



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

Undergraduate Diploma in Coaching

2021-22

Course code: 2122DCB421

COURSE GUIDE

Welcome to the **Undergraduate Diploma in Coaching**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Diploma 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 ICE 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

Course Accreditation

The Institute of Continuing Education is an Organisational Member and recognised coach training provider of the [Association for Coaching](#) (AC) and our course has been awarded the Accredited Diploma in Coaching Training (ADCT) status. Enrolment on the Diploma in Coaching entitles you to one-year student membership with the AC giving you the support of the full range of AC services available to AC Affiliate Members. Benefits include Co-coaching forums, Group Supervision, and discounts on events, conferences and third-party services including insurance.

Insurance

Students enrolled on the Diploma in Coaching are covered by the University's Professional Indemnity Insurance when undertaking coach practice as a requirement of the course. This only applies to students actively enrolled on the Diploma in Coaching, withdrawn or intermitting students who continue to undertake coach practice are not covered by the policy.

Teaching staff

Course Director:

Dr Gill Stevens: Gill is a qualified workplace coach with a background in management and leadership development working as an academic and a consultant across a range of industries and sectors. Gill has spent time in the far-east with the Asian Institute of Management (AIM) in the Philippines where she held a teaching role as an Assistant Professor in the Department of Leadership & People Management and was also the previous Head of the School of Executive Education. In addition, she designed and delivered executive development leadership programs for a range of corporate clients including Globe Telecom, Jollibee Foods, Lafarge, Security Bank and Macquarie.

Administrative staff

Course Coordinator	Liz Deacon	01223 746227	coaching@ice.cam.ac.uk
Administrator	Rhian May	01223 768952	coaching@ice.cam.ac.uk

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Please also refer to 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 VLE will also contain valuable information specific to your course.

Information correct as at 25/05/2021

Unit 1: Psychological approaches to coaching

Term start date	8 October 2021	Assignment deadline	5 January 2022
Study Days	14 October (induction), 21 & 22 October, 28 & 29 October		
Tutorials	4, 11, 18 & 25 November, 2, 9 & 16 December (<i>1 hour session, group times tbc</i>)		
Tutors	Gill Stevens plus a team of tutors whose expertise is shaped by both theoretical knowledge and practical experience		

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. A range of theories and models such as Gallwey's Inner Game approach and Gestalt, introduced within the Certificate are 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.

Models from the psychodynamic approach provide a basis for exploration of transference and counter-transference, and how these apply to - and can be used by the coach within - the coaching relationship.

Presentation of the unit

The content, activities and interaction for the unit will be delivered remotely using video-based teaching platforms and an online course Virtual Learning Environment (VLE). Based on the flipped classroom approach, 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 required to undertake pre-session activities such as reviewing pre-recorded topic specific webinars and readings in advance of the Study Days. Students are expected to participate actively in Study Day sessions and to fully engage in learning opportunities available on the VLE.

Course Structure

After the Study Days have finished, learning continues through participation in weekly, small action learning tutorial groups and 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.

Session	Topic	Indicative content
Study Day 1 14 October 2021	Induction	Introduction to the programme, introduction to each other & study skills
Study Day 2 21 October 2021	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.
Study Day 3 22 October 2021	Emotional responses	Introduction to Gestalt and exploring the emotional foundations of effective coaching.
Study Day 4 28 October 2021	Psychodynamics and emotionally intelligent coaching	Consideration of a range of psychodynamic influences in coaching. Critical review and practice of models, e.g. EI coaching
Study Day 5 29 October 2021	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;
- provide a critically reflective review of your learning and development as a coach since the start of this course based on your 10 hours of coaching practice. You must make explicit reference to your chosen concept, model or theory and your evaluation of a safe environment in the preceding two sections. Direct reference should also be made to your coaching logs as evidence to support your review.

Not included in the word count:

- provide evidence of 10 hours of coaching beyond the course (contributing to a total of 40 hours) in the form of a coaching log which includes a summary of reflections and how academic learning has been integrated into coaching practice

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

Closing date for submission of assignment: 5 January 2022 by 12.00 (noon) GMT *

*Greenwich Mean Time

Reading and resource list

****Core Course Text** Available as an ebook via the University Library**

Passmore, J. (ed) (2014) *Mastery in Coaching A Complete Toolkit for Advanced Psychological Coaching* London: Kogan Page

Suggested Core Reading

Berne, E. (2001) *Transactional Analysis in Psychotherapy: The Classic Handbook to its Principles* London: Souvenir Press Limited

Cotterill, S. (2017) *Critical Thinking Skills* 3rd edition Basingstoke: Palgrave MacMillan

Cox, E., Bachkirova, T. & Clutterbuck, D. eds (2018) *The Complete Handbook of Coaching* London: Sage

De Haan, E. (2008) *Relational Coaching: Journeys Towards Mastery One to One Learning* Chichester: John Wiley

De Haan, E. & Burger, Y. (2013) *Coaching with Colleagues* 2nd edition London: Palgrave MacMillan

Kets de Vries, M. (2014) *Mindful leadership coaching: journeys into the interior* Basingstoke: Palgrave MacMillan

Leary-Joyce, J. (2014) *The Fertile Void: Gestalt Coaching at Work* St Albans: AoEC Press

Neale, S., Spencer - Arnell, L. & Wilson, L. (2009) *Emotional Intelligence Coaching* London: Kogan Page

Parsloe, E. & Wray, M. (2000) *Coaching and mentoring: practical methods to improve learning* London: Kogan Page

Further Reading and Resources

Bates, B. (2015) *The Little Book of Big Coaching Models* Harlow: Pearson

Bluckert, P. (2006) *Psychological Models of Executive Coaching* Maidenhead: McGraw Hill

Casement, P. (1992) *On Learning from the Patient* East Sussex, Routledges

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

Downey, M. (2003) *Effective Coaching*, 3rd edition London: Texere

Goleman, D. (1996) *Emotional Intelligence: why it can matter more than IQ* New York: Bantam Books

Hay, J. (2009) *Transactional Analysis for Trainers: your guide to potent and competent applications for TA in organisations* 2nd edition Watford: Sherwood

Kimsey-House, H., Kimsey-House, K., Sandahl, P. & Whitworth, L. (2008) *Coactive Coaching*, 4th edition, London: Nicholas Brealey Publishing

Palmer, S. & Whybrow, A. eds (2007) *Handbook of Coaching Psychology: a guide for practitioners* Hove: Routledge

Western, S. (2012) *Coaching and Mentoring: a critical text* London: Sage

Association for Coaching (2014) *Coaching Defined* Available at:
www.associationforcoaching.com/pages/about/coaching-defined

International Journal of Evidence Based Coaching
<https://radar.brookes.ac.uk/radar/items/b6bb9783-f20a-44f6-9e07-f9bdf4437eb1/1/>

Unit 2: Personal and professional coaching development

Term start date	5 January 2022	Assignment deadline	23 March 2022
Study Days	13 & 14 January, 20 & 21 January		
Tutorials	27 January, 3, 10, 17 & 24 February, 3 & 10 March (<i>1 hour session, group times tbc</i>)		
Tutors	Gill Stevens plus a team of tutors whose expertise is shaped by both theoretical knowledge and practical experience		

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

The content, activities and interaction for the unit will be delivered remotely using video-based teaching platforms and an online course Virtual Learning Environment (VLE). Based on the flipped classroom approach, 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 required to undertake pre-session activities such as reviewing pre-recorded topic specific webinars and readings in advance of the Study Days. Students are expected to participate actively in Study Day sessions and to fully engage in learning opportunities available on the VLE.

Course Structure

After the Study Days have finished, learning continues through participation in weekly, small action learning tutorial groups and 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.

Session	Topic	Indicative content
Study Day 1 13 January 2022	Awareness and presence	Exploring self-awareness and what we mean by presence in coaching. How can we strengthen our presence as coaches?
Study Day 2 14 January 2022	Coaching Contexts and Applications	Developing our personal choices and coaching style preferences. Exploration and consideration of different coaching niches.
Study Day 3 20 January 2022	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.
Study Day 4 21 January 2022	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 congruence, personal presence and psychological mindedness. This should relate personal coaching experiences to appropriate coaching knowledge, theories and methodologies and make explicit reference to the evidence in your coaching logs that support this unit's 15 hours of coaching practice.

Not included in the word count:

- provide evidence of 15 hours of coaching beyond the course (contributing to a total of 40 hours) in the form of a coaching log which includes a summary of reflections and how academic learning has been integrated into coaching practice

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: 23 March 2022 by 12.00 (noon) BST*

*British Summer Time

Reading and resource list

****Core Course Text** Available as an ebook via the University Library**

Passmore, J. (ed) (2014) *Mastery in Coaching A Complete Toolkit for Advanced Psychological Coaching* London: Kogan Page

Suggested Core Reading

Brunning, H. ed (2018) *Executive Coaching: Systems Psychodynamic Perspective* London: Karnac

Cuddy, A. (2015) *Presence* London: Orion

Downey, M. (2003) *Effective Coaching* London: Texere

Ellis, A. (2004) *Rational Emotive Behaviour Therapy: it works for me it can work for you* New York: Prometheus Books

Hay, J. (2007) *Reflective Practice and Supervision for Coaches* Berkshire: Open University Press

Kilburg, R. R. (2000) *Executive Coaching: developing managerial wisdom in a world of chaos* Washington: American Psychological Association

Rogers, C. (1967) *On Becoming a Person: a therapist's view of psychotherapy* Maidenhead: Open University Press

Sandler, C. (2011) *Executive Coaching: a psychodynamic approach* Maidenhead: McGraw Hill

Further Reading and Resources

Blakey, J. & Day, I. (2012) *Challenging Coaching* London: Nicholas Brealey

Gallwey, T. (2000) *The Inner Game of Work: overcoming mental obstacles for maximum performance* London: Orion Business

Hollander, J. (2013) *Provocative Coaching* Carmarthen: Crown House Publishing

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

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

- Martin, C. (2001) *The Life Coaching Handbook* Carmarthen: Crown House Publishing
- O'Neill, M. B. (2007) *Executive Coaching with Backbone and Heart*, 2nd edition, San Francisco: Jossey-Bass
- Peltier, B. (2009) *The Psychology of Executive Coaching: theory and application*, 2nd edition, New York: Brunner-Routledge
- Skiffington, S. & Zeuss, P. (2003) *Behavioural Coaching: how to build sustainable personal and organisational strength* North Ryde: McGraw Hill
- De Haan, E. (2008) I doubt therefore I coach: critical moments in coaching practice, *Consulting Psychology Journal: Practice and Research* 60 (1): 91 - 105
- Jarosz, H. (2016) What is Life Coaching? An integrative review of the evidence based literature, *International Journal of Evidence Based Coaching* 14 (1): 34 - 56

Unit 3: Coaching and change

Term start date	28 March 2022	Assignment deadline	10 June 2022
Study Days	7 & 8 April, 13 & 14 April		
Tutorials	21 & 28 April, 5, 12, 19 & 26 May, 1 June (<i>1 hour session, group times tbc</i>)		
Tutors	Gill Stevens plus a team of tutors whose expertise is shaped by both theoretical knowledge and practical experience		

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 and are encouraged to work with others' resistance.

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

The content, activities and interaction for the unit will be delivered remotely using video-based teaching platforms and an online course Virtual Learning Environment (VLE). Based on the flipped classroom approach, 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 required to undertake pre-session activities such as reviewing pre-recorded topic specific webinars and readings in advance of the Study Days. Students are expected to participate actively in Study Day sessions and to fully engage in learning opportunities available on the VLE.

Course Structure

After the Study Days have finished, learning continues through participation in weekly, small action learning tutorial groups and 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.

Session	Topic	Indicative content
Study Day 1 7 April 2022	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.
Study Day 2 8 April 2022	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 T-GROW in changing situations?
Study Day 3 13 April 2022	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.
Study Day 4 14 April 2022	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). This should relate personal coaching experiences to the topic of change and make explicit reference to the coaching logs that support this unit's 15 hours of coaching practice.

Not included in the word count:

- provide evidence of 15 hours of coaching beyond the course (contributing to a total of 40 hours) in the form of a coaching log which includes a summary of reflections and how academic learning has been integrated into coaching practice.

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: 10 June 2022 by 12.00 (noon) BST

Reading and resource list

****Core Course Text** Available as an ebook via the University Library**
Passmore, J. (ed) (2014) *Mastery in Coaching A Complete Toolkit for Advanced Psychological Coaching* London: Kogan Page

Suggested Reading

Bridges, W. (2017) *Managing Transitions: making the most of change* 4th edition London: Nicholas Brealey

Cameron, E. & Green, M. (2015) *Making Sense of Change Management* 4th edition London: Kogan Page

Hawkins, P. (2012) *Creating a Coaching Culture* Maidenhead: McGraw Hill

Hawkins, P (2017) *Leadership Team Coaching* Maidenhead: McGraw Hill

Hawkins, P. & Shohet, R. (2012) *Supervision in the Helping Professions* 4th edition Maidenhead: McGraw Hill

Prochaska, J., Norcross, J. & Diclemente, N. (2006) *Changing for Good* New York: William Morrow

Further Reading and Resources

Beisser, A. (1970) *The Paradoxical Theory of Change* Available at:
<http://www.gestalt.org/arnie.htm>

Cameron, E. & Green, M. (2015) *Making Sense of Change Management*, 4th edition, London: Kogan Page

ILM (2011) *Creating a Coaching Culture* Research Paper at: <http://bit.ly/2dR6S34>

Leary-Joyce, J. (2009) *The Psychology of Success: the secrets of serial achievement*. Harlow: Prentice Hall Life

Moss Kanter, R. (2012) Ten Reasons People Resist Change *Harvard Business Review*
<https://hbr.org/2012/09/ten-reasons-people-resist-chang.html>

Parsloe, E. & Wray, M. (2009) *Coaching and Mentoring: practical methods to improve learning* 2nd ed London: Kogan Page

TIMETABLE

Unit 1: Psychological approaches to coaching

Unit start date	08 October 2021
Study Days	14, 21, 22, 28 & 29 October 2021
Tutorials	4, 11, 18 & 25 November 2021 2, 9 & 16 December 2021
Assignment deadline	5 January 2022

Unit 2: Personal and professional development

Unit start date	5 January 2022
Study Days	13, 14, 20 & 21 January 2022
Tutorials	27 January 2022 3, 10, 17 & 24 February 2022 3 & 10 March 2022
Assignment deadline	23 March 2022

Unit 3: Coaching and change

Unit start date	28 March 2022
Study Days	7, 8, 13 & 14 April 2022
Tutorials	21 & 28 April 2022 5, 12, 19 & 26 May 2022 1 June 2022
Assignment deadline	10 June 2022

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.