



Accredited Coaching Leadership Diploma

Course Specification

Course details

Title of Course: Accredited Coaching Leadership Diploma

Awarding body / Organisation: Fluent Coaching Ltd, with the course accredited by the Association for Coaching (AC)

Course Leader: John Borland **Contact:** john@fluentcoaching.com

Entry requirements: All participants must have completed Fluent's 'Get Coaching' Workshop (formerly Coaching Fundamentals)

Aims of the course

This course will provide an in-depth study of coaching and leadership and give insight into the synergy between them. We will study the major components and theories of both coaching and leadership and deepen our understanding of these whilst applying them within our own contexts. We will also continuously develop our self-awareness and focus on our own personal development as coaches, leaders and people.

Course Style

The course is delivered in a hands-on, interactive and engaging learning environment. It empowers participants in a personalised way and gives them freedom to chart their own path through the learning, which means that it caters for a wide range of academic and practical abilities. The course intentionally develops knowledge, skills and behaviours in a creative, yet methodical manner, which continually build on previous learning. We also intentionally give participants space and time between learning to support personal reflection and practice of skills.

Our small group sizes encourage effective peer support and provide excellent opportunities to engage in group activities and discussions. This helps participants to make sense of concepts and apply them through their own personal experience.

Learning Outcomes

Knowledge and Understanding

Individuals completing this course will have knowledge and understanding of:

- Concepts, models and practices associated with coaching, leadership and self-development
- Self-awareness and links with the development of yourself as a coach, leader and a person
- Relationships between coaching and leadership and how they can inform who you are as a coach and/or leader
- Various methods of communication in the development and maintenance of coaching, leadership and followership relationships
- Diversity, rights and responsibilities of coaches and coaching clients
- Ethical and developmental considerations/expectations associated with coaching

Skills

Individuals completing the course will be able to apply knowledge and understanding in demonstrating the following skills:

- Communicate clearly the coaching process and own coaching approaches, models and techniques
- Support clients in the ability to identify, define, pursue and evaluate growth and development
- Contract with coaching clients and/or stakeholders in line with high ethical standards
- Develop and maintain effective coaching relationships which acknowledge culture, personal values and organisational structure
- Appropriately selects leadership and/or change models to support coaching
- Apply theories, concepts and models to coaching and leadership roles and which also promote insight, self-development and learning
- Demonstrate effective use of questioning, listening, observation and feedback to support the agreed outcomes of coaching clients and others
- Reflect on own practice, make and implement recommendations to enhance coaching practice
- Experience of engaging in supervision to support coach development

Behaviours

Individuals completing course will have demonstrated the following behaviours associated with ethical coaching practice:

- Commitment to the continuous development of self and others
- Coaches in a non-directive and non-judgemental which encourages and supports individuals to bring about change through heightened self-awareness
- Behaves in a manner which supports and practices high ethical standards in line with the Global Code of Ethics (GCOE)

Course Structure

Classroom Teaching:

The course is extremely interactive, and you will benefit from active engagement with the exercises, activities and discussions which take place during sessions. We will use the following learning and teaching methods throughout the course:

Interactive presentations
Tutor-Led discussions
Whole Group and small group discussions
Live coaching practice
Coaching practices and exercises
Self-study and further reading
Personal development tasks

In total, you will benefit from 84 hours of taught delivery, taking place over 12 days and across 6 months. You must attend these sessions and report an absence in advance. We would expect at least an 80% attendance rate.

Self-Study:

We expect that you commit to at least 70 hours of self-study outside of the formal teaching days. You must keep a learning log as part of your commitment to self-study. This can include any learning you gain from any self-study activities. This learning may come from books, articles, television, websites, talks, discussions etc.

Coaching Practice:

You will complete at least 3 observed coaching practices during the duration of the course, which will take place during the formal teaching days. The coaching practices will be completed in trios, with you benefitting from feedback from your coachee, a peer observer and/or the course tutors. You can keep the feedback forms for your own learning but you do not need to submit them at the end of the course to the course tutors.

44hrs live coaching practice outside of classroom sessions-

You will need to find some volunteers either through your workplace or personally to practice your coaching with. You will be expected to complete at least 44 hours of coaching practice and keep a Coaching Experience Log that records all coaching practice that you do. This log must be submitted to the tutors at the end of the course.

Assignments:

There are two compulsory assessments as part of the course:

- Coaching Case Study (1500 words)
- Personal Coaching Approach (1500 words)

You will be expected to submit these towards the end of the course. You will be provided with further guidance notes and some example assignments to help with this process. You won't be being assessed on your grammar or use of the English language but rather on the intent of your assignments.

In addition to the formal assessment requirements of the course, we will make use of a wide variety of continuous assessment strategies to support your coaching development. These forms of assessment will enable you to receive valuable feedback to support your reflection:

Assessment takes place through a combination and blend of the following aspects:

Tutor observation with verbal feedback
Peer observation with verbal and written feedback
Group observations with verbal feedback
Self-reflection and feedback

Coaching Supervision:

As part of the course you must be receiving coaching supervision either with an external supervisor or the course tutor. You must receive a minimum of two supervision sessions during the duration of the course and log all your supervision sessions briefly describing the learning, application and AC competencies covered, which can be found on the AC website or at the back of this document as part of the mapping document. Your supervision log will be recorded as part of your portfolio.

Reflective Journal:

You will be encouraged to keep a reflective journal throughout the duration of the course. This gives you space for your own musings and can include any thoughts, queries, ideas or questions you have about anything you are learning. These may be reflections about yourself, your clients, the theory, skills, strengths or weaknesses or anything else that comes up for you. How you keep this journal is entirely up to you. You can write, draw, doodle, keep electronic versions or any other way that works for you. This is solely for your own viewing and you therefore do not need to submit this at the end of the course.

Course Content

Unit	Content Overview	Assessment criteria
Unit 1 Leadership Styles	Personal Leadership Styles Adair's Leadership Tension Maxwell's 3T's Why people follow Leader or Manager	Group Discussion and Feedback Tutor observation and feedback of coaching practice. Peer observation and feedback
Unit 2 The Unknowing	The power of the unknown Holding a non-directive attitude Working with 'Maps of the World' Curiosity Letting go of right and wrong	Group Discussion and Feedback Tutor observation and feedback of coaching practice. Peer observation and feedback Coaching observation sheets
Unit 3 BRIGHT Coaching	Being Fully Present Surface and Deeper Reality Life balance Creating Vision & Star Actions Creating a Coaching Culture	Group Discussion and Feedback Revision of the BRIGHT Coaching Model. Tutor observation and feedback.
Unit 4 Connections	The 3R's of Connection The layers of a leader How close is too close? Staging	Group Discussion and Feedback Tutor observation and feedback Peer observation and feedback Coaching observation sheets.
Unit 5 The Coaching Leadership Positions	Perspective, Purpose and Progress Coaching Head and Heart Questions Colluding	Group Discussion and Feedback Tutor observation and feedback of coaching practice. Peer observation and feedback
Unit 6 Empowerment	Faith, hope and love Rogers' Core conditions Love as a leader Developing Trust & Vulnerability	Group Discussion and Feedback Tutor observation and feedback Peer observation and feedback Coaching observation sheets
Unit 7 Leadership and Coaching Ethics, standards and Best Practice	The importance of Supervision Ethical dilemmas AC Code of Ethics Contracting & Dual Relationships Confidentiality & Disclosures	Group Discussion and Feedback Tutor observation and feedback Coaching observation sheets
Unit 8 Ownership	Ownership Mindsets Finding Balance The Polarising of Choices	Peer observation and feedback Tutor observation and feedback Coaching observation sheets
Unit 9 Developing Empathy	Attuned Listening Phenomenology Use of Self Self-Acceptance Configurations of Self	Group Discussion and Feedback Tutor observation and feedback of coaching practice. Peer observation and feedback Group Time
Unit 10 Transactional Analysis and Leadership	Intro to Transactional Analysis The Drama Triangle Drivers Life Positions The PAC Model	Group Discussion and Feedback Tutor observation and feedback of coaching practice. Peer observation and feedback of coaching practice.
Unit 11 Developing People	Blanchard's Situational Leadership, Transitions & Change Rogers' Stages of Process Beginning and Endings Leading Teams	Group Discussion and Feedback Tutor observation and feedback of coaching practice. Peer observation and feedback Coaching observation sheets
Unit 12 Congruence as a Leader	Character, Values & Authenticity How to challenge followers Using silence effectively Attuned Listening Use of Self Developing a Moral Compass	Group Discussion and Feedback Tutor observation and feedback of coaching practice. Peer observation and feedback of coaching practice. Coaching observation sheets.

Course Reading List

Below is a recommended reading list. You are not expected to read every book on the list, it is simply to provide you with choice to read more about the aspects of the course that most interest you.

Action Centred Leadership – John Adair
Tuesdays with Morrie - Mitch Albom
Leadership and the One Minute Manager – Ken Blanchard
Coaching in the Great Unknown – John Borland
Dare to Lead – Brene Brown
Transitions: Making Sense of Life's Changes – William Bridges
The 7 Habits of Highly Effective People - Stephen R Covey
Counselling for Toads – Robert de Board
Man's Search for Meaning - Victor Frankl
The Examined Life – Stephen Grosz
Feel the Fear and Do It Anyway - Susan Jeffers
Time to Think – Nancy Kline
Co-Active Coaching: Changing Business, Transforming Lives – Henry Kimsey-House et al
The 5 dysfunctions of a team – Patrick Lencioni
Developing the Leader Within You - John C Maxwell
Developing the Leaders Around You – John C Maxwell
The Inside Out Revolution – Michael Neil
The Element – Ken Robinson
A Way of Being - Carl Rogers
On Becoming a Person - Carl Rogers
Leaders Eat Last – Simon Sinek
Start with Why – Simon Sinek
The Interpreted World: An introduction to phenomenological psychology – Ernesto Spinelli
The Coaching Manual – Julie Starr
The Essential Guide to Coaching and Mentoring – Judith Tolhurst
The Power of Now – Eckhart Tolle
A New Earth – Eckhart Tolle
Coaching for Performance – John Whitmore

Association of Coaching (AC) Competency Framework (Revised June 2012)

This table provides you with an overview of the relationship between this course and the Association Coaching's (AC) Competency Framework (2012). The table maps the content of all units contained within this course with all 9 sections of the AC Competency Framework. You may find this useful when considering individual coach accreditation of the Association of Coaching or if you wish to continue your studies. The final two columns enable you to map your supervision to the relevant competencies.

AC Coaching Competency Framework (Revised June 2012)		Course Unit												Supervision	
Coaching competencies for all Coaches		1	2	3	4	5	6	7	8	9	10	11	12	1	2
1	Meeting ethical, legal and professional guidelines														
1.1	Follows the AC's professional standards and codes of conduct, including the Global Code of Ethics for Coaches, Mentors and Supervisors						✓	✓							
1.2	Acts ethically and with the highest integrity						✓	✓					✓		
1.3	Promotes the coaching profession in a positive light to all stakeholders				✓			✓	✓						
1.4	Complies with the prevailing laws of the country in which the coaching takes place and/or client organisation is operating, whichever is the most applicable and stringent							✓							
1.5	Clearly communicates how coaching is different from other helping professions			✓				✓							
1.6	Is aware of professional boundaries and refers on to another professional as appropriate			✓				✓							
2	Establishing the coaching agreement and outcomes														
2.1	Clearly explains the coaching process and own coaching approach, models and techniques			✓		✓		✓							
2.2	Helps the client establish coaching goals and outcomes and agrees an approach to working with the client that will achieve them			✓									✓		
2.3	Agrees a formal coaching agreement with client and all stakeholders, including clear and measurable outcomes, plus confidentiality, logistics of coaching sessions (duration, frequency, location), purpose, contingencies, monitoring and reporting on progress, and commercial arrangements							✓							
2.4	Establishes clear roles, responsibilities and boundaries between the different stakeholders, including coach and client							✓					✓		
3	Establishing a trust-based relationship with the client														
3.1	Treats people equally and fairly, with respect and dignity	✓	✓		✓		✓	✓							
3.2	Is optimistic for and encourages self-belief in the client		✓				✓								
3.3	Establishes a high level of rapport to build an open dialogue with the client				✓		✓								
3.4	Accepts the client 'as is' and believes in the client's potential and capability		✓		✓										
3.5	Acts openly and honestly, including tackling difficult conversations with the client, using self and personal reactions to offer client feedback, avoiding colluding with the client on issues that block progress					✓	✓						✓		
3.6	Maintains agreed levels of confidentiality						✓	✓							
4	Managing self and maintaining coaching presence														
4.1	Pays close attention to the client, staying fully present and engaged		✓	✓		✓				✓	✓		✓		
4.2	Remains focused on the agreed client agenda and outcomes		✓	✓											
4.3	Acts flexibly whilst staying aligned to own coaching approach		✓	✓											
4.4	Stays aligned to personal values whilst respecting the values of the client						✓						✓		
4.5	Works to ensure interventions get the best outcome for the client											✓	✓		

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Coaching competencies for all Coaches		1	2	3	4	5	6	7	8	9	10	11	12	1	2
5	Communicating effectively														
5.1	Demonstrates effective listening and clarifying skills and differentiates between what is said and what's left unsaid			✓						✓			✓		
5.2	Uses straightforward, easy-to-understand language that moves the client towards the agreed outcomes					✓				✓	✓	✓			
5.3	Adapts communication style to reflect the client's needs and outcomes	✓	✓								✓				
5.4	Provides relevant information and feedback to serve the client's learning and goals											✓			
5.5	Communicates clearly, confidently and credibly with the client						✓			✓	✓				
6	Raising awareness and insight														
6.1	Asks questions to challenge client's assumptions, elicit new insights, raise self-awareness and gain learning		✓	✓		✓				✓	✓				
6.2	Helps broaden a client's perception of an issue and challenges to stimulate new possibilities		✓	✓	✓	✓			✓		✓	✓			
6.3	Supports the client to generate options to achieve agreed outcomes		✓	✓	✓	✓			✓			✓			
6.4	Provides observational feedback where relevant, leaving client free to choose to act upon it or not		✓		✓		✓		✓	✓	✓		✓		
6.5	Uses 'self' as a resource for the development of the client's self-awareness and learning by offering 'here and now' feedback						✓			✓	✓		✓		
7	Designing strategies and actions														
7.1	Supports the client to build strategies to meet their outcomes					✓						✓	✓		
7.2	Inspires the client to identify and implement self-directed learning opportunities	✓	✓			✓						✓			
7.3	Leaves accountability with the client while following through on own actions and commitments					✓						✓			
7.4	Encourages the client to seek support from others to help achieve the client outcomes		✓									✓			
7.5	Provides support while the client tries out new ways of working/behaviours	✓	✓				✓					✓			
8	Maintaining forward momentum and evaluation														
8.1	Maintains an outcome-focused approach			✓								✓			
8.2	Asks powerful questions that move the client forwards towards the agreed outcome					✓	✓								
8.3	Checks and acknowledges client progress and achievements					✓	✓					✓			
8.4	Explores what is working, what is getting in the way and challenges lack of progress			✓		✓	✓					✓			
8.5	Discourages dependency on the coach and develops the client's ability to self-coach	✓	✓												
8.6	Checks the client's motivation to apply learning from the coaching			✓	✓	✓			✓		✓				
8.7	Measures effectiveness of coaching						✓	✓							
9	Undertaking continuous coach development														
9.1	Regularly requests client feedback							✓							
9.2	Actively reflects on coaching practice and outcomes		✓	✓				✓							
9.3	Acts on own critical reflections and client feedback to improve coaching practice		✓					✓							
9.4	Participates in regular coaching supervision to reflect on, and improve, practice							✓							
9.5	Participates in continuous professional development (CPD) activities							✓							

