

Centre for Coaching

GENERAL INFORMATION AND TRAINING PROGRAMME



Part of the International Academy for Professional Development Ltd Group

*Promoting the cognitive behavioural and
solution focused approaches*

Certificated and Continuing Professional Development courses

**COURSES RECOGNISED BY THE
ASSOCIATION FOR COACHING
THE CENTRE IS AN ORGANISATIONAL
MEMBER OF THE ASSOCIATION FOR COACHING
DIPLOMAS AND CERTIFICATES
ACCREDITED BY MIDDLESEX UNIVERSITY**



The courses shown in this brochure can be run in-house in the United Kingdom as well as internationally. Enquiries for availability of these services should be made to Peter Ruddell.

In addition to the courses shown in this brochure we are able to offer individually designed courses.

COURSES ACCREDITED WITH MIDDLESEX UNIVERSITY

The following courses are accredited by Middlesex University:

Certificate in Coaching (including the conversion course) (15 Credits, Level 5)

Certificate in Stress Management and Performance Coaching (30 Credits, Level 5)

Certificate in Psychological Coaching (15 Credits, Level 6)

Certificate in Coaching Psychology (20 Credits, Postgraduate Level 7)

Certificate in Work Based Professional Development (specialist topic) (5 Credits, Level 6)

Certificate in Professional Development (specialist topic) (10 Credits, Level 6)

Diploma in Coaching (40 Credits, Level 6)

Diploma in Psychological Coaching (50 Credits, Postgraduate Level 7)

Diploma in Coaching Psychology (50 Credits, Postgraduate Level 7)



Work Based Learning
at Middlesex University

This information booklet is published in association with the International Academy for Professional Development and the Centre for Stress Management. The Centres reserve the right to change the details, cancel courses or substitute trainers as necessary. For further details of our services and courses please telephone or write to the co-ordinator.

Clarendon House, 125 Shenley Road, Borehamwood, Herts, WD6 1AG

Training courses are undertaken at: Clarendon House, Borehamwood; British Psychological Society Offices, London, UK; Scots Club, Edinburgh, UK; adSapiens Gothenburg, Sweden.

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Centre for Stress Management website: www.managingstress.com

International Academy for Professional Development Ltd website: www.iafpd.com

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GENERAL INFORMATION

The Centre for Coaching, International Academy for Professional Development, offer a range of courses focusing on different aspects of coaching at primary certificate, certificate and diploma levels. The Centre's courses are broadly based on a cognitive behavioural and solution focused approach. Courses accredited by Middlesex University are shown on the inside front cover. For practitioners new to this field, we recommend that the first programme to attend would be the Certificate in Coaching. Successful completion of this course satisfies the training requirement for eligibility for Associate Membership of the Association for Coaching and British Institute for Learning and Development. The Centre has developed an integrated, modular coaching programme. Most modules, i.e. primary or full certificate courses, can be taken as individual workshops. Within acceptable limits, participants can study and attend courses at their own speed depending upon the time and the finances they have available. These training programmes can also be run in-house for organisations who wish their staff to attend the same course. Contact the Director for further details.

The Centre is an organisational member of the Association for Coaching and the European Mentoring and Coaching Council. As an International Society for Coaching Psychology Approved Centre students are provided with free affiliate membership and access to the Society's website facilities and journals. The majority of the Centre's courses are Approved by the British Psychological Society Learning Centre for the purposes of Continuing Professional Development (CPD).

TRAINING STAFF

The following consultants are involved in running training courses either at the Centre or externally at other establishments: Liz Doggart, Nick Edgerton, Jennifer Liston-Smith, Gladeana McMahon, Michael Neenan, Siobhain O'Riordan, Kristina Gyllensten, Stephen Palmer, Peter Ruddell, Kasia Szymanska and Irene Tubbs.

COACHING

Whoever you are, whatever your age, whatever the situation or problem which you are facing, coaching may help you to find a new direction, resolve problems, find solutions, improve performance and generally get more out of life.

INDIVIDUAL TRAINING OR COACHING PROGRAMMES

The Centre specialises in running training programmes for the individual trainee on the following topics:

- Coaching for performance
- Life or personal coaching
- Assertion and communication skills
- Improving self-acceptance
- Challenging performance blocking beliefs
- Public speaking
- Overcoming fears

These training programmes are usually held at the Centre over a one-day period. However, shorter or regular sessions can also be arranged. One of the advantages of individual programmes is that the client and coach or trainer can focus solely on the relevant issues.

CERTIFICATED COACHING AND STRESS MANAGEMENT PROGRAMMES IN BOREHAMWOOD, LONDON, EDINBURGH, GOTHENBURG, OR IN-HOUSE

We run regular short and longer courses at our Centre, in London, England or in Edinburgh, Scotland. Certain courses are also run annually in Sweden. We run our programmes in-house and are prepared to run them overseas.

CENTRE FOR STRESS MANAGEMENT

The Centre for Coaching is affiliated to the Centre for Stress Management which specialises in a multidisciplinary approach to stress management and prevention. The centres are part of the International Academy for Professional Development Limited group. The Director of the Centre is Professor Stephen Palmer PhD, a Chartered Psychologist and APECS Accredited Executive Coach & Supervisor. He is a leading expert on stress and stress management coaching.

IMPORTANT NOTICE – ESSENTIAL READING BEFORE ENROLMENT

GENERAL INFORMATION

Unless stated otherwise, all of the courses at the Centres are not opportunities to work out personal issues which may need the support of personal coaching or therapy but a commitment to self-disclosure in relation to course learning, skills training and personal awareness will be expected. Students must attend over 90% of an individual course to satisfy the attendance requirements. If this is not possible then students are advised to apply when they can meet the criteria.

All course fees must be paid six weeks prior to the commencement of the course. Students attending courses are expected to switch off their mobile phones and pagers during lectures and workshops. Normal rules of confidentiality apply to all of the courses. A short homework assignment may be set at the end of the first day of the course. Before purchasing non-refundable flights, train tickets, etc. students are strongly advised to confirm with the Centre that the course has sufficient enrolments for it to run.

ACCREDITED PRIOR LEARNING

We are aware of most of the other programmes available in Coaching and Stress Management in the UK and do not under normal circumstances accredit prior learning as the majority of these differ in their content. However, we do not recommend that experienced coaching professionals take our introductory Level 5 courses without first discussing the course content with the Training Director, Peter Ruddell. Students may wish to demonstrate their knowledge through the

International Academy for Professional Development's Certificate in Work Based Professional Development or Certificate in Professional Development or apply for a higher level programme. Experienced qualified coaches or psychologists with advanced training in coaching or coaching psychology can in the first instance send their CV to the Course Director in order to discuss their coaching qualifications and experience and course suitability.

WHO ARE THE PRIMARY & CERTIFICATE COURSES SUITABLE FOR?

Generally the courses are suitable for coaches, trainers, managers, personnel staff, management consultants, psychologists, health and caring professionals who wish to learn more about coaching. However, participants also include those interested in a career change. It is important that potential delegates check that the course is suitable for their level of experience and qualifications.

WRITTEN ASSIGNMENTS & CERTIFICATES FOR COURSES

Certificates of Continuing Professional Development (CPD) are issued to delegates who complete a primary certificate or certificate course. A primary certificate or full certificate is only awarded to participants who successfully complete a written assignment(s) undertaken at home within 60 days of the course. An extension can be negotiated if necessary otherwise a late submission fee of £20 is charged for late assignments.

CONTINUING PROFESSIONAL DEVELOPMENT

For students who attend the course for the purpose of Continuing Professional Development, there is no need to complete the home assignment unless a full certificated award is required.

ILM: INSTITUTE OF LEADERSHIP AND MANAGEMENT

The majority of our taught courses can also lead to ILM Approved Development Programmes. These involve course attendance and participation generally without the written assignments. Please see our separate brochure.

CABA: CHARTERED ASSOCIATION OF BUSINESS ADMINISTRATORS

Students can gain one of the following designations with CABA through taking appropriate training programmes with the Centre:

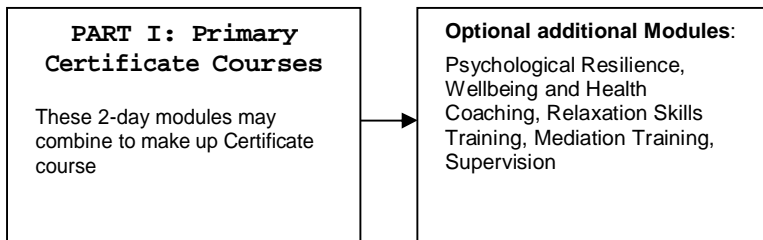
1. Chartered Certified Mentor
2. Chartered Certified Coach
3. Chartered Certified Executive Coach
4. Chartered Certified Performance Coach
5. Chartered Certified Stress Management Coach
6. Chartered Certified Stress Management and Wellbeing Coach

See separate entry for details.

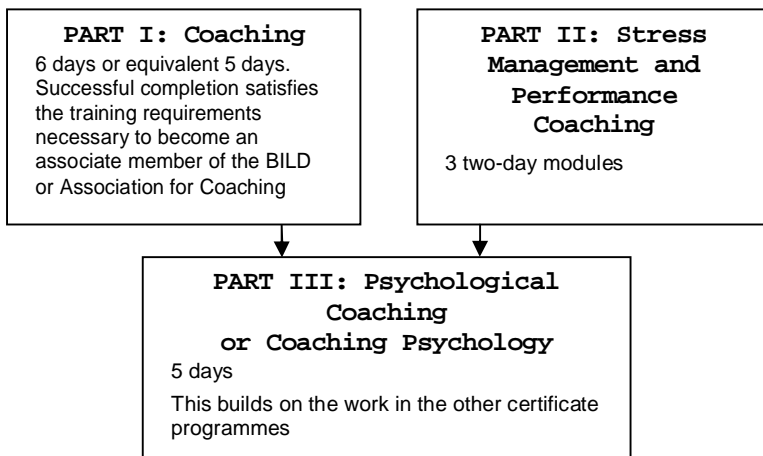
SPECIAL NEEDS

If you have special needs or requirements, please advise us when you apply.

THE STRUCTURE OF OUR COURSES



CERTIFICATE COURSES



PART IV: Diploma in Coaching (Option A) OR Diploma in Psychological Coaching (Option B) OR Diploma in Coaching Psychology (Option C)

These consist of:

*Certificate in Coaching (Option 1 or 2)

*Certificate in Stress Management and Performance Coaching

*Certificate in Psychological Coaching/ Certificate in Coaching Psychology

Submission of 45 minute audio recording and transcript of coaching with critical analysis

Submission of 45 minute audio recording with written review of coaching

Written report of coaching with a coachee or client

Completion of a learning log/journal; Attendance at Centre's forums;

Academic supervision; Coaching Supervision

Option A: 5000 word extended essay or piece of research (agreed in advance) 5 book reviews (agreed in advance)

Options B or C: 7500 word extended essay or piece of research (agreed in advance) 8 book reviews (agreed in advance)

*One or more of these may be omitted where students can demonstrate sufficient standard

CERTIFICATE IN COACHING (OPTION 1) CERTIFICATE IN COACHING (OPTION 2 – CONVERSION COURSE SPECIFICALLY FOR QUALIFIED COUNSELLORS AND PSYCHOTHERAPISTS)

A COGNITIVE BEHAVIOURAL APPROACH TO COACHING

Both of these courses are accredited by Middlesex University (15 Credits, Level 5). These two 5-day intensive or 6-day programmes each have the same aims and objectives but cover the theory and practice of coaching from different perspectives. The Dual Systems and SPACE models of cognitive behavioural coaching will be covered.

The pre-course reading includes Life Coaching: A Cognitive-Behavioural Approach (Neenan and Dryden, 2002). These courses form part of the Centre's Diploma in Coaching programmes. Successful completion of one of these courses plus 40 hours of coaching practice fulfils the training requirement for eligibility for Associate Membership of the Association for Coaching and the British Institute for Learning and Development.



Option 1

This course is suitable for trainee coaches, managers, personnel staff, management consultants, psychologists, trainers and others interested in learning about coaching and the cognitive behavioural approach.

NB. This Level 5 course is not suitable for experienced coaches or those professionals already accredited in the cognitive behavioural approach.

Option 2

This course is run specifically as a conversion course for qualified counsellors and psychotherapists. The aims and objectives are similar to Option 1. However, issues raised and discussed by the course participants may reflect their advanced therapeutic experience. Time will be given to ensuring that counsellors and psychotherapists develop appropriate coaching, rather than therapeutic skills and interventions.

NB. This Level 5 course is not suitable for experienced coaches or those professionals already accredited in the cognitive behavioural approach.

AIMS

These programmes provide delegates with an underlying philosophy of coaching together with a range of practical skills required to be able to undertake coaching with individuals. The main approach is cognitive behavioural.

KEY OBJECTIVES

- be able to define coaching
- understand the difference between coaching and counselling

- become knowledgeable about types of clients and their problems
- become knowledgeable about the cognitive behavioural approach
- understand the concept of the life audit and how to structure initial meetings
- develop and have an opportunity to practise a range of relevant skills
- become proficient in using a coaching assessment form
- explore four learning styles and relate these to the learning cycle
- explore and resolve difficulties impeding goal-attainment
- understand the importance of keeping a time log to improve time keeping
- troubleshoot obstacles to action plan implementation

ASSIGNMENT & CERTIFICATE

A Centre and Academy certificate is awarded to participants who successfully complete the course and the written assignment. There is an additional administration and certification fee of £60 for students wishing to obtain the University Credit Award.

STAFF

The trainers include Dr Siobhain O'Riordan, Kasia Szymanska and Nick Edgerton.

CERTIFICATE IN STRESS MANAGEMENT AND PERFORMANCE COACHING

CONTENT

This course is accredited by Middlesex University (30 Credits, Level 5).

This is a modular six-day course. Students must attend Module a) and b) plus one additional module as below (details elsewhere):



- a) Primary Certificate in Stress Management (2 days) OR Primary Certificate in Occupational and Organisational Stress Management (2 days)
- b) Primary Certificate in Performance Coaching (2 days)
- c) Primary Certificate in Problem Focused Counselling, Coaching and Training (2 days)
- d) Primary Certificate in Assertion and Communication Skills Training (2 days)
- e) Primary Certificate in Redundancy Coaching and Counselling (2 days)

A certificate is awarded to participants who successfully complete the courses and the assignments undertaken at home (modules a-d). There is an enrolment fee. The aims and objectives are the same as for the specific primary courses undertaken. This certificate programme provides training in specialist areas relating to coaching and forms part of the Centre's Diploma in Coaching. The certificate course is run in association with the Centre for Stress Management and is recognised by the Association for Coaching.

ASSIGNMENT & CERTIFICATE

A certificate is awarded to participants who successfully complete the courses and the assignments undertaken at home [modules a)-d)]. There is an administration and certification fee of £70.

STAFF

The Trainers include Prof Stephen Palmer, Siobhain O'Riordan, Kasia Szymanska and Nick Edgerton.

CERTIFICATE IN PSYCHOLOGICAL COACHING

This course is accredited by Middlesex University.

A five-day intensive programme covering the psychological theory and practice of coaching. It builds on the Centre's Certificate in Coaching and Certificate in Stress Management and Performance Coaching courses. The course takes a cognitive behavioural, rational emotive behaviour and solution focused approach to coaching and is based on the published books and articles of Professor Stephen Palmer, Professor Windy Dryden, Dr Tony Grant, Gladeana McMahon and Michael Neenan. Pre-course reading includes Rational Emotive Behavioural Coaching (Neenan and Palmer, 2001), Life Coaching: A Cognitive-Behavioural Approach (Neenan and Dryden, 2002). The course is suitable for coaches, managers, personnel staff, management consultants, counsellors, psychologists, trainers and others interested in learning about coaching. Delegates should have basic coaching skills and be currently coaching coachees, clients or staff. If delegates have not attended a formal coaching training programme, they are strongly advised to consider undertaking the Centre's Certificate in Coaching course.



Students are required to prepare and deliver a PowerPoint presentation on some aspect of psychological coaching: the focus will be on the knowledge and understanding of the chosen topic rather than on presentation skills. They should have available two recordings of coaching work for the purpose of group supervision and keep a log of this experience, completing a written assignment at home.

AIMS

This five-day programme provides delegates with an understanding of the psychology of coaching from a cognitive-behavioural perspective together with a range of advanced coaching skills.

KEY OBJECTIVES

- understand the nature of psychological coaching

- become knowledgeable of cognitive-behavioural, problem-solving, solution focused and rational emotive behavioural coaching
- understand the psychological concepts of emotional management, self-esteem, self acceptance, self-motivation, focus on achieving goals, transformation of the coachee into the self-coach (the coaching career), low frustration tolerance and practice relevant skills that can be used in coaching
- develop and have an opportunity to practise a range of advanced coaching skills
- become proficient in the use of challenges and disputation in coaching
- learn how to overcome blocks in coaching
- make a presentation on an aspect of coaching or the psychology of coaching
- understanding how to deal with emotional interference when implementing and/or maintaining action plans
- learn how to maintain their newly acquired advanced coaching skills
- consider the psychological coaching models and their application to life, business, executive, performance and speciality coaching
- practise coaching sessions and skills training in pairs or triads
- group supervision of recorded coaching sessions with coachees, clients or staff
- consider what further training, if any, is required

STAFF

Trainers and supervisors include Kasia Szymanska, Dr Siobhain O’Riordan, Dr Kristina Gyllensten and Professor Stephen Palmer.

CERTIFICATE IN COACHING PSYCHOLOGY

A five-day intensive programme covering the psychological theory and practice of coaching. It builds on the Centre’s Certificate in Coaching and Certificate in Stress Management and Performance Coaching courses. The course takes a cognitive behavioural, rational emotive behaviour and solution focused approach to coaching and is based on the published books and articles of Prof Stephen Palmer, Prof Windy Dryden, Dr Tony Grant, Gladeana McMahon and Michael Neenan. Pre-course reading includes Rational Emotive Behavioural Coaching (Neenan and Palmer, 2001), Life Coaching: A Cognitive-Behavioural Approach (Neenan and Dryden, 2002). The Certificate in Coaching Psychology is aimed at students who have British Psychological Society (BPS) membership with GBC status and/or Associate Membership (or above) of the International Society for Coaching Psychology. Overseas students could be graduate members of their national professional psychology body or licensed by their state instead. Non-psychologists are unable to enrol on the Certificate in Coaching Psychology programmes. Students have usually completed the Certificate in Coaching module and have completed the equivalent of 6 days coaching making them eligible for membership of the Association for Coaching.

Those students who want to go on to complete the Diploma in Coaching Psychology programme may also need to complete the Certificate in Stress Management and Performance Coaching. Delegates will be currently coaching

coachees, clients or staff. If delegates have not attended a formal coaching training programme, they are strongly advised to consider undertaking the Centre's Certificate in Coaching course.

Students are required to prepare and deliver a PowerPoint presentation on some aspect of coaching psychology: the focus will be on the knowledge and understanding of the chosen topic rather than on presentation skills. They should have available two recordings of coaching work for the purpose of group supervision and keep a log of this experience, completing a written assignment at home. Two book reviews are required focusing on coaching psychology and the coaching relationship.

AIMS

This five-day programme provides delegates with an understanding of the psychology of coaching from a cognitive-behavioural perspective together with a range of advanced coaching skills.

KEY OBJECTIVES

- demonstrate knowledge of the development of coaching psychology
- develop an understanding of the coach-coachee relationship
- develop an understanding of a range of coaching psychology approaches, models and frameworks
- understand the nature of coaching psychology
- become knowledgeable of cognitive-behavioural, problem-solving, solution focused and rational emotive behavioural coaching
- understand the psychological concepts of emotional management, self-esteem, self-acceptance, self-motivation, focus on achieving goals, transformation of the coachee into the self-coach (the coaching career), low frustration tolerance and practice relevant skills that can be used in coaching
- develop and have an opportunity to practise a range of advanced coaching skills
- become proficient in the use of challenges and disputation in coaching
- learn how to overcome blocks in coaching
- make a presentation on an aspect of coaching or the psychology of coaching
- understanding how to deal with emotional interference when implementing and/or maintaining action plans
- learn how to maintain their newly acquired advanced coaching skills
- consider the psychological coaching models and their application to life, business, executive, performance and speciality coaching
- practise coaching sessions and skills training in pairs or triads
- group supervision of recorded coaching sessions with coachees, clients or staff
- consider what further training, if any, is required

STAFF

Trainers and supervisors include Kasia Szymanska, Dr Siobhain O'Riordan, Dr Kristina Gyllensten and Professor Stephen Palmer.

CERTIFICATE IN STRESS MANAGEMENT AND HEALTH COACHING

CONTENT

This is a modular 6-day course. Students must attend Module a) and b) plus one additional module as below (details elsewhere):

- a) Primary Certificate in Stress Management (2 days) OR Primary Certificate in Occupational and Organisational Stress Management (2 days)
- b) Primary Certificate in Health Coaching, Counselling and Training (2 days)
- c) Primary Certificate in Relaxation Skills Training (2 days)
- d) Primary Certificate in Anger Management: a Cognitive Behavioural Approach (2 days)

A certificate is awarded to participants who successfully complete the courses and the assignments completed at home (modules a-d). There is an enrolment fee. The aims and objectives are the same as for the specific primary courses undertaken. This certificate programme provides training in specialist areas relating to coaching. The certificate course is run in association with the Centre for Stress Management.

ASSIGNMENT & CERTIFICATE

A certificate is awarded to participants who successfully complete the courses and the assignments undertaken at home [modules a)-d)]. There is an administration and certification fee of £35.

STAFF

The trainers include Professor Stephen Palmer, Irene Tubbs, Siobhan O'Riordan, and Nick Edgerton.

CERTIFICATE IN COACHING FOR DEVELOPING PSYCHOLOGICAL RESILIENCE AND ENHANCING PERFORMANCE

CONTENT

This is a modular six-day course. Students must attend Module a) and b) plus one additional module as below (details elsewhere):

- a) Primary Certificate in Developing Psychological Resilience: A Coaching Perspective (2 days)
- b) Primary Certificate in Performance Coaching (2 days)
- c) Primary Certificate in Stress Management (2 days) OR Primary Certificate in Occupational and Organisational Stress Management (2 days)

- d) Primary Certificate in Problem Focused Counselling, Coaching and Training (2 days)
- e) Primary Certificate in Assertion and Communication Skills Training (2 days)
- f) Primary Certificate in Anger Management: a Cognitive Behavioural Approach (2 days)

A certificate is awarded to participants who successfully complete the courses and the assignments undertaken at home (modules a-f). There is an enrolment fee. The aims and objectives are the same as for the specific primary courses undertaken. This certificate programme provides training in specialist areas relating to coaching. The certificate course is run in association with the Centre for Stress Management.

ASSIGNMENT & CERTIFICATE

A certificate is awarded to participants who successfully complete the courses and the assignments undertaken at home (modules a-f). There is an administration and certification fee of £35.

STAFF

The trainers include Prof Stephen Palmer, Dr Siobhain O’Riordan, Michael Neenan and Kasia Szymanska.

DIPLOMA IN COACHING (OPTION 1)

DIPLOMA IN PSYCHOLOGICAL COACHING (OPTION 2)

DIPLOMA IN COACHING PSYCHOLOGY (OPTION 3)

INTRODUCTION

These courses are accredited by Middlesex University.

These three modular Diploma in Coaching, Diploma in Psychological Coaching and Diploma in Coaching Psychology programmes provide opportunities for participants to become knowledgeable about the theory, research and practice of coaching. Course participants can choose to demonstrate in their written and recorded coaching assignments either coaching or a psychological model of coaching depending upon which Diploma option they are enrolled on. The programmes provide over 100 hours of training plus a distance learning component. The taught work for the Diplomas is usually the three certificate programmes, but one or more of these may be omitted where students can demonstrate a sufficient standard. In the Certificate in Psychological Coaching/Coaching Psychology module, students will be expected to be coaching coachees, clients or staff. The programme includes coaching in particular forms of coaching: life/personal, performance, business, executive, stress management. The combined course administration, enrolment and assessment fee is £1250.00, payable on application.



Students who successfully pass one of the Diplomas may apply to CABA for Chartership. They will need to demonstrate 3 years of coaching delivery, complete an application form and pay CABA the appropriate fee. See separate entry

AIMS

To enable successful graduates to become knowledgeable in coaching and the psychology of coaching and be proficient in coaching skills. The course objectives are all of those in each of the modules.

CONTENT

The Diploma consists of three modular certificate programmes:

- a) *Certificate in Coaching (Option 1 or 2) (6 days or 5 intensive days)
 - b) *Certificate in Stress Management and Performance Coaching (6 days)
 - c) *Certificate in Psychological Coaching/Coaching Psychology (5 days)
- * One or more of these may be omitted where the student can demonstrate a sufficient standard

In addition, students may choose to complete the following optional modules, fees for which are payable separately upon application:

- Primary Certificate in Anger Management
- Primary Certificate in Developing Psychological Resilience: A Coaching Perspective
- Primary Certificate in Health Coaching, Counselling and Training

The training will provide a broad-based understanding of the theory and practice of coaching and will take a cognitive-behavioural, rational emotive behavioural and solution focused approach to psychological coaching and its application to life, performance, business and executive coaching. Module c) includes training-related coaching supervision. Students are expected to make short group presentations, undertake skills practice and read course books/material. It is recommended that module c) is taken at the end of the programme whereas modules a) or b) are taken at the beginning of the programme.

NB. Exemptions are given towards module b) if the primary certificates have been previously undertaken. Very experienced coaches or professionals already accredited in the cognitive behavioural approach will need to consider if the introductory courses are suitable. All three modules include seen take home assignments that must be successfully passed. Whilst undertaking the programme, participants are actively encouraged to attend conferences/workshops and networking groups run by the Association for Coaching or the BPS Special Group in Coaching Psychology. Students who are online will be able to use the internet student forum group which has a range of facilities such as a real time discussion room (email or voice), useful links section, polls, and an automated calendar of course events. Online forums can be held in the discussion room.

WHO ARE THE COURSES FOR?

The courses (Option 1 & 2) are suitable for coaches, managers, supervisors, HR staff, trainers, psychologists, counsellors, ministers, nurses and other professionals.

NB. Only BPS members who have GBC, and/or psychologists with Associate Membership (or above) of the International Society for Coaching Psychology (or equivalent with overseas students) are eligible to join the Diploma in Coaching Psychology (Option 3) programme.

SELECTION

Selection is a threefold process which may include: application form, reference from a professional who knows the applicant and their work, and may include a personal interview with a course tutor to ascertain suitability for the course. The potential attributes looked for in the selection process are evidence of: the ability to reflect upon life experience and use it to enhance self-awareness and maturity; the ability to form a coaching relationship; the ability to build upon self-criticism; the capacity to cope with the emotional, intellectual and practical demands of the course and of providing coaching. The course is not an opportunity to work out personal issues which may need the support of personal coaching or counselling but a commitment to self-disclosure in relation to course learning and personal awareness will be expected.

ASSESSMENT

In addition to passing the written assignments for the modules (a to c), students are expected to submit:

- One 45 minute audio recording and transcript of coaching with a critical analysis of the transcript
- One audio recording of work with a different coachee or client with a written review of the coaching
- Short report of completed coaching with one additional coachee or client
- A 5000 word extended essay or piece of research on an aspect of coaching or the psychology of coaching for the Diploma in Coaching OR a 7500 word extended essay or piece of research on an aspect of coaching or the psychology of coaching for the Diploma in Coaching Psychology or the Diploma in Psychological Coaching
- Five book reviews for the Diploma in Coaching OR eight book reviews for the Diploma in Coaching Psychology or the Diploma in Psychological Coaching

Overall, the submitted client work should demonstrate that the student has coached coachees/clients with a range of different issues. Participants on the Diploma in Psychological Coaching and the Diploma in Coaching Psychology programmes will need to demonstrate a cognitive-behavioural psychological model of coaching in their coaching practice and the assessed work for the programme (see above). Their 7500 word written assignment and choice of books to review will reflect psychological coaching models, in particular although not exclusively, those taught on the programme. Participants on the Diploma in Coaching programme have to demonstrate facilitative or adult learning models of coaching in their coaching practice and the assessed work for the programme. This will be reflected in the 5000 word assignment and their choice of books to review. Full guidance on choice of books to review and possible essay titles will be provided.

Students will be expected to maintain a training and learning log which must specify the length of study, number of taught hours, and a record of the lecturers participating in the training. In addition, it will include a log of their experience on the course i.e. lecture notes, handouts, assignments, essays, a link between the work and learning on the course and its application to the participant's coaching and work context. The student will also keep a record of those aspects of personal growth and self-awareness, which inform coaching practice and relate to the ability to understand course material as well as their personal views of the course. The learning log is mainly a record of the student's personal and professional development; it should be made available for presentation if required. The Forums are also an opportunity for students to share information together as well as commenting on the courses. Reading recommended books and other work undertaken at home is likely to take at least another 400 hours over the course of the programme for the Diploma in Coaching and 500 hours over the course of the programme for the Diploma in Psychological Coaching or the Diploma in Coaching Psychology.

Students are expected to submit the majority of their course work within eight to twelve months from the end of the formal training programme for the Diploma in Psychological Coaching or the Diploma in Coaching Psychology or six to twelve months from the end of the formal training programme for the Diploma in Coaching. However, this can be extended by negotiation with a Course Director.

SUPERVISION

Module c) provides training-related supervision. However, it is essential that regular supervision of coaching work be provided at the place of work or privately from an experienced coach. This additional supervision is the financial responsibility of the participant. If necessary, guidance will be given regarding how to obtain a suitable supervisor.

IMPORTANT NOTICE

Participants must be members of one or more approved independent professional coaching bodies or other related organisations e.g. Association for Coaching, European Mentoring & Coaching Council, Chartered Institute of Personnel & Development, Chartered Association of Business Administrators, International Society for Coaching Psychology and/or British Psychological Society and abide by their code of ethics.

Course attendance should be for a minimum of 90% per module.

COURSE RECOGNITION

Successful completion of the Diploma programme provides sufficient training for eligibility for Full Membership of the Association for Coaching, subject to relevant coaching experience. Attaining the Diploma together with at least three years coaching delivery leads to Chartered Certified Coach, Chartered Certified Executive Coach or Chartered Certified Mentor with the Chartered Association of Business Administrators (CABA) subject to fulfilling their requirements. See separate entry.

STAFF

The course staff are Prof Stephen Palmer, Nick Edgerton, Dr. Kristina Gyllensten, Dr. Siobhain O'Riordan, and Kasia Szymanska who are Chartered Psychologists and/or HPC Registered Psychologists. Other staff and guest lecturers may also be involved teaching on the programme.

ADDITIONAL INFORMATION

Students who have successfully passed a course/programme at the Centre for Stress Management may gain exemption(s).

ADVANCED CERTIFICATE IN COACHING, PSYCHOLOGICAL COACHING OR COACHING PSYCHOLOGY

An Advanced Certificate is awarded to students who successfully complete the three modular Certificate programmes (a) to (c) above on payment of the fee. The fee will be deducted from the Diploma fee for those students who progress to one of the Coaching Diplomas. This course is recognised by the Association for Coaching and the International Society for Coaching Psychology.

PRIMARY CERTIFICATE COURSES: INTRODUCTION

These courses are usually of two-day duration. Certificates of Continuing Professional Development (CPD) are issued to delegates who complete a primary certificate course. A full primary certificate is only awarded to participants who successfully complete a written assignment(s) undertaken at home within 60 days of the course. An extension can be negotiated if necessary otherwise a late submission fee of £20 is charged for late assignments.

PRIMARY CERTIFICATE IN STRESS MANAGEMENT

CONTENT

This two-day course includes the theory of stress and its management. The course takes a multimodal cognitive-behavioural approach to stress management and is based on current research and practice. Some of the topics included are individual and organisational symptoms of stress, thinking errors and thinking skills, stress mapping, stability zones, relaxation techniques, biofeedback, pressure and stress, lifestyle management, physical outlets, management of the personal work environment, Type A behaviour, locus of control, time management, coping strategies at work and home. The application of theory to

practice in different settings, e.g. coaching, counselling, health education, individual and group training, and management will be covered. A book, manual, handouts and biodots are provided. A number of questionnaires will need completing at the end of the first day of the course.

AIMS

- to become knowledgeable about the nature of stress, its management and prevention
- be able to apply this knowledge to recognise stress in self, others and organisations
- to become knowledgeable about a multimodal cognitive-behavioural approach to stress management based on current practice and its application to different settings

OBJECTIVES

- define stress and understand how it differs from pressure
- have a working understanding of modern models of stress including the multimodal-transactional model, the cognitive ABCDE model and an organisational model
- understand the psychophysiology of stress
- identify the main physical, psychological and behavioural symptoms of stress in self and others
- examine primary, secondary and tertiary stress management interventions at the individual and organisational levels
- recognise thinking errors and performance interfering thoughts and develop coaching, training or counselling thinking skills to help individuals modify these beliefs
- develop a range of strategies and techniques to tackle stress, including Type A modification, relaxation skills, lifestyle management, biofeedback, stress mapping
- understand Type A behaviour and Locus of Control constructs
- recognise the organisational symptoms of stress and identify what strategies can be undertaken to prevent and manage stress at work

STAFF

The trainer is Professor Stephen Palmer, Siobhain O'Riordan or Nick Edgerton.

PRIMARY CERTIFICATE IN OCCUPATIONAL AND ORGANISATIONAL STRESS MANAGEMENT

CONTENT

This 2-day course includes the theory of stress and its management with specific reference to occupational and organisational settings. The course is based on current research and practice. Some of the topics included are individual and organisational symptoms of stress, primary/secondary/tertiary interventions, stress auditing, HSE stress risk assessment, thinking errors and thinking skills, stability zones, pressure and stress, management of the personal work environment, Type

A behaviour, locus of control, factors intrinsic to the job, career development, structure and climate, relationships, legal issues, role conflict and ambiguity, time management and coping strategies. A book, manual and handouts are provided. A number of questionnaires will need completing at the end of the first day of the course. As some of the content in this course overlaps with the Primary Certificate in Stress Management, we do not recommend students to do both.

AIMS

- To become knowledgeable about the nature of stress, its management and prevention
- Be able to apply this knowledge in the workplace to recognise stress in self, employees and the organisation

OBJECTIVES

- Define stress and understand how it differs from pressure
- Have a working understanding of modern models of stress
- Identify the main physical, psychological and behavioural symptoms of stress in self and others
- Examine primary, secondary and tertiary stress management interventions at the individual and organisational levels
- Develop a range of strategies and techniques to tackle stress at work and home including thinking skills, coaching skills and Type A modification
- Understand Type A behaviour, Locus of Control and Coping Strategies
- Examine a number of relevant legal cases
- Recognise organisational symptoms of stress
- Examine the HSE guidelines and guide for employees
- Understand the HSE stress risk assessment
- Be aware of the main sources of occupational and organisational stress
- Identify what managers, health professionals and trainers can do to prevent and manage stress at work
- Develop a personal stress management action plan, if appropriate

STAFF

The trainer is Prof Stephen Palmer, Dr Siobhain O'Riordan or Nick Edgerton.

PRIMARY CERTIFICATE IN PERFORMANCE COACHING

CONTENT

This intensive two-day course based workshop covers the theory and practice of performance coaching applied to work and personal contexts. It takes a cognitive behavioural approach. Participants will have the opportunity to practise coaching skills and techniques in small group work. Some of the topics included are the structure of a performance coaching session, assessing current performance, awareness and taking responsibility, reducing interference, overcoming

psychological blocks, the coach as a catalyst, goal setting and goal theory, eliminating the discrepancy between actual and desired performance, competence, developing performance confidence, performance as a measure of behaviour, overcoming the perils of perfectionism, performance enhancing thoughts, performance improvement plans, tackling troublesome thoughts, keeping focused. Handouts and a manual are provided. For the purposes of skills training, participants should be prepared to discuss one problem in small group work. Suitable for coaches, managers, personnel staff, trainers and counsellors. Normal rules of confidentiality apply.

AIMS

To provide participants with a range of performance coaching skills.

OBJECTIVES

- gain competence in carrying out an assessment of a person's current performance
- identify and tackle blocks to improving current performance
- develop collaboratively a performance improvement plan
- understand what steps will be needed to maintain performance once it has improved
- troubleshoot obstacles to improving and/or maintaining performance

STAFF

The trainer is Nick Edgerton, Dr Siobhain O'Riordan or Professor Stephen Palmer.

PRIMARY CERTIFICATE IN PROBLEM FOCUSED COUNSELLING, COACHING AND TRAINING

CONTENT

This two-day workshop is based upon the problem solving approaches e.g. Palmer (1994), Wasik (1984) Palmer and Burton (1996), Milner and Palmer (1998). It includes the seven-step cognitive behavioural and solution focused PRACTICE model sequence (Palmer, 2011): problem identification, realistic goal development, alternatives generated, consideration of consequences, target most feasible solution, implementation of chosen solution, and evaluation developed by Palmer (1997, 1998). For the purposes of skills training, participants should be prepared to discuss two personal problems in small group work. Normal rules of confidentiality apply.

AIMS

To provide participants with an introduction to the theory and practice of problem solving within counselling and coaching settings.

OBJECTIVES

- develop an understanding of and gain practice in using the seven-step PRACTICE model and two coaching models
- practise applying the models step by step to current problems
- practise using the techniques associated with problem solving
- distinguish between problem interfering thoughts (PITS) and problem enhancing thoughts (PETS)
- understand the differences between counselling and coaching

STAFF

The trainer is Kasia Szymanska, Nick Edgerton or Professor Stephen Palmer.

PRIMARY CERTIFICATE IN ASSERTION AND COMMUNICATIONS SKILLS TRAINING

CONTENT

This two-day workshop focuses on the theory and practice of assertion and communications skills. The course takes a cognitive behavioural approach. There will be an emphasis on skills practise and course participants will be given opportunity to practise assertion and communication skills, step by step. Assertion skills such as negative feelings assertion, fogging, workable compromise and setting clear boundaries will be covered. Communication skills such as sending and receiving skills will be included. The use of assertion and communications skills in coaching, counselling and stress and time management training will also be discussed.

AIMS

To provide a practical understanding of those skills associated with assertiveness training and how these skills can be used to aid the communication process.

OBJECTIVES

By the end of the course delegates will:

- have an understanding of the differing personality types associated with assertiveness training, viewed through the SPACE model
- be able to identify individual behaviour patterns
- have had the opportunity to practise a range of assertiveness techniques
- have had the opportunity of discussing personal concerns
- have developed an Action Plan to consolidate learning and future training needs

STAFF

The trainer is Nick Edgerton or Dr Siobhain O'Riordan.

PRIMARY CERTIFICATE IN DEVELOPING PSYCHOLOGICAL RESILIENCE: A COACHING PERSPECTIVE

CONTENT

This intensive two-day course based workshop covers the theory and practice of developing psychological resilience. Participants will have the opportunity to practise skills and techniques in small group work. Topics include essential characteristics of a resilient personality, managing hardship, steering through daily difficulties, bouncing back from adversity, reaching out to new opportunities, developing resilience, building strengths rather than repairing weaknesses, distinguishing between resilience inducing beliefs (RIBs) and resilience undermining beliefs (RUBs). Handouts and a manual are provided. For the purposes of skills training, participants should be prepared to discuss one problem in small group work. Suitable for coaches, managers, personnel staff, trainers and counsellors. Normal rules of confidentiality apply.

AIMS

To provide an introduction to the concept of psychological resilience and how such an outlook can be developed/strengthened.

OBJECTIVES

- Examine some of the characteristics associated with resilience
- Consider some of the myths of resilience
- Identify some of the ideas that undermine resilience building
- Discuss the views of various writers on resilience
- Pinpoint areas where a poor coping response prevails
- Identify core beliefs which are a source of psychological vulnerability

STAFF

The trainer is Michael Neenan, Dr Siobhain O'Riordan or Prof Stephen Palmer.

PRIMARY CERTIFICATE IN COUNSELLING (SKILLS) This course is only offered externally

This is an intensive two-day course in counselling skills based on the developmental skills model of Gerard Egan, with its three-stage framework of exploration, understanding and action, which can be used effectively in different work contexts. The course is run in association with the Centre for Stress Management. See their training programme for details.

PRIMARY CERTIFICATE IN REDUNDANCY COACHING AND COUNSELLING

CONTENT

Given the current economic climate, this course covers the coaching and counselling skills required to help deal with and manage redundancy within a team or company or support your clients to manage this difficult reality. This 2-day workshop is designed to help manager and HR professionals to deal with difficult times within their organisations. This course is also aimed at coaches and counsellors who want to improve their skills in this area.

NB. This is an introductory to intermediate Level 5 programme and may not be suitable for experienced coaches and counsellors.

AIMS

To provide an overview of the effects of redundancy on individuals and to develop skills and strategies drawn from coaching and counselling.

OBJECTIVES

- Review the importance of work for individuals
- Understand the effects of redundancy on individuals
- Develop relevant coaching and counselling skills and strategies to help individuals facing redundancy
- Develop skills from cognitive behavioural coaching (CBC) and cognitive behavioural therapy (CBT) to help alleviate the more serious negative effects of redundancy such as depression and loss of self-esteem and confidence
- Develop processing skills to respond to both the positive and negative personal and emotional reactions to redundancy
- Take stock: evaluate the possibilities in the context of change and new circumstances
- Move forward: explore new goals and pathways

STAFF

The trainer is Nick Edgerton, Dr Siobhain O'Riordan or Prof Stephen Palmer.

PRIMARY CERTIFICATE IN HEALTH COACHING, COUNSELLING AND TRAINING

CONTENT

This intensive 2-day workshop focuses on the theory and practice of primary and secondary preventative health programmes applied within coaching, counselling, training and group work settings. Health coaching is the practice of health education and health promotion within a coaching context, to enhance the wellbeing of individuals and to facilitate the achievement of their health-related goals. The course will include the exploration of evidence-based understanding of 'health' relating to primary factors such as genetics, childhood conditioning, environment, economic, cultural and religious aspects and the exploration of societal changes in health awareness and practice today which can lead to ill-health.

All encompassed within a framework of examining inhibitors and enhancers of a healthy lifestyle i.e.

- physiological (biological-neurological) in particular the immune system
- psychological triggers related to health-inhibiting beliefs (hibs) and health enhancing beliefs (hebs)
- behavioural outcomes of reactive unhealthy lifestyle inhibitors (hibs) and their opposites, proactive health enhancing beliefs (hebs)
- specific aspects of health inhibiting or health enhancing practices related to diet, exercise, smoking, alcohol, relaxation, imagery, breathing, stress and primary preventative and secondary preventative programmes for all age groups

Within the structure of this course you will attain hands-on experience of assessing, monitoring and evaluating specific health-inhibiting presentations culminating in the development of effective health enhancing programmes to assist individuals in making informed choices that provide the impetus to practise lifestyle changes that can enhance their health.

AIMS

- to provide an introduction to the theory and practice of health coaching within coaching, counselling, training and group work settings.
- to develop evidence-based understanding of 'health', relating to primary factors such as genetics, childhood conditioning, environment, economic, cultural and religious aspects and through the exploration of societal changes in health awareness and practice.
- to review current research data in order to develop understanding of the way an individual's lifestyle can lead to ill-health

LEARNING OBJECTIVES

- develop knowledge through the exploration, discussion and evaluation of theoretical concepts of ineffective and effective health practices
- systematically review inhibitors of a healthy lifestyle i.e.
 - physiological (biological-neurological) in particular the role of the immune system and factors that can inhibit its effectiveness
 - behavioural outcomes of unhealthy lifestyle inhibitors leading to health inhibiting beliefs (hibs)
 - specific aspects related to stress, diet, exercise, smoking, alcohol, and their consequences
- systematically review enhancers of a healthy lifestyle i.e.
 - physiological evidence of changing health practices
 - psychological triggers that can provide physiological change through the desensitising of the stress response (hebs - health enhancing beliefs)
 - behavioural change that can be established through specific, individually tailored health programmes. Programmes exploring diet, exercise, alcohol, relaxation, imagery and breathing.
- to examine primary preventative and secondary preventative programmes for all age groups
- to examine the skills necessary to coach individuals or groups related to the delivery of health orientated programmes
- as coaches to practise assessing, monitoring, and evaluating specific health inhibiting presentations by individuals
- as coaches to develop effective health enhancing programmes to assist these individuals to make informed choices that provide the impetus to practise lifestyle changes that can enhance their health

STAFF

The trainer is Irene Tubbs or Prof Stephen Palmer.

PRIMARY CERTIFICATE IN COACHING SUPERVISION

Coaches have been turning to supervision to help maximise effective performance, enhance skill development and to gain assistance with handling coaching dilemmas and coaching dynamics.

A number of professional coaching bodies such as the Association for Coaching and the International Society for Coaching Psychology have all supported the need for a quality control element in coaching together with the need for supporting individual coaches.

Many coaches and organisations are already taking part in a range of coaching supervision options - whether these are of a formal or informal nature. As companies look to ways of ensuring value for money it is likely that coaching supervision will become even more widespread. Although there are trained counselling supervisors there are very few trained coaching supervisors. For many coaches who have been successfully operating coaching practices Coaching Supervision provides the opportunity of developing new skills and a new income stream. This course offers an opportunity to receive:

- Theoretical input
- Skills practice
- Opportunity to supervise others
- Opportunity to learn how to get the most as coaching supervisees

NB This Level 5 course is not suitable for experienced coaching supervisors.

AIMS

To become knowledgeable about coaching supervision.

OBJECTIVES

- Understand the nature of coaching supervision
- Recognise differences between coaching supervision and therapeutic supervision
- Become aware of different types of supervision (managerial, consultative, etc.)
- Recognise different models of supervision
- Understand key skills of supervision
- Consider supervisor competencies
- Recognise the importance of different learning styles
- Become knowledgeable in supervision administration
- Practise supervision skills

STAFF

The trainer is Dr Siobhain O'Riordan or Prof Stephen Palmer

PRIMARY CERTIFICATE IN COACHING PSYCHOLOGY SUPERVISION

Coaches and Coaching Psychologists have been turning to supervision to help maximise effective performance, enhance skill development and to gain assistance with handling coaching dilemmas and coaching dynamics.

A number of professional coaching psychology groups such as the BPS Special Group in Coaching Psychology (SGCP) and the International Society for Coaching Psychology have all supported the need for a quality control element in coaching and coaching psychology, together with the need for supporting individual coaches and psychologists.

This course offers an opportunity to receive:

- Theoretical input
- Skills practice
- Opportunity to supervise others
- Opportunity to learn how to get the most as coaching or coaching psychology supervisees

NB This Level 5 course is not suitable for experienced coaching psychology supervisors.

AIMS

To become knowledgeable about coaching and coaching psychology supervision.

OBJECTIVES

- Understand the nature of coaching and coaching psychology supervision
- Recognise differences between coaching supervision and therapeutic supervision
- Become aware of different types of supervision (managerial, consultative, etc.)
- Recognise different models of supervision
- Understand key skills of supervision
- Consider supervisor competencies
- Recognise the importance of different learning styles
- Become knowledgeable in supervision administration
- Practise supervision skills

STAFF

The trainer is Dr Siobhain O'Riordan or Prof Stephen Palmer who are both International Society for Coaching Psychology Accredited Coaching Psychology Supervisors.

PRIMARY CERTIFICATE IN ANGER MANAGEMENT: A COGNITIVE BEHAVIOURAL APPROACH

This course is only offered
externally

The course is run in association with the Centre for Stress Management. *See their training programme for details.*

PRIMARY CERTIFICATE IN COGNITIVE BEHAVIOURAL COACHING: AN EVIDENCE BASED PSYCHOLOGICAL APPROACH

AIMS

To become knowledgeable about cognitive-behavioural coaching and its application to goal achievement, enhancing performance, managing stress and improving psychological resilience

OBJECTIVES

This 2-day course will help participants to:

- gain knowledge of the theory and practice of cognitive behavioural and rational emotive coaching
- understand when to use cognitive behavioural coaching
- undertake a brief dual systems cognitive behavioural assessment
- undertake an assessment for psychological blocks
- understand procrastination from a cognitive-behavioural perspective
- develop cognitive coaching skills to enhance performance, improve psychological resilience and manage stress
- practise key cognitive behavioural coaching strategies and techniques

STAFF

The trainer is Prof Stephen Palmer or Dr Siobhain O'Riordan.

AVAILABILITY

Course run for in-house training and on an occasional basis at the Centre.

PRIMARY CERTIFICATE IN MEDIATION TRAINING SKILLS

CONTENT

This intensive 2-day mediation training skills course offers an effective framework for dealing with conflict and disputes both in the workplace and other settings. It uses a positive problem solving and solution seeking approach.

The course includes team role plays, feedback and debriefing. It covers why and when to mediate, qualities and attitudes of a mediator, definition of mediation, structures to provide ways to communicate constructively, opening statements, agenda setting, confidentiality, importance of impartiality and neutrality, a range of mediator skills, use of side meetings, exploring solutions, resolution offers, avoiding collusion and other pitfalls, moving from the past to the future, dealing with strong emotions, overcoming power imbalances, writing up agreements, arranging and conducting reviews.

Mediation can be used to resolve interpersonal staff conflicts at work, in neighbourhoods and communities. Mediation allows for a greater range of solutions and options for those in dispute and, where appropriate, on rebuilding relationships. It focuses on the future and uses a collaborative problem solving approach to achieve a win/win situation acceptable to all. Participants will gain these valuable skills whilst learning in a safe and supportive setting.

AIMS

- To gain core skills in mediation

OBJECTIVES

- To gain skills to examine reasons for conflict
- To identify information needed to develop fair solutions
- To understand your own conflict management style
- To practise the skills of identifying key issues, assessing positions and testing out solutions
- To understand the importance of neutrality, impartiality and confidentiality
- To apply the principles, process and practical applications of mediation
- To practise how to set up and manage a structured mediation

STAFF

The trainer is Elizabeth Doggart who is an Accredited Mediator or Keith Chadwick MSc.

DISTANCE LEARNING PROGRAMMES AT THE CENTRES

The Director of the Distance Learning Programme at the Centre is Kasia Szymanska, a Chartered Psychologist. Due to a variety of commitments many potential course participants are unable to attend formal courses at the Centre. We have developed distance learning programmes to help people in this position to learn more about coaching and stress management. These courses focus on personal development and are not designed to train the participants to practise on other individuals. However, the courses may provide a useful insight into coaching and stress management. Some experienced professionals may be able to integrate what is learnt into their normal practice. The tutors who mark the assignments are experienced practitioners.

CERTIFICATED DISTANCE LEARNING COURSE IN LIFE COACHING: A COGNITIVE-BEHAVIOURAL APPROACH

INTRODUCTION

Michael Neenan is an Associate Director of the Centre and co-wrote the successful book, *Life Coaching: A Cognitive-Behavioural Approach* (with Dryden, 2002). People who are unable to attend the courses at the Centre for Coaching may still wish to undertake a correspondence course in life coaching based on Michael Neenan's recent book. This course focuses on personal development and it is not designed to qualify participants as life coaches.

CONTENT

Once enrolled onto the programme the participant receives a copy of the *Life Coaching* book and a list of the assignments. An additional reading list is supplied for participants who wish to study the subject in greater depth.

AIMS

To understand the basic theory and practice of a cognitive-behavioural approach to life coaching.

OBJECTIVES

- Become more personally effective in daily life
- Learn to deal with troublesome emotions
- Become knowledgeable about procrastination
- Learn how to become assertive
- Become knowledgeable about tackling poor time management
- Learn how to persist at problem solving
- Learn how to handle criticism
- Understand how to take risks and make better decisions

WHO IS THE COURSE FOR?

The course is suitable for the people interested in learning about life coaching. Also trainers, counsellors, psychologists, personnel staff, managers, management consultants, complementary health practitioners, health and caring professionals who wish to learn more about a cognitive-behavioural approach to life coaching. It may also offer a person the opportunity to learn more about coaching before enrolling on a formal training programme at the Centre.

OVERSEAS STUDENTS

This course is available to overseas students. However, all materials are written in English. Assignments will only be marked if they are submitted in English. There is an additional fee for postage. However, assignments can be submitted by email to tutors.

ASSIGNMENTS & CERTIFICATE

A certificate of CPD is awarded to participants who successfully complete the five marked assignments which are undertaken at home. Each assignment is associated with two chapters from the book. After enrolling on the programme, allowing for the marking of the assignments, the course can be completed in under six months. However, students are given up to 12 months to complete the course. Please note that assignments are not marked during your tutor's holiday period.

CERTIFICATED DISTANCE LEARNING COURSE IN STRESS MANAGEMENT

INTRODUCTION

The Director of the Centre for Coaching, Professor Stephen Palmer, in association with Professor Cary Cooper co-authored a book, *How to Deal with Stress*. People who are unable to attend the courses at the Centre for Coaching or Centre for Stress Management may still wish to undertake a distance learning course in stress management based on this popular book. This course focuses on personal development and it is not designed to qualify participants as stress management consultants or coaches.

CONTENT

Once enrolled onto the programme the student receives the book about stress and its management and a series of practical self-help exercises. A list of the assignments is provided. An additional reading list is supplied for students who wish to study the subject in greater depth.

AIMS

- to clarify what you mean by stress
- to identify what causes stress
- to explore ways of coping with stress more effectively
- to try out some techniques for coping with stress
- to take responsibility for your own learning

The course includes: the causes and symptoms of stress; thinking skills; relaxation and health; assertion; time management.

WHO IS THE COURSE FOR?

The course is suitable for the layperson, coaches, trainers, counsellors, psychologists, personnel staff, managers, management consultants, complementary health practitioners, health and caring professionals who wish to learn more about stress and its management. It may also offer an individual the opportunity to learn more about stress management before enrolling on a course based training programme at the Centre for Stress Management.

OVERSEAS STUDENTS

This course is available to overseas students. However, all materials are written in English. Assignments will only be marked if they are submitted in English. There is an additional fee for postage. However, assignments can be submitted by email to tutors.

ASSIGNMENTS & CERTIFICATE

A certificate of CPD is awarded to participants who successfully complete the five marked assignments which are undertaken at home. After enrolling on the programme, allowing for the marking of assignments, the course can be

completed in under six months. However, students are given up to 12 months to complete the course. Please note that assignments are not marked during your tutor's holiday period.

DISTANCE LEARNING PROGRAMMES AT THE INTERNATIONAL ACADEMY FOR PROFESSIONAL DEVELOPMENT (IAPD)

In association with the Centre for Coaching we also run the following two Middlesex University Accredited courses, particularly suitable for students around the world. The first is suitable for individuals who already have considerable coaching training and experience and wish to proceed direct to one of our Diplomas following completion of this Certificate and the second programme is suitable for professionals wishing to undertake self-directed Continuing Professional Development and Education (CPDE) under academic supervision:

1. Certificate in Professional Development (Specialist Topic) (10 Credits Level 6)
2. Certificate in Work-Based Professional Development (Specialist Topic) (5 Credits, Level 6)

CERTIFICATE IN WORK-BASED PROFESSIONAL DEVELOPMENT (SPECIALIST TOPIC)

INTRODUCTION

The Certificate in Work-Based Professional Development (Specialist Topic) (5 Credits at Level 6) is run in association with the International Academy for Professional Development.

CONTENT

The Certificate is designed to guide a student to develop a professional development plan through assessing professional development needs, developing a personal profile and undertaking a professional development SWOT analysis to guide relevant self-directed work-based professional development. This can be demonstrated through a range of activities, for example, developing and delivering a presentation, maintaining a professional development record and completing a written assignment relating to the specialist topic or a summary article suitable for publication or abstracting in the online *Journal of the International Academy for Professional Development*.

Topic specialisms might include coaching, management, leadership etc.

AIMS

To guide a student to develop a professional development plan.

OBJECTIVES

- Self-assess professional development needs
- Develop a personal profile
- Undertake a professional development SWOT analysis
- Develop a PowerPoint presentation clearly related to an area of professional development
- Develop a Professional Development Plan
- Maintaining a professional development
- Produce a summary article suitable for publication or abstracting in the *Journal of the International Academy for Professional Development*.
- Make appropriate selection and use of tools and techniques to guide and progress work-based professional development.
- Using a self-reflective approach to professional development, develop capability to maintain newly acquired skills through exploration of own development preferences and be able to critically analyse and appraise own development.
- Be self-directed in own learning by managing own learning on the programme and planning for future self-development.

OVERSEAS STUDENTS

This course is available to overseas students. However, all materials are written in English. Assignments will only be marked if they are submitted in English. There is an additional fee for postage. However, assignments can be submitted by email to tutors.

ASSIGNMENT & CERTIFICATE

Students undertake a professional development SWOT analysis, provide a summary article suitable for publication or abstracting in the *Journal of the International Academy for Professional Development*, submit a presentation on an aspect of personal development and maintain a professional development record. A certificate is awarded to students who successfully complete the programme.

CERTIFICATE IN PROFESSIONAL DEVELOPMENT (SPECIALIST TOPIC)

INTRODUCTION

The Certificate in Professional Development (Specialist Topic) (10 Credits at Level 6) is run in association with the International Academy for Professional Development. The Certificate in Professional Development (Specialist Topic) is a programme usually completed by experienced students who already have knowledge, skills and experience in coaching and who may wish to progress direct to one of the three Diplomas we offer without taking the three Certificates usually leading to them. This route is not taken by the majority of students. Overseas students could be graduate members of their national professional psychology

body, certified/accredited coaches, psychologists licensed by their state or other qualified professionals.

CONTENT

The student develops a professional development plan through assessing professional development needs, developing a personal profile and undertaking a professional development SWOT analysis to guide relevant self-directed work-based professional development. This may involve a number of elements including additional required reading of articles and books, such as the Handbook of Coaching Psychology and developing and delivering a powerpoint presentation. Topic specialisms might include coaching, psychological coaching or coaching psychology, depending upon which Diploma is chosen. All students will undertake a written assignment answering questions relating to the topic specialism.

AIMS

To demonstrating an advanced understanding of coaching, psychological coaching or coaching psychology.

OBJECTIVES

- Demonstrate knowledge and understanding of the nature of coaching, psychological coaching and coaching psychology models and the difference between coaching, coaching psychology, mentoring and counselling.
- Demonstrate the potential usefulness of the application of coaching to a range of work and non-work based situations, explain the personal and organisational context of coaching.
- Make appropriate selection of coaching tools and techniques based on initial assessment of coaching needs.
- Develop competence in a range of skills relevant to the coaching context, such as developing communication skills, self management skills, and practicing goal and programme setting with a client; demonstrate competence in the appropriate application of coaching and psychological coaching skills.
- Demonstrate knowledge and understanding of individual learning styles and personal responsibility for change and how these relate to the learning cycle.
- Exploration of difficulties impeding goal attainment such as emotional interference, and techniques to enhance goal attainment such as time logs, action planning and other key activities.
- Demonstrate practise in a range of advanced coaching skills including proficiency in the use of challenges and disputation in coaching, and overcoming blocks in psychological coaching practice.
- Demonstrate the appropriate application of psychological coaching models to life, business, executive, performance and speciality coaching.
- Develop advanced coaching skills in recorded coaching sessions
- Using a self-reflective approach to own practice, develop capability to maintain newly acquired coaching skills through exploration of own learning preferences and be able to critically analyse and appraise own psychological coaching practice.

- Be self-directed in own learning by managing own learning on the programme and planning for future self-development.
- Develop coaching skills (e.g. self management, communication, goal setting, programme setting) through coaching practice with clients.
- Demonstrate knowledge of the developmental and cross-cultural issues associated with coaching and psychological coaching practice.

OVERSEAS STUDENTS

This course is available to overseas students. However, all materials are written in English. Assignments will only be marked if they are submitted in English. There is an additional fee for postage. However, assignments can be submitted by email to tutors.

ASSIGNMENT & CERTIFICATE

Students submit a completed written assignment to assess the knowledge and understanding they have gained. This is submitted within 60 days of the end of the programme (although an extension can be applied for). The assignment also requires the submission of an audio-recording of coaching a coachee together with a transcript and critical analysis. A certificate is awarded to students who successfully complete the programme.

PROFESSIONAL BODIES THAT RECOGNISE THE INTERNATIONAL ACADEMY & CENTRE'S TRAINING

MIDDLESEX UNIVERSITY

The Diploma in Coaching, Diploma in Coaching Psychology, Diploma in Psychological Coaching, Certificate in Coaching (both options), Certificate in Stress Management and Performance Coaching, and Certificate in Psychological Coaching are all accredited with Middlesex University at their Institute for Work Based Learning.



ASSOCIATION FOR COACHING

The Association for Coaching was founded in 2002. It held its inaugural meeting at the Royal Society for Arts, London. It is setting up a Register of Members and a list of qualified coaches. The Grades of membership are Affiliate, Associate, Member and Fellow. The Association runs training and networking events. The Association recognises the courses run by Centre for Coaching as suitable to fulfil the training requirement for eligibility for membership. Successful completion of the Diploma programme provides sufficient training to fulfil the training requirement for eligibility for Full Membership of the Association for Coaching, subject to relevant coaching experience.

www.associationforcoaching.com e-mail: info@associationforcoaching.com

CHARTERED ASSOCIATION OF BUSINESS ADMINISTRATORS

The Chartered Association of Business Administrators is a not-for-profit professional body. Students can gain one of the following designations with CABA through taking appropriate training programmes with the Centre:

1. Chartered Certified Mentor
2. Chartered Certified Coach
3. Chartered Certified Executive Coach

Specialty Coach designations:

4. Chartered Certified Performance Coach
5. Chartered Certified Stress Management Coach
6. Chartered Certified Stress Management and Wellbeing Coach

See separate entry for details.

www.charteredaba.org

THE BRITISH PSYCHOLOGICAL SOCIETY

The British Psychological Society is the representative body for psychology and psychologists in the UK. It has national responsibility for the development, promotion and application of psychology for the public good, and promotes the efficiency and usefulness of its members by maintaining a high standard of professional education and knowledge. The Centre's courses are: Approved by the British Psychological Society Learning Centre for the purposes of Continuing Professional Development (CPD). www.bps.org.uk Their code of ethics and conduct can be found at: www.bps.org.uk/ethics

INTERNATIONAL SOCIETY FOR COACHING PSYCHOLOGY

An international professional membership body established to further the discipline and profession of coaching psychology. The Centre has achieved *Approved Centre Status* with the Society therefore our courses are recognised
Website: www.isfcp.net

BRITISH INSTITUTE FOR LEARNING & DEVELOPMENT (BILD)

The International Academy and its Centres are an organisational member of the BILD. Members commit to the principles of the BILD Code of Conduct, available on BILD'S website: www.thebild.org The Certificate in Coaching fulfils the training requirement for students seeking professional level Associate Membership of the Institute (ABILD) and the Diploma programmes fulfil the training requirement for full membership (MBILD).

OTHER ORGANISATIONS

EUROPEAN MENTORING & COACHING COUNCIL

EMCC exists to promote good practice and the expectation of good practice in mentoring and coaching across Europe. It provides a membership forum for all those involved in the wide variety of the applications of coaching and mentoring, while placing its greatest emphasis on those areas, which are not already well represented by other umbrella bodies. The Centre for Coaching is an organisational Member of EMCC.

www.mentoringcentre.org

INSTITUTE OF MANAGEMENT SPECIALISTS

Objectives: To encourage management excellence and specialist expertise; To help members achieve their personal aspirations, fulfil their career ambitions and develop their innate potential; To support lifelong learning and encourage education in management and specialist areas; To give professional recognition to the knowledge and skills of managers and specialists. Membership Applicants will be assessed on their Education, Training, Knowledge, Skill and Experience (K.S.E.) and responsibility. Due consideration will be given to those who are qualified only by practical experience. There are many people who, through no fault of their own, have not had the opportunity to gain academic qualifications during their careers. These people may also apply for membership based on their own individual merits, practical experience and position. The IMS recognises the Certificate in Professional Development programmes run by the Centre and International Academy (see pages 35-37).

www.instituteofmanagementspecialists.org.uk

CHARTERED ASSOCIATION OF BUSINESS ADMINISTRATORS



Chartered Certified Coach; Chartered Certified Mentor; Chartered Certified Executive Coach, Chartered Certified Performance Coach, Chartered Certified Stress Management Coach, Chartered Certified Stress Management & Wellbeing Coach designations

A number of our programmes can lead to students becoming chartered by the Chartered Association of Business Administrators (CABA). CABA is an international professional body.

AIM OF CERTIFICATION AND BENEFITS

Certification aims to confer on suitably trained and experienced professionals the designation. The benefits of achieving such a designation are that the individual will be recognised internationally as having achieved a high standard of excellence.

PREREQUISITES

Route 1 is the extended programme and is available for those starting out in the profession. For Route 2 and 3, a minimum of three years experience is recommended as a prerequisite for entry into the courses.

APPLYING FOR A PROFESSIONAL DESIGNATION

On course completion and having satisfied the experience criteria, applicants can apply to CABA and a professional designation certificate will be issued.

ABOUT THE ASSOCIATION

Chartered Association of Business Administrators (CABA) is a not-for-profit professional body chartered Federally under Letters Patent granted by the Government of Canada. Chartered Association of Business Administrators® is also a registered mark with the US Government Patent and Trade Mark office.

CONTACT INFORMATION

Email: info@charteredaba.org

ABOUT THE COURSES

Two components are required to obtain this designation: a) one is educational and the other is b) experience. (a) The educational component consists of gaining a suitable university accredited qualification through one of three routes.

ROUTE 1

This route consists of three taught Certificate programmes with the International Academy for Professional Development, followed by an independent study aided by an academic supervisor to gain a coaching Diploma. This is the preferred route for professionals with little previous coaching training.

ROUTE 2

This is intended for professionals who have already undertaken a basic coaching programme and have some experience of coaching and coaching skills. These individuals formally assess their current knowledge, skills and experience in coaching, through the distance learning programme Certificate in Professional Development (Specialist Topic) and fill any gaps before proceeding to a Diploma in coaching with the International Academy for Professional Development.

ROUTE 3

This route is suitable only for professionals who have already undertaken an advanced training in coaching or mentoring at Diploma or masters level. The Certificate in Professional Development enables them to highlight their experience and undertake projects. Those who can successfully demonstrate a satisfactory level of training can gain Chartered Coach Certification without taking one of the International Academy's Diplomas.

DIRECTORS & TRAINERS

PROFESSOR STEPHEN PALMER PhD CPsychol CSci FAC
FISMA MISCP (Accred)

Professor Stephen Palmer PhD is Founder Director of the Centre for Coaching and the Centre for Stress Management, London, UK and Director of the International Academy for Professional Development. He is an Honorary Professor of Psychology at City University and Founder Director of their Coaching Psychology Unit, and the UK's first Visiting Professor of Work Based Learning and Stress Management at the Institute of Work Based Learning Partnerships, Middlesex University. He is a Chartered Psychologist, an HPC Registered Psychologist, an Association for Professional Executive Coaches & Supervisors (APECS) Accredited Executive Coach and APECS Accredited Executive Coach Supervisor, an International Society for Coaching Psychology Accredited Coaching Psychologist and Supervisor, and an Accredited Cognitive Behavioural and Rational Coach. He is a CABA Chartered Certified Coach. He was formerly Honorary President of the Association for Coaching and is currently President of the International Society for Coaching Psychology. His PhD thesis was titled, Stress: Theoretical and Applied Perspectives.

PETER RUDELL BA (Hons) MISMA MIHPE MRSPH Dip REBT
AdvDipREBT

Peter was the founder administrator of the Centre for Stress Management in 1987 and is now Training Director of the Centre for Coaching. During the 1990s Peter left the centre and became manager of a mental health charity based in Bromley. He later returned to work at the Centre. He has a first class Honours degree with the Open University focusing on psychology. He is a full member of the International Stress Management Association (UK), the Institute of Health Promotion & Education and Royal Society for Public Health. He is also accredited by the BABCP and AREBT. He is a Council member and Treasurer of the Association for Rational Emotive Behaviour Therapy. His book Brief Cognitive Behaviour Therapy with Curwen and Palmer was published in 2000.

THELMA DABOR BSc (Hons) MSc CPsychol

After completing her Bachelors and Masters degree in Psychology in 1988, Thelma went on further to complete another Masters degree in 1997 with Professor Windy Dryden at Goldsmiths University of London and a post graduate Diploma. In 2003 she completed a training course in Life Coaching with the Coaching Academy, where she is now a member. She is a Chartered Psychologist, an HPC Registered Psychologist and is accredited by the British Association for Behavioural and Cognitive Psychotherapy (BABCP) and the Association for Rational Emotive Behaviour Therapy (AREBT). Over the past 16 years, Thelma has worked in the NHS, Private and Voluntary sectors.

ELIZABETH DOGGART FCIPD Dip REBT Adv Dip REBT

Elizabeth is a Fellow of the Chartered Institute of Personnel and Development and is an experienced corporate trainer. She is a UKCP registered cognitive-behavioural therapist. She is formerly manager of a residential drug rehabilitation centre and trained as a nurse. She is also a founding member and past co-chair of the Association for Rational Emotive Behaviour Therapy. She co-authored *Understanding Trauma* (1997) with McMahon. She is a Faculty Member of the International Academy for Professional Development.

NICK EDGERTON BA MSc Dip CACP CPsychol AFBPSS MIW

Nick Edgerton is a Chartered Psychologist and an HPC Registered Psychologist. He holds a BA in Psychology and Philosophy (Keele University), an MSc in Industrial Psychology (Hull University), and a Diploma in Cognitive Approaches to Counselling & Psychotherapy (Goldsmith's College, London). Nick is an Associate Director of the Centre for Coaching. He is an Associate Fellow of the British Psychological Society, a Member of the Division of Occupational Psychology and of the Division of Counselling Psychology. He has wide organisational experience and has run courses for oil, gas and engineering companies, civil service departments and local authorities. Nick is accredited by the Association for Rational Emotive Behaviour Therapy (AREBT).

JENNIFER LISTON-SMITH MA (Oxon), MSc, FRSA, MAC, MIPHE, PG Cert Coaching Supervision

Jennifer Liston-Smith is Associate Director of the Centre for Coaching. Jennifer specialises in executive and leadership coaching, training and consultancy, working at all levels, including senior management and Board. Jennifer has 20 years' experience working with large corporates, government departments and many household name organisations in personal effectiveness and management development as well as coaching and mentoring skills. She has designed and delivered internal coaching and mentoring programmes in demanding blue chip client organisations. Jennifer's work in developing the maternity and parent coaching field has led to her being a sought-after speaker and writer on this topic as well as being Head of Coaching with My Family Care.

Jennifer followed her Oxford Law degree with a Masters in Psychology. She is a Founder Member of both the Association for Coaching and the British Psychological Society Special Group in Coaching Psychology, for which she is Chair of Publications and Communications.

DR KRISTINA GYLLENSTEN DPsych CPsychol

Kristina is a Chartered Psychologist and an HPC Registered Psychologist. She is Deputy Director of the Coaching Psychology Unit at City University, London. She is also a director and Trainer for adSapiens, the Swedish Centre for Work Based Learning and a Faculty Member of the International Academy for Professional Development. She is an international leading expert and researcher in stress and coaching. She has published over 10 papers and chapters on stress and coaching and co-edited a book on psychological coaching. She teaches the Certificate in Psychological Coaching programme in Sweden with Professor Palmer.

GLADEANA McMAHON FAC FBACP FIMS FRSA MISMA MIHPE

A leading Personal Development and Executive Coach Gladeana provides coaching to politicians, celebrities, senior business people and those in the media. As one of the UK's leading confidence and motivational coaches she helps individuals excel. Gladeana is an internationally published author with more than 10 books of an academic and self-help nature to her name (her recent books include 'Essential Business Coaching', 'Confidence Works – learn to be your own Life Coach' and 'Coping with Life's Traumas'). She is a Fellow and current UK chair of the Association for Coaching, a Fellow of the British Association for Counselling and Psychotherapy, Royal Society of Arts and Institute of Management Specialists. She is accredited by the British Association for Behavioural and Cognitive Psychotherapy (BABCP) and the Association for Rational Emotive Behaviour Therapy (AREBT).

MICHAEL NEENAN Dip CACP Dip REBT AdvDipREBT

Michael is an Associate Director of the Centre for Coaching and the Centre for Stress Management. He is an experienced coach, corporate trainer and therapist. He is Honorary Vice President of the Association for Coaching. He is a BABCP accredited cognitive-behavioural therapist and an AREBT accredited rational emotive behaviour therapist. He is on the editorial board of the Journal of Rational-Emotive & Cognitive-Behaviour Therapy. He has written over twenty books including, Neenan, M. & Dryden, W. (2002). *Life Coaching - A Cognitive Behavioural Approach*. London: Brunner-Routledge and Neenan, M. (2009) *Developing Resilience: a Cognitive Behavioural Approach*. Hove: Routledge.

DR SIOBHAIN O'RIORDAN PhD CPsychol CSci FRSA MAC
MISCP (Accred) MIHPE

Siobhain is a Chartered Psychologist and a full member of the British Psychological Society's (BPS) Division for Teachers and Researchers in Psychology. She is a Chartered Scientist and a Fellow of the Royal Society for the Encouragement of Arts, Manufactures & Commerce. She is an International Society for Coaching Psychology Accredited Coaching Psychologist and Supervisor, a member of the Association for Coaching, and Institute of Health Promotion & Education.

In 2008 she became the Research Director of the UK Centre for Health, Safety & Well-being and a Faculty Member of the International Academy for Professional Development. She is currently also a Visiting Honorary Fellow and Deputy Director of the Coaching Psychology Unit, City University (UK) and an Associate Lecturer with the Open University. Siobhain is Chair of the International Society for Coaching Psychology and was Chair of the BPS Special Group in Coaching Psychology (SGCP) in 2006-7. She is Editor of The Coaching Psychologist and the International Society for Coaching Psychology publication *Coaching Psychology International*.

KASIA SZYMANSKA MSc CPsychol MISCIP Accred

Kasia Szymanska is a Chartered Psychologist, an HPC Registered Psychologist, an accredited member of the International Society for Coaching Psychology, and an Associate Fellow of the British Psychological Society. She is in practice as a supervisor, trainer, counselling psychologist and coaching psychologist. She is accredited by the British Association for Behavioural and Cognitive Psychotherapy (BABCP). She is Director of Distance Learning at the Centre for Coaching and an Associate Training Director of the Centre for Stress Management, London and Faculty Member of the International Academy for Professional Development. For the British Psychological Society, she is Consultant Editor of The Coaching Psychologist, is former editor of Counselling Psychology Review published by the BPS Division of Counselling Psychology. She has authored and co-authored articles and chapters on a range of topics.

IRENE TUBBS FAREBT AREBT Senior Accred BABCP Accred BACP Senior Accred AREBC Accred Coach CERT OF EDUCATION MICA MISMA MIHPE & MBICA

Irene Tubbs has been an educationalist since 1976 initially in schools and later as a senior lecturer and head of community services within adult education. She was responsible for initiating, developing and delivering a wide spectrum of educational courses to suit individuals of all ages; families and ethnic/gender groups. She is a specialist practitioner, trainer and author in relaxation, exercise, imagery, breathing, fertility, rehabilitation- recovery after illness; stress management, health & wellbeing coaching and rational emotive behavioural (REB) education (for children/young adults).

Irene is also an accredited therapist and coach using cognitive behavioural, rational emotive behavioural, multimodal, and cognitive hypnosis within her practice. She is an author of books in a number of different areas: creative relaxation (Speechmark); heart recovery (Sheldon press); pathways to parenthood - fertility.

Irene has completed a health coaching manual for use within the health field and her book, *Health & Wellbeing Coaching* is being reviewed for publication. She has also produced many pamphlets and self-help guidelines for combating stress and enhancing wellbeing. She is particularly interested in and undertakes research into harnessing mind power to combat health inhibiting thoughts, beliefs and practices which inhibit wellbeing and recovery from illness.