

Coaching at Work

“Train to Gain”

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In part one of our two-part special report on coach training, **Liz Hall** examines the overall trends in coach education and development. What's on offer and where can you go to get it in a growing and often confusing market? The answers are here.

TRAIN TO GAIN

BAREFOOT COACHING
HENLEY BUSINESS SCHOOL
CIPD

STARRI-COACH
CONSULTING ACADEMY
MANCHESTER UNIVERSITY
BUSKY-PB COACHING
BL
ACA
EXECU
TAVI
COACH ACADEMY
FUTURE
MANAGEMENT
PERFORMANCE
CONSULTANTS
COACHING DEVELOPMENT
SHEFFIELD
HALLAM UNIVERSITY

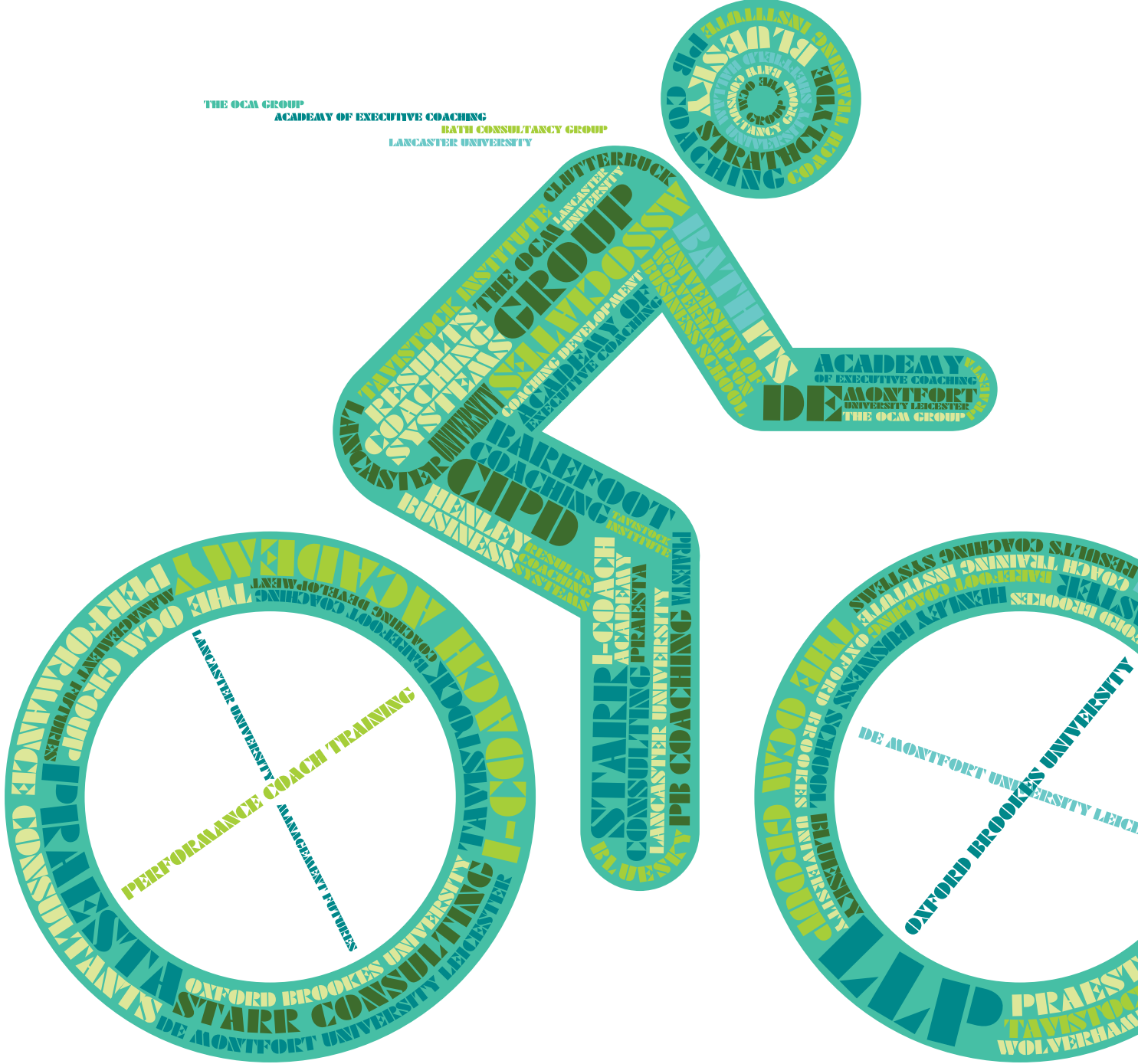
If the sense of overwhelm I felt in researching this article is anything to go by, heaven help buyers of coach training. The sheer amount of coaching programmes on offer in the UK is staggering – type “coach training UK” into Google and it generates 8,700,000 pages alone.

Business coach training provider Meyler Campbell's 2009 *Business of Coaching* survey studied almost 500 coaches. From this it identified 311 different coach training providers, compared with only 47 the

previous year, based on interviews with 125 respondents.

So what's been happening? As coaching has taken off, the market has been flooded by new suppliers, while longer standing providers have added to their suite of programmes. It's a minefield.

Kim Morgan of Barefoot Coaching, which has led university-accredited coach training since 2001, says that as she wandered about the exhibition hall at the 2008 CIPD HRD conference she was “swamped



organisations in the public and private sectors.

“We’re seeing this split quite clearly into two different things: internal formally qualified coaches working towards accredited qualifications with subsequent commitment to ongoing development, supervision and practice as part of their contribution to the organisation.

“The other area is the increased focus on supporting managers and developing their leadership style along a coach mentoring style. Evidence-based research is informing us that the core

competencies are those of coaching and mentoring. Therefore, there is the growth of a range of qualifications that support people towards appropriate level of expertise.”

Building internal capability is a cost-effective way of training coaches, he notes. Once the organisation has a cadre of internal coaches in place, they can contribute to the development of other coaches and help develop a coaching style.

Alan Ward, director of coach education provider, Performance Consultants says: “There is higher

demand for ‘introductory’ level training as coaching is seen as an easy option for new career moves. The highest demand is for manager-as-coach training and in the past 12 to 18 months we’ve seen more training for internal coaches.”

Training providers have responded to increased demands by building their capacity to help organisations develop in-house programmes and by offering manager-as-coach training programmes such as that launched recently by Management Futures – *Developing the Talent: Coaching Skills for Managers*. Increasingly, such

Some of the main coach training providers

- Academy of Executive Coaching*: www.aeec.com
- Ashridge Centre for Coaching*: www.ashridge.org.uk
- Bath Consultancy Group: www.bathconsultancygroup.com
- Barefoot Coaching: www.barefootcoaching.co.uk
- Bluesky: www.blue-sky.co.uk
- Centre for Coaching*: www.centreforcoaching.com
- Chartered Institute of Personnel and Development*: www.cipd.co.uk
- Clutterbuck Associates: www.clutterbuckassociates.co.uk
- De Montfort University Leicester: www.dmu.ac.uk
- The Coaching Academy: www.the-coaching-academy.com
- Coaching Development: www.coachingdevelopment.com
- Coach Training Institute: www.coaching-courses.com
- Henley Business School*: www.henley.reading.ac.uk
- i-coach academy*: www.i-coachacademy.com
- ITS (NLP training): www.itsnlp.com
- Lancaster University: www.lums.lancs.ac.uk
- Management Futures: www.managementfutures.co.uk
- The OCM Group*: www.theocm.co.uk
- Oxford Brookes University*: www.brookes.ac.uk
- PB Coaching*: www.pbcoaching.com
- PDF/Middlesex University: www.mdx.ac.uk/wbl/partners/pdf.asp
- Performance Coach Training*: www.performancecoachtraining.com
- Performance Consultants*: www.performanceconsultants.co.uk
- Performance Consultants International*: www.performanceconsultants.com
- Praesta Partners LLP*: www.praesta.com
- Results Coaching Systems: www.resultscoachingsystems.co.uk
- The School of Coaching: www.theschoolofcoaching.com
- Sheffield Hallam University*: www.shu.ac.uk
- Starr Consulting*: www.starrconsulting.co.uk
- Strathclyde University*: www.strath.ac.uk
- Tavistock Institute*: www.tavinstitute.org
- University of Wolverhampton Business School*: www.wlv.ac.uk

Eighteen providers took part in *Coaching at Work's* survey on coach training. Interviews were carried out with respondents, students and other providers. The list is not definitive.
* *Survey participants*

want it for seems to be changing. For example, they want the skills to help them manage change, including the 'we're putting you on notice of redundancy' type of conversations."

Wilson says managers increasingly want to know how to combine coaching with directive leadership.

Tiffany Gaskell, executive director of Performance Consultants International, reports that in a recent survey conducted in-house for one of its clients which rolled out management coach training, 100 per cent said that the coaching skills will have a positive impact on their daily work, helping them build partnerships, empower others and delegate more. At the end of the programme, 97 per cent were very committed to using coaching in their daily work.

"Over the years we have seen coaching emerge as the practical skill that managers require to create high performance in organisations. This sits well in

“Coaching has emerged as the practical skill managers require to create high performance in organisations”

programmes lead to further development if students later desire.

Carol Wilson, managing director of Performance Coach Training, adds: "Over the past year we have received more requests for advanced coaching skills to further the learning of managers who have received foundation training."

Those attending Management Future's programme, for example, can enrol for study on an Institute of Leadership and Management (ILM) certificate or diploma programme endorsed by the EMCC.

Starr Consulting, which delivers manager-coach training, is seeing a

rise in demand. It is working with companies such as Electro-components and John Lewis Partnership to roll out accredited manager-coach programmes in-house. "It's still the only accredited course I know that targets coaching skills directly at the management/leadership role, as opposed to personal or executive coaching," says managing director, Julie Starr.

Discernment in buyers

Starr has noticed a shift in what organisations want in their coach training for managers: "What they

wider organisational transformation so that, when coaching is introduced in this context, a real step change and rebirth can occur," she says.

Increased rigour

"In the UK, we're ahead of other countries. I think rigour is an issue so proper benchmarking is very important," says Erik de Haan of the Ashridge Centre for Coaching.

De Haan points out that university-accredited programmes, such as those at Ashridge or Sheffield Hallam University, are perhaps more likely

to be rigorous as “the universities give us a hard time because they are policing our programmes”.

Standards and accreditation

The demand for accreditation has seen more standardisation in the type of learning activities required, such as supervision, coaching hours, journaling and applied learning, points out i-coach academy’s Horner.

Ward predicts there will be more standardisation of output levels and increased differentiation between coaching skills training and “professional” coach training.

Some organisations are taking it upon themselves to set standards, including employers such as the BBC and Praesta. The latter, through its International Standards Committee, is currently developing standards of training and development for its 85 or so coaches.

“There is increasing alignment on the view that who you are is how you coach, so there is more work on the coach, their self-awareness, reflexivity and so on as opposed to tools and techniques,” says Horner.

There is more psychological depth in many programmes too.

Who are the accrediting bodies?

The UK’s main accrediting bodies include Middlesex University, the EMCC, the International Coach Federation (ICF) and the Institute of Leadership and Management (ILM).

The ILM claims to be “the only awarding body to provide qualifications aimed at developing the coaching/mentoring ability of managers and training professionals, with the opportunity to progress to a professional qualification in coaching and mentoring if desired”.

The ILM awards at three levels:

- Level 3 Award in Workplace Coaching for Team Leaders and First Line Managers, which can be converted to ILM Level 3 Certificate for Professional Workplace Coaches
- Level 5 Certificate in Coaching and Mentoring in Management, which can be converted into the Diploma for Professional Management Coaches and Mentors
- Level 7 Certificate in Executive Coaching and Leadership Mentoring, which can be converted to the Diploma for Professional Executive Coaches and Leadership Mentors.

Meanwhile, in the UK, eight organisations offer ICF-accredited coach training programmes (ACTPs). The ICF estimates that more than 1,000 people have completed these programmes in the past year. An ACTP programme gives individuals a much simpler administrative process for gaining their ICF credential.

The EMCC has already launched its EQA, an award for coach training providers.

There are four categories: Foundation, Intermediate, Practitioner and Master, giving awards equivalent to levels 3 and 4 and 5 NVQs (undergraduate degree) and to postgraduate certificates, diplomas and master’s degree. It is currently working on an award for individuals.

“We put the EQA in place to enable people to have some level of confidence that a core programme of studies was going to be fit for purpose. At the heart of this is the understanding that coaching is a practical skill and people need to be confident and competent to practise at the level at which they’re working and they’re going to have to provide evidence of that. Training organisations have to respond to that but also work with cost-effective ways of delivering,” says Hurley.

Meanwhile, some providers offer courses recognised by the AC. Recognised course status is based on applications demonstrating that the applicant member of the AC meets the agreed training criteria.

The AC is launching a new tiered company-friendly executive coach accreditation scheme in January. It will be aligned with its existing scheme but will take into account the growing demand for coaches with business acumen.

For more information about the EMCC’s EQAs go to: www.emccouncil.org/fileadmin/documents/countries/eu/EMCC_EQA_competences.pdf

“Coach training programmes increasingly pay attention to the fact that we all operate as part of a system”

“There is a lot of psychological underpinning, with an emphasis on coaches needing to be ‘psychologically minded’, not necessarily psychologists at all,” says Patricia Bossons, director of Henley Coaching Services at Henley Business School, which has added depth in psychological understanding to its programme content and approach.

Sheffield Hallam University has also underpinned its

programmes with more on psychology and leadership.

Team coaching

What constitutes team coaching? Although there is still confusion in the market, there is increasing recognition that coaching teams is different from coaching individuals and we are beginning to see training offerings reflecting this.

This month (November), for example, the AoEC and Bath

Consultancy launch a 12-month modular team coach training programme. The AoEC’s CEO John Leary-Joyce says: “The aim is to map out the fundamental principles of team coaching and identify the key skills required of a team coach. By the end of the year we expect to have a number of articles and frameworks to offer the profession.”

Professional training

There has been a steady growth in the number of courses in coach supervision, including from Oxford Brookes University and PB Coaching.

The content of coach training programmes increasingly pays

LLP
RESULTS
COACHING
SYSTEMS

THE
OCCAM
GROUP

LLP
HENLEY
BUSINESS
SCHOOL

HENLEY
STARR
CONSULTING
ITS



ASSOCIATES CENTRE FOR COACHING I-COACH ACADEMY

HENLEY BUSINESS SCHOOL BAREFOOT COACHING AC

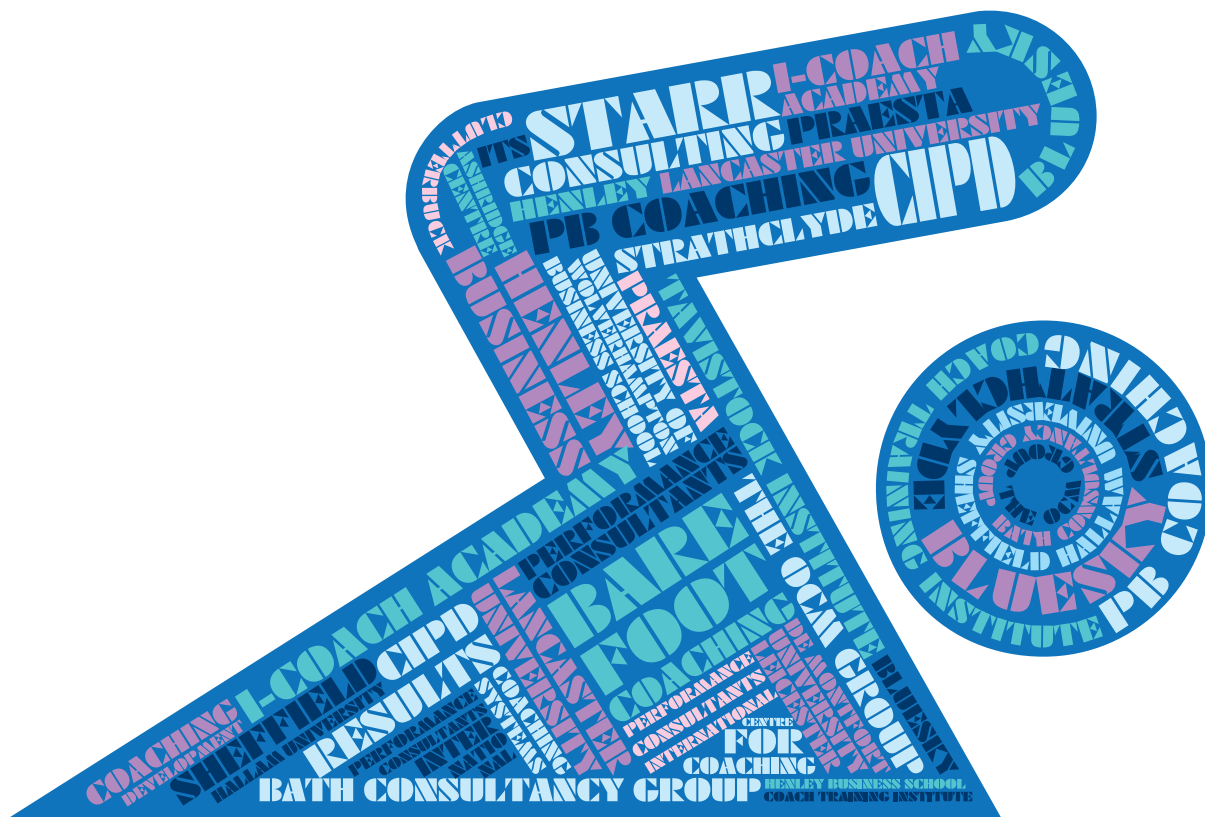
attention to the fact that we all operate as part of a system. The i-coach academy, for example, expects its postgraduate certificate and masters students to have a thorough grasp of systemic thinking and to have thought about how it relates to their coaching practice.

At the professional review stage, when students demonstrate and talk about their coaching frameworks, they are expected to show they are thinking about the wider system – and will be marked down for not doing so.

Such increased emphasis on coaching making a difference is reflected in the development of

courses with this in mind. In February 2010, for example, Performance Consultants International is launching a ‘Coaching for Transformation’ course for advanced coaches. “It will build a bridge between coaching and organisational transformation work as we really see coaches playing an important role as the midwives of the organisational transformation movement that is currently underway,” says Gaskell.

More providers are adding a business focus to their programmes. Henley, for example, increasingly emphasises the practical applications of coaching in a business context.



Starr of Starr Consulting and author of *The Coach's Manual* and *Brilliant Coaching*, says: "Coach training has become more and more focused on making a real difference to business within its normal operating frameworks, for example, positioning coach training as a way of supporting the performance management framework, or a particular change initiative."

While there is heightened interest in keeping things simple and relevant in coach training, there is also more activity at the academic end of the spectrum. "We are seeing a move towards coaching programmes becoming more academic as more universities become involved in running or

accrediting training courses. This focus is not for everyone, however," says Stephen Palmer, founder director of the Centre for Coaching.

Gaskell adds: "Coach training can be too academic, not practical enough, not allow enough practice and participants can receive little or no supervision. If coach training gets the balance right, it will turn out inspiring and life-changing coaches who will really make a difference. I think the emphasis has to be on learning a new way of being rather than learning a new way of doing."

Performance Consultants plans to include more assessment of the practical application of coaching skills in next year's programmes. Ward says it is discussing with the

University of Portsmouth the inclusion of a pass/fail element to its academic award based on practical coaching assessment in addition to its existing rigorous assessment of case study and research projects.

The AoEC has tweaked the delivery of its foundation and intermediate programmes in response to demand for a more robust structure. "The content was good and robust but people wanted to see whole programmes linked together more. We're finding they want to follow a tested yellow brick path."

Self-directed learning

There is also a growing emphasis on self-directed learning and the

Impact of the downturn

How has the recession affected coach training? There were mixed responses from providers.

Ashridge Centre for Coaching, Sheffield Hallam University (SHU) and Performance Coach Training report an increased demand. Others report a dip, although some are now seeing demand pick up again.

Unsurprisingly, corporate funding has dropped off in some cases, offset by individuals investing in coach development. "Big corporates have cut training and marketing and we have seen a slight drop in numbers but the flip side is that people are using redundancy money to fund training for themselves," says Sue Pegg, director of Open Programmes at the AoEC.

Tiffany Gaskell, executive director of Performance Consultants International (PCI) says: "At the beginning of this year, demand from organisations came to a standstill as everyone waited to see what would happen. Things picked up again in June and demand has never been stronger."

Henley Business School has noticed a slowing down of the in-house corporate manager-as-coach training but an increase in senior managers attending open programmes with a view to making coaching part of a new career.

Alan Ward of Performance Consultants says: "As expected, corporate sponsored programmes for manager-as-coach type

training has declined during the past 18 months, although interest is picking up again as L&D professionals recognise the benefit of coaching in the workplace during tough times and budgets are beginning to become available again."

Carol Wilson, managing director of Performance Coach Training, says: "Bookings did drop initially to a third of previous levels but this quarter demand went back up again. The source of demand has changed – it used to be corporate and overseas, now it is more public sector and UK-based."

As Stephen Palmer, founder director of the Centre for Coaching, notes: "Generally, people and organisations are more cautious about spending money on training even though research suggests that those who engage in good quality training are the organisations most likely to succeed in difficult times."

i-coach academy's Horner says: "Individuals in career transition are more cautious about the viability of a career in coaching given the saturation of market."

So who foots the bill? SHU and PCI report a higher ratio of organisations to individuals – 80:20 at PCI. Others, including the AoEC, Performance Coach Training, i-coach academy, Henley, Meyler Campbell and Ashridge, report an even split. But the Centre for Coaching and University of Wolverhampton Business School report more individuals paying. Many providers currently offer discounts.

suggests taking up any 'taster' opportunities on offer.

Accreditation

Increasingly, buyers of coach training are checking out accreditation credentials. Palmer says: "In the past year, potential students and delegates are more likely to check whether or not the course is university-accredited and recognised or approved by the various professional bodies.

"More coaches want accredited and recognised training leading to eligibility of relevant professional bodies. This allows them to work towards coach accreditation," he continues.

But, says Ward of Performance Consultants, "there has been a huge increase in supply over the past three years, raising questions about sustainability and quality standards. With increased supply comes confusion. What is a certificate or diploma worth?"

Nevertheless, John McGurk, the CIPD's adviser for learning and talent development, says: "We have not seen a high level of engagement by buyers with accreditation

i-coach academy and AoEC are among providers who have set out their stall in this arena. But how do you choose?

One of the best ways to discover what's out there is to talk to students and graduates of coach training programmes. Leadership coach Len Williamson says once he had some ideas about what he wanted to do, he spoke to lots of different coaches about what coaching is.

He was given one powerful piece of advice from an experienced coach: don't decide the sort of coach you want to be for at least a year.

Mairi Watson, principal lecturer at De Montfort University, suggests beginning the search with a visit to

“One of the best ways to discover what's out there is to talk to students and graduates of training programmes”

professional bodies' websites to explore programmes that have sought and achieved recognition or other certification.

Watson says that reading the codes of ethics or standards on these sites gives insight into standards and priorities. She was swayed by her own coaches' experiences.

Watson recommends speaking to those running the programme in advance to make sure that they are someone/a group you can work with over the longer term. She

processes for coaching, with only about 30 per cent of buyers insisting that coaches should be members of accredited bodies such as the EMCC and AC."

Palmer warns: "In light of some of the in-depth questions asked by callers we add a cautionary note to potential trainees. *Caveat emptor*: let the buyer beware. Be sure the organisation accrediting, recognising or approving a course is fit to do so and is independent of the training organisation."



CPD

According to the 2007 *International Coach Federation Coaching study*, the average amount spent globally on professional development was \$4,219 per coach (based on 5,014 responses.)

The survey estimated that the coaching profession's global annual spend on professional development is \$125m, assuming there are around 30,000 coaches globally. The US, with the largest presumed number of coaches, accounts for just under half of all global professional development dollars spent.

Regionally, European coaches spent the most on professional development as a coach – the average was \$5,303. Respondents from Australia and New Zealand and North America spent the least per coach (\$3,621 and \$3,818, respectively).

Most providers offer a variety of CPD events to alumni as well as other benefits. Praesta, for example, offers quarterly all-day masterclasses with experts such as David Lane on coaching models, and Rosemary Napper on transactional analysis, together with shorter sessions for

Which programme is right for you?

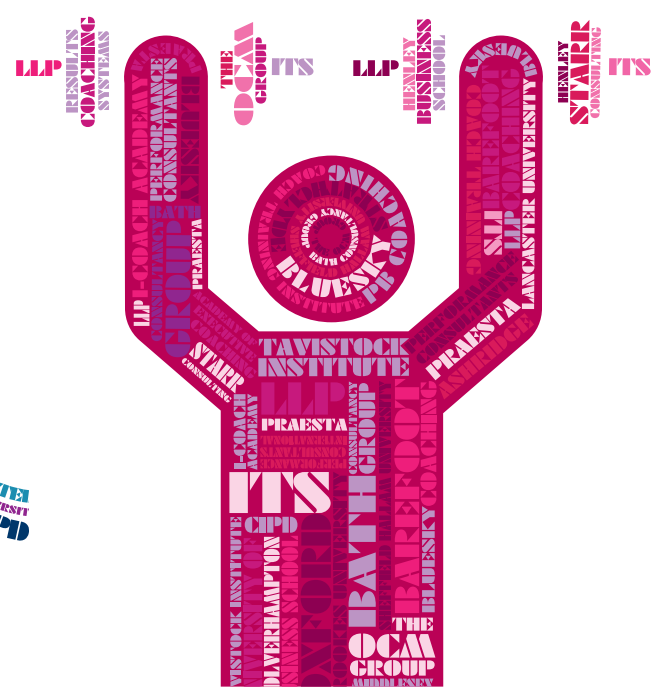
- How credible is the provider?
- Is it fit for purpose?
- Will it be a stepping stone to future development?
- Is the programme/coach training body well-respected and recognised?
- Is accreditation important to you? Which bodies are relevant?
- How academic do you need the training to be?
- How practical do you need the training to be?
- Will you get plenty of coaching practice – with feedback?
- How much support will you get from faculty?
- Is psychological awareness/underpinning important? Which one suits you best?
- Will you be encouraged to reflect and keep a journal?
- Will the training help you learn to self-coach?
- Will the programme help you identify who you are as a coach?
- Will the training help you manage your own learning?
- Does the programme take a systemic approach?
- What else does the training body offer, eg, coaching community, CPD events?
- Can you take a 'taster'?
- What do the students and graduates of your shortlisted providers say about them?

practice coaching (triads and fishbowls), coaching conferences, or external speakers on particular topics such as banking fraud.

Anne Scouler, managing director of Meyler Campbell, believes her business is particularly hot on this. "This is where I think we are exceptionally strong – the single biggest differentiator in practice it seems for Meyler Campbell is that our graduates do

well in business terms, either getting promotions or having successful coaching practices, singly or in associations. We have noticed over 10 years that this is consistently the case.

"How does this happen? Yes there is a yearbook and masses of CPD/networking events – on average three a month, and top-quality people such as Paul Babiak from the US talking about



‘psychopaths’ in the boardroom. But it’s also the culture of the community – very active networking, mutual support and senior business focus,” she says.

In terms of other add-ons, the AoEC, Henley and Ashridge maintain registers of graduates. Many offer numerous networking opportunities. Oxford Brookes has the Oxford Brookes Coaching and Mentoring Society, which meets eight or so times a year. It also offers subscription to the *International Journal of Evidence Based Coaching and Mentoring*. Its graduates also have the chance to get involved in consultancy work.

Support

Self-directed learning is one thing but students still need support, so it’s important to look at what’s on offer. Praesta, for example, allocates a buddy to all new coaches from day one. The buddy is an experienced colleague who will meet with them regularly in their first year to review progress and act as a mentor. The business is somewhat unusual in that it is an accredited coach trainer (one of the EMCC’s first to be

“ Self-directed learning is one thing but students still need support, so it’s important to look at what’s on offer ”

accredited in 2006) yet the only coaches it trains are its own.

What next?

Henley’s Bossons says: “Coach training will become more responsive to client requirements, more able to offer supervision and more aware of the organisational system within which business coaching takes place.”

Scouler predicts more postgraduate training for trained business coaches and for specialists upskilling in career transitions coaching, which Meyler Campbell showed as a strong emerging need.

Meanwhile, Leary-Joyce predicts the next big thing will be a growth in master practitioner type programmes as a segment of the market “grows up”. The AoEC is receiving more enquiries about masters, which more experienced coaches are increasingly committed to self-funding.

Starr predicts that over the next few years we will see more of the current trends. Then, she says, “the term coaching will disappear but the behaviours will remain. The power and truth is in the behaviours; they are more important than the label.” ■

What’s on offer

Coaching at Work’s ‘Pointers for Professional Coach Training Selection’ looks at which programmes are on offer from some of the main coach training providers, as well as:

- how many trainees they have
- what underpins their programmes
- what accreditation they have
- what they’re proud of
- what others say

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POINTERS FOR PROFESSIONAL COACH TRAINING SELECTION 2009/10

LIZ HALL, EDITOR, *COACHING AT WORK* MAGAZINE

	Programmes include	No. of trainees this year	Key underpinnings
* ACADEMY OF EXECUTIVE COACHING	<ul style="list-style-type: none"> ● EQA Intermediate: Foundation Programme ● EQA Practitioner: Advanced Coaching Programme ● EQA Foundation: Coaching to Improve Performance and Develop Potential 	<ul style="list-style-type: none"> ● Diploma in Advanced Executive Coaching: 38 (UK) ● Diploma in Intermediate Executive Coaching: 128 (UK) 	<ul style="list-style-type: none"> ● Three circle model of psychological underpinning, business leadership and knowledge and performance coaching, ● Gestalt
*ASHRIDGE	<ul style="list-style-type: none"> ● Advanced coaching supervision ● MSc and PGD and Coaching Supervision ● EQA Master 	112, including 25 on master's	<ul style="list-style-type: none"> ● All staff experienced organisational consultants and executive coaches; most psychotherapists and equally strong underpinning from org. science ● 50:50 ratio between psychological and organisational
BAREFOOT COACHING	<ul style="list-style-type: none"> ● PGD in Personal and Business Coaching ● PGD in Supervision 	60-100 a year on average	
BLUESKY	EQA Foundation: Level 4 Coaching skills for Business Leaders		
*CENTRE FOR COACHING	Short courses include: <ul style="list-style-type: none"> ● Certificate in Coaching Certificate in Stress Management and Performance Coaching ● Certificate in Coaching Psychology 	260	CBT and solution-focused
*CIPD	<ul style="list-style-type: none"> ● EQA Intermediate: Certificate in Coaching and Mentoring ● EQA Practitioner: Advanced Certificate in Coaching and Mentoring 	<ul style="list-style-type: none"> ● Certificate programmes: 55 ● Advanced certificate: 39 	Holistic
CLUTTERBUCK ASSOCIATES	EQA Foundation: Foundation Programme		
DE MONTFORT UNIVERSITY	PGD in Coaching		
LUMS	Certificate, diploma and master's all available in Coaching in Organisations		
*HENLEY	<ul style="list-style-type: none"> ● Certificate in Coaching ● PG Dip Coaching & Behavioural Change ● MSc in Coaching and Behavioural Change (NEW) 	50 coaches a year on open programmes, with around 30 in-company	

	Programmes include	No. of trainees this year	Key underpinnings
*I-COACH	<ul style="list-style-type: none"> ● EQA Master Practitioner/ Advanced Practitioner Level 7: Masters in Professional Coaching ● EQA Practitioner Level 7: Certificate/PGC in Coaching Practice/Conversion and Mastery in Professional Coaching ● EQA Foundation Level 4: Advanced Coaching Skills – Foundation in Coaching Skills 	133 in past 3 years	
MANAGEMENT FUTURES	<ul style="list-style-type: none"> ● EQA Practitioner: Coaching Programme – Modules One and Two ● Certificate and diploma in Coaching ● Developing the Talent: Coaching Skills for Managers (NEW) 		
*MEYLER CAMPBELL	<ul style="list-style-type: none"> ● Business Coach Programme ● Psychology for Coaches 	35	
*OCM	<ul style="list-style-type: none"> ● EQA Foundation: Certificate in Coaching for Performance ● EQA Intermediate: Diploma in Professional Coaching and Mentoring ● EQA Practitioner: Advanced Diploma in Professional Coaching and Mentoring ● EQA Practitioner: Advanced Diploma in Professional Coaching and Mentoring & Practitioner in Coaching and Mentoring (APEL) 	100	Includes: Gestalt, Rogers, TA and CBT
*OXFORD BROOKES	EQA Master: MA Coaching and Mentoring Practice		
*PERFORMANCE COACH TRAINING	<ul style="list-style-type: none"> ● Open Executive Performance Coach Training Course ● Coaching Skills for Leadership 		
*PERFORMANCE CONSULTANTS	<ul style="list-style-type: none"> ● EQA Practitioner: PGC in Coaching and Development ● EQA Advanced Practitioner: PG Dipl.in Coaching and Development ● EQA Master: MSc Coaching and Development (all in partnership with University of Portsmouth)	200	No single theory but PG programmes contain high input level of psychosynthesis and include Gestalt, systemic leadership and NLP modelling modules
*PERFORMANCE CONSULTANTS INTERNATIONAL	ICF		<ul style="list-style-type: none"> ● Rogerian humanistic psychology (Carl Rogers' person-centred learning) ● More advanced level: transpersonal psychology

	Programmes include	No. of trainees this year	Key underpinnings
PB COACHING	<ul style="list-style-type: none"> ● Executive Coaching ● EQA Foundation: Fundamentals of Coaching Programme ● EQA Foundation: Intermediate Coach Training Programme 		
PDF/MIDDLESEX UNIVERSITY	<ul style="list-style-type: none"> ● EQA Practitioner: Practitioner Course ● EQA Master: MA/MSc in Professional Development ● EQA Master: Master Coach Designate 		
*PRAESTA	EQA P: Practitioner Programme		
SCHOOL OF COACHING	EQA P: Coach's Programme		
*SHEFFIELD HALLAM UNIVERSITY	<ul style="list-style-type: none"> ● EQA P: PGC in Mentoring and Coaching ● EQA AP: PGDipl. in Mentoring and Coaching ● EQA Master: MSc in Mentoring and Coaching ● Certificate and Diploma 	250 (3 years)	
*STRATHCLYDE UNIVERSITY	PGC in Executive Coaching		
*TAVISTOCK	<ul style="list-style-type: none"> ● Coaching for Leadership and Professional Development ● P3C: Practitioner Certificate in Consulting and Change (NEW) ● EQA Intermediate: Executive Coaching Skills 	12	psychodynamic
*UNIVERSITY OF WOLVERHAMPTON BUSINESS SCHOOL	MA in Coaching & Mentoring (split into Cert, Dip and MA years)	30 (3 years)	

* Organisations took part in a survey of coach training carried out by *Coaching at Work* in April-October 2009

	Accreditation/recognition	What they're proud of	What others say
*ACADEMY OF EXECUTIVE COACHING	<ul style="list-style-type: none"> ● WABC ● EMCC ● ICF ● Middlesex 	<ul style="list-style-type: none"> ● We don't push students towards one particular coaching model or framework, it's about them being exposed to as many models as possible so they can decide what works ● Assessment process is incredibly robust. Students walk away with a document that is a sound response to a tender so they can lay out what they are about and how they work ● Programmes are small and work in triads or quads but have personal attention and supervision 	<ul style="list-style-type: none"> ● Depth in Gestalt ● John Leary-Joyce – Advanced programme one of best if students want “real practitioner focus and a deeper relational approach to coaching” ● Reflective practice and good underpinning
*ASHRIDGE	<ul style="list-style-type: none"> ● EMCC ● MSc Middlesex, now also Ashridge Business, is now a qualifying body ● Good link with ICF but not decided 	<ul style="list-style-type: none"> ● Relational approach and “unique and sophisticated way” of looking at organisations: complexity thinking ● Tough process with lots of feedback – 30-35 per cent fail the first sitting 	<ul style="list-style-type: none"> ● Accreditation process very rigorous and demanding ● Very good on the academic side ● High level of coaches that work for the organisation
BAREFOOT COACHING	University of Chester	Best of modern psychological thinking, with a strong emphasis on practical experience	
*CENTRE FOR COACHING	<ul style="list-style-type: none"> ● Middlesex University ● Recognised by the AC and SCP ● ILM approved development programmes 	<ul style="list-style-type: none"> ● Solution-focused cognitive behavioural coaching approach that is research-based ● Most trainers and course directors are leaders in the field, and in many cases have published articles, chapters and books 	<ul style="list-style-type: none"> ● Motivating and good fun ● Good ratio between practice and theory
DE MONTFORT UNIVERSITY		<ul style="list-style-type: none"> ● Distance learning ● Open to organisational cohorts only 	
*CIPD	EMCC	<ul style="list-style-type: none"> ● Professionals and academically accredited qualifications ● Combination of strong theoretical underpinning yet highly practical ● blended learning ● One-to-one coaching support from a highly qualified coach mentor 	

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LUMS	<ul style="list-style-type: none"> ● Certificate, diploma and master's in Coaching in Organisations 	Emphasis on coaching in an organisational context makes its suite of programmes unique in the academic field	
*HENLEY	Awards through the University of Reading, as Henley Business School	<ul style="list-style-type: none"> ● Experiential and practical nature of trainings ● Tutors are practising top-level executive coaches, psychologically trained and experienced trainers ● Qualifications from a leading business school ● Strong focus on business coaching ● The MSc in Coaching & Behavioural Change is unique in its emphasis on the organisational context for coaching and in the inclusion of an MBA – style management challenge as an integral part of the programme ● Focus on executive coaching as strategy for improving business performance ● Thorough grounding in psychology of behavioural change and use of coaching as process to achieve it 	<ul style="list-style-type: none"> ● Well thought of in the field ● Access to leaders to coach ● Emphasis on business
*I-COACH	<ul style="list-style-type: none"> ● EMCC ● ILM ● AC ● Middlesex University ● May consider ICF 	<ul style="list-style-type: none"> ● Learning design allows students to develop their own approach ● Focus on integration rather than knowledge acquisition 	<ul style="list-style-type: none"> ● Encourages students to manage their own learning ● Great faculty (Ernesto Spinelli, Alison Whybrow and Bruce Peltier) ● Does not believe there is one way to coach and acknowledges that people coach differently
*MEYLER CAMPBELL	<ul style="list-style-type: none"> ● WABC ● Recognised by the AC 	<ul style="list-style-type: none"> ● Aimed at senior business people – 63 per cent of graduates are CEO or main board director level ● Graduates about 25 a year but only trains on a one-to-one or one-to-three participant: tutor ratio – the Oxbridge Tutorial approach to allow for a high level of bespoke responsiveness and close attention 	Fantastic networking opportunities

	Accreditation/recognition	What they're proud of	What others say
*OCM	EMCC	<ul style="list-style-type: none"> ● A strong theoretical underpinning, yet highly practical ● Blended learning experience ● One-to-one coaching support from a highly qualified coach mentor 	<ul style="list-style-type: none"> ● Business focus ● Very practical ● Lots of support
*OXFORD BROOKES	EMCC	<ul style="list-style-type: none"> ● We model good practice, students will have a coach supervisor while they coach three volunteer coaches throughout the programme ● Strong practice-based elements linking theory to practice ● Fully qualified accredited graduates have chance to work as consultants for the university 	<ul style="list-style-type: none"> ● Very good on the academic side ● <i>Evidence-based</i> journal ● Elaine Cox and Tatiana Brooks strongly academic and psychologically informed ● Like the way expertise is built on, not ignored ● Enjoy the challenge faced when studying in academic framework, taking their learning much deeper
PB COACHING	EMCC	Knowledge sharing and casework discussions essential part of master's	Strong psychological underpinning
*PERFORMANCE COACH TRAINING	Recognised by the AC, ILM and University of Portsmouth	<ul style="list-style-type: none"> ● Designs courses of practical use to managers, recognising that many might feel their time is being wasted, eg, if learning becomes too theoretical 	<ul style="list-style-type: none"> ● Trainees like how it pares down learning to essentials and supports them through at least a month of practice with their co-trainees to embed the skills
*PERFORMANCE CONSULTANTS	<ul style="list-style-type: none"> ● University of Portsmouth ● EMCC ● Considering EMCC & ILM for manager as coach levels 	<ul style="list-style-type: none"> ● Tutors – active experts in their own field ● Content – breadth and depth, not restricted to one approach ● Credibility – Performance Consultants history and reputation, UoP academic status, EMCC EQA (postgraduate programmes give fast-track to EMCC Individual Accreditation) ● Learning experience – reflective, inclusive, interactive, challenging, supportive 	<ul style="list-style-type: none"> ● Emphasis on developing reflective practice was excellent as was the emphasis on developing practical and theoretical coaching skills ● Coaching one-to-one but also team coaching and development, organisations, leadership and some psychology ● Participants encouraged and challenged to be 'active', as learners re coaching, and also in terms of their personal and professional life journeys on an individual and collective basis ● On the PC masters the amount of face-time with tutors and other students ● Tutors who are top of their field – both PC tutors and people from outside: Diana Whitmore and Hetty Einzig (psychosynthesis); Carl and Alan Ward (organisation), and Marjorie Shackleton (gestalt)

	Accreditation/recognition	What they're proud of	What others say
*PERFORMANCE CONSULTANTS INTERNATIONAL	ICF	<ul style="list-style-type: none"> ● Programmes relate to participants' working environments, so immediately relevant in helping them introduce change ● Programmes are stepped so that people can progress through them, as deep or as broad as they want ● Training is in the context of what is happening now on the planet- participants are change agents 	<ul style="list-style-type: none"> ● Completely changes the way people interact with each other and reacted towards the company ● Groundbreaking ● Training is in the context of what is happening now on the planet
RESULTS COACHING SYSTEMS	<ul style="list-style-type: none"> ● ICF ● AC 		
SCHOOL OF COACHING	EMCC		Has Myles Downey
*SHEFFIELD HALLAM UNIVERSITY	EMCC	<ul style="list-style-type: none"> ● Offers more tutor contact time than any other university provider ● Delivers in the "coaching and mentoring way" ● Very strong and well-developed sense of what learner centredness means and how to put it in action ● Feedback says it is deeply experiential, challenging and applied. Also told that different to any other university in the way it delivers 	Has Bob Garvey, Paul Stokes and David Megginson
*STRATHCLYDE UNIVERSITY	EMCC		Reflective approach and experiential
*TAVISTOCK	EMCC	<ul style="list-style-type: none"> ● Drawing on experience as coaches working from contemporary psychological, cultural and organisational perspectives, training combines illuminative theory with extensive practice ● Always receives 'rave' feedback for the course: "The quality of the co-directors of the course is excellent plus the quality of the applicants is excellent" 	<ul style="list-style-type: none"> ● Broadens perspective on coaching and understanding of the value of and challenges within coaching in multiple different organisational and situational contexts ● Gains access to the Tavistock's expertise in psychodynamics and group process so can be confident in working with clients on themes "below the surface" of their behaviour
*UNIVERSITY OF WOLVERHAMPTON BUSINESS SCHOOL	<ul style="list-style-type: none"> ● Awaiting EMCC EQA Quality Approval ● May link up with ITOL and ILM in the future 	<ul style="list-style-type: none"> ● Good mixture of theory and practice ● CPD elements and the Action Learning Set/supervision sessions are enjoyable 	

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