

**Do you want to help
other people to be
autonomous, resilient,
solutions-focused and
curious?**



1. What is coaching?

- ❖ Coaching involves facilitating the development, learning and enhanced performance of another person. It is about: ‘helping them to learn rather than telling them what to do.’ (Whitmore, 2009)
- ❖ Coaching promotes critical and creative thinking, and curiosity
- ❖ Coaching is a valuable, evidence-based mindset and set of skills and behaviours for teachers, managers and staff to deploy, where innovation, collaboration, self-direction, autonomy and problem solving are sought

2. What are benefits of coaching for individuals and organisations?

There is a plethora of ¹research into the positive impact of coaching and mentoring for individuals and organisations. The return on investment (ROI) that coaching and mentoring can deliver includes things like:

- ★ Empowering individuals to solve problems, be solution-focused, resilient and take responsibility for their own actions
- ★ Increasing staff and student engagement through feeling valued, consulted, listened to and having an active part in personal and team decisions
- ★ Supporting individual and organisational adaptability to change and uncertainty
- ★ Identifying and developing high potential employees
- ★ Demonstrating organisational commitment to human resource development

¹ Gallup Organisation (2014) *The Impact of Coaching on Academic Success*

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3. About Bob Craig (trainer, coach, assessor, supervisor)

Bob Craig Coaching and Leadership is an approved ILM centre (no. 007767) and is part of [Bob Craig Learning and Development Ltd](#) (BCLD), who have been delivering coaching qualifications since 2011. As well as cohorts in schools and colleges (in the UK, UAE and other countries), Bob has delivered [accredited qualifications](#) in diverse organisations such as the MoD, BUPA and the AA.

Bob has delivered more than ten cohorts of the '[ILM Level 5 Certificate in Effective Coaching and Mentoring](#)' (8588-21) for teachers, pastoral tutors, advanced practitioners, curriculum and business support managers, and more than five cohorts of the '[ILM Level 7 Certificate for Executive and Senior level Coaches and Mentors](#)' (8589-21) for senior leaders in schools and colleges.

4. The assignments for both qualifications

As a top-level overview, the Level 5 and Level 7 qualifications have 3 assignments:

i. Understand coaching and mentoring:

a 5,000 to 7,000 word assignment focusing on things like what is coaching, what is the business case for coaching in organisations, what are the skills, knowledge and behaviours of an effective coach, how do you measure impact

ii. Undertake coaching:

Coach three different people (around 7 hrs each) for 20hrs in total. Complete a reflective diary (what went well, even better, key learning)

iii. Reflect on your abilities as a coach or mentor: complete an evidence-based self-assessment of own coaching skills; write an action plan for ongoing development

5. Examples of course content and skills development for both courses

Topic	Description
Coaching's alignment with teaching, learning and assessment	- Long term learning: small steps and incremental improvement, progress not perfection, retrieval and refinement, engagement and motivation - Critical thinking: is what I am thinking, reading, watching, hearing or learning valid, up to date, biased, the whole picture - Cognitive load: stop, reflect, connect; plan, do, review - Metacognition: what's expected of me? what do I know now? what skills do I need? how will I know when I am making progress? who can help? what have I learned?

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Coaching skills	- Well-formed questions: probing, clarifying, evidence-checking, hypothetical, intent, implementation, impact questions - Active Listening: e.g., summarising and paraphrasing - Less effective listening styles: mind-reader, filterer, over-identifying, rehearser, confirmation bias
Coaching models and behaviours	1:2:1 coaching: e.g. T-GROW, OSKAR, CLEAR - Group Coaching: e.g. Stop-Start-Continue, OSCAR, Solution Circle
Schools of coaching	- Solution Focused Coaching - Cognitive Behavioural Coaching - Narrative Coaching
Trust, rapport and commitment	- Contracting: confidentiality, disclosure and clarifying mutual roles and expectations in coaching contexts - Trust: capability trust, dealing with ambiguity, sharing, authenticity, constructive challenge, empathy
Topic	Description
The role of coaching in education	What does the evidence say about the relationship between coaching and: engagement, performance, motivation, retention, achievement, wellbeing (for staff as well as students)
Cultivating curiosity	How to use coaching to activate and cultivate curiosity for learning, life, self-leadership and inclusion
Procrastination (our own and other people)	- Recognising the reasons for and 'pay-offs' of procrastination - Using coaching to overcome procrastination - From good intentions to conviction, commitment and action
Vulnerability	Exploring the role of vulnerability, acceptance and emotional paradoxes in coaching
Self-leadership and self-coaching	- Self-coaching: constructive self-talk; proportional, rational thinking; tuning down your inner critic; imposter syndrome - Managing your own wellbeing: incl. resilience, coping and self-care strategies, boundaries, work/life balance - Disrupting yourself: deliberate practice; comfort zones, internal honesty - Unconscious bias: confirmation bias, negativity bias, outcome bias, status quo bias, myside bias, bandwagon bias - Thinking and decision making: catastrophising; black and white (unnuanced) thinking; divergent thinking, creativity - Emotional intelligence: what is it, why does it matter, how can coaching develop it, in self and others
Coaching to support	VUCA: volatile, uncertain, complex, ambiguous

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change, transitions and VUCA contexts	• Coaching to support changing situations: no plan survives first contact; flexibility and adaptability • Coaching to support transitions: shock, disbelief, denial, uncertainty, acceptance, experimentation, renewal
Coaching and line management	• Generation issues: incl. work ethics, ambition, aspiration, digital generation, menopause, retirement • Working with different personality types: e.g., introverts and extroverts; people pleasures; narcissists; crash and burners; high, middle and under performers • Messy leadership: incl. emotional challenges, paradoxes and compromises; risk; uncertainty and ambiguity • Assertiveness: coaching to support assertiveness; clarity of expectations and win-win outcomes • Conducting challenging conversations • Problem solving orientation: incl. diversity vs groupthink; feedback loops; ambiguity and paradoxes; tame, wicked and critical problems; solution focused coaching • Bridges and Walls: how to build, maintain and rebuild bridges and how to demolish, accept or navigate around walls

6. What are the costs?

Candidates will be invoiced for £900 (L5) or £1000 (L7), following the six session course via [Infinite Learning](#)

The fee covers:

- Enrolment fees with the ILM
- Certification fees once the course ²assignments have been completed
- Four and a half days of training input, (online, via Zoom)
- Two optional Saturday morning sessions for catch-up/consolidation
- Up to six 1:2:1 assignment tutorials, to support with ³writing the assignments
- Tutorials to support coaching (e.g., supervision)
- Access to a Google Drive folder with lots of information and resources relating to coaching and mentoring
- All administration costs (e.g., Internal Quality Assurance costs, enrolment and certification admin, postage of certificates, any other cost)

² There are three written assignments for both the Level 5 and the Level 7 course: (i) Unit 500 / 700 – a 5,000 word essay exploring things like the business case for coaching and the knowledge and skills required to be a coach; (ii) Unit 501 / 701 – a reflective coaching diary and other tasks and documents, based on coaching 3 different people; (iii) Unit 503 / 703 – a self-assessment of your skills, knowledge and behaviours, an action plan for your ongoing development, and other tasks

³ It's not compulsory to have a Level 2 qualification in English (e.g., GCSE English Language grade 4 and above, or C and above) but it is essential that the candidate's written English is at that level because there are three written assignments. Bob was an English teacher and can provide support but he reserves the right to decline someone's request to do the course, if their written literacy level is clearly below GCSE grade 4.