



Definition of coaching:

Coaching is a non psycho-therapeutic ongoing interaction between the coach and the client/coachee that helps the client/coachee to produce results and reach goals in their personal and professional lives. The coach facilitates change through verbal and non-verbal communication (e.g. questions, reflections, explanations, stories, metaphors, tasks, guiding attention, exercises, etc.) Through the process of coaching, the client/coachee deepens its learning, improves its performance, and enhances its quality of life.

Training Principles:

The coaching training is highly practical with plenty of coaching practise and exercises. The participant is urged to reflect its own communication, give feedback to peers, provide supervision sessions for peers, and use own cases and real life cases to enhance its coaching abilities. The training is also application and experience focused, spanning the bandwidth of coaching and provides examples of coaching cases and

Training Structure

Trained by an INLPTA registered NLP Trainer with INLPTA Coaching qualification (requirements defined by the board of directors).

The certification training meets INLPTA training structure requirements.

- minimum of **105 hours** of formal course room training.
(excluding breaks longer than 30 minutes)
- minimum of **14 days** of formal course room training.

The attended training meets the INLPTA accreditation competency standards and guidelines.

The candidate has successfully met the competency standards of INLPTA of NLP Master Practitioner, as assessed by the registered INLPTA Trainer.

The certificate needs to be signed by at least one INLPTA NLP Trainer (who is certified as a coaching Trainer) recommended two.

INLPTA Master-Coach certification requirements

The candidate is of INLPTA Master accredited status.

- The candidate has successfully met the following INLPTA competency standards requirements for an NLP Master Practitioner, as assessed by the registered INLPTA Trainer:
- Behavioral competency in all Master Practitioner level skills and the demonstrated ability to do several patterns simultaneously.
- The ability to identify, utilize and demonstrate one's integration of the Coach Master content, skills, frames, concepts, principles, processes, techniques and distinctions.
- The ability to do complex individualized coaching interventions based on Practitioner and Master-Practitioner models.

- Demonstrated ability to operate from an ecological framework and philosophy, and to do ecological change work with others.
- Demonstrated ability to operate on different topics and areas of coaching.
- Create and design different constructive and productive settings for coaching sessions.
- Ability to detect patterns, habits and sequences in the coachees behavior, thinking, emotional states and behavior.
- Ability to detect the coachees world-view, values, motives, structure of the problem, structure of solution process, expectations and structures in the model of the world.
- Ability to select the appropriate coaching tools to facilitate the process
- Ability to select the appropriate change technology (technique/intervention/question) to facilitate the change.
- Ability to maintain resourceful states for intellectual, emotional, and physical choice.
- Ability to process one's own modeling of the world and to re-organize one's processing as appropriate to the context and outcome.
- Ability to act in different coaching roles appropriate to the person (coachee), process, situation and context.

Embodiment of the Presuppositions of NLP.

Certification requirements include the successful completion of the following:

1. min. 2 coaching demos each min 30 min with feedback from peers and trainer
2. min. 3 documentations of coaching cases (each min. 3 sessions) including interpretation, analysis and description of processes, methods and interventions (min. 5 pages each)
3. coaching plan (min. 2 pages)
4. personal coaching profile (min 2 pages)
5. 40h of coaching experience
6. 15h of peer or coach supervision

The assessment criteria for NLP Master- Coach

Skills

Content Knowledge:

An INLPTA NLP Coach Master is expected to know the following content at appropriate levels of frames, concepts, principles, processes, techniques, and distinctions:

Practitioner and Master-practitioner refresher

Connection, relationship, distinctions and function and commonalities between the nlp practitioner and master practitioner techniques and interventions

general Coaching Process

get into resourceful state, rapport, setting, gather information, techniques, ecological check, futurepace

Types of change

(to detect, to create, to handle, to facilitate)

minimal – grave

linear – sudden (threshold)

steps – continuous

causal – systemic

Principles and methodology of coaching

tasks of the coach: create and facilitate change: being able to select and switch, and being able to facilitate, train, teach, ask, motivate, reflect, provoke, create insight, explain, task, challenge

tracking of change processes

using notes and documentation to track the change,

to convince the coachee,

to shift attention,

to enhance learning,

to follow-up.

A form to create a documentation

process vs. content coaching**Coaching approaches**

systemic approach

provocative approach

behavioristic approach

modeling approach

coaching tools:

(ability to use different coaching tools, know their purpose and function, select the appropriate tools, innovate and combine tools)

notes, tasks, puppets, figurines, pictures, drawing, writing, checklists, mind-mapping, typologies, questionnaires, trances, role-play, games, scenarios, plans, sketches, music, visualisations, letter writing, telephone, pager, short/text messaging, computer, hats, cards, mood-barometer, chairs, cloth, brainstorming, exercises, trance, email, feedback, free association, metaphors, ..

topics of coaching:

(identifying topic, eliciting structure and patterns, set outcome, create plan, intervention)

career development, leadership competencies, time management, work-life balance, conflicts, motivation, decision finding, decision making, losses, handling power issues, strategic communication, negotiation, stress management, learning issues, test anxiety, relationship issues, presentations skills, company positioning, change of position, procrastination, stage anxiety, job selection, social competencies, mobbing, self-esteem issues, language precision, gender language, pc issues, anger management, performance issues, project planning, future planing, love sickness, home sickness, cultural differences, nervousness, dedication, identity issues, role issues, gender issues, divorce, adaption to new situation, stress issues

areas of coaching

(knowing how to frame, address and work in different areas)
executive, business, teams, personal life, sports, relationships, education, learning,
parents, kids, adolescents

Conflict resolution model (D. Weeks, F. Glasl, Ury/Fisher..)

stages of conflict (escalation model from Glasl)
steps of conflict resolution
Mediation / conflict resolution
(principles, methods, process)

Graves Values Model (personal development)

world-views, transitions, problem solving types (each level),

Types of clients (e.g. DeShazer)

(identify, address, change, transform, adapt)
client, visitor, complainer, co-coach

Model of type of crisis (eg. Erik Erikson)

(but non-analytical interpretation meaning all crisis are possible in any order and any age)
identifying and addressing the different crisis appropriately:

Trust vs. Mistrust
Autonomy vs. Shame/Doubt
Initiative vs. Guilt
Industry vs. Inferiority
Identity vs. Role Confusion
Intimacy vs. Isolation
Generativity vs. Stagnation
Ego Integrity vs. Despair

Model of types of values/motives (eg Steven Reiss, or Hall, ..)

identifying and addressing the different motives/values appropriately:
understanding the intrinsic drivers/motives, understanding the differences in people

Acceptance, the need for approval
Curiosity, the need to think
Eating, the need for food
Family, the need to raise children
Honor, the need to be loyal to the traditional values of one's clan/ethnic group
Idealism, the need for social justice
Independence, the need for individuality
Order, the need for organized, stable, predictable environments
Physical Activity, the need for exercise
Power, the need for influence of will
Romance, the need for sex
Saving, the need to collect
Social Contact, the need for friends (peer relationships)
Status, the need for social standing/importance
Tranquility, the need to be safe
Vengeance, the need to strike back

Questions to facilitate change

(e.g. circular questions, wonder question, outcome re-engineering questions)

	<p>couple or 2 person coaching couples, interactions co-workers,</p> <p>team/group coaching differences when coaching of groups and teams team development group dynamics group interventions (fishbowl, flashlight, feedback..) relationship descriptions (eg. Leary, TA, non-violent communication)</p> <p>Mentoring definitions and methods tools</p> <p>Tutoring definitions and methods tools</p> <p>Supervision definitions and methods tools</p> <p>Moderation definitions and methods tools</p> <p>Contracting sample contract formal and informal contract breach of contract</p> <p>contracting traps impossible tasks lack of ownership different stakeholders hidden agendas</p> <p>Building up a coaching business marketing, business plans, advertising, positioning</p> <p>Ethics INLPTA business society</p>
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