

Centre for Coaching

MANAGEMENT & COACHING DEVELOPMENT
TRAINING BROCHURE



**Institute of Leadership & Management (ILM)
Approved Development Provider offering a
range of Leadership & Management
programmes for Management,
Coaching & HR Professionals**



**General Information & Training Programme
2009, Issue 1**



GENERAL INFORMATION AND ILM DEVELOPMENT PROGRAMMES

Putting psychology into management, leadership and coaching

ILM Approved Development Programmes



This information booklet is published in association with the Centre for Stress Management. The Centres reserve the right to change the details, cancel courses or substitute trainers as necessary. For further details of our services and courses please telephone or write to the co-ordinator.

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Centre for Stress Management: www.managingstress.com

Centres of Expertise group: www.centresofexpertise.com

Stephen Palmer Partnership Ltd: www.stephenpalmerpartnership.com

Training is held in Borehamwood, London; British Psychological Society offices, central London; Royal Scots Club, Edinburgh, Scotland.

In-house training:

The courses and programmes shown in this brochure can be run in-house in the United Kingdom as well as internationally. Enquiries for availability of these services should be made to Peter Ruddell or Kate Thomas. In addition to the courses shown in this brochure we are able to offer individually designed bespoke courses. This can include ILM recognition of the course (subject to ILM approval).



CONTENTS

General Information 4

Important Notice – Essential Reading Before Enrolment 4

Who are the development programmes suitable for? 4

Important Introduction to Modules and Programmes 5

Certificates 5

Special needs and requirements 5

Institute of Leadership & Management Recognised Provider 5

Advantages to Candidates Enrolling on ILM Development Programmes 5

Course Development Programme Matrix 6

Introduction to Coaching at Work Programme 7

Cognitive Coaching 7

Performance Coaching 8

Stress Management 9

Assertion and Communications Skills Training 10

Occupational Stress Management 11

Problem Focused Coaching 12

Health Coaching 13

Relaxation Skills 14

Developing Resilience 15

Redundancy Coaching 16

Solution Focused Coaching 16

Time management 17

Understanding Health and Well Being of Staff: for HR and Management

Professionals 18

Hazard Awareness 18

Coaching Development Programme 19

Psychological Coaching 20

The Essential Management Development Programme 21

Foundation Coaching Development Programme 22

Psychological Coaching Development Programme 23

Advanced Coaching Development Programme 25

Professional bodies that recognise the Centre's training 25

Directors of Training & Consultancy 26



GENERAL INFORMATION

The Centre for Coaching offers a range of courses focusing on different aspects of coaching and management development. The Centre has developed integrated, modular development programmes. Within acceptable limits, participants can attend courses at their own speed depending upon the time and the finances they have available. These training development programmes can also be run in-house for organisations who wish their staff to attend the same course. Contact the office for further details.

IMPORTANT NOTICE – ESSENTIAL READING BEFORE ENROLMENT GENERAL INFORMATION

Unless stated otherwise, all of the courses at the Centre are not opportunities to work out personal issues which may need the support of personal coaching or therapy but a commitment to self-disclosure in relation to course learning, skills training and personal awareness will be expected. Students or delegates must attend over 90% of an individual course to satisfy the attendance requirements. If this is not possible then students are advised to apply when they can meet the criteria.

All course fees must be paid six weeks prior to the commencement of the course. Students attending courses are expected to switch off their mobile phones and pagers during lectures and workshops. Normal rules of confidentiality apply to all of the courses.

Before purchasing non-refundable flights, train tickets, etc. students are strongly advised to confirm with the Centre that the course has sufficient enrolments for it to run. We cannot guarantee that any programme will run.

ACCREDITED PRIOR LEARNING

We are aware of most of the other programmes available in Coaching and Stress Management in the UK and do not under normal circumstances accredit prior learning as the majority of these differ in their content.

WHO ARE THE DEVELOPMENT PROGRAMMES SUITABLE FOR?

Generally the courses are suitable for trainee coaches, coaches, entrepreneurs, trainers, directors, managers, supervisors, HR staff, management consultants, psychologists and other professionals who wish to learn more about coaching and/or management development. However, participants also include those interested in a career change.



CERTIFICATES FOR COURSES AND CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Certificates of Continuing Professional Development (CPD) are issued by the Centre for Coaching to delegates who meet the attendance requirements for each programme. On completion of the ILM Approved Development Programme delivered by the Centre for Coaching, our Registrar will notify the ILM.

SPECIAL NEEDS OR REQUIREMENTS

If you have special needs or requirements, please advise us when you apply.

IMPORTANT INTRODUCTION TO MODULES AND PROGRAMMES

The courses below vary in length and are usually between 12 hours and 36 hours duration. These courses form the modules for a range of coaching programmes and the essential management development programme at the Centre for Coaching. Certificates of Continuing Professional Development (CPD) are issued to delegates who attend 90% of a development programme.

INSTITUTE OF LEADERSHIP & MANAGEMENT (ILM) RECOGNISED PROVIDER



The Centre for Coaching is an *ILM Recognised Provider*. The ILM's Approved Development programmes add value to our bespoke leadership and management training by providing industry wide recognition from Europe's largest management and leadership awarding body.

We are an ILM Approved Development Provider until 18 March, 2013. We encourage our students and delegates to become members of the ILM.

ADVANTAGES TO CANDIDATES ENROLLING ON ILM DEVELOPMENT PROGRAMMES

All enrolled candidates receive one year's free studying membership of ILM, offering them access to a wealth of expert information, advice and support services to maximise their training experience and encourage CPD. On completion of their programme students receive an Institute of Leadership & Management (ILM) Development certificate. (See enrolment fees on page 6.)



Course by Development Programme Matrix

ILM Approved Development Programmes

		Introduction to Coaching at Work Development Programme (Enrol. fee £50) (12 Hours)	The Essential Management Development Programme (Enrol. fee £50) (12 hours)	Foundation Coaching Development Programme (Enrol. fee £50) (24 Hours)	a) Coaching Development Programme b) Coaching Psychology Development Programme (Enrol. fee £50) (36 or 35 hours)	Advanced Coaching Development Programme (Enrol. fee £95) (106 hours)
Optional Course Modules	Introduction to Coaching at Work Programme	✓	✓	✓	✓	✓
	Cognitive Coaching		✓	✓		✓
	Performance Coaching		✓	✓		✓
	Stress Management		✓	✓		✓
	Assertion & Communication Skills		✓	✓		✓
	Occupational Stress Management		✓	✓		✓
	Problem Focused Coaching		✓	✓		✓
	Health Coaching		✓	✓		✓
	Relaxation Skills		✓	✓		✓
	Developing Resilience		✓	✓		✓
	Redundancy Coaching		✓	✓		✓
	Solution Focused Coaching		✓	✓		✓
	Time Management		✓	✓		✓
	Understanding health and well being of staff: for HR & Management		✓	✓		✓
	Hazard Awareness		✓			
	Coaching Development Programme				✓	✓
Psychological Coaching				✓	✓	

NB Delegates pay a fee for each module and a one-off ILM Development Programme enrolment fee.

INTRODUCTION TO COACHING AT WORK DEVELOPMENT PROGRAMME

CONTENT

This 12 hour programme introduces the theory and practice of coaching in the workplace. The aims and objectives are to provide participants with an underlying philosophy of coaching together with a range of practical skills required to be able to begin coaching with individuals in the workplace. Some of the topics covered include the definition of coaching and types of coaching, current research to inform coaching practice, ethical and moral responsibilities of the coach, questioning and communication skills, the coaching environment, behavioural contracting, structuring initial meetings and the coaching programme, an introduction to coaching assessment, an introduction to goal setting and relevant coaching models, the process of change and commitment.

Generally this programme is suitable for individuals newer to the field of coaching and includes trainee coaches, entrepreneurs, mentors, trainers, managers, HR personnel, management consultants, psychologists, and other professionals interested in learning about coaching.

AIMS AND OBJECTIVES

The key aim is to provide participants with an introduction to coaching together with the basic skills required to begin the coaching process in the workplace. Key objectives of this programme are for participants to:

- be helped to define coaching and understand the difference between coaching, mentoring, counselling and consultancy
- become knowledgeable about types of coachees and their problems
- be introduced to how to structure initial meetings and a coaching programme
- be introduced to relevant skills, coaching models and their application
- develop and have an opportunity to practise a range of relevant skills

COGNITIVE COACHING

CONTENT

This 12 hour course covers the theory and practice of cognitive behavioural coaching as an evidence-based psychological approach and sets out how this can be applied in the workplace. The aims and objectives of this course are to provide participants with an underlying philosophy of cognitive behavioural coaching together with a range of practical skills required to be able to begin coaching with individuals in the workplace. Some of the topics covered include the definition of cognitive behavioural coaching and types of coaching, current research to inform coaching practice, ethical and moral responsibilities of the coach, questioning and communication skills, the coaching environment,

behavioural contracting, structuring initial meetings and the coaching programme, an introduction to coaching assessment, an introduction to goal setting and relevant coaching models, the process of change and commitment.

Generally this programme is suitable for individuals newer to the field of coaching and includes managers, supervisors, HR staff, management consultants, psychologists and others interested in learning about cognitive coaching.

AIMS

The key aim is to enable participants to become knowledgeable about cognitive behavioural coaching and its application to goal achievement, enhancing performance, managing stress and in providing psychological resilience.

OBJECTIVES

Key objectives of this programme are for participants to:

- Gain knowledge of the theory and practice of cognitive behavioural coaching
- Understand when to use cognitive coaching
- Undertake a brief cognitive assessment
- Undertake an assessment for psychological blocks
- Understand procrastination from a cognitive-behavioural perspective
- Develop cognitive coaching skills to enhance performance, improve psychological resilience and manage stress
- Practise key cognitive coaching strategies and techniques

PERFORMANCE COACHING

CONTENT

This intensive 12 hour course based workshop covers the theory and practice of performance coaching applied to work and personal contexts. Participants will have the opportunity to practise coaching skills and techniques in small group work. Some of the topics included are the structure of a performance coaching session, assessing current performance, awareness and taking responsibility, reducing interference, overcoming psychological blocks, the coach as a catalyst, goal setting and goal theory, eliminating the discrepancy between actual and desired performance, competence, developing performance confidence, performance as a measure of behaviour, overcoming the perils of perfectionism, performance enhancing thoughts, performance improvement plans, tackling troublesome thoughts, keeping focused. For the purposes of skills training,

participants should be prepared to discuss one problem in small group work. Suitable for coaches, managers, personnel staff, counsellors and trainers.

AIMS

To provide participants with a range of performance coaching skills.

OBJECTIVES

Key objectives of this programme are for participants to:

- gain competence in carrying out an assessment of a person's current performance
 - identify and tackle blocks to improving current performance
 - develop collaboratively a performance improvement plan
 - understand what steps will be needed to maintain performance once it has improved
 - troubleshoot obstacles to improving and/or maintaining performance
-

STRESS MANAGEMENT

CONTENT

This 12 hour course includes the theory of stress and its management. The course takes a multimodal cognitive-behavioural approach to stress management and is based on current research and practice. Some of the topics included are individual and organizational symptoms of stress, thinking errors and thinking skills, stress mapping, relaxation techniques, biofeedback, pressure and stress, lifestyle management, physical outlets, management of the personal work environment, Type A behaviour, locus of control, time management, coping strategies at work and home. The application of theory to practise in different settings, e.g. coaching, counselling, health education, individual and group training, and management will be covered. A book, manual, handouts and biodots are provided. A number of questionnaires will need completing at the end of the first day of the course.

AIMS

- to become knowledgeable about the nature of stress, its management and prevention
- be able to apply this knowledge to recognise stress in self, others and organizations
- to become knowledgeable about a multimodal cognitive-behavioural approach to stress management based on current practice and its application to different settings

OBJECTIVES

Key objectives of this programme are for participants to:

- define stress and understand how it differs from pressure
- have a working understanding of modern models of stress including the multimodal-transactional model, the cognitive ABCDE model and an organisational model
- understand the psychophysiology of stress
- identify the main physical, psychological and behavioural symptoms of stress in self and others
- examine primary, secondary and tertiary stress management interventions at the individual and organisational levels
- recognise thinking errors and performance interfering thoughts and develop coaching, training or counselling thinking skills to help individuals modify these beliefs
- develop a range of strategies and techniques to tackle stress, including Type A modification, relaxation skills, lifestyle management, biofeedback, stress mapping
- understand Type A behaviour and Locus of Control constructs
- recognise the organisational symptoms of stress and identify what strategies can be undertaken to prevent and manage stress at work

ASSERTION AND COMMUNICATIONS SKILLS TRAINING

CONTENT

This 12 hour workshop focuses on the theory and practice of assertion and communications skills. There will be an emphasis on skills practice and course participants will be given opportunity to practise assertion and communication skills, step by step. Assertion skills such as negative feelings assertion, fogging, workable compromise and setting clear boundaries will be covered. Communication skills such as sending and receiving skills will be included. The use of assertion and communications skills in coaching, counselling and stress management training will also be discussed.

AIMS

To provide a practical understanding of those skills associated with assertiveness training and how these skills can be used to aid the communication process.

OBJECTIVES

By the end of the course delegates will:

- have an understanding of the differing personality types associated with assertiveness training
 - be able to identify individual behaviour patterns
 - have had the opportunity to practise a range of assertiveness techniques
 - have had the opportunity of discussing personal concerns
 - have developed an Action Plan to consolidate learning and future training needs
-

OCCUPATIONAL STRESS MANAGEMENT

CONTENT

This 12 hour course includes the theory of stress and its management with specific reference to occupational and organisational settings. The course is based on current research and practice. Some of the topics included are individual and organisational symptoms of stress, primary /secondary/tertiary interventions, stress auditing, HSE stress risk assessment, thinking errors and thinking skills, stability zones, pressure and stress, management of the personal work environment, Type A behaviour, locus of control, factors intrinsic to the job, career development, structure and climate, relationships, legal issues, role conflict and ambiguity, time management and coping strategies. A book, manual and handouts are provided. A number of questionnaires will need completing at the end of the first day of the course. As some of the content in this course overlaps with the Primary Certificate in Stress Management, we do not recommend students to do both.

AIMS

- To become knowledgeable about the nature of stress, its management and prevention
- Be able to apply this knowledge in the workplace to recognise stress in self, employees and the organization

OBJECTIVES

Key objectives of this programme are for participants to:

- Define stress and understand how it differs from pressure
- Have a working understanding of modern models of stress
- Identify the main physical, psychological and behavioural symptoms of stress in self and others
- Examine primary, secondary and tertiary stress management interventions at the individual and organisational levels
- Develop a range of strategies and techniques to tackle stress at work and home including thinking skills, coaching skills and Type A modification

- Understand Type A behaviour, Locus of Control and Coping Strategies
 - Examine a number of relevant legal cases
 - Recognise organisational symptoms of stress
 - Examine the HSE guidelines and guide for employees
 - Understand the HSE stress risk assessment
 - Be aware of the main sources of occupational and organisational stress
 - Identify what managers, health professionals and trainers can do to prevent and manage stress at work
 - Develop a personal stress management action plan, if appropriate
-

PROBLEM FOCUSED COACHING

CONTENT

This 12 hour workshop is based upon established the problem solving and stress management approaches. It includes the seven-step sequence: problem identification, goal selection, generation of alternatives, consideration of consequences, decision-making, implementation, and evaluation. The indications and contra-indications are also covered, i.e. when and when not to use the approach. For the purposes of skills training, participants should be prepared to discuss two personal problems in small group work. Normal rules of confidentiality apply.

AIMS

To provide participants with an introduction to the theory and practice of problem solving within counselling and coaching settings.

OBJECTIVES

Key objectives of this programme are for participants to:

- develop an understanding of and gain practice in using the seven-step problem focused model and two coaching models
 - practise applying the models step by step to current problems
 - practise using the techniques associated with problem solving
 - distinguish between problem interfering thoughts (PITS) and problem enhancing thoughts (PETS)
 - understand the differences between counselling and coaching
-

HEALTH COACHING

CONTENT

This intensive 12 hour workshop focuses on the theory and practice of primary and secondary preventative health programmes applied within coaching, counselling, training and group work settings. Health coaching is the practice of health education and health promotion within a coaching context, to enhance the wellbeing of individuals and to facilitate the achievement of their health-related goals. The course will include the exploration of evidence-based understanding of 'health' relating to primary factors such as genetics, childhood conditioning, environment, economic, cultural and religious aspects and the exploration of societal changes in health awareness and practice today which can lead to ill-health. All encompassed within a framework of examining inhibitors and enhancers of a healthy lifestyle i.e.

- physiological (biological-neurological) in particular the immune system
- psychological triggers related to health-inhibiting beliefs (hibs) and health enhancing beliefs (hebs)
- behavioural outcomes of reactive unhealthy lifestyle inhibitors (hibs) and their opposites, proactive health enhancing beliefs (hebs)
- specific aspects of health inhibiting or health enhancing practices related to diet, exercise, smoking, alcohol, relaxation, imagery, breathing, stress and primary preventative and secondary preventative programmes for all age groups Within the structure of this course you will attain hands-on experience of assessing, monitoring and evaluating specific health-inhibiting presentations culminating in the development of effective health enhancing programmes to assist individuals in making informed choices that provide the impetus to practise lifestyle changes that can enhance their health.

AIMS

- to provide an introduction to the theory and practice of health coaching within coaching, counselling, training and group work settings.
- to develop evidence-based understanding of 'health', relating to primary factors such as genetics, childhood conditioning, environment, economic, cultural and religious aspects and through the exploration of societal changes in health awareness and practice.
- to review current research data in order to develop understanding of the way an individual's lifestyle can lead to ill-health

OBJECTIVES

Key objectives of this programme are for participants to:

- develop knowledge through the exploration, discussion and evaluation of theoretical concepts of ineffective and effective health practices
- systematically review inhibitors of a healthy lifestyle i.e.
 - physiological (biological-neurological) in particular the role of the immune system and factors that can inhibit its effectiveness
 - behavioural outcomes of unhealthy lifestyle inhibitors leading to health inhibiting beliefs (hibs)
 - specific aspects related to stress, diet, exercise, smoking, alcohol, and their consequences
- systematically review enhancers of a healthy lifestyle i.e.
 - physiological evidence of changing health practices
 - psychological triggers that can provide physiological change through the desensitising of the stress response (hebs – health enhancing beliefs)
 - behavioural change that can be established through specific, individually tailored health programmes. Programmes exploring diet, exercise, alcohol, relaxation, imagery and breathing.
- to examine primary preventative and secondary preventative programmes for all age groups
- to examine the skills necessary to coach individuals or groups related to the delivery of health orientated programmes
- as coaches to practise assessing, monitoring, and evaluating specific health inhibiting presentations by individuals
- as coaches to develop effective health enhancing programmes to assist these individuals to make informed choices that provide the impetus to practise lifestyle changes that can enhance their health

RELAXATION SKILLS

CONTENT

This 12 hour course based workshop covers the theory and practice of relaxation. Participants will have the opportunity to practise skills and techniques. Topics include the purpose and aim of relaxation, breathing, creative imagery, pressure busters, exercise, research evidence on the effects of tension, the benefits of relaxation and contra indications. Suitable for anyone wanting to learn more about relaxation skills.

AIMS AND OBJECTIVES

Participants will:

- Learn “to recognise the healing person within”
 - Explore theoretical concepts & active practice to deal with life pressures
 - Learn how to teach such processes to others
 - Review outcomes of consistent practice – ‘automatic process’
 - Adapt style of approach to meet differing client needs “Authentic Chameleon”
 - Review benefits of relaxation on its own or linked with other skill bases e.g. relaxation techniques reduce pressure & stress management techniques remove the barriers that can hinder relaxation
-

DEVELOPING RESILIENCE

CONTENT

This intensive 12 hour course based workshop covers the theory and practice of developing psychological resilience. Participants will have the opportunity to practise skills and techniques in small group work. Topics include essential characteristics of a resilient personality, managing hardship, steering through daily difficulties, bouncing back from adversity, reaching out to new opportunities, developing resilience, building strengths rather than repairing weaknesses, distinguishing between resilience inducing beliefs (RIBs) and resilience undermining beliefs (RUBs). Developing resilience within the workforce will be covered. Handouts and a manual are provided. For the purposes of skills training, participants should be prepared to discuss one problem in small group work. Suitable for coaches, managers, entrepreneurs, HR staff, trainers and other professionals. Normal rules of confidentiality apply.

AIMS

To provide an introduction to the concept of psychological resilience and how such an outlook can be developed/strengthened.

OBJECTIVES

Key objectives of this programme are for participants to:

- Examine some of the characteristics associated with resilience
 - Consider some of the myths of resilience
 - Identify some of the ideas that undermine resilience building
 - Discuss the views of various writers on resilience
 - Pinpoint areas where a poor coping response prevails
 - Identify core beliefs which are a source of psychological vulnerability
 - Developing resilience within the workforce
-

REDUNDANCY COACHING

CONTENT

Given the current economic climate this course covers coaching and counselling skills to help deal and manage redundancy within a team or company, or support your clients manage this difficult reality. These 12 hour workshops are designed to help managers, coaches and HR professionals to deal with difficult times within their organisations. This course is also aimed at coaches and counsellors who want to improve their skills in this area.

AIMS AND OBJECTIVES

This objective of this course is to assist participants to develop their skills and strategies in the area of redundancy coaching. The course aims are to provide participants with both knowledge and practical skills related to:

- Coaching and counselling skills & strategies
 - Active listening, Socratic questioning, using the SPACE model
 - Processing the changes +ve and –ve aspects
 - Understanding and processing the personal & emotional reactions
 - Taking stock - evaluating the possibilities in the context of change and new circumstances
 - Moving forwards – new goals and pathways to explore
-

SOLUTION FOCUSED COACHING

CONTENT

This 12 hour course focuses on applying solution focused thinking and interventions to coaching, mentoring or management practice. A range of skills and interventions are covered including using the Miracle Question, developing goals, maximising strengths, building on what works, and focusing on successful futures.

AIM

To develop skills and knowledge of the solution focused approach.

OBJECTIVES

Key objectives of this programme are for participants to:

- Understand the differences between the problem focused and solution focused approaches
- Develop collaborative coaching
- Practise using the miracle question



- Practise developing goals
 - Maximising strengths
 - Building on what works
 - Focusing on successful futures
 - Using effective positive feedback
 - Keeping the focus on solutions
-

TIME MANAGEMENT

CONTENT

This 12 hour course offers an interactive and participative workshop and provides participants with a wealth of techniques and skills they could apply when back in the office. Self-help questionnaires and case studies will also be used to enhance understanding and improve self-awareness. All participants would be provided with a pre-course article.

AIMS AND OBJECTIVES

The key learning objectives are outlined below. These can broadly be divided into two areas; first the theories and big-picture time management issues and second the practical and psychological techniques and skills people can use to improve their time management.

- An understanding of the theories around time management
 - General time management issues (e.g. indicators of poor time management, the 80:20 rule, being SMART, 7 habits of highly effective people (S. Covey), monitoring your time).
 - An understanding of how to change thinking and behaviour in order to improve time management and achieve goals
 - Practical and psychological techniques relating to prioritisation, pinpointing emotional blocks to change, overcoming procrastination, overcoming the psychological blocks of change, practical time management techniques (use of voicemail, electronic & paper systems, meeting management and dealing with office interruptions), the effective use of coping imagery to improve your time management skills, staying focused to achieve your short, medium and long-term goals
 - The development of a personalised time management strategy
-

UNDERSTANDING HEALTH AND WELL-BEING OF STAFF: FOR HR AND MANAGEMENT PROFESSIONALS

CONTENT

This 12 hour interactive course provides participants with the underpinning knowledge and understanding necessary to work effectively in helping people who need support and encouragement to make positive changes in their lives, including how to help them access further assistance (in, for example, identifying barriers to change, and setting goals) towards the objective of adopting and maintaining a healthier lifestyle. This course is suitable for HR and management professionals wishing to further develop their skills and understanding of health and well-being issues in the workplace.

AIMS AND OBJECTIVES

To provide participants with knowledge and understanding of:

- The importance and benefits to public health of promoting health and wellbeing in the workplace and community settings
- The factors that facilitate and create barriers to health improvement
- The principles of behaviour change and maintenance and of how to apply them in helping people to make changes
- The responsibilities associated with handling confidential and sensitive information
- Methods that may be used to evaluate a programme to promote healthier lifestyles

HAZARD AWARENESS

CONTENT

This 12 hour interactive course provides a general introduction to hazard awareness. The content also covers basic concepts and the importance of Health & Safety, accidents & hazards, the working environment and workplace safety and personal protective equipment. This course is suitable for managers, supervisors and other key staff wishing to learn more about hazard awareness in the workplace.

AIMS AND OBJECTIVES

To provide participants with knowledge of:

- A general introduction to Health & Safety
- Hazards and accidents, and reporting and record keeping
- The working environment
- Personal protective equipment

COACHING DEVELOPMENT PROGRAMME

CONTENT

This 36 hour intensive programme covers the theory and practice of coaching. The pre-course reading includes *Life Coaching: A Cognitive-Behavioural Approach* (Neenan and Dryden, 2002). Some of the topics covered include:

- The definition of coaching and types of coaching
- Current research to inform coaching practice
- Ethical and moral responsibilities of the coach
- Questioning and communication skills
- The Coaching environment
- Behavioural contracting, structuring initial meetings and the coaching programme
- Goal setting and relevant coaching models
- The process of change and commitment
- The learning cycle and blocks to learning
- The coaching assessment
- The SPACE model and/or ABC model
- Tackling common coaching topics in the workplace (e.g. thinking errors, blame, procrastination, time-management, task-management, developing confidence, assertiveness)
- Action planning

This programme is suitable for individuals interested in learning about coaching. Generally this includes managers, supervisors, HR staff, management consultants and psychologists.

AIMS

The key aim is to provide participants with an underlying philosophy of coaching together with a range of practical skills required to be able to undertake coaching in the workplace.

OBJECTIVES

Key objectives of this programme are for participants to:

- be helped to define coaching and understand the difference between coaching, counselling and consultancy
- become knowledgeable about types of coachees and their problems
- learn how to structure initial meetings and a coaching programme

- develop knowledge and understanding about a range of relevant skills, coaching models and their application
 - develop and have an opportunity to practise a range of relevant skills
 - become proficient in using a coaching assessment form
 - explore four learning styles and relate these to the learning cycle
 - explore and resolve difficulties impeding goal-attainment
 - understand the importance of keeping a time log to improve time keeping
 - troubleshoot obstacles to action plan implementation
-

PSYCHOLOGICAL COACHING

CONTENT

This offers an intensive 34 hour programme covering the psychological theory and practice of cognitive behavioural coaching. It builds on other courses and programmes run by the centre. The course is suitable for managers, HR staff, management consultants and psychologists, trainers and others interested in learning about the psychology of coaching. Participants should have basic coaching skills and be currently coaching coachees, clients or staff. If delegates have not attended a formal coaching training programme, they are strongly advised to consider undertaking other courses from the centre's suite of coaching courses/programmes.

General Information & Training Programme

Students are required to prepare and deliver a PowerPoint presentation on some aspect of psychological coaching. They should have available two recordings of coaching work for the purpose of group supervision.

AIMS

This 34 hour programme provides delegates with an understanding of the psychology of coaching from a cognitive-behavioural perspective together with a range of advanced coaching skills.

KEY OBJECTIVES

Key objectives of this programme are for participants to:

- understand the nature of psychological coaching
- become knowledgeable of cognitive-behavioural, problem-solving, solution focused and rational emotive behavioural coaching
- understand the psychological concepts of emotional management, self-esteem, self-acceptance, self-motivation, focus on achieving goals, transformation of the coachee into the self-coach (the coaching career),

- low frustration tolerance and practice relevant skills that can be used in coaching
- develop and have an opportunity to practise a range of advanced coaching skills
 - become proficient in the use of challenges and disputation in coaching
 - learn how to overcome blocks in coaching
 - make a presentation on an aspect of coaching or the psychology of coaching
 - understanding how to deal with emotional interference when implementing and/or maintaining action plans
 - learn how to maintain their newly acquired advanced coaching skills
 - consider the psychological coaching models and their application to life, business, executive, performance and speciality coaching
 - practise coaching sessions and skills training in pairs or triads
 - group supervision of recorded coaching sessions with coachees, clients or staff
 - consider what further training, if any, is required
-

THE ESSENTIAL MANAGEMENT DEVELOPMENT PROGRAMME

CONTENT

This 12 hour programme covers the theory, current research and practice of one area essential to management development. Topics included offer an individual and organisational focus, with the application of theory to practice in different settings being a key aim of this programme. The programme aims to enable participants to develop a range of practical skills essential to management development and the ability to apply this knowledge within an organisational context.

Intended participants for this programme are individuals interested in management development. Generally this programme is suitable for managers, HR personnel, management consultants, psychologists, trainee coaches, coaches, trainers, and other professionals who wish to enhance and develop their current management knowledge and skills.

AIMS AND OBJECTIVES

Participants are encouraged to select an area of practice, from a suite of the following fifteen options that best supports their professional development either as a manager or as someone who works with managers:

- Introduction to Coaching at Work Development Programme
- Cognitive Coaching



- Performance Coaching
- Stress Management
- Assertion & Communication Skills
- Occupational Stress Management
- Problem Focused Coaching
- Health Coaching
- Relaxation Skills
- Developing Resilience
- Redundancy Coaching
- Solution Focused Coaching
- Time Management
- Understanding health and well being of staff: for HR and management professionals
- Hazard Awareness

Key objectives of this programme are for participants to:

- be helped to define an area essential to management development
- have a working understanding of relevant theory and models
- develop a range of relevant strategies, techniques and skills
- gain competence in undertaking assessment
- identify and tackle blocks to improving current performance for themselves or others
- develop an understanding of the indications and contra-indications of relevant approaches and the steps needed to work with the coachee
- be able to apply themselves and/or work with others to devise action plans

FOUNDATION COACHING DEVELOPMENT PROGRAMME

CONTENT

This 24 hour programme explores the theory, current research and practice of two specialist coaching areas, enabling participants to develop a range of tailored practical skills and the ability to apply this knowledge across different contexts such as within organisations. Topics included offer an individual and organisational focus, with the application of theory to practice in different settings being a key aim of this programme.

Intended participants for this programme are individuals interested in learning more about two specialisms in coaching. Generally this programme is suitable for trainee coaches, coaches, mentors, trainers, managers, supervisors, HR personnel, management consultants, psychologists and other professionals who wish to enhance and develop their current coaching knowledge and skills.



AIMS AND OBJECTIVES

Participants are encouraged to select two areas of practice, from a suite of the following fourteen options that best support their professional development.

- Introduction to Coaching at Work Programme
- Cognitive Coaching
- Performance Coaching
- Stress Management
- Assertion & Communication Skills
- Occupational Stress Management
- Problem Focused Coaching
- Health Coaching
- Relaxation Skills
- Developing Resilience
- Redundancy Coaching
- Solution Focused Coaching
- Time Management
- Understanding health and well being of staff: for HR and management professionals

Key objectives of this programme are for participants to:

- be helped to define two areas of coaching specialism
- have a working understanding of relevant theory and models
- develop a range of relevant strategies, techniques and skills
- gain competence in undertaking assessment
- identify and tackle blocks to improving current performance
- develop an understanding of the indications and contra-indications of relevant approaches and the steps needed to work with the coachee
- be able to work with their coachee to devise action plans

PSYCHOLOGICAL COACHING DEVELOPMENT PROGRAMME

CONTENT

This offers an intensive 34 hour programme covering the psychological theory and practice of cognitive behavioural coaching. It builds on other courses and programmes run by the centre. The course is suitable for managers, HR staff, management consultants and psychologists, trainers and others interested in learning about the psychology of coaching. Participants should have basic coaching skills and be currently coaching coachees, clients or staff. If delegates have not attended a formal coaching training programme, they are strongly

advised to consider undertaking other courses from the centre's suite of coaching courses/programmes.

General Information & Training Programme

Students are required to prepare and deliver a PowerPoint presentation on some aspect of psychological coaching. They should have available two recordings of coaching work for the purpose of group supervision.

AIMS

This 34 hour programme provides delegates with an understanding of the psychology of coaching from a cognitive-behavioural perspective together with a range of advanced coaching skills.

KEY OBJECTIVES

- understand the nature of psychological coaching
 - become knowledgeable of cognitive-behavioural, problem-solving, solution focused and rational emotive behavioural coaching
 - understand the psychological concepts of emotional management, self-esteem, self-acceptance, self-motivation, focus on achieving goals, transformation of the coachee into the self-coach (the coaching career), low frustration tolerance and practice relevant skills that can be used in coaching
 - develop and have an opportunity to practise a range of advanced coaching skills
 - become proficient in the use of challenges and disputation in coaching
 - learn how to overcome blocks in coaching
 - make a presentation on an aspect of coaching or the psychology of coaching
 - understanding how to deal with emotional interference when implementing and/or maintaining action plans
 - learn how to maintain their newly acquired advanced coaching skills
 - consider the psychological coaching models and their application to life, business, executive, performance and speciality coaching
 - practise coaching sessions and skills training in pairs or triads
 - group supervision of recorded coaching sessions with coachees, clients or staff
 - consider what further training, if any, is required
-



ADVANCED COACHING DEVELOPMENT PROGRAMME

CONTENT

This 106 hour programme consists of a combination of the following modules drawn from the Centres current suite of courses/programmes:

- Coaching Development Programme
- Psychological Coaching
- Any three options drawn from the Essential Management Development Programme

The programme enables participants to become knowledgeable in coaching and the psychology of coaching and be proficient in coaching skills. This programme is suitable for coaches, mentors, managers, directors, supervisors, HR staff, trainers, psychologists and other professionals.

AIMS AND OBJECTIVES

The aims and objectives of this programme are to provide opportunities for participants to become knowledgeable about the theory and practice of coaching including coaching in particular forms such as: performance, business, executive and stress management.

OTHER PROFESSIONAL BODIES THAT RECOGNISE THE CENTRE'S CERTIFICATED TRAINING PROGRAMME INCLUDE THE ASSOCIATION FOR COACHING AND THE SOCIETY FOR COACHING PSYCHOLOGY. THE CERTIFICATED PROGRAMMES ARE ACCREDITED BY MIDDLESEX UNIVERSITY. FOR FULL DETAILS OF THESE COURSES PLEASE SEE THE RELEVANT BROCHURE.

CENTRE FOR STRESS MANAGEMENT

The Centre for Coaching is affiliated to the Centre for Stress Management which specializes in stress management and prevention. The Centre is recognised by the Institute of Health Promotion and Education (IHPE) as a Centre of Expertise. The IHPE recognises the Centre's courses for Continuing Professional Development. The Director of the Centre is Professor Stephen Palmer PhD, a Chartered Psychologist, coach and health educator. He is a leading expert on stress and stress management coaching.



DIRECTORS OF TRAINING & CONSULTANCY

Professor Stephen Palmer BA (Hons) PhD CPsychol AFBPsS FAC FIHPE FISMA FRSA

The Founder Director of the Centre for Coaching is Professor Stephen Palmer, a Chartered Psychologist, Coach and Health Educator. He is an Honorary Professor of Psychology at City University, London, UK, and Director of their Coaching Psychology Unit; the first Visiting Professor of Work Based Learning and Stress Management at the National Centre for Work Based Learning Partnerships, Middlesex University, an Honorary Senior Research Fellow at the University of Manchester, an Association for Professional Executive Coaches & Supervisors (APECS) accredited Executive Coach and APECS accredited Executive Coach Supervisor, a Society for Coaching Psychology Accredited Coaching Psychologist, REBT and cognitive-behavioural accredited therapist, and a UKCP registered psychotherapist.

He is a Fellow of Association for Coaching, the British Association for Counselling & Psychotherapy, Royal Society of Arts and the Royal Society of Health. He is a Member of the Chartered Management Institute, an Associate Fellow of the British Psychological Society and the Albert Ellis Institute for Rational Emotive Behavior Therapy in New York, and a certified supervisor for training in REBT. His other professional interests are in stress psychophysiology.

Currently, he is Honorary President of the Association for Coaching, Past Chair of the British Psychological Society Special Group in Coaching Psychology, Honorary Vice-President of the Institute of Health Promotion and Education, Honorary Vice-President of the International Stress Management Association (UK), and Consultant Director of the New Zealand Centre for Rational Emotive Behaviour Therapy. In 2004-2005 he was the first Chair of the British Psychological Society Special Group in Coaching Psychology. He was Chair of the Scientific Awards Committee of the British Psychological Society Division of Counselling Psychology from 1997 to 1999. He is Consultant Editor of *The Coaching Psychologist*, Co-editor of the *Rational Emotive Behaviour Therapist*, Editor of the *International Journal of Health Promotion and Education* and former Associate Editor of the *British Journal of Medical Psychology*. He is Co-ordinating Editor of the *International Coaching Psychology Review*, and Executive Editor of *Coaching: An International Journal of Theory, Practice & Research*.

In 2001 he chaired the BACP Online Therapy Working Group which has recently produced a report, *Guidelines for Online Counselling & Psychotherapy*. He was Chair of the Conference Academic Committee to the 1st International Coaching Psychology Conference, 2006. He became a Director of the Swedish Centre for Work Based Learning.

He has authored over 150 articles and chapters on coaching, coaching psychology, stress management and counselling, and has authored or edited 35 books and training manuals, including *Dealing with People Problems at Work* (1996) with Burton, *Stress Management and Counselling* (1996) with Dryden, *Counselling: The BAC Counselling Reader* (1996) with Dainow and Milner, *Stress Counselling: A Rational Emotive Behaviour Approach* (1997) with Ellis, Gordon and Neenan, the *Handbook of Counselling*

(1997) with McMahon, Integrative Stress Counselling (1998) with Milner, Counselling in a Multicultural Society (1999) with Laungani, Trauma and Post-traumatic Stress Disorder (1999) with Scott, Conquer Your Stress (2000) with Cooper, and Counselling: The BACP Counselling Reader, Vol. 2 (2001) with Milner, Creating a Balance: Managing Stress (2003) with Cooper and Thomas, Moody to Mellow (2006) with Wilding, Race, Culture & Psychotherapy (2006) with Moodley, Achieving Excellence in Your Coaching Practice (2006) with McMahon and Wilding, and the Handbook of Coaching Psychology (2007) with Whybrow. He has lectured in Europe, Japan, New Zealand, Hong Kong and China on a range of subjects and regularly appears on radio and television programmes. He is Co-editor with Gladeana McMahon with Averil Leimon of the Essential Coaching Skills and Knowledge book series published by Routledge.

In May, 2000, he received the Annual Counselling Psychology Award from the British Psychological Society, Division of Counselling Psychology, for his 'Outstanding professional and scientific contribution to counselling psychology in Britain'. On the 17th December, 2008, he received a Distinguished Award for his outstanding and continued contribution to coaching psychology by The British Psychological Society's Special Group in Coaching Psychology. (For additional information, [click here.](#))

Peter Ruddell BA (Hons) DipREBT AdDipREBT FAREBT MISMA MIHPE MRSH
Peter Ruddell, a Coaching Psychologist, is the Training Director of the Centre for Coaching. He helped set up the Centre for Coaching in 2001. Peter Peter is a Founder Member of the BPS Special Group in Coaching Psychology and is accredited as a cognitive and behavioural psychotherapist by the British Association for Behavioural and Cognitive Psychotherapy (BABCP) and is registered as a cognitive-behavioural psychotherapist with the United Kingdom Council for Psychotherapy (UKCP). He is accredited as a REBT therapist by the Association for Rational Emotive Behaviour Therapy. He is on the Editorial Board of The Rational Emotive Behaviour Therapist and is Commissioning Editor of Stress News. He is a Council Member and a Director of the Association for Rational Emotive Behaviour Therapy, and a Council Member of the Institute of Health Promotion and Education. His book Brief Cognitive Behaviour Therapy with Curwen and Palmer was published in 2000.

Dave Ellis BA DipAdEd CBiol MIBiol FRSH
Dave Ellis is Associate Director of the Centre for Coaching. He was previously Vice-Principal of the Bromley Adult Education Service. He is a Member of the Chartered Management Institute and a Chartered Biologist.

Nick Edgerton MSc CPsychol DipCACP
Nick Edgerton is Co-Director of the Coaching programmes and is a chartered psychologist. He is attached to the Faculty of Coaching Psychology. He developed the cognitive behavioural SPACE model of coaching, counselling and stress management which he teaches at the Centre.

Gladeana McMahon FAC FBACP FIMS MISMA MIHPE
Gladeana McMahon is Co-Director of the Coaching programme. She is a Honorary Vice President of the Association for Coaching. She is a BACP accredited counsellor and supervisor, a BABCP accredited cognitive psychotherapist and a UKCP registered

cognitive-behavioural psychotherapist. She is also an experienced industrial trainer. She has published articles on coaching and counselling and an interactive handbook *Setting Up Your Own Practice*. Her books include *Client Assessment* (1997) and the *Handbook of Counselling* (1997), both co-edited with Stephen Palmer, *Understanding Trauma* (1997) with Doggart, and *Achieving Excellence in Your Coaching Practice* (2006) with Palmer and Wilding. She is Co-editor with Stephen Palmer and Averil Leimon of the *Essential Coaching Skills and Knowledge* book series published by Routledge.

Michael Neenan Dip REBT AdDipREBT DipCACP

Michael Neenan is Co-Director of the Coaching programme. He is a Honorary Vice President of the Association for Coaching. He is an AREBT accredited REBT counsellor, a BABCP accredited therapist and a UKCP registered cognitive-behavioural psychotherapist. He is also an experienced industrial trainer. He has published articles and books on REBT including the *Dictionary of Rational Emotive Behaviour Therapy* (1994) with Dryden, *Counselling Individuals: A Rational Emotive Handbook* (1999) with Dryden and Yankura, and *Life Coaching: A Cognitive Behavioural Approach* (2002) with Dryden. He is former Co-chair of the Association for Rational Emotive Behaviour Therapists and former Co-editor of their journal.

Dr Siobhain O'Riordan PhD FRSA MSCP (Accred)

Dr Siobhain O'Riordan is a Chartered Psychologist and a Society for Coaching Psychology Accredited Coaching Psychologist. She is a Honorary Research Fellow at City University London in the Coaching Psychology Unit. She is a former chair of the BPS Special Group in Coaching Psychology and currently Chair of the Society for Coaching Psychology and Editor of *Coaching Psychology International*.

Jennifer Liston-Smith MA (Oxon) MSc (Psych) MISMA MIHPE FRSA

Jennifer Liston-Smith is Associate Director of the Centre for Coaching. Jennifer is a Founder Member of the BPS Special Group in Coaching Psychology and specialises in coaching, training and organisational stress management consultancy, working at all levels, including senior management and Board level. She draws on a broad training.

Kasia Szymanska MSc Psychol AFBPsS

Kasia Szymanska is Director of Distance Learning Programme. She is a Chartered Psychologist, a UKCP registered cognitive-behaviour therapist and an Associate Fellow of the British Psychological Society. She is Editor of *The Coaching Psychologist* published by the Special Group in Coaching Psychology (SGCP) and Ex-officio Member of the SGCP Committee. She is former Editor of *Counselling Psychology Review*.