



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

**UNIVERSITY OF CAMBRIDGE
INSTITUTE OF CONTINUING EDUCATION**

Undergraduate Diploma in Coaching

2016-2017

Course code: 1617CPBC02

COURSE SPECIFICATION

Welcome to the **Undergraduate Diploma in Coaching**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 5 (i.e. second-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course specification.

Building upon the approach developed for the Certificate in Coaching, the Diploma provides a clear progression route designed to deepen and enrich students' knowledge about and understanding of coaching. It blends academic knowledge with experiential learning from coaching practice. The programme aims to:

1. provide students with significant knowledge, competencies, tools and critical skills to coach others in their chosen sphere of activity;
2. ensure students deepen their knowledge, skills and competence in a range of coaching techniques, and are able to critically select and use appropriate techniques and approaches in different situations;
3. enable students to integrate conceptual and theoretical knowledge of coaching with practical application to the workplace and/or their chosen sphere of activity;
4. support and challenge students to develop reflective knowledge, skills and practice that will enhance their ability to develop their coaching practice;
5. enable students to develop a clear understanding of the emergent professional role of coaching and how it is influenced by training and therapeutic interventions;
6. enable students to review coaching as an approach that can be used to promote or respond to change, both internally (intra-personal) and externally (whether inter-personal and/or environmentally-influenced);
7. facilitate the growing self-awareness of students in order that they can become more effective coaches, learning to work competently or professionally and safely with the psychological and emotional dimensions of coaching;
8. ensure students are thoroughly grounded and responsible in their approach to coaching, working to appropriate ethical standards and committed to supervision and CPD.

Teaching staff

Course Director:

Dorothy Foote: Dorothy is an experienced academic, human resources practitioner and consultant and currently combines the teaching of postgraduate HR students with delivery of tailored talent development solutions to a range of business clients. Her specific interests and expertise lie in coaching, mentoring and action learning and she uses these to support clients in addressing issues of talent development, employee engagement and conflict resolution. She works with clients across the public and private sectors. Before entering academia, Dorothy worked as an HR Manager in the public and private sectors including BAA, Grant Thornton Chartered Accountants and the NHS.

Tutor:

Sally Bernham: Sally is an experienced, professionally qualified executive coach, coach supervisor, coach trainer and leadership development consultant with a diverse client base. With former senior leadership roles, she understands the complexity of organisational success. Sally's coaching style is collaborative, designed to build a relationship of both support and challenge. Drawing on positive psychology, Sally creates a climate in which clear goals are identified, working to optimise the client's motivation, sense of focus and self-belief to achieve their goals. With a results focused approach, Sally encourages clients to take stock, take control and take action to develop their careers and enhance performance.

Administrative staff

Academic Programme Manager: Victoria Steenkamp, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 760861, vg239@ice.cam.ac.uk

Programme Administrator: Julie Neeves, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 746236, julie.neeves@ice.cam.ac.uk

Venue

Madingley Hall is an historic Tudor mansion on the outskirts of Cambridge with one of the finest gardens in the region and will be the venue for your classes unless otherwise specified.

The Hall is situated in the village of Madingley, three miles west of Cambridge with easy access from the M11 and the A14. Full directions are given on our website at www.ice.cam.ac.uk/directions.

Workshops are held at Madingley Hall, which has a variety of teaching rooms ranging from the newly refurbished Courtyard Suite to rooms in the historic Hall. Workshops may be scheduled in different teaching rooms each term.

Contact details of ICE

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Please also refer to the 'information for students' section on ICE's website <http://www.ice.cam.ac.uk/studying-with-us/information-for-students> and the relevant Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.

Information correct as at 05/05/2016

Syllabus

Michaelmas term 2016

Unit 1: Psychological approaches to coaching

Start date	18 October 2016	End date	4 January 2017
Workshop dates	18 - 21 October 2016	Time	9.00am to 5.00pm Tuesday – Thursday 9.00am – 4.00pm Friday
Venue	Madingley Hall, Madingley Cambridge CB23 8AQ		
Tutor	Dorothy Foote Sally Bernham	No of meetings / classes	4 days

Aims

This unit has the following interconnected aims:

1. to raise students' awareness and understanding of different psychological approaches influencing coaching including gestalt, psychodynamic, cognitive, behavioural, transactional analysis and emotional intelligence;
2. to assess and evaluate these approaches in the coaching context;
3. to develop knowledge and understanding of significant psychological concepts including transference, working within boundaries and a safe environment.

Content

This unit builds upon the learning undertaken by students in the Certificate in Coaching. It develops understanding of core coaching methodologies and invites students to consider these within differing psychologically-based approaches. Gallwey's Inner Game approach, explored within the Certificate, is described and contrasted with other approaches including, for example, psychological approaches that generate insights and those that focus on behaviour.

The foundations for the Diploma are established early in the unit, with students describing a 'safe' environment for learning on the course, which is developed using relevant codes of practice. As the unit progresses, students are invited to consider their motivations and attend to their cognitive and emotional responses throughout. Emotional intelligence and the idea of emotionally intelligent coaching are also introduced.

The course continues with the consideration of a safe environment by comparing and contrasting coaching and therapeutic approaches. Boundary management is also explored.

A model from the psychodynamic approach leads into a discussion on transference and counter-transference, and how these apply to - and can be used by the coach within - the coaching relationship.

Presentation of the unit

This unit will be delivered through four workshop days comprising 31 hours of teaching and learning, followed by a period of online study through the ICE VLE. Teaching and learning for the unit are delivered through a combination of formal presentations by the tutor, a range of interactive and participatory methods of teaching and learning and through reading and tasks to be undertaken individually by students outside the unit sessions. These methods of teaching and learning may

include small and whole group practice sessions and exercises, case studies, structured seminar discussions, readings set through the VLE and oral presentations.

Students are expected to participate actively in both face-to-face sessions at the workshops and to fully engage in learning opportunities available on the VLE.

Course Structure

After the workshop has finished, learning continues on the VLE. Relevant reading is uploaded to the VLE, with emphasis on assignment requirements. Students take part in discussion forums and are encouraged to use these to share learning and discuss ideas. This helps students to develop assignment-writing skills.

Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate a clear understanding of a psychologically informed approach that cites appropriate academic sources, demonstrates the student's ability to analyse and interpret this learning, and describes its application through experiential practice;
- analyse and review significant psychological factors within coaching including client blockage and the facilitation of mobility, transference and counter-transference, and the importance of creating a safe, holding environment for the client;
- describe the relationship between thinking patterns and behaviours;
- appropriately apply, interpret and evaluate relevant models and theories of coaching.

Student assignment

Assignment 1: Creating and maintaining the conditions for psychologically informed, safe coaching

Students are required to write an assignment of 3,500-4,000 words that covers the following:

- analyse and evaluate the application of a psychologically informed concept, model or theory within the coaching context;
- evaluate the importance of the coach maintaining a safe environment for the client which compares and contrasts the relationship with counselling and/or therapeutic interventions;
- critically review personal coaching development areas at the start of the Diploma.

Not included in the word count:

- provide evidence of 10 hours of coaching beyond the course (contributing to a total of 40 hours, 10 of which can be from in-class coaching).

Complete the above in a clearly articulated, critically analytical manner that demonstrates conceptual understanding and includes appropriate references.

Closing date for submission of assignment: Wednesday 4 January 2017 by 12.00 (noon) UTC/GMT *

*Co-ordinated Universal Time/Greenwich Mean Time.

Reading and resource list

Core reading

Bluckert, P., 2006. *Psychological dimensions of executive coaching*. Maidenhead: McGraw Hill.

Clutterbuck, D. and Megginson, D., 2005. *Making coaching work: creating a coaching culture*. London: CIPD.

Cox, E., Bachkirova, T. and Clutterbuck, D. eds., 2010. *The complete handbook of coaching*. London: Sage Publications.

Downey, M., 2003. *Effective coaching*. London: Texere.

Gallwey, T., 2000. *The inner game of work: overcoming mental obstacles for maximum performance*.

London: Orion Business.

Kline, N., 1999. *Time to think: listening to ignite the human mind*. London: Wardlock.

Lee, G., 2003. *Leadership coaching: from personal insight to organisational performance*. London: CIPD.

Nelson, K., 2010. *Your total coach: 50 ideas for inspiring personal and professional growth*. Oxford: Infinite Ideas Ltd.

Palmer, S., and Whybrow, A. eds., 2007. *Handbook of coaching psychology: a guide for practitioners*. Hove: Routledge.

Parsloe, E. and Wray, M., 2007. *Coaching and mentoring: practical methods to improve learning*. London: Kogan Page.

Peltier, B., 2001. *The psychology of executive coaching: theory and application*. New York: Brunner-Routledge.

Rogers, J., 2004. *Coaching skills: a handbook*. Maidenhead: Open University Press.

Sandler, C., 2011. *Executive coaching: a psychodynamic approach*. Maidenhead: McGraw Hill.

Starr, J., 2003. *The coaching manual: the definitive guide to the process, principles and skills of personal coaching*. 4th ed. Harlow: Pearson Education Limited.

Whitmore, J., 2011. *Coaching for performance: growing human potential and purpose*. 4th ed. London: Nicholas Brealey Publishing.

Further reading

Brunning, H. ed., 2006. *Executive coaching: systems-psychodynamic perspective*. London: Karnac.

De Haan, E. (2008) *Relational coaching: journeys towards mastering one-to-one learning*. Chichester: John Wiley.

Goldsmith, M., Lyons, L. and Freas, A., 2000. *Coaching for leadership: how the world's greatest coaches help leaders learn*. San Francisco: Jossey-Bass/Pfeiffer.

Hay, J., 2007. *Reflective practice and supervision for coaches*. Berkshire: Open University Press.

Joyce, P. and Sills, C., 2001. *Skills in gestalt counselling and psychotherapy*. London: Sage Publications.

Karpman, S., 1968. Fairy tales and script drama analysis. *Transactional Analysis Bulletin*, 7(26), 39-43. Available at: http://www.karpmamandramatriangle.com/dt_article_only.html. Accessed, 1 October 2013.

Kets de Vries, M., Korotov, K. and Florent-Treacy, E., 2007. *Coach and couch: the psychology of making better leaders*. New York: Palgrave.

Korotov, K., Florent-Treacy, E., Kets de Vries, M. and Bernhardt, A. eds., 2012. *Tricky coaching: difficult cases in leadership coaching*. Basingstoke: Palgrave Macmillan.

Neale, S., Spencer-Arnell, S. and Wilson, L., 2010. *Emotional intelligence coaching: improving performance for leaders, coaches and the individual*. London: Kogan Page.

Rogers, C. 1967. *On becoming a person: a therapist's view of psychotherapy*. Constable: London.

Skiffington, S. and Zeus, P., 2003. *Behavioural coaching: how to build sustainable personal and organisational strength*. North Ryde: McGraw Hill.

Skiffington, S., and Zeus, P., 2006. *The complete guide to coaching at work*. North Ryde: McGraw Hill.

Stein, S. and Book, H., 2000. *The EQ edge: emotional intelligence and your success*. New York: Stoddart.

Western, S., 2012. *Coaching and mentoring: a critical text*. London: Sage.

Unit 2: Personal and professional development

Start date	24 January 2017	End date	18 April 2017
Workshop dates	7 - 10 February 2017	Time	9.00am - 5.00pm Tuesday – Thursday 9.00am – 4.00pm Friday
Venue	Madingley Hall, Madingley Cambridge CB23 8AQ		
Tutor	Dorothy Foote Sally Bernham	No of meetings / classes	4 days

Aims

This unit has the following interconnected aims:

1. to explore the concept of coaching 'presence';
2. to define and distinguish between the experiencing self and the observing self;
3. to consider Rogers' core conditions and evaluate their relevance for coaching;
4. to evaluate the application of psychological approaches and theoretical models within coaching;
5. to critically review the students' personal coaching development journey.

Content

The focus of this unit is the role of the coach and how he/she can bring him/herself fully to the coaching relationship. It examines and reviews Rogers' core conditions for the therapist and assesses their relevance and application in the coaching context. It invites students to reflect upon their personal presence and how they engage with clients, exploring both proactive and reactive perspectives. It also explores the importance of working in the 'here and now'.

There is considerable emphasis on coaching practice, together with the evaluation of coaching theories and models within the context of practical experience. The unit invites students to describe aspects of their presence which they consider to be well developed, and to compare and contrast these with under-developed aspects of presence.

Presentation of the unit

This unit will be delivered through four workshop days comprising 31 hours of teaching and learning, followed by a period of online study through the ICE VLE. Teaching and learning for the unit are delivered through a combination of formal presentations by the tutor, a range of interactive and participatory methods of teaching and learning and through reading and tasks to be undertaken individually by students outside the unit sessions. These methods of teaching and learning may include small and whole group practice sessions and exercises, case studies, structured seminar discussions, readings set through the VLE and oral presentations.

Students are expected to participate actively in both face-to-face sessions at the workshops and to fully engage in learning opportunities available on the VLE.

Course Structure

After the workshop has finished, learning continues on the VLE. Relevant reading is uploaded to the VLE, with emphasis on assignment requirements. Students take part in discussion forums and are

encouraged to use these to share learning and discuss ideas. This helps students to develop assignment-writing skills.

Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate understanding of relevant coaching models and theories and evaluate their application within coaching;
- critically review the coach's role and evaluate its significance for the co-created reality within the coaching relationship;
- develop the capability to work with clients in a manner that is simultaneously engaged and detached;
- deepen critical understanding of the psychological approaches within coaching;
- interpret personal coaching experiences within the context of theoretical understanding.

Student assignment

Assignment 2: The use of self to facilitate the coaching process

Students are required to write an assignment of 3,500-4,000 words that covers the following:

- critically review and evaluate, from the coach's perspective, the concepts of congruence and personal presence that help to create and maintain a safe and effective coaching environment;
- provide a reflective and critical analysis of personal coaching abilities, focusing upon personal presence and psychological mindedness. This should relate personal coaching experiences with appropriate coaching knowledge, theories and methodologies;

Not included in the word count:

- provide evidence of 15 hours of coaching beyond the course (contributing to a total of 40 hours, 10 of which can be from in-class coaching).

Complete the above in a clearly articulated, critically analytical manner that demonstrates conceptual understanding and includes appropriate references.

Closing date for the submission of assignments: Tuesday 18 April 2017 by 12.00 (noon) BST* (11.00 UTC).

*British Summer Time.

Reading and resource list

Bluckert, P., 2006. *Psychological dimensions of executive coaching*. Maidenhead: McGraw Hill.

Cottrell, S., 2005. *Critical thinking skills*. Basingstoke: Palgrave Macmillan.

Cox, E., Bachkirova, T. and Clutterbuck, D. eds., 2010. *The complete handbook of coaching*. London: Sage Publications.

Downey, M., 2003. *Effective coaching*. London: Texere.

Ellis, A., 2004. *Rational emotive behavior therapy: it works for me – it can work for you*. New York: Prometheus Books.

Ellis, A. and Harper, R., 1997. *A guide to rational living*. Chatsworth: Albert Ellis Institute.

Gallwey, T., 2000. *The inner game of work: overcoming mental obstacles for maximum performance*. London: Orion Business.

Kline, N., 1999. *Time to think: listening to ignite the human mind*. London: Wardlock.

Lee, G., 2003. *Leadership coaching: from personal insight to organisational performance*. London: CIPD.

Nelson, K., 2010. *Your total coach: 50 ideas for inspiring personal and professional growth*. Oxford: Infinite Ideas Ltd.

O'Neill, M. B., 2007. *Executive coaching with backbone and heart: a systems approach to engaging leaders with their challenges*. San Francisco: Jossey-Bass.

Palmer, S., and Whybrow, A. eds., 2007. *Handbook of coaching psychology: a guide for practitioners*. Hove: Routledge.

Parsloe, E. and Wray, M., 2007. *Coaching and mentoring: practical methods to improve learning*. London: Kogan Page.

Peltier, B., 2001. *The psychology of executive coaching: theory and application*. New York: Brunner-Routledge.

Rogers, C. 1967. *On becoming a person: a therapist's view of psychotherapy*. Constable: London.

Rogers, J., 2004. *Coaching skills: a handbook*. Maidenhead: Open University Press.

Starr, J., 2003. *The coaching manual: the definitive guide to the process, principles and skills of personal coaching*. 4th ed. Harlow: Pearson Education Limited.

Whitmore, J., 2011. *Coaching for performance: growing human potential and purpose*. 4th ed. London: Nicholas Brealey Publishing.

Further reading

Brunning, H. ed., 2006. *Executive coaching: systems-psychodynamic perspective*. London: Karnac.

De Haan, E. (2008) *Relational coaching: journeys towards mastering one-to-one learning*. Chichester: John Wiley.

Goldsmith, M., Lyons, L. and Freas, A., 2000. *Coaching for leadership: how the world's greatest coaches help leaders learn*. San Francisco: Jossey-Bass/Pfeiffer.

Hay, J., 2007. *Reflective practice and supervision for coaches*. Berkshire: Open University Press.

Joyce, P. and Sills, C., 2001 *Skills in gestalt counselling and psychotherapy*. London: Sage Publications.

Kets de Vries, M., Korotov, K. and Florent-Treacy, E., 2007. *Coach and couch: the psychology of making better leaders*. New York: Palgrave.

Kilburg, R. R., 2002. *Executive coaching: developing managerial wisdom in a world of chaos*. Washington: American Psychological Association.

Korotov, K., Florent-Treacy, E., Kets de Vries, M. and Bernhardt, A. eds., 2012. *Tricky coaching: difficult cases in leadership coaching*. Basingstoke: Palgrave Macmillan.

Neale, S., Spencer-Arnell, S. and Wilson, L., 2010. *Emotional intelligence coaching: improving performance for leaders, coaches and the individual*. London: Kogan Page.

Sandler, C., 2011. *Executive coaching: a psychodynamic approach*. Maidenhead: McGraw Hill.

Skiffington, S. and Zeus, P., 2003. *Behavioural coaching: how to build sustainable personal and organisational strength*. North Ryde: McGraw Hill.

Skiffington, S., and Zeus, P., 2006. *The complete guide to coaching at work*. North Ryde: McGraw Hill.

Western, S., 2012. *Coaching and mentoring: a critical text*. London: Sage.

Unit 3: Coaching and change

Start date	2 May 2017	End date	31 July 2017
Workshop dates	15 – 18 May 2017	Time	9.00am – 5.00pm Monday to Wednesday 9.00am – 4.00pm Thursday
Venue	Madingley Hall, Madingley Cambridge CB23 8AQ		
Tutor	Dorothy Foote Sally Bernham	No of meetings / classes	4 days

Aims

This unit has the following interconnected aims:

1. to explore change theories and methodologies and evaluate their application within coaching;
2. to understand the concept of resistance and how the coach can work with it;
3. to consider drivers and resistors of change and their influence on behaviours;
4. to explore the role of coaching before, during and after change;
5. to consider personal cognitive and emotional responses to change.

Content

The focus of this unit is the change process within coaching. Students are invited to reflect upon their personal experiences of and reactions to change. This is considered within the contexts of both externally imposed and internally driven change.

Different change models and methodologies are explored focusing upon cognitive and emotional responses. Particular emphasis is placed upon Beisser, Kubler-Ross and Prochaska.

Resistance to change is examined and students are invited to reflect upon their internal patterns of resistance. Students are encouraged to work with others' resistance. The Gestalt cycle of experience is introduced to consider interruptions to contact and their implications for the change process.

Students are particularly encouraged to reflect upon their personal experiences of change (and what they notice in clients) and consider this against change theories, models and methodologies.

Extensive use of coach practice sessions is deployed to allow students to reflect upon personal change and to generate high quality feedback.

Presentation of the unit

This unit will be delivered through four workshop days comprising 31 hours of teaching and learning, followed by a period of online study through the ICE VLE. Teaching and learning for the unit are delivered through a combination of formal presentations by the tutor, a range of interactive and participatory methods of teaching and learning and through reading and tasks to be undertaken individually by students outside the unit sessions. These methods of teaching and learning may include small and whole group practice sessions and exercises, case studies, structured seminar discussions, readings set through the VLE and oral presentations.

Students are expected to participate actively in both face-to-face sessions at the workshops and to fully engage in learning opportunities available on the VLE.

Course Structure

After the workshop has finished, learning continues on the VLE. Relevant reading is uploaded to the VLE, with emphasis on assignment requirements. Students take part in discussion forums and are encouraged to use these to share learning and discuss ideas. This helps students to develop assignment-writing skills.

Learning outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate knowledge of change theories and assess their application within the coaching process;
- understand the drivers of change and review the different influences of imposed change and chosen change;
- assess and evaluate the coaching role at different stages of the change process;
- critically review the intra-personal impact of change, both psychologically and emotionally, and analyse the coach's role within these dimensions;
- analyse the concept of resistance to change and its implications for coaching;
- critically evaluate the personal journey travelled during the programme.

Student assignment

Assignment 3: The role of coaching during change

Students are required to write an assignment of 3,500-4,000 words that covers the following:

- assess and evaluate the cognitive and emotional consequences of externally driven change;
- critically review the role of the coach during change;
- evaluate personal coaching competence, based upon the 40 hours of coaching and learning beyond the course (10 submitted in Unit 1 and 15 in each Units 2 and 3).

Not included in the word count:

- provide evidence of 15 hours of coaching beyond the course (contributing to a total of 40 hours, 10 of which can be from in-class coaching).

Complete the above in a clearly articulated, critically analytical manner that demonstrates conceptual understanding and includes appropriate references.

Closing date for the submission of assignments: Tuesday 18 July 2017 by 12.00 (noon) BST* (11.00 UTC).

*British Summer Time.

Reading and resource list

Beisser, A., 1970. *The paradoxical theory of change* [online]. Available at:

<http://www.gestalt.org/arnie.htm> [Accessed: February 24, 2014].

Bridges, W., 2009. *Managing transitions: making the most of change*. 3rd ed. London: Nicholas Brealey.

Cameron, E. and Green, M., 2012. *Making sense of change management*. 3rd ed. Kogan Page: London.

Cottrell, S., 2005. *Critical thinking skills*. Basingstoke: Palgrave Macmillan.

Covey, S. R., 1992. *The 7 habits of highly effective people: powerful lessons in personal change*. London: Simon and Schuster.

Cox, E., Bachkikova, T. and Clutterbuck, D. eds., 2010. *The complete handbook of coaching*. London: Sage Publications.

Downey, M., 2003. *Effective coaching*. London: Texere.

Gallwey, T., 2000. *The inner game of work: overcoming mental obstacles for maximum performance*. London: Orion Business.

Kline, N., 1999. *Time to think: listening to ignite the human mind*. London: Wardlock.

Leary-Joyce, J., 2009. *The psychology of success: secrets of serial achievement*. Harlow: Prentice Hall Life.

Lee, G., 2003. *Leadership coaching: from personal insight to organisational performance*. London: CIPD.

Nelson, K., 2010. *Your total coach: 50 ideas for inspiring personal and professional growth*. Oxford: Infinite Ideas Ltd.

Palmer, S., and Whybrow, A. eds., 2007. *Handbook of coaching psychology: a guide for practitioners*. Hove: Routledge.

Parsloe, E. and Wray, M., 2007. *Coaching and mentoring: practical methods to improve learning*. London: Kogan Page.

Prochaska, J., Norcross, J. and Diclemente, N. 2006. *Changing for good*. New York: William Morrow.

Rogers, J., 2004. *Coaching skills: a handbook*. Maidenhead: Open University Press.

Sarr, J., 2003. *The coaching manual: the definitive guide to the process, principles and skills of personal coaching*. 4th ed. Harlow: Pearson Education Limited.

Whitmore, J., 2011. *Coaching for performance: growing human potential and purpose*. 4th Ed. London: Nicholas Brealey Publishing.

Further reading

Brunning, H. ed., 2006. *Executive coaching: systems-psychodynamic perspective*. London: Karnac.

De Haan, E., 2008. *Relational coaching: journeys towards mastering one-to-one learning*. Chichester: John Wiley.

Flaherty, J., 2005. *Coaching: evoking excellence in others*. 2nd ed. Burlington: Elsevier.

Kets de Vries, M., Korotov, K. and Florent-Treacy, E., 2007. *Coach and couch: the psychology of making better leaders*. New York: Palgrave.

Kilburg, R. R., 2002. *Executive coaching: developing managerial wisdom in a world of chaos*. Washington: American Psychological Association.

Korotov, K., Florent-Treacy, E., Kets de Vries, M. and Bernhardt, A. eds., 2012. *Tricky coaching: difficult cases in leadership coaching*. Basingstoke: Palgrave Macmillan.

Kubler-Ross, E. and Kessler, D., 2005. *On grief and grieving: finding the meaning of grief through the five stages of loss*. London: Simon and Schuster.

Sandler, C., 2011. *Executive coaching: a psychodynamic approach*. Maidenhead: McGraw Hill.

Skiffington, S. and Zeus, P., 2003. *Behavioural coaching: how to build sustainable personal and organisational strength*. North Ryde: McGraw Hill.

Skiffington, S., and Zeus, P., 2006. *The complete guide to coaching at work*. North Ryde: McGraw Hill.

Western, S., 2012. *Coaching and mentoring: a critical text*. London: Sage.

TIMETABLE

Michaelmas Term 2016

Unit 1: Psychological approaches to coaching

Unit start date	18 October 2016
Workshop	18, 19, 20, 21 October 2016
Assignment deadline	4 January 2017
Unit end date	4 January 2017

Lent Term 2017

Unit 2: Personal and professional development

Unit start date	24 January 2017
Workshop	7, 8, 9, 10 February 2017
Assignment deadline	18 April 2017
Unit end date	18 April 2017

Easter Term 2017

Unit 3: Coaching and change

Unit start date	2 May 2017
Workshop	15, 16, 17, 18 May 2017
Assignment deadline	18 July 2017
Unit end date	31 July 2017

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.