

Advanced Coaching Skills

Information Document

GENERAL PROGRAM VISION AND GOALS.

This programme is conceived for coaches who wish or need to train further in order to gain an advanced coaching qualification, such as the ICF's PCC assessment, or for coaches who have sufficient training hours but who want to polish their skills or learn and work with the updated competencies. The programme is a rigorous but enriching learning process, based on the competencies and markers, which will support the development of the participants on their journey to becoming the professional coaches they can become. Successful participants will have a high level of self-awareness, be reflective about themselves and their biases, and be mindful of the factors and forces that have shaped them and their clients as people.

The programme is designed to develop participants' understanding of what professional level coaching is and to develop their own approach to this. The contents range from the granularity of the competencies through to an understanding of where the personal might intrude on the professional. One defining feature is the exploration of the concept of the inner narrative, and how this develops and can be further developed, how this is reflected in the coaching relationship and how to work with this in a coaching process. The programme pays attention to the influences of the context on the coach and client and invites participants to become aware of their own biases and blind spots.

LIST OF CLASSES.

The programme is 7 days long.

Day 1 You, me, coach, client, the system

Introduction to the updated competencies and markers Maintains distinctions between coaching & other modalities / What makes coaching work? Establishing session agreements Contracting and Recontracting Awareness of self, blind spots, potential unconscious bias, etc Chemistry session / Multiparty contracting and coaching plan

Day 2 Working with Interference - the inner world of coach and client, and what happens between the two parties

The inner world of the coach and client, and the coaching relationship Personal bias Formally observed coaching session 1

Day 3 Words create worlds; thriving, flourishing and reframing

Verbal behaviours
Communication styles and their implications
Noticing strengths - building on foundations – changing the frame
Competencies and markers in practice:
Allotting CCs and markers to each other's coaching transcripts

Day 4 Changing the Internal Narrative

Coaching the person while keeping the focus of the topic - a both-and process
Markers in practice: Allotting CCs and markers
Formalising / integrating learning into action

Day 5 From realising to learning and from learning to action

Chemistry meeting, designing an intake form.
Raising motivation, increasing value, leading to the 'so what next?'
Core competencies and Markers in practice
Facilitates client growth: What moves clients forwards?
What to do when actions seem to not happen
From insight and learning into action

Day 6 Ethical practice and working in context

Ethical practice
A source of ethical dilemmas
Managing the coaching process
Context, identity, unconscious bias
Core competencies and Markers in practice

Day 7 Being a coach. Partnering around endings

Being a coach and embodying a coaching mindset
Endings
Finding meaning in action
Formally observed session 5
Professional development plan

Number of **student contact hours** included in program:

- Daily in person presence on the programme. Total: **47 hours**
- Formally observed coaching sessions: Total: **6 hours**
- Estimated time needed for preparation: **20 hours**
- Further coaching practice in triads: **24 hours**

OVERALL LEARNING GOALS:

At the end of this programme, participants will be able to:

1. Illustrate the use of the core competencies at PCC level
2. Refer to the ICF Code of Ethics when discussing an ethical dilemma
3. Describe potential influences of culture and context on both coach and client
4. List common personal biases and suggest a plan for working with these
5. Illustrate 5 ways in which a coach can exhibit a coaching mindset
6. Discuss the value of supervision in coaching
7. Comment on the main features of the chemistry meeting, tripartite meeting and session agreements
8. Differentiate between coaching the topic and coaching the person
9. Relate the concept of the internal narrative to a coaching process
10. Illustrate tools for motivating clients to move forwards
11. List 5 'interferences' and describe how a coach might work with these
12. Explain how to contract for post-session experiments
13. Make a personal development plan for themselves

DAILY LEARNING GOALS:

Day 1

Name five factors which differentiate coaching from other helping modalities
Name one way in which coaches might slip out of the coaching role
Illustrate the five areas in an overall contract (the P's)
List at least three elements of a session agreement
Discuss why and when to recontract
Name one blind spot they themselves might have

Day 2

Relate I+U+, Gremlin theory and the Drama Triangle to themselves as coaches
Explain how they might use these models as tools in coaching
Further reflect on how their biases might be influencing their coaching
Outline ways for mitigating these biases
Discuss potential ways the client's systems and context might influence them and the coaching process, and what this means
Reflect on their use of the competencies and markers and compile a short personal development plan

Day 3

Give examples of the markers which relate mainly to verbal communication
Explain common communication styles using one model
Evaluate the communication channels for effectiveness
Use one model of communication to describe their typical verbal behaviour

Give 5 examples of reframing
Describe Appreciative Inquiry as an approach to reframing
Discuss why Positive Psychology relates well to coaching
Give examples of the main verbal behaviour markers

Day 4

Distinguish between coaching the 'what' and coaching the 'who'
Explain the difference between 'horizontal' and 'vertical' questions
Explain one concept of the 'inner narrative' and why this particular concept fits their philosophy of coaching
Assess how to apply one of these inner narrative models to work with a current client
Apply the concept of discounting to one coaching situation
Relate coaching the 'what' to one model of a coaching process

Day 5

Discuss the potential influence of culture and context on a client
Explain 3 approaches to understanding client motivation
Suggest how to work with a hidden competing commitment
Name ways of moving clients from insight to action while staying in a supportive coaching relationship
Describe how to avoid being patronizing or Parental
Reflect on their coaching and make a personal development plan

Day 6

Name five major themes in the Code of Ethics
Name five 'legal' (UK-based) exceptions to confidentiality
Reflect how their historical context might have contributed to their biases
Discuss how organizational dynamics might impinge upon coaching ethics
Develop a professional development plan for themselves

Day 7

Outline the importance of continuing professional development
Name five benefits of being supervised
Suggest other ways of them developing themselves as coaches
Contract in depth for actions or thinking to follow a coaching conversation
Name the value for coach and client both reflecting on progress at the end of a coaching session
Make a professional development plan

COACHING PHILOSOPHY / MODELS / APPROACH

The philosophy which informs this coach training is essentially humanistic. It proposes that the client is creative, resourceful and whole, and that coaching is a process of voluntary, intentional, planned change. It rests on the beliefs that people can think for themselves, that clients are the experts on their own lives, and that through attentive listening and skilful questioning a coach can elicit new ways of viewing the world which will serve the client well in their current life. Clients (and participants) are regarded as being OK (in the sense of 'I'm OK, You're OK'), as having agency and as being able to influence their lives.

The 8 ICF core competencies form the backbone of the training, and considerable attention is paid to how these show up behaviourally at PCC level. Participants are taught to lead coaching conversations which flow naturally, and yet which probably follow a typical coaching pattern with the associated coaching behaviours. Attention is also paid to the different patterns and processes which show themselves over time.

The models which are taught stem from Transactional Analysis, Positive Psychology (and Appreciative Inquiry), Narrative Coaching and Solution-Focused coaching. The models are chosen for their simplicity, their broad applicability and their positive and strengths-based focus. They are widely referred to in coaching literature, and easily found on media such as YouTube.

The trainers seek to set up a positive parallel process between the learning and the practice of coaching. Thus, the trainers invite participants to take a meta-perspective on their own learning, to make sense of the models and approaches for themselves and to adapt and own the approaches taught. As far as possible participants are encouraged to develop their own coaching style, while remaining firmly in the coaching role.

Participants are encouraged to take the ideas offered on the programme, to try them out, to reflect deeper on what worked and what they can do differently, and then to apply these refinements to their practice. Thus, the training follows Kolb's Learning Cycle, and the main training technique is learning by doing. Coupled with this is the way the programme invites participants to try out the models and tools on themselves and their peers, and to learn through reflection, self-awareness and through dialogue.

FACULTY:

Karen Pratt PCC. Karen has worked with Coaching Development for 10 years. Based in South Africa, she facilitates programmes, including The Coach Practitioner, internationally through virtual real time learning. She also works as a coach mentor, supervisor and assessor with Coaching Development.

Colin Brett, PCC. Colin holds a number of qualifications in the fields of psychotherapy and counselling, and is a British Association for Counselling Accredited Counsellor, a Training and Supervising Transactional Analyst (in Organisations), and once upon a time a qualified NLP Trainer. He has trained extensively in constellation work and spiritual healing, and is currently working towards ordination. Colin also holds qualifications in training and credentialling.

Dino Laudato, PCC. While working in an international pharmaceutical company as a Senior IT Director, Dino also trained as an executive coach and became a Senior Director of the Coaching Operation, a post he held for 2 years. In this time he focussed on further developing the in-house cohort of more than 600 internal coaches and became an active trainer on the flagship training programme. Dino was a member of the team awarded the International Coaching Federation Prism award for internal coach organisation of 2016. Dino works as a trainer and a mentor on Coaching Development's programmes.

Karen Crawley, PCC. Previously, as an internal coach at GlaxoSmithKline for 3.5 years (alongside her full-time role as a senior leader in the legal department), Karen coached mainly middle management and executive leaders. As a coach today, her areas of focus include role transition and leadership brand, and Karen's practice is mainly with the IP and legal professions. In Coaching Development, Karen is a much valued mentor who is known for giving insightful and developmental feedback on the competency framework.

Dates and locations of when and where the program is to be delivered

Online 12th February – 11th June, 2022

This programme will be taught in

English

How the program is delivered (e.g. face-to-face, webinar, telephonic, combination)

Currently webinars, when possible also face-to-face

Intended participants

The intended participants are coaches with an ACC level of training, who hold an equivalent qualification and who have a significant amount of coaching experience (notionally 250 hours).

They are proven self-starters, have a clear motivation for taking this particular programme and demonstrate a willingness to take a programme based on distance learning.

Their philosophy of coaching should be compatible with Coaching Development's.

Requirements students must meet to enter the program

Entry is by application and then interview. We are keen that participants should be clear about the requirements, purpose and process of this training. It is demanding in time and effort, rigorous in its approach and designed for a defined group of participants. We ask for 100% attendance. We expect applicants to have considerable coaching experience (notionally more than 250 hours), at least 65 hours of coach-specific training and a demonstrable commitment to their professional development (CPD, active membership of Communities of Practice, supervision, etc.).

POLICIES ON PAYMENT OF TUITION AND FEES

Process and Payment

Applications for a place on a course are considered on submission of a Coaching Development application form.

- **Mutual Interview (where applicable):**
The Mutual Interview (MI) is part of Coaching Development's application process. It is a phone call of approximately 30 minutes to discuss the training course, address any questions the applicant may have and check that the course is appropriate to their learning needs. This will be scheduled on receipt of application.
- **Payment:**
Payment should be made within 10 days of the MI. A deposit or instalment payment 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.
- **Variation to Payment Terms:**
Coaching Development reserves the right to adjust the above terms. In such an event the revised terms will be supplied to the student in writing and will be valid on that occasion only.

WAIVER AND TERMINATION

Any waiver given by Coaching Development Ltd in relation to any condition will only be effective if given in writing and will only be valid on that occasion. Coaching Development Ltd has the right to terminate the contract with the student immediately in the following circumstances:

- i. Where the student has committed a breach of his or her obligations under the terms and conditions.
- ii. Where the student acts in an inappropriate manner that compromises and/or impacts the learning of other students or brings Coaching Development Ltd into

- disrepute. (In the event of such behaviour, the student will always first be given the opportunity to change the situation).
- iii. Where the relationship between Coaching Development Ltd and student has, even after mediation, become untenable.
 - iv. In the event of the termination of the contract, the cancellation provisions set out in Section 2 shall apply.

Policies on withdrawals and refunds (also on the application form under Terms & Conditions)

Cancellation of Training by Student

Each student has the right at any time to cancel their place on the training course. All requests to cancel must be made in writing to the Business Manager at:

Coaching Development Ltd, 128E Business Design Centre, 52 Upper Street, London N1 0QH Or at mail@coachingdevelopment.com

Requests will be acknowledged in writing by Coaching Development and processed as below.

Cancellation charges will be levied as follows:

- i. 31 days + prior to start of training 0% of programme fees
- ii. 22-30 days prior to start of training 25% of programme fees
- iii. 0-21 days prior to start of training 50% of programme fees
- iv. Once training has commenced 100% of programme fees
- v. Coaching Development reserves the right to re-sell or re-allocate cancelled places.

Transfer of Training Course by Student

Each student has the right, prior to the start of the training course, to request to transfer their place to another Coaching Development course. Such requests must be made in writing to the Business Manager at either the company postal or email address (as stated under section: Cancellation of Training by Student). Any requests received will be promptly acknowledged in writing by the Coaching Development Programme Manager and be processed as follows:

- i. Requests for transfers received 22 or more days before the start of the training course are not subject to a transfer charge. Please note, however, that if there is a price increase for the selected course the difference in fee will be charged.
- ii. Requests for transfers received 0-21 days before the start of the training course are subject to a transfer charge of 10% of total training course fees, plus any increase in fee as above.
- iii. If a student transfers more than once, a further 10% transfer fee will be incurred each time, in addition to any increase in course fees.
- iv. Coaching Development reserves the right to re-sell or re-allocate transferred places on any of the training courses in coaching.