

Coach Accreditation Scheme and Executive Coach Accreditation Scheme

Applicant Guide Worked Examples



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Introduction

This Guide contains worked examples for a number of sections of the AC Accreditation application. This document should be read in conjunction with the AC Coach and Executive Coach Accreditation Applicant Guide and the AC Coach and Executive Coach Accreditation Application Form.

The examples in this Guide are just an indication of standards that meet the criteria at certain levels of application. They are designed to give you some ideas as to how to complete certain sections, rather than being prescriptive of the approach required. The AC welcomes individuality in coaching style and approach, and as a result your application may have quite different content to that in the worked examples.

Please ensure that you carefully read and comply with the requirements for each section, as specified in the AC Coach and Executive Coach Accreditation Applicant Guide.



Section 4: Personal Coaching Approach

Worked example:

- The following coaching approach is a 1500 word submission that would meet the requirements of a Professional Executive Coach Application.
- The headings are chosen by the applicant. You may wish to use different headings.
- This applicant has chosen to use some academic references in support of his reflections. This is optional and not essential to the application.

Introduction

I have developed my own coaching philosophy and approach, based on my coach training, education, experience and learning to date, regular CPD, my personal values, ethics and professionalism, and influenced by my business and personal history.

This approach informs and is informed by my on-going coaching practise. It should be viewed as an indicative, rather than all-encompassing approach, however, since I believe the best coaching work is flexible and adapts to ever-changing client needs and preferences.

Definition and Purpose

I share Bluckert's (2006) view of coaching: "...the facilitation of learning and development with the purpose of improving performance and enhancing effective action, goal achievement and personal satisfaction. It invariably involves growth and change, whether that is in perspective, attitude or behaviour."

This definition fits with my 18 year career in work-based learning and people development, and the strategic nature of this learning i.e. that it can and should be used to improve individual and organizational performance. This gives my coaching a hard-soft duality of learning and performance improvement. It is positively framed around my belief in the potential of people to improve and as such is developmental rather than targeted at those considered 'dysfunctional' or solely to correct a performance deficit.

I believe that coaching is a goal- (not content-) orientated process that provides an opportunity to reflect on and learn from experience, to identify goals and to develop skills and strategies for achieving those goals. It follows that individuals are responsible for their own learning and development, and can be helped by me to find their own solutions, in a supportive and structured setting by reflecting on their experience and identifying and building on existing strengths and resources.

Choice and Change

I believe that people have choices in life and therefore coaching can help uncover these choices and provide the thinking time to evaluate these and decide what is best for them. As Coach, my role is to support the individual to understand why they find change difficult and help them through it. I believe all change is self-change i.e. change must come from within and the motivation for any change comes from the individual rather than some external source.

I consider that learning through coaching is an inside-out process rather than vice versa and that the individual is central to any change. I am conscious that awareness of issues may be no guarantee of change but that it is an essential pre-requisite. I often use psychometric tools and external feedback to help raise self-awareness and the need to change.

Listening and questioning skills are a key part of my working style, enabling me not only to be less directive and more consultative, but also to question assumptions and clarify a Coachee's descriptions. I am mindful of the power of listening to a client tell his/her story and that this can help resolve their problems, issues and conflicts without other significant intervention on my part.

Values and Beliefs

My own values and ethics mean I work with integrity and honesty. During a coaching session I work hard to bring my entire self to the session, focussing on the Coachee and the issues that they bring and I expect Coachees to do the same. I take time to remove distractions that might get in the way of being present with the Coachee.

Confidentiality is fundamental to the relationship and forms part of the contracting phase of coaching. I maintain appropriate notes of each session in order to ensure continuity and development for the Coachee.

I am a member of both the AC and the BPS SGCP and actively follow their ethical codes of conduct.

Experience and Education

I agree with Lee's (2003) view that competent coaches possess three core competencies:

- Business-mindedness
- Psychological-mindedness, and
- Relationship development.

I bring a range of experience across these core competencies having worked with individuals, teams and organizations as both a manager and consultant. I have trained in business and psychology and continue to develop my relationship-building competence.



I agree with the BPS's SGCP's definition that "coaching psychology is for enhancing performance in work and personal life domains with normal, non-clinical populations, underpinned by models of coaching grounded in established therapeutic approaches". I use my psychological know-how to extend the range of issues a client can bring to coaching. This widened boundary extends the usefulness of coaching to my clients by increasing the range of issues that can be safely explored.

Drawing on my business-mindedness I adopt a systemic approach to my coaching to avoid focusing too narrowly on the client alone and thereby ignoring the context in which s/he operates and the effect it has. For example, I am aware that organizations have procedures with which I must engage, but I am also clear that it may be these procedures and processes that inhibit the Coachee's progress.

Contracting with a Client and their Organization

With any new coaching session I believe it is important to explain coaching and the flow of the work (process). I therefore spend some time covering the scope and terms as part of the initial set up of the work (contracting phase).

I believe it is essential that as Coach I clearly set out what coaching is (and isn't), and that the Coachee understands the process and respective roles. The Coachee must be prepared to be honest, to work hard to grow, develop and change, and to engage in the crossing of difficult terrain in the pursuit of goals.

Typical Coaching Process, Tools, Techniques and Resources

Contracting with a client organization means that the organization has goals for the coaching process.

I typically use the following high-level coaching process:

1. Agreeing the coaching contract.
2. Discussing what brings the client to coaching and what they want to achieve.
3. Identifying realistic goals and how to measure progress towards them.
4. Exploring and reflecting upon the issues raised in the coaching.
5. Developing detailed strategies and action plans.
6. Reviewing progress and getting feedback on what is working and what might work better.

I use this in an iterative way so some stages may need to be revisited and clarified in order to achieve a full understanding of the issues and potential solutions.



At a macro-level, my coaching is based on the directive school of coaching and I often structure an individual session using the GROW model. This model provides structure to the coaching sessions and focuses on identifying realistic, achievable goals, and developing detailed plans and strategies. I use this for the sake of simplicity, because it is often known to the coachee or is easily teachable to them to enable self-coaching between sessions, but I recognise its limitations, in particular the difficulties of setting detailed goals too early in the work. For this reason, I use Goal setting flexibly.

In practice therefore my model usually looks more like the CIGAR model below:

The GROW model		The CIGAR model
G – Topic and Goals		C – Context
R – Reality		I – Ideal and Detail
O – Options		G – Gaps
W – Wrap-up		A – Actions and Accountability
		R – Review and reinforcement

I sometimes find the problem-focused GROW model negative and limiting, and one that can lead to a sense of stuckness. To move out of this, I switch to a solution-focused coaching style. This approach:

- Seeks to use the coachee’s own previous successes to move him/her forward
- Re-frames the situation i.e. seeks the positive aspects (or least negative aspects) of a situation
- Engages the coachee’s own skills that they already have to take small steps.

These solution-focused techniques prove effective in building upon existing strengths and resources and provide ways of quantifying difficulties and measuring progress.

Styles of Coaching

My practice was liberated after learning about John Heron’s six styles of coaching, which advocates a range of approaches from ‘push’ through to ‘pull’, including the (where appropriate) Informing style. I constantly check the habitualness of my various interventions, asking myself whose interests they are really serving (mine or the client) and ask myself “What does the client need next?” and “How can I be most helpful here?”

Using Self as an Instrument of Change

Drawing on my psychodynamic training, I pay attention to the client and the impact that s/he and the session are having on me, and in this way use this additional source of internal data and thus myself as an instrument of change.

Relationship with the Client

I consider the quality of the relationship between Coach and client to be the most important element in the success of the coaching. The relationship must be one of trust built on mutual respect, honesty and integrity, empathy, and confidentiality. I constantly strive to hone my relationships and relationship-building skills.

Value-added

I believe that much of the progress a client makes takes place in-between sessions. To aide this I frequently offer some additional support e.g. reminding the client of agreed actions, posting an article, and sending an encouraging e-mail.

Contracts and Evaluation

I include the review and evaluation stage of the coaching process in the contract, to allow appropriate review and progression towards the agreed goals and ensure all parties gain maximum value from the coaching.

Measurement of the effectiveness of the coaching is dependent on the issues and dependent on the organization's requirement and is discussed and agreed with the various stakeholders early-on in the relationship.

Conclusions

The above details my coaching approach, which will continue to develop as my coaching skills develop, through increased experience, and as new models and processes are developed.



Section 5: Coaching Case Study

Worked example:

- The following case study is a 1000 word submission that would meet the requirements of an Accredited Executive Coach Application.
- The headings are chosen by the applicant to lead the reader through the process and learnings. You may wish to use different headings.

Introduction

This case study is based on a piece of coaching work undertaken with a Deputy Head of Department for a property care function working within a university. He is a qualified surveyor, managing both technical and non-technical staff. He manages several different functional areas including surveyors, electrical engineers, building contractors, security, catering and other related support services. In the absence of the current Head of Department (HoD) the client also deputises for him. He aspires to the HoD role and wants to be ready for this when it becomes available. He's involved in some building projects of both strategic and financial importance to the organization. He is married with grown-up children and describes himself as a 'family man'.

Initial Contract

Four sessions of 60-80 minutes duration were contracted with the client. All sessions took place in the client's office at a mutually agreed time and date.

Assessment

What came out of my first encounter with the client was that he regularly attends personal development courses and was left wondering whether this was his latest personal development 'fix' and questioning his real commitment to the work. For this reason and to break the apparent pattern of development work being done 'to' him with him being a passive passenger in the process, I chose not to use psychometrics instruments. In discussion, we agreed to keep an open-minded view as to their future use.

Initial Impressions

The client was willing to engage with the exercises and was always prepared for the sessions. I also noted what I interpreted as a high need for recognition, acceptance and a fear of rejection. I experienced the client as a personable and genuine individual with whom I thought I could work. On reflection, I wish I had paid more attention to my initial reaction about his commitment to the work and had thought more fully about a pre-coaching assessment.



Presenting Issues

What emerged from the first session was a range of inter-connected outcomes covering:

- Personal issues - including confidence, raising his profile, networking
- Resourcing issues - around staff shortages, lack of personal and staff capacity
- Working method and work-life balance issues - manifesting itself in limited work role effectiveness and a negative impact on his personal life and marriage.

Coaching Process/My Observations

In the first session, the client chose to explore work-life and related issues, including his personal and time management. A number of practical actions were agreed for him to carry out between sessions.

At the second session, two months later, the client reported good progress on some of the actions and limited progress in other areas. Overall there was reasonable progress which I was keen to consolidate and embed. Also during this session, the personal issues identified above came up again and were explored further. We started to enter much more personal terrain this time.

Two months later, a third session was held. Again progress in practical areas was reported by the client. Issues of confidence and anxiety were raised and explored. I was concerned about his apparent progress on the one hand and lack of tangible commitment to change on the other, so I took the client to supervision, which was helpful.

The fourth session took place several months later. We worked more specifically on what the client would do to influence the outcome of whether to recruit the interim HoD. As a result he had the content to put into a letter to send to the Finance Director. We also worked on his self-limiting beliefs and perceptions as HoD.

Reflecting upon the session, I conclude that there were patterns of behaviour here that surfaced across the sessions. With this awareness I actively tried to break these patterns in this session by trying to remain neutral and thus encouraging the client to make his own decisions.

Although I am aware of the power dynamics between coach and client and had tried not to collude with the client in earlier sessions, I think I may have done unconsciously by directing the coaching process more than may have been necessary at times. I may have fallen into the role of Rescuer (one of my own patterns of behaviour) – something I was keen not to repeat in this session and largely achieved I believe.

This change in intervention from me led to a degree of circling in the session, and an apparent lack of progress. I experienced this as frustrating and with hindsight could have used this felt-experience and me as an instrument of change by sharing this with the client.



On reflection I consider that time exploring the context was time well spent. I recognise that how the client behaved towards me (deferring decisions and acting passively) may reflect how he behaves towards others at work. Although I didn't share this with the client, I feel this is material that could be used to support him in challenging others' perceptions of him in the HoD role and his step-up to it. I wonder if his bosses share my frustrations over the client's hesitant operating style? I didn't see this issue as clearly in session as now.

I was mindful the client appeared to be unable to share his issues with anyone at work due to his leadership role. I was aware of the value to him of being listened to and that he might be able to resolve his problems, issues and conflicts through coaching.

I think at times I got sucked in to the client's story and lost a degree of perspective. His operating style was cognitively based and negative. I was conscious that his sense of hopelessness might drag me into a pattern of 'fixing' things with an urgency to get a result. I tried to reflect back what I had heard him say and ask him questions to make him 'stop and think'. On reflection, I could have made more 'use of self' as a source of data to inform our work.

I was concerned about the client's deferring decisions to me e.g. over the direction of the coaching, and his lack of clarity about what he really wanted, including from the work. I took this to supervision and gained some useful suggestions about managing these issues.

Ending

After the coaching, I contacted the client to enquire about the outcomes. The client felt he had made some progress and that the coaching was useful. It was hard to measure clearly since he could not articulate all of his outcomes. He still awaited the decision to appoint a HoD. We agreed he would decide if and when he wanted further coaching.



Section 6: Coaching Standards and Ethics

Worked example:

- This is an example answer to an ethical dilemmas question, giving an indication of the depth and nature of the content required.

Ethical Dilemma Question

Q Somebody you know, who you have a business relationship with, asks you to coach them.

What issues does this raise for you? What do you do?

A I would in the first instance consider the impact of holding this dual relationship with this person, giving consideration as to how to manage and contain the information shared in each relationship, the effect of the coaching on the 'non-coaching' relationship and vice versa. I would assess whether I thought that the two relationships could co-exist and not damage the coaching.

I would then share these issues and thoughts with the potential coachee, and anyone else that may be involved directly or indirectly in the coaching relationship, and discuss the implications. I would then seek to reach agreement with the other person on the possible impact of the existing relationship on the efficacy and ethics of beginning a coaching relationship.

If we decided that there should not be a coaching relationship between us I would recommend other coaches to the coachee. If we decided that the impact of the coaching relationship on the existing relationship was potentially manageable then I would ensure that we contracted carefully around the two relationships, and reviewed and where necessary renegotiated the contract frequently.

I would ensure that I took this case to supervision on a regular basis to ensure that I was managing the boundaries of this relationship ethically, and with regard to the Global Code of Ethics for Coaches & Mentors.



Section 7: Coach Fitness to Practise

Worked example:

- This example contains part of a recorded coaching session transcript and part of a critical reflection.
- This example is indicative of the requirements of an Accredited Executive Coach.

Recorded Session Transcript and Critical Reflection

Background

This is the fourth of 6-8 sessions contracted for with the client. The background to this coaching work and the client is relevant here because I find him the most challenging of all my clients and so presentationally this is my coaching at its worst! However, I have no other recorded session to use for accreditation purposes and so am taking a leap of faith in using it!

I have recorded verbatim the client's words and my responses and interventions and added my observations in the commentary section. Some of these relate to observations and thoughts 'in the moment', others are my later observations. A fuller analysis of this client is presented in the separate case study being used for accreditation purposes.

The client is a Deputy Head of Department for a property care and works function within a large post-Polytechnic university. He is qualified as a surveyor and manages both technical and non-technical staff. He is married with grown-up children. He aspires to the Head of Department (HoD) role and wants to be ready for this when it becomes available.

The client was interested in coaching and agreed to a series of 1-1 coaching sessions. I felt it a positive starting point that the client wanted to undertake the work and that it was undertaken on a voluntary basis rather than what can sometimes be a forced arrangement if coaching is mandated by line management or HR.

What emerged from the first session was a range of inter-connected issues covering:

- Personal issues such as confidence levels, raising his profile, networking
- Resourcing issues around staff shortages, lack of personal and staff capacity
- Working method and work-life balance issues manifesting itself in limited work role effectiveness and a negative impact on his personal life and marriage.

He chose to spend the time on work-life-balance and related issues for the first session and after exploring his personal and time management, a number of practical actions were agreed for him to carry out between sessions. In the following two sessions the client reported good progress on some of the actions and limited progress in one or two areas. Personal issues, including confidence and anxiety were raised and explored. I was concerned



about his apparent progress on the one hand and lack of tangible commitment to change on the other. I took the client and these issues to supervision, which was helpful.

The session recorded and transcribed below is the fourth session. It took place several months after the third session. It took place in the client’s office at a mutually agreed time and date.

The client agreed to the session being recorded for accreditation purposes. What follows is the first 40 minutes of this session after an initial conversation about the accreditation process and use of a voice recorder. The transcript starts after my asking the client for an update on his position since we last met.

Transcript

Coachee/client (KG)	Coach	Commentary
I recruited an Engineering Services Manager (ESM) who started to take some of the work away from me and dealing with meetings. But although he was taking work away from me he wasn’t solving problems, and I was still being involved and so I gave him a 6m probationary period and other [performance management] things in between and at the end of 12m wanted to extend it by 6m. After 3m I would tell him whether it would be curtains or he would carry on. In the end it had the effect I had expected and he left and so I’m back in the same position.	Yes, yes	I want to encourage him to tell his story
To address my concerns about people’s perceptions of me as Head of Dept [HoD] I realised I am not a good public speaker, not a confident sort of person. I spoke to the Head of learning and Development about getting a mentor, in-house standard course e.g. communications and NLP and in my professional magazine I saw a course regarding sport - golf. When the self-voice tells them they can’t do it and at the end of the day [course] they can hit it [the golf ball] much better because they haven’t got that negative voice, so I proposed that and also some team development and in the meeting my personal development came up for example what would I want from a mentor.		<p>Sudden change in topics. Client is summarising the issues he brought to coaching, which he thought would be helpful for the accreditation process.</p> <p>Self-voice language learned on the NLP course he attended. He appears to know the language to describe his issues but not what to do with it.</p> <p>As the client seemed to take to the NLP course and talked about the negative voice, I wondered if a more cognitive</p>



Coachee/client (KG)	Coach	Commentary
		<p>approach would work well with him.</p> <p>From earlier sessions I recognise the client seeks answers and defers solutions to me. I am conscious of the power dynamic and the role of both coach and client. I was keen not to collude with the client but was left wondering, given my concerns about his real commitment to change, whether a mentor might be more appropriate. I made a mental note to explore this if he pursued this possibility.</p>
<p>HoD perceptions. Gordon, my boss, handed in his notice, retiring in November 2007 and so all this is happening at the same time. He's leaving before I've had time to prepare myself, so I think I might have missed the boat there with regard to his job – wait and see what happens.</p>	<p>Okay</p>	<p>Again a sudden change in topics. Client is summarising the issues he brought to coaching, which he thought would be helpful for the accreditation process.</p> <p>Mixed messages about the need for action then inaction. This apparent passivity could underlie his lack of confidence.</p>
	<p>So what's likely to happen then do you think?</p>	<p>I'm trying to encourage him to open up, gauge what he thinks will happen and see if he realises there's a gap between what might/could happen and what he wants to happen. I'm trying to say as little as possible here because it's early in the session, I want him to open up and also keep the responsibility with him while he's talking so he retains ownership of the issue.</p>
<p>I have spoken to his boss to find out what's happening and I think they might be bringing</p>		

Coachee/client (KG)	Coach	Commentary
<p>someone in as an interim. Keep that to yourself as no-one knows.</p>	<p>Okay</p> <p>Sure</p>	
<p>Which is a bit of a disappointment really. I have spoken to HoD about it as it really took the wind out of my sails and I'm thinking whether to write to him and say to him I was stunned by his comment, disappointed and thinking about what I'd like to happen but I'm snowed under with other things and it's difficult to detach myself to think about what I really want out of it and so this is something I've got to do.</p>		<p>Mindful of Nancy Kline's work I wondered about intervening at this point to ask whether he wanted to use our time together to do this thinking but as he continued by saying it was something he recognised he needed to do, I was glad I stayed silent.</p> <p>Detaching himself is another form of getting tied up in unnecessary work – a return to the personal organization and effectiveness issues we had worked on in session 1. I wondered whether early progress made had slipped with the outgoing replacement ESM.</p> <p>I think I could have been a little more person-centred here by showing more empathy with the client over this.</p>
<p>I should have done it by now but I'm finding I can't clear space in my diary to address these higher level things, which unfortunately will affect my future because if I don't do it I'll have to accept what happens. But making time to think about what it is.</p>		<p>His issue could be organization but could equally be a lack of people resource in his team and him being overloaded. He recognises that decisions or no decisions will have a longer term effect creating a positive climate for action, which is good.</p>
<p>There could be talk of a re-organization but that might mean someone of a higher level replacing my boss. I'm not sure if that's what I want, it might be too much.</p>		<p>I sensed we had hit upon the core issue but the client, perhaps projecting his anxiety, feels the need to tell me all the details. I continue listening</p>

Coachee/client (KG)	Coach	Commentary
		<p>to gain further info as part of the wider context.</p> <p>Lack of confidence showing here?</p>
<p>My team, the FM team, Securities – I'm happy with that, that's what I need to think about over the weekend is getting something over to Mike [the HoD's boss – the Finance Director and a main board member] and if I really want that, then if I do I need to push and say please don't employ an interim, let me do it, get some help to look at the structure if you want.</p>	<p>Yes</p>	<p>Trying to encourage the recognition</p>
<p>To backtrack a bit, I think I'm not perceived as being a HoD and so people probably formed their own opinions no matter what I say, won't actually change anything.</p>		<p>Backtracking happens often with this client making it difficult sometimes to keep track let alone on track! Part of the joy of coaching!</p> <p>Trying to suspend my judgement here and stay neutral</p>
	<p>Okay, a useful update.</p> <p>So, some short-term improvements following the recruitment of the ESM but a bit of a choppy period with you performance managing him, resulting in him leaving. So in some ways you're back to square one in terms of workload and work-life balance and those we issues talked before. There seems to be two areas we could work on: work-life balance and continue doing work there or the other one with the starting point</p>	<p>I decided to intervene here because the tone changed from a 'change is here and happening and I need to do something about it' to 'whatever I do won't make a difference'.</p>



Coachee/client (KG)	Coach	Commentary
	<p>working on your perceptions of you as HoD. I guess especially now as with the immediacy of this with him having announced his retirement. These seem to be 2 broad possibilities I am wondering from your point of view what would be... where would you want to spend your time today?</p>	<p>I am conscious of doing too much talking and wanted to maintain the balance of conversation with the client.</p>
<p>I think, as I say, if I'm going to do anything about this interim and permanent arrangement, I've got to do it now otherwise I'll miss the boat. So maybe that'd be the area and a bit of advice there might help me, but I've got to do something. I was hoping to do something before today... so now I have to do something over the weekend because if I don't get something early next week this person will have been appointed and it'll be too late for me to have any influence over it.</p>	<p>Yes</p>	<p>Repeats</p> <p>Agree with client and reinforcing his view</p>
<p>Does that sound an area... do you think...</p>	<p>Yes, yes. So, from what you've said Keith it would seem as if you want to work on is how to influence the current HoD to take up that role. Is that it?</p>	<p>I feel he's trying to pass the decision to me and collude with him on this this time. I felt impatience here and try not to show it.</p> <p>Crystallising the issue</p>
<p>It's not him; it's his boss really, because he's not really being consulted. He and I have talked about this...</p>		<p>Conversation continues about detail of re-structuring</p>
<p>What I was thinking was "Do I want to; should I try and persuade him not to bring in the interim in the short-term and leave that to me while carrying out the review...?"</p>		<p>I use silence to encourage him to answer his own question.</p>

Coachee/client (KG)	Coach	Commentary
One concern I have with the structure is that there's no more me there. So that is that risk that I have – a personal as well as professional interest.	Yes	
What I did think about doing was asking what's prised in place of the interim manager and try to tease out the issues that I need to address in other words, don't worry I can do something.		
Note: This example is designed to be illustrative of the kind of transcript required. It would continue from here, covering the full 40 minutes...		

Post-session Outcome

This coaching conversation continued and we worked more specifically on what Keith would do to influence the outcome of whether to recruit the interim HoD. As a result Keith had the content to put into a letter to send to the main board Finance Director. We also did some work on his self-limiting beliefs and perceptions as HoD.

We agreed to 'park' the coaching here and resurrect it if the client wished, depending on the outcome of the decision to appoint an interim. I ensured that this was the client's decision and we parted in a way that left the opportunity for further support around the decision (I anticipated that the outcome would be that Keith would not be appointed or given the chance to act up as HoD, and recognised he might need some coaching to support him in this.)

Following the coaching I contacted Keith to enquire about the outcome. Keith's e-mail reply was:

"There is going to be a review, and an interim manager is being brought in. I don't know what their remit will be. The review may recommend a higher post with wider remit; informal feedback is that I would not get that post, but I am not really disappointed. I'll keep you briefed."

My suspicion that Keith felt he ought to apply for the HoD job but wasn't fully committed to it seems to be borne out in his stated comparative lack of disappointment.

My Reflections on this Session

Note: This example is designed to be illustrative of the kind of content required. It is only 400 words long. In practice an Accredited Executive Coach application would require a 1000 word critical reflection.

Having had the opportunity to reflect upon the session, I conclude that there were patterns of behaviour here that had surfaced in previous sessions. With this awareness I actively tried to break these patterns in this session by trying to remain neutral and thus encouraging the client to make his own decisions.

Although I am aware of the power dynamics between coach and client and had tried not to collude with the client in earlier sessions, I think I may have done this by unconsciously by directing the coaching process more than may have been necessary. In so doing I may have fallen into the role of Rescuer (one of my own patterns of behaviour) – something I was keen not to repeat in this session and largely achieved I believe.

This change in intervention style from me led to a degree of circling in the session, with the client stating his views several times and an apparent lack of progress in terms of moving the work forward. I experienced this as frustrating at the time and with hindsight could have used this felt-experience and me as an instrument of change by sharing this with the client during the session.

On reflection I consider that this time exploring the context was time worth spending and the change in style may pay dividends in any future sessions, in particular if I share my feelings with the client in session.

I recognise that there were some possible parallel processes between how the client behaved towards me in the session (defers decisions and acts passively) and how he probably behaves towards others (especially superiors) at work. Although I didn't feel it necessary to share this with the client in this session, I feel this is material that could be used to support the client in challenging others perceptions of him in the Head of department role and his step-up to it. For example, I wonder if his bosses share my frustrations over Keith's hesitant operating style? I didn't possess sufficient awareness to see this issue as clearly in session as now.

Overall, I am conscious that this session doesn't represent my best 'work'. I was pleased that I had used learning from earlier sessions with the client to inform this one in terms of my interactions with him and I think here and into the future this will pay dividends in our work and in my general coaching competency.



Section 10: Coach CPD

Worked example:

This is an example CPD log for the **most recent 12 months** for a Master Coach or Master Executive Coach application

Type of CPD Activity	Description of CPD Activity <i>For past three years – see Applicant Guide</i>	Reflections on CPD activity, and learning gained <i>Most recent 12 months CPD only</i>	Input-oriented CPD hours	Output-oriented CPD hours
0-12 months pre-application				
Attendance at conferences.	AC “Going Global 2010” conference, 11-12 March 2010, London.	I enjoyed the conference, meeting others interested in coaching and participating in the development and growth of this emerging field. I took on board new ways of communicating from X workshop presented by XX. I contributed to a discussion on ethical boundaries with my peers. I also enjoyed my choice of master class (supervision) as this made me question my approach to coaching, which I subsequently went on to develop e.g. while reflecting on this formally as part of application for AC accreditation. I now have a revised personal coaching approach, which reflects my practice more accurately and feels more congruent.	16	
	XXX Course on DD/MM/YY presented by XXX.	This course touched on one of my main interests and gave me lots of information that I can use to support my coaching work by incorporating X, Y and Z. This will help by enabling me to bring A,B,C into my practice.	8	
Developing and delivering coaching related workshops	Co-delivery of Coaching skills for Managers Workshop, 16-18 March, at X Location. 4 hours preparation and 20 hours delivery (Friday afternoon - Sunday afternoon) with AN Other Coach.	I enjoy this work and it constantly reminds me of the power and benefits of coaching and how managers, unfamiliar with coaching, can acquire and use these skills effectively after a short period of time. It also helps me keep my skills fresh.		24

Reading Coaching Books	Reading Peltier, B (2001): <i>The psychology of coaching – theory and application</i> , Brunner-Routledge	As one of the early works that looked at the links between psychology and coaching, I found Peltier’s book of real interest. I found, however, that it left many gaps for me in terms of how to apply some of the theoretical concepts in it. I wonder if the release of the 2nd edition recently has filled this gap. I took the theoretical knowledge I had gained to supervision, which helped me embed it into my everyday practice.	6	
Publishing Articles in Journals and Books	Writing chapter on XYZ for forthcoming AC book	Through having met the Book Editor at an AC conference, I was invited to deliver a guest lecture on a University’s Master’s programme in Coaching. In turn, this led to me being asked to write a chapter for next AC book. I enjoyed this experience and have since written and published other articles in the coach press to help spread this knowledge to others.		12
Total Hours CPD for 12-month period			30	36

Section 11: Coach Self-Assessment & Professional Development Plan

Worked example:

This part-complete example is for a Coach Accreditation application

AC Coaching Competency	Self-rating (1-5)	Areas Identified for Coaching Development	Actions to Meet Coaching Development Need. Priority (H/M/L) and Planned Date/Timescale for Activity.
Coaching Competencies for All Coaches			
1. Meeting ethical, legal and professional guidelines	5	A couple of recent clients have led me to reconsider whether I should have contracted with them as they have a number of personal issues which may need therapy. I am concerned as to whether my initial assessment and contracting was robust enough.	I am going to review these clients and my approach to contracting around these boundary issues in coaching supervision. I also plan to read the AC book, Supervision in Coaching, which has chapters on Ethics. (L)
2. Establishing the coaching agreement and outcomes	5	A couple of recent clients have led me to reconsider whether I should have contracted with them as they have a number of personal issues which may need therapy. I am concerned as to whether my initial assessment and contracting was robust enough.	I am going to review these clients and my approach to contracting around these boundary issues in coaching supervision. I also plan to read the AC book, Supervision in Coaching, which has chapters on Ethics. (L)
3. Establishing a trust-based relationship with the client	2	I constantly seek feedback relating to my own improvement and development as a coach. As well as formal organizational evaluation, I also build in formal and informal evaluation mechanisms into my coaching sessions. This	I have found that clients do 'move forward' when I coach them, so interventions are effective in the main. I am sometimes less certain of the connection between specific coaching interventions and their impact on the

		allows me to monitor progress towards helping the client achieve his/her goals.	client and am using further client feedback to inform and improve this understanding and thus effectiveness. This is a High priority area for me – and my clients – and I have started seeking this additional feedback with clients already. (H)
4. Managing self and maintaining coaching presence	3	I understand and care for the development and personal growth of my coaching clients. This can be observed through a strongly supportive style. I am able to be empathic and compassionate while being strong and focused when people tell me about difficult aspects of their lives. I am able to challenge in a sensitive but focused and specific way and am continuing to develop my competence in this finely balanced area.	While I can establish an “effective empathetic connection with the client” I think there is room for improvement in my theoretical “understanding of relationship dynamics”. This is a high priority and I have brought this issue to supervision already. I am seeking formal and informal client feedback specifically on this and am re-contracting with all my current coaching clients to gain their agreement and help in this. An area for development is my formal underpinning knowledge of relationships and how I could use this knowledge to help the coaching process be even more effective. This is a Medium priority and I have sought recommendations on relevant resources and have bought two books that I will read over the next 3 months. (H)
5. Communicating effectively		<i>This form has only been part completed – all sections would be complete in your application.</i>	
6. Raising awareness and insight			
7. Designing strategies and actions			
8. Maintaining forward momentum and evaluation			

9. Undertaking continuous coach development			
Additional Competencies for Executive Coaches			
10. Working within the organisational context			
11. Comprehending leadership issues			
12. Working in partnership with the organisation			

Key:

1 = Significant development needed

2 = Some further development needed

3 = Developed – scope for further development

4 = Very developed

5 = Highly developed – may be a significant strength