



Psychological Approaches to Coaching

The
GWiz
Learning Partnership

By

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Partner and Course Trainer

OVERVIEW OF COURSE

The programme is designed to allow learners time to reflect, consolidate and practice between modules. Each module is three days in length and includes supervised coaching practice with feedback.

For experienced coaches there is the opportunity to dip into the programme and attend individual modules. As this course is accredited by the Association for Coaches the modules can be used as CPD.

The modules are:

- Foundations in Coaching
- Transactional Analysis for Coaches
- iNLP Coaching model: There's more going on than you think!
- Positive Psychology: Working with a values map

For more details see the Course Breakdown below.

Learners will be expected to complete pre-work before each module and once the course has commenced practice coaching to consolidate learning. Modules 2 to 4 will include time for learners to present coaching cases for supervision. All students will need to have cases to present.

For new coaches not yet in practice guidance and support will be given on how to practice ethically and safely during training.

Course title: Psychological approaches to coaching

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COURSE MODULES

Module One – Foundations in Coaching

Pre-work: Learning styles and MBTI questionnaires

Introduction

- Aims and Outcomes
- Defining Coaching and Mentoring
- Foundations of Contracting
- JOHARI Window

Basic Models of Coaching

- Kolb's Cycle Model
- Honey and Mumford's Learning Styles Variation
- The Art of Goal Setting
- The Grow Model
- GWiz Coaching Leadership Model
- Double Loop Learning

Personality Differences – an introduction

- Values
- Myers Briggs Type Indicator

Supervision Action Learning Set

- Supervised Coaching Practice
- Peer feedback
- Supervision



Accredited Diploma

Attend and complete the assignments from all four modules and gain an Association for Coaching Diploma.

Module Two: Transactional Analysis for Coaches

Pre-work; Working styles and personal styles questionnaires

Introduction to Transactional Analysis
Windows on the World
The Importance of Contracting – the TA perspective

Working Styles and Drivers
Strokes and Motivation
Time Structuring

Ego States
Communication styles
The Accessing Cube

Reactions, Rubber Bands and Rackets
Injunctions and Decisions
The Mini Script

Understanding Games People Play
The Drama Triangle
The Winners Triangle

Knowing the Boundaries
Transference and countertransference

Supervision Action Learning Set
 Supervised Coaching Practice
 Peer feedback
 Supervision

At the end of this module you will be eligible for an accredited GWiz Certificate:

“Coaching with Transactional Analysis” on completion of specific assignment.

Accredited Diploma

Attend and complete the assignments from all four modules and gain an Association for Coaching Diploma.

Module Three: iNLP Coaching

There's more going on than you think!

Pre-work; Preparing case studies and hand in written assignment one

An introduction to Neuroscience, NLP and Coaching
The Brain in action
What has this got to do with coaching?

Attitude and Beliefs
Running Your Own Brain

iNLP Coaching Model
Basic NLP Principles as applied to Coaching
Managing Your Internal State
Present State – Outcome State Criteria

HNLP Coaching Basic Conversational Change Model
Conversational Outcomes and Resources

Additional Questions

HNLP Coaching Model: For Conversational Change

Introduction to LAB Profile

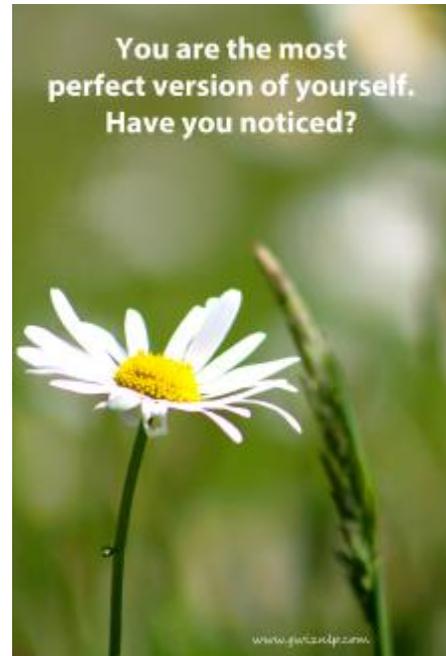
Summary of LAB Patterns
Motivation Traits
Working Traits

The Truth about Goals
End State Energy
Elicitation with Big Picture Outcome:
Moving Toward" Approach

At the end of this module you will be eligible for an accredited iNLP Coaching Certificate on completion of specific assignments.

Accredited Diploma

Attend and complete the assignments from all four modules and gain an Association for Coaching Diploma.



Module Four: Positive Psychology: Working with a values map

Pre-work: Background reading on ethics, morality, diversity and values

Objectivity

Objectivity: Assessing yourself and others

Ethics

Business Ethics, Ethics and Integrity, Morality and Ethics
'Resolving' Ethical Dilemmas
Transference re-visited

Diversity

Diversity and Its Implications

Introduction to Positive Psychology

Historical overview
Well-being and confidence

Meaning and Purpose

Values and Meaning
Ethics
Use of story telling in coaching

The Power of Perception

Optimism and pessimism
Priming and filters
Attitude and Beliefs
Running Your Own Brain

Strengths and Positive Psychology

Overview
Using VIA

Emotional Intelligence

Overview
The Four Branches of Emotional Intelligence
MSCEIT (psychometric test)
The tool kit

Accredited Diploma

Attend and complete the assignments from all four modules and gain an Association for Coaching Diploma.

COURSE DESIGN AND METHODOLOGY

The courses are designed and delivered based on two robust learning theories, Bernice McCarthy's 4Mat system and Honey and Mumford's Learning Styles.

The structure is designed using the 4Mat system while being aware of different responses from students drawn from Learning Styles. Here is a break-down of how the system works.

The 4Mat System

The format of the 4Mat system is used first to provide an overview of the whole training programme and then each learning segment also follows the same pattern. Essentially this model recognizes that people engage with training for different reason and are motivated by different things. By structuring the training as follows we are providing engagement for all styles.

WHY?

The motivation to engage is the need to understand why something might be useful. For example, explaining why building rapport with a client builds trust and fosters openness which in turn increases the effectiveness of the coaching relationship. Pragmatists need to know why they should listen.

WHAT?

This section provides the theory and models allowing those with a theoretical bias to engage with the learning more fully.

HOW?

In the training of coaches this section is essential as we are teaching practical skills as well as theory. This section may include a demonstration of a model or technique. It will be followed by an exercise where the students can practice and develop their own skills. It appeals to the activists in particular who like to learn by doing while the demonstration is useful for reflectors.

WHAT IF?

This part of the training is to allow students to reflect on learning and explore other possibilities including exceptions to the rule. It is useful for all learning styles and will be a convincer for the pragmatist who will always be looking for the practical application.

ETHICS AND GOOD PRACTICE

During our training we include several sessions on ethics and good practice. This begins with contracting and exploring the importance of clear boundaries. We encourage students to be clear about where coaching ends and therapy begins. We also use a number of case studies that detail ethical dilemmas caused by poor contracting. Students are tasked with identifying the problem and discussing preventions and solutions.

Another section of the course looks specifically at ethics and codes of practice. Again we have a number of case studies for students to examine. We provide the students with copies of AC, ICF and EMCC codes of practice and task them with drawing up their own personal codes.

We encourage membership of a recognized body such as AC, ICF or EMCC where adoption of that organisations ethics and code of practice are expected.

In addition to this we also teach sections on the importance of supervision and challenges such as transference and counter-transference.

In addition to all of this when teaching the Transactional Analysis module we examine the TA philosophical approach of I'm okay, you're okay and the principle of ethical practice.



EVALUATION PROCESS

Assignment One: Work Based Assignment

Essentially an essay explaining the value of coaching and the skills needed to be a good coach. There should also be a critical evaluation of coaching in comparison with other forms of development. This assignment is due by the start of module two.

Assignment Two: Transactional Analysis Case Study

A case study based on an application of Transactional Analysis in a coaching context. It should include an explanation of behaviours using TA, self-awareness indicators and how TA was used to move the situation forward. This assignment is due at the start of module three.

Assignment Three: iNLP Case Study

A case study based on an application of iNLP in a coaching context. It should include an explanation of behaviours using NLP, self-awareness indicators and how NLP was used to move the situation forward. This assignment is due at the start of module four.

Assignment Four: Self-Assessment and Reflective Learning Log

Students will be encouraged to keep a learning log from commencement of the programme, this will be used to assess their own skill set and draw up an action plan to continue their development beyond the training units of the programme. This assignment is handed in one week after the completion of the programme and will be based on 10 hours of applied coaching practice either within the class or in own practice.

Assignment Five: Extended Coaching Log

Spread over six to twelve months students undertake a minimum of a further 30 hours of coaching. They continue to keep a learning log and also seek feedback from clients, peers and supervisors. They are expected to evaluate their learning and feedback and use this to formulate an extended action plan of CPD. This assignment is due twelve months after the commencement of the programme.

Supervision

Students need to attend a minimum of six supervision sessions in the twelve months from the commencement of the programme. Four group supervision sessions are included within the programme and the opportunity to attend further group supervision sessions will be available. Alternately students can book individual supervision sessions with the trainer.

Practical Evaluation

This will be ongoing throughout the programme with a formal observation on the final module.

VENUE

Our venue is set on the edge of Ashdown Forest in Crowborough, East Sussex, an area of Natural Outstanding Beauty. We have a purpose built training suite and in the summer practice can be taken outside into the grounds.

The programme is spread across four modules as follows:

- Module 1: - Foundations in Coaching
- Module 2: - Transactional Analysis for Coaches
- Module 3: - iNLP Coaching Model; There's more going on than you think!
- Module 4:- Positive Psychology; Working with a values map



TRAINER PROFILE



MELODY CHEAL (BA psych, MSc positive psych)

Melody has a degree in Psychology, a Masters Degree in Applied Positive Psychology, diploma in Psychotherapy and is an NLP Master Practitioner and Certified Master Trainer. She is part of the external verification panel for the ANLP accreditation programme.

As a partner in The GWiz Learning Partnership, Melody runs courses in both the private and the public sector, focusing on interpersonal skills and self-awareness. Over the last twenty two years she has worked with international committees, directors, senior managers, teams and front line staff in groups and one to one as a coach. She specialises in NLP, emotional intelligence, personal effectiveness, understanding behaviour and developing potential.

She regularly speaks at national conferences and has presented her dissertation research at an international research conference. Her work was published in an academic journal as a result.

Her coaching courses have included ILM accredited courses from Level 3 all the way through to Level 7 and now AC recognised. She has also developed and run a number of in-house coaching and mentoring programmes. Her TA for coaches workshop is very popular and last year took over 100 managers in Santander work through the programme.

She has also taught Positive Psychology as visiting lecturer at the University of East London.

Melody also served on a working party in the EMCC over ten years ago. The working party was exploring coaching competencies.

In the late 90's she served as a Director at Hertfordshire Chamber of Commerce and at the Institute of Developmental Transactional Analysis.

She is a member of the following bodies:

- Association for Coaching
- British Psychological Society
- Association of NLP
- American Board of Hypnosis

Qualifications and Training

- MSc in Applied Positive Psychology
- Degree in Psychology (BA Hons.)
- Certified HNLP Coach
- ICF ACTP qualified Coach
- MBTI Practitioner
- LAB Profile Practitioner
- Emotional Intelligence Practitioner
- iWAM Practitioner
- Certified Trainer of NLP with SNLP and Neuro-Energetics
- Certified Master Trainer of NLP with Neuro-Energetics
- Practitioner and Master Practitioner in NLP
- Certified Trainer of Hypnosis and Hypnotherapy.
- Practitioner and Master Practitioner of Hypnotherapy
- Diploma in NLP, Psychotherapy and Ericksonian Hypnotherapy
- Qualified Re-evaluation Co-counsellor
- Six years training in Transactional Analysis
- Seven year training as a group leader and facilitator
- Organisational Member of Association for Coaching

