be used** to support decision making in a workplace setting (planning/scheduling, assessing business risk, procurement, measuring performance)
 - AC1.4 Explain the **benefits and limitations of using data** to inform decisions (benefits: accuracy, confidence, accountability, limitations: incomplete/missing data, interpretation issues, lack of human factors)
 - AC1.5 Explain how the use of **emerging technologies** can contribute to data-driven decision making (AI or machine learning systems)
- LO2 Be able to interpret data
 - AC 2.1 Identify **different types of data within the organisation** that can be used to make a workplace decision (numerical and text based)
 - AC 2.2 Use numerical data to identify trends or patterns
 - AC 2.3 Use text-based data to identify key themes
 - AC 2.4 Draw conclusions from **data presented in different ways** (charts/graphs, tables)
- LO3 Be able to make workplace decisions using data
 - AC3.1 Use data to support decisions in the workplace
 - AC3.2 Explain reasoning to support decisions made using data
 - AC3.3 Describe outcomes of decisions made using data

Effective communication

- LO1 Understand the importance of effective communication in the workplace
 - AC1.1 Explain what is meant by **effective communication** (clear, accurate, appropriate, two-way)
 - AC1.2 Describe how effective communication contributes to successful outcomes
 - AC1.3 Explain different elements of **non-verbal communication** (body language, facial expressions, gestures)
 - AC1.4 Explain how communication breakdowns can lead to **problems in the workplace** (mistakes, misunderstandings, delays, conflict)
 - AC1.5 Describe **barriers to effective communication** (language, tone, communication method, listening skills)
 - AC1.6 Explain how a senior team member can overcome barriers to effective communication

- LO2 Be able to apply effective communication techniques in the workplace
 - AC2.1 Select **communication methods** appropriate to specific situations (**verbal**: face to face, telephone, video conferencing, **written**: mail, letter, report, instant messaging)
 - AC2.2 Communicate verbally in appropriate, clear and respectful ways
 - AC2.3 Demonstrate effective non-verbal communication techniques
 - AC2.4 Demonstrate effective listening techniques
 - AC2.5 Communicate written information clearly and accurately
- LO3 Be able to reflect on and improve own communication in the workplace
 - AC3.1 Gather feedback on own communication from others
 - AC3.2 Identify strengths and areas for development in own communication skills
 - AC3.3 Describe how improved communication could support **positive outcomes** (working relationships, productivity, accuracy, problem solving)
 - AC3.4 Set personal targets to improve workplace communication

Understanding stakeholders and meeting stakeholder needs

- LO1 Understand the role of stakeholders in the workplace
 - AC1.1 State what is meant by the term stakeholder
 - AC1.2 Identify **different types of stakeholders** in a workplace (internal and external)
 - AC1.3 Explain why **internal stakeholder needs and expectations** are important to an organisation (communication, timely responses, respect and professionalism, consistency, quality of service)
- LO2 Be able to meet internal stakeholder needs and expectations
 - AC2.1 Use appropriate methods to meet internal stakeholder needs and expectations
 - AC2.2 Communicate with internal stakeholders in a way that supports their needs and expectations
 - AC2.3 Share **internal stakeholder feedback** with others (verbal, written)
- LO3 Be able to support the team in meeting internal stakeholder needs and expectations
 - AC3.1 Support a team member to meet the needs and expectations of internal stakeholders (help a team member to complete a task for an internal stakeholder)
 - AC3.2 Share information that helps the team meet internal stakeholder needs and expectations (share best practice, provide guidance)
 - AC3.3 Monitor progress on tasks linked to meeting internal stakeholder needs and expectations (check work in progress, ask for updates, report progress to others)

Access arrangements, reasonable adjustments and special consideration

City & Guilds (ILM) has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. City & Guilds (ILM) understands, however, that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without the need for changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds (ILM) to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. It is the responsibility of the training provider (GEL) to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Additional units available to add to the programme (if required)

The units below can be added to the programme schedule and learners can achieve the **ILM Level 2 Diploma in Leadership & Team Skills** by completing all unit assessments.

Unit no.	Unit Title	Credit Value	No. of training sessions
205	Equity, diversity and inclusion in the workplace	3	2 half-days
206	Supporting organisational improvements	3	2 half-days
209	The organisation and its environment	3	2 half-days
210	Record keeping and information management in the workplace	3	2 half-days
211	Health, safety and wellbeing in the workplace	3	2 half-days
213	Communication tools and techniques in the workplace	3	2 half-days
215	Providing support to external stakeholders	3	2 half-days

Progression Routes:

The Level 2 Certificate qualification allow learners to progress in their career or to the following ILM qualifications:

- Level 2 Diploma in Leadership and Team Skills
- Level 3 Award in Leadership and Management Skills
- Level 3 Certificate in Leadership and Management Skills
- Level 3 Diploma in Leadership and Management Skills
- Level 3 Extended Diploma in Leadership and Management Skills