



## Coaching Approaches Development Programme Course Outline

### Content:

- ◆ Introduction
- ◆ Learning Outcomes
- ◆ Course overview – duration / structure / L&D / assessment / progression
- ◆ Course Programme
- ◆ Performance Criteria
- ◆ The Training Agreement
- ◆ Competency Assessment Wheel
- ◆ Association for Coaching Competency Framework

### Introduction

The Coaching Approaches Development Programme (CAD Programme) is a competency-based training course that embodies the standards and competencies set out by the Association for Coaching and enables participants to acquire the skills and knowledge base required to use coaching approaches in their day to day work in Community Learning & Development.

### Learning Outcomes: By the end of the training course participants will have:

#### Learning Outcomes

- Gained an understanding of what coaching is and how it differs from other support interventions;
- Increased knowledge about the origins and principles of coaching;
- Enhanced existing inter-personal skills through the development of core coaching skills;
- Created a coaching tool kit that draws on a range of techniques, models and approaches;
- Developed competence and confidence in using an integrated coaching approach in their day to day work.
- Self-assessed their own development in the following key areas:
  - Self awareness
  - Self confidence
  - Belief in potential
  - Being non-judgemental
  - Effective Conversations
  - Powerful questioning
  - Listening and clarifying
  - Giving feedback
  - Working with integrity
  - Planning & preparation
  - Record keeping
  - Accessing support
  - Committed to own continuing professional development
  - Monitoring & Evaluation



## The Coaching Approaches Development Programme

### Course Overview

<b>Duration</b>	The main elements of the course runs over 2 full days and 6 x 60 minute telecalls with additional time allocated for personal study (10 hours), peer coaching (1 hour x 5 sessions) & developing a case study (1 hour x 6 weekly session – with an option of extending this to 12). In total, the course covers 56 – 62 hours.
<b>Structure</b>	<ul style="list-style-type: none"> <li>• A short induction lasting 90 minutes</li> <li>• 2 Coaching units over 2 x 7 hour days</li> <li>• One group mentoring session – focuses on reflection on action and the mentoring process.</li> <li>• 6 hours practical coaching practice is required over the duration of the course.</li> <li>• Self-study – minimum 8 hours</li> </ul>
<b>Learning and Development</b>	<ul style="list-style-type: none"> <li>• This programme is based on the coaching principle of self-determined learning and requires active participation of each individual to maximise learning;</li> <li>• Includes some elements of open/distance/online learning to keep the learning live and encourage ongoing practice;</li> <li>• Peer support is an integral feature of the programme;</li> <li>• 2 x full day face to face workshops to develop coaching skills through practice and feedback;</li> <li>• Reflective learning and personal development are essential features of this course, to be achieved through the use of a Coaching Journal and coaching practice.</li> <li>• Participants have access to coach/mentor group and peer support to assist in their learning.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• In line with the basic coaching principle of self-determined learning, you will be responsible for identifying your own specific learning needs and will develop a personalised programme for growth as we progress through the course. In addition, we utilise a 360-degree assessment model to enable you to gain valuable feedback from yourself, your peers, your trainers and the people you coach.</li> </ul>
<b>Progression</b>	<ul style="list-style-type: none"> <li>• Participants completing this programme will have covered 55% of the Association for Coaching recognised Certificate in Coaching Practice and may progress to the ILM/CCP Dual Award to achieve a nationally recognised qualification in coaching if desired.</li> <li>• Participants wishing to continue developing their coaching skills/competence are encouraged to form coaching practice groups; continue using a coaching journal for reflection on practice and should receive regular supervision on their coaching practice.</li> </ul> <p><i>(Note: APP offer Coach Supervision Action Learning Sets which offer a sustainable option to train participants to facilitate their own ALS after a period of facilitator led involvement.)</i></p>



## The Coaching Approaches Development Programme Course Programme

Date & Time	Event	Content	Complete √
20/03/12 5.30pm – 7pm	Pre-Course Intro Session	<ul style="list-style-type: none"> <li>Welcome &amp; introductions</li> <li>Overview of programme</li> <li>Self-Evaluation</li> <li>Something to think about</li> </ul>	
28/03/12 9 – 4.30pm	Day 1 Training	Set the intention Coaching in context What coaching is, how it works Core coaching skills Brain based approach Thinking about thinking Visioning and CREATE Assign peer partners	
w/c 23/04/12 date/time tba	Teleconference	Facilitated consolidation of leaning from day 1, linking to day 2	
End May Date/time tba	Day 2 Training	Set the intention Review of day one Leadership and focus Shiny goals and targets Speaking with intent/ Ladder of inference Next steps/personal action plans	
<b>Additional Support</b>			
What	Who	Notes	Contact
Coach/Mentor	<ul style="list-style-type: none"> <li>Michele</li> <li>Rick</li> <li>Graham</li> </ul>		
On-line Forum	GLOW or another platform		



## Performance Criteria – The course content will cover the following 2 units:

### Unit 1 - DEVELOPING PERFORMANCE THROUGH COACHING

- I. Best practice in coaching
- II. Coaching in context
- III. Developing core coaching skills
- IV. An integrated coaching approach
- V. Thinking about thinking

### Unit 2 - COACHING PRACTICE

- I. Developing a coaching mindset;
- II. Self-Assessment;
- III. Managing coaching conversations;
- IV. Action planning;
- V. Developing a coaching approach to community learning and development practice.

### Unit 1 - DEVELOPING PERFORMANCE THROUGH COACHING

<b>Content</b>	<b>Performance Criteria</b>
I. Best practice in coaching	<input type="checkbox"/> An understanding of the Association for Coaching competency framework is demonstrated; <input type="checkbox"/> The 3P's of best coaching practice is being implemented; <input type="checkbox"/> The participant is aware of how to set (and the impact of) powerful intentions; <input type="checkbox"/> A Coaching Journal is used to inform reflective practice.
II. Coaching in context	<input type="checkbox"/> The participant has increased awareness of the origins, principles and values of coaching; <input type="checkbox"/> The participant has improved knowledge of the coaching process, how it works and how it compares to other forms of support interventions. <input type="checkbox"/> The participant is aware of the shared professional values within the coaching industry.
III. Developing core coaching skills	<input type="checkbox"/> The participant has practised and developed core coaching skills such as, listening, clarifying, noticing, feedback, powerful questioning, speaking with intent; <input type="checkbox"/> Peer support and shared practice is used to support learning.
IV. An integrated coaching approach	<input type="checkbox"/> The participant can demonstrate the use of a range of coaching tools, models and approaches (e.g. clearing the space; ACT; 5 Levels of Focus; CREATE etc.). <input type="checkbox"/> The participant has learned and integrated coaching practices with a view to developing their own individual coaching style and approach.
V. Thinking about thinking	<input type="checkbox"/> Increased awareness of the impact of our thinking on our feelings; behaviours and habits; <input type="checkbox"/> Coaching tools – such as 5 Levels of Focus, The Ladder of Inference and the 4 faces of Insight – have heightened self-awareness and provided useful tools to apply in practice.



## Unit 2 - COACHING PRACTICE

i. Developing a coaching mindset	<input type="checkbox"/> The participant has engaged in a wide range of coaching activities and developed trust in the process; <input type="checkbox"/> Self-awareness of how our mindset impacts our work performance is increased; <input type="checkbox"/> Useful tools – such as clearing the space and 5 levels of focus – will impact on the participants work practice.
ii. Self-Assessment	<input type="checkbox"/> The participant will carry out a number of self-evaluation processes and engage in the determination and monitoring of their own learning; <input type="checkbox"/> Useful tools for assisting others in self-assessment will be learned; <input type="checkbox"/> Participants will engage in a process of reflection in action and reflection on action. <input type="checkbox"/> Participants will engage in journaling and peer feedback to inform self-assessment processes.
iii. Managing coaching conversations;	<input type="checkbox"/> Participants will increase awareness of ‘Speaking with Intent’; <input type="checkbox"/> Conversational coaching tools will be added to the tool kit (e.g. CREATE / SSG). <input type="checkbox"/> Participants will increase awareness of the impact of their words on others through understanding concepts around the Peter Senge Zone Model; The Coach’s Agenda; You at the Centre and Covey’s 7 Habits model.
iv. Action planning;	<input type="checkbox"/> Participants will engage in target setting and the development of a personal development plan. <input type="checkbox"/> Increased competence in monitoring and evaluation of own development.
v. Developing a coaching approach to community learning and development practice.	<input type="checkbox"/> Participants will engage in a range of individual, paired and group activities to support them in defining how their own style and approach to coaching can be applied in day to day practice; <input type="checkbox"/> Participants will develop a coach’s tool kit to support them in developing their approach; <input type="checkbox"/> Practical applications and next steps will inform the future action for each participant, impacting on their own continuous professional development.





## The Training Agreement

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Please read and tick the boxes if you agree

### Commit to Complete

Given the experiential nature of this learning and development programme you may, at some point, feel confronted, challenged or stretched in some way.

***I agree to complete the course and address the challenges as they arise.*** ☐

### Commit to Time

It is crucial for your own learning that you attend all of the training sessions, you arrive at each session on time and you complete the actions set at each session.

***I agree to commit myself to arriving on time & attending all sessions.*** ☐

### Commit to the Learning Journey

Coaching is very much a learning process - a journey that can often lead to a level of self-awareness that touches the very core of you. In order to get the most out of this course, you need to be open and willing to take a step back and look at yourself in a new light as you undertake the complete coaching practice with your peers.

***I agree to be coached and to be open to new ideas and learning.*** ☐

### Participation

Active learning reaps its own rewards - allow your curiosity to run wild and take a full and active part in the process.

***I will be an active participant in coaching sessions and will do what I can to stay focused on the process of achieving my goals.*** ☐

### Respect to self and others

The course may reach deep down for some people and it is crucial that we create a safe environment that is conducive to a positive learning experience for all. Please respect the views and contributions of other participants and feel free to share your own views openly.

***I will do my best to contribute to the creation of a safe learning environment and will respect everyone's right to express their own views without judgment.*** ☐

### Confidentiality

All coaches & coachees must keep everything that happens within the course completely confidential. During mentoring and group sharing, trainees must ensure that no names or distinguishing comments are made that would lead to the identification of the coachee to whom they are referring.

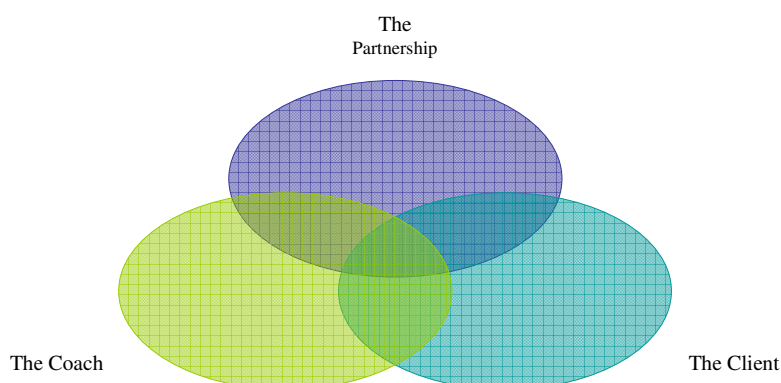
***I agree to maintain confidentiality throughout the course.*** ☐

Signed .....

Date .....



## 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		
<b>1. The Coach</b>	a. Continuous Self Development	b. Professional Knowledge & Awareness	c. Continuing Personal & Professional Development
<b>2. The Client</b>	a. Positive regard & empathy for the client	b. Fostering Independence and personal responsibility	c. Facilitation & Learning
<b>3. The Partnership</b>	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.



### **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**

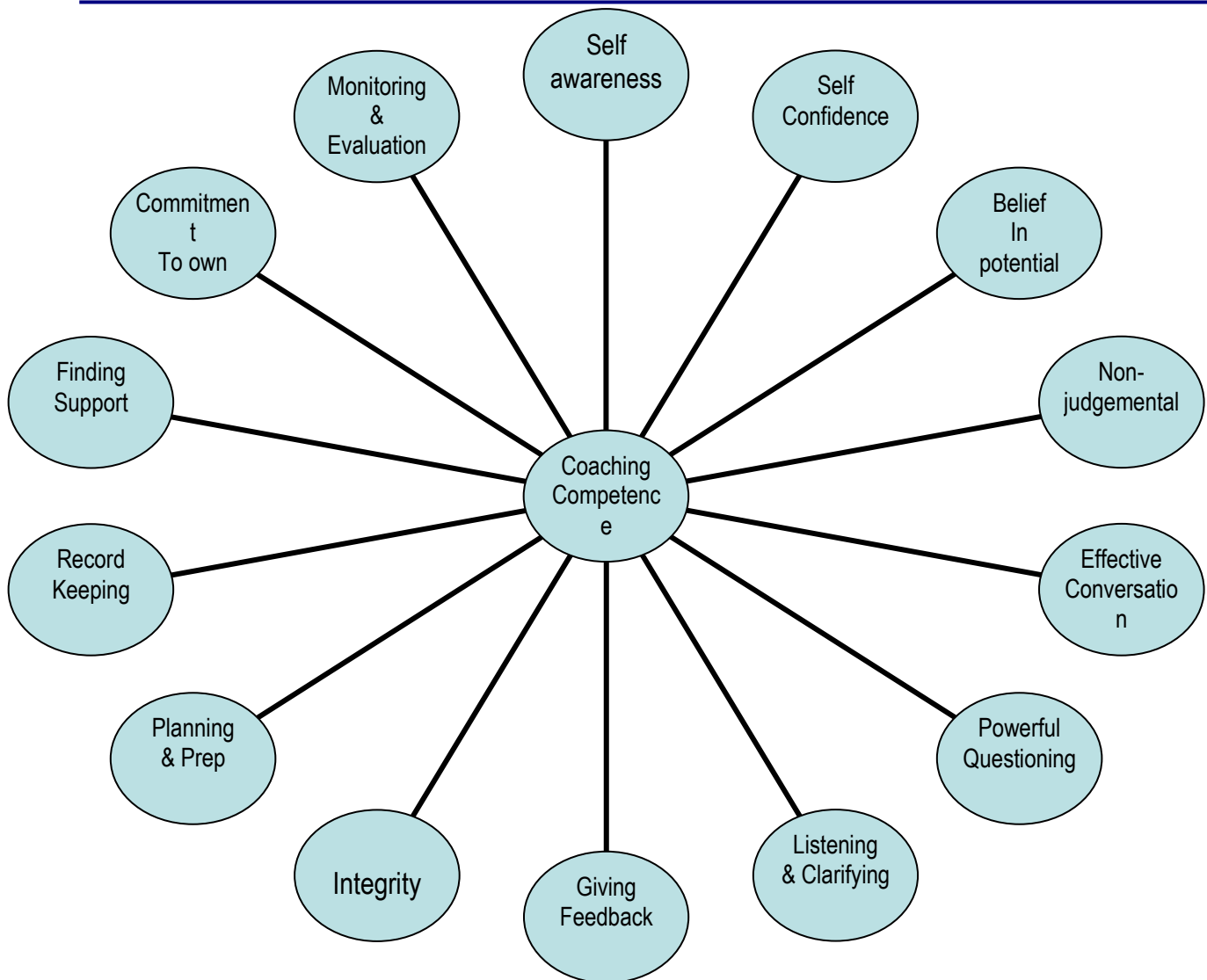
- i. The coach is non-judgemental and values diversity.
- ii. The coach maintains confidentiality and establishes a high level of trust and a firm connection with their client.
- iii. The coach provides information and clarity at every stage of the coaching process – then follows through.

### **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 moving towards your goals.



Area of Competence		Notes on Assessment Areas
1	<b>Self-Awareness</b>	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.
2	<b>Self Confidence</b>	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?
3	<b>Belief in Potential</b>	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	<b>Being non-judgemental</b>	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	<b>Effective Conversations</b>	Conversations are managed in a way that allows the client to fully explore their current situation and perspective. Plus develop new strategies and outcomes to their current challenges, to maximise their potential and construct a practical solution, which serves their situation well.
6	<b>Powerful Questioning</b>	<b>Coaching Skills:</b> 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.
7	<b>Listening &amp; Clarifying</b>	
8	<b>Giving Feedback</b>	
9	<b>Integrity</b>	Be yourself. To what extent to 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?
10	<b>Planning &amp; Preparation</b>	Important if your client is to get the best from you; how much time/effort do you put into planning and preparation?
11	<b>Record Keeping</b>	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?
12	<b>Finding Support</b>	Do you look after your own support needs – what networks do you belong to? How do you draw support from them?
13	<b>Committed to own cpd</b>	The AC requirement is for 30 hours continuing professional development per year; many 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 and what sources do you draw on to support these? (Supervision, Peer Support, Further Training etc.).
14	<b>Monitoring &amp; Evaluation</b>	The coach should show a reflective journal showing their own learning and development with their clients. Also a robust method of capturing the change and development of the clients who are coached.





## 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

