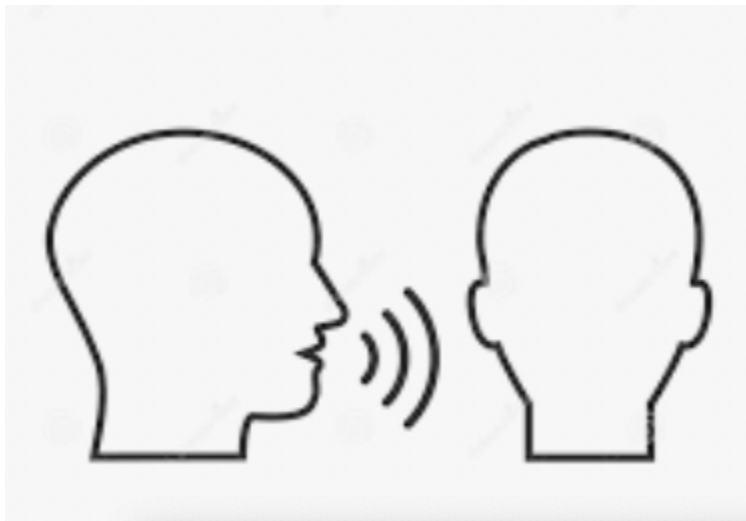


MA Professional Skills Coaching

Portfolio Matrix



By Susanna Kenyon-Muir

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Student number: 2029616

Portfolio Assignment - Matrix

Description	Comments
[Intended Learning Outcomes/] Why did I do Professional Coaching Skills?	I currently work in Information Technology helping clients achieve success through our software platform. I have been in IT and sales, client services roles for 15 years. Helping people has been at the center of what I do. I chose to do the Professional Coaching Skills course as an extension to my learning with the NLP practitioner course almost four years ago. I also embarked on mentoring and coaching colleagues at work which I enjoyed and therefore wanted to formally learn how to coach people to help them improve their lives.
[Goals]	The intended outcomes for me were threefold; to become a better 'client success' professional by serving my clients better, to help colleagues at work identify their career purpose, and on a personal level to deepen my self-awareness and happiness within. I often found that younger employees were 'stuck' as to where to go in their career - yet through coaching, or listening and asking the right questions, I was able to help them on their path to find their purpose and happiness. I personally found this very rewarding and therefore wanted to learn what methodologies I could employ to coach in a formal setting.
[Success]	Established several close mentoring and coaching relationships at work (around five) and successfully helped one particular 'client' identify his passion, get promoted and inspire him for future career growth. This inspired me on a deep emotional level to want to help others. What I want to reflect on in my assignment is whether this was the right and only approach, and how could different methodologies impact the outcome. I also created a community practice within my organisation and department, one of the goals being to create a formal mentoring programme to help employees learn from each other. Authored and about to publish a coaching workbook called 'Reveal' (Kenyon-Muir S. & Lolas R, 2022) to help women on their journey of self discovery and creating a life they desire.

[Methodologies] See Appendix below	NLP Communication Model, NLP techniques (Time Lining, Limiting Beliefs), Emotional intelligence, GROW (vs. TGROW, SCORE), ICF ethical contracting, 7 Eyed Model of Coaching, PUUM model of emotional intelligence, Gardners Eight Intelligences
[How was this relevant?] Impact it had on me and others around me	Me: helped me understand myself (self awareness), deeper reflection through journaling, where I was getting stuck (NLP Time Lining, transactional analysis), Clients: used emotional intelligence methods to build understanding and rapport, performance methods such as GROW (and compare with others such as SCORE), especially as I work with clients to make them successful, and incorporate NLP communication model to work through clients' past experiences such as limiting beliefs and biases that I may bring into sessions. The World: Coaching has sparked an interest in helping others on a broader level (Customer Success Communities initiative, and authoring a coaching workbook (journal) about to be published.
[Assessment] How did the learning take place	Virtually through Zoom over 10 days, scattered across several months due to COVID-19 Course content was delivered via the PCS User Manual. It was informative learning (content) mixed with interactive engagement from the rest of the class (of six people); incorporating exercises, and 1:1 coaching through-out. We were continually observed and assessed in our coaching by peers and experienced coaches using clear standards and criteria as defined by the ICF (International Coaching Federation). On the final day of the programme we had a practical assessment where we were required to coach one person for 35 minutes in front of our colleagues. This session was recorded and a transcript provided. We were evaluated using the ICF competence-based assessment sheet provided.
What's Next?	I am in the process of publishing a coaching workbook and coaching business as a result of embarking on the coaching course. The intended goal is to help other high achieving females find explore and create a life their truly desire. I am also on the path to complete my MA in Neuro Coaching and become ICF PCC (Professional Certified COach) accredited.
Ethics	During the course we were bound by the NLP Code of Ethics and ICF (International Coaching Federation, 2021)

When	2020-2021 over ten days, all virtually due to the COVID-19 pandemic
Coaching session	Client 30 minutes (see transcript)

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1. Glossary of Terms

- The **Professional Coaching Skills (PCS)** Course is ICF (International Coaching Federation) accredited and this course counts towards ACC/PCC (Associate/Professional Certified Coach). We were also bound by the ICF Code of Ethics
- **International Coaching Federation (ICF)** describes the ICF core values, ethical principles and ethical standards of behaviour for all ICF Professionals (International Coaching Federation, 2021)
- **EMCC defines mentoring** as “Mentoring is a learning relationship, involving the sharing of skills, knowledge, and expertise between a mentor and mentee through developmental conversations, experience sharing, and role modelling. The relationship may cover a wide variety of contexts and is an inclusive two-way partnership for mutual learning that values differences.” (www.emccglobal.org, n.d.)
- **Emotional Intelligence** - “Emotional Intelligence embraces and draws from numerous other branches of behavioural, emotional and communications theories, such as NLP (Neuro-Linguistic Programming), Transactional Analysis, and empathy” (PCS Handbook, 2021)

- **NLP Communication Model** “describes how we take in messages from outside the body – the external event – and move them through a series of filters into our memory. It’s an important model to learn because once we understand that we can learn how the ‘internal representation’ of that event can continue to impact our lives – and what we can do about it”
- **Coaching agreement** is explaining what coaching is (and isn’t), reaching an agreement about what is and is not appropriate in the relationship (what we can/can’t discuss), and agreeing on the parameters such as logistics, scheduling, duration, termination, confidentiality. Also refer to Appendix A.4 (Bennett J.L., 2008))
- **GROW** - performance management tool, most commonly used for goal setting and improvement in an organisational setting. Goal, Reality, Options, Will. Questions are centred around each area.
- **Outcomes** and an outcomes oriented approach are to “create a direction and purpose in life by which we can “programme” ourselves to consistently achieve what we want” (NLP Dynamics User Manual, 2019)
- **Rapport** is the ability to relate to others in a way that creates a climate of trust and understanding. The purpose of rapport is to establish a feeling of comfort and commonality between people, in order to be better able to influence them (NLP Dynamics, 2019)
- **Transactional Analysis (TA)** - Developed by Eric Berne it focuses on understanding behaviour choices. Transactional Analysis (TA) is a psychoanalytic theory and method of therapy. TA recognises that the human personality is made up of three "ego states"; each of which is an entire system of thought, feeling, and behaviour from which we interact with each other (Berne, E., 1961)
- **PUUM model** (Emotional Intelligence model) - Developed by Mayer and Salovey, in 1997. The model consists of 4 branches of emotional problem solving that are required to carry out emotional reasoning. Known as the PUUM Model, the branches work on a scale from the most basic level of emotional intelligence (perceiving emotions) through the more complex aspects (using emotions to

regulate thinking, understanding and interpreting emotions, and managing emotions for growth). Furthermore, the branches contain a set of skills that are also scaled from basic skills to more complex/ challenging skills.

- PERCEIVE Perceiving emotions (body language, verbal, expressions etc.)
- USE Using emotions to promote clear thinking
- UNDERSTAND Understanding emotions and interpreting them accurately
- MANAGE Managing emotions to react appropriately

Questions:

- Base the coaching recording on the coaching session we submitted?
- Ideas:
 - Life scripts and
 - Jenny - wanting to lose weight, focus on many things incl. Care homes. Or Simon?
 - Jenny critical reflection - taking learning for future and embeds learning
 - Don't use Jenny's coaching session as case study. Use more recent example (ethics, contracting, NLP, cross methodologies)

Notes:

- Be continually observed and assessed in their coaching by peers and experienced coaches using clear standards and criteria as defined by the Association of Coaching ICF. Observe and assess peers in their coaching and use coaching to aid the planning and development of a personal learning programme. Practice during the programme with peers experiencing supervised applications each of the assessment tools taught.
- On the final day of the programme you will have a practical assessment where you are required to coach one person for 35 minutes in front of your colleagues. Your peers will evaluate your session using the competence-based assessment sheet provided. These sheets will be handed to your facilitator. You should also record your session and send a copy of the recording (MP3 only) and a transcript in English, both clearly label

- You will also complete an open book examination which will be sent to you by e mail. You will have 2 weeks in which to return this for marking.
 - Successful delegates will also receive a separate Extended DISC certification.
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- Why coaching: extension to my learning with NLP, enjoyed mentoring and helping people at work and generally.
 - Learning outcomes: how could I help people at work find their true career purpose and excel in their role? I often found that younger employees were 'stuck' as to where to go in their career - through coaching, or listening and asking the right questions, I often found it helped employees find their purpose, what ignited them. I personally found this very rewarding and hence wanted to learn how to help others on a broader scale
 - Me: helped me understand myself, where I was getting stuck (transactional analysis), dynamics with my parents (life scripts, ego model) Clients: using emotional coaching to succeed, especially as I work with clients to make them successful, it was vital that I understood what was important to them, as a whole, their business and to them personally. The World: Coaching has sparked an interest in helping others on a broader level (CS Communities initiative, and creating a coaching business)
 - Methodologies: NLP communication model, Ego-state model, transactional analysis, emotional coaching, wheel of life etc, GROW model (using this with clients) - contrast with SCORE model, clean language, DISC exercise, spiral dynamics,
 - What Next: creating coaching workbook, coaching programmes, 1:1 coaching, retreats
 - Case study:
 - Clement - Started with his manager wanting him to have coaching to improve trust, building relationships and friction he was experiencing at work. Initially found it difficult to get into role being a coach because he didn't initially know or want to work with a coach. As time evolved I used NLP, GROW, emotional coaching to understand who he was, his goals etc. using GROW model. Could have used OSKAR (p.50). Emotional coaching
 - What barriers or preconceptions did he bring into the session. How did I use ethics? Verbal agreement but need written agreement.
 - Talk about what could have happened
 - How clear was the goal at the start? PIP - promotion. What is success, why

- Limiting beliefs, biases, how was he showing up with goals - perception-reality?
- 10 sessions - how did that evolve?
- Talk about my progression as a coach, my intuition, how did I show up, how our relationship evolved. Did I take notes, was I fully present - I can talk about presence vs notes and the impact (detail vs client needs)
- What would I do next time? - write down 'pings' instead - refer back to that, compare/contrast. What dilemma did/do I have?

Assignment Structure:

1. Introduction
 - a. Objective for the essay
2. Context and motivation to do the course
 - a. What is coaching - what isn't it. Diagram to show differences
 - b.
3. Critical reflection
 - a. Some context as to my experience and impact on me, why/intention, what next, what captured me etc...
 - b. What methodologies did I use and impacted me the most?
4. Case study 1 (Clement)
5. Conclusion

Rolfe's Reflective Model:

Based on the three "What? So what? Now what?" questions, but repeats these questions at three levels, with increasingly deeper reflection at each level. The levels are descriptive, theoretical and action-orientated. This model is based on Borton's developmental model.

Postulate
Correlation
Metacognitive
Magnitude
Phenomena
Subjective
Dispassionate
Hypothesized

Surmised
Credible
Propose
Congruent
Conclusive

Supervision Diary:

1. 11th January (30 minutes) - initial sync and discussion about the assignment, rough idea of what to do/write about. We discussed roughly my experience in the last assignment, challenges in getting back into an academic mindset and writing, using Gibbs's model of reflection. Which model did I want to use for this assignment? Talked through the experience in the Coaching Skills course and which methodologies I wanted to use (GROW, Emotional Coaching, contracting, ethics, NLP). Discussed a client I wanted to work on and what that experience was like, what was my journey since the course. This session helped me to synthesize all of what we learned, what my journey has been since then, and therefore roughly what I wanted to write about in the assignment.
2. 20th January (45 minutes) - aligned on structure, case study with my client CK, discussed the portfolio matrix and next steps. Elaborated on the case study content and theories (as per above) and relevant reading material.
3. 2nd Feb (60 mins) - run through 1st rough draft of the 4500 word assignment. Went through structure, content and where to pad it out. Added some books for further reading. Discussed the need for referencing my own material from the past assignment and updating the portfolio matrix where I have already evolved since commencing the assignment back in January. Focus for the next session is to have submitted the first draft to Lyndsey for review. I also received feedback on my previous assignment which has given me guidance on where I need to improve (word count, structure so the reader can follow logically, use of headings and diagrams, less description and more critical evaluation and compare/contrast of theories using relevant reading material and not just websites).
4. 10th Feb (30 mins) - discuss the first draft of the assignment. Not enough critical reflection, too much detail. Discussed the structure of the assignment using Rolfe's model of reflection and how I would structure the flow better. Had to reformat and cut a lot of 'what' content. Deepened my reading to more reading material from books, websites, online literature, and videos.
5. 15th Feb (60 mins) - feedback around depth of reading and references. Definitely on track and better flow/structure. Focus now is on fine tuning referencing and word count. Finding it difficult to cover my experience across the entire course thereby referencing multiple methodologies and keep within the word count.
- 6.