

Advanced Programme in Personal and Corporate Coaching

Content Overview 2019

The following offers an overview of what participants can expect across the four modules of the Advanced Programme. It is of the utmost importance that the facilitator should know whether a student enrolled for the programme in its entirety. This has a bearing on the work to be covered and assignments throughout the journey. It also impacts whether the learner can say they have done and met the requirements of the Advanced Programme or alternatively only have completed any one or number of the modules as short courses in which case successful completion will bear the name of the particular module.

Dates for the current year

The programme is structured in four contact weeks. During these weeks participants will attend from 08:30/09:00 to 15:00. The group has some leeway in determining whether the contact week will continue up to the Friday at lunch or conclude on the Thursday afternoon. This depends on the content of the module and certain decisions the group will be required to make related to content and several other factors.

25 February - 1 March
13 - 17 May
29 July - 2 August
14-18 October

Assignments and criteria

There are three *types* of assignments covering roughly a minimum of 5 assignments in total.

There is a *module* assignment for each contact week (module/course). An overarching *programme* assignment has to be handed in middle of January each year. *In-class* assignments are used during class for reflective learning purposes and to help build a coach portfolio for those who wish to register with professional coach communities.

Participants who do not complete the full requirements of the programme will receive attendance recognition from Telling Outcomes as successfully attended. For this a minimum of 80% attendance is required. Meeting full requirements

The programme is an advanced practitioner course only upon successful completion of all the requirements and attending the full programme (not only a selection of the individual modules).

1. Narrative Coaching

Mode of learning: Narrative Practice – Level 1: An experiential learning approach

Brief Description of course:

The coaching course is a very practical workshop orientated approach to learning Narrative Coaching. The material is basically a write up of the process followed unique to the particular

group and is handed out only on the last day. It takes the participant on an experiential journey with a recognised narrative practitioner. Ample time is given to practice the approach in the class-room environment with real to life situations among the learners. Doing so the course offers a way to contribute practice hours to one's own coaching log.

Course Content

From a very practical 'hands-on, feel-it' approach the course participants learn about

- Narrative assumptions and worldview
- Relational ethics
- Managing power, ego
- Externalising Practices
- Positive Deconstruction
- Appreciate ways of being
- Developing rich descriptions
- Remembering practices
- Mapping the influence
- Building a sense of agency

The outcome is a process that 'to be' coaches can use in coaching although it is also stressed that from a narrative perspective the ideal is not a set structure – let alone one that is applied in a rigid manner.

2. Advanced Narrative Practice

Mode of learning: Narrative Practice – Level 2: A facilitative learning cognitive approach

Brief Description of course:

The *Advanced Narrative Practice* course goes into the detail of what a narrative approach and worldview entails. It considers most of the terminology one will encounter in a narrative approach. It looks at various contexts, accentuating coaching, but looking also at professional facilitation, to consulting, leadership and management to give an all round view of how narrative views are embedded and applied in personal and corporate domains.

Apart from delving into theoretical underpinnings, in hands-on class assignments it explores and showcases important ideas in practice. For the hands-on section of the course at least three models are suggested derived from different contexts whereby one can approach narrative conversations with a client.

Course Content

The course covers, in depth, most of the terminology and ideas of narrative practice and pays particular attention to how not only narrative but social constructionist practices operate in diverse professional relationships, from general process consulting to executive counselling. Ideas relate to that of module 1 but the emphasis is on a different kind of learning process and also extending the learning of module 1. Some of the ideas that are explored further in theory and practice include:

- Narrative assumptions and worldview

- Relational ethics
- Managing power
- Externalising Practices
- Positive Deconstruction
- Appreciate ways of being
- Developing rich descriptions
- Remembering practices
- Mapping influences
- Building a sense of agency
- Thin vs rich descriptions of identity
- Extending conversations

It offers a thorough overview of the concern with epistemology in narrative practice and how this influences the relationship between the professional helper and the client.

It gives useful differentiation between working 'narratively' and merely using stories in our dealing with people and organisations and some other dialogue orientated approaches.

It explores the deepest link between who we are as a specie anthropologically and spiritually and how we show up as a modern specie in personal and corporate life and relationships.

Exploring how a narrative approach relates to Africa relevant worldviews, coaching and professional practice.

3. Advanced GROW coaching / Quintessential Genres and Contemporary Models of Coaching*

(*Includes: Advanced GROW Coaching Model; Executive, Performance; Team; Purpose and other significant topics)

Mode of learning: Participative learning cognitive approach

Brief Description of course:

Believed by many to be the original coaching model in contemporary terms the *Quintessential Genres and Models of Coaching* course takes the participant from beginner-structured to advanced semi-structured levels of applying the GROW coaching model in various contexts. These contexts include:

Executive Coaching (Leadership Coaching & Management Coaching) | Group & Team Coaching | Performance Coaching | Coaching for Purpose/Meaning.

Advanced GROW offers everything that one can expect from a professional coaching approach as relevant to personal and organisational settings but significantly adds the topic of meaning, purpose and spirituality (particularly workplace spirituality and cultural sensitivity as a switch to employee engagement). It is for this reason that it is located in the department of practical theology with Dr Elmo Pienaar extending the disciplines focus to Integrative Organisational Praxis.

The compulsory contexts that the participant will engage relate to Executive Coaching (that includes matters of leadership, various management, and corporate concerns); Performance Coaching; Group and Team Coaching; Coaching for Meaning and Purpose (that relates to aspects of spirituality).

The *Quintessential Genres of, and Contemporary Models of Coaching* (QGCMC) (Executive, Performance; Team; Purpose and related topics) course forms part of the *Advanced Course in Personal and Corporate Coaching*. In the advanced course it normally is the module.

Course Content

In addition to the brief description offered the GROW model is extended (under the rubric of Methodology) with contemporary adult learning theories and participatory action methodology principles (as found in formal research and Organisational Development (OD) practices).

Under ‘coaching contexts’ participants will also engage in relevant learning experiences on other topics that will shift on a yearly basis depending on the groups interest. These include Life Coaching, Business Coaching, Alignment Coaching and other ‘topic-centred’ coaching perspectives.

The course sees participants engage a number of highly relevant conversations regarding the principles of coaching and common corporate or organisational subject matter ranging, self-directed learning, from advanced goal-setting to corporate reverse engineering.

It is part of the gist of the course to cross boundaries and bring to conversation spirituality, values and similar topics to prominent discourses in society and organisations.

Please note that with all the Principles/Topics sections the group decides which of these additional topics are covered based on the collective interest of the particular group.

Methodology	Coaching contexts/ and topics (genres/categories) [COMPULSORY]	Other (Principles/Topics) [GROUP DECISIONS APPLY]
GROW model Coaching with the Experiential Learning Cycle Reflective Participatory Action Coaching	Performance Coaching Group and Team Coaching Coaching and Workplace Spirituality Coaching for Meaning and Purpose – (includes workplace spirituality/transpersonal coaching/mindfulness) Executive coaching (related to Leadership Management, and corporate themes) RELATED* Life Coaching Skills Coaching Alignment Coaching Behavioural Coaching Transformational Coaching	The practice of...: Self-directed learning Discernment and Decision making processes Advanced goal-setting Topics addressed Executive life Adult Learning Directive vs Facilitative Approaches Performance & Talent Management Performance Appraisal Revisioned Purpose, Meaning Workplace Spirituality and Employee Engagement Strategic Organisational Architecture Reverse Engineering the Future,

	Developmental Coaching Mindfulness Coaching <i>*These are dealt with only to the extent where it is relevant to the compulsory themes and based on the pace of the particular group.</i>	Scenario Planning Relevant OD practices
--	--	---

4. A Contextual Collaborative Practices informed by different psychological paradigms

Mode of learning: Collaborative, generative

Course Content

The course facilitates and inspires participants to capitalise on their own life and work experiences and relationships in developing a local coaching model. In this development the course participant is sensitised to the life world of the coachee while collaborating on the coach-coachee relationship and outcomes.

It offers a methodology as an example of contextual collaborative coaching in the process of participants developing their own models.

It exposes the participant to relevant theories in psychology that the participant needs in developing, responsibly, their own model. Towards this end it brings into conversation the ideas from a great many popular approaches in coaching, from NLP coaching to Positive Psychology Coaching and more.

It furthermore reflects on the differences between various professional helping modalities such as facilitation compared to coaching and counselling – and does this by emphasising various epistemologies.

It aims to be very practical regarding concerns of setting up professional practice, personal branding, contracts, using technology, competencies, ethics and more.

The course sees participants engage a number of topics related to theories of change, transformation, personality, and environment.

It is part of the gist of the course to cross boundaries and bring to conversation spirituality, values, ethics and similar topics to prominent discourses in society and organisations.

Paradigms/ Broad	Methodologies/ Epistemology	Other (Principles/Topics)
Psychological Perspectives/	Approaches	[GROUP DECISIONS APPLY]

Methodology	[GROUP DECISIONS APPLY*]	
Behaviouristic approach Cognitive approach Psychodynamic approach Humanistic approaches Development of own coaching model: contextual-constructivist approach (Recap/Introduction to previous models)	Integral Coaching NLP Coaching Ontological Coaching Positive Psychology Coaching Gestalt Coaching Neuroscience and Coaching <i>If not covered already</i> Social Constructionist and Narrative Coaching <i>*These are dealt with to the extent that it is necessary to get a sufficient understanding of the primary approaches taught.</i>	Professional practice Skilled Helping: Ethics Contracts Essential Competencies Technology Coaching Questions Practicing Coaching Setting up professional practice Coaching Bodies Building your knowledge of various instruments Motivational Interviewing Other Topics Theories of personality and environment Theories of motivation Theories of change Descriptions of Coaching and positive deconstruction of professional practice Various descriptions of coaching (in relation to other professions – Facilitation, Counselling, Mentorship, Process Consulting, Spiritual Directing and so on)

Inquiries

Dr Elmo Pienaar
 Coaching Course Leader
 Managing Director: Telling Outcomes (Pty) Ltd
 Cell: +27 (0)82 410 7645
 Email: elmo@tellingoutcomes.com

Shamima Mohanlal
 Manager Open Programmes
 University of Pretoria Enterprises

Tel: +27 (012)4342602
 Cell: +27 (0)833333955
 Fax: +27 (0) 866359274
 Email: shamima.mohanlal@enterprises.up.ac.za
 Web: www.enterprises.up.ac.za
<https://za.linkedin.com/in/shamimamohanlal>
 Enterprise Building
 140 Lunnon Road | Hillcrest | Pretoria