



## **Source Point Training - Coaching Fundamentals and Mastery Certification Certified Professional Performance Coach (CPPC)**

In looking at coaching schools available and the value that they represent, the Source Institute offers significant value.

Source Point Training is not limited to training and certifying coaches. We work in the areas of leadership development and facilitation of change in organizations and many different arenas. Source Point Training provides both individual personal development and growth along with the coaching core competencies recognized by the International Coach Federation (ICF).

Fundamentals and Mastery of Performance Coaching curriculum has been awarded 114 CCEs by the ICF with 87.75 of those CCEs in the area of Core Competencies. This assures graduates of Fundamental and Mastery of Performance Coaching recognition through their ICF credentialing process for Associate Certified Coach (ACC) upon completion of our curriculum.

### **American Management Association (AMA) Study**

Coaching is becoming recognized as a performance improvement skill for many organizations today. With the need for individuals in organizations to become much more engaged and connected with the employees they manage and within peer groups. It benefits both the organization and the individuals involved in coaching. To gain a better understanding of both the promise and perils of coaching, the American Management Association (AMA) commissioned the Institute for Corporate Productivity to conduct a global survey of coaching practices in today's organizations. In essence, two survey samples were analyzed: a larger sample made up primarily of North American organizations and a somewhat smaller one made up primarily of organizations located in Europe and the Middle East.

The following outlines some of their findings on the value of coaching for organizations and individuals today:

*Coaching is associated with higher performance.* Correlations do not necessarily imply causation, but respondents from organizations that use coaching more than in the past are also more likely to report two kinds of advantages:

1. They're more likely to report that their organizations have higher levels of success.

2. They're more likely to say that their organizations are performing well in the market, as determined by self-reports in the combined areas of revenue growth, market share, profitability, and customer satisfaction.

*Coaching is primarily aimed at boosting individual performance.* The desire to improve individual "performance/productivity" is the most widely cited purpose of coaching. According to the literature, leadership development is often viewed as the purpose of most coaching assignments (Underhill et al., 2007). Organizations also employ coaches to help with leader transitions (such as promotions, lateral moves, or international assignments), to retain high potentials, to improve performance that is off track, and to help individuals assess where their career is now and where it may go next. Some coaching focuses on honing specific business skills. For example, one company helps leaders learn to be more productive by giving them coaching on improving their organizational skills. Coaching is tied to training programs in some companies. For example, a manager attends training for some specified number of hours and then gets individual coaching to reinforce and apply things learned in the workshop.

## **COACH CURRICULUM**

### ***Coaching Fundamentals – Foundational Training***

The following are some of the values and benefits of the Source Point Certified Professional bEPerformance Coach training curriculum. Fundamentals and Mastery of Performance Coaching consists of five comprehensive weekends that focuses on the areas of personal development (learning to be with individuals in the most effective ways) and coaching core skills.

**Weekend 1** - Provides an understanding of the ecology of coaching and the value of ontological coaching. Ontological coaching provides the student the skills to be aware of an individual's world view, developing deep listening skills and the appreciation of individual's beliefs and attitudes that effect behaviors and outcomes.

During the first weekend students are –

- Presented with the ontological coaching model.
- Develop an understanding of the components of a personal world view and how it impacts generating results.
- Introduced to specific speech acts that have coaches work most effectively with clients.
- Instructed in ways of being with others that creates greatest self awareness and shift.
- Become aware of their own fixed beliefs and how important it is to work with clients from a place of inquiry and neutrality without projecting their own beliefs and attitudes. This is a skill that is recognized by the most experienced coaches.
- Assigned a coaching project to create their Design for Life. Students examine their current environment, purpose and vision and identify the ways that they intend to be in service as a coach for others. As part of their Design for Life they then begin to create a future vision for the ways that they intend to be with others as a coach either as a professional coach or working within an organization as an internal coach to contribute in developing staff and leadership skills.

- Conference calls and tele-classes are set up for mid-term review and assessment by faculty coaches.

**Weekend 2** - Develops coaching core competencies. These are the areas of deep listening, establishing rapport, setting up well formed outcomes and co creating a coaching agreement with clients.

Student coaches are provided with the framework of conducting a coaching session and the associated tools and form that will assist them in tracking a client's results and recognizing future potential. Performance Coaching focuses on:

- Developing coaching plans and the preparation and debriefing process. Importance of record keeping and professional code of ethics requirements.
- Developing commitment to act.
- Coaching change and holding client accountable for all results as a means to learn and develop new strategies.
- Building rapport and trust with clients.
- Learning the art of enrollment and generating commitment to new practices to improve performance.
- Use of various assessment tools to support client development.
- Study and application of various interpersonal behavior / style temperaments sorters.
- Identification of key distinctions that support self awareness and learning.
- Students are videotaped and provided feedback such that they begin to develop their self awareness and proficiency in coaching skills.

Following this weekend student coaches begin to enroll and work with intern clients to develop coaching competency and client hours required for certification.

**Weekend 3** - Students learn to identify barriers to individual performance and ways to coach clients past barriers and their immediate circumstances. Students are introduced to the use of Neuro Linguistic Program (NLP) as a strong communication tool to engage with clients and create a more resourceful state for clients to take on new actions and creating results in alignment with stated outcomes.

Coaching Core Competencies focus on:

- Identifying different stages of change and levels of competency with client
- Co-Creating action plans with clients to develop well-formed outcomes
- Asking powerful questions designed to build deeper self awareness
- Reframing situations and the use of metaphors
- Problem solving strategies
- Learning to work with different modalities and understanding individual meta programs

Upon completion of Weekend 3 the fundamentals have been put into place with a total of 30 hours work with intern clients. Students have demonstrated their ability to explore world views, create rapport, and gain alignment for committed actions for change with the attitudes and practices that facilitate new results. Deeper listening skills that create greater self discovery and commitment with clients and the ability to coach groups expand their influence in coaching others.

## **Coaching Mastery - Certification**

**Weekend 1** - This begins the transition to Mastery of Performance Coaching where the students are introduced to the practices of becoming a *Certified Professional Performance Coach* whether as an internal organizational coach or a private practice coach. All coaches must learn how to create agreement and become recognized as a competent coach. They start the transition to developing their coaching practice including the opportunity to have paying clients. The weekend training focuses on:

- Identifying different arenas of coaching and what is expected to be seen as a competent coach
- Developing a business plan for coaching
- Identifying market niche and how to reach potential clients
- Effective use of social media
- Competency in going to deeper levels of discovery with clients
- Learning to ask difficult questions and intervention techniques
- Coaching conflict resolution
- Coaching groups and exploring dynamics of mixed world views

Mentor Coaches work with the students in Mastery to assure that they have the structure, tools, systems and forms that are required to track client's progress. A Subject Matter Expert in marketing and branding works with the student coaches to identify area of focus, client profiles and ways to reach distinct populations for attracting clients and building a successful coaching practice. Students develop their business plan or model for how they will use their coaching skills.

**Weekend 2** - Certification as Professional Performance Coach (CPPC) requires completion of additional intern client hours (30 additional hours for a total of 60 hours) and review of all client files by Mentor Coaches and Faculty. Certification is awarded with the completion of an oral exam as well as written exam and commitment to operate within the Coach's Code of Ethics recognized by ICF. Presentation of business plans and brainstorming additional marketing strategies and close down with all paperwork submitted. Presentation of a client case study is delivered.

### **Training Schedule:**

#### **Coaching Fundamentals**

November 14-16, 2014

February 6-8, 2015

April 17-19, 2015

#### **Coaching Mastery**

June 5-7, 2015

August 21-23, 2015

What makes Source Point Training's Coach Certification curriculum unique? After 11 years of certifying coaches the consistent feedback received by SPT's Certified Professional Performance

Coaches participating in ICF chapter meetings is their confidence and ground of being with others that demonstrates a higher level of coaching maturity than most newly certified coaches.

Through the coach training a sense of community and commitment to the individual student coach builds trust through rigorous feedback and new ways to challenging the student coaches to achieve this high level of competency within a relatively short period of time.

Source Point Training's commitment to all graduates is a community of support long after the training is completed. This is unique in that many schools do not provide the on-going connection and community support to mentor and sustain newly graduating coaches without additional fees.

The certification and graduation from Source Point Training is recognized by ICF as exceeding the basic minimum of coaching core competency training hours. Should the SPT graduating *Certified Professional Performance Coach* choose to, once completing the required coaching hours, apply for an ACC credential with ICF, the SPT Certificate of Graduation can be provided as part of the Portfolio Application process and will be recognized as fulfilling the pre-requisite hours of coach core competency training required to enter the ICF credentialing process.

The time in which student coaches are certified, the level of competency and the investment consistently have demonstrated this as one of the premier coach training curriculums available today.

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