

ACSTH ACTP

ICF APPROVED COACH SPECIFIC
TRAINING HOURS

ICF

ICF ACCREDITED COACH
TRAINING PROGRAM

ICF

ACTIVISION **COACHING**
INSTITUTE

CERTIFICATION CYCLE

Individual, teams and
organisations Coaching



In partnership:

INSIGHTOUT
LIFE HAPPENS

PEDAGOGICAL GOALS

- To acquire the posture and tools of the coaching of individual, teams and organizations
- To master the coach's 8 competencies and ethics, in accordance with ICF's (International Coach Federation) frame of reference
- To gain the ACTP certification from ICF through a rigorous evaluation process

1. PEDAGOGICAL PRINCIPLES AND GUIDANCE

- A program oriented towards the acquisition of the coach's posture and 8 competencies in accordance with ICF's frame of reference. A pragmatic approach enriched with the trainers contribution, all ICF certified and experienced practitioners.
- The integration of the key concepts, techniques, tools and attitudes that allow for the practice of the coach's profession in the three levels: individual, teams and organization
- A practical training, with supervision and mentoring, both individual and group wise
- Peer group work carried out between modules
- The motivation to practice, as soon as possible, as a coach, with a supervised internship in a real working environment



THE COACH'S 8 COMPETENCIES IN ACCORDANCE TO THE ICF'S FRAME OF REFERENCE

A. FOUNDATION

1. Demonstrates Ethical Practice

Definition: Understands and consistently applies coaching ethics and standards of coaching

01. Demonstrates personal integrity and honesty in interactions with clients, sponsors and relevant stakeholders
02. Is sensitive to clients' identity, environment, experiences, values and beliefs
03. Uses language appropriate and respectful to clients, sponsors and relevant stakeholders
04. Abides by the ICF Code of Ethics and upholds the Core Values

05. Maintains confidentiality with client information per stakeholder agreements and pertinent laws
06. Understands and maintains the distinctions between coaching, consulting, psychotherapy and other support professions
07. Refers clients to other support professionals, as appropriate

2. Embodies a Coaching Mindset

Definition: Develops and maintains a mindset that is open, curious, flexible and client-centred

01. Acknowledges that clients are responsible for their own choices
02. Engages in ongoing learning and development as a coach
03. Develops an ongoing reflective practice to enhance one's coaching
04. Remains aware of and open to the influence of context and culture on self and others
05. Uses awareness of self and one's intuition to benefit clients
06. Develops and maintains the ability to regulate one's emotions
07. Mentally and emotionally prepares for sessions
08. Seeks help from outside sources when necessary

B. CO-CREATING THE RELATIONSHIP

1. Establishes and Maintains Agreements

Definition: Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans and goals. Establishes agreements for the overall coaching engagement as well as those for each coaching session.

01. Explains what coaching is and is not and describes the process to the client and relevant stakeholders
02. Reaches agreement about what is and is not appropriate in the relationship, what is and is not being offered, and the responsibilities of the client and relevant stakeholders
03. Reaches agreement about the guidelines and specific parameters of the coaching relationship such as logistics, fees, scheduling, duration, termination, confidentiality and inclusion of others
04. Partners with the client and relevant stakeholders to establish an overall coaching plan and goals
05. Partners with the client to determine client-coach compatibility
06. Partners with the client to identify or reconfirm what they want to accomplish in the session
07. Partners with the client to define what the client believes they need to address or resolve to achieve what they want to accomplish in the session
08. Partners with the client to define or reconfirm measures of success for what the client wants to accomplish in the coaching engagement or individual session

09. Partners with the client to manage the time and focus of the session
10. Continues coaching in the direction of the client's desired outcome unless the client indicates otherwise
11. Partners with the client to end the coaching relationship in a way that honours the experience

2. Cultivates Trust and Safety

Definition: Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust.

01. Seeks to understand the client within their context which may include their identity, environment, experiences, values and beliefs
02. Demonstrates respect for the client's identity, perceptions, style and language and adapts one's coaching to the client
03. Acknowledges and respects the client's unique talents, insights and work in the coaching process
04. Shows support, empathy and concern for the client
05. Acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs and suggestions
06. Demonstrates openness and transparency as a way to display vulnerability and build trust with the client

3. Maintains Presence

Definition: Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident

01. Remains focused, observant, empathetic and responsive to the client
02. Demonstrates curiosity during the coaching process
03. Manages one's emotions to stay present with the client
04. Demonstrates confidence in working with strong client emotions during the coaching process
05. Is comfortable working in a space of not knowing
06. Creates or allows space for silence, pause or reflection

C. COMMUNICATING EFFECTIVELY

1. Listens Actively

Definition: Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression

01. Considers the client's context, identity, environment, experiences, values and beliefs to enhance understanding of what the client is communicating
02. Reflects or summarises what the client communicated to ensure clarity and understanding
03. Recognises and inquires when there is more to what the client is communicating

04. Notices, acknowledges and explores the client's emotions, energy shifts, non-verbal cues or other behaviours
05. Integrates the client's words, tone of voice and body language to determine the full meaning of what is being communicated
06. Notices trends in the client's behaviours and emotions across sessions to discern themes and patterns

2. Evokes Awareness

Definition: Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy

01. Considers client experience when deciding what might be most useful
02. Challenges the client as a way to evoke awareness or insight
03. Asks questions about the client, such as their way of thinking, values, needs, wants and beliefs
04. Asks questions that help the client explore beyond the current thinking
05. Invites the client to share more about their experience in the moment
06. Notices what is working to enhance client progress
07. Adjusts the coaching approach in response to the client's needs
08. Helps the client identify factors that influence current and future patterns of behaviour, thinking or emotion
09. Invites the client to generate ideas about how they can move forward and what they are willing or able to do
10. Supports the client in reframing perspectives
11. Shares observations, insights and feelings, without attachment, that have the potential to create new learnings for the client

D. CULTIVATING LEARNING AND GROWTH

1. Facilitates Client Growth

Definition: Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.

01. Works with the client to integrate new awareness, insight or learning into their worldview and behaviours
02. Partners with the client to design goals, actions and accountability measures that integrate and expand new learning
03. Acknowledges and supports client autonomy in the design of goals, actions and methods of accountability
04. Supports the client in identifying potential results or learnings from identified action steps

05. Invites the client to consider how to move forward, including resources, support and potential barriers
06. Partners with the client to summarise learnings and insights within or between sessions
07. Celebrates the client's progress and successes
08. Partners with the client to close the session

2. CERTIFICATION

2.1 Accredited cycle ACTP ICF

At the end of the cycle, the participants will be given the coach qualification with accredited training ACTP ICF (Accredited Coaching Training Program, International Coach Federation), with the requirements of having attended the program with assiduousness, carried out the inter-sessions works and successfully concluded the 3 tests that compose the end of cycle certification exam.

The advantages of being ACTP ICF accredited

The ACTP ICF accredited cycle allows participants to acquire their professional coach certification straight from ICF, depending on the number of working hours conducted.

ICF accreditation is recognised in Portugal and internationally.

It's more and more valued by people in charge of buying coaching services and by selecting professional coaches, and frequently it's mandatory on an international level.

ICF certification is a guarantee that the coach:

- Has received proper training in the specific coaching techniques and masters the coach's attitude and competencies;
- Is respectful of the profession's ethical standards and ICF's ethics code;
- Is permanently updating his training;
- Practices coaching in a professional and regular way;
- Is regularly subjected to supervision;
- Is recognised by his peers;
- Has the advantage of belonging to the network of ICF certified coaches.

2.2. Conditions for obtaining an ACTP accreditation

In order to obtain an ACTP accreditation, participants must:

- To participate in all the days of training/practice (levels I, II and III);
- To have carried out all the individual and/or group requested assignments;

- To obtain approval in the certification’s written exam;
- To have conducted, at least, a coaching process with a client;
- To have written a certification report, in accordance with the demanded criteria
- To participate, successfully, in the oral assessment of the coach’s practices.

2.3. Who is it for

The ACTP ICF accredited cycle is for anyone who intends to practice the coach’s profession, as a professional activity in Portugal or abroad, or simply wishes to enrich their professional practice by obtaining coaching skills.

Its audience is formed, mainly, by Human Resources professionals, managers, consultants and trainers. It’s also directed at psychologists and other professionals of the area, while simultaneously directed towards all that intend to be a professional coach either in the business world or in private office.

2.4. The cycle’s structure

		TRAINING COURSE	DAYS	COACHING PRACTICE	INTERNSHIP SUPERVISION	GROUP MENTORING	INDIVIDUAL MENTORING
COACHING SKILLS	Mod. 1	Coaching Skills Individual Coaching	3	X		X	
	Mod. 2	Coaching Fundamental Teams & Organizations Coaching	3	X		X	
ACSTH	Mod. 3	Coaching Fundamental Individual Coaching	2	X		X	
	Mod. 4	Professionalization Individual Coaching	3	X	X	X	X
ACTP	Mod. 5	Professionalization Teams & Organizations Coaching	3	X	X	X	X
	Mod. 6	Studied Topics	2	X	X	X	X
	Mod. 7	Certification and written and oral exam	2	X	X	X	X
VALORIZA-TION	Mod. 8	Coach’s Posture & Identity	2	X			

COACHING PRACTICE

Each participant will conduct a minimum of 5 individual coaching sessions as a coach, which will be observed and given a personalised assessment by the trainer.

The practice sessions will be followed by mentoring* so that each participant may build his learning path and master the coach’s skills.

Each participant will also be given the chance to practice, as a coach, group coaching, due to specific pedagogical exercises, in regards to which he’ll receive feedback and clues as to the progress made.

*MENTORING

Mentoring consists in the evaluation of the participants skills (acquired or in the process of being acquired) and in the giving of recommendations regarding their coaching practice. During the course, each participant will have at least 10 hours of individual mentoring, of which a minimum of 3 hours will be individual: this personalised and systematical feedback will allow the participant to create his "marching orders" to acquire and develop the coach's competencies in accordance with ICF's referential.

INTER-SESSIONS WORK IN PEER GROUPS

At the beginning of the course, groups of participants will be formed that must gather at least once in between modules. The goal of these groups is to provide a training and feedback space among peers about the skills and posture to acquire. The before mentioned inter-sessions works are an integral part of the pedagogical progress. The groups will be self-organised and responsible for the application of the following guidelines:

- Conducting and record coaching sessions with feedback among peers;
- Practice of the team's coaching exercises (the group itself is a team's field of experimentation);
- Sharing of experience, mutual enrichment regarding the concepts, class/lectures, tools

The pedagogical team will ensure the group's work supervision, supply the methodological support elements and ensure the reflection about the experience and collective capitalisation of the peer group's works.

FIELD INTERNSHIP AND SUPERVISION

The participants must conduct a field internship with a coachee under the supervision of the pedagogical team. The "client's" choice and the established contract with the coach in training will be validated by the pedagogical team.

This coaching internship will occur starting on module 3 and must comprise at least 6 hours. There will be no payment made by the coachee ("client"). The analysis of this practical experience will be formalised in a final report and constitutes a main element of the accreditation.

LEVEL 1. THE FUNDAMENTALS OF INDIVIDUAL AND TEAM COACHING

3 modules, 8 days

MODULE 1. (3 days)

APPROACH AND BASIC TOOLS OF INDIVIDUAL COACHING

Introduction:

Presentation of the pedagogical path and ICF certification process.

Definition of Coaching and the difference between mentoring, consulting, therapy

The coach's role and skills

- Professionalism and ethics
- The coach's 8 competencies in accordance with ICF's referential
- Mastering and practicing the coach's techniques, tools and attitudes

Knowing the main tools to manage stress and the coach's and coachee's emotions

- Knowing how to identify and recognise emotions in one self and in others
- Using emotions to enhance the cognitive processes and change



ALPHA CASE STUDY (1ST PART):

Understanding the individual coaching process

- Use of the coach's grids;
- Identifying the client's requests and challenges;
- To develop working hypothesis.

Presentation of the practices to conduct through out the cycle

- «Coaching live»: the short length coaching sessions one to one will allow the participants to internalise the key theoretical concepts: posture, "coach attitude", listening, questioning, etc.
- Analysis of filmed coaching sequences: Subgroups works aiming to identify the key skills applied or not by the coach

Establishment of the learning groups

The participants will have a group meeting, between each module, in order to:

- Review and deepen the coaching concepts and perfect their understanding
- Fill out the coaching's techniques and tools application grid
- Practice live coaching within the group
- Organise and regulate the interactions within the group

Guided works between sessions

MODULE 2. (3 days)

TEAM COACHING APPROACH AND KEY TOOLS

Introduction to team coaching:

- Definition

Understanding the team coach's roles and functions

- Understanding the missions and posture of the team's coach
- Knowing the methods and diagnostic tools of the client's request
- Mastering the approach of team's coaching

Team building, team coaching: mastering the key tools of teams coaching

- Grasping the team as a system: the contribution of the systemic approach for team coaching
- Integrating the key elements of group dynamics and which levers to reinforce
- Analysing a teams' different stages of maturity
- Managing emotions within a group
- Accompanying a team: team coaching principles and modalities
- Motivating and mobilizing teams around a common goal using the Visioning technique



CASE STUDY: TEAM BUILDING EXERCISES EXAMPLE AND TEAM COACHING SITUATIONS

Case study: Vision e visioning

- Applying the studied concepts and grids
- Building a common vision shared within a team

Group practical case: knowing how to implement a team's accompanying strategy:

- What process to propose? What behaviours to have?
- What obstacles to avoid? What success factors?

Presentation of the works conducted individually and/or in groups between modules

MODULE 3. (2 days) COACHING INDIVIDUAL PRACTICE

Module directed towards the training and practice of individual coaching

Characteristics and demands of the coaching contract

Coaching live and feedback:

Throughout this module, the short length coaching sessions will be conducted in groups in order to:

- Practice the "coach attitude" and use ICF competencies grid;
- Identify their own strengths and improvement opportunities.



IMPLEMENTATION EXERCISE: LEARNING TO WORK THE "COACHEE'S" IDENTITY

An exercise that allows to identify the different identity levels of the "coachee" and understand:

- What are their motivation and energy sources
- What are their brakes

End of module: Knowledge Assessment and organization of the practical internship

- Assessment of the acquired knowledge by the participants in accordance with ICF's referential
- Instructions for the internship organization: contract framework, recommendations

LEVEL II. INDIVIDUAL AND TEAMS & ORGANIZATIONS COACHING DEEPENING

2 modules, 6 days

MODULE 4. (2 days) COACHING INDIVIDUAL DEEPENING

To develop the mastery of the coach's 8 competencies

To master the key concepts of individual coaching

To master individual coaching's grids and complementing tools

- Systemic Approach of the individual coaching
- Other diagnostic and actions achievement grids (PCM - Process Communication Model)

To identify and know how to use powerful questions

- To favour the coachee's introspection
- To create an opening for other perspectives
- To stimulate the coachee's potential
- Questioning the coachee's believes and representations

To identify the different types of coachee's personalities

- To discover the different models
- To assess these tools interests for the coach



"ALPHA" CASE STUDY (2ND PART): HOW TO CONSIDER THE INTRODUCTION OF A NEW ELEMENT IN INDIVIDUAL COACHING

Continuing the case study from coaching sessions 3 and 4:

- Understanding the impact of new elements
- Identifying possible new working clues

Implementation exercise: Understanding the coachee's motivation drives

- Identifying individuals motivation drives, legitimacy elements and valorization

Coaching live: observed coaching sessions, with feedback and individual mentoring

Practical internship supervision

- To distance himself in relation with his practice
- To obtain concrete clues / surveillance points in regards to his situation
- To deepen his reflection and to consider multiple points of view

MODULE 5. (3 days)

TEAM & ORGANIZATIONS COACHING DEEPENING

Systemic Approach: to deepen the knowledge regarding the key notions for teams and organizations coaching

- The notion of complexity and of the decoding system: systemic approach
- Team coaching's grids and tools
- Power games and influence within organizations
- Management and organization style and culture

To master the different follow-up steps in group coaching

- The autonomy cycle: applications in group coaching
- Accompanying change: stages and concrete applications

Case studies of group coaching

- Monitoring and change management examples
- Examples of how to apply teams and organisations coaching's different tools
- Developing a diagnostic and conceptualising a follow-up devise for a changing team

Instructios for the writing of the report that must be submitted at least 15 days before the oral exam

LEVEL III. PROFESSIONALISATION AND ACTP ICF CERTIFICATION

2 modules, 4 days

MODULE 6. (2 days)

PROFESSIONALISATION

Coaching live: practice sessions in identical conditions to those of the certification (duration, evaluation criteria, feedback, etc.)

Deepening of the themes in view of the participants needs

- Systemic Approach
- Coach's grids
- Coaching process

- Ethical questions
- The types of intervention in individual coaching: strategic, performance, progress, positioning, duties/position job, etc
- The types of intervention in team coaching: team build, team monitoring, change management coaching, etc

MODULE 7. (2 days) CERTIFICATION

The ACTP certification final exam will be made up of 3 phases:

- Theoretical written test
- Coaching live practical test
- Spoken exam of professional identity and coach practice assessment based on the internship report presentation

Successfully concluding all three tests will allow the participant to obtain the ACTP accreditation given by ICF

- Participants may afterwards obtain the different international accreditation levels, according to the number of hours (ACC, PCC).

Accreditation Juri:

- is composed by the Pedagogical Board and by the trainers team (1 or more juris at the same time depending on the number of participants).

Accreditation final exams

- ACTP path: The Activision CIEO accreditation will only be attributed at the end of the program if the set of pre-requisites is met and if all three final tests are evaluated with a grade of at least 6/10 in the report+article and spoken exam, and 7/10 in the written exam. If the candidate fails one or more tests:
 - he may apply again at his own expense in accordance with the modalities determined by the pedagogical board (check accreditation guide given during the course), which will have a cost per test of 150€ plus tax.
 - will maintain, for a year, the benefit of the successful tests



SELF-DIAGNOSTIC AND PRACTICE OF THE NEXT CERTIFICATION STEPS

- Self-diagnostic of the 8 competencies and individual progress clues
- Professional identity and case study presentation
- Questions and answers regarding the written exam, the report and the oral exam

MODULE 8. (2 days) VALUING THE COACH'S POSTURE AND IDENTITY

Integration of the coach's competencies and tools as a provider, manager, HR or operational

To develop and value one's posture as a coach:

- To formalize one's positioning and value offer
- To elaborate one's pitch

To develop one's professional network:

- To be able to explain the benefits of one's intervention
- To identify and develop coaching opportunities
- To chart and encourage one's contact network

To conduct and pilot one's missions:

- To develop an intervention diagnosis based on the request made
- To analyse the expected effects
- To establish goals: the perimeter and intervention modes
- To estimate resources and necessary budget
- To contractualize the coaching relationship
- To conduct missions and assess them

To perpetuate one's activity:

- To capitalise each mission in order to develop one's activity
- To make come alive one's image
- To be known and recognised

Pedagogical Formats

- Class sessions and workshops regarding practical cases in subgroups adapted to the participants situations: manager, HRD, external service provider coach, business coach with businessmen...

FOR MORE INFORMATION:

www.insightout.pt

and/or call us directly:

Ana Pinto Coelho

Mobile.: (+351) 93 569 7002

ana.pintocoelho@insightout.pt