



Section 4 Developing Coaching Competence

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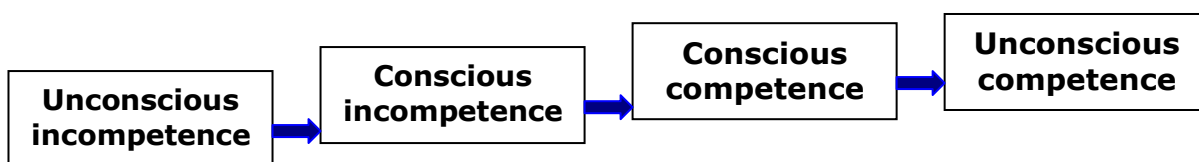
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Introduction

Coaching is a new, emerging profession and there is currently debate about what makes a good coach, which skills and qualifications are most appropriate and relevant, how are these certificated or accredited and how much evidenced practice is required for full recognition as a professional coach?

The criteria for a 'good coach' may differ depending on who you talk to and if we believe that our coachees hold the answers to their challenges it follows that, as coaches, we will have a good instinctual understanding of what makes us effective! To strengthen this understanding, this course promotes a skills-set designed to develop and increase your proficiency as a practitioner using a coaching approach. Our training is underpinned by core competencies set out by the Association for Coaching and the International Coach Federation and aligns with the CLD Competency Framework. This programme also offer a progression route onto the AC Recognised Certificate in Coaching Practice and/or Institute of Leadership & Management coaching qualifications at level 5.

In this section, we draw on the skills development (reflected in section 2) and focus on the underpinning **competence** consistent with building positive, supportive relationships. As you develop your coaching skills and begin to apply them you will become increasingly competent as a coach. As in all learning journeys, you will travel the path from "unconscious incompetence" to "unconscious competence" when coaching becomes second nature to you.



The learning journey

Your Self-Evaluation Coaching Competence Wheel offers you an opportunity to assess, monitor and evaluate your development on an ongoing basis. In addition, you will receive feedback from peers and coach/mentors that will inform your chosen development path. This can be written up in the Action Plan template that is also included in section 4.

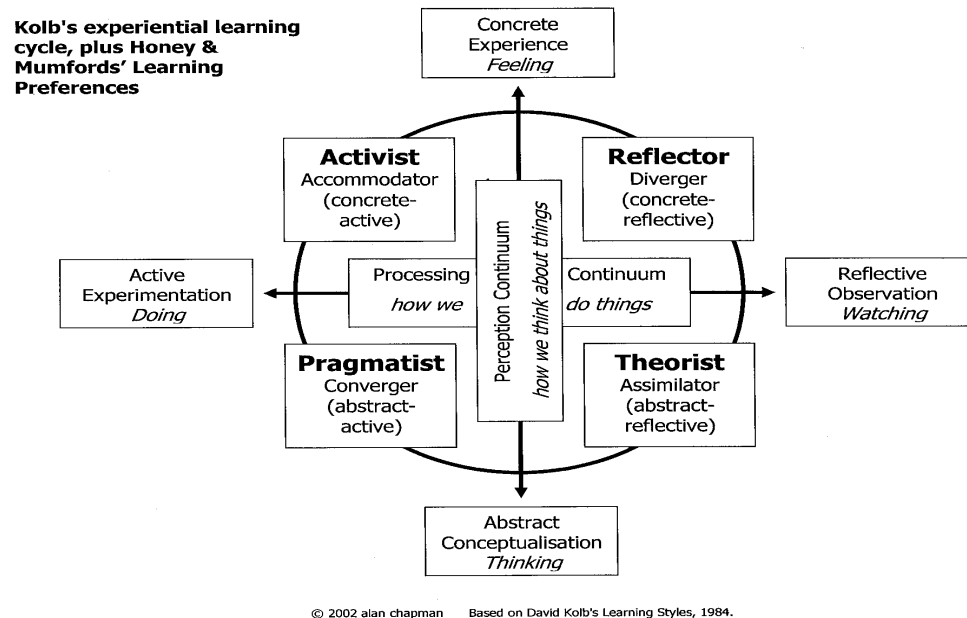
In addition to skills and competencies you will develop through this learning programme, you need to look beyond what can be learned – at the intuitive knowing, the underpinning values and principles that we live our lives by, the desires of our hearts (and brains) to connect with others and contribute to their growth in the world. All of these elements work together to make us who we are and we are truly at our best when we are being our authentic selves and really 'walking our talk'. You can learn to polish coaching skills until they shine but remember to be yourself too – you can't get better than that. Qualifications and accreditation are of course important but *you* will know best when you are in the flow with coaching, when your support helps to turn a life around, when you are absolutely glowing with energy because you are aligned to your core values and fulfilling your purpose.



Understanding the learning journey

When working with the coachee on developing actions that will lead them to achieve their desired outcomes, it is useful to understand the learning cycle and to be able to work with different learning preferences.

to help us understand how people learn, David Kolb developed the Experiential Learning Cycle based on various theories that were around in the 1960s. The key influences for his model were: Lewin – who developed ideas around experiential learning, the swiss psychologist Piaget – who focused on cognitive development and Dewey – who emphasised the developmental nature of learning. Learning can begin at any point in the cycle and should be viewed as a continuous spiral. As we take on board the lessons that we are learning through our experiences, we continue upwards on our developmental journey.



Kolb identified four key stages to the learning cycle: the concrete experience > reflective observation > abstract conceptualisation > active experimentation. So if we begin the process by engaging in a 'concrete experience', Kolb suggests that we first must have the experience then reflect on what we are noticing about that experience – taking us to the next stage, the 'reflective observation' stage. We then must consider what we have noticed and think about the implications this might have for us. Once we have completed this stage of 'abstract conceptualisation' we will gain most from the whole learning experience if we take deliberate steps to put what we have learned into practice – thus completing the cycle with the 'active experimentation' stage.

Peter Honey and Alan Mumford expanded on Kolb's theory and devised a simplified version of the 'learning styles questionnaire' used to gather evidence about how people learn. The 80 item questionnaire is included in section 6 of your manual for you to use. A fuller version of the Learning Styles Inventory can be found on line at www.peterhoney.com

By completing the questionnaire you can discover whether you are predominantly:

- **Activist** (what's new? I'm game for anything)
- **Reflector** (I'd like time to think about this)
- **Theorist** (How does this relate to that?)
- **Pragmatist** (How can I apply this in practice?)



“It is rare to find managers who consciously discipline themselves to do all four stages. Depending on their learning style preferences, managers are likely to take a number of liberties with this process.”

Peter Honey.

By using our preferred learning style most of the time, we can often miss out on the valuable learning that comes from engaging in the learning cycle at other points. Here are a few of the findings identified by Peter Honey through his work with business managers.

- Indulging at stage 1 – i.e. rushing around having lots of experiences and keeping frantically busy but never bothering to review, conclude or plan. Such managers equate having lots of experiences with learning and conveniently assume that if they have experienced something they have automatically learned from it.
- Limiting stage 1 by repeating familiar experiences over and over again and never going out on a limb to try something new or different.
- Avoiding stage 1 by being a ‘voyeur’ and seeking to learn from other people’s experiences rather than their own.
- Avoiding stage 2 by having a stock of conclusions and forcing experiences to fit the conclusions rather than the other way round. This is closely akin to the well know process of “jumping to conclusions”.
- Limiting stages 2 and 3 by collecting ready made ploys and techniques of the ‘how to’ variety. This avoids the hard work of discovering and creating practical ways of doing things via reviewing and concluding experiences.

Of course, all of these short cuts are completely understandable and have their attractions but they, and others like them, all tend to erode the amount that **can** be learned from experience.

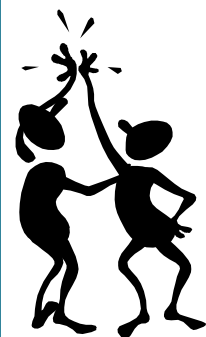
A Coaching Response

To ensure that a full and rich learning experience takes place there are techniques that we, as coaches, can use to support our coachee through the complete learning process. One technique is to support the coachee in setting actions that will draw on each of the 4 quadrants in the learning cycle. The following process was designed to do just this during the reviewing and setting of actions.

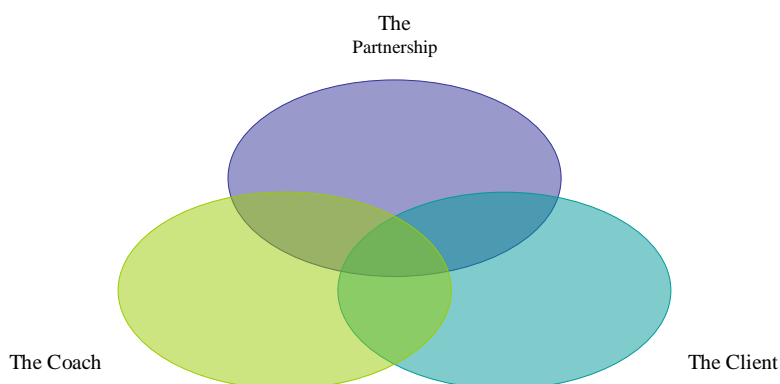
Learning through Action ©

When reviewing actions, following the *Learning through Action ©* process will ensure that the coachee gets the chance to reflect on learning and draw out any insights during this reflective process

- Identify the concrete experience (*What is the specific activity*)
- Notice what you notice (*where was your focus – what was going on?*)
- Identify the emotions (*How did you feel at the time? How are you feeling on reflection?*)
- Acknowledge and encourage (*validate and affirm*)
- Clarify the learning (*What have you learned...about the experience...about yourself?*)
- Next action/strategy (*What will you do now to reinforce this learning?*)



AC Integrated Coaching Competency Framework



This is the AC Coaching Competency Framework on which the Certificate in Coaching Practice Course has been built.

This framework will be used to assess your development during and at the end of the course.

Based on the premise that the coaching relationship comprises 3 distinct elements – the client, the coach and the coaching partnership itself – the following Competency Framework is designed to address the coach’s development needs in each of these 3 areas.

	Areas of Coaching Competence		
1. The Coach	a. Continuous Self Development	b. Professional Knowledge & Awareness	c. Continuing Personal & Professional Development
2. The Client	a. Positive regard & empathy for the client	b. Fostering Independence and personal responsibility	c. Facilitation & Learning
3. The Partnership	a. Effective Communication	b. Rapport & Relationship Building	c. Contracting & external influencing factors

The Coach

1. Continuous Self Development

- i. Understands and demonstrates an ongoing commitment to continuous self awareness.
- ii. The coach is able to differentiate between their own and the client's model of the world and to maintain focus on the client's agenda.
- iii. The coach is aware of and aims to stay aligned to their own values.
- iv. The coach is aware of their own levels of emotional intelligence and manages positive and negative feelings effectively.

2. Professional Knowledge & Awareness

- i. The coach is clear about their own coaching philosophy, what coaching means and how it differs from other learning & helping roles.
- ii. The coach is clear about the coaching process and the models and approaches that underpin their role.
- iii. The coach is aware of their professional boundaries and is able to refer on as appropriate
- iv. The coach seeks to act ethically and with the highest integrity at all times.

3. Continuing Personal & Professional Development

- i. The coach takes responsibility for ongoing self development & awareness.
- ii. The coach acknowledges the skills & qualities they bring to the coaching relationship and is able to critically evaluate their own practice.
- iii. The coach demonstrates a commitment to ongoing development by addressing learning needs raised through CPD practices.
- iv. The coach is committed to regular coach mentoring/supervision to reflect on & improve their practice.

The Coachee

1. Positive regard & empathy for the client

- i. The coach holds the client in high esteem and has a firm belief in their potential and capability.
- ii. The coach demonstrates acceptance of the client and validates their experiences.
- iii. The coach is able to challenge the client to promote learning.

2. Fostering independence and personal responsibility

- i. The coach encourages self belief and inspires curiosity to open up new horizons.
- ii. The coach supports self determined learning by the client.
- iii. The coach monitors, records and feeds back evidence of the client's ongoing development.

AC Integrated Coaching Competency Framework *continued*

3. Facilitation & Learning

- i. The coach is aware of enabling and hindering factors when facilitating the coaching relationship.
- ii. The coach is able to effectively facilitate goal setting and generation of own strategies to achieve goals set.
- iii. The coach offers themselves as a resource in a relationship that is intent on working in a learning alliance with the client.

The Partnership

1. Effective Communications

- i. The coach demonstrates good listening and clarifying skills.
- ii. The coach is able to assist the client to recognise areas for development through powerful questioning.
- iii. The coach engages the client with a range of interactive communication skills and communicates at both conscious and unconscious levels.

2. Rapport & Relationship Building

- i. The coach is non-judgemental and values diversity.
- ii. The coach maintains confidentiality and establishes a high level of trust and a firm connection with their client.
- iii. The coach provides information and clarity at every stage of the coaching process – then follows through.

3. Contracting & external influencing factors

- i. The coach ensures a comprehensive contractual agreement is reached that all stakeholders can adhere to.
- ii. The coach demonstrates a good knowledge of current legislation is aware of differing legal frameworks affecting the coaching partnership (e.g. Disability Discrimination Act, Health & Safety at Work Act, Data Protection etc) and revises practice in light of new legislation.
- iii. The coach actively seeks to promote the coaching profession (e.g. through marketing, walking their talk etc).



Coaching Competence self-assessment



The coaching competence assessment identifies a range of core coaching skills, qualities, values and attitudes. In order to become a more effective coach it is a useful exercise to self evaluate regularly and set yourself some Personal/Professional Development Goals to focus your energy.

Self Evaluation: Consider each topic in turn and, working on the premise that the centre of the wheel represents 0 and the outer circles represent 10, put a mark on the line to indicate how satisfied you are with the extent to which these core skills, qualities etc are currently reflected in your practice. The following page provides some supporting notes on each of the categories.

0 = not satisfied at all... to...10 = very satisfied.

- When you have completed the self assessment, identify a few areas that you would purposefully like to develop in the coming weeks and months.
- Set a goal for yourself in each of your chosen topics then list them on the sheet below.
- Follow the instructions to help you monitor progress and to assist you in making progress towards your goals.



	Area of Competence	Notes on that area
1	Self Awareness	Self awareness is fundamental to the coaching process; this means being aware of our own ethical and moral views; our beliefs and attitudes and values. Also important is being aware of what effect on our coaching practice these beliefs / attitudes / values will have. (Mindfulness in coaching can help us get clearer on these things).
2	Self Confidence	Being confident in who we are and our ability as a coach will impact greatly on our practice. Am I confident in my coaching? Do I take risks? Am I able to challenge the client when I perceive poor or inappropriate attitudes, behaviours and workplace relationships? Am I aware of how my level of ability/inability affects my coaching practice?
3	Belief in Potential	Do I believe that the person I am coaching has the potential to do/be the things they want to do/be. Am I communicating this belief to my clients?
4	Being non-judgemental	Making judgements based on views, attitudes, beliefs and behaviours expressed by others is not useful in a coach/client relationship. Are you aware of how judgemental you are? Could this be improved?
5	Understanding of CAP knowledge base	This relates to the skills, tools and applications that you will make of the Coaching Approaches Programme 'toolkit'.
6	Use of CAP skills/tools	This relates to how you are applying what you take from the Coaching Approaches Programme in the weeks and months following the training
7	Powerful Questioning	Coaching Skills: These 4 communication skills are the core of good coaching practice. When self assessing, ask yourself how well you communicate by: asking powerful questions (types of questions include: thinking questions, WAQ, Socratic questions, the incisive question – Nancy Kline); Listening (third level listening, 2/4 listening; active listening); Clarifying (summarising, paraphrasing, mirroring – all help to bring clarity to the client and ensure you are hearing what you thought you heard); Giving Feedback – by sharing with our client what we are noticing beyond the content of the discussion (what are you noticing? Energy peaks and drops, recurring negative self talk; should/could language; limiting beliefs), we can help bring self awareness that leads to greater choice and personal responsibility.
8	Listening & Clarifying	
9	Giving Feedback	
10	Integrity	Be yourself. To what extent do you uphold your integrity in what you say and how you act? Do you stick to your word, show up in the session for your client?
11	Planning & Preparation in relation to coaching approaches practise	Important if your client is to get the best from you; how much time/effort do you put into planning and preparation?
12	Record Keeping in relation to coaching approaches practise	Are your systems clear and up to date; are you aware of and adhere to data protection standards; can you assure clients of confidentiality both in the session and in terms of the records you keep?
13	Finding Support	Do you look after your own support needs – what networks do you



	in relation to coaching approaches	belong to? How do you draw support from them?
14	Committed to own cpd	As an example the Association for Coaching requirement for professional coaches is for 30 hours continuing professional development per year; many professional coaches go way beyond this total in terms of addressing their own development needs. What do you do to identify your learning and development needs in the coaching area and what sources do you draw on to support these? (Supervision, Peer Support, Further Training etc).

Personal Action Plan

This record sheet provides a grid for you to monitor progress on your development as a coach. Transfer development needs you have identified through the assessment; identify specific targets and deadline; identify any potential challenges or obstacles and the resources – people, books, support structures – that you can utilise to move further towards your goals.

Areas to work on	Specific targets / by when	Possible Challenges	Supports / Resources

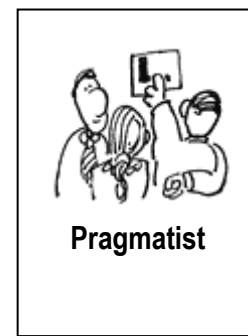
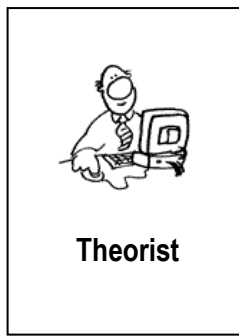
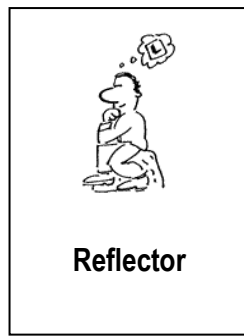




Learning Styles

Learning Styles - Which one are you?

Peter Honey and Alan Mumford have identified four main learning style preferences. By thinking about your preferred style, you can try and apply this to learning new things. If you're able to use your natural style, you're likely to find learning much easier and quicker.



Activists

Activists like to be involved in new experiences. They are open minded and enthusiastic about new ideas but get bored with implementation. They enjoy doing things and tend to act first and consider the implications afterwards. They like working with others but tend to hog the limelight.

Activists learn best when:

- involved in new experiences, problems and opportunities
- working with others in business games, team tasks, role-playing
- being thrown in the deep end with a difficult task
- chairing meetings, leading discussions

Activists learn less when:

- listening to lectures or long explanations
- reading, writing or thinking on their own
- absorbing and understanding data
- following precise instruction to the letter

Reflectors

Reflectors like to stand back and look at a situation from different perspectives. They like to collect data and think about it carefully before coming to any conclusions. They enjoy observing others and will listen to their views before offering their own.

Reflectors learn best when:

- observing individuals or groups at work



- they have the opportunity to review what has happened and think about what they have learned
- producing analyses and reports doing tasks without tight deadlines

Learning Styles continued

Reflectors learn less when:

- acting as leader or role-playing in front of others
- doing things with no time to prepare
- being thrown in at the deep end
- being rushed or worried by deadlines

Theorists

Theorists adapt and integrate observations into complex and logically sound theories. They think problems through in a step by step way. They tend to be perfectionists who like to fit things into a rational scheme. They tend to be detached and analytical rather than subjective or emotive in their thinking.

Theorists learn best when:

- they are put in complex situations where they have to use their skills and knowledge
- they are in structured situations with clear purpose
- they are offered interesting ideas or concepts even though they are not immediately relevant
- they have the chance to question and probe ideas behind things

Theorists learn less when:

- they have to participate in situations which emphasise emotion and feelings
- the activity is unstructured or briefing is poor
- they have to do things without knowing the principles or concepts involved
- they feel they're out of tune with the other participants e.g. with people of very different learning styles

Pragmatists

Pragmatists are keen to try things out. They want concepts that can be applied to their job. They tend to be impatient with lengthy discussions and are practical and down to earth.

Pragmatists learn best when:

- there is an obvious link between the topic and job
- they have the chance to try out techniques with feedback e.g. role-playing
- they are shown techniques with obvious advantages e.g. saving time
- they are shown a model they can copy e.g. a film or a respected boss

Pragmatists learn less when:

- there is no obvious or immediate benefit that they can recognise
- there is no practice or guidelines on how to do it
- there is no apparent pay back to the learning e.g. shorter meetings
- the event or learning is 'all theory'



Most of us have elements of more than one learning style. Think about your strongest style and your weakest style to identify how you learn.

This excerpt has been taken from the Honey and Mumford Learning Styles Questionnaire. A full online version of this questionnaire is available from www.peterhoney.com on a pay-as-you-go basis for £10. Your results include a full report with suggestions about how to become a more effective learner.

THEORISTS

Learn **most** from situations which include:

- Models-Concept-Theory.
- Explore methodically.
- Rationality.
- Logic.

Learn **least** from situations which include:

- Things with no apparent purpose.
- Emotions and feelings.
- Unstructured activity.
- Little depth to investigation.

ACTIVISTS

Learn **most** from situations which include:

- Here-and-now short exercises.
- Limelight.
- Involvement with people.
- Elements of "Have a go".

Learn **least** from situations which include:

- A passive role.
- Solitary work.
- Repetition of tasks.
- On-the-job learning.

REFLECTORS

Learn **most** from situations which include:

- Time to watch and think.
- Research.
- Analyse past data.
- Freedom.

Learn **least** from situations which include:

- Limelight.
- Action without learning.
- Time pressure.
- Short cuts made through lack of time.

PRAGMATISTS

Learn **most** from situations which include:

- Obvious practical advantage.
- Model to copy.
- Immediate implementation.
- Practical issues.

Learn **least** from situations which include:

- Distance from reality.
- No practice.
- Obstacles to implementation.
- Too much ruminating





Learning Styles Questionnaire

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

There is no time limit to this questionnaire. It will probably take you 10 – 15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it. If you disagree more than you agree put a cross by it. Be sure to mark each item with a tick or cross.

- 1. I have strong beliefs about what is right and wrong, good and bad.
- 2. I often act without considering the possible consequences.
- 3. I tend to solve problems using a step-by-step approach.
- 4. I believe that formal procedures and policies restrict people.
- 5. I have a reputation for saying what I think.
- 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis.
- 7. I like the sort of work where I have time for thorough preparation and implementation.
- 8. I regularly question people about their basic assumptions.
- 9. What matters most is whether something works in practice.
- 10. I actively seek out new experiences.
- 11. When I hear about a new idea or approach I immediately start working out how to apply it in practice.
- 12. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
- 13. I take pride in doing a thorough job.
- 14. I get on best with logical, analytical people and less well with spontaneous, 'irrational' people.
- 15. I take care over the interpretation of data available to me and avoid jumping to conclusions.
- 16. I like to reach a decision carefully after weighing up many alternatives.
- 17. I am attracted to more novel, unusual ideas than to practical ones.
- 18. I don't like disorganised things and prefer to fit things into a coherent pattern.
- 19. I accept and stick to laid down procedures and policies so long as I regard them an efficient way of getting the job done.
- 20. I like to relate my actions to a general principle.
- 21. In discussions I like to get straight to the point.
- 22. I tend to have distant, rather formal relationships with people at work.
- 23. I thrive on the challenge of tackling something new and different.
- 24. I enjoy fun-loving, spontaneous people.
- 25. I pay meticulous attention to detail before coming to a conclusion.
- 26. I find it difficult to produce ideas on impulse.
- 27. I believe in coming to the point immediately.



- 28. I am careful not to jump to conclusions too quickly.
- 29. I prefer to have as many sources of information as possible – the more data to think over the better.
- 30. Flippant people who don't take things seriously enough usually irritate me.
- 31. I listen to other people's points of view before putting my own forward.
- 32. I tend to be open about how I am feeling.
- 33. In discussions I enjoy watching the manoeuvring of the other participants.
- 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
- 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.
- 36. It worries me if I have to rush out a piece of work to meet a tight deadline.
- 37. I tend to judge people's ideas on their practical merits.
- 38. Quiet, thoughtful people tend to make me feel uneasy.
- 39. People who want to rush things often irritate me.
- 40. It is more important to enjoy the present moment than to think about the past or future.
- 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
- 42. I tend to be a perfectionist.
- 43. In discussions I usually produce lots of spontaneous ideas.
- 44. In meetings I put forward practical, realistic ideas.
- 45. More often than not, rules are there to be broken.
- 46. I prefer to stand back from a situation and consider all the perspectives.
- 47. I can often see inconsistencies and weaknesses in other people's argument.
- 48. On balance I talk more than I listen.
- 49. I can often see better, more practical ways to get things done.
- 50. I think written reports should be short and to the point.
- 51. I think that rational, logical thinking should win the day.
- 52. I tend to discuss specific things with people rather than engaging in social discussion.
- 53. I like people who approach things realistically rather than theoretically.
- 54. In discussions I get impatient with irrelevancies and digressions.
- 55. If I have a report to write I tend to produce lots of drafts before settling on the final version.
- 56. I am keen to try things out to see if they work in practice.
- 57. I am keen to reach answers via a logical approach.
- 58. I enjoy being the one that talks a lot.
- 59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
- 60. I like to ponder many alternatives before making up my mind.
- 61. In discussions with people I often find I am the most dispassionate and objective.
- 62. In discussions I am more likely to adopt a 'low profile' than to take the lead and do most of the talking.
- 63. I like to be able to relate current actions to a long-term, bigger picture.
- 64. When things go wrong I am happy to shrug it off and "put it down to experience".
- 65. I tend to reject wild, spontaneous ideas as being impractical.
- 66. It's best to think carefully before taking action.
- 67. On balance I do the listening rather than the talking.
- 68. I tend to be tough on people who find it difficult to adopt a logical approach.
- 69. Most times I believe the end justifies the means.



- 70. I don't mind hurting people's feelings so long as the job gets done.
- 71. I find the formality of having specific objectives and plans stifling.
- 72. I'm usually one of the people who puts life into a party.
- 73. I do whatever is expedient to get the job done.
- 74. I quickly get bored with methodical, detailed work.
- 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
- 76. I'm always interested to find out what people think.
- 77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
- 78. I steer clear of subjective or ambiguous topics.
- 79. I enjoy the drama and excitement of a crisis situation.
- 80. People often find me insensitive to their feelings.

Learning Styles Questionnaire - Scoring

You score one point for each item that you ticked. There are no points for items you crossed (X). Simply indicate on the list below which items were ticked (✓).

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
=	=	=	=
Activist	Reflector	Theorist	Pragmatist

Ring your scores on this chart and add up totals for each style.



Activist	Reflector	Theorist	Pragmatist	Very strong preference
20	20	20	20	
19	19	19	19	
18	18	18	18	
17		17	17	
16		16		
15				
14				
13				Strong Preference
12	17	15	16	
11	16	14	15	Moderate Preference
	15			
10	14	13	14	
9	13	12	13	
8	12	11	12	Low Preference
7				
6	11	10	11	
5	10	9	10	Very low Preference
4	9	8	9	
3	8	7	8	
2	7	6	7	
1	0	5	6	
0	5	4	5	
	4	3	4	
	3	2	3	
	2	1	2	
	1	0	1	
	0		0	

You may have scored high on more than one learning style – see the descriptors below for an indication of the one or 2 styles you prefer to use in your learning. Then you can refer back to the guidance notes from earlier for more information on each of the learning styles and a reminder of the type of situations each one learns most/least from.





Learning Styles Descriptors

Pragmatists (High score on Concrete Experience)

- Like to try out ideas, to see if they work in practice, to make decisions and solve problems.
- Positively search out ideas.
- Tend to get on with things, act quickly, to be impatient, essentially practical, down to earth.
- Don't like beating around the bush, open-ended discussion.

Reflectors (High score on Reflective Observation)

- Like to stand back and ponder experiences and observe them from a variety of perspectives. Enjoy observing others. Listen well.
- Tend to be cautious, though thoughtful, consider all angles.
- Can be distant, tolerant, unruffled.
- Take action as part of a wider picture.

Theorists (High score on Abstract Conceptualisation)

- Like to adapt and integrate observations into complex, logically sound theories.
- Analyse and synthesise.
- Tend to be perfectionists, like things neat and tidy, can be detached, analytical, dedicated to rational objectivity.
- Don't like uncertainty, ambiguous situations, subjective judgements, lateral thinking and flippancy.

Activists (High score on Active Experimentation)

- Like to be involved fully in new experiences; dominated by here-and-now.
- Tend to be open-minded, enthusiastic, not sceptical, gregarious.
- Enjoy short-term, crisis fire fighting (tackle problems by brainstorming), the challenge of new experiences.
- Don't like the implementation/longer-term consolidation of projects.
- Life and soul of the party; centre an activities around themselves.





Record of Professional Development

If you decide to apply for accreditation from an independent coaching organisation, you will be asked to evidence your total number of coaching hours and your Continuous Professional Development.

These logs have been provided for your use to take effect immediately so please record your training hours and each hour that you coach an individual.

Feel free to adapt these logs to suit your needs.

- Coaching Practice Hours***
- Continuing Professional Development***





Coaching Practice Hours - Log

Dates From - To	Organisation/ Setting (e.g. private, organisation name etc)	Type of Coaching Work (e.g. Life, Team, Executive, Stress etc)	Number of Hours of Coaching	Individual or Group





Continuing Professional Development - Log

Learning Needs Identified	Date.....
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Training Received				
Date	Course	Training Provider	No of Hours	Notes

Training Delivered				
Date	Course	Delivered to	No of Hours	Notes

Recommended: 30 hours per year CPD; 15 input / 15 output – or 30 input.

Includes: Training Courses, workshops, seminars, conferences, reading and presentations.





Further learning – Increasing self awareness & personal responsibility.

- Learning Styles Questionnaire
- www.authentic happiness.com
- Strengths Finder activities
- Myers Briggs Type Indicators
- Values activities
- Further reading
- Coaching practice (co-coaching)
- Supervision
- What else?

Some Useful Resources

Books

Coaching for Performance: GROWing People, Performance and Purpose, John Whitmore, Nicholas Brealey Publishing 2002

Co-Active Coaching, Laura Whitworth et al, Davies-Black Publishing 1998

The Power of Intention, Dr Wayne W. Dyer, Hay House Inc 2004

Life Mapping, Brian & Sangeeta Mayne, Vermilion 2002

Authentic Happiness, Martin E P Seligman, Ph D, Free Press, 2002

Flow: the classic work on how to achieve happiness, Mihaly Csikszentmihalyi, Rider. 2002

The Power of Your Subconscious Mind, Joseph Murphy, Simon & Schuster, 2000.

Think and grow Rich, Napoleon Hill, Vermillion, 2003.

