
BMPF7013g

Assessment Component No. 1 (Portfolio) Independent Study – Element 1 – Matrix

Alannah Britz

Student number: 2029338

My motivation to complete the ICF accredited CMA Transformational Coaching certification	What I learned on a personal level	What I learned on an organisational level
Moving into coaching full-time as a way to help individuals and organisations I wanted to be ICF accredited and needed to refresh my training. I selected this programme because it: - is ICF accredited; - has robust learning and participation requirements; - grounded in Positive Psychology and Adult Learning Theory; - focuses on transformational coaching.	Through the programme I felt my knowledge and skills in coaching expand and in applying the coaching model in my practice noticed a deeper acuity to what is going on for the client and ability to flex my approach to best serve them. Similar to Kolb's Cycle of Reflective Practice used in my written assignment, I have also learned that key to me successfully applying my knowledge is building in reflective practice help me synthesise my knowledge and identify opportunities to use my combined learning to help others in a changing world.	Building on my knowledge and skills in coaching, NLP and The Thinking Environment with the CMA coaching qualification I have greater ability to support my clients in making meaningful change in their work and personal lives by working with them at an even deeper level, building their awareness of the structures of their thinking including limiting assumptions, and supporting them in shifting unhelpful perspectives to take positive action. Client feedback indicates my increased range in approach and ability to move between those approaches is delivering even greater

		positive impact on an individual and team level with a flow-on positive organisational impact.
What were the learning outcomes I set?	How was I assessed?	How did I assess the programme?
• My learning outcomes included: - Building knowledge and skill in a Positive psychology based coaching approach - Expanding my understanding of human behaviour and 'toolbox' of coaching skills that I can use to support clients - Deepening my knowledge and application of the ICF Core Competencies - Successfully achieving ICF Accreditation	• A pre-programme assessment call on my learning objectives. • Part one of the programme, the Learning Lab, included supervised practice sessions for each module of content. • Part two of the programme, the Practical Lab, involved supervised coaching sessions. • I submitted reflections on all of the coaching practices I observed, received reflections from my fellow students and also conducted self-reflection on my coaching practice. • I submitted a reflective essay as well as a coaching recording applying the CMA Awareness-Clarity-Choice coaching approach.	• The reflective process in both Learning Labs provided an opportunity to reflect on my learning journey, recognising what was working well and where further improvement was needed. • The reflective essay was also an opportunity to reflect on my own learning through the programme. • Applying the CMA Awareness-Clarity-Choice coaching approach in my practice I practice regular reflection on my experience of the process and its efficacy.
What content was covered?	How was the programme structured?	What was the programme's duration?

• An overview of Positive psychology and the evolution of coaching • The ICF coaching competencies • The learning explored the CMA Awareness-Clarity-Choice coaching structure over three modules: • Module A: Conversation as a Transformative Process: Creating a safe psychological space for a client to articulate what is known, and what is unknown to their conscious mind. • Module B: Principles for Creating Transformative Shift: Deep and active listening enables powerful questions that direct the client's attention to areas that have not yet been considered, facilitating new understanding through thoughtful and reflective thinking. • Module C: Awareness-Clarity-Choice Conversation: Expanding people's awareness and supporting reflection to enable greater clarity in understanding and lasting change through action.	• The programme comprised 2 phases of learning delivered 100% online: • Learning Lab - 3 Modules comprising 12 sessions spanning over four weeks. • Practical Lab - 12 Supervised practical coaching spanning eight weeks.	The programme ran over a total of twelve weeks with 60 hours of coaching training.
---	--	---

What resources were available?	How were ethics addressed?	Learning structure with tutor
• Pre-read materials and additional reading and video material were provided ahead of the programme. • Notes were provided throughout the training to support the live lectures. • The instructors provided feedback on each supervised coaching practice as well as feedback on the coaching recording.	• The ICF Code of Ethics were introduced at the start of the course with all content and assessments in line with the ICF coaching competencies and Code of Ethics. • The coaching conversation ensures a client-led process with the client's full and willing participation throughout the conversation in line with the ICF coaching competencies and Code of Ethics	A process of collective discussion and tutor review was agreed with the following process: - Outline submission, review and discussion - First draft submission, review and discussion - Final draft submission, review and discussion