

PLC506 Coaching Presence: Personal and Professional Development

Level: 5

Credit Units: 5 Credit Units

Language: ENGLISH

Presentation Pattern: EVERY JAN

Synopsis:

PLC506 Coaching Presence: Personal and Professional Development focuses on the development of the coach. Students will be facilitated to discover core values, beliefs and perspectives that shape their frame of reference, and then learn how to self-manage in order to heighten their coaching presence. In view of bringing him/herself fully to the coaching relationship, this course examines Rogers' core conditions for the therapist and assesses their relevance and application in the coaching context. The adage goes, "Know yourself better, so that you can be a more effective and powerful agent of change." It invites students to reflect upon their personal presence and how they engage their coachees, exploring both proactive and reactive perspectives. It also explores the importance of working in the "here and now".

Topics:

- The Person of the Coach
- The Invitational Coach
- Influence of the Coach's Personal Needs and Unresolved Conflicts
- Values that Drive Coaching Relationships
- Rogers' Therapeutic triad of Genuineness, Respect and Empathy
- Empowerment, Diversity and Multiculturalism
- Therapeutic Presence
- Theory, Process and Experience
- Levels and Challenges
- Neurobiology of Therapeutic Presence
- Cultivation of Therapeutic Presence
- Evaluation of Therapeutic Presence

Textbooks:

Geller, S.M. and Greenberg, L.S.: Therapeutic Presence. American Psychological Association
ISBN-13: 9781433810602

Geller, S.M. and Greenberg, L.S.: Therapeutic Presence. American Psychological Association
ISBN-13: 9781433810602-AA

Learning Outcome:

- Explain the concept of coaching presence.
- Define and distinguish between the experiencing self and the observing self.
- Consider Rogers' core conditions and evaluate their relevance for coaching.
- Review the coach's role and evaluate its significance for the co-created reality within the coaching relationship.
- Demonstrate the capability to work with coachees in a manner that is simultaneously engaged and detached.
- Critique on personal coaching development journey within the context of theoretical understanding.

Assessment Strategies:

Continuous Assessment Component	Weightage (%)
TUTOR-MARKED ASSIGNMENT	25
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Sub-Total	50

Examinable Component	Weightage (%)
ECA	50
Sub-Total	50

Weightage Total **100**