

# CE224-30 Coaching

**20/21**

**Department**

Centre for Lifelong Learning

**Level**

Undergraduate Level 2

**Module leader**

Ian Day

**Credit value**

30

**Module duration**

22 weeks

**Assessment**

100% coursework

**Study location**

Blend of synchronous and asynchronous resources and intensive workshops and group tutorial in online and/or face-to-face format.

---

## Description

### Introductory description

The Diploma in Coaching aims to enable participants to deepen their understanding of coaching and to develop their personal style of coaching others. A variety of approaches to coaching will be explored. Participants will coach one another on real issues, and will also work with two practice clients. You will reflect on your coaching practice using a reflective journal and through group discussions with fellow students and the course tutor. Average course duration, part-time = 22 weeks.

### Module aims

Deepen your knowledge, skills and understanding of effective coaching conversations and relationships.

Sharpen your coaching skills through peer coaching, receiving feedback, and practicing with volunteers.

Reflect upon and refine your personal style of coaching.

Compare and critically evaluate a number of models and approaches to coaching.

Critically analyse ethical and practical issues (such as contracting, record keeping, confidentiality, supervision, referral to other sources of support, setting up a coaching or mentoring scheme, and establishing a coaching practice) in the light of the codes of ethics of the leading coaching

associations

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Development of coaching skills and coaching practice; articulation of personal approach to coaching.

Coaching supervision; learning from reflection and feedback.

Managing a coaching relationship; ethical issues in coaching.

Solution focused coaching and cognitive-behavioural coaching.

Clean language and metaphor and the use of narrative in coaching.

Emotional intelligence and coaching.

Motivational Interviewing and its use in coaching.

The use of Transactional Analysis and Neuro-Linguistic Programming in coaching.

Setting up a coaching or mentoring scheme within an organisation.

## Learning outcomes

By the end of the module, students should be able to:

- Understand how the relationship between a coach and coachee evolves over time; appreciate how trust, rapport and openness develop; and know how to manage the different stages of a coaching relationship, from initial contracting through to closing review and disengagement.
- Demonstrate a critical understanding of a range of models, approaches, ideas, tools and frameworks relevant to coaching.
- Articulate and justify your personal stance on key ethical and practical issues (e.g. confidentiality, supervision, managing boundaries).
- Use the key coaching skills confidently, consistently and with clarity of intent.
- Articulate, explain and apply your personal approach to coaching and your coaching presence that takes into account: your own strengths, weaknesses and development needs as a coach, the context within which you coach, the needs of your coachees.

## Indicative reading list

Core reading:

Blakey, J. and Day, I. (2012) *Challenging Coaching*, London: Nicholas Brealey.

Cox, E., Bachkirova, T. and Clutterbuck, D. (eds) (2009) *The Complete Handbook of Coaching*. London: Sage.

Further reading

Kline, N. (1999), *Time to Think*, Ward Lock, London.

Palmer, S. and Whybrow, A. (eds) (2007) *Handbook of Coaching Psychology*. London: Routledge.

Passmore, J. (ed) (2006), *Excellence in Coaching*, London: Kogan Page.

Rogers, C. (1961) *On Becoming a Person*. Boston: Houghton Mifflin.

Starr, J. (2011), *The Coaching Manual*, Pearson, Harlow: Pearson.

de Haan, E. (2008), *Relational Coaching*. Chichester: Wiley.

Thomson, B. (2009), *Don't Just Do Something, Sit There: An introduction to non-directive*

coaching, Oxford: Chandos Publishing.

Further reading:

Downey, M. (2003) *Effective Coaching*, Texere, London.

Gallwey, T. (1975) *The Inner Game of Tennis*. London. Jonathan Cape.

Gallwey, T. (2000), *The Inner Game of Work*, Random House, New York.

Hardingham, A. (2004), *The Coach's Coach*, Chartered Institute of Personnel and Development, London.

Kirschenbaum, H. and Henderson, V. (eds) (1989) *The Carl Rogers Reader*. Boston: Houghton Mifflin.

Rogers, J. (2008) *Coaching Skills: A Handbook*, Maidenhead: McGraw Hill.

Stewart, I. (2000) *Transactional Analysis Counselling in Action*. London: Sage.

Stewart, I. and Jones, V. (1987), *TA Today: a new introduction to Transactional Analysis*, Nottingham: Lifespace Publishing.

Sullivan, W. and Rees, J. (2008), *Clean Language: Revealing Metaphors and Opening Minds*, Carmarthen: Crown House Publishing.

Whitworth, L., Kimsey-House, K, Kimsey-House, H. and Sandahl, P. (2007) *Co-Active Coaching*. Palo-Alto: Davies-Black.

[View reading list on Talis Aspire](#)

## **Subject specific skills**

Active listening and powerful questioning skills. Focus completely on what the coachee is saying and is not saying, and to listen on different levels.

Empathy and building on the foundation of non-directive person centred coaching.

Notice language and the impact on the coachee, drawing on the language of metaphor and analogy.

Develop an understanding of a range of current theories and models of coaching and research and apply the knowledge to enhance coaching practice.

Take a self-reflective role in relation to professional practice.

Draw on theoretical concepts and relevant literature giving appropriate evidence and examples to discuss the essential components of effective coaching.

Demonstrate a specialist knowledge and application of techniques relevant to coaching.

To evaluate personal strengths and development needs.

## **Transferable skills**

Understanding and evaluation of theoretical concepts, and the ability to translate these into practice.

Sound judgement, decision-making and initiative in complex and unpredictable situations.

Independent learning ability required for continuing professional development.

Able to self-reflect and to enhance self-awareness in complex and unpredictable situations.

Carefully and thoroughly present material in clear written form by identifying, analysing and applying key texts and practices using appropriate and adequate structure, spelling, grammar, syntax, length and referencing.

---

# Study

## Study time

Type	Required	Optional
Lectures	(0%)	
Tutorials	(0%)	1 session of 1 hour
Online learning (independent)	29 sessions of 8 hours (77%)	
Other activity	52 hours (17%)	
Assessment	16 hours (5%)	
Total	300 hours	

## Private study description

No private study requirements defined for this module.

## Other activity description

8 x 1-day interactive workshops, each lasting 6.5 hours

## Costs

No further costs have been identified for this module.

---

## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A2

	Weighting	Study time
Essay	35%	8 hours
An essay to demonstrate an understanding and application of the theory and skills from the first half of the course.		
Essay	35%	7 hours
An essay to demonstrate an understanding and application of the theory and skills from the whole course.		
Observation of Coaching Practice	30%	1 hour
20 minute observed coaching session		

## **Feedback on assessment**

Verbal formative and written summative feedback.

---

## **Availability**

### **Courses**

This module is Core for:

- Year 1 of UCEA-X1F6 Open Studies Diploma in Coaching