

CDE5127 Unit Outline/ Study Guide

Unit Code: CDE5127
Unit Title: Career Coaching
Semester: Two
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CAREER DEVELOPMENT @ ECU



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INTRODUCTION TO CDE5127

Welcome to the Career Coaching unit.

This unit introduces a range of principles, theories, models, frameworks, research, standards, practices and skills relevant to career coaching. The Career Coaching (CDE5127) unit builds on the skills and understanding developed in the Career Counselling (CDE5126) unit. Emphasis will be placed on developing ethical and wisdom-level decision-making and career coaching professional and ethical practice. In addition, implications for quality service delivery will be addressed, including service delivery policies, standards, practices, strategies and resources.

This unit adopts adult lifelong learning principles. It draws on the experience and expertise of participants, in combination with readings, and engagement with professional practice stakeholders. An overview of the Career Coaching unit is provided in the CDE5127 Unit Plan. Details are provided in this CDE5127 Unit Outline/Study Guide.

The prescribed text for the unit is:

O'Connor, J., & Lages, A. (2004). *Coaching with NLP*. Hammersmith, London: Element.

I look forward to working and learning with you. Your feedback about how we can improve the learning opportunities provided for you would be appreciated.

Lecturer



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Unit Readings

Students are required to read the Study Guide, the Prescribed Text, Internet articles, and the Library Reserve Readings. As the Career Coaching (CDE5127) unit builds on earlier course learning, salient revision readings are referred to in this Study Guide. Optional additional readings are also provided to enable further exploration of topics.

Prescribed Text

O'Connor, J. & Lages, A. (2004). *Coaching with NLP*. London: Element Books (an imprint of HarperCollins Publishers Australia)

Internet Readings

Websites referred to in the Study Guide are representative of those available on the Internet. Inclusion of a site does not signify endorsement for that site or for any products made available through that site.

If an Internet site/article ceases to be accessible from the hyperlink provided, try again on a different day. Alternatively, use a search engine such as www.Google.com or www.Yahoo.com to locate the article at an alternative web site. If you and your study buddy/buddies still cannot locate the article, direct an email to your Lecturer.

Note that Internet readings within the Study Guide are listed in a suggested reading order (rather than alphabetically by author name).

Library Reserve Readings

To access Library Reserve Readings for this unit enter the unit code in the Reserve Readings search facility at the ECU Library site: <http://library.ecu.edu.au/search/r>

Reading	Reference
1	Covey, S.R. (2004). <i>The 8th Habit: From effectiveness to greatness</i> . (Chapter 14. The 8 th habit and the sweet spot. pp. 270 – 291.) New York: Free Press.
2	Butler-Bowdon, T. (2004). <i>50 success classics: Winning wisdom from work & life from 50 landmark books</i> . (pp 1 – 10) London: Nicholas Brealey Publishing.
3	Sternberg, R.J. (2003). <i>Wisdom, Intelligence, and Creativity Synthesized</i> . (pp 42-46 and 71 – 86) New York: Cambridge University Press.
4	Bacon, T.R. & Spear, K.I. (2003). <i>Adaptive coaching: The art and practice of a client-centered approach to performance improvement</i> . (Chapter 2. pp 21 – 36) Palo Alto, California: Davies-Black Publishing.
5	O'Neill, M.B. (2000). <i>Executive coaching with backbone and heart: A systems approach to engaging leaders with their challenges</i> . (Chapter 3. pp 41 – 65) San Francisco, California: Jossey-Bass.
6	Harvard Business School. (2004). <i>Coaching and mentoring: How to develop top talent and achieve stronger performance</i> . (Chapter 7. Mentoring and Management. pp 75 - 86) Boston, Mass.: Harvard Business School Publishing Corp.
7	Fairley, S.G. & Stout, C.E. (2004). <i>Getting started in personal and executive coaching: How to create a thriving coaching practice</i> . (Chapter 6: Building a successful business requires a solid plan. pp 151 – 178.) Hoboken, NJ: John Wiley & Sons.
8	Kilburg, R. R. (2002). (3 rd Ed.) <i>Executive Coaching: Developing managerial wisdom in a world of chaos</i> . (Section within Chapter 3. A conceptual approach to executive coaching. pp 53-67 and Figures 2.1- 2.6, pp 22, 24, 25, 30, 33, 42 and Table 2.1 p23.) Washington: American Psychological Society.
9	Kampa, S. & White, R.P.(2002). The effectiveness of executive coaching: What we know and what we still need to know. In Lowman, R.L. (Ed.). <i>Handbook of organizational consulting psychology</i> . (pp. 144-158.) San Francisco: Jossey-Bass.
10	Larson, P.W. & Richburg, M.T. (2004). Leadership coaching. In Berger, L. & Berger, D. (Eds.). <i>The talent management handbook</i> . (Chapter 28 pp.307-319) New York: McGraw Hill.

Note: The Library Reserve Readings are ordered alphabetically by title when searched for via the ECU Library Reserve Readings function.

Study Guide Symbols



Reading

The *reading* symbol appears throughout the Study Guide when you are required to access and read material from the Prescribed Text, Library Reserve Readings, or Internet articles and resources.



Activity

The *activity* symbol appears throughout the Study Guide when you are required to complete learning activities. These activities have been designed to assist you to optimise learning and outcomes.



Building Blocks

The *building block* symbol indicates general principles that were explored in earlier units and duplicated in this Study Guide for the convenience of the reader.

Unit Assessment

Students are required to complete a career coaching Practicum and two Written Assignments. The Practicum involves assessment of two sequential 30-minute career coaching videos (DVD format) of the student conducting career coaching sessions with a client, plus case study reports and self evaluations. Written Assignment 1 involves applying appropriate career coaching principles, theories, models, strategies and microskills to a diverse range of coaching contexts and clients, including clients from minority groups. Written Assignment 2 involves researching and writing a Professional Practice Handbook reflecting quality career development practice in the student's work context.

To achieve a passing grade for the unit, **all** learning activities must be satisfactorily completed.

Practicum

The Practicum involves assessment of two sequential 30-minute career coaching videos (DVD format) of the student conducting career coaching sessions with a client, plus case study reports and self evaluations.

Written Assignment 1

Written Assignment 1 involves applying appropriate career coaching principles, theories, models, strategies and microskills to a diverse range of coaching contexts and clients, including clients from minority groups.

Written Assignment 2

Written Assignment 2 involves researching and writing a Professional Practice Handbook reflecting quality career development practice (including career counselling and career coaching) in the student's work context, and making recommendations for further development of career policy and practice.

Details of unit assessments are included in **Part 6** of this Study Guide.

Assessment / Marking Criteria

Practicum

Assessment of the Practicum **Coaching Session Performance** is based on:

- Mastery level demonstration of career coaching process, strategies, and microskills (as detailed in the CDE5127 Study Guide, Prescribed Text, Library Reserve Readings, and Internet readings, and in the CDE5122 Counselling Skills Notes) to:
 - deepen and broaden understanding (including clarifying meaning; motivations/values; challenging inconsistencies, assumptions and beliefs; and using hierarchies and rating scales to differentiate);
 - clarify the session goal and success criteria; and
 - facilitate detailed action planning (including identifying resources and specific knowledge/skill development; appropriate information giving; advocacy; contingency planning; establishing and celebrating milestones; and developing feedback and support strategies).
- Demonstration of the **Complex Skill Performance Qualities** of form (appropriate demonstration and integration of microskills), organisation (systematic and efficient process and microskill sequencing, avoidance of spinning and skidding), rhythm (appropriate timing and pace), and precision (accuracy of interpretations and summaries) at mastery to leadership **Practitioner Skill Development** level;
- The depth of perception of the client's circumstances and the session's context;
- The appropriateness and timing of the career coaching process, strategies, and microskills demonstrated; and
- Effectiveness of the coaching sessions.

Assessment / Marking Criteria

Practicum (continued)

Assessment of **Practicum Case Study** and **Self-Evaluation Reports** is based on the extent to which the reports demonstrate deep and broad professional evaluation of, and insights into, the:

- Coaching sessions' contexts and client circumstances;
- Key verbal and non-verbal coaching strategies that resulted in significant client learning and/or positive energy change;
- Demonstrated effectiveness, appropriateness, timing, and skill level of the applied coaching processes, strategies and microskills; and
- Ways in which career coaching might have been done differently to improve session effectiveness and efficiency.

Written Assignments 1 and 2

Assessment of the Written Assignments is based on:

- The depth and breadth of understanding of career coaching principles, theories, models, strategies and ethical and professional practice applicable to a diverse range of coaching contexts and clients, including clients from minority groups.
- The demonstrated level of critical thinking, synthesis, and evaluation.
- Professional presentation, correct spelling, grammar and referencing, and adherence to stipulated page limits, will also be considered.

Submission of Assessments

- Due dates for assessment submissions are shown in the **Unit Timetable**.
- **Mail the Practicum DVD** to the Lecturer: Barry Horne, **10 Geordie Rise, Sorrento, WA 6020**
- **Email the Practicum Case Study and Self-Evaluation Reports** and the **Written Assignments** to the Lecturer at: barry.horne@ecu.edu.au
- Each email addressed to the Lecturer should have an **email subject line** which states the unit code, your name, student number, and the learning activities being submitted (e.g. CDE5127: Name, Student Number – Practicum Case Study and Self-Evaluation Reports).
- The Written Assignments should be presented to a professional standard. As a gauge of professional standard, present your work at a level of professional writing suitable for presentation to professional colleagues.

Study Buddies

You may like to explore the possibility of creating informal study buddy arrangements with other students. Exploration of suitable study buddy arrangements can be based on any personally relevant criteria (e.g. geographic proximity or common work context). The Lecturer is happy to facilitate initial communication to all other students on your behalf. To seek a study buddy, send the following information to the Lecturer at: barry.horne@ecu.edu.au

Student Name
Email Address
Preferred Telephone Number(s)
Work Setting/Organisation
Geographic Location (City/State/Country)

You are encouraged to take every opportunity to meet with other ECU Career Development students and graduates and to attend any professional development activities in your locality. This is a way of learning about diverse career development work contexts, work opportunities and practices, and of expanding your professional network.

Unit Timetable

A summary of the unit organisation and structure is presented below. It provides you with an overview of the submission due dates and mark percentage allocations. Note that some learning activities require more time to complete than others. You may wish to work more quickly than the schedule indicates. Falling behind may make it difficult for you to meet the assessment submission due dates.

All assessments must be completed and submitted by the due dates listed below (unless an extension has been granted). Refer to the **Unit Plan** for information about requesting submission date extensions, and penalties for academic misconduct and late submission.

Learning Schedule

Part	Topics	Submission	Marks Allocation (%)	Due Date
1	Coaching Concepts, Context, Principles, Theory and Research			
2	Coaching Models / Approaches			
3	Coaching Strategies and Microskills			
		Practicum	40%	Monday, 25 August
4	Coaching Competencies, Ethics, and Professional Standards			
		Written Assignment 1	20%	Monday, 22 September
5	Private Practice and Specialist Coaching			
		Written Assignment 2	40%	Monday, 20 October
			100%	

Brief Introduction to the Course

The Career Development model shown in Figure 1 provides a schema (or framework) for the course. The model includes two overlapping and interacting parts, and a core of self and process management. The units within the course progressively build the knowledge, wisdom and skills needed to provide effective career development leadership and mastery level service provision. The Career Development Model (Figure 1) reflects the complex, integrated and ongoing nature of career development.

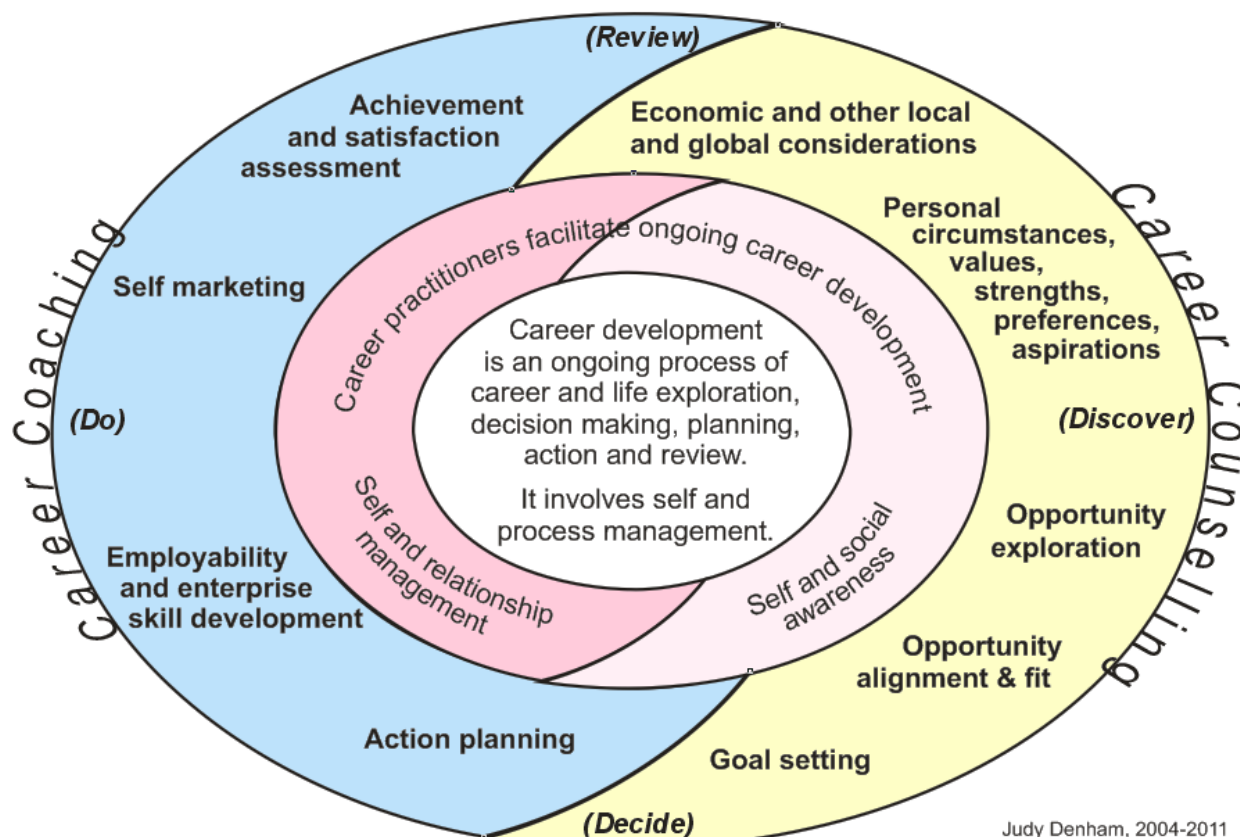


Figure 1: Career Development Model

Career practitioners come from diverse backgrounds, offer many services, and use a variety of occupational titles to describe their career development work. Some career practitioners (whether they work in education, industry, private practice, or community settings) offer a broad range of services covering the entire career development model. Others specialise in particular parts of the model.

Clients may seek help for one or more of the facets of the model at different stages of their ongoing career development. All facets of the model are important, inter-related and influenced by change. Broader and deeper understanding, knowledge management, and skill development are important in every facet of the model.

Relationship of Course Units to Career Development Model

The Career Counselling and Counselling Skills for Career Development units mainly focus on the right half of the Career Development Model. The Employability and Enterprise Skills and Career Coaching units focus mainly on the left half of the Model. The Career Development, Advanced Studies in Career Development, Career Development in Practice and Career Development Professional Practice Project units address learning related to the whole of the Career Development Model.

Relationship of Course Units to Career Development Model (continued)

CDE5121 Career Development (the whole model)

Investigates the evolving roles and contribution of career development practitioners. The influence and application of career theories, research, models, frameworks, policies, practices, resources and professional standards are considered, together with individual, social, organisational and other influences on career related choices, transitions and labour market participation.

CDE5122 Counselling Skills for Career Development (mainly right half of model)

Develops attitudes, knowledge and skills to enable a dynamic learning interaction which facilitates well considered solution and opportunity oriented career and life decision making through broadened and deepened understanding of the multiple influences on decision making, action planning and action evaluation. Practical skill development is underpinned by contemporary theory, models and research.

CDE5123 Employability and Enterprise Skills (mainly left half of model)

Facilitates knowledge, understanding and skill development needed to develop and maintain career management, employability and enterprise skills in a context of changing work dynamics, influences and practices.

CDE5124 Career Development in Practice (the whole model – context specific application)

Integrates and applies the cognitive learning about career development contemporary theories, research, models, frameworks, policies, professional standards, resources and strategies with employability, enterprise and collaboration skills to career development professional practice.

CDE5125 Advanced Studies in Career Development (the whole model)

Focuses on the principles and competencies of career development leadership. Career development leadership involves understanding and effectively managing complex interactions between people and systems with multiple agendas while working towards the goal of achieving sustainable and effective career development provision. Personal, team, and system leadership skills will be developed and applied to the ongoing review/evaluation, development, implementation, and maintenance of career development processes, strategies, competencies and standards.

CDE5126 Career Counselling (mainly right half of model)

The emphasis in this unit is developing a high level of competence in contemporary career counselling skills, underpinned by relevant theory and research. The unit includes in-depth exploration and integration of multiple personal and contextual influences on career decision making. Included is identification of personal strength and preference themes and patterns, opportunity exploration and alignment, work and life goal setting, action planning and contingency planning. The unit also explores career resources and practices designed to optimise the effectiveness and efficiency of career counselling.

CDE5127 Career Coaching (mainly left half of model)

The emphasis in this unit is on developing a high level of competence in career coaching skills, underpinned by theory and research. These skills include the choice, sequencing, integration and evaluation of a range of targeted self marketing, employability, enterprise, stakeholder collaboration and personal and process management skills to optimise career and life goal achievement, performance and satisfaction. Networking, self marketing, coaching, mentoring, role modeling, giving and receiving feedback and advocacy skills will be developed. The unit will also explore career resources and strategies designed to optimise the effectiveness and efficiency of career coaching.

CDE5128 Career Development Professional Project (the whole model – context specific application)

Integrates and applies the cognitive and emotional learning from the other career development units. A project is negotiated to meet the professional and personal development needs and interests of the individual. The project is designed to broaden professional career networks, develop career practitioner expertise and confidence, integrate career research and practice and demonstrate professional career development leadership.

PART 1: COACHING CONCEPTS, CONTEXT, PRINCIPLES, THEORY AND RESEARCH

Coaching (both voluntary and paid), which has a long association with sport, also often forms part of the services offered by career practitioners, and can be viewed as one type of career development learning partnership. Career coaching and career counselling can be viewed as interacting and overlapping processes contributing to the same ongoing career development process [refer to Career Development Model (Figure 1) in the Introduction to CDE5127]. Private clients for career coaching are likely to be seeking assistance with a career transition, work/life balance or to address a workplace related behaviour or relationship which is causing concern. Corporate career coaching paid for by an employer is likely to be directed towards three target groups: (a) capability enhancement and career path enhancement for workers deemed to be talented workers to be retained and developed; (b) transition support for workers transitioning within or from the organisation; and (c) performance improvement.

There was a shift of focus in coaching publications from the first half to the second half of the first decade of the 21st century. Recent coaching texts have become more interdisciplinary, principles-based and multi-theoretical, with evidence of influence from psychology, counselling, and education.

Coaching Concepts

A wide variety of definitions related to coaching is provided:

Definitions

Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.

(Whitmore, 2003)

Coaches assist people to identify specific goals and then reach those goals faster and with ease.

(International Association of Coaches, 2003)

Coaching includes several principles from sports coaching like teamwork, meeting and exceeding potential in order to be one's best. Unlike sports coaching, the results are not win or loss based. Coaches focus on strengthening their clients' skills from the first session forward.

(International Association of Coaches, 2003)

Life Coaching ... to uncover and release potential. On the way, we will also learn how to deal with fear of failure, boredom, oversensitivity, and how to accept our gifts and talents.

(Coulson, 2004)

Career and life coaches help others to develop or access knowledge, skills, understanding and support to optimise achievement of their work, learning and life goals.

(Denham, 2003)

Corporate Coaching uses the synergy of the organization and its members to enable them to evolve their capacity for learning and renewal into achievement of extraordinary results.

(CoachU, 2003)

Career Coaching facilitates client personal development within the context of work and career so that clients can (a) better identify their skills, (b) make better career choices, and (c) be more productive and valuable workers.

(Adapted from Hube, 1996)

Coaching and Mentoring



Reading

The following chapter provides a description of differences between coaching and mentoring in a work context.

Chartered Institute of Personnel and Development. (n.d.), Chapter 1: *What is effective coaching and mentoring at work?* Retrieved from

<https://www.mcgraw-hill.co.uk/openup/chapters/9780335243853.pdf>

Coaching Context

The following readings provide an International overview of the growing field of coaching in workplace and career development related contexts.



Reading

- Kauffman, C. & Coutu, D. (2009). *The Realities of Executive Coaching*. HBR Research Report. Harvard Business Review. Retrieved from <http://www.leadership-choices.com/news/items/hbr-on-the-realities-of-executive-coaching-10.html>
- Van Kessel, L. (2006). *Coaching, a Field for Professional Supervisors?* Downloadable at <http://hrcak.srce.hr/file/22080>
- Brooks, I. & Wright, S. (2007). A Survey of Executive Coaching Practices in New Zealand. *International Journal of Evidence-Based Coaching and Mentoring*. Vol.5, No. 1. Retrieved from http://ir.canterbury.ac.nz/bitstream/10092/1949/1/12605575_5.1%20%203%20%20Brooks%20and%20Wright.pdf
- Metasysteme Coaching: Coaching & Consulting Network. *The French coaching market: some specific characteristics, and personal perceptions of the French national coaching, training and consulting market environment*. Retrieved from <http://www.metasysteme-coaching.eu/english/the-french-coaching-market/?PHPSESSID=28d42acd9ebcf29f73500062556b163d>
- Alexander, G. (2005). Super Success - What is Coaching? Chapter 1. In *Super Coaching*. Retrieved from http://www.thealexanderpartnership.com/assets/files/supercoaching_chapter_1.pdf



Reading (Optional)

Indicative texts focusing on corporate coaching include:

- Passmore, J. (Ed.) (2006). *Excellence in Coaching: The industry guide*. London: The Association for Coaching.
- Starr, J. (2008) (2nd Ed.). *The coaching manual*. Harlow, UK: Pearson Prentice Hall
- Drake, D.B., Brennan, D. & Gortz, K. (2008). *The philosophy and practice of coaching: Insights and issues for a new era*. West Sussex: John Wiley & Sons.

Performance Management

All coaching contexts benefit from an understanding of management. The following readings provide an overview of management theory and performance management.



Reading

- McNamara, C. *Historical and Contemporary Theories of Management*. Free Management Library. Retrieved from <http://management.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.managementhelp.org%2Fmgmnt%2Fcntmpory.htm>
- businessballs.com. *Quality Management*. <http://www.businessballs.com/qualitymanagement.htm>
- McNamara, C. *How to Ensure Strong Employee Performance Management*. Free Management Library. Retrieved from http://www.managementhelp.org/emp_perf/emp_perf.htm

Performance Management (continued)



Reading

Senge, P. *Dance of Change. Ten challenges that can prevent growth from occurring*. Retrieved from <http://jaycross.wordpress.com/2006/12/24/senge-dance-of-change/>

United States Office of Personnel Management. *360-Degree Assessment: An Overview*. Performance Management Practitioner Series. Retrieved from <http://www.opm.gov/perform/wppdf/360asess.pdf>

UNICEF *Force Field Analysis and SWOT Analysis* (incorporating examples). Retrieved from <http://erc.msh.org/quality/ittools/itffld.cfm>
<http://erc.msh.org/quality/ittools/itswot.cfm>

Transition Management



Reading

Williams, D. (2008). *Life events and career change: transition psychology in practice*. Eos Life~Work Resource Centre (UK). Retrieved from <http://www.eoslifework.co.uk/transprac.htm>

Nickols, F. (2012). *Change Management 101: A Primer*. Retrieved from <http://www.nickols.us/change.htm>

profiles-r-us (2006). *Change Management Effectiveness - Self Feedback Report*. Retrieved from <http://www.profiles-r-us.com/samples/changeselfsample.pdf>

Leadership Development

The emotional intelligence approach to leadership is one of many approaches to leadership.



Reading

The following readings provide past, current and future perspectives on leadership development:

Southwest Educational Development Laboratory. *History of Leadership Research*. Retrieved from http://www.sedl.org/change/leadership/history_of_leadership_research.html

Antonakis, J., Cianciolo, A.T. & Sternberg, R.J. (2003). *Leadership: Past, Present, and Future*. Chapter 1. Retrieved from http://www.hec.unil.ch/jantonakis/Antonakis%20Chapter%2001_3987.pdf



Reading (Optional)

An alternative Australian perspective on leadership is provided by:

Sinclair, A. (2007). *Leadership for the disillusioned: Moving beyond myths and heroes to leading that liberates*. Crows Nest, NSW: Allen & Unwin.

Learning in this unit builds on learning in previous course units. As emotional intelligence is a key area of leadership development, revision of readings on emotional intelligence is recommended.



Building Blocks

Emotional Intelligence

Goleman, D., Boyatzis, R. & McKee, A. (2002). *The new leaders: transforming the art of leadership into the science of results*. London: Timewarner.



Reading (Optional)

Boyatzis, R. & McKee, A. (2005). *Resonant leadership*. Boston: Harvard Business School Press.

The following chapters/sections have direct relevance for coaching:

- Chapter 3 Dissonance is the default
- Chapter 4 Waking up to resonance and renewal
- Chapter 5 Intentional change
- Chapter 6 Mindfulness
- Appendix A Power, stress, the sacrifice syndrome, and the renewal cycle



Building Blocks

Review the Advanced Studies in Career Development (CDE5125) unit Readings

Leadership coaching may involve managing work-life balance and generational difference issues:



Building Blocks

Work-Life Balance

HC Online (2007). *Employees Not Happy To Pay For Work-Life Balance*. Retrieved from <http://www.hcamag.com/news/domestic/employees-not-happy-to-pay-for-work-life-balance/113810/>

Lero, D.S., Richardson, J., & Korabik, K. (2009). *Cost-Benefit Review of Work-Life Balance Practices*. Retrieved from <http://www.childcarecanada.org/documents/research-policy-practice/09/02/cost-benefit-review-work-life-balance-practices-2009>

Generational Influences

Hudson 20:20 Series: *The Generational Mirage?* Retrieved from http://nz.hudson.com/Portals/AU/documents/Hudson2020_generation_mirage.pdf

Arnsperger, A. (2008). *4GenR8tns: Succeeding with Colleagues, Cohorts & Customers*. Retrieved from http://www.generationsatwork.com/articles_succeeding.php

Harkness, H. (2006). *Your Career Is NOT Over at 50! Specific Strategies for Breaking the Barriers of Aging*. Retrieved from http://www.career-design.com/pdf/Your_career_is_not_over_at_50.pdf

Manpower White Paper (2007): *The New Agenda for an Older Workforce*. Retrieved from https://www.manpower.ch/fileadmin/user_upload/documents/Media/Livres_Blancs/Seniors/WP_Seniors_EN.pdf

Coaching Principles

Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.

(Whitmore, 2003)

Career Coaching facilitates client personal development within the context of work and career so that clients can (a) better identify their skills, (b) make better career choices, and (c) be more productive and valuable workers.

(Adapted from Hube, 1996)

Given the above definitions, success principles and lifelong learning principles provide a foundation for optimising learning, including learning facilitated by coaching.

Success Principles

- Optimism
- A definite aim, purpose, or vision
- Willingness to work
- Discipline
- An integrated mind
- Prolific reading
- Risk taking
- Realising the power of expectation
- Mastery
- Well-roundedness

(Adapted from Butler-Bowdon, 2004)

Lifelong Learning Principles

- Suspend assumptions/judgements– collect information and work towards shared meaning
- Take risks – be willing to make mistakes
- Be willing to admit you don't know everything
- Be curious – ask questions – try new experiences
- Apply what you learn and persevere
- Frequently remind yourself of strengths and preferences
- Be kind and patient with yourself while you learn
- Develop and maintain a support network

(Denham, 2003a)



Reading

The following two readings overview personal success principles.

Library Reserve Reading # 1

Covey, S.R. (2004). *The 8th Habit: From effectiveness to greatness*. (Chapter 14. The 8th habit and the sweet spot. pp. 270 – 291.) New York: Free Press.

Library Reserve Reading # 2

Butler-Bowdon, T. (2004). *50 success classics: Winning wisdom from work & life from 50 landmark books*. London: Nicholas Brearley Publishing. (pp 1 – 10)

The above reading includes success principles derived from the collective wisdom of writers from different centuries, cultures, and educational and occupational backgrounds.

Bressor & Wilson provide a list of specific coaching principles (although they could be viewed as coaching qualities) required to achieve coaching outcomes.

Coaching Principles

- Willingness
- Self-responsibility
- Respect
- Acceptance
- Confidentiality
- Integrity
- Transparency
- Flexibility
- Neutrality

(Bressor, F. & Wilson, C. In Passmore, J., 2006)

Coaching Theory

Experienced leadership level coaches tend to integrate a number of different coaching theories, therapies, models, strategies and microskills in their practice.

Given a foundation of success principles, Sternberg's Theory of Successful Intelligence and Balance Theory of Wisdom provide appropriate theoretical foundations for coaching. An review of Sternberg's theories and related positive psychology theories follows:



Building Blocks

Successful Intelligence Theory

Sternberg's definition of successful intelligence includes four elements:

- a. Intelligence is defined in terms of the ability to achieve success in life in terms of one's personal standards, within one's socio-cultural context (p42). Life/societal (rather than academic) criteria of success are used, within a socio-cultural context.
- b. One's ability to achieve success depends on capitalizing on one's strengths and correcting or compensating for one's weaknesses (p43). This relates to the way successful people achieve success in the same occupational field in many different ways by blending different skills in a formula that works for them.
- c. Balancing abilities is achieved in order to adapt to, shape, and select environments (p43). This includes self adaptation to suit the environment, environment shaping to suit oneself, and/or finding/creating a new environment more aligned to one's skills, values, desires.
- d. Success is attained through a balance of analytical, creative, and practical abilities (p43). This describes how success in life involves analysis of one's own, as well as others', ideas, the generation of new ideas, and the persuasion of other people of the value of those ideas.

(Sternberg, 2003)

Sternberg, R.J. PowerPoint presentation. *Teaching for Successful Intelligence*. Retrieved from <http://www.indiana.edu/~futures/sternberg.ppt#10>

Dean, B. *Wisdom*. Retrieved from <https://www.authentic happiness.sas.upenn.edu/newsletters/authentic happiness coaching/wisdom>

Diener, E. (2002). *Findings on Subjective Well-Being*. World Bank. Retrieved from <http://siteresources.worldbank.org/INTEMPowerment/Resources/486312-1095970750368/529763-1095970803335/diener.pdf>

Diener, E. & Oishi, S. (2004). *The Non-obvious Social Psychology of Happiness*. Retrieved from <http://people.virginia.edu/~so5x/Diener%20&%20Oishi%20Psych%20Inquiry%2010-27.pdf>

Diener, E. *The Satisfaction with Life Scale*. Retrieved from <http://www.ppc.sas.upenn.edu/lifesatisfactionscale.pdf>



Building Blocks (continued)

- Seligman, M.E.P. & Csikszentmihalyi, M. (2000) Positive Psychology: An Introduction. *American Psychologist*. Retrieved from <http://www.ppc.sas.upenn.edu/ppintroarticle.pdf>
- Torassa, U. (2001). *Psychology's positive spin: Forgiveness, gratitude gain respect in research, therapy*. Review of Stanford Forgiveness Project. Retrieved from <http://www.sfgate.com/health/article/Psychology-s-positive-spin-Forgiveness-2883957.php>
- Bill & Melinda Gates Foundation (2005). *Learning to Change: School Coaching for Systemic Reform*. Fouts & Associates. Retrieved from <http://www.spu.edu/orgs/research/Learning%20to%20Change%204-5-05.pdf>

Balance Theory of Wisdom

Wisdom infers insights and action towards long term common good outcomes, based on an integrated consideration of context specific emotional and intellectual knowledge, skills, practical experience, and a combination of creative and critical thinking.

(Denham and Hyndman, 2004)



Building Blocks

Library Reserve Reading # 3

- Sternberg, R. J. (2003). *Wisdom, Intelligence and Creativity Synthesized*. London: Cambridge University Press. Chapter 7: The Balance Theory of Wisdom
- Sternberg, R. J. (1998). A balance theory of wisdom. *Review of General Psychology*, 2: 347-365. Retrieved from <http://www.spanglefish.com/mariessite/Documents/references/Sternberg%201998%20A%20balance%20theory%20of%20wisdom.pdf>
- Sternberg, R. J. (2001). Why Schools Should Teach for Wisdom: The Balance Theory of Wisdom in Educational Settings. *Educational Psychologist*, 36(4), 227-245. Retrieved from <http://worldroom.tamu.edu/Workshops/CommOfRespect07/MoralDilemmas/The%20Balance%20Theory%20of%20Wisdom%20Sternberg.pdf>



Reading

- Stober, D.R. & Grant, A.M. (Editors) (2006). *Evidence based coaching handbook*. Hoboken, NJ: John Wiley & Sons.

Part I: Single-Theory Perspectives

- Chapter 1: Coaching from the humanistic perspective
- Chapter 2: People are complex and the world is messy
- Chapter 3: Adult development theory and executive coaching practice
- Chapter 4: Cognitive coaching
- Chapter 5: Psychoanalytically informed executive coaching

Part II: Integrative and Cross-Theory Approaches

- Chapter 6: An integrative goal-focused approach to executive coaching
- Chapter 7: An adult learning approach to coaching
- Chapter 8: Positive psychology: The science at the heart of coaching
- Chapter 9: Coaching from a cultural perspective
- Chapter 10: An adventure-based framework for coaching
- Chapter 11: Coaching from a systemic perspective: A complex adaptive conversation
- Chapter 12: Toward a contextual approach to coaching models
- Appendix: Workplace and executive coaching: Bibliography from scholarly business literature.

Drake, D.B., Brennan, D. & Gortz, K. (2008). *The Philosophy and Practice of Coaching: Insights and Issues for a New Era*. West Sussex: John Wiley & Sons. In-depth reading about contemporary coaching theoretical approaches, including integrated multi-theoretical approaches. Refer Chapter 3: Narrative Structure and Psychology as a Platform for Coaching.

Energy and Transpersonal Theoretical Approaches

The fields of transpersonal psychology, energy psychology and biopsychology offer new ways of applying career-related principles, processes, strategies and microskills in empowering and effective ways, including transforming energy blocks into energy flow.

Holistic Mind-Body Science



Reading

Daniel, R. (2001). *The Intelligent Body; The Non-Local Mind*. Conference paper presented at *Opening Minds* Conference of the Society for Effective and Affective Learning. Retrieved from <http://www.hltmag.co.uk/jan02/mart1.htm>

Acceptance and Commitment Theory (ACT)

ACT theory advocates acceptance of all emotions as part of the human condition, and use of a process of allowing, rather than attempting to 'run away' or 'get rid' of or 'fix', them.

There are six core processes in ACT:

1. **Contacting the Present Moment**
2. **Defusion** means learning to step back and watch your thinking so you can respond effectively, instead of getting tangled up or lost inside your thinking.
3. **Acceptance** means opening up and making room for painful feelings and sensations. You learn how to drop the struggle with them, give them some breathing space, allow your feelings to come and go without draining you or holding you back.
4. **The Observing Self** There are two parts to the mind: the thinking self that is responsible for all your thoughts, beliefs, memories, judgments, and fantasies; and the observing self that is able to be aware of what you are thinking, feeling or doing.
5. **Values** are what you want your life to be about, deep in your heart (i.e. what you want to stand for; what you want to do with your time on this planet; what ultimately matters to you in the big picture; what you would like to be remembered for by the people you love).
6. **Committed action** means taking action guided by your values and doing what matters, even if it is difficult or uncomfortable

When these processes are combined, the ACT theory purports that you develop something called **psychological flexibility**. This is the ability to be in the present moment, with awareness and openness, and take action, guided by your values. In other words, it is the ability to be present, open up, and do what matters. The greater your ability to be present, open up and do what matters, the greater your quality of life and the greater your sense of vitality, wellbeing and fulfilment.



Reading

Harris, R. (2006). Embracing your Demons: an Overview of Acceptance and Commitment Therapy. *Psychotherapy in Australia*. Vol.12, No. 4. August.
http://www.actmindfully.com.au/upimages/Dr_Russ_Harris_-_A_Non-technical_Overview_of_ACT.pdf

Therapies Related to Coaching



Reading

To review some of the common therapy approaches, read the following web article produced by the Australian Institute of Professional Counsellors (AIPC):

AIPC's Five Therapies eBook [viz. behavioural, cognitive-behavioural, person-centred, solution-focused, and gestalt therapy approaches]. Retrieved from

<http://www.counsellingconnection.com/wp-content/uploads/2007/10/aipcs-five-therapies.pdf>

Solution Focused and Solution Oriented Therapy

Solution-focused coaching has evolved from a solution approach to family therapy. The coach serves to help clients identify the inevitable exceptions to the times that they feel troubled. Those exceptions, along with the strengths and resources which they possess, are used to help clients to help themselves. Clients are encouraged to envision a future in which their problems are no longer a dominant force in their lives and, in partnership with the coach, plans are made in an effort to realize the goals that clients set for themselves.



Reading

For an overview of solution focused therapy, case studies describing its application, and the history of solution focused therapy:

Iveson, C. (2002) *Solution-focused brief therapy*. Retrieved from

<http://apt.rcpsych.org/cgi/reprint/8/2/149.pdf>

Transactional Analysis Therapy

Stephen Karpman's Triangle, The Drama Triangle and the K-formula are conceptual coaching tools which evolved from Eric Berne's Transactional Analysis (TA) theory. This following article describes how the principles of transactional analysis theory can be applied to coaching.



Reading

Cardon, A. (2008). *The Drama Triangle: Stephen Karpman's Triangle and K-Formula*. Metasysteme Coaching. Retrieved from

<http://www.metasysteme-coaching.eu/english/the-drama-triangle/>

Emotional Freedom Techniques (TFT, EFT, SET, PET)

These techniques combine counselling with Eastern approaches to speed up the release of unhelpful habitual energy patterns.



Reading

Feinstein, D. (2010). Rapid Treatment of PTSD: Why Psychological Exposure with Acupoint Tapping May Be Effective. *Psychotherapy: Theory, Research, Practice, Training*. 47(3), 385-402. American Psychological Association. Retrieved from

<http://www.energypsychd.com/mechanisms.pdf>

Beckow (2010). Emotional Freedom Technique (especially *the Timeless Principles of EFT*). Retrieved from

<http://the2012scenario.com/2010/10/emotional-freedom-technique/>

Wells, S., & Lake, D. *EFT, SET and PET from downunder*. Retrieved from

<http://www.eftdownunder.com/>

Coaching Research

Links to some introductory coaching research literature follow:



Reading

Coaching: International Journal of Theory, Research and Practice. Retrieved from
<http://www.tandfonline.com/toc/rcoa20/current>

International Journal of Evidence Based Coaching and Mentoring. Retrieved from
<http://ijebcm.brookes.ac.uk>

Behavioral Coaching Institute. *Evidence based coaching – in the workplace*. Retrieved from
http://www.1to1coachingschool.com/Evidence_Based_Coaching.htm



Reading (Optional)

Stober, D.R. & Grant, A.M. (Eds) (2006). *Evidence based coaching handbook*. Hoboken, NJ: John Wiley & Sons.

PART 2: COACHING MODELS / APPROACHES

Career development involves an ongoing process of review, discovery, deciding and action, as reflected in the Brief Introduction to the Course and the Career Development Model (Figure 1) included in the Introduction to CDE5127. Helping/counselling skills are important career practitioner facilitation skills for every stage of the ongoing process of career development, and particularly for career counselling and career coaching.

In Part 2 of the Study Guide a number of different coaching models will be examined.

Transition Coaching Models

The readings below are written by some of the leaders in the field of transition and change.



Reading

Bridges, W. & Mitchell, S. (2000) *Leading Transition: A New Model for Change*. Retrieved from http://www.consultpivotal.com/leading_transition.htm

Schlossberg's Transition Theory. An overview presentation. Retrieved from <http://prezi.com/afwvlhejefek/schlossbergs-transition-theory/>

Transtheoretical Coaching Models

The Transtheoretical Model was developed by Velicer Prochaska and colleagues in the 1990s as a change model, specifically to promote health behaviour change. The Transtheoretical Stages of Change Model, which integrates emotions, cognitions and behaviour involves:

- Precontemplation
- Contemplation
- Preparation
- Action



Reading

Prescribed Text: O'Connor, J. & Lages, A. (2004). *Coaching with NLP*. London: Element Books (an imprint of HarperCollins Publishers Australia) – Transition Model (p112).

Transtheoretical Model. Cancer Prevention Research Center. Retrieved from <http://www.uri.edu/research/cprc/TTM/detailedoverview.htm>

GROW Coaching Models

GROW is a simple, but popular, coaching model, incorporating:

- **G**oals
- **R**eality
- **O**ptions
- **W**ill or **W**rap Up

Variations to the GROW model include:

- REGROW (**R**evue, **E**valuate, **G**oals, **R**eality, **O**ptions, **W**ill or **W**rap up); and
- IGROW (**I**ssue, **G**oal, **R**oot cause, **O**ptions, **W**hat's next)

GROW Coaching Models (continued)



Reading

The GROW Model: A Simple Process for Coaching and Mentoring. mindtools.com. Retrieved from http://www.mindtools.com/pages/article/newLDR_89.htm

IGROW Model for Performance Improvement and the Coaching Conversation. Coach4Growth.com. Retrieved from <http://coach4growth.com/coaching-skills/performance-coaching/igrow-model-for-performance-improvement-and-the-coaching-conversation>

OUTCOMES Coaching Model

The OUTCOMES model provides more structure and more specific coaching steps than GROW:

- Objectives
- Understanding
- Take Stock
- Clarify the Gap
- Options Generation
- Motivate to Action
- Enthusiasm and Encouragement
- Support



Reading

Mackintosh, A. *Growing on G.R.O.W – A more specific coaching model for busy sales managers*. Retrieved from <http://performance-appraisals.org/experts/growcoach.htm>

CIGAR Coaching Model

CIGAR is another variation on the GROW and OUTCOMES models:

- Current situation
- Ideal outcome
- Gap (between current situation and ideal outcome)
- Action plan
- Review

Other Coaching Models



Reading

For more detailed reading about different approaches and models of coaching, the following additional readings are recommended:

Stober, D.R. & Grant, A.M. (Editors) (2006). *Evidence based coaching handbook*. Hoboken, NJ: John Wiley & Sons (Chapters 1 – 12 inclusive).

Drake, D.B., Brennan, D. & Gortz, K. (2008). *The philosophy and practice of coaching: Insights and issues for a new era*. West Sussex: John Wiley & Sons (Chapters 6 – 11 inclusive).

PART 3: COACHING STRATEGIES AND MICROSKILLS

Part 3 focuses on the integration of career development and coaching professional practice, including coaching processes, strategies, microskills, professional standards, codes of ethical conduct and guidelines for quality service delivery.

Just as career development can be a self managed process, Part 3 begins with a section on coaching as a self-management process.

Self-Coaching



Reading

Prescribed Text: O'Connor, J. & Lages, A. (2004). *Coaching with NLP*. London: Element Books (an imprint of HarperCollins Publishers Australia)

- Chapter 1 : From Imagination to Reality (pp 3-13)
- Chapter 10: Coaching Yourself (pp148-155)
- Chapter 7 : Beliefs: The Rules of Your Life (pp 94-110)



Activity

- After reading Chapter 10 of the Prescribed Text and its Action Steps (p155), complete Step 1 for one week, Step 2 for one week, Step 3 (including the stocktake on pp196-7), and Step 5 (including the questions about happiness on p9).
- After reading Chapter 7 of the Prescribed Text and its Action Steps (pp109-110), complete Steps 2, 3, and 4 (including the Beliefs in Time worksheet on p193).

Contracting

It is critical to the path of a coaching relationship that both the coach and counterparties to the coaching relationship have clarity about the terms and conditions on which coaching services are to be provided.

Individual Coaching Contracts



Reading

Prescribed Text: O'Connor, J. & Lages, A. (2004). *Coaching with NLP*. London: Element Books (an imprint of HarperCollins Publishers Australia)

- Chapter 4 : The First Session (pp47-69)

Library Reserve Reading # 4

Bacon, T.R. & Spear, K.I. (2003). *Adaptive coaching: The art and practice of a client-centered approach to performance improvement*. (Chapter 2: Negotiating expectations. pp 25 – 36). Palo Alto, California: Davies-Black Publishing.

Cardon, A. (2008). *Coaching Agreements and Contracting: How Contracts and Agreements Keep Coaching Clients in the Driver's Seat*.

<http://www.metasysteme-coaching.eu/pdfexport.php?nid=779&PHPSESSID=9d9a8bccfaf2b203291deadd6afa334e>



Activity

After reading Chapter 4 of the Prescribed Text and its Action Steps (pp68-69), Library Reserve Reading #4, and the Cardon article, complete Action Step 8.

Multi-Stakeholder Coaching Contracts

If you are working in a coaching setting where the sponsor / funder of the coaching service is not the recipient client, or there are multiple clients (such as in team coaching), then consideration of multiple stakeholders in contract establishment is very important.



Reading

The Triangular Contract for Coaches: Strategically Finding Your Way Through the Complexity of Collective Contracting. Metasysteme Coaching & Consulting. Retrieved from

<http://www.metasysteme-coaching.eu/pdfexport.php?nid=913&PHPSESSID=4c8d11dc8cfe020c8597fd34ff165e10>

Assessing Needs and Goals, Values and Life Quality/ Balance

A comprehensive review of personal and work circumstances and influences; needs; goals; values; strengths; preferences; opportunity exploration; and opportunity alignment, provides a sound foundation for determining coaching work and life goals. Comprehensive career counselling, or an initial comprehensive coaching session, can provide an in-depth shared understanding and a platform for optimizing an ongoing coaching relationship. Alternatively, self-coaching involves self- assessment.



Reading

Prescribed Text: O'Connor, J. & Lages, A. (2004). *Coaching with NLP*. London: Element Books (an imprint of HarperCollins Publishers Australia)

- Chapter 3 : Goals and Values (pp 25-46)



Activity

After reading Chapter 3 of the Prescribed Text and its Action Steps (pp45-46), complete Action Steps 1, 3, and 4.

Coaching Microskills



Building Blocks

The foundation microskills for coaching are the helping/counselling skills developed in the Counselling Skills for Career Development (CDE5122) unit, and the career counselling and coaching skills developed in the Career Counselling (CDE5126) unit, the latter of which focused on further deepening and broadening understanding about self and context (including relationships with others), alignment with opportunities (including creative combinations), and more detailed action planning.



Reading

Prescribed Text: O'Connor, J. & Lages, A. (2004). *Coaching with NLP*. London: Element Books (an imprint of HarperCollins Publishers Australia)

- Chapter 5 : The Art of Coaching (pp 70-74)
- Chapter 6 : Questions Are the Answers (pp 75-93)

Cardon, A. (2008). *Coaching Listening Relationship: Coaching Listening and the Art of Creating a Supportive Coaching Environment*. Retrieved from

<http://www.metasysteme-coaching.eu/pdfexport.php?nid=765>

Cardon, A. (2008) *Coaching Questions and Powerful Questions*. Retrieved from

<http://www.metasysteme-coaching.eu/pdfexport.php?nid=774>

**Activity**

After reading Chapters 5 and 6 of the Prescribed Text and the two Cardon articles, complete Action Steps 1, 3 and 4 in the Prescribed Text (p92).

**Reading**

Prescribed Text: O'Connor, J. & Lages, A. (2004). *Coaching with NLP*. London: Element Books (an imprint of HarperCollins Publishers Australia)

- Chapter 8 : Transition (pp 111-133)

This Chapter deals with breaking habits and establishing new patterns of thinking, feeling, and action.

**Activity**

After reading Chapter 8 of the Prescribed Text and its Action Steps (pp132-133), complete Action Step 2.

**Reading (Optional)**

For alternative views on coaching microskills and strategies, consider other texts and resources, such as:

Starr, J. (2008) (2nd Ed.). *The coaching manual*. Harlow, UK: Pearson Prentice Hall

Chapter 3 : Coaching principles or beliefs

Chapter 4 : Fundamental skills of coaching

Chapter 6 : Coaching conversations: the coaching path

Chapter 7 : Coaching assignment: structure and process

Chapter 9 : Becoming a coach

CIPD. (2009). Coaching and mentoring. Retrieved from

http://www.sheffield.ac.uk/polopoly_fs/1.110468!/file/cipd_mentoring_factsheet.pdf

Coaching Strategies

This section of the Study Guide addresses a variety of workplace coaching situations and strategies, together with specific private practice and corporate coaching considerations. Note that specialist coaching roles require additional specialist training, skills and knowledge. Executive and business coaching can be viewed as specialist coaching areas. Relevant experience and knowledge is needed to accommodate the multiple complex interacting influences and stakeholders.

Strategic and Systems Coaching

**Reading**

Lazar, J. & Bergquist, W. (2003). *Alignment Coaching: The Missing Element of Business Coaching*. Retrieved from

<http://www.ijco.info/pdfs/artalign.pdf>

Library Reserve Reading # 5

O'Neill, M.B. (2000). *Executive coaching with backbone and heart: A systems approach to engaging leaders with their challenges*. (Chapter 3 Systems Thinking: Understanding Challenges of the Executive and Coach pp 41 – 65). San Francisco: Jossey-Bass.

This Library Reserve Reading chapter provides an insight into the importance of helping clients to understand and act strategically within their contextual system and social interactional field.

**Reading (continued)**

Hargrove, R. (2002). *Masterful Coaching*. Chapter 1. Retrieved from

http://masterfulcoaching.com/wp-content/uploads/2011/11/Masterful_Coaching_3ed_CH1.pdf

Hargrove has found that coaching for fundamental change is a long-term process. *We have discovered in providing Masterful Coaching for executives that it takes a year or more to impact an individual or to bring about a fundamental change in an organisation.*

Cardon, A. (2008). *Systemic Coaching: The Systemic Dimensions Of Coaching*. Retrieved from

<http://www.metasyteme-coaching.eu/pdfexport.php?nid=894>

This article includes a number of coaching strategies/coaching tools, including drawings, the empty chair/s, recursive questions and inviting absentees.

Assessment Centres



Reading

Assessment & Development Centres. HR Link. Retrieved from

http://www.enhancehr.com/docs/assessment_centres.pdf

Assessment Centre Options. WorldGAMES. Retrieved from

http://www.worldgames.com.au/assess_centres/program_list.html

Assessment Centre / Development Centre. Hudson. Retrieved from

<http://au.hudson.com/JobSeekers/HelpfulTipsCareerAdvice/AssessmentDevelopmentCentre.aspx>



Reading (Optional)

Stober, D.R. & Grant, A.M. (Editors) (2006). *Evidence based coaching handbook*. Hoboken, NJ: John Wiley & Sons.

Chapter 11: Coaching from a systemic perspective: A complex adaptive conversation

Chapter 12: Toward a contextual approach to coaching models

After reading the strategic and systems coaching readings, reflect on which strategies you currently include in your service delivery and which others might be helpfully applied in specific circumstances and with appropriate clients.

Conflict Resolution

Conflict resolution in business settings is likely to be a common coaching issue. Conflict resolution strategies were introduced in the Employability and Enterprise Skills (CDE5123) and Advanced Studies in Career Development (CDE5125) units.



Building Blocks

Goleman, D., Boyatzis, R. & McKee, A. (2002). *The new leaders: transforming the art of leadership into the science of results*. London: Timewarner.

Revisit Appendix B in which emotional intelligence leadership competencies are listed and described.



Reading

Wilson, B. *Conflict Resolution Tools Every Business Needs*. businessLISTENING.com Read Parts I, II and III, and view the Appendix which offers further reading about conflict resolution in business. Retrieved from

http://www.businesslistening.com/conflict_resolution.php

Introduction to Mediation. Wisconsin Department of Agriculture, Trade and Consumer Protection. Retrieved from

http://datcp.wi.gov/Farms/Wisconsin_Farm_Center/Farm_Mediation/Bridges/Introduction/index.aspx

Advocacy



Reading

Sharma, R.R. *An Introduction to Advocacy: Training Guide*. USAID, Africa Bureau, Office of Sustainable Development. Retrieved from http://pdf.usaid.gov/pdf_docs/PNABZ919.pdf

Mentoring



Reading

Library Reserve Reading # 6

Harvard Business School. (2004). *Coaching and mentoring: How to develop top talent and achieve stronger performance*. (Chapter 7. Mentoring and Management. pp 75-86.) Boston, Mass.: Harvard Business School Publishing Corp.

Canadian Coalition for Global Health Research. (2007). *Module Two: Competency in Mentoring*. Retrieved from http://www.ccghr.ca/wp-content/uploads/2013/05/Mentoring_Module2_Competency-in-Mentoring_e.pdf

Team Coaching



Reading

Bhattacharya, S, (2005). *Recipe for building 'dream teams' revealed*. Retrieved from <http://www.newscientist.com/article.ns?id=dn7322>

Coaching Clients from Different Cultures

Coaching in diverse contexts with clients from diverse target groups, including minority groups, requires a high level of cultural awareness and understanding. Revise the readings about multicultural awareness included in the Career Development (CDE5121) unit. Then read a selection of coaching articles that address multiple cultural awareness considerations, including cultural differences within and between groups, organizations, and countries.



Building Blocks

Stewart, J. (2002) *Developing a Multicultural Career Mindset*. Retrieved from <http://contactpoint.ca/wp-content/uploads/2013/01/pdf-02-09.pdf>

Stewart suggests that counsellors and career practitioners who are likely to work with multicultural individuals should:

- develop their levels of cultural awareness (knowledge of ethnic cultural practices and socialization experiences and values).
- develop a high level of personal understanding (their socialization experiences, their world view, their thinking strategies).
- use metacognitive awareness.
- accept their cultural naïveté and not be afraid to ask their multicultural clients to help them in the counselling. Clients will be able to explain the meaning of different behaviours.
- develop their cultural empathy, that is, demonstrate their understanding and communicate this understanding from the client's cultural perspective.
- consider the client's primary cultural role in their counselling assessments.
- select interventions that emphasise a multimodal perspective.



Building Blocks (continued)

NCDA. (2009). *Multi-Cultural Career Counseling Minimum Competencies*. Retrieved from <http://www.associationdatabase.com/aws/NCDA/pt/sp/guidelines>

James Cook University. *Diversity and multiculturalism*. Retrieved from <http://www.csu.edu.au/international/locations/diversity-and-multiculturalism>

Kerka, S. (1998). *Career Development and Gender, Race, and Class*: ERIC Clearinghouse on Adult Career and Vocational Education. Retrieved from <http://www.calpro-online.org/eric/docgen.asp?tbl=digests&ID=52>

The following conference paper provides an overview of the McCormick and Amundson model for career planning with indigenous Canadians.

Offet-Gartner, K. (2003). *Career-Life Planning with First Nations People*. NATCON. Retrieved from <http://contactpoint.ca/wp-content/uploads/2013/01/pdf-03-16.pdf>

Aussie Educator. *Indigenous Education*. Retrieved from <http://www.aussieeducator.org.au/education/specificareas/indigenous.html>

profiles-r-us Diversity issues in the workplace.

- Diversity and Cultural Awareness Self Feedback Report
- Diversity and Cultural Awareness Report

Retrieved from

<http://www.profiles-r-us.com/360.asp>



Reading

Rosinski, P. (2003). Coaching Across Cultures. *International Journal of Coaching in Organizations*. Retrieved from <http://www.ijco.info/pdfs/artcocul.pdf>

Sue, D.W., Arrendondo, P., & McDavis, R.J. (1992). *Multicultural Counseling Competencies and Standards: A call to the profession*. <http://coe.unm.edu/uploads/docs/coe-main/faculty-staff/MultiCultural%20Counseling%20Competencies%20and%20Standards.pdf>

Williams, A. Resolving Conflict in a Multicultural Environment. *MCS Conciliation Quarterly*. Summer, 1994. pp. 2-6. Retrieved from <http://www.colorado.edu/conflict/peace/example/will5746.htm>

Kersiene, K. & Savaneviciene, A. *Defining and Understanding Organization Multicultural Competence*. Retrieved from <http://internet.ktu.lt/lt/mokslas/zurnalai/inzeko/42/1392-2758-2005-2-42-45.pdf>



Building Blocks

Refer to the Career Counselling (CDE5126) Study Guide for articles about special minority target groups, such as disability and rehabilitation.



Reading (Optional)

Drake, D.B., Brennan, D. & Gortz, K. (2008). *The philosophy and practice of coaching: Insights and issues for a new era*. West Sussex: John Wiley & Sons.

Chapter 7 : Focus on cultural elements in coaching: Experiences from China and other countries.

Stober, D.R. & Grant, A.M. (Eds.) (2006). *Evidence based coaching handbook*. Hoboken, NJ: John Wiley & Sons.

Chapter 9 : Coaching from a cultural perspective



Activity

Reflect on your cross-cultural career development and coaching competencies and develop a plan to continue to develop your cross-cultural knowledge and skills.

Revision of Counselling Process and Microskills



Building Blocks

The remainder of Part 3 presents Counselling Skills for Career Development (CDE5122) and Career Counselling (CDE5126) learning material which provide the foundation process and microskills for career coaching.

CDE5122 Counselling Skills Checklist

Refer to *Appendix 1: Counselling Skills Notes* of the Counselling Skills for Career Development (CDE5122) Study Guide for full details.

1. Preparation Prior to Counselling Session

- Prior agreement/contracting – location, time, purpose, roles, responsibilities, constraints, ethics
- Environment – friendly, comfortable, seating arrangements, no interruptions
- Counsellor preparation – physically, mentally, and emotionally calm and centred

2. Greeting, Introduction and Opener

- **Greeting and Introduction**
- **Opener** - encouragement to tell story (tone, intonation)

3. Attending – deep energy connection and listening to client's verbal and non verbal messages

- Relaxed open posture, forward lean, angling chairs
- Appropriate eye contact and facial expressions
- **Non verbal encouragers** – timing, appropriateness
- **Verbal encouragers** – timing, appropriateness, tone

4. Responding and Questioning

Responding to Content – timing, pause, accuracy, brevity, tone, linking

- Accuracy in identifying and focusing on key aspects of the story
- Key words identified (high energy/frequency)
- Summarise – use 'you' and 'your'
- Explore each aspect (tentacle) of issue fully
- Avoid skidding/spinning
- Only appropriate self disclosure

Questioning - open and probing questions (timing, pause, brevity, tone, linking)

- Probing questions explore specific content revealed from open question responses
- 4 Wh's and How
- Past/current/future
- Positives/negatives
- General/specific examples
- Exceptions
- Reframing – seeing a situation from different perspectives (e.g. via use of questions, metaphors, physical repositioning)
- Hierarchies/rating scales
- Raising inconsistencies (appropriate confrontation)

Responding to Feelings – timing, tentative, accuracy/intensity, tone

Responding to Meaning - crux of story, significance, accurate linking of feelings to content

5. Problem/Goal Clarification

- Problem/Goal Statement with success criteria

6. Action Planning (including referral, if appropriate)

- Responding and questioning skills used throughout action planning
- Client ideas/strategies generated, explored, and evaluated
- Achievable action planning steps and sub-steps (including resources)
- 'What if' questions for contingency planning/alternative strategies
- Positive and negative reinforcements (e.g. milestone celebrations)
- Review, revision, rehearsal, referral, further action
- Client commitment statement summary of action plan to be implemented

7. Closing the Session – brief feedback about any positive changes in client feelings, thinking and/or behaviour observed from the beginning to end of session.

Welfel & Patterson Counselling Model/Process and Strategies

Refer to Chapter 2 of the Career Counselling (CDE5126) Text

1. Initial Disclosure

- Attending
- Empathic understanding
- Congruence or genuineness
- Positive regard
- Unconditional acceptance
- Concreteness

2. In-depth Exploration

- Advanced empathy
- Immediacy
- Confrontation
- Interpretation
- Role playing

3. Commitment to Action

- Supports client's reframing of problem situation
- Help client generate and specify goals
- Help turn goals into plans for action
- Promote client experimentation with new behaviours and perspectives
- Help evaluate unsuccessful actions
- Reward client successes
- Access client's emotional tone

(Welfel & Patterson, 2005)

Session Evaluation

Many approaches have been taken to evaluating counselling session effectiveness. An introduction to four of the most common approaches is provided below:

Session Helpfulness

Determining the effectiveness of a session can be approached by asking how helpful a session was for the client. This could involve seeking a client's global subjective rating of session helpfulness. Alternatively, more comprehensive approaches to evaluating session helpfulness, such as Elliott's, involve targeted questioning of both the practitioner and the client. An example of targeted helpfulness questions follows:

Identify and describe the most helpful event in the session.

Say why it was helpful.

Rate how helpful the particular event was (on a nine point scale).

When in the session did the helpful event occur?

How long did the event last?

Did anything else particularly helpful happen during the session?

Did anything happen during the session which might have been hindering? (rate on a nine point scale)

On a nine point scale, rate how helpful or hindering the session was overall.

(Adapted from Elliott, 1986)

Session Impact

Another approach to considering session effectiveness is to evaluate the impact of the session on the client. The approach taken by Styles is one example. Sessions with the greatest impact were reported to be positive sessions that were also deep, rough (confronting), and involved high arousal.

Shallow	_____	Deep
Rough	_____	Smooth
Low Arousal	_____	High Arousal
Negative	_____	Positive

(Styles et al, 1998)

Practitioner Qualities

Heppener and other researchers have taken the approach of evaluating practitioner qualities, as perceived by clients. For example, rating warmth, trust and skill level:

Warmth	_____
Trust	_____
Skill Level	_____

(Adapted from Heppener et al, 1992)

Practitioner Counselling Skills

In training situations, checklists of counselling process and related microskills are often used to guide and evaluate the skill development of students (e.g. CDE5122 Counselling Skills Checklist). Also refer to the Skill Development section of Part 1 of the CDE5121 Study Guide, as complex skill performance qualities of form, organisation, rhythm, and precision, and Practitioner Skill Development levels also determine a practitioner's overall effectiveness.

Giving and Receiving Feedback

During the Career Counselling (CDE5126) Skills Intensive, students were encouraged to actively facilitate a supportive learning environment for other students, and to develop their own skills in receiving and giving feedback.

The following readings provide a variety of perspectives on giving and receiving feedback.



Building Blocks (CDE5122)

Morrison, K. (2005). How to deliver good feedback. *Management Today*. Retrieved from <https://www.learningplace.com.au/deliver/content.asp?pid=26746>

Swinton, L. (n.d.) *Job Performance Feedback: 7 Tips For Receiving Feedback Gracefully*. Retrieved from <http://www.mftrou.com/support-files/giving-receiving-feedback-job.pdf>

PART 4: COACHING COMPETENCIES, ETHICS AND PROFESSIONAL STANDARDS

Career coaching service delivery should be informed by relevant career development and coaching professional standards and competencies, codes of ethical conduct and guidelines for quality service delivery.

Career Development Competencies



Building Blocks

The following Internet links are provided to revise Australian and International career development practitioner standards and competency guidelines.

CICA (2011). *Professional Standards for Australian Career Development Practitioners: Competency Guidelines* (pp8 - 17). Retrieved from http://www.cica.org.au/uploads/cica_prof_standards_booklet.pdf

International Association for Educational and Vocational Guidance (IAEVG) (2003). *International Competencies for Educational and Vocational Guidance Practitioners*. Retrieved from <http://crccanada.org/crc/files/Competencies-English%20Druckversion2.doc>

Barak, A. (2003). *Ethical and Professional Issues in Career Assessment on the Internet*. Retrieved from <http://construct.haifa.ac.il/~azy/Barak2003.pdf>

Coaching Competencies

The International Coach Federation (ICF) outlines eleven core coaching competencies used as the foundation of the ICF credentialing process. Some competencies will be evident in all coaching sessions, and some only when they are appropriate.



Reading

International Coaching Federation. *ICF Professional Coaching Core Competencies*. Retrieved from <http://www.coachfederation.org/credential/landing.cfm?ItemNumber=2206&navItemNumber=576>

- A. Setting The Foundation
 - 1. Meeting Ethical Guidelines And Professional Standards
 - 2. Establishing The Coaching Agreement
- B. Co-Creating The Relationship
 - 3. Establishing Trust And Intimacy With The Client
 - 4. Coaching Presence
- C. Communicating Effectively
 - 5. Active Listening
 - 6. Powerful Questioning
 - 7. Direct Communication
- D. Facilitating Learning And Results
 - 8. Creating Awareness
 - 9. Designing Actions
 - 10. Planning And Goal Setting
 - 11. Managing Progress And Accountability

The following Brefi Group coaching competencies article overviews the coaching competencies of NeuroLinguistic Programming, CoachVille, and International Coach Federation.



Reading

Brefi Group. (2011). *Coaching Competencies*. Retrieved from http://www.brefigroup.co.uk/coaching/coaching_competencies.html

A summary of the competency lists set out in the Brefi Group article follows:

International Coach Federation (Executive Coaching)

- A firm grounding in business knowledge and competencies
- Thorough understanding of the world of the executive leader
- A broad understanding of leadership and leadership development
- Knowledge of systems dynamics (organisation and community)
- Knowledge of the framework of adult development
- High standards of personal and professional ethics
- Highly developed communication proficiency allowing us to operate in the executive's environment
- Advanced coaching skills and capabilities
- Stature and reputation that gains respect
- A commitment to lifelong learning similar to the leader him/herself

The Chartered Institute of Personnel and Development (CIPD)

General skills that characterize effective coaches:

- Self-awareness and self-knowledge
- Clear and effective communication skills
- Relationship-building skills (including ability to establish rapport)
- Flexibility of approach
- Listening and questioning skills
- Ability to design an effective coaching process
- Ability to assist goal development and setting, including giving feedback
- Ability to motivate
- Ability to encourage new perspectives
- Ability to assist in making sense of a situation
- Ability to identify significant patterns of thinking and behaving
- Ability to challenge and give feedback
- Ability to establish trust and respect
- Ability to facilitate depth of understanding
- Ability to promote action
- Ability to build resilience

Coachville is an example of a USA-based tele-coach training organization. Its Internet site includes a series of Coachville competency tutorials.



Reading

The Coachville ezine (archived coaching articles).
<http://www.todayscoach.com/pastissues.html>

Five part series about Masterful Coaching:

Part 1: Evolving as a Coach (and as a Person) – What is Masterful Coaching?
<http://www.todayscoach.com/2003/1007.html>

Part 2: Evolving as a Coach (and as a Person)
<http://www.todayscoach.com/2003/101703.html>

Part 3: Evolving as a Coach – Causing BIG Problems for Your Client by Revealing the Hidden Truth
<http://www.todayscoach.com/2003/103003.html>



Reading (continued)

Part 4 Evolving as a Coach – Exploring Conflicting Intentions

<http://www.todayscoach.com/2003/120503.html>

Part 5 Evolving as a Coach – Introduction to the Core Dynamics

<http://www.todayscoach.com/Feb2004/020404.html>



Reading (Optional)

Standards Australia (2011): *Coaching in Organisations Handbook*.

In June 2011, Standards Australia released a handbook containing guidelines for the provision of coaching in organisations. Purchase details are located at the following link:

<http://infostore.saiglobal.com/store/Details.aspx?ProductID=1465966>

Competency Frameworks for Predicting Work Performance

While the focus of this Part is on practitioner competencies, it is important to also consider performance from a workplace perspective. The following article addresses a work performance competency model and what hirers look for when making new hires and when promoting from within an organisation.



Reading

Bartram, D. (2005). Great eight competencies. A criterion-centric approach to validation. *Journal of Applied Psychology*, 9, 1185-12.03. . Retrieved from

<http://www.psych-it.com.au/Psychlopedia/article.asp?id=280>

Ethics

Readings about coaching codes of conduct from the Prescribed Text, the International Coaching Federation (ICF) and the Association for Coaching are recommended:



Readings

Prescribed Text: O'Connor, J. & Lages, A. (2004). *Coaching with NLP*. London: Element Books (an imprint of HarperCollins Publishers Australia)

Part IV: Resources – Ethics and Standards, Ethical Principles, and Standards of the ICC (pp161-166)

International Coach Federation (ICF). *Code of Ethics*. Retrieved from

<http://www.coachfederation.org/about/landing.cfm?ItemNumber=854&navItemNumber=634>

Association for Coaching. *Code of Ethics and Good Practice*. Retrieved from

<http://www.associationforcoaching.com/pages/about/code-ethics-good-practice>

Brefi Group. *Code of Ethics* [based on the International Coach Federation Standards of Ethical Conduct]. Retrieved from

http://www.brefigroup.co.uk/coaching/coaching_competencies.html

- I will conduct myself in a manner that reflects well on coaching as a profession and I will refrain from doing anything that harms the public's understanding or acceptance of coaching as a profession.
- I will identify my level of coaching competence to the best of my ability and I will not overstate my qualifications, expertise or experience as a coach.
- I will, at the beginning of each coaching relationship, ensure that my coaching client understands the terms of the coaching agreement between us.
- I will not claim or imply outcomes that I cannot guarantee.
- I will respect the confidentiality of my client's information, except as otherwise authorised by my client, or as required by law.
- I will obtain permission from each of my clients before releasing their names as clients or references.
- I will be alert to noticing when my client is no longer benefiting from our coaching relationship and thus would be better served by another coach or by another resource and, at that time, I will encourage my client to make that change.
- I will avoid conflicts between my interests and the interests of my clients.
- Whenever the potential for a conflict of interest arises, I will, on a timely basis, discuss the conflict with my client to reach informed agreement with my client on how to deal with it in whatever way best serves my client.
- I will, on a timely basis, disclose to my client all compensation from third parties that I may receive for referrals of, or advice given to, that client.
- I will honour every term of agreements I make with my clients and, if separate, with whoever compensates me for the coaching of my clients.
- I will not give my clients or any prospective clients information or advice I know to be confidential, misleading or beyond my competence.
- I will acknowledge the work and contributions of others; I will respect copyrights, trademarks and intellectual property rights and I will comply with applicable laws and my agreements concerning these rights.

Professional Standards

Active participation in career development and coaching professional associations will provide additional opportunities for learning and networking. The following links provide information about Australian professional standards and continuing professional development.



Readings

Career Industry Council of Australia (CICA) (2011). *Professional Standards for Australian Career Development Practitioners*. Retrieved from http://www.cica.org.au/uploads/cica_prof_standards_booklet.pdf

CICA (2007). *Continuing Professional Development Policy for Australian Career Development Practitioners*. Retrieved from <http://www.cica.org.au/practitioners/continuing-professional-development>

Coaching skill mastery and wisdom level leadership in coaching takes time, commitment to ongoing learning, and the support of other mentors/coaches to develop. Ongoing supervision and/or discussion and feedback from experienced mentors and coaches are recommended, in addition to ongoing reading and other general and context specific coaching learning.



Readings

The following article provides an insightful review of supervision as ongoing professional development for coaches within a defined ethical and professional framework.

Metasysteme Coaching and Consulting. *Frequently Asked Questions About Executive and Team Coach Systemic Supervision and Hypervision*. Retrieved from <http://www.metasysteme-coaching.eu/pdfexport.php?nid=609>

PART 5: PRIVATE PRACTICE AND SPECIALIST COACHING

Running A Coaching Business

The Employability and Enterprise Skills (CDE5123) unit provided an introduction to self-employment. Career coaches can work within organizations, or in private practice. An understanding of small business is important for career coaches, both as a potential personal career option, and to also gain an understanding on behalf of coaching clients who may consider self-employment.

Government Small Business Development organisations provide a wide variety of resources (including training courses) to assist individuals who are considering setting up a small business.

Examples of some written small/micro business resources are:



Readings

Library Reserve Reading # 7

Fairley, S.G. & Stout, C.E. (2004). *Getting started in personal and executive coaching: How to create a thriving coaching practice*. (Chapter 6: Building a successful business requires a solid plan. pp 151 – 178.) Hoboken, NJ: John Wiley & Sons.

The following Internet link provides a sample of workshops for those considering becoming a consultant. Consultant Training Australia. Retrieved from

<http://www.consultanttraining.com.au/>

Small Business Mentoring Service. Business Planning Tools. Retrieved from

<http://www.sbms.org.au/free-resources/1/page:1?url=free-resources%2F1>

English, J. (2006). (10th Ed.). *How to organize and operate a small business in Australia*. Crows Nest, NSW: Allen & Unwin.

Small Business Development Corporation (2006). (3rd Ed.). *A guide for operating a small business*. Perth, WA: Small Business Development Corporation (or source a local equivalent publication).

Small Business Development Corporation (2004). *Wise moves: A practical kit for mature aged small business entrants*. Perth, WA: Small Business Development Corporation (or source a local equivalent publication).

Dynamic Life Coaching. *Fear – Your New Best Friend: Understanding it and using it to your advantage*. Retrieved from

<http://www.dynamiclifecoaching.com.au/fear.html>

Virtual Advisor, Inc (2000). *Creating Successful Business Partnership Agreements*. Retrieved from

<http://www.va-interactive.com/inbusiness/editorial/legal/articles/partnership.html>

The following Internet links retrieved from Christopher Coulson's santafecoach.com site present an example of one coach's approach to coaching service delivery:

<http://www.santafecoach.com/dbenefits.html> (Personal and Business Benefits)

<http://www.santafecoach.com/dexperience.htm> (The Experience)

<http://www.santafecoach.com/dtelornot.html> (Delivery Mode)

<http://www.santafecoach.com/sfcour%20working%20agreement.html> (Fees, Ethics, Business)

By contrast, Metasysteme Coaching & Consulting is an example of a large European (French) provider of corporate coaching services. Its site carries links to short articles about coaching in corporate settings, and includes a Toolkit of strategies and the microskills referred to earlier in this Study Guide.

Metasysteme. Retrieved from

<http://www.metasysteme-coaching.eu/english>

Specialist Career Coaching

With relation to the provision of specialist career development and career coaching services, the following CICA and ICF Code of Ethics items are relevant:

Professional Standards for Australian Career Development Practitioners (CICA, 2011, p4)

3.3 Australian Standard

3.3.1 Ethical principles for professional competency and conduct

Career development practitioners

- function within the boundaries of their training and experience

International Coach Federation Code of Ethics (ICF, 2008, p1, p3)

1 Professional Conduct At Large

- 2) I will accurately identify my coaching qualifications, expertise, experience, certifications and ICF Credentials.

3 Professional Conduct with Clients

- 14) I will not give my prospective clients or sponsors information or advice I know or believe to be misleading or false.
- 19) I will respect the client's right to terminate the coaching relationship at any point during the process, subject to the provisions of the agreement or contract. I will be alert to indications that the client is no longer benefiting from our coaching relationship.
- 20) I will encourage the client or sponsor to make a change if I believe the client or sponsor would be better served by another coach or by another resource.
- 21) I will suggest my client seek the services of other professionals when deemed necessary or appropriate.

The following readings have been sourced to provide an introduction to some specialist coaching areas.

Executive and Organisational Coaching

Specialist knowledge, experience and, in some cases, training/qualifications are needed to offer professional executive coaching.



Reading

Library Reserve Reading # 8

Kilburg, R. R. (2002). (3rd Ed.) *Executive Coaching: Developing managerial wisdom in a world of chaos*. (Section within Chapter 3. A conceptual approach to executive coaching. pp 53-67 and Figures 2.1- 2.6, pp 22, 24, 25, 30, 33, 42 and Table 2.1 p23.) Washington: American Psychological Society.

Library Reserve Reading # 9

Kampa, S. & White, R.P.(2002). The effectiveness of executive coaching: What we know and what we still need to know. In Lowman, R.L. (Ed.). *Handbook of organizational consulting psychology*. (pp. 144-158.) San Francisco: Jossey-Bass.

The Executive Coaching Forum (2008). *The Executive Coaching Handbook: Principles and Guidelines for a Successful Coaching Partnership*. Retrieved from <http://www.instituteofcoaching.org/images/pdfs/ExecutiveCoachingHandbook.pdf>

Maher, S. & Pomerantz, S. (2003). The future of Executive Coaching: Analysis from a Market Life Cycle Approach. *International Journal of Coaching in Organizations*. Retrieved from <http://www.ijco.info/pdfs/artmktcy.pdf>



Reading (Optional)

Drake, D.B., Brennan, D. & Gortz, K. (2008). *The philosophy and practice of coaching: Insights and issues for a new era*. West Sussex: John Wiley & Sons.

Part III Organizations and coaching

Stober, D.R. & Grant, A.M. (Editors) (2006). *Evidence based coaching handbook*. Hoboken, NJ: John Wiley & Sons.

Appendix: Workplace and executive coaching: A bibliography from the scholarly business literature.

Leadership Coaching



Reading

Library Reserve Reading # 10

Larson, P.W. & Richburg, M.T. (2004). Leadership coaching. In Berger, L. & Berger, D. (Eds.). *The talent management handbook*. (Chapter 28, pp.307-319) New York: McGraw Hill.

Peter Drucker's Effective Executive. Retrieved from

<http://www.businesslistening.com/drucker-effective-executive.php>

Peruse articles on this website, including *Shadow Coaching Gives Executives a Close-Up Look at Themselves (Parts I and II)*.



Reading (Optional)

Boyatzis, R. & McKee, A. (2005). *Resonant leadership*. Boston: Harvard Business School Press.

Chapters 3-6 (inclusive) and Appendix

Personal Coaching

Specialist knowledge, experience and, in some cases, training/qualifications are needed to offer professional personal coaching.



Reading

The following Internet site provides an example of self-help sites that focus on health, wellbeing, and stress management strategies that might be addressed in life coaching:

Holistic-online Retrieved from

http://www.holistic-online.com/stress/stress_pos-thoughts.htm

Sports Coaching

Specialist knowledge, experience training/qualifications are needed to offer professional sports coaching.



Reading

Sports Coaching issues and strategies. Retrieved from
<http://www.brianmac.demon.co.uk/coaching.htm>



Reading (Optional)

Drake, D.B., Brennan, D. & Gortz, K. (2008). *The philosophy and practice of coaching: Insights and issues for a new era*. West Sussex: John Wiley & Sons.

Part II Applications of Coaching

Chapter 6 An Appreciative Inquiry Coaching Approach to Developing Mental Toughness

Educational Coaching

Specialist knowledge, experience training/qualifications are needed to offer professional educational coaching.



Reading

Munro, J. *Psychology of Exceptional Learning Coaching: A strategy for change*. Retrieved from
<https://students.education.unimelb.edu.au/selage/pub/readings/coaching/PELCoaching.pdf>

Mature Age Coaching



Reading

DEST (2006). *Increasing the vocational education and training participation and achievement of mature age workers – Ideas for action*. Retrieved from
<http://www.voced.edu.au/content/ngv18324>

PART 6: UNIT ASSESSMENTS

Practicum

Due Date: 25 August

Marks Allocation: 40%

Assessment Task

- Two sequential 30-minute video recorded coaching sessions with a volunteer client.
- Case Study Notes and a Self Evaluation Report for each session.

Preparation

Before commencing this assessment organise a volunteer client. Written or recorded evidence of client consent should be submitted with the 30-minute videos.

Client Consent

Read the following statement to the client before commencing each coaching session:

A video recorded interview of around 30 minutes each of me demonstrating my coaching skills is a requirement of my Edith Cowan University course. The video will be only be viewed by me and my Lecturer. Are you happy to proceed?

Resources

CDE5127 Study Guide, Prescribed Text, Internet readings, Library Reserve Readings, and the CDE5122 Counselling Skills Notes (refer Appendix 1, CDE5122 Study Guide).

Learning Outcome/s and Graduate Attributes

Completing this assessment will help you achieve CDE5127 Learning Outcomes: 3 – 7 (refer to the CDE5127 Unit Plan) and the following ECU Graduate Attributes: ability to communicate; critical appraisal skills; ability to generate ideas, and cross-cultural and international outlook.

Submission

- **Mail the Practicum DVD** (or USB memory stick) of the two coaching sessions to the Lecturer: Barry Horne, **10 Geordie Rise, Sorrento, WA 6020**
- **Email a Practicum Case Study and Self-Evaluation Report** for each coaching session to the Lecturer at: barry.horne@ecu.edu.au. If you wish to have your submission DVD (or USB memory stick) returned, you must include a self-addressed envelope/package with sufficient pre-paid postage.

Assessment/Marking Criteria

Assessment of the Practicum **Coaching Session Performance** is based on:

- Mastery level demonstration of career coaching process, strategies, and microskills (as detailed in the CDE5127 Study Guide, Prescribed Text, Library Reserve Readings, Internet readings, and the CDE5122 Counselling Skills Notes) to:
 - deepen and broaden understanding (including clarifying meaning; motivations/values; challenging inconsistencies, assumptions and beliefs; and using hierarchies and rating scales to differentiate);
 - clarify the session goal and success criteria; and
 - facilitate detailed action planning (including identifying resources and specific knowledge/skill development; appropriate information giving; advocacy; contingency planning; establishing and celebrating milestones; and developing feedback and support strategies).
- Demonstration of the **Complex Skill Performance Qualities** of form (appropriate demonstration and integration of microskills), organisation (systematic and efficient process and microskill sequencing, avoidance of spinning and skidding), rhythm (appropriate timing and pace), and precision (accuracy of interpretations and summaries) at mastery to leadership **Practitioner Skill Development** level;
- The depth of perception of the client's circumstances and the session's context;
- The appropriateness and timing of the career coaching process, strategies, and microskills demonstrated; and
- Effectiveness of the coaching sessions.

Assessment of **Practicum Case Study** and **Self-Evaluation Reports** is based on the extent to which the reports demonstrate deep and broad professional evaluation of, and insights into, the:

- Coaching sessions' contexts and client circumstances;
- Key verbal and non-verbal coaching strategies that resulted in significant client learning and/or positive energy change;
- Demonstrated effectiveness, appropriateness, timing, and skill level of the applied coaching processes, strategies and microskills; and
- Ways in which career coaching might have been done differently to improve session effectiveness and efficiency.

Written Assignment 1: Diagrammatic Representation and Rationale

Due Date: 22 September

Marks Allocation: 20%

Assessment Task

Written Assignment 1 involves applying appropriate career coaching principles, theories, models, strategies and microskills to a diverse range of coaching contexts and clients, including clients from minority groups.

Prepare, and write a rationale for, a diagrammatic representation of interactions between counselling, career counselling, and career coaching processes/models, theories, strategies, and microskills. Steps:

1. On **one page** prepare a personalized **diagrammatic representation** of the dynamic interaction between counselling, career counselling, and career coaching processes/models, theories, strategies and microskills applicable to quality professional practice in your workplace context with your specific client target group. The diagrammatic representation should be a clearly labelled and well presented and formatted in either Microsoft Word document format or as a scanned drawing or document in JPG or GIF format.
2. In **three pages**, briefly outline your work context and specific client target group circumstances and write a clear and concise argument/rationale for the inclusion, location, and interactions between, components incorporated in your diagrammatic representation of the dynamic interaction between counselling, career counselling and career coaching processes/models, theories, strategies and microskills.

Preparation

Review the reading resources listed immediately below.

Resources

- CDE5127 Study Guide, Prescribed Text, Internet readings, and Library Reserve Readings;
- CDE5126 Study Guide, Prescribed Text, Internet readings, and Library Reserve Readings;
- CDE5122 Counselling Skills Notes (refer Appendix 1, CDE5122 Study Guide); and
- Workplace stakeholders.

Assessment / Marking Criteria

Assessment of Written Assignment 1 is based on:

- The depth and breadth of understanding of counselling, career counselling, and career coaching processes/models, theories, strategies, and microskills.
- The demonstrated level of critical thinking, synthesis, and evaluation in researching and preparing the diagrammatic representation and in writing the rationale.
- Professional presentation, correct spelling, grammar, referencing, and adherence to the **stipulated page limits**, will also be considered.

Learning Outcome/s and Graduate Attributes

Completing this assessment will help you achieve CDE5127 Learning Outcomes: 1-3 and 6-7 (refer to the CDE5127 Unit Plan) and the following ECU Graduate Attributes: ability to communicate; ability to work in teams; critical appraisal skills; ability to generate ideas; and cross-cultural and international outlook.

Submission of Assessments

- **Email Written Assignment 1** to the Lecturer at: barry.horne@ecu.edu.au
- The Written Assignments should be presented to a professional standard. As a gauge of professional standard, present your work at a level of professional writing suitable for presentation to professional colleagues.

Written Assignment 2: Professional Practice Handbook

Due Date: 20 October

Marks Allocation: 40%

Assessment Task

Written Assignment 2 comprises researching and writing a Professional Practice Handbook reflecting quality career development practice in the student's work context. The Professional Practice Handbook should be approximately 30 pages long (excluding References and Appendices).

Preparation

Review the reading resources listed immediately below.

Resources

- CDE5127 Study Guide, Prescribed Text, Internet readings, and Library Reserve Readings;
- Professional Practice Handbook Development Guidelines, Writing Tips, Professional Practice Handbook Examples, and Professional Practice Handbook Writing Checklist (which follow in Part 6 of this Study Guide);
- Workplace stakeholders; and
- ECU Referencing Guide. Retrieved from <http://www.ecu.edu.au/centres/library-services/workshops-and-training/referencing/related-content/downloads/refguide.pdf>

Assessment / Marking Criteria

Assessment of Written Assignment 2 is based on:

- The depth and breadth of understanding of career coaching principles, theories, models, strategies and ethical and professional practice applicable to a diverse range of coaching contexts and clients, including clients from minority groups.
- The demonstrated level of critical thinking, synthesis and evaluation in researching and writing the Professional Practice Handbook.
- Professional presentation, correct spelling, grammar and referencing, and adherence to **stipulated page limits**, will also be considered.

Learning Outcome/s and Graduate Attributes

Completing this assessment will help you achieve CDE5127 Learning Outcomes: 1-3 and 6-7 (refer to the CDE5127 Unit Plan) and the following ECU Graduate Attributes: ability to communicate; ability to work in teams; critical appraisal skills; ability to generate ideas; and cross-cultural and international outlook.

Submission of Assessments

- **Email Written Assignment 2** to the Lecturer at: barry.horne@ecu.edu.au
- The Written Assignments should be presented to a professional standard. As a gauge of professional standard, present your work at a level of professional writing suitable for presentation to professional colleagues.

Professional Practice Handbook Development Guidelines

The Professional Practice Handbook should include sections addressing:

- History and Vision (why? – the purpose of the career service and Professional Practice Handbook)
- Career Development Context (e.g. local and global influences, definitions/concepts, principles, theories and models/frameworks)
- Strategic Goals and Objectives
- Client Groups (including circumstances and special career development challenges/needs)
- Professional Standards and Ethics (including core competencies and specializations, and their relationship to coaching codes of ethical conduct and counselling ethical principles and decision making).
- Service Delivery Components [what? / where? / when? (including service intensity levels and modes of career counselling and career coaching delivery)]
- Service Delivery Policies, Formats, Processes and Skills [how? (including the role of career development, counselling, and coaching processes/models, strategies and microskills)
- Resources Applied
- Resource Management and Record Keeping
- Staffing (including recruitment, ongoing professional and career development, performance management, and workplace retention initiatives)
- Coordination (i.e. policies, principles, and practices relating to multiple stakeholder interests)
- Budget Management
- Monitoring, Review, and Evaluation (including limitations and future plans)
- Appendices (including a statement of client and practitioner rights and responsibilities)

The Professional Practice Handbook is to be approximately 30 pages long (excluding References and Appendices).

Writing Tips



Reading

ECU Referencing Guide. Retrieved from

<http://www.ecu.edu.au/centres/library-services/workshops-and-training/referencing/related-content/downloads/refguide.pdf>

Management Alternatives. *Writing Policy and Organisational Manuals*. [Read Chapter 1]. Retrieved from

<http://www.mapl.com.au/policy/tp.htm>

Professional Practice Handbook Examples

It is recommended that you study a number of practice handbooks, reflecting on their structure, headings, and sub-headings. The following links are to practice handbooks from other disciplines.



Reading

Handbook on career counseling in higher education settings, UNESCO. Retrieved from

<http://unesdoc.unesco.org/images/0012/001257/125740e.pdf>

Handbook on sensitive practice for health professionals: Lessons from women survivors of childhood sexual abuse. Retrieved from

<http://www.integration.samhsa.gov/clinical-practice/handbook-sensitive-practices4healthcare.pdf>

Professional Practice Handbook Writing Checklist

Steps	Points for Consideration	✓
Requirements	- Carefully read Part 6 of this Study Guide (especially the assessment task, assessment / marking criteria, and Professional Practice Handbook Development Guidelines) and highlight key words. - Read this Checklist and create a timeline for successful completion of the Professional Practice Handbook (Handbook).	
Mind Map Structure	- Decide on your preferred work context and client target group and the goals and title of the Handbook - What background material/information/documentation/content is relevant? - What structure will be effective (sequence of sections and sub-sections)?	
Find, Select, Organise Information Sources	- Review the literature (as per the Resources listed above, including Building Block readings from previous ECU career development study units, other relevant books, journal articles, and Internet articles) - Conduct, and reflect on, discussions with key stakeholders relevant to your selected work context and client target group. - Organise and prioritize potential content, and assign it to sections of the proposed Handbook structure. - Organise a system for recording your literature sources and taking notes. - Include a References section at the end of the Handbook, adhering to the ECU Referencing Guide (see Writing Tips section in Part 6).	
Write the Introduction	- Explain the purpose of your Handbook and its relevance to your selected work context and specific client target group focus. - Present relevant background and/or contextual material. - Define terms, concepts, and principles, if necessary. - Reveal the way in which your Handbook is organised.	
Write the Body: Sections and Sub-Sections	- Use your mind map or outline as a guide. - Build your Handbook around the points you want to make. - Integrate your sources of information. - Summarise, analyse, explain, and evaluate published work, rather than merely report it. Correctly acknowledge and reference sources of information referred to in your Handbook. - For each section of the Handbook, move from generalised information to increasing levels of specific detail, preferably with application level examples. - Close each section of the Handbook with an integrated short summary of the key points, followed by a transition sentence linking the current section to the next following section.	

Professional Practice Handbook Writing Checklist (continued)

Write the Conclusion	- Summarise key points made in various sections of the Handbook and explain their significance. - Move from a detailed to a general level of consideration, referring to the Handbook goals and context provided in the Introduction. - Briefly suggest what aspects of the Handbook need further research or consideration, and mention any limitations of the Handbook in terms of coverage.
Revise Final Draft	- Check overall organisation of the Handbook for: - logical structure and flow of the Introduction; - well structured and meaningful general to specific exploration and discussion of key points in the Body; and - effectiveness of integration and presentation of key findings in the Conclusion. - Review each paragraph of the Handbook for: - each sentence's grammar and structure; - sequencing of ideas within paragraphs; - use of specific examples to support generalisations; - inclusion of summary sentences, where necessary; and - smooth transitions between paragraphs and sections. - Check sentences within paragraphs of the Handbook for: - logical sentence structure; - appropriate word choice; - use of 'third person' impersonal writing style; - professional presentation; and - correct grammar, punctuation and spelling. - Ensure correct in-text referencing in accordance with the ECU Referencing Guide (see Writing Tips section) of published sources referred to in the Handbook, including page citations when direct quotations are included; - Check that the Reference list provides a complete and accurate list of all sources of information referred to in the Handbook, cited in accordance with the ECU Referencing Guide (see Writing Tips section).
Edit / Proof Read	- Set aside the draft Handbook following its preparation to allow for personal reflection. - Proof read the draft Handbook again at a time when you know yourself to be clear-headed and best placed to make corrections. - Have two other people read your Handbook and provide feedback about: - ease of reading (in terms of structure and logical sequence); - impact (in terms of the significance of the points raised); - how well the Handbook addresses requirements; and - accuracy in terms of spelling, grammar, punctuation, referencing; and presentation. - In response to feedback, make final corrections and proof read the Handbook again.
Submit	Submit the Professional Practice Handbook in accordance with instructions shown in Part 6 and the Unit Assessment section of the Introduction to this Study Guide.