

7th INTERNATIONAL CONFERENCE ON COACHING SUPERVISION

International Centre for Coaching and Mentoring Studies



Biographies
and abstracts

PROGRAMME

9.00	Registration with Refreshments		
9.30	Welcome from Professor Tatiana Bachkirova Room: JHB108 – Lecture Theatre		
9.40-10.25	Keynote 1 – The coach: directive, maieutic, addictive or empowering? Professor Guy Claxton Room: JHB108 – Lecture Theatre		
10.30-11.15	<i>Research based and conceptual presentations</i>	<i>Case studies</i>	<i>Demonstrations</i>
	Room: JHB203 Chair: Dr Adrian Myers	Room: JHB205 Chair: Claudia Filsinger-Mohun	Room: JHB206 Chair: Dr Peter Jackson
	Supervising the competent self and the dialogic self of the coach Professor Tatiana Bachkirova	Deliberately self-centred coach supervision – a shift in emphasis when working with mature practitioners Michelle Lucas	Couching – the interface between the perceived diverse worlds of coaching and counselling. What might the supervisory dialogue look like? Karl Gregory & Dr Lise Lewis
11.15-11.30	Refreshments Room: JHB204		
11.30-12.15	Sustaining the balance: the right and left brain in coaching and supervision Dr Henry Campion	‘Going Dutch’ in coaching supervision: lessons from a flat country Mieke Voogd & Bas van Ommeren	The place of discomfort: using parallel process with greater precision in supervision groups Christine Thornton
12.20-13.05	Effective supervisory relationships Dr Sue Clohessy & Dr Helen Beinart	“I displayed all the competencies, and yet it felt wrong” – a case study of working beyond supervisory competences Natalia de Estevan-Ubeda	
13.05-14.00	Lunch Room: JHB204		
14.00-14.45	Keynote 2 – How supervisors can draw on the rich layers of dynamic fields Dr Sue Congram Room: JHB108 - Lecture Theatre		
14.50-15.35	<i>Conceptual presentation</i>	<i>Research based presentation</i>	<i>Demonstration</i>
	Room: JHB203 Chair: Dr Elaine Cox	Room: JHB205 Chair: Dr Carmelina Lawton-Smith	Room: JHB206 Chair: Dr Judie Gannon
	Stretching ethical dilemmas – a creative tool for supervisors Dr Michel Moral & Florence Lamy	A research study into supervision of team coaching Dr Alison Hodge & Professor David Clutterbuck	How can we stretch ourselves as supervisees during coaching supervision? Dr Louise Sheppard
15.35-15.50	Refreshments Room: JHB204		
15.55-16.40	<i>Conceptual presentation</i>	<i>Invited presentation</i>	<i>Demonstration</i>
	Peer supervision – poor relation or strategic partner? Michelle Lucas & Carol Whitaker	Self deception and self knowledge. How do they impact our work? Robin Shohet	Trust your gut, listen to reason: intuition and the coaching relationship Claire Sheldon
16.40-17.00	Closing plenary		
17.00	Close		

PRESENTER BIOGRAPHIES

We have many excellent speakers in the field presenting today, including:



KEYNOTE SPEAKER: PROFESSOR GUY CLAXTON

Professor Guy Claxton is a cognitive scientist specialising in the learnability of the 'craft of learning' itself. He has written widely about learning in educational, therapeutic, sporting and spiritual settings. He has explored the development of non-intellectual forms of intelligence in a series of books: Hare Brain, Tortoise Mind, The Wayward Mind, and most recently Intelligence in the Flesh: Why Your Mind Needs Your Body Much More Than It Thinks (Yale University Press 2015). His practical

Learning Power Approach to education has been influential in schools around the world, especially in the Middle East, South Africa, South-East Asia, Australasia and South America. He is currently Visiting Professor of Education at King's College London.



KEYNOTE SPEAKER: DR SUE CONGRAM

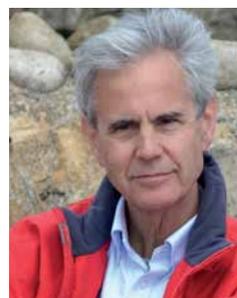
Sue is a Leadership specialist, OD Consultant and supervisor. Her PhD research studied the underlying dynamics of leadership in practice. She is founder of the Leaderful Women Project and co-founder of Engendering Balance Ltd. Sue has published books, chapters and articles on diversity, management, leadership, coaching, supervision and Gestalt in organisations. Her broader portfolio of work includes training and developing OD professionals and coaches in the

UK, Nordic countries and Europe. She speaks at conferences about her work and facilitates large groups to think differently about leadership.



PROFESSOR TATIANA BACHKIROVA

Professor Tatiana is Professor of Coaching Psychology and Co-Director of the International Centre for Coaching and Mentoring Studies at Oxford Brookes University, UK. Her particular area of expertise is in coaching psychology and supervision. She is one of the editors for The SAGE Handbook of Coaching (2017) and many other books, chapters and journal papers. Tatiana is a Founder and Chair of the International Conference on Coaching Supervision and a Member of the Scientific Advisory Council (SAC) at the Institute of Coaching at Harvard. She also runs a very popular programme on coaching supervision at Oxford Brookes.



DR HENRY CAMPION

Dr Henry Campion is an AC accredited coach and coach supervisor. Originally a doctor, he became a programme-maker and then a senior manager at the BBC where he became an internal coach in 2002. For the past decade he has been in private practice, latterly mainly as a supervisor. He holds a PG diploma in psychosynthesis counselling, an advanced diploma in executive coaching (AoEC), and a professional certificate in the advanced study of supervision (Oxford Brookes). With his combined medical and managerial background, he has a particular interest in how to use neuroscientific research to make coaching and supervision more effective.



PROFESSOR DAVID CLUTTERBUCK

Professor David Clutterbuck is EMCC Special Ambassador and co-founder. He is author of two books on coach supervision, and author or co-author of more than 60 others. He is a veteran presenter at diverse global conferences. Visiting professor at three UK universities, he holds a post graduate certificate in coach and mentor supervision. He also wrote the first English language book on Team Coaching and is currently leading the editorial team creating the first handbook of team coaching.



NATALIA DE ESTEVAN-UBEDA

Natalia de Estevan-Ubeda is a professional accredited coach and coach supervisor. Natalia's career spans over 20 years working in consultancy. She is the Head of Innovation in a large public sector organisation in the UK, where she is an internal coach. Her coaching portfolio has focused on working with Government clients and internationally. Natalia is on her second year of her Masters Degree in coaching and Mentoring Practice in Oxford Brookes University. Natalia has an on-going interest in mindfulness applications to coaching and coaching supervision.



DR HELEN BEINART

Dr Helen Beinart is a Clinical Psychologist who teaches on the Oxford Post-Graduate Certificate in Supervision of Applied Psychological Practice, and provides freelance supervision and training. She was Director (Clinical and Professional) of the Oxford Institute of Clinical Psychology Training, Oxford University until October 2013. She practiced for many years as a Clinical Child Psychologist in the NHS and has taught, researched and written widely on supervision.

Effective supervisory relationships: Best evidence and practice is due to be published by Wiley in 2017.



KARL GREGORY

Co-founder of Severn Talking Therapy www.severntalkingtherapy.co.uk as a vehicle to run the annual Supervision Conference UK, a Diploma in Relational Supervision and workshops.

Karl is an integrative counsellor using relational, existential and systems approaches. A trainer and supervisor and for the last 20 years working from a private practice in Brockworth, Gloucestershire.

Creates and delivers organisational workshops offering support and advice on well-being, managing stress at work and managing colleagues with mental health issues.



DR SUE CLOHESSY

Dr Sue Clohessy is Course Director of the PGCert in Supervision of Applied Psychological Practice, Clinical Tutor and the lead for Supervisor Training at the Institute of Clinical Psychology Training, Oxford University. She is an experienced trainer and has researched and written on aspects of supervision and the supervisory relationship. She worked as a clinical psychologist in the NHS for 20 years and now has an independent practice, offering psychological therapy and supervision, and is accredited as a therapist and supervisor with BABCP.

Effective supervisory relationships: Best evidence and practice is due to be published by Wiley in 2017.



FLORENCE LAMY

Florence Lamy is coach, psychotherapist and supervisor. She currently finishes learning Chinese Medecine. She is specialised in business coaching, working with people, teams and organisations. She teaches and supervises at the University Paris VIII and at the University Cergy-Pontoise. She has a private supervision practice and trains supervisors (ESQA). She published eight books related to coaching, meditation and supervision, and also a play.



DR MICHEL MORAL

Dr Michel Moral spent most of his career in an international environment as a manager and executive. In 2003 he created a coaching and supervision practice. He holds a Master degree in Science & Technology and a PhD in Clinical Psychology. He has published ten books related to management, coaching and supervision. He trains coaches at University, supervises coaches and trains supervisors (ESQA) with Florence Lamy.



MICHELLE LUCAS

Michelle's background is in Psychology & HR. She trained in Coaching and Supervision at Oxford Brookes, she also has an MBA. A practising Executive Coach and Supervisor she is also the AC Supervision Lead.



DR ALISON HODGE

Dr Alison Hodge has been practising as an executive coach (EMCC accredited) and coaching supervisor (APECS accredited) since 2000 and most recently completed her Professional Doctorate in Coaching Supervision at Middlesex University in 2014. More recently, her supervisees have been bringing team coaching assignments to their supervision and as a result, over the past 2 years, she has researched and developed a 3 day team coaching supervision programme for supervisors.



BAS VAN OMMEREN

Bas van Ommeren is a Work and Organisational Psychologist and owns Ubiquist, a network organisation for coaching supervision, training, coaching and organisational development. His mission is helping companies and organisations, as part of their continuous plight for continuity, sustainability and innovation, to become a healthy environment for human beings, not just a place fit for the survival of employees. Bas is very interested in the fundamental and philosophical issues underlying the field of Work and Organizational Psychology. He is an active member of the NIP (Dutch Psychological Association) and an AOCS registered supervisor. He is 61, married and proud grandfather.



DR LISE LEWIS

Executive Coach | Coach Supervisor | designer and trainer of EMCC accredited training in coaching, mentoring and supervision. Primary work is with clients wanting to improve their leadership capability through developing a presence that stimulates excellence in others. Clients are encouraged to take beneficial risks, rise to challenges and be excited by the opportunities presented through coaching. Lise's approach is working in partnership with clients, being supportive, honest in feedback, stretching in improving performance within a safe environment offering a platform for transformational change.



DR LOUISE SHEPPARD

Dr Louise Sheppard is an executive coach and coaching supervisor with over 20 years of coaching experience in 50 organisations globally. Louise's background is in business, leadership development and change management. Louise is a Doctor of Coaching and Mentoring (Oxford Brookes University) and accredited as an executive coach and coaching supervisor (APECS). She is on the advisory board for a social enterprise, Rising Minds, which provides coaching and mindfulness services to commercial organisations and to those who cannot afford it in the community (www.risingminds.org.uk).



CHRISTINE THORNTON

Christine Thornton is a group analyst, supervisor and coach, author of the best-selling Group and team coaching [Routledge 2010, 2016], and 8 other books. She offers reflective space to leaders, coaches, and consultants, enabling better understanding of the unconscious and systemic dynamics of organisational relationships, developing self-awareness and group skills.

Christine holds

- Membership of the Institute of Group Analysis
- An MSc in Psychology [distinction]
- Membership of the British Association for Psychoanalytic and Psychodynamic Supervision
- Invited memberships of the Association of Coaching Supervisors and the Association for Professional Executive Coaching and Supervision [for services to the profession]

More information at

www.thorntonconsulting.org



MIEKE VOOGD

Mieke Voogd is owner of Coachkwadraat, a network company for coaching, supervision and organisational development in the north of Holland. This company was established in 2006. Mieke is trained as an organisational psychologist and has worked as a consultant for nearly 20 years in various profit and non-profit organisations. During that period she trained and registered as a supervisor. Mieke has a strong interest for research on coaching en supervision. She is member of the board of the Dutch association of supervision and coaching (LVSC). LVSC has a partnership relation with the Association of Coaching Supervision (AOCS). Besides that she works as teacher and meta-supervisor at a training-institute for supervisors.



CLAIRE SHELDON

Claire Sheldon has over 20 years experience as an executive coach and facilitator. Her clients report building richer, more productive workplace relationships, and developing the skills and self-awareness to sustain individual and organisational change.

Claire completed an MA in Coaching and Mentoring practice at Oxford Brookes University, graduating with distinction and the Student Prize for Best Overall Performance. Describing herself as 'an intuitive coach', her curiosity about what that might mean triggered her MA dissertation. Her research breaks new ground in clarifying how coaches talk about and use intuition in their practice, and provides a robust foundation for this session.



CAROL WHITAKER

Carol has experience at Board level in a number of industries, an MBA with an early career in HR. The development of potential in the people has always been her passion. She specialises in Executive Coaching, Team/Group Coaching, Supervision and Mentoring Entrepreneurs. They are co-authors with David Clutterbuck for the current 5* book 'Coaching Supervision : A practical guide for Supervisees'.



ROBIN SHOHE

Robin Shohet has been supervising for nearly forty years and co-written with Peter Hawkins Supervision in the Helping Professions, now in its 4th edition and translated into eight languages. He is also editor of Passionate Supervision, Supervision as Transformation and Supervision in the Medical Profession. He is a student of the Course in Miracles.

KEYNOTE PRESENTATIONS

KEYNOTE 1: PROFESSOR GUY CLAXTON

The coach: directive, maieutic, addictive or empowering?

Coaches help learners get where they want to go. The optimal learning model depends critically on what the context, the goals and the learners themselves are like. Sports coaching, life coaching and the kind of 'mind-coaching' that goes on in classrooms and lecture theatres are very different and require different assumptions and approaches. Non-directiveness, for example, is not a foundation stone of coaching; it is a contingent tool that can be misapplied or abused, as well as used well. The talk argues for a pragmatic, rather than an ideological, approach to coaching and importance of this stance for coaching supervisors.

KEYNOTE 2: DR SUE CONGRAM

How supervisors can draw on the rich layers of dynamic fields

Dynamic fields are co-created between people, painting a colourful layering of culture, history, emotions, meaning-making and the more easily accessible world of what we see and hear. Supervision is a unique and privileged process in the professional arena of coaching, offering opportunities to explore relational dynamics in new and different ways. In this talk I explain what the dynamic field is, the overlapping fields of the supervisor-coach, coach-client and client-system and how supervisors can draw on this perspective to enrich their work, opening windows of understanding that may otherwise be out of reach.

CONCEPTUAL OR RESEARCH-BASED PRESENTATIONS

PROFESSOR TATIANA BACHKIROVA

Supervising the competent self and the dialogic self of the coach

In this session we will explore potential role of supervisors when coaches display different tendencies in their professional selves. We will use a distinction between Competent and Dialogic selves described in my latest paper: *The Self of the Coach: Conceptualization, Issues, and Opportunities for Practitioner Development*, (2016) *Consulting Psychology Journal* 68 (2): 143-156. Although the influence of both selves is usually evident in experienced coaches, they might be invested in the competent self in order to be seen as experts. The shift from the competent to the dialogic self, and back when necessary, implies awareness of the different philosophies behind them and appropriate support in supervision.

DR HENRY CAMPION

Sustaining the balance: the right and left brain in coaching and supervision

In his seminal 2009 work, 'The Master and His Emissary', Iain McGilchrist argues that the increasing dominance of rational, analytic Left Brain thinking is drowning out the values and insights of the more holistic Right Brain. This presentation will help coaching supervisors to understand the implications of his work for supervisees so that they are better able to develop and use their Right Brain sensibilities for the benefit of their clients.

DR SUE CLOHESSY & DR HELEN BEINART

Effective supervisory relationships

This paper will explore what constitutes effective supervisory relationships by providing a conceptual overview, considering theoretical models and briefly reviewing research findings. We will summarize the research undertaken by our team in Oxford about the qualities of effective supervisory relationships.

We will also briefly cover practice issues – what supervisees and supervisors can do to make their relationships work well (or less well), and describe the importance of effective contracting and feedback skills. The presentation will include taught material, hand-outs, and some brief exercises to exemplify the content. There will be opportunity for discussion and questions.

DR MICHEL MORAL & FLORENCE LAMY

Stretching ethical dilemmas – a creative tool for supervisors

The objective of the presentation is to explain and demonstrate a new methodology for the exploration and resolution of ethical dilemmas in supervision.

What we propose is a stretching between ethics of responsibility and ethics of conviction (Weber, 1995) to find the freedom by which the intimate comfort zone of the inner ethics of the person is obtained.

The proposed approach is quite different from the existing ones because its primary purpose is not to make a choice but to find another path to escape the dilemma.

**DR ALISON HODGE &
PROFESSOR DAVID CLUTTERBUCK****A research study into supervision of team coaching**

While there is growing literature on supervising coaches in general, there is almost none on supervising team coaches. Based on a recent survey into this practice, we will present the key findings that have emerged from the first phase of our research. We intend to offer further understanding of the dynamics of supervising team coaches and how this differs from supervising coaches in their one-to-one practice.

This will be an opportunity to consider what conceptual models help supervisors supervise team coaches addressing the complex dynamics of working with intact teams. We will explore the most common issues team coaches bring to supervision and how supervisors have been able to help (or not).

MICHELLE LUCAS & CAROL WHITAKER**Peer supervision – poor relation or strategic partner?**

Where do you place peer supervision in the range of your reflective practice? In this interactive session we'll explore different international perspectives on this question. We propose that we can create a symbiotic relationship between peer supervision and supervision with a qualified supervisor. Key is enabling peers to work together robustly and clarifying when peer supervision is or is not sufficient. Working in small groups we will debate these 3 questions.

- When and where is peer supervision a positive choice?
- What are the limits of peer supervision?
- How can different global practices create a symbiosis between peer and professional supervision?

CASE STUDIES AND DEMONSTRATIONS

MICHELLE LUCAS**Deliberately self-centred coach supervision – a shift in emphasis when working with mature practitioners**

What happens when experienced coaches bring to supervision the specific question of how their coaching work informs their understanding of themselves? Members of an innovative supervision group share their personal learning and the impact this has had on their client work. Will the needs of their clients get amplified or minimised? Join us and find out!

KARL GREGORY & DR LISE LEWIS**Couching – the interface between the perceived diverse worlds of coaching and counselling. What might the supervisory dialogue look like?**

Couching is said to be a hybrid of coaching and counselling (Houghton 2013), a concept that is beginning to take root (Devine & Holgate 2016).

At a time when more therapists are training as coaches and there is a movement towards coaches developing greater awareness of psychotherapeutic skills - does supervision need to embrace the concept of 'Couching'?

This interactive workshop exposes some of the stereotypes surrounding counselling and coaching, explores the interface of the two disciplines and discovers where they really meet. Supervision is the place to reflect how we bring these together... and what might that look like?

MIEKE VOOGD & BAS VAN OMMEREN**'Going Dutch' in coaching supervision: lessons from a flat country**

We will share with you our experiences in introducing coaching supervision in the Netherlands. You will learn about the Dutch coaching landscape and what we think is "Coaching Supervision the Dutch way". The workshops main focus is to explore in small groups three questions:

- What is the influence of power distance (as a cultural phenomenon) on the supervisory relationship?
- What are our own basic assumptions regarding power in our supervision practice?
- What to expect and what to gain when we stretch our supervisees (and ourselves) in this respect?

CHRISTINE THORNTON**The place of discomfort: using parallel process with greater precision in supervision groups**

- What are the preconditions for using parallel processes?
- How do parallel processes work in groups?
- How can I enable the fluent use of parallel processes in my supervision groups?

Parallel process in supervision groups is a rich source of data for unlocking change, more often cited than understood. Parallel processes are inherently uncomfortable, taking our attention to what does not fit or isn't being expressed. In supervision groups, parallel processes are amplified, experienced through the group's dynamics. Developing the capacity to use parallel process effectively requires us to stay with discomfort, not-knowing and the limits of our own experience.

NATALIA DE ESTEVAN-UBEDA**“I displayed all the competencies, and yet it felt wrong” – a case study of working beyond supervisory competences**

This case study presents a reflexive account of working beyond competencies. Through the analysis of a recorded supervision session, it brings to life the paradox of displaying a considerable variety of competencies in a session that, despite all the ticks in all the boxes, still felt “wrong”. Implications for the development and assessment of supervisors will be discussed alongside the challenges of shifting the industry towards capabilities, moving away from competencies.

CLAIRE SHELDON**Trust your gut, listen to reason: Intuition and the coaching relationship**

Many coaches profess using intuition with their clients – yet most give little thought to how they do so. Claire Sheldon worked with experienced coaches to start closing this gap. In this participative and engaging session she shares *Working at the Boundary*. An innovative, research-based model, it captures the potential in the moment between us noticing and responding to an intuition. Participants will use it to unpick their own responses to intuitions in their practice, and to consider ways in which they can support their clients in working more choicefully at the boundary between intuitive and rational ways of knowing.

DR LOUISE SHEPPARD**How can we stretch ourselves as supervisees during coaching supervision?**

This presentation provides new insights into how coaches can stretch themselves during coaching supervision. I will argue that supervision should be supervisee-led with supervisees taking ultimate responsibility for their learning and I will share the first framework for supervisee-led supervision. I will provide guidelines for how supervisees can enhance their coaching supervision, building on their natural tendency to learn. I share new stages of maturity for supervisees so that supervisees can gauge where they are in terms of their developmental journeys. Supervisors will benefit from hearing how to adjust their approach to ensure more supervisee-led engagements.

INVITED PRESENTATION

ROBIN SHOHEIT**Self deception and self knowledge. How do they impact our work?**

“If you want to know the Truth get an enemy.” Byron Katie

Our need to belong and be accepted and acceptable can come at a price. We might not realise how much we have adapted, holding on to an illusion that we know who we are and what we are doing. Theories of cognitive dissonance show us clearly how we can bend facts to fit in with our perception of ourselves and our world view. Our core beliefs seem so apparently self evident that we do not recognise them as beliefs. The power of projection is so strong, that we do not see the possibility of the world as a mirror.

What might be the equivalent of the Emperor’s New Clothes in coaching supervision? Is there another level we can take our work to by knowing ourselves more? Or might the ideas of knowing ourselves be just another form of self deception?

THE INTERNATIONAL CENTRE FOR COACHING AND MENTORING STUDIES

The International Centre for Coaching and Mentoring Studies at Oxford Brookes University is internationally recognised as a leader among academic centres for coaching and mentoring. The centre has specific expertise in:

SHORT COURSES

- Training Managers as Coaches.
- Training Coaches as Coach Supervisors.
- CPD for existing coaches in a wide range of topics.

MENTORING SERVICES

- Short course on introducing a mentoring scheme.
- Training programmes for mentors and mentees.
- Consultancy for setting up an online mentoring process.

COACHING CONSULTANCY

Highly experienced consultancy services focused on introducing a coaching culture to your organisation or further developing the established coaching culture in your business.

QUALITY ASSURING CADRES OF COACHES

Rigorous and robust quality assurance processes to ensure that your internal or external cadre of coaches fully meets your needs and standards.

COACHING SUPERVISION

Individual/group coaching supervision sessions for your coaches supplied by highly qualified, competent and experienced supervisors.

EXECUTIVE COACHING

Executive Coaching for a cadre of individuals in your organisation supplied by highly qualified, competent and experienced coaches.

COACHING EVALUATION

Evaluation of your coaching to date with recommendations on next steps.



THE INTERNATIONAL JOURNAL OF EVIDENCE BASED COACHING AND MENTORING

A free access, international peer reviewed journal, which is published bi-annually online in February and August. The journal provides evidence-based, well-researched resources for students, professionals and corporate clients, managers and academic specialists who need to be at the forefront of developments in the field. It also offers an accessible yet powerful discussion platform for the growing number of coaching and mentoring practitioners seeking to validate their practice.

- The **Editorial** section addresses items of contemporary interest and provides an introduction to the articles in the current issue.
- The **Academic Papers** section, which includes well-researched papers on any aspect of coaching and mentoring.
- The **Reflections from the Field** section offers a platform for contributors to give an account of their experiences, or to express views on particular issues or developments in Coaching and Mentoring, including those raised in earlier issues of the journal. As such, it can inform or stimulate further research and development.
- The **Book Reviews** section comprises short reports on relevant coaching and mentoring publications.

<http://ijebcm.brookes.ac.uk/>

PROFESSIONAL CERTIFICATE IN COACHING AND MENTORING SUPERVISION

This programme provides the developmental support and theoretical underpinning necessary for coaches or mentors to become coaching (or mentoring) supervisors.

It is designed for skilled practitioners to build on their knowledge and to explore, discuss and critically evaluate supervision theories, models and practice issues with a group of equally advanced practitioners.

For further information please visit:

www.brookes.ac.uk/iccams/opportunities-for-study/professional-certificate-of-advanced-study-in-coaching-supervision/ or email iccams@brookes.ac.uk or commercialservices@brookes.ac.uk

OXFORD BROOKES UNIVERSITY COACHING AND MENTORING SOCIETY (OBCAMS)

The aim of the Oxford Brookes University Coaching and Mentoring Society (OBCAMS) is to bring together researchers and practitioners of coaching and mentoring in order to explore evidence based practice and areas of interest to the field.

For further information please visit:

<https://www.brookes.ac.uk/iccams/conferences-and-events/obcams/>
email iccams@brookes.ac.uk

MA COACHING AND MENTORING PRACTICE

The MA uses integrative approaches to learning that enable participants to translate the theoretical knowledge and concepts underpinning coaching and mentoring into their own practice.

The MA uses integrative approaches to learning that enable participants to translate the theoretical knowledge and concepts underpinning coaching and mentoring into their own practice. Its central aim is to give opportunities for the expansion of knowledge and understanding of theories and then relate that knowledge to the skills and approaches necessary to develop professionally as a coach or mentor.

For further information please visit:

www.brookes.ac.uk/courses/postgraduate/coaching-and-mentoring-practice/

or email iccams@brookes.ac.uk or commercialservices@brookes.ac.uk

DOCTOR OF COACHING AND MENTORING

The DCM is a part-time programme that fosters excellence in professional practice, developing your capacity to become a true leader in the coaching and mentoring field.

The MA uses integrative approaches to learning that enable participants to translate the theoretical knowledge and concepts underpinning coaching and mentoring into their own practice. Its central aim is to give opportunities for the expansion of knowledge and understanding of theories and then relate that knowledge to the skills and approaches necessary to develop professionally as a coach or mentor.

For further information please visit:

www.brookes.ac.uk/courses/postgraduate/doctor-of-coaching-and-mentoring/

or email iccams@brookes.ac.uk or commercialservices@brookes.ac.uk

ILM LEVEL 7 CERTIFICATE IN EXECUTIVE COACHING & MENTORING

This ILM accredited course offers you the flexibility to study for your ILM qualification by attending seminars in Oxford approximately once a month and accessing our virtual learning environment to engage with tutors and peers and additional course content.

This blended delivery format provides a structured approach so that you can participate from a distance and dovetail the qualification with the demands of your work. The course is delivered over a six month period and covers four ILM units, totalling 20 credits:

- Understanding the Context of Coaching and Mentoring in a Strategic Business Environment.
- Undertaking Coaching or Mentoring at a Senior and Strategic Level.

- Reflecting on Your Own Ability to Perform Effectively as a Coach or Mentor Practicing at a Senior Level.
- Becoming an Effective Leader.

For further information please visit:

<http://business.brookes.ac.uk/research/iccms/coaching-mentoring-study/ilm-executive-coaching-mentoring/> or

email iccams@brookes.ac.uk or commercialservices@brookes.ac.uk

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