

Module Title: Independent Study Module

Module Code: BMPF7013

Fundamental Theoretical framework of Neuro Coaching.

Professional Coaching Skills, Mastering Cognitional Coaching, Higher Professional Coaching Skills. Involving Two Assessments

Module Learning Outcomes:

1. Create and implement a study into specific and complex area of the individuals own practice
2. Research, analyse and critically evaluate a range of theories and methodologies relevant to their specific area of study
3. Critically evaluate the actual and/or potential impact of applying their learning to improve their practice and performance and to contribute to the achievement of organisational objectives.

Assignment 1: Portfolio

1. A portfolio including the following elements:

- An introductory section which provides a rationale for the selected area of study, evidencing its occupational context and its relevance to the learner's developmental needs
- A planned programme of study which a) specifies learning and development aims and expected learning outcomes b) specifies assessment criteria and assessment methodology to be used to measure the extent to which learning outcomes are achieved c) identifies activities to be undertaken with methods and resources to be used d) sets timescales and review dates agreed with the personal tutor
- A transcript in English and a recording of a practical session with a client
- A critical reflection on the whole learning experience.

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By Student:

Michelle Burgermeister

Student Number: 2133173

Supervisor:

Lynsey Weir

ASSESSMENT 1: PORTFOLIO

The Introduction - Matrix

Why I chose to complete the course called: Advance Diploma of Coaching.

After I had completed the Certificate in Coaching and the NLP Practitioner courses (which I did out of curiosity), I realised I was very interested in possibly entering the coaching world as a career change. I was very interested in exploring how creative techniques I was familiar with in counselling, could be applied in coaching. I wanted to deepen my knowledge of the coaching career and how it compared to professions such as psychology and social work, of which I knew of well. At the time I completed the Advance Diploma of Coaching, in 2015, the field of coaching was relatively new. I was hungry to know more and was considering pursuing the post graduate studies in coaching.

After having a couple of decades working in sexual assault and domestic violence and child protection, I realised I needed a change from working in this sector. Yet I still had a passion for learning and development, another area I had expertise in. Discovering coaching opened a new world of possibilities. I was keen to have the opportunity to help people who had traumatic pasts, to focus on creating new and exciting futures. I felt the Advance Diploma of Coaching would help me see how I could contribute to the coaching field and possibly work with this type of cliental.

I was also interested in working towards a PCC level within the ICF. I was excited by the opportunity to be taught by Dr Sally Vanson, a highly experienced and well respect professional coach in Europe.

The stated aims and learning outcomes of the Advance Diploma of Coaching were:

1. To promote your personal development and to reflect on, and to enhance your coaching practice (ie to know yourself as a coach)
2. To explain the way that teams develop and are motivated
3. To review and refine your coaching skills, soliciting feedback at a deep level which will cause you to reflect
4. To define the key skills, behaviours, mindset, or a coach mentor
5. To describe how you can develop your coaching skills, knowledge and understanding in order to gain the ICF ACC qualification
6. To illustrate how to harness development and motivation to improve performance
7. To explore "what mentoring/supervision is"
8. To enable you to take the skills learned back into your coaching practice, applying them consistently and adhering to the ICF competences and code of ethics.
9. To support you gaining your PCC certification
10. To support you in planning further professional development including the post graduate qualifications
11. To have fun and make deeper connections.

The course content covered:

1. An overview of Global State of coaching:
2. Developments in ICF and core competencies and ethics.
3. Boundaries, ethics and contracts - how to contract within organisations, with sponsors and in collaboration with partner entities and issues with boundaries and ethics.
4. Team coaching – group dynamic, team development model, team coaching, organisational development.
5. Creative Coaching – The hero's journey, sandplay, art and coaching, walking with Duncan, horse whispering, Archetypes
6. Mentoring skills
7. Coach supervision – differences between mentoring, management, therapy and supervision, nature of supervision
8. Development mode of supervision and the four dimensions of relationship capacity.
9. Transference and countertransference, parallel process, distance and containment, parallel process in supervision; Gestalt cycle of experience
10. Learning and reflection process in supervision,
11. The seven-eye process; creating shifts and dealing with blockage; intervention options; narcissistic characteristics
12. Karpman drama triangle
13. Group and peer supervision and action learning

Assessment criteria and assessment methodology used in the Advance Diploma Course

2 Assessment of coaching at PCC level against the ICF competencies x 3 3 Analysing team strengths and characteristics 4 Actual experience coaching a team 5 Coaching others, using creative coaching methodologies 6 Assessment of supervising another coach
Activities and experiences 1. The course was highly experiential as well as including deep levels of knowledge. 2 Activities included working in pairs and coaching using sandplay, hero's journey, clean cards (clean language), art therapy process, mindfulness. 3 Completed many coaching sessions following the ICF competencies 4 For the team coaching, we individually completed the IWAM test, and this was put into a team report which we did an analysis of in regard to the teams' strengths and goals. 5 We lead a team coaching session 6 Analysed case studies on supervision and mentoring matters 7 We looked at case studies on contracting and ethical issues when coaching with particular focus on contracting in an organisational context and with teams. 8 We did a lot of self-reflection, journal entries, and received feedback and had many deep discussions 9 We received continual mentoring by the PCC accredited trainer and received feedback from other participants
Resources and methods used 1. We had access to many specific cards, craft materials, and the training manual. 2. We used the participants in the course as coaching clients to practice with 3. We had lectures and many case studies which we had discussion after 4. We were constantly having a go, experimenting, sharing of ourselves, receiving feedback and getting on-going assessment
My expectations and goal 1. My goal in undertaking this course was to: 2. Deepen my understanding of the field of coaching and its credibility, so I could determine if this was the career path change, I was interested in. I want to be sure it has the ethical and structure credibility, as it is unregulated and there seems to be many 'coaching sharks' out there. 3. Further develop my skills and competence as a coach, and how I may be able to apply team coaching into my skill set of training and facilitation 4. Network with experienced coaches already in business and understand what is involved in working for or running a coaching business, to help me consider the path I wish to take as a coach. 5. To reflect on myself and how I am being and how these impact on my coaching work; my blind spots; my development as a coach. 6. To build my ability to deliver exceptional service to clients. 7. Get some clarity about the coaching niche I could concentrate on
Critical reflection of the whole learning experience: The Advance Diploma of Coaching course was an incredible experience because we had an exceptionally qualified and experienced coaching trainer. It was also an intense experience because the methodology was experiential and we were constantly practicing coach, as the coachee, observer, coach, or supervisor. The intensity was made even more so because the number of people in the group was only 8 people. The course therefore got me to 'dig deep'. There was no hiding. Who were was exposed because the sharing of psychometric results, the constant sharing of our lives as coachees and the persistent process of feedback and reflection on ourselves and our practice? I learnt a lot in this course. It helped me realise that I do want to pursue coaching as a career. However, what surprised me is that I decided my interest was in Organisational Coaching and assisting with performance, creating great work environments, and cultural change. I was interested in how to bring 'heart' to organisations. However, if I am honest, the experience was personally challenging. I felt challenged partly because I was around such coaching giants of Perth and the world! These people were already running successful coaching businesses. They had years of experience in coaching. Whilst I had exceptional background in counselling, I felt very self-conscious providing "coaching supervision" of these people.

I had only begun my first coaching course the year before and was only starting out. So, I felt like I was a first year of high school in a class of seniors. I did well with the creative methodologies, team coaching and one-on-one coaching but as soon as we did supervision assessments, I became very self-conscious, despite much support and encouragement from everyone. I just could not overcome this, and it highlighted to me that this was an area of confidence and courage I needed to work on.

In hindsight doing the Advance Diploma in Coaching course without much coaching experience, perhaps was not the most ideal time. However, having said that, I learnt much and developed as a human being and a coach, as I got to learn from some awesome coaches.

Since re-commencing this Master in Coaching course and completing these assessments, I have been reconnected with the field of coaching that I had left behind after the Advance Diploma of Coaching Course. I pursued other things. However, coming back into coaching and recommencing doing coaching, I realised this was what I really wanted to do.

The coaching assessments and further reflection involved in completing these Assessments, has helped me redefine myself as a coach. Whilst I feel the recorded coaching session was not able to capture my full skill in only 35 mins, I did learn much from doing it especially in completing the self-assessment against the markers and reflecting on my session. This and all the rest has enabled me to now see myself as a coach, stepping more into the professional career as a coach. My confidence as a coach has increased. However, what is even more valuable is that I have also stepped more into the coaching identity. I now feel a stronger desire to step up in the way I am being in my everyday life and practice.