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NHS
Cumbria, Northumberland,
Tyne and Wear
NHS Foundation Trust



**CMI Level 5 Certificate in
Principles of Professional
Coaching**
January 2024

Day One

Welcome!



- Agenda and Timings
- Professional registrations – CMI and AC
- Pre-work – Julie Starr extract 'What is Coaching?'
- Co-coaching Sets
- Introductions –Name, role,

why this why now?

- What to expect...



Attitudinal Foundations



ATTITUDINAL FOUNDATION	DESCRIPTION
NON-JUDGING	Impartial witnessing, observing without evaluation and categorisation.
PATIENCE	Allowing things to unfold in our own time, patience with ourselves and others.
BEGINNER'S MIND	Seeing things as if for the first time, being receptive to new possibilities.
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Group Contracting



The Coaching Process

Bird and Gornall (2017)



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Setting the Context for Coaching

Bird and Gornall (2017)



“Coaching gives people the time and space to reflect on action and how it is impacted by other elements of their world – personal, systemic, physical, emotional, evidenced and assumed; to identify key issues and underlying motivations; to create new ways of telling their story; to think differently and apply their changed perceptions in planning and rehearsing alternate behaviours”.

Defining Coaching



‘Coaching helps leaders to focus on where they want to go, become aware of blocks, attitudes and aptitudes that affect their choices.

Ownership of content and decisions remain with the coachee throughout, the coach is merely a helpful conduit to this process.

Dialogue is targeted and focussed to meet individual needs and desired outcomes.

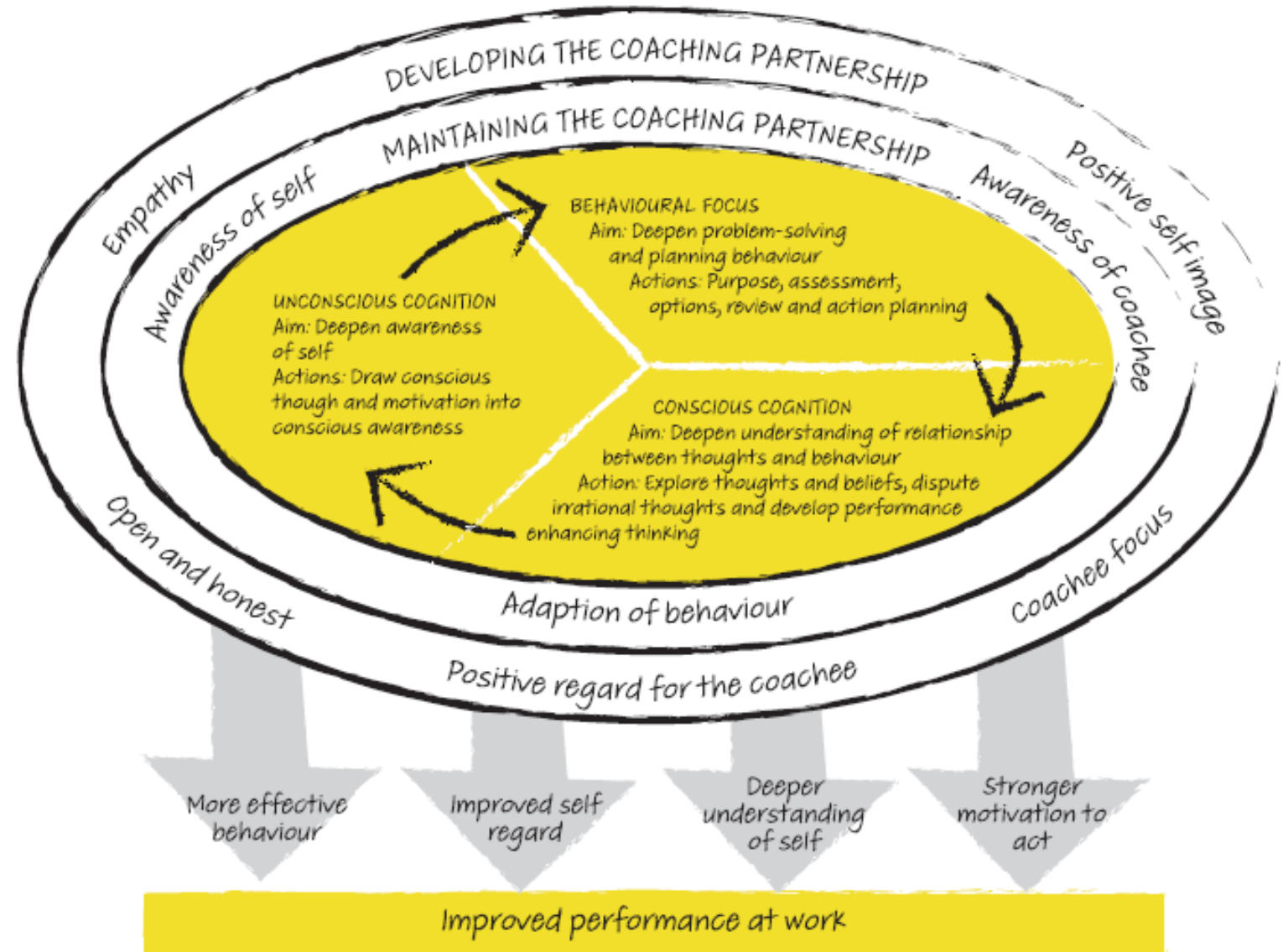
‘Coaching is the facilitation of learning and development with the purpose of improving performance and enhancing effective action, goal achievement and personal satisfaction.

It invariably involves growth and change, whether that is in perspective, attitude or behaviour.’

Peter Bluckert (2006)

The Integrated Approach

Passmore (2007)



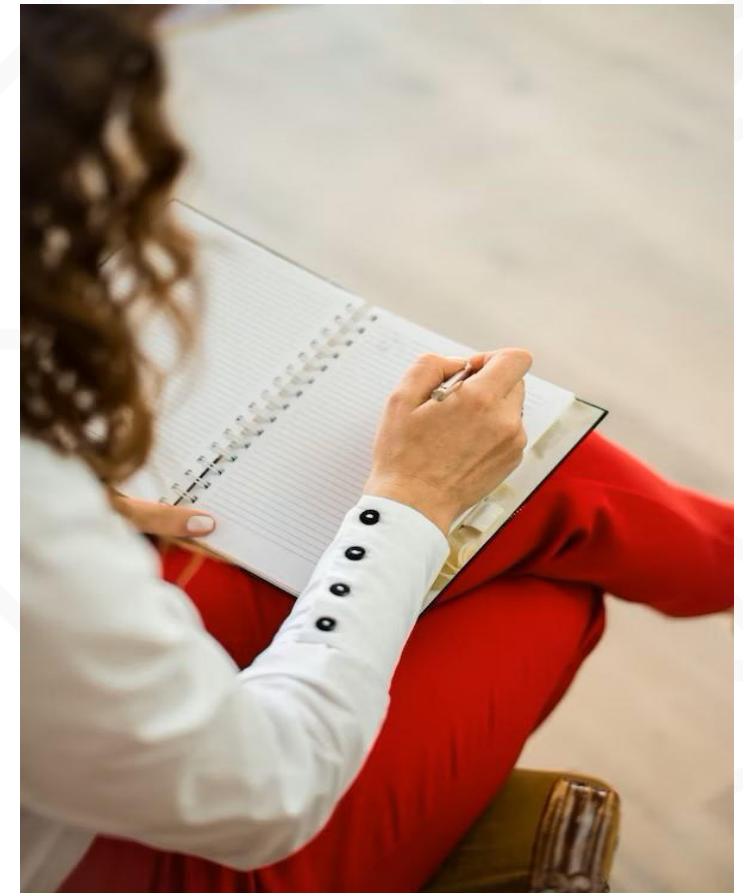
* Integrative coaching: a model for executive coaching', Consulting Psychology Journal: Practice and Research, American Psychology Association. 59(1), 68-78

The Coachee Experience

Passmore (2010)

- Confidentiality
- Holding emotions
- Challenge and support
- Problem solving
- Setting take-away tasks
- Being non-directive
- Using self as a tool
- Developing alternative perspectives
- Questioning, listening and reflecting
- Staying focused
- Being empathetic
- Using tools and techniques

* International Coaching Psychology Review • Vol. 5
No. 1 March 2010. The British Psychological Society –
ISSN: 1750-2764



Programme Requirements



- Submit 4000 word written assignment for each programme unit – 531 and 532
- Complete a minimum of 15 hours coaching practice and reflection (relative to level / experience)
- Complete – Coaching Hours Practice Log, Coaching Reflective Log, Self-Study/Learning Log, Learning Journal
- Engage in 3 x peer coaching supervision sessions (included in workshops)
- Form an active co coaching set with peers for duration of programme
- Submit appropriate coaching and study records including a Coaching Hours and Reflection Log and a self study log



Chartered Management Institute



Designed to help people get the most from their programme and advance their management career, studying membership gives access to a wide range of specialist support and development materials and services, including access to:

- Management Direct
- Networking opportunities
- CMI library
- CMI mentoring
- Publications
- Career Development Centre
- Chartered Manager status

<https://www.managers.org.uk/individuals/existing-members/managementdirect>.



Professional Coaching Bodies



AC (Association for Coaching)

<http://www.associationforcoaching.com>

EMCC (European Mentoring & Coaching Council)

<http://www.emccouncil.org>

ICF (International Coach Federation)

<http://www.coachfederation.org>

British Psychological Society: Division of Coaching Psychology

<https://www.bps.org.uk/member-networks/division-coaching-psychology>



Directive Vs Non-Directive Communication



- Reflecting back using the other person's own words
- Instructing
- Listening to understand
- Giving advice
- Paraphrasing by rephrasing the other person's words
- Asking open questions that raise awareness
- Making suggestions
- Offering guidance
- Summarising an extended piece of conversation
- Giving feedback



Directive Vs Non-Directive Communication



PUSH

- Instructing
- Giving advice
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- Making suggestions
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- Summarising an extended piece of conversation
- Paraphrasing by rephrasing the other person's words
- Reflecting back using the other person's own words
- Asking open questions that raise awareness
- Listening to understand

PULL



Fundamental Coaching Skills

Starr (2015)



Humanistic Psychology

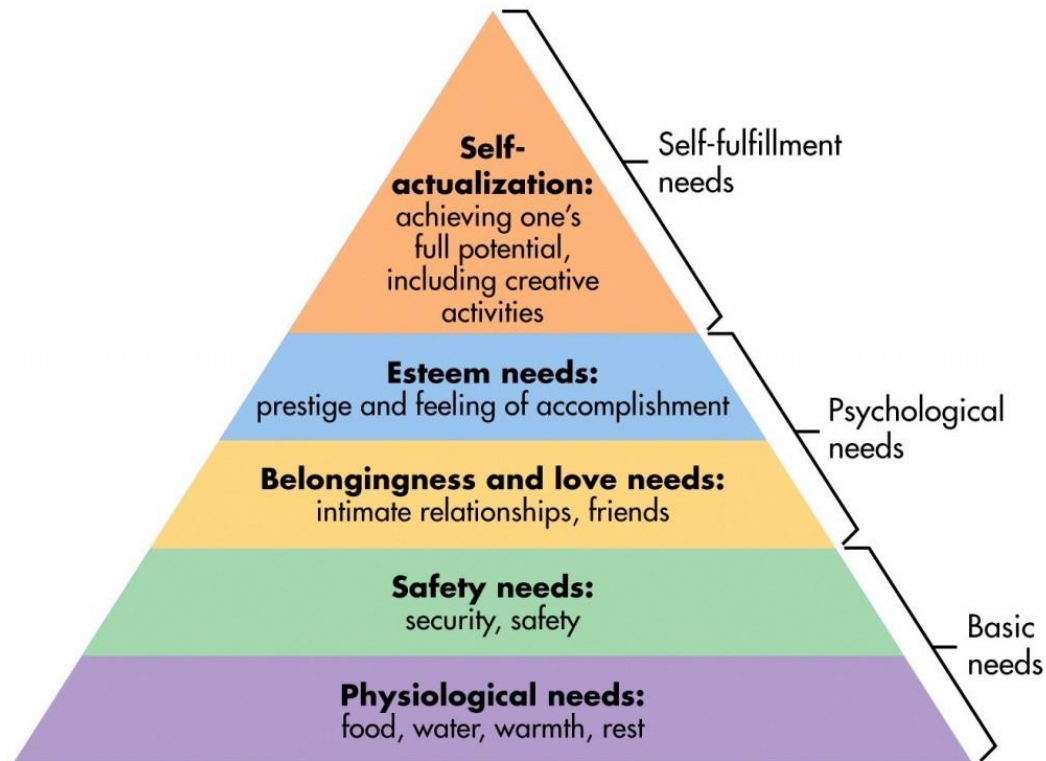


- Humanistic psychology is a perspective that emphasises looking at the whole individual and stresses concepts such as free will, self-efficacy, and self-actualisation. Rather than concentrating on dysfunction, humanistic psychology strives to help people fulfil their potential and maximize their well-being.
- This area of psychology emerged during the 1950s as a reaction to psychoanalysis and behaviourism, which had dominated psychology during the first half of the century. Psychoanalysis was focused on understanding the unconscious motivations that drive behaviour while behaviourism studied the conditioning processes that produce behaviour.
- Humanist thinkers felt that both psychoanalysis and behaviourism were too pessimistic, either focusing on the most tragic of emotions or failing to take into account the role of personal choice.
- However, it is not necessary to think of these three schools of thought as competing elements. Each branch of psychology has contributed to our understanding of the human mind and behaviour.

Humanistic Psychology (1950's)



Maslow's Hierarchy of Needs



Both Rogers and Maslow regarded personal growth and fulfillment in life as basic human motives. This means that each person, in different ways, seeks to grow psychologically and continuously enhance themselves. However, Rogers and Maslow both describe different ways which self-actualization can be achieved.

According to Maslow, people also have needs which must be met for self-actualization to be possible. The basic needs e.g. food and water have to be satisfied before the higher psychological and emotional needs. This is shown in Maslow's hierarchy of needs.

According to Rogers, people could only self-actualize if they had a positive view of themselves (positive self-regard). This can only happen if they have unconditional positive regard from others – if they feel that they are valued and respected without reservation by those around them (especially their parents when they were children).

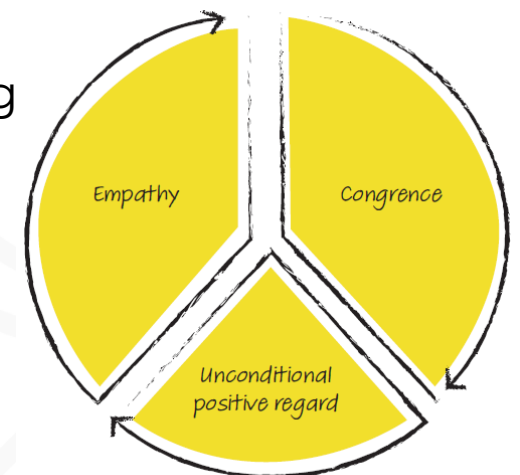
The Core Conditions – Rogers



Rogers listed the six conditions as follows:

1. Two persons (coach and client) are in psychological **contact**.
2. The first, whom we shall term the client, is in a state of incongruence.
3. The second person, whom we shall term the coach, is congruent or **integrated** in the relationship.
4. The coach experiences **unconditional positive regard** for the client.
5. The coach experiences an **empathic understanding** of the **client's internal frame of reference** and endeavours to communicate this experience to the client.
6. The communication to the client of the coach's empathic understanding and unconditional positive regard is to a minimal degree achieved.'

***'No other conditions are necessary. If these six conditions exist and continue over a period of time, this is sufficient. The process of constructive personality change will follow.'* (Rogers, 1957: 95–96)**



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...we'd love to continue the conversation.

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Day Two

The Coaching Process

Bird and Gornall (2017)



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Welcome Back!



- Agenda and Timings
- Re-cap learning from yesterday

Biggest learning / takeaway?

- What we hope to get from today



Attitudinal Foundations



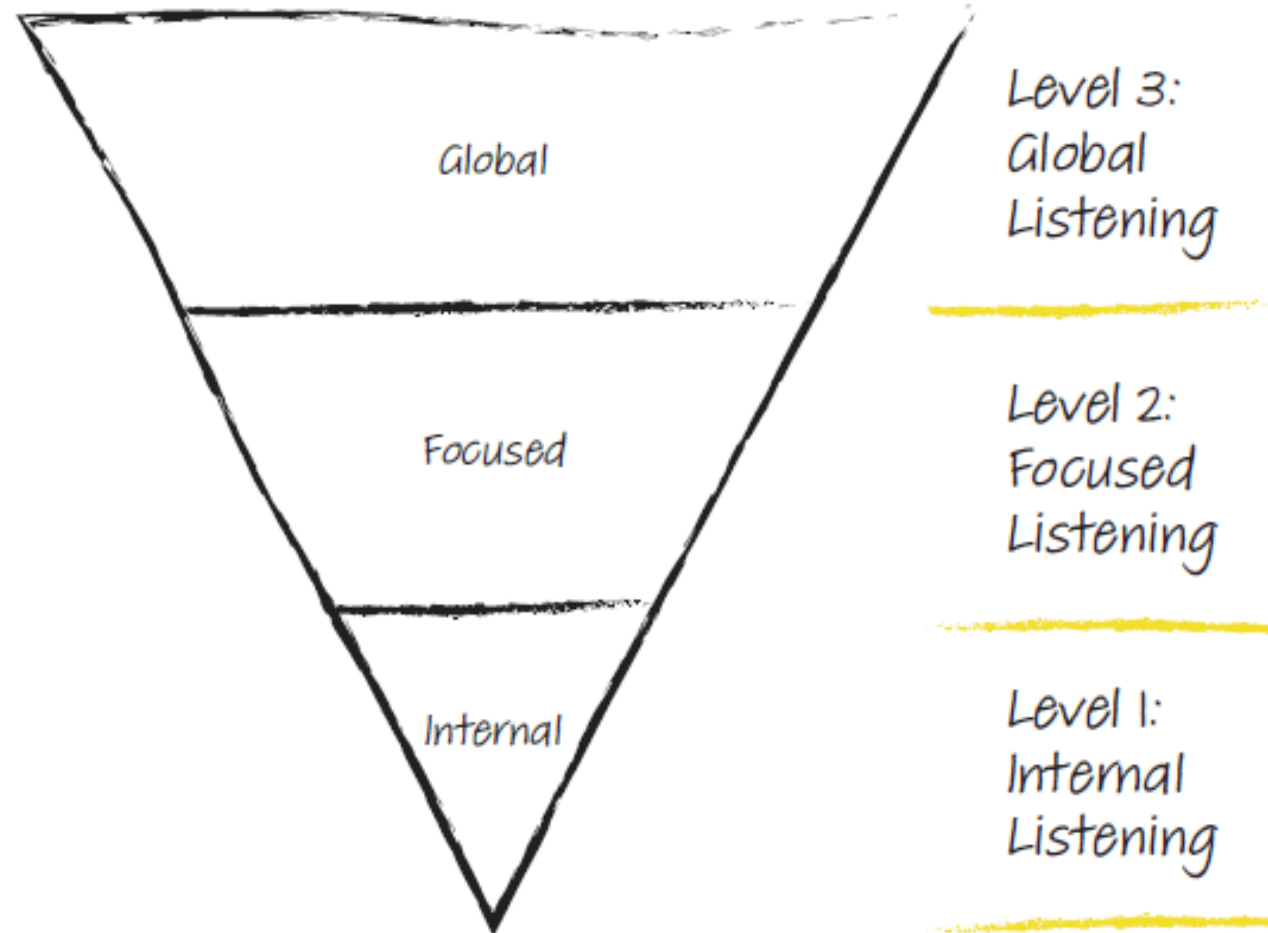
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Levels of Listening

Co-Active Coaching



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Beneath the Words – being in ‘contact’



Fundamental Coaching Skills

Starr (2015)



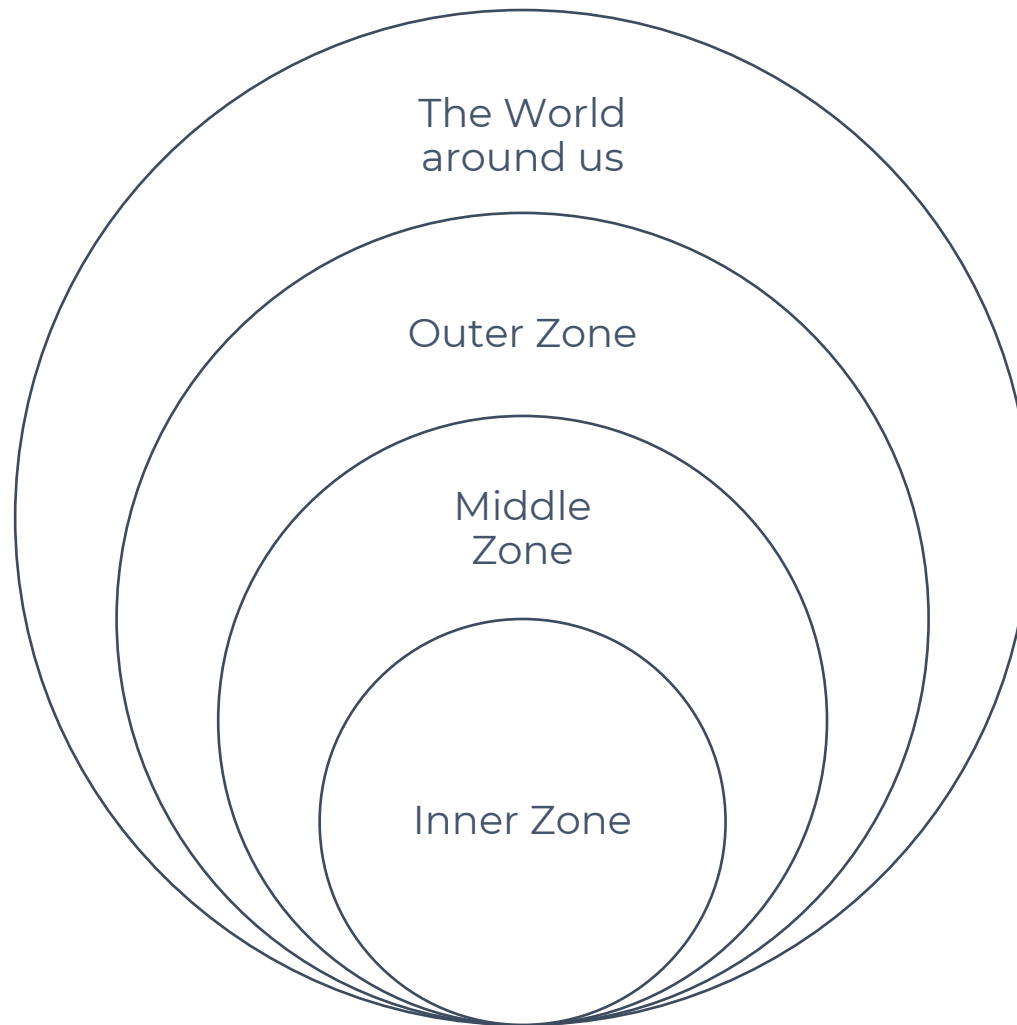
Practicing Non-Judgement



- Am I judging based on appearances?
- Am I judging based on the past?
- Am I judging based on someone else's opinion?
- Am I being biased?
- Do I have limited views and understanding?
- Do I have all the information?
- Are my emotions clouding my judgment?



Use of Self – Zones of Awareness

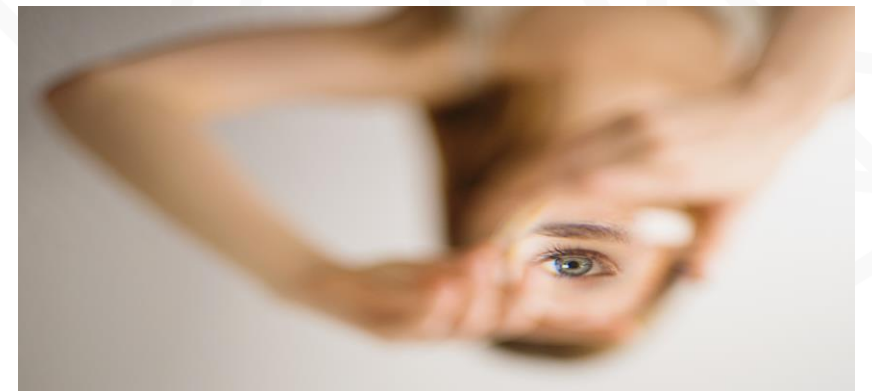


Use of Self



- Allows a coach to collect rich experiential data in the 'here and now'. The relationship between coach and coachee is a microcosm of the real world outside the coaching room.
- Your reaction as coach to the coachee, may reveal something hidden from the coachee that may be useful for the coachee to have feedback on, in a safe and supportive environment e.g. a coachee who goes into enormous detail on most stories in each session that leaves you bored, is likely to be doing the same thing with others in the work environment and your reaction may be typical of how others perceive them.

HOW?



How might it look?

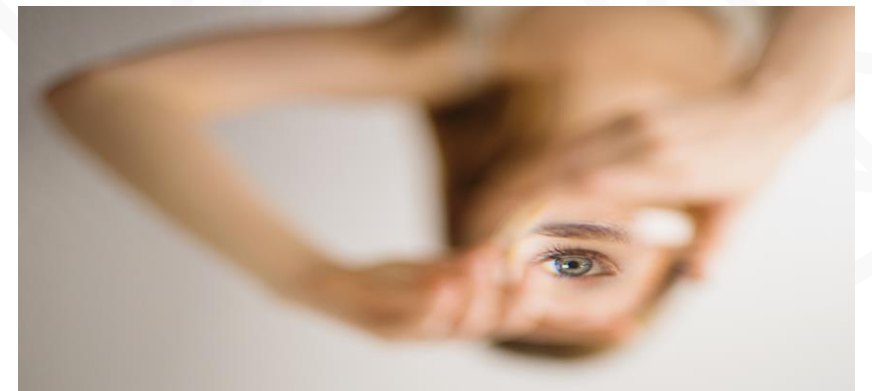


Direct feedback

"I've noticed you give me a lot of detail and I'm finding that difficult to assimilate and keep up with. I wonder if you also do this with your team and co-workers. How might they react to that?"

Reflective sharing of your own emotions / sensations

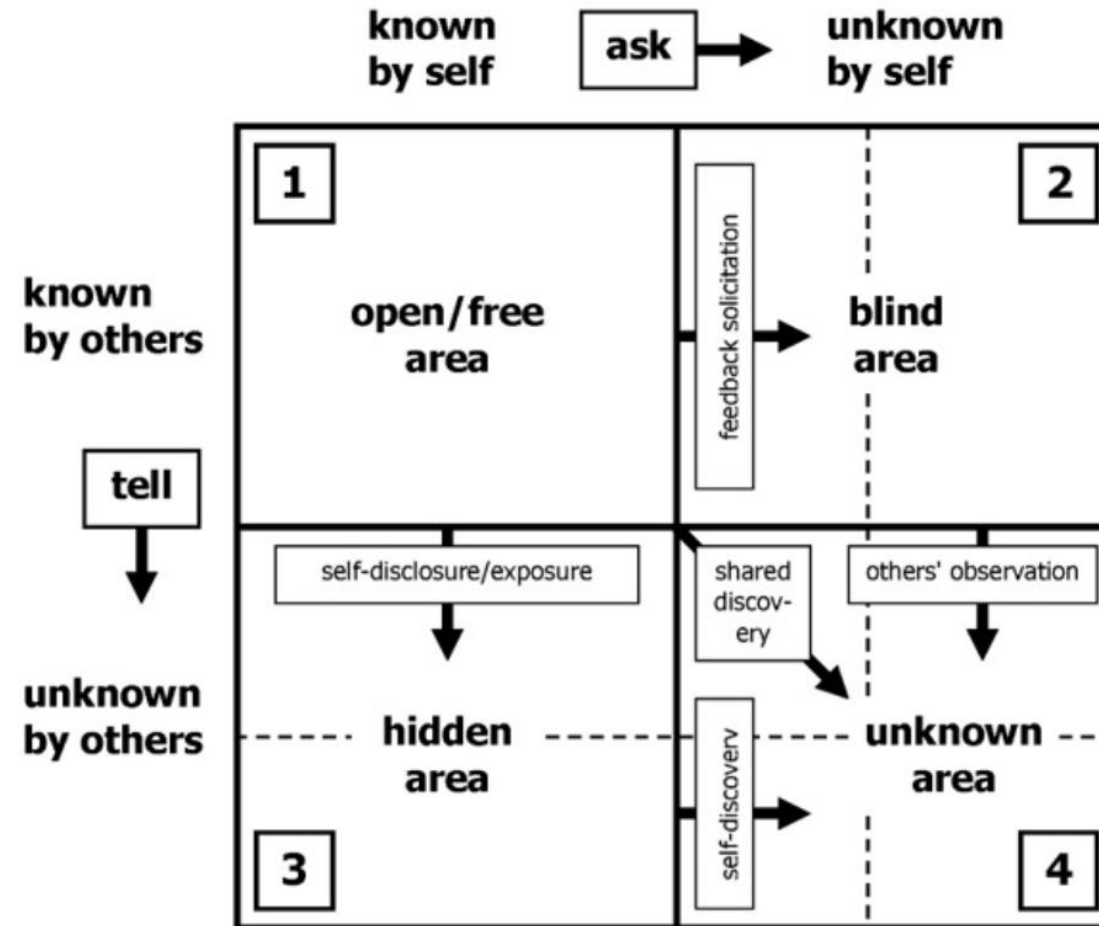
- Feelings ("I notice a deep sense of sadness in me as you said that; do you think there is sadness around?")
- Bodily experiences ("as we are talking, I notice a real heaviness in my body; I'm wondering if that says something about what is happening right now")
- Images that come to mind ("as we are talking an image of a treadmill comes to mind; does that catch a sense of what it's like for you")



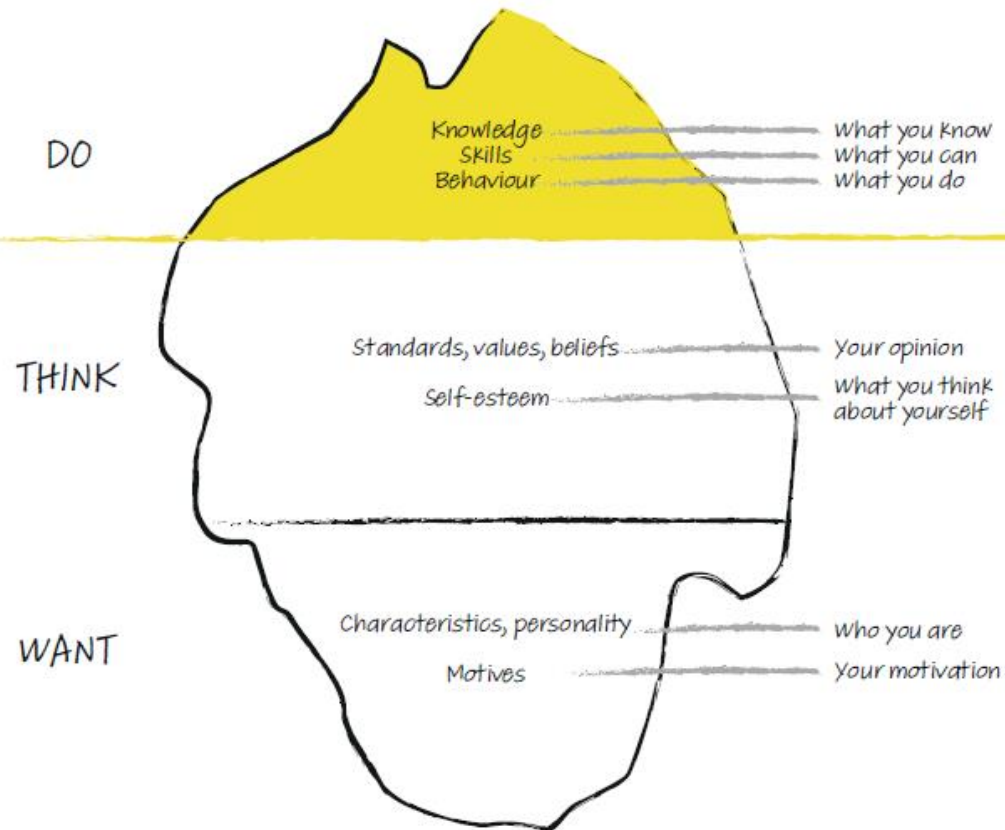
Johari Window



"Until you make the unconscious conscious, it will direct your life and you will call it fate"
(Carl Jung)



McClelland's Iceberg Model



Theory of Motivation

1. Need for achievement
2. Need for power
3. Need for affiliation
4. Need for avoidance

Frames of Reference



Traits
Preferences
Beliefs
Values
Needs

Behavioural Styles



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HIGH

RELATIONSHIP FOCUS
RESPONSIVENESS

Amiable

Relationship based.
Values co-operation.
Likes others to feel included.

Expressive

Intuition based.
Values enthusiasm.
Likes to shape the future.

Ideas to adapt and connect with other communication styles

Break the ice. Listen and respond.

Be lively. Ask for ideas and options.

Be prepared. Cover all bases.

Be brief. Get to the point.

Analytical

Thinking based.
Values information.
Likes to know the rules.

Driver

Action based.
Values overcoming issues. Likes action.

HIGH

LOW

Beliefs

Money is...

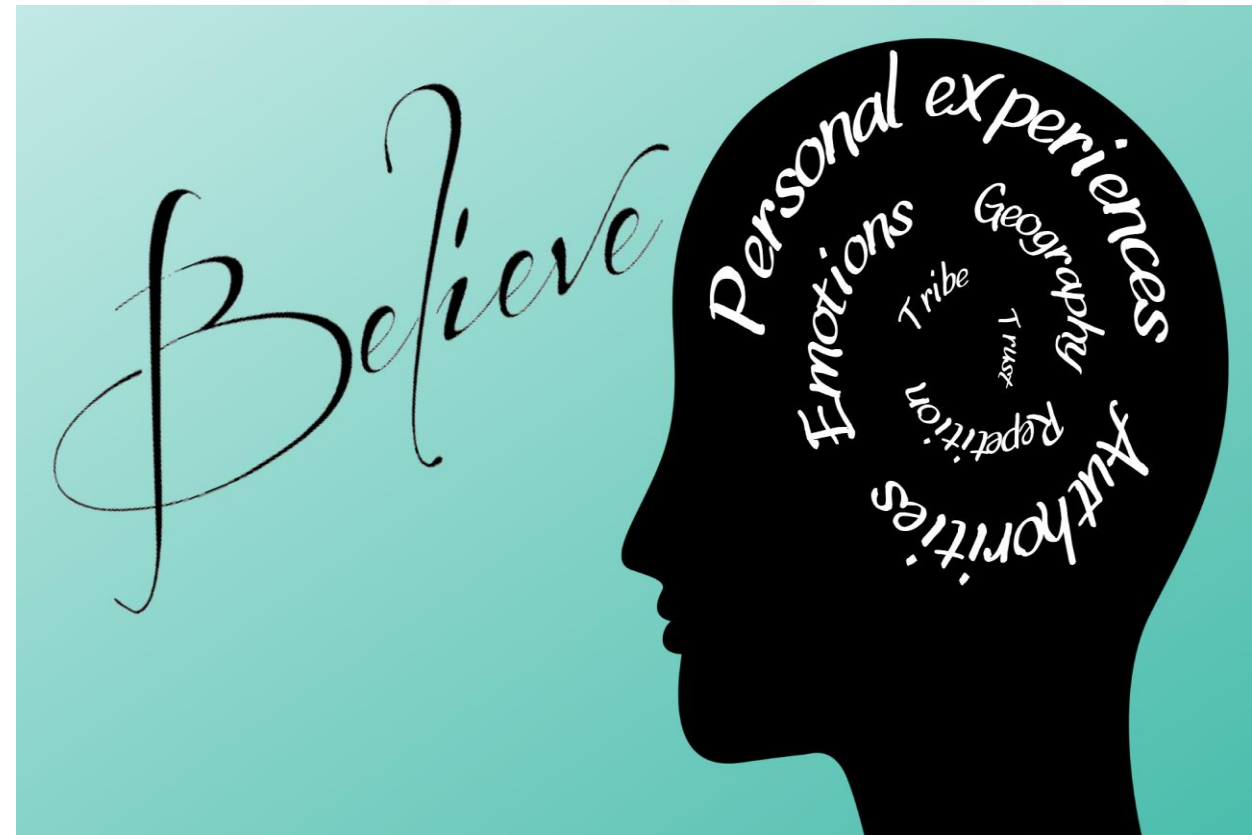
People are...

Work is...

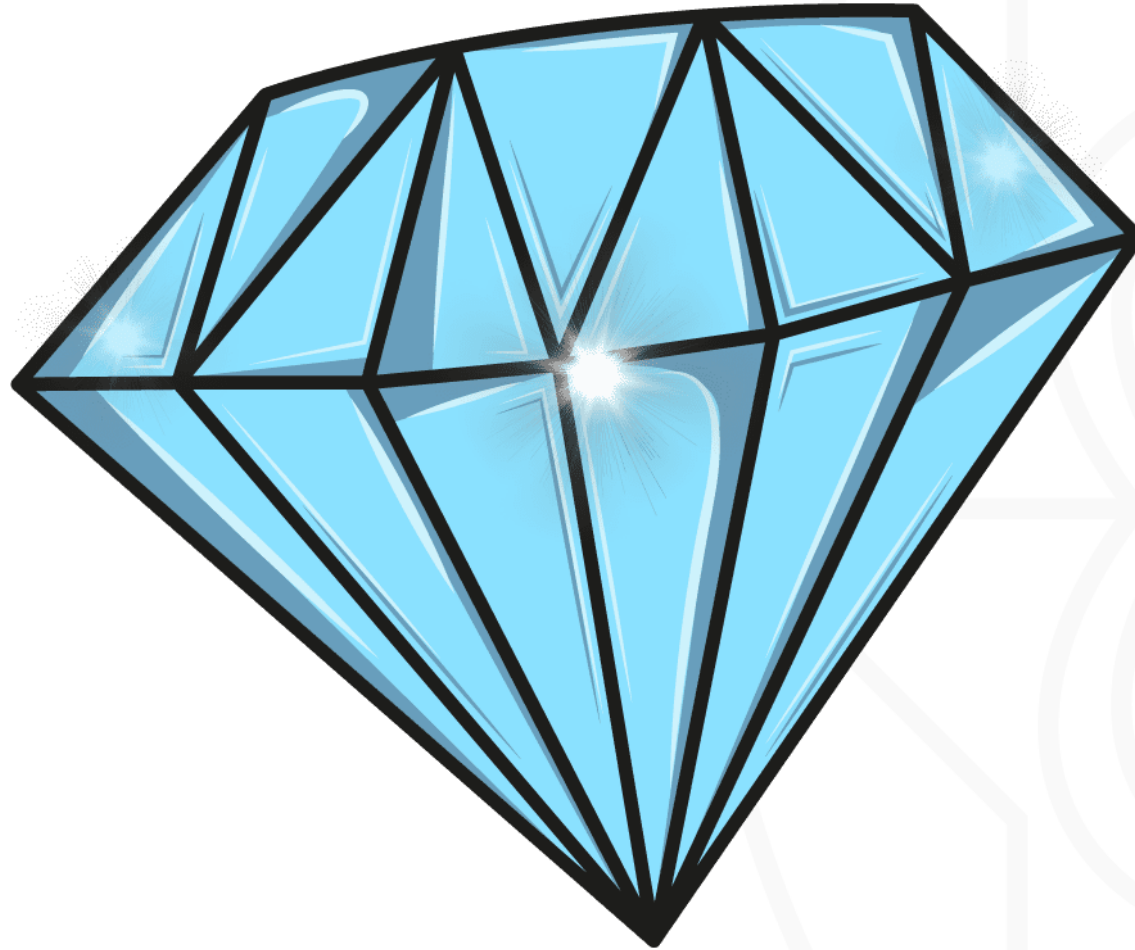
Life is...



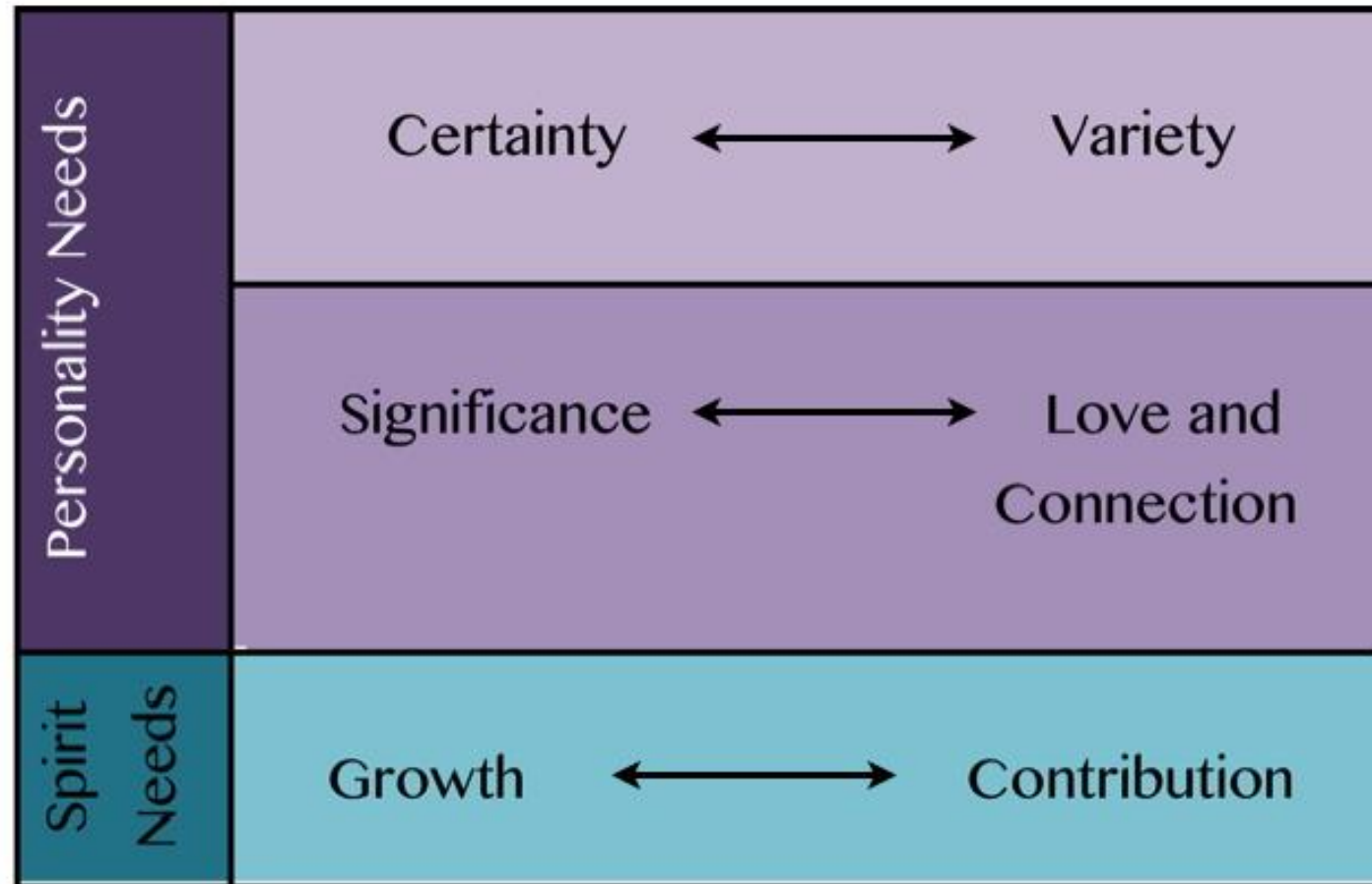
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Values



Human Needs - Robbins



Wheel of Life – Incisive Questions

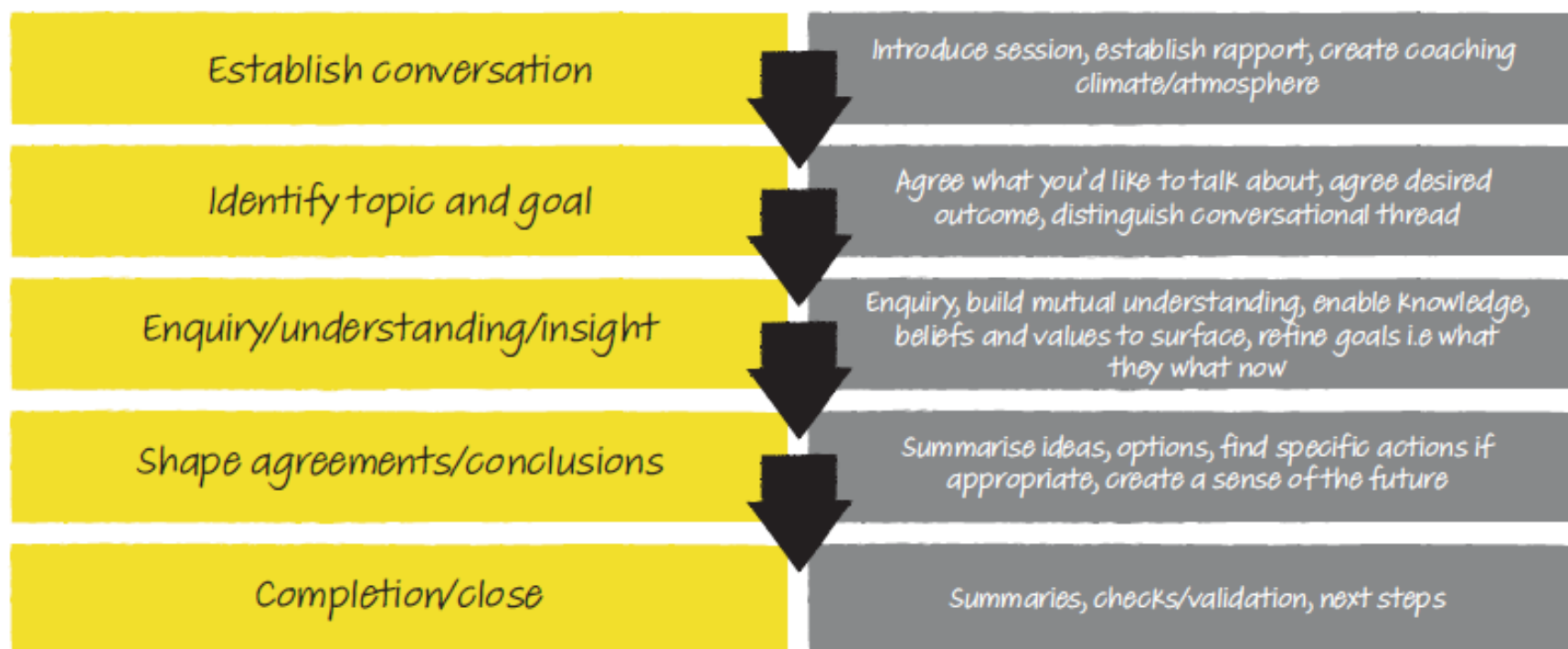
1. What am I assuming that is limiting my thinking here?
2. What am I assuming that is most limiting my thinking here?
3. Is that assumption true?
4. What is a liberating true alternative to the limiting assumption?
5. If I knew (insert true alternative), what would I think or feel or do?

The Coaching Path

Starr (2015)



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Next Steps...

- Review slides and resources
- Review tool kits and your notes
- Practice the fundamentals – being over doing
- Look at ManagementDirect
- Look for coaching opportunities
- Make contact with your co-coaching sets – agree ways of working
- Values and human needs activity



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