

## Syllabus for the *Coach the Coach* Module of the Advanced Coach Certificate





## 1.0 Introduction to the RDA Advanced Coach the Coach Syllabus

The Coach the Coach Module forms part of the RDA Advanced Coach Certificate. It is one module that makes up the overall qualification to become an Advanced Coach. The syllabus of the Coach the Coach module introduces concepts and ideas that develop the skills and underpinning knowledge to support trainee coaches and more experienced coach to grow and develop. Specifically the syllabus will focus on three key areas as follows:

- Skills, knowledge and attributes of effective Coach Tutors
- Learning and the learner
- Facilitation and mentoring Skills

While it is acknowledged that a good level of coaching and technical knowledge is required when supporting coaches, an understanding of how people learn and how to facilitate learning is essential in the development of other coaches. This module does not cover any coaching or technical information only **how** to support learning and development.

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| Topic   | Learning Outcome   | Content  | Examples of proficient ability   |
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| <b>1.0 Skills, Knowledge and attributes of Coach Tutors</b> |  |  |  |
| 1.1 Skills, Knowledge and attributes                        | Coaches are <b>aware of</b> and <b>are developing</b> the important skills, knowledge and attributes of coach tutors.  | <ul style="list-style-type: none"> <li>Differences and similarities between coaching and mentoring/developing coaches</li> <li>Personal action planning around knowledge/skill/attributes</li> </ul>   | The coach is able to differentiate their skills from coaching riders to working with coaches and is able to identify & apply subtle differences in skills. They show a self-awareness that recognises their strengths in this role and areas for personal development. |
| <b>2.0 Learning and the learner</b>                         |  |  |  |
| 2.1 Understanding Learning Principles and how people learn. | The coach has an <b>appreciation</b> of adult learning principles and learning development related to coaching. The basis of the learning theory is used to create positive learning environments. | <ul style="list-style-type: none"> <li>Adult learning Principles</li> <li>Understanding learning and development (Bloom, Kolb 1984, Conscious competence model, PRICELESS)</li> <li>Stages of learning</li> <li>Individual learning Needs</li> </ul> | The coach uses a flexible approach to meet the needs of individuals and has a clear approach to developing other coaches which is based on adult learning theories and an underpinning theories of learning and development.   |
| 2.2 Facilitating learning in the Practical environment      | The coach is able to <b>apply</b> a process to support the development/reinforcement of coaching skills in the practical environment.  | <ul style="list-style-type: none"> <li>Introducing coaches to new skills in the practical setting and using the IDEA process (Introduction, Demonstration, Experiment and Try, Assess and evaluate)</li> </ul>                                       | In the practical coaching environment the coach has a straightforward method of introducing and enabling coaches to practice new/different skills, concluding with a review and future plans for the trainee coach.  |
| 2.3 Fixed and growth mind-sets                              | The coach is <b>aware of</b> and able to <b>identify</b> Growth and Fixed mind-set behaviours and able to  | <ul style="list-style-type: none"> <li>Growth and fixed mind-set theory</li> <li>Recognising Growth and Fixed mind-set characteristics</li> </ul>  | The coach uses growth mind-set language and creates an environment in which coaches are comfortable with   |

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|  | <b>develop</b> a Growth mind-set learning environment for coaches.   | <ul style="list-style-type: none"> <li>• Creating growth mind-set environments</li> </ul>  | being stretched. Feedback is given to further develop a growth mind-set in the learner.  |
| <b>3.0 Facilitation and Mentoring Skills</b>               |  |  |  |
| 3.1 Facilitation skills: questioning, listening, reviewing | The coach is confident in their ability to <b>use</b> questions that are effective in helping other coaches to think, reflect and problem solve. They listen well and are efficient in applying these skills to a review process with coaches. | <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Listening</li> <li>• Review process</li> </ul>   | The coach is able to use questions at appropriate times and in relevant volume to help learners to make decisions, prompt their thinking and reflect on their performance. The questions will be open and specific and well worded. In addition the coach is able to listen and pick-up on body language to develop rapport and respond to the needs of the coach. They will use appropriate processes to support coaches to reflect, think and action plan. |
| 3.2 Group facilitation                                     | The coach is able to <b>use</b> and <b>manage</b> a range of group facilitation activities to develop learning in a practical and classroom context  | <ul style="list-style-type: none"> <li>• Group facilitation exercises</li> <li>• Checking for learning</li> <li>• Managing groups</li> <li>• Energisers and closers</li> </ul> | The coach is able to use variation in learning activities in both practical and classroom settings. They are creative in setting relevant exercises to enhance collaborative learning. Learning is monitored and evaluated before progressing and extending the group.   |
| 3.2 Managing Difficult Feedback                            | The coach is confident in managing difficult feedback and leading difficult conversations.   | <ul style="list-style-type: none"> <li>• Managing fierce conversations (Scott) and the 8 step process</li> </ul>   | The coach is confident in handling difficult conversations and feedback doing this in a professional way that addresses the specific issues while  |

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|                |  |   | maintaining a positive learning environment with clear actions to move forward. A process and structure is used to manage the conversation which enables a two way interaction with clear outcomes.         |
| 3.3 GROW model | The coach is able to <b>apply</b> the GROW model with a coach to help them develop an action plan. | <ul style="list-style-type: none"> <li>• GROW Model</li> <li>• Mentoring process</li> </ul> | The coach is familiar with and effective in their use of the GROW model in supporting coaches. Recognising when it would be appropriate to use and the depth of questions at any given development session. |