



Your Coaching Journey.....

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Students will be assessed on their practical coaching skills and the written course work, which they are required to submit according to their individual learning plan. It is anticipated that each learner would devote a minimum of 150 hours to complete the course including reading and individual study time.

The course comprises 4 elements:

Element A:

- 2 days of 'Face to Face' Training (total 16 Hours)

Element B:

- 6 x 60 minute coaching sessions with a minimum of 6 practice clients (36 in total)
- A summary of the content of each coaching session to be completed using provided template
- A reflective journal to be completed
- An observed practical assessment

Element C:

- 5 short essays – approximately 250 words each. Topics of essays are:
 - Define coaching, comparing it to mentoring, consulting and therapy. Give examples of when coaching is a more appropriate tool
 - Describe the key skills required of a coach, providing examples from your practice clients. Show evidence of your reading
 - Explain the benefits of coaching in an organisation or to an individual
 - Describe how you will set boundaries with a client in the initial session using the contract and code of practice
 - Review the effect of your own values, beliefs, attitudes, and behaviours on those of your client. Describe the impact that this will have on the coaching session and outcome
- In addition each student is required to read 5 specified books covering all aspects of coaching and must submit the following:
 - A book Review reflecting the learners' understanding of the authors Coaching Style (750 words)

Element D:

- 3 * 1 hour Coaching/Mentoring sessions with qualified coaching accreditation Mentor
- 3 * 1 hour mentoring with Personal Development Mentor

Students will receive all the resources required to complete the course including manuals, books, and access to Trainers and Mentors via email and telephone.

All written work is assessed and marked by our Internal Moderator. Copies of all written work are retained and filed at Head Office and would be available upon request to our External Verifier at the ILM. Please note assignments may be subject to change.

More Details on the Modules

	5 short essays – approximately 250 words each.	% of marks
1	Define coaching, comparing it to mentoring, consulting and therapy. Give examples of when coaching is a more appropriate tool	20
2	Describe the key skills required of a coach, providing examples from your practice clients. Show evidence of your reading	20
3	Explain the benefits of coaching in an organisation or to an individual	20
4	Describe how you will set boundaries with a client in the initial session using the contract and code of practice.	20
5	Review the effect of your own values, beliefs, attitudes, and behaviours on those of your client. Describe the impact that this will have on the coaching session and outcome.	20

	Book Review - reflecting the learners' understanding of the authors view on Coaching and personal change	% of marks
1	What was it about the book that appealed to you?	10
2	Discuss the author's background, identifying how they came to coaching and linking to other work they may have produced.	20
3	What is the coaching style discussed in the book?	20
4	How does the author's style compare to the styles introduced on the course?	20
5	What have you learned as a result of reading this book? Give examples	20
6	Discretionary mark	10

	Practice Session - Client notes	% of marks
1	What is the general theme / topic for the coaching sessions?	6
2	What is the session goal?	5
3	State the long, medium and short term goals – these to be in SMART, or POSIE format	9
4	Background information/progress since last session	5
5	What is the reality? (consider all levels of change)	20
6	List all options (desire and feasibility)	10
7	What is the action plan?	15
8	How committed is the client?	10
9	How was the client's state management facilitated?	10
10	Discretionary	10

	Practice Session - Reflective Journal	% of marks
1	How did you prepare for the session?	10
2	Describe which tools and questions were most effective and why – give examples.	20
3	Which tools and questions would you want to improve on and why?	30
4	How could you develop your knowledge, behaviour and skills even further as a result of this session? What will you do to ensure this happens?	40

	<i>Practical Assessment Session</i>	% of marks
1	Establish and maintain rapport	10
2	Set clear goal for coaching and for this session	10
3	Use of TGROW	10
4	Listen effectively	10
5	Ask great questions	15
6	Effective and succinct communication	10
7	Designing and driving action	10
8	Managing the coaching process (time/supportive etc)	5
9	Enabling client commitment and responsibility	10
10	Appropriate role - being a coach (not any other intervention!)	10

Frequently Asked Questions:

- **How do I find the practice clients required?**

Your Mentor coach can take you through this in more detail. However we often use a buddy system where other trainee coaches swap networks with each other, as it is not always appropriate to coach your own close network (friends, family member direct colleagues etc.) but someone else of course can. We also help you with the wording of an initial coaching advert and agreement.

- **Where do I coach the practice clients?**

As you are probably not in position to have your own specific coaching venue, we suggest you find alternative locations that are appropriate for coaching, or of course some phone coaching is also good practice. Certain cafes (Starbucks etc.) are suitable for the level of coaching you will be undertaking. Or you will find that as your practice clients are getting free coaching they are happy to provide some space (their office meeting room etc.)

- **How long do I have to do the course?**

As it is a distance learning course it is really up to you, however, we strongly recommend that trainees complete the course within 6-8 months and we limit the course duration to 14 months. The time consuming part can be getting the practice client sessions in place, therefore we recommend this is a focus area for trainees.

- **How do I 'pass' or 'fail'?**

Due to its interaction with Mentors and Assessors, the course is designed for you to pass! Therefore if your written or practice work is not up to the required standard, we will give you plenty of feedback in order to make it so. You will receive a mark at the end of the course which is classified as a fail, pass or distinction.

- **When I finish will I be a qualified coach?**

Well, as in the coaching industry there is no one regulated accredited body, yes and no! You will have completed and been successful at a course that is accredited by Making Change Work Ltd and endorsed by the ILM. However, there are many coaching accreditations out there. Different people (or your future customers) will value different accreditations, based on their own individual view on the subject. Probably the more useful question is, 'Will I be able to start my career as a coach after this course?' Our objective is that once you have successfully completed the course you will be a confident and competent coach ready to start coaching in the 'real world' and make a big difference to your clients' lives.

Coaching Code of Practice

Coaching aims to uphold the highest standards of training and expects all Trainers, Mentor Coaches, Course Facilitators and Students to uphold the highest professional standards of coaching in accordance with the following **Code of Practice**:

- All Coaches must conduct themselves with dignity, honesty, integrity and responsibility.
- Clients must be assured that anything they discuss in a Coaching session will remain Confidential, unless required by law, or permission is given in writing by the client.
- Coaches must not be judgmental or give unwelcome advice.
- Coaches must be clear about the boundary between Coaching and other therapies, such as Counselling.
- Coaches must not recommend a specific therapist unless qualified to do so.
- Coaches must not bring MCW into disrepute in any way.
- Coaches must not give misleading information about Coaching and its benefits.
- Coaches must not make claims about the outcome of Coaching unless they are able to provide evidence.
- All Coaching agreements must be easy to understand, with expectations of both the Coach and the client clearly stated.
- Coaches must not coach minors (under 18s) without their parent's written permission and the coach is to have CRB checks and statutory child protection training.
- Coaches must be willing to recommend other Coaches if it is more appropriate for the client.
- Coaches must take out professional indemnity insurance.
- Whenever possible Coaches will raise the profile of Coaching and correct any misconceptions about what coaching is and isn't.
- Coaches must not become intimately involved with any client.
- **Coaches must not exploit any aspect of the Coach-client relationship for personal, professional or monetary advantage or benefit.**
- Coaches will ensure that the client understands the nature of Coaching, the bounds of confidentiality and the terms and conditions of the agreement including the client's right to terminate the contract.
- Coaches will obtain agreement from any client before releasing their names as references.
- Coaches will create, maintain, store and dispose of any records with respect to the confidential nature of any such records and any laws relating to the Data Protection Act.
- Coaches must make a copy of this code available to clients (including sponsors where applicable).

Please note that all trainees must agree to abide by this Code of Practice prior to acceptance on the course.



- The Institute of Leadership and Management (ILM) is a professional body dedicated to raising leadership and management capability.
- ILM is the largest qualification awarding and professional membership body in Europe for management and leadership vocational qualifications. In 2006 around 80,000 managers registered for ILM Management qualifications and awards.
- Making Change Work Ltd is an approved provider for Endorsed Awards which is quality assured to the ILM's standards.
- In essence, ILM is approving and monitoring the quality of the programme, whilst providing flexibility in its design to Making Change Work .
- Making Change Work is responsible for specifying the duration, level of content covered and the delivery method as well as designing the way in which clients are assessed.
- ILM will certify the client undertaking the programme, thereby providing them with the benefit of recognition from a leading national professional and awarding body.
- The ILM is a part of the City and Guild Group.