

Foundation Programme in Organisational Coaching Skills

Overview

This programme is designed from start to finish with the needs of the internal coach in mind, and encourages an agile and situational approach to coaching, applying a coaching mindset to:

- Professional identity – from doer to developer
- Project management – applying learning principles and feedback loops
- Team building and team cohesion – clarity around goals, accountability, openness to new insights and perspectives
- 121 Conversations – achieving impactful and transformative conversations in the day to day, as well as in more formal contexts
- Management/Leadership style – being equally reflective and action oriented, supporting high levels of performance in others

The programme equally emphasises the skills and knowledge of acting as a coach as it does how to ‘show up’ as a coach on a daily basis and the core mindset which coaching instils. It’s not a ‘cookie-cutter’ / ‘one size-fits-all’ approach to developing coaches, but recognises that different individuals bring the full spectrum of their life experience, personality and professional qualities to bear, and that these combine to impact their coaching presence.

The delivery style of the programme essentially takes a coaching approach to developing coaches, so that from the very start, participants are utilising their existing knowledge, skills, reflection, meaning-making and ability to formulate goals and actions to support their own development. It also asks each cohort to build their own vision for how they could behave and impact differently at work, in order to collectively work towards that vision in a way which role-models how they might engage their own team members.

The programme is based around the European Mentoring and Coaching Council framework which has been developed by leading academics and practitioners in the coaching field, and is suited to a pragmatic, situational view of coaching (as opposed to ‘check-list’ right/wrong approach to coach certification). The programme is designed with future accreditation potential in mind. The key coaching competence categories recognised by EMCC are:

- Understanding Self
- Commitment to Self-Development
- Managing the Contract
- Building the Relationship
- Enabling Insight and Learning
- Outcome and Action Orientation

- Use of Models and Techniques
- Evaluation

Each of these elements is reflected in the programme outline below.

Lead Facilitator

Katherine L is accredited at EMCC Master Practitioner level, and is lead facilitator for the Masters in Coaching at University of Warwick, a programme which takes a highly experiential and experimental approach in its design. An international speaker and writer for the coaching press, Katherine brings innovation and thought leadership within the coaching profession, being the first to advocate and get accreditation for a coach supervision qualification aimed primarily at internal coach supervisors, in a climate where only external provision for coach supervision was recognised. Katherine has delivered accredited qualifications to hundreds of internal and independent coaches, including on CIPD's coach qualification programmes, and is approved by the EMCC to support and assess qualifications to Master Practitioner level. Beyond coach development and supervision, Katherine spends most of her time as a practitioner – in leadership and team coaching and organisation development.

Sample Outline for 5-day Foundation Programme in Organisational Coaching Skills

The following is indicative of timings and content. Given that the approach to coach development is delivered in a coaching style, some elements of the programme will necessarily need to be swapped around or changed. Additionally, the programme can be bespoke to adapt to local client needs, preferred models etc.

Pre-programme

Questionnaire and 30 minute 121 call/f2f meeting with each participant to establish existing knowledge of coaching, expectations and hopes for the programme, clarity around what benefits participants see in applying coaching skills.

During the programme

3hrs 121 supervision sessions per participant (to be split between 3 or more sessions) to ensure a safe space to explore and reflect on own learnings / challenges of applying coaching to real-world contexts. Supervision supports safe and ethical practice, and helps to deal with situations where the coaching is going beyond the coach's competence levels, or where the coachee needs to be referred to other types of support.

The Programme Plan

Day 1

Approx Timings	Content / activity	Anticipated outcomes
9.30 – 11.00	Getting to know each other, and hopes / expectations. Sharing and discussion of data from questionnaires and 121s.	Get away from 'spoon feed' mentality, encourage ownership and peer support for the process, mirrors coaching values.
11.15 – 12.45	Reflecting on people who have been instrumental in our development and how they did it. Building a vision for coaching, and building the group contract with each other – how will we achieve the vision together?	Building a picture of 'good', and clarity about what participants want to achieve together. Emphasise that coaching is based in relationship.
1.30 – 3.00	Getting started – using CLEAR (contract, listen, explore, actions, review) as a framework for structuring a coaching conversation – modelling of CLEAR in a gold-fish bowl exercise. Exploration of impact of open/closed questions.	Learn a very simple way of structuring a coaching conversation. Understand impact of types of questions. Create awareness of desire to fix/perform.
3.15 – 4.45	Practice in trios + feedback / reflections	Gain confidence and awareness of how to hold a coaching conversation. Observe different styles/approaches.
4.45 – 5.30	Capture key learnings from the day via reflective template, and identify key challenges for each individual in relation to the shared vision, to report back on next time.	Develop reflexivity/self-awareness. Understand importance of goals setting for own self-development.

Day 2

Approx Timings	Content / activity	Anticipated outcomes
9.30 – 11.00	Checking in / feedback from each participant regarding how they got on with their challenges, what happened, what they learnt. Identification of common themes, to support focus for the day. Compare against original vision, make adjustments where necessary.	Build trust and support. Value of learning from 'mistakes' as well as successes. Understanding how coaching works in the real world.
11.15 – 12.45	Building the coaching contract / managing expectations for 121 and team coaching. The posture of the coach - asking not telling; listening to ignite curiosity, not judging; performance management to performance enhancement mindset, appropriate levels of confidentiality.	Understanding the need to manage expectations and create a safe environment for coaching. Reframing the management relationship from 'doer to developer'. Understanding boundaries between coaching and adjacent practices (e.g. therapy, performance management, mentoring).

	Mapping relationships for coaching conversations.	
1.30 – 3.00	Introduction to coaching frameworks (e.g. GROW, Appreciative Inquiry, Wheel of Work/Life) – modelling in gold-fish bowl exercise.	Building the coaching toolkit via tried and tested approaches to goal-setting.
3.15 – 4.45	Practice in trios + feedback / reflections	Gain confidence and awareness of how to integrate tools in a coaching conversation. Observe different styles/approaches.
4.45 – 5.30	Capture key learnings from the day via reflective template, and identify key challenges for each individual to report back on next time. Encourage participants to set up formal coaching relationship with 1-2 reports.	Develop reflexivity/self-awareness. Understand importance of goals setting for own self-development.

Day 3

Approx Timings	Content / activity	Anticipated outcomes
9.30 – 11.00	Checking in / feedback from each participant regarding how they got on with their challenges, what happened, what they learnt. Identification of common themes, to support focus for the day. Compare against original vision, make adjustments where necessary.	Build trust and support. Value of learning from ‘mistakes’ as well as successes. Understanding how coaching works in the real world.
11.15 – 12.45	Understanding different preferences with regards learning styles (Peter Honey Learning Styles questionnaire to have been completed beforehand). Exploring needs of different learning styles and how to respond in coaching.	Recognising that different people have different needs and styles in relation to learning. Understanding own preferences as a coach, plus impact.
1.30 – 3.00	Introduction to coaching frameworks (e.g. GROW, Appreciative Inquiry, Wheel of Work/Life) – modelling in gold-fish bowl exercise.	Building the coaching toolkit via tried and tested approaches to goal-setting.
3.15 – 4.45	Practice in trios + feedback / reflections	Gain confidence and awareness of how to integrate tools in a coaching conversation. Observe different styles/approaches.
4.45 – 5.30	Capture key learnings from the day via reflective template, and identify key challenges for each individual to report back on next time.	Develop reflexivity/self-awareness. Understand importance of goals setting for own self-development.

Day 4

Approx Timings	Content / activity	Anticipated outcomes
9.30 – 11.00	<p>Checking in / feedback from each participant regarding how they got on with their challenges, what happened, what they learnt.</p> <p>Identification of common themes, to support focus for the day. Compare against original vision, make adjustments where necessary.</p>	Build trust and support. Value of learning from ‘mistakes’ as well as successes. Understanding how coaching works in the real world.
11.15 – 12.45	Evaluating progress against agreed outcomes, use of scaling and visioning to work with behavioural goals.	Developing skills for working with more subjective, behavioural goals with coachees.
1.30 – 3.00	Coaching in the context of a changing environment – using the Four Rooms of Change to support coachees.	Adding change model to the coaching toolkit. Recognising and working with external factors which impact on coaching objectives.
3.15 – 4.45	Practice in trios + feedback / reflections	Gain confidence and awareness of how to integrate tools in a coaching conversation. Observe different styles/approaches.
4.45 – 5.30	Capture key learnings from the day via reflective template, and identify key challenges for each individual to report back on next time.	Develop reflexivity/self-awareness. Understand importance of goals setting for own self-development.

Day 5

Approx Timings	Content / activity	Anticipated outcomes
9.30 – 11.00	<p>Checking in / feedback from each participant regarding how they got on with their challenges, what happened, what they learnt.</p> <p>Identification of common themes, to support focus for the day. Compare against original vision, make adjustments where necessary.</p>	Build trust and support. Value of learning from ‘mistakes’ as well as successes. Understanding how coaching works in the real world.
11.15 – 12.45	Application of coaching in different contexts – what have we learnt so far?	Understanding of how to apply coaching mindset to a range of contexts.
1.30 – 3.00	Personal self-assessment against agreed vision for the programme, and feedback from peers.	Learning from each other, giving feedback, creating development goals.
3.15 – 4.45	Peer coaching to support further development beyond the programme.	Applying range of tools and approaches learned to date to support colleagues.
4.45 – 5.30	Capture key learnings from the day via reflective template, and identify key challenges for each individual to report back on next time.	Develop reflexivity/self-awareness. Understand importance of goals setting for own self-development.

Completion of programme as it currently stands is based on attendance only. For EMCC accreditation practice elements will require observation, plus some evaluation of participant’s reflective logs.