

# **Centre for Coaching International Academy for Professional Development Ltd**

MANAGEMENT, LEADERSHIP & COACHING  
DEVELOPMENT  
TRAINING BROCHURE



## **Recognised Provider**

ILM Recognised Provider offering a range of  
Leadership & Management programmes for Management,  
Coaching & HR Professionals

**General Information & Training Programme  
2020**

# GENERAL INFORMATION AND ILM DEVELOPMENT PROGRAMMES

*Putting psychology into management, leadership and  
coaching*

## ILM Approved Development Programmes



This Centre for Coaching information booklet is published in association with the International Academy for Professional Development Ltd and 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.

**Centre for Coaching, IAFPD, Admin offices: 156 Westcombe Hill, London, SE3 7DH**

**General enquiries: +44 (0) 20 8853 4171**

**Email: [peter.ruddell@iafpd.com](mailto:peter.ruddell@iafpd.com)**

**International Academy for Professional Development: [www.iafpd.com](http://www.iafpd.com)**

**Centre for Coaching: [www.centreforcoaching.com](http://www.centreforcoaching.com)**

**Centre for Coaching (ILM): [www.centreforcoaching.info](http://www.centreforcoaching.info)**

**Centre for Stress Management: [www.managingstress.com](http://www.managingstress.com)**

**Centres of Expertise group: [www.centresofexpertise.com](http://www.centresofexpertise.com)**

**Stephen Palmer Partnership Ltd: [www.stephenpalmerpartnership.com](http://www.stephenpalmerpartnership.com)**

Training is held in British Psychological Society offices, central London.

### **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).

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## **GENERAL INFORMATION**

The Centre for Coaching, International Academy for Professional Development 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 four weeks prior to the commencement of the course. Students attending courses are expected to turn onto silence their mobile phones during lectures and workshops. Normal rules of confidentiality apply to all of the courses. Recording of the workshops and courses is not permitted.

Before purchasing non-refundable flights, train tickets, etc. students and delegates 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 CPD**

Certificates of Continuing Professional Development (CPD) are issued by the Centre for Coaching and International Academy for Professional Development to delegates who meet the attendance requirements for each programme. On completion of the ILM Approved Development Programme delivered by the team, 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, IAFPD. Certificates of Continuing Professional Development (CPD) are issued to delegates who attend 90% of a development programme.

## **ILM RECOGNISED PROVIDER**

ILM is the UK's leading provider of leadership, management and coaching qualifications, and a City & Guilds Group Business. The Centre for Coaching, International Academy for Professional development Ltd is an *ILM Recognised Provider*. The ILM's Endorsed 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 encourage our students and delegates to become members of the ILM.

## **PLAGIARISM**

Plagiarism is taking an individual's ideas and writings and passing them off as your own. Plagiarism is a form of cheating which is not permitted and it applies to all assessments and examinations. Our website highlights how to avoid unintentional plagiarism and also link to a helpful free online tutorial (see: [www.centreforcoaching.com/plagiarism](http://www.centreforcoaching.com/plagiarism)). For further in-depth information please read the ILM *Plagiarism, Collusion and Cheating Policy*.

## **ADVANTAGES TO CANDIDATES ENROLLING ON ILM ENDORSED 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 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 £60) (12 Hours)	The Essential Management Development Programme (Enrol. fee £60) (12 hours)	Foundation Coaching Development Programme (Enrol. fee £60) (24 Hours)	a) Coaching Development Programme b) <b>Psychological Coaching Development Programme</b> (Enrol. fee £60) (36 or <b>35</b> hours)	Advanced Coaching Development Programme (Enrol. fee £95) (106 hours)
Optional Course Modules	Introduction to Coaching at Work Programme	✓	✓	✓	✓	✓
	Cognitive Behavioural 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 wellbeing of staff: for HR & Management		✓	✓		✓
	Hazard Awareness		✓			
	Coaching Development Programme				✓	✓
	Psychological Coaching Development programme				✓	✓

**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 learners 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

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## **COGNITIVE BEHAVIOURAL 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

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## **PERFORMANCE COACHING**

### **CONTENT**

This intensive 12 hour course based workshop covers the theory and practice of performance coaching applied to work and personal contexts. Learners 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 learners with a range of performance coaching skills.

## **OBJECTIVES**

Key objectives of this programme are for learners 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

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## **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

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## 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

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## **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

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## **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 based on the PRACTICE framework.

This 12 hour workshop is based upon the problem solving approaches e.g. Palmer (1994), Wasik (1984) Palmer and Burton (1996), Milner and Palmer (1998). It includes the seven-step cognitive behavioural and solution focused PRACTICE model sequence (Palmer, 2011): Problem identification, Realistic goal development, Alternatives generated, Consideration of consequences, Target most feasible solution, Implementation of Chosen solution, and Evaluation.

For the purposes of skills training, learners should be prepared to discuss two personal problems in small group work. Normal rules of confidentiality apply.

### **AIMS**

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

## OBJECTIVES

Key objectives of this programme are for learners to:

- develop an understanding of and gain practice in using the seven-step PRACTICE problem focused model
  - 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 & WELLBEING COACHING

### CONTENT

Cognitive behavioural health coaching can help with behaviour change, enhance health goal achievement and also assist in relapse prevention. Course participants will have the opportunity to practise health and wellbeing coaching skills and techniques in pair work or triads. Pre-course reading includes Improving Health: Changing Behaviour, the NHS Health Trainer Handbook. This provides a basic understanding of some of the key health related issues and introduces the behavioural and educational approach to changing health behaviour. The Centre also provides articles on health coaching, relaxation, imagery techniques and the life stage model focusing on physical health factors. The behavioural and cognitive-behavioural approach will provide a framework and underpin the psychological model of health and wellbeing coaching.

### AIM

To become knowledgeable about health and wellbeing coaching

### OBJECTIVES

Key objectives of this programme are for learners to:

This skills based workshop will help learners to:

- define health and wellbeing coaching
- define health education and wellbeing
- consider the theory, research and practice of health and wellbeing coaching and training
- consider what mediums can be used to deliver health coaching
- become knowledgeable of the structure of a health and wellbeing

- coaching session
- goal setting and SMART goals in health and wellbeing coaching
- become more knowledgeable about Motivational Interviewing, RULE, OARS and useful questions
- become knowledgeable the Transtheoretical Model of Change, and the Life Stage model focusing on physical health factors
- understand cognitive-behavioural and multimodal frameworks in developing an individual health coaching programme
- become knowledgeable about environmental influences in health and how to develop Health Enhancing Behaviours (HEBs) and Lifestyle
- become knowledgeable about Health Inhibiting Thinking (HITs) and Health Enhancing Thinking (HETs)
- practise eliciting HITs and developing HETs
- gain practice in using the 2 and 5 column HETs form
- become knowledgeable about a range of cognitive, behavioural and imaginal techniques for use within health and wellbeing coaching including anti-craving imagery and over-consumption imagery
- understand the use of Socratic dialogue in health coaching
- become knowledgeable about a range of relaxation techniques including relaxation imagery, the Multimodal Relaxation Method and the Benson Relaxation Technique
- understand and tackle the environment, cognitions, emotions and behaviours that may lead to lapse (relapse)
- consider how you may integrate health coaching within your coaching or counselling practice
- reflect upon supervision requirements for health and wellbeing coaching

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## RELAXATION SKILLS

### CONTENT

This 12 hour course based workshop covers the theory and practice of relaxation. Learners 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

Learners 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. Learners 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 learners 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 learners to develop their skills and strategies in the area of redundancy coaching. The course aims are to provide learners 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 learners 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

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## **TIME MANAGEMENT**

### **CONTENT**

This 12 hour course offers an interactive and participative workshop and provides learners 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 learners 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

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

### **CONTENT**

This 12 hour interactive course provides learners 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 learners 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 learners 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, 2014). 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 learners 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 learners 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 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. Learners should have basic coaching skills and be currently coaching coachees, clients or staff. If learners 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**

Learners will be expected to undertake a coaching session during the course for the purpose of group supervision.

### **AIMS**

This 34 hour programme provides learners 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 learners 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
  - 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 a live coaching session within the training group
  - 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 learners 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**

Learners 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 wellbeing of staff: for HR and management professionals
- Hazard Awareness

Key objectives of this programme are for learners 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

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## **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 learners 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 wellbeing of staff: for HR and management professionals

Key objectives of this programme are for learners 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

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## **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 learners 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.

### **PROFESSIONAL BODIES RECOGNITION**

In addition to the ILM, other professional bodies that recognize, accredit or approve the centre's certificated training programme include the British Psychological Society and the International Society for Coaching Psychology. The Association for Coaching accredits our Advanced Diploma in Coaching course. For full details of these courses please see the relevant centre website page.

### **CENTRE FOR STRESS MANAGEMENT**

The Centre for Coaching is affiliated to the Centre for Stress Management which specialises in stress management and prevention.

### **INTERNATIONAL ACADEMY FOR PROFESSIONAL DEVELOPMENT**

The Centre for Coaching is part of the International Academy for Professional Development Ltd group.

### **DIRECTORS OF TRAINING & CONSULTANCY**

#### **Professor Stephen Palmer PhD CPsychol CMIOSH FAC (Hon) FIHPE (Hon) FISMA (Hon) FInstLM FRSA FAREBT Accred Coach**

The Founder Director of the Centre for Coaching is Professor Stephen Palmer, a Chartered Psychologist. He is Professor of Practice at the Wales Academy for Professional Practice and Applied Research, University of Wales Trinity Saint David and Adjunct Professor of Coaching Psychology at Aalborg University, Denmark, an Association for Professional Executive Coaches & Supervisors (APECS) accredited Executive Coach and Supervisor, an International Society for Coaching Psychology Accredited Coaching Psychologist and Supervisor, and an AREBT Accredited Cognitive and Rational Coach. He was formerly Visiting Professor of Work Based Learning and Stress Management at Middlesex University.



He is an Honorary Fellow of Association for Coaching, Royal Society of Arts and the Royal Society of Health. He is a Member of the Chartered Management Institute, ILM, an Associate Fellow of the British Psychological Society and the Albert Ellis Institute in New York, and a certified supervisor for training in REBT. He is Honorary President of the International Society for Coaching Psychology, Honorary President and Fellow of the International Stress Management Association (UK) and Honorary Vice-President and Fellow of the Institute of Health Promotion and Education and Vice President and Fellow of the Society for Dialectical Behaviour Therapy. In 2004-2005 he was the first Chair of the British Psychological Society Special Group in Coaching Psychology. He is former Honorary President of the Association for Coaching. He is Co-editor of the European Journal of Applied Positive Psychology, Consultant Editor of The Coaching Psychologist, and Consulting Editor of Coaching: An International Journal of Theory, Practice & Research.

In 2001 he chaired the BACP Online Therapy Working Group which produced a report, Guidelines for Online Counselling & Psychotherapy. He has authored over 225 articles and chapters on coaching, coaching psychology, stress management and counselling, and has authored or edited over 50 books, including Dealing with People Problems at Work (1996) with Burton, and the Handbook of Coaching Psychology (2007; 2019) 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. In 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'. In 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.

### **Peter Ruddell BA (Hons) AdDipREBT FAREBT**

Peter Ruddell is the Training Director of the Centre for Coaching. He helped set up the Centre for Coaching in 2001. Peter is a Founder Member of the BPS Special Group in Coaching Psychology. He is accredited as a REBT therapist by the Association for Rational Emotive Behaviour Therapy. He was a Council Member and a Director of the Association for Rational Emotive Behaviour Therapy, and previously 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 and the second edition in 2018.

### **Nick Edgerton MSc CPsychol DipCACP MAREBT Accred**

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. He has published articles and chapters on SPACE.

**Dr Siobhain O'Riordan PhD CPsychol FRSA FISCP (Accred)**

Dr Siobhain O'Riordan is a Chartered Psychologist and an International Society for Coaching Psychology Accredited Coaching Psychologist and Supervisor. She is a former chair of the BPS Special Group in Coaching Psychology and currently Chair of the International Society for Coaching Psychology. She is Co-editor of the European Journal of Applied Positive Psychology, Consulting Editor of The Coaching Psychologist and Editor of Coaching Psychology International. She is attached to the Faculty of Coaching Psychology.

**Kasia Szymanska MSc Psychol AFBPsS MISCP (Accred)**

Kasia Szymanska is Director of Distance Learning Programme. She is a Chartered Psychologist, an International Society for Coaching Psychology (ISCP) Accredited Coaching Psychologist, and Associate Fellow of the British Psychological Society. She is Co-editor of the European Journal of Counselling Theory, Research and Practice. She was Editor of The Coaching Psychologist published by the Special Group in Coaching Psychology (SGCP) and former Ex-officio Member of the SGCP Committee. She is former Editor of Counselling Psychology Review. She is attached to the Faculty of Coaching Psychology. She is a Director of the ISCP.

**Kate Thomas BA (Hons) MBPsS**

Kate Thomas is a Director of the Stephen Palmer Partnership Ltd. She is our External Contracts Director at the Stephen Palmer Partnership Ltd. She co-authored with Prof Stephen Palmer and Prof Sir Cary Cooper, Creating a Balance: Managing Stress published by The British Library. She has published papers on stress theory and stress management.

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