

Coaching Professional.

Level 5 Professional Career Development Programme

To check if this programme is suitable for you, ask yourself the following questions:

- Would a professional in my role be expected to display the knowledge, skills and behaviours detailed below?
- Will I have the opportunity to demonstrate the skills detailed below in my current role?
- Will completion of this programme help me to be more effective in my current role?

During the application process your Line Manager will be asked to confirm that this programme is relevant for your role. This is important, as completion of the programme and your professional accreditation relies on your ability to provide evidence that you've learned and applied the skills detailed below back at work.

Knowledge

- Theories of learning and reflective practice such as Kolb, Gibbs, Schon, etc., and basic schools of psychology and neuroscience, including linguistic interpretation and application
- The theories of emotional and social intelligence, such as Goleman and Salovey & Mayer, and application of the theories to understanding self
- Diversity and inclusion and bias theory, including personality type theories, such as preferences for introversion vs extroversion, integrity, ontology and human values and how they impact on behaviour and organisations. The theory of self actualisation, such as Maslow's Hierarchy of needs, motivational theory, Herzberg
- The importance of coaching contracting and recontracting, and models enabling its effectiveness
- The theory of organisational culture (and values) and leadership styles, and the impact these can have on individuals and their behaviour
- Coaching theory, including maintaining good practice coaching protocols and a code of conduct within the coaching process (including "unconditional positive regard", non-judgmentalism and non-directiveness)
- Methods of communication including verbal / non-verbal / building rapport / matching and mirroring. Listening skills, including levels of listening. Theories of relationship management, including transactional analysis, power dynamics, and stakeholder management theories
- Theories of increasing self-awareness such as the Johari Window and the journey from unconscious incompetence to unconscious competence, and types of feedback
- Evaluation: theories of return on investment and delivery of value
- The differences and similarities between coaching, mentoring, training, counselling and consulting
- Relevant legislation (e.g. Data Protection Act, safeguarding) and coaching competencies and codes of ethics described by the main professional bodies
- The existence of a range of coaching models and techniques, and related psychological approaches, such as Whitmore's GROW model, Kline's Thinking Environment, Gestalt, neurolinguistic programming (NLP), cognitive behavioural coaching, positive psychology, metaphor, solutions-focussed coaching and skills and performance coaching. Methods of goal setting, such as SMART goals, alignment of personal and organisational goals, and aspirational/dream goals

If you have any questions about the programme, contact BPP:

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Skills

- Time management, including scheduling coaching sessions, and self-leadership to resolve conflicting priorities and ensure sufficient time for record keeping and other role activities
- Working with those receiving coaching to set clear goals, including visualisation techniques, setting timescales, validating their achievability, recording outcome-focused, prioritised action plans and monitoring progress towards goals
- Communication, including (but not limited to) descriptions of the coaching process and roles and responsibilities (including those related to boundaries and confidentiality), and the benefits of coaching in relation to the context of those receiving coaching
- Contracting with all relevant stakeholders, including logistics, preferences of the coach and those receiving coaching, considerations of the system within which the coaching relationship sits, goal setting, outcome realisation and contract conclusion. This includes holding oneself to high ethical standards, particularly in the areas of confidentiality (including when maintaining coaching records) and management of boundaries (including their own competence and values, relevant codes of ethics, and relevant legislation, policies and procedures)
- Stakeholder management, including a range of challenging and senior people, and focus on their agenda and outcomes throughout
- Rapport/trust building and maintenance, including recognition of the personal values, emotional state(s) and response of those receiving coaching, validating their understanding of themselves and their circumstances, dealing with difficult coaching relationships and ensuring non-dependence on the coach
- Deliver feedback in a style that is useful, acceptable, non-judgmental and meaningful to those receiving coaching
- Identification of patterns of thinking and limiting/enabling beliefs and actions
- Questioning techniques to raise the self-awareness of those receiving coaching, including asking open questions, broaching challenging subject areas (e.g. emotional state, characteristics of wider systems) and questioning untrue, limiting assumptions
- Uses several established tools and techniques to develop their own coherent model of coaching to help those receiving coaching work towards outcomes. Uses models and approaches from the context of those receiving coaching
- Demonstrates emotional intelligence, including demonstrating empathy and genuine support for those receiving coaching (“unconditional positive regard”), and adapting language and behaviour in response to the whole person of those receiving coaching
- Applies coaching theories, models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning
- Identifies energy shifts within a coaching context, enabling these to be aired and addressed and managed
- Manages and celebrates diversity in their coaching practice, including demonstrating how diversity and inclusion informs their professional practice
- Demonstrates awareness of own values, beliefs and behaviours; recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the objectives of those receiving coaching and, where relevant, the sponsor

Behaviours

- Committed to self-development, including self-reflection, gathering information on the effectiveness of their own practice, producing personal development plans and receiving coach supervision
- Self-awareness, including of their own behaviours, values, beliefs and attitudes, and attending to their own wellbeing, resilience and maintaining mental capacity
- Act as an ambassador for a coaching mindset and positive approach to personal development
- Is spontaneous, open and flexible, demonstrating respect and engendering trust