



UNIVERSITY OF  
CAMBRIDGE

Institute of Continuing Education

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# **Undergraduate Certificate in Coaching**

**2018-2019**

Course code: 1819CPBC11

## **COURSE GUIDE**

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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 specification.

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 learning<sup>1</sup>. 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, team and career coaching and supporting organisations to develop their managers' coaching skills and organisational culture to embed a coaching approach.

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

With extensive experience of the university sector, Sally works with a diverse range of both public and private sector organisations working with mainly senior leaders and executive teams. 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.

Sally's coaching is informed by training in positive psychology, emotional intelligence, NLP and systemic team coaching and draws on a range of theoretical influences to produce a style which is eclectic and situationally specific. Her coaching is collaborative, designed to build a productive relationship of both support and challenge. She is licensed to use a range of psychometric and assessment tools to inform coaching.

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 and seeing students develop personally and professionally as coaches through the programme a pleasure.

### **Tutors:**

**Mark Levick:** In addition to his primary role as a chief development officer in the pharmaceutical industry, Mark is an executive coach who works with a small number of senior leaders in the life sciences, health and university sectors. Mark's background as a specialist physician, clinical academic and industry executive provides a unique perspective on the role of coaching in personal, professional and leadership development.

Mark has a special interest in psychologically informed and evidence-based coaching methodologies particularly positive psychology, psychodynamic and solution-focussed models. He also uses the principles of neuroscience and systems thinking to optimise coaching outcomes.

Mark brings a lot of energy, enthusiasm and experience to his teaching and he aims to inspire personal change in his students.

### **Administrative staff**

<b>Manager</b>	Victoria Steenkamp	01223 760861	<a href="mailto:vg239@ice.cam.ac.uk">vg239@ice.cam.ac.uk</a>
<b>Co-ordinator</b>	Liz Deacon	01223 746227	<a href="mailto:liz.deacon@ice.cam.ac.uk">liz.deacon@ice.cam.ac.uk</a>
<b>Administrator</b>	Tanya Cunningham	01223 768952	<a href="mailto:tanya.cunningham@ice.cam.ac.uk">tanya.cunningham@ice.cam.ac.uk</a>

**Location:** Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ

### **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](http://www.ice.cam.ac.uk/about-us/how-find-us)

### Contact details of ICE

Institute of Continuing Education  
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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 14/11/2018*

# Syllabus

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## Unit 1: Introduction to coaching: core skills and methodologies

<b>Start date</b>	26 February 2019	<b>End date</b>	7 May 2019
<b>Workshop dates</b>	26 February – 1 March 2019	<b>Time</b>	9.00am – 5.00pm Tuesday – Thursday 9.00am – 4.00pm Friday
<b>Venue</b>	Madingley Hall, Madingley Cambridge CB23 8AQ		
<b>Tutors</b>	Sally Bernham Mark Levick	<b>No of meetings / classes</b>	4 days

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### 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, and the differences between coaching and other developmental approaches as a preparation for completion of the assignment. Students are encouraged to form learning groups, take part in discussion forums and are encouraged to use these to share ideas and encourage learning. This also helps students to develop critical thinking assignment-writing skills. Keeping a reflective journal throughout the programme is encouraged.

Session	Topic	Indicative content
Workshop day one	Introduction	Induction to the programme and an exploration of coaching and what makes an effective coach.
Workshop day two	T-GROW Model	Introduction of core coaching skills and exploration of the T-GROW model of coaching.
Workshop day three	Coaching applications	How coaching is different to alternative interventions. Introduction of the Johari Window and Inner Game.
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 7 May 2019 by 12.00 (noon) BST (British Summer Time)**

## Unit 1 Reading

### Core reading

Cottrell, S.	2017	<i>Critical thinking skills: effective analysis, argument and reflection(Palgrave study skills)</i>	3 <sup>rd</sup> Edition. Basingstoke: Palgrave Macmillan.
Cox, E., Bachkirova, T. and Clutterbuck, D. eds.	2018	<i>The complete handbook of coaching.</i>	3 <sup>rd</sup> edition. London: Sage.
Downey, M.	2003	<i>Effective coaching.</i>	London: Texere.
Downey, M	2014	<i>Effective modern coaching</i>	London: Lid Publishing
Gallwey, T.	2003	<i>The inner game of work: overcoming mental obstacles for maximum performance.</i>	London: Texere
Kline, N.	2002	<i>Time to think: listening to ignite the human mind.</i>	London: Cassell .
Nelson, K.	2010	<i>Your total coach: 50 ideas for inspiring personal and professional growth.</i>	Oxford: Infinite Ideas Ltd.
Parsloe, E. and Leedham, D.	2016	<i>Coaching and mentoring: practical techniques to improve learning and performance.</i>	3 <sup>rd</sup> edition. London: Kogan Page.
Rogers, J.	2016	<i>Coaching skills: the definitive guide to being a coach</i>	4 <sup>th</sup> edition. Maidenhead. Open University Press
Rogers, J.	2012	<i>Coaching skills: a handbook.</i>	3 <sup>rd</sup> edition. 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 <sup>th</sup> ed. Harlow: Pearson Education Limited.
Whitmore, J.	2017	<i>Coaching for performance: growing human potential and purpose.</i>	5 <sup>h</sup> ed. London: Nicholas Brealey Publishing.
Van Nieuwerburg, C.	2017	<i>An introduction to coaching skills.</i>	2 <sup>nd</sup> ed. London: Sage Publications
Whitworth, L., Kimsey-House, K., Kimsey-House, H. and Sandahl, P.	2018	<i>Co-active coaching: changing business, transforming lives</i>	4 <sup>th</sup> ed. Mountain View: Davies-Black.

<b>Peer reviewed journals</b>	
<i>Coaching: An International Journal of Theory, Research and Practice</i>	<a href="http://www.tandfonline.com/toc/rcoa20/current">http://www.tandfonline.com/toc/rcoa20/current</a> Accessed 15 October 2018
<i>International journal of evidence based coaching and mentoring</i>	<a href="http://ijebcm.brookes.ac.uk/">http://ijebcm.brookes.ac.uk/</a> Accessed 15 October 2018
Association for Coaching membership	<a href="http://www.associationforcoaching.com/page/MemberProducAcc">http://www.associationforcoaching.com/page/MemberProducAcc</a> Accessed 15 October 2017

### Further reading

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

Jones, G., and Gorel, R.	2018	<i>50 top tools for coaching.</i>	4 <sup>th</sup> edition. London: Kogan Page
McMahon, G. and Archer, A.	2010	<i>101 coaching strategies and techniques.</i>	London: Routledge.
Lee, G.	2003	<i>Leadership coaching: from personal insight to organisational performance.</i>	London: CIPD.
Neale, S., Spencer-Arnell, L. and Wilson, L.	2015	<i>Emotional intelligence coaching: improving performance for leaders, coaches and the individual.</i>	London: Kogan Page.
Nelson-Jones, R.	2006	<i>Life coaching skills: how to develop skilled clients.</i>	London: Sage Publications.
Palmer, S. and Whybrow, A. eds.	2018	<i>Handbook of coaching psychology: a guide for practitioners.</i>	2 <sup>nd</sup> ed. Hove: Routledge.
Passmore, J. ed.	2015	<i>Excellence in coaching: the industry guide.</i>	3 <sup>rd</sup> ed. London: Kogan Page.
Wilson, C.	2014	<i>Performance Coaching: A Complete Guide to Best Practice Coaching and Training</i>	London: Kogan Page.



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## Unit 2: Raising awareness in self and others

<b>Start date</b>	18 June 2019	<b>End date</b>	20 August 2019
<b>Workshop dates</b>	25-28 June 2019	<b>Time</b>	9.00am – 5.00pm Tuesday - Thursday 9.00am – 4.00pm Friday
<b>Venue</b>	Madingley Hall, Madingley Cambridge CB23 8AQ		
<b>Tutor</b>	Sally Bernham Mark Levick	<b>No of meetings / classes</b>	4 days

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### 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, values and the role of awareness-raising as a preparation for completion of the assignment. The VLE is also used to consider relevant codes of conduct, together with discussions about values and their impact on coaching.

Students take part in learning groups and discussion forums and are encouraged to use these to share ideas and encourage learning. This also helps students to develop critical thinking and assignment-writing skills. Keeping a reflective journal throughout the programme is encouraged.

Students are also expected to conduct 5 hours of coaching sessions which they are required to record and reflect on.

Session	Topic	Indicative content
Workshop day one	Raising awareness	Induction to psychological mindedness.
Workshop day two	Values	Introduction to values and their role in coaching, including coaching practice sessions.
Workshop day three	Core values in practice	Coaching demonstration session and development of a personal profile. Introduction to coaching supervision.
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 20 August 2019 by 12.00 (noon) BST** (*British Summer Time*)

## Unit 2 Reading list

### Core reading

Beisser, A.	1970	<i>The paradoxical theory of change. Gestalt therapy now</i>	[online] <a href="http://www.gestalt.org/arnie.htm">http://www.gestalt.org/arnie.htm</a> Accessed 15 October 2018
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
Hay, J.	2007	<i>Reflective practice and supervision for coaches.</i>	Maidenhead: Open University Press.
Illiffe-Wood, M	2014	<i>Coaching presence: building consciousness and awareness in coaching conversations</i>	London. Kogan Page
Leary-Joyce, J.	2014	<i>The fertile void: gestalt coaching at work.</i>	St Albans: Academy of Executive Coaching Press
Iordanou, I, Hawley, R., Iordanou, C.	2016	<i>Values and ethics in coaching.</i>	London: Sage
Palmer, S. and Whybrow, A. eds.	2018	<i>Handbook of coaching psychology.</i>	2 <sup>nd</sup> ed. Hove: Routledge
Passmore, J., ed.	2014	<i>A complete psychological toolkit for advanced coaching.</i>	London: Kogan Page
Passmore, J., ed.	2013	<i>Diversity in coaching: working with gender, race, culture and age.</i>	London: Kogan Page
Passmore, J. ed.	2015	<i>Excellence in coaching: the industry guide.</i>	3 <sup>rd</sup> 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 coaching: assessment activities and strategies for success.</i>	New Jersey: Wiley and Sons
De Haan, E.	2011	<i>Relational coaching: journey towards mastering one to one learning.</i>	London: Wiley
Passmore, J., ed	2012	<i>Psychometrics in Coaching: using psychological and psychometric tools for development</i>	2 <sup>nd</sup> edition. London. Kogan Page
Peltier, B.	2009	<i>The psychology of executive coaching: theory and application.</i>	2 <sup>nd</sup> ed. New York: Taylor and Francis Group.
Perls, F., Hefferline, R. and Goodman, P.	194	<i>Gestalt therapy: excitement and growth in the human personality.</i>	London: Souvenir Press.
Rogers, C.	2004	<i>On becoming a person: a therapist's view of psychotherapy.</i>	Constable and Robinson: London.

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## Unit 3: Coaching applications and coaching practice

<b>Start date</b>	27 August 2019	<b>End date</b>	12 November 2019
<b>Workshop dates</b>	3-6 September 2019	<b>Time</b>	9.00am – 5.00pm Tuesday - Thursday 9.00am – 4.00pm Friday
<b>Venue</b>	Madingley Hall, Madingley Cambridge CB23 8AQ		
<b>Tutor</b>	Sally Bernham Mark Levick	<b>No of meetings / classes</b>	4 days

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### 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. There are opportunities for coaching supervision and students are encouraged to consider the contexts in which they may be coaching in the future.

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 learning groups and discussion forums and are encouraged to use these to share ideas and encourage learning. This also helps students to develop critical thinking and assignment-writing skills.

The VLE is used to stimulate thinking about further theoretical approaches to coaching, additional coaching techniques and applications of coaching within specific contexts.

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.

<b>Session</b>	<b>Topic</b>	<b>Indicative content</b>
Workshop day one	Readiness as a coach	Exercises on personal readiness for coaching including coaching practice sessions.
Workshop day two	Coaching relationships	Introduction to tools and techniques to manage the coaching process and exploration of life/executive coaching
Workshop day three	Tools and techniques	Using coaching tools and techniques in coaching practice sessions
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: Tuesday 12 November 2019 by 12.00 (noon) GMT** (Greenwich Mean Time)

## Unit 3 Reading

### Core reading

Day, I. and Blakey, J.	2012	<i>Challenging coaching.</i>	London: Nicholas Brealey
Martin, C.	2002	<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.	2017	<i>Neuroscience for coaches.</i>	2 <sup>nd</sup> ed. London: Kogan Page
Covey, S. R.	2004	<i>The 7 habits of highly effective people: powerful lessons in personal change.</i>	London: Simon and Schuster
Garvey, R., Megginson, D., and Stokes, P.	2017	<i>Coaching and mentoring: theory and practice</i>	3 <sup>rd</sup> edition. London. Sage Publications
Greene, J. and Grant, A.	2006	<i>Solution-focused coaching: managing people in a complex world</i>	CIPD.
Goleman, D.	2004	<i>Emotional intelligence and working with emotional intelligence:</i>	London: Bloomsbury
Hall, E	2013	Mindful Coaching: how mindfulness can transform your coaching practice	London. Kogan Page
Pemberton, C.	2015	Resilience: a practical guide for coaches	Maidenhead. Open University Press
Van Nieuwerburgh, C.	2015	Coaching in professional contexts	London. Sage Publications



# **TIMETABLE**

## **Unit 1: Introduction to coaching: core skills and methodologies**

Unit start date	26 February 2019
Workshop	26 February – 1 March 2019
Assignment deadline	7 May 2019

## **Unit 2: Raising awareness in self and others**

Unit start date	18 June 2019
Workshops	25 – 28 June 2019
Assignment deadline	20 August 2019

## **Unit 3: Coaching applications and practice**

Unit start date	27 August 2019
Workshop	3 – 6 September 2019
Assignment deadline	12 November 2019
Course end date	12 November 2019

*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.*