

PURPLE TREE



Performance Coaching Skills Programme

Level 4

October – December, 2015

Accredited by I.T.O.L

Purple Tree

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1. Rationale

Many organisations realise that employees demand more than financial gain. They require appreciation, recognition, open communication, clear vision and self-actualisation. Ever-increasing customer expectations creativity, intuition, motivation and integrity are increasingly valued and an integral part of organisational culture. Coaching and aligning the individual's goals with those of the organisation, has become imperative in ensuring excellent performance, a flow of innovation and increased motivation in the constantly changing `world of work`.

Coaching is not advice giving or the coach taking over the discussion by sharing experiences. The coaching role is to enable other people to change and achieve by drawing on their own resources in a professional context. They must motivate, inspire, stimulate and guide.

Coaching is a process where one person facilitates the development and action planning of another person, in order the person can bring about changes in their work and life.

The coaching cycle is based on a change and development process which involves the following stages:

- 1. Establishing the coaching process**
- 2. Action Planning**
- 3. Implementing the coaching cycle**
- 4. Evaluation and review of progress**

Coaching involves the development of key skills for coaching. It requires deep listening. The listener needs to genuinely engage with the people they coach. They need to empathise and challenge.

The coach must be able to recognise the needs of individuals being coached, develop coaching programmes appropriate to meet those needs and to help individuals to achieve their full potential.

We believe that coaching is not a substitute for managerial control. Leaders and managers rarely have the time to control. They have to empower and delegate to create a culture of responsibility and self generated actions. Coaching and Leadership are, in many ways, synonymous. Both work by using relationships and dialogue to generate possibilities, change and growth. Coaching is not a technique. It involves a way of viewing relationships, customers and the world.

In our experience, progressive success-orientated organisations recognise that a culture of coaching is needed to shift the paradigm of management from one of control to a committed, responsible partnership.

2. Programme Aims

The Open Coaching Skills Programme aims to improve the effectiveness of participants to coach individuals and teams and is focused upon equipping them with the skills necessary to create, manage and maintain a successful customer / client centred environment.

Participants will be introduced to practice, reflect and evaluate, the range of coaching and management skills and approaches that will enable them to work effectively with individuals and teams so that individuals can work towards fulfilling their potential to deliver results.

Coaches, Managers and Leaders

- **Empowers others to accomplish results on their own initiative.**
- **Understands how people learn change and develop.**
- **Takes care to align individual goals with those of the organisation.**
- **Through empowering others, collaborating and goal setting, taps into the individual's intrinsic motivation.**
- **Enables employees to become responsible for their own commitments, decisions and actions within the workplace.**
- **Emphasises development and future possibilities.**
- **Develops teams and enables them to perform to the highest standards.**
- **Encourages creative thinking and challenges the status quo.**
- **Listens, questions, supports and collaborates.**
- **Uses coaching as an effective management intervention.**
- **Together with the organisation perceives coaching as a developmental and performance enhancing tool.**

3. Our Approach:

We believe that learning should be a memorable and enjoyable experience. Our learning and development methodology is to promote participation through the use of interactive methods and practical approaches using cutting edge techniques

Our specific approach with this open programme will be;

- To deliver - a comprehensive programme of `coaching skills`. - *An indicative programme is detailed below.*
- To provide a programme which is nationally accredited?
- Work based assignments will be in the form of short reflective reviews And will be counted as course work for accreditation purposes.
- To offer one to one coaching support of the coaches throughout the programme enabling individual professional development and the demonstration of good practice.
- To give each participant a comprehensive pack of materials and offer support as needed.
- To enable delegates to enjoy their learning and development



4. Indicative Programme Outline

Day One: Tuesday – 6th October, 2015

**Day1:
Induction to programme.
The nature and purpose of coaching**

Main themes:

- The key features of the coaching skills programme including; group sessions, one to one support, work based assignments and accreditation.
- The role of coach / and or coach manager
- The relationship between coaching and organisational performance and culture
- The nature, purpose and role of coaching
- The benefits of coaching to the individual and the organisation
- The behaviours of effective coaches

Coaching, learning and change.

Main themes:

- The learning styles of adults and consequent good practice in coaching
- Analysis of how adults learn and change and consider the implications for good practice in coaching
- Learning needs analysis and apply to the learning needs of individuals
- Individual barriers to learning
- Strategies to overcome individual barriers

Day Two: Tuesday - 20th October, 2015

Day 2: The coach and motivation

Main themes:

- The three main schools of thought in motivational psychology
- Intrinsic and extrinsic motivation in coaching
- Apply appropriate motivational methods with individuals
- Individual motivational needs to produce tangible results and improve performance
- Promotion of trust and respect
- The role of coaching in relation to motivating and inspiring others

Coaching beliefs and values

Main themes:

- Analysis of values and beliefs in coaching
- Appreciation of options and choices
- The nature of beliefs and how they impact upon our lives?
- Working with self limiting beliefs
- Implementing the coaching process
- The characteristics of an effective coaching agreement
- Examination of competencies

Day Three: Tuesday – 3rd November, 2015

Day 3:

Communication and interpersonal skills for effective coaching

Main themes:

- The role of transactional analysis and the coaching relationship
- Responsibility and reality in Coaching
- Range of questioning techniques
- NLP questions, leader follower, reflecting, reframing and summarising
- Active listening
- The role of NLP in coaching
- The balance of challenge and support. Gentle challenging techniques
- Giving and receiving feedback in an appropriate, positive and constructive manner and encouraging learners to give feedback for themselves
- Benefits of silence
- Gaining ranking and commitment
- The coaching carousel

Day Four: Tuesday – 17th November, 2015

Day 4: Using Coaching Models

Main themes:

- Goal setting and the benefits of goals
- Guidelines for goals
- Goal setting Models e.g. STEPPA and GROW
- Options and choices
- Exploring reality
- Choosing priorities and options
- Action planning
- Goal setting skills, ` Future Desired state and beyond Smart targets

Main themes:

- Coaching Skills practice with partners using the GROW model to practice and evaluate the use of GROW questions
- Lessons learnt will be generic and not specific to individuals

Day Five: Tuesday – 1st December, 2015

Day 5: Team Coaching

Main themes:

- Characteristics of groups and teams, team membership and leadership,
- The stages of group development, team roles and team dynamics
- Teams in different contexts
- The coaching process and team performance team performance
- Differences between individual and team coaching
- Coaching teams skills practice

Implementing Coaching policies and frameworks. Evaluation

Main themes:

- Coaching policies and frameworks; examples of good practice
- Determination of the requirements for your organisation
- Issues which arise
- What kind of framework?
- Identify required future change
- Use the timeline exercise and experience how the future feels
- Evaluate various models of coaching and their implications for you and your organisation
- Construct an appropriate framework for your organisation
- Timeline task
- How to embed monitoring, review and evaluation in coaching
- What will change; personal, team and organisation
- Personal action planning for change
- Evaluation of programme
- Next steps and support

Support, Assessment and Accreditation

Successful completion of this programme will accredit you with the Level 4 Award in Coaching Skills from the National Awarding Body ITOL.

An experienced coach will work alongside participants to;

Observe practice
Review processes and paperwork
Enable participants to reflect and review progress
Encourage feedback
Record achievement and evidence of coaching
Identify strategies for improvement
Submit participant profile records for accreditation to ITOL a national awarding body

Each participant will receive one to one coaching sessions and telephone support to gain experience of being coached and to further appreciate the coaching relationship.

A portfolio of learning and development referenced against 20 coaching competencies is required to be completed within 6 months of the programme start date. Each participant will need to coach 2 coachees through the entire coaching process to create this evidence.

The portfolio is a collection of documents which are built up whilst coaching. It contains the evidence produced as a result of planning, delivering and evaluating coaching. Evidence can include the following kinds of documentation.

1. **Learning and development logs:** reflective accounts of learning as a result of the coaching role.
2. **Personal accounts:** accounts of actual situations dealing with the coaching process and the coachee.
3. **Observation:** your coach will observe you coaching and give you written feedback.
4. **Witness statements:** from a colleague or coachee confirming your skills in relation to the competence profile.
5. **Product evidence:** these will include coaching agreements, coaching plans, assessment techniques, evaluation documentation etc.
6. **Questioning:** to cover any competences that you and your coach feel may require more evidence.
7. **Work-Based Projects:** evidence generated as a result of course activities.

5. Lead Coach / Trainer

Helen Reuben: Managing Director Purple Tree

Helen is an experienced and passionate Coach, Master Practitioner of N.L.P, Trainer & Hypnotherapist. Helen specialises in Personal & Professional Development. She coaches individuals on a one to one basis and has developed and delivered workshops and courses to help staff at all levels in such areas as –

- **Coaching skills – `Performance` & `Life` Coaching**
- **Confidence and assertiveness**
- **Developing Positive thinking & Motivation**
- **Effective Change Management & Stress Management**
- **Dealing with Conflict & Confrontation**
- **Leadership and `Emotional Intelligence`**
- **Career change and Redundancy support**
- **Team & Motivational Events**

Helen has successfully delivered training to staff in all sectors including - public and education, manufacturing, service sector. She delivers Coaching Skills courses on a regular basis

Purple Tree specialises in performance improvement by delivering bespoke training and coaching solutions. Services are tailored for all levels and sectors including, manufacturing, education, health, local authorities, engineering and the voluntary sector.

6. Reading List

The reading list is to help you increase your knowledge of coaching techniques and approaches. All coaches have their own way of working and reading widely will help you develop your preferred way. This list is not exhaustive - new books are being published all the time, but we have simply listed some that we feel will lead you to discover more about coaching. You do not need to read all of these, just a selection to assist with your study.

Coaching Titles:

- McLeod, A, 2003, *Performance Coaching*, Crown House, New York and Carmarthen, UK
- Gallwey, T, 1986, *The Inner Game of Tennis*, Pan Macmillan, London
- Gallwey, T, 2002, *The Inner Game of Work*, Texere Publishing, New York and London
- Whitmore, J, 2002, *Coaching for Performance*, 2nd edition, Nicholas Brealey, London
- Flaherty, J, 1999, *Coaching: Evoking Excellence in Others*, Butterworth-Heinemann, Oxford, UK
- Fournies, F, 2000, *Coaching: For improved work performance*. McGraw-Hill, London
- Harrold, F, 2000, *Be Your Own Life Coach*, Hodder & Stoughton, London
- Kinlaw, D C, 1997, *Coaching*, Gower, Brookfield
- MacLennan, N, 1995, *Coaching & Mentoring*, Gower, Brookfield
- Martin, C, 2001, *The Life Coaching Handbook*, Crown House, New York and Carmarthen, UK
- Zeus, P & Skiffington, S, 2005, *The Coaching at Work Toolkit*, McGraw-Hill, London

Other Recommended Reading:

Emotional Intelligence

- Goleman, D, 1996, *Emotional Intelligence*, Bloomsbury Publishing, London

Neuro-linguistic Programming

- Heart of the mind, Connirae & Steve Andreas
- Knight, S, 2000, *NLP at Work*, 2nd edition, Nicholas Brealey, London
- McLeod, A, 2000, *Me, Myself, My Team*, Crown House, New York and Carmarthen, UK
- Bandler, R, and Grindler, J, 1975, *The Structure of Magic*, Science and Behaviour Books, Palo Alto, TX
- Hall, L M, & Belnap, B, 1999, *The Sourcebook of Magic*, Crown House, New York and Carmarthen, UK