

## COACHING ESSENTIALS:

### GENERAL PROGRAM VISION AND GOALS:

By the end of this training, participants will be able to:

- Coach consistently and competently at ACC level
- Assess the effectiveness of their use of the 11 Core Competencies
- Be able to reflect on their coaching ability
- Outline their philosophy of coaching and explain this
- Comment on their personal learning and transformation during their own 'journey'

### LIST OF MODULES / COURSES AND LEARNING GOALS:

#### Course One / Days 1 and 2

Course One aims to get participants able to coach each other in between this two-day module and the next. It offers a definition of coaching, introduces the Core Competencies (CCs), outlines a possible process to follow and offers live demonstrations of how a coaching conversation can run. There is major input on listening (CC5), contracting (CC2), goal setting and well-formed outcomes (CC2 & 10) and the CCs are revisited. Time is invested in rapport skills (CCs 3 & 4) and in formulating questions (CC 7). There are two demonstrations of formal coaching conversations, and ample opportunity for practice. On this programme time each day is devoted to clarifying the group's learning, at the beginning ('check in') and at the end ('reflections').

**Learning outcomes:** At the end of course 1, participants will be able to:

Define coaching and comment on the connected coaching behaviours

- Name the 11 Core Competencies and recognise them in a coaching session
- Name the stages of a coaching conversation and explain a coaching plan
- Comment on the difference between overall goals and session goals
- Phrase a well-formed outcome
- Listen actively and listen at 3 levels
- Formulate powerful and forward-moving questions
- Give specific feedback referring to the competency framework

#### Course Two / Days 3 and 4

Course Two, 'Beginning the deeper dive', continues to focus on the transactional and behavioural elements of coaching, but begins to invite trainees to coach the person as well as the topic. The first day introduces the idea of how to develop coaching relationships, and how we unconsciously influence each other (CC3 & 4). The deep dive then brings in the importance of working with assumptions (CC8) and using the client's metaphors (CC7). There is a teaching slot on designing the alliance (CC3 & 4), one on creating options, and one on action planning (CC9). There are at least two live coaching

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demonstrations, and two occasions for formal coaching practices. In these triads participants are required to give each other feedback based on the CCs

**Learning outcomes:** At the end of course 2, participants will be able to:

- Explain the difference between coaching the topic and coaching the person
- Comment on the importance of the coaching relationship
- Design a coaching alliance
- Use ego state theory to explain what happens between coach and coachee
- Recognise and challenge unuseful assumptions made by coach and coachee
- Illustrate how to use the client's metaphors
- Partner with the client in developing options and co-designing actions
- Use all the Core Competencies in a coaching conversation

### **Course Three: Days 5 and 6**

The main thrust of Course Three, 'Behind the scenes of our mind', is coaching the person. This includes working with the Inner Critic and introduces the idea that behaviour and intention (doing and being) are not the same. The coach / client relationship is revisited with Karpman's Drama Triangle, and further supported by the concept of the Working Styles (similar and differing values which show up in our behaviour). Empathy and intuition in the relationship are practiced through the concept of Perceptual Positions. There is a teaching slot on Silence, one on Contracting in organisations and the learning group is introduced to the Wheel as a coaching tool. There are at least two live coaching demonstrations, and two occasions for formal coaching practices. In all triads from now on participants are required to give each other feedback based on the CCs

**Learning outcomes:** At the end of course 3, participants will be able to:

- Explain one way of working with the Inner Critic
- Give examples of how the coach's beliefs might interfere with a coaching relationship
- Using the Working Styles, name the challenges they face as a coach
- Practice empathy and intuition appropriately
- Hold a prolonged silence
- Name the elements of a multi-party contract
- Give evidential feedback on the coaching competencies

### **Course Four / Days 7 and 8**

Course Four, 'Constructing reality – belief, challenge and change', focuses on CC8, creating awareness. Coaching the person means that we learn to listen out for beliefs which might be getting in the client's way, and appropriately challenging these. This is done through reflecting back what is said and unsaid, and through the use of powerful questions. This moves the learning to the two pillars of coaching, challenge and support. The importance of bottom lining, and asking permission are taught. There are at least two live coaching demonstrations, and two occasions for formal coaching practices. One or both of these formal practices is carried out using recording devices and teaches self and peer analysis using the CC framework.

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**Learning outcomes:** At the end of course 4, participants will be able to:

- Outline the concepts of personality and behaviour and relate these to coaching
- Listen for and challenge limiting beliefs
- Use powerful questions to provoke deep reflection
- Recognise their own preferences for challenge and support
- Analyse a recording of themselves as a coach

### **Course Five / Days 9 and 10**

Course Five, 'Being and doing; professional issues', continues to develop the concept of 'being a coach' as opposed to 'doing coaching to someone'. A model is used which helps coaches understand their attitudes and how these come across to coachees, and how they can anchor themselves into a good mental and emotional place to do coaching. Significant time is devoted to working with strong emotions, and to the (emotional) importance of values in coaching. With a view to coaching as a developmental intervention, the use of space and time are taught. There is a focus on ethics in coaching, and practice issues such as referring on are practiced. There are two occasions for formal coaching practices.

**Learning outcomes:** At the end of course 5, participants will be able to:

- Describe coaching as they practise it
- Recognise how they might lose their presence
- Challenge a coachee when they minimise themselves
- Create a lasting sense of 'best self' as a coach
- Work with strong emotions
- Recognise and work with the client's values
- Use the 'timeline' technique effectively
- Discuss their approach to ethical dilemmas
- Have a plan for how to refer a client to another practitioner appropriately
- Define a plan for their own professional development

**Further content:** Further to the synchronous training, participants are required to

- hand in recordings of two complete coaching conversations. These are to be accompanied by a transcript and a reflection on the use of the competencies, and include a commentary on the student's own patterns and biases.
- coach outside the programme time for 12 hours, and to be coached for 12 hours.
- read at least two core texts from the bibliography
- keep a Journal (notionally 5 hours)
- write a final essay (1500 words), which is submitted to the trainers for review. However, it will not be marked.

**Number of student contact hours included in the program:** In total, 90 hours, of which 75 hours are delivered in the face-to-face (synchronous) training (80%) and 15 of which are private study, coaching practice, skills assessment, etc. (20%).

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**Coaching philosophy /approach / models:** Our focus is on teaching the Core Competencies (CC), and so these form the main framework for the programme. The philosophy which develops is therefore client-centred and comes close to the Co-Active model. A selection of psychological models is taught to create awareness (CC 8) and to help trainees develop their Coaching Presence (CC4). These models are primarily taken from Transactional Analysis and Neuro-Linguistic Programming.

All Coaching Development training programmes are experiential, with a focus on developing skills and learning by doing. Self-awareness and personal growth are the foundation for all learning, and personal reflection is encouraged throughout.

Coaching Development assumes that adults learn best when given some theory or explanation, a setting in which to put the theory into practice, and then to have opportunities to make personal sense of the learning afterwards (Kolb's learning cycle). This is supported by approximately 5+ hours' reading and journaling, as well as 10+ hours of asynchronous coaching practice.

**Listing of lead instructors:** Colin Brett PCC, Rimas Petrauskas ACC, Leda Turai MCC

**Dates and locations:** Riga, Latvia: beginning 30th August 2018 and completing 13th December 2018. Vilnius, Lithuania, beginning 25th October 2018, completing 1st March 2019.

**Languages:** English, Lithuanian, Finnish

**How this program is delivered:** Face to face. Coaching practice probably by skype or similar.

**Intended participants:** The program is designed for both in-house and public programs and suited for middle management, individuals, community leaders, life coaches.

**Requirements for entry:** Students will be 25 years of age and older, be proficient in the language of tuition and have internet access.

**Policies on payment:** 1. Payment for Training Deposit: Application for a place on a Coaching Development Training Programme will only be considered when a Coaching Development application form is completed and received with a deposit of 10% of the current fee. Please note that this deposit is refundable if you should cancel your application within 7 days following the mutual interview. (See section 2). Thereafter it is non-refundable.

**Full payment:** The balance of the course fees must be received in order to confirm a place on the course. Until such time as full payment is received, Coaching Development may continue to sell or allocate places.

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**Policies on withdrawals and refunds:** Please make sure you have read Coaching Development's Terms and Conditions. The following applies to the Coaching Essentials programme only.

Students have the right to cancel their place on the training programme at any time. All requests to cancel must be made in writing to the local Course Director.

Under the general terms of our service agreement there is the possibility of claiming damages or a partial refund from another party for failure to perform according to the contract. That means the Course Director will compensate the participant if there is a failure to provide the agreed service under the agreed conditions.

In case of a participant's withdrawal, any partial repayment will be agreed by parties.

**Mutual interview:** Potential delegates are invited to a conversation with one of the trainers to match expectations and the course content and process.