



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

Undergraduate Diploma in Coaching

2017-2018

Course code: 1718CPBC02

COURSE GUIDE

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 guide.

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.

Transferable skills for further study and employability

1. The capacity for independent thought and judgement
2. The development of independent learning, study and time management skills
3. The deployment of skills in critical reasoning
4. The development of competence in using IT to support one's work
5. The ability to work with others, productively and equitably
6. The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

¹ 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

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, vq239@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 the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at: www.ice.cam.ac.uk/about-us/how-find-us

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 29/08/2017

Syllabus

Michaelmas term 2017

Unit 1: Psychological approaches to coaching

Start date	9 October 2017	End date	8 January 2018
Workshop dates	9 – 12 October 2017	Time	9.00am to 5.00pm Monday – 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 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.

Date	Workshop	Topic	Indicative content
09/10/17	Day one	Introduction to Coaching and Psychological approaches	Introduction to coaching and comparisons with therapy, establishing a theoretical basis for coaching and consideration of working in a safe environment from a coaching perspective.
10/10/17	Day two	Emotional responses	Introduction to Gestalt and exploring the emotional foundations of effective coaching.
11/10/17	Day three	Psychodynamics and emotionally intelligent coaching	Consideration of a range of psychodynamic influences in coaching. Critical review and practice of models, e.g. EI coaching
12/10/17	Day four	Coaching Practice	Coach practice using relevant models followed by self-assessment and action planning. Structured tutor feedback on coaching practice.

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;
- appropriately apply, interpret and evaluate relevant models and theories of coaching.

Student assessment

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: Monday 8 January 2018 by 12.00 (noon) GMT *

**Greenwich Mean Time.*

Reading and resource list

Books

Berne, E.	2001	<i>Transactional Analysis in Psychotherapy: The Classic Handbook to its Principles.</i>	London: Souvenir Press Limited.
Bion, W.	1962	<i>Learning from Experience.</i>	London: Karnac.
Bluckert, P.	2006	<i>Psychological dimensions of executive coaching.</i>	Maidenhead: McGraw Hill.
Bresser, F. and Wilson, C.	2006	"What is coaching?" Ch.1 In J. Passmore, ed. <i>Excellence in coaching: the industry guide.</i>	London: Kogan.
Casement, P.	1985	<i>On Learning from the Patient.</i>	East Sussex: Routledge.
Clarkson, P.	2004	<i>Gestalt counselling in action.</i>	3rd Ed. London: Sage.
Cox, E., Bachkirova, T. and Clutterbuck, D. eds.	2014	<i>The complete handbook of coaching.</i>	London: Sage.
De Haan, E.	2008	<i>Relational coaching: journeys towards mastering one-to-one learning.</i>	Chichester: John Wiley.
Downey, M.	2003	<i>Effective coaching.</i>	London: Texere.
Gallwey, T.	2000	<i>The inner game of work: overcoming mental obstacles for maximum performance.</i>	London: Orion Business
Goleman, D.	1995	<i>Emotional Intelligence: Why It can Matter More Than IQ.</i>	New York: Bantam Book.
Goleman, D.	2002	<i>The new leaders: transforming the art of leadership into the science of results.</i>	London: Little, Brown.
Hay, J.	1996	<i>Transactional analysis for trainers: your guide to potent & competent applications of TA in organisations.</i>	Watford: Sherwood.
Hay, J.	2007	<i>Reflective practice and supervision for coaches.</i>	Maidenhead: Open University Press.
Joseph, S.	2010	"The person-centred approach to coaching." Ch.4. in E. Cox, T. Bachkirova and D. Clutterbuck, eds. <i>The complete handbook of coaching.</i>	London: Sage.
Joyce, P. and Sills, C.	2001	<i>Skills in gestalt counselling & psychotherapy</i>	London: Sage Publications.
Kets de Vries, M.	2014	<i>Mindful leadership coaching: journeys into the interior.</i>	Basingstoke: Palgrave Macmillan.
Kets de Vries, M. and Korotov, K.	2007	"The clinical paradigm: a primer for personal change." Ch.1. in M. Kets de Vries, K. Korotov and E. Florent-Treacy, eds. <i>Coach and couch: the psychology of making better leaders.</i>	New York: Palgrave Macmillan.
Lee, G.	2010	"The psychodynamic approach to coaching." Ch.1. in E. Cox, T. Bachkirova & D. Clutterbuck, eds. 2010. <i>The complete handbook of coaching.</i>	London: Sage Publications.
Mayer, J. &	1997	"What is Emotional Intelligence? In Salovey, P. &	New York: Harper

Salovey, P.		<i>Sluyter, D. J. (Eds) Emotional Development and Emotional Intelligence: Educational Implications.</i> by Peter Salovey and David Sluyter. 1997 Chapter 1, pp 3 - 34	Collins.
Neale, S., Spencer – Arnell, L. & Wilson, L.	2009	<i>Emotional Intelligence Coaching.</i>	London: Kogan Page Limited.
Palmer, S., and Whybrow, A., eds.	2007	<i>Handbook of coaching psychology: a guide for practitioners.</i>	Hove: Routledge.
Parsloe, E. and Wray, M.	2000	<i>Coaching and mentoring: practical methods to improve learning.</i>	London: Kogan Page.
Peltier, B.	2001	<i>The psychology of executive coaching: theory and application.</i>	Basingstoke: Taylor & Francis Group.
Pooley, J.	2006	<i>“Layers of meaning: a coaching journey.”</i> Ch.5 in H. Brunning (ed). <i>Executive coaching: systems-psychodynamic perspective.</i>	London: Kogan Page.
Roberts, V.Z., & Jarrett, M.	2006	<i>“What is the difference and what makes the difference? A comparative study of psychodynamic and non-psychodynamic approaches to executive coaching”</i> Ch.1. in H. Brunning (ed) <i>Executive Coaching: Systems Dynamic Perspective.</i>	London: Karnac.
Roberts, V. Z., & Brunning, H.	2007	<i>“Psychodynamic and systems-psychodynamic coaching.”</i> Ch.14. in S Palmer & A Whybrow (eds) <i>Handbook of Coaching Psychology: A Guide for Practitioners.</i>	Hove: Routledge.
Sandler, C.	2011	<i>Executive coaching: a psychodynamic approach.</i>	Maidenhead: McGraw Hill.
Stein, S. and Book, H.	2000	<i>The EQ edge: emotional intelligence and your success.</i>	New York: Stoddart.
Tolhurst, J.	2010	<i>The essential guide to coaching and mentoring.</i>	2nd ed. Harlow: Longman.
Whitmore, J.	2011	<i>Coaching for performance: growing human potential and purpose.</i>	4th ed. London: Nicholas Brealey Publishing.
Western, S.	2012	<i>Coaching and mentoring: a critical text.</i>	London: Sage.

Online sources

Association for Coaching	2014	<i>Coaching defined.</i>	Available at: www.associationforcoaching.com/pages/about/coaching-defined	Accessed online 15 September, 2015
Counselling directory	2014	<i>Types of therapy.</i>	Available at: http://www.counselling-directory.org.uk/counselling.html	Accessed online 6 September 2015

Unit 2: Personal and professional development

Start date	22 January 2018	End date	16 April 2017
Workshop dates	5 - 8 February 2018	Time	9.00am - 5.00pm Monday – 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 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.

Date	Workshop	Topic	Indicative content
05/02/18	Day one	Awareness and presence	Exploring self awareness and what we mean by presence in coaching. How can we strengthen our presence as coaches?
06/02/18	Day two	Coaching Contexts and Applications	Developing our personal choices and coaching style preferences. Exploration and consideration of different coaching niches.
07/02/18	Day three	Psychological theories and models that inform and underpin coaching.	Exploring different views of person centred coaching, e.g. Ellis's Rational-emotive behavioural, Rogers' person centred therapeutic approach and contemporary thinking and research.
08/02/18	Day four	Coaching Practice	Coach practice using relevant models followed by a learning review. Structured tutor feedback on coaching practice.

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 assessment

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: Monday 16 April 2018 by 12.00 (noon) BST*

*British Summer Time.

Reading and resource list

Books

Bluckert, P.	2006	<i>Psychological dimensions of executive</i>	Maidenhead: OU Press.
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		<i>coaching.</i>	
Bluckert, P.	2010	<i>"The gestalt approach to coaching"</i> in E. Cox, T. Bachkirova & D. Clutterbuck, eds. (2010) <i>The complete handbook of coaching.</i>	London: Sage.
Brunning, H. ed.	2006	<i>Executive coaching: systems-psychodynamic perspective.</i>	London: Karnac.
Cottrell, S.	2011	<i>Critical thinking skills.</i> 2 nd edition	Basingstoke: Palgrave Macmillan.
Cox, E., Bachkirova, T. and Clutterbuck, D. eds.	2014	<i>The complete handbook of coaching.</i> 2 nd ed.	London: Sage Publications.
Cuddy, A.	2016	<i>Presence</i>	London: Orion.
Downey, M.	2003	<i>Effective coaching.</i>	London: Texere.
Ellis, A.	2004	<i>Rational emotive behavior therapy: it works for me – it can work for you.</i>	New York: Prometheus Books.
Ellis, A. & Harper, R.	1997	<i>A guide to rational living.</i>	Chatsworth: Albert Ellis Institute.
Gallwey, T.	2000	<i>The Inner Game of Work: Overcoming mental obstacles for maximum performance.</i>	London: Orion Business.
Hay, J.	2007	<i>Reflective practice and supervision for coaches.</i>	Berkshire: Open University Press.
Joyce. P. & Sills. C.	2001	<i>Skills in gestalt counselling & psychotherapy.</i>	London: Sage Publications.
Kets de Vries, M., Korotov, K. and Florent-Treacy, E.	2007	<i>Coach and couch: the psychology of making better leaders.</i>	New York: Palgrave.
Kilburg, R. R.	2000	<i>Executive coaching: developing managerial wisdom in a world of chaos.</i>	Washington: American Psychological Association.
Kline, N.	1999	<i>Time to think: listening to ignite the human mind.</i>	London: Wardlock.
Korotov, K., Florent-Treacy, E., Kets de Vries, M. and Bernhardt, A. eds.	2012	<i>Tricky coaching: difficult cases in leadership coaching.</i>	Basingstoke: Palgrave Macmillan.
Lee, G.	2003	<i>Leadership coaching: from personal insight to organisational performance.</i>	London: CIPD.
Neale, S., Spencer-Arnell, S. and Wilson, L.	2011	<i>Emotional intelligence coaching: improving performance for leaders, coaches and the individual.</i>	London: Kogan Page.
Nelson, K.	2010	<i>Your total coach: 50 ideas for inspiring personal and professional growth.</i>	Oxford: Infinite Ideas Ltd.
O'Neill, M.B.	2011	<i>Executive coaching with backbone and heart: a systems approach to engaging leaders with their challenges.</i> 2 nd ed.	San Francisco: Jossey-Bass.
O'Neill, M.B.	2007	<i>Executive coaching with backbone and</i>	San Francisco: Jossey-

		<i>heart: a systems approach to engaging leaders with their challenges.</i>	Bass.
Palmer, S., and Whybrow, A. eds.	2014	<i>Handbook of coaching psychology: a guide for practitioners.</i>	Hove: Routledge.
Parsloe, E. and Wray, M.	2009	<i>Coaching and mentoring: practical methods to improve learning.</i> 2 nd ed	London: Kogan Page.
Peltier, B.	2009	<i>The psychology of executive coaching: theory and application.</i> 2 nd ed.	New York: Brunner-Routledge.
Rogers, C.	1967	<i>On Becoming a Person: A therapist's view of psychotherapy.</i>	Constable: London.
Rogers, J.	2008	<i>Coaching skills: a handbook.</i> 2 nd ed.	Maidenhead: Open University Press.
Sandler, C.	2011	<i>Executive coaching: a psychodynamic approach.</i>	Maidenhead: McGraw Hill.
Skiffington, S. and Zeus, P.	2003	<i>Behavioural coaching: how to build sustainable personal and organisational strength.</i>	North Ryde: McGraw Hill.
Skiffington, S., and Zeus, P.	2000	<i>The complete guide to coaching at work.</i>	North Ryde: McGraw Hill.
Starr, J.	2016	<i>The coaching manual: the definitive guide to the process, principles and skills of personal coaching.</i> 4 th ed.	Harlow: Pearson Education Limited.
Western, S.	2012	<i>Coaching and mentoring: a critical text.</i>	London: Sage.
Williams, H., Edgerton N. and Palmer, S	2010	"Cognitive behavioural coaching." in E. Cox, T. Bachkirova and D. Clutterbuck, eds. <i>The complete handbook of coaching.</i>	London: Sage Publications Ltd.

Journal articles

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
De Haan, E.	2008	'I doubt therefore I coach: critical moments in coaching practice.'	<i>Consulting Psychology Journal: Practice and Research</i>	60 (1): 91-105.

Online sources

Rogers, C.	1957	<i>The necessary and sufficient conditions of therapeutic personality change.</i>	Available at: http://shoreline.edu/dchris/psych236/Documents/Rogers.pdf	Accessed online 3 February 2016
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Unit 3: Coaching and change

Start date	30 April 2018	End date	31 July 2018
Workshop dates	14 – 17 May 2018	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 explored 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. The importance of supervision will be explored as a fundamental underpinning for reflective practice and coach development.

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.

Date	Workshop	Topic	Indicative content
14/05/18	Day one	Introduction to Change; personal experiences and approaches	What is change and how does it impact on us and our clients? How do we experience change personally and exploration of different theories, models and methodologies that inform and shape the coaching context.
15/05/18	Day two	Working with Change	How can we coach in a changing environment? Reactions to change and application of frameworks and models that can inform coaching practice, e.g. Gestalt and working with resistance; how can we apply coaching models such as GROW in changing situations?
16/05/18	Day three	Reflective Practice and Personal Skills Development	Exploration of the concept of reflective practice in coaching and the different strategies that underpin it, e.g. supervision – one to one, peer; inner supervisor development. Critique of contemporary views and research, e.g. Clutterbuck and Megginson's Coach Maturity model.
17/05/18	Day four	Coaching Practice	Coach practice using relevant models followed by a learning review. Structured tutor feedback on coaching practice.

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;
- 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 assessment

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: Friday 20 July 2018 by 12.00 (noon) BST

Reading and resource list

Books

Bachkirova, T. & Cox, E.	2007	<i>"A Cognitive Developmental Approach for Coach Development"</i> pp, 325 – 350 in S. Palmer & A. Whybrow (Eds) <i>Handbook of coaching Psychology: A guide for practitioners</i> .	London: Routledge.
Blakey, J. and Day, I.	2014	<i>Challenging Coaching</i> .	Nicholas Brealey: London
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TIMETABLE

Michaelmas Term 2017

Unit 1: Psychological approaches to coaching

Unit start date	9 October 2017
Workshop	9, 10, 11, 12 October 2017
Assignment deadline	8 January 2018
Unit end date	8 January 2018

Lent Term 2018

Unit 2: Personal and professional development

Unit start date	22 January 2018
Workshop	5, 6, 7, 8 February 2018
Assignment deadline	16 April 2018
Unit end date	16 April 2018

Easter Term 2018

Unit 3: Coaching and change

Unit start date	30 April 2018
Workshop	14, 15, 16, 17 May 2018
Assignment deadline	20 July 2018
Unit end date	31 July 2018

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.