

PrimaryPeople
coaching, training, supporting change

Institute of Leadership & Management

Endorsed Course

Transactional Analysis Tools for Coaches

3-day course + assignment

INFORMATION PACK



Thank you for your interest

How could this programme benefit you?

1) Overview

This course is designed for people who work as coaches or who use coaching styles of leadership to enable others to solve problems, develop new thinking and overcome obstacles. The content features models and tools from Transactional Analysis, chosen to enable coaches to contract professionally, gain a deeper understanding of their own behaviour and develop strategies for overcoming client resistance to change.

TA Tools for Coaches is a 3-day course, comprising 2 workshop days, 1 open-learning review day and a simple written assignment of up to 1,000 words. The assignment is formally assessed and then verified by the ILM. Probably the best way to provide added value to an organisation, because of the combination of experiential learning, application and reflection, this approach caters for different learning styles and increases the retention of new learning over a longer period than with more traditional workshops.

Designed for intermediate and experienced level coaches and also for supervisors and managers who use coaching styles of leadership, this course focuses on the process of coaching and how people can use TA to become more skilful. All delegates become student members of the ILM for 6 months. On completion of the course delegates are awarded a formal ILM Endorsed Certificate, which can be used as evidence of continuous personal development.

ILM Endorsed Programmes are formally accredited to the ILM and have to meet requirements for minimum Guided Learning Hours (GLH) and formally assessed assignments.

2) Learning Outcomes

At the end of the programme delegates will:

1. Have a greater understanding of the coaching process.
2. Be able to use TA tools to build relationships with clients and contract effectively.
3. Be able to use TA tools to develop hypotheses as to what could be causing a client to be in a stuck place.
4. Be able to develop suitable questions and permissions to enable a client to make progress.
5. Have a greater understanding of their stress responses and those of their client.
6. Be able to work more effectively as a coach through increased personal awareness and conscious competence of common behavioural issues.

3) A High Quality Package

We specialise in providing clients with a high quality approach and the course and package is structured as follows:

- All delegates receive a copy of the book *Working It Out At Work*, by Julie Hay, which is a useful guide to Transactional Analysis.

- All delegates receive a copy of *Brief Coaching for Lasting Solutions*, by Insoo Kim Berg & Peter Szabo.
- All delegates are formally registered to the ILM as student members.
- **Workshop Day 1** – taught modules comprising (1) Process & Contact (2) Contracting & Stress.
- **Workshop Day 2** – taught modules comprising (3) Engaging Thinking (4) Promoting Change.
- Learning gap to give people a chance to practice new behaviours and to draft assignment.
- Delegates have access to telephone support, to help them put learning into practice.
- **Learning Review Day 3** – practice review + unique Affirmations for Organisations model + open learning session.
- Telephone support, if required, to ensure successful completion of assignment.
- Assignment delivery, assessment and verification. Assessment is about showing learning and application.
- Issue of ILM Endorsed Certificates to delegates.

The ILM endorse management and leadership programmes outside the standard NVQ framework that meet the formal requirements for teaching time and assessment.

4) About Transactional Analysis

One of the best set of tools and techniques for working safely with behaviour at a deeper level, because of the twin foundations of contracting and Okness, Transactional Analysis gives people the awareness and insight to develop emotional intelligence, thoughtful coaching approaches and productivity improving language skills.

Developed in the late 1950s by Eric Berne and his colleagues, TA is the study of communications, in terms of what we say to ourselves and how we interact with the world around us. Although its roots are firmly bedded in psychotherapy, it's now also used extensively in a wide variety of public and private organisations, as well as schools and colleges. At its core is a central philosophy that says:

- We are all OK
- We can think for ourselves
- We can choose to make changes

This humanistic approach makes it a natural source of leadership and coaching tools and the models within TA are easy to learn and use. They can also be a powerful force for change and self development, because of their deep underpinnings and practical application.

5) Programme Details

Timings and content order are for illustration and may change in response to delegate needs. Each day has 6 hours of contact time which can be fitted into a standard working day, beginning at 9.30am and ending at 5.30pm, as per the following suggested outline:

- 9.30 Morning start
- 11.00 Break
- 1.00 Lunch
- 2.00 Afternoon start
- 3.30 Break
- 5.30 Finish

WORKSHOP DAY 1

Pre work – Read Coaching Pack 1

3hrs 30mins	SECTION 1 – PROCESS & CONTACT
Minutes	Content
30	Introduction to course and delegates – including briefing about the assignment and marking scheme
60	The Coaching Process – visual Mindmap approach to show coaching process from contact, through GROW (and ILpOA) to summary, including safety. Question types, ethical issues, what are clients thinking at the start (refer to myths).
30	BREAK
45	TA Philosophy & TA Map & OK Corral – Berne and Okness, and the relationship between tools and script
45	Time Structuring – first job of the coach is to make contact – are you and the other person in the same place?

3hrs 30mins	SECTION 2 – CONTRACTING & STRESS
60	Contracting – sample coaching contract to create safe boundaries – 3-level, Multiparty, Psychological distance
30	Coaching Exercise – practice the contact and contract stages. What do you notice?
30	BREAK
60	Driver Behaviour – working under stress – what gets in the way of delegation?
30	Permissions – unlocking potential – and Driver Antidotes

Post work – reflect on your own behaviour and notice your own stress responses

WORKSHOP DAY 2

Pre work – read about Ego States and Transactions

3hrs 30mins	SECTION 3 – ENGAGING THINKING
15	Introduction to day two
30	Review of learning – from day one
45	Ego States & Transactions – structure and function, grounding self, investing energy, 3 types or transaction and note learning happens with all three

30	BREAK
30	Discounting – creating awareness to solve problems – types, how to spot, accounting
60	Coaching Exercise – practice coaching and observe ego states and transactions – use of Adult to move into thinking space (think widely and deeply)

3hrs 30mins	SECTION 4 – PROMOTING CHANGE
30	Strokes – motivating people – stroke economy, stroke balance, stroke party
60	Games – repetitive damaging behaviour – drama triangle vs winner triangle, organisational games, use of Adult transactions, winner’s triangle, getting unhealthy strokes
30	BREAK
30	Dealing with Passive Aggressive – yes but games, spotting try hard, name the game, 4 types of passivity, spotting behaviours
30	Symbiosis and Transference – link to Ego States and think about maintaining awareness.
30	Course Review – what questions are there?

LIVE PRACTICE – LEARNING GAP

Delegates have a month to begin putting the tools and techniques into practice when using a coaching style of interaction with colleagues and/or clients.

Delegates will need to identify two things:

- 1) How they have updated any of their own unhelpful behaviours.
- 2) How they have used TA tools successfully as part of a coaching process.

LEARNING REVIEW DAY 3

Pre work – compile answers to the above tasks and to draft the written assignment

3hrs 30mins	SECTION 5 – REVIEW
30	Introduction to day three and to delegates
30	Learning Review Quiz – questions to get people thinking
30	Affirmations for Organisations – a unique model to unlock potential and promote development

30	BREAK
30	Learning Discussions – group review of progress made and successes achieved during the learning gap
60	Open Learning – collect questions and issues for discussion, recap models, make links and offer practical tips and tools, think about coaching process and practice

3hrs 30mins	SECTION 6 – OPEN LEARNING
90	Open Learning – continue with delegate questions and knowledge deepening
30	BREAK
60	Open Learning – conclude learning session
30	Course Review – collect feedback, agree timescales for submitting assignment

Post work – complete written assignment and submit for verification

6) Assignment

Candidate Notes:

- The purpose of the assignment is to demonstrate new learning, reflection and practical application.
- Please use a 'Word 97-2003 Document' and email your report to the course Tutor by the agreed deadline. Include your name, date and contact details.
- Make your answers concise and ensure you have answered all the questions.
- If you have quoted any references please list the sources at the end of your report.
- If you have any questions please contact the course Tutor.

ACTIVITY	ASSESSOR GUIDELINES	MARKING SCHEME & ASSESSOR COMMENTS
<p>PART 1 – SELF</p> <p>(250 to 500 words)</p> <p>'An effective coach needs to be aware of their own behaviour, hold the coaching space and manage the coaching process.'</p> <p>Consider this statement and then score yourself out of 10 for:</p> <p>a) You as a coach just before the start of this course</p> <p>b) You as a coach just after the end of this course</p> <p>(1 is low and 10 is high)</p> <p>c) How has your own coaching process improved?</p> <p>d) In terms of your own behaviour, what are you more aware of now and what are you doing differently?</p> <p>e) What will you do to ensure this new learning and awareness is retained in six months time?</p>	<p>Score is shown</p> <p>Score is shown</p> <p>Candidate details what has changed for them, one mark per item</p> <p>Candidate is able to give examples of new behaviour in action that shows how they have improved</p> <p>Candidate is able to list tangible steps they will take to ensure they maintain positive changes described above</p>	<p>2 marks</p> <p>2 marks</p> <p>4 marks</p> <p>8 marks</p> <p>4 marks</p> <p><i>(Minimum pass = 10 marks)</i></p>

ACTIVITY	ASSESSOR GUIDELINES	MARKING SCHEME & ASSESSOR COMMENTS
<p>PART 2 – OTHERS</p> <p>(250 to 500 words)</p> <p>Choose one of the TA models/concepts from the course and explain how you have used it (during a coaching style interaction) to have a positive impact on your client; perhaps to enable them to solve a problem, resolve a dilemma, overcome resistance to change, or develop new awareness about their situation, for example.</p> <p>a) Describe the particular model/concept.</p> <p>b) Explain how and when you used it.</p> <p>c) Review the impact of using it: what worked well, what would you do differently next time?</p>	<p>Item is described accurately</p> <p>How and when used is documented</p> <p>Candidate shows learning, by critiquing own effectiveness</p>	<p>5 marks</p> <p>5 marks</p> <p>10 marks</p> <p><i>(Minimum pass = 10 marks)</i></p>

7) Assessment Summary

CANDIDATE NAME:

Assessor Name:	Total Marks = PASS / FAIL
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Internal Verifier Name:	Comments	Marks
	PART 1 - SELF	
	a) Score	2 marks
	b) Score	2 marks
	c) Process	4 marks
	d) Behaviour	8 marks
	e) Six Months	4 marks
	<i>(Min pass 10 marks)</i>	TOTAL: Pass / Fail
	PART 2 – OTHERS	
	a) Model Described	5 marks
	b) How & When	5 marks
	c) Effectiveness	10 marks
	<i>(Min pass 10 marks)</i>	TOTAL: Pass / Fail
		Total Marks = PASS / FAIL

External Verifier Name:	Comments	Assessor Mark
		= / 20
		IV Mark
		= / 20
		Overall PASS / FAIL

8) Contact

If you would like more information or would like to book a programme for you or your organisation please contact us today:

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