



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

Undergraduate Certificate in Coaching

2017-2018 (II)

Course code: 1718CPBC11

COURSE GUIDE

Welcome to the **Undergraduate Certificate in Coaching**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-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.

The course provides students with the knowledge, skills and confidence required to conduct or undertake effective coaching in a range of environments. The course aims to:

1. provide students with the core knowledge, competencies, tools and critical skills to coach others in their chosen sphere of activity;
2. enable students to develop knowledge, skills and competence in a range of coaching approaches, and to be able to critically select and use appropriate techniques 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. enable students to develop reflective knowledge, skills and practice which will enhance their ability to develop their coaching practice;
5. enable students to develop a clear understanding of coaching and mentoring, and understand their applications with other approaches, including training and counselling.

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.

Teaching staff

Course Director:

Sally Bernham: With a wide ranging teaching and senior management career mainly in education and the health service, Sally now leads a leadership development consultancy specialising in coaching – which includes training and supervising coaches, delivering executive and team coaching and supporting organisations to develop their managers' coaching skills and organisational culture to embed a coaching approach.

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

With extensive experience of higher education, Sally works with a diverse range of both public and private sector organisations. She has a particular interest in women's leadership development, utilising emotional intelligence and developing resilience. At the University of Cambridge, Institute of Continuing Education Sally is currently Course Director for the Coaching Certificate, teaches on the Diploma in Coaching and runs the Coaching Skills for Managers day school. Her teaching style embraces experiential learning combining academic grounding with the development of practical real world skills. The diversity, enthusiasm and engagement of the students make teaching on these programmes a joy.

Tutor:

Roger Fielding: Roger Fielding MBA CPCC PCC is a Leadership Consultant and Certified Professional Coach, having worked with an international recruitment and consultancy firm for many years, he now has his own business. He is one of only 243 coaches in the UK to be awarded the prestigious 'PCC' (Professional Certified Coach) status by the International Coach Federation (ICF). Roger creates value for his clients by helping them get the very best from their people. He has been doing this for more than 20 years, working with national and international clients, extensively with private sector SMEs and with executives at most levels and functions within organisations and across a variety of sectors including the not-for-profit, educational and cultural sectors.

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.

Gillian Stevens: Gill works as an Associate Professor at the Asian Institute of Management (AIM) in Manila, in the Philippines and is a Director of a Talent & Leadership Development Consultancy in the UK, specialising in Leadership Development, Design Thinking and Coaching. She is part of the tutor delivery team for the ICE Certificate in Coaching. In her role at AIM she teaches subjects within the disciplines of Human Behaviour in Organizations and Design Thinking: a human-centred approach to complex problem-solving. In the UK she specializes in Coaching and Design Thinking as a tool to assist the innovation process. Gill's teaching style is inclusive, collaborative and facilitative. She believes that student-centred learning, experiential learning and collaboration can achieve great results for individuals and organizations alike.

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 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 02/11/2017

Syllabus

Unit 1: Introduction to coaching: core skills and methodologies

Start date	6 March 2018	End date	15 May 2018
Workshop dates	6 – 9 March 2018	Time	9.00am – 5.00pm Tuesday – Thursday 9.00am – 4.00pm Friday

Venue Madingley Hall, Madingley Cambridge CB23 8AQ

No of meetings / classes 4 days

Aims

This unit provides students with a thorough introduction to the subject of coaching and has the following interconnected aims:

1. to provide the foundations for effective coaching practice through a framework of academic coaching knowledge and practical experience;
2. to enable students to understand and apply concepts and theories that underpin coaching practice;
3. to compare and contrast coaching with other development approaches, including mentoring, training and counselling;
4. to equip students with the communication and inter-personal skills necessary for establishing effective and developmental coaching relationships;
5. to develop skills in the application of coaching approaches, and in selecting and using appropriate coaching techniques.

Content

This unit is designed to lay the foundations for coaching knowledge and practice. Practical skills are developed with reference to appropriate coaching authors such as Whitmore, Downey and Gallwey.

This unit is highly experiential and interactive. Core coaching skills such as effective listening, questioning and generating feedback are introduced, emphasising the importance of developing a trusting relationship. Students observe coaching in practice and then take part in practice sessions to develop their skills. The development of coaching is situated within and referenced against coaching theories and methodologies.

Starting with an exploration of coaching, students consider a range of coaching descriptions and definitions. From this basis, the unit proceeds to consider the qualities that might be seen in effective coaching and examines the different applications of coaching.

The application of core coaching skills develops into an exploration of coaching processes and introductory models, such as T-GROW, which are then applied in practice sessions. Emphasis is placed upon raising the students' awareness and responsibility when engaged in coaching. The value and benefits of critical thinking skills within coaching are also considered.

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 tutors, 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. Such interactive and participatory 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. Students are encouraged to identify and participate in supportive virtual learning groups with fellow students.

Course Structure

After the workshop has finished, learning continues on the VLE. Relevant reading is uploaded to the VLE, with emphasis on coaching skills, methods and theories as a preparation for completion of the assignment. Students take part in discussion forums and are encouraged to use these to share ideas and encourage learning. This also helps students to develop assignment-writing skills.

Date	Session	Topic	Indicative content
06/03/18	Workshop day one	Introduction	Induction to the programme and an exploration of coaching and what makes an effective coach.
07/03/18	Workshop day two	T-GROW Model	Introduction of core coaching skills and exploration of the T-GROW model of coaching.
08/03/18	Workshop day three	Coaching applications	How coaching is different to alternative interventions. Introduction of the Johari Window and Inner Game.
09/03/18	Workshop day four	Coach practice	Opportunity to coach, be coached and review the sessions.

Learning Outcomes

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

- demonstrate the core knowledge, critical skills, competencies and tools to coach others in their chosen sphere of activity;
- develop knowledge, skills and competence in a range of coaching techniques, and be able to critically select and use appropriate techniques in different situations;
- integrate conceptual and theoretical knowledge of coaching with practical application to the workplace and/or their chosen sphere of activity;
- develop reflective knowledge, skills and practice that will enhance their ability to develop their coaching practice;
- develop a clear understanding of coaching and compare and contrast it with mentoring, training, counselling and consulting.

Student assessment

Assignment (1): The purpose, role and application of coaching

Students are required to write one assignment of 3,000 – 3,500 words that covers the following:

- describe the purpose of coaching;
- compare and contrast coaching with one of the following: mentoring, training, counselling or consulting;
- critically review a coaching quality or skill;
- provide a reflective self-analysis of personal coaching competences at the start of this programme.

Closing date for the submission of assignment: Tuesday 15 May 2018 by 12.00 (noon) BST *

*British Summer Time

Unit 1 Reading and resource list

Core reading : Books

Cottrell, S.	2005	<i>Critical thinking skills.</i>	Basingstoke: Palgrave Macmillan.
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.
Kline, N.	1999	<i>Time to think: listening to ignite the human mind.</i>	London: Wardlock.
Lee, G.	2003	<i>Leadership coaching: from personal insight to organisational performance.</i>	London: CIPD.
Nelson, K.	2010	<i>Your total coach: 50 ideas for inspiring personal and professional growth.</i>	Oxford: Infinite Ideas Ltd.
Parsloe, E. and Wray, M.	2016	<i>Coaching and mentoring: practical methods to improve learning.</i>	3 rd edition. London: Kogan Page.
Rogers, J.	2004	<i>Coaching skills: a handbook.</i>	Maidenhead: Open University Press.
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.
Whitmore, J.	2011	<i>Coaching for performance: growing human potential and purpose.</i>	4 th ed. London: Nicholas Brealey Publishing.
Whitworth, L., Kimsey-House, K., Kimsey-House, H. and Sandahl, P.	2007	<i>Co-active coaching: new skills for coaching people toward success in work and life.</i>	2 nd Ed. Mountain View: Davies-Black.

Further reading

Students wishing to deepen their understanding of coaching will find the following useful:

Cox, E., Bachkirova, T. and Clutterbuck, D. eds.	2010	<i>The complete handbook of coaching.</i>	London: Sage.
Jones, G., and Gorel, R.	2015	<i>50 top tools for coaching.</i>	3 rd edition. London: Kogan Page
Luft, J., and Ingham, H.	1955	<i>The johari window: a graphic model for interpersonal relations.</i>	Los Angeles: University of California Western Training Laboratory.
McMahon, G.	2010	<i>101 coaching strategies and techniques.</i>	London: Routledge.
Neale, S., Spencer-Arnell, L. and Wilson, L.	2010	<i>Emotional intelligence coaching: improving performance for leaders, coaches and the individual.</i>	London: Kogan Page.
Nelson-Jones, R.	2007	<i>Life coaching skills: how to develop skilled clients.</i>	London: Sage Publications.
Palmer, S. and Whybrow, A. eds.	2007	<i>Handbook of coaching psychology: a guide for practitioners.</i>	Hove: Routledge.
Passmore, J. ed.	2010	<i>Excellence in coaching: the industry guide.</i>	2 nd ed. London: Kogan Page.
Van Nieuwerburg, C.	2014	<i>An introduction to coaching skills.</i>	London: Sage Publications
Wilson, C.	2007	<i>Best practice in performance coaching: a handbook for leaders, coaches, HR professionals and organizations.</i>	London: Kogan Page.

Unit 2: Raising awareness in self and others

Start date	12 June 2018	End date	21 August 2018
Workshop dates	26 – 29 June 2018	Time	9.00am – 5.00pm Tuesday – Thursday 9.00am – 4.00pm Friday
Venue	Madingley Hall, Madingley Cambridge CB23 8AQ		
No of meetings / classes	4 days		

Aims

This unit has the following interconnected aims:

1. to define and distinguish between different aspects of awareness - directed and undirected, awareness of the client and self, and the significance of awareness for the co-created reality within the coaching relationship;
2. to develop students' capability to coach within the psychological and emotional dimensions experienced in coaching;
3. to introduce different psychological approaches within coaching with an emphasis on their relative merits.

Content

Developing awareness of self, others and the co-created reality between coach and client provides the foundations for learning in this unit. It considers the themes of: directed awareness and undirected awareness; awareness of others; awareness of self in response to the other (as found in the coaching context); and how this might be used in coaching. Models examined include Gestalt and positive psychology, together with the concept of psychological mindedness.

Students identify, describe and explore personal values and, from this, reflect on how to work effectively with others' values.

Coaching roles and responsibilities are also examined within the context of creating a safe environment for both the client and the coach. Reference is made to relevant legislation and codes of practice. Using self-assessment, together with feedback from others, students are invited to critically reflect upon their personal learning and development as coaches.

Students will reflect upon coaching models and integrate theory with their personal experiences as a way of strengthening their practice.

Students are invited to generate critical feedback with each other and to develop reflective practice to enhance their coaching.

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 tutors, 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. Such interactive and

participatory 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. Students are encouraged to identify and participate in supportive virtual learning groups with fellow students.

Course Structure

After the workshop has finished, learning continues on the VLE. Relevant reading is uploaded to the VLE, with emphasis on coaching skills, methods and theories as a preparation for completion of the assignment. Students take part in discussion forums and are encouraged to use these to share ideas and encourage learning. This also helps students to develop assignment-writing skills.

Students are also expected to conduct coaching sessions which they are required to record and reflect on.

The VLE is used particularly to consider relevant codes of conduct, together with discussions about values and their impact on coaching.

Date	Session	Topic	Indicative content
26/06/18	Workshop day one	Raising awareness	Induction to psychological mindedness.
27/06/18	Workshop day two	Values	Introduction to values and their role in coaching, including coaching practice sessions.
28/06/18	Workshop day three	Core values in practice	Coaching demonstration session and development of a personal profile. Introduction to coaching supervision.
29/06/18	Workshop day four	Psychological approaches and coach practice	Introduction of Gestalt and Positive Psychology and the opportunity to coach, be coached and review the sessions.

Learning Outcomes

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

- demonstrate further knowledge, critical skills, competencies and tools to coach others in their chosen sphere of activity;
- develop knowledge, skills and competence in raising awareness within the client;
- integrate conceptual and theoretical knowledge of coaching with practical application by focusing upon psychologically-based approaches;
- develop 'psychological mindedness' based upon self-awareness and critical self-review;
- critically reflect upon their personal development as a coach.

Student assessment

Assignment (2): Raising awareness through coaching

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

- analyse either the legal, ethical or diversity implications of coaching;
- explain the purpose and process of raising client awareness through coaching;
- critically review a core coaching value;
- provide a reflective summary of your personal journey into growing awareness.

Not included in the word count:

- provide evidence of 5 hours coaching beyond the programme (contributing to a total of 20 hours, 7 of which can be from in-class coaching).

Closing date for the submission of assignments: Tuesday 21 August 2018 by 12.00 (noon) BST

Unit 2 Reading and resource list

Core reading : Books

Beisser, A.	1970	The paradoxical theory of change. <i>Gestalt therapy now</i>	[online] http://www.gestalt.org/arnie.htm Accessed 5 February 2017
Biswas Diener, R. and Dean, B.	2007	<i>Positive psychology coaching.</i>	New Jersey: Wiley and Sons
Bluckert, P.	2006	<i>Psychological dimensions of executive coaching.</i>	Maidenhead: McGraw Hill
Bluckert, P.	2015	<i>Gestalt coaching: right here, right now.</i>	Maidenhead: Open University Press
Clarkson, P.	2004	<i>Gestalt counselling in action.</i>	3rd Ed. London: Sage
Cox, E., Bachkirova, T. and Clutterbuck, D. eds.	2010	<i>The complete handbook of coaching.</i>	London: Sage
Hay, J.	2007	<i>Reflective practice and supervision for coaches.</i>	Maidenhead: Open University Press.
Leary-Joyce, J.	2014	<i>The fertile void: gestalt coaching at work.</i>	St Albans: Academy of Executive Coaching Press
Palmer, S. and Whybrow, A. eds.	2008	<i>Handbook of coaching psychology.</i>	Hove: Routledge
Passmore, J., ed.	2014	<i>A complete psychological toolkit for advanced coaching.</i>	London: Kogan Page
Passmore, J. ed.	2010	<i>Excellence in coaching: the industry guide.</i>	2 nd ed. London: Kogan Page.

Further reading

Students wishing to deepen their understanding of coaching will find the following useful:

Biswas Diener, R.	2010	<i>Practicing positive psychology</i>	New Jersey: Wiley and Sons
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		<i>coaching: assessment activities and strategies for success.</i>	
De Haan, E.	2008	<i>Relational coaching: journey towards mastering one to one learning.</i>	London: Wiley
Iordanou, I, Hawley, R., Iordanou, C.	2016	<i>Values and ethics in coaching.</i>	London: Sage
Neale, S., Spencer-Arnell, L. and Wilson, L.	2010	<i>Emotional intelligence coaching:improving performance for leaders, coaches and the individual.</i>	London: Kogan Page
Passmore, J., ed.	2013	<i>Diversity in coaching: working with gender, race, culture and age.</i>	London: Kogan Page
Peltier, B.	2001	<i>The psychology of executive coaching: theory and application.</i>	New York: Taylor and Francis Group.
Perls, F., Hefferline, R. and Goodman, P.	1951	<i>Gestalt therapy: excitement and growth in the human personality.</i>	London: Souvenir Press.
Rogers, C.	1967	<i>On becoming a person: a therapist's view of psychotherapy.</i>	Constable: London.

Unit 3: Coaching applications and coaching practice

Start date	28 August 2018	End date	12 November 2018
Workshop dates	10 – 13 September 2018	Time	9.00am – 5.00pm Monday - Wednesday 9.00am – 4.00pm Thursday
Venue	Madingley Hall, Madingley Cambridge CB23 8AQ		
No of meetings / classes	4 days		

Aims

This unit has the following interconnected aims:

1. to consider, compare and contrast different coaching applications and theoretical models, including life coaching and executive coaching and associated methodology;
2. to explore the implications of effective and safe coaching within two-way coaching relationships (often evident in life coaching) and three-way relationships (frequently experienced in executive coaching);
3. to review practical aspects of managing the coaching relationship including contracting, planning, monitoring, reviewing and closing;
4. to enable students to critically review their abilities as a coach.

Content

This unit compares and contrasts life and executive coaching, and the contrasting dynamics experienced in two-way and three-way relationships. It also explores differing coaching applications and techniques. The dynamics of the coaching relationship are considered through the application of the transactional analysis approach. The course explores theoretical models and methodologies that can be applied within both life and executive coaching practices.

The management of the coaching relationship is discussed from contracting at the outset, through to monitoring and review, and considering the conclusion of coaching relationships. Different contracting and record-keeping models are reviewed.

These practical factors are considered within the context of the 'co-created' reality that develops between the coach and client, referencing appropriate coaching and psychological models and theories. Students reflect upon their 'readiness' to coach others and how they can progress beyond the course with their personal and professional 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 and coaching practice.

Teaching and learning for the unit are delivered through a combination of formal presentations by tutors, 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. Such interactive and participative 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. Students are encouraged to identify and

participate in supportive virtual learning groups with fellow students. Further coaching practice in addition to academic study is central to on-going professional development.

Course Structure

Through the exploration of the coaching relationship, students are encouraged to be critically aware of their cognitive and emotional responses that might contribute to or detract from the quality of the relationship. This is combined with the 'practicalities' of managing the relationship. The unit also considers awareness beyond the relationship – awareness not only of the self and the client, but also, if relevant, of the organisation (sponsor) and stakeholders. It considers the importance of the coach's integrity and the need for continuing professional development.

Students are invited to continuously appraise their personal and professional development through reflective practice, and to link their experiences from practice with relevant academic concepts, models and theories of coaching.

After the workshop has finished, learning continues on the VLE. Relevant reading is uploaded to the VLE, with emphasis on coaching skills, methods and theories as a preparation for completion of the assignment. Students take part in discussion forums and are encouraged to use these to share ideas and encourage learning. This also helps students to develop assignment-writing skills.

Students are expected to conduct, record and reflect on a further 15 hours of coaching outside of the workshop which supports professional development and the reflective elements of the assignment.

Date	Session	Topic	Indicative content
10/09/18	Workshop day one	Readiness as a coach	Exercises on personal readiness for coaching including coaching practice sessions.
11/09/18	Workshop day two	Coaching relationships	Introduction to tools and techniques to manage the coaching process and exploration of life/executive coaching
12/09/18	Workshop day three	Tools and techniques	Using coaching tools and techniques in coaching practice sessions
13/09/18	Workshop day four	Theories and models	Introduction of two coaching models for discussion. On-going self-assessment and personal development plan.

Learning Outcomes

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

- develop further knowledge, critical skills, competencies and tools to coach others in their chosen sphere of activity;
- demonstrate knowledge, skills and competence in a range of coaching techniques, and to be able to critically select and use appropriate techniques for approaches such as life coaching and executive coaching;
- appropriately apply different coaching models and theories and integrate them with their coaching practice;
- develop reflective knowledge and evaluate academic knowledge to inform and enhance personal coaching practice. This will include a critical review of personal coaching knowledge, skills and competences. Reflections from all 20 hours (5 submitted in Unit 2 and 15 in Unit 3) of coaching beyond the course (up to 7 hours can be from in-class coaching) are required.

Student assessment

Assignment (3): Foundations for effective coaching practice

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

- describe and analyse two principles that will underpin your coaching practice within a specific application, for example, life coaching or executive coaching;
- provide a reflective and analytical personal coaching development commentary including a critical review of your personal strengths and weaknesses;
- create a plan for your personal and professional development as a coach.

Not included in the word count:

- provide evidence of 15 hours coaching beyond the programme (contributing to a total of 20 hours, 7 of which can be from in-class coaching).

Closing date for the submission of assignments: Monday 12 November 2018 by 12.00 (noon) GMT*

*Greenwich Mean Time

Unit 3 Reading and resource list

Core reading : Books

Day, I. and Blakey, J.	2012	<i>Challenging coaching.</i>	London: Nicholas Brealey
Lee, G.	2003	<i>Leadership coaching: from personal insight to organisational performance.</i>	London: CIPD
Martin, C.	2001	<i>The life coaching handbook: everything you need to be an effective life coach.</i>	Carmarthen: Crown House Publishing
Neale, S., Spencer-Arnell, L. and Wilson, L.	2010	<i>Emotional intelligence coaching: improving performance for leaders, coaches and the individual.</i>	London: Kogan Page
Nelson-Jones, R.	2007	<i>Life coaching skills: how to develop skilled clients.</i>	London: Sage Publications
O'Connor, J. and Lages, A.	2004	<i>Coaching with NLP.</i>	London: Harper Collins
Passmore, J. ed	2015	<i>Leadership coaching: working with leaders to develop elite performance.</i>	London: Kogan Page
Peltier, B.	2001	<i>The psychology of executive coaching: theory and application.</i>	New York: Taylor and Francis Group
Rogers, C.	1967	<i>On becoming a person: a therapist's view of psychotherapy.</i>	Constable: London
Sandler, C.	2011	<i>Executive coaching: a psychodynamic approach.</i>	Maidenhead: Open University Press

Further reading

Students wishing to deepen their understanding of coaching will find the following useful:

Brann, A.	2015	<i>Neuroscience for coaches.</i>	London: Kogan Page
Covey, S. R.	1992	<i>The 7 habits of highly effective people: powerful lessons in personal change.</i>	London: Simon and Schuster
Goleman, D.	1996	<i>Emotional intelligence: why it can matter more than IQ.</i>	London: Bloomsbury
Landsberg, M.	1999	<i>The tao of motivation: inspire yourself and others.</i>	London: Harper Collins Publishers

TIMETABLE

Unit 1: Introduction to coaching: core skills and methodologies

Unit start date	6 March 2018
Workshop	6, 7, 8, 9 March 2018
Assignment deadline	15 May 2018
Unit end date	15 May 2018

Unit 2: Raising awareness in self and others

Unit start date	12 June 2018
Workshops	26, 27, 28, 29 June 2018
Assignment deadline	21 August 2018
Unit end date	21 August 2018

Unit 3: Coaching applications and practice

Unit start date	28 August 2018
Workshop	10, 11, 12, 13 September 2018
Assignment deadline	12 November 2018
Unit end date	12 November 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.